

МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
ХАРКІВСЬКА НАЦІОНАЛЬНА АКАДЕМІЯ МІСЬКОГО ГОСПОДАРСТВА

ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ
з дисципліни «Іноземна мова (за професійним спрямуванням)»
(англійська мова)
для організації практичної роботи студентів
2 курсу заочної форми навчання

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ЗБІРНИК ТЕКСТІВ І ЗАВДАНЬ з дисципліни «Іноземна мова (за професійним спрямуванням) (англійська мова)» для організації практичної роботи студентів 2 курсу заочної форми навчання /Харк. нац. акад. міськ. госп-ва; Л.В. Шумейко.
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ВСТУП

Даний збірник текстів та завдань призначений для проведення практичних занять студентів 2 курсу заочної форми навчання. Головною метою збірника є формування навичок читання і розуміння інформації з англомовних джерел, що відповідає вимогам професійно-орієнтованого навчання іноземній мові. Зміст завдань відповідає вимогам програми учбової дисципліни «Іноземна мова (за професійним спрямуванням)», тематика текстів сприяє поширенню обсягу сучасної науково-технічної лексики.

Основними критеріями при виборі текстового матеріалу та завдань була його інформативна та пізнавальна цінність. Граматичні завдання спрямовані на закріплення граматичного матеріалу, необхідного для читання англомовної літератури та розвитку навичок говоріння.

Text 1

Commercial activities and types of contracts

New words and phrases

| | |
|-------------|---------------------|
| to comprise | включать, содержать |
| exchange | обмен |
| agreement | соглашение, договор |
| purchase | покупать |
| license | лицензия |

Read the text and decide if the statements are true or false

Foreign trade comprises three main activities: importing (i.e. buying goods from foreign Sellers), exporting (i.e. selling goods to foreign Buyers) and re-exporting (i.e. buying goods from foreign Sellers and selling them to foreign Buyers without processing in one's own country).

All commercial activities in foreign trade may be divided into basic ones associated with the conclusion of foreign trade contracts for the exchange of goods and auxiliary ones ensuring their successful performance, i.e. associated with carriage of goods, their insurance, banking operations (financing the deals, settlement of payment between the Sellers and Buyers, guaranteeing the strict observance of their mutual liabilities), as well as Customs and other activities. Conclusion of agency agreements, agreements with the Suppliers for export goods and with Importers for the purchase of goods, agreements with advertising agencies and firms dealing with the market research and with other organizations helping to achieve the targets set for foreign trade also refer to auxiliary activities.

In International trade contracts of sale, contracts for construction work and lease are most frequent among a variety of basic deals. Contracts of sale include turnkey contracts and large-scale contracts on a compensatory basis.

License agreements stand apart from all the above contracts because they do not deal with selling and buying physical goods but with the sale and purchase of ideas, scientific-technical knowledge in the form of licenses, patents and know-how.

To ensure the fulfillment of the above basic contracts successfully and profitably, a number of auxiliary agreements are to be concluded: Marine Insurance Policies or Certificates, Charter Parties, Agency and Distributorship agreements and so on.

1. Contracts of sale include turnkey contracts and large-scale contracts on a compensatory basis.

2. All commercial activities in foreign trade are not very important.

3. To ensure the fulfillment of the above basic contracts successfully and profitably, a number of auxiliary agreements are to be concluded.

4. License agreements deal with selling and buying physical goods but with the sale and purchase of ideas, scientific-technical knowledge in the form of licenses, patents and know-how.

5. Conclusion of agency agreements, agreements with the Suppliers for export goods and with Importers for the purchase of goods also refer to auxiliary activities.

Match the left and right side.

- | | |
|----------------|---------------|
| 1. banking | a) activities |
| 2. commercial | b) agencies |
| 3. advertising | c) operations |
| 4. license | d) knowledge |
| 5. scientific | e) agreements |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Comprises, stand apart, auxiliary, frequent, fulfillment

1. Foreign trade _____ three main activities: importing, exporting and re-exporting.

2. All commercial activities in foreign trade may be divided into basic ones associated with the conclusion of foreign trade contracts and _____ ones ensuring their successful performance.
3. License agreements _____ from all the above contracts because they do not deal with selling and buying physical goods.
4. To ensure the _____ of the contracts successfully and profitably, a number of auxiliary agreements are to be concluded.
5. Contracts of sale, contracts for construction work and lease are most _____ among a variety of basic deals.

Text 2

Environmental Issues

New words and phrases

| | |
|--------------|------------------------|
| carrier | транспортер |
| packaging | упаковка |
| to deal with | иметь дело, заниматься |
| to determine | определять |
| to prevent | предотвращать |

Read the text and decide if the statements are true or false.

Governments are involved in international transportation for several reasons. One is to earn foreign exchange and another is based on the relationship between transportation and a nation's defense. Each nation, in its own way, supports its own international carriers.

Most governments today profess their interest in preventing further degradation of earth's environment. Environmentalists, often working through the Green movement, have gained considerable influence in several countries. The

environmental protection policies have considerable influence on logistics system, whether it be choice of vehicle, hours of operation, or type of packaging.

In many instances governments work together, and carriers and shippers are also bound by multi-government agreements and treaties. Many commercial practices on the Great Lakes, for example, are controlled by treaties between the U.S. and Canada. The two nations have a joint commission to decide these matters, such as the minimum size vessel sailing between Lakes Huron and Erie for which a pilot should be required.

Within the past century, international conferences have drawn up sets of rules – often called “conventions” – which often come near to being laws. As early as 1899, 37 nations met to draw up rules of navigation in an attempt to reduce the number of collisions at sea. Throughout the 20th century, there were a series of conventions dealing with the safety of life at sea. Emphasis has switched to issues related to oil spills.

In addition to government and multi-government controls, there are other institutions that have considerable influence on international trade and transport. They include the groups that determine the adequacy of hulls for carrying cargoes and that insure carriers’ equipment and freight; the international banking industry; and cartels that control – or attempt to control – various worldwide economic activities.

1. Each nation, in its own way, supports its own international carriers.
2. There are no institutions that have considerable influence on international trade and transport.
3. Many commercial practices on the Great Lakes, for example, are controlled by treaties between Ukraine and Canada.
4. Most governments today profess their interest in preventing further degradation of earth’s environment.

Match the left and right side.

