

Г.Г. ГУБИНА

# КОМПЬЮТЕРНЫЙ АНГЛИЙСКИЙ

ЧАСТЬ I

DirectMEDIA

Г. Г. Губина

**КОМПЬЮТЕРНЫЙ  
АНГЛИЙСКИЙ**

**Часть I**

*Учебное пособие*

**COMPUTER ENGLISH**

**Part I**

*Study Guide*



Москва

2014

**УДК 111**  
**ББК 923\*81.2Англ.**  
**Г 93**

Печатается по решению  
редакционно-издательского совета ЯГПУ им. К.Д. Ушинского

Рецензенты:

- В. А. Соколов* — зав. кафедрой теоретической информатики ЯрГУ имени  
*П. Г. Демидова* доктор физико-математических наук профессор;  
*М. Н. Аверина* — зав. кафедрой теории и методики преподавания  
иностраных языков ЯГПУ имени К.Д. Ушинского кандидат  
педагогических наук доцент;  
*Е. Ю. Николаева* — кандидат филологических наук доцент кафедры ино-  
странных языков РГАТА имени П.А. Соловьева

**Губина Г. Г.**

**Г 93** Компьютерный английский. Часть I. Com-  
puter English. Part I. Учебное пособие. — М:  
Директ-Медиа, 2014. — 424 с.

**ISBN 978-5-4458-5890-4**

Учебное пособие представляет собой первую часть практического курса английского языка для студентов I курса информационно-технологического факультета высших учебных заведений. Уровень — продвинутый — Advanced. Вместе с тем, пособие может быть использовано широким кругом пользователей с целью овладения ими англоязычными версиями электронных технологий, информацией глобальной компьютерной сети, общим английским языком в процессе очного или заочного обучения, с преподавателем или самостоятельно.

Каждый урок включает в себя прослушивание и чтение специализированных текстов на английском языке, практику устной и письменной речи, грамматический материал, фоновые знания. После каждых пяти уроков предусмотрены упражнения для повторения и закрепления изученного материала.

Продолжение курса обучения компьютерному и общему английско-му языку имеет место во второй части учебного пособия.

**УДК 111**  
**ББК 923\*81.2Англ.**

## СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ .....	5
CONTENTS.....	10
START LEARNING .....	14
UNIT 1. Personal Computer (PC).....	14
UNIT 2. Internal Devices of the Computer.....	18
UNIT 3. Context Menu .....	25
UNIT 4.....	31
UNIT 5.....	38
Progress Tests to Units 1–5.....	43
Unit 1 .....	43
Unit 2 .....	44
Unit 3 .....	47
Unit 4 .....	49
Unit 5 .....	51
UNIT 6. Program Classification .....	54
UNIT 7. The World of Networked Information.....	60
UNIT 8. Software Peopeware.....	67
UNIT 9. Software Engineering.....	74
UNIT 10. Database.....	83
Progress Tests to Units 6–10.....	88
Unit 6 .....	88
Unit 7 .....	89
Unit 8 .....	92
Unit 9 .....	94
Unit 10 .....	96
UNIT 11. Data Processing Methods .....	98
UNIT 12. Programming Languages .....	106
UNIT 13. History of Programming Languages .....	113
UNIT 14. Introduction to C++ Language .....	120
UNIT 15. C++ Standards.....	126
Progress Tests to Units 11–15.....	133
Unit 11 .....	133
Unit 12.....	136
Unit 13.....	138
Unit 14.....	140
Unit 15.....	142

UNIT 16. C++ Operators.....	145
UNIT 17. C++ Encapsulation Templates.....	154
UNIT 18. Polymorphism.....	160
UNIT 19. C++ Problems and Controversies .....	168
UNIT 20. Prolog.....	173
Progress Tests to Units 16–20 .....	180
Unit 16.....	180
Unit 17.....	181
Unit 18.....	184
Unit 19.....	187
Unit 20.....	191
UNIT 21. The Internet .....	194
UNIT 22. The Internet Resources .....	201
UNIT 23. HTML Language .....	206
UNIT 24. HTML Selectors .....	213
UNIT 25. Markup Languages .....	222
Progress Tests to Units 21–25 .....	229
Unit 21.....	229
Unit 22.....	230
Unit 23.....	233
Unit 24.....	237
Unit 25.....	239
TEXTS FOR LISTENING.....	241
GRAMMAR REFERENCE.....	260
KEYS .....	324
GLOSSARY.....	336
ENGLISH-RUSSIAN CONCISE DICTIONARY OF COMPUTER TERMS .....	381

# ПРЕДИСЛОВИЕ

## PREFACE

Предлагаемое учебное пособие написано с целью изучения компьютерного и общего английского языка. Оно предоставляет возможность каждому обучающемуся изучать английский язык, как с преподавателем, так и самостоятельно. Справочные материалы, обеспечивающие самостоятельную работу студентов, включают в себя грамматический справочник; англо-русский словарь, содержащий слова и словосочетания учебника (глоссарий), краткий толковый словарь компьютерных терминов, ключи к заданиям, графический вариант текстов для аудирования.

### **Рекомендации для преподавателей к работе над учебником**

Осуществляйте процесс обучения (деятельность преподавателя) и учения (деятельность студента) на основе компетентностного, личностно-ориентированного, когнитивного подходов к обучению иностранному языку.

1. Поощряйте студентов к самостоятельной работе над учебно-методическим пособием.

2. Учите студентов пользоваться всеми видами справочных материалов.

3. Установите обратную связь *преподаватель ↔ студент* на основе электронных технологий.

### **Рекомендации для студентов к самостоятельной работе в процессе изучения компьютерного и общего английского языка**

1. Систематически работайте над учебником в классе и дома.

2. Пользуйтесь справочными материалами: грамматическим справочником, кратким словарем компьютерных терминов, англо-русским глоссарием и ключами к заданиям.

3. Осуществляйте самооценку, самоанализ на основе самопроверки в процессе выполнения заданий.

4. Применяйте в работе электронные технологии.

**Рекомендации для студентов с целью совершенствования умений аудирования, чтения, устной и письменной речи, грамматического и лексического аспектов в процессе работы над учебным пособием**

### **Аудирование**

- В процессе первичного прослушивания текста старайтесь понять его основное содержание и большую часть деталей, а остальные детали текста — при повторном прослушивании.

- Применяйте языковую догадку в процессе прослушивания: старайтесь догадаться о том, что диктор говорит или скажет дальше. Мысленно задайте вопросы к тексту.

- Используйте разные варианты аудирования с учетом вашего уровня подготовки и индивидуальных особенностей: понимание максимального объема текстового материала в процессе первичного/вторичного или многократного прослушивания текста.

- Если вы испытываете трудности в процессе аудирования, соотнесите звуковой и графический вариант текста (графические варианты текстов для аудирования находятся в приложении «Texts for Listening» — «Тексты для аудирования»).

### **Чтение**

Осуществляйте понимание языкового материала, переработку информации на языковом уровне, точность понимания текста, его декодирование на материале слов и предложений, частично абзацев:

- используйте разные виды чтения и типы текстов;

- научитесь понимать слова в контексте предложения, соотносить значение слова с контекстом предложения, различать лексико-семантические варианты;
- устанавливайте смысловые связи на уровне слов, предложений, абзацев;
- воспринимайте предложение/абзац как единое целое;
- определяйте главное и второстепенное в предложении/абзаце;
- осуществляйте прогнозирование на языковом уровне, определяйте значение слов на основе языковой догадки;
- используйте разные виды справочных материалов.

С целью полноты понимания и извлечения содержательной информации на уровне значения на основе работы с одним или несколькими абзацами:

- ознакомьтесь с основными структурно-композиционными типами абзацев;
- научитесь выделять в тексте его основные элементы;
- синтезируйте, обобщайте отдельные факты;
- устанавливайте иерархию фактов, приведенных в тексте, объединяйте части текста по смыслу;
- соотносите части текста друг с другом, выстраивайте факты и события, приведенные в тексте, в определенной последовательности;
- группируйте факты и события по определенному признаку.

Осуществляйте переработку извлеченной информации, понимание на уровне смысла текста:

- научитесь делать выводы, выносить суждения на основе фактов текста;



- устанавливайте имплицитно выраженную идею, замысел текста;
- оценивайте изложенные факты и содержание текста в целом;
- определяйте характер реализации авторского замысла;
- интерпретируйте текст.

### **Устная речь**

- Используйте каждую возможность практики в иноязычной устной речи с коллегами по учебе или носителями языка.
- На этапе речевой практики осуществляйте языковые умения, тренируйте память, совершенствуйте умения синтеза материала, выполняйте упражнения от абзаца к тексту.
- Осуществляйте практику устной речи в соответствии с темами и ситуациями.
- На этапе воспроизведения материала работайте в парах или группах.

### **Письменная речь**

- Используйте новые слова (2–3 слова) и новые грамматические структуры в своих письменных работах.
- Если вы в чем-либо не уверены, напишите заметки на полях для своего преподавателя: «Is this right?» «Could I also say ... here?»
- В процессе чтения книг, журналов, газет, писем записывайте новые слова и выражения с целью дальнейшего их использования в вашей письменной работе.
- Тщательно обдумывайте тему письменной работы.
- Запишите все мысли к теме письменной работы и осуществите их структурирование.

- Осуществите планирование письменной работы с тем, чтобы каждый абзац содержал одну из определяемых вами основных мыслей.

- Используйте вводные слова и слова-коннекторы.

- Осуществляйте проверку и редактирование письменной работы.

### **Лексико-грамматический аспект**

#### **Лексика**

- Производите отбор слов и выражений специализированного компьютерного и общего английского языка.

- Проверяйте знание новых слов по словарю.

- Выписывайте для себя новые отдельные слова и словосочетания с примерами в соответствии с темами.

- Выписывайте не только отдельное слово, но и его варианты в разных частях речи.

#### **Грамматика**

- Чем больше вы говорите, слушаете и читаете на английском языке, тем лучше будете знать грамматику.

- Ознакомьтесь с теорией, а затем примените ее на практике.

- Если знание грамматики все еще требует совершенствования, выполните дополнительные грамматические упражнения.

**Успеха в изучении компьютерного и общего английского языка!**

*Автор*

# CONTENTS

## Preface

## Start Learning

Unit	Listening	Reading	Grammar	Talk	Writing
1	Basic Types of Modern Computers	What is a Computer?	Kinds of Sentences in English	PC Purchase	Develop- ing the Idea in a Paragraph: «What is PC for me?»
2	Basis of Work with Operating System	Internal Devices of the Com- puter	English Parts of Speech	Greetings	Writing Paragraphs
3	Peripheral Devices of the Com- puter	Context Menu	English Parts of Sentences	Forms of Appeal	Visiting Card
4	Toolbar	Start Menu	English Nouns Proper and Common Nouns	Starting Conver- sation	Response to the Sit- uation
5	Norton Disk Doc- tor	Checking File System on Disk	Nouns: Concrete, Abstract, Com- pound, Collective	Asking Perm- ission to Do Things Giving Perm- ission	Roleplay
6	Types of Programs	Commer- cial Status of Pro- grams Types of Distribu- tion	Plural and Singular of Nouns	Idioms and Ex- pressions with <i>Mind</i>	Develop- ing a Para- graph by Examples

7	The World of Networked Information	Finding Information Online	Nouns with Special Plural Forms	Farewell	Developing a Paragraph by Facts
8	Software	Peopleware	Possessive Nouns	Apologizing	Free Writing
9	Manufacturing of Software Systems	Software Engineering Process	Articles The Definite Article <i>the</i>	Invitation	Invitation Card
10	Ways of Information Development	Database and the Ways of its Presentation	The Indefinite Article <i>a/an</i> Zero Article (No Article)	Expressing One's Own Opinion	Group Brainstorming
11	Batch Processing Method	Real Time Processing Method	Pronouns Personal Pronouns	Agreement and Disagreement	Observing
12	Introduction to Programming Languages	Development of Programming Languages	Interrogative and Demonstrative Pronouns Reflexive and Intensive Pronouns	Comfort and Encouragement	Clustering
13	History of Early Development of Programming Languages	Consolidation and Growth	Indefinite Pronouns Using Pronouns as Adjectives	Necessity and Prohibition	Inquiring
14	Introduction to C++ Language	History of C++ Language	Prepositions Prepositional	Offering Help	Organizing Ideas in a Paragraph: Time Or-

			Phrases		der
15	C++ Language	C++ Standard Library	Conjunctions	Advice	Organizing Ideas in a Paragraph: Space Order
16	C++ Operators and Operator Overloading	Operators of C++ Language	Interjections	Phone Message	Organizing Ideas in a Paragraph: Order of Importance
17	Encapsulation	Templates	Adjectives Degrees of Comparison of Adjectives	Application Form	Organizing Ideas in a Paragraph: Climatic Order
18	Static Polymorphism	Dynamic Polymorphism Virtual Member Functions	Adverbs Degrees of Comparison of Adverbs	Resume	Taking Notes
19	Parsing and Processing C++ Code	C++ Standards and Compliance	Numbers	Curriculum Vitae	Writing Numbers
20	Prolog's Development	Prolog's Features	Verbs Action Verbs State-of-Being Verbs Linking Verbs	Memorandum=Memo	Autotext
21	Use of the Internet	E-mail as the Internet Resource	Verb Phrases Helping Verbs Main Verbs	Job Advertisements	Summary
22	File Shar-	Usenet and	Verb	Interviewing for	Request

	ing and Topic Searching	its News-groups	Forms Regular and Irregular Verbs	a Job	for Information from a College
23	Introduction to HTML Language	HTML Containment and Grouping	Verb <b>to be</b>	You are Future Professionals	Request for Interview
24	HTML Contextual Selectors	Class as Selector	Verb <b>to have</b>	Personal Qualities	Employment Letter
25	Markup Languages	Attributes of Markup's Descriptors	Simple Tenses	Biography	Inquiry Letter

**Texts for Listening**

**Grammar Reference**

**Keys**

**Glossary**

**English-Russian Concise Dictionary of Computer Terms**

# START LEARNING

## UNIT 1. Personal Computer (PC)

### Listening

#### Text № 1. Basic Types of Modern Computers

#### ОСНОВНЫЕ ВИДЫ СОВРЕМЕННЫХ КОМПЬЮТЕРОВ

**Task 1.** Listen to the adverbs, adjectives and verbs of the text, read them after the speaker and find their meaning in the English-Russian Glossary.

*Adverbs:* clearly, obviously, recently.

*Adjectives:* late, popular, visible, widely-spread.

*Verbs:* become (became, become), include.

**Task 2.** Learn new words, using the English-Russian Concise Dictionary of Computer Terms: **desktop, home computer, LCD PC, notebook, pocket PC, server, slim desk, subnotebook, tablet PC, tabletop computer, working station.**

**Task 3.** Listen to the text about different kinds of computers. Name all types of computers after listening (See Texts for Listening, Unit 1.

### Reading

#### What is a Computer?

#### Что такое компьютер?

**Task 4.** Read the text, using the dictionaries at the end of the book. Make clustering map of basic configuration of the computer's system.

**Task 5.** In pairs, discuss the computers' multitasking.

#### What is a Computer?

The computer is an electronic instrument, intended for automation, creation, storage, processing and transportation of information.

The computers' origin made possible operating with informational contents. In the electronic form we can translate the libraries containing non-fiction and fiction. Old photos and film archives find a new life digitally.

## **Base Configuration of the Computer System**

Personal computer is a universal technical system. Its configuration (structure of the equipment) can be changed as required. It can contain monitor, keyboard, mouse, network, modem, Wi-Fi, TV tuner, speaker system, UPS (universal power system), ZIP drive, Card Reader.

### **Talk**

#### **PC Purchase**

#### **Покупка персонального компьютера**

**Task 6.** Read the dialogue and find PC parameters characterizing it.

**Task 7.** What do you think: Who was the happiest in the family to make PC purchase? Give your reasons.

#### **PC Purchase**

Once, on a cold winter day, some family went to make PC purchase. They had no knowledge in computer engineering and simply went to the most advertised firm. A shop manager met them at a threshold:

*Shop manager:* What do you want? Can I help you?

*Father:* Yes! We want to buy PC.

*Shop manager:* Oh! This is a serious activity.

*Father:* Yes. I know. We have been saving money for a long time.

*Shop manager:* What do you need your PC for?

*Child:* I want it for playing! I want to play very much!

*Shop manager:* OK. You need a powerful PC. Computer games are hard programs.

*Father:* Give us big PC.

*Shop manager:* What PC do you want?

*Father:* Black colour!

Everybody laughed in the office.

*Shop manager (smiling):* Parameters ... What parameters do you want on your PC?

*Father:* Oh... I don't know.



*Child:* I want hard drive 300 Gigabyte, both powerful processor and video card with much memory. Five channel soundcards, DVD-rewritable Rom, sound system on sub-woofer, game pad joystick, wireless keyboard and a mouse. I want LCD monitor with 19 inches. Moreover, a box for CD ... and a carpet for mouse named «Pictures Sonic».

*Shop manager (surprised):* Right... let's make it all.

Two hours later.

*Shop manager (pushing ten boxes):* It's your PC. You have to pay 1999 dollars.

Father fainted.

*Shop manager:* Hey... if you don't have money enough, you can take credit. You must have 30% from cost and 5% a year. Go to the bank and make papers.

*Mother:* All right.

They came back with credit in three hours.

*Shop manager:* Here is your PC. Thank you for purchase.

In an hour at home

*Child:* Well... How can I start it ...?

Grammar

## **Kinds of Sentences in English**

### **ВИДЫ ПРЕДЛОЖЕНИЙ В АНГЛИЙСКОМ ЯЗЫКЕ**

**Task 8.** Read Grammar Reference material to Unit 1 «Kinds of Sentences in English».

**Task 9.** Identify each sentence in the text «Buying PC». Label each one as declarative, interrogative, imperative or exclamatory.

### **Writing**

#### **➤ Developing the Idea in a Paragraph**

РАЗВИТИЕ МЫСЛИ В АБЗАЦЕ

**Task 10.** Write a paragraph beginning with the words «What is PC for me?». Use different kinds of sentences in your story.

Developing the idea in a paragraph: examples of students' writing

1. What is PC for me? It is a very important thing! Why is it so? Computer is a useful device for work. My friends and I communicate in the Internet with the help of PC. Computer allows making projects, finding necessary information. It's a kind of entertainment. I relax, when I listen to music, watch video, and play PC games.

2. What is personal computer for me? First, I think computer is the future of our country, of the whole Earth! Next, computer for me is the way of communication with the help of the e-mail. Moreover, the products of my work are not projects and presentations only; I create the programs of mine. I am sorry to say that I have not much of time to entertain myself at present, because I have to study hard learning computer science and mathematics.

## UNIT 2. Internal Devices of the Computer

### Listening

#### Text № 2. Basis of Work with Operating System (OS)

##### ОСНОВЫ РАБОТЫ С ОПЕРАЦИОННОЙ СИСТЕМОЙ

**Task 1.** Listen to the text «Basis of Work with Operating system» (See Texts for Listening, Unit 2). Guess the meaning of the following words: **basic, command, cursor, element, function, menu, object, operation, operating system, program, start.**

**Task 2.** Study the list of words, using English-Russian Glossary at the end of the book: button, carry out, closure, dragging, enter, force, key, left, management, pointer, pressure, right, selection, simultaneous, in addition, to be interested in.

**Task 3.** Complete the sentences of Paragraph 1:

- Operating system management is carried out by means of ....
- Cursor and mouse buttons are ....
- ... is the call of Context menu.
- With the left button you give commands on implementation of operation...specifying the interface element you are interested in: icon, item, and menu.
- ... function of objects' selection and dragging.

**Task 4.** Name the keyboard's managing buttons.

### Reading

#### Internal Devices of the Computer

##### Внутренние устройства компьютера

**Task 5.** Imagine you want to assemble the computer. What internal devices would you use? Give the list of words.

**Task 6.** Read the text and match the expressions and their meaning.

## **Expressions**

main chip/ device  
storage device  
key parameters  
operating voltage  
digit capacity  
clock rate  
clock multiplying  
cache memory  
long-time storage  
small information amount  
numerical data  
digital recording  
high density  
  
stereo speakers  
sound card  
video card (video adapter)  
floppy disk drive  
hard disk  
word length

## **Meaning**

стерео система  
числовые данные  
высокая плотность  
цифровая запись  
долговременное накопление  
главный чип  
звуковая карта  
жесткий диск (винчестер)  
устройство хранения данных  
дисковод гибких дисков  
видеокарта  
ключевые параметры  
небольшой объем информа-  
ции  
тактовая частота  
рабочее напряжение  
длина слова  
множитель частоты  
цифровой объем  
кэш-память

## **Internal Devices of the Computer**

### ***Motherboard***

The motherboard is the main board of the PC. It contains the processor, the microprocessor (chipset), buses, RAM, ROM (permanently storage device) and plugs for connection of additional devices.

The processor is the main chip of the PC in which all calculations are made. Key parameters of the processor are an operating voltage, a digit capacity, working clock rate, coefficient of a clock multiplying, size of the cache memory.

### ***Hard Drive***

Hard disk is the main device for long-time storage of high size data and programs.

### ***Video Card (Video Adapter)***

The standards of video cards are the following ones: VGA (256 colours); SVGA (16,7 mln. colours). The image, which video card displays on a screen, depends on the amount of colours supported by the monitor.

### ***Sound Card***

The sound card reproduces sounds, music and speech through the external stereo speakers connected to a sound card. Key parameter of a sound card is the word length determining the quantity of bit per second.

**Task 7.** Read the introductory sentences of the paragraphs and think of new sentences of your own extending them.

**Task 8.** Name the internal devices of the system unit and determine their functions.

### **Talk**

### **Greetings and Responses to Greetings**

#### **Приветствия и ответные реплики на приветствия**

**Task 9.** Listen to the Communication Focus words and expressions. Say them after the speaker.

### **Greetings**

#### **Приветствия**

#### **Hello.**

Привет (британский вариант)

#### **Good night. Night.**

Доброй ночи.

#### **Hi.**

Привет (американский вариант)

#### **How do you do?**

Здравствуйте, как поживаете?

#### **Good morning. Morning.**

Доброе утро.

#### **How are you? How are things with you? How are things going?**

Как у вас/тебя дела?

#### **Good afternoon. Afternoon.**

Добрый день.

#### **Haven't seen you for ages.**

Не видел вас (тебя) целую вечность.

#### **Good evening. Evening.**

Добрый вечер.

#### **Why? Where have you been? Как?**

Где вы были?/Где ты был?

## Responses to Greetings

### Ответные реплики на приветствия

**I am fine. Fine.**

Прекрасно.

**Well.**

Хорошо.

**Very well.**

Очень хорошо.

**Splendid. Great.**

Великолепно.

**I am quite well, thank you.**

У меня все хорошо, спасибо.

**Very well indeed, thank you.**

Действительно очень хорошо,  
спасибо.

**It's the same with me.**

То же самое и у меня.

**I am too.**

Я тоже.

**Middling.**

Средне.

**So-so.** Неважно.

**Fifty-fifty.**

Так себе.

**Not very good, I am**

**afraid.** Боюсь, что не  
очень хорошо.

**Things are bad with me.**

Дела мои обстоят плохо.

**Things are going from  
bad to worse.**

Дела очень плохи.

**The world we live in!**

Мир тесен!

**Task 10.** Listen to mini-dialogues with greetings, then read and reproduce them in pairs.

#### 1

Hello, John.

Hello, Michael! Haven't seen you for ages! How are you?

I am quite well, thank you. And how are you?

Very well indeed, thank you.

#### 2

How do you do, Harry.

How do you do, Jane.

Where have you been? How are things with you?

Fifty-fifty.

It's the same with me.

3

Hi, Ann! You look great!

Thank you, Sam.

Haven't seen you for a month. How are things going?

Very well.

Glad to hear that.

4

Afternoon. Glad to see you.

I am too. How is your business?

Not very good, I am afraid.

Sorry to hear that.

**Task 11.** Think of your own dialogue with greetings. Act them with your partner, and then exchange your dialogues with other students in class.

**Grammar**

**English Parts of Speech**

**Части речи в английском языке**

**Task 12.** Read Grammar Reference material to Unit 2 «English Parts of Speech. Части речи в английском языке».

**Task 13.** Identify parts of speech. Label each numbered word in the word combination; write its part of speech, using the same abbreviations as in Grammar Reference. Use the Keys or English-Russian dictionary for checking. Give the analysis: what kinds of speech prevail over the others?

Peripheral (1) devices (2) of the PC are connected (3) to (4) its (5) interfaces and are intended for (6) execution (7) of auxiliary (8) operations. Due to (9) them (10) the computer system gains flexibility (11) and scalability (12).

Modem belongs (13) to *data exchange device*. It is intended for interchange of information between (14) remote (15) computers. Key parameters of the modem are productivity (bod), supported communications protocols and error corrections (16), the bus interface (PCI).

**Writing**

## ➤ Writing Paragraphs

### Написание абзацев

**Task 14.** Read the material about writing paragraphs.

#### Paragraphs

**clincher**, *n* убедительный аргумент

**summarize**, *v* обобщать

**restate**, *v* вновь подтверждать

**introductory**, *adj* вводящий

**topic**, *adj* главный, тематический

**supporting**, *adj* поддерживающий

A paragraph is a group of related sentences that introduces and develops a main idea. Paragraphs are the true «building blocks» of writing. They indicate that a writer has moved from one main idea to another. Paragraphs also make reading a page easier. The first line of a paragraph is indented slightly from the left margin.

In a paragraph you will sometimes find an **introductory sentence** and then a **topic sentence** that states the main idea, **supporting sentences** that provide more detailed information, and when appropriate, a **clincher sentence**. The clincher sentence summarizes or restates the paragraph's main idea.

#### Example:

**chanting**, *n* пение с часто повторяющимися мелодиями, несколько слогов или слов на одной ноте: псалмы, кантаты

**shake rattles**, *v* трясти трещотками

**hollow logs** — полые бревна

**bones and pebbles** — кости и камни

Topic sentence People in prehistoric times made music with simple instruments. Supporting sentences The human voice was probably the first instrument. People enjoyed chanting and singing around a fire. They also beat rhythmically on hollow logs and shook rattles made of bones and



pebbles. Eventually people found that a simple reed or hollow stick could produce musical sounds when air was blown into it. Clincher sentence Such instruments provided the joys of music for our prehistoric ancestors.

**Task 15.** Rewrite the following material to make it meet the requirements of a good paragraph. Be sure to omit any sentences that do not develop the main idea. Add a clincher sentence.

**baffle (baffled, baffled)** , *ν* разрушать

**reveal (revealed, revealed)**, *ν* показать

Composer John Cage captured people's attention early in his career when he set up a piano in Cambridge's Harvard Square. That is near many other historical places. Cage sat down at the piano to play — but did not play. Instead, he sat still while an assistant turned pages of music for him. The lunchtime of audience was baffled for a long while. Arthur Fiedler was another famous musician from the Boston area. Then people realised what John Cage wanted them to hear. The real music this composer wanted to reveal to the world was the sound of Harvard Square's busy daily life.

## UNIT 3. Context Menu

### Listening

#### Text № 3. Peripheral Devices of the Computer

#### Внешние устройства компьютера

**Task 1.** Before listening to the text «Peripheral Devices of the Computer» (See Texts for Listening, Unit 3) translate the words and word combinations using the English-Russian Concise Dictionary of Computer Terms and the English-Russian Glossary at the end of the book: **actuate by a palm, command handling, digital camera, ink-jet printer, install permanently, LED printer, printing station, receive copy, screen monitor, special manipulators, trackball, transparent carrier, wireless link.**

**Task 2.** Listen to the text «Peripheral Devices of the Computer» (See Texts for Listening, Unit 3. Write out the expressions containing the word data and find their meaning.

**Task 3.** Group the words into categories: data input devices, data output devices. Think of the sentences with them.

**Data tablet, digital camera, keyboard, mouse, printer, scanner, screen monitor, special manipulator.**

**Task 4.** Listen to the text «Peripheral Devices of the Computer» and write a paragraph about the input and output computer devices.

### Reading

#### Context Menu

#### Контекстное меню

**Task 5.** Before reading the text, define the meaning of key words, using the English-Russian Concise Dictionary of Computer Terms: cut, copy, folder, insert, paste, property, shortcut.

**Task 6.** Read the text and state the function of each Context menu command or notion. Speak about their use.

## Context Menu

A lot of different operations can be done with every object of desktop, every folder or icon. Another useful function of *Windows, Context Menu*, is of great help in this case. Any *Context Menu* contains the following base commands: cut, copy, insert, paste.

*Cut* means pasting files or text to Clipboard and then inserting them to a new place.

*Copy* designates creating copy of the text or file with the next pasting it to Clipboard.

Choosing the command *Properties*, you can learn a lot about the object, for example, document, program or desktop. Shortcut *Properties* will show the file it specifies, and also the document's properties, including the creator, place of creation, program it is created at. A great number of object parameters can be changed using *Properties. Shortcuts* can be created, deleted, renamed, and copied.

### Talk

#### Forms of Appeal

#### Формы обращения

**Task 7.** Learn Communication Focus words and expressions. Say them after the speaker.

**Gentleman** — джентльмен, мужчина с высоким социальным статусом, принадлежащий к высшим классам

**Lady** — леди, женщина с высоким социальным статусом, принадлежащая к высшим классам

**Mister** — **Mr.** — мистер, господин, обращение к мужчине, когда он не имеет другого титула: Mr. (Henry) Grey

**Missis** — **Mrs.** — миссис, госпожа, обращение к замужней женщине, Mrs. (Kate) White

**Miss (colloquial missy)** — обращение к девочке, девушке, незамужней женщине, Miss (Gloria) Kelly

**Madam** — мадам, вежливая форма обращения к уважаемому лицу женского пола, независимо от матри- мониального положения женщины

**Sir** — сэр, вежливая форма обращения к уважаемому лицу мужского пола

### **Introducing people**

**Как представить людей при знакомстве**

*Introducing people*

**Meet my friend Mr. Grey.**

Познакомьтесь с моим другом, мистером Грэем.

**This is my wife, Mrs. Green.**

Это моя жена, миссис Грин.

**Let me introduce my husband, John Smith.**

Позвольте мне представить вам моего мужа, Джона Смита.

**Let me introduce you to my niece, Mary Brown.**

Позвольте мне представить вас моей племяннице, Мэри Браун.

**Fancy meeting you here!** Какими судьбами? Ну и встреча!

**What a pleasant surprise!**

Какая приятная неожиданность!

*Answers to introduction*

**(Very) glad to meet you, Mr. Grey.**

(Очень) рад познакомиться с вами, мистер Грэй.

**I am (very) glad to see you.**

(Я) (очень) рад вас видеть.

**It is a pleasure.**

Это удовольствие.

**The pleasure is all mine.**

Напротив, это вы доставили мне удовольствие.

**Ages since we met.** Мы давно не виделись.

**Task 8.** Listen to the dialogues, and then act them in pairs.

#### **1**

This is my friend Pamela.

Glad to meet you, Bill.

Glad to meet you too.

Are you busy tomorrow night?

I think I have some free time.

Let's go to the café, then.

O.K.

#### **2**

Meet my wife, Mrs. Hardy.

Very glad to meet you, Mrs. Hardy. It's a nice day today, isn't it?

Yes, it is a pleasure being out on such a lovely day.

Are you going to the country on the weekend?

Yes, we are going to our country house for a fortnight. You can join us.

Thank you for invitation.

### 3

Let me introduce you to doctor Ellis.

Glad to see you, doctor. I have heard much of you.

I am glad too. It's my visiting card.

Thank you, I am sure to phone you soon.

— All right.

### 4

Let me introduce you to my nephew Harry Thompson.

How do you do, Harry. How are you?

Fine, thanks.

Where are you going?

I am going abroad, to Germany. I would like to see German culture.

Great! I like Germany too.

**Task 9.** Think of your own dialogues «Introducing people». Dramatise them in class. Make exchange in class to get various variant of dialogues.

## Grammar

### English Parts of Sentences

#### Члены предложений в английском языке

**Task 10.** Read Grammar Reference material to Unit 3.

**Task 11.** Number your paper 1) to 10. Then write the subjects and the verbs in the following sentences.

1. The average three-pound human brain is very complex.
2. During the first six months of a baby's life, the brain doubles in size.
3. Each second the brain receives and translates 100 million nerve messages from your body.
4. With increased age men and women hear fewer high-pitched sounds.
5. The human eye can discriminate among several million gradations of colour.
6. At sea level there are 2,000 pounds of air pressure on each square foot of your body.
7. The nose, the windpipe, and the lungs form the respiratory system.
8. The respiratory system provides the body with oxygen and rids the body of carbon dioxide.
9. The nose cleans, warms, and humidifies over 500 cubic feet of air every day.
10. In the lungs there are millions of tiny air sacs.

**Task 12.** Write each complement, and then label it, using the following abbreviations: direct object (*d.o.*) — прямое дополнение, indirect object (*i.o.*) — косвенное дополнение, objective complement (*o.c.*) — объектное дополнение, predicate nominative (*p.n.*) — предикативный номинатив, predicate adjective (*p.a.*) — предикативное прилагательное.

1. Your body makes approximately one and a half million blood cells every second.
2. Before 8:30 A.M., the large lounge in the east wing is open to all students.
3. George Washington appointed John Jay Chief Justice of the United States.
4. Lloyd became enthusiastic about speaking in the debate.
5. Mrs. Williams gave the class a list of research topics.

6. Leslie can swim 50 laps in 20 minutes.
7. Birds' feathers are actually a kind of scale, like the scales of reptiles.
8. The students elected Melissa president of the class with more than 86 percent of the vote.
9. The typical American black bear can be black, white, brown, or grey-blue.
10. On February 20, 1962, John Glenn orbited the earth in the spacecraft *Friendship 7*.

## Writing

### ➤ Visiting Card

#### Визитная карточка

**Task 13.** Study the essential elements of the visiting card and write the visiting card of your own.

#### Visiting Card

<b>Byte (1)</b>	Michael White (2) Sales Manager (3)
9 (4) Park Lane (5) North Easton (6) MA (7) 02347 Box 531 (8) USA (9) Phone: (306) 543-1087 (10) Fax: (681) 342-0932 (11) E-mail: beta54@mail.uk (12)	

(1) name of the company (2) name and surname (3) position held (4) house number (5) name of the street (6) name of the town or city (7) state (in the USA); county in GB (8) zip code or index (9) country (10) phone (11) fax (12) e-mail

## UNIT 4

### Start Menu

#### Listening

#### Text № 4 Toolbar

#### ПАНЕЛЬ ИНСТРУМЕНТОВ

**Task 1.** Learn definitions, using the English-Russian Concise Dictionary of Computer Terms at the end of the book: **browser, Control Panel, Explorer, hyperlink, hypertext, Internet, Outlook Express, shell, Toolbar, WWW (World Wide Web).**

**Task 2.** Listen to the text «Toolbar» (See Texts for Listening, Unit 4). Match the statements and paragraph numbers: 1, 2, and 3.

In all cases the algorithm is identical. Specify the chosen icon by the mouse cursor, then press the left mouse button, and without releasing it, drag the icon to the panel.

— First activate the panel *Quick Start*. It will be enough for placing the Internet shortcuts (Internet Explorer, Outlook Express), icon for quick network connection, Explorer and Control Panel shortcuts.

— You can add not only shortcuts, but whole folders, and create new panels of your own with Quick Access shortcuts by means of Context menu. Click the right mouse button on free space Panel and choose Toolbar item *Create the Toolbar*.

#### Reading

### Start Menu

#### Меню Пуск

**Task 3.** Read the text using the dictionary. Write out the meaning of unknown words.

#### Start Menu

Start Menu is responsible for all the programs installed in the system. It also includes references to the most important elements of management in Windows.



It is opened after a click on the same name button in the left lower screen corner. Let's consider some of Start Menu components.

*Recent documents* are the list of documents you have been lately working with.

*My computer* is the Desktop main **duplicate** button, quick access to the content of all your **hardware** and **software**.

*Internet Connecting implemented* on your computer ensures quick access to the network.

**Help and support** is the detailed electronic textbook in *Windows*. Press the key F1 for its call.

*Search* helps to find files according to their location, content and expansion, date of creation. It carries out the search of the Internet files, e-mail or WWW-pages.

*Execution* is the analogue of MS-DOS command line. Using it, you can start any program, having typed its exact local address (for example, for the *Windows* start of *thin tuning* program choose *msconfig.exe*).

**Task 4.** Determine if the text information is a) true b) false c) there is no information.

Start Menu includes references to the most important elements of management in *Windows*.

— *My computer* is a quick access to content of all hardware and software.

— You can never enter network from the menu *Connection*.

— Always call F1 key for help.

— *Search menu* helps to find files in *Windows*.

— *Execution* is the analogue of CD-ROM BOOT command line.

**Task 5.** Discuss the use of Start Menu in pairs. Present your dialogues to the class.

**Talk**

**Starting Conversation**

**Как начать разговор**

## Task 6. Learn how to start conversation.

### *Asking for factual information*

#### *Запрос о фактической информации*

##### *Excuse me (but)*

— is this seat free?

— is anybody sitting (t)here?

— do you know what time this train gets to London?

Извините, (но)

— это место свободно?

— кто-нибудь сидит (там) (здесь)?

— вы знаете, когда (в какое время) этот

— поезд прибывает в Лондон?

### *Asking people to do things*

#### *Просьба о выполнении действий другими людьми*

Excuse me/I am awfully sorry, but do you think you could help me with my case?

Sorry to bother/disturb you, but could you (possibly) close the window a little?

Excuse me, but would you mind (very much) keeping an eye on my suitcase?

Извините/мне очень жаль, но не могли бы вы помочь мне с моим чемоданом (сумкой)?

Извините, что потревожил вас, но не могли бы вы закрыть окно?

Извините, но не присмотрите ли вы за моим чемоданом (сумкой)?

### *Agreeing to requests*

#### *Согласие выполнить просьбу*

#### *Refusal to requests*

#### *Отказ выполнить просьбу*

Yes/certainly, of course.

By all means.

Sure.

I am sorry, but I can't do it.

Да, конечно.

Обязательно.

Конечно (с большой степенью уверенности).

Извините, но я не могу это сделать.

## *Indirect questions* *Косвенные вопросы*

Sometimes when we want to ask a polite question, we start our questions with *Do you know...? Can/could you tell me...? or Have you any idea...?* e.g.:

**Direct question:** What is the time? When did he leave?

**Indirect (polite) question:** Can you tell me what the time is? Have you any idea when he left?

Иногда, когда мы хотим задать вежливый вопрос, начинаем наши вопросы словами: *Вы не знаете ...? Не могли бы вы подсказать мне ...? Вы что-нибудь знаете о ...?*

*Прямой вопрос:* Сколько времени? Когда он уехал?

*Косвенный (вежливый) вопрос:* Не могли бы вы подсказать мне, сколько времени? Вы что-нибудь знаете о том, когда он уехал?

**Task 7.** Read the dialogue and find all the cases of addressing people.

### **Journey Talk**

The action takes place at Paddington — one of London's mainline stations serving the west of England.

LIZ: Excuse me, is *anybody sitting* there?

WOMAN: No, no, it's free.

LIZ: Oh, good. Goodness, it's stuffy in here, isn't it! *Do you mind very much* if I open the window a little?

WOMAN: No, *not at all*. It is rather hot.

MAN: Tickets, please.

LIZ: *Excuse me*, but do you know what time this train gets to *Paddington*?

MAN: 10.35, madam.

LIZ: Thank you. *Could I possibly* borrow your newspaper for a moment?

WOMAN: Yes, certainly. *By all means*. I have finished with it.

LIZ: Thanks. I just wanted to check the times of a film I am going to see this afternoon.

WOMAN: *Are you going to see* anything interesting?

LIZ: Well, actually I am taking my four-year-old niece to see *Bambi!*

*/some time later/*

MAN: Any more tickets?

LIZ: Oh, excuse me, but *do you think you could* help me with my case?

MAN: Certainly, madam. There you are!

LIZ: Thanks very much.

### **Grammar**

### **English Nouns**

### **Имена существительные в английском языке**

### **Proper and Common Nouns**

### **Собственные и нарицательные имена существительные**

**Task 8.** Read Grammar Reference material to Unit 4.

**Task 9.** Each sentence has one common and one proper noun. Label each noun as **common or proper**.

*Example:* New York City (**proper**) has many interesting sights (**common**) to see.

The tallest buildings are at the World Trade Center.

St. Patrick's Cathedral, a beautiful church is famous.

On Fifth Avenue there are many shops.

Do not forget to visit Central Park with its famous zoo.

**Tasks 10.** For each proper noun write a common noun that can take its place.

*Example:* Mount Everest

**Mountain**

Wisconsin

\_\_\_\_\_

Houston

\_\_\_\_\_

Bruce Springsteen

\_\_\_\_\_

The Adventures of Tom

\_\_\_\_\_

Sawyer

**Task 11.** Each group of words below contains both common and proper nouns. Rewrite **the proper nouns** correctly in the blanks.

*Example:* country, france, germany, rome, city

France, Germany, Rome

1) reggie jackson baseball tennis arthur ashe national league

2) doctor chang nurse diaz memorial hospital reverend wilson

### **Writing**

#### **➤ Response to the Situation**

#### **Ответная реакция на ситуацию**

**Task 12.** In pairs, decide what to say or to write in the following situations.

#### **Asking for Information**

1 *In a public building*

You cannot find the shower. You ask a person at the front entrance.

2 *At a bus stop*

You want to know if you have just missed a bus. You ask the person standing next to you.

3 *At an airport*

Your plane has been delayed. Why? You go to the information desk.

***Response to the situation: examples of students' writing***

#### **1**

— *Sorry, I can't find the shower. Can you tell me where it is?*

— *It is just on the right along the corridor.*

— *Thank you.*

— *Don't mention it.*

#### **2**

— *Oh, sorry to disturb you, but have you seen the number of the bus which has just left? I am afraid of missing my bus.*

- *Bus number 5, I think.*
- *Oh, what a pity! When will the next one come?*
- *In half an hour.*
- *Nevertheless, I have to wait. Thank you.*

**3**

- *Excuse me, can you tell me why my plane has been delayed?*
- *Sure. We have just announced it. The reason is non-flying weather.*
- *Sorry to hear that. What is the weather forecast?*
- *The weather will be better by the evening.*

## UNIT 5

### Checking File System on Disk

#### Listening

#### Text № 5 Norton Disk Doctor

#### Диск доктор *Norton*

**Task 1.** Listen to the text «Norton Disk Doctor» (See Texts for Listening, Unit 5). Complete the sentences with the words and word combinations from the text.

— Norton Disk Doctor diagnoses and repairs a variety of ...

— It performs ..., checking everything from the disk partition up to its physical surface.

— If Norton Disk ..., it notifies the problem before making repairs.

— With errors being fixed, Norton Disk Doctor makes necessary repair ....

— After ..., Norton Disk Doctor ... an easy-to-read report that lists the problems found, fixed and displays the disk areas that were checked out okay.

**Task 2.** Quote the text to prove that **Norton Disk Doctor** is a useful program for PC user.

**Task 3.** Speak about your attitude to the program **Norton Disk Doctor**.

#### Reading

### Checking File System on Disk

#### Проверка файловой системы на диске

**Task 4.** Read the text and find out the synonym of the word **check** and the antonym of the word **cancel**.

**Task 5.** Say what the words and the expressions from the text mean: consistency, volume label, schedule, complete, file space, bytes per cluster, total clusters on volume, total File Records.

**Task 6.** Find the summarizing sentences of the text.

**Task 7.** Find the material illustrating the way of the file system's verification in the text.

## Checking File System on Disk

One of your disks needs to be checked for consistency. You may cancel the disk check, but it is strongly recommended that you continue. *Windows* will now check the disk.

The type of the file system is NTFS.

Volume label is new.

A disk check has been scheduled. *Windows* will now check the disk.

CHKDSK is verifying files (stage 1) of 5 ...

File verification completed.

CHKDSK is verifying indexes (stage 2) of 5 ...

Index verification completed.

CHKDSK is verifying computer descriptions (stage 3) of 5 ...

Security descriptor verification completed.

CHKDSK is verifying file data (stage 4) of 5 ...

100% completed.

CHKDSK is verifying free space (stage 5) of 5 ...

100% completed.

Bytes per cluster 4096

Total clusters on volume 4584541

Total File Records 56798

## Talk

### Asking Permission to Do Things

**Как спросить разрешение о выполнении действия**

#### Giving Permission

**Запрет или разрешение сделать что-либо**

**Task 8.** Learn the phrases.

### Asking Permission to Do Things

**Как спросить разрешение о выполнении действия**

**Do you mind (very much) if I open the window a little?**

Вы не очень будете возражать, если я немного приоткрою окно?



Is it all right, if I leave my bags here for a moment?

Could I (possibly) use the phone?

Ничего, если я оставляю здесь мои сумки ненадолго?  
Могу я воспользоваться телефоном?

### Giving Permission

#### Как дать разрешение о выполнении действия

No, not at all (in answer to *Do you mind if ...*).

Please do.

Of course, go ahead (*informal*).

By all means.

Нет, ничего.

Пожалуйста, сделайте это.

Конечно, действуйте.

Обязательно.

**Task 9.** Respond to the situations.

### Asking Permission

1 *In a café*

You want to sit at an empty chair at someone's table.

2 *In someone's home*

You want to know if you can use the telephone.

3 *In a café*

You want to remove the ashtray, which is full of cigarette ends from the table where you are sitting.

4 *On the phone to a hotel*

You are going to stay a week at the hotel and have booked a room. You want to know if the hotel will allow dogs.

### Grammar Reference

#### Nouns: Concrete, Abstract, Compound, Collective

**Конкретные, абстрактные, составные, собирательные существительные**

**Task 10.** Read Grammar Reference material to Unit 5.

**Task 11.** Use the words to complete the compounds: **glee, wind, house, key, leader, drum, song, snare, bag.** Write the compounds correctly.

*Example:* house, way, high, store

high \_\_\_ \_\_\_ house \_\_\_ way store \_\_\_\_\_ folk

highway storehouse

wood \_\_\_\_\_

\_\_\_\_\_ club

opera \_\_\_\_\_

drum \_\_\_\_\_

\_\_\_\_\_ pipe stick

band \_\_\_\_\_

\_\_\_\_\_ board

**Task 12.** Read the article about the photography. Find the nouns and classify them as proper/common, concrete/abstract, compound, and collective.

*Example:* A committee (common, concrete, collective) of students (common, concrete) planned the trip (common, abstract).

### *The First Photography*

The first photographs were taken in the early nineteenth century.

For a camera a photographer used a huge wooden box.

Over a hole at one end was a large, thick lens.

The image was recorded on a metal plate coded with chemicals.

The camera had no gears, levers or shutter.

The photographer covered the lens with his hand.

To take a picture, he simply took his hand away from his lens.

The earliest photographs are views of buildings, statues, or streets with people.

To make these pictures, the photographer left the lens uncovered for almost for an hour.

Anything that moved became a smudge on these first photographs.

Family groups were especially popular.

Later the society developed the photography.

### **Writing**

#### ➤ **Roleplay**

#### **Ролевая игра**

**Task 13.** There is the advertisement at the railway station about the train's delay. Read it, and then imagine you

are delayed at the railway station. Think of your own dialogue between students A and B. You can use the following beginning:

B: Excuse me, is anybody sitting here?

A: No, it is free.

B: Do you mind if I sit here, then?

A: By all means. You are welcome.

B: I am going to meet a friend, but the train is late. Typical, isn't it?

A: My train has been delayed as well.

### **Advertisement**

#### **Train Information**

**BRITISH RAIL APOLOGIES FOR THE DELAY TO THE 9.45 TRAIN FROM LONDON KINGS CROSS TO EDINBURGH. THIS TRAIN IS RUNNING APPROXIMATELY HALF AN HOUR LATE.**

#### **Situations for Students A and B**

##### *Student A*

You are going to see a friend in a town several hundred miles away. You go to the railway station and find that your train is delayed for half an hour. You go to the station café to have a drink and wait. You are annoyed about the delay as your friend is meeting you. A stranger, *Student B*, asks if she/he can sit at your table. You are quite pleased to have the company of another person. You start a conversation with him/her. Later, you notice that *Student B* has a magazine and you ask if you can borrow it to read an article about your favourite film star.

##### *Student B*

You are at a railway station, waiting for a friend to arrive on a train from another town. The train is delayed so you buy a magazine and decide to have an orange juice at the café in the station. The café is quite full. You notice a table at which only one person is sitting — *Student A*. You ask politely if you can sit there and start a conversation with *Student A*. Later, you would quite like to listen to your walkman, but you are not sure if *A* minds.

## Progress Tests to Units 1–5

### Unit 1

**Task 1.** Learn the meaning of the following words using the English-Russian Concise Dictionary of Computer Terms at the end of the book: **input, keyboard, motherboard, mouse, output, slot, and socket.**

**Task 2.** Read the text and write out the words referring to the personal computer.

**Task 3.** Translate the sentences into English:

1. Любой компьютерный комплект содержит одинаковые виды устройств.

2. В компьютере различают внешние и внутренние устройства.

3. В качестве средства соединения системного блока и периферийных устройств выступают целевые разъемы.

4. К информационным средствам ввода-вывода относятся монитор, клавиатура и мышь.

**Task 4.** Read the text and name the internal and peripheral computer devices.

### Computer Devices

With all the variety of personal computers' modifications, the same types of devices are included in any complete set. *De bene esse* they can be divided into internal and external (peripheral) devices.

All the internal devices are inside system unit. The peripheral devices are bridged with the system unit *via* special slots. First of all, they are the devices of input and output: monitor, keyboard and mouse.

**Task 5.** Write a paragraph about the person you admire. Use different kinds of sentences in your story.

## Examples of students' writing

### The Person I Admire

1. I admire a *great scientist Albert Einstein*. He gave an idea of the theory of relativity in 1925! Do you know it? This theory also shows the degree of time and speed. He took into consideration the facts known at that time. He is really a great scientist!

2. *Kurt Donald Cobain* was born in a small American town, Aberdeen, in a poor family. He was an extremely talented *musician*! At school, he was a very bad student. Did it prevent him to become famous? No! He founded a group called *Nirvana* in 1987. His group was very popular. What did he do? He played the guitar and sang. He was married to Courtney Love, from group *The Hole*. Just imagine, in 1994 he committed suicide! He was only 29! Do you feel sorry for Kurt Donald Cobain?

3. *Ann is my friend*. She is wonderful! Who is she? She is twenty. My friend lives in Moscow, but she likes Yaroslavl and comes to my place very often. We help each other with our problems. Ann is a very smart girl!

4. Do you know our *teacher of Mathematics*? It is a pity, if you do not. He is fond of Mathematics and he makes us like Mathematics very much! He is a wonderful teacher! How clever his lectures are! Do you want to be one of his students? We are sure you do. Learn Mathematics the way we do it.

5. Who was *Suvorov*? He was the greatest Russian *war chief*. How many battles did he lose? He lost no battles! What a good war chief he was! He was a patriot. There are awards in his honour.

## Unit 2

**Task 1.** Read the text and state if the information is true or false.

Wireless Bluetooth technology is intended for replacement of cables among the devices, such as printers, keyboards and mice.

Wireless Bluetooth technology works at a long distance.

Bluetooth supporting devices use the transmitters allowing the computers, mobile telephones, printers, keyboards, mice and other devices to be connected with each other with the wires.

Wireless Bluetooth technology is used in the following cases:

- creating of wireless Internet connection by means of mobile telephone or modem server;
- file transferring among the computers or among the computer and other device;
- task sending for printing with Bluetooth support;
- use of wireless keyboard and mice with Bluetooth support;
- personal area network connection (PAN — Personal Area Network);
- synchronization of PDA — Personal Digital Assistant with the computer or with other device by means of Wireless Bluetooth technology.

### **Background Knowledge about Wireless Bluetooth Technology**

Wireless Bluetooth technology is intended for replacement of cables among the devices, such as printers, keyboards and mice. Wireless Bluetooth technology works at a short distance. Bluetooth supporting devices use the transmitters allowing the computers, mobile telephones, printers, keyboards, mice and other devices to be connected with each other without wires.

Wireless Bluetooth technology is used in the following cases:

- creating of wireless Internet connection by means of mobile telephone or modem server;

- file transferring among the computers or among the computer and other device;
- task sending for printing with Bluetooth support;
- use of wireless keyboard and mice with Bluetooth support;
- personal area network connection (PAN — Personal Area Network);
- synchronization of PDA — Personal Digital Assistant with the computer or with other device by means of Wireless Bluetooth technology.

**Task 2.** Complete the dialogues.

**1**

- Hello, ...?
- I am quite well, thank you. And ... ?
- Middling.
- ...?
- I have recently been ill.

**2**

- ..., John, how are things with you?
- ...Glad to hear that. It's the same with me.

**3**

- I say, Bill, how is Kitty?
- ....
- Sorry. Why?

**Task 3.** Read the text and determine every word of it as a part of speech.

My friend Mike and I were excited about going to the beach for the sand sculpture contest, but my mother was worried about the storm expected that evening. I promised I'd run for cover at the first sign of lightning and thunder. The contest was supposed to be over by five o'clock, anyway, so there was a good chance we'd beat the rain. As I rushed out the door, I told my family to meet me at the beach just at five, so they could see our sculpture. My sister

tried one last time to find out what Mike and I planned to make, but again I refused to tell her.

**Task 4.** Write a paragraph about different types of data exchange including introductory sentence, topic sentence, supporting sentences, clincher sentence. Use different kinds of speech in it.

### Unit 3

**Task 1.** Match English and Russian words and expressions below.

Russian variant: выполнять, наоборот, обозначать, панель задач, прямоугольник, развитие, рамка, уменьшать, сжимать, состоять из.

English variant: consist of, compress, designate, development, execute, frame, minimize, rectangle, taskbar, vice versa.

**Task 2.** Read the text and determine if the following statements are true, false or there is no information in the text:

- window is one of the basic elements of UNIX operating system;
- other alternative operating systems are Linux, Windows, MacOS, BeOS, QNX;
- windows can be extended and compressed;
- each window consists of a frame with the information about the program having been started-up or folder having been opened;
- in the left upper corner of the folder you will see four icons, designating typed operations, which can be executed with windows;
- *cross* pressing will result in folder closing;
- hyphen-icon designation deletes the window from the screen to the Toolbar.



## Windows

Window is one of the basic elements of operating system *Windows*. In *Windows* all the programs are started-up. Folders are opened as the windows. Windows can be extended and compressed.

What does each window consist of? It contains a frame with the information in its upper part about the program having been started-up or folder having been opened.

### *Windows XP*

In the right upper corner of any folder you will see three icons, designating typed operations which can be executed with the windows.

*Cross* pressing will result in folder closing.

*Rectangle or two rectangles imposed on each other* correspond to full-screen window development or, vice versa, to standard screen window sizes. When the window is *minimized* to a small screen part, one can manage its sizes with the mouse help. Bring the cursor exactly to the frame edge and you will see how one-sided pointer changes to the bilateral one. Now press the left mouse button and extend it without releasing or compress the window in a certain direction.

Hyphen-icon designation moves the window from the screen down the Desktop to the Taskbar.

**Task 3.** Complete the dialogues.

### 1

- Why, John, ... you here!
- Hi, Jane, the world ...!
- Let me introduce my ....
- I am very glad ....
- I am ....

### 2

- Hello, Bill, what a pleasant ...!
- Hello, George, ages ....
- How's your ...?
- She is quite well, thank you. And what about your ...?
- Fifty-fifty.

### 3

- Meet my ..., Ann.
- How do you do, Miss Ann. It's a ....
- The pleasure is ....

**Task 4.** Number your paper 1 to 10. Then label each part of the sentence, using abbreviations of Grammar Reference to Unit 3.

1. Advertising agencies have given the English language many new words, such as *glamorize* and *personalize*.
2. The original colour of that old colonial house was red.
3. Last night I reread my journal.
4. Some respective nutritionists consider vitamin C an effective cold preventive.
5. Our apartment is very close to public transportation.
6. Early in his junior year, Tomás became captain of high school lacrosse team.
7. Henry Perkey of Denver, Colorado, and William Ford of Watertown, New York, gave consumers their first breakfast cereal in 1893.
8. Some icebergs appear blue or green in the sun.
9. For her birthday we gave Marcy a box of stationary and an album for her photographs.
10. The two longest rivers on the earth are the Amazon and the Nile.

**Task 5.** Write the visiting card combining its elements.

North Easton, MA 02356; Associate Professor; (508) 565-1087; Box 521; Stonehill College; Jane B. Brown; Ph.D.; Consultant & Contractor; Writing specialist.

### Unit 4

**Task 1.** Insert English missing words and expressions while you are reading the text. Use the Russian equivalents: **нажмите, область вставки, правильный вариант текста, слева сверху, удалить.**

## Typing in the Word Processor

When you first create a document, the insertion point is at the ... of the document window. ... marks your place in a document and indicates where the next character you type will appear. If you make a mistake while typing, you can ... it and retype the text.

→ To correct a typing mistake

— ... BACKSPACE to move the insertion point backward; deleting a character each time you press it.

— After you have deleted the mistake, type the ... and continue the work with your document.

**Task 2.** Say how you would address to:

— the man of wealth and social position;

— the woman who has good manners and some claim to social position;

— any man in a polite form;

— a married woman;

— a girl, unmarried woman;

— any woman using a respectful form of address.

**Task 3.** Which nouns are common? Which of them are proper?

1. Later the society developed the photography.

2. Johann Gutenberg lived during the fifteenth century.

3. This famous inventor was born in Germany.

4. The man changed the production of books forever.

5. Before Gutenberg, pages were copied slowly by hand.

6. Then this designer invented a new type of printing press.

7. Due to his work, many manuscripts could be printed at the same time for readers throughout Europe and the world.

8. Modern inventors also strive for speed and convenience.

9. Alexander Graham Bell had the idea for a telephone.

10. His first phone was built with very crude equipment.

11. After much frustration, Bell introduced this device.

**Task 4.** In pairs, decide what to say or to write in the following situations.

### **Asking People to Do Things**

*On a train*

You cannot open the train door to get out at your station. You turn to the person behind you.

In a restaurant: You would like some extra sugar on your strawberries so you call the waiter.

In the office: You have an urgent letter to post. You see that someone is just going out of the office.

At the station: You have a heavy suitcase, which you cannot lift into the train. You turn to the person behind you.

## **Unit 5**

**Task 1.** Close text.

### **Beginning a Word Processor Document**

You can begin a new Word Processor (1) when you (2) Windows or at any time using Windows. You can also (3) document you previously created at any time while you are using Windows. Follow the instruction.

1. To (4) a new document when *Windows* is already started:

— On the Toolbar (5) the *Startup button*. -Or-

— From the file menu (6) *Create New File*.

*Windows* displays the startup (7) box.

2. Choose the *Word Processor* (8).

A new document opens and you can (9) working.

3. To open an (10) document when *Windows* is already started:

— From the file (11) choose *Open Existing File*.

— From the (12) of files, choose the document you want.

- 1) документ; 2) осуществить запуск; 3) открыть;
- 4) создать; 5) щелкнуть; 6) выбрать; 7) диалоговый;
- 8) кнопка; 9) начать; 10) существующий; 11) меню;
- 12) список

**Task 2.** Give the correct question according to the situations.

1. You are in the back seat of someone's car and the driver is smoking. You are not feeling too well and you need some fresh air. What would you say to the driver?

*Possible beginning: Is it all right ...?*

2. You are in a self-service restaurant. You would like some extra milk in your coffee. What do you say to the assistant behind the counter?

*Possible beginning: Could you possibly ...?*

**Task 3.** Write each noun. Label it either **concrete** or **abstract** and either **common** or **proper**.

1. Virginia was the first successful colony in the New World.

2. John Smith became the leader in that first settlement.

3. This man was the dominant member of the Council of Seven, which ruled Jamestown Colony.

4. This adviser demanded discipline and planned for a new fort and for many new crops.

5. Under his leadership, the community grew.

6. Trouble lay ahead of the colonists, however.

7. Many courageous people starved during ice storms, snowstorms, and severe cold.

8. Because of such conditions, some settlers returned to England.

9. An attempt at nearby Roanoke had failed earlier.

10. Many inhabitants at Jamestown also expected failure.

**Task 4.** Write the sentences below. Underline each collective noun once and each compound noun twice.

1. My family and I live in an old white farmhouse.
2. Life on a farm requires constant cooperation and team work.
3. My brothers, sisters and I work here in the afternoons.
4. My family raises cattle as well as some crops such as string beans and corn.
5. Often on weekends a group of our friends from St. Louis will come put to play football, feed our flock of geese, or even clean up the barnyard!
6. On Independence Day busloads of people from over Missouri come to our big party.
7. We barbecue chicken and serve green salad and watermelon.
8. Then we divide up into teams and play softball until sunset.
9. On the fifth of July, the staff tends the cattle and the farmland once again.
10. We hire a crew to help out with the with the heavy summer work.

**Task 5. Roleplay**

*There is an interesting concert in your town. A friend in the music business has offered you complimentary tickets to a concert. You think you can get the tickets for any night of the week, but you would prefer to go on Friday or Saturday when the concert atmosphere is the most exciting one. Invite student B and choose a suitable date. Promise you will do your best to get the tickets for the night that suits B. Discuss with B how you might get to the concert, which is quite far from the place where you live.*

## UNIT 6.

### Program Classification

#### Listening

#### Text № 6. Types of Programs

#### Виды программ

**Task 1.** Learn new words and expressions before listening to the text «Types of Programs» (See Texts for Listening, Unit 6). Write out the sentences with these words and expressions after listening.

*Words:*

<b>application</b> , <i>n</i> приложение	<b>service</b> , <i>n</i> обслуживание
<b>foremost</b> , <i>adj</i> прежде всего	<b>software</b> , <i>n</i> программное обеспечение
<b>multimedia</b> , <i>adj</i> мультимедийный	<b>system</b> , <i>n</i> система
<b>professional</b> , <i>adj</i> профессиональный	<b>three-dimensional</b> , <i>adj</i> трехмерный
<b>provide</b> , <i>v</i> обеспечивать	<b>tuning</b> , <i>n</i> настройка

*Expressions:*

**CAD systems** системы автоматизированного проектирования

**computer vehicle resource** аппаратный ресурс компьютера

**professional compilers** профессиональные компиляторы

**Task 2.** Listen to the text «Types of Programs» (See Texts for Listening, Unit 6) and complete the table:

*Types of Programs*

sys- tem	applica- tion	multime- dia	profession- al	education- al	entertain- ing

**Task 3.** Try to describe the program according to some type. Let other students guess what kind of program it is.

#### Reading

#### Commercial Status of Programs

## Коммерческий статус программ

### Types of Distribution

### Типы распределения

**Task 4.** Learn the names of the programs according to their commercial status. Translate the sentences from the text with new terms into Russian.

**Freeware** бесплатное программное обеспечение, e.g.: **Freeware** programs are not the utilities only today, but also the programs of StarOffice (Sun Corporation and Linux operating systems).

**Shareware** условно-бесплатное программное обеспечение, e.g.: **Shareware programs** are spread as functional versions limited either by the amount of starts or parameters of time.

**Adware** рекламнo-оплачиваемы программы, e.g.: Advertisers pay some amount of money to programmers for inserting of pictorial advertising into the program. Users are forced to look through these advertisements. Sometimes they enter the site of advertiser. **Homepageware** is the **adware** modification.

**Commercialware** коммерческое программное обеспечение, e.g.: **Commercialware** are paid expensive programs.

**Donationware** условно-платные программы **Cardware** открыточные версии, e.g.: **Donationware** can be either paid by cards (**cardware**) or not paid at all.

**Task 5.** Read the text and express your attitude towards the programs' use according to their commercial status. What kinds of programs are preferable for a programmer?

### Commercial Status of Programs

### Types of Distribution

**Freeware** programs are not only the utilities but also the programs of StarOffice of Sun Corporation and Linux operating systems.



**Shareware programs** are spread as functional versions limited either by the amount of starts or parameters of time. If you decide to purchase the program and transfer a certain sum to the author's account, in an exchange you will get the special digital code (key) which must be brought into special registration window of the program (as a rule, it can be found in the menu of *Help* or *About*). As a variant, special *key* file is deported to you. It has to be copied into a folder with the program setting.

**Adware** Advertisers pay some amount of money to programmers for inserting the pictorial advertising into the program. Users are forced to look through these advertisements. Sometimes they enter the site of advertiser. Homepageware is the adware modification. Advertising page is inserted, for example, as the starting page of the user's browser.

**Commercialware** are paid expensive programs. Donationware can be either paid by cards (**cardware**) or not paid at all.

**Task 6.** Choose any program and classify it according to its commercial status, type, use, parameters.

**Talk**

**Idioms and Expressions with *Mind***

**ИДИОМЫ И ВЫРАЖЕНИЯ СО СЛОВОМ *mind***

**Task 7.** Learn idioms and expressions with **mind**.

**I have a great mind to do it.** У меня большое желание это сделать.

**I know my mind.** Я твердо знаю, чего хочу.

**I am in two minds.** Я нахожусь в нерешительности.

**It is deep in my mind.** Это у меня глубоко в душе.

**Mind our meeting.** Не забудьте о нашей встрече.

**Do you mind?** Вы не возражаете?

**I don't mind it a bit.** Я несколько не возражаю.

**I mind it very much.** Я очень возражаю против этого.

**Mind you.** Обратите внимание.

**Mind the step.** Осторожно, там ступенька.

**Never mind.** Ничего, не обращайтесь внимания.

**Change your mind.** Перемените свое мнение.

**Make up your mind.** Примите решение, решите сделать что-либо.

**Mind out!** Осторожно! Примите к сведению.

**Mind your own business.** Занимайтесь своим делом.

**Task 8.** Complete the sentences with the expressions or idioms with **mind**.

... if I borrow the car this evening? I shall not be out for long.

This has nothing to do with you. I wish you would ...!

I do not want to go to the cinema after all. I've ....

One moment you want to go out, the next moment you want to stay at home. Could you please ...!

A: I am afraid I have broken one of your glasses.

B: .... It was not an expensive one.

... The ball might hit you!

I do not understand why he is late. ... I suppose, the traffic is quite bad at this time of day.

### **Grammar**

#### **Plural and Singular of Nouns**

**ЕДИНСТВЕННОЕ И МНОЖЕСТВЕННОЕ ЧИСЛО ИМЕН СУЩЕСТВИТЕЛЬНЫХ**

**Task 9.** Read Grammar Reference material to Unit 6.

**Task 10.** Tell how you would spell the plural of each noun below: survey, alto, hero, ticket, soprano, license, wish, comedy.

**Task 11.** The sentences below tell about careers in music. Write each sentence, using the plural form of the noun in parentheses.

*Example:* My sister and I have (rule) about shopping.

Right answer: **rules**

(Boy) and (girl) may pursue a variety of (career) in music.

They may train to be (musician), (singer), or (composer).

Other (area) of music offer different (opportunity).

Disc (jockey) is (are) radio (announcer) who introduces (introduce) (record).

Musical (conductor) lead (orchestra) and (band).  
Voice (coach) gives singing (lesson) to student (performer).

Instrument (maker) may craft (oboe) and (sax).

(Repairer) may mend (flute) and (cello).

Music (historian) write or lecture about (aspect) of music.

Often they have university (degree) or technical (diploma).

**Task 12.** One noun in each sentence should be made plural. Find that noun and write the sentence correctly.

*Example:* She returned from shopping with several large

**box.** Right answer: **boxes**

In an orchestra, string instruments do not include banjo.

Woodwind instruments may include flutes and piccolo.

Brass wind instruments may include tuba and trumpets.

French horns and trombone are also in this category.

Cymbals and xylophone are percussion instruments.

**Task 13.** Use the plural forms of the nouns below to complete the paragraph: **ballet city form picture opera.** Write the paragraph.

Most major ... have symphony orchestras. They may play both classical and popular ... of music. Such orchestras also accompany ... and ..., provide music for motion ... and television productions.

### **Writing**

#### **➤ Developing a Paragraph by Examples**

#### **Развитие абзаца с использованием примеров**

**Task 14.** Read the material about how one can develop a paragraph by examples.

#### **Developing a Paragraph by Examples**

An effective way to develop a paragraph is to use examples. Examples are specific cases that illustrate the main idea of a paragraph. They create word pictures that help readers understand the idea. Using examples is an especially good way to develop an explanatory paragraph — a paragraph that explains or proves a point.

Most fully developed paragraphs have two or three examples. However, one example is enough if it contains complete information. Notice how the examples in the paragraph below support the main idea and add specific details to the paragraph.

