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Учебно-методическое пособие состоит из двух частей (General English, English for Professional Purposes), грамматического материала и приложения. Направлено на формирование лингвистической и коммуникативной компетенций, позволяющих использовать иностранный язык как средство профессионального и межличностного общения.

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие состоит из двух частей, грамматического материала, приложения. Первая часть «General English» («Общий английский») способствует формированию лексических и грамматических навыков, развитию коммуникативных умений. Здесь рассказывается о роли английского языка в профессиональной деятельности, о структуре университета и факультетов. Каждый тематический блок (Unit) этой части (за исключением Unit I. Getting to Know Each Other) построен следующим образом:

Approaching the Issue включает задания, подготавливающие студентов к обсуждению темы, слова для запоминания.

Reading for Information and Discussion предлагает текст, который сопровождается предтекстовыми установками и послетекстовыми заданиями, направленными на проверку понимания текста, активизацию лексики и обсуждение прочитанного. Комплекс послетекстовых упражнений завершается контрольными вопросами, позволяющими оценить, насколько успешно усвоен текстовый материал в режиме самоконтроля, и проверить, умеют ли студенты правильно формулировать ответы на вопросы.

Grammar and Vocabulary Focus акцентирует внимание на лексико-грамматических трудностях текста и дает рекомендации по грамматике, отсылая студентов к соответствующему разделу «Грамматического справочника». Задания и упражнения этого раздела могут использоваться как на предтекстовом, так и на послетекстовом этапе, а также для самостоятельной работы (большинство упражнений обеспечено ключами).

Вторая часть «English for Professional Purposes» («Английский для профессиональных целей») включает два раздела: «Философия» и «Социология», состоящие из трех тематических блоков, построенных на оригинальном, профессионально ориентированном материале по единому структурному принципу, с учетом особенностей специальности. Содержание текстов позволяет ознакомиться с предметом дисциплины и обсудить перспективы профессионального трудоустройства и карьерного роста. Цель второй части – развитие навыков чтения на профессиональные темы. Каждый тематический блок содержит два текста, объединенных общей тематикой. Текст 1 предназначен для изучающего чтения и сопровождается комплексом заданий и упражнений. Текст 2 – для ознакомительного чтения, проверка понимания его осуществляется посредством ответов на вопросы. Тематические блоки второй части включают также тексты для письменного перевода, которые сопровождаются кратким
комментарием или разъяснением трудностей перевода, и задание для самостоятельной подготовки.

Таким образом, структурно материал каждого тематического блока второй части организован так же, как и первая часть, но дополнен текстами и заданиями, позволяющими реализовать поставленную цель – формирование профессиональной компетенции обучаемых.

Approaching the Issue содержит вопросы и задания, выполнение которых пополнит словарный запас и обеспечит содержательную базу дискуссий (различные точки зрения по обсуждаемым вопросам, высказывания ученых, статистические данные и пр.).

Reading for Information and Discussion включает Текст 1 для изучающего чтения, который сопровождается предтекстовыми установками и после-текстовыми заданиями, направленными на проверку понимания текста, активизацию лексики и обсуждение прочитанного. Текст 2 предлагается для ознакомительного или поискового чтения и тематически дополняет первый текст. Комплекс заданий завершается контрольными вопросами, позволяющими оценить, насколько успешно усвоена информация.

Writing for Academic Purposes направлен на формирование специальных академических навыков (giving definitions, using discourse markers, writing a paragraph).

В разделе Reading and Translating предлагается текст с кратким комментарием и пояснением трудностей перевода, его рекомендуется использовать для письменного (выборочного) перевода.

Grammar and Vocabulary Focus акцентирует внимание на лексико-грамматических трудностях текста и дает рекомендации по изучению грамматики, отсылая студентов к соответствующему разделу «Грамматического справочника».

Project Work представляет задания для самостоятельной работы, подготовки к презентации.

«Texts for Reading and Translating» («Тексты для чтения и перевода») – дополнительный материал, который может быть использован для развития всех видов чтения и для письменного перевода. Тексты снабжены комментариями, акцентирующими внимание студентов на некоторых трудностях перевода.

«Grammar File» («Грамматический справочник») включает теоретический материал по всем темам грамматического минимума, предусмотренного программой для студентов-заочников, сопровождается примерами и упражнениями (Practice), построенными на общеупотребительной лексике. «Грамматический справочник» может использоваться как для самостоятельной работы студентов, так и для аудиторной. Большинство заданий и упражнений сопровождается ключами (Keys), что обеспечивает возможность самоконтроля при выполнении заданий.
Работа над учебно-методическим пособием распределялась между авторами следующим образом:

**Е. В. Макарова** – разработала принципы построения учебно-методического пособия, осуществила общее редактирование всех разделов. Подготовила «Grammar File» и разделы в первой части: Unit 2. Why learn English; Unit 3. The Belarusian State University; Unit 4. The faculty of Philosophy and Social Sciences. Во второй части – раздел для студентов специальности «Философия», состоящий из трех блоков: What is Philosophy?, Methods of Philosophy, Careers in Philosophy, комментарии к текстам для чтения и перевода по General English и специальности «Философия».


**А. С. Гилевич** – Unit 1. Getting to Know Each Other в первой части и приложение к данному блоку, осуществила компьютерный набор учебно-методического пособия.
## SYMBOLS USED IN THE TEXTBOOK

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>📘</td>
<td>reading</td>
</tr>
<tr>
<td>🔒</td>
<td>there is a key to this task</td>
</tr>
<tr>
<td>🗣️</td>
<td>speaking in pairs</td>
</tr>
<tr>
<td>🗣️</td>
<td>speaking in small groups</td>
</tr>
<tr>
<td>♂♀</td>
<td>project work</td>
</tr>
<tr>
<td>📜</td>
<td>vocabulary box</td>
</tr>
<tr>
<td>📜</td>
<td>reading and translating</td>
</tr>
<tr>
<td>✍️</td>
<td>writing</td>
</tr>
<tr>
<td>📜</td>
<td>grammar and vocabulary focus</td>
</tr>
</tbody>
</table>
Part 1

GENERAL ENGLISH
Congratulations! You did it! You are a student of the Belarusian State University, the leading higher educational establishment in Belarus. You can proudly tell your friends and former classmates, “I’m a University student!”

In Unit 1 you will revise and develop some basic skills of introducing yourself, describing people and creating a personal profile. You will also be given some tips on successful communication.

**APPROACHING THE ISSUE**

Communication starts with greeting which is an obligatory part of a successful communication act.

Choose suitable responses for these expressions. Decide whether they are taking place in formal or informal situations.

1. Nice to meet you.
   a. Pleased to meet you too.
   b. Hello!
2. How do you do?
   a. Hi! Haven’t seen you for a long time!
   b. How do you do?
3. Hello, Jane. How are you?
   a. Nice to meet you.
   b. Fine! And how are you?
4. Allow me to introduce Prof. Brown to you.
   a. Hello.
   b. How do you do?
5. Hi, mom. This is my fellow student Alex.
   a. Nice to meet you, Alex.
   b. How do you do?
6. Miss Follet, let me introduce my colleague, Mr. Brown, to you.
   a. How do you do?
   b. I’m glad to see you.
7. Good morning, Mr. Brown.
   a. Hi, Mrs. White.
   b. Good morning, Mrs. White. How are you?
The exchange of formulas of greetings and introduction of oneself is usually followed by a conversation that is called “small talk”. Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help:

- Give information about yourself.
- Ask questions.
- Show that you’re interested.
- Don’t just answer “yes” or “no”.
- Try to add a comment of your own.

Below you will find the algorithm that may help you prepare some sentences to speak about yourself while engaging in small talk.

**STEP 1. Introduce yourself.**

Let me introduce myself, my name is … .

Hi, everybody! My name is … .

**STEP 2. Talk about your learning and professional background.**

I (have) **graduated from** school No … (lyceum / gymnasium) this year (last year / a few years ago). Now I’m a **first year student** of the Faculty of Philosophy and Social Sciences / … . I **major in** … (Philosophy / Sociology / …).

I **graduated from** … (University / college) and received a … (degree / qualification) in / of … .

Now I have a **part-time / full-time job** as a … .

**STEP 3. Present the reasons for your entering the University.**

I decided to **enter** the University because … I (want to continue my education / want to become a well-qualified specialist / need more knowledge in … / realized that secondary education can’t provide good career prospects / think that getting an education at the BSU will boost my professional career).

**STEP 4. Share your expectations.**

I have high hopes of becoming … (a sociologist / a philosopher …). To my mind, getting an education in this sphere will help me … .

I think education by correspondence provides a good opportunity to **combine work and studying**.

I think that studying by correspondence gives me a chance to … .
3 a) Talking about yourself as well as describing other people you may also need the following words.

**Personal qualities**
- **confident** – уверенный
- **kind-hearted** – добродушный
- **witty** – остроумный
- **shy** – скромный
- **broad-minded** – с широкими взглядами
- **frank** – искренний
- **outgoing** – общительный

**Intellectual abilities**
- **intelligent, clever** – умный
- **gifted** (in sth) – одаренный
- **talented** – талантливый
- **competent** (at sth) – знающий, компетентный
- **bad** (at sth) – неспособный
- **hopeless** (at sth) – безнадежный

**Attitude towards work**
- **hard-working** – трудолюбивый
- **diligent** – прилежный, трудолюбивый
- **responsible** (for sth) – ответственный
- **reliable** – надежный
- **irresponsible** – безответственный
- **unreliable** – ненадежный
- **lazy** – ленивый

**Attitude towards other people**
- **sociable, easy-going** – общительный
- **honest** – честный
- **(im)polite** – (не)вежливый
- **quarrelsome** – сварливый, вздорный
- **cruel** – жестокий
- **rude** – грубый
- **envious** – завистливый

**Attitude towards life**
- **optimistic** – оптимистичный
- **pessimistic** – пессимистичный

b) Choose five or six adjectives from the given above which you think best describe either your own or your friend’s character. How do you or your friend demonstrate these characteristics?

For example: *I am sociable because I love being with other people.*

or

*My friend is reliable: if he says that he’ll do something, he does it.*
4 Complete the gaps with “Are you…?” or “Do you…?” Then interview your partner to learn how energetic he / she is. Report the interview results to the group.

How energetic are you?

1. ___________ usually get up as soon as you wake up?
2. ___________ slow getting ready in the morning, or ___________ usually leave the house quickly?
3. ___________ walk to the University or work, or ___________ go by bus or car?
4. How often ___________ run upstairs?
5. ___________ often feel sleepy after lunch?
6. ___________ energetic when you come home in the evening, or ___________ usually tired?
7. How often ___________ stay up very late or late at night?

What type of person are you? Find it out by completing a personality test “What Am I Like?” in Appendix 1, p. 261.

GETTING ACQUAINTED WITH YOUR GROUPMATES

1 Look at the picture. Do you know this person? Write five questions you would ask Sheldon Cooper if you were interviewing him. Think over the possible answers he could give.

Make sure you remember how to ask questions. For this purpose, consult Grammar File p. 153.

2 Read the fact file about Sheldon Cooper. Find the answers to your questions. Did you guess them all?

Fact file is a collection (file) of (significant) facts related to a specific event or person.

SHELDON COOPER FACT FILE

<table>
<thead>
<tr>
<th>FULL NAME</th>
<th>Sheldon Lee Cooper</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOB</td>
<td>Theoretical Physicist, California Institute of Technology</td>
</tr>
<tr>
<td>NICKNAMES</td>
<td>Shelly, Shelly Bean, Moonpie, Dummy</td>
</tr>
</tbody>
</table>
**BORN** | February 26th, 1980, Galveston, Texas, USA  
---|---  
**HEIGHT** | 6'2" (188 cm)  
---|---  
**HAIR COLOUR** | Brown  
---|---  
**FAMILY** | Mother: Mary Cooper  
Father: George Cooper Sr. (deceased)  
Siblings: Missy Cooper (twin sister), George Cooper Jr. (elder brother)  
---|---  
**RELATIONSHIP** | Amy Farrah Fowler  
---|---  
**EDUCATION** | Obtained one Master's and two PhDs  
---|---  
**HOBBIES** | Flags, comic books, Tuvan throat singing  
---|---  
**PETS** | – (allergic to cats)  
---|---  
**FAVOURITE FOODS & DRINKS** | Thai food, diet Coke  
---|---  
**FAVOURITE MUSIC / SONG** | “Soft Kitty”  
---|---  
**FAVOURITE CLOTHES** | Vintage T-shirts worn over a long-sleeve  
---|---  
**FAVOURITE FILM(S) / SERIES** | Battlestar Galactica, Doctor Who, Stargate series, Star Trek, Star Wars, Firefly  
---|---  
**HERO** | Stephen Hawking

3 Work out the questions the interviewer asked Sheldon Cooper.  
For example:  
*Question: What's your full name?*  
*Answer: Sheldon Lee Cooper.*  

4 a) Now interview your groupmate for a fact file like the one given above. You can add extra topics if you want to. Ask questions to complete the blank fact file. You may find the phrases below useful.  

| What’s your ... (full name)? | Have you got ... (a nickname/any pets)? |  
|---|---|---  
| How old/tall ..? | When/Where ... (were you born)? |  
| Who is your ... (hero/favourite singer)? | When/Where did you ... (get education)? |  

| FACT FILE |  
|---|---|---|---  
| FULL NAME |  
| JOB |  
| NICKNAMES |  
| BORN |  
| HEIGHT |  
| HAIR COLOUR |  

18
b) Tell the class two new things you have discovered about your partner.