- | | |
|------------------|----------------|
| 1. nation's | a) defense |
| 2. government | b) environment |
| 3. environmental | c) control |
| 4. earth's | d) equipment |
| 5. carriers' | e) protection |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Instances, protection, determine, agreements, preventing

1. Most governments today profess their interest in _____ further degradation of earth's environment.
2. They include the groups that _____ the adequacy of hulls for carrying cargoes and that insure carriers' equipment and freight.
3. The environmental _____ policies have considerable influence on logistics system.
4. Carriers and shippers are also bound by multi-government _____ and treaties.
5. In many _____ governments work together.

Text 3

Entrepreneurship

New words and phrases

| | |
|----------------|------------------|
| Entrepreneur | предприниматель |
| be involved in | быть вовлеченным |
| cope with | справляться |
| failure | неудача |
| income | доход |
| security | безопасность |

Read the text and answer the questions

An entrepreneur is usually defined as the creator and manager of a business. Initially the entrepreneur manages a small business. He or she is deeply involved in every aspect of the business: copes with greater personal and professional risk, his or her personal financial resources may be lost if the business fails; is singularly accountable for the business' performance.

The entrepreneur faces several risks: **business risk** –from 25 to 33% of all independent small businesses fail during the first 2 years of operation: 8 of every 10 fail within 10 years, primarily due to poor management. **Financial risk** – the entrepreneur invests most if not all of his or her financial resources in the business. **Career risk** – leaving a secure job for an uncertain future; **family and social risk** – a new business leaves little time for family and friends; **psychological risk** – the risk of personal failure if the business does not succeed. Entrepreneurs create businesses for independence, personal and professional growth, a better alternative to a dissatisfying job, income and security.

The entrepreneur performs **ongoing planning** – for the established business and **start-up planning** – done before the new venture opens for business; start-up planning involves answering 5 questions: what product or service will the new business provide? What market will be served? How will the business be established? How will the business be operated? How will the business be financed?

Organizing – this function is often neglected in the early start-up stages. When established job descriptions and the organizational chart are often kept flexible many entrepreneurs avoid developing written job descriptions in the early stages of the business so employee potential and growth isn't constrained when the company is small. The organizational chart is often viewed as a dynamic, continually changing picture of the company structure. It is tool for continually assessing and re-evaluating the company.

Controlling activities are especially important in the new business. Mistakes are bound to be made given the newness of every operation and resources are limited. Errors must be identified and quickly corrected. Initially control systems are basic

and collect info on sales, production rates, inventory, accounts receivable and payable and cash flow. Many new companies are installing computerized control info system to monitor aspects of company performance and conduct financial and production analysis.

1. How is an entrepreneur defined?
2. What risks does an entrepreneur usually face?
3. How do you understand ongoing planning?
4. How can you define start-up planning?

Match the left and right side.

- | | |
|-----------------|---------------|
| 1. ongoing | a) control |
| 2. controlling | b) resources |
| 3. financial | c) flow |
| 4. cash | d) planning |
| 5. computerized | e) activities |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Dissatisfying, ongoing, neglected, monitor, involved

1. This function is often _____ in the early start-up stages.
2. Many new companies are installing computerized control info system to _____ aspects of company performance.
3. The entrepreneur performs _____ planning – for the established business.
4. An entrepreneur is deeply _____ in every aspect of the business.
5. Entrepreneurs create businesses for independence, personal and professional growth, a better alternative to a _____ job, income and security.

Text 4

Economic systems

New words and phrases

| | |
|-----------------|-----------------|
| self-contained | самостоятельный |
| holding | владение |
| supply | предложение |
| allocate | распределять |
| living standard | уровень жизни |
| to vote | голосовать |

Read the text and decide if the statements are true or false.

Traditional Economy

Many of the world's people live and work in what is called a traditional economic system, mostly in rural areas of South America, Asia, and Africa. There are certain features common to all traditional economies. Economic life is characterized by a self-contained community. Usually the chief occupation is farming, but it might be fishing or herding. The family is the main organizational unit of economic life. Production is carried on using the same kinds of tools and techniques that were used for many generations past. People produce only enough goods to meet the needs of their family, and sometimes a little more for sale to others. WHAT is produced and HOW it is produced is not the result of conscious planning but, rather, a matter of custom and tradition.

One's career in a traditional economic system is largely determined at birth. Men learn the trades of their fathers, while women tend the home and care for the children. Men and women alike work the land or care for their herds in accordance with time-honored traditions. Inventions and innovation are less common in traditional societies than in other groups.

WHO receives the goods and services produced in a traditional society today is largely based upon the size of the family's holdings. Usually the family with the

largest holding of land or livestock (such as sheep, cattle, and camels) will have more than a family with a smaller holding of land or livestock.

Command Economy

In a command economy, the fundamental questions of WHAT, HOW, and WHO are pretty much decided by a central authority, usually the government. During the years of the cold war (1948—1991), the Communist nations of Eastern Europe and the Soviet Union had command economies. Although the degree of power exercised by the central authority varied from one country to another, the principal means of production in these places were in government hands.

Since government owns most of the industry in command economies, central planning agencies determine WHAT is to be produced and HOW it will be produced. In the Soviet Union, for example, Communist party leaders wanted powerful armies and increased military might. Therefore, central planning agencies allocated funds, workers, and other resources to build up the military power of the nation. As a result of central planners' decisions to emphasize military production, fewer resources were available for the production of consumer goods and services.

In a command economy, the central authority also decides WHO will receive the goods and services produced. Government agencies set wage scales and determine the living standards that people in different walks of life will enjoy. Since insufficient resources in the former Soviet Union were allocated to producing consumer goods, these goods were in short supply.

Market Economy

Quite the opposite of the centrally directed command economy is the decentralized market economy. In a market system (such as we have in the United States), the major decisions as to WHAT, HOW, and WHO are made by individuals and businesses. As compared to a command system, government in a market economy plays a much less important role.

Buyers and sellers in a market system make their wishes known in a marketplace, or market. It can be any place where goods are bought and sold. A

marketplace is something like a polling booth: buyers "vote" for the goods and services they want by buying them. Sellers who best satisfy the wants of buyers are "elected" to stay in business through the profits they earn from their sales. Sellers who fail to satisfy buyers' wants are, in effect, voted "out of office".

1. Central planning agencies allocated funds, workers, and other resources to build up the military power of the nation.
2. The governments in a market system make their wishes known in a marketplace or market.
3. In a command economy production is carried on using the same kinds of tools and techniques that were used for many generations past.
4. In a market system government agencies set wage scales and determine the living standards that people in different walks of life will enjoy.
5. One's career in a traditional economic system is largely determined at birth.

Match the left and right side.

- | | |
|-------------------|-------------|
| 1. organizational | a) wants |
| 2. buyers' | b) planning |
| 3. central | c) unit |
| 4. wage | d) goods |
| 5. consumer | e) scales |

1 -; 2 -; 3 -; 4 -; 5 -

Fill the gaps with the words given below.