*Jazz music has many forms. There is ragtime, an energetic style of piano playing noted for its strong rhythm. Blues is a type of jazz mainly identified by its mournful, sad melodies. Bop jazz began in the 1940s with such musicians as Dizzy Gillespie and Charlie Parker. These jazz musicians developed a long, dazzling style of jazz known for its many notes. Today many jazz musicians blend jazz and rock music into a form known as fusion. All these unique styles have made jazz one of the most diverse types of music played today.*

**Task 15.** Write a paragraph about your first experience with the computer. Think over the specific details of the experience before writing. Use examples to show why your experience was so memorable.

**Developing a paragraph by examples: examples of students' writing**

1

*My first experience with the computer was in 1999. There was not much of computing technique at that time in Yaroslavl shops. My family decided to buy a computer, not a very expensive one. It was a good computer with AMD processor with 1000 MegaHerz, operation memory of 128 megabyte and video memory of 32 megabyte. I was both happy and curious; therefore next day we brought the computer to repair.*

2

*My first experience with the computer began in 1995. It was Pentium-150. It was for the first time that I saw the computer and understood that Version Windows 3.1 was installed. I admired it, because at that time it was an advanced development of software and computer technology. It was winter evening and everything seemed to be a magic fairy tale for me.*

## UNIT 7.

### The World of Networked Information

#### Listening

#### Text № 7. The World of Networked Information

#### Мир сетевой информации

**Task 1.** Before listening to the text «The World of Networked Information» (See Texts for Listening, Unit 7 fill the blanks in the sentences using key words: **apply, communicate(s), customer, debug, development, download(ed), exchange, message(s), request(s), transmit, zip.**

— Networks have already changed the way the world

....

— Each day, millions of transactions ... across tens of thousands of high-speed connections among computers spread all over the world.

— It takes only seconds to ... hundreds of pages across the world.

— ... reach Great Britain, Japan or Australia with a lick-er of a computer screen and answers arrive well before a tele- phone call or fax transmission could be completed.

— Software stored on a mainframe in California can be ... instantly to a desktop in New York using a few simple commands.

— Researchers from universities and corporate ... labs, who have never met face to face, collaborate on-line to de- velop and test a new product, saving months or even years in the process.

— For the millions of individuals already connected to global networks, traditional limitations of time and distance ... no longer.

— ... can be sent to thousands of interested readers simultaneously with one keystroke.

— Network users today answer ... questions; keep abreast of rapidly changing technology, debate the merits of

new productions, ... software programs, search and ... giant data files without ever leaving their workstations.

**Task 2.** Listen to the text «The World of Networked Information» (See Texts for Listening, Unit 7) and determine the aspects of information application in business.

**Task 3.** Imagine you are a businessman. Think of the ways information exchange will help to develop your business.

### **Reading**

#### **Finding Information Online**

#### **Поиск информации сети**

**Task 4.** Read the text and arrange information needs according to the order of importance (Paragraph 1).

#### **Finding Information Online**

The information needs coming within the scope of the following topics: searching for information on a subject, searching for people, searching for companies and organizations, finding and retrieving software, communicating, co-operating, exchanging files, World Wide Web publishing, keeping up to date, self-protection.

Searching for information on a particular subject is one of the most common tasks undertaken by network users. There is an enormous amount of information on the networks on a vast range of subjects. It can be found on the World Wide Web, in Usenet postings, mailing list archives, gopher menus, ftp archives and a number of other sources. Fortunately, there are many ways to locating subject material. Some of the main ones include:

- services which automatically gather information on network resources and offer searching of the databases they generate (search engines);
- human-compiled list of resources organized by subject (classified directories);
- quality-controlled classified lists of resources selected (and described) by a subject expert (subject gateways);

- programs which gather information personalized to your requirements (agents);
- specialist databases;
- additional Internet resources.

**Task 5.** Read the text «Finding Information Online» and complete the sentences, using the words and expressions: **additional, can be found, databases, gather information, human-compiled list of resources, locating subject material, on the networks, personalized to your requirements (agents); quality-controlled classified lists of resources, searching for information.**

— ... on a particular subject is one of the most common tasks undertaken by network users.

— There is an enormous amount of information ... on a vast range of subjects.

— It ... on the World Wide Web, in Usenet postings, mailing list archives, gopher menus, ftp archives and a number of other sources.

— Fortunately, there are many ways to....

— Some of the main ones include:

— services which automatically ... on network resources and offer searching of the databases they generate (search engines);

— ... organized by subject (classified directories);

— ... selected (and described) by a subject expert (subject gateways);

— programs which gather information ...;

— specialist ...;

— ... Internet resources.

**Task 6.** Write about how you find information in the network.

**Talk**

**Farewell**

**Прощание**

**Task 7.** Study conversational phrases of farewell.

**Bye-bye. Bye. In a while.** Пока.

**Farewell (поэт.)** Прощай.

**Good-bye.** До свидания.

**Good luck.** Желаю удачи.

**Hope to see you soon.** Надеюсь, мы скоро встретимся вновь.

**See you later.** До встречи.

**See you soon.** До скорого свидания.

**See you tomorrow/the day after tomorrow/next week/next Monday/next month/next year/next time.**

До завтра/до послезавтра/до следующей недели/до понедельника/до следующего месяца/до следующего года/в следующий раз

*Words for substitution*

*Days of the week* are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

*The months* are: January, February, March, April, May, June, July, August, September, October, November, and December.

### **Remember!**

Когда мы говорим о датах, используем предлог **on**: **on** Monday — в понедельник, **on** the 21<sup>st</sup> of February — 21 февраля, **on** the weekend — в выходные дни.

Предлог **in** используется при обозначении лет, названий месяцев, частей суток: **in** February — в феврале; **in** the morning/**in** the evening/**in** the afternoon — утром, днем, вечером, **no**: **tonight** — сегодня вечером; **at** night — ночью, вечером; **at** noon — в полдень; **at** midnight — в полночь; **for a fortnight** — в течение двух недель.

**Task 8.** Read and act out the dialogues. Think of your own dialogues.

1

— Hello, Jane!

— Hello. I am very glad to see you.



- How are you getting on?
- Very well indeed, thank you. And what about you?
- I am going to open the shop.
- Really? It's fantastic! Good luck, then.
- Thank you very much. See you later. Good-bye.
- Bye.

## 2

*(Jill is taking the receiver)*

- It's John here. How are you, Jill?
- I am O. K.
- Are you free today tonight?
- Sorry, I am afraid, not. I have got an appointment to do.
- When can you go out with me, then?
- Saturday night.
- Would you like to go to disco club for a dance?
- I would.
- I will meet you at your place at 6) p. m., then.
- See you on Saturday.

## 3

- Good afternoon. Can I buy a guitar in your shop?
- Afternoon. Yes, of course. We have a lot of guitars. What do you want?
- I want an electric guitar.
- Would you like this one?
- No. The colour must not be bright. Have you any dark ones?
- Yes. Look at this «Ibanez». It's a guitar of high quality. You can use it at the professional level.
- And have you a cover? How much does it all cost?
- It costs \$462.
- O. K. Thank you.
- Take your change, please. We'll be glad to see you again.
- Good-bye!

## Grammar

### Nouns with Special Plural Forms

**Особые случаи употребления имен существительных в форме множественного числа**

**Task 9.** Read Grammar Reference material to Unit 7.

**Task 10.** Write the plural form of each noun below.

*Example:* goose, **geese** Japanese, **Japanese** cello, **cellos**  
12, shelf, Chinese, child, bucketful, half, roof, 100, reindeer, Swiss, B, sister-in-law, bookcase, cuff, foot, woman, knapsack, teaspoonful, elf, videotape, tariff, chief of staff, board of education.

**Task 11.** One plural noun in each sentence about musicals is misspelled. Find the misspelled words and write them correctly.

*Example:* Father-in-law is (are) often kind to their daughters-in-law. Right answer: **fathers-in-law**.

1. Theater-in-the-rounds are good settings for musical comedies.
2. Showmans like George M. Cohan headlined early musicals.
3. The lifes of many people were enriched by his spirit-ed shows.
4. Some of his songs reflected his patriotic believes.
5. Rock musicals are stepchilds of these early stage shows.

**Task 12.** Complete the sentences about show costumes. Use the plural forms of the nouns below: **child armful headache kerchief storeroom shelf**

1. Costume pieces like \_\_\_ are called headgear.
2. They are often kept backstage on hooks or on \_\_\_.
3. Wardrobe personnel carry \_\_\_ of costumes to the actors.
4. Torn or ill-fitting costumes cause \_\_\_ for the seamstress.
5. The costumes are placed in \_\_\_ when the play ends.
6. \_\_\_ enjoy a backstage tour of the scenery.

## Writing

### ➤ Development of the Paragraph by the Facts

#### Развитие абзаца посредством фактов

**Task 13.** Read the theory and compare the paragraphs.

#### Factual Paragraph

Writers often use facts to develop paragraphs. A fact is information that can be proved to be true. A fact can be checked and verified. Each fact in a supporting sentence of a paragraph works to convince readers that the main idea is true. Which of the paragraphs below is more effective and believable?

Banjo is a unique American instrument. You almost never hear foreign musicians play the banjo. There really is nothing quite like the banjo to make people tap their toes. The rhymes of ragtime are hard to imagine without a banjo's brassy sound.

Banjo is a unique American instrument. It was developed by black Americans over a century ago. It is commonly used in ragtime compositions. When plucked its strings make a sound identified instantly as American.

*Answer:* The second paragraph is more effective than the first one, because there are facts that can be verified. Notice that the majority of the statements in the first paragraph are personal opinions.

**Task 14.** What is your favourite musical instrument? Write a factual paragraph about any instrument. Include topic sentence and at least three factual statements that support the main idea.

#### *Factual paragraph: examples of students' writing*

1

*Piano is a useful world instrument. Many people can play piano. Piano music helps people to relax. Many musicians compose music for piano or play piano in the best way. For example, a famous composer and singer Elton John plays it very well.*

2

*Drum is a very interesting instrument. It consists of a few things. Its music is very precise. Drum determines the rhyme of the whole composition. Drummers are very talented people.*

## UNIT 8. Software Peopleware

### Listening

#### Text № 8. Software

#### Программное обеспечение

**Task 1.** Define the topical word chains as system software and application software before listening to the text «Software» (See Texts for Listening, Unit 8).

Acceptable, aid, allow, area, available, check of pay, continue, consist of, design, facilitate, employee, general, give, input, intervention, involve, job, language, maintain, manufacturer, output, organize, provide, purchase, refer, resource, set, schedule, specific, step, translate, use.

**Task 2.** Read introduction to the text «Software». Find definition of the computer program in the text. Name the components of software.

#### Computer Programs as Software

The computer program is a sequence of detailed instructions designed to direct a computer to performing the certain function. The computer must have access to pre-written, stored programs to input, store, make decision, arithmetically manipulate, and output data in the correct sequence. Such programs are referred to as software. Every computer system must be supported by extensive software. Software is generally categorized as either system software or application software.

**Task 3.** Listen to the text «Software» (See Texts for Listening, Unit 8). Confirm the main idea of the text that all kinds of software are of great practical importance and facilitate the use of the computer by the user with text quotations.

**Task 4.** Recite the text in class with a fellow student.

### Reading

#### Peopleware

## Кадровое обеспечение

**Task 5.** Find the meaning of the following words in the glossary before reading the text: **comprehensive, entity, peopleware, set forth.** Read aloud the sentences with them. Illustrate these words by using them in the sentences or situations.

**Task 6.** Read the text «Peopleware» and say which of the facts are of minor importance or define them as the secondary ones.

**Task 7.** Read the text «Peopleware» and speak about the professions of system analyst, programmer and computer operator. Which of them are the most important and prestigious ones? What would you like to be? Give the reasons of your choice. Discuss it in pairs and then in groups.

### Peopleware

*Peopleware* refers to the personnel required to design, program, and operate a computer installation. Although there are numerous categories of jobs or positions, three positions required in any computer installation are those of system analyst, programmer, and computer operator. People in each of these areas generally perform special-purpose tasks under the supervision of the director or manager specially trained for this position.

The position of the system analyst requires the broadest background and the most extensive training of the three job categories. The main task of the system analyst is to study information and process requirements. Specifically, the system analyst defines the applications' problems, determines specifications of the systems, recommends hardware and software changes, and designs data processing procedures. The analyst shares data verification methods and prepares program logic diagrams and data layouts from which the programmer can proceed.

The position of the programmer requires comprehensive knowledge of one or more programming languages

and standard coding procedures, but does not require the broader understanding of the structure and inner workings of corporations or other entities required of the system analyst. The programmer's main task is to code or prepare clearly defined instructions based on the specifications set forth by the system analyst.

The position of the computer operator requires the least extensive background among these categories. The computer operator must perform series of well defined tasks keeping the computer operating at maximum efficiency. The operational efficiency of any computer installation is highly dependent on the quality and abilities of operational staff.

**Talk**  
**Apologizing**  
**Извинение**

**Task 8.** Learn the phrases of apology.

*Apologizing*

*Извинение*

**Sorry. I am sorry.**

Извините.

**I am so sorry.**

Мне так жаль.

**I am really sorry.**

Примите искренние извинения.

**I am sorry to say ...**

Мне жаль, что ...

**I am sorry, I don't know.**

Извините, я не знаю.

**Sorry for troubling you.** Извините, что побеспокоил вас.

**Sorry for interrupting you ...**

Извините за то, что вас прервал ...

*Responses for apologizing*

*Ответные реплики на извинение*

**Not at all.**

Ничего.

**Never mind.**

Не обращайтесь.

**Don't mention it.**

Не упоминайте об этом.

**Apologizing is all mine.**

Именно я должен извиниться.

**I am to apologize.**

Я должен извиниться.

**Welcome.**

Добро пожаловать.

**You are always welcome.**

Мы всегда рады, пожалуйста.

**Excuse me.**

Извините.

**Excuse my...(being late)**

Извините, что ... (ОПОЗДАЛ)

**I so sympathize with you.**

Я так вам сочувствую.

**It's a pity. That's a pity.**

Мне жаль.

**What a pity!**

Как жаль!

**I see.**

Понятно.

**Task 9.** Read mini-dialogues and dramatize them.

**1**

— Sorry for troubling you.

— Not at all. I am at your disposal.

**2**

— Excuse my being late.

— Never mind.

**3**

— Excuse me, will you tell me the way to the Trafalgar Square?

— Turn to the left on the corner and go straight ahead.

— Thank you.

**4**

— I have recently been seriously ill.

— I sympathize with you.

**5**

— Sorry for interrupting you but your time is out.

— I see.

**6**

— Sorry for troubling you, but could you help me with the time-table?

— Sure.

**7**

— Where is the nearest post-office?

— I am sorry, I don't know.

**8**

— I am sorry to say he won't come tomorrow.

— That's a pity.

9

- I have failed my test.
- I am really sorry.

10

- I am sorry to have done it.
- Apologizing is all mine.

**Task 10.** Think of the situations where phrases of apology would have been suitable.

**Grammar**

**Possessive Nouns**

**Имена существительные в притяжательном падеже**

**Task 11.** Read Grammar Reference material to Unit 8.

**Task 12.** Write each sentence, using the possessive form of the noun.

*Example:* Listen to the \_\_\_ voices (people). **Listen to the people's voices.**

1. The choir awaits the signal from the \_\_\_ baton. (director)
2. The lowest notes are the \_\_\_ part. (men)
3. The most remarkable performance was \_\_\_\_ solo. (Lucas)
4. Did the audience notice the \_\_\_\_ contribution? (violinists)

**Task 13.** Write each group of words to include a possessive form.

*Example:* Nicholas has a pen. **Nicholas's pen**

- 1) rights of citizens; 2) advice of a coach; 3) the book of Dickens; 4) The fox has red fur; 5) paintings of Picasso; 6) coats of the men; 7) A mouse has whiskers; 8) the music of Mozart; 9) orders of the vice president; 10) book of my sister-in-law; 11) Boys have a swim team; 12) Hugh Higgins has hope; 13) Mrs. Ross has an office; 14) name of the attorney general; 15) The Harrises had a party; 16) The countess has jewels.



## Writing

### ➤ Free Writing

## СВОБОДНЫЙ СПОНТАННЫЙ СТИЛЬ ПИСЬМЕННОЙ РЕЧИ

**Task 14.** Read and write the material about free writing in your notebook.

### Free Writing

The search for subjects involves uncovering some of the countless ideas that lie buried in your mind. Free writing is one way to dig deeply into your mind. *Free writing* means writing down anything and everything without pausing to reflect. You can begin writing about anything, or you can do *focused free writing*, in which you use a word, a topic or a question to start your mind moving. Write sentences, fragments, unconnected words — whatever encourages your thoughts. Following is an example of how free writing led one student writer to the subject of performing before audiences.

#### **Student Model:** Free writing

*Here I go again — writing, writing to find something to write about. My cat? The importance of recycling? What I'd do if I were president? I've written about that stuff a million times — lots of other stuff too. Any topics left? Sure doesn't feel like it. Think I'm all written out by now. But — got to come up with something. My teacher says any word, any object, any anything can make you think of a subject. All right. Try some words ... plant — light bulb — glue — enemy — stormy — crowd — audience. Audience. Well, there are all the places I've been in. But I've written about those many times. Audience. Audiences still make me nervous. Stage fright is a horror. But I've learned to deal with it. How?*

**Task 15.** Timing yourself, write freely for full five minutes. Write anything, as long as you keep writing.

**Task 16.** Free write for five minutes on one of the following subjects about the future events of your personal life. Focus on that subject at the beginning, but then let your thoughts take you in whatever direction they want to.

## ***Free writing: examples of students' writing***

**1**

*Hello! I want to go home. My boyfriend is ill. I miss him badly. Today is very warm. I have Yogi today and also have to study for exam in mathematical analysis (calculus). My best friend is as good as my boy. My mother is at work.*

**2**

*Two years ago I met my boyfriend. I love him and he loves me very much. Love means a lot for me and for him. We would like to be married. His parents and his grandmother like me very much. May be we will live together in a year. I want to have children.*

**3**

*Spring. I think about sun and summer. I have many plans for summer. I want to meet my school friends in June. I will go to the seaside with my mother in July. I like to swim.*

**4**

*I do not know what to write about. I am ill. I would prefer to go home and see my mother. She has a weekend. There are many German words and phrases in my head now. It is difficult.*

**5**

*Now I am at the lesson. When I come home, I will walk my dog. Her name is Jessica. She is very funny. We usually go to the park and my dog runs after cats. I love my pet very much.*

**6**

*Auto courses. Car. I want to drive a car. I have a new job. I have to work to buy a car. Much work. Too much of the work.*

*And my dog. It is kind and sociable.*

*University. Friends. Many friends. A lot of studies.*

## UNIT 9.

### Software Engineering

#### Listening

#### Text № 9. Manufacturing of Software Systems

#### Производство программного обеспечения

**Task 1.** Match the Russian and the English equivalents of the words and expressions below before listening to the text «Manufacturing of Software Systems» (See Texts for Listening, Unit 9). Write the answer in English.

*English variant:*

1) software system 2) executable computer code 3) supporting document 4) to manufacture, use, and maintain the code 5) word processing system 6) executable program 7) user manual, and the document 8) requirements and design 9) to produce the executable program and manual 10) software engineering 11) software system proliferate 12) decline 13) complex thing 14) great demand 15) engineering field 16) handling complex problem 17) in many ways

*Russian variant:*

распространение программного обеспечения системы; большой спрос; исполняемая программа; исполняемый компьютерный код; многими способами; область разработки; спад, уменьшение, снижение; подтверждающий документ; требования и дизайн; производить исполняемую программу и руководство для пользователя; производить, использовать и поддерживать код; обработка особой ситуации в сложной проблеме; разработка программного обеспечения; руководство пользователя, а также документ; система программного обеспечения; система обработки текстов; сложное дело

**Task 2.** Listen to the text «Manufacturing of Software Systems» (See Texts for Listening, Unit 9) and give the facts illustrating the ideas in each paragraph.

1. A software system consists of executable computer code and the supporting documents needed to manufacture, use, and maintain the code.

2. Software engineering is even more important as larger, more complex, and life-critical software systems proliferate.

3. To meet this challenge, software engineers have adapted many techniques from the previous engineering fields, and the new ones are developed.

**Task 3.** Give facts and items about manufacturing of software systems.

### **Reading**

### **Software Engineering Process**

### **Процесс проектирования программного обеспечения**

**Task 4.** Read the text for the first time. Choose the proper word and insert it into the sentence.

#### ***stage, step, phase***

1. The software engineering process itself, for example, is usually divided into ....

#### ***define, specify, include***

2. The definition of these phases, their ordering, and the interactions between the phases ... a software life-cycle model.

#### ***work, act, serve***

3. The output of each phase ... as the input to the next.

#### ***do, make, operate***

4. The purpose of the requirements' phase is to define what a system should do and the constraints under which it must ....

#### ***browser, point of view, overview***

5. A document of typical requirements might include a product ...

#### ***implement, paste, insert***

6. In the design phase, a plan is developed for how the system will ... the requirements.

***character, notation, lettering***

7. The plan is expressed using a design method and ....

***drafting, painting, drawing***

8. This is similar to viewing a building with an architectural ..., a plumbing diagram, and an electrical wiring diagram.

***verifying, testing, checking***

9. ... is the process of examining a software product to find errors.

***entire, single, whole***

10. System testing is done on the ... system, usually with test cases developed from the system requirements.

***bug, error, mistake***

11. When software is changed to fix a ... or add an enhancement, a serious error is often introduced.

***analysis, decision, walkthrough***

12. ... and inspections are used to improve the quality of the software development process.

***organize, create, do***

13. Consequently, the software products ... by the process are improved.

***quantity, amount, quality***

14. Elements of the ... system include reviews, inspections, and process audits.

**Task 5.** Read the text for the second time. Find the sentences a) explaining the meaning of the given sentence b) preceding it c) following it.

**Task 6.** Think of a title to each paragraph.

**Task 7.** First read the question, and then the paragraph. Answer the questions in details.

1. What are the phases of software engineering process?

2. How can you define the purpose of the requirement phase? What does this phase specify?

3. What is the principle of developing methods and notations in software engineering?

4. What does *testing* mean?
5. How is testing divided into phases?
6. What is the basic unit of testing?
7. Why is the process of rerunning test cases used in testing of software engineering?
8. What are the elements of the quality system?

### **Software Engineering Process**

The software engineering process itself, for example, is usually divided into phases. The definition of these phases, their ordering, and the interactions among the phases specify a software life-cycle model. The best-known life-cycle model is the waterfall model consisting of a *phase of requirements' definition*, a *design phase*, a *coding phase*, a *testing phase*, and a *maintenance phase*. The output of each phase serves as the input to the next one.

The purpose of the phase of requirements' definition is to define what a system should do and the constraints under which it must operate. This information is recorded in the requirements' document. A typical requirements' document might include a product overview; a specification of the development, operating, and maintenance environment for the product; a high-level conceptual model of the system; a specification of the user interface; specification of functional requirements; specification of nonfunctional requirements; specification of interfaces to systems outside the system under development; specification of the ways the errors will be handled; and a listing of possible changes and enhancements to the system. Each requirement, usually numbered for reference, must be testable.

In the design phase, a plan is developed for how the system will implement the requirements. The plan is expressed using a design method and notation. Many methods and notations for software design have been developed. Each method focuses on certain aspects of a system and ignores or minimizes others. This is similar to viewing

a building with an architectural drawing, a plumbing diagram, an electrical wiring diagram.

Testing is the process of examining a software product to find errors. This is necessary not just for code but for all life-cycle products and all documents in support of the software such as user manuals.

The software testing process is often divided into phases. The first phase is the unit testing of software developed by a single programmer. The second phase is the integration testing where the units are combined and tested as a group. System testing is done on the entire system, usually with test cases developed from the system requirements. Acceptance testing of the system is done by its intended users.

The basic unit of testing is the test case. The test case consists of a test case type, which is the aspect of the system that the test case is supposed to exercise; test conditions, which consist of the input values for the test; the environmental state of the system to be used in the test; and the expected behaviour of the system with the given inputs and environmental factors.

When software is changed to fix a bug or add an enhancement, a serious error is often introduced. To ensure that this does not happen, all test cases must be rerun after each change. The process of rerunning test cases is used to ensure that no error has been introduced is called regression testing.

Walkthroughs and inspections are used to improve the quality of the software development process. Consequently, the software products created by the process are improved. A quality system is a collection of techniques whose application results in continuous improvement in the quality of the development process. Elements of the quality system include reviews, inspections, and process audits.

**Task 8.** Give a full outline of the text.

**Talk**

**Invitation**

**Приглашение**

**Task 9.** Learn the phrases of invitation.

**Please, come to us (our place) on ...** Пожалуйста, приходите (приезжайте к нам) ... дата

**The meeting will take place at ... on ...** Собрание состоится в ... дата

**Come to see us ...** Приходите к нам ...

**Will you visit us (me) at ... on ...** Пожалуйста, приходите к нам (ко мне) ...

**You are (always) welcome! (Всегда)** Добро пожаловать!

**Bring your friends.** Приводите своих друзей.

**Hope to see you.** Надеемся вас увидеть.

**Sincerely yours.** Искренне ваш.

**Truly yours.** Искренне ваш.

**With love.** С любовью ...

**Remember me to ...** Передайте привет ...

**Task 10.** Read the examples of invitation and give their structure. Name the people, the place, and the date. Use the scheme below.

**People: Place: Date:**

Dear Mr. and Mrs. Smith, please, come to our wedding party at Pine Road, 10, on the 28<sup>th</sup> of August. Hope to see you.

*Sincerely yours, John and Mary*

Darling, please come to our café on July 25, at 18. 30.

*With love, Henry*

Mr. Brown, will you come to the meeting of the trustee Council at Greenwood, 12, on May 14, at 16. 00. Agenda: 1) fiscal closing, financial report 2) work planning for the next quarter.

*Council Chairman Chris Green*



Dear Professor, organizational committee of international scientific conference notifies you about the meeting at Princeton University, MA, on April 20. We hope you will arrive beforehand.

*Chairman of the committee Michael Cassow*

## **Grammar**

### **Articles**

### **Артикли**

#### **The Definite Article *the***

#### **Определенный артикль *the***

**Task 11.** Read Grammar Reference material to Unit 9.

**Task 12.** Read the text and analyse the cases of using the definite article **the**. Classify them in the following way:

- countable nouns in singular;
- countable nouns in plural;
- full name of country;
- name of the plain;
- unique concepts;
- territories;
- buildings or geographical concepts that contain the preposition *of*;
- ordinal numbers;
- adjectives in the superlative degree of comparison

### **Beijing (Peking)**

Beijing is the capital of the People's Republic of China. It is situated in the north-west of the North China Plain and spreads across a vast area. Part of its border is formed by the Great Wall of China, a huge wall which stretches along the mountains. It is the ancient seat of government and a modern industrial and commercial city.

Although it is only the second largest city in China, it has a population of over 10 million people and is still growing.

In 1421 Beijing became the imperial capital of the Ming dynasty (1368–1644) and it was during this time that the spacious walled city was built. Like many ancient Chinese cities, the walls and streets were based on the points of the compass. Within the walls was the Imperial City and within that the Forbidden City, where ordinary people were not allowed to enter. Beijing has remained the capital of China since then.

Among the many historical and cultural landmarks in Beijing is Tienanmen Square, one of the largest public squares in the world. It is used for political rallies and military parades. On the west side of the square is the Great Wall of the People, where the National People's Congress meets. To the south is the massive Memorial Hall of Chairman Mao.

**Task 13.** Fill in the definite article **the** where it is necessary.

**Introduction** Christy Brown, an Irish writer, was one of twenty-three children. He was born with cerebral palsy and could not control his speech or movement, apart from his left foot. This enabled him to paint and to type his autobiography called *My Left Foot* which was made into a film.

### **Mother**

I remember very clearly my mother teaching me to write. She would bring me up into (1) front bedroom and spend hours teaching me one letter after (2) other. She would write down each letter on (3) floor with a piece of (4) chalk. Then she would rub them out with a duster and make me write them down again from memory with (5) chalk held between my toes. It was (6) hard work for both of us. I often used to howl loudly when she was in (7) kitchen cooking dinner to make her come and see if I'd spelt a word correctly. If I was wrong, I'd make her show

me (8) right way to do it. I remember (9) first thing I learnt to write was my initials 'C. B.', though I'd often become confused and put (10) 'B' before 'C'. Whenever anyone asked me what my name was I'd grab a piece of chalk and write 'C. B.' with a great flourish.

### **Writing**

#### **➤ Invitation Card**

#### **Пригласительная открытка**

**Task 14.** *Write invitation card using the structure:* (1) salutation (2) action (3) place (4) date (5) signature.

Dear parents (1), please come (2) to our party at Pine Road, 12, (3) on the 19<sup>th</sup> of April (4).

With love Ann and John (5)

## UNIT 10.

### Database

#### Listening

#### Text № 10. Ways of Information Development

#### Пути информационного развития

**Task 1.** Listen to the text «The Ways of Information Development» (See Texts for Listening, Unit10) and discuss in pairs the problems of development, keeping and saving information.

**Task 2.** Think of the plan to the project «The Ways of Information Development in Future». Work in groups.

#### Reading

#### Database and the Ways of its Presentation

#### База данных и способы ее представления

**Task 3.** Read the text and give topical database word chain.

**Task 4.** Rephrase the sentences from the text according to the following structure: subject + verb (in the active voice) + object.

**Task 5.** Think of the questions to each paragraph.

#### Database and the Ways of its Presentation

DATABASE is information presented in the manner of two-dimensional tables. DB contains the lines, corresponding to the object. For each determined object independent positions are used, identifying the fields. Let's visualize such DB containing line and column (the simplest case). Each line is named in the same way by record and it corresponds to the certain object. Each column also contains important corresponding to the given object. DB can consist of a number of tables. Additional information about the object can be kept in an additional table. One of the powerful facilities of DB consists in regularization of information according to the user's criterion. Delphi gives the following facilities of work with

such DB: boot, record, accompaniment. Database is organized in structure, and it is intended for keeping information.

This statement is easily explained, if, for instance, we consider the database of the large bank. There is all necessary information about clients: their personal data, credit history, types of accounts and financial operations. The access to this database is enough for a big amount of employees in a bank, but among them we can hardly find a person having access to the whole base. Except data, the base contains methods and facilities allowing handling for each of the employees with certain data only. As a result of interactions, data, being kept in the base, forms information by means of methods, available for concrete employee. Data entering and editing is produced on their base.

**Task 6.** Give the examples of database in English.

**Talk**

**Expressing One's Own Opinion**

**ВЫРАЖЕНИЕ СОБСТВЕННОГО МНЕНИЯ**

**Task 7.** Learn the phrases of expressing one's own opinion.

**I think.** Я думаю.

**I suppose.** Я полагаю.

**I believe.** Я верю (полагаю).

**To my mind** по моему мнению

**In my opinion** по моему мнению

**I suggest that ...** Я предлагаю ... *I suggest that Peter should escape, because he believed in what had happened before.*

**I suggest + V-ing** Я предлагаю *I suggest Peter's escaping, because he believed in what had happened before.*

**Task 8.** Read, act and reproduce the dialogues.

1

— What's your idea of the party?

— To my mind, it's not a bad one.

2

- What do you think about Mario Lanza's singing?
- In my opinion it was great.

3

- What would you say about spending the weekend in the country?
- I think it's marvelous.

4

- What's your opinion about that football player?
- I believe he is a bit slow.

5

- I suppose it is high time to do it.
- I suggest doing it at once.

**Task 9.** Express the opinion of your own on any subject you like.

**Grammar**

**The Indefinite Article *a/an***

**Неопределенный артикль *a/an***

**Zero Article (No Article)**

**Значимое отсутствие артикля**

**Task 10.** Read Grammar Reference material to Unit 10.

**Task 11.** Identify each case of using the articles, including the case of zero articles. Which nouns do they modify?

1. Easter Island is a remote volcanic island.
2. In 1722 a Dutch explorer sighted its uneven coastline.
3. Later, European ships visited this isolated spot.
4. These early explorers discovered huge stone statues.
5. The statues have oversized heads and short bodies.
6. Many models weigh as much as fifty tons.
7. These remarkable statues were made of volcanic rock.
8. Some pieces tower above thirty feet above the hilly landscape.
9. What a serious expression these stony faces wear!

10. The early sculptors carved long ears into the boulders.
11. With rough stone hand picks, they chipped away at the image.
12. Some eye-catching statues wear giant red stone hats.
13. These figures are scattered over the grassy surface.
14. Were the statues carried over the steep mountain slope?
15. Could such heavy burdens be lifted without modern tools?
16. Do these «Eyeless Watchers» guard Easter Island?
17. Are they staring at an invisible object on the distant horizon?
18. Several unfinished carvings still lie in stone cradles.
19. For some unknown reason, the work came to a sudden stop.
20. Easter Island leaves us with many unanswered questions.

## **Writing**

### **➤ Group Brainstorming**

**Групповой «мозговой шторм» — поиск творческих идей, нахождение решения проблем путем коллективного обмена идеями**

**Task 12.** Study the material about brainstorming.

*Brainstorming*, like free writing, is a way of digging into your mind for ideas. However, brainstorming always begins with a chosen subject. Furthermore, when you brainstorm, you write a list of words and phrases rather than a continuous stream of words. In addition, you may take time to pause and think as you brainstorm. When you brainstorm, let the ideas follow freely. Write them all down as they occur to you. Encourage one notion to lead to another. Each idea unlocks a new one. You will not use all the items, but the longer the chain, the more likely you are to find the ide-

as you are seeking. Below is a part of brainstorming notes made by one student on the subject of performing.

**Student Model: Brainstorming List**

**Subject: developing stage presence**

- thrill of being in front of the audience
- awful stage fright sometimes
- need for turn nervous energy into performing energy
- exercise can help
- some actors have more energy than others
- stage presence
- audience's eyes are always on actors
- project confidence
- rehearse
- knows lines perfectly
- always need to be «on» when onstage

**Guidelines for Group Brainstorming**

1. Set a time limit on the brainstorming session.
2. Write the subject on a piece of paper and assign one group member to be the recorder. If your group meets frequently, take turns recording ideas.
3. Start brainstorming for supporting details, such as facts, reasons, and examples. Since you can eliminate irrelevant ideas later, contribute any and all ideas.
4. Build on the ideas of other group members. Add to those ideas or modify them for improving them.
5. Avoid criticizing the ideas of other group members.

When you finish brainstorming, get a copy of all the material from the group recorder and then choose those details that are most appropriate for your composition.

**Task 13.** Brainstorm the ideas for a new multimedia. Describe the details how multimedia will work and try to find a catchy title for it.



## Progress Tests to Units 6–10

### Unit 6

**Task 1.** Read the text. Determine the main idea of the paragraphs. Find the examples developing each paragraph.

#### **Personal Computer as an Information Tool**

Personal computer is an important information tool. It gives you the ability to control the flow of information. The information is shipped from the manufacturer with just enough software to make it run and be useful. It is up to you to customise information for your own purpose. For example, graphics design house can manipulate graphics software images, and an engineering firm can track spreadsheets with numbers.

An entire industry — software publishing exists to customise personal computer for any use. Specialised software exists for almost any market branch, whether it is a dairy-packing or bookstore inventory management.

**Task 2.** What would you say in the following situations? Use the expressions with the word **mind** as the answers.

1. You are at the party, but you are in a hurry and have to leave.

*Sorry, I have to go now. Would you mind ...?*

2. You are watching television with your friend. You know that one of your favourite programs is just about to start on Channel 1. What would you say to your friend?

*Do you mind ...?*

**Task 3.** Write a plural form of each noun. Use your dictionary if necessary.

Runner, man, wish, fox, mother-in-law, backstop, tomato, mouse, United States, clothes, doctor, lioness, penny, Japanese, track meet, kangaroo, deer, party, mumps, batch, donkey, life, waltz, puff, field day, scarf, shoe, business, close-up, mass.

**Task 4. Dictionary of Knowledge** Read about George M. Cohan, a star of American musicals. Write about souvenirs his fans might have collected. Use singular and plural forms.

**George M. Cohan** (1878–1942)

George Cohan was born in Providence, Rhode Island, and became one of the most famous theatrical performers in the United States. He began his career in vaudeville, a type of stage entertainment with a variety of acts, including comedy and singing. Cohan was a member of his family's performance group.

By the time he was twenty-three, Cohan had written and starred in his own play, *The Governor's son*. Cohan wrote or produced over fifty plays and musicals. He also wrote many famous songs, including the World War I tune «Over There». For this effort he received a Congressional Medal. Other classic American songs that he wrote include «Give My Regards to Broadway» and «You are a Grand Old Flag».

Cohan's life story, *Yankee Doodle Dandy*, was filmed in 1942. Cohan was played by the actor James Cagney. Today a statue of Cohan stands in the heart of New York's City's Theater District.

**Unit 7**

**Task 1.** Read the text and determine if the information is true or false.

- Information is controlled and shared.
- Access to business books can be given to everybody.
- For keeping information saving locks and keys are used.
- Software resources can also be used more effectively over a network.
- If you select one computer to store the shared information and have all other computers refer the

information on that computer over the network, the programmer or analyst can help you centralize information and maintain control over it.

— Information includes company letterheads and letter styles, sales contact information, company procedures manuals, sensitive financial records, employee records, company memos.

### *Sharing Information*

As a lot of information is moved about business, some information is centrally controlled and shared. Companies have sets of financial books, and not everyone is given access to them. The information must be kept consistent and secure, and timely access must be given to people who need information to run business.

Other types of information you might want to locate and share or control include inventory, company letterheads and letter styles, sales contact information, company manuals of procedures, sensitive financial records, employee records, company memos.

If you select one computer to store the shared information and have all other computers refer the information on that computer over the network, the computer can help you centralize information and maintain control over it. Central computer is often called a server, and special software and operating systems are often used in server computers.

**Task 2.** Complete the dialogues below, using the words and expressions for each dialogue.

### 1

**Ages since we met. Fancy meeting you here! In a while. See you later.**

- Hello, Joanna. ...!
- Hello, Kate, what a pleasant surprise! ....
- Ten years, I suppose.
- My life's changed very much since. I married and born two children.

- Oh! Have you sons or daughters?
- Two daughters. Lovely girls. (*Telephone call*) I think my husband is on phone.
- (*Joanna has phone talk*) Sorry, I have to go now. Come to us, will you? Here is my visiting card.
- ... .
- ... .

## 2

### **Good luck. Take care of yourself. What's up?**

- Hello, Bill.
- How do you do, Mike.
- How are you?
- I am fine, and you?
- Things are bad with me.
- Sorry? ...?
- I got ill.
- I hope you'll recover soon. ...
- Oh, thank you.
- ... Good-bye.

### **Task 3.** Write the plural form of each noun.

Taxpayer, goose, cupful, kneecap, belief, salmon, sheep, shelf, foot, D, mouse, eyebrow, half, staff, tooth, moose, bill of sale, man, Chinese, toenail, glassful.

**Task 4.** Tell which sentences support the topic sentence with facts.

**Ragtime music was very popular in America between 1900 and 1915.**

1. There were many ragtime dancing contests during this time.

2. Some people probably enjoyed blues music more than ragtime music.

3. People often listened to Scott Jopling's ragtime tunes.

**Task 5.** Write the best supporting sentence for each topic sentence containing the appropriate fact.

**Stringed instruments are the most versatile ones in orchestra.**

1. An orchestra's wind section has great range too.
2. Plucked, bowed, and strummed strings all sound different.
3. I would choose a cello over a drum any time.

**The gong is one of the world's oldest musical instruments.**

1. The gong's sound reminds me a crash of thunder.
2. A gong is not an appropriate to every kind of composition.
3. Monks in ancient China may have invented the gong.

**The bassoon was probably developed in medieval Italy.**

1. It is one of the largest wind instruments in the world.
2. In 1539, an Italian «maestro» created its familiar shape.
3. The bassoon produces a deep, mellow tone.

## **Unit 8**

**Task 1.** Read the text and extract the full information about the notion of the case study and its use. Give the review of the scientific concepts on the problem.

### **Case Study**

The *case study* is one of several ways of conducting social science research. Other ways include experiments, surveys, multiple histories, and analysis of archival information (definition of *Yin*).

*Flyvbjerg* states that rather than using large samples and following a rigid protocol to examine a limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They

provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher can gain a sharpened understanding of why the instance happened as it did, and what might become important to look more extensively at future research. Case studies lend themselves to both generating and testing hypotheses.

*Yin*, on the other hand, suggests that case study should be defined as a *research strategy, an empirical inquiry that investigates a phenomenon within its real-life context*. Case study research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. Yin notes that case studies should not be confused with qualitative research and points out that they can be based on any mix of quantitative and qualitative evidence. Single-subject research provides the statistical framework for making inferences from quantitative case-study data. This is also supported and well-formulated by *Lamnek*: «*The case study is a research approach, situated between concrete data taking techniques and methodological paradigms*».

**Task 2.** Choose the best phrase of apologies according to the situation.

**You are late for classes.**

*Your excuse:*

- Excuse me.
- Sorry, I am late for classes.
- Sorry for troubling you.

*Teacher's respond:*

- Never mind.
- I am to apologize.
- Come and take your seat.

**You have made a mistake in life.**

*Your apology:*

- I am sorry to have made this mistake.

- Apologizing is all mine.
- I am really sorry.

*Answer to your apology:*

- What a pity!
- Not at all.
- You are always welcome.

**Task 3.** Write the possessive form of each noun.

Schutz, puppy, guest, hero, sheep, jury, woman, baby sitter, brother-in-law.

**Task 4.** Free write for five minutes on one of the subjects about the future. Focus on that subject at the beginning, but then let your thoughts take you in whatever direction they want to.

## Unit 9

**Task 1.** This is a key sentence of a paragraph. What other sentences could have been used in it?

*Paragraph 1.* Maintenance is the phase of the software life-cycle after deployment.

*Paragraph 2.* Maintenance consists of the following kinds of activities: adaptation, correction, and enhancement.

*Paragraph 3.* Adaptive maintenance is the process of changing a system to adapt it to a new operating environment, for example, moving a system from the Windows operating system to the Linux operating system. Corrective maintenance is the process of fixing errors in a system after release.

*Paragraph 4.* Configuration management activities include *version control*, involving keeping track of versions of life-cycle objects; *change control*, an orderly process of handling requests about changes to a system; and *build control* forming a given version of the software product.

## Maintenance as the Phase of the Software Life-Cycle

Large software systems are not static. They are frequently changed both during the development and after deployment. Maintenance is the phase of the software life-cycle after deployment. It can be very expensive and it is very important for software organizations. For example, for the Y2K there is the problem of maintenance.

Maintenance includes three kinds of activities: adaptation, correction, and enhancement. Enhancement is the process of adding new functionality to the system. It is usually done at the users' request. This activity requires a full life-cycle of its own. That is, enhancements demand requirements, design, implementation, and test. Studies have shown that about a half of the maintenance effort is spent on enhancements.

Adaptive maintenance is the process of changing a system to adapt it to a new operating environment, for example, moving a system from the Windows operating system to the Linux operating system. Adaptive maintenance has been found to account for about a quarter of total maintenance effort. Corrective maintenance is the process of fixing errors in a system after release. Corrective maintenance takes about 20% of the maintenance effort.

Since software systems often change, an important activity is software configuration management. It consists of tracking versions of life-cycle objects, controlling changes to them, and monitoring relationships among them. Configuration management activities include *version control*, involving keeping track of versions of life-cycle objects; *change control*, an orderly process of handling requests about changes to a system; and *build control* forming a given version of the software product.

**Task 2.** Express the opinion about the new computer program, notebook, or future job. Exchange your ideas with other students.



**Task 3.** Insert the definite article **the** where it is necessary.

### **What are Biorhythms?**

At ... beginning of this century, medical scientists made a surprising discovery: that we are built not just of ... flesh and ... blood but also of ... time. They were able to demonstrate that we all have an internal 'body clock', which regulates ... rise and ... fall of our body energies, making us different from one day to ... next. These forces became known as biorhythms; they create 'highs' and 'lows' in our everyday life.

... idea of an internal 'body clock' should not be too surprising since ... lives of most living things are dominated by ... 24-hour rhyme is interrupted, most people experience ... unpleasant side effects. For example, international airplane travellers often experience 'jet leg' when traveling across time zones. ... People who are not used to shift work can find that ... lack of sleep affects their work performance.

**Task 4.** Write invitation card of attending the exhibition of hardware.

## **Unit 10**

**Task 1.** Read the text and extend the ideas.

1. Notion of managerial system database is the complex of ...
2. Base selection is displayed and given in accordance to ...
3. In spite of the fact that ...
4. This gives us possibility of ...

### **Managerial System Database**

Notion of managerial system database is closely connected with database notion. This is the complex of software programs, intended for creating the structure of the new base, its content, editing of this content and visualization of

information. With visualization of information base selection is displayed and given in accordance to the given criterion including sequencing, registration and issue on device of output or transfer to the channel of relationship. In spite of the fact that managerial system database can work with miscellaneous object differently and give the user different functions and facilities, the majority of DBMS are in united settled complex of the main notion. This gives us the possibility of considering a system and generalising its notions, acceptance and methods of the whole class of DBMS.

**Task 2.** Think of a meeting with your friend and invite him/her to your place.

**Task 3.** Put the definite article where it is necessary to complete the account of tour through America.

‘We had a lovely time touring (1) United States last year. We landed at (2) Kennedy Airport and went first to Manhattan where we stayed in (3) Hilton hotel on (4) Sixth Avenue. During our stay we visited (5) Metropolitan Museum. One day we took a boat along (6) Hudson River and cruised round (7) Manhattan Island, which was very interesting. After New York we went to Chicago where we stayed in a hotel overlooking (8) Lake Michigan. Finally we flew to Denver because I was determined to see (9) Rocky Mountains before I left. It was a wonderful holiday. Next year we are planning to go to (10) Caribbean.’

**Task 4.** Brainstorm ideas for the new notebook and its parameters.

## UNIT 11.

### Data Processing Methods

#### Listening

#### Text № 11 Batch Processing Method

#### Метод пакетной обработки данных

**Task 1.** Match the meaning of English and Russian words and expressions before listening to the text «Batch Processing Method» (See Texts for Listening, Unit 11).

#### *English variant*

*Words:* decrease, delay, imply, priority, submit.

*Expressions:* batch processing/remote batch processing, card reader, entry device, keep files up-to-date, large volume of data, low usefulness of the result, obtain result, on-site, peak load, per transaction, precise scheduling requirements, processing costs, remote batch processing, locate remotely, tape drive.

#### *Russian variant*

*Words:* задержка, означать, подчинять, приоритет, уменьшать.

*Expressions:* большой объем данных, в пункте использования, запоминающее устройство на ленте, затраты на обработку, максимальная нагрузка, на каждую сделку, на сайте, низкая применимость результата, обработка данных в пакетном режиме, получить результат, располагать дистанционно, сохранять файлы, отвечающие современным требованиям, точные требования к планированию, удаленная пакетная обработка, устройство ввода, устройство для чтения/записи флэш карт.

**Task 2.** Listen to the text «Batch Processing Method» (See Texts for Listening, Unit 11). Replace the italicized words with the words from the text.

Batch processing accounts for a large portion of the computerized processing *rendered* by modern business and industry.

In a batch processing operation, data or *delivering* actions are collected into groups, or batches, and then *subdued* to the computer for processing.

Processing of a large *scope* of data through the computer generally results in lower processing costs per transaction (or record) than processing of the transactions as they occur.

Therefore transactions are collected and held for processing until such time as it is the *easiest* or the most economical to do so.

This *means*, of course, that there could be a delay of several minutes, hours, or even days between the time the transaction occurs and the time the transaction is processed.

In some batch processing applications, the data are not entered on-site but via a terminal or entry device *placed* remotely from the computer.

This form of batch processing is generally referred to as remote *group* processing.

Problems associated with batch processing include delays in *getting* results, precise scheduling requirements to avoid peak load control of priorities, and keeping files up-to-date.

**Task 3.** Think of the beginning to the paragraph and its concluding sentence.

... Processing a large volume of data through the computer generally results in lower processing costs per transaction (or record) than processing the transactions as they occur. Therefore, transactions are collected and held for processing until such time as it is the most convenient or economical to do so. This implies, of course, that there could be a delay of several minutes, hours, or even days between the time the transaction occurs and the time the transaction is processed. ...

**Task 4.** In pairs, discuss good reasons why batch processing method is widely used in computer science.

### **Reading**

#### **Real Time Processing Method**

**Метод обработки данных в режиме реального времени**

**Task 5.** Have you ever heard of real-time processing method? Give your examples. What is your attitude towards it?

**Task 6.** Read the text and decide which of the statements are true.

— Batch processing refers to data processing techniques designed to allow the computer to use data as they become available.

— To facilitate this processing method, the computer system must consist of equipment with an offline capability.

— If the data arrive in time and they are of maximum value, then we have a real-time situation.

— The access to any or all data is both economical and realistic.

— There can be no time delays in real time processing method.

— Common uses of the real time processing are numerous.

— Both the hardware and software costs of this type of processing exceed those of batch processing.

#### **Real Time Processing Method**

*Real time processing* refers to data processing techniques designed to allow the computer to use data as they become available. To facilitate this processing method, the computer system must consist of equipment with an online capability. To be a real time system, the delay between the creation of the data to be processed and the actual processing of the data must be insignificant, and can only be deter-

mined by the needs of the user. If the data arrive in time to be of maximum value, then we have a real time situation.

A real time system with a capability of providing instantaneous access to any or all data would neither be realistic nor economical, as much of the data utilized in business and industry need to be accessible only periodically. In real time processing, time delays can range from fractions of a second, when it is necessary, to several days, where it is allowable. For example, for a computer system controlling the guidance system of a rocket, a real time response might be limited to a fraction of a second, whereas in looking up flight data in an airline reservation system, a response time of several seconds would be easily qualified as a real time.

Common uses of the real time processing are many, including the maintenance of customer account in banking institutions and reservation systems employed by hotels, airlines, and car rental agencies.

The principal disadvantage of a real time processing system is its tremendous expense. Both the hardware and software costs of this type of processing exceed those of batch processing.

**Task 7.** Try to explain in your own words what the method of real time situation means. Is it more widely-spread in the Internet or in vehicular communication?

**Task 8.** Imagine you have a choice between batch and real time processing. What method of data processing would you choose and why? Explain the reason of your choice.

### **Talk**

#### **Agreement and Disagreement**

#### **Согласие и несогласие**

**Task 9.** Learn the phrases of agreement and disagreement.

#### **Agreement**

**I agree (with you). Я с вами согласен.**

**I quite (completely) agree (with you).** Я (полностью) вполне с вами согласен.

**Right.** Верно.

**Right you are.** Вы правы.

**You are quite right.** Вы совершенно правы.

**How right you are!** Как вы правы!

**It's true.** Это истина.

**It's true to fact.** Это соответствует действительности.

### **Disagreement**

**I do not agree (with you).** Я с вами не согласен.

**I (think) I can't agree (with you).** Думаю, что не могу с вами согласиться.

**I don't think I agree (with you).** Не думаю, что я согласен с вами.

**I do not quite agree I am afraid.** Боюсь, что я с вами не согласен.

**I am afraid, not.** Боюсь, что нет.

**You are not right.** Вы не правы.

**You are (quite) wrong.** Вы совершенно не правы.

**It's not true to fact.** Это не соответствует действительности.

**It's false.** Это ложно.

**It's a lie.** Это ложь.

**I am afraid, you are mistaken.** Боюсь, что вы заблуждаетесь.

**Task 10.** Read mini-dialogues with phrases of agreement and disagreement and dramatise them.

1

— Nancy is a beauty, isn't she?

— I agree.

2

— John is advancing in life.

— I am afraid, you are mistaken.

3

— He has achieved great success.

— I quite agree with you.

4

— Life is hard nowadays.

— How right you are!

5

— He has completely recovered.

— I am afraid you are wrong. He is still in poor health.

6

— The majority of the people hope for the best. Do you agree?

— Completely.

7

— She is a charm.

— It's true.

8

— He has made up his mind to leave tomorrow.

— It's not true to fact.

**Task 11.** In pairs think of the mini-dialogues of your own and act them out in class.

## **Grammar**

### **Pronouns**

#### **Местоимения**

#### **Personal Pronouns**

#### **Личные местоимения**

**Task 12.** Read Grammar Reference material to Unit 11.

**Task 13.** Write the correct pronoun in parentheses. Label each one as subject, predicate nominative, direct object, indirect object.

1. Jason showed (I, me) pictures of an early car factory.
2. (He, Him) found (they, them) in a history book.
3. (We, Us) studied (they, them) carefully.
4. (Who, Whom) designed those wonderful old cars?
5. (They, them) are the people in this photograph.



**Task 14.** Write the sentences replacing each underlined word or group of words with a pronoun. Label each pronoun as **subject or object**.

1. In the 1830s the factory system spread through the country.
2. The workers produced goods with various materials.
3. Marie showed her classmates pictures of an old factory.
4. In one picture, a woman is standing by a giant machine.
5. The woman is helping a young boy with his work.

**Task 15.** *Write the correct possessive pronoun for the underlined words.*

1. The emperor and the emperor's son designed a bridge.
2. The emperor and his son's bridge lasted for centuries.
3. The emperor's wife had the emperor's wife's name carved on the bridge.
4. The bridge was sturdy because the bridge's walls and piers were made of stone.
5. Soldiers built the bridge, and the soldiers' efforts were well rewarded.

**Task 16.** Choose the correct form in parentheses to complete each sentence. Write the paragraph.

1 In my town stands a bridge modeled after a Roman arch bridge. 2) (It's, Its) a well-travelled bridge. 3) (Its, It's) span measures about 350 meters. 4) (There's, Theirs) a park on the other side of the bridge. 5) Many people drive (their, they're) cars to the park. 6) (They're, There) pleased that the park was built there.

*It's = it is, they're = they are, there's = there is* – shortened forms.

### **Writing**

#### **➤ Observing**

#### **Наблюдение**

**Task 17.** Study the strategy of the technique of observing.

## Method of Observing

Once you have chosen a subject, limited it and determined the purpose and audience, you can move on to fleshing out your ideas with *supporting details*. Supporting details are the facts, examples, incidents, reasons, procedures or other specific points that back up your main idea. A composition with adequately developed supporting details will enable you to achieve your writing purpose effectively.

Your best source of supporting details is often your own senses, especially if you are writing a description. When you observe, you open all your senses, focusing on one sense at a time and on one detail at a time. Following are some techniques that will help you use your powers of observation to gather details for your writing.

### Techniques for Observing

1. Be aware of the reason why you are observing. Keep your purpose in mind as you decide what and how to observe.
2. Be aware of and use all your senses. Look, listen, smell, touch, taste.
3. Use your mind. Think about what your observations mean or what the details have in common.
4. Observe from different viewpoints. Examine the subject from all angles: near and far, above and below, inside and out, and even upside down.
5. Sketch your subject. Make a drawing of the person or scene you observe.
6. Take notes. Keep a record of your observations.

**Task 18.** Use the technique of observing for the purpose of gathering descriptive details. You may want to do some additional focused free writing, starting with **When I think about sitting and observing, I think about ...** Then observe that subject for at least half an hour, making notes as you observe. Try to write down at least twenty-five details.

## UNIT 12.

### Programming Languages

#### Listening

#### Text № 12. Introduction to Programming Languages

#### Введение в языки программирования

**Task 1.** Have you heard of programming languages? What do you know about them? Have you ever used them in practice? Use group brainstorming before the group discussion.

**Task 2.** Find the meaning of the words and expressions using the dictionary before listening to the text «Introduction to Programming Languages» (See Texts for Listening, Unit 12). Think of your own sentences with them.

Allow humans to communicate instructions to machines, artificial language, control the behaviour of a machine, control the flow of execution, determine structure and meaning respectively, express algorithms precisely, facilitate communication, host language, instruct a computer to perform some kind of computation, interaction between people, organize the flow of control between external devices, restrict the term, source code, syntactic and semantic rules, theory of computation, the same set of algorithms, used to write computer programs.

**Task 3.** Listen to the text and present the main ideas in the form of notes according to the plan.

Languages of Programming: definition, function, use, constructs and expressive power.

#### Reading

#### Development of Programming Languages

#### Развитие языков программирования

**Task 4.** Read the text for a gist and decide which of the facts are of minor importance or define them as the secondary ones.

**Task 5.** Numerate the paragraphs according to the order of their importance.

### **Development of Programming Languages**

A prominent purpose of programming languages is to provide the instructions to the computer. Programming languages differ from other forms of human expression, because they require a greater degree of precision and completeness. Human authors and speakers can be ambiguous and make small errors in the process of communication with other people, and still expect their intention to be understood. However, computers do exactly what they are told to do, and cannot understand the code the programmer intended to write. The combination of the language definition, the program, and the program's inputs must fully specify the external behaviour that occurs when the program is executed.

Programs range from tiny scripts written by individual hobbyists to huge systems written by hundreds of programmers. They must balance speed, size, and simplicity on systems ranging from microcontrollers to supercomputers. They may be written once and not change for generations, or they may undergo nearly constant modification.

The earliest programming languages were tied very closely to the underlying hardware of the computer. The properties, expressing the ideas that were transformed from simple translation to underlying hardware instructions, came into life with the development of new programming languages. This lets the programmers write more programs in the same amount of time.

**Task 6.** Retell the text briefly, expressing the main ideas with your own words.

### **Talk**

### **Comfort and Encouragement**

### **Успокоение и поддержка**

**Task 7.** Learn the phrases of comfort and encouragement.

**Statements, inquiring for information**

**What's troubling you?**

Что вас беспокоит?

**What's the trouble? What kind of trouble?**

В чем причина беспокойства?

**What's the worry about?**

О чем вы беспокоитесь?

**Why are you so upset?**

Почему вы так расстроены?

**What's up (happened)?**

Что случилось?

**What is the matter with you? Что с вами случилось?**

**It's all rather unpleasant.**

Все это довольно неприятно.

**I am very upset.**

Я очень расстроен.

**Responses for comfort and encouragement**

**Don't worry, be happy.**

Не тревожься, будь счастлив.

**Don't worry about it.**

Не тревожьтесь об этом.

**Pull yourself together.** Возьмите себя в руки.

**Things are not so bad as you imagine.**

Дела не так плохи, как вы представляете себе.

**Don't take it close to heart.**

Не принимайте это близко к сердцу.

**Let's hope for the best.** Давайте надеяться на лучшее.

**Take it easy.**

Не воспринимайте это серьезно.

**Oh, don't think about it.**

О, не думайте об этом.

**Nothing special.**

Ничего особенного.

**There's nothing special in it.**

Ничего особенного в этом нет.

**Relax.**

Расслабьтесь.

**It's not so serious (as it seems to be).**

Это не так серьезно (как кажется).

**Task 8.** Read the dialogues and dramatize them. Use the phrases of comfort and encouragement in the dialogues of your own.

**1**

*(Father and son)*

- I got into trouble.
- What kind of trouble?
- I have money debt. Can you lend me any money?
- I can. But I am very upset. Promise next time you think twice before owing money and make no more debts.
- I do.

**2**

- What's up, Jenny?
- I am afraid I have to part with my boyfriend.
- Why?
- He's got another girl.
- Don't take it close to heart, you will meet another boy.
- Yes, but it's all hard.

**3**

- What's worrying you, Kitty?
- My mother has recently been ill.
- Why?
- Heart failure.
- Everything will be all right soon. Try to overcome it or you will have a nervous break-down.
- But I love my mother dearly.
- I see. But still you have to relax. Perhaps things are not so bad as they seem to be. Let's hope for the best.
- O.K.

**Grammar**

**Interrogative and Demonstrative Pronouns**

**Вопросительные и указательные местоимения**

**Reflexive and Intensive Pronouns**

## **Возвратные и интенсифицирующие местоимения**

**Task 9.** Read Grammar Reference material to Unit 12.

### **Interrogative and Demonstrative Pronouns**

**Task 10.** Write and label each interrogative and demonstrative pronoun.

1. Who was the most famous inventor in the 1800s?
2. That was Thomas Elva Edison, the inventor of hundreds of different things.
3. Which was his most famous invention?
4. That was the light bulb, invented in 1879.
5. Who helped to improve motion-picture equipment?
6. These are movies for Edison's early movie machine.
7. Soon this was the country's favourite form of entertainment.
8. That is a typewriter Edison improved using metal parts.
9. Those are special typewriter keys.
10. What do you think was Edison's most important invention?

**Task 11.** Complete each sentence with the kind of pronoun indicated in parentheses.

1. (Interrogative) was the most troublesome machine for Edison?
2. (Demonstrative) was the talking picture machine.
3. (Demonstrative) is an example of an early movie camera.
4. (Interrogative) are the original plans for the camera?
5. (Demonstrative) are some parts to the machine.

### **Reflexive and Intensive Pronouns**

**Task 12.** Write each sentence, inserting an intensive or reflexive pronoun.

1. In the 1890s, inventors built ... gasoline-powered cars.

2. The first successful American gasoline car propelled  
....
3. The Duryea brothers were ... responsible for this car.
4. Henry Ford ... drove a car he had built in Michigan.
5. My mother bought ... an antique Ford car.

**Task 13.** If an incorrect reflexive or intensive pronoun is used, rewrite the sentence correctly. If the noun is correct, write the word **correct**.

1. Americans soon found themselves in love with the automobile.
2. The cars themselves were expensive and difficult to make.
3. Usually, one mechanic built an entire car hisself.
4. My friends and myself rode in an antique automobile recently.
5. We promised ourself to learn more about early automobiles.

### **Writing**

#### **➤ Clustering**

#### **Группировка**

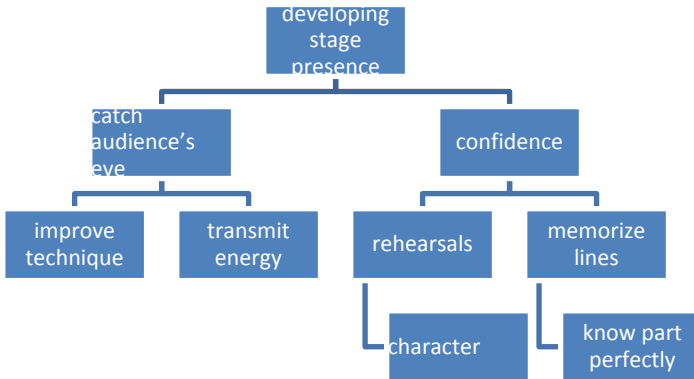
**Task 14.** Read about the technique of clustering as a visual form of brainstorming.

#### **Technique of Clustering**

*Clustering* is a visual form of brainstorming that is a good technique to use for developing supporting details. Instead of listing good ideas, however, you connect them. You begin with a single word or phrase and then arrange associated ideas about the nucleus, linking the ideas back to the original word or phrase. You continue this process by linking each of the surrounding words, in turn, to other words as they occur to you. In the end you have a diagram that provides you not only with details but also with the paths that connect them. As a result, you can see groups, or



clusters, of related details. Here is the way the words are connected in a composition about developing stage presence.



**Task 15.** Create a cluster of future computer science development.

## UNIT 13.

### History of Programming Languages

#### Listening

#### Text № 13. History of Early Development of Programming Languages

#### История раннего развития языков программирования

**Task 1.** Have you read any material about the history of programming languages? What do you know about it? Use class collective discussion.

**Task 2.** Find the meaning of the words and expressions in the dictionary: constraint, direct, descendant, domain-specific, encode, evolve, generation, influence, influential, lambda-calculus, predate, punch card, remain, respect, supersede before listening to the text «History of Early Development of Programming Languages» (See Texts for Listening, Unit 13).

**Task 3.** Study definitions of ALGOL, COBOL, FORTRAN, and LISP. Analyze etymology of their origin.

**Task 4.** Listen to the text «History of Early Development of Programming Languages» (See Texts for Listening, Unit 13) and try to explain in your own words what the expressions from the text mean. Think of the sentences with them.

Alan Turing's machine, by the beginning, computer language programming, constraints of the interface, direct mechanical processing, domain-specific, electrically powered digital computers, encode data, express algorithms, implement the examples, influence the development, lambda calculus, language design, predate the modern computer, provide mathematical abstraction, punch cards, the nineteenth/twentieth century.

**Task 5.** Find the material in published books or the electronic materials and present your reports about programming

languages development. Define the chains how the programming languages evolved.

### **Reading**

#### **Consolidation and Growth**

#### **Консолидация и рост**

**Task 6.** Read the text for extracting full information about programming languages of the fourth and the fifth generations. Explain the reasons of their growth.

#### **Consolidation and Growth**

The 4GLs are the examples of languages which are domain-specific, such as SQL, manipulating and returning the sets of data. Perl can hold multiple 4GL programs, as well as multiple JavaScript programs.

In the 1980s C++ combined object-oriented and system programming. Vast sums were spent in the world for investigating of the so-called languages of the fifth generation. They incorporated logic-programming constructs. One important trend in language design during the 1980s was an increased focus on programming of large-scale systems through the use of modules. Module systems were often wedded to generic programming constructs.

The growth of the Internet in the middle of 1990s created the opportunities for development of new languages. Perl became common in dynamic Web sites. Java began to be used for server-side programming. These trends of development were not fundamentally new ones. They refined the existing languages and paradigms, and were largely based on the C family of programming languages. Evolution of the development of the programming languages continues both in industry and research. Current directions include security and reliability, new kinds of modularity (mixings, delegates, aspects), and database integration.

**Task 7.** Read additional material and make the projects on the topic «Future Development of Modern Programming Languages».

## Talk

### Necessity and Prohibition

#### Необходимость и запрет

**Task 8.** Learn how to express necessity and prohibition.

#### Necessity

##### Необходимость

**I need it.** Мне это нужно.

**I do not need it.** Мне это не нужно.

**It is necessary to do it.** Необходимо это сделать.

**You are to do it by all means.** Вы должны это обязательно сделать.

**But you must.** Но вы должны.

**You should do it.** Вам следует это сделать.

**You ought to do it.** Вам обязательно следует это сделать.

**I have to go there.** Я должен туда ехать.

**I would like.** Мне бы хотелось.

**I would not like.** Мне бы не хотелось.

**I will.** Я хочу (выражение желания — модальность).

#### Prohibition

##### Запрет

*Запрет по степени убывания:* must, have to, ought to, shall, should, can, may.

**Can I do it? (физическая или умственная возможность)** Могу я сделать это?

**Yes, you can.** Да.

**No, you cannot.** Нет.

**Do not do it.** Не делайте этого.

**You must not do it.** Вы не должны это делать.

**Shall I do it?** Следует мне это сделать?

**Yes, you will.** Да.

**No, you will not.** Нет.

**May I do it?** Могу я это сделать (разрешение)?

**Yes, you may.** Да.

**No, you may not.** Нет.

**Task 9.** Read the dialogues and dramatize them.

1

- Shall I help you?
- I think I can do the work myself.

2

- We go to France. Can your friend speak French?
- I am afraid, he cannot.

3

- May I have another cup of tea?
- Do, please.

4

- Do you hear me?
- I cannot hear you. Speak louder, please.

5

- May I take the book home?
- No, you may not.

6

- Shall I do it again?
- Sure.

7

- I would not like to go there.
- But you ought to.

8

- You ought not to go dancing tonight.
- But I will.

9

- I have to go to my grandmother.
- You are to do it by all means.

**Task 10.** Complete the dialogues.

1

*(A boy and a girl)*

- ... you skate?
- Yes, I ...
- ... you like to go to the skating-rink with me tomorrow at 6

- P.M.?
- With pleasure.

## 2

*(A boss and a secretary)*

- It is 5 P.M. ... I go home?
- Yes, you certainly .... It was a hard job.
- Thank you.

## 3

*(Mother and son)*

- ... I repeat my hometask?
- You .... You have test tomorrow.
- All right.

### **Grammar**

#### **Indefinite Pronouns**

#### **Неопределенные местоимения**

#### **Using Pronouns as Adjectives**

#### **ИСПОЛЬЗОВАНИЕ МЕСТОИМЕНИЙ В КАЧЕСТВЕ ПРИЛАГАТЕЛЬНЫХ**

**Task 11.** Read Grammar Reference material to Unit 13.

**Task 12.** Write the indefinite pronoun to complete each sentence.

1. ... was more startling than the giant high wheeler bicycle.
2. ... in these pictures looks at ease on these bicycles.
3. Unstable and dangerous, ... many of these high wheelers were very difficult to ride.
4. On a giant high wheeler, ... travelled a great distance with each turn of the huge front wheel.
5. ... on the streets was careful to avoid the enormous bicycles.

**Task 13.** Write the sentences using each pair of words.

- everything, its
- many, their
- both, their
- few, they

## Writing

### ➤ Inquiring

## Запрос

**Task 14.** Read about the writing of the inquiring.

### Technique of Inquiring

To explore a writing topic, you can also use the technique of inquiring — a method that journalists use to gather information. Ask questions that begin with *who*, *what*, *where*, *when*, *why* and *how*. For certain kinds of writing, such as narratives and expository pieces finding the answers to such questions can provide many of your supporting details.