### LEARNING TO WRITE A CV

1. You may need to speak about yourself not only getting acquainted with your new friends but also at a job interview. The fact file may serve well while job hunting: you can use the fact file as a basis for your Curriculum Vitae.

   Tick the categories that you think should be included in your CV.

   - [ ] Full name
   - [ ] Job
   - [ ] Nicknames
   - [ ] Born
   - [ ] Height
   - [ ] Hair colour
   - [ ] Family
   - [ ] Relationship
   - [ ] Education
   - [ ] Hobbies
   - [ ] Pets
   - [ ] Favourite foods
   - [ ] Favourite drinks
   - [ ] Favourite music
   - [ ] Favourite clothes
   - [ ] Favourite film(s)
   - [ ] Hero
   - [ ] Ambitions

2. Read the statements about a CV below and decide whether they are true or false.

   1. A CV is a document with information about you. [ ]
   2. You use a CV to get a job. [ ]
   3. You should put your photo on your CV. [ ]
   4. Your CV should be 3 or 4 pages long. [ ]
5. It's OK to have mistakes (spelling, grammar…) on your CV.
6. All information on your CV must be in full sentences.
7. Employers usually look at a CV for about 2 minutes.

A good and competitive CV should include several parts. Write the missing letters in part A and match the sections of CV 1–6 to their definitions in part B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. P_rs_n_l  det_ _ils</td>
<td>a) jobs you did before</td>
</tr>
<tr>
<td>2. Ed_c_t_ _ n and q_ <em>lic_t</em> _ns</td>
<td>b) things you enjoy (e.g. playing a sport)</td>
</tr>
<tr>
<td>3. W rk exp_r_ _nce</td>
<td>c) your name, address, date of birth, email, phone number</td>
</tr>
<tr>
<td>4. Sk_ _ls</td>
<td>d) the name of your school / college; exams you passed</td>
</tr>
<tr>
<td>5. Int_r_sts</td>
<td>e) things you can do (e.g. speak a language; drive a car; use a computer)</td>
</tr>
<tr>
<td>6. R_f_r_nc_s</td>
<td>f) names of people who know you (e.g. your teacher or your boss), and who can say that you're good for a job</td>
</tr>
</tbody>
</table>

4. a. Look at the picture of Nisa that is given below. What is her job? What country do you think she's from? Look at the details from her CV (a–f), and match them with the right heading in her CV.

1. Personal details a) I enjoy football and played for the women's team at school
2. Education and qualifications b) Mr. Mark Hargreaves, ESOL lecturer, Beechen College, mhargreaves@beechen.ac.uk
3. Work experience c) Date of birth: 30 April 1992
5. Interests e) 2011–2012 nurse at Bumrungrad International Hospital, Bangkok
6. References f) Languages: Thai (fluent); English (elementary). UK driving license

b. Answer the questions.

1. On her CV, should she say if she is married, or how many children she has?
2. Should she include information about what she did in her own country, before she came to the UK?
Below you may find a good example of a brief CV in English. Skim the CV and answer the following questions.

1. Why did Nisa write this CV?
2. What does Nisa do now?
3. What words are in bold on Nisa's CV?
4. What information did Nisa put in brackets (like this)?
5. How many full sentences (with a verb and a full stop) are there in Nisa's CV?
6. Who are Mr. Hargreaves and Ms Dangda? What does Nisa need to ask them?

Nisa Thaoto CV

I am a nurse with qualifications and experience. I am looking for a job in healthcare in Beechen.

Personal details
Address: 391 Newbury Road, Beechen, BE2 3AC
Email: nisathaoto@wow.com
Phone: 07746 128 497
Date of birth: 30 April 1992

Education and qualifications
2010–2011: Boromarajonani College of Nursing, Bangkok (Thailand). Diploma in Nursing
2012 – present: Beechen College. ESOL course. I will take Entry 1 exams this term.

Work experience
2011–2012: nurse at Bumrungrad International Hospital, Bangkok
2013 – present: volunteer assistant at Help the Aged (charity shop), 14 High Street, Beechen

Skills
Languages: Thai (fluent); English (elementary)
Computers: Microsoft Office (Word, Excel and PowerPoint)
UK driving license

Interests
I enjoy football and played for the women's team at school.
References
Mr. Mark Hargreaves, ESOL Lecturer, Beechen College: mhargreaves@beechen.ac.uk
Ms Pikul Dangda, Head of Nursing, Bumrungrad International Hospital, Bangkok: pikul_dangda@bumrungrad.com.
Ms Dangda was my supervisor when I worked at Bumrungrad Hospital.

(Adapted from esol.britishcouncil.org/sites/default/files/CV_writing_%28E2%29_student_worksheets.pdf)

Work in pairs and role-play a job interview with Nisa.

PROJECT WORK

It’s time to create your own CV! Using a blank template given in Appendix 2 (p. 270), write your own CV.
UNIT 2 WHY LEARN ENGLISH?

The English language is the official language of more than 60 sovereign states. It is the third most popular mother tongue in the world after Mandarin Chinese and Spanish. English is taught to students of all faculties and departments of the Belarusian State University.

In Unit 2 you will learn how many people use English in their professional activities and decide for yourself whether it is worth learning English.

APPROACHING THE ISSUE

1. Study the map and name the countries where English is used. Countries in dark colour have the majority of native speakers.


2. Answer the questions of the Quiz which help you to learn more about English and decide how many words you need to know in order to communicate effectively.

MINI QUIZ

What do you know about the English language?

1. Why has the English language become a world language?
   □ a) It is the simplest one. □ c) It is the easiest to study.
   □ b) It is the most beautiful. □ d) Because of the massive immigration of people.
2. How many people speak the English language today?
   - a) 3 million
   - b) 6 million
   - c) 100 million
   - d) 1 billion or more

3. How many people speak English as their first language?
   - a) 100 million
   - b) 200 million
   - c) about 400 million
   - d) 800 million

4. How large is the vocabulary of average native English speakers? How many words do they use in their everyday speech?
   - a) 2,500
   - b) 5,000
   - c) 7,500
   - d) 10,000

5. How many words do you think the average vocabulary of an educated native English speaker includes?
   - a) 15,000 to 20,000
   - b) 30,000 to 40,000
   - c) 40,000 to 50,000
   - d) 60,000 to 70,000

6. How large should an active vocabulary of a person be in order to communicate effectively?
   - a) 300
   - b) 1,000
   - c) 3,000
   - d) 5,000

7. How many words are there in the English language?
   - a) 100,000
   - b) 150,000
   - c) 250,000
   - d) 500,000 or more

8. What skills in English do you think you may need for your future profession?
   - a) to read on professional subjects
   - b) to communicate effectively
   - c) to do research
   - d) to write and do interviews

9. What are your personal goals of learning English?
   - a) to enlarge my vocabulary
   - b) to improve my reading skills
   - c) to develop grammar skills
   - d) to speak well enough to pass an exam

3 Sum up the information of the Quiz and tell the group why it is advisable to learn English and what skills you may need for your future profession.
Most people have the chance to learn English during their school years. However, they didn't realize then what benefits (преимущества) the knowledge of English could give to professionals. Read the text and decide if it is worth learning English. What are your personal reasons for learning English?

Reasons to learn English

Now English is one of the most common languages in the world, which is spoken by perhaps 400 million people. It represents only about 8% of the earth’s population, but it is a very geographically widespread language, thanks to the former British Empire. English is almost the universal language of science, business, and international politics.

Whenever people with different languages come together, they usually use English to communicate:

- Up to half of all business deals throughout the world are conducted in English.
- Half of the world newspapers are in English, and about 75% of the world mail correspondence is in English (the USA alone accounts for 50%).
- At least 35% of Internet users are English speakers, and about 70–80% of the content on the Internet is in English (although reliable figures on this are hard to establish).
- Popular music worldwide is dominated by English (estimates of up to 95% have been suggested).
- English is also the language of the Film Industry and American television is watched almost everywhere.

English also opens doors to the academic world. Many Western universities are becoming highly international, the common working language of visiting scholars, students and professors from all around the world is English. Of course, if the best program in your field is in England or the USA, the English language will give you the opportunity to study with the top scholars.

English is generally considered the lingua franca of the scientific community. For example, roughly 80% of all the journals are published in English. Two-thirds of all scientific papers are published in English, and the Science Citation Index reports that as many as 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries. Publishing in foreign journals and attending international conferences are some of the key steps to success in academia.

Journalists and writers around the world think that a good command of English is an increasingly useful skill. Even if you are writing your articles and doing interviews in your own language, with good English you can get background material from international wire services, papers, and magazines from around the world. You can interview foreign diplomats, businessmen, and maybe even get sent to cover overseas stories.
The knowledge of the English language is vital in many professions. The ability to speak English increases an individual’s employability – which is a big plus in today’s competitive times. Multinational corporations employ English-speakers in offices around the world. English is also the first language of organizations such as the European Union, the United Nations, the Commonwealth of Nations, and the NATO.

All these facts and figures prove the importance of knowing English for future research and professional career. Besides, learning languages broadens the mind and enriches all of us culturally.

Thus, if you do not want to get left behind when it comes to English, use this opportunity to learn English! Whether you are aiming to be a sociologist or a philosopher or a businessperson, knowing English can give you a vital edge over others.

Notes:

1 Estimates that include second language speakers vary (варьируются) greatly from 470 million to over a billion depending on how literacy (грамотность) or mastery (владение, мастерство) is defined and measured.

2 Most people on earth – about 500 million – speak Mandarin Chinese. They make up 11 percent of the earth’s population but almost all of those millions are concentrated in China.

3 Science Citation Index (Индекс цитирования научных статей) covers more than 6,500 notable and significant journals across 150 disciplines, from 1900 to the present.
1 Are these sentences true (T) or false (F) according to the text? Correct the false ones.

1. English is the most commonly used language among foreign language speakers. ☐
2. One third of all business deals throughout the world are conducted in English. ☐
3. At least 35% of the content on the Internet is in English. ☐
4. English is considered to be the lingua franca of the scientific community. ☐
5. A good command of English is an increasingly useful skill. ☐
6. The ability to speak English increases an individual's employability. ☐
7. Multinational corporations do not employ English-speakers in their offices around the world. ☐
8. Learning languages broadens the mind and enriches all of us culturally. ☐

2 Find equivalents to the following Russian word combinations in the text and write them down:

1) распространеный язык _________________________________
2) даст возможность учиться у ведущих ученых _________________________________
3) посещение международных конференций _________________________________
4) хорошее владение английским языком все чаще становится полезным навыком _________________________________
5) (вероятность) трудоустройства человека _________________________________
6) расширять кругозор _________________________________
7) обогащать в культурном отношении _________________________________
8) отставать, остаться позади _________________________________
9) давать важное преимущество над другими _________________________________

3 Find in the text the answers to the following questions.

1. How many people in the world speak the English language today?
2. Why is it said that English opens doors to academic world?
3. What is a lingua franca?
4. Why is English considered a lingua franca of the scientific community?
5. Why is a good command of English considered a useful skill for journalists?
6. How can you prove that knowledge of English increases an individual's employability?
4 Make up sentences using the table.

<table>
<thead>
<tr>
<th>The English language</th>
<th>opens up doors to</th>
<th>● to study abroad.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>gives the opportunity</td>
<td>● to work for multinational corporations.</td>
</tr>
<tr>
<td></td>
<td>increases</td>
<td>● an individual’s employability.</td>
</tr>
<tr>
<td></td>
<td>provides</td>
<td>● job opportunities.</td>
</tr>
<tr>
<td></td>
<td>broadens</td>
<td>● the mind.</td>
</tr>
<tr>
<td>A good command of English</td>
<td>enriches</td>
<td>● all of us culturally.</td>
</tr>
<tr>
<td></td>
<td>equips</td>
<td>● students with the communicative and intercultural competences.</td>
</tr>
</tbody>
</table>

5 Which three reasons of learning English mentioned in the text do you think are the most important?

a) Write them down.

I think it is necessary / important to learn English because
first(ly), ____________________________________________
second(ly), __________________________________________
third(ly), ____________________________________________

b) Write some other reasons important personally for you and explain why.

Personally, for me it is important to know English better because ____________________________

I believe that a good command of English will increase my employability because ____________

________________________________________________________________________

________________________________________________________________________

c) Have you decided on developing your skills in English? Now decide on the ways to reach your goals in learning English. You may begin as follows:

In order to (для того, чтобы) learn English (better), I’m going to __________________________

In order to improve my English, I’m going to __________________________

________________________________________________________________________

For ideas: to attend classes regularly (not to skip classes), to be active in class, to work hard between the sessions, to do home assignments, to read and translate the texts, to learn words, to do one’s best.

Make sure that you remember how to make Complex Sentences. For this purpose, consult Grammar File p. 240.
CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:
1. How large should an active vocabulary be in order to communicate effectively?
2. How many people speak English?
3. In what spheres is English most commonly used?
4. What opportunities does the knowledge of English give?
5. How can you improve your English?

GRAMMAR AND VOCABULARY FOCUS

1. Join the sentences using the appropriate words because (помому, что), therefore (посему), in order to (для того, чтобы). Different variants are possible.

   1. The British Empire expanded across almost a quarter of the world's surface. English has become used in many countries.
   2. The ability to speak English increases an individual's employability. Today multinational corporations employ English-speakers in offices around the world.
   3. The knowledge of English increases career opportunities. You can get professional information first hand.
   4. English is the lingua franca of the scientific community. Roughly 80% of all journals are published in English.
   5. The number of people learning the English language is growing. The knowledge of English is vital in many professions.
   6. The students are studying English. They want to become highly qualified specialists.
   7. You want to improve your English. You should work hard.