Carried on, market, consumer, the needs, directed.

1. As a result of central planners' decisions to emphasize military production, fewer resources were available for the production of _____ goods and services.

2. Quite the opposite of the centrally _____ command economy is the decentralized market economy.
3. . Production is _____ using the same kinds of tools and techniques that were used for many generations past.
4. . People produce only enough goods to meet _____ of their family, and sometimes a little more for sale to others.
5. Buyers and sellers in a _____ system make their wishes known in a marketplace, or market.

Text 5

Business finance

New words and phrases

| | |
|-----------------|------------------------|
| Revenue | ДОХОД |
| Stock | АКЦИИ |
| promissory note | ДОЛГОВОЕ ОБЯЗАТЕЛЬСТВО |
| share | АКЦИЯ, ДОЛЯ |
| loan | ЗАЕМ |
| to borrow | БРАТЬ В ДОЛГ |

Read the text and decide if the statements are true or false.

Businesses need money to:

- a) meet their everyday expenses, such as payroll, rent and utilities;
- b) replace and expand their inventory (the goods they sell and the materials used in their manufacture);
- c) expand and grow through the purchase of additional plant and equipment;
- d) meet the interest payments on their debts.

Normally, funds needed to meet a firm's daily expenses come out of its revenues (income from the goods or services that the firm sells). When revenues are not sufficient to meet a firm's needs, it will resort to one or more of the following:

- a) dip into its savings
- b) borrow money
- c) sell some more of its stock.

Businesses use short-term financing (loans that need to be repaid in less than a year). They are: trade credit. Business suppliers frequently give their customers 30 to 60 days to pay for their orders. Bank Loans. Banks generally extend credit as a promissory note or a line of credit. A promissory note is a written promise to repay a loan, plus interest, at a specified date. A line of credit is a loan arrangement in which a bank allows a business to borrow any sum, up to a specified limit, whenever it needs the money.

But in most instances they use long-term financing to pay for things like major renovations, new buildings and purchases of expensive equipment.

Funds for the day-to-day operation of most businesses come from the businesses' earnings. There are three sources for such funds: retained earnings, loans, and the sale of shares of stock. Profits that are not distributed to the owners of a business are called retained earnings, or undistributed profits. Corporations rely on retained earnings as the major source for their new funds. A major advantage of retained earnings, as compared to borrowing, is that they are interest-free.

Those who borrow for a year or more usually have to both pledge some form of collateral and make periodic payments over the life of the loan. Collateral is any item of value that the lender may seize should the borrower fail to make loan payments as promised.

Stock exchanges are places where shares in the nation's major corporations are bought and sold. In terms of the amount of money raised by corporations, equity financing (a corporation's selling of its stock) is the least important source.

One thing that sets a corporation apart from an unincorporated business is the corporation's ability to sell stocks and bonds. Unlike stocks (which represent ownership in a corporation) bonds are certificates issued in exchange for a loan. Thus, stockholders are part owners of a business, whereas bondholders are among its creditors.

In the nation's stock exchanges, stocks are bought and sold through an auction system.

We can learn about the operations and finances of public corporations by reading documents known as prospectuses and annual reports. A prospectus describes the operations of a company that is issuing new securities.

An annual report provides financial information about a company whose securities are traded on an exchange.

The most important financial statements in these documents are the balance sheet, income statement, and statement of cash flows.

Balance sheet presents a kind of picture of a business at a particular time and contains three areas of information: assets, liabilities and net worth.

Assets represent anything of value that is owned by a business, including cash on hand or in the bank, plant and equipment, merchandise, and furniture and fixtures.

Liabilities represent the obligations, or debts of a company.

The difference between what a firm owns and what it owes is its net worth, or owner's equity.

Income statement summarizes financial activities of a firm over a period of time and shows its profitability. Statement of cash flow summarizes a firm's sources and uses of cash over a period of time.

1. Normally, funds needed to meet a firm's daily expenses come out of its revenues.
2. Assets present a kind of picture of a business at a particular time and contain three areas of information: assets, liabilities and net worth.

3. Stock exchanges are places where shares in the nation's major corporations are bought and sold.
4. The difference between what a firm owns and what it owes is its net worth.
5. Funds for the day-to-day operation of most businesses come from the stock exchanges.

Match the left and right side.

- | | |
|-------------|--------------|
| 1. income | a) exchange |
| 2. net | b) statement |
| 3. stock | c) sheet |
| 4. balance | d) worth |
| 5. share of | e) stock |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Pledge, auction, securities, obligations, extend.

1. Banks generally _____ credit as a promissory note or a line of credit.
2. Liabilities represent the _____, or debts of a company.
3. In the nation's stock exchanges, stocks are bought and sold through an _____ system.
4. An annual report provides financial information about a company whose _____ are traded on an exchange.
5. Those who borrow for a year or more usually have to both _____ some form of collateral and make periodic payments over the life of the loan.

Text 6

History of the media

New words and phrases

| | |
|------------|-----------------|
| Media | средства |
| Afford | позволять себе |
| high-speed | скоростной |
| expansion | распространение |
| emergence | появление |

Read the text and decide if the statements are true or false.

America's earliest media audiences were quite small. These were the colonies' upper class and community leaders – the people who could read and who could afford to buy newspapers. The first regular newspaper was the Boston Newsletter, a weekly started in 1704. Like most papers of the time, it published shipping information and news from England.

By the early 1800s, the United States had entered a period of swift technological progress that would mark the real beginning of “modern media”. The inventions of the steamship, the railroad and the telegraph brought communications out of the age of wind-power and horses. The high-speed printing press was developed, driving down the cost of printing. Expansion of the educational system taught more Americans to read and sparked their interest in the world.

Publishers realized that a profitable future belonged to cheap newspapers with large readerships and increased advertising. In 1833 a young printer named Benjamin Day launched the New York Sun, the first American paper to sell for a penny.

It was the time that shaped a breed of editors who set the standard for generations of American journalists. Many of them were hard-headed reformers who openly sided with the common man, opposed slavery and backed expansion of the frontier. They combined idealism with national pride, and their papers became the means by which great masses of new immigrants were taught the American way of life.

The swing to objective reporting was the key to the emergence of The New York Times. Most of journalists consider the Times the nation's most prestigious newspaper.

The New York Times is only one of many daily newspapers that have become significant simpers of public opinion. Among the most prominent are The Washington Post, the Los Angeles Times, the Boston Globe and the Christian Science Monitor. Satellite technology has made possible the first genuinely nationwide newspapers – from the sober, through business paper, the Wall Street Journal, to the bright colors and personality orientation of USA today.