The model below shows some questions one writer used to guide in finding details about early musical instruments. Notice that the writer developed more than one question using *what* and *how*.

**Student Model:** Inquiring to Develop Supporting Details

### Early Musical Instruments

*Who* played musical instruments in ancient times?

*What* are the oldest instruments known?

*What* sounds did the instruments make?

*What* did they look like?

*Where* have ancient instruments been discovered?

*When* were they discovered?

*Why* did different instruments develop in different places?

*How* were the instruments made?

*How* were they played?

**Task 15.** Write a series of questions that would help you to develop supporting details on the subject of how viewers can influence TV programming. Write at least one question beginning with each of the six question words: **who**, **what**, **where**, **when**, **why** and **how**.

**Possible answers:**

1. *Who is in charge of developing a network's TV programming?*
  2. *What kinds of programs do my family, my friends and I most enjoy?*
  3. *Where are the groups located that are polled by network to determine the programs that are most popular?*
  4. *When do I most frequently watch television?*
  5. *Why do I find many prime-time TV programs uninteresting?*
- How could TV programming be changed to reflect my needs and interests?*



## UNIT 14.

### Introduction to C++ Language

#### Listening

#### Text № 14 Introduction to C++ Language

#### ВВЕДЕНИЕ В ЯЗЫК C ++

**Task 1.** Did you work with C++ language? How can you classify it? Use brainstorming for details.

**Task 2.** Listen to the text «Introduction to C++ Language» (See Texts for Listening, Unit 14) and write out the features of it. Say how you understand each of the features.

**Task 3.** Write a description of C++ language into your log book.

#### Reading

#### History of C++ Language

#### История языка C ++

**Task 4.** Read the text and find the sentences telling about Stroustrup's scientific investment in the development of C++ language. Pay attention to the following expressions: **default argument features, derived class, *distributed computing*, inlining, kernel, portable, strong type checking.**

**Task 5.** In groups discuss C++ evolving. Speak about the new features of C++ in comparison with C language.

#### History of C++ Language

Stroustrup began to work with C Classes in 1979. The idea of creating a new language originated from Stroustrup's experience in programming for his Ph.D. thesis. Stroustrup found that SIMULA had features that were very helpful for large software development, but the language was too slow for practical use, while BCPL was fast but too low-level to be suitable for large software development. When Stroustrup started working in AT&T Bell Labs, he had the problem of analyzing the UNIX kernel with respect to distributed computing. Remembering his Ph.D.

experience, Stroustrup set out the enhancing of the C language with Simula-like features. C was chosen because it is a general-purpose, fast, portable and widely used language. Besides C and Simula, some other languages which inspired him were ALGOL 68, Ada, CLU and ML. At first, the class, derived class, strong type checking, inlining, and default argument features were added to C via Cfront. The first commercial release occurred in October 1985.

In 1983, the name of the language was changed from C with Classes to C++, since classes are «one more thing» than C had (++ being the increment operator in C and C++). New features were added including virtual functions, function name and operator overloading, references, constants, user-controlled free-store memory control, improved type checking, and BCPL style single-line comments with two forward slashes (//). In 1985, the first edition of The C++ Programming Language was released, providing an important reference to the language, since there was no official standard yet. In 1989, Release 2.0 of C++ was issued. New features included multiple inheritance, abstract classes, static member functions, const member functions, and protected members. In 1990, The Annotated C++ Reference Manual was published. This work became the basis for the future language standard. Later addition of features included templates, exceptions, namespaces, new casts, and a Boolean type.

As the C++ language evolved, the standard library evolved with it. The first addition to the C++ standard library was the stream I/O library, which provided facilities to replace the traditional C functions such as printf and scanf. Later, among the most significant additions to the standard library, was the Standard Template Library.

## Talk

### Offering Help

#### Предложение помощи

**Task 6.** Learn how one can offer help to other people.

**Inquiring for help and offering help**

**How can I help you?**

Чем я могу вам помочь?

**What can I do for you?**

Что я могу для вас сделать?

**Can I be of any help (to you)?**

Могу я вам как-нибудь помочь?

**Can I be useful to you?**

Могу я быть для вас полезным?

**Can I do anything for you?**

Могу я что-нибудь для вас сделать?

**Sorry, can you help me?**

Извините, не можете ли вы мне помочь?

**Responses to inquiring for help and offering help**

**Yes, thank you.**

Да, спасибо.

**No, thanks.**

Нет, спасибо.

**Yes, you can.**

Да, вы можете.

**Sure. Безусловно.**

**Certainly. Of course. Конечно.**

**No, you can't.**

Нет, вы не можете.

**I am afraid, not.**

Боюсь, что нет.

**I am sorry to say you can't.** Мне жаль об этом говорить, но вы не можете.

**I don't know how you can help me.**

Я не знаю, как вы можете мне помочь.

**It is (quite) possible.**

Это (вполне) возможно.

**It is (completely) impossible.**

Это (совершенно) невозможно.

**I accept your help, thank you very much.**

Я принимаю вашу помощь, большое спасибо.

**I will try to cope with it myself.**

Я постараюсь с этим справиться сам.

**Task 7.** Read the dialogues and act them out.

**1**

- How can I help you?
- Can you give DVD disk with labs to me?
- I think I can.
- Thank you.

**2**

- What can I do for you?
- Show, please, the instruction for that notebook.
- Here it is. Do you need any more help?
- No, thank you, I will see to it myself.

**3**

- Can I do anything for you?
- It is quite possible. I need your advice with the suit choice.
- Have a look at this one, it's the latest fashion. Would you like to try it on?
- Yes, I would.
- It fits you perfectly. You would better buy it.
- Thank you for help.

**4**

- Can I be useful to you?
- Bring more of ice-cream and orange juice, please.
- Just a moment.
- All right.

**Task 8.** How would you use the phrases of help in the best way according to the situations? Think of the dialogues.

1. You ask mother to help you in sewing.
2. Your grandmother asks for your help about the house.
3. You are at the French restaurant and can't understand a word in French on the menu. You have to ask the waiter for help.
4. Your brother is quite poor at mathematical analyses (calculus), but he refuses your help with his studies.

## Grammar

### Prepositions

### Предлоги

### Prepositional Phrases

### Предложные фразы

**Task 9.** Read Grammar Reference material to Unit 14.

**Task 10.** Write each prepositional phrase, underlining the preposition.

1. The Renaissance was a time of renewed interest in art and learning.

2. Renaissance poetry appeared after 1450 in Italy and France.

3. New and intricate forms were developed by Renaissance poets.

4. Poets now wrote in their native languages instead of Latin.

5. Within a few decades, English poetry reflected these changes.

**Task 11.** Write each sentence, completing it with an appropriate prepositional phrase.

1. Poets write ....

2. The meaning ... can be interpreted in many ways.

3. The images help us to see the world in ....

4. ..., many people enjoy reading poetry.

5. ..., many great poems have been written.

## Writing

### ➤ Organizing Ideas in a Paragraph: Time Order

**Организация мыслей в абзаце: последовательный временной порядок действий**

**Task 12.** Read the material with use of time order for organizing ideas in a paragraph. Think of your own example.

## Time Order

In *time order organization*, ideas are arranged according to the order in which they occur. This method is useful in giving directions, in describing the process or series of events, and in telling a story. Words such as *first, second, third, next, then, after and later* often appear in time order paragraphs. The example is written in time order.

*To assemble the instrument, first turn the washtub upside down and hammer a hole in the bottom .... The bottom is now the top of your washtub. Now thread one end of the cord through the hole and tie a washer, bolt, nut, twig or anything to it that will prevent the cord from pulling back through the hole.*

## UNIT 15.

### C++ Standards

#### Listening

#### Text № 15 C++ Language Standards

#### ЯЗЫКОВЫЕ СТАНДАРТЫ C++

**Task 1.** Why is it important for the language to be standardized? How is the process of standardization connected with the language development?

**Task 2.** Listen to the text «C++ Language Standards» (See Texts for Listening, Unit 15). Name international organizations connected with C++ standardizing. What does the notion **Library Technical Report** mean?

**Task 3.** Study the etymology of the C++ name.

#### Reading

#### C++ Standard Library

#### Библиотека стандартных программ C++

**Task 4.** Write out the list of words and expressions associated with C++ Standard Library. Use them in the sentences of your own.

**Task 5.** Read the text and choose the only right variant.

1

— The 1998 ANSI/ISO C++ standard consists of the core language.

— The 1998 ANSI/ISO C++ standard consists of the C++ standard library; the latter includes most of the Standard Template Library (STL) and a slightly modified version of the C standard library.

— The 1998 ANSI/ISO C++ standard consists of two parts: the core language and the C++ standard library; the latter includes most of the Standard Template Library (STL) and a slightly modified version of the C standard library.

2

— Libraries can even be written in such the languages as C and FORTRAN.

— Libraries can even be written in such the languages as Pascal or BASIC.

— Libraries can be written in such the languages as C, FORTRAN, Pascal, or BASIC.

3

— The C++ standard library incorporates only the C standard library.

— The C++ standard library is based only on STL.

— The C++ standard library incorporates the C standard library with some small modifications to make it work better with the C++ language. Another large part of the C++ library is based on the STL.

4

— This provides such useful tools as containers (for example, vectors and lists), iterators to provide these containers with array-like access and algorithms to perform operations such as searching and sorting with no multimaps (associative arrays) and multisets provided.

— This provides such useful tools as containers (for example, vectors and lists) with no iterators to provide these containers. Furthermore multimaps (associative arrays) and multisets are provided, all of which export compatible interfaces.

— This provides such useful tools as containers (for example, vectors and lists), iterators to provide these containers with array-like access and algorithms to perform operations such as searching and sorting. Furthermore multimaps (associative arrays) and multisets are provided, all of which export compatible interfaces.

5

— Most C++ compilers provide an implementation of the C++ standard library, including the STL. Compiler-independent implementations of the STL, such as STLPort, also exist. Other projects also produce various custom im-



plementations of the C++ standard library and the STL with various design goals.

— Most C++ compilers provide an implementation of the C++ standard library, including the STL. Compiler-independent implementations of the STL, such as STLPort, don't exist. Other projects also produce various custom implementations of the C++ standard library and the STL with various design goals.

— Most C++ compilers provide an implementation of the C++ standard library, including the STL. Compiler-independent implementations of the STL, such as STLPort, also exist. Custom implementations of the C++ standard library are impossible.

### **C++ Standard Library**

The 1998 ANSI/ISO C++ standard consists of two parts: the core language and the C++ standard library; the latter includes most of the Standard Template Library (STL) and a slightly modified version of the C standard library. There are many C++ libraries, which are not part of the standard, and, using the linkage specification, libraries can even be written in such the languages as C, FORTRAN, Pascal, or BASIC.

The C++ standard library incorporates the C standard library with some small modifications to make it work better with the C++ language. Another large part of the C++ library is based on the STL. This provides such useful tools as containers (for example, vectors and lists), iterators to provide these containers with array-like access and algorithms to perform operations such as searching and sorting. Furthermore multimaps (associative arrays) and multisets are provided, all of which export compatible interfaces. Therefore, it is possible, using templates, to write generic algorithms that work with any container or on any sequence defined by iterators. As in C, the features of the library are accessed by using the #include directive to in-

clude a standard header. C++ provides sixty-nine standard headers. Nineteen of them are deprecated.

The STL was originally a third-party library from HP and later SGI, before its incorporation into the C++ standard. The standard does not refer to it as STL, as it is merely a part of the standard library, but many people still use that term to distinguish it from the rest of the library (input/output streams, internationalization, diagnostics, and the C library subset).

Most C++ compilers provide an implementation of the C++ standard library, including the STL. Compiler-independent implementations of the STL, such as STLPort, also exist. Other projects also produce various custom implementations of the C++ standard library and the STL with various design goals.

### **Hello, World! Program**

The following is a Hello, world! program using the C++ standard library stream facility to write a message to standard output.

```
#include <iostream> // provides std::cout
```

```
int main()
{
    std::cout << «Hello, world!\n»;
}
```

### **Talk**

### **Advice**

### **Совет**

**Task 6.** Study conversational phrases, read and act out the dialogues. Think of the dialogues of your own.

### **You should take legal advice.**

Вам следует следовать совету юриста.

### **Act on somebody's advice.**

Действовать по чьему-либо совету.

### **I will act on your advice.**

Я буду действовать в соответствии с вашим советом.

**Give somebody a piece/bit/word/few words of advice.**

Дать небольшой совет кому-либо.

**What do you advise me to do?**

Что вы советуете мне сделать?

**We advised *an early start/their starting early/them to start early.*** Мы посоветовали им начать рано.

**Who is the best man to advise me on this question?**

Кто может дать мне наилучший совет по этому вопросу?

**1**

— I have felt rather poor lately.

— You won't get well until you follow your doctor's advice.

**2**

— I am afraid of passing my next exam.

— If you take my advice and study hard, you will pass the examination.

**3**

— What did the doctor advise to you?

— He advised a good rest.

**4**

— She is not very happy in her marriage.

— Her father advised her against marrying in haste.

**5**

— Who is the best man to advise me on this question?

— Your uncle is.

**6**

— Can you give a word of advice to me?

— Sorry, but it's up to you to decide what to do. I can advise nothing to you, I am afraid.

**Grammar**

**Conjunctions**

**Союзы**

**Task 7.** Read Grammar Reference material to Unit 15.

**Task 8.** Write down coordinate or correlative conjunction out of each sentence.

1. Dog trainers must be firm but patient.
2. Neither crowds nor traffic can frighten a trained dog.
3. Trainers work with both dogs and their owners.
4. The dogs require discipline but also love.
5. People with either hearing or sight problems may use trained dogs.
6. Veterinarians may work with either pets or farm animals.
7. Veterinarians examine animals and treat illnesses.
8. Animal study requires courses in biology and chemistry.
9. Some veterinarians work in animal hospitals or in zoos.

**Task 9.** Label each conjunction as **coordinating** or **correlative**. Underline the words the conjunction connects.

1. Cats and dogs were among the earliest domestic animals.
2. Cats became pets more recently but very successfully.
3. Dogs were domesticated or trained much earlier.
4. Either wolves or jackals are dogs' ancestors.
5. Both cats and dogs originally helped hunters.
6. Neither science nor history knows when they became pets.

### **Writing**

#### **➤ Organizing Ideas in a Paragraph:**

**Space Order** Организация мыслей в абзаце: пространственный порядок

**Task 10.** Study what the paragraph with organizing ideas in a space order is. Think of your own example.

## Space Order

*Space order* is useful in creating a word picture of a person, place or thing. With this method you describe details in a particular spatial order to create a vivid picture in your paragraph. With your words, you will lead the reader to look from left to right, from inner to outer, from near to far, and so on. The following paragraph is an example of space order organization.

*This great composer's workroom was very unlike his orderly symphonies. As we entered, we saw his desk in the centre of the room and a high stack of old papers directly behind the desk. On the left wall stood a huge, dusty bookshelf overflowed with books. A window to the right of the bookshelf let sunshine in. The piano, dark and silent, faced the desk from the far right corner.*

## Progress Tests to Units 11–15

### Unit 11

**Task 1.** Read the text and insert necessary words into it according to the context. Use the following words: ability, access, card reader, cost, input, link, method, mode, processing, reduce, remote, response, service, statement, support, terminal, unit.

#### **Time-Shared Processing**

**Time-shared processing** occurs when users have ... to a single computer concurrently thus sharing its resources. In such a system, it is possible to ... the time the way the central processing ... is idle by having the computer serve more than one ... in the same period of time. Each terminal user is given a time period by the computer.

Most time-shared applications take place in a conversational .... That is, real-time human-machine communications are maintained and the computer system is being used extensively to ... and ... remote terminals. In this mode, each ... or request ... by a user through a terminal is processed immediately and an appropriate reply is sent back to the terminal. Telephone lines are generally employed to ... the computer system with geographically dispersed user terminals.

This ... of communicating is generally referred to as telecommunications. The ... of data utilizing telecommunications is a form of data communications also referred to as teleprocessing.

Time-shared applications can also occur in a ... batch processing mode. Terminals used in this mode of operation are usually less sophisticated devices, such as ... or printer.

Some of the advantages of time-shared processing in a conversational mode include immediate ... to inquiries, ease of use, relatively low ... of terminal operations, and the ... to install terminals virtually anywhere.

**Task 2.** Agree or disagree to the statements.

— Batch processing is widely used in modern business and industry.

— Processing of a large volume of data through the computer is generally cheaper than processing of the transactions as they occur.

— There can be no delay at all between the time of batch processing and the transaction.

— In some batch processing applications, the data are entered via a terminal or entry device located remotely from the computer.

— Problems associated with batch processing include delays in obtaining results, precise scheduling requirements to avoid peak load control of priorities, and keeping files up to date.

— To facilitate real time processing method, the computer system must consist of equipment with an online capability.

— If the data arrive in time to be of minimum value, then we have a real time situation.

— Common uses of a real time processing are many.

— The principal disadvantage of a real time processing system is its tremendous expense.

— Time shared processing occurs when users have access to a single computer concurrently thus sharing its resources.

— Most timed-shared applications take place in a safe mode.

— In a conversational mode, each statement or request input by a user through a terminal is processed immediately and an appropriate reply sent back to the terminal.

— The processing of data utilizing telecommunications is a form of data communications also referred to as teleprocessing.

— Time-shared applications can not occur in a batch processing mode.

**Task 3.** Write personal pronouns. Label them as the **first**, the **second** or the **third person singular** or **plural**.

The diving instructor took ... to Sandy Hook, a good place for beginners.

He helped the students with the diving gear, and ... jumped into the ocean.

Anna nudged Philip and showed ... a school of colourful fish.

Then ... spotted a giant purple sun-star, a type of starfish, and slowly approached ....

The divers returned and told ... about the day's adventures.

An octopus is considered a shellfish, but ... has a large muscular foot instead of a shell.

The foot is divided into eight tentacles or feelers, and ... move the octopus slowly.

Anna borrowed three library books on ocean life, and ... looked at the pictures with ....

The librarian gave ... more information.

According to ..., octopuses are among the most intelligent cold-blooded ocean dwellers.

**Task 4.** Write each sentence. Use the correct pronoun.

(We, us) were curious about Ponce de Leon, a Spanish explorer.

An adventures man was (he, him).

(He, him) sailed to the cost of Florida.

The people there were hostile to his strange ships and attacked (he, him) in fleets of canoes.

The French also wanted the lands of the New World, and (they, them) set sail in 1562.

Verrazano sailed north on the Hudson River, and (he, him) claimed that Territory for France.



Other French explorers landed near the equator, and peaceful Indians brought (they, them) gifts of food.

**Task 5.** Choose an interesting object or a poster or picture. Look at it carefully for ten seconds and then remove the object or image from sight. Write a quick list of details about what you have just seen. List the items in order of importance. Discuss how essential the technique of observing details for writing is.

## Unit 12

**Task 1.** Read the text and match the words and their definitions.

*Words from the text: graphical, highlighting, inset tokenization, parse tree, source code, syntax, textual.*

*Definitions: analytical tree, initial code, inset combination of symbols, the most conspicuous or prominent part, programming language's surface form, using spatial relationships between symbols to specify a program, using sequences of text including words, numbers, punctuation.*

### Syntax of Programming Languages

Parse tree of Python code with inset tokenization Syntax highlighting is often used to aid programmers in the recognition of elements of source code. The language you see here is Python.

A programming language's surface form is known as its syntax. Most programming languages are purely textual; they use sequences of text including words, numbers, and punctuation, much as written natural languages. On the other hand, there are some programming languages which are more graphical in nature, using spatial relationships between symbols to specify a program.

The syntax of a language describes the possible combinations of symbols that form a syntactically correct program. The meaning given to a combination of symbols is

handled by semantics. Since most languages are textual, this article discusses textual syntax.

Programming language syntax is usually defined using a combination of regular expressions (for lexical structure) and Backus-Naur Form (for grammatical structure). Below is a simple grammar, based on Lisp:

```
expression ::= atom | list
atom ::= number | symbol
number ::= [+ -]?[0'-'9]+
symbol ::= ['A'-'Z'a'-'z'].*
list ::= '(' expression* ')'
```

This grammar specifies the following: expression is either an atom or a list; atom is either a number or a symbol; number is an unbroken sequence of one or more decimal digits, optionally preceded by a plus or minus sign; symbol is a letter followed by zero or more of any characters (excluding whitespace); list is a matched pair of parentheses, with zero or more expressions inside it.

The following are the examples of well-formed token sequences in this grammar: '12345', '()', '(a b c232 (1))'.

**Task 2.** What phrases of comfort and encouragement would you, your relatives and friends use in the following situations?

1. You can't find your ticket.
2. Your sister put too much salt into the cake instead of sugar.
3. Your little brother has broken up the cup.
4. Your mother has spilled the milk on the floor.
5. You are late for a date.

**Task 3.** Write each of the following sentences, using the correct word.

1. (Who, Whom) called a staff meeting this afternoon?
2. (Who, Whom) have you told about the meeting?
3. (Whose, Who's) making a list of discussion topics?

4. (Whose, Who's) in this list?

5. (Who, Whom) has a good idea for next month's issue?

**Task 4.** Choose the demonstrative pronoun that correctly completes each sentence. Which noun in the sentence is pointed out by the demonstrative pronoun?

1. Is (that, those) the site of the annual Peachtree Road Race?

2. (These, Those) are the buildings of the Atlanta University Centre on this street.

3. (This, That) is the stadium of the Atlanta Braves on the other side of the highway.

4. (That, Those) are cheers from enthusiastic baseball fans in the stands.

5. (These, Those) are the lights of Hartsfield International Airport in the distance.

**Task 5.** Write each sentence, using the correct reflexive or intensive pronoun.

1. We enjoy (ourselves, us) at the skating-rink.

2. I taught (myself, me) the Scratch Pin.

3. Olympic champions (themselves, herself) do that move.

4. Have you ever watched this tobogganing event (yourself, himself)?

5. Spectators station (himself, themselves) around the course.

**Task 6.** Create a cluster of broadband connections.

### Unit 13

**Task 1.** Read the text and study the names of the programming languages of the third generation: SIMULA, Smalltalk, C and Prolog. Determine their types and functions. Give the examples illustrating it.

## Refinement of Programming Languages

The period from the 1960s to the late 1970s brought the development of the major language paradigms now in use, though many aspects were refinements of ideas in the *third-generation of programming languages*.

APL (a programming language) introduced array programming, and influenced functional programming. In the 1960s, SIMULA was the first language designed to support object-oriented programming; in the middle of the 1970s, Smalltalk followed as the first object-oriented language. C was developed between 1969 and 1973 as a systems programming language, and remains still popular. Prolog, designed in 1972, was the first logic programming language. In 1978, ML built a polymorphic type system on top of Lisp, pioneering statically typed functional programming languages.

Each of these languages spawned an entire family of descendants, and the most modern languages count at least one of them in their ancestry. The 1960s and 1970s also saw considerable debate over the merits of structured programming, and other programming languages were designed to support it. These years also saw expansion of techniques that reduced the footprint of a program as well as improved productivity of the programmer and user. The card deck for the early 4GL (Fourth Generation Language) was a lot smaller for the same functionality expressed in the 3GL (Third Generation Language) deck.

**Task 2.** Think of the situations when you ask for **permission**, express **necessity**, **prohibition** and **will**.

**Task 3.** Insert indefinite pronouns. Find the cases when they function as adjectives. Use the words: **each**, **everybody**, **everything**, **many**, **several**, **some**.

1. ... of the Chinese Americans in the United States follow the traditional Chinese calendar.
2. The days of the Chinese New Year are ... of the most important days on the calendar.

3. ... Chinese American community holds its own celebration.

4. ... crowds onto the streets and watches the parade of paper animals and lanterns.

5. ... in the parade is colourful and exciting, but the best part is the long Golden Dragon.

6. This traditional symbol of the New Year must be carried out by ... people.

**Task 4.** Write the inquiring about the people's marketing.

## Unit 14

**Task 1.** Read the text and create the taxonomy cluster of programming languages. Take the expression **taxonomy of programming languages** as the nucleus and then arrange the associated ideas around it.

### **Taxonomy of Programming Languages**

There is no overarching classification scheme for programming languages. The given programming language does not usually have a single ancestor language. Languages commonly arise by combining the elements of several predecessor languages with new ideas in circulation at the time. Ideas that originate in one language will diffuse throughout a family of related languages, and then leap suddenly across familiar gaps to appear in an entirely different family.

The task is further complicated by the fact that languages can be classified in different ways. For example, Java is both an object-oriented language (because it encourages object-oriented organization) and a concurrent language (because it contains built-in constructs for running multiple threads in parallel). Python is an object-oriented scripting language.

In fact, programming languages are classified according to programming paradigms and by intended domain. Paradigms include procedural, object-oriented, functional, and logical programming; some languages are hybrids of paradigms or multi-paradigmatic. An assembly language is not so

much a paradigm as a direct model of underlying machine architecture. With respect to the purpose, programming languages might be considered according to general purpose, as system programming languages, scripting languages, domain-specific languages; concurrent or distributed languages (or a combination of these). Some general purpose languages were designed largely with educational goals.

**Task 2.** Imagine you are the novice at the party and you need the help desperately. The boy or the girl comes to you. Would you ask him/her for help or try to cope with difficulties all by yourself?

**Task 3.** Identify prepositions and their objects.

1. Both kinds of pearls are formed inside real oysters.
2. The oyster produces a pearl around sand or another particle.
3. In natural pearls the sand or other particle enters the oyster by accident.
4. For cultured pearls the particle is put into the oyster.
5. Natural pearls were too expensive for most people.

**Task 4.** Write each prepositional phrase. Underline the preposition once and the object of the preposition twice.

1. Oyster beds are disappearing because of overuse and pollution.
2. For this reason new natural pearls are rarely found on sale.
3. Most people now wear cultured pearls instead of natural ones.
4. Japan deserves the credit for cultured pearls.
5. The majority of cultured pearls are still imported from that country.

**Task 5.** Read the paragraph to prove it is written according to time order.

To assure quality sound from your saxophone, the wooden reed should sometimes be changed. To do this, buy a proper replacement reed for the instrument. Unscrew

the mouthpiece from the saxophone. Then remove the old reed from its metal holder. Simply insert the new reed and you are really to play again.

**Task 6.** Write a brief description of your favourite game using time order.

## Unit 15

**Task 1.** Read the text and in pairs discuss C++ rules of design. Present your ideas to the class.

### C++ Philosophy

In The Design and Evolution of C++ (1994), Bjarne Stroustrup describes some rules that he uses for the design of C++:

- C++ is designed to be a statically typed, general-purpose language that is as efficient and portable as C;
- C++ is designed to direct and comprehensive support of multiple programming styles (procedural programming, data abstraction, object-oriented programming, and generic programming);
- C++ is designed to give the choice for the programmer;
- C++ is designed to be as compatible with C as possible, therefore providing a smooth transition from C;
- C++ avoids features that are platform specific or not of general purpose;
- C++ does not incur overhead for features that are not used (the zero-overhead principle);
- C++ is designed to function without sophisticated programming environment. Inside the C++ Object Model (Lippman, 1996) describes how compilers may convert C++ program statements into an in-memory layout. Compiler authors are free to implement the standard in their own manner.

**Task 2.** What will be your advice according to the situation? Extend the dialogues.

1. I have some intestacy. ...
2. What type of call shall I choose to deliver my message? ...
3. What type of computer is it better to buy? ...
4. My brother has problems with eyesight. ...
5. Which computer company would you recommend? ...

**Task 3.** Write the best coordinating conjunction for each sentence.

1. Americans ... people of other countries eat many of the same foods.
2. Americans may produce it in the United States ... import it from other countries as well.
3. Some popular foods ... recipes are not popular here.
4. The Spanish sometimes eat fried eels, ... most Americans do not enjoy that dish.

**Task 4.** Write the correlative conjunctions in each sentence.

1. ... hamburgers ... pizza are considered American foods.
2. ... hamburgers ... pizza was first eaten in America.
3. ... German hamburgers ... Italian pizza have become part of the American diet.
4. Many other foods ... were brought to America by Europeans ... came from other countries.

**Task 5.** Read a description of the famous Carnegie Hall building design as the example of space order. Insert missing words: **behind, hall, one side, row, stage, the other, up, wall.** Use the Russian variants of the words: 1) сцена; 2) за; 3) одна сторона; 4) другая; 5) ряд; 6) вверх; 7) стена; 8) зал.



As soon as Leo saw the (1), he knew this would be a loud concert. (2) the waiting instruments, from (3) of the stage to (4), a (5) of amplifiers hummed and glowed with small red lights. Towering (6) at each far side was a (7) of huge black speakers. From overhead in the (8) the announcer's voice boomed.

**Task 6.** Write the description of any of the rooms in a house using space order in a paragraph.

## UNIT 16.

### C++ Operators

#### Listening

Text № 16. C++ Operators and Operator Overloading

Операторы C++ и избыточное число параметров в операторе

**Task 1.** Listen to the text «C++ Operators and Operator Overloading» (See Texts for Listening, Unit 16) and complete the sentences using the words and expressions: **arithmetic operator, domain specific language, essential part, indirection, operand, overload, overloadable, precedence of calculations, standard numerical types, smart pointers.**

— C++ provides more than 30 operators, covering basic arithmetic, bit manipulation, ..., comparisons, logical operations and more.

— The rich set of overloadable operators is central to using C++ as a ....

— As a simple example, a class that represents a matrix could ... the multiplication (\*) and other ..., allowing it to be treated by application code similarly to the ....

— The ... are also an ... of many advanced C++ programming techniques, such as ....

— Overloading an operator does not change the ... involving the operator, nor does it change the number of operands that the operator uses. Any ... may however be ignored.

**Task 2.** Give some facts and current items about C++ operators and their overloading.

#### Reading

**Operators of C++ Language**

**Операторы языка C++**

**Task 3.** Read the introduction to C++ operators. What operators do you know?

**Operators of C++ Language**

## Introduction

C++ operators can be conditionally divided into the following categories:

- conditional operators;
- operators of a cycle;
- operators of transition;
- operators of expressions;
- other operators.

Operators in the program can be united into compound operators with the help of braces. Any operator can be marked with a label consisting of a name and the colon following it.

**Task 4.** Read the texts and describe each of the operators.

### Operator if

The **if** statement controls conditional branching. The body of an **if** statement is executed if the value of the expression is nonzero. The syntax for the **if** statement has two forms.

*Selection statement:*

- **if** (*expression*) *statement*
- **if** (*expression*) *statement* **else** *statement*

In both forms of the **if** statement, the expressions, which can have any value except structure, are evaluated, including all side effects.

In the first form of the syntax, if *expression* is true (non-zero), *statement* is executed. If *expression* is false, *statement* is ignored. In the second form of syntax, which uses **else**, the second *statement* is executed if *expression* is false. With both forms, control then passes from the **if** statement to the next statement in the program unless one of the statements contains a **break**, **continue**, or **goto**.

### Operator switch

Control passes to the statement whose **case** *constant expression* matches the value of **switch** (*expression*). The

**switch** statement can include any number of **case** instances, but no two case constants within the same **switch** statement can have the same value. Execution of the statement body begins at the selected statement and proceeds until the end of the body or until a **break** statement transfers control out of the body. The use of the **switch** statement usually looks like this:

```
switch (expression)
{
    declarations
    ...
    case constant expression :
        statements are executed if the expression
        equals the value of this constant expression
    ...
    break;
    default :
        statements are executed if the expression
        is not equal to any case of constant expression
}
```

You can use the **break** statement to end processing of a particular case within the **switch** statement and to branch to the end of the **switch** statement. Without **break**, the program continues to the next case, executing the statements until a **break** or the end of the statement is reached. In some situations, this continuation may be desirable.

The **default** statement is executed if no **case constant expression** is equal to the value of **switch (*expression*)**. If the **default** statement is omitted, and no **case** match is found, none of the statements in the **switch** body are executed. There can be at most one **default** statement. The **default** statement does not need come at the end; it can appear anywhere in the body of the **switch** statement. A **case** or **default** label can only appear inside a **switch** statement.

The type of **switch** *expression* and **case** *constant expression* must be integral. The value of each **case** *constant expression* must be unique within the statement body.

The **case** and **default** labels of the **switch** statement body are significant only in the initial test that determines where execution starts in the statement body. Switch statements can be nested. Any static variables are initialized before executing into any **switch** statements.

### Operator for

The **for** statement lets you repeat a statement or compound statement a specified number of times. The body of the **for** statement is executed zero or more times until an optional condition becomes false. You can use optional expressions within the **for** statement to initialize and change values during the **for** statement's execution.

*Iteration statement:*

- **for** ( *init-expression* <sub>opt</sub>; *cond-expression* <sub>opt</sub>; *loop-expression* <sub>opt</sub> ) *statement*

Execution of the **for** statement proceeds in the following way: the *init-expression*, if any, is evaluated. This specifies the initialization for the loop. There is no restriction on the type of *init-expression*.

The *cond-expression*, if any, is evaluated. This expression must have arithmetic or pointer type. It is evaluated before each iteration. Three results are possible.

If *cond-expression* is true (nonzero), *statement* is executed; then *loop-expression*, if any, is evaluated. The *loop-expression* is evaluated after each iteration. There is no restriction on its type. Side effects will execute in order. The process then begins again with the evaluation of *cond-expression*.

If *cond-expression* is omitted, *cond-expression* is considered true, and execution proceeds exactly as described in the previous paragraph. The **for** statement without a *cond-expression* argument terminates only when a **break** or **return** statement

within the statement body is executed, or when a **goto** (to a labeled statement outside the **for** statement body) is executed.

If *cond-expression* is false (0), execution of the **for** statement terminates and control passes to the next statement in the program.

The **for** statement also terminates when a **break**, **goto**, or **return** statement within the statement body is executed. The **continue** statement in the **for** loop causes *loop-expression* to be evaluated. When the **break** statement is executed inside the **for** loop, *loop-expression* is not evaluated or executed.

This statement

- `for(;;);`

is the customary way to produce an infinite loop which can only be exited with a **break**, **goto**, or **return** statement.

### Operator while

The **while** statement lets you repeat a statement until a specified expression becomes false.

*Iteration statement:*

- **while** ( *expression* ) *statement*

The *expression* must have arithmetic or pointer type. Execution proceeds as follows.

The *expression* is evaluated.

If *expression* is initially false, the body of the **while** statement is never executed, and control passes from the **while** statement to the next statement in the program.

If *expression* is true (nonzero), the body of the statement is executed and the process is repeated beginning at step 1.

The **while** statement can also terminate when a **break**, **goto**, or **return** within the statement body is executed. Use the **continue** statement to terminate an iteration without exiting the **while** loop. The **continue** statement passes control to the next iteration of the **while** statement.

## Operator do-while

The **do-while** statement lets you repeat a statement or compound statement until a specified expression becomes false.

*Iteration statement:*

- **do statement while ( expression ) ;**

The *expression* in the **do-while** statement is evaluated after the body of the loop is executed. Therefore, the body of the loop is always executed at least once.

The *expression* must have arithmetic or pointer type. Execution proceeds as follows.

1. The statement body is executed.
2. Next, *expression* is evaluated. If *expression* is false, the **do-while** statement terminates and control passes to the next statement in the program. If *expression* is true (non-zero), the process is repeated, beginning with step 1.

The **do-while** statement can also terminate when a **break**, **goto**, or **return** statement is executed within the statement body.

## Operator continue

The **continue** statement passes control to the next iteration of the nearest enclosing **do**, **for**, or **while** statement in which it appears, bypassing any remaining statements in the **do**, **for**, or **while** statement body.

*Jump statement:*

- **continue;**

The next iteration of the **do**, **for**, or **while** statement is determined as follows:

1. Within the **do** or the **while** statement, the next iteration starts by reevaluating the expression of the **do** or **while** statement.
2. The **continue** statement in the **for** statement causes the first expression of the **for** statement to be evaluated. Then the compiler reevaluates the conditional expression and, depending on the result, either terminates or iterates the statement body.

## Operator *break*

The **break** statement terminates the execution of the nearest enclosing **do**, **for**, **switch**, or **while** statement in which it appears. Control passes to the statement that follows the terminated statement.

*Jump statement:*

- **break**;

The **break** statement is frequently used to terminate the processing of a particular case within a **switch** statement. Lack of an enclosing iterative or **switch** statement generates an error.

Within nested statements, the **break** statement terminates only the **do**, **for**, **switch**, or **while** statement that immediately encloses it. You can use the **return** or **goto** statement to transfer control elsewhere out of the nested structure.

**Task 5.** Think of the questionnaire about operators.

**Talk**

**Phone Message**

**Телефонное сообщение**

**Task 6.** Read the situations and phone messages written according to them. Have you got used to writing telephone messages? How often do you use them in your private life? Think of the phone messages of your own.

### Situation

1. David phoned about the job in Germany. He apologized for not getting in touch before. He suggested writing to the German Embassy for their list of addresses. He said he hoped he'd see you sometime next week.

### Phone Message

1. *Hi. This is David. I'm phoning about that job in Germany. Sorry I didn't get in touch before. Anyway, I suggest you to write to the German Embassy for their list of addresses. I hope I'll see you sometime next week. Cheers.*



2. Jenny phoned and offered you a lift/asked if you would like a lift to the concert in Bath next weekend. She told you/said not to worry about the tickets as they/you would be able to get them there. She promised to phone again on Friday night.

2. *Hi, Carol. This is Jenny speaking. Would you like a lift with me and Mike to the concert in Bath next weekend? Don't worry about tickets; we'll be able to get them there. I'll phone you again on Friday night — I promise! Bye!*

## Grammar

### Interjections

#### Междометия

**Task 7.** Read Grammar Reference material to Unit 16.

**Task 8.** Write different interjection for each sentence.

1. ..., Phillis Wheatley was brought from Africa to Boston as a child slave around 1761.

2. ..., she began to write poetry at the age of fourteen.

3. ..., look at her poem about George Washington.

4. ..., Washington wrote her a letter of thanks for the poem.

5. ...! At age twenty, she was given her freedom.

6. ...! I want to read you some poems by Gwendolyn Brooks.

7. ...! She won the Pulitzer Prize for her poetry.

8. ...! I think I misread the last line of that poem.

9. ...! In this book, Brooks wrote each poem about a real child.

10. ...! Don't write a poem about me.

**Task 9.** Be an «interjection detective». There are six interjections in the box. Each interjection has a punctuation mark. Choose the best interjection and punctuation mark to add to each sentence. Write the sentence.

Oh, Say, Hooray! Dear me, Hush! Whew!

1. What is your favourite Sherlock Holmes story?

2. What a difficult decision!

3. It is no challenge for me.

4. I cannot think while you brag.
5. I have chosen *The Hound of the Baskervilles!*
6. I don't like that one at all.

### Writing

#### ➤ **Organizing Ideas in a Paragraph: Order of Importance:**

**Организация мыслей в абзаце: порядок по степени важности**

**Task 10.** Read the material about order of importance used for organizing ideas in a paragraph. What is your example?

#### **Order of Importance**

This method of organization arranges facts and ideas according to their importance, in descending order. The most important information comes first, as in a news story. The supporting sentences then give specific details of lesser importance than relate to the main idea. Study the following example.

*A four-year-old boy named Wolfgang Mozart played harpsichord for the royal family in Salzburg, Austria. The young genius delighted the court with four short pieces that he had written. Wolfgang's father, Leopold, accompanied his son on the violin. The Mozarts are planning a European tour.*

## UNIT 17.

### C++ Encapsulation Templates

#### Listening

#### Text № 17. Encapsulation

#### Формирование пакетов данных

**Task 1.** Listen to the text «Encapsulation» (See Texts for Listening, Unit 17). Choose the proper word from the text and insert it into the sentence.

#### **datum — data**

1. Encapsulation is the grouping together of ... and functionality.

#### **implement — insert**

2. C++ ... encapsulation by allowing all members of a class to be declared as either public, private, or protected.

#### **private — public**

3. A ... member of the class is accessible to any function.

#### **discover — inherit**

4. A protected member is accessible to members of classes that ... from the class in addition to the class itself and any friends.

#### **internal — external**

5. The OO principle is that all of the functions (and only the functions) that access the ... representation of a type should be encapsulated within the type definition.

#### **declare — announce**

6. C++ supports this (via member functions and friend functions), but does not enforce it: the programmer can ... parts or all of the representation of a type to be public, and is also allowed to make public entities that are not part of the representation of the type.

### **support — maintain**

7. Because of this, C++ ... not just OO programming but other weaker decomposition paradigms, as modular programming.

**Task 2.** Insert necessary words to the paragraph according to the context: **change, designer, interface, minimal, private, protected** (see the text «Encapsulation»).

It is generally considered good practice to make all *data* ... or ... and to make public only those functions that are part of a ... interface for users of the class. This hides all the details of data implementation, allowing the ... to later fundamentally ... of the implementation without changing the ... in any way.

**Task 3.** Give information about C++ encapsulation.

### **Reading**

#### **Templates**

#### **Шаблоны**

**Task 4.** Read the text and state the difference between templates and macros.

#### **Templates**

Templates differ from macros: while both of these compile-time language features can be used to produce conditional compilation, templates are not restricted to lexical substitution. They have an awareness of the semantics and type system of their companion language as well as all compile-time type definitions and can perform high-level operations including programmatic flow control based on evaluation of strictly type-checked parameters.

Macros are capable of conditional control over compilation based on predetermined criteria but cannot instantiate new types, recursion or perform type evaluation and in effect are limited to pre-compilation text-substitution and text-inclusion/exclusion. In other words, macros can control compilation flow based on pre-defined symbols but cannot, as templates, independently instantiate new symbols. Tem-

plates are a tool for static polymorphism and generic programming. For example, a template replacing the common, but ill-advised, macro `#define max(x,y) ((x)>(y)?(x):(y))`:

```
template <typename T>
const T& max(const T& x, const T& y)
{
    return x < y ? y : x;
}
```

This can be found in the algorithm header as `std::max()`. Traditionally the keyword `class` may also be used in place of `typename`.

In addition, templates are a compile time mechanism in C++ which is Turing-complete, meaning that any computation expressible by a computer program can be computed, in some form, by a template metaprogram prior to runtime.

Object C++ introduces some object-oriented (OO) features to C. It offers classes providing four features commonly present in OO (and some non-OO) languages: abstraction, encapsulation, inheritance and polymorphism. Objects are instances of classes created at a runtime.

**Task 5.** Think of the class as the template out of which many different individual objects can be generated as the program runs. Present the results of your work to the class in pairs or in groups.

### **Talk**

### **Application Form**

### **Анкета**

**Task 6.** Read application form example. Analyse its structure. Say what the application forms are written for. Have you ever written application form for a job or university entry? Is it more important for the employer or the employee?

(1) name and surname (2) address (3) phone number (4) driver's licence (5) marital status (6) number of encumbrances (7) education (8) languages (9) work experience (10) name of the company and its address (11) type of

business/industry (12) employment (13) position(s) held (14) supervisor's name (15) duties (16) the reason you left the previous company (17) personal references: name, address, phone number

**PERSONAL DATA**

NAME **Ivan Lebedev (1)**

ADDRESS **Ap. 7, 10, Svoboda St., Yaroslavl, Russia**

(2)

PHONE NO. **(4852)542611 (home) (3)**

DO YOU HAVE A VALID DRIVER'S LICENCE Yes

**No (4)**

MARITAL STATUS **married** (variant: **single**) (5)

NUMBER OF ENCUMBRANCES 1) **daughter (6)**

**EDUCATION higher (7)**

Name of School **Yaroslavl State University (YarSU)**

Year graduated **2010**

Course Taken or Degree **M. GC. (Magistracy General Certificate) in Economics and ICT**

LANGUAGES (8)

Russian Excellent **Good Fair**

English **Excellent** Good Fair

**WORK EXPERIENCE** (Give present or last position first) (9)

**System Administrator 2) years; Manager 2) years**

COMPANY **Alpha** ADDRESS **20, Kirov St. (10)**

TYPE OF BUSINESS/INDUSTRY (11) **Information Technologies**

EMPLOYED (Month & Year) (12) **from March 2008 to July 2010**

POSITION(S) HELD (13) **Manager**

SUPERVISER'S NAME (14) **Alexander Volker**

DESCRIBE YOUR DUTIES (15) **Negotiations, purchase of equipment**

WHY DID YOU LEAVE (16) **The company moved to St. Petersburg**

PERSONAL REFERENCES (17) Name **A. Volker**

Address **3, Kalinin St.** Phone No. **479876 (home)**

**Task 7.** Discuss the structure of the application form in class. Write application form of your own.

### **Grammar**

#### **Adjectives**

#### **Прилагательные**

#### **Degrees of Comparison of Adjectives**

#### **Степени сравнения прилагательных**

**Task 8.** Read Grammar Reference material to Unit 17.

**Task 9.** Write a descriptive sentence, using each noun. Include adjectives to tell what kind, which one, how many and how much.

1) street 2) day 3) weather 4) trees 5) stream 6) animal  
7) car 8) hat 9) bird 10) song

**Task 10.** Write the correct form of the adjective in parenthesis to complete each sentence. Use the degree indicated.

*Example:* The class is the *noisiest* (noisy) at the gym (*superlative degree*).

1. A terrier is the ... (small) dog in the class.
2. That hound is the ... (thin) dog of all.
3. The spaniel is ... (obedient) than the poodle.
4. The pointer is ... (young) than the others.
5. The ... (excitable) dog of all is the retriever.

**Task 11.** Write the correct form of each adjective in parenthesis to complete the sentences. All the adjectives have irregular forms. The first adjective in the superlative degree is given as an example.

The (good) **best** dog in the class is a spaniel. He has won (many) ... points than the retriever. The poodle is the ... (little) obedient dog of the group. He is ... (little) interested in work than in play.

**Task 12.** Write the correct form of each adjective in parenthesis.

1. Who was the ... actor in the play? (good)

2. I thought the father was the ... character of all. (interesting)
3. The mother seemed ... than the daughter. (nervous)
4. The sister-in-law was the ... of all the actors. (calm)
5. The story was ... than the last play we presented. (complicated)
6. The rehearsal schedule was the ... of any production so far (bad).
7. The costumes were the ... in many years. (lovely)
8. Opening night is probably the ... of all performances for the actors. (exciting)

### **Writing**

#### **➤ Organizing Ideas in a Paragraph Climatic Order**

**Организация мыслей в абзаце: порядок по степени нарастания событий**

**Task 13.** Study the material what climatic order in a paragraph is. Give your own example.

#### **Climatic Order**

Use this method to build interest and suspense in your writing. To get this effect, arrange details in ascending order of importance. The most important detail is presented last. Climatic order is most often used in short stories and other forms of fiction. The following paragraph is written in climatic order.

*Luisa got ready for school and thought about the shiny new guitar in the music store window. How she longed to own the guitar. She decided this was the day to ask her mother to help her buy the guitar. She nervously walked to the kitchen to greet her mother. There, on the kitchen table with a bright red bow, was the guitar of her dreams.*



## UNIT 18.

### Polymorphism

#### Listening

#### Text № 18. Static Polymorphism

#### Статический полиморфизм

**Task 1.** Before listening to the text «Static Polymorphism» (See Texts for Listening, Unit 18) find the equivalents of the words and word-combinations: Curiously Recurring Template Pattern, function overloading, formal parameters, generate substantial programs, overriding virtual functions, resolve recursive conditionals, specify default arguments in a single function, template metaprogramming, Turing-complete, type-ware.

**Task 2.** Listen to the text «Static Polymorphism» (See Texts for Listening, Unit 18) and find the synonyms to the word-combinations: **static polymorphism**, **dynamic polymorphism**.

**Task 3.** Answer the questions to each paragraph.

*Paragraph 1.* What does polymorphism enable? What kinds of polymorphism does C++ support?

*Paragraph 2.* What does function overloading allow? How are the functions distinguished?

*Paragraph 3.* What kinds of arguments can programmer specify when declaring a function? What does it allow to do?

*Paragraph 4.* How is it possible to implement a form of static polymorphism that closely mimics the syntax for overriding virtual functions? How can C++ templates be used?

**Task 4.** Extend the ideas.

— The same function name can refer to different functions ....

— When a function is called with fewer arguments than there are declared parameters ....

— In many cases, specifying default arguments in a single function declaration is preferable to providing ....

### Reading

#### Dynamic Polymorphism

#### Динамический полиморфизм

#### Virtual Member Functions

#### Виртуальные компонентные функции

**Task 5.** Read the text «Dynamic polymorphism» and explain what the term **dynamic dispatch** means. What do virtual member functions allow? Describe the way it is done.

#### Dynamic Polymorphism

Ordinarily when a function in a derived class *overrides* a function in a base class, the called function is determined by the type of the object. The given function is overridden when there is no difference in the number or type of parameters between two or more definitions of that function. Hence, at compile time it may not be possible to determine the type of the object and, therefore, the correct function to call, given only a base class pointer; the decision is therefore put off until runtime process. This is called *dynamic dispatch*.

**Task 6.** Read the text «Virtual member functions» and find what the general rule of thumb is and how the *Clone()* method works.

**Task 7.** Analyse the example in the text «Virtual member functions» how member function can be made **pure virtual** by appending it with  $= 0$ ) after the closing bracket and before the semicolon.

#### Virtual Member Functions

*Virtual member functions* or methods allow the most specific implementation of the function to be called, according to the actual run-time type of the object. In C++, this is commonly done using *virtual function tables*. If the object type

is known, this may be bypassed by prepending a *fully qualified class name* before the function call, but in general calls to virtual functions are resolved at run time.

In addition to being standard members, functions can be virtual operator overloads and destructors. The general rule of thumb is that if there are any virtual functions in the class, there should be a virtual destructor. As the type of an object at its creation is known at compile time, constructors, and by extension copy constructors, can not be virtual. Nevertheless, a situation may arise where a copy of an object needs to be created when a pointer to a derived object is passed as a pointer to a base object. In such a case a common solution is to create a `Clone()` (or similar) function and declare that as virtual. The `Clone()` method creates and returns a copy of the derived class when called.

A member function can also be made «pure virtual» by appending it with `= 0`) after the closing bracket and before the semicolon. Objects can not be created of a class with a pure virtual function and are called abstract data types. Such abstract data types can only be derived. Any derived class inherits the virtual function as the pure one and must override it (and all other pure virtual functions) with a non-pure virtual function for objects to be created from the derived class. An attempt to create an object from a class with a pure virtual function or inherited pure virtual function will be flagged as a compile-time error.

An example:

```
#include <iostream>
```

```
class Bird // the «generic» base class
{
public:
virtual void OutputName() {std::cout << «a bird»;}
virtual ~Bird() {}
};
```

```

class Swan : public Bird // Swan derives from Bird
{
public:
void OutputName() {std::cout << «a swan»;} // over-
rides virtual function
};

int main()
{
Swan mySwan; // Creates a Swan.

Bird* myBird = &mySwan; // Declares a pointer to a
generic Bird,
// and sets it pointing to a newly created Swan.

myBird->OutputName(); // This will output «a swan»,
not «a bird».

return 0;
}

```

This example of program makes the use of virtual functions, polymorphism, and inheritance to derive new, more specific objects of a base class. In this case, the base class is *Bird*, and *Swan* is the more specific one.

### **Talk**

### **Resume**

### **Резюме**

**Task 8.** Study and analyse the resume example. Say if you had an experience of writing the resume in Russian or in English, in the Internet or in the ordinary way. Are there any advantages for the applicant? Write your own resume for a job of a computer analyst or programmer. Use the structure:

(1) name and surname (2) address, phone number (3) objective (4) summary of work experience (5) responsibilities (6) work experience: place of work, year, position held (7) education: university, years of studies, place, profession and type of business/industry (8) personal data (9) references

**Resume is the writing report of your personal, educational and professional information for a future employer.**

**John A. Brown (1)  
38 Park Avenue, Ap. 50  
New York, N. Y. 11298  
Tel. (312) 493-8332 (2)**

<b>OBJECTIVE (3)</b>	<b>A position as an accountant.</b>
<b>SUMMARY OF WORK EXPERIENCE (4)</b>	<b>10 years of experience in all routine work in this field. Perfect knowledge of computers and statistics.</b>
<b>RESPONSIBILITIES (5)</b>	<b>Compiled financial reports, balance sheets and production planning forecasts.</b>
<b>EXPERIENCE (6)</b> 2007–2008	<b>FRISCO DOCKS, Inc. San Francisco, California. Deputy Chief of Planning, Commerce Dpt. In charge of account books, statements, new ideas in planning.</b>
2008–2009	<b>SAKHA Co, Ltd., New York. Accountant. Prepared accounts and balance sheets.</b>
<b>EDUCATION (7)</b> (2003–2008)	<b>LONDON SCHOOL OF ECONOMICS London, Great Britain,</b>

PERSONAL (8)	<b>Bachelor (Ec.)</b> <b>Arrived in the United States January, 2008.</b> <b>Married, one child.</b>
REFERENCES (9)	<b>Available upon request.</b>
<b>Grammar</b>	
<b>Adverbs</b>	
<b>Наречия</b>	
<b>Degrees of Comparison of Adverbs</b>	
<b>Степени сравнения наречий</b>	
<b>Task 9.</b>	Read Grammar Reference material to Unit 18.
<b>Task 10.</b>	Write the missing comparative and superlative forms of each adverb.
	heavily — ... — the most heavily
	badly — worse — the ...
	... — more slowly — the most slowly
	clearly — more clearly — the ...
	rapidly — ... — the most rapidly
	soon — ... — the soonest
	much — ... — the most
	... — further — the furthest
	close — closer — the ...
	correctly — ... — the most correctly
<b>Task 11.</b>	Write the correct comparative or superlative form of the adverb in parentheses.
	1. Some authors write (imaginatively) than others.
	2. Edgar Allan Poe wrote (creatively) than most writers.
	3. Which of his many short stories do you like (well)?
	4. «The Fall of the House of Usher» ends (mysteriously) than any other story on my shelves.
	5. I read it the (fast) of all.
	6. Did you finish Kipling's <i>The Jungle Book</i> (soon) than I did?
	7. Kipling describes the jungle animals (realistically) than most writers.

8. Mark Twain's *A Connecticut Yankee in King Arthur's Court* portrays the Middle Ages the (vividly) of all my books.

9. It seems to bring that faraway time (near) to us than any history book does.

10. Which of these authors do you think writes the (well) of all?

### **Writing**

#### **➤ Taking notes**

#### **Написание заметок, составление конспекта**

**Task 12.** Read the material about taking notes.

#### **Taking Notes**

Note-taking is an important skill for helping you remember what you have read in a textbook or heard in a lecture. *Two methods for taking notes are the modified outline and the summary.*

*In a modified outline*, words and phrases are used to record main ideas and important details. When studying for an objective test such as a multiple-choice test, a modified outline will help you easily see and review the important facts and details.

*In summary* sentences are used to express important ideas in your own words. Writing summaries is useful in preparing for an essay test, because you must think about the information, see the relationships between the ideas, and draw conclusions.

*The strategies below will help you take well-organised notes.*

Label your notes with the title and page numbers of the chapter or section, or the topic and date of the lecture.

Record only main ideas and important details.

Use the titles, subtitles and words in special type or colour to help you select the most important information.

Use your own words. Do not copy word for word.

Use as few words as possible.

*Modified outline*

1. Use words and phrases.
2. Use main ideas for headings.
3. List any supporting details after each heading.

*Summary*

1. Write complete sentences, using your own words.
2. Show the relationships between the ideas. Be careful to use only the facts stated in the textbook or lecture.

**Sample Note Card**

9	<b>(Source Number)</b>
Speech loss <b>(Topic)</b>	
— Stephen Hawking, famous British physicist	
— disease amyotrophic lateral sclerosis = limits talking and eventually all movement	
— «But Hawking keeps right on thinking and communication and communicating from within his bodily prison, and for that both he and the world can thank the advances of computer technology and bionic medicine.» <b>(Quotation)</b>	
— with thumb, moves cursor to find letters and words on screen to form sentence <b>(Paraphrase)</b>	
— with thumb presses button and voice synthesizer «says» sentence	
p. 142 <b>(Page number)</b>	

**Task 13.** Take the notes to the paragraph about John Deere. Use the structure: **source number, topic, quotation, paraphrase, page number.**

**Source number:** The World Book Encyclopedia, 1988, Volume 1.

**Page number:** p. 157.

John Deere was an American inventor and manufacturer. In 1837, he invented the first steel plow that efficiently turned the heavy American prairie sod. He became one of the world's greatest plowmakers.



## UNIT 19.

### C++ Problems and Controversies

#### Listening

#### Text № 19. Parsing and Processing C++ Source Code

#### Анализ и обработка исходного кода языка C++

**Task 1.** Before listening to the text «*Parsing and Processing C++ Source Code*» (See Texts for Listening, Unit 19) translate the words and word-combinations in italic type in the sentences. Pay attention to the context of the sentence.

— It is relatively difficult to write a good C++ *parser* with classic parsing algorithms such as *LALR*.

— There are very few tools for analyzing or performing non-trivial transformations (e.g., *refactoring*) of *existing code*.

— One way to handle this difficulty is to choose a *different syntax*, such as *Significantly Prettier and Easier C++ Syntax*, which is LALR parsable.

— A practical C++ processing tool must be able to handle the variety of C++ dialects used in practice (such as that supported by the *GNU Compiler Collection* and that of Microsoft's *Visual C++*) and *implement* appropriate analyzers, source code transformers, and regenerate source text.

**Task 2.** Listen to the text «*Parsing and Processing C++ Source Code*» (See Texts for Listening, Unit 19) and specify the numbers of the paragraphs telling about the building of C++ processing tools.

#### Reading

#### C++ Standards and Compliance

#### Стандарты языка C++ и соответствие этим стандартам

**Task 3.** Read the text «C++ Standards and Compliance» and determine how the C++ Standards Committee decided to overcome difficulties in standards compliance.

## **C++ Standards and Compliance**

Producing a reasonably standards-compliant C++ compiler has proven to be a difficult task for compiler vendors in general. For many years, different C++ compilers implemented the C++ language to different levels of compliance to the standard, and their implementations varied widely in some areas such as partial template specialization. Recent releases of most popular C++ compilers support almost the entire C++ 1998 standard.

One particular point of contention is the export keyword, intended to allow template definitions to be separated from their declarations. The first compiler to implement export was Comeau C/C++, in early 2003 (5 years after the release of the standard); in 2004, the beta compiler of Borland C++ Builder X was also released with export. Both of these compilers are based on the EDG C++ front end. It should also be noted that many C++ books provide example code using the keyword export (for example, Beginning ANSI C++ by Ivor Horton) which will not compile in most compilers, but there is no reference to the problem with the keyword export mentioned. Other compilers such as GCC do not support it at all.

In order to give compiler vendors greater freedom, the C++ Standards Committee decided not to dictate the implementation of name mangling, exception handling, and other implementation-specific features. The downside of this decision is that object code produced by different compilers is expected to be incompatible. There are, however, third party standards for particular machines or operating systems which attempt to standardize compilers on those platforms (for example, C++ ABI); some compilers adopt a secondary standard for these items.

**Talk**

**Curriculum Vitae**

**Жизнеописание**

**Task 4.** Read what the Curriculum Vitae is. Is it vital necessity or the opportunity of advancing in life? Which highlights of qualifications would you choose in case you are advancing for the position of the Chief of Technical Control Department?

### **Curriculum Vitae (CV) Sample**

#### **Пример жизнеописания**

Curriculum Vitae is intended for candidates on high positions or for work abroad. The detailed information includes your photo, address, telephone, personal and passports information, education and qualification. As an example, we shall give one of functional parts of Curriculum Vitae of the man applying on leading position in an area of software subcontract management.

Objective: Senior Position in Software Subcontract Management

#### **HIGHLIGHTS OF QUALIFICATIONS**

- Business oriented; able to understand and execute broad corporate policy.
- Strength in analyzing and improving software engineering and administrative methods.
- Effective in facilitating communication between management and project team.
- Proven ability to manage both large and small groups and maintain productivity of software.
- Successful in negotiating favourable design and software marketed versions.

#### **Grammar**

#### **Numbers**

#### **Числа**

**Task 5.** Read Grammar Reference material to Unit 19.

**Task 6.** Read and write numbers as the cardinal or ordinal ones: 2; 4; 7; 11; 13; 31; 63; 194; 12, 698; 346, 765; 25, 123, 654.

**Task 7.** Read and write fractions:  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $\frac{3}{8}$ ,  $\frac{7}{8}$ ,  $\frac{5}{941}$ ,  $\frac{76}{54}$ , 0·34, 0·67, 1·98, 6·53, 10·21.

### Writing

#### ➤ Writing numbers

#### Написание чисел

**Task 8.** Learn the material about writing numbers.

##### 1. Пишите словами:

— Числа, состоящие меньше чем из трех слов: Out of **one hundred** stamps **ninety-four** were left. There were only **nine** jobs available. *But:* The workers counted **437** new job applications.

— Числа в начале предложения: **Three hundred and fifty** sheep grazed nearby.

— Порядковые числительные: The **third** person to arrive received a prize. Rita was the **first** person up to bat.

— Приблизительное время дня: We'll meet at **quarter past seven** and walk to the movies. I finish my chores by **half past four**.

— В диалогах все числа, за исключением дат, пишутся словами: Minerva said, «All **seven hundred and two** students graduated on May 30, 2007.»

##### 2. Пишите арабскими числами:

— Даты: The astronauts landed on October **12, 2007**. Walt Whitman published *Leaves of Grass* in **1855**.

— Точное время в форме числительных: The red alert signal sounded at **3: 51** A.M. Almost every time at **4: 30** P.M., Pat walks the dog.

— Разделы печатных материалов: Chapter **4**, Unit **2**, lesson **19**, section **10**, line **12**, Volume **6**, item **42**, question **5**.

— Номера домов и улиц: Raul lives at **41** Walnut Street in Room **301**. Room **24** at **19** Pines Road is for rent.

**Task 9.** Write each sentence, using the correct number forms.

1. 75 couples attended the dance.
2. On July sixth we ate salmon and fresh peas.

3. Mrs. Argent lives at ten Mulberry Street.
4. Did you find any errors on page nine?
5. Wilmer asked, «Will 7 of you come with me?»
6. Every 3<sup>rd</sup> student raised a hand.
7. Chapter four is the shortest in the book, and Chapter twenty is the longest.
8. Our meeting was originally scheduled for June tenth, but it has been postponed until July sixth.
9. Is Room sixty-five or Room sixty-seven yours for the conference?
10. Item six on page fourteen is incomplete.
11. Spring arrives officially at two seventeen A.M.
12. Nikki dated her letter May ninth, 2007.
13. Alexander the Great lived in the 4<sup>th</sup> century.
14. All 32 scouts earned their 15 merit badges before leaving for summer camp.
15. We should be there by 4) o' clock on January twenty-third, nineteen hundred eighty-five.
16. All students were required to read Unit nine, Chapter five, and answer questions one, two and three.

## UNIT 20.

### Prolog

#### Listening

#### Text № 20 Prolog's Development

#### Развитие языка Пролог

**Task 1.** Listen to the text «*Prolog's Developments*» (See Texts for Listening, Unit 20) and say how the proper nouns are connected with Prolog: **Alain Colmerauer, Philippe Roussel and Robert Kowalski, Horn, Lisp, Planner, Scientific Community Metaphor.**

**Task 2.** Expand the sentences from the text «Prolog's Development», using application-specific terms: artificial intelligence program, backtracking, computational linguistics, expression of logic, fifth generation computer systems project implementations, first-order predicate calculus, spin-off effects, subset, tail recursion, and unification.

— Prolog is an attempt to make a programming language that enables the ... instead of carefully specified instructions on the computer.

— In some ways Prolog is a ... of Planner.

— Prolog is used in many ... and in ....

— Much of the research leading up to modern ... of Prolog came from ... caused by the fifth generation computer systems project (FGCS).

— Prolog is based on the ...; however, it is restricted to allow only Horn clauses.

— Fundamental concepts are ..., ..., and ....

**Task 3.** Discuss the Prolog's development according to the plan.

1. The Prolog's Etymology.
2. The language's use.
3. The Prolog's base.

## Reading

### Prolog's Features

#### Свойства языка Пролог

**Task 4.** Read definitions and give corresponding terms (See the text «Prolog's Features»):

- an atom containing spaces;
- any variable;
- number of parameters;
- sequence consisting of letters, numbers and underscores, which begins with a lower-case letter;
- sequence of characters surrounded by quotes;
- unrestricted types.

**Task 5.** Read the text «Prolog's Features» and find the sentences with the words: arity, character, functor, lexical elements, lower-case letter, non-alphanumeric, rational numbers, sequence, string, unbounded integers, underscore, upper-case letter, variable, wildcard.

**Task 6.** Arrange the sentence fragments and the sentences with the following words and expressions in a logical order: append predicate, deconstruct, element enumeration, encoding, entirety of a list construct, empty list, lists of character codes, local character, multiple-element, one-character atoms, prepend, recursive construction, sequence of characters, single-element, standalone data types, string, surrounded by quotes, syntactic shortcut, tail, term expansion, Unicode ISO (See «Lists»).

#### *Sentence fragments*

- Element enumeration: [abc, 1, f(x), Y, g(A,rst)]
- The append predicate
- Term expansion: '!(abc, !(1, !(f(x), !(Y, !(g(A,rst), []))))))
- Prepending single element: [abc | L1]1
- A list isn't a standalone data type, because it is defined by a recursive construction (using term '!/2):

### *Sentences*

— ISO Prolog also allows strings to be represented as a list of one-character atoms.

— A syntactic shortcut is `[H | T]`, which is mostly used to construct rules.

— They are often internally represented as lists of character codes, generally in the local character encoding or Unicode if the system supports Unicode.

— For programmer's convenience, the lists can be constructed and deconstructed in a variety of ways.

— Strings are usually written as a sequence of characters surrounded by quotes.

**Task 7.** Find additional material about Prolog and deliver it in class.

### **Prolog's Features**

#### **Data types**

Prolog does not employ data types in the way common programming languages usually do. We may rather speak about Prolog lexical elements instead of data types.

#### **Atoms**

The text constants are introduced by means of atoms. An atom is a sequence consisting of letters, numbers and underscores, which begins with a lower-case letter. Usually, if a non-alphanumeric atom is needed, it is surrounded with apostrophes (*an atom containing spaces*).

#### **Numbers**

In addition to floats and integers, many Prolog implementations also provide rational numbers and unbounded integers.

#### **Variables**

Variables are denoted by a string consisting of letters, numbers and underscore characters, and beginning with an upper-case letter or underscore. In the Prolog environment, a variable is not a container that can be assigned to (unlike



imperative programming languages). Its behaviour is closer to a pattern, which is increasingly specified by unification.

The so called anonymous variable, a wildcard which means *any variable*, is written as a single underscore (`_`).

### Terms

Terms are the only way Prolog can represent complex data. A term consists of a head, also called functor (which must be an atom) and parameters (unrestricted types) listed within parentheses and separated by commas. The number of parameters, the so called arity of term, is significant. A term is identified by its head and arity, usually written as functor/arity.

### Lists

A list isn't a standalone data type, because it is defined by a recursive construction (using term `!'/2`):

atom `[]` is an empty list

if `T` is a list and `H` is an element, then the term `!(H, T)` is a list.

The first element, called the head, is `H`, which is followed by the contents of the rest of the list, designated `T` or tail. The list `[1, 2, 3]` would be represented internally as `!(1, !(2, !(3, [])))`. A syntactic shortcut is `[H | T]`, which is mostly used to construct rules. The entirety of a list can be processed by processing the first element, and then the rest of the list, in a recursive manner.

For programmer's convenience, the lists can be constructed and deconstructed in a variety of ways.

Element enumeration: `[abc, 1, f(x), Y, g(A,rst)]`

Prepending single-element: `[abc | L1]1`

Prepending multiple-elements: `[abc, 1, f(x) | L2]`

Term expansion: `!(abc, !(1, !(f(x), !(Y, !(g(A,rst), []))))))`

The append predicate

## Strings

Strings are usually written as a sequence of characters surrounded by quotes. They are often internally represented as lists of character codes, generally in the local character encoding or Unicode if the system supports Unicode. ISO Prolog also allows strings to be represented as a list of one-character atoms.

### Talk

#### Memorandum=memo

#### Служебная записка

**Task 8.** Study the structure of memo. Discuss the purposes of writing memo in pairs. Name the ways of memo's application. Think of your own memo.

To (1) Secretarial Supervisor (2)

From (2) Business manager (3) James Brown (4)

Subject (5): Exhibition and sale of blighty industries

Sales Manager of commercial distribution firm will come on 10 May to discuss the exhibition conditions.