Make sure that you remember how to make Complex Sentences. For this purpose, consult Grammar File p. 240.

2. Use articles where necessary.

   1. The knowledge of _____ English language is vital in many professions. You don't have to speak _____ English to have a successful career, but it certainly helps. _____ English is the language of the technological revolution and the Internet.

   Обратите внимание на употребление определенного артикля с названиями языков: the English language, the Chinese language, the German language и др. Если после названия языка отсутствует слово language, то артикль также отсутствует.

   1. The knowledge of _____ English language is vital in many professions. You don't have to speak _____ English to have a successful career, but it certainly helps. _____ English is the language of the technological revolution and the Internet.
2. _____ English has become a world language because of its establishment as a mother tongue outside _____ England. _____ English language was taken around the world by the sailors, soldiers, pilgrims, traders and missionaries of _____ British Empire. The exporting of _____ English continued in _____seventeenth century, with the first settlements in _____ North America. The fast growth of population in _____ United States, assisted by massive immigration in _____ nineteenth and twentieth centuries has given _____ English language its present standing in the world.

3. The adoption of _____ English as the universal language of science is due in part to historical political and economic factors which favoured _____ English language over other potential candidate languages such as _____ Chinese, French, German, Russian, or Spanish.

4. _____ English language is the primary language of books and newspapers around the world. The ability to read and understand _____ English also opens up the possibility of enjoying the historical achievements of _____ English literature. Shakespeare, Dickens, Milton, Bronte, and Hardy are all far more enjoyable when read in their original language.

5. _____ English is also the first language of organizations such as _____ European Union, _____ United Nations, _____ Commonwealth of Nations, and _____ NATO.

Make sure that you remember how to use articles with the geographical names, names of organizations and in some other cases. For this purpose, consult Grammar File p. 168.
Belarus has one of the highest student-to-population ratios in Europe. There are 54 higher educational establishments, of which 43 are state owned. Classical and profile universities provide a two-level system of higher education with academic degrees of a Specialist (Bachelor) and Master.

In Unit 3 you will learn about the Belarusian State University, its history and present-day activities, its students and teachers, structure and facilities.

University Administration Office

APPROACHING THE ISSUE

The word “University” was derived from Latin word universitas (совокупность, общность). Many other words, which we use today speaking about university, its structure, subjects taught, are also of Latin and Greek origin. Many of these words are the so-called international words and you can easily guess the meaning of them. Read the following words and give their Russian equivalents. Mind their pronunciation.

university, faculty, academic, rector, professor, student, semester, college, department, philosophy, psychology, sociology, economics, ethics, logic, history, humanities, lecture, lecturer, seminar, specialist, communication, culture, national, tradition, form, professional, reform, technology, journal, correspondence, pedagogical, result, modern, encyclopedia, information, archives, laboratory.
2 Work in pairs. Ask and answer questions about the University. When answering use the following phrases:

As far as I know / remember, ... – Насколько я знаю, ... / помню, ...
If I’m not mistaken, ... – Если я не ошибаюсь, ...
If my memory doesn’t fail me, ... – Если мне не изменяет память, ...

What was the word “university” derived from?

As far as I know, the word “university” was derived from ...

What subjects do students study at the University?

As far as I remember, ….

How many higher educational establishments are there in Belarus?

If my memory doesn’t fail me, there are ...

3 Work in pairs. Interview your partner using the questions. Present the results to the class.

1. Why did you decide to study at the Belarusian State University?
2. What do you know about your future profession?
3. What subjects do you study?
4. Do you often work at the University library?
5. What do you want to do after graduation (окончания)?
The Belarusian State University is the major higher educational establishment in Belarus. The BSU students’ community consists of about 30,000 undergraduate and over 800 post-graduate students. The BSU trains specialists with fundamental knowledge and special skills in more than 250 specializations. Read the text and find the answers to the following questions:

1. When was the BSU founded and who was the first Rector of the BSU?
2. How many faculties does the University have today?
3. What forms of learning are available at the University?
4. What is the structure of the University?
5. What is the academic staff of the BSU?
6. What facilities are there at the University?
7. In what international projects does the University participate?
8. Where do university graduates work?

Welcome to University!

Dear first-year students,

Welcome to the Belarusian State University – the major higher educational establishment in Belarus, the center of education, culture and science!

Historical Reference

The Belarusian State University is the oldest university in Belarus. It was founded in 1921 and had only three faculties at that time: faculty of medicine, of social sciences and workers’ faculty (рабфак).

The first Rector of the BSU was Professor V. I. Picheta, a distinguished historian, a graduate of Moscow State University. He headed the University for 8 years and contributed greatly to the development of higher education in Belarus.

The BSU rapidly grew and developed. During the first 10 years of its existence a number of research institutes and independent higher schools of medicine, pedagogy and national economy appeared on its basis. During the Great Patriotic War, the University was destroyed. After the liberation of the Belarusian capital in August 1944 the University reopened in Minsk. The pre-war education and material base of the University had been restored by the end of 1950.

The University Today

Nowadays, the University turned into one of the largest institutions of higher education of the country. There are 17 Faculties, 4 Research Institutes and 25 Research Centers at the University. Students of the University study Mathematics, Chemistry, Geography, Biology, Philology, Journalism, History, Philosophy, Law, International Relations, Economics, Foreign Languages and other subjects. The Higher Education Program at the BSU is aimed at preparing specialists with fundamental and special knowledge and skills in more than 250 specializations.
There are two forms of learning: full-time and part-time (the day department and the department by correspondence). Students attend lectures and seminars; have practical classes, study foreign languages. Students’ practical work is given much attention to. Students’ academic success is assessed at the end of each semester in the form of oral or written tests and examinations. Professors and students are engaged in fundamental and applied research.

**Academic Staff**

The academic staff of the BSU is highly qualified. It includes about 2,500 professors and lecturers, among them 15 Academicians and 16 Corresponding Members of the National Academy of Sciences of Belarus, about 400 Doctors of Science and more than 1700 PhD degree holders. In total more than half of teaching staff are professors and associate professors working at the 176 Departments of the University. The research activity is conducted on the basis of Research Centers and 115 Scientific Laboratories.

**The Structure of the University**

The University is headed by the Rector. The rector is assisted by Vice-rectors who are responsible for different aspects of university life: for academic affairs (учебная работа), for research (научно-исследовательская работа), for administrative and maintenance work (административно-хозяйственная работа) and others.

**Facilities**

Each of the University study building is equipped with well-furnished classrooms, seminar rooms and reading rooms. The University laboratories are equipped with up-to-date devices. There are 70 computer laboratories and 4 media classrooms. Information Resources of the University Network include Web-Server, Web-Servers of the faculties and Intranet-Server of the BSU.

The Fundamental Library in the BSU is one of the biggest libraries in Belarus. At present the funds of the Library include more than 2 million volumes in Belarusian, Russian and foreign languages. International book exchange is organized with 136 research and educational institutions from 24 countries of the world.

**International Activity**

The Belarusian State University ranks high among European Universities. Spanish “Webometrics” places the BSU among 2% of the best world universities. The ranking includes over 22,000 universities of the world. In 2015 the Belarusian State University reached 595th place and was among three best universities of the CIS countries including Russia, Ukraine, Kazakhstan, etc.

The University is a member of the International Association of Universities. It participates in a number of international projects like ERASMUS MUNDUS, TEMPUS, INTAS, COPERNICUS, and some others. At present, the Belarusian State University cooperates with more than 40 universities – members of the Euroasian Universities Association. Every year the BSU organizes international conferences, seminars and exhibitions.
RECTOR

FIRST VICE-RECTOR
- Personnel Dpt
- International Affairs Office
- Law Dpt

VICE-RECTOR FOR RESEARCH
- Cheaf Dpt for Research

VICE-RECTOR FOR ACADEMIC AFFAIRS (NATURAL SCIENCES)
- The Faculties of:
  - Applied Mathematics and Computer Science
  - Biology
  - Chemistry
  - Geography
  - Mathematics and Mechanics
  - Physics
  - Radiophysics and Electronics
  - Military Affairs

- University Chairs of:
  - The English Language for Natural Sciences

VICE-RECTOR FOR ACADEMIC AFFAIRS (HUMANITIES)
- The Faculties of:
  - Social and Cultural Communications
  - History
  - International Relations
  - Philology
  - Philosophy and Social Sciences
  - Economics
  - Law
  - Institute of Journalism
  - Institute of Theology named after Sts. Cyril and Methodius
  - State Institute of Management and Social Technologies
  - Institute of Business and Management Technologies
  - Pre-University Education

- University Chairs of:
  - The English Language for the Humanitarian Faculties
  - Pedagogy and Education Development Issues
  - Physical Education

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- Chief Dpt of Economics, Commerce and Investments

VICE-RECTOR FOR SOCIAL AFFAIRS
- Dpt of Labour Protection and Emergency Situations

VICE-RECTOR FOR ADMINISTRATIVE AND MAINTENANCE WORK
- Senior Economic Dpt
- Dpt of Educational Work with Students
- Security Service
- Dpt of Culture
- Dpt of Sport
- Campus
Career Opportunities

The University offers high quality learning experience, which enables students to develop intellectually. Every year hundreds of young specialists begin working in different branches of national economy, science, education, in mass media, in business organizations and social services.

Belarus accession to the Bologna Process\(^5\), which is an important and responsible step in the development of the national education system, will open new opportunities for University graduates.

Notes:

1 The Webometrics Ranking of World Universities, also known as Ranking Web of Universities, is a ranking system for the world’s universities based on university web presence (number of web pages and files, site citations, etc).
2 CIS (Commonwealth of Independent States) – СНГ (Содружество Независимых Государств)
3 The International Association of Universities (IAU) is the worldwide association of higher education institutions. It brings together 641 higher education institutions and organizations.
4 The Eurasian Universities Association (EUA) unites 128 universities of Azerbaijan, Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Russia, Tadzhikistan, Turkmenistan, Uzbekistan and Ukraine.
5 The Bologna Process – the ideas for the European University Community and the Single European Higher Education Area (EHEA – единое европейское пространство высшего образования) come from Italy’s oldest University of Bologna. Belarus accession to the Bologna Process was approved in May 2015.

VOCABULARY BOX

higher educational establishment – высшее учебное заведение
department – отделение, кафедра
full-time department (day department) – дневное отделение
part-time department (department by correspondence, distant learning department) – заочное отделение
Department of Sociology – отделение / кафедра социологии
Department of Philosophy – отделение / кафедра философии
Department of Journalism – отделение / кафедра журналистики
to assess (knowledge, success) – оценивать (знания, успехи)
~ students’ academic success – оценивать успеваемость студентов
to be engaged (in) – заниматься
research – исследование, исследовательская работа
carry out / do research – проводить исследование
applied research – прикладное исследование
to research – исследовать, изучать
1. Are these sentences true (T) or false (F) according to the text? Correct the false ones:

1. The Belarusian State University is the oldest university, it was founded in 1821.  
2. There are two forms of learning: full-time and part-time.  
3. Academic success of students is assessed three times a year at the end of each semester.  
4. Professors are engaged in fundamental and applied research, students attend lectures and seminars.  
5. The University is headed by the Rector and is assisted by two Vice-rectors.  
6. The academic staff of the BSU is highly qualified.  
7. Each of the University study building is equipped with up-to-date facilities.  
8. The University offers high quality learning experience, which enables students to develop intellectually.
2 Find equivalents to the following Russian word combinations in the text and write them down:

1) ведущее высшее учебное заведение
2) старейший университет
3) две формы обучения
4) заочное отделение
5) посещать лекции и семинары
6) устное или письменное тестирование
7) фундаментальные и прикладные исследования
8) преподавательский состав
9) профессора и доценты
10) различные отрасли народного хозяйства

3 Look through the text once again and complete the sentences.

1. The Belarusian State University is ______________________________________
2. The Belarusian State University ranks high _______________________________
3. The University is headed by ___________________________________________
4. Students attend _____________________________________________________
5. Academic success of students is assessed _________________________________
6. Professors and students are engaged in __________________________________
7. The University laboratories are equipped with _____________________________
8. The Fundamental Library in the BSU ___________________________________
9. The Belarusian State University cooperates with _____________________________
10. The University learning experience enables students __________________________

4 Make up true sentences about the Belarusian State University using the table below.

<table>
<thead>
<tr>
<th>The Belarusian State University</th>
<th>is</th>
<th>has</th>
<th>ranks</th>
<th>trains</th>
<th>organizes</th>
<th>participates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the major higher education establishment in Belarus.</td>
<td>a center of education, culture and science.</td>
<td>the oldest University in our country.</td>
<td>17 Faculties and 4 Research Institutes.</td>
<td>more than 20,000 students.</td>
<td>specialists in 57 fields.</td>
</tr>
</tbody>
</table>
5 Tell the group what these numbers and dates are connected with.

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>250, 2,500, 400, 1,700, 176, 70, 2 million, 2 %, 595th, 40</td>
<td>1921, August 1944, May 2015</td>
</tr>
</tbody>
</table>

Make sure that you remember how to form and to read Numerals. For this purpose, consult Grammar File p. 190.

CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:
1. How many higher educational establishments are there in Belarus?
2. What is the oldest and major higher educational establishment?
3. What is the structure of the University?
4. How can you prove the quality of teaching at the University?
5. Why is Belarus accession to the Bologna process important?