Another recent phenomenon is the proliferation of supermarket tabloids, weeklies sold chiefly at grocery store check-out lines.

1. The first regular newspaper was the Boston Newsletter, a weekly started in 1911.
2. The swing to objective reporting was the key to the emergence of The New York Times.
3. Publishers realized that a profitable future belonged to expensive newspapers with large readerships and increased advertising.
4. By the early 1800s, the United States had entered a period of swift technological progress that would mark the real beginning of “modern media”.
5. It was the time that shaped a breed of editors who set the standard for generations of European journalists.

Match the left and right side.

- | | |
|------------------|--------------|
| 1. grocery | a) progress |
| 2. supermarket | b) reporting |
| 3. technological | c) tabloids |
| 4. objective | d) man |
| 5. common | e) store |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Technology, inventions, profitable, shipping, public

1. Publishers realized that a _____ future belonged to cheap newspapers with large readerships and increased advertising.
2. The New York Times is only one of many daily newspapers that have become significant simpers of _____ opinion.
3. The _____ of the steamship, the railroad and the telegraph brought communications out of the age of wind-power and horses.
4. The first regular newspaper published _____ information and news from England.
5. Satellite _____ has made possible the first genuinely nationwide newspapers – from the sober, through business paper, the Wall Street Journal to the bright colors and personality orientation of USA today.

Text 7

Public concern

New words and phrases

| | |
|-------------|-----------------|
| Complain | жаловаться |
| Emphasize | подчеркивать |
| Controversy | спор, дискуссия |
| Court | суд |

Read the text and decide if the statements are true or false.

In the 1970s and 1980s the American media is troubled by rising public dissatisfaction. Critics complain that journalists are unfair, irresponsible or just plain arrogant. They complain that journalists are always emphasizing the negative, the sensational, and the abnormal rather than the normal. During the early 1980s, a

number of organized groups were formed to monitor and critique the news media. Political balance in news reporting became an issue of debate and controversy.

Surveys show that the American public – on both sides of the political fence – holds strong opinions about the press.

Reporters are, sometimes seen as heroes who expose wrongdoing on the part of the government or big business. But there is a feeling that the press sometimes goes too far, crossing the fine line between the public's right to know, on the one hand, and the right of individuals to privacy and the right of the government to protect the national security. In many cases, the court decides when the press overstepped the bounds of its rights. Sometimes the courts decide in favor of the press. The right of privacy is meant to protect individual Americans' peace of mind and security. Journalists can not barge into people's homes or offices to seek out news and expose their private lives to the public. Americans' rights to a fair trial, guaranteed by the Constitution, has provokes many a media battle. Judges have often ordered journalists not to publish damaging information about a person on trial.

TV news-people operate under an additional restriction called the Fairness Doctrine. Under this rule, when a station presents one viewpoint on a controversial issue, the public interest requires the station to give opposing viewpoints a chance to broadcast a reply.

In short, the United States confronts a classic conflict between two deeply held beliefs: the right to know and the right to privacy and fair treatment.

1. Journalists can not barge into people's homes or offices to seek out news and expose their private lives to the public.
2. Judges have often ordered journalists not to publish damaging information about a person on trial.
3. Reporters are, sometimes seen as judges who expose wrongdoing on the part of the government or big business.
4. During the early 1990s, a number of organized groups were formed to monitor and critique the news media.

5. Critics complain that journalists are unfair, irresponsible or just plain arrogant.

Match the left and right side.

- | | |
|--------------|----------------|
| 1. public's | a) lives |
| 2. private | b) rights |
| 3. damaging | c) groups |
| 4. organized | d) information |
| 5. fair | e) treatment |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Unfair, fine, bounds, viewpoints, privacy

1. In many cases, the court decides when the press overstepped the _____ of its rights.
2. Critics complain that journalists are _____, irresponsible or just plain arrogant.
3. There is a feeling that the press sometimes goes too far, crossing the _____ line between the public's right to know and the right of individuals to privacy and the right of the government to protect the national security.
4. The right of _____ is meant to protect individual Americans' peace of mind and security.
5. When a station presents one viewpoint on a controversial issue, the public interest requires the station to give opposing _____ a chance to broadcast a reply.

Text 8

The Doomsday Vault

New words and phrases

| | |
|--------------|----------------|
| Vault | подвал, погреб |
| to devastate | опустошать |
| sample | образец |
| to identify | опознавать |
| remote | отдаленный |
| to destroy | разрушать |

Read the text and decide if the statements are true or false.

On February 25th, 2008 The Doomsday Vault started operating officially. It may sound like something from a spy film but is a giant fridge in which the seeds from every known variety of plant and crop on the planet will eventually be deep frozen. They could remain in this state for up to 1,000years.

The Doomsday Vault is like an insurance policy for the Earth and its construction was promoted by concerns about global warming and extreme climate change. The idea behind it is that should climate change or natural catastrophe one day devastate the planet, it will be possible to use the seeds stored here to reestablish crops and plants that have been lost. It already contains over 250, 000 seed samples and has space for up to four and a half million – way beyond the species we can identify at present.

The remote area of Svalbard, Norway, was chosen for sitting the vault because of its location. It is deep within the Arctic Circle and only 620 miles from the North Pole itself. It used to be important for mining but now houses very few people and is visited mainly by tourists and scientists. It is remote, isolated and has an extreme inhospitable climate, all of which made it an ideal place to construct the vault. It is so cold in the vault that the contents would never defrost even if the refrigeration unit should fail.

As well as being very cold, the vault is also very strong. It has been constructed from concrete and steel and will stand up to whatever nature or man could attack it with. It has already survived the biggest earthquake Norway has ever experienced.

The Doomsday Vault cost six million euros to build but scientists believe it was well worth the money. They have seen some existing seed vaults in other countries destroyed during conflict or natural disasters. Unique samples of seeds have been lost from these vaults and that means that there are some varieties of plants that we shall never see again. Learning from these experiences the scientists behind the Doomsday Vault have done their utmost to ensure that the samples stored there, and with them the possible future of our planet, will be safe.

1. The Doomsday Vault is featured in a movie.
2. Food will be stored there in case it is needed in a catastrophe.
3. It will eventually contain items we don't yet know about.
4. Very many people live in Svalbard.
5. This is the first vault to have been built to store seeds for the future.

Match the left and right side.