Please arrange the time to meet him to conduct negotiations (7).

Business Manager (8)

(1) to (2) addressee (3) from (4) sender's position (5) sender's name (6) subject (7) memo's text (8) sender's signature

### Grammar

#### Verbs

#### Глаголы

#### Action Verbs, State-of-being Verbs, Linking Verbs

#### Глаголы действия, глаголы состояния, глаголы-связки

**Task 9.** Read Grammar Reference material to Unit 20.

**Task 10.** Identify each verb as an action verb or state-of-being verb.

1. The Golden Age of Broadcasting began in 1925.

2. Comedy and adventure shows were the core of this new medium.

3. The imaginative programs enriched the listener's lives.

4. President Franklin Delano Roosevelt spoke often on radio.

5. He discussed America's problems and possible solutions.

6. With these «fireside chats», Roosevelt became very popular.

7. «The War of the Worlds», a 1938 drama, was a major radio event.

8. This show described a Martian invasion of New Jersey.

9. The actor Orson Welles played a new reporter at the scene.

10. Panic was the result in many American homes.

11. Convincing sound effects were important in radio drama.

12. The right music also seemed necessary for setting the mood.

13. Listeners pictured the scenes with their imagination.

**Task 11.** Write the linking verb in each sentence. Use the verb list in the box.

remain are seem has been can grow seems is feel

With TV, people ... more aware of current events.

On TV, distant places and events somehow ... close at hand.

News analysis by experts ... increasingly popular too.

Documentaries ... informative television programs.

For many children, TV ... an early teacher.

«Sesame Street» ... a favourite show among young children.

Movies ... a major part of the TV schedule.

Some movies ... worthy of a second viewing.

**Task 12.** Write **LV** if it is a linking verb or **AV** if it is an action verb.

1. A wide variety of sports programming appears on TV.
2. We looked at a football game.
3. The players looked strong.
4. The television sportscaster sounded excited.
5. The officials sounded the horn to start the game.

### **Writing**

#### ➤ **AutoText**

#### **АВТОТЕКСТ**

**Task 13.** Read what AutoText is and create the computer document by means of its use.

#### **Auto Text Example**

**Attention Line:** Attention: ATTN:

#### **Closing**

Best regards, Best wishes, Love, Cordially, Regards, Respectfully yours, Respectfully, Sincerely yours, Sincerely, Take care, Thank you, Thanks, Yours truly

#### **Header/Footer**

— Page —; Author, Page #, Date; Confidential, Page #, Date; Created by; Created on; Filename; Filename and path; Last printed; Last saved by; Page X of Y

#### **Mailing Instructions**

CERTIFIED MAIL, CONFIDENTIAL, PERSONAL, REGISTERED MAIL, SPECIAL DELIVERY, SPECIAL HANDLING, VIA AIRMAIL, VIA FACSIMILE, VIA OVERNIGHTMAIL

#### **Reference Initials:** XG2

**Reference Line:** In regards to: In reply to: Re: Reference:

**Salutation:** Dear Madam or Sir: Dear Madam: Dear Mum and Dad, Dear Mother and Father, Dear Sir or Madam: Dear Sir: Ladies and Gentlemen: To Whom It May Concern:

**Signature** XP GAME 2008

**Signature Company** RUSSIA

**Subject Line** Subject:

## Progress Tests to Units 16–20

### Unit 16

**Task 1.** Read the text and reproduce it in the form of a dialogue.

*Operator goto*

The `goto` statement transfers control to a label. The given label must reside in the same function and can appear before only one statement in the same function.

*Statement:*

*Jump statement:*

- **goto** *identifier* ;

*Labeled statement:*

- *identifier* : *statement*

A statement label is meaningful only to a **goto** statement; in any other context, a labeled statement is executed without regard to the label.

A *jump statement* must reside in the same function and can appear before only one statement in the same function. The set of *identifier* names following a **goto** has its own name space so the names do not interfere with other identifiers. Labels cannot be redeclared.

It is a good programming style to use the **break**, **continue**, and **return** statement in preference to **goto** whenever possible. Since the **break** statement only exits from one level of the loop, a **goto** may be necessary for exiting a loop from within a deeply nested loop.

**Task 2.** Write the phone message according to the situation.

Once I promised to go cycling with my friend. We had to meet at 9.00 A.M., but unfortunately I caught a cold and did not manage to meet him. When I felt better I sent the telephone message as an excuse. That's what I wrote ...

Мне ужасно жаль, Сэм, но я простудился (I have caught a cold) и не могу поехать с тобой. Отправляю

тебе сообщение, как только восстановлю здоровье (as soon as I recover). Надеюсь на скорую встречу. Джим.

**Task 3.** Write an interjection from the box for each sentence that follows. Include comma or an exclamation point. Do not use an interjection more than twice.

Ah Aha Good grief Hey Hurray Oh Oops! Oh, no Ouch  
Ugh Whew Wow

1. ... ! The ladder is resting on my toe!
2. ..., this is a difficult job!
3. ...! You spilled paint on the carpet!
4. ...! What a huge stain!
5. ...! Don't use turpentine!
6. ..., at least you removed some of the paint.
7. ...! Spread some drop clothes on the floor.
8. ..., we're almost finished with the trim.
9. ...! Doesn't it look great?
10. ...! We missed a few spots round the window.
11. ..., that looks much better.
12. ...! We still have another wall!
13. ...! We'll never finish this afternoon!

**Task 4.** Read the paragraph and give reasons why it is written according to the order of importance.

Irene Kelly's latest musical opened last night on Broadway in New York City. As Ms. Kelly and the cast of «A Musical Jamboree» took their first of many certain halls, the audience erupted with thundering applause. Critics noted that «Ms. Kelly's melodies, lyrics and story ideas are original and unforgettable.» Theatre managers expect the show to be sold out throughout the season.

**Task 5.** Write about an event that has recently occurred in your town using the order of importance.

## Unit 17

**Task 1.** Read the text and specify the way the operator **return** functions.

## Operator return

Operator **return** terminates the execution of a function and returns control to the calling function (or, in the case of the main function, transfers control back to the operating system). Execution resumes in the calling function at the point immediately following the call.

- **return** [expression]

The value of *expression*, if present, is returned to the calling function. If *expression* is omitted, the return value of the function is undefined. Functions of type **void**, constructors, and destructors cannot specify expressions in the **return** statement; functions of all other types must specify an expression in the **return** statement.

The expression, if specified, is converted to the type specified in the function declaration, as if an initialization were performed. Conversion from the type of the expression to the **return** type of the function can cause temporary objects to be created.

If the flow of control exits the block enclosing the function definition, the result is the same as it would have been if a **return** statement with no expression had been executed. This is illegal for functions that are declared as returning a value.

A function can have any number of **return** statements.

**Task 2.** Read application form and characterize the young man who wrote it.

### PERSONAL DATA

NAME **Alex Petrov**

ADDRESS **20, Gagarin St., Yaroslavl, Russia**

PHONE NO. **(4852) 518976 (home)**

DO YOU HAVE A VALID DRIVER'S LICENCE

Yes No

MARITAL STATUS **single**

NO. OF DEPENDENTS —

EDUCATION **higher**

Name of School **Yaroslavl State University**  
Year graduated **2010**

Course Taken or Degree **M. GC in Computer Science**  
LANGUAGES

Russian **Excellent** **Good** **Fair**

English **Excellent** **Good** **Fair**

**EXPERIENCE** (Give present or last position first)

**Credit Analyst 2 years**

**Stock Exchange Analyst 2 years**

COMPANY **Sigma** ADDRESS **15, Kirov St.**

TYPE OF BUSINESS/INDUSTRY EMPLOYED

(Month & Year)

**Finance from January 2006 to February 2008**

**Computer science from April 2010 to July 2012**

POSITION(S) HELD SUPERVISER'S NAME **Alex**

**White**

**Analyst**

DESCRIBE YOUR DUTIES

**Finance analysis, research and finance forecasting**

PERSONAL REFERENCES

Name **Alex White** Address **10, Svoboda St.**

Phone No. **306543 (home)**

**Task 3.** What is the correct comparative or superlative form of an adjective in parentheses?

1. Summer days are (long) than winter days.
2. In the United States, June 22 or 23 is the (long) day of the year.
3. After that, each day is (short) than the one before.
4. The sunrise is (early) in summer than it is in winter.
5. The difference is (noticeable) near the North Pole than on the Equator.
6. The «midnight sun» is one of the (remarkable) sights of summer in Alaska.
7. In Alaska the (nice) weather of the year comes in June.



8. Almost any day in Florida is (hot) than any in Alaska.

9. Florida is one of the (sunny) states of all.

**Task 4.** Which adjective form is correct for each sentence?

1. The ladder is resting on my toe!

2. Is ocean air (good) than desert air?

3. The desert has (little) moisture than the coast.

4. A warm, moist climate may be (bad) than a hot, dry one.

5. People with hay fever often feel (well) in a dry climate than in a humid one.

6. The Pacific coast states have the (much) variety in climate of all the states.

7. A mountain in Hawaii has the (much) rainfall of all.

**Task 5.** Read the paragraph and write about what kind of organizational method is used in it. Give reasons.

Rhea took a deep breath. Behind her she could hear the orchestra members giving her just the right tempo. Her fingers danced up the violin's neck. The notes from Rhea's violin climbed and climbed. She was about to hit the most difficult part of the composition.

## Unit 18

**Task 1.** Mark if the statements are true, false or there is no information in the text.

— Inheritance allows one data type to acquire properties of other data types.

— Inheritance from a base class may be declared as public only.

— Access specifier determines whether unrelated and derived classes can access the inherited public and protected members of the base class.

— All kinds of declared inheritance correspond to what is usually meant by «inheritance».

— If the access specifier is omitted, inheritance is assumed to be private for a class base and public for a struct base.

— Virtual inheritance ensures that only one instance of a base class exists in the inheritance graph, avoiding some of the ambiguity problems of multiple inheritance.

— Reference to objects of any derived classes of that type in addition to objects exactly matching the variable type allows arrays and other kinds of containers to hold pointers to objects of differing types.

— Assignment of values to variables usually occurs at run-time, this is necessarily a static phenomenon.

— C++ also provides a `dynamic_cast` operator.

— Multiple inheritance allows a class to be derived from one base class.

### **Inheritance**

Inheritance allows one data type to acquire properties of other data types. Inheritance from a base class may be declared as public, protected, or private. This access specifier determines whether unrelated and derived classes can access the inherited public and protected members of the base class. Only public inheritance corresponds to what is usually meant by *inheritance*. The other two forms are much less frequently used. If the access specifier is omitted, inheritance is assumed to be private for a class base and public for a struct base. Base classes may be declared as virtual; this is called virtual inheritance. Virtual inheritance ensures that only one instance of a base class exists in the inheritance graph, avoiding some of the ambiguity problems of multiple inheritance.

Variable pointers (and references) to a base class type in C++ can refer to objects of any derived classes of that type in addition to objects exactly matching the variable type. This allows arrays and other kinds of containers to hold pointers to objects of differing types. Because assignment

of values to variables usually occurs at run-time, this is necessarily a run-time phenomenon.

C++ also provides a `dynamic_cast` operator, which allows the program to safely attempt conversion of an object into an object of a more specific object type (as opposed to conversion to a more general type, which is always allowed). This feature relies on run-time type information (RTTI). Objects known to be of a certain specific type can also be cast to that type with `static_cast`, a purely compile-time construct which is faster and does not require RTTI.

Multiple inheritance is a C++ feature sometimes considered controversial. Multiple inheritance allows a class to be derived from more than one base class; this can result in a complicated graph of inheritance relationships. For example, a *Flying Cat* class can inherit from both *Cat* and *Flying Mammal*. Some other languages, such as Java or C#, accomplish something similar (although more limited) by allowing inheritance of multiple interfaces while restricting the number of base classes to one (interfaces, unlike classes, provide only declarations of member functions, no implementation or member data).

**Task 2.** Take notes to the text «Inheritance».

**Task 3.** Write the Resume for a job as the analyst of human resources.

**Task 4.** Complete each sentence with the correct comparative or superlative form of the adverb in parentheses.

1. The sun shines (brightly) than some other stars.
2. Astronomers study the sun (much) than any other star.
3. Because of each location, the sun is (easily) observed than other stars.
4. Its surface (closely) resembles the planet Jupiter than it does Earth.
5. Gas storms on the surface of the sun behave (badly) than a tornado.

6. Of all the solar telescopes, the McMath photographs the sun (well).
7. This device is used (often) than any other telescope.
8. Most comets lie (far) from the sun than Earth does.
9. Most comets can be seen (easily) than others.
10. Comets glow (brightly) at some times than at others.
11. Some comets sweep (near) to the sun than others do.
12. Astronomers have observed these «Sun-grazers» (little) of all the comets in our solar system.
13. Halley's Comet appears (frequently) than some others.
14. In 1986 scientists understood this comet's orbit (well) than they did in 1910.

## Unit 19

**Task 1.** Read the text and name the points of C++ criticism. What is your attitude towards it?

### C++ Criticism

Modern critics of the language raise several points. First, since C++ is based on and largely compatible with C, it inherits most of the criticisms leveled at that language. Taken as a whole, C++ has a large feature set, including all of C, plus a large set of its own additions, in part leading to criticisms of being a *bloated* and complicated language. Bjarne Stroustrup points out that resultant executables don't support these claims of bloat: 'I have even seen the C++ version of the 'hello world' program smaller than the C version.' The Embedded C++ standard was specified to deal with part of this, but it received criticism for leaving out useful parts of the language that incur no runtime penalty. Because of its large feature set, it can be quite difficult to fully master C++.

While C++ is more complex than some other programming languages, Bjarne Stroustrup points out that ‘The programming world is far more complex today than it was 30 years ago, and modern programming languages reflect that.’ The ISO standard of the C++ language is about 310 pages (excluding library). For comparison, the C programming language's standard is about 160 pages, even though it was designed more than 15 years prior and doesn't consider object-oriented programming.

Other criticism stems from what is missing from C++. For example, the current version of Standard C++ provides no language features to create multi-threaded software other than the `volatile` keyword. (The next version of C++ will introduce the `thread_local` keyword.) These facilities are present in some other languages including Java, Ada, and C#. It is possible to use operating system calls or third party libraries to do multi-threaded programming, but both approaches may create portability concerns.

C++ is also sometimes compared unfavourably with single-paradigm object-oriented languages such as Java, on the basis that it allows programmers to *mix and match* object-oriented and procedural programming, rather than strictly enforcing a single paradigm. This is part of a wider debate on the relative merits of the two programming styles.

**Task 2.** Read the text and analyse the problems of compatibility and incompatibility of C and C++ languages from the professional point of view.

### **Incompatibility of C ++ with C**

C++ is often considered to be a superset of C, but this is not strictly true. Most C code can easily be made to compile correctly in C++, but there are a few differences that cause some valid C code to be invalid in C++, or to behave differently in C++.

One commonly encountered difference is that C allows implicit conversion from `void*` to other pointer types, but C++ does not. So, the following is valid C code:

```
int *i = malloc(sizeof(int) * 5); /* Implicit conversion
from void* to int* */
```

... but to make it work in *both* C and C++ one would need to use an explicit cast:

```
int *i = (int *) malloc(sizeof(int) * 5);
```

...and in C++-only code, the static cast is recommended:

```
int *i = static_cast<int*>(malloc(sizeof(int) * 5));
```

C++ also makes a small change in the behaviour of the conditional operator. Consider:

```
// The interpretation of the following expression is different
in C and C++
```

```
flag ? a=2 : a=3;
```

```
// In C the precedence of ?: is strictly higher than all
assignment operators
```

```
// so the equation is grouped as follows, because ?:
beats =
```

```
(flag ? (a=2) : a) = 3;
```

```
// The C++ grammar allows an assignment as the else-
part, so it's interpreted as:
```

```
( flag ? (a=2) : (a=3) );
```

So in essence, the `«?»` and `«:»` operators have different precedence levels in C++, the `«?»` placed higher than assignment operators, and the `«:»` is lower.

Another common portability issue is that C++ defines many new keywords, such as `new` and `class` that may be used as identifiers (e.g. variable names) in a C program.

Some incompatibilities have been removed by the latest (C99) C standard, which now supports C++ features such as `//` comments and mixed declarations and code. However,

C99 introduced a number of new features that C++ does not support (such as variable-length arrays, native complex-number types, and compound literals), so the languages may be diverging more than they are converging. However, at least some of the new C99 features will likely be included in the next version of the C++ standard, C++0x.

In order to intermix C and C++ code, any C code which is to be called from/used in C++ must be declared with C linkage by placing it within an extern «C» { ... } block.

**Task 3.** Think of the Curriculum Vitae for the position of the administrator.

**Task 4.** Insert corresponding numbers from the box into the sentences.

270, 7:30, five, nine, ten, thirty, thirty-four, two
--

### Reptiles

1. The python is the longest reptile at ... feet.
2. The anaconda is a runner up and measures ... feet.
3. About ... kinds of snakes a few too many are poisonous.
4. Some lizards grow quite long ... or ... feet.
5. Others measure no more than ... inches ... centimeters.
6. A show about lizards will be on television tonight at 7:30.

**Task 5.** Write the correct number forms after each sentence number.

1. The Craigs left at 2) o'clock on July third, 2007.
2. 1<sup>st</sup> they drove to Philadelphia, then to Baltimore, and 3<sup>rd</sup> to Washington, D.C.
3. They had to fill the car with 20 gallons of gasoline, and they refilled it two more times on the way.
4. In Washington the Craigs visited old friends at forty-eight Tyson Street.

5. Chapter 3 of the Williamsburg guide book pointed out three hundred seventy-eight places of interest to visit.
6. The Craigs will arrive at Williamsburg by four P.M.
7. They would return home on August tenth, 2007.
8. This was the 2<sup>nd</sup> vacation they had taken in 5 years.

## Unit 20

**Task 1.** Read the text of task 2 and find the answers to the questions.

1. How does programming in Prolog differ from programming in a procedural language?
2. What is the basic unit of Prolog?
3. What does a predicate consist of?
4. How are the predicates used?

**Task 2.** Write if the statements are true or false.

— Programming in Prolog is the same as programming in a procedural language.

— In Prolog you supply a database of facts and rules; you can then perform queries on the database.

— The basic unit of Prolog is the predicate, which is not always defined to be true. A predicate consists of a head and a number of arguments.

— Predicates are usually defined to express some fact the program knows about the world. In most of the cases, the usage of predicates requires a certain convention.

— Some predicates are built into the language, and allow a Prolog program to perform routine activities (such as input/output, using graphics and otherwise communicating with the operating system). For example, the predicate `write` can be used for output to the screen. Thus, writing `(Hello)` will display the word 'Hello' on the screen.

### Facts

Programming in Prolog is very different from programming in a procedural language. In Prolog you supply a database of facts and rules; you can then perform queries



on the database. The basic unit of Prolog is the predicate, which is defined to be true. A predicate consists of a head and a number of arguments. For example:

```
cat (tom).
```

This enters into the database the fact that 'tom' is a 'cat'. More formally, 'cat' is the head, and 'tom' is the single argument. Here are some sample queries you could ask a Prolog interpreter basing on this fact:

```
is tom a cat?
```

```
?- cat(tom).
```

```
yes.
```

```
what things are cats?
```

```
?- cat(X).
```

```
X = tom;
```

```
yes.
```

Predicates are usually defined to express some fact the program knows about the world. In most of the cases, the usage of predicates requires a certain convention. Thus, which version of the two below would signify that Bob is the father of Sally?

```
father(sally,bob).
```

```
father(bob,sally).
```

In both cases 'father' is the head and 'sally' and 'bob' are arguments. However in the first case, Sally comes first in the argument list, and in the second, Bob comes first (the order in the argument list matters). The first case is an example of a definition in Verb Subject Object order, and the second of Verb Object Subject order. Since Prolog does not understand English, both versions are fine so far as it is concerned; however it is good programming style to stick to either convention during the writing of a single program, in order to avoid writing something like

```
father(bob,sally).
```

```
father(jessica,james).
```

Some predicates are built into the language, and allow a Prolog program to perform routine activities (such as input/output, using graphics and otherwise communicating with the operating system). For example, the predicate `write` can be used for output to the screen. Thus, writing `(Hello)` will display the word 'Hello' on the screen.

**Task 3.** Write memo example using the words: by means of, cryptographic security, desktop manager, information systems manager, negotiate, management accountancy.

**Task 4.** List the verbs in the sentences below. Label each verb as **action** or **being**.

1. In past centuries, people saw few wild animals.
2. Zoos were rare in those days.
3. Artists painted imaginative creatures.
4. Few animals look strange to us today.
5. We look at live animals in zoos, on farms, in national parks, and on the street.
6. Photographs, television, and movies show us a variety of unusual creatures.
7. Some animals seem strange, however.
8. The anteater is one example.
9. The head and snout of this unlikely animal form the shape of a long tube.
10. A giant eater, or ant bear, may become six feet long from its head to its tail.

## UNIT 21.

### The Internet

#### Listening

#### Text № 21. Use of the Internet

#### ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТА

**Task 1.** Before listening to the text «Use of the Internet» (See Texts for Listening, Unit 21) study the terms **backbone, CREN, the Internet, internet, MILNET, NSFnet.** Use the English-Russian Concise Dictionary of Computer Terms.

**Note.** Pay attention to the fact that the article *the* is used before the capitalized word: *the Internet.*

**Task 2.** Listen to the text «Use of the Internet» (See Texts for Listening, Unit 21) and write about its use.

**Task 3.** Answer the questions from the text: **Why this computer phenomenon is called the Internet, or the Net? Do you personally have need of it?** Work in pairs, then make it class discussion. Think of the paper «Use of the Internet in our life».

#### Reading

#### E-mail as the Internet Resource

#### Электронная почта как Интернет-ресурс

**Task 4.** Read the text «E-mail as the Internet Resource» and answer the question **How does E-mail work?**

**Task 5.** Do you use E-mail or regular mail? Discuss their advantages and disadvantages. What kind of mail do you prefer and why? Imagine how all kinds of mail will be developed in future.

#### E-mail as the Internet Resource

A common resource provided by the Internet is a world-wide system for sending and receiving electronic mail, known as E-mail. In fact, E-mail represents a large portion of all Internet traffic and is for many the only Internet resource they

use. How does it work? To answer that question, let's review the ordinary mail system first.

Imagine that you live in Canada and wish to send a letter to your daughter living in Moscow. After properly addressing the envelope, you mail it, starting the letter's journey. At a postal facility, the letter is routed to the next location, perhaps a regional or national distribution center, and then to a local post offices near your daughter.

A similar process occurs with E-mail. After your letter is composed on your computer, you must specify an E-mail address that identifies your addressee — your daughter in this case. Once you send this electronic letter, it travels from your computer, often through a device called a modem, which connects your computer to the Internet via the telephone network. Off it goes, bound for various computers that act like local and national postal routing facilities. They have enough information to get the letter to a destination computer, where your addressee can retrieve it.

Unlike the regular mail, E-mail often reaches its destination, even on other continents, in some minutes or less, unless some part of the network is heavily congested or temporarily out of order. The speed of E-mail and the ease, with which it can be sent even to multiple recipients all over the world, makes it a popular form of communication.

### **Talk**

#### **Job Advertisements**

#### **Объявления о работе**

**Task 6.** Read job advertisements and write a new one, taking into account the words: occupation, professional qualification, supplementary skills such as driving, computer work, languages, duties, working time, pay, phone/fax/address.

### **Text 1**

#### **COOK/WAITER IS REQUIRED**

High proficiency. Previous experience is obligatory.

Must be able to work under pressure and for long hours.

Full time plus some weekend work.

Service charge. Good pay.

Fax: 741605

## **Text 2**

### **RECEPTIONIST IS REQUIRED FROM MAY TILL SEPTEMBER**

Seasonal vacancy. Suitable for student. Office hours.

PC advanced user. Language useful. Reception work, answering the phone, dealing with enquires, handling money.

Pay plus breakfast & lunch. Tips. Tel. 342419.

## **Grammar**

### **Verb Phrases Глагольные фразы**

### **Helping Verbs Вспомогательные глаголы**

### **Main Verbs Основные глаголы**

**Task 7.** Read Grammar Reference material to Unit 21.

**Task 8.** Read each sentence. The underlined verb phrase is formed by more than one word. Write the number of words in each verb phrase: two or three.

1. Li is being given a party.
2. Sal will make the plans.
3. Pat had been calling guests.
4. Fran has written the list.
5. Jo had not seen Li for years.
6. We could not have known.

**Task 9.** The verb phrase in each sentence is underlined. Write the main verb.

1. Many trees are grown for their crops.
2. Some regions of the country are known for their fruit.
3. California and Florida are producing plenty of oranges.
4. Nevada does not grow crops for sale in other states.

5. Peaches have become an important crop in Georgia.
6. You can see orchards for miles in these states.
7. Delicious apples have been harvested in New York State.
8. Apples have been grown in Oregon for many years.
9. The state of Washington is also known for its apples.

**Task 10.** Write a helping verb to complete each sentence. Use the forms: **is, are, will, has** or **have**.

1. Trees ... often grown for lumber.
2. Oak lumber ... frequently used for furniture.
3. Paper ... made in factories from wood pulp.
4. The state of Washington ... produced much lumber.
5. New trees ... planted in many areas every year.
6. In time this planting ... replace the harvested trees in the forests.
7. Today many people ... concerned about the trees in our country.
8. Many conservation laws protecting trees ... been passed.
9. We ... seen much progress in forestry practices.

### **Writing**

#### **➤ Summary**

#### **Краткое изложение, конспект**

**Task 11.** Learn strategies of writing summaries. Prepare yourself to write a summary.

#### **Summary Writing**

1. Read the original work to get the main idea.
2. Read the work again, writing down unfamiliar words.
3. Write a synonym or simple definition for each word.
4. Read the work a third time, writing down the main ideas in the order in which they are presented.

5. Determine the length of the original. Count the words in original in short; count the lines and pages if it is long.

*Evaluating ideas to include them in a summary*

1. Does the idea support the main thesis of the work?  
2. Is the idea needed for the reader to understand the work?

3. Does the idea prove new information, rather than repetitious information?

4. Is the idea necessary to understanding of another idea, rather than just helpful or interesting?

5. Is the idea needed as a logical bridge connecting other ideas?

6. As you sum up the work in your mind, do you find yourself including the idea?

*Strategies for drafting a summary*

1. Present the main ideas in the same order in which they appear in the original.

2. Compress the original

- by omitting unnecessary details;
- combining ideas from several sentences into one;
- replacing long phrases, clauses and sentences with shorter phrases or even single words.

3. Paraphrase (restate the original ideas) by

- using synonyms;
- varying sentence structure.

*Revision Checklist*

*Editing and Publishing*

1. Compare your summary to the original. Have you represented the ideas accurately?

2. Are the ideas in your summary presented in the same order as in the original?

3. Estimate the length of your summary (it has to be not more than one third of the original).

4. Did you use synonyms and vary sentence structure to paraphrase?

5. Did you use transitions and other connecting devices to make your summary flow smoothly?

**Example:**

*Dan Halacy*

**Charles Babbage: Father of the Computer**

**Original**

John Napier was a sixteenth-century Scottish mathematician whose neighbours feared he was a magician practicing the black arts. Fearful that Spain would invade the British Isles, he drew plans for all manner of strange defences, from solar mirrors for burning ships at a distance to submarines and primitive tanks. However, his true fame rests on two great mathematical inventions: the decimal points and logarithms.

Today mathematicians take for granted handy exponents of numbers that make it possible to multiply and divide by simple addition and subtraction. In Napier's day calculations were done laboriously in the old-fashioned way, and he fretted many hours over the time such arithmetic took.

In 1594, the thought struck Napier that all numbers could be written in exponential form, or as powers of a certain base number. For instance, 4 is  $2^2$  and 8 is  $2^3$ . This is not startling, but Napier saw beyond it to a simple way of multiplying 4 times 8 without really multiplying.  $2^2$  plus  $2^3$  equaled  $2^5$  in Napier's new arithmetic, and  $2^5$  equals 32, the same as the product 4 times 8. The same principle applies to exponents of all numbers, though there was a fantastic amount of work involved in computing these exponents extensively. In fact, it was not until 1614, twenty years after his revelation to the basic idea that Napier published his logarithm tables. The result was something like the introduction of the electronic computer in our time. Logarithms



drastically reduced the amount of work involved in mathematics and relieved scientists, particularly astronomers from a great burden of mental drudgery.

### **Summary**

*John Napier, an eccentric Scottish mathematician of the sixteenth century, invented the decimal point and logarithms. Napier was concerned about the time-consuming calculations needed to multiply and divide. In 1594, Napier realized that if numbers were expressed with exponents, the simpler tasks of addition and subtraction could be used instead of multiplication and division, with the same results. Twenty years of tating followed this discovery. When Napier finally published his logarithm tables in 1614, the time savings were similar to the efficiency ordered by electronic computers in the present age.*

**Task 12.** Write the summary of the text «E-mail as the Internet Resource».

## UNIT 22.

### The Internet Resources

#### Listening

#### Text № 22. File Sharing and Topic Searching

#### СОВМЕСТНЫЙ ДОСТУП К ФАЙЛАМ И ПОИСК ТЕМЫ

**Task 1.** Listen to the text «File Sharing and Topic Searching» (See Texts for Listening, Unit 22) and answer the question: **What help is available when one does not know where a subject may be located within the Internet?**

**Task 2.** Give the examples of file sharing and topic searching. Exchange your ideas in class.

#### Reading

#### Usenet and its Newsgroups

#### СЕТЬ ПОЛЬЗОВАТЕЛЯ И ЕЕ ГРУППЫ НОВОСТЕЙ

**Task 3.** Before reading the text «Usenet and its Newsgroups», read the base definitions.

**Usenet** is the mother of all bulletin boards. This conferencing system encompasses more than 5000 discussion groups or newsgroups devoted to talking about specific topics. It is not part of the Internet, but can be reached through most (but not all) Internet service providers. Usenet news is so closely associated with the Internet that it might as well officially be part of the Internet. Managed by Usenet software, thousands of computers, including most on the Internet, can access the news groups. You read and post articles (messages) in a newsgroup. Newsreader software is required.

#### Usenet newsgroups

Usenet discussions are organized in a hierarchical structure with the name of the major group first, followed by the subgroups. Each segment is separated by a dot or period. Newsgroups can be pronounced with the dots *comp.sys.mac* would be read as *comp-dot-sys-Mac* or with only slight pauses to signify the obvious presence for the dots.

**Task 4.** Read the text «Usenet and its Newsgroups» and answer the questions:

1. What does Usenet offer to users?
2. How does Usenet work?
3. What is the difference between the BBC and Usenet?

**Task 5.** Imagine you have joined the newsgroup involved in the development of graphics. Describe the process of virtual communication by means of newsgroup in this case using the text below.

### **Usenet and its Newsgroups**

Another popular service is called Usenet. Usenet offers access to newsgroups for group discussions on specific topics. Some newsgroups focus on buying or selling various consumer items. There are thousands of newsgroups, and once a user has gained access to Usenet, there is no cost to subscribe to them.

Let's imagine that someone has joined a newsgroup involved in stamp collecting. As new messages about this hobby are sent by others subscribing to this group, the messages become available to this newcomer. This person reviews not only what someone has sent to the newsgroup but also what others have written in response. If, for example, someone requests information about a particular stamp series, shortly afterward there may be many responses from around the world, offering information that would be immediately available to all who subscribe to this newsgroup.

A variation of this idea is the Bulletin Board System (BBS). BBSs are similar to Usenet, except that all files are located on a single computer, usually maintained by one person or group. The content of news-groups reflects the varied interests, viewpoints, and moral values of those who use them, so discretion is needed.

### **Talk**

#### **Interviewing for a Job**

#### **Интервью с целью получить работу**

**Task 6.** Learn the strategies of interviewing for a job.

## **Interviewing for a Job**

When you apply for a job, the employer will very likely ask you to come to a formal interview. The interview provides an opportunity for both you and the employer to learn more about whether you are well-suited for the job. You will feel more confident during an interview if you take some time to prepare yourself beforehand.

One way to prepare for an interview is to learn as much as possible about the employer's business. The more you know about what the employer does and how the business operates, the better you will be able to discuss the job and your qualifications for filling it. To obtain information about the business, you might talk with people you know who are employed there. In addition, many large companies publish an annual report, which can be available in the library or from the company itself.

The way you present yourself during an interview can determine whether the employer considers you further for the position. The following strategies will help you interview everyone successfully.

### *Strategies of Interviewing for a Job*

1. Prepare a list of questions about the job that you would like to ask the person who interviews you.
2. Be on time for the interview.
3. Present a neat, clear appearance.
4. Be polite to the interviewer.
5. Make eye contact with the interviewer as you speak.
6. Speak clearly and distinctly and use proper grammar.
7. Answer all questions thoughtfully and honestly.
8. Ask questions about the job displaying your interest in the business.
9. Thank the interviewer when the interview is finished.
10. Follow up the interview with a letter thanking the interviewer and expressing your interest in the position. Summarize the reasons you think you are a good candidate for the job.

**Task 7.** Read the interview and analyze its items. Give its structure. Act it out. Think of finishing it.

*Interviewer:* Good morning, can I help you?

*Lucy:* Yes, I'm looking for a job. I'd like something for a short period — a few months.

*Interviewer:* I see, are you a student?

*Lucy:* Yes.

*Interviewer:* So you're looking for something for the vacation, just for the holidays?

*Lucy:* Yes, that's it.

*Interviewer:* Well, if you'd like to have a seat, I'll just get a form. Right, now, first of all I'll just ask you a few questions so that we know something about you and then we'll look for vacancies which are available. First of all, what's your name, please?

*Lucy:* Lucy Bennett.

*Interviewer:* Can you spell Bennett for me, please?

*Lucy:* Yes, it's B-E double N-E double T.

*Interviewer:* B-E double N-E double T, right. And give your address, please.

*Lucy:* It's 15 Conway Street, Cambridge.

## **Grammar**

### **Verb Forms**

#### **Глагольные формы**

#### **Regular and Irregular Verbs**

#### **Правильные и неправильные глаголы**

**Task 8.** Read Grammar Reference material to Unit 22.

**Task 9.** Name the principal parts of regular verbs.

1 talk 2 worry 3 paddle 4 grin 5 reply 6 open 7 mix 8 cry 9 work 10 raise 11 carry 12 slip 13 delay 14 change 15 hurry 16 climb

**Task 10.** Write each sentence, adding the past or past participle form of the verb in parentheses.

1. One day someone had ... on the shore of the large lake or river. (stand)

2. That person ... the first boat out off a single lock. (make)
3. Then people ... of a better idea. (think)
4. They lashed logs together and ... on log rafts. (ride)
5. In some places few trees had .... (grow)
6. There people had ... floats of animal skins. (ride)

**Task 11.** Write each sentence, adding the past or past participle form of the verb in parentheses.

1. A thick fog had ... the small wooden boat. (hide)
2. Suddenly the boat ... through the mist. (break)
3. The canvas sails ... the early morning breeze. (catch)
4. A man ... proudly at the wheel. (stand)
5. The author has ... a vivid account of trip aboard a Maine fishing boat. (give)
6. I have ... several books about fishing boats. (buy)
7. The author of this book has ... exceptionally well about these boats and that bygone era. (write)

➤ **Writing**

**Request for Information from a College Запрос об информации из колледжа**

**Task 12.** Read the 'Request for Information from a College' and write the request for information from a college of your own.

**Request for Information from a College**

Phoenix, AZ 85061

Dear Sir or Madam:

I am a senior at Lubbock High School in Lubbock, Texas. In the autumn I plan to attend college with the intension of majoring in early childhood education. I would like to know if Grand Canyon College offers a degree in early childhood education.

Please send me your current catalogue, an application for admission, any information on scholarships.

Thank you very much

Sincerely yours,  
*Joyce Inman*

## UNIT 23.

### HTML Language

#### Listening

#### Text № 23. Introduction to HTML Language

#### ВВЕДЕНИЕ В ЯЗЫК HTML

**Task 1.** Listen to the text «Introduction to HTML Language» (See Texts for Listening, Unit 23) and extend the sentences, using the words and expressions: **arguably**, **mundane manner**, **depend on concrete computer**, **basic desktop publishing terminology**, **determine the final presentation of the document**, **easy**, **each User Agent**, **extension**, **format is suitable for mail reports**, **graphic documents**, **HTML specification**, **intend for creation of hypertext documents**, **many domains**, **menus**, **news**, **possible selectors**, **presentations**, **presentation of an HTML document**, **programming language HTML**, **reports**, **results of databases' requests**, **selector ('H1')** and **declaration ('colour: blue')**, **settings**, **Standard Generalized Markup Language**.

— ... (Hypertext Markup Language) is intended for creation of hypertext documents, format of which does not depend on ... or OS used.

— HTML documents are SGML documents (...) with semantics fit for representation of information from ....

— Files of HTML documents must have an ... such as .html or .htm.

— Such a format is suitable for ....

— Designing of simple style sheets is ....

— One needs only to know a little HTML and some

....

— The example above is a simple .... A rule consists of two main parts: ....

— The declaration has two parts: ...

- Combined with other style sheets it will determine the ....
- The selector is the link between the HTML document and the style sheet, and all HTML element types are ....
- HTML element types are defined in the ....
- The 'colour' property is one of around fifty properties that determine the presentation of an ....
- ... will have a default style sheet that presents documents in a reasonable, but ....

**Task 2.** Write the text detailed exposition according to the plan:

- 1 objectives of HTML use 2 Cascading Style Sheets rule application 3 selectors 4 'colour' property 5 default style sheet

### **Reading**

#### **HTML Containment and Grouping**

#### **Содержание и группировка языка HTML**

**Task 3.** Read the text and find the key sentences with the following words and expressions: four ways of combining style and HTML, HTML specification, merging of imported style sheets with the rest of the style sheet, reducing the size of style sheets, grouping of declarations, grouping syntax.

**Task 4.** Present the text in the form of a dialogue.

#### **HTML Containment and Grouping**

#### **Containment in HTML**

In order for the style sheets to influence the presentation, the UA must be aware of their existence. The HTML specification defines how to link HTML with style sheets. This section is therefore informative, but not normative:

```
<HTML>
  <HEAD>
    <TITLE>title</TITLE>
```



```

        <LINK                REL=STYLESHEET
TYPE=«text/css»
        HREF=«http://style.com/cool»      TI-
TLE=«Cool»>
        <STYLE TYPE=«text/css»>
        @import url(http://style.com/basic);
        H1 { colour: blue }
        </STYLE>
    </HEAD>
    <BODY>
        <H1>Headline is blue</H1>
        <P STYLE=« colour: green»>While the
paragraph is green.
    </BODY>
</HTML>

```

The example shows four ways to combine style and HTML: using the 'LINK' element to link an external style sheet, a 'STYLE' element inside the 'HEAD' element, an imported style sheet using the Cascading Style Sheets '@import' notation, and a 'STYLE' attribute on an element inside 'BODY'. The latter option mixes style with content and loses the corresponding advantages of traditional style sheets.

The 'LINK' element references alternative style sheets that the reader can select, while imported style sheets are automatically merged with the rest of the style sheet.

Traditionally, UAs have silently ignored unknown tags. As a result, old UAs will ignore the 'STYLE' element, but its content will be treated as part of the document body, and rendered as such. During a transition phase, 'STYLE' element content may be hidden using SGML comments:

```

<STYLE TYPE=«text/css»><!--
H1 { colour: green }
--></STYLE>

```

Since the 'STYLE' element is declared as «CDATA» in the DTD (as defined in), conforming SGML parsers will not consider the above style sheet to be a comment that is to be removed.

### **Grouping**

To reduce the size of style sheets, one can group selectors in comma-separated lists:

```
H1, H2, H3 { font-family: helvetica }
```

Similarly, declarations can be grouped:

```
H1 {  
font-weight: bold;  
font-size: 12pt;  
line-height: 14pt;  
font-family: helvetica;  
font-variant: normal;  
font-style: normal;  
}
```

In addition, some properties have their own grouping syntax:

```
H1 { font: bold 12pt/14pt helvetica },  
equivalent to the previous example.
```

### **Talk**

#### **You are Future Professionals**

#### **Вы — будущие профессионалы**

**Task 5.** Read the text and find the sentences about the training of professional skills. Do you approve the applicant's attitude towards the future profession expressed in the text? What's your idea of thorough professional training? Express your opinion. Discuss it with your group-mates.

#### **Interviewing People**

Imagine you are interviewed for entering a new well-paid job at a company at the senior courses of the university or after graduating from the university.

*Interviewer:* Please, tell us about yourself.

*Applicant:* I was born in Yaroslavl in 1993. I left secondary school in 2010. I studied well at school. I like the process of studying, mathematics and computer science. Numbers and calculations are the best things for me. Algebra, geometry, trigonometry apply to me very well. Special subjects such as mathematical analysis (calculus), differential equations and their solutions, theory of probability, systems, and languages of programming are even of greater importance.

*Interviewer:* What are your major interests?

*Applicant:* The most important thing for me is my future job.

*Interviewer:* What is your attitude to the scientific work?

*Applicant:* I consider the scientific work to be one of the main trends in my future activity.

*Interviewer:* Why is it so?

*Applicant:* Because education, science, hi-tech technologies are at the base of future world development.

*Interviewer:* What about the computer?

*Applicant:* At present it is impossible to do the work for the educated personality without the computer. One has to be in the know of new programs and technologies and to use them.

*Interviewer:* Have you other interests in life?

*Applicant:* I like reading.

*Interviewer:* Do you read books on specialized subjects or fiction?

*Applicant:* Both. But I have to read books on specialized subjects mostly.

**Grammar**

**Verb to be**

**ΓΛΑΦΟΛ to be**

**Task 6.** Read Grammar Reference material to Unit 23.

**Task 7.** Write the correct form in parentheses and label it as **singular or plural**.

1 the culture (is, are) 2 you (isn't, aren't) 3 we (was, were) 4 my guide (is, are) 5 they (was, were) 6 tourists (isn't, aren't) 7 I (am, is) 8 we (wasn't, weren't) 9 the influences (is, are) 10 a nation (shall be, will be).

**Task 8.** Choose the verbs in parentheses that correctly complete the sentences about the heritage of the West Indies. Write the sentences.

1. These islands (is, are) part of the West Indies.
2. Many West Indians (is, are) descendants of African slaves.
3. They (was, were) Ashanti tribesmen from present-day Ghana.
4. The African influence (is, are) everywhere on the island.
5. The four main island groups (is, are) the Bahamas, The Greater Antilles, the Lesser Antilles, and the Dutch West Indies.
6. The clear, tropical sea (is, are) the attraction for tourists.

### **Writing**

#### **➤ Request for Interview**

#### **Запрос на получение интервью**

**Task 9.** Read the «Request for Interview» example. Find six parts of the business letter: 1 heading 2 inside address 3 salutation 4 body 5 complimentary closing 6 signature

#### **Request for Interview**

The next kind of letter you will write to a college is one requesting an interview. Your letter should express your interest in the college and should suggest a convenient time for your visit to the campus or your meeting with the interviewer. Like the request for information, your letter should be as brief and specific as possible. The following letter is requesting an interview.

945 Olaf Road  
Dorney, MN 56500

January, 3, 2008  
Mr. Daniel J. Green  
Director of Admissions  
Hamline University  
St. Paul, MN 53102

Dear Mr. Green:

Thank you for sending me the Hamline University catalogue and the application that I requested. I would like to learn more about the university before I submit my application. Would it be possible to visit classes for one day during the week of March 8) through 15? I will be on vacation from school that week and can arrive any day that you suggest. If possible, I would like to visit music theory and computer science classes, since I hope to major in one of these disciplines.

In addition, I would like to arrange an interview with someone from your office. Please let me know a convenient date and time for my visit. I look forward to visiting Hamline University and learning more about it.

Sincerely yours,  
*Michael Chen*

## UNIT 24. HTML Selectors

### Listening

#### Text № 24. HTML Contextual Selectors

#### Контекстные дешифраторы языка HTML

**Task 1.** Listen to the text «HTML Contextual Selectors» (See Texts for Listening, Unit 24) and arrange the sentences in the logical order.

**Task 2.** Numerate the paragraphs according to the ideas expressed in them.

**Task 3.** Write the plan to the text «HTML Contextual Selectors», entitling the paragraphs and retell the text in details according to your plan.

### Reading

#### Class as Selector

#### Класс как дешифратор

**Task 4.** Read the text and replace the italicized parts of the sentences, using the words and the expression from the text.

— To increase the grain size of control over elements, a new attribute has been added to HTML: 'CLASS'.

— All elements within the 'BODY' element can be classed, and the class can be addressed in the style sheet.

— The normal inheritance rules are deployed to classed elements; they inherit values from their parent in the document structure.

— One can address all elements of the same class by neglecting the tag name in the selector.

— Only one class can be determined per selector.

— Cascading Style Sheets gives so much computational capability to the CLASS attribute, that in many cases it doesn't even matter what HTML element the class is set on.

— Trusting on this power is not recommended, since it removes the level of structure that has a universal meaning (HTML elements).

— A structure based on CLASS is only helpful within a restricted domain, where the meaning of a class has been mutually agreed upon.

**Task 5.** Try to describe class as selector with your partner, and then see if you were right.

#### Class as Selector

To increase the granularity of control over elements, a new attribute has been added to HTML: 'CLASS'. All elements inside the 'BODY' element can be classed, and the class can be addressed in the style sheet:

```
<HTML>
  <HEAD>
    <TITLE>Title</TITLE>
    <STYLE TYPE=«text/css»>
      H1.pastoral { colour: #00FF00 }
    </STYLE>
  </HEAD>
  <BODY>
    <H1 CLASS=pastoral>Way too
green</H1>
  </BODY>
</HTML>
```

The normal inheritance rules apply to classed elements; they inherit values from their parent in the document structure.

One can address all elements of the same class by omitting the tag name in the selector:

```
.pastoral { colour: green } /* all elements with CLASS
pastoral */
```

Only one class can be specified per selector. 'P.pastoral.marine' is therefore an invalid selector in Cascading Style Sheets, level 1) (contextual selectors, described below, can have one class per simple selector).

Cascading Style Sheets gives so much power to the CLASS attribute, that in many cases it doesn't even matter what HTML element the class is set on. You can make any element emulate almost any other. Relying on this power is not recommended, since it removes the level of structure that has a universal meaning (HTML elements). A structure based on CLASS is only useful within a restricted domain, where the meaning of a class has been mutually agreed upon.

### **Talk**

#### **Personal Qualities**

#### **Личностные качества**

**Task 6.** Read the pairs of antonyms describing the people's personal qualities. Classify them as the positive or the negative ones. Pay attention to the fact that some of them are formed by means of the negative prefixes **-dis**, **-ir**, **-in**, **-un**.

Abstainer — drunkard, calm — nervous, categorical — flexible, clever — silly, efficient — inefficient, energetic — inert, enthusiastic — unenthusiastic, experienced — inexperienced, honest — dishonest, intelligent — unintelligent, intuitive — unintuitive, loyal — disloyal, kind — cruel, modest — boastful, organized — disorganized, phlegmatic — sanguine, polite — rude, reliable — unreliable, reserved — violent, resilience — inconsistent, responsible — irresponsible, sensitive — insensitive, smoker — non-smoker, strong — weak, talented — untalented, wise — unwise, witty — dull.

**Task 7.** Match the phrases and the compound adjectives. Analyze their derivation.

<i>Phrases</i>	<i>Compound adjectives</i>
has a bad temper	well-dressed
loves fun	bad-tempered
looks good	broad-minded
has hot blood	big-headed
dresses well	left/right-handed
has a broad mind	self-confident



is always in good humour	well-qualified
has a big head (arrogant)	narrow-minded
thinks quickly	warm-hearted
has a cold heart	hard-working
has a narrow mind	good-humoured
is sure of oneself	quick-thinking
has a warm heart	fun-loving
works with left/right hand	cold-hearted
has a good qualification	good-looking
works hard	hot-blooded

**Task 8.** Read the extract and compare the father's and the son's qualities. Speak about their characters. Were they more different than alike or more alike than different? Say how Washington Roebling's personal qualities helped him in his work. Make comparison of other people you know based on their personal qualities.

### **The Brooklyn Bridge and the Roeblings**

The people of Brooklyn, New York, had long wanted a bridge across the East River to York City. John Roebling loved designing and building suspension bridges — bridges suspended from cables that pass over towers and fasten at either end. In 1857 he submitted his ingenious plan for a suspension bridge across the East River. He persisted for twelve years until his plans were approved in June 1869.

Within a few days Roebling began work on the bridge he had dreamed of for more than fifteen years. But he had a tragic accident as he was checking a building site at the Brooklyn ferry landing. He died of complications arising from the injury on July 22, 1869, at the age of sixty-three, when his work was just beginning. A month later after John Roebling's death, his thirty-two-year-old son, Washington Augustus, was appointed to the job.

Washington was a civil engineer who had not only seen action during the Civil War, but had also built temporary suspension bridges for the army. He had risen from private

to colonel in four years, been cited for gallantry three times and was known for his coolness under pressure.

Father and son were very different. John Roebling had been a perfectionist, short-tempered, formal and not terribly interested in people. Washington was far more relaxed. He was better at working with people, more even-tempered, light-hearted and kindly. Although he was quick and bright, neither he nor anyone else considered him to be the creative genius his father had been.

Even their appearances were different. John Roebling was all bony thinness and harsh angles, with deep-set, penetrating blue eyes. Washington had a pleasanter, more open expression. His 1867 passport summed him up: «Stature 5 feet 9 inches; Forehead, broad; Eyes, light grey; Nose, short; Mouth, small; Chin, square; Hair, light; Complexion, fair.»

Despite their differences father and son were both civil engineers, and as professionals, they shared important qualities of courage, determination, drive for perfection and complete confidence in their own ability. Faced now with overwhelming task of building the Brooklyn Bridge, Colonel Roebling needed all the confidence he could muster. Luckily, as an officer, Colonel Roebling had worked and fought under pressure conditions during the war. Now he tackled the bridge the way a commanding officer would tackle a field assignment. It was as if he saw the bridge as a military adversary to be thought and conquered and ongoing battle that he would wage on many fronts for a long time to come.

For now he had to order supplies and equipment, interview and hire assistants, get together a work force, evaluate manufacturers, attend to a hundred and one details. And just as he had to give an accounting of his every decision to his commanding officer in the army, so now he had to give an accounting of his every decision to New York Bridge Company.

## Grammar

### Verb *to have*

### ΓΛΑΡΟΛ *to have*

**Task 9.** Read Grammar Reference material to Unit 24.

**Task 10.** Write each sentence. Underline the forms of the verbs **to be** and **to have**.

1. First a seed was planted in the soil.
2. After a few days, the seed had opened.
3. Soon a stem had appeared.
4. This seed had already been split in two.
5. Many small roots are forming at the bottom of the stem.

**Task 11.** Complete the sentence by writing the simple tense of the verbs **to be** and **to have** indicated in parentheses.

1. Many kinds of beans ... grown throughout the world. (be — present)
2. Kidney beans ... first cultivated in South and Central America. (be — past)
3. The kidney bean ... then introduced further north. (be — past)
4. Since that time, its production ... grown enormously. (have — present)
5. Michigan ... manufactured over 700 million pounds of dry beans this year. (have — future)
6. North Dakota ... a close second with almost 460 million pounds. (be — past)
7. Next year's production ... even larger. (be — future)
8. Jill ... opened the can of red kidney beans. (have — present)
9. I ... adding the white navy beans. (be — past)
10. Michael ... snapped the green beans. (have — past)

## Writing

### ➤ Employment letter

#### Письмо по трудоустройству

**Task 12.** Study what the Letter about Employment is.

When you supply for a job, you can write a letter to the potential employer. Your letter about employment should state specifically the kind of job you desire and should also give information about your qualifications and experiences. In addition, your letter should make a strong favourable impression by being grammatically correct and neat.

#### **Information in a Letter about Employment**

##### POSITION SOUGHT

The first paragraph should state the job you are seeking and how you learned about the job.

##### EDUCATION

Include both your age and your grade in school. Emphasize courses you have taken that apply directly to the job you are seeking.

##### EXPERIENCE

State the kinds of work you have done. Although you may not have work experience that relates to the open position, any paid or unpaid positions of responsibility you have held are valuable work experiences.

##### REFERENCES

Include at least two references, such a teacher or formal employer, with either an address or telephone number for each. You should obtain permission in advance from the people you name as references.

##### REQUEST FOR INTERVIEW

The last paragraph of your letter should ask for an interview. Indicate where and when you can be reached to make an appointment.

The following model illustrates an employment letter written by a student who is seeking employment as a management trainee at a place of business. Note that the letter

is typed neatly with the modified block style. In addition, it includes information about the position sought and the applicant's education and work experience. The letter suggests references and ends with the request for an interview.

**Employment Letter**

72 Halsey Avenue  
Kilmer, NJ 07800  
May, 10, 2008

Mr. William Coles  
Optima Office Supplies, Inc.  
South Suburban Mall  
Kilmer, NJ 07800

Dear Mr. Coles:

I would like to apply for the management trainee position advertised in this morning's Daily Express. Next year I will graduate with honours from Bodes High School, where I have taken courses in retailing.

For the past three years, I have worked as a part-time sales clerk for the Monroe Computer Center in West Kilmer. Last summer I was a lifeguard at Lenape State Park.

Mr. Toni Armand, owner of the Monroe Computer Center, and Mr. Lance Dooley, staff coordinator at Lenape State Park, have agreed to supply references. Mr. Armand's business phone number is 593-3886; Mr. Dooley's is 826-2651.

I believe that my background qualifies me for the position you have advertised. I would be pleased to come in for an interview at your convenience. My home telephone number is 245-3875.

Very truly yours,  
*Michael Paci*

**Task 13.** Write an employment letter for the summer job on the base of the advertisement in the local newspaper.

**POSITION AVAILABLE**

**Job title:** Landscape architect's assistant

**Place:** Lawn & Leaf Landscape Service

**Duties:** Assist with mowing, pruning, and landscape tasks; operate mowers; plant and transplant shrubs, trees and garden plants

**Hours:** 8:00 A.M. to 5:00 P.M. Mon.–Fri.

**Salary:** \$5.85 hr.

**Requirements:** Person must be dependable, energetic, cooperative, and conscientious.

**Apply to:** Mr. Giovanni

## UNIT 25.

### Markup Languages

#### Listening

#### Text № 25 Markup Languages

#### Языки разметки

**Task 1.** Listen to the text «Markup Languages» (See Texts for Listening, Unit 25) and say what the terms **markup, web page and web browser** mean.

**Task 2.** Describe the types of markup languages. Use group brainstorming technique.

#### Reading

#### Attributes of Markup's Descriptors

#### Признаки дескрипторов языков разметки

**Task 3.** Study the attributes of markup's descriptors and discuss the ways of their use.

**Task 4.** Think of the presentation on the topic.

#### Attributes of Markup's Descriptors

*Headline* is a special type of information block including necessary information for work: example, its name, position in network, declaration, and communication with other documents.

*Attributes of <head> markup's descriptor*

#### Attribute

#### Meaning

Profile

meaning of url profile

<head profile=http://www.myown.ua/profiles/basical>

With the help descriptor (tag) <basefont> you can install *base size, colour and name of type*. It is tuning work not only in headline, but and in body of documents.

*Attributes of <basefont> markup's descriptor*

#### Attribute

#### Meaning

size

base size of symbols

colour

base colour of symbols

face

list of the font, used for image

<basefont size=[+/-]n>

Descriptor `<isindex>` is permitted *organization of research* on the base of URI document. After pushing the key [Enter] browser is transmitting keyword acquisition as the request on the base node.

*Attributes of <isindex> markup's descriptor*

<b>Attribute</b>	<b>Meaning</b>
prompt	prompt, prior to the input box
<code>&lt;isindex prompt='character string'&gt;</code>	

Descriptor `<link>` describes communication between HTML current page and other documents in network.

*Attributes of <link> markup's descriptor*

<b>Attribute</b>	<b>Meaning</b>
charset	coding of addressed document
href	objective url
hreflang	language of addressed document
rel	forward communication
rev	backward communication
media	device type of image
<code>&lt;link href=«url»</code>	
<code>&lt;link rel=«resource»&gt;</code>	
<code>&lt;link rev=«resource»&gt;</code>	
<code>&lt;link media=«list of devices»&gt;</code>	

*Meta Information*

Descriptor `<meta>` permits definite information about the document: example, information about the author, term of limitation, list of keywords. Information is specified as pairs «name — value».

*Attributes of <meta> markup's descriptor*

<b>Attribute</b>	<b>Meaning</b>
name	name of the meta information's piece
content	meaning of the meta information's piece
http equiv	name of the meta information's piece
scheme	context for interpretation of meta information
<code>&lt;meta name=«name»&gt;</code>	
<code>&lt;meta content=«chain of characters»&gt;</code>	



<meta http equiv=«name»>  
<meta scheme=«context markup»>

### *Document Name*

In the descriptor <title> is defined as HTML document, the name is current. Its name browser is used for markup of the document in the title bar.

*Example:* <title>name of the document<title>

HTML *document body* consists of the Web page contents with graphics, text and hyper reference on the other resource of the Internet. Enclose a body between <body> and </body> after descriptors <html> and </html>. Instead of descriptor <body> you can use descriptor <frameset>.

### *Attributes of <body> markup's descriptor*

<b>Attribute</b>	<b>Meaning</b>
bgcolor	background colour
link	hyperlink colour
onload	procedure, activated with the document's loading completion
onunload	procedure, activated with the document's deleting from the browser's window
text	text colour
vlink	colour of the used hyperlink

<body bgcolor=«colour»>  
<body link=«colour»>  
<body text=«colour»>  
<body vlink =«colour»>

### **Talk**

### **Biography**

### **Биография**

**Task 5.** Read the examples of biographies and then write the biography of your own.

### **Joseph Pulitzer**

Joseph Pulitzer was an American newspaper editor and publisher. Pulitzer was born in Hungary, immigrated to

Boston in 1864, and became the United States citizen in 1867. Among other jobs, Pulitzer served in the Union Army and was a reporter on a St. Louis newspaper. He graduated from law school and later owned papers in St. Louis and New York.

Pulitzer's newspaper ideas eventually brought together many features now commonly used in American daily newspapers. These include the sports section, the comics and illustrations.

The Pulitzer prizes that are given each year in journalism, literature, and music were established by Pulitzer to reward individual achievements in these areas. For example, Pulitzer prizes in journalism are given in a number of categories, including distinguished reporting on subjects such as sports, business, education, and science. In literature, one of the prizes given is for a distinguished book on the history of the United States.

The first Pulitzer prizes were awarded in 1917. Each recipient receives an established card award.

### **My Autobiography**

My name is Alex Petrov. I was born on the 23<sup>rd</sup> of November, 1993 in the town of Yaroslavl in the teacher's family. My mother is a teacher of Mathematics and my father is a teacher of English in University. I have been interested in computers since childhood. My first experience with the computer was at the age of six. At school I took specialized course of mathematics and computer science and got a good school certificate.

Then I also took the university preparatory course and entered the Faculty of Computer Science. It's my second year in university and I have required a lot of my professional skills. We are studying a lot of professional subjects: software engineering, theoretical computer science, differential equations and their solutions, mathematical analysis (calculus), and theory of combinations. We will be pro-

grammers or computer analysts. I am keen on scientific work and conduct some scientific research. That is why I am going to take postgraduate course as well.

**Task 6.** Study the examples of writing the biography in the tabular form and write the biography of your own in this style. Follow the structure of writing.

Address

**Alex Petrov**

**Svoboda Street**

**150 000 Yaroslavl (1)**

**AUTOBIOGRAPHY**

**Personal Data (2)**

Name **Alex Petrov**

Date of birth **23<sup>rd</sup> of November, 1993**

Place of birth **Yaroslavl**

Nationality **Russian**

Marriage/Family Status **Single**

**School**

**09. 1999 to 06. 2010 (3)**

Vocational Training **University preparatory courses, two years of university's studies at the Faculty of Computer Science (4)**

Experience of work **January, from 2010 to September, 2010 Frontex Company, sales manager (5)**

Army **Determent (6)**

Courses **1 foreign languages, 2 driving (7)**

Extra Skills ***English: reading, talk, writing; typing (180 words per minute); driving (8)***

**Yaroslavl, 15.09.2010**

Signature *APetrov* Petrov Alex

**Structure of writing**

Address: name, surname, street, index, town/city **(1)**; personal data: name, place of birth, date of birth, nationality, marriage/family status **(2)**; school **(3)**; vocational training **(4)**; experience of work **(5)**; army **(6)**; courses **(7)**; extra skills **(8)**

## Grammar

### Simple Tenses

#### Простые (неопределенные) времена

**Task 7.** Read Grammar Reference material to Unit 25 and find each verb. Is it present, past or future tense?

1. I will serve my famous peanut butter sandwiches.
2. Last week I discovered the new variety.
3. I added slices of banana to the sandwiches.
4. They really taste delicious that way.
5. I prepared them with banana again today.

**Task 8.** Complete each sentence with the tense of the verb shown in parenthesis.

1. She usually ... them. (like — present)
2. I also ... a fruit salad for dessert. (prepare — past)
3. I ... apples, melon and strawberries. (chop — past)
4. I ... bananas and oranges too. (add — past)
5. Meredith ... surely ... this lunch! (enjoy — future)

### Writing

#### ➤ Inquiry Letter

#### Письмо-запрос

**Task 9.** Read the inquiry letter and determine its structure: heading, inside address, salutation, body, complimentary closing, and signature.

MATTHEWS & WILSON

Ladies' Clothing

421 Michigan Avenue

Chicago, III.60602

Messrs GRANT & CLARKSON

148 Mortimer Street

London W1C 37D

England October 21, 2008

Gentlemen:

We saw your women's dresses and suits at the London Fashion Show held in New York on October 17. The lines you showed for teenagers, the *Swinger* dresses and trouser suits would be most suitable for our market.

Would you kindly send us your quotation for spring and summer clothing that you could supply to us by the end of January next? We would require 2,000 dresses and suits in each of the sizes 10–14, and 500 in sizes 8 and 16. Please quote c.i.f. Chicago prices. Payment is normally made by letter of credit.

Thank you for an early reply.

Very truly yours,  
*P. Wilson, Jr*  
*Buyer*

## Progress Tests to Units 21–25

### Unit 21

**Task 1.** Read the text using the dictionary and try to explain in your own words what the Internet is. Write the summary of the text «The Internet: What is it?»

#### **The Internet: What Is It?**

Imagine a room filled with many spiders, each spinning its own web. The webs are so interconnected that the spiders can travel freely within this maze. You now have a simplified view of the Internet — a global collection of many different types of computers and computer networks that are linked together. Just as a telephone enables you to talk to someone on the other side of the earth who also has a phone, the Internet enables a person to sit at his computer and exchange information with other computers and computer users anyplace in the world.

Some refer to the Internet as the information superhighway. Just as a road allows travel through different areas of a country, so the Internet allows information to flow through many different interconnected computer networks. As messages travel, each network that is reached contains information that assists in connecting to the adjacent network. The final destination may be in a different city or country.

Each network can «speak» with its neighbor network by means of a common set of rules created by the Internet designers. Worldwide, how many networks are connected? Some estimates say over 30,000. According to recent surveys, these networks connect over 10,000,000 computers and some 30,000,000 users throughout the world. It is estimated that the number of connected computers is doubling each year.

What can people locate on the Internet? It offers a rapidly growing collection of information, with topics ranging from medicine to science and technology. It features exhaustive

material on the arts as well as research material for students and coverage of recreation, entertainment, sports, shopping, and employment opportunities. The Internet provides access to almanacs, dictionaries, encyclopedias, and maps.

**Task 2.** Write job advertisement using the words: delivery man, require, publishing company, delivery of newspaper and magazine catalogues to offices, telephone/fax, professional skills, suitable, student, drive, preferable, part time work, pay, tips.

**Task 3.** Copy each verb phrase in the sentences below. Underline the main verbs.

1. A hurricane can be one of nature's most destructive forces.
2. This storm can produce violent winds.
3. The winds are usually accompanied by heavy rains and high waves and tides.
4. During some storms, coastal waters have risen as much as eight meters.
5. Hurricanes can cause great damage to coastal areas.
6. The city of Galveston, Texas, was struck by an incredible hurricane in 1990.
7. Haven't you ever read about it?
8. That storm can be one of the worst hurricanes in history.
9. The North American mainland has been struck by two or three hurricanes each season.
10. Hurricanes have ranged from sixty to over one thousand miles in diameter.

## Unit 22

**Task 1.** Read the text and write the report about the use of World Wide Web.

### World Wide Web

The part of the Internet called World Wide Web (or Web) allows authors to use an old-fashioned idea — that of

footnotes — in a new way. When an author of a magazine article or a book inserts a footnote symbol, we scan the bottom of the page and are possibly directed to another page or book. Authors of Internet computer documents can do essentially the same thing using a technique that will underline or highlight a word, a phrase, or an image in their document.

The highlighted word or image is a clue to the reader that an associated Internet resource, often another document, exists. This Internet document can be fetched and displayed immediately for the reader. The document may even be on a different computer and located in another country. David Peal, author of *Access the Internet*, notes that this technique 'links you to actual documents, not just references to them.'

The Web also supports the storage and retrieval, or playing, of photographs, graphics, animations, videos, and sounds. Loma, the housewife mentioned at the outset of the previous article, obtained and played a short colour movie of the current theories regarding the universe. She heard the narration through her computer's audio system.

**Task 2.** Complete the dialogue «Interviewing for a Job», using the words in the box.

department store, cake shop, earn, flexible, full time job, job for the summer, job in a bar, office work, shop-assistant, sorting letters, taking the money, try working with them, waitress, work experience, work on the till  
Playing the piano  
Three or four months

*Interviewer:* OK that seems to complete the skills part of the interview, what sort of ..., have you had so far? Have you done any jobs?

*Lucy:* Yes, I worked at ... one holiday and another time.

*Interviewer:* What sort of thing did you do in a department store?



*Lucy:* I was just a ....

*Interviewer:* What, taking the money?

*Lucy:* Well, I wasn't ... actually, I wasn't allowed to ..., but I did everything else in the shop. And another time I worked for the Post Office .... When I was at school, I worked in a ... at the weekends, oh, yes, I had a ..., playing the piano in the evening.

*Interviewer:* ..., right. Now, have you ever done any work with children?

*Lucy:* No, but I like children and I'd like to ....

*Interviewer:* Right. You want a job....

*Lucy:* ..., if possible.

*Interviewer:* Have you got any idea what other sort of work you want to do?

*Lucy:* Well, I don't think I like ... very much. May be, I'd like working as a....

*Interviewer:* Yes. Are you looking for a...?

*Lucy:* Oh, well full-time for preference but I'm pretty ... about hours and well, obviously I want to ... as much as I can.

*Interviewer:* Right. I've got some cards here with some information about jobs, so let's have a look at those and see which ones might be of interest.

**Task 3.** Write each sentence, completing it with the principal part of the verb indicated in parentheses.

1. Many people (earn — present) their living on the sea.
2. Four thousands of years, people have (fish — past participle) the sea.
3. Most people eventually (turn — past) to modern scientific methods.
4. Many pearl fishers, however, still (use — present) age-old methods.
5. For ages, pearl fishers have (retrieve — past) pearls.
6. They (search — present) for beds of oysters under the water.

7. Divers have (remove — past participle) the valuable pearls.

8. Cultured pearls have (gain — past participle) in popularity.

9. Workers are (sort — present participle) the pearls by size.

10. A jeweler is (design — present participle) a lovely necklace.

**Task 4.** Rewrite each sentence. Change each past form of a verb to the past participle. Change each past participle to the past form. Add or drop the helping verb if it is necessary.

1. The Maine sailor made a round-the-world-voyage in a sailboat in 150 days.

2. He had gone 27, 500 miles without a stop.

3. Dodge had seen land only once during the voyage.

4. Newspaper articles told about the sailor's background.

5. Dodge got his first sailing experience during summers on Cape Cod in Massachusetts.

6. He never lost his enthusiasm for sailing.

7. For a long time, he had thought about the voyage.

**Task 5.** Imagine somebody is going to write the request for the information about the college you study at. Write a variant of it. Advertise your college.

## Unit 23

**Task 1.** Read the text and say if the following statements are true or false.

— In the first example, the colour of 'H1' elements was set to blue.

— If no colour has been assigned to 'EM' element, the emphasized 'is' will inherit the colour of the parent element, i. e. it will also appear in black.

— Other style properties are otherwise inherited, e.g. ‘font-family’ and ‘font-size’.

— To set a ‘default’ style property for a document, one can set the property on an element from which all visible elements rise.

— This will work even if the author has omitted the ‘BODY’ tag since the HTML parser will infer the missing tag.