GRAMMAR AND VOCABULARY FOCUS

1 Word-building: change the verbs into nouns using the given suffixes.

<table>
<thead>
<tr>
<th>V + -(a)tion/-sion = N</th>
<th>V + -ment = N</th>
</tr>
</thead>
<tbody>
<tr>
<td>educate ⇒ education</td>
<td>establish ⇒ establishment</td>
</tr>
<tr>
<td>participate</td>
<td>develop</td>
</tr>
<tr>
<td>exhibit</td>
<td>equip</td>
</tr>
<tr>
<td>access</td>
<td>advance</td>
</tr>
<tr>
<td>innovate</td>
<td>govern</td>
</tr>
<tr>
<td>examine</td>
<td>assess</td>
</tr>
<tr>
<td>inform</td>
<td></td>
</tr>
<tr>
<td>associate</td>
<td></td>
</tr>
<tr>
<td>organize</td>
<td></td>
</tr>
</tbody>
</table>

2 In the sentences below fill in the appropriate part of speech derived from the word on the right.

Higher ________ plays an essential role in society, creating new knowledge and fostering ________. Classical and profile universities provide a two-level system of higher education. The Belarusian State educates innovate
University is the major higher educational _____________ in Belarus. The BSU co-ordinates the _____________ of education, science and technologies in Belarus. Academic success of students is _____________ at the end of each semester in the form of oral or written tests and _____________.

The University laboratories are _____________ with up-to-date devices. _____________ Resources of the University Network include Web-Server, Web-Servers of the faculties and Intranet-Server of the BSU.

The University is a member of the International Universities _____________. It participates in a number of international projects. Belarus _____________ to the Bologna Process is an important step in the development of the national education system.

3 Translate the fragments of the sentences.

1. The Belarusian State University ______________(был основан) in 1921.
2. During the Second World War the University ______________(был разрушен).
3. After the war it ______________(был быстро восстановлен).
4. Students’ practical work____________(уделяется) much attention to.
5. Academic success of students ______________(оценивается) at the end of each semester.
6. Professors and students ______________(заняты) in fundamental and applied research.
7. The University ______________(возглавляется) by the Rector.
8. The University laboratories ______________(оснащены) with up-to-date devices.
9. Every year international conferences, seminars and exhibitions ______________(организуются) by the University.


4 Translate the following word combinations:

a) from English into Russian:

the center of education ________________________________
students’ practical work ________________________________
workers’ faculty ________________________________
a two-level system of higher education ________________________________
students’ academic success ________________________________

b) from Russian into English:

университеты мира ________________________________
факультет философии и социальных наук ________________________________
преподавательский состав ________________________________
Translate the sentences into English.

1. БГУ – одно из старейших учебных заведений в нашей стране.
2. БГУ – крупнейший научный и образовательный центр страны.
3. Библиотека БГУ – одна из крупнейших библиотек в Беларуси.
4. Преподаватели и научные сотрудники БГУ ведут исследования по самым актуальным проблемам науки.
5. Студенты университета обучаются на основе новейших методов и технологий.
6. Белорусский государственный университет занимает высокое место среди европейских университетов и находится среди трех лучших университетов СНГ.

Make sure that you remember how to form Degrees of Comparison. For this purpose, consult Grammar File p. 172.
The faculty of Philosophy and Social Sciences was founded in March 1999. The faculty provides professional training in the field of Philosophy, Sociology, Psychology and Social Communications.

In Unit 4 you will learn about the history and present day activities of the Faculty as a whole and get information about the Departments you are studying at.

The University building in Kalvaryiskaja street

APPROACHING THE ISSUE

1 You are students of the faculty of Philosophy and Social Sciences. What do you know about the faculty? Can you give answers to the questions below?

1. When was the faculty founded?
2. How many majors (специализация) does the faculty offer?
3. Whom is the faculty headed by?
4. What qualification do the graduates of the faculty get?

2 To become more efficient in communicating your ideas about the faculty practise some topic related vocabulary.

a) Note different meanings of the word faculty and department:

faculty – 1) a department, school within a university or college devoted to a particular branch of knowledge: the Faculty of Arts, the Faculty of Law, the Faculty of Science;
2) US: teachers and instructors of a university, school or college, or of one of its divisions, the staff of such a department;
3) a talent or natural ability for something: the faculty of speech, a faculty for storytelling.

department –
1) principal administrative division of a government: the Department of Education, the Department of State;
2) a part, a section of a university or college dealing with a particular field of knowledge or for a given subject: Department of Sociology, Department of Philosophy of Culture;
3) specialized sphere of knowledge or responsibility: physics is a department of science.

b) Read the sentences and say in what meaning the word faculty and department are used. Give synonyms when possible.
1. Graduates of the Faculty of Philosophy get excellent qualification.
2. Studying has certainly sharpened my critical faculties.
3. In 1999, the Faculty of Philosophy and Economics was restructured into two independent faculties.
4. The faculty of the BSU is highly qualified. It includes about 2,500 professors and lecturers.
5. Mr. Hutton has the faculty of bringing out in every one the best thoughts and kindest sentiments.
6. The department has defined some core areas of research that reflect the interests of the faculty.
7. The Department of Sociology was opened in September 1989.
8. Currently, the faculty of the Department of the English Language and Speech Communication consists of 17 staff members.

READING FOR INFORMATION AND DISCUSSION

1 Read the text about the faculty and its departments. Check your answers and learn more about the faculty.

The Faculty of Philosophy and Social Sciences

Historical Reference

The Faculty of Philosophy and Social Sciences is one of the youngest faculties at the Belarusian State University. Its history started on March 1, 1999 when the Academic Council of the BSU (ученый совет БГУ) decided to restructure the Faculty of Philosophy and Economics into two independent faculties: the Faculty of Economics and the Faculty of Philosophy and Social Sciences. However, the traditions of research and education in the field of Philosophy and other Humanities were laid down during the first days of the establishment of the BSU.
The Faculty of Philosophy and Social Sciences Today

Today the Faculty of Philosophy and Social Sciences offers four majors for full-time students: Philosophy, Sociology, Psychology and Social Communications. Two majors are offered for students of the department by correspondence (distant learning department): Philosophy and Sociology. Over 1,500 undergraduate and postgraduate students are currently studying at the faculty. Over 150 teachers work at the faculty, among them: one Academician and two corresponding members (National Academy of Sciences of Belarus), about 20 professors and over 60 associate professors, PhD holders.

The Structure of the Faculty

The faculty is headed by the Dean, assisted by three Deputy-Deans. The main departments (chairs) of the faculty are:

- Department (кафедра) of Philosophy and Methodology of Science,
- Department (кафедра) of Philosophy of Culture,
- Department (кафедра) of Sociology,
- Department (кафедра) of Psychology,
- Department (кафедра) of Social Communication.

The chart below will help you to understand the structure of the faculty:

Basic Trends of Research

The teachers and students of the Faculty of Philosophy and Social Sciences carry out productive research in the fields of philosophy and methodology of science; the history
of philosophy and sociology; modern social technologies; contemporary problems of psychology; ecological values and communication strategies. These academic activities result in research publications, textbooks and encyclopedias on sociology, philosophy, ethics, cultural studies, psychology, social communications and other social sciences and humanities. Two journals Sociology and Philosophy and Social Sciences are published regularly.

The Department of Philosophy

The history of the Chair (Department) of Philosophy began in 1921, the year when the Belarusian State University was founded. During its history, the Chair of Philosophy repeatedly changed its name and administrative subordination. Nevertheless, it always kept traditions and heritage, which laid the foundations of the Department of Philosophy today.

Professional training to undergraduate and postgraduate students is given by highly qualified teachers of two chairs: the Chair of Philosophy and Methodology of Science and the Chair of Philosophy of Culture. The teachers of the Department are lecturing at all faculties of the BSU. A great number of basic and special courses are taught to undergraduate and post-graduate students of the university: such as History of Philosophy, History and Theory of Culture, Ethics, Aesthetics, History of Russian Philosophy, Modern Western Philosophy, Philosophical Problems of Technology, Philosophical Problems of Cognition in Social Sciences and Humanities and many others. The focus of research at the Department of Philosophy is social philosophy and history of philosophy. Graduates of the department get the qualification “Philosopher. Lecturer of Philosophy and Social Sciences”.

The Department of Sociology

The Department of Sociology was opened in September 1989 together with the creation of a new faculty (the Faculty of Philosophy and Economics). Currently, the faculty of the Department consists of about 20 staff members. The teachers of the Department lecture on more than 30 courses. The course of sociology is lectured at most faculties of the BSU.

The department has defined some core areas of research that reflect the interests of the faculty. Research papers are devoted to the acute problems of modern society, methodology and methods of sociology. On the initiative of sociologists of the BSU, the first Sociological Encyclopedia (under the general editorship of A. Danilov) was published in 2003.

Nowadays about 500 students, including students of full-time course and students of distant course are studying at the Department of Sociology.

Graduates of the Department of Sociology are qualified as “Sociologist. Lecturer of Sociology and Socio-Political Disciplines”. They work successfully both in our country and abroad in different spheres.
International Activity

The Faculty of Philosophy and Social Sciences takes part in the work of numerous international programs. Among them Tempus¹, Erasmus Mundus² Copernicus³ and others. The faculty develops active contacts with Universities of Russia, Ukraine, Lithuania, Latvia, Poland, Germany, France, Italy, Spain, etc. The National Information Office of the 7th Framework Program for Research, Technological Development and Demonstration Activities of the European Community⁴ is situated on the faculty’s premises.

Notes:
¹ Tempus is the European Union’s program which supports the modernization of higher education.
² Erasmus Mundus program aims to enhance the quality of higher education. The program is open to institutions and organizations as well as to students, teachers and researchers from any part of the world.
³ Copernicus Science Centre (situated in Warsaw) conducts modern science communication through interactive exhibitions, shows and workshops on scientific themes.
⁴ The 7th Framework Program aims to stimulate cooperation and improve links between industry and research within a transnational framework.
READING COMPREHENSION TASKS

1 Answer the questions. Consult the text if necessary.
   1. When was the Faculty of Philosophy and Social Studies founded?
   2. When were the traditions of research and education in the field of philosophy laid down?
   3. What majors are offered to students of the department by correspondence?
   4. How many students are currently studying at the faculty?
   5. Does the faculty carry out productive research? What are the main fields of research?
   6. What does academic activities of teachers and students result in?
   7. What journals are published by the faculty?
   8. What international programs does the faculty take part in?

2 Look through the text once again and complete the gaps with the following numbers.

<table>
<thead>
<tr>
<th>1921</th>
<th>30</th>
<th>60</th>
<th>2 (two)</th>
<th>2003</th>
<th>4 (four)</th>
<th>1999</th>
<th>20</th>
<th>1,500</th>
<th>2 (two)</th>
</tr>
</thead>
</table>

1. The faculty of Philosophy and Social Studies was founded in March _______.
2. Today, the Faculty of Philosophy and Social Studies offers ______ majors for full-time students.
3. ______ majors are offered to students of the department by correspondence.
4. Over ______ undergraduate and postgraduate students are currently studying at the faculty.
5. About ______ professors and over ______ associate professors work at the faculty.
6. ______ journals Sociology and Philosophy and Social Sciences are published regularly.
7. The first Sociological Encyclopedia (under the general editorship of A. Danilov) was published in _______.
8. The teachers of the Department lecture on more than ______ courses.
9. The history of the Chair (Department) of Philosophy began in _______, the year when the Belarusian State University was founded.

3 Complete the sentences using the table.

<table>
<thead>
<tr>
<th>The Faculty of Philosophy and Social Studies</th>
<th>is one of</th>
<th>was founded</th>
<th>keep(s) traditions</th>
<th>offer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Philosophy</td>
<td>is headed by</td>
<td>carri(es) out research in</td>
<td>publish(es)</td>
<td></td>
</tr>
<tr>
<td>The Department of Sociology</td>
<td>take(s) part</td>
<td>develop(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47
**CHECK YOURSELF**

Make sure that after working through the material in this Unit you are able to answer the following questions:
1. When was the Faculty of Philosophy and Social Studies founded?
2. When were the traditions of teaching philosophy at the BSU laid down?
3. What majors are offered at the faculty?
4. What are the basic trends of research?
5. What is the international activity of the faculty and its departments?

**GRAMMAR AND VOCABULARY FOCUS**

1. Complete the questions with *does, did, are, were*.
   1. When ______ the traditions of research and education in the field of Philosophy and other Humanities laid down?
   2. How many students ______ currently studying at the faculty?
   3. What ______ academic activity of teachers and students result in?
   4. When ______ the history of the chair of philosophy begin?
   5. What courses ______ taught to undergraduate and post-graduate students of the faculty?
   6. What international programs ______ the Faculty of Philosophy and Social Sciences take part in?

   Make sure that you remember how to ask questions. For this purpose, consult Grammar File p. 154.

2. Insert articles «a» or «the» where necessary.
   1. ______ teachers and students of ______ Faculty of Philosophy and Social Studies carry out productive _____ research.
   2. ______ teachers of the Department are lecturing at all _____ faculties of the BSU.
   3. ______ Research papers are devoted to _____ acute problems of _____ modern society.
   4. ______ Graduates of the Department of Sociology are qualified as “Sociologist. Lecturer of Sociology and Socio-Political Disciplines”.
   5. ______ Faculty of Philosophy develops _____ active contacts with Universities of _____ Russia.
   6. _____ department has defined some _____ core areas of research that reflect _____ interests of the faculty.