- | | |
|------------------|--------------|
| 1. giant | a) fridge |
| 2. natural | b) money |
| 3. worth of | c) disasters |
| 4. remote | d) mining |
| 5. important for | e) area |

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Inhospitable, stored, varieties, vaults, mining

1. It used to be important for _____ but now houses very few people and is visited mainly by tourists and scientists.

2. They have seen some existing seed _____ in other countries destroyed during conflict or natural disasters.

3. The idea behind it is that should climate change or natural catastrophe one day devastate the planet, it will be possible to use the seeds _____ here to reestablish crops and plants that have been lost.

4. Unique samples of seeds have been lost from these vaults and that means that there are some _____ of plants that we shall never see again.

5. It is remote, isolated and has an extreme _____ climate, all of which made it an ideal place to construct the vault.

Text 9

World trade

New words and phrases

| | |
|------------|--|
| Earnings | заработок |
| Facilities | возможности, удобства, оборудование |
| beneficial | прибыльный |
| evident | очевидный |
| to promote | продвигать |

Read the text and decide if the statements are true or false.

Trade in services is now an important element of world economic ties. The major exporters and importers of services are the USA and Great Britain, Japan and Germany, France and Italy. Its volume has greatly increased recently. The UK, for example, gains half of its overseas earnings from its service industries.

There are new services associated with the rapid development of telecommunication facilities and computers equipment and traditional ones. They cover transport and tourism, catering and hotel facilities, banking, finance and insurance, science, education and personnel training, trade warehousing and

communications. Services may be engineering-and-consulting, information-and-computer, data-processing, advertising, legal, stock exchange and intermediary leasing, market research and quality control, after-sale and technical maintenance.

Numerous modern services are also related to the export of scientific, technical and production experiences.

Trade in services has somehow been underestimated in our country, and their imports have not been looked upon as beneficial to our national economy. But if Japan's experience is taken into account, its importance becomes quite evident. The same refers to their exports.

Prospects of world trade in services are promising. The demand for modern services is particularly great and is still growing rapidly. In the future there will be much joint activity in the fields of management consultancy, advertising, banking, accountancy, marketing, insurance and engineering consultancies, hotel and catering industries.

So to promote the services sector in our foreign trade associations should seriously consider setting up joint ventures and mixed companies. British overseas investments are second to those of the US, so potentially the UK has the experience and capital to become a participant in this kind of activity.

Many representatives of business quarters from advanced capitalist countries visit Ukraine to see our restructuring with their own eyes and to offer their participation in joint ventures in the field of services as well to the mutual benefit.

It is obvious that promotion of Ukrainian services on the world market would increase the country's currency earnings, broaden its foreign economic ties and expand exports of machines, equipment and complete plants.

1. New services cover transport and tourism, catering and hotel facilities, banking, finance and insurance, science, education and personnel training, trade warehousing and communications.

2. Promotion of Ukrainian services on the world market can hardly increase the country's currency earnings.

3. In the future there will be much joint activity in the field of education.

4. To promote the services sector in our foreign trade associations should seriously consider setting up joint ventures and mixed companies.

5. It is obvious that Ukrainian services are the best in the world.

Match the left and right side.

1. currency

a) ties

2. economic

b) training

3. personnel

c) earnings

4. trade

d) exchange

5. stock

e) associations

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Rapid, joint, ventures, export, underestimated

1. In the future there will be much _____ activity in the fields of management consultancy, advertising, banking, accountancy, marketing, insurance and engineering.

2. Trade in services has somehow been _____ in our country, and their imports have not been looked upon as beneficial to our national economy.

3. There are new services associated with the _____ development of telecommunication facilities and computers equipment and traditional ones.

4. Numerous modern services are also related to the _____ of scientific, technical and production experiences.

5. Many representatives of business quarters from advanced capitalist countries visit Ukraine to offer their participation in joint _____ in the field of services.

Text 10

New words and phrases

| | |
|------------|--------------------------|
| Available | наличный, имеющийся |
| Transmit | передавать |
| Output | продукция, выпуск |
| Software | программное обеспечение |
| to perform | выполнять |
| assumption | предположение, допущение |

Read the text, entitle it and answer the questions

Today business, government, and organizations depend on computers to process data and to make information available for decision making. A computer can accept, store, manipulate, and transmit data in accordance with a set of specific instructions. Currently, firms can choose mainframe computers, minicomputers, or microcomputers to match their information needs.

Mainframe computers may be as big as a good-sized room, can handle huge quantities of data, perform a variety of operations on these data in fractions of a second, and provide output information in several different forms. The largest and most powerful mainframe computers are sometimes called supercomputers. These very large computers are used almost exclusively by universities and government agencies that are involved in research activities that require large memories and high-speed processing.

Minicomputers are smaller computers that made computers available to most firms.

The microcomputer, sometimes called a personal computer (PC), is a desktop computer. It was made possible by the development of microprocessor chips, a fraction of an inch in size that contain all the electronic circuitry required to perform large-scale data processing. Although microcomputers are often purchased for use at home many smaller firms find them completely satisfactory for their limited needs.

Each of these machines consists of at least one input unit, a memory, a control unit, an arithmetic-logic unit, and an output unit. Firms can also establish a computer network – a system in which several computers can either function individually or communicate with each other.

Computers require software, or programs, which are operating instructions. Today, software has been developed to satisfy almost every business need. Database contained in a database program can be stored. Graphics programs make it possible to display in graph forms data and conclusions. Spreadsheets are software packages that allow users to organize data into a grid of rows and columns. Spreadsheets allow managers to answer “what if” questions by changing data to match new assumptions. Word processing programs allow users to store documents in the computer’s memory or on a disc. Once entered, the material can be revised, deleted, printed, or simply used at a later date. Most experts predict that in the future computers will affect every aspect of human life. Specific trends that will affect business include the increase in available information, the use of information, and the need for employees that know how to use a computer.

A management information technology (MIT) is a means of providing managers with the information they need to perform management functions as effectively as possible. The data that are entered into the system must be relevant, accurate, and timely.

The four functions performed by MIT are collecting data, storing and updating data, processing data, and presenting information. With a computer, data can be stored on magnetic tapes and discs and used when they are needed. Data should be updated regularly to maintain their timeliness and accuracy. Updating can be accomplished manually or via computer.

1. What kind of computers is used by government agencies?
2. What does PC consist of?
3. Which are the main functions of database management programs?
4. What can be done with the material entered?

Match the left and right side.

1. personal

2. magnetic

3. microprocessor

4. word

5. research

a) chips

b) computer

c) tapes

d) activities

e) processing

1 - ...; 2 - ...; 3 - ...; 4 - ...; 5 -

Fill the gaps with the words given below.