— The background will be blue even if the image is not available.

— Some style properties are not inherited from the parent element to the child element.

— The ‘background’ property does not inherit, but the parent element's background will shine through by default.

— For each property that allows percentage values, it is defined what property it refers to.

### **Inheritance**

In the first example, the colour of ‘H1’ elements was set to blue. Suppose there is an ‘H1’ element with an emphasized element inside:

```
<H1>The      headline      <EM>is</EM>      im-  
portant!</H1>
```

If no colour has been assigned to ‘EM’ element, the emphasized ‘is’ will inherit the colour of the parent element, i.e. it will also appear in blue. Other style properties are likewise inherited, e.g. ‘font-family’ and ‘font-size’.

To set a ‘default’ style property for a document, one can set the property on an element from which all visible elements descend. In HTML documents, the ‘BODY’ element can serve this function:

```
BODY {  
  colour: black;  
  background: url(texture.gif) white;  
}
```

This will work even if the author has omitted the 'BODY' tag (which is legal) since the HTML parser will infer the missing tag. The example above sets the text colour to be black and the background to be an image. The background will be white if the image is not available.

Some style properties are not inherited from the parent element to the child element. Most often it is intuitive why this is not the case. For example, if the 'background' property does not inherit, but the parent element's background will shine through by default.

Often, the value of a property is a percentage that refers to another property:

```
P { font-size: 10pt }
```

```
P { line-height: 120% } /* relative to 'font-size', i.e.
12pt */
```

For each property that allows percentage values, it is defined what property it refers to. Children elements of 'P' will inherit the computed value of 'line-height' (i. e. 12pt), not the percentage.

**Task 2.** Write about yourself as the future professional. Use the other students' stories.

## 1

*Hello. My name is Vladimir. I am keen on computer science. Sometimes I spend the whole day studying new algorithms. I used to challenge my father in programming even when I was at school. All my life is connected with the computer, and now I am studying to be a programmer.*

*I am also fond of graphics and painting. I have different works I had already done and put into my portfolio. I think my future job will depend on graphics as well.*

## 2

*My name is Dmitri. My future profession is programming. I have read many books about programming languages. I know such programming languages as C, C++ and Pascal, and work in such environmental programming as Delphi, Builder. I write games and useful*

*programs for work, spending a very long time at the computer. In the nearest future I want to study Java. Programming is my life.*

*At school I studied Pascal and took the third place in the town Olympiad in programming. Now I am a freshman at University and have raised the level of programming.*

**Task 3.** Insert the correct forms of the verb **to be**.

- My grandfather ... an unusual person.
- He ... a math teacher in our town for years.
- His ability ... known to everyone.
- He ... a very active person.
- Now Grandpa will ... for a job in Mexico.
- His students ... villagers.
- They ... not students at a city school.
- Students ... very industrious.
- Computers ... not available to them.
- Grandpa hopes they will ... available in future.

**Task 4.** Write the letter in a proper form, adding or deleting information as needed. Your tone has to be consistent and formal. Use correct punctuation marks.

Director of Admissions  
Oberlin College  
Oberlin, Ohio 44074

September 14, 2008

Dear Sir or Madam,

Thank you for sending me the college catalogue and necessary application forms. I'm really interested in applying to the college of Liberal Arts, majoring in English Literature. It's definitely my favourite subject in school. I would like to visit the Oberlin campus and to arrange an interview with you or someone in the admissions office. As I live relatively close to Oberlin, I can arrange to visit the campus at a date and time convenient for you. So let me know when I can visit. I look forward to your response and to learning more about Oberlin.

Mary Salinger  
Cloverdale Lane  
Shaker-Heights, Ohio 43125

## Unit 24

**Task 1.** Read the text **ID as Selector** and write the review on the topic **HTML Selectors**, using the texts of Unit 24.

### **ID as Selector**

HTML also introduces the 'ID' attribute which is guaranteed to have a unique value over the document. It can therefore be of special importance as a style sheet selector, and can be addressed with a preceding #:

```
#z98y { letter-spacing: 0.3em }  
H1#z98y { letter-spacing: 0.5em }  
<P ID=z98y>Wide text</P>
```

In the above example, the first selector matches the 'P'element due to the 'ID' attribute value. The second selector specifies both an element type ('H1') and an ID value, and will therefore not match the 'P'element.

**Task 2.** Describe the personal qualities essential for the programmer, computer analyst or operator.

**Task 3.** Complete each sentence with the simple tense of the verbs **to be** and **to have** shown in parentheses.

1. We ... green beans for dinner tonight. (have — past)
2. I ... picking fresh beans from the garden in our back yard. (be — present)
3. The green bean ... a type of kidney bean. (be — present)
4. Other varieties ... lima beans, shell beans and mung beans. (be — present)
5. We eat seeds of most beans, but green beans also ... good-tasting pods. (have — present)

6. Green beans ... also called string beans. (be — present)
7. At one time this popular vegetable actually ... a string. (have — past)
8. The stringless bean ... developed in the 1890-s. (be — past)
9. Snap bean ... another name for a green bean. (be — present)
10. Beans ... quite healthful. (be — present)
11. They ... more protein than almost any other food crop. (have — present)
12. Native Americans ... been growing beans for centuries. (have — present)
13. They ... raising beans at the time of the colonists' arrival. (be — past)
14. In those days a cornstalk ... often used as a bean-pole. (be — past)
15. Beans ... prepared in many delicious ways. (be — present)
16. I ... not familiar with the dish succotash. (be — present)
17. Native Americans ... made it long ago. (have — past)
18. Corn and beans ... cooked with bear grease. (be — past)
19. I ... an easy recipe for succotash. (have — present)
20. Boston baked beans ... known throughout the United States. (be — present)
21. This dish ... popular with the eighteenth-century Puritans. (be — past)
22. A mixture of navy beans and molasses ... placed in a bean pot. (be — past)
23. The pot ... then given to a baker. (be — past)
24. The cooked beans usually ... returned with brown bread. (be — past)

25. People ... enjoyed this delicious combination ever since. (have — present)

**Task 4.** Choose a job listing from the employment opportunities section of your local newspaper and write an invented employment letter as an ideal candidate for the position of the computer analyst. Create the details supporting the applicant's suitability for the job.

## Unit 25

**Task 1.** Study the example of HTML language and write about the HTML language use.

HTML language example

```
<!-- Date created: 24.08.2008 -->
<!DOCTYPE HTML PUBLIC «-//W3C//DTD
HTML 4.0 Transitional//RU»
«http://www.w3.org/TR/REC-html40/loose.dtd»
<html>
<head>
<title></title>
<meta http-equiv=«Content-Language» content=«ru»>
<meta http-equiv=«Content-Type» content=«text/html; charset=windows-1251»>
<meta name=«author» content=«»>
<meta name=«generator» content=«Web Development
Studio (http://delphiworld.narod.ru)»>
<meta name=«keywords» content=«»>
<meta name=«description» content=«»>
<link rel=«stylesheet» type=«text/css» href=«»>
<link rel=«shortcut icon» type=«image/x-icon»
href=«»>
</head>
<body>
</body>
</html>
```



**Task 2.** Read information about the Nobel Peace Prize. Find additional information about the Nobel's family. How was the Nobel's family connected with Russia? Present your information to the class.

### **Nobel Peace Prize**

The Nobel Peace prize is one of six Nobel Prize awards presented each year. It is awarded in Oslo, Norway. Swedish scientist Alfred Nobel (1833–1896) created the prizes to encourage and reward creativity in scientific, literary and political endeavors. The Peace Prize consists of a cash award, a gold medal, and a scroll.

Traditionally, each recipient accepts the award at a formal ceremony held in Oslo. Recipients include Theodore Roosevelt (1906) for negotiating peace in the Russian-Japanese War, Martin Luther King, Jr. (1964) for his work in the American civil-rights movement, and Mother Teresa (1979) for aiding the poor in India.

**Task 3.** Write each verb in the tense shown in parenthesis in the third person singular. Use **he** or **she** as the subject.

*Example: stir (present) He/she stirs.*

1 hop (past) 2 sip (past) 3 heat (future) 4 measure (future) 5 fry (present) 6 pour (future) 7 cook (past) 8 blend (past) 9 add (past) 10 prepare (future) 11 peel (present) 12 slice (present) 13 mash (present) 14 boil (future) 15 taste (past) 16 bake (future) 17 rinse (present) 18 mix (present) 19 empty (past) 20 turn (present) 21 serve (future) 22 combine (past)

**Task 4.** Write the letter of the request on the subject you are mostly interested in.

# TEXTS FOR LISTENING

## Unit 1

### Basic Types of Modern Computers

Recently the computer evolution has become an obviously and clearly visible process. Desktop is the most popular and widely-spread type today. Desktop includes home computers, working stations, tabletops, and servers. There is also LCD PC, tablet PC, and pocket PC. Slim-desk computers, notebooks, subnotebooks are the latest models.

## Unit 2

### Basis of Work with Operating System

Operating system management is carried out by means of a mouse and a keyboard. Cursor and mouse buttons are two basic management elements in Windows. Function of the right mouse button is the call of Context menu. With the left button you give commands on implementation of operation, starting the program, opening windows, specifying the interface element you are interested in: icon, item, menu. In addition, the left mouse button has the function of objects' selection and dragging.

Managing of keyboard buttons ensures giving commands in Windows: four pointers (moving) and Enter. PageUp and PageDown buttons carry out turning over the pages. For deleting files the Delete key is used. Not only separate managing buttons but special combinations of keys — *hotkeys* are used in Windows. For example, simultaneous pressure of Alt and F4 keys will force window or program closure.

## Unit 3

### Peripheral Devices of the Computer

#### Data Input Devices

Keyboard is the character data input device. Device of command handling is the mouse. Special manipulators are: touchpad, the infrared mouse (wireless link with a system unit).

Devices of graphic data input are scanners (intended for input of the graphical information on paper), data tablets (intended for input of graphical data) and digital cameras.

### **Data Output Devices**

As the output data device, in addition to the screen monitor, we use printing stations — printers, permitting to receive copies of documents on paper or transparent carriers.

According to the principle of operation we distinguish matrix, laser, LED and ink-jet printers.

## **Unit 4**

### **Toolbar**

Toolbar is the device of quick access to popular programs. Right-click mouse on Taskbar and choose the item Toolbar. First activate the panel *Quick Start*. It will be enough for placing the Internet shortcuts (Internet Explorer, Outlook Express), icon for quick network connection, Explorer and Control Panel shortcuts.

Toolbar panel icons can be added from Start-up menu, Desktop or Explorer folder. In all cases the algorithm is identical. Specify the chosen icon by the mouse cursor, then press the left mouse button, and without releasing it, drag the icon to the panel.

Release mouse button next. Icon Context menu occurs. To make icon copy, choose the item Copy. You can add not only shortcuts but whole folders and create new panels of your own with Quick Access shortcuts by means of Context menu. Click the right mouse button on free space Panel and choose the Toolbar item *Create the Toolbar*.

## **Unit 5**

### **Norton Disk Doctor**

Norton Disk Doctor diagnoses and repairs a variety of disk problems. It performs several tests, checking everything from the disk partition up to its physical surface. If

Norton Disk finds a problem, it notifies the problem before making repairs. With errors being fixed, Norton Disk Doctor makes necessary repair automatically. After diagnosing and repairing the disk, Norton Disk Doctor displays an easy-to-read report that lists the problems found, fixed and displays the disk areas that were checked out okay.

Norton Disk Doctor repairs operating system's problems. It checks everything from the disk partition to its physical surface. Norton System Works includes: Norton AntiVirus, Norton Utilities, Norton CleanSweep, GoBack, and NortonGhost. Norton Disk Doctor notifies the problems, fixes errors, and displays the disk areas that were checked out okay.

## Unit 6

### Types of Programs

Let us assume there are *applications* and *system, multimedia, professional, educational, entertaining programs*.

*System programs* provide normal work of the computer, its service and tuning. First of all, it is the *operating system*. There are also small useful programs improving the work of the computer — the *utilities*. *Tests* are the programs of testing software and computer vehicle resources.

Among *applications* is the *office, financial and book-keeping software*. Office software creates and edits documents, sound and video. The most popular office package *Microsoft Office* contains Microsoft Word, Microsoft Excel, Microsoft Power Point, and Microsoft Access. There is also Corel WordPerfect Office, OpenOffice.Org. Among financial programs are: CashFly, My Money.

*Multimedia programs* comprise all kinds of information: graphs, sound, video, for example, Adobe Photoshop, Sound Forge, CoolEdit. There are players and viewers.

*Educational and entertaining multimedia programs* are very popular. Programs for learning foreign languages, Math Tutor are the examples. Games need no comment.

*Professional programs* are the programmer's tools: professional compilers, CAD, editors of three-dimensional graphic arts and animation.

## **Unit 7**

### **The World of Networked Information**

Networks have already changed the way the world communicates. Each day, millions of transactions zip across tens of thousands of high-speed connections among computers spread all over the world. It takes only seconds to transmit hundreds of pages across the world. Requests reach Great Britain, Japan or Australia with a lick of a computer screen and answers arrive well before a telephone call or fax transmission could be completed. Software stored on a mainframe in California can be downloaded instantly to a desktop in New York using a few simple commands. Researchers from universities and corporate development labs, who have never met face to face, collaborate on-line to develop and test a new product, saving months or even years in the process.

For the millions of individuals already connected to global networks, traditional limitations of time and distance apply no longer. The computer in Sweden or in Hong Kong is as close as the office next door. Messages can be sent to thousands of interested readers simultaneously with one keystroke. Network users today answer customer questions; keep abreast of rapidly changing technology, debate the merits of new productions, debug software programs, search and exchange giant data files without ever leaving their workstations.

## **Unit 8**

### **Software**

*System software* consists of the programs designed to facilitate the use of the computer. These programs, sometimes referred to as utility programs, perform such standard tasks as organizing and maintaining data files, translating programs written in various languages to the language acceptable to the computer, scheduling jobs through the computer, as well as aiding in other areas of general computer operations. Many of these programs are available for the user through the manufacturer or the computer system. Of all the software provided by the manufacturer of a computer, the most important one is the operating system — a set of programs designed to controlling the input and output operations of the computer, communicating with the computer operator, and scheduling the resources of the computer to allow the continuous operation of the computer with minimum manual intervention.

Application software consists of a number of programs designed to performing specific applications. The computer program giving instructions to the steps involved in preparing and printing employee checks of pay is an example of application software. These programs are either purchased or written by the user for specific applications.

## **Unit 9**

### **Manufacturing of Software Systems**

A software system consists of executable computer code and the supporting documents needed to manufacture, use, and maintain the code. For example, a word processing system consists of an executable program (the word processor), user manuals, and the documents, such as requirements and designs, needed to produce the executable program and manuals.

Software engineering is even more important as larger, more complex, and life-critical software systems proliferate. The rapid decline in the costs of computer hardware means that the software in a typical system often costs more than the hardware it runs on. Large software systems may be the most complex things ever built. This places great demands on the software engineering process, which must be disciplined and controlled.

To meet this challenge, software engineers have adapted many techniques from the previous engineering fields, and the new ones are developed. For example, sharing and conquering a well-known technique for handling complex problems is used in many ways in software engineering.

## **Unit 10**

### **The Ways of Information Development**

Nowadays millions of personal computers work in the world. Scientists, economists, politicians consider that in the nearest future:

- the amount of the computers in the world will be the same as the number of the inhabitants of the developed countries;

- the majority of these computers will be connected to the world information networks;

- at the beginning of the third millennium information will be prepared with the help or with the participation of the computer and translated in the computer (binary) form;

- the whole amount of information will be permanently kept in computer set;

- each member of a society in the third millennium will interact daily with local, regional or world networks by means of the computer.

## **Unit 11**

### **Batch Processing Method**

*Batch processing* accounts for a large portion of the computerized processing performed by modern business and industry. In a batch processing operation, data or transferring actions are collected into groups, or batches, and then submitted to the computer for processing. Processing of a large volume of data through the computer generally results in lower processing costs per transaction (or record) than processing of the transactions as they occur. Therefore transactions are collected and held for processing until it is the most convenient or economical to do so. This implies, of course, that there could be a delay of several minutes, hours, or even days between the time the transaction occurs and the time the transaction is processed. Thus batch processing is reserved for those applications where such a delay will not decrease the usefulness of the result.

In some batch processing applications, the data are not entered on-site but via a terminal or entry device located remotely from the computer. The entry device can be a card reader, tape drive, or microcomputer; it is generally connected by special communications or telephone lines to the computer. This form of batch processing is generally referred to as remote batch processing.

Problems associated with batch processing include delays in obtaining results, precise scheduling requirements to avoid peak load control of priorities, and keeping files up-to-date.

## **Unit 12**

### **Introduction to Programming Languages**

*Definition* A programming language is an artificial language that can be used to control the behaviour of a machine, particularly a computer. Programming languages, the same as human languages, are defined through the use of syntactic and semantic rules, to determine structure and meaning respectively.



Programming languages are used to facilitate communication about the task of organizing and manipulating information, and to express algorithms precisely. Some authors restrict the term *programming language* to the languages that can express all possible algorithms; sometimes the term *computer language* is used for more limited artificial languages. Thousands of different programming languages have been created, and the new ones are created now.

*Function* A programming language is a language used to write computer programs, which instruct a computer to perform some kind of computation, and/or organize the flow of control among the external devices (such as a printer, a robot, or any peripheral).

*Use* Programming languages differ from natural languages. Natural languages are used only for interaction among the people, while programming languages allow people to communicate instructions to machines. In some cases, programming languages are used by one program or machine to program another one; PostScript source code, for example, is frequently generated programmatically to control a computer printer or display.

*Constructs* Programming languages can contain constructs for defining and manipulating data structures or for controlling the flow of execution.

*Expressive power* The theory of computation classifies languages according to the computations they can express. All Turing complete languages can implement the same set of algorithms. *ANSI/ISO SQL and Charity* are the examples of languages that are not Turing complete yet, but are often called programming languages.

## Unit 13

### History of Early Development of Programming Languages

The *first* programming languages predate the modern computer. The nineteenth century implemented the exam-

ples of domain-specific programming languages. By the beginning of the twentieth century, punch cards encoded data and directed mechanical processing. In the 1930s and 1940s, the formalisms of Alonzo Church's lambda calculus and Alan Turing's machines provided mathematical abstractions for expressing algorithms; lambda calculus remained influential in the language design.

In the 1940s, the first electrically powered digital computers were created. The computers of the early 1950s, notably the UNIVAC I and the IBM 701 used computer language programs. The *first generation* of computer language programming was quickly superseded by the *second generation* of programming languages known as assembly languages. Later in the 1950s, assembly language programming had evolved and was followed by the development of three modern programming languages: FORTRAN, LISP, and COBOL. Updated versions of all of them are still in general use, and each has strongly influenced the development of later languages. At the end of the 1950s, the language formalized as *Algol 60* was introduced, and most modern programming languages are, in many respects, descendants of *Algol*. The format and the use of the early programming languages were heavily influenced by the constraints of the interface.

## Unit 14

### Introduction to C++ Language

C++ is a general-purpose programming language. C++ is regarded as a middle-level language, as it comprises a combination of both high-level and low-level language properties. It is a statically typed, free-formed, multi-paradigmatic, usually compiled language supporting procedural programming, data abstraction, object-oriented programming and generic programming.

Bjarne Stroustrup developed C++ in 1979 at Bell Labs as an enhancement to the C programming language and named it C with Classes. In 1983 it was renamed to C++. Enhancements started with the addition of classes, followed by virtual functions, operator overloading, multiple inheritance, templates, and exception handling. C++ programming language standard was ratified in 1998, its current version is the 2003 version. A new version of the standard (known informally as C++0x) is being developed.

## Unit 15

### C++ Language Standards

After years of work, a joint ANSI-ISO committee standardized C++ in 1998. For some years after the official release of the standard, the committee processed defect reports, and published a corrected version of the C++ standard in 2003. In 2005, a technical report, called the Library Technical Report 1 (often known as TR1 for short) was released. Although it is not an official part of the standard, it gives a number of extensions to the standard library. These extensions are expected to be included into the next version of C++. Support for TR1 is growing in almost all currently maintained C++ compilers. While C++ language is royalty-free, the standard document itself is not freely available.

**Etymology** The name C++ signifies the evolutionary nature of the changes from C. During its development period, C++ language has been referred to as *new C*, then *C with Classes*. The final name is credited to Rick Mascitti (mid-1983). It was first used in December 1983. When Mascitti was questioned informally in 1992 about the naming, he indicated that it was given in a tongue-in-cheek spirit. He never thought that it would become the formal name of the language. It stems from C++ operator, which increments the value of a variable after evaluating it and a

common naming convention of its use. ABCL/c+ was the name of an earlier, unrelated programming language.

## Unit 16

### C++ Operators and Operator Overloading

C++ inherits most of C's syntax and the C preprocessor. C++ provides more than 30 operators, covering basic arithmetic and logical operations. Almost all operators can be overloaded for user-defined types, with a few notable exceptions such as member access (`.` and `.*`). The rich set of overloadable operators is central to using C++ as a domain specific language. As a simple example, the class that represents a matrix could overload the multiplication (`*`) and other arithmetic operators, allowing it to be treated by application code similarly to the standard numerical types:

```
matrix A, B;  
matrix C = A * B.
```

The overloadable operators are also an essential part of many advanced C++ programming techniques, such as smart pointers.

Operator overloading does not change the precedence of calculations involving the operator. It does not change the number of operands that the operator uses either. Any operand may however be ignored.

## Unit 17

### Encapsulation

Encapsulation is grouping together of data and functionality. C++ implements encapsulation by allowing all members of a class to be declared as either public, private, or protected. A public member of the class is accessible to any function. A private member is accessible to functions that are members of that class. A protected member is accessible to members of classes that are inherited from the class in addition to the class itself.

The OO principle is that all the functions (and only the functions) that have access to the internal representation of a type should be encapsulated within the type definition. C++ supports, but does not enforce it: the programmer can declare parts or the whole representation of a type to be public. It also allows making public entities that are not part of the type's representation. That is why C++ supports not just OO programming, but other weaker paradigms of decomposition, such as modularity programming.

It is generally considered to be a good practice to make all *data* private or protected, and to make public only functions that are part of a minimal interface for users of the class. This hides all the details of data implementation allowing the designer to change the implementation without changing the interface.

## **Unit 18**

### **Static Polymorphism**

Polymorphism enables one common interface for many implementations, and for objects to act differently under different circumstances. C++ supports several kinds of static (compile-time) and dynamic (run-time) polymorphism. Compile-time polymorphism does not allow certain run-time decisions, while run-time polymorphism typically incurs a performance penalty.

### **Function Overloading**

Function overloading allows programs to declare multiple functions having the same name (but different arguments). The functions are distinguished by numbers and/or types of their formal parameters. Thus, the same function name can refer to different functions depending on the context in which they are used. The type returned by the function is not used to distinguish overloaded functions.

## Default Arguments

While declaring a function, programmer can specify default arguments for one or more parameters. It allows the parameters with defaults to be optionally omitted when the function is called. When the function is called with fewer arguments than there are declared parameters, explicit arguments are matched to parameters in the left-to-right order with any unmatched parameters at the end of the parameter list being assigned to their default arguments. In many cases, while specifying default arguments in a single function declaration, it is preferable to provide overloaded function definitions with different numbers of parameters.

## Class and Function Templates

Templates in C++ provide a sophisticated mechanism for writing generic, polymorphic code. In particular, through the Curiously Recurring Template Pattern it's possible to implement a form of static polymorphism that closely mimics the syntax for overriding virtual functions. Since C++ templates are type-aware and Turing-complete they can also be used to let the compiler resolve recursive conditionals and generate substantial programs through template metaprogramming.

## Unit 19

### Parsing and Processing C++ Source Code

It is relatively difficult to write a good C++ parser with classic parsing algorithms such as LALR. This is partly because C++ grammar is not LALR. That's the reason why there are very few tools for analyzing or performing non-trivial transformations (e.g., refactoring) of existing code. One way to handle this difficulty is to choose different syntax, such as Significantly Prettier and Easier C++ Syntax, which is LALR parsable. More powerful parsers, such as GLR parsers, can be simpler (though slower).

Parsing (in the literal sense of producing a syntax tree) is not the most difficult problem in building C++ processing tool. Such tools must also have the same understanding of the meaning of the identifiers in the program that the compiler might have. Practical systems for processing C++ must then not only parse the source text, but be able to resolve the type of definition to be applied (e.g., they must correctly handle C++ complex scoping rules) for each identifier, its type, as well as the types of larger expressions.

Finally, a practical C++ processing tool must be able to handle the variety of C++ dialects used in practice (such as those supported by the GNU Compiler Collection and of Microsoft's Visual C++) and implement appropriate analyzers, source code transformers, and regenerate source text. Combining advanced parsing algorithms such as GLR with symbol table construction and program transformation machinery can enable the construction of arbitrary C++ tools.

## **Unit 20**

### **Prolog's Development**

Prolog is a logical programming language. The name Prolog was chosen by Philippe Roussel as an abbreviation for PROgrammation en LOGique in French. It means Programming in Logic in English. It was created by Alain Colmerauer, Philippe Roussel and Robert Kowalski around 1972 as an alternative to the American-dominated Lisp programming languages. It is an attempt to make a programming language that enables the expression of logic instead of carefully specified instructions on the computer. In some ways Prolog is a subset of Planner. The ideas in Planner were later further developed in the Scientific Community Metaphor.

Prolog is used in many artificial intelligence programs and in computational linguistics (especially natural language processing, which it was originally designed for). Much of

research leading up to modern implementations of Prolog came from spin-off effects caused by the fifth generation computer systems project (FGCS). Prolog is based on the first-order predicate calculus; however, it is restricted to allow only Horn clauses. Execution of a Prolog program is an effective application of theorem proved by the first-order resolution. Fundamental concepts are unification, tail recursion, and backtracking.

## **Unit 21**

### **Use of the Internet**

Using the Internet, David, a teacher in the United States, acquired course materials. A Canadian father accessed it to stay in contact with his daughter in Russia. Loma, a housewife, used it to examine scientific research on the early beginnings of the universe. A farmer turned to it to find information about new planting methods that make use of satellites. Corporations are drawn to it because of its power to advertise their products and services to millions of potential customers. People around the globe read the latest national and international news by means of its vast reporting and information services.

Why this computer phenomenon is called the Internet, or the Net? Do you personally have need of it? Before you decide to get network connection, you may want to learn something about it.

## **Unit 22**

### **File Sharing and Topic Searching**

One of the original Internet goals was global information sharing. What help is available when one does not know where a subject may be located within the Internet? Just as we locate a phone number by using a telephone directory, a user may find locations of interest on the Internet first by gaining access to search sites. The user supplies a



word or a phrase; the site then gives a reply as a list of the Internet locations where information can be found. Generally, the search is free and takes only a few seconds!

The farmer can hear of a new technique called precision farming, which uses computers and satellite maps. By entering that phrase at a search site, he can find the names of farmers using it as well as detailed information about the method.

## **Unit 23**

### **Introduction to HTML Language**

The programming language HTML (Hypertext Markup Language) is intended for creation of hypertext documents, format of which does not depend on concrete computer or OS used. HTML documents are SGML documents (Standard Generalized Markup Language) with semantics fit for representation of information from many domains.

Files of HTML documents must have an extension such as .html or .htm. Such a format is suitable for mail reports, presentations, news, menus, settings, results of databases' requests, graphic documents. HTML is used in the World Wide Web (WWW) from 1990-s (elaborator is Tim Berbers-Lee).

Designing of simple style sheets is easy. One needs only to know a little HTML and some basic desktop publishing terminology. For example, to set the text colour of 'H1' elements as the blue one, we can say:

```
H1 { colour: blue }
```

The example above is a simple Cascading Style Sheetsrule. A rule consists of two main parts: selector ('H1') and declaration ('colour: blue'). The declaration has two parts: property ('colour') and value ('blue'). While the example above tries to influence only one of the properties needed for rendering an HTML document, it is qualified as a style sheet on its own. Combined with other style sheets

(one fundamental feature of Cascading Style Sheets is that style sheets are combined), it will determine the final presentation of the document.

The selector is the link between the HTML document and the style sheet, and all HTML element types are possible selectors. HTML element types are defined in the HTML specification.

The ‘colour’ property is one of around 50 properties that determine the presentation of an HTML document. The list of properties and their possible values is defined in this specification.

HTML authors need to write style sheets only if they want to suggest a specific style for their documents. Each User Agent (UA, often a *web browser* or *web client*) will have a default style sheet that presents documents in a reasonable manner.

## Unit 24

### HTML Contextual Selectors

Inheritance saves *Cascading Style Sheets* designers’ typing. Instead of setting all style properties, one can create defaults and then list the exceptions. To give ‘EM’ elements within ‘H1’ different colour, one can specify:

```
H1 { colour: blue }
```

```
EM { colour: red }
```

When this style sheet is in effect, all emphasized sections within or outside ‘H1’ will turn red. Probably, one wanted only ‘EM’ elements within ‘H1’ to turn red and this can be specified with:

```
H1 EM { colour: red }
```

The selector is now a search pattern on the stack of open elements, and this type of selector is referred to as a contextual selector. Contextual selectors consist of several simple selectors separated by whitespace (all selectors described up to now have been simple selectors). Only ele-

ments that match the last simple selector (in this case ‘EM’ element) are addressed and only if the search pattern matches. Contextual selectors in Cascading Style Sheets, level 1, look for ancestor relationships, but other relationships (e.g., parent-child) can be introduced in later revisions. In the example above, the search pattern matches if ‘EM’ is a descendant of ‘H1’, i.e. if ‘EM’ is inside an ‘H1’ element.

```
UL LI { font-size: small }
UL UL LI { font-size: x-small }
```

Here, the first selector matches ‘LI’ elements with at least one ‘UL’ ancestor. The second selector matches a subset of the first, i.e. ‘LI’ elements with at least two ‘UL’ ancestors. The conflict is resolved by the second selector being more specific because of the longer search pattern. See the cascading order (section 3.2) for more on this.

Contextual selectors can look for element types, CLASS attributes, ID attributes or combinations of these:

```
DIV P { font: small sans-serif }
.reddish H1 { color: red }
#x78y CODE { background: blue }
DIV.sidenote H1 { font-size: large }
```

The first selector matches all ‘P’ elements that have a ‘DIV’ among the ancestors. The second selector matches all ‘H1’ elements that have an ancestor of class ‘reddish’. The third selector matches all ‘CODE’ elements that are descendants of the element with ‘ID=x78y’. The fourth selector matches all ‘H1’ elements that have a ‘DIV’ ancestor with class ‘sidenote’.

Several contextual selectors can be grouped together:

```
H1 B, H2 B, H1 EM, H2 EM { color: red },
```

which is equivalent to:

```
H1 B { colour: red }
H2 B { colour: red }
H1 EM { colour: red }
```

H2 EM { colour: red }

## Unit 25

### What is Markup Language?

*Markup* is transmitting information about data (meta data). For data description in retrieval system, character string (tag) is used.

— SGML is a high-powered and complicated markup language used for data creating and exchanging.

— HTML's task is defining the structure of the web document.

— XML is the meta language used for defining description of the language document.

— XHTML is an attempt of making HTML more flexible.

— CSS is an effective means of automation character format of HTML.

For examination of HTML-document you need a *web browser* — a program converter interpreting and correcting picturing of HTML document on display (Internet Explorer, Netscape, Opera, and Mosaic).

*Web page*, as a rule, is beginning with <html> and ending with </html> as well. Document's components are the headline and master detail (body). Other tags are shown in the list attribute.

# GRAMMAR REFERENCE

## Unit 1

### Kinds of Sentences in English

#### Виды предложений в английском языке

Предложение — группа слов, которая выражает законченную мысль. В английском языке существует четыре вида предложений по цели высказывания. Приведем примеры каждого вида предложений.

*Повествовательное предложение — declarative sentence: Ann Frank kept a fascinating diary.*

*Вопросительное предложение — interrogative sentence: Why was Ann's diary so interesting?*

*Побудительное предложение — imperative sentence: Read her diary to find out.*

*Восклицательное предложение — exclamatory sentence: What an amazing story it tells!*

Какие знаки пунктуации следует ставить в конце предложения? Точку — в повествовательных и побудительных предложениях, знак вопроса — в вопросительных предложениях, знак восклицания — в восклицательных предложениях.

***Помним о том, что использование знаков пунктуации одинаково важно как в английском, так и в русском языках.***

Вид предложения	Цель высказывания	Знак пунктуации в конце предложения	Пример
повествовательное	сообщить о чем-либо, выразить какую-либо мысль	.	Ann Frank kept a fascinating diary.
вопросительное	задать вопрос	?	Why was Ann's diary so interesting?
побудительное	отдать приказ или вежливо	.	Read her diary to find out.

	попросить		
восклицатель- ное	выразить сильное чув- ство	!	What an amazing story it tells!

## Unit 2

### English Parts of Speech

#### Части речи в английском языке

*noun* = *n* существительное      *adverb* = *adv* наречие  
*pronoun* = *pron* местоимение      *preposition* = *prep* предлог  
*verb* = *v* глагол      *conjunction* = *conj* союз  
*adjective* = *adj* прилагательное      *interjection* = *interj* междометие

Части речи варьируются в зависимости от использования слов в предложении. For example: It's only (*adv*) the matter of time. He is the only (*adj*) child in the family.

**Example:** Number your paper 1) to 10. First write the underlined words in each sentence. Then, besides each word, write its part of speech: *noun* = *n*, *pronoun* = *pron*, *verb* = *v*, *adjective* = *adj*, *adverb* = *adv*, *preposition* = *prep*, *conjunction* = *conj*, *interjection* = *interj*.

- No part of (*prep*) the state of Maine is as far north as England (*n*).
- Have you seen this (*adj*) review of the next action movie (*n*) at the Plaza Theater?
- Which (*pron*) of the toasters is a better (*adj*) buy?
- Romanoff was (*v*) the family name of the very last Russian (*adj*) tsar in power.
- David never (*adv*) told anyone (*pron*) the ending of the story he started last night.
- A lost person often travels (*v*) in a circle or (*conj*) in a spiral.
- The earliest possible (*adj*) time for (*prep*) dinner is 5.00 P.M.
- Where (*adv*) shall I find the movie (*adj*) projector?
- Yes! (*interj*) This (*pron*) is his correct telephone number.

10. The gymnast suddenly (*adv*) lost his balance and (*conj*) fell, but he was all right.

### Unit 3

#### English Parts of Sentences

##### Члены предложений в английском языке

*Под основой английского предложения — sentence base —* мы подразумеваем подлежащее, глагол и иногда дополнение. К этой основе добавляются все остальные слова предложения. Предложение — слово или группа слов, выражающих законченную мысль. Группа слов, которая не содержит законченной мысли, — фрагмент предложения. Сравним предложение и его фрагмент:

*Фрагмент*

Under the mat

To get a job

*Предложение*

*The house key is under the mat.*

*I want to get a job.*

**Подлежащее** — Subject — называет человека, место, вещь или мысль, содержащуюся в предложении. *Catherine Hall* (subject) *was the name of the journal writer.* *She* (subject) *began the historical journal in 1830.*

**Сказуемое** — Predicate — В качестве сказуемого (Predicate) выступает глагол (**Verb**): *Catherine's friend, Cassie, did not keep a journal* (*did, keep — predicate*). *She kept* (predicate) *a hotel.*

Различают простое и полное подлежащее и сказуемое. **Полное подлежащее** включает в себя все слова, которые к нему относятся. Все слова, составляющие сказуемое, называются **полным сказуемым**:

*The first game of basketball* (полное подлежащее) *was played in 1891* (complete predicate).

Самое важное слово (или группа слов) внутри полного подлежащего называется **простым подлежащим**. Простое подлежащее — обычно существительное или местоимение:

The *women* (simple subject) of the village | weave colorful bags.

Иногда подлежащее включает в себя только одно слово. В этом случае полное и простое подлежащее предложения совпадают:

*They* | use leaves from palm trees.

**Простое сказуемое** — ключевое слово в полном сказуемом. Простое сказуемое всегда выражено глаголом, состоящим из одного или нескольких слов. **Слово между частями глагола в предложении частью простого сказуемого не является:**

Juicy berries | *are made* (simple predicate) into dyes.

The villagers *do not use* (do, use — simple predicate) a frame or a loom.

**Если сказуемое предложения включает в себя только одно слово, это слово является одновременно полным и простым сказуемым:**

The village children | *help*.

В английском языке имеют место пять видов дополнений. Прямые дополнения — direct objects, косвенные дополнения — indirect objects, объектные дополнения — objective complements дополняют глаголы действия — action verbs. Предикативные номинативы — predicate nominatives и предикативные прилагательные — predicate adjectives, которые называются субъектными дополнениями, дополняют глаголы-связки — linking verbs.

### **Прямое дополнение**

*Прямое дополнение* — *direct object* — существительное или местоимение, которое **дополняет глагол действия**. Чтобы идентифицировать прямое дополнение, следует задать вопрос *кого? или что?* — *what? or whom?* к глаголу действия. Например:

*Leo removed the lint from his suit.*

Leo removed what? Прямое дополнение — *lint*.



*I drove Heather to school.*

I drove whom? Прямое дополнение — *Heather*.

Приведем пример **прямого составного дополнения**. Составное дополнение — *compound object* — два или больше дополнений, объединяющихся союзами и относящихся к одному и тому же глаголу:

Earl makes leather belts and wallets.

Earl makes what? Прямое составное дополнение — *belts and wallets*.

Каждая часть составного глагола действия может иметь свое прямое дополнение:

Larry focused his camera and snapped the picture.

*Camera* — прямое дополнение к глаголу *focused*.  
*Picture* — прямое дополнение глагола *snapped*.

Предложение, наряду с прямым дополнением, может содержать и косвенное дополнение.

### **Косвенное дополнение**

*Косвенное дополнение* — *indirect object* — существительное или местоимение, которое **дополняет глагол действия** и отвечает на вопросы *to whom? for whom? or to what? for what?* — к кому? для кого? или к чему? для чего?

Чтобы идентифицировать косвенное дополнение, сначала определите прямое дополнение с помощью вопроса *what? or whom?* к глаголу действия. Затем задайте вопросы *to whom? for whom? or to what? for what?* после прямого дополнения.

***Косвенное дополнение в предложении всегда стоит перед прямым дополнением:***

I bought **Paul** a new catcher's **mitt**.

*Mitt* — прямое дополнение глагола *bought*. I bought a mitt for whom? Косвенное дополнение — *Paul*.

*The coach gave the team a pep talk.*

*Per talk* — прямое дополнение к глаголу *gave*. The coach gave a per talk to whom? Косвенное дополнение — *team*.

**Косвенное дополнение может быть составным:**

*Pepita is teaching Lee and Kelly Spanish.*

*Spanish* — прямое дополнение глагола *teaching*. Pepita is teaching Spanish to whom? Составное косвенное дополнение — *Lee and Kelly*.

**Ни прямое, ни косвенное дополнение никогда не являются частью предложной фразы — *prepositional phrase*.**

Сравните два примера:

We gave **Roger** an **album** for his birthday.

*Roger* — косвенное дополнение, стоит перед прямым дополнением *album* и не является частью предложной фразы.

We gave an **album** to Roger for his birthday.

В этом предложении *Roger* не является косвенным дополнением, так как следует за прямым дополнением *album* и является дополнением предлога *to*.

**Объектное дополнение**

*Объектное дополнение — objective complement* — существительное или прилагательное, которое повторно называет или описывает прямое дополнение. Чтобы идентифицировать объектное дополнение, надо сначала найти прямое дополнение и задать после него вопрос *what?*

**Объектное дополнение всегда следует за прямым дополнением, повторно его называет или описывает.**

The team chose Calvin **captain**.

Прямое дополнение — *Calvin*. The team chose Calvin what?

Объектное дополнение — *captain*.

We consider our parakeet the perfect **pet** for any family.

Прямое дополнение — *parakeet*. We consider our parakeet what? Объектное дополнение — *pet*.

**Объектное дополнение может быть составным:**

The award made Juanita **happy** and **proud**.

Прямое дополнение — *Juanita*. The award made Juanita what?

Объектное дополнение — *happy and proud*.

**Субъектное дополнение**

**Субъектное дополнение** — subject complement — дополняет значение глаголов-связок. Различают два вида субъектных дополнений: predicate nominative — предикативный номинатив и predicate adjective — предикативное прилагательное.

*Предикативный номинатив* — существительное или местоимение, которое следует за глаголом-связкой и идентифицирует, повторно называет подлежащее или объясняет его значение.

С целью определения предикативного номинатива сначала выделите подлежащее и глагол-связку, затем — стоящее после глагола субъектное дополнение:

Bart will become a **mechanic**.

Mechanic = Bart

***Предикативный номинатив может быть составным:***

The winners of the scholarships are **Bryan** and **Julie**.

Bryan and Julie = winners

***Как и другие виды дополнений, предикативный номинатив не является частью предложной фразы — prepositional phrase:***

Pamela is **one** of the tellers at the First National Bank.

Предикативный номинатив — *one*. Частью предложной фразы является дополнение *tellers*.

***Предикативное прилагательное*** — прилагательное, которое следует за глаголом-связкой и модифицирует подлежащее.

С целью определения предикативного прилагательного сначала выделите подлежащее и глагол-связку, затем — стоящее после глагола субъектное дополнение:

That film was **weird**.

*Weird* описывает подлежащее: *the weird film*.

**Предикативное прилагательное может быть составным:**

The clothes looked **clean and fresh**.

*Clean and fresh* описывают подлежащее: *clean fresh clothes*.

**Предикативное прилагательное следует отличать от стандартного употребления прилагательного в функции определения — *regular predicate*.**

Сравните следующие примеры:

Carlos is **brilliant**. Предикативное прилагательное *brilliant* описывает подлежащее *Carlos*.

Carlos is a **brilliant** student. Прилагательное в функции определения *brilliant* описывает слово *student*.

**Example:** Write out subject, predicate and object. Then label each object, using the following abbreviations: direct object (*d.o.*) — прямое дополнение, indirect object (*i.o.*) — косвенное дополнение, objective complement (*o.c.*) — объектное дополнение, predicate nominative (*p.n.*) — предикативный номинатив, predicate adjective (*p.a.*) — предикативное прилагательное.

1. The United States produces approximately 62 billion cans a year.

2. United States = s., produces = pred., cans = d.o.

3. Newsweek has become my favourite magazine.

4. Newsweek = s., has become = pred., magazine = p.n.

5. The wind rattled the windows and swirled leaves along the street.

6. wind = s., rattled = pred., leaves = d.o.

7. Several test scores were remarkably high.

8. scores = s., were = pred., high = p.a.
9. Jamie built me a cabinet for my tapes and VCR.
10. Jamie = s., built = pred., me = i.o.
11. We shall paint the walls in this room light yellow.
12. We = s., shall paint = pred., yellow = o.c.
13. A house in the city is quite safe from lightning.
14. house = s., is = pred., safe = p.a.
15. Marcy sent to us an announcement of her graduation.
16. Marcy = s., sent = pred., us = i.o.
17. Canada and the United States share the longest unguarded border in the world.
18. Canada, United States = s., share = pred., border = d.o.
19. Is Jonathan the one in the middle?
20. Jonathan = s., is = pred., one = p.n.

## Unit 4

### English Nouns

#### Имена существительные в английском языке

#### Proper and Common Nouns

#### Собственные и нарицательные имена существительные

##### *Nouns* Существительные

Имена существительные в английском языке — наиболее распространенная часть речи. Существительные обозначают *людей* — *persons*, *предметы* — *things*, *местоположение людей и предметов* — *places*, *мысли, понятия, мысли* — *ideas*. Например:

##### **Persons**

The songwriter was also a singer.  
Have you heard of Woody Guthrie?

Many people admire him.

##### **Things**

He sang and played the guitar.

##### **Places**

He was born in Oklahoma in 1912.

Cities welcomed him.

He loved this country.

##### **Ideas**

Social justice concerned him.

He wrote over 1, 000 songs. His ideas were high.  
His name is well-known. He archived greatness.

*Proper and common nouns* Собственные и нарицательные имена существительные

Слово *band* — имя существительное нарицательное. Оно обозначает общее название группы музыкантов. Название *United States Marine Band* — имя существительное собственное, называет определенный оркестр. Все имена, обозначающие людей, животных, города, страны и вещи, называются именами существительными собственными: *Chicago, Bessie Smith*. Собственные имена существительные могут состоять как из одного слова, так и из нескольких слов. Приведем примеры собственных и нарицательных имен существительных:

<i>Common noun</i>	<i>Proper Noun</i>
musician	Scott Joplin
country	United States of America
city	Memphis
song	«Maple Leaf Rag»
event	New York Jazz Festival
landmark	Statue of Liberty
story	«To Build a Fire»

Заглавная буква в начале имен существительных собственных

С заглавной буквы пишутся:

— Все имена существительные собственные, состоящие из одного слова: *Joanne, Louisiana*.

— Имена людей, включая инициалы и аббревиатуры: *Rosa Nogales, Adele B. Barbour, Alfred P. Wilson, Jr., Anthony Costello, Sr.*

— Титулы и аббревиатуры перед именами людей: *Dr. Sarah M. Frost, Mr. Jason Randolph, Sergeant Paul Williams, Mrs. Helen McNeal, Professor S. A. Ruiz*.

— Понятия *до нашей эры* — *Before Christ* — *B.C.* и *наша эра* — *Anno Domini* — *A.D. in the year of Lord: Norsemen were exploring the waters of America before A.D. 1000. Julius Caesar was born in 1000 B.C.*

— Понятия *до полудня* — *ante meridiem* — *A.M.*, *before noon* и *после полудня* — *post meridiem* — *P.M.*, *after noon: we begin at 9:00 A.M. and end at 5:00 P.M.*

— Титулы *Президент* — *President and Вице-президент* — *Vice-President* при официальном обращении: *The President signed the treaty. The Vice-President entered the room.* Титулы не пишутся с большой буквы, если рядом с ними не указывается имя человека: *The mayor of Chicago will be there. The professor hurried to class.*

— Наиболее важные слова в заголовках (исключая артикли, союзы, предлоги): *Mechanics Lesson, Focus on Mood, Elements of a Short Story.*

**Example:**

**A.** *The sentences below give general and specific information about jazz. Find and label common and proper nouns in each sentence.*

1. A unique musical form (common) that developed in America (proper) is jazz (common).
2. Jazz (common) grew from the melodies (common) of Europe (proper) and the rhymes (common) of Africa (proper).
3. Jazz (common) was popular in the 20<sup>th</sup> century (common).
4. New Orleans (proper) is regarded as the birthplace (common) of jazz (common).
5. The blues developed a one form (common) of jazz (common).
6. W.C. Handy (proper), a composer (common), popularized blues (common).
7. His most popular song (common) was «St. Louis Blues» (proper).
8. Bessie Smith (proper) and Ma Rainey (proper) sing the blues (common).
9. Another style (common) of jazz (common) called swing (common) originated in Chicago (proper).

**B.** *The sentences below tell about a special time in the musical history of the United States. Write the sentences, capitalizing each proper noun correctly.*

1. The bands of count (C) basie (B) and duke (D) ellington (E) played swing.

2. ellington (E) played at the cotton (C) club (C) in new (N) york (Y) city.

3. Another notable bandleader of swing was benny (B) goodman (G).

4. goodman (G) and his band toured the united (U) states (S).

5. His band had teddy (T) wilson (W) on piano and gene (G) krupa (K) on drums.

## Unit 5

### Nouns: Concrete, Abstract, Compound, Collective

### Конкретные, абстрактные, составные, собирательные имена существительные

#### *Классификация имен существительных*

<i>Название имен существительных</i>	<i>Функция</i>	<i>Примеры</i>
конкретные	называют человека или предмет, который можно реально увидеть, услышать, ощутить его запах и вкус	table, feather, lemon, salt, bells, roses
абстрактные	называют качества, условия, понятия	courage, joy, friendship, loyalty, freedom
составные	состоят более чем из одного слова пишутся как одно слово, через дефис или как отдельные слова, поэтому их необходимо проверять по словарю	peacemaker, falsehood [one word] sister-in-law, bird-watcher [hyphenated] little jacket, city hall [two words]
собирательные	называют группу людей или предметов	squadron, quartet, flock, orchestra, crew



**Example:** *Classify the nouns in the following paragraphs as proper/common, concrete/abstract, compound, collective.*

### **The Eiffel Tower**

The Eiffel Tower (proper, concrete, compound) is perhaps the most familiar human-made landmark (common, abstract, compound) on Earth (proper, abstract). It was designed for the Paris Exposition (proper, abstract, compound) in 1889. The tower (common, concrete) can now accommodate 10, 000 visitors (common, abstract, collective) annually. Some people (common, abstract, collective), however, go there for publicity (common, abstract), not for enjoyment (common, abstract). A man (common, concrete) once climbed 363 steps (common, concrete) on stilts (common, concrete), and a stuntman (common, concrete, compound) came down on a unicycle (common, concrete, compound).

The tower (common, concrete) is repainted every seven years (common, abstract), requiring thousands of gallons (common, concrete) of paint (common, concrete). As part (common, abstract) of one cleanup (common, abstract, compound), nearly 1, 000 tons (common, abstract) of rust (common, abstract) and dirt (common, abstract) were shaved off. This kind (common, abstract) of effort (common, abstract) signifies the tremendous pride (common, abstract) the city (common, concrete) takes in its famous structure (common, abstract) — even if only a very small percentage (common, abstract) of its visitors (common, abstract, collective) are Parisians (common, abstract, collective).

## **Unit 6**

### **Singular and Plural of Nouns**

#### **ЕДИНСТВЕННОЕ И МНОЖЕСТВЕННОЕ ЧИСЛО ИМЕН СУЩЕСТВИТЕЛЬНЫХ**

В английском языке различают единственное и множественное число имен существительных. Рассмотрим способы образования множественного числа существительных.

— Добавьте -s к существительному в единственном числе: friend, friends tape, tapes idea, ideas.

— Добавьте -es к существительному, оканчивающемуся на ch, s, sh, ss, x, z: coach, coaches class, classes box, boxes.

— Добавьте -s к существительному, оканчивающемуся на гласную букву и букву y. Измените y на i и добавьте -es к существительным, оканчивающимся на согласную букву и букву y: key keys melody, melodies salary, salaries.

— Добавьте -s к существительному, оканчивающемуся на гласную букву и букву o, и к музыкальным терминам, оканчивающимся на o: zoo, zoos stereo, stereos piano, pianos solo, solos.

— Орфографию существительных во множественном числе, оканчивающихся на согласную букву и букву o, следует проверять по словарю и запоминать, так как многие из них имеют двойной орфографический вариант: hero, heroes motto, mottoes, mottos zero, zeros, zeroes tomato, tomatoes.

### **Чтение окончаний множественного числа существительных**

#### **Читаем окончание**

— -s как [s] после глухих согласных букв: streets, roofs, baths;

— -s как [z] после звонких согласных и гласных букв: menus, leaves, zoos, seas;

— -es как [ɪz]: roses, matches.

**Example:** Rewrite the sentences below, changing each underlined noun from singular to plural.

*Singular*

*Plural*

Our relative brought many different household utensils to our yard for sale.

Our relatives brought many different household utensils to our yard for sale.

Aunt Toby brought a complete set of dish with glass to match.

Aunt Toby brought a complete set of dishes with glasses to match.

Cousin Roger displayed two couches with some patch on the pillow.

My sister Jenna contributed two toy pianos with several broken key.

Uncle Paul brought tomato, radish and daisy from his garden.

Aunt Lily told customer the story about her antique doll and their dress.

My grandfather found three boxes of old photo for the sale.

Our item on sale included radio, watch and tool.

Cousin Roger displayed two couches with some patches on the pillows.

My sister Jenna contributed two toy pianos with several broken keys.

Uncle Paul brought tomatoes, radishes and daisies from his garden.

Aunt Lily told customers the stories about her antique dolls and their dresses.

My grandfather found three boxes of old photos for the sale.

Our item on sale included radios, watches and tools.

## Unit 7

### Nouns with Special Plural Forms

#### Особые случаи употребления имен существительных во множественном числе

Приведем примеры особого употребления множественного числа имен существительных в английском языке.

— Добавьте **-s** к существительному, оканчивающемуся на **f, fe, ff**: *belief, beliefs safe, safes cliff, cliffs*.

— Опустите **f, fe** и добавьте **-ves** к некоторым существительным: *calf, calves elf, elves half, halves knife, knives life, lives shelf, shelves leaf, leaves wife, wives wolf, wolves*.

— Постарайтесь запомнить форму множественного числа следующих имен существительных: *man, men woman, women foot, feet tooth, teeth louse, lice mouse, mice ox, oxen child, children goose, geese stimulus, stimuli* ['stɪmjʊləɪ].

— Помните, что некоторые имена существительные имеют идентичные формы как в единственном, так и во множественном числе: *deer series Japanese Chinese sheep grapefruit moose*.

— Принимайте во внимание существительные, имеющие только форму множественного числа: *scissors jeans savings dues*.

— Запомните случаи использования имен существительных в единственном числе, имеющих формальный признак формы множественного числа — окончания **-s, -es**: *news, measles, economics, United States*.

— Добавьте **-s** к составному существительному, состоящему из одного слова: *billboard, billboards eyelid, eyelids taxpayer, taxpayers*.

— Добавьте **-s** к наиболее важному слову, если составное существительное пишется через дефис или как отдельное слово: *sister-in-law sisters-in-law, son-in-law sons-in-law, track meet track meets, board of health boards of health*.

— Добавьте **-s** к существительному, оканчивающемуся на **-ful**: *handful, handfuls mouthful, mouthfuls cupful, cupfuls*.

— Добавьте апостроф и букву **s ('s)** с целью образования формы множественного числа для букв алфавита или числительных, использующихся как существительные: *A, A's 2, 2's i, i's 75, 75's*.

**Example:** *What is the plural form of each singular noun? If you are unsure of a word, use your dictionary.*

<b>Singular</b>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
<b>baby</b>	babies	salmon	salmons
toy	toys	crutch	crutches
rash	rashes	mirror	mirrors
foot	feet	moose	moose
cuff	cuffs	rodeo	rodeos
ox	oxen	porch	porches
father-in-law	fathers-in-law	valley	valleys
tomato	tomatoes	story	stories
measles	measles	nickel	nickels
butterfly	butterflies	chief	chiefs
shampoo	shampoos	radio	radios
physics	physics	cliff	cliffs

## Unit 8

### Possessive Nouns

#### Имена существительные в притяжательном падеже

Притяжательный падеж в английском языке подразумевает владение лицом или предметом. Сначала называется владелец лица или предмета, а потом то, то ему принадлежит.

— Притяжательный падеж существительных в единственном числе обозначается знаком апостроф и буквой **s ('s)**: *the actor **the actor's** costume, Bob **Bob's** pen, an actress **an actress's** script.*

— Притяжательный падеж существительных во множественном числе, оканчивающихся на **-s**, обозначается знаком апостроф (**'**): *some actors **some actors'** lines, all bosses **all bosses'** orders, the Browns **the Browns'** seats.*

— Притяжательный падеж существительных во множественном числе, не оканчивающихся на **-s**, обозначается знаком апостроф и буквой **s ('s)**: *three women **three women's** songs, the children **the children's** dances.*

— Притяжательный падеж составных существительных образуется путем добавления апострофа (**'**) или апострофа с буквой **s ('s)** к существительному: *salesperson's, father's-in-law, police officers'.*

— Существительные в притяжательном падеже часто заменяют предлог **of** или глагол **have**: *wool of a sheep = a **sheep's** wool. The dogs **have** bones = the **dogs'** bones.*

#### *Example:*

**A.** *Which nouns are possessive?*

1. He attached a basketball hoop to his **parents'** garage.
2. The neighbourhood **team's** name is the Flyers.

3. The **Douglasses'** driveway is a good place to practice.
4. **Sharon's** position is either center or forward.
5. Do the Flyers use the **Curtises'** basketballs?
6. No one on the team likes the **scorekeeper's** job.
7. The neighbourhood park is a mile from **Chris's** house.
8. That playing surface is better for the **players'** feet.

**B.** Change each group of words for it to include a possessive noun.

<i>Word groups</i>	<i>Word groups with possessive nouns</i>
bicycle of the boy	boy's bicycle
house of the Youngs	Youngs' house
The cat has a tail.	cat's tail
gills of the bass	bass's gills
cars of the Burnses	Burnses' cars
idea of the attorney	attorney's idea
parents of the students	students' parents
Doris has a new record.	Doris's new record
dues of the club members	club members' dues
the music of the teen-agers	teen-agers' music

## Unit 9

### Articles

#### Артикли

#### The Definite Article *the*

#### Определенный артикль *the*

Слова *a, an; the* – особые прилагательные – *артикли*. В английском языке различают *определенный артикль the* – *definite article* и *неопределенный артикль a (an)*. Имеют место также случаи **значимого отсутствия артикля**. Артикли на русский язык не переводятся. В предложении они определяют существительные.

Определенный артикль **the** используется, когда мы рассматриваем что-либо конкретное или уже упомянутое ранее перед существительными или прилагатель-

ными – referring to one or more particular things, e.g.: **The artist** used a flint tool (one particular artist). **The wolves** seem real (several particular wolves).

Рассмотрим случаи употребления определенного артикля **the**.

### 1. Употребление артикля *the* перед существительными и числительными

Определенный артикль **the** употребляется перед следующими существительными и числительными:

— исчисляемыми существительными в единственном числе, e.g.: *Give me **the apple**.*

— исчисляемыми существительными во множественном числе, e.g.: ***The apples** I bought were not very ripe.*

— неисчисляемыми существительными при наличии указания на них, e.g.: ***The water** from the bathroom tap is not very nice to drink.*

— существительными, обозначающими единственные в своем роде понятия, e.g.: ***the sun, the Prime Minister, the Pacific Ocean;***

— существительными *radio/cinema/theatre*, e.g.: *We went to **the cinema** last night.*

— существительными, обозначающими вид, род, изобретение, e.g.: ***The whale** is almost extinct. Alexander Bell invented **the telephone**.*

— словами, определяющими национальность, e.g.: ***the Canadians, the Japanese;***

— порядковыми числительными, e.g.: ***the first, the second, the third, the fourth.***

### 2. Употребление артикля *the* перед прилагательными

Определенный артикль **the** используется:

— перед прилагательными, обобщающими группу людей, e.g.: *the old, the young, the rich, the poor, the sick, the unemployed;*

— с прилагательными в превосходной степени, e.g.: It's the biggest cinema in London.

### 3. Употребление артикля the осуществляется перед названиями:

— газет, e.g.: The Guardian, The Times, The Daily Mail;

— стран, регионов, островов, употребляющихся во множественном числе, e.g.: the USA, the Bahamas, the Middle East, the Netherlands;

— океанов, морей, рек, каналов (но не озер), e.g.: the Atlantic Ocean, the River Danube, the Corinth Canal;

— гор, пустынь, e.g. the Andes, the Alps, the Himalayas, the Sahara Desert, the Gobi Desert;

— территорий, e.g.: the south of France, the west of England;

— гостиниц, баров, ресторанов, музеев, картинных галерей, кинотеатров и театров, e.g.: The Oriental Hotel, The Black Swan, the Prado, the Odeon, the Piccadilly Theatre;

— зданий или географических понятий, содержащих предлог of, e.g.: the Great Wall of China, the Bank of Scotland, the Isle of Wight.

**Example:** Put an article where necessary to complete this passage from personal essay.

I was up at four o'clock (1) other morning to go (2) fishing before breakfast. First streaks of light were in the sky and (3) lesser stars had begun to dim when I got up, I brewed a pot of coffee, had a first cup, filled a vacuum bottle, gathered (4) bait and gear, and still had only half-light when I cast off my boat. By then (5) first birds were wakening and uttering first sleepy calls, but I went almost half a mile up (6) river before they really began to sing.

*Answer:*

1 the 2 — 3 the 4 — 5 the 6 the



## Unit 10.

### The Indefinite Article *a/an*

#### Неопределенный артикль *a/an*

#### Zero Article (No Article)

#### Значимое отсутствие артикля

### 1

Неопределенный артикль обозначает *любой из группы* – *any one of the group*, e.g.: *An animal is engraved in the rock (any animal)*. Форма *a* употребляется, если следующее за артиклем слово начинается с согласной буквы, e.g.: *a flower, a table, a restaurant*. Форма *an* употребляется, если следующее за артиклем слово начинается с гласной буквы, e.g.: *an orange, an apple, an elephant*.

#### Употребление артикля *a/an*

— Неопределенный артикль *a, an* употребляется только перед исчисляемыми существительными в единственном числе, если о них упоминается в первый раз. Когда существительное повторяется в следующих за первым предложениях, используется определенный артикль *the*, e.g.: *I bought a jacket and a dress. The jacket was quite cheap.*

Неопределенный артикль *a, an* используется также

— в процессе разговора о чьей-либо работе, e.g.: *She is an architect.*

— с числами и дробями, e.g.: *a hundred, a million, a third;*

— в значении *каждый* с выражениями, обозначающими время, e.g.: *once a week, five times a year,*

— с восклицательным словом *What ...!*, e.g.: *What a strange person!*

### 2

1. Значимое отсутствие артикля перед существительными осуществляется в следующих случаях:

— с исчисляемыми существительными во множественном числе в общих утверждениях, e.g.: *Apples are good for you.*

— перед неисчисляемым существительным в общих утверждениях, e.g.: *Coffee keeps me awake.*

— с абстрактными существительными, e.g.: *Honesty is the best policy.*

— перед существительными, обозначающими время еды, e.g.: *We have lunch at one.*

## 2. Значимое отсутствие артикля реализовывается перед названиями

— мест при обозначении деятельности, осуществляющейся в определенном месте или здании, e.g.: **hospital, school, college, university, church, prison, home, work, bed:** He had an accident and was taken to **hospital**;

— больших и малых городов, улиц, стран, островов, e.g.: **Milan, Italy, Jamaica;**

— озер и отдельных гор, e.g.: **Lake Geneva, Mountain Fuji;**

— улиц и площадей, e.g.: **Oxford Street, Times Square;**

— зданий, учреждений, аэропортов, e.g.: **Padua University, John F Kennedy Airport, Coventry Cathedral.**

### *Example:*

**The** Iceman from **the** Alps

*The preserved remains of a 4, 000-year-old mountain climber reveal new facts about **the** early Bronze Age*

Try and picture **the** scene many thousands years ago. **A** young man dressed in **a** thick leather coat and carrying **a** wooden rucksack went off climbing in **the** Alps in Austria. He took with him **a** knife, **a** bow and **an** ax. At round 3,200 metres, something happened to him. Either he had **an** accident or somebody hit him. Whatever happened, he died and lay buried and forgotten in **the** Similaun Glacier.

## Unit 11

### Pronouns

#### Местоимения

#### Personal Pronouns

#### Личные местоимения

**Местоимения – Pronouns** – части речи, которые заменяют существительные.

Первая подгруппа местоимений включает в себя **личные местоимения — personal pronouns, содержащие:**

— личные местоимения в именительном падеже — *personal pronouns in the nominative case — subject pronouns;*

— личные местоимения в косвенном падеже — *personal pronouns in the objective case — object pronouns,*

— притяжательные местоимения — *possessive pronouns и притяжательные местоимения в абсолютной форме — possessive pronouns in the absolute form.*

#### Personal Pronouns

<i>Singular/ Plural</i>	<i>Subject Pronouns</i>	<i>Translation</i>	<i>Object Pronouns</i>	<i>Translation</i>
<i>Singular</i>	I you he she it	я ты он она обозначение неодушевленных предметов и жи- вотных	me you him her it	мне тебе ему ей обозначение неодушевленных предметов и жи- вотных
<i>Plural</i>	we you they	мы вы они	us you them	нам вам им (ним), их
	<i>Possessive pronouns</i>	<i>Translation</i>	<i>Possessive pronouns in the</i>	<i>Translation</i>

			<i>absolute form</i>	
<i>Singular</i>	my your his her its	мой твой его ее обозначение неодушевленных предметов и жи- вотных	mine yours his hers its	мой твой его ее обозначение неодушевленных предметов и жи- вотных
<i>Plural</i>	our your their	наш ваш их	ours yours theirs	наш ваш их

### Субъектные и объектные местоимения

Некоторые местоимения имеют разные формы или падежи. Местоимения в именительном падеже называются субъектными. Местоимения в косвенном падеже называются объектными. Форма или падеж местоимения определяется способом его использования в предложении.

<i>Использование субъектных местоимений в предложении</i>	<i>Использование объектных местоимений в предложении</i>
Подлежащее: <u>We</u> visited an old factory. <u>Who</u> led the tour?	Прямое дополнение: Mr. Tomkins invited <u>me</u> . <u>Whom</u> did you invite?
Предикативный номинатив: The tour guide was <u>she</u> .	Косвенное дополнение: Mr. Chu asked <u>her</u> a question.

*Вопросы к местоимениям*

**Who** wrote the report? **He** wrote the report.

**Whom** did you visit? You visited **him**.

*Example: Name each subject and object pronoun.*

1. People needed goods, and factories produced **them** (*object pronoun*).
2. **They** (*subject pronoun*) made various products.
3. **Who** (*subject pronoun*) worked in these factories?
4. A guide showed **us** (*object pronoun*) a paper factory.

5. The foreman of the factory is **he** (*subject pronoun*).
6. **You** (*subject pronoun*) can visit many old factories today.
7. **We** (*subject pronoun*) can also see **them** (*object pronoun*) in the photographs.
8. People in cities needed work; factories gave **them** (*object pronoun*) jobs.
9. **They** (*subject pronoun*) found **her** (*object pronoun*) a job in a nearby factory.
10. **Whom** (*object pronoun*) does **she** (*subject pronoun*) know at the factory?

### ***Притяжательные местоимения и притяжательные местоимения в абсолютной форме***

Как и существительные в притяжательном падеже, притяжательные местоимения обозначают собственность, e.g.: *The Romans' bridges were sturdy. Many of their bridges still exist.*

Притяжательные местоимения *my, your, his, her, its, our, their* используются перед существительными, e.g.: *Our country has many celebrated bridges.* Притяжательные местоимения в абсолютной форме используются независимо от существительных: *mine, yours, his, hers, ours, theirs.*

**Example:** *Write each possessive pronoun. Then write whether it is used alone or with a noun.*

1. The teacher told our (*with noun*) class about early Roman architecture.
2. My (*with noun*) favourite Roman structures are the arch bridges.
3. Their (*with noun*) most famous bridges were made of stone.
4. The stone bridge in this picture is theirs (*alone*).
5. Its (*with noun*) name is the Pons Fabricus.
6. Fabricus, a Roman leader, gave his (*with noun*) name to the bridge.

7. The Emperor Trajan had his (*with noun*) men build a bridge over the river.

8. The result of their (*with noun*) efforts was a bridge one-half mile long.

9. Over a million stones were cut to make its (*with noun*) twenty piers.

10. These photographs of the bridge are mine (*alone*).

## Unit 12

### Interrogative and Demonstrative Pronouns

### Вопросительные и указательные местоимения

### Reflexive and Intensive Pronouns

### Возвратные и интенсифицирующие местоимения

#### Interrogative and Demonstrative Pronouns

В английском языке пять вопросительных местоимений, с которых часто начинаются вопросы. Все вопросительные местоимения начинаются на букву **w**: **who** — кто, **whose** — чей, **whom** — кому, кого, **which** — который, **what** — что, какой, e.g.: Who invented the phonograph? What was the kinetoscope? Which is the most famous invention? Whom did people admire? Who was it?

В английском языке четыре указательных местоимения: *this, that, these, those*.

*This* — это, эта, это

*That* — тот, та, то

Люди, места, предметы, мысли находятся близко, e.g.: **That** was **Thomas Edison**. Is **this** the very first **light bulb**?

*These* — эти

*Those* — те

Люди, места, предметы, мысли находятся далеко, e.g.: **Those** were his **notes**. **These** are modern **light bulbs**.

**Example:** Underline the interrogative or demonstrative pronoun in each sentence. Label each pronoun as *interrogative* or *demonstrative*.

1. Who (*interrogative*) is your favourite author?
2. Which (*interrogative*) is the most popular book?
3. These (*demonstrative*) are the books Clemens wrote for young people.
4. What (*interrogative*) were his most common subjects?
5. Whom (*interrogative*) did you ask about that character?
6. Who (*interrogative*) do you think wrote about Tom Sawyer?
7. That (*demonstrative*) was Samuel Clemens, also known as Mark Twain.