   Make sure that you remember how to use articles. For this purpose, consult Grammar File p. 166.
3 Complete the chart with the corresponding parts of speech.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Глагол</td>
<td>Существительное</td>
<td>Прилагательное</td>
<td>Наречие</td>
</tr>
<tr>
<td>ecology</td>
<td>activity</td>
<td>regularity</td>
<td>repeated</td>
</tr>
<tr>
<td>activate</td>
<td>educate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regularity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>succeed</td>
<td>philosophize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate, graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>administrate</td>
<td>sociology, sociologist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 In the sentences below fill in the appropriate part of speech derived from the word on the right.

During its history, the Chair of Philosophy __________ changed its name and __________ subordination. The Department of Philosophy __________ cooperates with scientists and researchers of many foreign __________ and research centers. The major trends of research are: __________ problems of science and education, history of philosophy, __________ values and many others.

On the initiative of __________ of the BSU, the first __________ Encyclopedia was published in 2003. Two scientific-theoretical journals Sociology and Philosophy and Social Sciences have been published __________. The graduates of the faculty work __________ both in our country and abroad in different spheres.
Part 2
ENGLISH FOR PROFESSIONAL PURPOSES
Philosophy is a study that seeks to understand the mysteries of existence and reality. It tries to discover the nature of truth and knowledge and to find what is of basic value and importance in life. In Unit 1 you will learn how to define the terms and get acquainted with some definitions given to philosophy and its branches by different scholars.

APPROACHING THE ISSUE

1 Work in groups. Discuss these questions:
   1. What is the origin (происхождение) of the word “philosophy”?
   2. What does this word mean?
   3. When did philosophy as a science appear?
   4. What philosophers of Ancient Greece and Rome do you know?
   5. What questions does philosophy try to answer?
   6. What other sciences are trying to answer the same questions? How do their subject matters (предметы изучения) and approaches (подходы) differ?

2 How would you define “philosophy”? Work in small groups and produce a group definition of philosophy. You may find the language structure below useful to make a definition.

   Thing to be defined + verb + general class word + wh-word + particular characteristics

3 Many prominent philosophers (выдающиеся философы) have been trying to answer this seemingly simple, yet a very messy question “What is philosophy?” Read the definitions below given by different philosophers and decide which of them is closer to your understanding of this science. Use introductory phrases to begin your answers:
“I think that philosophy in the classical sense is the love of wisdom. So the question then is 'What is wisdom?' And I think wisdom is understanding what really matters in the world.”

Thomas Pogge

“Philosophy is a study that seeks to understand the mysteries of existence and reality. It tries to discover the nature of truth and knowledge and to find what is of basic value and importance in life.”

Singer, Marcus G.

“I think the Greek term has it exactly right; it’s a way of loving knowledge.”

Robert Rowland Smith

“Philosophy is reflecting critically on the way things are. That includes reflecting critically on social and political and economic arrangements. It always intimates the possibility that things could be other than they are. And better.”

Michael Sandel

“I think it used to be an enquiry into what’s true and how people should live; it’s distantly related to that still, but I’d say the distance is growing rather than narrowing.”

John Dunn
For most part of Western intellectual history, philosophy was considered the mother of all knowledge. It generated most of the fields of research and we continue to call the highest degree PhD, namely, “philosophy doctorate” (Doctor of Philosophy). Nowadays this degree is by no means limited to graduates of philosophy, as one can have PhD in biology, music, linguistics and other fields. Read the text and answer the following questions.

1. Why cannot the term philosophy be defined precisely?
2. Where does the word philosophy come from? What does this word mean?
3. What kind of problems does philosophy study?
4. How is philosophy distinguished from other ways of addressing such problems?
5. What branches is philosophy divided into?
6. What periods does philosophy fall into historically?

**TEXT 1. What Is Philosophy?**

**Defining the term**

The term philosophy cannot be defined precisely because the subject is so complex and so controversial. Different philosophers have different views of the nature, methods, and range of philosophy. The term philosophy itself comes from the Greek φιλοσοφία which means love of wisdom. In that sense, wisdom is the active use of intelligence, not something passive that a person simply possesses.

Philosophy has had enormous influence on our everyday lives. The very language we speak uses classifications derived from philosophy. For example, the classifications of noun and verb involve the philosophic idea that there is a difference between things and actions. If we ask what that difference is, we are starting a philosophic inquiry.

**What differs philosophy from other ways of addressing fundamental problems?**

Philosophy is the study of general and fundamental problems, connected with reality, existence, knowledge, values, reason, mind and languages. Philosophy is distinguished from other ways of addressing such problems by its critical, generally systematic approach and its reliance on rational argument.

Philosophy is distinguished from theology in that philosophy rejects dogma and deals with speculation rather than faith. Philosophy differs from science in that both the natural and the social sciences base their theories wholly on established facts, whereas philosophy also covers areas of inquiry where no facts as such are available.

**The branches of Philosophy**

Philosophy is traditionally divided into several branches. Metaphysics investigates the nature of being and the world. Epistemology investigates the nature of knowledge and the process of knowing, and whether knowledge is possible. Ethics or “moral philosophy” deals with problems of the right conduct, how persons ought to act, and whether such
questions are answerable. *Aesthetics* attempts to **determine** the nature of beauty and the criteria of artistic judgment. *Logic* deals with patterns of thinking that lead from true premises (предпосылка) to true conclusions, originally developed in Ancient Greece. *Philosophy of mind* deals with the nature of the mind and its relationship to the body, and is typified by disputes between dualism and materialism. *Political philosophy* studies the relationship of individuals and communities to the state. It includes questions of justice, law, property, and the **rights and obligations** of the citizen. *Philosophy of language* is the inquiry into the nature, origins, and usage of language.

Most academic subjects have a philosophy, for example the philosophy of science, the philosophy of mathematics, the philosophy of logic, the philosophy of law, and the philosophy of history. In addition, a range of academic subjects have emerged (возникать) to deal with areas, which would have historically been the subject of philosophy. These include psychology, anthropology and science. As used originally by the ancient Greeks, the term “philosophy” meant the pursuit (поиски) of knowledge **for its own sake**, and comprised all areas of speculative thought, including arts, sciences and religion.

**Historical division of Philosophy**

Historically, philosophy falls into three large periods: **classical** (Greek and Roman) philosophy, which was **concerned with** the ultimate nature of reality and the problem of virtue (добродетель) in a political context; **medieval philosophy**, which in the West is virtually inseparable from early Christian thought; and, beginning with the Renaissance, **modern philosophy**, whose main direction has been epistemology.

**Notes:**

1. Originally, science as such did not exist and philosophy covered the entire field, but as facts became available and tentative certainties emerged, the sciences broke away from metaphysical speculation to pursue their different aims. Thus, physics was once in the realm of philosophy, and it was only in the early 20th century that psychology was established as a science apart from philosophy. However, many of the greatest philosophers were also scientists, and philosophy still considers the methods (as opposed to the materials) of science as its province.

2. Within metaphysics a division is made according to fundamental principles. The three major positions are idealism, which maintains that what is real is in the form of thought rather than matter; materialism, which considers matter and the motion of matter as the universal reality; and dualism, which gives thought and matter equal status. Naturalism and positivism are forms of materialism.

### Vocabulary Box

- **to define** – определять, давать определение
- **controversial** – противоречивый
- **to derive** (from) – происходить, устанавливать происхождение
- **existence** – жизнь, бытие, существование
- **to exist** – существовать
- **to distinguish** – проводить различие
- **to be distinguished from sth** – отличаться от чего-либо
- **approach** – подход
1. The term philosophy cannot be defined precisely because the subject is so difficult and so controversial.
2. The term philosophy itself comes from the Latin word which means love of wisdom.
3. Philosophy deals with general and fundamental problems, connected with existence, knowledge, values, reason, mind and many other realities of our life.
4. Philosophy is distinguished from theology in that philosophy deals with speculation rather than faith.
5. Philosophy differs from science in that both the natural and the social sciences base their theories on established facts, whereas philosophy does not deal with facts.
6. Philosophy is traditionally divided into several branches.
7. Originally, philosophy as such did not exist and science covered the entire field.
8. Historically, philosophy falls into two large periods: classical and modern philosophy.

2 Translate the sentences.
1. Philosophy is the study of general and fundamental problems, connected with reality, existence, knowledge, etc.
2. The natural and the social sciences base their theories wholly on established facts.
3. The term “philosophy” meant the pursuit of knowledge for its own sake, and comprised all areas of speculative thought, including arts, sciences and religion.
4. Philosophy is the study of reality, causes, and principles underlying being and thinking.
5. Logic deals with patterns of thinking that lead from true premises to true conclusions, originally developed in Ancient Greece.
6. Philosophy has many aspects and different manifestations according to the problems involved and the method of approach and emphasis used by an individual philosopher.
7. The methods used to study philosophy may be analogous to those used in the study of natural sciences.

3 Complete the sentences.
1. The term philosophy cannot be defined precisely because ____________________
2. The term philosophy itself comes from __________________________________
3. Philosophy is the study of _____________________________________________
4. Philosophy is distinguished from theology in _____________________________
5. Philosophy differs from science in ______________________________________
6. Philosophy is divided into _____________________________________________
7. Historically, philosophy falls into three large periods:_____________________
8. The big questions of philosophy are: _________________________________
9. The methods used by philosophy are __________________________________

Read Text 2 to learn more about the main philosophical questions. Find the answers to the following questions.

1. What is the nature of philosophical questions?
2. What branches of philosophy are based on geographical principle?
3. What is the Aristotelian division?
4. What is the modern classification of branches of philosophy? Whom was it suggested by?
5. What are typical questions of each branch?

Philosophic thought is an essential part of human existence. Almost everyone has been puzzled from time to time by such philosophic questions as “What does life mean?”, “Did I have any existence before I was born?”, “Is there life after death?” and many others.

TEXT 2. The Big Questions of Philosophy

Philosophy generally concerns itself with what is sometimes called “the big questions”. For example, “What is the meaning of life? How did the world begin? Do I have a soul? Will my soul survive my death? What really exists? Could nothing have ever existed?”
Philosophical questions (unlike those of sciences) are usually fundamental and abstract in nature. Philosophy is done primarily through reflection and does not tend to rely on experiment, although the methods used to study it may be analogous to those used in the study of natural sciences.

Philosophy is such a huge subject that it is difficult to know how to break it down into manageable and logical sections. Perhaps the most basic overall split at the highest level is geographical, between Eastern Philosophy and Western Philosophy (with, arguably, African Philosophy as a possible third branch at this level).

There is no universal agreement about which subjects are the main branches of philosophy. The Aristotelian division was as follows:

- **Philosophy** (metaphysics), of which the main area is ontology (the study of kinds of existence or being).
- **Cosmopology**, which includes the nature of material substance, of quality and quantity, of space, causation, and change.
- **Psychology**, which is much wider and more “philosophical” subject than the modern subject of the same name, encompassing the philosophy of perception, the theory of knowledge, and the nature of the soul (now similar to what is called “philosophy of mind”).

Aristotle regarded ethics and politics not as parts of theoretical philosophy at all, but as practical disciplines. Logic was regarded theoretical, but not as a science in its own right, since it is a necessary preliminary to all knowledge.

The modern classification, suggested by German philosopher Christian Wolff (1679–1754), divides philosophy into four main branches: logic, epistemology, ethics, and metaphysics. Aesthetics is often considered as a fifth branch, though it is also sometimes combined with ethics as a “value theory”. Each of these branches attempts to find the answers to the fundamental questions.

- **Logic**: What is truth? How and why do we identify a statement as true or false? And, how do we reason?
- **Epistemology**: Is knowledge possible? How do we know what we know? How do we take what is “known” to extrapolate what is “unknown”?
- **Ethics**: Is there a difference between morally right and wrong actions? If so, what is that difference? Which actions are right and wrong? How is right and wrong defined? Are values absolute or relative?
- **Metaphysics**: What is reality, and what exists? What is the nature of those things? Do some things exist independently of our perception? What is the nature of space and time? What is the nature of thought and thinking? What is to be a person?
- **Aesthetics**: What is it to be beautiful? How do beautiful things differ from the everyday ones? What is Art? Does true beauty exist?
1 Complete the sentences according to the text.

1. Philosophical questions are usually ________ and ________ in nature.
2. Philosophy is done primarily through ________ and does not tend to rely on ________.
3. There is no ________ agreement about which subjects are the main branches of philosophy.
4. Perhaps the most basic overall split of philosophy at the highest level is ________, between Eastern Philosophy and Western Philosophy.
5. The modern classification divides philosophy into ________ main branches.

**Tips for Giving Definitions**

If we wish to analyze a problem, it is essential to define the basic terms (определить основные термины) to make it perfectly clear what we mean. The language construction in a simple definition is the following:

Thing to be defined + verb + general class word + wh-word + particular characteristics

*An academic degree* + is + a title (a qualification) + which + is awarded for successfully completing a course of study.

*A scholar* + is + a person + who + studies an academic subject and knows a lot about it.

*Globalization* + is + a process by which + the people of the world are unified into a single society and function together.

Use who for a person, which for a thing, and where for a place. You can use that instead of who and which.

For example: She is a girl who / that studies in my group.

It is a thing which / that connects two computers.

University is a place where you can get higher education.

A definition written in this way may be reduced: a relative clause may be reduced to Participle I or Participle II.

*An academic degree* is a title (a qualification) awarded (Participle II) for successfully completing a course of study.

*A scholar* is a person studying (Participle I) an academic subject and knowing a lot about it.