Deleted, accurate, mainframe, stored, circuitry

1. The largest and most powerful _____ computers are sometimes called supercomputers.

2. Once entered, the material can be revised, _____, printed, or simply used at a later date.

3. The data that are entered into the system must be relevant, _____, and timely.

4. It was made possible by the development of microprocessor chips, a fraction of an inch in size that contain all the electronic _____ required to perform large-scale data processing.

5. With a computer, data can be _____ on magnetic tapes and discs and used when they are needed.

GRAMMAR EXERCISES

Ex.1. Make up sentences using the Gerund.

Model: Get on the train. First buy a ticket. -
Before getting on the train, buy a ticket.

1. Make a conclusion. First explore the problem carefully.
2. Enter the office building. Show your pass.
3. The boy lay on the beach and then had a swim.
4. He packed and then went to the airport.
5. She decided not to do her homework and went for a walk.
6. He didn't have time to have breakfast and went to school.
7. He recovered and spent a week at home.
8. She finished school and began to work.

Ex.2. Transform the sentences using the Gerund.

1. Before we went to the airport we packed our things.
2. She wants very much to see this film.
3. She left home but didn't lock the door.
4. This town has many places of interest and I advise you to visit it.
5. When you open the window I don't mind it.
6. She insisted that she should go there on business.
7. I am often invited to different conferences. I am proud of it.
8. I am busy. I am preparing my report.

Ex.3. Translate the sentences from Russian into English.

1. Извините, что я опоздал.
2. Благодарю вас за то, что вы показали мне дорогу к вокзалу.
3. Я помню, что он работал в нашем офисе.
4. Мы с нетерпением ждали, когда он вернется.
5. Я не мог сдать экзамен, не прочитав этих статей.
6. Вместо того, чтобы посылать телеграмму, вы можете позвонить ей.
7. Они настаивали на том, чтобы я выступила с докладом.
8. Бесполезно учить правила без примеров.

Ex.4. Insert the appropriate form of the Infinitive.

1. This fellow seemed ____ a famous explorer or something of that sort (to be).
2. He was not the man ____ the lessons of his predecessor (to overlook).
3. There is no time ____ (to lose).
4. He was the first ____ (to leave).

5. I was deeply sorry ____ on such a painful theme (to touch).
6. You'd better ____ a doctor (to see).
7. It was interesting ____ all that (to hear).
8. The train was ____ at 12 (to arrive).

Ex.5. Translate the sentences from Russian into English.

1. Я рад, что меня пригласили на эту конференцию.
2. Он первый помог мне.
3. Мы взяли такси, чтобы приехать на вокзал вовремя.
4. Он достаточно опытен, чтобы решить эту задачу.
5. Забыть этот день было невозможно.
6. Она не хочет, чтобы ее там увидели.
7. Мне бы не хотелось, чтобы вы уходили так рано.
8. Ему пришлось отправить письмо электронной почтой.

Ex.6. Complete the sentences with the correct forms of the verbs in brackets.

1. The doctor didn't let me ____ (to go) out.
2. We hope ____ (to finish) building our house soon.
3. We were told ____ (not/ to cheat).
4. It was very difficult for me ____ (to translate) this article.
5. We were ____ (to arrive) at the airport at 11.
6. She wanted me ____ (to help) her.
7. What makes you ____ (to think) so?
8. Don't forget ____ (to take) your books and discs.

Ex.7. Choose the correct item to complete the sentences.

1. I refused *to pay/paying* my sister's telephone bills.
2. I think we should consider *to go/going* to Poland instead of France.
3. He offered *to meet/meeting* me at the station.
4. I suggested *to warm/warming* up before the game.
5. He promised *to confirm/confirming* our appointment by Monday.
6. They planned *to provide/providing* their services to our local community.
7. She didn't want to *listen/listening* to me any more.
8. It's no use *to call/calling* him now.

Ex.8. Transform the sentences making the gerund be the subject.

Model: It's important to study English. – Studying English is important.

1. It is difficult to translate texts from Russian into English.
2. It is a good idea to have a short rest.
3. It is cheaper to have lunch at home.

4. It is impossible for me to buy a new car now.
5. It is difficult to plan our future.
6. It is easier for me to stay at home.
7. It is harmful for my health to go out in such weather.
8. It is important to get enough sleep.

Ex.9. Complete the sentences using the gerund or the infinitive.

1. I don't plan _____ German. (study)
2. I am looking forward to _____ you. (meet)
3. She kept on _____ her mind. (change)
4. They insisted on _____ a taxi. (take)
5. I enjoy _____ to music. (listen)
6. She liked _____ at the supermarket. (do shopping)
7. He gave up _____ two years ago. (smoke)
8. I would like _____ to him. (speak)

Ex.10. Choose the correct item to complete the sentences.

1. If you *hadn't missed/didn't miss* your flight, you would have had a lovely holiday.
2. I wish I *speak/spoke* English better.
3. I wish I *am/were* at the seaside now.
4. If I *felt/had felt* better I would go to the club with you.
5. If the weather *didn't change/hadn't changed*, we would have a good time.
6. If he had left at ten, he *would catch/would have caught* the train.
7. If I lived far from the Academy, I *would go/would have gone* there by bus.
8. What would you do if you *had/had had* a lot of money?

Ex.11. Translate the sentences from Russian into English.

1. Если бы она позвонила мне вчера, я бы принесла книгу.
2. Если бы я был на твоём месте, я бы не отказался принять участие в обсуждении этой проблемы.
3. Жаль, что тебя не было на концерте.
4. Если бы у меня были родственники в Лондоне, я бы ездил туда очень часто.
5. Я бы пошел в кафе с вами вчера, если бы у меня не было так много работы.
6. Я бы перевела статью, если бы ты принесла словарь.
7. Если бы я только знала английский язык.
8. У нее такой вид, будто она очень устала.

Ex.12. Choose the correct item to complete the sentences.

1. He told me that he *hadn't seen/didn't see* us that day.
2. By the time I left school I already *learnt/ had* already *learnt* to drive.
3. I was late for school because my mother *didn't wake/hadn't woken* me up.
4. After I *had fallen/fell off* my bike I went to hospital.
5. By the time I *had planted/planted* all young trees, it was quite dark.
6. I was very happy to get the job in San Paolo because I *have never been/had never been* to South America before.
7. When I got home, I found that the dog *has eaten/had eaten* my dinner.
8. He asked me if I *have ever been/had ever been* to London.

Ex.13. Transform the sentences from the Direct speech into Reported.