### Reflexive Pronouns

Возвратные местоимения в единственном числе имеют окончание **self**, а во множественном – окончания **selves**: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves. В русском языке окончаниям **self, selves** соответствует **-ся**,  
e.g.: *Jake imagined himself at the wheel of the antique automobile.*

Число	Английское предложение	Русское предложение
ЕДИНСТВЕННОЕ ЧИСЛО	<b>I</b> wash <b>myself</b> . <b>You</b> wash your- <b>self</b> . <b>He</b> washes him- <b>self</b> . <b>She</b> washes her- <b>self</b> . <b>It</b> washes <b>itself</b> .	Я умываюсь. Ты умываешься. Он умывается. Она умывается. (Он, она – животное) умывается.
МНОЖЕСТВЕННОЕ ЧИСЛО	<b>We</b> wash our- <b>selves</b> . <b>You</b> wash your- <b>selves</b> . <b>They</b> wash them- <b>selves</b> .	Мы умываемся. Вы умываетесь. Они умываются.

### Intensive Pronouns

Интенсифицирующие местоимения усиливают существительное или другое местоимение, с которым они употребляются, e.g.: Henry Ford himself once drove the car through the streets, but: Tod and **I** toured the museum.

**Example:** Write and label the reflexive or intensive pronoun in each sentence.

1. Before automobiles, people often transported themselves (*reflexive*) by horses and wagons.
2. One inventor built himself (*reflexive*) a steam-powered wagon.
3. This wagon could propel itself (*reflexive*) rather well.
4. Other people soon built themselves (*reflexive*) steam-powered automobiles.
5. The most famous was the «Stanley Steamer», built by the Stanley twins themselves (*intensive*).
6. The steam-powered car was itself (*intensive*) soon without supporters.
7. Steam power did not lend itself (*reflexive*) to long-distance travel.
8. We went ourselves (*intensive*) to see early gasoline-powered cars.
9. The gasoline-powered car itself (*intensive*) was an engineering triumph.
10. I myself (*intensive*) construct models of early automobiles.

## Unit 13

### Indefinite Pronouns

### Неопределенные местоимения

### Using Pronouns as Adjectives

### Использование местоимений в качестве прилагательных

### Indefinite Pronouns



Неопределенные местоимения не всегда определяют конкретного человека, предмет или место. Они употребляются в форме единственного и множественного числа, е.г.: *Many rode bicycles for basic transportation years ago.* Личное и неопределенное местоимения согласуются в числе, е.г.: *Several rode their bicycles. Everyone rode her bicycle today.*

Местоимения **any, anybody, anyone, anything** употребляются в *вопросительных и отрицательных предложениях*, а местоимения **some, someone, something** – в *утвердительных предложениях*.

Местоимения **many, few** употребляются с исчисляемыми существительными.

### Indefinite Pronouns

<i>Singular</i>			<i>Plural</i>	<i>Singular/Plural</i>
<b>anybody</b> кто-либо	<b>everybody</b> все	<b>no one</b> никто	<b>both</b> оба, обе	<b>all</b> все, все
<b>anyone</b> кто-либо	<b>everyone</b> каждый	<b>nothing</b> ничто	<b>few</b> мало	<b>any</b> любой
<b>anything</b> что-либо	<b>everything</b> все	<b>one</b> тот же самый	<b>many</b> много	<b>most</b> больше всего
<b>each</b> каждый	<b>neither</b> ни один, ни другой	<b>someone</b> кто-нибудь	<b>others</b> другие	<b>some</b> неко- торые
<b>either</b> любой	<b>nobody</b> никто	<b>something</b> что-нибудь	<b>several</b> несколько	<b>none</b> никто

**Example:** Write each indefinite pronoun. Label it as singular or plural.

1. The first bicycles looked very unusual, and many (*plural*) looked outlandish in appearance.
2. Few (*plural*) looked like today's sleek, lightweight machines.
3. Each (*singular*) of these early bicycles was very tall.

4. No one (*singular*) simply climbed onto these bicycles and rode off.
5. Several (*plural*) of these machines were very difficult to master.
6. Someone (*singular*) might need weeks of practice on an early bicycle.
7. The new, safer bicycles of the 1800s were welcomed by almost everyone (*singular*).
8. Many (*plural*) used their bicycles only for pleasure.
9. Others rode their (*plural*) bicycles to work every day.
10. Bicycles were economical transportation for everybody (*singular*).

### Using Pronouns as Adjectives

Указательные местоимения	Вопросительные местоимения	Неопределенные местоимения	
this	what	all	many
that	which	another	more
these		any	most
those		both	neither
		each	other
		either	several
		few	some

**Example:** *These* (adjective) records must be yours. **These** (pronoun) must be yours. *Each* (adjective) player was given the new uniform before the first game of the season. **Each** (pronoun) of the players was given the new uniform before the first game of the season.

## Unit 14

### Prepositions

#### Предлоги

### Prepositional Phrases

#### Предложные фразы

*Предлог* – часть речи, которая соотносит существительные или местоимения с другими словами в предложении, e.g.:

*A poet expresses the **feelings** of a poet.*

Существительное или местоимение, которое следует за предлогом, называется предложным дополнением. Предлог может состоять из одного слова — *common preposition* или из нескольких слов — *compound preposition*.

Предлог, его дополнение или любые другие слова, определяющие значение дополнения, образуют предложную фразу, e.g.: *The vivid images in poems are often effective. Poetry attracts many people by its sounds and rhymes.*

Некоторые слова могут использоваться в предложениях как предлоги или как наречия. Предлог всегда имеет дополнение. Наречие никогда его не имеет.

*For example: The poet put the book down (adverb). My eyes moved down (preposition) the page.* Во втором примере предлог *down* имеет дополнение *page*.

***Prepositions in Prepositional Phrases Предлоги в предложных фразах***

<b>aboard</b> the ship <b>на борту</b> корабля	<b>but</b> them <b>кроме</b> них; <b>but</b> he is industrious <b>но</b> он трудолюбив	<b>out</b> a porthole <b>вне</b> люминатора; <b>out of</b> the window <b>из</b> окна
<b>about</b> noon <b>около</b> полудня; <b>about</b> him <b>о</b> нем	a house <b>by</b> the river дом <b>у</b> реки; a book written <b>by</b> Agatha Christie книга, написанная Агатой Кристи; <b>by</b> the train поездом	<b>out of</b> the past <b>из</b> прошлого; <b>out of</b> the town <b>за</b> городом; <b>out of</b> necessity <b>по</b> необходимости; <b>out of</b> money <b>без</b> денег; <b>out of</b> sight — <b>out of</b> mind с глаз долой — из сердца вон
<b>above</b> our house <b>над</b> нашим домом	<b>concerning</b> a poem относительно, касательно, <b>по поводу</b> поэмы, стихотворения	<b>outside</b> my door <b>вне, за пределами</b> моей двери

<b>according to him</b> в соответствии с ним, согласно ему	<b>despite</b> difficulties несмотря на трудности	<b>over</b> the top над вершиной
<b>across</b> the horizon через горизонт	<b>down</b> this avenue вниз по этой дороге	<b>past</b> Memorial Day после Дня Памяти; <b>past</b> the house мимо дома; <b>past</b> the river за рекой
<b>after</b> my game после моей игры	<b>during</b> that rainstorm в течение, в продолжение того ливня	<b>since</b> that time с (с тех пор, как) этого времени;
<b>against</b> her or me против нее или меня	<b>except</b> these fans кроме, за исключением этих болельщиков	<b>through</b> a window через окно
<b>along</b> the path вдоль дороги	<b>for</b> those players для тех игроков; we are <b>for</b> freedom мы за свободу; just <b>for</b> fun ради шутки	<b>throughout</b> history в продолжение истории; <b>throughout</b> a year в течение года
<b>among</b> three animals среди трех животных	<b>from</b> their city из их города	<b>till</b> summer до лета
<b>around</b> the yard во-круг двора; walk <b>around</b> the town гулять по городу	<b>in</b> Dallas в Далласе	<b>to</b> a bookstore к книжному магазину
<b>at</b> Wilson School в школе Вильсона; <b>at</b> the meeting на собрании; <b>at</b> the desk за столом, <b>at</b> the window у окна; <b>at</b> the hospital при больнице; <b>at</b> home дома	<b>in</b> front of me передо мной	<b>toward</b> the street в направлении улицы

<b>because</b> of him <b>из-за</b> него	<b>in spite of</b> the weather <b>несмотря на</b> погоду	<b>under</b> a cloud <b>под</b> облаком
<b>before</b> him or me <b>до</b> него или <b>до</b> меня; <b>before</b> us <b>перед</b> нами	<b>inside</b> my bedroom <b>в</b> моей спальне; <b>inside</b> the box <b>внутри</b> коробки	<b>underneath</b> a bridge <b>под</b> мостом
<b>behind</b> that curtain <b>за</b> тем занавесом	<b>instead of</b> art <b>вместо</b> искусства	<b>until=till until</b> 1998 <b>до</b> ; 1998
<b>below</b> Washington Street <b>ниже</b> улицы Вашингтон	<b>into</b> Lake Michigan <b>в</b> озеро Мичиган	<b>unto=to unto</b> us <b>к</b> нам
<b>beneath</b> this desk <b>под</b> этим столом	<b>like</b> these rivers <b>подобно</b> этим рекам; do not talk <b>like</b> that не говорите <b>так</b>	<b>up</b> the Mississippi <b>вверх</b> по Миссиссиппи
<b>beside</b> this bookshelf <b>рядом с</b> этой книжной полкой	<b>near</b> the end <b>почти</b> конец; <b>near</b> the school <b>рядом</b> со школой; <b>near</b> the river <b>у</b> реки	<b>upon=on upon</b> its banks <b>на</b> его берегах
<b>besides</b> music and science <b>кроме</b> музыки и науки	<b>of</b> gold and silver <b>из</b> золота и серебра	<b>with</b> force <b>с</b> силой; cut <b>with</b> a knife резать ножом (указание на предмет действия или орудие, с помощью которого совершается действие)
<b>between</b> two friends <b>между</b> двумя друзьями	<b>off</b> a steamboat <b>от</b> парохода; to fall <b>off</b> a ladder упасть <b>с</b> лестницы (удаление с поверхности)	<b>within</b> reach <b>в пределах</b> досягаемости; <b>within</b> the building <b>внутри</b> здания
<b>beyond</b> my imagination <b>сверх</b> моего воображения;	<b>on</b> the deck <b>на</b> палубе (на поверхности)	<b>without</b> hope <b>без</b> надежды

<b>beyond</b> the appointed hour <b>позже</b> назначенного часа; <b>beyond</b> compare <b>вне</b> всякого сравнения		
--	--	--

*Example: Write the prepositions in each sentence.*

1. The word *rhyme* comes from a Greek word for «flow».
2. Rhyme in poetry is the flow of sounds made by language.
3. A poem with a rhyme scheme has words that rhyme at the ends of lines.
4. The ancient Greeks recited poems at major public events.
5. Religious festivals were not complete without poems, either.
6. Epics, long narrative poems about heroes, were most popular.
7. During the Middle Ages, European poetry flourished.
8. The earliest English epic, *Beowulf*, dates from the 700s.
9. In the poem, the hero Beowulf battles a monster.
10. Troubadours, or poet-musicians, recited poems to the people.
11. Among their favourite subjects were love and knightly deeds.
12. Poems concerning knights were called *romances*.
13. Throughout medieval Europe, poetry was popular entertainment.

## Unit 15

### Conjunctions

### Союзы

*Союзы — conjunctions* — соединяют слова или группы слов в предложении.

Рассмотрим сочинительные и парные союзы. *Сочинительные союзы: and и, а; but но; or или; nor ни, e.g.: Many legends but few facts exist about the ancient Greek Homer. Homer may have written or may have recited his major epics. The poems tell about historical events, and they also describe the role of the gods.*

*Употребление сочинительных союзов:*

существительное + существительное	ballads <b>and</b> epics
местоимение + местоимение	he <b>or</b> she
существительное + местоимение	Homer <b>and</b> them
прилагательное + прилагательное	strange <b>but</b> true
глагол + глагол	wrote <b>or</b> recited
наречие + наречие	slowly <b>but</b> surely

*Коррелятивные или парные союзы: both... and как..., так и...; и... и...; и к тому же; either ... or или... или...; neither ... nor ни...ни..., e.g.: In both the Odyssey and the Iliad, Homer describes the Trojan War. Some believe that Homer could neither write nor see. Either Homer or other travelling bards popularised the poem.*

**Example:** Write the coordinating and correlative conjunctions (as the answer the conjunctions are underlined).

1. Many poets were inspired by Homer and other ancient Greeks.
2. Virgil was both a poet and a philosopher of ancient Rome.
3. His Latin masterpiece, the *Aeneid*, was based on Homer's epics but was still quite original.
4. Virgil told Rome's history and glorified his future.
5. Matsuo Basho was a Japanese poet and warrior of the 1660s.
6. He was a master of haiku, brief but insightful poetry.
7. Basho could suggest a whole scene or a particular emotion by describing a single detail.

8. During the 700s, Li Po wandered constantly but contentedly.

9. This great Chinese poet had neither home nor employment.

10. His poems describe the scenery and culture of his homeland.

## Unit 16

### Interjections

#### Междометия

*Междометие* — *interjection* — выражает чувства и эмоции людей. Если чувства и эмоции сильные, в конце предложения ставится знак восклицания. Выражение более спокойного чувства сопровождается в предложении запятой или точкой в конце предложения, e.g.: *Ha! These poems by Lewis Carroll are hilarious. Well, I liked his book Alice's Adventures in Wonderland.*

#### Употребление междометий

<b>ah</b> ах	<b>good grief</b> ну и ну!	<b>indeed</b> неужели, да ну, ну и ну	<b>ouch</b> ай ой	<b>what</b> какой, как, что
<b>aha</b> ага	<b>great</b> замечательно, великомерно	<b>mercy</b> пощади, помилуй	<b>really</b> действительно	<b>whew</b> вот так
<b>alas</b> увы	<b>help</b> помогите	<b>oh</b> вон, да, ох, то-то	<b>say</b> скажем	<b>why</b> да ведь
<b>brrr</b> бррр	<b>hey</b> эй	<b>oh no</b> да нет, о нет	<b>terrific</b> ужасно	<b>wow</b> здорово, красота
<b>dear me</b> о, господи	<b>hooray</b> ура	<b>ooh</b> уф	<b>ugh</b> фу	
<b>goodness gracious</b> господи	<b>hush</b> тише, тише	<b>oops</b> ой	<b>well</b> ну	



**Example:** Write the interjection in each sentence. (Interjections are in bold type).

1. **Look**, this is a book about the Academy Awards.
2. **Wow!** Catherine Hepburn won four awards. Look at the spectacular way television presents the Academy Awards.
3. **Well**, Shirley Temple won an award.
4. She made the movie «Little Miss Maker». She was only six at the time. **Incredible!**
5. **Why**, she was the best child actress of all.
6. **Hooray!** Walt Disney won twenty Academy Awards during his career.
7. **Well**, Spencer Tracy won two Academy Awards.
8. **Goodness**, Tracy sent everyone his hands for the award.
9. **Oops**, I see I missed Garry Cooper's two Oscars.
10. **Hey!** John Burns was twenty when he won his Oscar!
11. **Aha!** Charlie Chaplin won a special award.
12. **Say**, did you know the Oscar is named for one director's uncle?

## Unit 17

### Adjectives Прилагательные

### Degrees of Comparison of Adjectives

### Степени сравнения прилагательных

Прилагательные — *adjectives* — определяют существительные или местоимения: *Young trees lined the breezy, sunlit path. They were really sprightly.*

Вопросы к прилагательным

Прилагательные отвечают на вопросы:

*What kind? Какой? The area, remote and primitive, was peaceful.*

*Which one? Который? The **last** tree on the **third** hill marks the border.*

*How many? Сколько? **Many** trees in a group let in **few** rays of sun.*

*How much? Сколько? **Some** vegetation receives **no** light and dies.*

**Which:** the, this, these, either, her, my

**What kind:** bright, red, gentle, scary, smart, false

**How many:** two, several, many, few, every, seventh

Иногда прилагательное следует за глаголом-связкой и относится к подлежащему в предложении: The drawings looked **natural**. Their colours were **vivid**.

Имена прилагательные собственные пишутся с заглавной буквы: **French** and **Spanish** caves.

**Example:** *Many adjectives in the sentences below supply details about the wilderness. List these adjectives along with the articles. (As the answer the adjectives and articles are in bold type).*

The wilderness is **an unsettled, uncultivated** region.

**Many** wildflowers grow there without **any special** care.

**Gigantic** trees stand on **a** carpet of **green** grass.

They are **independent** and **untamed**.

**Long, snakelike** streams wind along **many uncharted** paths.

Creatures, **great** and **small**, live together in **natural** harmony.

**Some wilderness** areas offer **magnificent** scenery.

**Crystal** lakes lie among **the snowcapped** mountains.

**Other** areas offer **peaceful** relaxation in **attractive** settings.

**Careful** and **respectful** visitors are **welcome**.

*Степени сравнения прилагательных*

Прилагательные изменяют форму, когда мы используем их с целью сравнения. В английском языке выделяют *три степени сравнения прилагательных: положи-*

тельную — *positive degree*, сравнительную — *comparative degree* и превосходную — *superlative degree*. Сравнительная степень используется, когда сравниваются два субъекта. При образовании сравнительной степени употребляется союз **than** — **чем**: *Cross Creek is more autobiographical than The Yearling*. Превосходная степень используется, когда сравниваются больше чем два субъекта: **best of all** — **лучший из всех**, **most of all** — **больше всего**: *For Marjorie Rawlings, Cross Creek was the best of all places. I like reading **most of all***. При употреблении превосходной степени употребляется **определенный артикль the**.

1. Односложные и многие двусложные прилагательные образуют сравнительную степень с помощью суффикса **-er** и превосходную степень с помощью суффикса **-est**: *sharp — sharper — the sharpest* (острый — острее — самый острый), *big — bigger — the biggest* (большой — больше — самый большой), *busy — busier — the busiest* (деловой — более деловой — самый деловой).

### **Правила написания сравнительной и превосходной степени с суффиксами -er, -est:**

— Если прилагательное оканчивается на букву **-e**, при добавлении к нему суффикса, начинающегося с гласной буквы, буква **-e** опускается: *nice — nicer — the nicest*, *fine — finer — the finest*.

— Если прилагательное оканчивается на согласную букву и букву **-y**, при добавлении суффикса **-er, -est**, буква **-y** меняется на **-i**: *shy — shier — the shiest*, *heavy — heavier — the heaviest*.

— Если прилагательное оканчивается на гласную и согласную букву, прилагательное односложное или ударение падает на последний слог, конечная согласная в прилагательном удваивается перед добавлением суффикса, начинающегося с гласной буквы, в том числе, суффиксов **-er, -est**: *flat — flatter — the flattest*, *hot — hotter — the hottest*.

2. Сравнительная и превосходная степень *некоторых* двусложных, а также многосложных прилагательных (3 слога и более) образуется с помощью добавления слов **more**, **most**, являющихся в данном случае наречиями: *careful — more careful — the most careful* (заботливый — заботливее — самый заботливый), *generous — more generous — the most generous* (щедрый — более щедрый — самый щедрый).

3. Случаи исключения из правил следует запомнить:

**good — better — the best** хороший — лучше — наилучший

**bad — worse — the worst** плохой — хуже — наихудший

**far — further — the furthest** дальний — дальше — самый дальний

**many, much — more — most** многочисленный — более многочисленный — самый многочисленный

**little — less — the least** маленький — меньше — самый маленький **Example:** Write the comparative and superlative form of each adjective.

1 loud — **louder — the loudest** 2 bad — **worse — the worst** 3 valuable — **more valuable — the most valuable** 4 scratchy — **scratchier — the scratchiest** 5 expensive — **more expensive — the most expensive** 6 funny — **funnier — the funniest**, useful — **more useful — the most useful** 7 big — **bigger — the biggest** 8 heavy — **heavier — the heaviest**

## Unit 18

### Adverbs Наречия

#### Degrees of Comparison of Adverbs

#### Степени сравнения наречий

**Наречия — adverbs —** определяют глаголы, прилагательные или другие наречия: Mrs. Ruiz **carefully** read the passage. (Наречие *carefully* определяет глагол *read*). She has a **wonderfully** imaginative book. (Наречие *wonderfully* определяет прилагательное *imaginative*).

Mrs. Ruiz reads **very** dramatically. (Наречие *very* определяет наречие *dramatically*).

### Место наречия в предложении

Наречие определяет прилагательное	Наречие определяет другое наречие	Наречие определяет глагол
<b>в предложении находится</b>		
перед словом, которое определяет: <b>quite</b> nice, <b>really</b> enjoyable, <b>completely</b> true	перед словом, которое определяет: <b>so</b> well, <b>quite</b> often, <b>rather</b> carefully	1) перед глаголом: <b>Soon</b> all of us <i>will read</i> the book. 2) после глагола: All of us <i>will read</i> the book <b>soon</b> . 3) между частями глагольной фразы: All of us <i>will soon read</i> the book.

Запомните, что выражения *very much* — очень, *very well* — очень хорошо употребляются в конце предложения: *I like it very much. You can do it very well.*

### Вопросы к наречиям

Наречия отвечают на следующие вопросы:

**When (когда):** *ever* — всегда, *forever* — навсегда, *immediately* — немедленно, *just* — только что, *never* — никогда, *now* — сейчас, *soon* — вскоре, *then* — затем, потом, *today* — сегодня, *tomorrow* — завтра, *still* — все еще, *yesterday* — вчера, *yet* — еще. *She will read now.*

**Where (где, куда):** *away* — вдали, *down* — вниз, *everywhere* — везде, *far* — далеко, *here* — здесь, *inside* — внутри, *near* — близко, *there* — там, *up* — вверх. *She put the book away.*

**How (как):** *almost* — почти, *already* — уже, *badly* — плохо, *carefully* — тщательно, заботливо, *cleverly* — умно, *deliberately* — намеренно, *fast* — быстро, *least* — меньше всего, *so* — так, *widely* — широко, *well* — хорошо. *She told the story well.*

**How often** (как часто): always — всегда, frequently — часто, often — часто, once — однажды, seldom — редко, sometimes — иногда, thrice — трижды, twice — дважды. *She reads **frequently**.*

**To What Extent** (до какой степени): also — также, extremely — крайне, not — не, quite — вполне, rather — довольно, really — действительно, terribly — ужасно, too — также, very — очень. *She **neatly** finished the book.*

### Образование наречий

Многие наречия образуются с помощью суффикса **-ly**: *happily, sadly, warmly*. Чтобы отличить наречие от прилагательного, оканчивающегося на суффикс **-ly**, следует задать к нему вопрос: I buy the paper (how?) **daily** (*adverb*). I buy (what kind?) the **daily** (*adjective*) paper.

*Ряд наречий не оканчивается на -ly:*

<b>How</b> can you do it?	Jan likes that one <b>least</b> .
<b>When</b> will you come back?	<b>Maybe</b> I'll read it.
<b>Where</b> do you go to?	You <b>should</b> read more.
<b>Why</b> are you here?	I <b>never</b> read that book.
We are <b>almost</b> ready.	She has <b>not</b> seen it.
Gina has <b>already</b> read it.	<b>Perhaps</b> you will enjoy it.
I'll <b>also</b> read the book.	We <b>seldom</b> hurry.
He <b>always</b> enjoys fantasies.	We enjoyed it <b>so</b> much.
Have you <b>ever</b> read this?	I am <b>still</b> reading it.
This will last <b>forever</b> .	Put the book <b>there</b> .
The book will be <b>here</b> .	The book was <b>too</b> short.
I have <b>just</b> finished that book.	Have you read it <b>yet</b> ?

### Degrees of Comparison of Adverbs

В английском языке выделяют *три степени сравнения наречий*: положительную — *positive degree*, сравнительную — *comparative degree* и превосходную — *superlative degree*. Степени сравнения наречий образуются также как степени сравнения прилагательных.

1. *Односложные и многие двусложные наречия образуют сравнительную степень с помощью суффикса -er и*

превосходную степень с помощью суффикса **-est**: *fast — faster — the fastest* (быстро — быстрее — всего быстрее), *late — later — the latest* (поздно — позднее — всего позднее), *straight — straighter — the straightest* (прямо — прямее — всего прямее).

2. Сравнительная и превосходная степень *некоторых* двусложных, а также многосложных наречий (3 слога и более) образуется с помощью добавления слов **more**, **most**: *smoothly — more smoothly — the most smoothly* (гладко — более гладко — наиболее гладко), *promptly — more promptly — the most promptly* (немедленно — более быстро — всего быстрее).

3. *Случаи исключения из правил* следует запомнить:

**well — better — the best** хорошо — лучше — лучше всего

**badly — worse — the worst** плохо — хуже — хуже всего

**far — further — the furthest** далеко — дальше — дальше всего

**many, much — more — most** много — больше — больше всего

**little — less — the least** мало — меньше — меньше всего

**Example:** Write the comparative and superlative form of each adverb.

Little — less — the least; fast — faster — the fastest; easily — more easily — the most easily; hard — harder — the hardest; quickly — more quickly — the most quickly; near — nearer — the nearest; well — better — the best; long — longer — the longest; bravely — more bravely — the most bravely; deep — deeper — the deepest.

## Unit 19

### Numbers

#### Числа

1. *Количественные и порядковые числительные. Cardinal and ordinal numbers*

В английском языке различают **количественные** и **порядковые числительные**. Все порядковые числительные употребляются с определенным артиклем **the**: **the first, the fifth, the sixtieth**.

<i>Количественные числительные</i>	<i>Порядковые числительные</i>
1 one	1 <sup>st</sup> the first
2 two	2 <sup>nd</sup> the second
3 three	3 <sup>rd</sup> the third
4 four	4 <sup>th</sup> the fourth
5 five	5 <sup>th</sup> the fifth
6 six	6 <sup>th</sup> the sixth
7 seven	7 <sup>th</sup> the seventh
8 eight	8 <sup>th</sup> the eighth
9 nine	9 <sup>th</sup> the ninth
10 ten	10 <sup>th</sup> the tenth
11 eleven	11 <sup>th</sup> the eleventh
12 twelve	12 <sup>th</sup> the twelfth
13 thirteen	13 <sup>th</sup> the thirteenth
14 fourteen	14 <sup>th</sup> the fourteenth
15 fifteen	15 <sup>th</sup> the fifteenth
16 sixteen	16 <sup>th</sup> the sixteenth
17 seventeen	17 <sup>th</sup> the seventeenth
18 eighteen	18 <sup>th</sup> the eighteenth
19 nineteen	19 <sup>th</sup> the nineteenth
20 twenty	20 <sup>th</sup> the twentieth
21 twenty-one	21 <sup>st</sup> the twenty-first
22 twenty-two	22 <sup>nd</sup> the twenty-second
23 twenty-three	23 <sup>rd</sup> the twenty-third
30 thirty	30 <sup>th</sup> the thirtieth
38 thirty-eight	38 <sup>th</sup> the thirty-eighth
40 forty	40 <sup>th</sup> the fortieth
50 fifty	50 <sup>th</sup> the fiftieth
60 sixty	60 <sup>th</sup> the sixtieth
70 seventy	70 <sup>th</sup> the seventieth
80 eighty	80 <sup>th</sup> the eightieth
90 ninety	90 <sup>th</sup> the ninetieth
100 a/one hundred	100 <sup>th</sup> the hundredth



1000 a/one thousand	1000 <sup>th</sup> the thousandth
10 000 ten thousand	10 000 <sup>th</sup> the ten thousandth
100 000 a/one hundred thousand	100 000 <sup>th</sup> the hundred thousandth
1 000 000 a/one million	1 000 000 <sup>th</sup> the millionth

## 2. *Комплексные числа. Complex Numbers*

При образовании комплексных чисел после сотен употребляется союз **and**. Числительные от **21** до **99** пишутся через дефис.

101 a/one hundred and one

152 a/one hundred and fifty-two

1 201 a/one thousand two hundred and one

2 325 two thousand, three hundred and twenty-five

15 972 fifteen thousand, nine hundred and seventy-two

234 753 two hundred and thirty-four thousand, seven hundred and fifty-three

В комплексных числах при образовании порядковых числительных последнее число становится порядковым: 15 972 fifteen thousand, nine hundred and seventy-**second**, 234 753 two hundred and thirty-four thousand, seven hundred and fifty-**third**.

Год читаем следующим образом: 2014 twenty fourteen, 1836 eighteen thirty-six, 1192 eleven ninety-two.

Когда мы называем номер телефона, каждую цифру читаем отдельно. При обозначении двойной цифры используем слово *double*, e.g.: 218967 two one eight nine six seven, 558726 double five eight seven two six.

### *Large numbers*

Number	US	GB and other European countries
1 000 000 000	10 <sup>9</sup> billion	milliard
1 000 000 000 000	10 <sup>12</sup> trillion	billion
1 000 000 000 000 000	10 <sup>15</sup> quadrillion	billiard
1 000 000 000 000 000 000	10 <sup>18</sup> quintillion	trillion

### 3. Fractions. Дроби

Обыкновенные дроби — *vulgar fractions*, десятичные дроби — *decimal fractions*.

Обыкновенные дроби	Десятичные дроби
$\frac{1}{8}$ an/one eighth	0,125 nought point one two five
$\frac{1}{4}$ a/one quarter	0,25 nought point two five
$\frac{1}{3}$ a/one third	0,38 nought point three eight
$\frac{1}{2}$ a/one half	0,5 nought point five
$\frac{3}{4}$ three quarters	0,75 nought point seven five

#### Комментарий

— В разговорном английском языке при назывании дробей используются варианты ‘a half —  $\frac{1}{2}$ , a quarter —  $\frac{1}{4}$ , a third —  $\frac{1}{3}$ ’ или ‘one half —  $\frac{1}{2}$ , one quarter —  $\frac{1}{4}$ , one third —  $\frac{1}{3}$ , three quarters —  $\frac{3}{4}$ ’. С более точными дробями употребляется вариант ‘one eighth —  $\frac{1}{8}$ , five eighths —  $\frac{5}{8}$ ’, с использованием количественных числительных в числителе и порядковых числительных в знаменателе. Сложные дроби, такие как;  $\frac{3}{462}$ ,  $\frac{20}{83}$ , произносятся как ‘three **over** four-six-two’, ‘twenty **over** eighty-three’.

— Число; 0 при назывании чисел имеет варианты произношения ‘zero’, ‘nought’, ‘oh’. Вариант ‘zero’ является наиболее точной формой для технических терминов, наиболее употребителен в США. Наименее точная форма — вариант ‘oh’. Произношение десятичных дробей подразумевает вариант ‘nought’ — 0,5 — *nought point five* (британский вариант). Слово *point* обозначает точка, это слово произносится при чтении десятичной дроби. Каждая цифра в десятичных дробях читается отдельно: 2,36 *two point three six*.

— В США и Великобритании для обозначения разрядов используется знак запятой: 7,543,876 *seven million five hundred and forty-three thousand eight hundred and seventy-six*.

#### 4. Computer Numbers Компьютерные числа

— Компьютерные числа часто группируются и читаются в группах как отдельные цифры.

— Для названия повторяющихся находящихся рядом друг с другом цифр используется термин *двойной* — *double*: ‘double six’.

— Число; **0** читается как ‘zero’ (формальный вариант) и как ‘nought’ — неформальный вариант.

— Слово *точка* в компьютерном варианте соответствует английскому слову *dot*: .

**Example:** Write the following numbers in English as cardinal and ordinal 3; 5; 12; 15; 23; 47; 106; 10,321; 653,857; 1,987,543.

Numbers	Cardinal	Ordinal
3	three	third
5	five	fifth
12	twelve	twelfth
15	fifteen	fifteenth
23	twenty-three	twenty-third
47	forty-seven	forty-seventh
106	one hundred and six	one hundred and sixth
10,321	ten thousand three hundred and twenty-one	ten thousand three hundred and twenty-first
653,857	six hundred and fifty-three thousand eight hundred and fifty-seven	six hundred and fifty-three thousand eight hundred and fifty-seventh
1,987,543	one million nine hundred and eighty-seven thousand five hundred and forty-three	one million nine hundred and eighty-seven thousand five hundred and forty-third

**Example:** Read and write the following fractions.

$\frac{3}{4}$  three quarters,  $\frac{2}{3}$  two thirds,  $\frac{5}{8}$  five eighths, 56/987 fifty-six over nine-eight-seven, 45/76 forty-five over seventy-six, 0,51 nought point five one, 3,14 three point one four.

## Unit 20

### Verbs

#### Глаголы

#### Action Verbs, State-of-being Verbs, Linking Verbs

#### Глаголы действия, глаголы состояния, глаголы-связки

Глаголы — *verbs* обозначают действие или состояние: *action verbs* — глаголы действия, *state-of-being verbs* — глаголы состояния. *Guglielmo Marconi **built** (action verb) the first radio in 1895. Many people **heard** (action verb) about this new invention. Radio broadcasting **was** (state-of-being verb) experimental until 1920. Baseball games and election results **were** (state-of-being verb) the first broadcasts.*

Глаголы состояния часто функционируют как глаголы-связки — *linking verbs*. Они связывают подлежащее и слово или слова в сказуемом: *Many television shows are comedies. Adventure shows are lively.* В первом примере глагол-связка *are* связывает подлежащее *shows* со словом *comedies*, которое переименовывает подлежащее, а во втором — глагол *are* связывает подлежащее *shows* со словом *lively*, описывающим подлежащее.

#### Глаголы-связки

##### Forms of **be**

am, is, are, was, were, appear — появляться, become — стать, становиться, feel — чувствовать, been

##### Other Linking Verbs

grow — расти, выращивать, look — выглядеть, remain — оставаться, seem — казаться, smell — пахнуть, sound — звучать, stay — оставаться, taste — ощущать на вкус, turn — оказываться

Глаголы-связки могут функционировать как глаголы действия: *These shows **look** (linking verb) informative. Эти шоу **выглядят** (глагол-связка) информативными. We **look** (action verb) at these shows. Мы **смотрим** (глагол действия) эти шоу.*

**Example:** Underline the verb in each sentence. Write the verb.

*Answer: verbs are underlined.*

1. Many botanists help farmers with their crops.
2. These scientists develop stronger types of plans.
3. Strong plants fight disease with good results.
4. Healthy plants certainly are a great benefit to farmers.
5. They rapidly grow into large plants.
6. These crops increase the yield at a harvest time.
7. Some new strains of plants taste delicious.
8. In many ways agriculture benefits from scientific improvements.
9. For amateur gardeners, the new plants seem impressive.
10. They often look beautiful, as well.

**Example:** The verb in each sentence is underlined. Write **action verb or state-of-being verb for it**.

1. Botanists are (state-of-being verb) large scientists.
2. They often collect (action verb) plants for study.
3. These specialists investigate (action verb) characteristics of plants.
4. Many botanists become (state-of-being verb) experts on specific plants.
5. They serve (action verb) the government and private organizations.

**Example:** Underline the linking verb in each sentence.

1. Soccer has been a favourite sport in other countries for years.
2. It is now a popular sport in the United States too.
3. Very young children seem good at the game.

4. Television might be one reason for soccer's popularity.
5. The action appears lively and exciting on television.
6. In time more people will grow enthusiastic about soccer.
7. The sport will remain a popular field game.
8. In America football is very popular.
9. Super Bowl Sunday has become a big event for the sport.
10. Almost everyone stays home on this day.

## Unit 21

### Verb Phrases

#### Глагольные фразы

#### Helping Verbs, Main Verbs

#### Вспомогательные глаголы, основные глаголы

Глагол часто состоит не из одного слова, а из двух и более слов — *глагольной фразы* — *verb phrase*:

**Verb:** *Television broadcasts **began** in the late 1930s.*

**Verb Phrase:** *Television **has become** a popular medium.*

*Some students **have been producing** shows for years.*

Наиболее важная часть глагольной фразы — *основной глагол* — *main verb*. Другие глаголы — *вспомогательные* — *helping verbs*.

**Main verb:** *The first television shows **were** popular.*

**Helping verb:** *They **were** shown only in certain areas.*

#### Вспомогательные глаголы

am	was	being	has	does	could	shall	might
is	were	been	had	did	will	should	must
are	be	have	do	can	would	may	

**Note:** Отрицательная форма образуется с помощью добавления отрицательной частицы *not* после вспомогательного или модального глагола или глагола-связки.

**Example:** Write appropriate helping verbs that complete the sentences.

1. Many shows **were** produced in TV's early days.
2. By the mid 1950s, however, videotaping **had** become a major method of production.
3. Picture and sound quality **are** constantly improving due to continuous technological advances.
4. Today, audiences **can** watch wall-size or pocket-size TV's.
5. The first communication satellite **was** launched in 1965.
6. Satellites **have** made worldwide communications possible.
7. In the future, cable TV **will** continue its rapid growth.
8. VCR's **are** giving TV owners even greater flexibility.
9. Families **may** now record home movies with video cameras.
10. We **might** soon see even more exciting changes.

## Unit 22

### Verb Forms

#### Глагольные формы

#### Regular and Irregular Verbs

#### Правильные и неправильные глаголы

#### Verb Forms Глагольные формы

Каждый глагол имеет четыре основные или базовые формы: форму настоящего времени — **Present**, e.g.: *sail*, форму прошедшего времени — **Past**, e.g.: *sailed*, форму причастия II — причастия прошедшего времени — **Past Participle**, e.g.: *have sailed* и причастия I — причастия настоящего времени — **Present Participle**, e.g.: *are sailing*.

Формы причастия I и причастия II употребляются со вспомогательными глаголами **to be** и **to have**, e.g.: *I have sailed in all types of boats. I am sailing toward the shore.*

### I

**Present Simple (простое настоящее время)**

**V<sub>1</sub> or V<sub>1</sub> (s) (es)**, e.g.: *sail, sails*

**Future-in-the-Past**

(время будущее в прошедшем)

**should/would + V<sub>1</sub>**,

e.g.: *should/would go*

### II

**Past Simple (простое прошедшее время, утвердительная форма) V<sub>2</sub>**, e.g.: *sailed, went*

### III

**Past Participle причастие прошедшего времени: перфектные времена, употребление глагольных форм в пассивном залоге have (has)/had + V<sub>3</sub>**

*формы глагола be + V<sub>3</sub>*, e.g.: *has sailed, is done*

### IV

**Present Participle причастие настоящего времени, длительные времена: формы глагола be в настоящем, прошедшем и будущем времени (am, is, are, was, were, shall be, will be) + V-ing (V<sub>4</sub>) form**, e.g.: *am + sailing*

**Note:** Далее для обозначения глагольных форм будут использованы следующие обозначения: V<sub>1</sub>— первая глагольная форма, V<sub>2</sub>— вторая глагольная форма, V<sub>3</sub>— третья глагольная форма, V<sub>4</sub>— четвертая глагольная форма.

**Regular and Irregular Verbs. Правильные и неправильные глаголы**

В английском языке различают правильные и неправильные глаголы.

Большая часть глаголов — *правильные глаголы* — *regular verbs*. Формы прошедшего времени, причастия II



правильных глаголов образуются добавлением **-ed** к форме настоящего времени. Формы причастия I правильных глаголов образуются добавлением **-ing** к форме настоящего времени.

### **Reading (чтение) ed:**

- [d] после звонких согласных и гласных: opened, stayed;

- [t] после глухих согласных: looked, watched;

- [ɪd] после *t, d*: started, added.

### **Writing (написание) ed:**

- Если глагол оканчивается на букву **-e**, при добавлении к нему **-ed**, буква **-e** опускается: *dive, dived, diving*; формы *lie* — *лежать, лгать* — *совпадают: lied lying*.

- В односложных глаголах, имеющих корневую краткую гласную, заключительная согласная удваивается: *clap* — *clapped* — *clapped*.

- Если глагол оканчивается на *согласную букву* и букву **-y**, при добавлении **-ed** буква **-y** меняется на **-i**: *carry, carried, но carrying*.

- Если глагол оканчивается на гласную и согласную букву, глагол односложный или ударение падает на последний слог, конечная согласная буква в глаголе удваивается перед добавлением **-ed, -ing**: *clap, clapped, clapping, но: mix, mixed, mixing*.

### **Writing -ing form:**

- немая **e** в конце слова опускается: *write* — *writing*;

- в односложных глаголах, имеющих корневую краткую гласную, заключительная согласная удваивается: **nod** — **nodding**.

Имеет место особенность в образовании глагольных форм глаголов *die* (умирать) и *dye* (красить):

*die* — *died* — *died* — *dying*;

*dye* — *dyed* — *dyed* — *dying*.

*Example: Write the four principal parts of each regular verb below.*

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present Participle</i>
end	ended	ended	ending
want	wanted	wanted	wanting
drop	dropped	dropped	dropping
need	needed	needed	needing
kick	kicked	kicked	kicking
start	started	started	starting
finish	finished	finished	finishing
report	reported	reported	reporting
smile	smiled	smiled	smiling
marry	married	married	marrying
score	scored	scored	scoring

### **Irregular Verbs Неправильные глаголы**

**Неправильные глаголы** не образуют вторую и третью форму согласно единому правилу, поэтому их следует запоминать по таблице неправильных глаголов, имеющейся в справочных пособиях, а также в процессе выполнения упражнений.

Вместе с тем, с целью лучшего запоминания материала зарубежные методисты выделяют; 4 способа образования неправильных глаголов:

- добавление **en** к **III** форме глагола, e.g.: break — broke — **broken**, choose — chose — **chosen**;
- **I** и **III** формы глаголов совпадают, e.g.: **come** — came — **come**, **run** — ran — **run**;
- **II** и **III** формы глаголов совпадают, e.g.: bring — **brought** — **brought**, feel — **felt** — **felt**;
- **I**, **II** и **III** формы глаголов совпадают, e.g.: **burst** — **burst** — **burst**, **cost** — **cost** — **cost**.

## Unit 23

### Verb *to be* Глагол *to be*

Глагол *to be* — *быть, есть, являться, находиться*. В предложении он может быть: основным глаголом, вспомогательным глаголом, глаголом-связкой, модальным глаголом (обязанность).

#### *Examples:*

*They were (смысловый глагол) here in time. She is (вспомогательный глагол) reading a book. Some large cities in China are (глагол-связка) crowded. You are (модальный глагол) to do it by all means.*

Формы глагола *to be* в простом настоящем времени — Present Simple

Affirmative (+)	Negative (-)	Interrogative (?)	
I am you are he is she is it is we are you are they are	I am not you are not he is not she is not it is not we are not you are not they are not <i>Краткая форма отрицания:</i> are not = aren't is not = isn't	Am I? Yes, you are. No, you are not. Are you? Yes, I am. No, I am not. Is he? Yes, he is. No, he is not. Is she? Yes, she is. No, she is not. Is it? Yes, it is. No, it is not. Are we? Yes, you are. No, you are not. Are you? Yes, we are. No, we are not. Are they?	<i>Специальный вопрос:</i> Where are they? Why is she here? <i>Вопрос к подлежащему:</i> What is he? He is a doctor. Who is he? He is John Smith. He is my uncle. <i>Альтернативный вопрос:</i> Is he at school or at home? Are you an engineer or a doctor? <i>Разделительный вопрос:</i> You are 20, aren't you? He is not 17, is he? <i>Вопрос с отрицанием:</i> Isn't he in university?

		Yes, they <b>are</b> . No, they <b>are</b> not.	
--	--	---	--

Формы глагола **to be** в простом прошедшем времени —  
*Past Simple*: **was** — **БЫЛ**, **were** — **БЫЛИ**

<i>Affirmative</i> (+)	<i>Negative (-)</i>	<i>Interrogative (?)</i>	
I <b>was</b> you <b>were</b> he <b>was</b> she <b>was</b> it <b>was</b> we <b>were</b> you <b>were</b> they <b>were</b>	I <b>was</b> not you <b>were</b> not he <b>was</b> not she <b>was</b> not it <b>was</b> not we <b>were</b> not you <b>were</b> not they <b>were</b> not <i>Краткая форма отри- цания:</i> <b>was not = wasn't</b> <b>were not = weren't</b>	<b>Was</b> I? Yes, you <b>were</b> . No, you <b>were</b> not. <b>Were</b> you? Yes, I <b>was</b> . No, I <b>was</b> not. <b>Was</b> he? Yes, he <b>was</b> . No, he <b>was</b> not. <b>Was</b> she? Yes, she <b>was</b> . No, she <b>was</b> not. <b>Was</b> it? Yes, it <b>was</b> . No, it <b>was</b> not. <b>Were</b> we? Yes, you <b>were</b> . No, you <b>were</b> not. <b>Were</b> you? Yes, we <b>were</b> . No, we <b>were</b> not. <b>Were</b> they? Yes, they <b>were</b> . No, they <b>were</b> not.	<i>Специальный вопрос:</i> When <b>were</b> they on tour? Why <b>was</b> he ill? <i>Вопрос к подлежаще- му:</i> <i>What was</i> he? He <b>was</b> a teacher. <i>Who was</i> she? She <b>was</b> Mary Brown. She <b>was</b> my niece. <i>Альтернативный вопрос:</i> <i>Was</i> she pretty <i>or</i> a beauty? <i>Were</i> they coura- geous <i>or</i> brave? <i>Разделительный во- прос:</i> You <b>were</b> happy, <b>weren't</b> you? He <b>was</b> not success- ful, <b>was</b> he? <i>Вопрос с отрицанием:</i> <b>Wasn't</b> she sure of it?

Формы глагола **to be** в простом будущем времени — *Fi-  
ture Simple*

<i>Affirmative</i> (+)	<i>Negative (-)</i>	<i>Interrogative (?)</i>	
I <b>will be</b>	I <b>will not be</b>	<b>Will</b> I <b>be</b> ? Yes,	<i>Специальный вопрос:</i>

you <b>will be</b>	you <b>will not be</b>	you <b>will be</b> . No, you <b>will be</b> not.	When <b>will</b> you <b>be</b> there?
she <b>will be</b>	she <b>will not be</b>	<b>Will</b> you <b>be</b> ? Yes, I <b>will be</b> . No, I <b>will be</b> not.	<i>Вопрос к подлежащему:</i> <i>Who will be there?</i>
he <b>will be</b>	he <b>will not be</b>	<b>Will</b> he <b>be</b> ? Yes, he <b>will be</b> . No, he <b>will be</b> not.	<i>Альтернативный вопрос:</i> <b>Will</b> she <b>be</b> in London on Friday <i>or</i> on Saturday?
it <b>will be</b>	it <b>will not be</b>	<b>Will</b> it <b>be</b> ? Yes, it <b>will be</b> . No, it <b>will be</b> not.	<i>Разделительный вопрос:</i> You <b>will be</b> in time, <b>won't</b> you?
we <b>will be</b>	we <b>will not be</b>	<b>Will</b> we <b>be</b> ? Yes, you <b>will be</b> . No, you <b>will be</b> not.	We <b>will not be</b> in a hurry, <b>will</b> we?
you <b>will be</b>	you <b>will not be</b>	<b>Will</b> you <b>be</b> ? Yes, we <b>will be</b> . No, we <b>will be</b> not.	<i>Вопрос с отрицанием:</i> <b>Won't</b> she <b>be</b> present at the party?
they <b>will be</b>	they <b>will not be</b> <i>Краткая форма отрицания:</i> <b>will not = won't</b>	<b>Will</b> they <b>be</b> ? Yes, they <b>will be</b> . No, they <b>will be</b> not.	

**Example:** *Underline the verb in parentheses that correctly completes each sentence. Write singular or plural to identify each verb chosen.*

1. The earliest flying machines were (plural) hot air-balloons.
2. Travel by balloon is (singular) still a popular sport.
3. The first successful airplane was (singular) invented by the Wright brothers.
4. The Wright brothers were (plural) the bicycle manufacturers.
5. In 1903 the spot Kitty Hawk was (singular) the location of the first airplane flight.

6. There is (singular) a memorial created by the Americans at Kitty Hawk, North Carolina, in honour of Wilbur and Orville Wright.

## Unit 24

### Verb to have

### Глагол to have

Глагол *to have* — *иметь*. В предложении может быть смысловым глаголом, вспомогательным глаголом, модальным глаголом с частицей *to*: *have to* — *должен*.

**Example:** *Some jobs **have** (смысловый глагол) special educational requirements. They **haven't** (вспомогательный глагол) been to London yet. She **has to** (модальный глагол) go there tomorrow.*

Формы глагола **to have** в простом настоящем времени — *Present Simple*

<i>Affirmative (+)</i>	<i>Negative (-)</i>	<i>Interrogative (?)</i>	
I <b>have</b> you <b>have</b> he <b>has</b> she <b>has</b> it <b>has</b> we <b>have</b> you <b>have</b> they <b>have</b>	I <b>have</b> not you <b>have</b> not he <b>has</b> not she <b>has</b> not it <b>has</b> not we <b>have</b> not you <b>have</b> not they <b>have</b> not <i>Краткая форма отрицания:</i> <b>have not = haven't</b>	<b>Have</b> I? Yes, you <b>have</b> . No, you <b>have</b> not. <b>Have</b> you? Yes, I <b>have</b> . No, I <b>have</b> not. <b>Has</b> he? Yes, he <b>has</b> . No, he <b>has</b> not. <b>Has</b> she? Yes, she <b>has</b> . No, she <b>has</b> not. <b>Has</b> it? Yes, it <b>has</b> . No, it <b>has</b> not. <b>Have</b> we? Yes, you <b>have</b> .	<i>Специальный вопрос:</i> What <b>have</b> they? What do they <b>have</b> ? What does he <b>have</b> ? <i>Вопрос к подлежащему:</i> <i>Who has</i> a modern com- puter? <i>Альтернативный вопрос:</i> <b>Has</b> she a dress <i>or</i> a suit? <i>Разделительный вопрос:</i> You <b>have</b> a fine job, <b>ha-</b> <b>ven't</b> you? They <b>have</b> no dog, <b>have</b> they? <i>Вопрос с отрицанием:</i> <b>Hasn't</b> he a car?

		No, you <b>have</b> not. <b>Have</b> you? Yes, we <b>have</b> . No, we <b>have</b> not. <b>Have</b> they? Yes, they <b>have</b> . No, they <b>have</b> not.	
--	--	--	--

Формы глагола **to have** в простом прошедшем времени —

*Past Simple*

<i>Affirmative (+)</i>	<i>Negative (-)</i>	<i>Interrogative (?)</i>	
I <b>had</b> you <b>had</b> he <b>had</b> she <b>had</b> it <b>had</b> we <b>had</b> you <b>had</b> they <b>had</b>	<b>Had no</b> + существительное без артикля во всех лицах <i>I had no opportunity to do it.</i> I <b>had</b> no you <b>had</b> no he <b>had</b> no she <b>had</b> no it <b>had</b> no we <b>had</b> no you <b>had</b> no they <b>had</b> no Краткая форма отрицания: <b>had no = hadn't</b>	<b>Had</b> I? Yes, you <b>had</b> . No, you <b>had</b> not. <b>Had</b> you? Yes, I <b>had</b> . No, I <b>had</b> not. <b>Had</b> he? Yes, he <b>had</b> . No, he <b>had</b> not. <b>Had</b> she? Yes, she <b>had</b> . No, she <b>had</b> not. <b>Had</b> it? Yes, it <b>had</b> . No, it <b>had</b> not.	<i>Специальный вопрос:</i> When did he <b>have</b> it? <i>Вопрос к подлежащему:</i> <i>What had he? Who had it?</i> <i>Альтернативный вопрос:</i> <b>Had</b> they a hamster or a guinea pig? <i>Разделительный вопрос:</i> You <b>had</b> a friend, <b>hadn't</b> you? He <b>had</b> no brother, <b>had</b> he? <i>Вопрос с отрицанием:</i> <b>Hadn't</b> she a sister?

		<b>Had</b> we? Yes, you <b>had</b> . No, you <b>had</b> not. <b>Had</b> you? Yes, we <b>had</b> . No, we <b>had</b> not. <b>Had</b> they? Yes, they <b>had</b> . No, they <b>had</b> not.	
--	--	--	--

Формы глагола **to have** в простом будущем времени — *Future Simple*

<i>Affirmative</i> (+)	<i>Negative (-)</i>	<i>Interrogative (?)</i>	
<b>I will have</b> you <b>will have</b> he <b>will have</b> she <b>will have</b> it <b>will have</b> we <b>will have</b> you <b>will have</b> they <b>will have</b>	<b>I will not have</b> you <b>will not have</b> he <b>will not have</b> she <b>will not have</b> it <b>will not have</b> we <b>will not have</b> you <b>will not have</b> they <b>will not have</b> <i>Краткая форма отрицания:</i>	<b>Will I have?</b> Yes, you <b>will</b> . No, you <b>will not</b> . <b>Will you have?</b> Yes, I <b>will</b> . No, I <b>will not</b> . <b>Will he have?</b> Yes, he <b>will</b> . No, he <b>will not</b> . <b>Will she have?</b> Yes, she <b>will</b> . No, she <b>will not</b> . <b>Will it have?</b> Yes, it <b>will</b> .	<i>Специальный вопрос:</i> When <b>will</b> you <b>have</b> the house of your own? <i>Вопрос к подлежащему:</i> <i>Who will have</i> another effort? <i>Альтернативный вопрос:</i> <b>Will</b> she <b>have</b> it today or tomorrow? <i>Разделительный вопрос:</i> You <b>will have</b> it on Monday, <b>won't</b> you? We <b>will not have</b> an exam on Tuesday, <b>will</b> we? <i>Вопрос с отрицанием:</i> <b>Won't</b> she <b>have</b> a rest on Sunday?



	<b>will not have = won't have</b>	No, it <b>will</b> not. <b>Will</b> we <b>have</b> ? Yes, you <b>will</b> . No, you <b>will</b> not. <b>Will</b> you <b>have</b> ? Yes, we <b>will</b> . No, we <b>will</b> not. <b>Will</b> they <b>have</b> ? Yes, they <b>will</b> . No, they <b>will</b> not.	
--	-----------------------------------	--	--

**Example:** Complete each sentence by writing a correct form of the verb in parentheses. Then label the tense of the verb that you used.

1. Yesterday we (have, had) a meeting. (*had **past***)
2. Two-thirds of the students (has, have) voted. (*have **present***)
3. (Has, Have) all the applicants been interviewed? (*have **present***)
4. Some of these interviews (have, had) reference to income. (*have **present***)
5. Neither of the students' reports (have, had) any footnotes last month. (*had **past***)

## Unit 25

### Simple Tenses Простые времена

**Note: Исключение — вопрос к подлежащему.**

<i>Tense</i>	<i>Affirmative (+)</i> подлежащее + V <sub>1</sub> (-s, -es)	<i>Negative (-)</i> подлежащее + do (does) not + V <sub>1</sub>	<i>Interrogative (?) Short Answers</i> (Вопросительное слово +) do (does) + подлежащее + V <sub>1</sub> ?
<b>Present Simple</b>	I <b>work</b> . You <b>work</b> .	I <b>do</b> not <b>work</b> .	<b>Do</b> I <b>work</b> ? Yes, you <b>do</b> .

<p>настоящее простое время, обозначает регулярно повторяющееся действие, универсальную истину <b>usually, every, always, never, seldom, often, sometimes</b> <i>I usually get up at seven o'clock in the morning</i></p>	<p>He <b>works</b>. She <b>works</b>. It <b>works</b>. We <b>work</b>. You <b>work</b>. They <b>work</b>.</p>	<p>You <b>do not work</b>. He <b>does not work</b>. She <b>does not work</b>. It <b>does not work</b>. We <b>do not work</b>. You <b>do not work</b>. They <b>do not work</b>. <b>do not = don't</b> <b>does not = doesn't</b></p>	<p><b>Do you work?</b> Yes, I/<b>we do</b>. <b>Does he work?</b> Yes, he <b>does</b>. No, he <b>doesn't</b>. <b>Does she work?</b> Yes. She <b>does</b>. No, she <b>doesn't</b>. <b>Does it work?</b> Yes, it <b>does</b>. No, it <b>doesn't</b>. <b>Do we work?</b> Yes, you <b>do</b>. No, you <b>don't</b>. <b>Do you work?</b> Yes, we <b>do</b>. No, we <b>don't</b>. <b>Do they work?</b> Yes, they <b>do</b>. No, they <b>don't</b>. When <b>do</b> you <b>get up</b>? When <b>does</b> he <b>get up</b>? <b>Исключение:</b> Who <b>gets up</b> early?</p>
<p><b>Past Simple</b></p>	<p><i>Affirmative (+)</i> подлежащее + V<sub>2</sub></p>	<p><i>Negative (-)</i> подлежащее + did + not + V<sub>1</sub></p>	<p><i>Interrogative (?) Short Answers</i> (Вопросительное слово +) did + подлежащее + V<sub>1</sub>?</p>
<p>простое прошедшее время, обозначает постоянно повторяющееся</p>	<p>I <b>worked</b>. You <b>worked</b>. He <b>worked</b>. She <b>worked</b>. It <b>worked</b>.</p>	<p>I <b>did not work</b>. You <b>did not work</b>.</p>	<p><b>Did I work?</b> Yes, you <b>did</b>. No, you <b>didn't</b>. <b>Did you work?</b> Yes, I <b>did</b>.</p>

<p>действие в прошлом, перечисление фактов, событий, имеющих место в прошлом  <b>yesterday, ago (two days ago), last (last day)</b>  <i>I went to the shop yesterday.</i></p>	<p>We <b>worked</b>.  You <b>worked</b>.  They <b>worked</b>.</p>	<p>He <b>did</b> not <b>work</b>.  She <b>did</b> not <b>work</b>.  It <b>did</b> not <b>work</b>.  We <b>did</b> not <b>work</b>.  You <b>did</b> not <b>work</b>.  They <b>did</b> not <b>work</b>.  <b>did not=didn't</b></p>	<p>No, I <b>did</b> not.  <b>Did he work?</b>  Yes, he <b>did</b>. No, he <b>did</b> not.  <b>Did she work?</b>  Yes, she <b>did</b>. No, she <b>did</b> not.  <b>Did it work?</b> Yes, it <b>did</b>. No, it <b>did</b> not.  <b>Did we work?</b>  Yes, you <b>did</b>. No, you <b>did</b> not.  <b>Did you work?</b>  Yes, we <b>did</b>. No, we <b>did</b> not.  <b>Did they work?</b>  Yes, they <b>did</b>. No, they <b>did</b> not.  Where <b>did</b> you go <b>yesterday?</b>  <b>Исключение:</b>  Who <b>got up</b> late <b>yesterday?</b></p>
<p><b>Future Simple</b></p>	<p><i>Affirmative (+)</i>  <b>подлежащее + will + V<sub>1</sub></b></p>	<p><i>Negative (-)</i>  <b>подлежащее + will + not + V<sub>1</sub></b></p>	<p><i>Interrogative (?) Short Answers</i>  <b>(Вопросительное слово +) will + подлежащее + V<sub>1</sub>?</b>  <input type="checkbox"/> + V<sub>1</sub>?</p>
<p>простое будущее время, обозначает действие в будущем  <b>next, tomorrow</b></p>	<p>I <b>will work</b>  You <b>will work</b>.  He <b>will work</b>.  She <b>will work</b>.  It <b>will work</b>.  We <b>will work</b>.</p>	<p>I <b>will not work</b>.  You <b>will not work</b>.  He <b>will not work</b>.  She <b>will not work</b>.</p>	<p><b>Will I work?</b> Yes, you <b>will</b>. No, you <b>will not</b>.  <b>Will you work?</b> Yes, I <b>will</b>. No, I <b>will not</b>.  <b>Will he work?</b>  Yes, he <b>will</b>.</p>

<p>I <b>will go</b> to the cinema <b>tomorrow</b>.</p> <p><i>Условные предложения, реальное условие. После союза if в придаточном предложении глагол используется в настоящем времени, а в главном предложении – в будущем времени: If the weather <b>is</b> fine, I <b>will go</b> for a work.</i></p>	<p>You <b>will work</b>.</p> <p>They <b>will work</b>.</p> <p><i><b>Note:</b> Традиционный британский вариант — использование глагола <b>shall</b> в первом лице единственного и множественного числа (с местоимениями <b>I, we</b>). В настоящее время преобладает тенденция использования формы <b>will</b> во всех лицах.</i></p>	<p>It <b>will not work</b>.</p> <p>We <b>will not work</b>.</p> <p>You <b>will not work</b>.</p> <p>They <b>will not work</b>.</p> <p><b>will not= won't</b></p>	<p>No, he <b>will not</b>.</p> <p><b>Will she work?</b></p> <p>Yes, she <b>will</b>. No, she <b>will not</b>.</p> <p><b>Will it work?</b> Yes, it <b>will</b>. No, it <b>will not</b>.</p> <p><b>Will we work?</b></p> <p>Yes, you <b>will</b>. No, you <b>will not</b>.</p> <p><b>Will you work?</b></p> <p>Yes, we <b>will</b>. No, we <b>will not</b>.</p> <p><b>Will they work?</b></p> <p>Yes, they <b>will</b>. No, they <b>will not</b>.</p> <p>When <b>will</b> they <b>come?</b></p> <p><b>Исключение: Who will come late?</b></p>
---	--	--	---

# KEYS

## Unit 1

### Task 9.

*Declarative sentences:*

Once, on a cold winter day, some family went to make PC purchase. They had no knowledge in computer engineering and simply went to the most advertised firm. We want to buy PC. This is a serious activity. Yes. I know. We have been saving money for a long time. Right. You need a powerful PC. Computer games are hard programs. Oh... I don't know. I want hard drive 300 Gigabyte, both powerful processor and video card with much memory. Five channel soundcards, DVD-rewritable Rom, sound system on subwoofer, game pad joystick, wireless keyboard and a mouse. I want a LCD monitor with 19 inches. Moreover, a box for CD ... and a carpet for mouse named «Pictures Sonic». Let's make it all. It's your PC. He pushed ten boxes tied up with a rope. You have to pay 1999 dollars. Hey... if you don't have money enough, you can take credit. You must have 30% from cost and 5% a year. Thank you for purchase.

*Interrogative sentences:*

What do you want? Can I help you? What do you need your PC for? What PC do you want? Characteristics, what characteristics do you want on your PC? How can I start it ...?

*Imperative sentences:*

Give us big PC. All right, go to the bank and make papers.

*Exclamatory sentences:*

Yes! Oh! I want it for playing! I want to play very much! Black colour!

## Unit 2

### Task 4.

**Alternative (Alt)** — альтернативный, различный, **Caps Lock** — фиксация регистра прописных букв на клавиатуре, **Control** — средства управления, элемент управления, управляющее устройство, **Delete** — стереть, **End** — завершение, **Enter** — вход, ввод, **Escape** — смена, уход, переход, **Home** — начало, **Insert** — ввод, вставка, **Num Lock** — клавиша переключения и фиксации числового регистра, **Page Up** — страница вверх, **Page Down** — страница вниз, **Pause Break** — остановка, приостановка, **Print Screen (PrtSc)** — печать экрана, **System Request (SysRq)** — системный запрос, **Scroll Lock** — блокирование прокрутки, **Shift** — установка регистра, смена регистра, переключение, **Tabulation (Tab)** — табуляция, табуляграмма.

### Task 13.

1) adj 2) n 3) v 4) prep 5) pron 6) prep 7) n 8) adj  
9) prep 10) pron 11) n 12) n 13) v 14) prep 15) adj 16) n

### Task 15.

*Topic sentence* Composer John Cage captured people's attention early in his career when he set up a piano in Cambridge's Harvard Square. *Supporting sentences* Cage sat down at the piano to play — but did not play. Instead, he sat still while an assistant turned pages of music for him. The lunchtime of audience was baffled for a long while.

Then people realised what John Cage wanted them to hear. The real music this composer wanted to reveal to the world was the sound of Harvard Square's busy daily life.

*Clincher sentence* The real music is music of life.

## Unit 3

### Task 2.

Data input — данные ввода, character data — знаковые данные, graphic data — графические данные, data tablet — планшет для ввода данных, data output — данные вывода.

### **Task 3.**

Data input: keyboard, mouse, special manipulator, scanner, data tablet, digital camera.

Data output: screen monitor, printer.

### **Task 11.**

1) brain (subject) is (verb) 2) brain (subject) doubles (verb) 3) brain (subject) receives (verb) translates (verb) 4) men (subject) women (subject) hear (verb) 5) eye (subject) can discriminate (verb) 6) are (verb) pounds (subject) 7) nose (subject) windpipe (subject) lungs (subject) form (verb) 8) respiratory system (subject) provides (verb) 9) nose (subject) cleans (verb) warms (verb) humidifies (verb) 10) are (verb) millions (subject)

### **Task 12.**

1) cells = d.o. 2) open = p.a. 3) John Jay = d.o. Chief Justice = o.c. 4) enthusiastic = p.a. 5) class = i.o. a list = d.o. 6) laps = d.o. 7) kind = p.n. 8) Melissa = d.o. president = o.c. 9) black = p.a. white = p.a. brown = p.a. grey-blue = p.a. 10) earth = d.o.

## **Unit 4**

### **Task 2.**

Paragraphs: 2, 1, 3

### **Task 4.**

1) c) 2 a) 3 b) 4 a) 5 c) 6 b)

### **Task 9.**

1) buildings (common), World Trade Center (proper)  
2) St. Patrick's Cathedral (proper), a church (common)  
3) Fifth Avenue (proper), shops (common).  
4) Central Park (proper), zoo (common).

### **Task 10.**

1) state 2) city 3) singer 4) book

### **Task 11.**

1) Reggie Jackson, Arthur Ashe, National League  
2) Doctor Chang, Diaz Memorial Hospital, Reverend

Wilson

## Unit 5

### Task 11.

woodwind	snare drum	folk song
glee club	bagpipe	drumstick
opera house	bandleader	keyboard

## Unit 6

### Task 8.

1) Do you mind 2) mind your own business 3) changed my mind 4) make up your mind 5) Never mind 6) Mind out! 7) Mind you

### Task 10.

Surveys altos heroes tickets sopranos licenses wishes comedies

### Task 11.

1. **Boys** and **girls** may pursue a variety of **careers** in music.
2. They may train to be **musicians, singers, or composers.**
3. Other **areas** of music offer different **opportunities.**
4. Disc **jockeys** are radio **announcers** who introduce **records.**
5. Musical **conductors** lead **orchestras** and **bands.**
6. Voice **coaches** give singing **lessons** to student **performers.**
7. Instrument **makers** may craft **oboes** and **saxes.**
8. **Repairers** may mend **flutes** and **cellos.**
9. Music **historians** write or lecture about **aspects** of music.
10. Often they have university **degrees** or technical **diplomas.**

### Task 12.

1. In an orchestra, string instruments do not include **banjos.**
2. Woodwind instruments may include flutes and **piccolos.**



3. Brass wind instruments may include **tubas** and trumpets.

4. French horns and **trombones** are also in this category.

5. Cymbals and **xylophones** are percussion instruments.

### **Task 13.**

Most major **cities** have symphony orchestras. They may play both classical and popular **forms** of music. Such orchestras also accompany **operas** and **ballets**; provide music for motion **pictures** and television productions.

## **Unit 7**

### **Task 10.**

12's, shelves, Chinese, children, bucketfuls, halves, roofs, 100's, reindeer, Swiss, B's, sisters-in-law, bookcases, cuffs, feet, women, knapsacks, teaspoonfuls, elves, videotapes, tariffs, chiefs of staff, boards of education.

### **Task 11.**

1) theaters-in-the-round 2) showmen 3) lives 4) beliefs  
5) step children

### **Task 12.**

1) *kerchiefs, kerchieves* 2) *shelves* 3) *armfuls*  
4) *headaches* 5) *storerooms* 6) *children*

### **Task 13.**

The second paragraph is more effective than the first because there are facts that can be verified. Notice that most of the statements in the first paragraph are personal opinions.

## **Unit 8**

### **Task 12.**

1) director's 2) men's 3) Lucas's 4) violinists'

### **Task 13.**

- 1) citizens' rights
- 2) coach's advice
- 3) Dickens's books
- 4) fox's red fur
- 5) Picasso's painting
- 6) men's coats
- 7) mouse's whiskers
- 8) Mozart's music
- 9) vice president's orders
- 10) sister's-in-law book
- 11) boys' swim team
- 12) Hugh Higgins's hope
- 13) Ms. Ross's office
- 14) attorney general's name
- 15) Harrises' party
- 16) countess's jewels

### **Unit 9**

#### **Task 13.**

- 1) into **the** front bedroom;
- 2) one letter after **the** other;
- 3) on **the** floor 4–5) **the** chalk 6–7) **the** kitchen 8) **the** right way 9) **the** first thing 10) put **the** 'B' before 'C'

### **Unit 10**

#### **Task 10.**

- 1) a remote volcanic island
- 2) a Dutch explorer; uneven coastline
- 3) European ships; this isolated spot
- 4) these early explorers; huge stone statues
- 5) the statues; oversized heads; short bodies
- 6) many models; fifty tons
- 7) these remarkable statues; volcanic rock
- 8) some pieces; thirty feet; the hilly landscape
- 9) a serious expression; these stony faces
- 10) The early sculptors; long ears; the boulders
- 11) rough stone hand picks; the image
- 12) Some eye-catching statues; giant red stone hats
- 13) These figures; the grassy surface
- 14) The statues; the steep mountain slope
- 15) such heavy burdens; modern tools
- 16) these «Eyeless Watchers»
- 17) an invisible object; the distant horizon;
- 18) Several unfinished carvings; stone cradles
- 19) some unknown reason; a sudden stop
- 20) many unanswered questions.