*Philosophy* is the branch of knowledge or academic study devoted (Participle II) to the systematic examination of basic concepts such as truth, existence, reality, etc.
Definitions may be extended (расширенный) in order to be more precise and / or to give more information about the subject when authors discuss complicated concepts (сложные понятия). In this case, examples, illustrations and comparisons may be used to make the ideas clearer. For example if we wish to discuss a term like “globalization”, it is vital to make it perfectly clear what we mean:

“Globalization” may be defined in many ways. Some people argue that the term denotes above all an economic phenomenon, involving increasing interaction of national economies through the growth of international trade and investment. Others put a negative slant (зд. оттенок значения) on the word, presenting it as a worldwide drive towards a global economic system dominated by international corporations. A more balanced assessment might, however, suggest that globalization is the increase in cross-border economic, social and technological exchange under conditions freely chosen by many nations.

Useful Vocabulary

1. X denotes … – Х означает, обозначает ...
2. X may be defined as … – Х может быть определен как ...
3. X is distinguished from Y in … / differs from Y in … – X отличается от Y ...
4. Unlike Y, X deals with / relies on … – В отличие от Y X имеет дело с / полагается на ...
5. X means different things to different people … – Х означает разное для разных людей ...
6. For the purpose of this discussion X will be taken to mean … – В целях данного обсуждения Х будет пониматься ...

Match the words to the given definitions:

<table>
<thead>
<tr>
<th>a professor</th>
<th>a diploma</th>
<th>epistemology</th>
<th>university</th>
<th>metaphysics</th>
<th>philosophy</th>
</tr>
</thead>
</table>

1. _______ is an educational institution at the highest level where you study for a degree.
2. _______ is a teacher who works at a university.
3. _______ is a document, which shows that a student has successfully completed his / her high school or university education.
4. _______ is the academic discipline which is concerned with making explicit the nature and significance of ordinary and scientific beliefs.
5. _______ is the branch of philosophy which is concerned with the nature and scope of knowledge.
6. _______ is the branch of philosophy that deals with explaining the fundamental nature of being and the world.
2 Read the extended definition of philosophy. Underline the general class words used in the definition. Using the vocabulary given above add some more details to make the definition broader.

Philosophy is a study that seeks to understand the mysteries of existence and reality. It tries to discover the nature of truth and knowledge and to find what is of basic value and importance in life. It also examines the relationships between humanity and nature and between the individual and society. Philosophy arises out of wonder, curiosity, and the desire to know and understand. Philosophy is thus a form of inquiry – a process of analysis, criticism, interpretation, and speculation.

3 Give definitions to Metaphysics, Epistemology, Ethics, Aesthetics, Logic, and other branches of philosophy mentioned in the text. Use the language structure and vocabulary for giving definitions from Helpful Tips.

1.___________________________________________________________________
2.___________________________________________________________________
3.___________________________________________________________________
4.___________________________________________________________________
5.___________________________________________________________________

READING AND TRANSLATING

1 Read the text, write out the sentences with the word “one” and translate them in writing.

The founder of modern phenomenology, Edmund Husserl (1859–1938) is one of the most intriguing figures in twentieth century philosophy. One reason for this is that Husserl, perhaps more than any other philosopher of the early decades of this century, represents a transition from one philosophical culture to another.

His thought bears the stamp of two different intellectual worlds. On the one hand, one can discern in his writings the philosophical posture of the mid- to late nineteenth century, characterized by a deep commitment to the idea of science as the prism within which everything both social and natural is fused; further, that this science is not only explanatory, but rational, systematic, and above all complete.

On the other hand, Husserl’s thought prepared the ground for the development of a very different philosophical attitude, one that had already made itself felt in Europe by the end of the nineteenth century. This attitude is characterized by a profound distrust of all system, of any claim to hold the ultimate key to reality in its myriad of manifestations.
This attitude may be described as a modern version of skepticism, one that acknowledges, if not embraces, a higher degree of destabilization and ambiguity than skepticism that arouse out of empiricism of the eighteenth century.

Примечание. Обратите внимание на перевод слова “one”, которое может выполнять в предложении разные функции, употребляясь не только в числовом значении (один, одна), но также как неопределенное местоимение в значении «любой, каждый» и как «слово-заместитель».

For more information on the functions of “one” consult Grammar File p. 186.

CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:

1. What does philosophy study?
2. How is philosophy distinguished from theology and science?
3. What branches is philosophy divided into?
4. What are the big questions of philosophy?
5. What is the nature of philosophical questions?

GRAMMAR AND VOCABULARY FOCUS

1a) Change the following sentences into questions. Most of the sentences are taken from Text 2. Consult the text if necessary.

True beauty exists. ⇒ Does true beauty exist?
1. I have a soul.
2. Beautiful things differ from the everyday ones.
3. We identify a statement as true or false.
4. Some things exist independently of our perception.

Knowledge is possible. ⇒ Is knowledge possible?
5. There is a difference between morally right and wrong actions.
6. There is life after death.
7. Knowledge is possible.
8. There is no life after death.

b) Turn the following sentences into questions. Start with the word given in brackets.

1. The term philosophy comes from the Greek φιλοσοφία which means love of wisdom. (Where?)
2. Philosophy is traditionally divided into several branches. (What branches?)
3. Philosophy of mind deals with the nature of the mind and its relationship to the body. (What?)
4. Philosophy is done primarily through reflection. (How?)
5. The modern classification of philosophy was suggested by German philosopher Christian Wolff (1679–1754). (Whom?)

Make sure that you remember how to ask questions. For this purpose, consult Grammar File p. 154.

2 In the sentences below use Participle I (V-ing) or Participle II (3d form) from the words given in brackets.

1. Philosophy is the study of general and fundamental problems, (connect) _________ with reality, existence, knowledge, etc.
2. Natural and social sciences base their theories wholly on (establish) _________ fact.
3. The term “philosophy” meant the pursuit of knowledge for its own sake, and comprised all areas of speculative thought, (include) ____________ arts, sciences and religion.
4. Philosophy is the study of reality, causes, and principles (underlie) _________ being and thinking.
5. Logic deals with patterns of thinking that lead from true premises to true conclusions, originally (develop) _________ in Ancient Greece.
6. Philosophy has many aspects and different manifestations according to the problems (involve) _________ and the method of approach and emphasis (use) _________ by an individual philosopher.
7. The methods (use) _________ to study philosophy may be analogous to those used in the study of natural sciences.

Make sure that you remember how to use Participles. For this purpose, consult Grammar File p. 232.

3 Choose the appropriate answer.

1. The term “philosophy” cannot _________ precisely because the subject is so complex
   a) define    b) be defined
2. Philosophy _________ general and fundamental problems.
   a) studies    b) is studied
3. Traditionally philosophy _________ into several branches.
   a) divided    b) is divided
4. Within metaphysics a division _________ according to fundamental principles.
   a) is made    b) made
5. Philosophy _________ by students of all departments.
   a) studied    b) is studied
6. Aristotle _________ science into: Philosophy (metaphysics), Cosmology, and Psychology.
   a) divided  b) is divided


4. Complete the chart with the corresponding part of speech.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective / participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledgeable</td>
<td>real</td>
<td></td>
</tr>
<tr>
<td>assume</td>
<td>science</td>
<td></td>
</tr>
<tr>
<td>investigate</td>
<td>ethics</td>
<td></td>
</tr>
<tr>
<td>recommend</td>
<td>intelligence</td>
<td></td>
</tr>
</tbody>
</table>

5. In the paragraph below fill in the appropriate part of speech derived from the word on the right.

Philosophy deals with the most basic questions about the nature of (1)__________, (2)__________, and value. But philosophy is not only the queen of the (3)__________; it is also a way of life. It is through philosophy that we wake from a world of our own making – a world of unquestioned (4)__________ and unexamined inconsistencies – to the (5)__________ reality which awaits our (6)__________, and within which alone our minds can be fully alive.

Philosophy teaches you to distinguish between good and bad (7)__________ and make informed (8)__________ on (9)__________ issues. Studying philosophy allows you to explore a vast range of (10)__________ ideas, from the ancient philosophers, whose works are preserved in manuscripts from India, China and Greece, right down to cutting-edge contemporary work on pressing (11)__________ issues, the nature of mind and artificial (12)__________.
Philosophy is one of the oldest disciplines in history. Many famous philosophers have made their contributions known to the world through their writings and their students. Get ready to speak about one of the greatest thinkers: do not forget to mention the dates of their lives, education, most important theories that made them famous. Be ready to make a short report at your next class.

**HISTORY MAKERS**

Socrates
469–399 B.C.

Socrates was one of the most powerful thinkers in history. He encouraged his students to examine their beliefs. Socrates asked them a series of leading questions to show that people hold many contradictory opinions. This method of teaching by a question-and-answer approach is known as the Socratic method. He devoted his life to gaining self-knowledge and once wrote, "There is only one good, knowledge; and one evil, ignorance."

Plato
427–347 B.C.

Born into a wealthy Athenian family, Plato had careers as a wrestler and poet before he became a philosopher. He studied with Socrates. After his teacher died in 399 B.C., Plato left Greece and traveled to North Africa and Italy. He later returned to Athens and founded a school called The Academy in 387 B.C. The school lasted for approximately 900 years. It was Plato who once stated, "Philosophy begins in wonder."

Aristotle
384–322 B.C.

Aristotle, the son of a physician, was one of the brightest students at Plato’s academy. He came there as a young man and stayed for 20 years until Plato’s death. In 335 B.C., Aristotle opened his own school in Athens called the Lyceum. The school eventually rivaled the Academy. Aristotle once argued, "He who studies how things originated and came into being ... will achieve the clearest view of them."
The question about the method of philosophy is rather complicated and controversial and there is no simple answer to it. In Unit 2 you will learn what different philosophers think about methods of philosophy and what discourse markers may be used to organize a text or speech.

APPROACHING THE ISSUE

1. Read the opinions of different philosophers. Which point of view do you support?

1. Philosophy is quite unlike any other field. It is unique both in its methods and in the nature and breadth of its subject matter.

2. This question is obviously controversial but I think that the philosophical method involves a commitment to reason and argument as a source of knowledge.

3. Philosophy is the most abstract kind of empirical theory-building and uses the same methods as other high-level theory-builders.

4. I believe that the method in philosophy is what we call “logic”.

5. The philosophical method is quite different from the scientific method.

6. Philosophy is concerned with criticism, questioning, doubting, examining, and Socrates is the prime example in this area.

7. Philosophers adopt a broad range of methods for understanding the world. There is not just one method that philosophers use to answer philosophical questions.

8. I am inclined to think that philosophy is a method, rather than a set of propositions, claims, or theories.

9. It should be stressed that the question of which research methods a philosopher should employ is itself a difficult philosophical question, to which many conflicting answers have been given.

10. The method of philosophy in general is not to study things piecemeal (по частям), as physical science does, but to make a comprehensive study of the totality of experience provided to us through all avenues of knowledge.
The diversity of opinions in philosophy becomes a source of embarrassment for beginners. As you can see, the participants of the discussion have different opinions on the question of philosophical method. Roughly speaking, they may be divided into the following four groups:

- those who think that philosophy has a distinctive method;
- those who think that philosophy has no method of its own;
- those who believe that philosophy employs different methods;
- and those who are inclined to think that philosophy itself is a method.

Write the numbers of the statements from ex. 1 supporting given opinions.

<table>
<thead>
<tr>
<th>Philosophy has a distinctive method</th>
<th>Philosophy has no method of its own</th>
<th>Philosophy employs different methods</th>
<th>Philosophy itself is a method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The participants of the discussion mentioned several methods used by philosophy. What are they?

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________

Give your opinion on the question of philosophical methods. Start with one of the following phrases:

I think / believe that ... – Я думаю / полагаю, что ...
I am inclined to think that ... – Я склонен думать, что ...
It should be stressed that ... – Следует подчеркнуть, что ...
In my opinion ... – По моему мнению ...

READING FOR INFORMATION AND DISCUSSION

Skim the text below and decide which of these headings A–D match parts 1–4 of the text.

A. The ways philosophy may base itself on science.
B. The outcomes (последствия, результаты) of adoption of scientific methods in philosophy.
C. The origin of motives leading to investigation of philosophical questions.
D. Motives promoting the progress of philosophy.
TEXT 1. On Scientific Method in Philosophy
(from Bertrand Russell’s essay: On Scientific Method in Philosophy)

1 ……………………………………………………………………………………………

…When we try to ascertain the motives, which have led men to the investigation of philosophical questions, we find that, broadly speaking, they can be divided into two groups, often antagonistic, and leading to very divergent systems. These two groups of motives are, on the one hand, those derived from religion and ethics, and, on the other hand, those derived from science. Plato, Spinoza, and Hegel may be taken as typical of the philosophers whose interests are mainly religious and ethical, while Leibniz, Locke, and Hume may be taken as representatives of the scientific wing. In Aristotle, Descartes, Berkeley, and Kant we find both groups of motives strongly present…

2 ……………………………………………………………………………………………

It is my belief that the ethical and religious motives in spite of the splendidly imaginative systems to which they have given rise, have been on the whole a hindrance to the progress of philosophy, and ought now to be consciously thrust aside by those who wish to discover philosophical truth. Science, originally, was entangled in similar motives, and was thereby hindered in its advances. It is, I maintain, from science, rather than from ethics and religion, that philosophy should draw its inspiration.