1. "I have been to London for a month but I haven't had time to visit Tower", said Tom.
2. "It is not so windy today as it was yesterday", I said.
3. "From the window of my flat I can see the Central square", he said.
4. "Are you sorry for what you have done?" asked his mother.
5. "How much time will it take me to get there?" I asked him.
6. "Do you his telephone number?" she asked me.
7. My father said, "You should work harder at your English.
8. "Be careful crossing the roads", he said.

Ex.14. Translate the sentences from Russian into English.

1. На каком предприятии вы работали, прежде чем пришли в наш институт?
2. Мы не знали, что она больна. Мы думали, что она уехала в отпуск.
3. Он закончил работу к восьми часам.
4. Я понял, что с ним что-то случилось.
5. Когда мы вошли, фильм уже начался.
6. Он поблагодарил меня за то, что я для него сделал.
7. Мы читали книгу, которую я купил в супермаркете.
8. Он не сказал мне, что пригласил так много друзей на свой день рождения.

Ex.15. Translate the sentences from Russian into English.

1. Она не знала, что груз уже доставлен.
2. Мы спросили, когда мы сможем обсудить детали контракта.
3. Мы не знали, сможем ли мы получить груз вовремя.
4. Он не спросил где ему оплатить налог.
5. Предприниматель был уверен, что он не отвечает за работу персонала.
6. Я поинтересовался, какие вопросы обсуждались на собрании.
7. Полицейский не объяснил мне, где находится таможня.
8. Никто не сказал мне, что эти вещи надо задекларировать.

Ex.16. Translate the sentences from Russian into English.

1. Известно, что импортируемые товары, проходят таможенный контроль.
2. Эта проблема не считалась достаточно важной для наших партнеров.
3. Предполагалось, что товар будет доставлен самолетом.
4. Большое количество машин на дорогах считается одним из источников загрязнения окружающей среды.
5. Известно, что новые автомобили меньше загрязняют окружающую среду.
6. Ожидается, что больше и больше людей будет использовать автомобили в будущем.
7. Предполагается, что предприниматель сталкивается с такими проблемами как финансовый и карьерный риск.
8. Экспорт и импорт считаются основными видами деятельности торговых компаний.

Ex.17. Translate the sentences from Russian into English.

1. Я рад, что меня пригласили на конференцию.
2. Забыть этот день было невозможно.
3. Мы взяли такси, чтобы не опоздать на самолет.
4. Погода была слишком хорошая, чтобы сидеть дома.
5. Задача была слишком сложная, чтобы решить ее так быстро.
6. Она счастлива, что учится в этом университете.
7. Наша задача состояла в том, чтобы закончить работу к концу месяца.
8. Чтобы выучить язык, вы должны как можно больше читать.

Grammar reference

The Gerund

| | Active | Passive |
|------------|-----------------------|----------------------------|
| Indefinite | writing | being written |
| Perfect | having written | having been written |

The gerund can be used in the sentence as subject, predicative and object, It can be preceded by a preposition, by a possessive pronoun or a noun in the Possessive case.

Reading is useful. (subject)
My hobby is **traveling**. (predicative)
He is fond of **playing** tennis. (object)

The gerund can be used after:

a) **such verbs as:** *begin, start, stop, go on, continue, keep on, finish, give up, like, hate, prefer, enjoy, remember, avoid, deny, forgive, intend, suggest, propose, forgive, need, want, require, mind.*

I *started* **learning** English two years ago.
He *gave up* **smoking** at the age of fifty.
We *enjoy* **traveling** by car.
I *suggest* **taking** a taxi.
I *remember* **going** to the country.
My car *needs* **repairing**.
I don't *mind* **speaking** English.

b) **verbs with prepositions:** *thank for, agree to, put off, approve of, succeed in, speak of, prevent from, insist on, object to, persist in, think of.*

I *think of* **buying** a new flat.
I *thank you for* **helping** me.
He *insisted on* **traveling** abroad.

c) **such prepositions as:** *by, before, without, instead of, after, on (upon, by, in spite of.*

After **passing** the exams he went to the seaside.
She went to school *without* **having** breakfast.
He went for a walk *instead of* **doing** his homework.

d) some abstract nouns with prepositions: the idea of, the importance of, the reason for.

He didn't understand *the importance of learning* foreign languages.

I liked *the idea of spending* the weekend in the country.

e) some expressions: *be fond of, be tired of, be interested in, it's no use, it's no good, it's worth, can't help, look forward to, be surprised at, be used to, be accustomed to* etc.

I *am fond of reading* detective stories.

She *couldn't help laughing*.

This film *is worth seeing*.

Conditionals.

Present Conditional выражает действие, которое при определенных условиях могло бы состояться в настоящем или будущем времени:

If I **had** a lot of money, I **would travel** around the world.

(Если бы у меня было много денег, я бы путешествовал ...)

If I **didn't feel** so tired, I **would come** out with you.

(Если бы я не чувствовал себя таким усталым, я бы вышел с тобой.)

If the weather **were** nice, I **would go** to the beach.

(Если бы погода была хорошей, я бы пошел на пляж.)

If I **won** a lot of money, I **might stop** working.

(Если бы я выиграл много денег, я бы перестал работать.)

I **could** repair the car, if I **had** the right tools.

(Я бы отремонтировал машину, если бы у меня были необходимые инструменты.)

Past Conditional выражает действие, которое при определенных условиях могло бы состояться в прошлом, но из-за отсутствия этих условий не состоялось:

If the weather **had been** nice yesterday, I **would have gone** to the beach.

(Если бы погода была хорошей вчера, я бы пошел на пляж.)

If I **had studied** hard, I **would have passed** the exam.

(Если бы я усердно работал, я бы сдал экзамен.)

If you **hadn't missed** your bus, you **wouldn't have been** late for school.

(Если бы я не опоздал на автобус, я бы не опоздал в школу.)

If I **hadn't helped** you, what **would** you **have done**?

(Если бы я не помог тебе, что бы ты делал?)

If I **had** a big lunch, it **makes** me sleepy.

(Когда бы я хорошо не пообедал ...)

If you **mix** yellow and blue, you **get** green.

(Когда бы вы не смешали желтый и синий...)

If I **were** you, I **would know** what to do.

(На твоём месте я бы знал, что делать.)

If I (only) **knew** the address.

(Если бы я только знал адрес.)

I **wish** I **knew** his address.

(Жаль, что я не знаю его адреса.)

Unless you put on some sun cream, you'll get sunburnt.

(Если ты не воспользуешься кремом от солнца ...)

You can borrow my camera *as long as* you're careful with it.

(... лишь в случае, если ты будешь с ней осторожен.)

I'll go to the party *provided* you go too.

(... лишь в случае, если вы также пойдёте.)