### **Unit 11**

#### **Task 13.**

- 1) indirect object: *me* 2) subject: *he*, direct object: *them*
- 3) subject: *me*, direct object: *them* 4) subject: *who* 5) predicate nominative: *they*

**Task 14.**

1) subject: *it* 2) subject: *they*; object: *them* 3) subject: *she*,  
object: *them* 4) subject: *she* 5) subject: *she*, object: *him*

**Task 15.**

1) his 2) Their 3) her 4) its 5) their

**Task 16.**

2) It's 3) Its 4) There's 5) their 6) They're

**Unit 12**

**Task 10.**

1) interrogative 2) demonstrative 3) interrogative  
4) demonstrative 5) interrogative 6) demonstrative  
7) demonstrative 8) demonstrative 9) demonstrative  
10) interrogative

**Task 11.**

1) What, Which 2) This, That 3) This, That 4) Which  
5) These, Those

**Task 12.**

1) themselves 2) itself 3) themselves 4) himself  
5) herself

**Task 13.**

1) themselves 2) correct 3) himself 4) I 5) ourselves

**Unit 13**

**Task 12.**

1) Nothing 2) No one 3) many 4) one 5) everyone

**Task 13.**

1. Everything in the plot has its purpose.  
2. Many think their favourite book is the greatest.  
3. Both wrote their books at an early age.  
4. Few would say they did not enjoy this book.

**Unit 14**

**Task 10.**

1. The Renaissance was a time of renewed interest in art and learning.

2. Renaissance poetry appeared after 1450 in Italy and France.

3. New and intricate forms were developed by Renaissance poets.

4. Poets now wrote in their native languages instead of Latin.

5. Within a few decades, English poetry reflected these changes.

### **Task 11.**

*Possible answers:* 1) about many subjects 2) of a poem 3) in creative ways 4) During their free time 5) Throughout the ages

## **Unit 15**

### **Task 8.**

1) but 2) Neither nor 3) both, and 4) but 5) either, or 6) either, or 7) and 8) and 9) or

### **Task 9.**

1. Cats and (*coordinating*) dogs were among the earliest domestic animals.

2. Cats became pets more recently **but** (*coordinating*) very successfully.

3. Dogs were domesticated **or** (*coordinating*) trained much earlier.

4. **Either** wolves **or** (*correlative*) jackals are dogs' ancestors.

5. **Both** cats **and** (*correlative*) dogs originally helped hunters.

6. **Neither** science **nor** (*correlative*) history knows when they became pets.

## **Unit 16**

### **Task 8.**

*Possible answers:* 1) Alas 2) Why 3) Ah 4) Goodness 5) Terrific 6) Hush 7) Hooray 8) Oops 9) Hey 10) Mercy

### Task 9.

*Possible answers:*

1. **Say**, what is your favourite Sherlock Holmes story?
2. **Whew!** What a difficult decision!
3. **Oh**, it is no challenge for me.
4. **Hush!** I cannot think while you brag.
5. **Hooray!** I have chosen *The Hound of the Baskervilles!*
6. **Dear me**, I don't like that one at all.

### Unit 17

#### Task 9.

*Possible answers:*

1. The **long, desolate** street was **narrow** and **dark**.
2. A **bright sunny** day greeted the campers.
3. We hated the **hot, humid** weather.
4. The trees were covered with **red, yellow** and **orange** leaves.
5. The rock stream was home to **tiny, silvery** fish.
6. We saw **small furry** animal with a **white** stripe down its back.
7. I would like a **shiny, new** red car with **black** seats.
8. Nina wore a **green** hat with **pink** and **purple** roses on it.
9. A **large, angry** bird with **blue** and **white** feathers attacked our cat.
10. The **cheerful** man played a **marvelous** song on his **old** violin.

#### Task 10.

- 1) smallest (superlative) 2) thinnest (superlative)
- 3) more obedient (comparative) 4) younger (comparative)
- 5) most excitable (superlative)

#### Task 11.

- 1) more 2) least 3) less

**Task 12.**

- 1) best 2) most interesting 3) more nervous 4) calmest  
5) more complicated 6) worst 7) loveliest 8) most excitable

**Unit 18**

**Task 10.**

- 1) more heavily 2) worst 3) slowly 4) most clearly  
5) more rapidly 6) sooner 7) more 8) far 9) closest 10) more correctly

**Task 11.**

- 1) more imaginatively 2) more creatively 3) best 4) more mysteriously 5) fastest 6) sooner 7) more realistically 8) most vividly 9) nearer 10) best

**Unit 19**

**Task 6.**

*Cardinal:* two; four; seven; eleven; thirteen; thirty-one; sixty-three; one hundred and ninety-four; twelve thousand, six hundred and ninety-eight; three hundred and forty-six thousand, seven hundred and sixty-five; twenty-five million, one hundred and twenty-three thousand, six hundred and fifty-four.

*Ordinal (with the definite article **the**):* second; fourth; seventh; eleventh; thirteenth; thirty-first; sixty-third; one hundred and ninety-fourth; twelve thousand, six hundred and ninety-eighth; three hundred and forty-six thousand, seven hundred and sixty-fifth; twenty-five million, one hundred and twenty-three thousand, six hundred and fifty-fourth.

**Task 7.**

One half, one quarter, one third, three quarters, three eighths, seven eighths, five over nine-four-one, seventy-six over fifty-four, nought point three four, nought point six seven, one point nine eight, six point five three, ten point two one.

**Task 9.**

*Seventy*-five; 6; 10; 9; seven; third; 4, 20; 10, 6; 65, 67; 6, 14; 2:17; 9, 2007; fourth; thirty-two, fifteen; four, 23, 1985; 9, 5, 1, 2, 3

**Unit 20****Task 10**

1) AV 2) SBV 3) AV 4) AV 5) AV 6) SBV 7) SBV  
8) AV 9) AV 10) SBV 11) SBV 12) SBV 13) AV

**Task 11.**

1) can grow 2) feel 3) seems 4) are 5) has been 6) is  
7) remain 8) seem

**Task 12.**

1) AV 2) AV 3) LV 4) LV 5) AV

**Unit 21****Task 8.**

1) three (3) 2) two (2) 3) three (3) 4) two (2) 5) two (2)  
6) three (3)

**Task 9.**

1) grown 2) known 3) producing 4) grow 5) become  
6) see 7) harvested 8) grown 9) known

**Task 10.**

1) are 2) is 3) is 4) has 5) are 6) will 7) are 8) have  
9) have

**Unit 22****Task 9.**

1) talk — talked — talked — talking 2) worry — worried — worried — worrying 3) paddle — paddled — paddled — paddling 4) grin — grinned — grinned — grinning 5) reply — replied — replied — replying 6) open — opened — opened — opening 7) mix — mixed — mixed — mixing 8) cry — cried — cried — crying 9) work — worked — worked — working 10) raise —

raised — raised — raising 11) carry — carried — carried — carrying 12) slip — slipped — slipped — slipping 13) delay — delayed — delayed — delaying 14) change — changed — changed — changing 15) hurry — hurried — hurried — hurrying 16) climb — climbed — climbed — climbing

### **Unit 23**

#### **Task 7.**

1) is 2) aren't 3) were 4) is 5) were 6) aren't 7) am  
8) weren't 9) are 10) will be

#### **Task 8.**

1) are 2) are 3) were 4) is 5) are 6) is

### **Unit 24**

#### **Task 8.**

Summary of characters' traits: John Roebling was aloof, a genius, angular; Washington Roebling was personable, organized and capable, open; both were professional, talented, courageous, determined, perfectionists, confident of their abilities.

#### **Task 10.**

1) was 2) had 3) had 4) had 5) are

#### **Task 11**

1) are 2) were 3) was 4) has 5) will have 6) was 7) will be  
8) has 9) was 10) had

### **Unit 25**

#### **Task 7.**

1) will serve — future simple 2) discovered — past simple 3) added — past simple 4) taste — present simple 5) prepared — past simple

#### **Task 8.**

1) likes 2) prepared 3) chopped 4) added 5) will enjoy



# GLOSSARY

## *Parts of Speech*

<i>noun</i> = <i>n</i> существительное	<i>adverb</i> = <i>adv</i> наречие
<i>pronoun</i> = <i>pron</i> местоимение	<i>preposition</i> = <i>prep</i> предлог
<i>verb</i> = <i>v</i> глагол	<i>conjunction</i> = <i>conj</i> союз
<i>adjective</i> = <i>adj</i> прилагательное	<i>interjection</i> = <i>int</i> междометие

## **A**

**abbreviation**, *n* 1) сокращение; 2) аббревиатура

**ability**, *n* способность

**about**, *prep* 1) рядом; 2) у; 3) около

**accept**, *v* принимать

**acceptable**, *adj* 1) подходящий; 2) допустимый;  
3) приемлемый

**access**, *n* доступ

**accessory**, *n* приспособление

**accident**, *n* 1) авария; 2) травма; 3) несчастье

**account**, *n* счет

**accountant**, *n* бухгалтер

**accounting**, *n* 1) учет; 2) отчетность; 3) расчет

**accustom**, *v* 1) привыкать; 2) приучать

**activate**, *v* активировать

**actual**, *adj* 1) фактический; 2) действительный

**actually**, *adv* 1) фактически; 2) действительно

**actuate**, *v* приводить в действие, движение

**adapt**, *v* адаптировать

**add**, *v* 1) дополнять; 2) добавлять

**addition**, *n* 1) сумма; 2) дополнение; 3) сложение

**additional**, *adj* дополнительный

**address**, *n* адрес

**addressee**, *n* 1) адресат; 2) получатель

**admission**, *n* 1) прием; 2) принятие

**adoption**, *n* принятие

**advance**, *n* 1) продвижение вперед, успех, прогресс

2) улучшение; 3) **in advance** заранее

**advanced**, *adj* 1) передовой; 2) усовершенствованный

**adventure**, *n* приключение

**adversary**, *n* 1) противник; 2) враг; 3) неприятель  
**advertisement**, *n* 1) реклама; 2) объявление  
**advertising**, *n* 1) рекламирование; 2) реклама;  
3) публикация объявлений  
**advertiser**, *n* 1) рекламодатель; 2) рекламное приложение  
**advertised firm** рекламируемая фирма  
**after**, *prep* 1) после; 2) затем; 3) следовательно  
**afterward**, *adv* 1) впоследствии; 2) потом; 3) позже  
**a few**, *adj* 1) немного; 2) некоторые из  
**age**, *n* возраст  
**agree**, *v* соглашаться  
**aid**, *v* 1) помощь; 2) поддержка; 3) содействие  
**all**, *adj* 1) все; 2) все  
**all manner of** 1) всевозможные; 2) разнообразные  
**almost**, *adv* почти  
**aloof**, *adj* 1) равнодушный; 2) надменный; 3) замкнутый  
4) необщительный  
**also**, *adv* также, тоже  
**although**, *adv* хотя  
**ambiguity**, *n* 1) двусмысленность; 2) неопределенность  
**ambiguous**, *adj* 1) неопределенный; 2) двусмысленный  
**among**, *prep* среди  
**amount**, *n* 1) количество; 2) сумма; 3) итог  
**amount of work** объем работы  
**amplifier**, *n* усилитель  
**ancestor**, *n* родоначальник, предок  
**and**, *conj* 1) и; 2) а  
**angle**, *n* угол  
**angry**, *adj* сердитый  
**angular**, *adj* 1) угловатый; 2) неловкий; 3) худой;  
4) костлявый; 5) чопорный  
**animal**, *n* животное  
**another**, *adv* другой  
**answer**, *v* отвечать  
**anteater**, *n* муравьед  
**antique**, *adj* античный

**any of them** любой из них  
**anyone**, *pron* кто-нибудь  
**anything**, *pron* 1) что-нибудь (в вопросительных предложениях); 2) ничто (в отрицательных предложениях)  
**anywhere**, *adv* 1) где-нибудь; 2) куда-нибудь; 3) везде  
**apartment**, *n* квартира (американский вариант)  
**áperture**, *n* щель  
**áperture**, *adj* щелевидный  
**appear**, *v* 1) появляться; 2) казаться; 3) обозначаться  
**application form** 1) бланк заявления; 2) анкета; 3) бланк заявки  
**appointment**, *n* 1) назначение, определение; 2) место, должность, пост; 3) деловое свидание, условленная встреча, прием  
**approve**, *v* одобрять  
**arbitrary**, *adj* произвольный  
**architecture**, *n* архитектура  
**arguable**, *adj* спорный  
**arise (arose, arisen)**, *v* 1) возникать; 2) появляться; 3) являться результатом  
**armful**, *n* охапка  
**arrange**, *v* 1) привести в порядок; 2) классифицировать; 3) прийти к согласию  
**arrange the time** договориться о времени  
**arrival**, *n* прибытие  
**art**, *n* 1) искусство; 2) творчество; 3) умение; 4) мастерство  
**artificial**, *adj* искусственный  
**ascend**, *n* 1) возрастать; 2) подниматься  
**as a rule**, *adv* 1) как правило; 2) обычно  
**as much as**, *adv* сколько  
**as much as**, *conj* поскольку  
**assemble**, *v* 1) собирать; 2) монтировать  
**assert**, *v* утверждать  
**assertion**, *n* утверждение  
**assign**, *v* 1) назначать; 2) определять; 3) направлять

**assignment**, *n* 1) назначение; 2) распределение; 3) задание

**assistant**, *n* помощник, ассистент

**associate**, *v* ассоциировать

**assume**, *v* 1) предполагать; 2) допускать

**attempt**, *n* 1) попытка; 2) проба; 3) опыт

**as well**, *adv* 1) также; 2) кроме того; 3) вдобавок

**as well as**, *adv* 1) а также; 2) также как

**at all**, *adv* 1) вообще; 2) совсем; 3) совершенно

**at last**, *adv* 1) наконец; 2) наконец

**at least**, *adv* 1) по крайней мере; 2) по меньшей мере

**attend**, *v* посещать

**at the time** в то время

**attractive**, *adj* привлекательный

**audit**, *n* 1) проверка; 2) ревизия

**author**, *n* автор

**automation**, *n* автоматизация

**availability**, *n* пригодность

**available**, *adj* пригодный

**avenue**, *n* 1) аллея; 2) проспект; 3) широкая улица

**avoid**, *v* избегать

**awareness**, *n* 1) сознание; 2) осведомленность; 3) информированность

**ax**, *n* топор

**axis** (*pl.* **axis, axes**), *n* ось координат

## В

**bachelor**, *n* бакалавр

**back**, *n* 1) спина; 2) обратная сторона

**background**, *n* 1) фон; 2) фоновый раздел; 3) квалификация; 4) образование, опыт

**backwards**, *adv* 1) назад; 2) в обратном направлении

**bagpipe**, *n* волынка

**bake**, *v* печь

**baker**, *n* пекарь, булочник

**balance sheet** (B/S) баланс, балансовый отчет

**bandleader**, *n* руководитель оркестра

**bar**, *n* панель  
**battle**, *n* битва, сражение  
**beautiful**, *adj* красивый  
**bean**, *n* боб  
**bear**, *n* медведь  
**bear grease** медвежья печенка  
**become (became, become)**, *v* стать, становиться  
**behave**, *v* вести себя  
**behaviour**, *n* поведение  
**begin (began, begun)**, *v* начинать  
**beginning**, *n* начало  
**belief**, *n* вера  
**beside**, *prep* 1) рядом с; 2) близ; 3) около  
**besides**, *adv* 1) кроме того; 2) сверх того  
**beyond**, *prep* 1) на расстоянии; 2) за; 3) вне; 4) сверх  
**bicycle, bike** *n* велосипед  
**bilateral**, *adj* двусторонний  
**black**, *adj* черный  
**blend**, *v* 1) смешиваться; 2) сочетаться; 3) гармонировать  
**blighty**, *adj* отечественный  
**blood**, *n* кровь  
**blue**, *adj* 1) синий; 2) голубой  
**board of education** управление образованием  
**boat**, *n* 1) лодка; 2) шляпка; 3) корабль, судно  
**bode**, *n* 1) герольд; 2) вестник  
**boil**, *v* кипятить  
**bolt**, *n* болт  
**bone**, *n* кость  
**bony**, *adj* костистый, костлявый  
**book**, *n* книга  
**bookcase**, *n* книжный шкаф  
**book-keeping**, *n* бухгалтерия  
**both**, *pron* оба  
**both ... and conj.**, 1) как ..., так и... 2) и ... и; 3) и к тому же

**bottom**, *n* 1) низ; 2) дно  
**bow**, *n* лук  
**brag**, *v* хвастать  
**brave**, *adj* храбрый  
**bread**, *n* хлеб  
**break (broke, broken)**, *v* 1) ломать; 2) разбивать  
**breakfast**, *n* завтрак  
**breezy**, *adj* свежий  
**bridge**, *n* мост  
**bright**, *adj* яркий  
**brightly**, *adv* ярко  
**bring (brought, brought)**, *v* 1) приносить; 2) приводить; 3) доставлять  
**British Isles** Британские острова  
**broad**, *adj* широкий  
**Brooklyn Bridge** Бруклинский мост  
**brown**, *adj* коричневый  
**brown bread** черный хлеб  
**bucket**, *n* ведро  
**building**, *n* здание  
**building site** 1) строительная площадка; 2) участок постройки; 3) строительный объект  
**builder**, *n* строитель  
**burden**, *n* 1) ноша; 2) тяжесть; 3) груз, бремя  
**burn**, *v* 1) гореть; 2) сжигать; 3) использовать в качестве топлива  
**business manager** 1) коммерческий директор; 2) управляющий делами; 3) менеджер по торгово-промышленной деятельности  
**but**, *conj* но  
**button**, *n* кнопка  
**bygone**, *adj* 1) прошлый; 2) былой; 3) минувший  
**by means of** 1) при помощи; 2) посредством; 3) путем

**С**

**cable**, *n* 1) кабель; 2) провод; 3) канат; 4) трос

**calculation**, *n* 1) вычисление; 2) расчет; 3) счет  
**calm**, *adj* спокойный  
**can**, *v* мочь, быть в состоянии  
**canvas**, *n* холст, полотно  
**capability**, *n* способность  
**capable**, *adj* способный  
**carpet**, *n* ковер  
**cause**, *n* причина  
**change**, *v* 1) менять; 2) обменивать; 3) изменять  
**character** *n* знак  
**careful**, *adj* 1) осторожный; 2) заботливый  
**carefully**, *adv* 1) осторожно; 2) заботливо  
**card**, *n* карта  
**carry**, *v* нести  
**carry out**, *v* выполнять  
**case**, *n* 1) обстоятельство; 2) ситуация; 3) случай  
**catalogue**, *n* каталог  
**catch (caught, caught)**, *v* 1) ловить; 2) поймать; 3) схватить  
**center**, *n* центр  
**century**, *n* век  
**cerebral palsy** детский церебральный паралич  
**certain**, *adj* 1) определенный; 2) некий; 3) некоторый  
**certainly**, *adv* конечно  
**check**, *n* проверка  
**check**, *v* проверять  
**challenge**, *n* 1) вызов; 2) требование; 3) сложная задача, сложная проблема; 4) многообещающие возможности  
**challenge**, *v* 1) вызывать; 2) оспорить; 3) требовать  
4 *математический термин*: ставить под вопрос  
**change**, *v* изменять  
**chart**, *n* диаграмма  
**cheerful**, *adj* 1) бодрый; 2) приветливый  
**chemicals**, *n* химические препараты  
**chief**, *n* начальник

**chief of staff**, *n* руководитель аппарата  
**child**, *n* ребенок  
**children**, *n* дети  
**chin**, *n* подбородок  
**Chinese**, *adj* китайский  
**circulation**, *n* 1) круговорот; 2) циркуляция  
**certificate**, *n* 1) сертификат; 2) аттестат; 3) свидетельство; 4) письменное удостоверение  
**circumstance**, *n* обстоятельство  
**cite**, *v* 1) ссылаться; 2) цитировать  
**city**, *n* крупный город  
**civil**, *adj* гражданский, штатский  
**Civil War** гражданская война  
**clear** *adj* 1) ясный; 2) четкий  
**clearly** *adv* 1) ясно; 2) четко  
**cleanup**, *n* уборка  
**click**, *n* щелчок  
**click** *v* щелкать  
**climate**, *n* климат  
**climb**, *v* 1) подниматься; 2) влезать  
**close**, *v* закрыть  
**close**, *adj* 1) близкий; 2) закрытый  
**closure**, *n* 1) закрытие; 2) завершение  
**cloth**, *n* 1) ткань; 2) сукно; 3) холст; 4) бумажная материя; 5) скатерть; 6) полотно; 7) кусок ткани  
**clothes**, *n* 1) личные вещи; 2) одежда; 3) платье  
**coast**, *n* побережье  
**coastal area** прибрежный район, прибрежная зона  
**coastal water** береговая вода, прибрежная вода  
**code**, *n* код  
**code**, *v* кодировать, шифровать  
**collect**, *v* собирать  
**colonel**, *n* полковник  
**colour**, *n* цвет  
**combine**, *v* объединять, комбинировать



**command**, *n* команда  
**commercial**, *adj* коммерческий  
**commercial distribution firm** коммерческая распре-  
ляющая фирма  
**committee**, *n* комитет  
**common**, *adj* общий; **in common**, *adv* совместно  
**company**, *n* компания  
**compatible**, *adj* совместимый, сочетаемый  
**complete**, *adj* 1) полный; 2) законченный  
**complexion**, *n* цвет лица  
**complete**, *v* завершать  
**complete**, *adj* полный  
**completion**, *n* завершение  
**complicate**, *v* усложнять  
**complication**, *n* сложность, осложнение  
**comprehension**, *n* 1) понимание; 2) осмысление; 3) по-  
стижение; 4) охват  
**comprehensive**, *adj* всесторонний  
**compression**, *n* сжатие  
**compress**, *v* сжать  
**comprise**, *v* 1) включать; 2) содержать; 3) вмещать; 4)  
образовывать; 5) входить в состав  
**computer**, *n* компьютер  
**computer engineering** компьютерная разработка  
**condition**, *n* условие  
**conduct negotiations** вести переговоры  
**confidence**, *n* 1) доверие; 2) уверенность  
**confirmation**, *n* подтверждение  
**connect**, *v* 1) соединять; 2) подключать  
**connection**, *n* 1) связь; 2) соединение; 3) подключение  
**conquer**, *v* 1) завоевывать; 2) подчинять; 3) покорять  
**conscience**, *n* 1) совесть; 2) сознание  
**conscientious**, *adj* 1) добросовестный; 2) сознательный;  
3) честный  
**consequently**, *adv* следовательно

**consider**, *v* 1) рассматривать; 2) обсуждать  
**considerable**, *adj* значительный  
**consist of**, *v* состоять из  
**constraint**, *n* ограничение  
**contain**, *v* содержать  
**content**, *n* 1) содержание; 2) вместимость  
**contents**, *n* 1) содержимое; 2) суть; 3) сущность;  
4) оглавление; 5) состав  
**Context menu** контекстное меню  
**contextual**, *adj* контекстуальный  
**continue**, *v* продолжать  
**continuation**, *n* продолжение  
**contribute**, *v* внести вклад  
**controversial**, *adj* спорный, дискуссионный  
**convenience**, *n* удобство  
**convert**, *v* 1) превращать; 2) трансформировать; 3) ви-  
доизменять  
**convince**, *v* убеждать  
**cook**, *n* повар  
**cook**, *v* готовить  
**coolness**, *n* 1) прохлада; 2) спокойствие; 3) холодность  
**cooperative**, *adj* 1) совместный; 2) объединенный  
**copy**, *v* копировать  
**copy**, *n* копия  
**corn**, *n* кукуруза  
**corner**, *n* угол  
**cornstalk**, *n* кукурузный стебель  
**correspond**, *v* соответствовать  
**correctly**, *adv* правильно  
**cost (cost, cost)** *v* стоить  
**couch**, *n* кушетка  
**could**, *v* мог бы  
**country**, *n* 1) страна; 2) сельская местность  
**courage**, *n* 1) храбрость; 2) смелость; 3) отвага; 4) муже-  
ство

**courageous**, *adj* 1) храбрый; 2) смелый; 3) отважный; 4) мужественный  
**course**, *n* 1) курс; 2) направление; 3) блюдо  
**court**, *n* 1) двор; 2) суд; 3) корт  
**cover**, *n* 1) крышка; 2) обложка  
**cover**, *v* 1) покрывать; 2) закрывать  
**create**, *v* создавать  
**creation**, *n* создание  
**crop**, *n* сельскохозяйственная культура  
**cross**, *n* 1) крест; 2) скрещивание  
**cross**, *v* 1) пересекать; 2) переходить  
**crude**, *adj* сырой  
**cry**, *v* 1) плакать; 2) кричать; 3) восклицать  
**crystal**, *adj* кристальный  
**cuff**, *n* манжета  
**cultivate**, *v* культивировать  
**cultured**, *adj* 1) культурный; 2) культивированный  
**cultured pearl** культивированный жемчуг  
**curious**, *adj* 1) любопытный; 2) любознательный  
**current**, *adj* текущий  
**curriculum vitae**, *n* жизнеописание  
**cursor**, *n* курсор  
**customer**, *n* 1) клиент; 2) посетитель  
**customary**, *adj* 1) обычный; 2) привычный; 3) основанный на опыте  
**cut (cut, cut)**, *v* 1) резать; 2) отрезать; 3) разрезать; 4) вырезать; 5) снижать

## D

**daisy**, *n* 1) маргаритка; 2) ромашка  
**damage**, *n* 1) вред; 2) убыток; 3) ущерб  
**dark**, *adj* темный  
**data**, *n* данные  
**deal with** иметь дело с, заниматься чем-либо  
**de bene esse**, *латинский язык* условно  
**decide**, *v* решать

**decimal**, *adj* десятичная дробь, десятичный знак  
**decimal point** запятая/точка в десятичных дробях, отделяющая целое число от дроби  
**decision**, *n* решение  
**declare**, *v* объявлять, провозглашать  
**decrease**, *v* уменьшать  
**degree**, *n* степень  
**deep**, *adj* глубокий  
**deep-set**, *adj* глубоко посаженный  
**defence**, *n* защита  
**define**, *v* определять значение, толковать  
**delay**, *v* задерживать  
**delete**, *v* удалять  
**deletion**, *n* удаление  
**delicious**, *adj* восхитительный, приятный  
**delivery**, *n* доставка  
**depend (on, upon)**, *v* 1) зависеть; 2) рассчитывать; 3) надеяться; 4) полагаться  
**dependable**, *adj* надежный, заслуживающий доверия  
**dependent**, *adj* зависимый  
**deploy**, *v* 1) развертывать; 2) разблокировать  
**deployment**, *n* 1) размещение; 2) перегруппировка; 3) применение; 4) использование  
**deport**, *v* высылать, депортировать  
**deprecate**, *v* 1) протестовать; 2) выступать против; 3) возражать  
**Deputy Chief**, *n* заместитель начальника  
**descend**, *v* 1) спускаться; 2) снижаться  
**descendant**, *n* потомок  
**describe**, *v* описывать  
**description**, *n* описание  
**desert**, *n* 1) пустыня; 2) десерт  
**desire**, *n* желание  
**despite**, *prep* несмотря на  
**design**, *n* проект

**designate**, *v* обозначать  
**desktop**, *n* рабочий стол  
**desolate**, *adj* 1) пустынный; 2) заброшенный  
**destructive**, *adj* разрушительный  
**detail**, *n* деталь  
**determine**, *v* 1) заранее твердо решать; 2) рассчитывать  
**determination**, *n* 1) решительность; 2) определенность  
**determined**, *adj* 1) решительный; 2) непреклонный;  
3) определенный; 4) установленный  
**develop**, *v* развивать  
**development**, *n* развитие  
**device**, *n* 1) средство; 2) устройство  
**devote**, *v* посвящать  
**dictionary**, *n* словарь  
**die**, *v* умирать  
**difference**, *n* различие  
**different**, *adj* 1) разный; 2) различный  
**digit** *n* цифра  
**digital**, *adj* 1) численный; 2) вычислительный  
**dinner**, *n* обед  
**direction**, *n* направление  
**dirt**, *n* грязь  
**discovery**, *n* открытие  
**dish**, *n* блюдо  
**dismiss**, *v* 1) отпускать; 2) освобождать; 3) прекращать  
**display**, *v* показывать  
**distance**, *n* расстояние  
**distinguish**, *v* 1) различать; 2) распознавать  
**distribution**, *n* распределение  
**divide**, *v* 1) делить; 2) разделить; 3) распределить  
**divide by**, *v* разделить на  
**dive**, *v* нырять  
**diving gear** водолазное снаряжение  
**diverse**, *adj* 1) разнообразный; 2) несходный  
**diversity**, *n* 1) многообразие; 2) различие

**document**, *n* документ  
**doll**, *n* кукла  
**double**, *adj* двойной  
**downside**, *n* 1) нижняя сторона; 2) недостаток  
**duplicate**, *v* дублировать  
**drag**, *v* 1) перемещать; 2) перетаскивать  
**dragging**, *n* перемещение  
**drastically**, *adv* 1) решительно; 2) круто; 3) радикально  
4 существенно  
**draw (drew, drawn)**, *v* 1) рисовать; 2) чертить  
**draw plan** вырабатывать план, составлять план  
**dream**, *n* сон  
**dream**, *v* 1) видеть сны; 2) мечтать  
**drive (drove, driven)**, *n* 1) езда; 2) дорога; 3) напористость  
**drive (drove, driven)**, *v* вести машину  
**driver's licence** водительское удостоверение, водительские права  
**driving**, *n* 1) езда; 2) вождение автомобиля  
**droopy**, *adj* увядающий  
**drop**, *n* 1) глоток; 2) падение; 3) расстояние; 4) капля  
**drop**, *v* 1) пролить; 2) уронить; 3) исключить  
**drudgery**, *n* тяжелая или нудная работа  
**drum**, *n* барабан  
**drumstick**, *n* барабанная палочка  
**dry**, *adj* сухой  
**due to**, *prep* благодаря  
**during**, *prep* 1) во время; 2) в течение; 3) в продолжение  
**duty**, *n* обязанность  
**dweller**, *n* 1) обитатель; 2) житель

## Е

**each**, *adj* каждый  
**each other** друг друга  
**earn**, *v* 1) зарабатывать; 2) получать доход; 3) наживать;  
4) заслуживать

**Earth**, *n* Земля (планета)  
**eat (ate, eaten)**, *v* есть  
**education**, *n* образование  
**encumbrance**, *n* иждивенец  
**endeavor**, *n* 1) стремление; 2) попытка; 3) старание;  
4) область деятельности; 5) усилие  
**enquiry**, *n* 1) вопрос; 2) запрос; 3) изучение; 4) исследование  
**edge**, *n* край  
**education**, *n* образование  
**effort**, *n* попытка  
**either**, *adj* 1) один из двух; 2) тот и другой; 3) тот или другой  
**either**, *conj* 1) или; 2) либо  
**element**, *n* элемент  
**eliminate**, *v* устранять, исключать  
**elsewhere**, *adv* в другом месте  
**emphasize**, *v* 1) придавать особое значение; 2) подчеркивать  
**employee**, *n* работник по найму  
**employer**, *n* 1) работодатель; 2) предприниматель  
**employment**, *n* 1) служба; 2) работа; 3) занятость  
**empty**, *adj* пустой  
**empty**, *v* опустошать  
**enclose**, *v* 1) ограничивать; 2) помещать (куда-либо);  
3) заключать  
**encompass**, *v* 1) выполнять; 2) осуществлять; 3) обслуживать; 4) охватывать  
**end**, *n* конец  
**enforce**, *v* 1) оказывать давление; 2) заставлять; 3) принуждать; 4) усиливать  
**engineer**, *n* инженер  
**English**, *adj* английский  
**enhancement**, *n* улучшение  
**enjoyment**, *n* удовольствие

**Enter**, *n* 1) ввод; 2) выполнение  
**entity** *n* объект  
**entry**, *n* вход  
**equipment**, *n* оборудование  
**equivalent**, *n* эквивалент  
**era**, *n* эра  
**essential**, *adj* 1) неотъемлемый; 2) существенный; 3) основной  
**evaluate**, *v* 1) оценивать; 2) исчислять  
**eventually**, *adv* постепенно  
**even-tempered**, *adj* невозмутимый, уравновешенный  
**ever**, *adv* 1) всегда; 2) когда-либо  
**every**, *adj* каждый, всякий  
**evolution**, *n* эволюция  
**evolve**, *v* развивать  
**exact**, *adj* точный  
**exactly**, *adv* точно  
**example**, *n* пример  
**execute**, *v* выполнять  
**execute broad corporate policy** выполнять политику широкого сотрудничества  
**execution**, *n* выполнение  
**exception**, *n* исключение  
**exchange**, *n* обмен  
**excitable**, *adj* взволнованный, легко возбудимый  
**exciting**, *adj* волнующий  
**exclusion**, *n* исключение, недопущение  
**exhibition and sale of blighty industries** выставка и продажа отечественной промышленной продукции  
**exhibition conditions** условия проведения выставки  
**exist**, *v* существовать  
**expand**, *v* расширять  
**expansion**, *n* расширение  
**expenses**, *n* 1) издержки; 2) расходы; 3) затраты  
**expensive**, *adj* дорогой (не дешевый)



**experience**, *n* опыт  
**explain**, *v* объяснять  
**explanation**, *n* объяснение  
**explanatory**, *adj* объяснительный  
**expose**, *v* 1) открывать; 2) показывать; 3) обнаруживать;  
4) делать известным  
**exposition**, *n* выставка  
**expression**, *n* выражение  
**extend**, *v* простираться  
**extension**, *n* 1) продление; 2) дополнение или продолжение; 3) увеличение  
**extensively**, *adv* 1) широко; 2) пространно; 3) тщательно;  
4) экстенсивно  
**external**, *adj* внешний  
**eyes**, *n* глаза

## F

**face**, *n* лицо  
**faced**, *adj* 1) облицовочный; 2) отделанный  
**facilitate**, *v* облегчать, уменьшать трудности  
**fair**, *adj* 1) справедливый; 2) беспристрастный; 3) белокурый; 4) светлый  
**false**, *adj* ложный, ошибочный  
**fame**, *n* слава  
**familiar**, *adj* 1) близкий; 2) хорошо знакомый; 3) привычный  
**far**, *adj* 1) на большом расстоянии, вдали; 2) удаленный  
**faraway**, *adj* 1) далекий; 2) дальний; 3) отдаленный  
**fast**, *adj* быстрый  
**fasten**, *v* 1) прикреплять; 2) связывать; 3) навязывать;  
4) застегивать  
**father**, *n* папа  
**favourable**, *adj* 1) благоприятный; 2) удобный; 3) подходящий  
**fax**, *n* факс  
**fear**, *n* страх

**fearful**, *adj* 1) страшный; 2) напуганный; 3) робкий, боязливый  
**feel (felt, felt)**, *v* чувствовать  
**ferry**, *n* 1) перевоз; 2) паром; 3) регулярная авиатранспортная служба  
4 транспортный космический корабль  
**ferry landing stage** причал паромной переправы  
**fever**, *n* лихорадка  
**fiction**, *n* 1) вымысел; 2) беллетристика; 3) художественная проза; 4) художественная литература  
**fictitious**, *adj* 1) вымышленный; 2) воображаемый  
**fictitious opportunity** воображаемая возможность  
**field**, *n* область, сфера деятельности  
**field assignment** в командировке  
**fight (fought, fought)**, *v* бороться, сражаться  
**financial**, *adj* финансовый  
**find (found, found)**, *v* найти  
**first**, *adj* первый  
**first of all**, *adv* 1) прежде всего; 2) во-первых  
**flat**, *n* квартира  
**flexible**, *adj* гибкий  
**floor**, *n* пол  
**folder**, *n* папка  
**folk**, *adj* народный  
**folk song** народная песня  
**follow**, *v* следовать  
**following**, *adj* следующий  
**food**, *n* еда, пища  
**food crop** продовольственная культура  
**foot (pl. feet)** *n* 1) ступня; 2) фут = 0, 305 метра  
**footnote**, *n* сноска  
**force**, *n* сила  
**force**, *v* 1) заставлять; 2) обязывать  
**forehead**, *n* лоб  
**foreign language** иностранный язык

**foremost**, *adj* прежде всего  
**forever**, *adv* 1) навсегда; 2) постоянно; 3) беспрестанно  
**for instance** например  
**formalize**, *v* 1) формализовать; 2) оформлять  
**fortnight**, *n* две недели  
**frame**, *n* рамка  
**free**, *adj* 1) свободный; 2) бесплатный  
**frequently**, *adv* часто  
**fresh**, *adj* свежий  
**fret**, *v* 1) беспокоить; 2) мучить  
**frisky**, *adj* резвый  
**from scratch** с нулевого уровня, с начала  
**from ... till** от ... до  
**from ... to** от ... до  
**front**, *n* фронт  
**frustration**, *n* расстройство  
**fry**, *v* жарить  
**frying pan**, *n* сковорода  
**full**, *adj* полный  
**full time work** полный рабочий день  
**function**, *n* функция  
**functional**, *adj* функциональный  
**funny**, *adj* 1) забавный; 2) смешной  
**furniture**, *n* мебель  
**furry**, *adj* меховой

## G

**gallantry**, *n* 1) храбрость; 2) отвага  
**gallon**, *n* галлон  
**game**, *n* игра  
**gap**, *n* 1) промежуток; 2) разрыв; 3) пробел  
**garden**, *n* сад  
**gear**, *n* 1) привод; 2) передача  
**general**, *adj* всеобщий, общего применения  
**generate**, *v* 1) вызывать; 2) образовывать; 3) создавать  
**generation**, *n* поколение

**get (got, got)**, *v* получать  
**get together a work** работать совместно  
**gigantic**, *adj* огромный  
**give (gave, given)**, *n* 1) передать; 2) вручить; 3) подарить  
**glass**, *n* стакан, стекло  
**glee**, *n* 1) веселье; 2) радость; 3) песня на несколько голосов  
**glorious**, *adj* славный  
**glossary**, *n* глоссарий  
**glow**, *v* 1) сверкать; 2) сиять; 3) светиться  
**goal**, *n* цель  
**golden**, *adj* золотистый  
**good-tasting**, *adj* приятный на вкус  
**granularity**, *n* степень детализации, дробность  
**graphics**, *n* графика  
**graphic**, *adj* графический  
**great**, *adj* 1) великий; 2) великолепный  
**green**, *adj* зеленый  
**green bean** 1) овощной горох; 2) зеленая фасоль  
**grey**, *adj* серый  
**grin**, *v* усмехаться  
**grow (grew, grown)**, *v* 1) расти; 2) выращивать

## Н

**half**, *n* половина  
**hammer**, *n* молоток  
**hand**, *n* рука  
**handle money** обращаться с деньгами  
**harsh**, *adj* 1) грубый; 2) жесткий; 3) агрессивный  
**hay fever**, *n* сенная лихорадка  
**harpsichord**, *n* клавесин  
**harvest**, *n* урожай  
**harvest**, *v* 1) собирать урожай; 2) пожинать плоды  
**have to**, *v* должен  
**had to**, *v* должен был

**headgear**, *n* головной убор  
**healthful**, *adj* 1) целебный; 2) здоровый; 3) полезный  
**hear (heard, heard)**, *v* слышать  
**headache**, *n* головная боль  
**healthy**, *adj* здоровый  
**heat**, *n* жара  
**heat**, *v* 1) нагревать; 2) разогревать  
**heavy**, *adj* тяжелый  
**heavy rain** сильный дождь, ливень  
**hide (hid, hidden)**, *v* 1) прятаться; 2) скрываться  
**high**, *adj* высокий  
**highlighting**, *n* выдвижение на первый план  
**highlights of qualifications** 1) основные факты;  
2) ключевые моменты права занимать должность  
**high proficiency** высокая квалификация  
**highway**, *n* 1) шоссе; 2) автомагистраль  
**hire**, *v* нанимать  
**hole**, *n* 1) дыра; 2) отверстие  
**home**, *n* дом (родной очаг)  
**at home** дома  
**hot**, *adj* жаркий  
**hop**, *v* 1) прыгать; 2) собирать хмель; 3) танцевать  
**hour**, *n* час  
**house**, *n* дом (здание)  
**household**, *n* домашнее хозяйство  
**house number** номер дома  
**huge**, *adj* огромный, громадный  
**humid**, *adj* влажный  
**hum**, *v* гудеть, жужжать  
**hundred**, *n* число *сто*  
**hurry**, *v* торопиться, спешить  
**hurry up**, *v* поторопись, поспеши  
**hyphen**, *n* дефис

## I

**identical**, *adj* идентичный

**in addition**, *adv* 1) вдобавок; 2) к тому же; 3) в придачу  
**in case of**, *prep* в случае  
**include**, *v* включать в себя  
**inclusion**, *n* 1) включение; 2) присоединение; 3) вхождение  
**icon**, *n* значок  
**if**, *conj* если  
**ignore**, *v* игнорировать  
**inch**, *n* дюйм = 2,5 сантиметра  
**income**, *n* доход  
**incur**, *v* подвергаться  
**incur overhead** нести накладные расходы  
**increase**, *v* увеличивать  
**incredible**, *adj* 1) невероятный; 2) потрясающий  
3) неправдоподобный  
**index**, *n* 1) индекс; 2) каталог  
**identify**, *v* 1) выделять; 2) идентифицировать  
**independent**, *adj* независимый  
**indicate**, *v* указать  
**in fact** 1) фактически; 2) в действительности; 3) на самом деле  
**influence**, *v* влиять  
**influential**, *adj* влиятельный  
**ingenious**, *adj* 1) изобретательный; 2) искусный; 3) оригинальный  
**in part**, *adv* 1) частью; 2) частично  
**in particular**, *adv* 1) в особенности; 2) в частности  
**inside**, *adv* внутри  
**instead**, *adv* 1) вместо; 2) взамен  
**intend**, *v* 1) предназначать; 2) намереваться; 3) иметь в виду  
**intension**, *n* намерение  
**intermix**, *v* смешивать, перемешивать  
**invade**, *v* 1) вторгаться; 2) захватывать; 3) оккупировать  
4) посягать

**image**, *n* образ  
**imagine**, *v* воображать  
**immediately**, *adv* немедленно  
**impairment**, *n* 1) нарушение; 2) ухудшение; 3) повреждение  
**imply**, *v* 1) значить; 2) подразумевать; 3) предполагать  
**important**, *adj* важный  
**important personal qualities** важные личностные качества  
**impose**, *v* накладывать  
**improve**, *v* улучшать  
**in many respects** во многих отношениях  
**inheritance**, *n* 1) наследование; 2) наследство  
**initialize**, *v* 1) инициализировать; 2) устанавливать в нулевое положение  
**injury**, *n* 1) вред; 2) повреждение  
**inquiry**, *n* запрос  
**insert**, *v* вставить  
**inset**, *adj* вложенный  
**inside**, *adj* внутренний, скрытый  
**instantaneous**, *adj* мгновенный  
**intend**, *v* 1) предназначать; 2) намереваться; 3) иметь в виду  
**intension**, *n* намерение  
**interesting**, *adj* интересный  
**to be interested in something** быть увлеченным чем-либо  
**interfere**, *v* 1) вмешиваться; 2) препятствовать; 3) вредить  
**internal**, *adj* внутренний  
**interpretation**, *n* интерпретация  
**intervention**, *n* вмешательство  
**interview**, *n* интервью  
**intestacy**, *n* 1) наследство; 2) имущество, оставленное без завещания

**introduction**, *n* введение  
**introduce**, *v* 1) представлять; 2) вводить  
**invention**, *n* изобретение  
**invent**, *v* изобретать  
**invite**, *v* приглашать  
**invitation**, *n* приглашение  
**involve**, *v* 1) включать; 2) предполагать; 3) охватывать; 4) вовлекать  
**item**, *n* 1) пункт; 2) предмет; 3) вопрос; 4) номер; 5) запись

## J

**jewelry**, *n* 1) драгоценности; 2) ювелирные изделия; 3) ювелирное дело  
**join somebody**, *v* присоединяться к кому-либо  
**joint**, *n* соединение  
**joint**, *adj* 1) объединенный; 2) совместный; 3) общий

## K

**kerchief**, *n* косынка  
**key**, *n* 1) ключ; 2) клавиша  
**kidney bean**, *n* 1) фасоль; 2) почка  
**kind**, *n* 1) вид; 2) род; 3) сорт  
**kind**, *adj* 1) добрый; 2) хороший; 3) сердечный; 4) доброжелательный  
**kindly**, *adv* 1) любезно; 2) доброжелательно; 3) легко  
**knapsack**, *n* 1) рюкзак; 2) ранец  
**knife**, *n* нож  
**know (knew, known)**, *v* знать  
**knowledge**, *n* знание

## L

**label**, *n* 1) бирка; 2) этикетка  
**laboriously**, *adv* тщательно  
**lack**, *n* 1) недостаток; 2) отсутствие; 3) дефицит  
**lake**, *n* озеро  
**language**, *n* язык (English, German)



**landmark**, *n* 1) ориентир; 2) поворотный пункт; 3) межевой знак  
**large**, *adj* большой  
**lash**, *v* 1) хлестать; 2) ринуться; 3) стегать  
**late**, *adj* поздний  
**lately**, *adv* поздно  
**latter**, *adj* 1) недавний; 2) последний; 3) поздний  
**law**, *n* закон  
**lazy**, *adj* ленивый  
**lean (lent, lent)**, *v* 1) наклоняться; 2) полагаться; 3) прислоняться; 4) иметь склонность  
**learn**, *v* 1) учить; 2) учиться; 3) узнавать  
**leave (left, left)**, *v* покидать, оставлять  
**leave out**, *v* 1) опустить; 2) опускать; 3) пропускать; 4) не включать  
**left**, *adj* левый  
**lens**, *n* линза  
**let (let, let)**, *v* 1) позволять; 2) допускать  
**let us**, *v* давайте  
**let us assume** допустим  
**lever**, *n* рычаг  
**life**, *n* жизнь  
**light bulb** лампочка  
**limit**, *v* ограничивать  
**listen (to)**, *v* слушать  
**little**, *adj* маленький  
**lizard**, *n* ящерица  
**load**, *n* загрузка  
**locate**, *v* 1) находиться; 2) устанавливать; 3) разместить; 4) обнаруживать  
**location**, *n* размещение, расположение  
**log**, *n* 1) журнал; 2) бревно  
**log**, *v* 1) вносить в журнал; 2) регистрировать  
**log book** 1) контрольная книга; 2) журнал учета; 3) бортовой журнал; 4) вахтенный журнал

**lone**, *adj* 1) уединенный; 2) одинокий  
**long**, *adj* длинный  
**logarithm**, *n* логарифм  
**logarithm tables** логарифмические таблицы  
**look**, *v* смотреть  
**look for**, *v* искать  
**look through**, *v* просматривать  
**loom**, *n* 1) ткацкий станок; 2) тень; 3) очертания  
**loud**, *adj* громкий  
**lovely**, *adj* прелестный  
**lumber**, *n* 1) пиломатериалы; 2) лесоматериал; 3) бревна  
**lunch**, *n* 1) обед; 2) ленч; 3) второй завтрак  
**lower**, *adj* нижний  
**luxurious**, *adj* роскошный

## М

**magician**, *n* волшебник  
**mainland**, *n* 1) материк; 2) континент; 3) большой остров  
**maintain**, *v* 1) поддерживать; 2) сохранять  
**magistracy**, *n* магистратура  
**make (made, made)**, *v* 1) делать; 2) изготавливать  
**make possible** 1) позволить; 2) сделать возможным  
**man**, *n* 1) человек; 2) мужчина  
**management**, *n* управление  
**manipulate**, *v* 1) умело обращаться; 2) управлять; 3) манипулировать  
**manner**, *n* 1) способ; 2) метод; 3) образ действий  
**manufacturer**, *n* производитель  
**many**, *adv* много (*с исчисляемыми существительными*)  
**manual**, *adj* неавтоматизированный, с ручным управлением  
**marital**, *adj* супружеский  
**marital status** семейное положение, состояние в браке  
**marriage**, *n* женитьба, замужество  
**marvelous**, *adj* изумительный

**mash**, *v* 1) заваривать кипятком; 2) раздавливать; 3) разминать, превращать в пюре  
**mashed potatoes**, *n* пюре, картофельное пюре  
**master**, *n* магистр  
**match**, *v* подходить (по цвету), соответствовать  
**mathematician**, *n* математик  
**mathematical**, *adj* математический  
**mean**, *v* 1) значить; 2) обозначать; 3) подразумевать  
**meaningful**, *adj* 1) многозначительный; 2) выразительный  
**measure**, *v* 1) измерять; 2) мерить; 3) оценивать; 4) рассчитывать  
**memorandum=memo**, *n* служебная записка  
**mental**, *adj* 1) умственный; 2) мысленный; 3) духовный  
**merely**, *adv* лишь, только  
**merit**, *n* 1) заслуга; 2) достоинство; 3) ценность; 4) оценка  
**method**, *n* метод, способ  
**migrate**, *v* мигрировать  
**minimize**, *v* минимизировать  
**mirror**, *n* зеркало  
**miscellaneous**, *adj* 1) смешанный; 2) разносторонний; 3) разнородный; 4) сборный  
**misread**, *v* 1) неправильно прочитать; 2) неправильно истолковать  
**mix**, *v* смешивать  
**model**, *n* модель  
**modem**, *n* модем  
**modification**, *n* 1) изменение; 2) модификация  
**moisture**, *n* 1) влажность; 2) влага  
**molasses**, *n* патока  
**money**, *n* деньги  
**mountain**, *n* гора  
**mouse**, *n* мышь  
**move**, *v* 1) двигаться; 2) переезжать; 3) перемещать

**much**, *adv* много (употребляется с неисчисляемыми существительными)

**mundane**, *adj* светский, мирской

**murky**, *adj* 1) темный; 2) мрачный; 3) пасмурный; 4) сомнительный

**must**, *v* должен

**mutually**, *adv* 1) взаимно; 2) совместно; 3) обоюдно

**mutually agreed** взаимосогласованный

## N

**name**, *n* имя

**name**, *v* 1) называть; 2) именовать; 3) назначать

**narrow**, *adj* узкий

**natural**, *adj* 1) природный; 2) естественный

**nature**, *n* природа

**necessary**, *adj* необходимый

**necklace**, *n* ожерелье, колье

**need**, *v* нуждаться

**negotiate**, *v* 1) вести переговоры; 2) обсуждать; 3) договариваться

**neighbour**, *n* сосед

**network**, *n* сеть

**nervous**, *adj* нервный

**new**, *adj* новый

**newcomer**, *n* 1) новичок; 2) незнакомец

**news**, *n* новость, новости

**non-fiction**, *adj* научный, научно-популярный

**noticeable**, *adj* 1) приметный; 2) достойный внимания; 3) заметный

**novice**, *n* новичок

**number**, *n* 1) номер; 2) число

**nudge**, *v* слегка подталкивать

**nut**, *n* 1) муфта; 2) гайка; 3) орех

## O

**oak**, *n* дуб

**obedient**, *adj* послушный

**object**, *v* возражать  
**object**, *n* объект  
**objective**, *n* цель, стремление  
**obligatory**, *adj* 1) обязательный; 2) необходимый  
**observe**, *v* наблюдать  
**obviously**, *adj* явно, очевидно  
**occur**, *v* происходить  
**ocean**, *n* океан  
**octopus**, *n* осьминог, спрут  
**occupation**, *n* род занятий, профессия  
**office**, *n* 1) контора; 2) канцелярия; 3) учреждение  
**office hours** 1) время работы учреждения; 2) присутственное время; 3) служебные часы  
**old**, *adj* старый  
**old-fashioned**, *adj* старомодный, вышедший из употребления  
**omit**, *v* пропускать, упускать  
**once**, *adv* раз, один раз  
**one-sided**, *adj* односторонний  
**one-year**, *adj* однолетний, годичный  
**open**, *v* открывать  
**opera**, *n* опера  
**operation**, *n* операция  
**orange**, *adj* 1) оранжевый; 2) апельсиновый  
**order**, *n* порядок  
**to put in order** привести в порядок  
**original**, *adj* оригинальный  
**other**, *adj* 1) другой; 2) иной; 3) прочий; 4) дополнительный  
**outside**, *adj* 1) внешний; 2) наружный; 3) посторонний  
**over time** с течением времени  
**own**, *adj* свой, собственный  
**oyster**, *n* устрица

## Р

**Pacific**, *adj* тихоокеанский

**paddle**, *v* 1) плыть на байдарке; 2) плескаться  
**page**, *n* страница  
**paint**, *n* краска  
**paint**, *v* красить  
**palm**, *n* ладонь  
**pan**, *n* 1) кастрюля; 2) сковорода; 3) противень; 4) чашка  
**paper**, *n* бумага  
**paragraph**, *n* абзац  
**parameter**, *n* параметр  
**Paris**, *n* Париж  
**Parisian**, *n* парижанин  
**part**, *n* часть  
**partial**, *adj* неполный, частичный  
**particular**, *adj* 1) особенный; 2) конкретный; 3) определенный; 4) частный  
**parting**, *n* 1) разделение; 2) ответвление; 3) отрезание  
**parts of speech** части речи  
**part time work** неполный рабочий день  
**patch**, *n* 1) заплатка; 2) пятно; 3) отрывок  
**pause**, *n* 1) пауза; 2) перерыв; 3) промежуток  
**pay (paid, paid)**, *v* платить  
**paycheck**, *n* зарплата  
**peaceful**, *adj* мирный  
**pea**, *n* горох  
**peanut**, *n* арахис  
**pearl**, *n* жемчуг  
**peel**, *v* 1) чистить; 2) очищать; 3) снимать кожуру; 4) снимать шелуху  
**permanently**, *adv* постоянно  
**pillow**, *n* подушка  
**people**, *n* люди  
**peopleware**, *n* кадровое обеспечение  
**per**, *prep* 1) в; 2) за; 3) на; 4) по; 5) согласно; 6) с помощью  
**percentage**, *n* 1) процент; 2) доля; 3) часть

**perfect**, *adj* 1) совершенный; 2) точный; 3) идеальный

**perfect knowledge** отличное знание

**personal computer (PC)** персональный компьютер

**phone message** телефонное сообщение

**phone number** телефонный номер

**physically**, *adv* физически

**picture**, *n* картина

**pictorial**, *adj* 1) иллюстративный; 2) наглядный

**pier**, *n* 1) пирс; 2) пристань; 3) причал

**physically**, *adv* физически

**plant**, *n* 1) растение; 2) завод

**plate**, *n* тарелка

**player piano**, *n* пианино

**pleasure**, *n* удовольствие

**plus**, *n* плюс

**plow**, *n* плуг

**plow**, *v* пахать

**pointer**, *n* указатель

**point of view** точка зрения

**poison**, *n* 1) яд; 2) отравка

**poisonous**, *adj* 1) ядовитый; 2) токсический

**pole**, *n* 1) опора; 2) полюс; 3) шест, столб

**popular**, *adj* популярный

**position**, *n* должность

**position held** занимаемая должность

**possible**, *adj* возможный

**pour**, *v* 1) лить; 2) вливать; 3) насыпать; 4) подливать

**power**, *n* 1) степень; 2) власть; 3) мощь; 4) сила;

5) питание; 6) энергия; 7) могущество

**precise**, *adj* точный

**precision**, *n* точность

**predate**, *v* предшествовать во времени

**predecessor**, *n* предшественник

**prefer**, *v* предпочитать

**preference**, *n* предпочтение

**prepare**, *v* ПОДГОТОВИТЬ  
**pre-processor**, *n* предварительная обработка  
**presence**, *n* присутствие  
**present**, *v* представлять  
**presentation**, *n* презентация  
**pressure**, *n* 1) давление; 2) нажим; 3) напряжение;  
4) воздействие  
**prevent**, *v* предотвращать  
**previous**, *adj* предыдущий  
**pride**, *n* гордость  
**prior**, *adj* 1) предварительный; 2) предшествующий;  
3) более важный  
**priority**, *n* 1) приоритет; 2) первоочередность; 3) пре-  
имущество; 4) первенство  
**private**, *adj* частный  
**proceed**, *v* 1) продолжать; 2) действовать; 3) исходить;  
4) осуществлять  
**process**, *n* процесс  
**processing**, *n* 1) обработка; 2) переработка  
**produce**, *v* производить  
**professional qualification** профессиональная квалифи-  
кация  
**program**, *n* программа  
**proliferate**, *adj* 1) распространяться; 2) пролифериро-  
вать; 3) быстро увеличиваться  
**provide**, *v* обеспечить  
**publicity**, *n* 1) гласность; 2) публичность; 3) реклама  
**publish**, *v* публиковать  
**pulp**, *n* 1) бумажная масса; 2) древесная масса; 3) целлю-  
лоза  
**purchase**, *n* покупка  
**purple**, *adj* пурпурный  
**push**, *v* 1) толкать; 2) нажимать; 3) продвигать

**Q**

**quality**, *n* качество



**quantity**, *n* количество  
**quick**, *adj* быстрый  
**quite**, *adv* вполне  
**quiet**, *adj* тихий

## R

**radish**, *n* редис  
**raft**, *n* плот  
**rainfall**, *n* количество осадков  
**raise**, *v* поднимать  
**range**, *v* 1) располагать в порядке; 2) выстраивать в ряд; 3) ранжировать; 4) классифицировать  
**rapid**, *adj* 1) быстрый; 2) скорый  
**rather**, *adv* 1) довольно; 2) скорее; 3) несколько  
**reindeer**, *n* северный олень  
**read (read, read)**, *v* читать  
**reach**, *v* 1) достигать; 2) охватывать  
**reason**, *n* причина  
**receive**, *v* получать  
**recent**, *adj* недавний  
**recently**, *adv* 1) недавно; 2) в последнее время  
**reception**, *n* 1) прием; 2) принятие; 3) получение  
**receptionist**, *n* 1) регистратор; 2) секретарь в приемной  
**record**, *v* записывать  
**rectangle**, *n* прямоугольник  
**red**, *adj* красный  
**reduce**, *v* 1) сокращать; 2) ослаблять; 3) уменьшать  
**reference**, *n* 1) ссылка; 2) справка; 3) упоминание; 4) обращение  
**refine**, *v* 1) улучшать; 2) совершенствовать  
**refinement**, *n* 1) очищение; 2) улучшение  
**refer**, *v* 1) относить; 2) ссылаться; 3) упоминать  
**reference**, *n* 1) ссылка; 2) упоминание; 3) указание; 4) справка; 5) обращение  
**regard**, *v* 1) рассматривать; 2) считать; 3) принимать во внимание; 4) касаться

**rehearsal**, *n* репетиция  
**relate**, *v* 1) относиться; 2) рассказывать; 3) связывать;  
4) информировать; 5) устанавливать связь  
**relative**, *n* родственник  
**release**, *v* 1) выпускать; 2) раскрывать; 3) освобождать  
**relieve**, *v* 1) облегчать; 2) уменьшать; 3) сменять;  
4) освобождать  
**rely**, *v* 1) надеяться; 2) зависеть; 3) основываться; 4) по-  
лагаться  
**rename**, *v* переименовать  
**remain**, *v* оставаться  
**remarkable**, *adj* замечательный  
**remember**, *v* помнить  
**remove**, *v* удалять  
**repeat**, *v* повторять  
**replace**, *v* заменять  
**reply**, *v* отвечать  
**request**, *n* 1) просьба; 2) требование; 3) запрос; 4) хода-  
тайство  
**require**, *v* требовать  
**requirement**, *n* требование  
**research**, *n* научное исследование  
**reside**, *v* 1) проживать; 2) находиться; 3) принадлежать  
**resource**, *n* 1) возможность; 2) способ; 3) средство;  
4) ресурс  
**respect**, *v* 1) уважать; 2) соблюдать; 3) почитать  
**in respect** в отношении  
**in respect to** по отношению к  
**respectful**, *adj* 1) вежливый; 2) почтительный; 3) уважа-  
ющий  
**responsibility**, *n* ответственность  
**rest**, *v* отдыхать  
**restoration**, *n* восстановление  
**restrict**, *v* ограничивать  
**result**, *n* результат

**resume**, *n* резюме  
**retriever**, *n* охотничья собака  
**revelation**, *n* 1) откровение; 2) раскрытие; 3) открытие  
**revise**, *v* 1) пересматривать; 2) изменять; 3) проверять;  
4) исправлять  
**ride (rode, ridden)**, *v* 1) ездить; 2) кататься  
**right**, *adj* правый  
**rinse**, *v* 1) полоскать; 2) промывать  
**rise (rose, risen)**, *v* поднимать; 2) возрастать; 3) увели-  
чиваться; 4) повышаться  
**river**, *n* река  
**rocky**, *adj* скалистый  
**roof**, *n* крыша  
**root**, *n* корень  
**royal**, *adj* королевский  
**royalty free** безгонорарный  
**row**, *n* ряд  
**rugged**, *adj* 1) бурный; 2) прочный; 3) суровый  
**run (ran, run)**, *v* бегать  
**runner up**, *n* бегун  
**Russian**, *adj* русский  
**rust**, *n* ржавчина

## S

**sale**, *n* продажа  
**sale manager** менеджер по продаже  
**same**, *adj* тот же самый  
**same**, *pron* то же самое  
**sandwich**, *n* бутерброд  
**save money** экономить деньги  
**saving**, *n* 1) экономия; 2) сбережение  
**schedule**, *n* 1) график; 2) список; 3) расписание;  
4) план; 5) таблица  
6) программа  
**scholarship**, *n* 1) ученость; 2) эрудиция; 3) стипендия  
**scientist**, *n* ученый

**scientific**, *adj* научный  
**scope**, *n* область действия  
**Scottish**, *adj* шотландский  
**scratchy**, *adj* 1) грубый; 2) небрежный; 3) колючий  
**screen**, *n* экран  
**search** *n* поиск  
**seasonable**, *adj* сезонный  
**security**, *n* безопасность  
**see (saw, seen)**, *v* видеть, смотреть  
**seeds**, *n* семена  
**select**, *v* 1) выбирать; 2) сортировать; 3) подбирать  
**selection**, *n* отбор  
**sender**, *n* отправитель  
**sentence**, *n* предложение  
**signature**, *n* подпись  
**sequence**, *n* 1) последовательность; 2) следствие; 3) порядок; 4) ряд; 5) очередность  
**serene**, *adj* 1) безмятежный; 2) спокойный; 3) ясный; 4) тихий  
**surface**, *n* поверхность  
**service**, *n* 1) служба; 2) обслуживание  
**service charge** плата за обслуживание  
**set**, *n* набор  
**set forth** *v* 1) излагать; 2) отправлять; 3) объяснять  
**settle**, *v* 1) урегулировать; 2) поселить; 3) решать; 4) разрешать; 5) улаживать  
**setup**, *n* 1) установка; 2) устройство; 3) структура; 4) система; 5) положение  
**several**, *adv* несколько  
**scroll**, *n* 1) список; 2) перечень  
**sheep**, *n* овца  
**shelf**, *n* полка  
**shell**, *n* 1) оболочка; 2) корпус; 3) раковина; 4) каркас; 5) коробка  
**shellfish**, *n* 1 моллюск; 2) ракообразное

**shine (shone, shone),** *v* 1) светить; 2) блестеть; 3) чистить

**shiny,** *adj* 1) блестящий; 2) солнечный; 3) яркий

**ship,** *n* корабль

**shortcut,** *n* ярлык

**show,** *v* показывать

**shutter,** *n* 1) затвор; 2) жалюзи; 3) ставень; 4) заслонка

**shy,** *adj* застенчивый

**sight,** *n* 1) вид; 2) достопримечательность; 3) взгляд; 4) поле зрения

**signature,** *n* подпись

**significantly,** *adv* значительно

**signify,** *v* 1) значить; 2) означать; 3) иметь значение; 4) выражать

**silvery,** *adj* серебряный

**similar,** *adj* 1) сходный; 2) аналогичный; 3) подобный

**simple,** *adj* простой

**simply,** *adv* просто

**simultaneous,** *adj* одновременный

**sip,** *v* 1) пить глотками; 2) потягивать

**sister-in-law,** *n* 1) невестка; 2) золовка; 3) свояченица

**skill,** *n* 1) умение; 2) навык

**skin,** *n* 1) кожа; 2) шкура

**slight,** *adj* 1) тонкий; 2) хрупкий; 3) незначительный; 4) изящный

**slice,** *n* ломтик

**slice,** *v* резать ломтиками

**slip,** *v* 1) скользить; 2) проскальзывать; 3) ускользнуть

**slot,** *n* щелевидный разъем

**slow,** *adj* медленный

**small,** *adj* маленький

**smudge,** *n* 1) пятно; 2) грязное пятно; 3) едкий дым; 4) костер

**snake,** *n* змея

**snaredrum,** *n* барабан с натянутой в основании струной

**snout**, *n* 1) морда; 2) рыло; 3) нос  
**snow**, *n* снег  
**socket**, *n* 1) гнездо; 2) розетка; 3) разъем; 4) патрубков;  
5) патрон; 6) муфта; 7) втулка; 8) раструб  
**soil**, *n* почва  
**solar**, *adj* солнечный  
**some**, *pron* 1) некоторые; 2) некоторое количество  
**sometimes**, *adv* иногда  
**Spain**, *n* Испания  
**speaker**, *n* оратор  
**special**, *adj* 1) специальный; 2) особый  
**speed**, *n* скорость  
**specify**, *v* 1) указывать; 2) определять; 3) специфицировать; 4) уточнять  
**spell**, *v* писать или произносить по буквам  
**sphere**, *n* 1) область; 2) сфера  
**spill (spilt, spilled)**, *v* 1) проливать; 2) расплескивать;  
3) рассыпать  
**split**, *n* 1) раскол; 2) расщепление; 3) разрыв; 4) дробление; 5) трещина  
**spot**, *n* 1) пятно; 2) место  
**spread (spread, spread)**, *v* 1) расширять; 2) простирать;  
3) распространять  
**square mold** квадратная форма  
**stain**, *n* 1) пятно; 2) краска  
**stand (stood, stood)**, *v* 1) стоять; 2) терпеть; 3) держаться  
**standardize**, *v* стандартизировать  
**star**, *n* звезда  
**starfish**, *n* морская звезда  
**start**, *n* 1) запуск; 2) начало  
**start**, *v* 1) начинать; 2) стартовать  
**start-up**, *n* 1) запуск; 2) пуск в эксплуатацию  
**startle**, *v* 1) напугать; 2) испугать; 3) сильно удивить  
**state**, *n* 1) государство; 2) штат  
**statement**, *n* 1) заявление; 2) утверждение; 3) отчет  
**statue**, *n* статуя

**stem**, *n* 1) ствол; 2) стебель; 3) основа; 4) стержень  
**step**, *n* 1) ступень; 2) шаг; 3) мера  
**stepchild**, *n* 1) пасынок; 2) приемный ребенок  
**stilt**, *n* 1) свая; 2) ходуля; 3) стойка  
**storeroom**, *n* кладовая  
**storage**, *n* 1) заготовка; 2) хранение; 3) складирование; 4) запоминающее устройство  
**strange**, *adj* странный  
**strawberry**, *n* клубника, земляника  
**street**, *n* улица  
**strike (struck, stricken)**, *v* 1) бить; 2) ударять; 3) случайно встретить  
4) приходить в голову; 5) бастовать  
**strict**, *adj* 1) точный; 2) определенный; 3) строгий; 4) требовательный  
**strictly**, *adv* 1) точно; 2) определенно; 3) строго; 4) требовательно  
**structure**, *n* 1) структура; 2) строение; 3) состав; 4) устройство; 5) текстура  
**stuntman**, *n* каскадер  
**subcontract** договор с субподрядчиком  
**subcontract manager** менеджер по субподрядкам  
**subject**, *n* 1) вопрос; 2) тема; 3) предмет; 4) субъект; 5) объект; 6) содержание  
**submarine**, *n* подводная лодка  
**submit**, *v* 1) подчинять; 2) представлять; 3) заявлять  
**submit to**, *v* представить  
**substantial**, *adj* 1) существенный; 2) важный; 3) значительный; 4) достаточный  
**subwoofer** *n* басовый громкоговоритель  
**success**, *n* успех  
**successful**, *adj* успешный  
**succotash**, *n* кукуруза и бобы, приготовленные с медвежьей печенью (индейский вариант) или без нее (современный американский вариант)  
**such**, *adj* такой