3 ……………………………………………………………………………………………

But there are two different ways in which a philosophy may seek to base itself upon science. It may emphasize the most general “results” of science, and seek to give even greater generality and unity to these results. Or it may study the “methods” of science, and seek to apply these methods, with the necessary adaptations, to its own peculiar province. Much philosophy inspired by science has gone astray through preoccupation with the “results” momentarily supposed to have been achieved. It is not “results”, but “methods” that can be transferred with profit from the sphere of the special sciences to the sphere of philosophy. What I wish to bring to your notice is the possibility and importance of applying to philosophical problems certain broad principles of method, which have been found successful in the study of scientific questions…

4 ……………………………………………………………………………………………

The adoption of scientific method in philosophy, if I am not mistaken, compels us to abandon the hope of solving many of the more ambitious and humanly interesting problems of traditional philosophy. Some of these it relegates, though with little expectation of a successful solution, to special sciences, others it shows to be such as our capacities are
essentially incapable of solving. But there remain a large number of the recognized problems of philosophy in regard to which the method advocated gives all those advantages of division into distinct questions, of tentative, partial, and progressive advance, and of appeal to principles with which, independently of temperament, all competent students must agree. The failure of philosophy hitherto has been due in the main to haste and ambition: patience and modesty, here as in other sciences, will open the road to solid and durable progress.

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**VOCABULARY BOX**

<table>
<thead>
<tr>
<th>Term</th>
<th>Russian Equivalent</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>divergent</td>
<td>отличаящийся, отличный, другой</td>
<td>to diverge – расходиться, отличаться, не совпадать</td>
</tr>
<tr>
<td>to derive</td>
<td>получать, извлекать, выводить, устанавливать происхождение</td>
<td>syn. obtain</td>
</tr>
<tr>
<td>hindrance</td>
<td>барьер, помеха, преграда</td>
<td>to hinder – препятствовать, мешать</td>
</tr>
<tr>
<td>to thrust</td>
<td>отбросить в сторону</td>
<td>syn. thrust, thrust</td>
</tr>
<tr>
<td>to entangle</td>
<td>запутывать, осложнять</td>
<td>syn. entangle</td>
</tr>
<tr>
<td>to draw</td>
<td>черпать вдохновение</td>
<td>syn. draw, drew, drawn</td>
</tr>
<tr>
<td>to seek</td>
<td>искать, стремиться найти</td>
<td>syn. seek, sought</td>
</tr>
<tr>
<td>to emphasize</td>
<td>подчеркивать, придавать особое значение</td>
<td>syn. emphasize</td>
</tr>
<tr>
<td>to go</td>
<td>сбиться с пути, уйти в сторону</td>
<td>syn. go, went, gone</td>
</tr>
<tr>
<td>to transfer</td>
<td>переносить, перемещать</td>
<td>syn. transfer</td>
</tr>
<tr>
<td>to bring to your notice</td>
<td>довести до вашего сведения, обратить ваше внимание</td>
<td>syn. bring to your notice</td>
</tr>
<tr>
<td>to compel</td>
<td>заставлять, вынуждать</td>
<td>syn. compel</td>
</tr>
<tr>
<td>to abandon</td>
<td>отказываться (от чего-либо), оставлять, покидать</td>
<td>syn. abandon</td>
</tr>
<tr>
<td>to relegate</td>
<td>относить (к какому-либо классу и т.п.), предавать забвению</td>
<td>syn. relegate</td>
</tr>
<tr>
<td>advantage</td>
<td>преимущество, выгода, польза</td>
<td>syn. advantage</td>
</tr>
<tr>
<td>advance</td>
<td>движение вперед</td>
<td>syn. advance</td>
</tr>
<tr>
<td>hitherto</td>
<td>до настоящего времени, до сих пор</td>
<td>syn. hitherto</td>
</tr>
<tr>
<td>due</td>
<td>(за) (произойти) из-за</td>
<td>syn. due</td>
</tr>
</tbody>
</table>

**READING COMPREHENSION TASKS**

1. Now read the text carefully and complete the sentences.

1. In Bertrand Russell’s opinion the motives to the investigation of philosophical questions can be divided into ______________________________.

2. The motives of Plato, Spinoza, and Hegel are mainly derived from ________.

3. The motives of Leibniz, Locke, and Hume are mainly derived from ______________________________.

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4. It is Bertrand Russell’s belief that the ethical and religious motives have been on the whole __________________________.

5. B. Russell maintains that it is from science, rather than from ethics and religion, that philosophy should draw __________________________.

6. B. Russell points out that there are two different ways in which a philosophy may seek to base itself upon science: it may emphasize ________________ or it may study ________________ of science.

7. B. Russell underlines the importance of applying to ____________ certain broad principles of scientific method.

8. However, he realizes that ____________ may compel us to abandon the hope of solving many of interesting problems of traditional philosophy.

9. In conclusion, B. Russell says that the failure of philosophy to solve some problems has been due to ________________ and ________________. He states that _________ and _________ will open the road to progress.

2 Answer the questions. Consult the text if necessary.

1. Where from should philosophy draw its inspiration according to B. Russell?
2. In what way may a philosophy base itself upon science?
3. Which of the two ways is more advantageous for philosophers and why?
4. How does B. Russell explain the failure of philosophy?
5. How can you summarize B. Russell’s opinion on method in philosophy?

Read some excerpts (отрывки) from A. Spirkin’s book Dialectical Materialism and follow the development of philosophy as methodology. Find the answers to the following questions.

1. What definition of methodology is given in the text?
2. When did methodology become the target of theoretical thought?
3. What did Socrates give priority to?
4. What methods of research were set forth in Aristotle’s logic?
5. What should scientific knowledge be based on according to Galileo?
6. What kind of methodology did classical German Philosophy develop?
7. Who was the dialectical methodology developed by?

TEXT 2. Philosophy as Methodology

(A. Spirkin. Dialectical materialism)

A methodology is a system of principles and general ways of organizing and structuring theoretical and practical activity, and also the theory of this system… As philosophy emerged, methodology became a special target of cognition and could be defined as a system of socially approved rules and standards of intellectual and practical activity.

With the development of production, technology, art, and the elements of science and culture, methodology becomes the target of theoretical thought, whose specific form is the philosophical comprehension of the principles of organization and regulation of cognitive activity, its conditions, structure and content…
Socrates, Plato and Aristotle occupy a special place in discussion of the problems of methodology. Socrates, for example, gave priority to the dialogical nature of thinking as the joint attainment of truth through accumulation of different notions and concepts, their comparison, analysis, definition and so on. According to Socrates, the acquisition (приобретение) of true knowledge should serve action with a moral purpose.

Assuming (предполагая) like Plato that the object of true knowledge was the universal, Aristotle taught that this universal was to be discovered by investigating individual, empirically given things. The methodology of such research is set forth in Aristotle's logic, which closely analyzes the principles for defining a term or constructing a statement, the rules of inference (умозаключение) and proof, the role of induction and deduction in attaining truth, and so on...

Until modern times, however, the problems of methodology had no independent place in the system of knowledge and arose only in the context of logical and natural philosophical arguments. The rapid advance of natural science called for (зд. потребовали) radical changes in methodology. This need was reflected in new principles of methodology and corresponding philosophical ideas, both rationalistic and empirical, directed against scholasticism (схоластика). The principles of mechanics marked a breakthrough in methodology. According to Galileo, scientific knowledge, by uniting the inductive and deductive methods, should be based on planned, accurate mental and practical experiment.

In Descartes, the problem of methodology is central. Methodology is required to establish on what basis and by what methods new knowledge may be obtained. Descartes worked out the rules of the rationalistic method...

In contrast to mechanistic methodology, which metaphysically interpreted the ways and means of cognition, classical German Philosophy developed a dialectical methodology in idealistic forms. Kant produced a critical analysis of the structure and types of man's cognitive abilities and defined the constructive and regulative principles of cognition and the relationship between its form and content. In Kant's analysis of the process of cognition there were elements of dialectics. These were developed by Hegel, whose philosophy took the form of a universal method of cognition and of intellectual activity in general.

The achievements of these methodologies were generalized and reviewed on a materialist basis in Marxist Philosophy, enriched by the latest advances in science and social practice. The dialectical method was radically revised. From being a method and analysis of forms of knowledge in themselves, it became a method of the fullest and most meaningful investigation of this development.

The methodology of Marxism had a universal character and may be concretized when applied to various spheres of human activity according to their conditions and aims.

(Adapted from http://www.marxists.org/reference/archive/spirkin/works/dialectical-materialism/ch01-s03.html)
1. Find English equivalents to the following sentences or their parts.

1. Methodology – this is a system of principles and general ways of organizing and constructing theoretical and practical activity, as well as the study of this system.
2. With the appearance of philosophy, methodology became a special goal of knowledge.
3. With the development of production, technology, arts, and elements of science and culture, methodology becomes a subject (aim) of theoretical reflection.
4. Socrates, for example, gave priority to the dialectical nature of thinking.
5. Aristotle taught that this universal truth should be revealed through the study of individual, empirical data.
6. The methodology of such research is based on Aristotle’s logic, which carefully analyzes the principles of determining a term or constructing a statement, rules of logical conclusions and proof, the role of induction and deduction in the attainment of truth, etc.
7. Principles of mechanics heralded a breakthrough in methodology.
8. Cartesian developed the rules of rationalist method.
9. Kant presented criteria of critical analysis of structure and types of knowledge.
10. They (elements of dialectics) were developed by Hegel, whose philosophy took the form of a universal method of knowledge and intellectual activity as a whole.
11. Dialectical method was fundamentally rethought.
12. Methodology of Marxism has a universal character and can be concretized when applied to different spheres of human activity in accordance with conditions and goals.

WRITING FOR ACADEMIC PURPOSES

Tips on Using Discourse Markers

Good English, whether or not in specifically academic contexts, tends to be characterized by the use of a very large number of words and phrases developing the discourse and in particular bringing out the relationship of each sentence to the one preceding.

An active use of such elements of academic discourse will facilitate (облегчит) and clarify what you wish to say. The majority of discourse markers are to be found at the beginning of the sentence. Given below are the most commonly used discourse markers (transitional words and expressions) grouped according to the kind of signal they give to readers.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Discourse markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To indicate the order of ideas or events (указать на последовательность идей или событий)</td>
<td>First / Firstly / First of all, we must consider … – Во-первых / Сначала / прежде всего мы должны рассмотреть …</td>
</tr>
<tr>
<td></td>
<td>Secondly / Thirdly … – Во-вторых / В-третих …</td>
</tr>
<tr>
<td></td>
<td>Next / Then, it is important to remember … – Далее / Затем, важно помнить …</td>
</tr>
<tr>
<td></td>
<td>Finally, it is important to take into account … – Наконец, важно учесть / принять во внимание …</td>
</tr>
<tr>
<td>To introduce an additional idea (внести дополнение)</td>
<td>In addition … – В добавление …</td>
</tr>
<tr>
<td></td>
<td>Also / too … – Также …</td>
</tr>
<tr>
<td></td>
<td>Besides / Moreover … – Кроме того / Более того …</td>
</tr>
<tr>
<td></td>
<td>Turning to the question of … – Обращаясь к вопросу о …</td>
</tr>
<tr>
<td>To introduce an opposite idea (внести противоположную, противоречащую мысль)</td>
<td>On the one hand, on the other hand … – С одной стороны, с другой стороны …</td>
</tr>
<tr>
<td></td>
<td>In contrast to … – В отличие от / в противоположность</td>
</tr>
<tr>
<td></td>
<td>However … – Однако …</td>
</tr>
<tr>
<td></td>
<td>Nevertheless … – Тем не менее / Всё-таки …</td>
</tr>
<tr>
<td></td>
<td>Despite … – Несмотря на …</td>
</tr>
<tr>
<td></td>
<td>In spite of (+ noun) … – Несмотря на …</td>
</tr>
<tr>
<td>To give an example (дать пример)</td>
<td>For example / for instance … – Например …</td>
</tr>
<tr>
<td></td>
<td>As an illustration … – В качестве иллюстрации …</td>
</tr>
<tr>
<td>To indicate a restatement or explanation (указать на перефразирование или объяснение)</td>
<td>In other words … – Другими словами …</td>
</tr>
<tr>
<td></td>
<td>To put it more simply … – Проще говоря …</td>
</tr>
<tr>
<td></td>
<td>To be more specific … – Чтобы быть более конкретным …</td>
</tr>
<tr>
<td></td>
<td>Strictly speaking … – Строго говоря …</td>
</tr>
<tr>
<td>To indicate a conclusion or a summary (указать на заключение или подведение итогов)</td>
<td>In conclusion / To conclude I should like to point out … – В заключение я хотел бы указать …</td>
</tr>
<tr>
<td></td>
<td>To sum up, we may state that … – Суммируя, мы можем утверждать, что …</td>
</tr>
</tbody>
</table>
1 Underline all discourse markers in the following excerpts from the lecture on “Methods of Philosophy”.

First of all, we should recall that Philosophy has almost as many definitions as there have been philosophers, both as a subject matter and an activity.Turning to the question of methods, we’ll see that this question is no less controversial.

I believe that the method of philosophy is just the method of inquiry. To illustrate what I mean, I’ll talk a little bit about philosophy as a scientific discipline, and then about philosophy as a humanistic or perennial (вечная, нестареющая) discipline. Despite what you may have heard, philosophy and science are pretty tight. This is true in at least two ways. First, a lot of contemporary analytic philosophy draws on empirical premises to make arguments. For instance, Hilary Kornblith uses results in psychology and cognitive science to defend a particular picture of how we come to know things, and what our limitations are. Besides, some philosophers even run their own experiments. Secondly, scientific inquiry is based on philosophical methods like argument and conceptual clarification...