The Past Perfect Tense

had + Participle II

1. Употребляется для выражения действия, состоявшегося ранее другого действия в прошлом, выраженного глаголом в **Past Indefinite**:

I told you I **had sold** my car.

When she came home I **had** already **done** my homework.

We **had studied** the problem seriously before we began to discuss it.

2. Употребляется для выражения минувшего действия, которое уже закончилось к определенному моменту в прошлом.

I **had done** my homework by eight o'clock.

The Infinitive

| | Active | Passive |
|------------|------------------------|-----------------------------|
| Indefinite | to write | to be written |
| Continuous | to be writing | - |
| Perfect | to have written | to have been written |

Indefinite Infinitive употребляется:

1. Если действие, которое он выражает, является одновременным с действием, выраженным глаголом-сказуемым предложения:
I am sorry **to hear** it.
It is interesting **to read** books in English.

2. С глаголами, которые выражают намерение, надежду, желание и т.п.:

I decided **to go** alone.

We hope **to see** you soon.

3. С модальными глаголами часто выражает будущее действие:

They may **come** tomorrow.

He should **see** a doctor.

Continuous Infinitive выражает длительное действие, которое происходит одновременно с действием, выраженным глаголом-сказуемым:

She seemed **to be listening**.

It was pleasant **to be driving** a car again.

Perfect Infinitive выражает действие, которое предшествует действию, выраженному глаголом-сказуемым:

I was pleased **to have translated** the article.

С модальными глаголами **should, ought, could, might** в утвердительной форме, а также после **was/were** в модальном значении указывает на то, что действие **не состоялось**:

He should **have seen** a doctor.

He was **to have done** it.

The Infinitive употребляется в **страдательном залоге**, если существительное или местоимение, к которому он относится, обозначает **объект** действия, выраженного инфинитивом:

She didn't want **to be found**.

Infinitive constructions

The Objective-with-the-Infinitive Construction is used after verbs:

a) of sense perception: *to hear, to see, to watch, to feel, to observe, to notice*, etc.

I saw him **enter** the room.

I haven't heard anyone **call** me.

b) of mental activity: *to know, to think, to consider, to suppose, to find, to feel, to expect*, etc.

I know him **to be** honest.

Everybody expected Ann **to marry** him.

c) of declaring: *to pronounce, to declare, to report*

She declared him **to be** the most hardworking student.

d) of wish and intension: *to want, to wish, to desire, to mean, to intend*.

He intended me **to go** with him.

She desired me **to follow** her upstairs.

e) of order and permission: *to order, to allow, to suffer*(допускать, разрешать), etc.

She ordered his carriage **to be** ready early in the morning.

f) of feeling and emotion: *to like, to dislike, to love, to hate, cannot bear*, etc.

I dislike you **to talk** like that.

I cannot bear you **to make** noise.

g) of compulsion: *to make*(заставить), *to cause*(заставить), *to get*(добиться), *to have*(заставить).

The noise caused her **to awake**.

I cannot get her **to learn** this rule.

The Subjective Infinitive Construction is used with verbs denoting:

a) sense perception: *to see, to hear*, etc.

He was seen **to disappear** in the distance.

b) mental activity: *to think, to consider, to know, to expect, to believe, to suppose*.

He was considered **to be** a great man.

She is known **to be** a good expert.

Functions of *one, that, it*

One

1. The indefinite personal pronoun *one* is often used in the sense of any person or every person in the function of a subject or an object. It may also be used in possessive case.

One must keep *one's* word.

One doesn't like to be punished.

2. *One* may be used as a word-substitute (in singular and in plural):

This book is more interesting than that *one*.

These books are more interesting than those *ones*.

The next day was even worse than the *one* before.

That

1. *That* may be used as a demonstrative pronoun and points at what is farther away in time or space. *That* may be applied both to a person and a thing.

I like *that* fellow.

That house was a sort of Chinese pill-box.

2. *That* is also used in the function of a conjunction in compound sentences.

He didn't know *that* we had already passed our exams.

It

1. *It* stands for a definite thing:

The door opened. *It* was opened by a stranger.

2. *It* points out some person or thing expressed by a predicative noun.

It was a large room with a great window.

3. The impersonal *it* is used:

a) to denote natural phenomena: *It* often rains in autumn. *It* is cold.

b) to denote time and distance: *It* is half past six. *It* is a long way from here.

4. The introductory *it* introduces the real subject:

It's no use speaking to him about that.

It was interesting to speak to her.

5. The emphatic **it** is used for emphasis:

It was he who had bought my old house.

The Sequence of Tenses

Direct speech

Reported speech

Утвердительные предложения

Present Simple

Past Simple

He said, "I **am** a student".

He said that he **was** a student.

He said, "My sister **lives** in Kiev".

He said that his sister **lived** in Kiev.

He said, "My son **gets** up early".

He said that his son **got** up early.

Ann said, "I **can** swim well".

Ann said that she **could** swim well.

Past Simple

Past Perfect

He said, "I **went** there *yesterday*". He said that he **had gone** there *the day before*.

Present Perfect

Past Perfect

He said, "I **have bought** a car". He said that he **had bought** a car.

Future Simple

Future in the Past

He said, "Ann **will read** the text". He said that Ann **would read** the text.

Общие вопросы

He asked Ann "**Do** you **live** here?" He asked Ann if she **lived** there.

He asked her "**Did** you **go** there?" He asked her if she **had gone** there.

Специальные вопросы

He asked Ann "Where **do** you **live**?" He asked Ann where she **lived**.

Повелительное наклонение

He said, "Open the window." He asked me **to open** the window.

He said, "Don't open the window." He asked me **not to open** the window.

Some changes of adverbs when transforming into Reported Speech:

| | |
|-------------------------|---|
| <i>this – that</i> | <i>tomorrow – the next day, the following day</i> |
| <i>these – those</i> | <i>yesterday – the day before, the previous day</i> |
| <i>now - then</i> | <i>next week – the following week</i> |
| <i>here – there</i> | <i>last week – the previous week</i> |
| <i>today – that day</i> | <i>ago – before</i> |

NOTE: There are no changes if:

- a) **Past Perfect** or such modal verbs as **must, could, should, would, might** are used in the Direct speech;

“**Could** you come later?” - She asked me if I **could** come later.

“We **had finished** our work by six” – They said that they **had finished** their work by six.

- b) The exact time is mentioned;

“It **was** in England *in 1863*.” - He said that it **was** in England *in 1863*.

- c) The time and the place of action in the Direct and Reported speech coincide.

She said, “It **is** frosty today.” - She said that it **is** frosty today.

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