**such as** *adv* как например  
**such as** *adj* такой как  
**suit**, *v* 1) полностью подходить; 2) устраивать; 3) соответствовать  
**suit**, *n* костюм  
**suitable**, *adj* 1) подходящий; 2) соответствующий; 3) годный  
**sunrise**, *n* восход солнца  
**software engineering** разработка программного обеспечения  
**sounding board**, *n* 1) дека; 2) резонатор; 3) звуковой отражатель  
**sprightly**, *adj* 1) оживленный; 2) веселый  
**strength**, *n* сила  
**sum**, *n* сумма  
**summary**, *n* 1) краткое изложение; 2) конспект  
**summer**, *n* лето  
**sun**, *n* солнце  
**sunlit**, *adj* освещенный солнцем  
**sunny**, *adj* солнечный  
**supercede**, *v* заменять  
**supervisor**, *n* 1) руководитель; 2) начальник; 3) инспектор; 4) контролер; 5) надзиратель  
**supplementary**, *adj* 1) дополнительный; 2) добавочный  
**sure**, *adj* уверенный  
**surely**, *adv* уверенно  
**surname**, *n* 1) фамилия; 2) прозвище  
**serve**, *v* служить  
**survey**, *n* 1) обследование; 2) обзор; 3) исследование  
**sweep (swept, swept)**, *v* 1) подметать; 2) чистить  
**Swiss**, *adj* швейцарский

## T

**table**, *n* обеденный стол  
**tablet**, *n* блокнот, планшет  
**talk**, *n* разговор  
**take away**, *v* 1) забирать; 2) отнимать; 3) убирать



**take a picture**, *v* сфотографироваться  
**take for granted** 1) считать само собой разумеющимся; 2) считать доказанным; 3) допускать  
**take into account**, *v* 1) учитывать; 2) принимать во внимание; 3) принимать в расчет  
**tame**, *adj* 1) ручной; 2) культурный; 3) покорный; 4) пассивный; 5) банальный  
**task**, *n* задание  
**taste**, *n* вкус  
**taste**, *v* 1) пробовать на вкус; 2) иметь вкус  
**tasting**, *n* 1) дегустация; 2) проба  
**taxonomy**, *n* 1) таксономия; 2) систематика  
**teaspoon**, *n* чайная ложка  
**technique**, *n* 1) техника; 2) метод; 3) способ  
**temporary**, *adj* 1) временный; 2) переходящий  
**tentacles**, *n* щупальца  
**terminate**, *v* 1) прекращать; 2) завершать; 3) ставить предел; 4) оканчивать  
**terminology**, *n* терминология  
**text**, *n* 1) текст; 2) текстовый файл  
**that**, *pron* 1) тот; 2) та; 3) то; 4) который  
**theatre**, *n* театр  
**them**, *pron* 1) им; 2) их  
**therefore**, *adv* 1) поэтому; 2) следовательно  
**these**, *pron* эти  
**thin**, *adj* тонкий  
**think (thought, thought)**, *v* думать  
**this**, *pron* 1) это; 2) этот; 3) эта  
**those**, *pron* те  
**thought**, *n* мысль  
**threshold** *n* порог  
**through** *prep* 1) через; 2) посредством; 3) благодаря  
**throughout**, *adv* 1) повсюду; 2) через; 3) на всем протяжении; 4) во всех отношениях  
**thus**, *adv* 1) так; 2) таким образом; 3) поэтому

**tide**, *n* 1) течение; 2) волна; 3) поток; 4) море; 5) морской прилив/отлив

**till**, *n* 1) денежный ящик; 2) касса

**time**, *n* время

**time-consuming**, *adj* трудоемкий

**tips**, *n* 1) чаевые; 2) советы

**together**, *adv* 1) вместе; 2) сообща; 3) одновременно

**tomato**, *n* помидор

**ton**, *n* тонна

**tongue-in-cheek**, *adj* 1) насмешливый; 2) лукавый; 3) неискренний

**tool**, *n* 1) инструмент; 2) орудие труда

**too many/much** слишком много

**towards**, *prep* 1) к; 2) в направлении; 3) по отношению к

**tower**, *n* 1) башня; 2) вышка; 3) крепость; 4) опора; 5) мачта

**toy**, *n* игрушка

**transaction**, *n* сделка

**transfer**, *v* 1) переводить; 2) переносить; 3) передавать

**translate**, *v* переводить

**transparent**, *adj* 1) прозрачный; 2) ясный; 3) понятный  
4 откровенный

**trim**, *n* 1) украшение; 2) отделка; 3) порядок; 4) дифферен-  
т; 5) подравнивание

**true**, *adj* 1) верный; 2) настоящий; 3) подлинный; 4) истинный

**Turing-complete** полное по Тьюрингу

**turn**, *v* 1) повернуть; 2) обращаться

**turpentine**, *n* 1) скипидар; 2) живица; 3) терпентин

**type**, *v* 1) печатать; 2) напечатать

**type**, *n* 1) вид; 2) тип; 3) род; 4) модель; 5) разновидность; 6) класс

**typical**, *adj* 1) типовой; 2) типичный

**typing**, *n* переписка на машинке

## U

**under**, *prep* под

**underline**, *v* подчеркивать

**understand (understood, understood)**, *v* понимать

**unicycle**, *n* одноколесный велосипед

**unusual**, *adj* необычный

**upper**, *adj* 1) верхний; 2) высший

**use**, *v* 1) использовать; 2) применять; 3) употреблять

**use**, *n* 1) польза; 2) использование; 3) употребление;  
4) применение

**useful**, *adj* 1) полезный; 2) пригодный; 3) успешный

**user**, *n* пользователь

**User Interface** интерфейс пользователя

**usual**, *adj* обычный

**utensils**, *n* 1) посуда; 2) принадлежность

## V

**vacancy**, *n* 1) вакансия; 2) пустота; 3) пробел; 4) свободное место

**valuable**, *adj* 1) ценный; 2) полезный; 3) дорогой

**variety**, *n* 1) разнообразие; 2) сорт; 3) разновидность;  
4) ряд

**vegetables**, *n* овощи

**version**, *n* версия

**via** *prep* (латинский язык) через

**vice versa** 1) наоборот; 2) обратно

**videocard**, *n* видеокарта

**view**, *n* 1) вид; 2) взгляд; 3) мнение; 4) точка зрения;  
5) осмотр; 6) пейзаж

**viola**, *n* 1) альт; 2) виола; 3) фиалка

**violent**, *adj* 1) неистовый; 2) яростный; 3) сильный;  
4) вспыльчивый

**violoncello**, *n* виолончель

**violin**, *n* скрипка

**virtual**, *adj* виртуальный

**visible**, *adj* 1) видимый; 2) зримый; 3) очевидный; 4) явный

**visitor**, *n* 1) посетитель; 2) гость; 3) экскурсант; 4) визитер

## W

**wagon**, *n* 1) фургон; 2) повозка; 3) тележка; 4) автофургон; 5) коляска  
**waiter**, *n* официант  
**wall**, *n* стена  
**want**, *v* 1) хотеть; 2) желать  
**washer**, *n* 1) мойка; 2) стиральная машина  
**washtub**, *n* корыто  
**wave**, *n* 1) волна; 2) вал; 3) сигнал; 4) взмах; 5) колебание  
**way**, *n* 1) путь; 2) способ; 3) метод; 4) средство  
**week**, *n* неделя  
**weekend**, *n* выходной  
**welcome**, *adj* 1) желанный; 2) приятный  
**well**, *adv* хорошо  
**well-known** *adj* 1) известный; 2) общеизвестный; 3) хорошо знакомый 4) популярный  
**western**, *adj* 1) западный; 2) ковбойский  
**what**, *pron* 1) что; 2) как; 3) какой; 4) сколько  
**wheel**, *n* 1) колесо; 2) круг; 3) велосипед; 4) штурвал  
**where**, *adv* 1) где; 2) куда  
**which**, *pron* 1) который; 2) что; 3) каковой  
**while**, *conj* 1) в то время как; 2) тогда как  
**wind**, *n* 1) ветер; 2) дыхание; 3) духовые инструменты; 4) виток; 5) оборот  
**window**, *n* 1) окно; 2) витрина  
**white**, *adj* белый  
**who**, *int* кто  
**why**, *adv* 1) почему; 2) зачем; 3) отчего  
**wide**, *adj* 1) широкий; 2) большой; 3) обширный; 4) далекий  
**widely**, *adv* 1) широко; 2) далеко  
**widely-spread**, *adj* распространенный  
**Window(s)**, *n* окна  
**wild**, *adj* дикий  
**wilderness**, *n* 1) дикая местность; 2) пустыня  
**wireless keyboard** беспроводная клавиатура  
**with**, *prep* с

**with respect to** 1) что касается; 2) в отношении

**without**, *prep* 1) без; 2) вне; 3) за

**woodwind**, *n* духовой

**woman**, *n* женщина

**wooden**, *adj* 1) деревянный; 2) безжизненный; 3) топорный

**word**, *n* слово

**word combination** словосочетание

**work**, *n* работа

**work experience** опыт работы

**work schedule** план работы

**working time** рабочее время

**world**, *n* 1) мир; 2) вселенная; 3) общество

**worry**, *v* 1) беспокоиться; 2) волноваться

**write (wrote, written)**, *v* писать

## Y

**yard**, *n* двор

**year**, *n* год

**yellow**, *adj* желтый

**young**, *adj* молодой

## Z

**zip code=postal delivery code**, *n* почтовый индекс=почтовый индекс доставки

# ENGLISH-RUSSIAN CONCISE DICTIONARY OF COMPUTER TERMS

## A

**ABI** — **Application Binary Interface** — двоичный интерфейс приложений

**Absolute code** — машинный код

**Acceleration** — ускорение

**Access** — 1) доступ; 2) выборка; 3) обращение; 4) ввод и вывод данных

**Access channel** — канал доступа

**Accounting** — 1) ведение учета; 2) учет использования ресурсов; 3) учет системных ресурсов; 4) учет сетевых ресурсов

**Action** — действие, выполнение

**Actual machine language** — язык машинных кодов

**Ada** — Ада — язык программирования

**Adapter** — 1) сопрягающее устройство, адаптер; 2) контроллер

**Add** — аппаратура временного уплотнения с добавлением каналов

**Add** — добавлять

**Add watch** — добавить контрольное значение

**Advance** — опережение, прогон

**Advanced** — с улучшенными свойствами, усложненный

**Adware** — программа или услуга, пользование которой оплачивается за счет просмотра рекламных объявлений

**AID** — 1) **application identifier** — идентификатор приложений; 2) **associative interactive dictionary** — ассоциативный словарь с интерактивным доступом; 3) **automatic information distribution** — автоматическое распределение информации

**AI theory** — **artificial intellect theory** — теория искусственного интеллекта

**ALGOL** — **ALGO**rithmic Language — АЛГОЛ — язык программирования

**Allocate** — 1) выделять; 2) размещать

**Allow** — *variants*: **make possible, enable** — позволять, делать возможным

**Angle** — 1) угол; 2) угольник; 3) сторона; 4) угловой шаблон

**Angular acceleration** — угловое ускорение

**Animation** — 1) оживление изображения; 2) формирование иллюзии движения объектов

**Anonymous** — 1) безымянный; 2) неизвестный

**ANSI** — **American National Standards Institute** —

1) Американский национальный институт стандартизации; 2) Американский национальный институт стандартов. Организация, ответственная за стандарты в США, в том числе, за разработку и передачу сигналов, связанных с кодированием, передачей сигналов. 3)

*ANSI* — член международной организации по стандартизации *ISO*.

**Apostrophe** — знак апостроф (')

**Append** — 1) добавлять в конец; 2) конкатенировать; 3) сцеплять; 4) дополнять записи

**Append predicate** — дополнять утверждение

**Application** — 1) задача; 2) приложение; 3) прикладная программа; 4) прикладная система

**AT&T** — **American Telephone and Telegraph** — американский телефон и телеграф

**Audit** — контрольная проверка

**Automation (automation, automata)** — 1) автоматическая обработка; 2) автоматическая работа

**AutoText** — автотекст

**Arbitrary** — произвольно выбранный

**Archive** — архив

**Archive** — архивировать

**Arithmetic operator** — 1) арифметическая операция; 2) арифметический оператор; 3) знак арифметической операции

**Arity** — число операндов

**Array** — 1) массив данных; 2) размещение выборочных объектов в определенном порядке; 3) сетка/решетка данных; 4) регулярный тип данных; 5) матрица; 6) цепочка; 7) схема расположения; 8) вектор; 9) группа; 10) периодическая структура

**Array-like** — размещенный в определенном (матричном) порядке

**Array programming** — матричное программирование

**Array processor controller** — процессор-контроллер дискового массива, векторный процессор

**Assembly language** — язык ассемблера входной или для программирования с учетом архитектуры ЭВМ

**Assignment** — присваивание

**Associative array** — ассоциативная матрица

**Atom** — 1) атом; 2) (ЛИСП) элементарная единица

**Attribute** — 1) атрибут; 2) характерный признак; 3) определение; 4) свойство

## **В**

**Backbone** — 1) объединяющая магистраль; 2) высокопропускная сетевая магистраль; 3) широкополосная магистральная сеть передачи информации; 4) магистраль, передающая среда; 5) опорная сеть

**Backtracking** — 1) механизм возврата; 2) обратное прослеживание; 3) отмена операций

**Backup** — резервное копирование данных

**Balance sheet** — бухгалтерский баланс

**Base number** — 1) базисное значение; 2) основной индекс; 3) основание системы счисления

**BASIC** — язык программирования БЕЙСИК

**Batch processing** — пакетная обработка данных



**BCPL** — **basic control program language** — язык основной управляющей программы

**Bind (bound, bound)** — 1) компоновать; 2) объединять в загрузочный модуль; 3) присваивать значение; 4) связывать

**Blend** — перемешивать

**Bloat** — увеличивать в объеме

**Body** — 1) внутренняя часть информационного объекта; 2) текстовая часть; 3) ножка литеры

**Boolean type** — логический тип

**Bound** — предельное значение

**Bound** — связывать

**Brace** — круглая скобка

**Bracket** — квадратная скобка

**Branching** — 1) передача управления (программы)  
2) переход

**Break** — 1) смена операции; 2) обрыв линии связи; 3) разрыв цепи; 4) размыкатель; 5) маркер окончания раздела; 6) срыв изображения; 7) останавливать; 8) дробить; 9) разрывать

**Breaks** — разбивка

**Bridge** — 1) мост; 2) сетевое устройство; 3) развязывающее устройство; 4) устройство сопряжения; 5) дополнительный ретранслятор; 6) соединить; 7) шлюз; 8) сетевой мост

Сетевой мост — два подключения, объединенных в одно (например, подключение через телефонную линию (Dial-Up или ADSL) и подключение по локальной сети (не через ADSL или ISDN)). Сетевой мост использует одновременно два устройства. Таким образом, повышается скорость соединения и исключается возможность потери связи вследствие случайного разрыва одного из подключений. В сетевой мост могут быть объединены только действующие подключения.

**Browser** — программа для просмотра гипертекстовых документов страниц Интернета

**Bulletin board** — электронная доска сообщений

**Burn** — программировать ППЗУ

**Bypass** — 1) обход (а алгоритме или программе) 2) параллельное соединение

**Bytes per cluster** — байт в кластере

**BIOS** — **B**asic **I**nput-**O**utput **S**ystem — базовая система ввода-вывода — на компьютерах с процессорами x86) — набор базовых программ для проверки оборудования во время запуска для загрузки операционной системы, а также для поддержки обмена данными между устройствами.

Базовая система ввода-вывода хранится в постоянном запоминающем устройстве (ПЗУ), благодаря чему ее программы могут быть выполнены при включении компьютера. Определяя общую производительность компьютера, программы базовой системы ввода-вывода, как правило, остаются недоступными для пользователей.

## С

**C** — язык Си

**C + +** — Си-плюс плюс — расширенная версия языка C, дополненная, в частности, понятием классов

**CAD** — **c**omputer-**a**ssisted **d**rafting — система автоматического проектирования

**Calculus** — 1) дифференциальное и интегральное исчисление; 2) математический анализ; 3) теория аппроксимации; 4) численные методы

**CAN** — **c**ustomer **a**ccess **n**etwork — 1) символ отмены; 2) сеть абонентского доступа

**Cancel** — отмена

**Cancellation** — стирание (изображения, записи)

**Capacity** — объем

**Carrier** — 1) несущая данных; 2) канал связи

**Card** — карта: игральная, регистрационная, кредитная — в зависимости от контекста

**Card deck** — пакет перфокарт

**Card Reader** — устройство для чтения/записи флэш карт

**Cardware** — открыточные версии программы

**Cart — classification and regression tree** — классификационное регрессивное дерево

**Cascading** — 1) каскадный эффект, кумулятивный эффект; 2) соединение в каскады, каскадное расположение

**Case** — 1) блок; 2) каркас; 3) регистр клавиатуры; 4) чемоданчик переносного устройства; 5) регистр символов; 6) кейс

**Cast** — 1) приведение типов; 2) преобразование типов  
3) ядро (АЛГОЛ 68)

**Catalogue** — каталог, перечень

**Catches** — арретиры

**CD-R — Compact Disk Recordable** — стандарт компакт-дисков и дисководов, позволяющий осуществлять не только чтение, но и однократную запись данных на CD. Читать диски CD-R может практически любой дисковод CD-ROM, а записывать — только специализированный дисковод CD-RW.

**CD-ROM — Compact Disk Read Only Memory** — дисковод для CD-ROM дисков, т.е. не записывающий, а только читающий компакт-диски

**CD-RW — Compact Disk ReWritable** — Стандарт компакт-дисков и дисководов, позволяющий осуществлять не только чтение, но и многократную перезапись данных на CD

**Central Processor Unit (CPU)** — процессор (все остальные расположенные на материнской плате микросхемы называются **chips** — чипы) CPU — главное управляющее устройство ПК, кремниевый чип, содер-

жащий миллионы отдельных вычислительных устройств (транзисторов), соединенных друг с другом

**Certain** — конкретный

**Character** — символ, один из элементов набора символов используемых прикладной программой для отображения информации

**Character code** — 1) код знака; 2) код символа

**Chat** — 1) диалоговое взаимодействие; 2) интерактивная переписка; 3) обмен информацией в режиме реального времени

**Chart** — 1) блок-схема; 2) диаграмма; 3) чертеж

**Chatting** — обмен текстовыми сообщениями в реальном времени

**Check** — 1) проверка аппаратуры; 2) программный контроль

**Chief of Technical Control Department** — начальник отдела технического контроля

**Chipset** — набор микросхем, лежащий в основе той или иной платы

**CHKDSK** — программа проверки диска

**Cipher** — 1) шифр; 2) ноль; 3) код; 4) шифровать; 5) оперировать числами

**Class** — класс

**Class attribute** — 1) свойство класса; 2) элемент класса

**Class-based** — основанный на классе

**Clipboard** — Буфер обмена. В него можно спрятать (копировать или переместить) некий объект, который затем можно скопировать в другое место. В Буфер обмена Windows можно переместить кусочек текста (который требуется перенести из одной программы в другую или даже целый файл)

**CLU — command-line utilities** — утилиты, работающие в режиме командной строки

**Cluster** — кластер, элемент структуры хранения информации на жестком диске, минимальный по емкости участок жесткого диска

В зависимости от файловой системы содержит от нескольких десятков до нескольких сотен байт. Иногда кластером называют также систему из работающих совместно компьютеров.

**COBOL — COMMON BUSINESS-ORIENTED LANGAUGE** — КОБОЛ — язык программирования для промышленных и правительственных учреждений, ориентированный на решение коммерческих и деловых задач

**Code** — код

**Coding system** — кодовая система

**Collection** — 1) совокупность; 2) гнездо, выемка; 3) подборка

**Colon** — двоеточие

**Comma** — запятая

**Command** — 1) директива; 2) оператор командного языка; 3) предписание

**Commercialware** — коммерческое программное обеспечение

**Compatible** — 1) совместимый; 2) сходный

**Compilation** — 1) компиляция: перевод окончательно-го текста программы на язык машинных кодов; 2) сложность, трудность

**Compiler** — компилятор

**Compiler Collection** — подборка компилятора

**Compile** — компилировать

**Compile-time** — 1) статический; 2) выполняемый в процессе компиляции

**Compliance** — 1) согласие; 2) согласование

**Compound** — 1) составной оператор; 2) компоновка; 3) компоновать, комбинировать

**Compound statement** — 1) составное утверждение; 2) составной оператор

**Comprehension** — 1) полнота; 2) понимание

**Computational language** — язык машинных команд

**Computational linguistics** — компьютерная лингвистика, вычислительная лингвистика

**Computer code, machine code, machine language code** — машинный код

**Computer language** — язык вычислительной машины, язык компьютера

**Computer language recorder** — устройство регистрации данных на машинном языке

**Computer language translator** — транслятор на машинный язык

**Computer vehicle resource** — аппаратный ресурс компьютера

**Concatenate** — 1) конкатенировать; 2) объединять в цепочку; 3) соединять в цепочку или в ряд

**Concurrent mode** — режим совмещения операций, параллельный режим работы

**Concurrent operating system** — операционная система параллельного действия

**Condition** — 1) условие; 2) состояние; 3) положение; 4) ситуация

**Conditional branching** — ветвление по условию, условное ветвление

**Conditional operator** — 1) операция вычисления выражения по условию; 2) знак операции вычисления выражения по условию  
3) условный оператор

**Configuration** — 1) конфигурация; 2) состав оборудования

**Connect** — 1) подключить; 2) установить связь

**Consistency** — 1) согласованность; 2) последовательность; 3) постоянство; 4) логичность

**Constant expression** — 1) константное выражение  
2) выражение с константами, выражение-константа

**Const-qualified type** — 1) тип со спецификатором *const*; 2) тип с модификатором *const*

**Construct** — 1) конструкция; 2) конструктивный элемент  
3) структурный компонент

**Constructor** — конструктор

**Container** — 1) контейнер; 2) приемник; 3) объект, содержащий несколько других объектов

**Content** — 1) содержательные материалы в Интернете  
2) информационное наполнение

**Contention** — 1) конкуренция; 2) состязание; 3) соперничество

**Contents** — 1) оглавление; 2) содержание

**Control Panel** — Панель управления, контрольный центр Windows. Через эту виртуальную папку вы можете получить доступ к параметрам системы в целом, а также к некоторым отдельным устройствам.

**Controversial** — противоречивый

**Convention** — условное обозначение

**Convert** — 1) преобразовать; 2) конвертировать

**Copy** — стандартная программа копирования файлов (в Проводнике), выделенного участка текста в Буфер обмена

**Core** — 1) оперативная память; 2) магнитный сердечник

**Core language** — базовый язык

**CMOS** — полупроводниковая технология, потребляющая очень мало энергии. Кроме того, это — небольшое запоминающее устройство, в котором система хранит параметры оборудования, например размер жесткого диска, количество последовательных портов на компьютере и т.п. Также CMOS называют КМОП.

**CREN** — **Corporation for Research and Educational Networking** — корпорация сетей научных исследований и сетей, связывающих учебные учреждения (образовательных сетей)

**Crop** — обрезать

**Cryptographic security** — криптографическая защита, обеспечение безопасности криптографическими средствами

**Current state** — текущее состояние

**Cut** — 1) паз; 2) скачок; 3) прямое соединение; 4) канавка; 5) отсечение; 6) вырезать

**Cycle** — 1) контур; 2) циклическая перестановка; 3) шаг цикла

## **D**

**Data** — 1) данные; 2) факты; 3) сведения; 4) показатели  
5) информация; 6) характеристики; 7) параметры

**Data structure** — структура данных

**Datum** — 1) единица информации; 2) данное; 3) базис;  
4) начальная отметка; 5) данная величина; 6) исходный факт

**Decimal** — десятичный знак

**Decimal point** — 1) запятая в десятичном числе; 2) десятичная точка

**Declare** — 1) изъяслять; 2) описывать

**Declaration** — 1) описание; 2) определение; 3) объявление; 4) заявка

**Deconstructor** — деконструктор

**Default** — по умолчанию

**Default argument** — аргумент по умолчанию

**Deploy** — 1) применять; 2) базировать; 3) развертывать

**Desirable** — желаемый, требуемый

**Desktop** — 1) рабочий стол; 2) одноименная папка в Windows 3) настольный компьютер

**Desktop manager** — менеджер виртуального рабочего стола



**Device** — 1) устройство; 2) приспособление; 3) элемент; 4) компонент

**Dichotomize** — выполнять дихотомию, делить на две части.

**Digital camera** — цифровая камера

**Directory** — 1) папка; 2) директория; 3) каталог — элемент иерархии логических данных на жестком диске

Папка может содержать в себе другие файлы и папки.

**Derived class** — 1) производный класс; 2) порожденный класс; 3) подкласс

**Design** — проект

**DirectX** — расширение операционной системы Microsoft Windows

Технология DirectX помогает играм и другим программам использовать дополнительные мультимедийные возможности оборудования.

**Development language** — 1) язык разработки; 2) язык разработки приложений

**Discussion group** — 1) дискуссионная группа; 2) коллоквиум, семинар

**Disk** — физический или логический диск — устройство хранения информации в персональном компьютере

**Disk drive** — дисковое устройство

**Disk Doctor** — программа для проверки физической и логической структуры жесткого диска и исправления ошибок на нем

**Dispatch** — 1) организатор; 2) программа размещения

**Display** — 1) вывод на экран; 2) отображенные данные; 3) устройство индикации; 4) электронное табло; 5) визуализация; 6) отображение

**Distribution** — распространение

**Distributed computing** — 1) распределенная обработка данных; 2) распределенное вычисление

**Distributed LAN emulation** — эмуляция распределенных локальных сетей

**DLL — Dynamic Link Library** — библиотека динамической компоновки — средство операционной системы

Средство позволяет хранить подпрограммы, обычно выполняющие конкретную функцию или набор функций отдельно от основной программы в виде файлов с расширениями **.dll**. Такие подпрограммы загружаются только тогда, когда их вызывает основная программа.

**DMBS — 1) data base management software** — программные средства управления базами данных; 2) **data base management system** — система управления базами данных

**Domain-specific** — зависящий от конкретной предметной области, отражающий специфику предметной области

**Donationware** — условно-платные программы

**DSL — Digital Subscriber Line** — цифровая абонентская линия — специальная линия связи, использующая модуляцию для максимизации скорости передачи данных по медным проводам

Линия используется при соединении телефонного коммутатора с абонентом, но не с другим коммутатором. Это также тип высокоскоростного подключения к Интернету с использованием стандартной телефонной проводки. Такое подключение называют широкополосным.

**Dot** — точка в Интернете

**Do-while** — условие продолжения

**Do-while loop** — цикл с условием продолжения

**Drive** — 1) накопитель; 2) диск; 3) дисковод; 4) логический диск

**Drive (drove, driven)** — перемещать

**Driving** — 1) приведение в действие, управление; 2) ведущий, задающий, управляющий

**Drop** — 1) удалять (программу из памяти); 2) выбрасывать

**DVD — Digital Video Disk** — универсальный компактный диск большой емкости до 4,7 Гб (односторонний однослойный) или до 17 Гб (двухсторонний двухслойный)

**Dynamic** — динамический

## Е

**EDG — exploratory development goal** — цель поисковой разработки

**Edit** — стандартная команда редактировать, изменить документ

**Editor** — программа, с помощью которой осуществляется редактирование

**Educational program** — обучающая программа

**Elaborator** — разработчик, занимающийся тщательной, подробной разработкой

**Element enumeration** — подсчет, перечень элементов

**EM** — 1) **end of medium** — конец носителя; 2) **erasable memory** — стираемая память, стираемое ЗУ; 3) **electromagnetic memory** — электромагнитный

**EM character** — символ конца носителя записи

**E-mail** — электронная почта

**Embed** — 1) внедрить; 2) встроить

**Empty** — 1) очищать; 2) освобождать

**Emulate** — эмулировать (воспроизводить любое устройство)

**Encapsulate** — формировать пакет данных

**Encapsulation** — 1) формирование пакетов данных; 2) инкапсуляция (скрытие пакетов данных от использования); 3) оформление пакета (для сетей с разными протоколами); 4) упаковка

**Enclose** — охватывать

**Enclosing** — 1) охват; 2) включение  
**Encode** — шифровать, кодировать  
**Encoding** — кодирование  
**Encryption** — шифрование  
**Engineering** — 1) инженерное искусство; 2) техника;  
3) машиностроение; 4) проектирование  
**Entertaining program** — развлекательная программа  
**Entire** — 1) полный, совершенный; 2) взятый в целом  
**Entity** — 1) графический примитив; 2) элемент  
**Entirety** — 1) целостность; 2) общая сумма  
**Entry** — 1) ввод данных; 2) отметка в документе;  
3) вход таблицы; 4) заполнение графы таблицы; 5) по-  
дача, внесение  
**Entry device** — устройство ввода  
**Environment** — 1) оборудование (КОБОЛ); 2) кон-  
текст; 3) конфигурация (сети или системы); 4) обста-  
новка; 5) режим работы; 6) внешние условия  
**EPROM — erasable programmable ROM** — стирае-  
мое программируемое постоянное запоминающее  
устройство  
**Equals to=is equal to** — равно, составляет  
**Error** — ошибка  
**Evaluate** — 1) выразить численно; 2) подсчитать;  
3) оценить  
**Excel** — редактор электронных таблиц  
**Execution** — выполнение, режим выполнения  
**Executable** — 1) выполняемый, исполняемый; 2) ис-  
полняемая программа; 3) исполняемый файл  
**Execute** — 1) исполнять; 2) выполнять; 3) осущест-  
влять  
**Exception** — 1) ошибка; 2) исключительное состояние  
**Exception handling** — 1) обработка исключительных  
ситуаций; 2) обработка особых ситуаций; 3) действия в  
исключительных случаях; 4) обработка ошибок  
**Exclude** — исключать

**Exist** — существовать

**Exit** — выход, завершение выполнения

**Expansion** — 1) расширение; 2) разложение в ряд; 3) распространение; 4) наращивание

**Explorer** — 1) Графическая оболочка самой Windows со всеми папками, рабочим столом; 2) стандартный менеджер Windows — проводник; 3) браузер WWW-страниц Internet Explorer

**Exponent** — 1) порядок, показатель; 2) степень; 3) показатель степени; 4) порядок чисел

**Exponents of all numbers** — степени (порядки) всех чисел

**Exponential form** — экспоненциальная форма

**Expression** — выражение

**Extension** — 1) расширение, дополнение к той или иной программе; 2) трехбуквенный элемент в имени файла (после точки), означающий его тип, например: command.com, autoexec.bat.

В *Windows* пользователь не видит расширений — их заменяют соответствующие типу файла значки-иконки.

**Extend** — расширять

## F

**Factoring** — 1) вынесение за скобки; 2) разложение на элементарные операции; 3) расстановка; 4) разложение на множители

**FAT — Files Allocation Table — таблица размещения файлов** — файловая система, способ упорядочения и хранения файлов и папок на жестком диске

Как правило, различные файловые системы не совместимы друг с другом, и каждый раздел жесткого диска должен быть отформатирован только под одну файловую систему.

**Feature** — черта, свойство

**Fetch** — 1) выбирать; 2) считывать в оперативную память; 3) извлекать

**File** — 1) файл; 2) документ; 3) автономная единица информации в информатике; 4) стандартное меню прикладных программ Windows, отвечающее за операции с файлами

**File space** — файловое пространство

**File System** — файловая система

Это структуры упорядочивания и хранения информации на жестком диске. Во многих популярных файловых системах (например, используемой в Windows 95/98/ME файловой системы Fat 32) информация записывается на диск не в виде целых файлов, а отдельных кластеров — таким образом, файл оказывается разбросанным по всему жесткому диску. При необходимости компьютер вновь собирает файл из отдельных кластеров, пользуясь таблицей размещения файлов (FAT). В семействе NT/2000/XP, например, используется файловая система NTFS.

**Finite State Machine (FSM)** — машина с конечным числом состояний

**First-order** — первого порядка, первой степени

**Flag** — 1) признак; 2) метка слова; 3) маркер слова; 4) отмечать, помечать

**Flat** — 1) плоский; 2) ровный

**Floppy disk** — дисковод для гибких дисков

**Flow of control** — 1) алгоритм управления; 2) поток управления команд; 3) процесс управления; 4) поток команд управления

**Folder** — папка, элемент иерархии логических данных на жестком диске, может содержать в себе другие файлы и папки

**Font** — шрифт

**Font size** — размер шрифта

**Footnote** — 1) сноска; 2) подстрочное примечание

**Formal parameter** — формальный параметр

**FORTRAN** — **FOR**mula **TRAN**slator — **Formula Translating language** — ФОРТРАН — алгоритмический язык

**Frame** — 1) кадр; 2) фрейм в искусственном интеллекте

**Frame memory** — 1) оперативная память, оперативное запоминающее устройство; 2) основная память, основное запоминающее устройство; 3) память кадров в машинной графике; 4) память универсальной вычислительной машины

**Frame mode** — режим передачи кадров, кадровый режим

**Free space** — свободное место

**Freeware** — бесплатное программное обеспечение (статус Freeware программе может присвоить только автор)

**Full-screen** — полномасштабный, развернутый во весь экран

**Full-fledged** — 1) полнофункциональный, с полным набором средств; 2) полномасштабный

**Functor** — функциональный элемент

**Fusion** — пережигание плавких перемычек

## G

**Gain access** — получить доступ

**Generate** — возбуждать (колебания)

**Generic programming** — базовое программирование

**Glow** — 1) разряд в ионных приборах; 2) свечение светодиода индикатора

**GLR** — **generalized likelihood ratio** — обобщенное отношение правдоподобия

**Granularity** — 1) грануляция; 2) глубина детализации; 3) крупность разбиения; 4) уровень модульности; 5) степень структурированности

**GoBack** — программа «отката» на предыдущее состояние системы в случае сбоя

**Goto** — переход

**Graphic arts** — графика

## Н

**Handling** — 1) обработка особой ситуации, сортировка; 2) управление

**Hard disk** — жесткий диск

**Hardware** — аппаратная составляющая компьютера, или «железо»

**Head** — 1) шапка; 2) дескриптор; 3) левая часть или голова хорновской формулы в языке Пролог; 4) первый элемент списка

**Header** — 1) колонтитул; 2) головная метка; 3) контактирующее приспособление

**Help** — помощь — стандартный пункт меню всех программ Windows

Получить оперативную подсказку вы можете, нажав клавишу F1).

**Hibernation mode** — спящий режим

**Highlight** — 1) яркий участок изображения; 2) выделение информации на экране; 3) подсветка

**HL — Civil aircraft marking** — разметка самолета гражданской авиации

**HTML — Hypertext Markup Language — Hypertext Message Language** — 1) гипертекстовый язык описания документов; 2) язык гипертекстовой маркировки; 3) язык HTML

**HTTP** — протокол, используемый для передачи данных через Интернет

Адрес HTTP (один из типов адресов URL) имеет вид, например: <http://www.microsoft.com>.

**Hitch** — 1) толчок; 2) помеха; 3) сцепка; 4) закреплять

**Higher-priority** — приоритетный

**Home computer** — домашний компьютер

**Hop** — 1) транзитный участок; 2) пересылка; 3) повторный переход; 4) сетевой сегмент

**Horn** — хорновский

**Host language** — базовый язык



**HP** — **Hewlett-Packard** — корпорация *Хьюлет-Паккард*

**Hyperlink** — гиперссылка, указатель, содержащийся в гипертексте, отсылающий пользователя к участку текста или связанному документу, физически расположенному на другом компьютере или в другой папке  
В сети Интернет щелчок по ссылке (обычно она выделена в тексте отдельным цветом и подчеркнута), приводит к загрузке из сети новой страницы или файла.

**Hypertext** — гипертекст, вид текстового документа, отдельные части которого могут находиться на разных компьютерах и связываться между собой с помощью гиперссылок

Принцип гипертекста лежит в основе страничек всемирной сети Интернет.

## I

**Icon** — иконка, значок. Значок помогает пользователю узнать тип документа: например, у документов Microsoft Word значок такой:



**ID** — 1) **instruction decoder** — дешифратор команд; 2) **identifier** — идентификатор; 3) **information distributor** — распределитель данных; 4) **inside diameter** — маркировка внутреннего диаметра

**Identifier** — 1) имя (например, переменной) 2) признак; 3) программа-идентификатор

**Illegal** — 1) незаконный; 2) нелегальный; 3) недействительный; 4) неразрешенный; 5) недопустимый; 6) непредусмотренный

**Implement** — 1) выполнять; 2) внедрять, претворять; 3) вводить в исполнение, эксплуатацию

**Implementation** — 1) выполнение; 2) внедрение, претворение; 3) ввод в эксплуатацию

**Incompatible** — несовместимый

**Increment operator** — операция увеличения на единицу

**Increment parameter** — параметр приращения

**Indirection** — 1) преобразование логических адресов в физические, использование косвенной адресации  
2) косвенность

**Infinite loop** — бесконечный цикл

**Information systems manager** — 1) администратор информационной системы; 2) менеджер информационной системы

**Inheritance** — 1) наследование; 2) наследство

**Initialize** — 1) присваивать начальное значение; 2) размечать (магнитный носитель); 3) производить начальную установку

**Init mode** — модуль инициализации

**Ink-jet printer** — пузырьково-струйный принтер

**Inlining** — встраивание

**Installation** — инсталляция: установка программы на жесткий диск и ее «привязка» к операционной системе

**Instantiate** — 1) подвергать обработке, например, запросы для базы знаний; 2) приписывать значение, например, переменной; 3) реализовывать

**Input** — 1) входные данные устройства; 2) затрата

**Insert** — вставка, стандартный пункт меню программ Windows

**Instance** — 1) вариант; 2) копия; 3) событие; 4) экземпляр записи; 5) привязка событий в системе управления дисплеем; 6) представитель класса объектов, реализация; 7) пример, отдельный случай; 8) for instance например

**Interface** — интерфейс

В мире компьютерного аппаратного обеспечения — стандартизированная система сигналов и вид связи между отдельными устройствами, например, интерфейс USB. В мире программ — посредник, средство графического отображения происходящих в

компьютере процессов. Графический интерфейс включает в себя окна, кнопки, меню.

**Integer** — целое число

**Intermediate System (IS)** — промежуточная, транзитная система

**Internet** — 1) группа связанных маршрутизаторами сетей, способных функционировать как одна большая виртуальная сеть; 2) **Internet (the Internet)** (с заглавной буквы) — глобальная сеть, охватывающая всю планету, включающая в себя крупные национальные магистральные (backbone) сети, например, MILNET, NSFNET, CREN, а также региональные и локальные сети. Сеть Internet использует набор протоколов IP. Для подключения к Internet требуется иметь IP-соединение; 3) **internet** (с маленькой буквы) — интернет, объединенная сеть.

**Internet service provider** — поставщик услуг Интернет

**I/O library — stream input/output library** — библиотека программ ввода-вывода

**IrDA** — ассоциация инфракрасной передачи данных

**IRDA (Infrared Data Association)** — ассоциация по инфракрасной технологии передачи данных

**Iterator** — 1) итератор; 2) устройство или программа периодизации циклов; 3) периодизатор

**Iteration** — 1) итерирование; 2) шаг цикла; 3) шаг в итеративном процессе

**Iteration statement** — 1) оператор цикла; 2) команда выполнения итераций

**ISO — International Organization for Standardization** — ИСО, международная организация по стандартизации

**Issue** — 1) формирование; 2) вопрос, проблема; 3) издание, выпуск

**ISDN — Integrated Services Digital Network** — высокоскоростная цифровая телефонная служба, которая поз-

воляет значительно увеличить скорость подключения к Интернету или локальной сети организации

Линия ISDN работает на скорости; 128 Кбайт/с, что в несколько раз превышает возможности многих аналоговых модемов.

## J

**Java** — Ява, объектно-ориентированный язык программирования фирмы Sunsoft

**JAZ** — формат съемных жестких дисков

**Joystick** — джойстик, используется в играх; 1) координатный манипулятор; 2) управляющая рукоятка

**Jump statement** — 1) команда перехода; 2) команда передачи управления; 3) оператор перехода

**Juxtapose** — 1) выводить без перекрытия; 2) соединить

## K

**Kernel** — ядро ОС

**Key** — клавиша, ключ

**Keyboard** — клавиатура, основное устройство для ввода текстовых и цифровых данных в компьютер

**Keyword** — 1) дескриптор; 2) ключ; 3) ключевое, зарезервированное слово; 4) колонтитул

## L

**Label** — 1) отметка; 2) подпись; 3) текстовая строка; 4) текстовые данные; 5) текстовое содержимое ячейки электронной таблицы; 6) (маркировочный) знак

**Labeled statement** — 1) помеченный оператор; 2) помеченная команда

**LALR — Logic Automation Development Language** — логический автоматический язык приложений

**Lambda Calculus** — лямбда-исчисление

**LCD — Liquid crystal display** — жидкокристаллический индикатор

**Leave out** — не указывать, опустить

**LED — Light Emitting Diode** — индикатор

**LED — Light Emitting Diode printer** —светодиодный принтер

**Level** — 1) уровень, ступень; 2) степень (итерации); 3) горизонтальная линия

**Library** — библиотека

**Linkage** — 1) возврат; 2) сборка, компоновка; 3) звено; 4) согласующие элементы

**LISP — LISt processing** — ЛИСП — язык программирования, использующийся в искусственном интеллекте

**List** — 1) список, реестр; 2) перечислять; 3) вести список

**LiveUpdate** — утилита обновления Norton Utilities через Интернет

**Local character** — локальный характер

**Log** — 1) протокол; 2) файл регистрации; 3) запись информации; 4) журнал регистрации; 5) паспорт машины

**Log book** — 1) логическая единица в интегральной схеме; 2) журнал записи текущей информации, хранимый в памяти ЭВМ; 3) путевой лист; 4) технический паспорт

**Login** — 1) вход в систему; 2) начало сеанса; 3) регистрация

**Lone** — одиночный

**Loop** — 1) замкнутая цепь; 2) кольцевой регистр (в ЗУ на ЦМД); 3) петля гистерезиса; 4) контур; 5) шлейф; 6) линия связи; 7) канал

**Loop-folding** — оптимизация циклов в программе

**LSI — large-scale integration circuit** — 1) БИС — большая интегральная схема; 2) высокая степень интеграции

## М

**Macros** — 1) макрос; 2) макрокоманда; 3) макроопределение; 4) макроэлементы; 5) макроячейки; 6) макрокоманда макроэлементы

**Magnetic bubble domain** — цилиндрический магнитный домен (ЦМД)

**Malfunction** — аварийный режим

**Management accountancy** — 1) обеспечение администрации фирмы учетной информацией; 2) анализ хозяйственной деятельности

**Manual** — 1) руководство; 2) указатель; 3) учебник

**Mapping** — наложение, наслоение

**Marketed version** — продаваемая версия

**Meaningful** — значимый

**Member data** — данные пользователей

**Member function** — 1) принадлежащая функция; 2) компонентная, звеньевая функция; 3) элементная функция

**Message** — сообщение

**Message box/window** — окно сообщений

**Metaprogramming** — мета программирование

**Microsoft Word** — многофункциональный текстовый процессор

**Mid level** — среднеуровневый

**Mid-level net** — сеть среднего уровня

**MILNET** — MILitary NETwork — военная сеть

**Modem** — **Modulator/Demodulator** — устройство для передачи данных, например, по телефонным линиям, преобразующее цифровые сигналы в аналоговые и обратно

**Modular programming** — модульное программирование

**Motherboard** — системная, или «материнская» плата

Это основная плата персонального компьютера, к которой подключаются все главные устройства.

**Mouse** — манипулятор «мышь», основное средство управления Windows

**Multimedia** — 1) комплексное представление мультимедийной информации (аудио, видео, текст), мультимедиа; 2) системы с комплексным представлением информации

Мультимедиа — комплекс аппаратных средств, позволяющих компьютеру работать не только с текстовой, но и с графической, видео и звуковой информацией. Мультимедийный компьютер работает со всеми видами информации одновременно. Средства мультимедиа: дисковод для чтения компакт-дисков CD-ROM, звуковая плата, видеокарта, ускорители; 3D-графики, DVD.

**Multiple inheritance** — множественное наследование

**Multiple-element** — многоэлементный

**Multiply** — умножать

**Multiplication** — умножение

**Multiplying** — 1) множительный; 2) умножающий; 3) умножение

**Multi-threaded** — многопоточный

**Multi-threaded processing** — многопоточная обработка данных

**Multi-threaded software** — многопоточное программное обеспечение

## N

**Name mangling** — искажение имен

**Namespace** — область имен

**Naming convention** — соглашение по присвоению имен

**Nest** — 1) представлять в форме вложений; 2) вмонтировать

**Nested** — 1) вложенный один в другой; 2) сцепленный

**Newsgroup** — 1) телеконференция; 2) группа новостей; 3) тематическая конференция в Интернет

**Non-alpha-numeric** — не являющийся буквенно-числовым

**Nonzero** — не равный нулю; 2) ненулевой; 3) отличный от нуля

**Notation** — 1) представление; 2) система записи чисел; 3) обозначение (система символов)

**Notebook** — 1) портативный компьютер; 2) компьютер типа «ноутбук» 3) ПК блокнот; 4) книга в электронной таблице

**Norton AntiVirus** — антивирусный комплекс

**Norton CleanSweep** — система очистки жесткого диска

**Norton Ghost** — программа для быстрого копирования всего содержимого жесткого диска на другие носители

**Norton Utilities** — пакет утилит для контроля и оптимизации системы

**NSFNet** — **National Science Foundation Network** —

1) группа локальных, региональных и среднеуровневых — mid-level сетей в США, объединенных высокоскоростной магистралью и обеспечивающих доступ научных работников к суперкомпьютерам, расположенным по всей стране; backbone); 2) сеть национального научного фонда США

**Nudge** — легкое перемещение

**Numeric, numerical** — 1) цифровой; 2) числовой

**Numeric type** — числовой/цифровой тип

## О

**Object** — 1) цели и задачи; 2) изделие; 3) экземпляр класса

**Object code** — 1) программа на выходном языке транслятора, выходная программа; 2) объектная программа

**Object-oriented** — объектно-ориентированный

**Object-oriented simulation language** — объектно-ориентированный язык моделирования

**OO** — **object-oriented** — объектно-ориентированный

**Operating System (OS)** — операционная система

**Operand** — 1) компонент операции; 2) компонента операции; 3) объект действия, операнд операции; 4) порция данных, обработка которой составляет операцию 5) прообраз



**Operator** — 1) операция; 2) знак операции; 3) человек-оператор; 4) компания-оператор; 5) оператор языка

**Operator overloading** — избыточное число параметров в операторе

**Overload** — 1) совмещение; 2) перезагружать, переопределять

**Overloadable** — перезагружаемый, переопределяемый

**Open** — открыть, стандартная команда и меню программ Windows

**On-site** — 1) локальный; 2) местный

**Optimization Wizard** — мастер оптимизации

Главные функции мастера — уменьшить размер реестра, удалив из него «пустые» и лишние записи и оптимизировать расположение на диске «файла подкачки».

**Optional** — 1) необязательный; 2) опциональный; 3) диспозитивный

**Original language** — входной язык транслятора

**OSI** — 1) **Open Systems Interconnection** взаимодействие открытых систем — семиуровневая модель сетевых протоколов, разработанная ISO; 2) **optimum-scale integration** интеграция минимального уровня; 3) **Open Systems Interface** интерфейс открытой системы, имеющей связи с внешней средой

**Outlook Express** — менеджер почты и новостей

**Output** — вывод данных из компьютера

**Override (override, overridden)** — 1) замещать, отменять команду; 2) переопределять; 3) игнорировать; 4) обходить; 5) пересекать

## Р

**Paint** — графический редактор Windows по умолчанию, в котором можно рисовать и сохранять *screenshots* — скриншоты

Для расширенного редактирования используются другие программы, например *Adobe Photoshop*.

**Parentheses** — круглые скобки

**Parse** — 1) проводить грамматический разбор; 2) проводить синтаксический анализ

**Parser** — 1) синтаксический анализатор; 2) парсер

**Parsing** — 1) грамматический разбор; 2) анализ; 3) парсинг

**Parse tree** — аналитическое дерево

**Pascal** — язык программирования Паскаль

**Paste** — в контекстном меню эта команда используется для вставки содержимого Буфера обмена (Кармана)

**Pattern** — 1) образец; 2) пример; 3) модель

**Pause** — приостанавливать

**PCI** — **P**eripheral **C**omponent **I**nterconnect — представленная корпорацией Intel спецификация, определяющая систему локальной шины, которая позволяет устанавливать в компьютере до 10 PCI-совместимых плат расширения

**Penalty** — 1) расплата; 2) неустойка

**Period** — 1) промежуток; 2) точка; 3) десятичная точка; 4) разделитель; 5) знак разделителя

**Peripheral** — внешнее устройство

**PERL** — **p**ractical **e**xtraction and **r**eport **l**anguage — Перл, язык программирования

**PIN** — штырьковый контакт в разъемах и кабелях

**Planner** — 1) планировщик; 2) блок планирования

**Play** — проиграть, воспроизвести файл или начать игру

**Player** — 1) система воспроизведения; 2) средство воспроизведения; 3) устройство воспроизведения

**Plug** — 1) контакт; 2) подключать

**Plug & Play** — «Включи и работай» — набор спецификаций, разработанный корпорацией Intel, позволяющий компьютерам автоматически обнаруживать и настраивать устройства, устанавливаемые на компьютер, и устанавливать соответствующие драйверы

**Plug-In, plugin** — дополнительный модуль, подключаемый к программе

**Pocket PC** — карманный компьютер  
**Pointer** — 1) ссылака; 2) указатель  
**Pointer type** — тип «указатель»  
**Point of contention** — суть, смысл соперничества  
**Polymorphism** — полиморфизм  
**Portability** — транспортабельность, переносимость  
**Portability issue** — проблема транспортабельности  
**Power** — 1) питание компьютера; 2) вычислительная мощность  
**POWER** — performance optimization with enhanced RISC — оптимизация качества работы, работоспособности  
**Power up** — включить устройство  
**Printing station** — печатающее устройство  
**Private** — 1) приватный (о типе данных); 2) скрытый  
**Precedence** — 1) приоритет; 2) предшествование  
**Predicate** — предикат  
**Predicate calculus** — исчисление предикатов  
**Predicate selectivity** — отбор/применяемость предиката  
**Predicate subset** — 1) предикатное подмножество; 2) предикатный подкласс  
**Preference** — 1) привилегия; 2) глобальные параметры  
**Prepend (prepent, prepent)** — добавлять к началу  
**Press** — нажать  
**Procedural programming** — процедурное программирование  
**Processing costs** — затраты на обработку  
**Product** — 1) программа; 2) произведение  
**Professional program** — профессиональная программа  
**Programming environment** — 1) система программирования; 2) средства программирования; 3) условия программирования  
**Programming support environment** — среда программирования

**Programming language** — язык программирования, алгоритмический язык, программный язык

**Programming system** — 1) система программирования; 2) пульт программного управления

**Projector monitor** — куратор проекта

**Prolog — Programming in Logic** — Пролог — язык программирования

**PROM — erasable programmable read-only memory** — стираемая программируемая постоянная память (ППЗУ) — **programmable ROM** — программируемое запоминающее устройство (ЗУ)

**Property** — свойство, параметр

**Property value** — 1) значение характеристики; 2) стоимость недвижимости

**Protect** — защищать

**Protected** — защищенный

**Prove** — 1) доказывать; 2) удостоверять; 3) подтверждать.

**Provider** — Провайдер — организация, предоставляющая конечным пользователям доступ в Интернет

**Punch card** — перфокарта

**Pure** — без побочного эффекта

## Q

**Queue** — задание

**Quit** — выход

**Quote** — цитата

**Quotes** — кавычки

## R

**RAM — Random Access Memory** — тип памяти, допускающий не только чтение, но и запись данных. Применяется в дисководах CD и DVD

**Rational number** — рациональное число

**Real time processing** — обмен информацией в режиме реального времени

**Recur** — возвращаться

**Recursion** — рекурсия, возврат

**Recursive** — рекурсивный

**Recursive construction** — 1) рекурсивная конструкция  
2) рекуррентное конструирование; 3) рекуррентное соединение (СБИС)

**Recycle Bin** — корзина, особая папка в структуре Windows, куда попадают все удаленные файлы

При этом файл можно в любой момент восстановить из корзины.

**Redeclare** — переопределять

**Reevaluate** — 1) переоценивать; 2) ревальвировать

**Reference** — 1) ссылка; 2) сообщение; 3) коррелятор, основанный на сравнении опорного и разностного сигналов

**Regenerate** — 1) перезаписывать, восстанавливать;  
2) вновь порождать

**Region** — область экрана, используемая для вывода информации

**Relationship** — 1) отношение; 2) взаимоотношение;  
3) связь

**Release** — 1) выпуск варианта программного продукта  
2) версия; 3) отключение, например, от устройства шины; 4) редакция, например, операционной системы;  
5) разблокирование

**Remote batch processing** — удаленная пакетная обработка

**Rename** — переименовывать

**Render** — 1) оказывать; 2) предоставлять; 3) передавать  
4) накладывать

**Reside** — постоянно храниться в памяти

**Resolve** — решать

**Resource** — ресурс — совокупность данных, включающая в состав исполняемого модуля прикладной программы

Среда Windows предоставляет функции для доступа к ресурсам.

**Response** — 1) ответный сигнал; 2) отклик; 3) частотная характеристика

4) отвечать; 5) реагировать; 6) срабатывать

**Response time** — время реакции системы

**Resultant** — 1) продукт; 2) результат; 3) результирующая величина

**Return** — 1) возврат в предыдущую папку, на предыдущую Web-страницу; 2) отражать; 3) оборот; 4) выдавать; 5) подключать обратным проводом

**Review** — 1) обзор; 2) проверка; 3) анализ

**Revise** — перечитывать, просматривать

**RISC** — **reduced instruction set computer** — ЭВМ с сокращенным набором команд

**ROM** — **Read Only Memory** — тип памяти, предназначенной для постоянного хранения данных и не допускающий возможности перезаписи

**Royalty-free** — 1) без отчислений от продажи; 2) не требующий авторских выплат; 3) не требующий лицензионных отчислений

**RTTI** — **runtime type identification** — динамическая идентификация типов, определение типов в период выполнения

**Rule** — 1) правило; 2) масштабная линейка; 3) абзацная линия

**Run (ran, run)** — 1) пуск программы; 2) однократное выполнение компьютерной программы

**Run on** — 1) работать на чем-либо; 2) приложение

**Runtime** — 1) период прогона; 2) время прогона программы; 3) время выполнения; 4) время прохождения задания; 5) этап выполнения; 6) период выполнения; 7) рабочая среда; 8) рабочий цикл

**Run-time** — 1) динамический режим; 2) время счета

## S

**Same as** — то же, что

**Sample** — пример, образец

**Saving** — сохранение

**Shareware** — условно-бесплатное программное обеспечение

**Schedule** — 1) вносить в график, в план; 2) распределять

**Scheduling** — 1) распределение; 2) составление плана, графика, расписания, технологического маршрута

**Scientific Community Metaphor** — метафора научного сообщества

**Scope** — область действия

**Screen monitor** — экран монитора

**Screenshot (скриншот)** — снимок экрана операционной системы или игры

**Script** — 1) набор символов; 2) сценарий, например, диалога человека и машины; 3) тестовый драйвер (при генерации тестов); 4) командный файл; 5) программа командного процессора; 6) макрос

**Scripting language** — 1) язык описания; 2) язык сценариев

**Scroll** — прокрутка

**SLICE** — 1) вырезка; 2) сектор; 3) микропроцессорная секция; 4) пластина полупроводникового материала; 5) сектор круговой диаграммы; 6) операция отсечения по плоскости; 7) квант; 8) секционирование

**Select** — 1) выделять текст; 2) установить флажок; 3) выбирать

**Selection statement** — команда выбора

**Selector** — 1) селектор, комплектатор; 2) загрузчик операционных систем; 3) константа варианта в операторе выбора; 4) селекторный канал; 5) адрес сегмента

**Semantic** — семантический, смысловой

**Semi-colon** — точка с запятой

**Separate** — 1) отделять; 2) классифицировать; 3) раскладывать

**Sequence of characters** — последовательность символов  
**Server** — 1) одноканальная система массового обслуживания; 2) спецпроцессор; 3) центральный компьютер в сети; 4) обслуживающий процессор; 5) служебное устройство; 6) сервер, при организации динамического обмена данными прикладная программа, выступающая как источник данных

**Service** — услуги, серверный процесс

**Set** — 1) монтировать, устанавливать в определенное положение, состояние; 2) набор, комплект

**Settings** — установки программы

**Setup** — процесс установки программы

Процесс иногда аналогичен инсталляции, или он представляет собой «подгонку», установку основных параметров программы после инсталляции.

**Share** — совместно используемый ресурс в Windows, общий каталог

**Shareware** — условно-бесплатное программное обеспечение, с которым пользователь может работать в течение определенного времени

**Shell** — оболочка программы, операционной системы, ее интерфейс

**Shortcut** — ярлык, особый вид значка Windows, указывающий путь к какому-либо файлу.

Ярлыки никак не связаны файлом, они лишь указывают на него, поэтому их можно создавать и перемещать из папки в папку.

**SIMULA — Simulation Language** — язык моделирования

**Single-element** — одноэлементный

**Single underscore** ( \_ ) — одноместное подчеркивание

**Simulation** — моделирование, воспроизведение

**Site** — 1) сайт в Интернете; 2) вычислительная установка; 3) вычислительный центр; 4) узел в Интернет; 5) сеть подразделения корпорации



**Slim-desk** — настольный мини-компьютер

**Slip** — описка

**SLIP** — **Serial Line Interface Protocol** — протокол последовательной межсетевой связи

**Slot** — разъем на материнской плате, имеющий форму щели (PCI, AGP, DIMM), предназначенный для подключения дополнительных плат: видеокарты, звуковой платы, модема, оперативной памяти

**Smart** — интеллектуальный, с развитой логикой

**Socket** — разъем квадратной формы на материнских платах, предназначенный для установки процессоров

Существует несколько модификаций этого разъема, ориентированных на различные модели процессоров от разных производителей.

**Sophisticated** — 1) современный; 2) развитый

**Software** — программное обеспечение

**Software engineering** — проектирование, разработка программного обеспечения

**Software subcontract management** — программное обеспечение управлением субподрядов

**Sound** — звук

**Sound card** — звуковая карта

**Sound Blaster** — первоначально торговая марка звуковых карт фирмы *Creative*

В России этот термин превратился в обозначение целого класса звуковых карт.

**Source code** — исходный предкомпилируемый текст

**Source language** — 1) входной язык транслятора; 2) язык исходного текста

**Space** — 1) пробел; 2) сигнал логического нуля; 3) разделять пробелами, вводить пробелы; 4) располагать с интервалами вразрядку

**Speaker system** — 1) акустическая система; 2) звуковая колонка; 3) динамики

**Specify** — точно определить, установить

**Specifier** — 1) описатель; 2) спецификатор

**Speed Disk** — программа, входящая в состав комплекта утилит Norton System Works, предназначенная для дефрагментации жесткого диска

**Special manipulator** — специальный манипулятор

**Specification** — 1) определение; 2) спецификация; 3) технические условия

**Sphere** — область, сфера функционирования

**Spreadsheet** — электронная таблица

**SQL — Structured Query Language** — язык структурированных запросов

**Standalone** — 1) отдельный; 2) автономный

**Standalone data types** — автономные типы данных

**Statement** — 1) оператор (элемент УП, определяющий законченное действие); 2) предложение, постановка задачи; 3) предписание (в языке КОБОЛ) 4) предположение

**Storage** — 1) память; 2) запоминание; 3) запоминающее устройство, ЗУ; 4) накопитель; 5) память данных; 6) внешняя память; 7) система хранения данных

**Storing device** — запоминающее устройство (ЗУ)

**String** — последовательность, строка — ресурс, содержащий текстовую информацию, доступ к которому возможен через специальный идентификатор

**Style** — 1)) стилевое форматирование; 2)) тип штриха литеры

**Style sheet** — 1) таблица характеристик шрифтов и форматов; 2) таблица стилей; 3) свод правил пунктуации, переноса

**Subnotebook** — субкомпьютер

**Subtraction** — вычитание

**Support** — техническая поддержка

**Standards compliance** — соответствие стандартам

**Standard header** — стандартный заголовок.

**Standard Library** — библиотека стандартных программ

**Standard Template Library — STL** — библиотека стандартных шаблонов

**Start Menu** — меню «Пуск»

**Startup — Автозагрузка** — папка в системе Windows, в которую помещаются ярлыки программ, запускаемые системой сразу после автоматической загрузки Windows

**Static** — статический

**Storage** — 1) память; 2) запоминание; 3) запоминающее устройство (ЗУ); 4) накопитель; 5) память данных; 6) внешняя память; 7) система хранения данных

**Storage device** — 1) устройство хранения; 2) элемент запоминающего устройства

**Stream** — работа в инерционном режиме

**Stream input/output** — ввод-вывод потока данных

**Strong typing** — строгий контроль типов

**Structured programming** — структурированное программирование

**Subscribe** — осуществлять подписку

**Subscribing** — подписка

**Support** — поддержка

**Supporting system** — система обеспечения

**Surround** — окружать

**Switch on** — включать

**Switch off** — выключать

**Syntactic** — синтаксический

**Syntax** — синтаксис

**System block** — системный блок

**System Doctor** — утилита для отслеживания разных параметров Windows — степени загрузки процессора, оперативной памяти, системного кэша, входящая в комплект Norton Utilities

**System information** — полная и всеобъемлющая информация о вашем компьютере: комплектующие, драйверы и программы компьютера, его производительность

**System program** — системная программа

**Switch** — 1) выключатель, переключатель; 2) перемагничивать; 3) реле

## Т

**Tablet PC** — планшетный компьютер

**Tabletop** — компьютер настольного типа

**Tabletop computer** — настольная ЭВМ

**Tail** — 1) остаток; 2) последний элемент; 3) окончание списка; 4) запятая (название символа)

**Tail recursion** — концевая рекурсия

**Tape drive** — запоминающее устройство на ленте

**Taskbar** — Панель задач — элемент интерфейса Windows

Размещается внизу экрана.

**Template** — шаблон

**Temporary** — 1) промежуточный (о данных); 2) рабочий

**Term** — 1) слагаемое, член пропорции; 2) название; 3) условия; 4) определенный период; 5) член, элемент, значение; 6) термин, выражение

**Terminate** — обрывать, прекращать

**Test** — 1) тестирование, программа тестирования; 2) системный тест, статический критерий

**The Internet connection speed** — скорость доступа в Интернет

**Thread** — 1) цепочка выполняемых задач; 2) порождаемый подпроцесс; 3) тема, например, в электронной почте; 4) поток сообщений; 5) проводник

**Three-dimensional (3D)** — трехмерный объект

**Time-consuming** — продолжительный

**Time-shared processing** — метод разделения времени, передача данных по раздвоенному каналу

**Token** — 1) знак, символ; 2) лексема в языках программирования

**Tool** — приспособление, инструмент

**Toolbar** — панель с управляющими кнопками, панель инструментов

**Total clusters on volume** — всего кластеров в томе

**Total File Records** — всего файловых записей

**Trackball** — трэ́кбол, устройство управления, похожее на перевернутую мышь

Для управления курсором на экране пользователь должен крутить установленный вверху трэ́кбола шар — сам трэ́кбол при этом остается неподвижным

**Transfer** — команда перехода, пересылка

**Transition** — переход, преобразование

**Tuning** — настройка, подстройка системы

**TV tuner** — телевизионный тюнер

2)<sup>3)</sup> — **two cubed** — два в кубе

2)<sup>2)</sup> — **two squared** — два в квадрате

2)<sup>5)</sup> — **two to the fifth power** — два в пятой степени.

**Times** — умножить

**Type checking** — тип проверки

## U

**UA — User Agent** — 1) агент пользователя; 2) посредник пользователя; 3) абонентская служба

**Unbind (unbound, unbound)** — 1) освободить; 2) отменить привязку; 3) разобрать

**Unbounded** — 1) неограниченный; 2) несвязанный

**Underscore** — черта снизу, подчеркивание

**Unicode** — уникальное имя, униккод

**Unique** — 1) уникальный; 2) замечательный; 3) единственный в своем роде

**UNIX** — 1) название группы операционных систем; 2) программные средства

**Upper-case letter** — 1) знак верхнего регистра; 2) буква верхнего регистра; 3) прописная буква

**UPS — universal power system** — бесперебойная система питания

**Up-to-date** — отвечающий современным требованиям

**Usenet** — сетевые новости

**User Network** — пользователь сети

**User network interface** — 1) интерфейс абонент-сеть; 2) интерфейс пользователя с использованием сети; 3) набор правил, определяющих взаимодействие конечного оборудования и сети АТМ с физической и информационной точки зрения

**User-Network interface** — интерфейс «абонент-сеть»

**User** — пользователь

**Utility** — утилита, специализированная программа, предназначенная для обслуживания и оптимизации работы системы, программа-помощник

## V

**Value of a variable** — значение переменной

**Variable** — 1) переменная; 2) переменный параметр; 3) меняющийся; 4) различный

**Value** — 1) ценность; 2) фактор; 3) стоимость; 4) сумма; 5) показатель

**Variable length** — переменная длина

**Vector** — вектор

**Vendor** — 1) поставщик; 2) изготовитель; 3) разработчик

**Verification** — проверка целостности файловой системы на ее изменения

**Video** — 1) связанный с телевидением, видео; 2) видеoinформация; 3) видеоданные; 4) видеокадр; 5) видеосигнал; 6) видеосистема

**Viewer** — 1) программа просмотра; 2) средство просмотра

**Virtual inheritance** — виртуальное наследие

**Virtual function** — виртуальная функция

**Visual** — 1) зрительный; 2) наглядный

**Void** — 1) пустая операция; 2) недостаточно пропечатанный участок изображения знака

**Volatile** — нестабильный, изменчивый, например, не сохраняющий информацию при выключении питания

**Volume** — 1) громкость; 2) дисковый том

**Volume label** — метка тома

## W

**Walkthrough** — 1) критический анализ; 2) перемещение в виртуальной среде

**Way** — магистраль

**Web browser** — система поиска и просмотра информации в Web

**Web client** — клиент Web

**WinDoctor** — оптимизатор системного реестра, входящий в комплект Norton Utilities

**Wildcard** — 1) специальный символ (например, \*); 2) групповой символ; 3) подстановочный знак; 4) шаблон; 5) метасимвол; 6) символ групповой операции; 7) трафаретный символ; 8) символ универсального сопоставления; 9) знак подстановки; 10) джокер; 11) символ обобщения; 12) шаблонный знак

**WinFax** — программа из комплекта Norton Utilities, предназначенная для профессиональной отправки и приема факсов

**Wi-Fi — Wireless Fidelity** — беспроводной Интернет

**Working station** — рабочая станция

**Win Info** — информация Windows, позволяющая удалять файлы с компьютера так что их восстановление оказывается невозможным

**Wireless link** — беспроводная сеть

**Whitespace** — пробел

**Worksheet** — 1) рабочая таблица; 2) рабочий бланк; 3) электронный блокнот

**WWW (World Wide Web)** — Всемирная Информационная Паутина (Интернет), состоящая из системы страниц, связанных между собой с помощью гиперссылок

Каждая страница содержит не только текст, но и элементы мультимедиа — графику, звуки, анимацию, оцифрованное видео. Это самый популярный из сервисов сети Интернет.

## **Z**

**Zero** — 1) ноль; 2) нулевая точка; 3) начало отсчета

**Zigzag-in-line-package** — плоский корпус со штырьковыми выводами, расположенными зигзагообразно

**Zip** — 1) перебрасывать; 2) мгновенно перемещать

**ZIP — Zone Information Protocol** — 1) протокол информации зоны; 2) формат уплотненных файлов

**ZIP drive** — стандарт дисковода ZIP



**Галина Геннадьевна Губина**

*Учебное издание*

**Компьютерный английский  
Часть I**

Учебное пособие

**Computer English  
Part I**

Study Guide

Текст на иностранном языке печатается  
в авторской редакции

Ответственный редактор *Н. Соломадина*  
Корректор *Т. Качанова*  
Верстальщик *Т. Качанова*

Электронное издательство «Директ-Медиа»  
117342, Москва, ул. Обручева, 34/63, стр. 1  
Тел/факс + 7 (495) 334-72-11  
E-mail: [manager@directmedia.ru](mailto:manager@directmedia.ru)  
[www.biblioclub.ru](http://www.biblioclub.ru)