To sum up, we may state that philosophy’s methods include those of other areas of inquiry. Sometimes philosophy uses the scientific method. Sometimes science uses philosophical methods. Sometimes philosophy functions to apply old views to new situations. Sometimes in philosophy we reimagine the old and familiar from a new perspective. So, if there is any method to philosophy, I think it’s just the method of inquiry in general. Philosophers adopt a broad range of methods for understanding the world, and those methods seem to include, well, all of them.

Finally, I think my conclusion is a happy companion to Sellars’ famous dictum that “The aim of philosophy, abstractly formulated, is to understand how things, in the broadest possible sense of the term, hang together, in the broadest possible sense of the term.”

2 Choose the discourse marker which best shows the relationship between the sentences.

How does philosophical method differ from the scientific method? Let’s go through the points in order. 1. ___________ (However, Firstly, Secondly), science works with things, with objects. Philosophy works with concepts. 2. ___________ (For example, On the other hand, Thus), philosophy is conceptual analysis, while science is object analysis. They aim at two completely different types of ends. 3. ___________ (Secondly, However, In contrast to …), science has to be grounded in empirical observations to achieve its end. Philosophy has to be grounded in reasoning to achieve its end. Both can use either, but philosophy accepts propositions that are not ultimately grounded in empirical observation and science doesn’t. 4. ___________ (To sum up, Thirdly, First of all), philosophy uses thought experiments and modal logic that don’t have to be real world situations to do its work. Science 5. ___________ (in contrast to, moreover, on the other hand), always has to look at the real world to do its work. 6. ___________ (In conclusion, Nevertheless), it should be stressed that 7. ___________ (besides, in spite of) the differences, the connection between science and philosophy has endured for thousands of years is growing substantially stronger.
1 Read the text, write out the sentences with the words in bold (с выделенными словами) and translate these sentences in writing.

Philosophy is an academic discipline that exercises reason and logic in an attempt to understand reality and answer fundamental questions about knowledge, life, morality and human nature.

Philosophers attempt to answer such questions through the philosophical method. The method usually begins when a philosopher examines his own beliefs and begins to doubt their validity. From his doubt, questions emerge. Before answering a question, the philosopher thoroughly analyzes it to ensure it is clearly and properly defined. This helps narrow the path to the most precise answer. Next, the philosopher proposes possible answers to the question and provides reasoned arguments to support each one. The arguments are then critiqued by other philosophers, who may give rebuttals (опровержения, контрдоказательства). Through this process of criticism and judgment, known as dialectic, philosophers attempt to prove the rationality of their beliefs and discover fundamental truths.

It is no coincidence that the philosophical method has much in common with the scientific method. Indeed, early science was known as “natural philosophy.” Philosophers like Aristotle developed the concepts of inductive and deductive reasoning that form the basis of modern scientific study.

Philosophy itself is generally considered a type of social science, like sociology or psychology. That is because early philosophy was primarily concerned with describing the best way to live and organize society. From that spawned many other disciplines: economics, political science, law, linguistics, literary and art criticism, and theology – along with sociology and psychology.

Примечание.
Вы уже заметили, что в английском языке многие слова могут принадлежать к двум или более частям речи и совпадать по форме. Например,

(to) help – помогать, help – помощь,
(to) answer – отвечать, an answer – ответ,
(to) exercise – осуществлять, an exercise – упражнение,
(to) attempt – пытаться, an attempt – попытка.

Как можно определить, к какой части речи относится слово и соответственно выбрать правильный перевод? Во-первых, подсказать, к какой части речи относится слово, может формальный показатель: перед глаголом это частица to, а перед существительным – определенный (the) или неопределенный артикль (a, an) или другой определитель (some, any, this, that, etc.) Во-вторых, это место слова в предложении: глагол-сказуемое занимает второе место после подлежащего; существительное, как правило, употребляется в качестве подлежащего или дополнения и соответственно занимает место перед глаголом или после него.

Обратите также внимание на то, что слово that (что, кто, который) может выполнять не только роль относительного (союзного) местоимения, которое соединяет главное и придаточное предложение, но также that (том, та, то, это) является указательным местоимением.

Слово like (любить, нравиться) употребляется не только как глагол, но like (аналогичный, подобный) может быть прилагательным, и like (вроде, подобно, как, как будто) может быть предлогом или союзом.
CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:

1. Does philosophy have a distinctive method?
2. Does philosophy use the methods of the science?
3. What methods and techniques do philosophers use?
4. What are major stages in the development of philosophical methodology?

GRAMMAR AND VOCABULARY FOCUS

1 Suffixes are syllables, which we add to the end of words to form new words. Study the table below and form new words (parts of speech) using the given suffixes. Be sure you can translate the words.

<table>
<thead>
<tr>
<th>V + -able ⇒ Adj</th>
<th>N + -ic/-ical ⇒ Adj</th>
<th>V + -tion ⇒ N</th>
<th>N + -ive ⇒ Adj</th>
<th>V + -ing ⇒ Participle I or Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>manage</td>
<td>method</td>
<td>deduce</td>
<td>deduction</td>
<td>determine</td>
</tr>
<tr>
<td>argue</td>
<td>philosophy</td>
<td>induce</td>
<td>induction</td>
<td>clarify</td>
</tr>
<tr>
<td>attain</td>
<td>history</td>
<td>reduce</td>
<td>comprehension</td>
<td>settle</td>
</tr>
<tr>
<td>control</td>
<td>skepticism</td>
<td>investigate</td>
<td>distinction</td>
<td>doubt</td>
</tr>
<tr>
<td>reason</td>
<td>pragmatism</td>
<td>distinct</td>
<td>argumentation</td>
<td>support</td>
</tr>
<tr>
<td>doubt</td>
<td>logic</td>
<td>adopt</td>
<td>production</td>
<td>be</td>
</tr>
<tr>
<td>(! indubitable)</td>
<td>practice</td>
<td>assume</td>
<td>investigation</td>
<td>attain</td>
</tr>
<tr>
<td></td>
<td>science</td>
<td>define</td>
<td>interpretation</td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the sentences using the words in brackets in the correct form.

Philosophy is the study of and the attempt to gain knowledge and truth about the world and ourselves. It is a way of looking at things. It is a __________ 1 (collect) of ideas and _________ 2 (assume) that are used to interpret reality. It is “the rational __________ 3 (investigate) of the truths and principles of _______ 4 (be), knowledge, or conduct.” If we realize that the ___________ 5 (science) method is a way of _________ 6 (attain) truth, then it falls under the ___________ 7 (define) of philosophy.

3 Read the following sentences and translate the words and word-combinations in italics into English. Consult the table above if necessary.

1. From the (исторической) ____________ point of view, there are three important types of methodology: first the methodology of arts, secondly the methodology of sciences, thirdly the methodology of philosophy. Socrates (platonic dialogues) was the source of the
methodology of arts. Aristotle was the source of the methodology of sciences. Methodology of philosophy means the (философский) ______ aspect of methodology.

2. Some common features of the methods that philosophers follow include:

- **Methodic doubt** – a (систематичный) ____________ process of being (скептичный) ____________ about or (сомневающийся) ______________ the truth of one's beliefs.

- **Argument** – provide an argument or several arguments (поддерживающий) ____________ the solution.

- **Dialectic** – present the solution and arguments for criticism by other philosophers, and help them judge their own ones.

3. R. Descartes (1596–1650), a French philosopher and mathematician, proposed the quasi-mathematical procedure as a (продуктивный) ________________ philosophical method for the achievement of knowledge, characterized by four simple rules:

- Accept as true only what is (несомненный) _______________.
- Divide every question into (управляемые) _______________ parts.
- Begin with the simplest issues and ascend to the more complex ones.
- Review frequently enough to retain the whole argument at once.

4. The pragmatists take philosophical method as the method (определяющий) ____________ the meaning of ideas and (разъясняющий) ______________ them. William James (1842–1910), an American psychologist and philosopher, took it as the method (регулирующий) _______________ philosophical disputes. For him, the end of philosophical method is some utilitarian end.

5. Max Scheler (1874–1928), a German philosopher, maintained that the method in philosophy is what we call “logic.” He contrasted two logical methods, namely “(дедукция)” ____________ and “(индукция)” ____________ with the “phenomenological (редукция)” _______________ or the “phenomenological epoché.” According to Max Scheler, the method is a special tool, by means of which one can pursue an inquiry in philosophy.

4 Turn the following sentences into reported speech.

For example: Socrates said, “The unexamined life is not worth living for a human being.” ⇒ Socrates said that the unexamined life was not worth living for a human being.

1. K. Marx said, “The philosophers have only interpreted the world in various ways. The point however, is to change it.”

2. Aristotle thought, “It is owing to their wonder that men both now begin and at first began to philosophize.”

3. R. Descartes repeated, “It is not enough to have a good mind; the main thing is to use it well.”

4. R. Descartes taught, “The two operations of our understanding are intuition and deduction, on which alone we must rely in acquisition of knowledge.”
5. B. Russell wrote, “It is my belief that the ethical and religious motives in spite of the splendidly imaginative systems to which they have given rise, have been on the whole a hindrance to the progress of philosophy”.

6. Thomas J. Blakeley writes, “By method we mean procedure and it is obvious that the principles according to which a procedure is carried out are rules, imperatives which tell us not what is but what should be done.”

Make sure that you remember how to report people’s words by using direct or indirect (reported) speech. For this purpose, consult Grammar File p. 248.

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**PROJECT WORK**

We have seen that philosophy has almost as many definitions as there have been philosophers, both as a subject matter and an activity. No less controversial is the question of philosophical method. Some are inclined to think that philosophy is a method, rather than a set of claims, propositions, or theories. Others believe that philosophy employs different methods. Get ready to speak about one of the methods (or techniques) of philosophy. Be ready to make a short report at your next class.
Philosophy graduates have a wide range of opportunities for further study and work. The study of philosophy teaches them to address challenging questions and examine hard issues, reason well and evaluate the reasoning of others, discuss sensibly, and write effectively. In Unit 3 you will learn in what spheres philosophy graduates work and what skills give them a competitive edge.

**APPROACHING THE ISSUE**

1. a) Study the diagram below to learn in what career fields Cambridge philosophy graduates get their first employment.


(Retrieved from http://www.corpus.cam.ac.uk/admissions/undergraduate/subject-notes/philosophy/after-graduation/)
b) Discuss the following questions in groups.

1. In what careers may a philosophy degree be useful?
2. Why do you think training in philosophy help the graduates be employed in different spheres?
3. What skills can be developed through the study of philosophy?
4. What are possible career paths for philosophy graduates of the BSU?
5. What career would you like to pursue?

2 Read the list of skills given below and tick (✓) those that you believe the courses in philosophy can develop.

- to think critically  
- to examine independently  
- to solve hard issues  
- to generate ideas  
- to reason well  
- to write effectively  
- to think critically  
- to address challenging questions  
- to interpret various theories  
- to formulate logical arguments  
- to make knowledgeable decisions  
- to take a logical approach to issues  
- to examine various aspects of the topic  
- to solve problems  
- to generate ideas  
- to reason well  
- to write effectively  
- to think critically  
- to address challenging questions  
- to interpret various theories  
- to formulate logical arguments  
- to make knowledgeable decisions  
- to take a logical approach to issues  
- to examine various aspects of the topic  
- to solve problems

3 What do you think are the most important skills that philosophy can develop. Try to explain your choice. You may start as follows.

In my opinion, the most important skills are ... ... because they help / develop / show ... .

Or you may use other introductory phrases to begin your answers:

I believe that ... – Я полагаю, что ...
To my mind ... – По моему мнению ...
The way I see it ... – Как я понимаю ...
Personally, I find ... – Лично я считаю ...

READING FOR INFORMATION AND DISCUSSION

1 Philosophy courses develop skills that will be useful not only in any career but also in your personal life. In the text below you will find the answers to the most frequently asked questions about career opportunities for philosopher majors abroad.
Read the text and say if the BSU graduates have the opportunities mentioned.
TEXT 1. Where Can Philosophy Take Me?

What can I do with a degree in Philosophy?

After graduating philosophy students move into a variety of careers including teaching, publishing, journalism, marketing, the media and the legal profession. They are found working with almost every type of employer in the public, private and not-for-profit sector. It was also found that many of them have taken several paths and have managed to combine their interests. The really fortunate ones have been able to combine their knowledge and love of philosophy with whatever else they do.

What skills will I gain studying on my course?

A degree in Philosophy provides graduates with a wide range of skills, which are important in many career fields. Philosophy develops intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession. The skills you can develop through the study of philosophy are just those that employers are looking for. They are:

- Clear and logical thinking
- Critical evaluation
- Being open to new ways of thinking
- Planning
- Problem solving
- Research
- Literacy and expression
- Negotiating
- Organizing
- Writing clearly and persuasively
- Capacity for independent thought
- Working to deadlines

To the many employers who recruit graduates in any discipline, these skills will be more important than the actual subject of your degree. When you go to a job interview with a company, and you let them know that you are a philosophy major, your personal stock goes up.

It shows that you are interested in difficult and fundamental problems, that you have a good head, and that you express yourself well. There is an aura about “philosophy” that often gives candidates a competitive edge in interview situations.

In what careers may a philosophy degree be useful?

According to the survey of Department of Philosophy of Maryland University (the USA), students, who major in philosophy, have made different careers:
(1) Many of philosophy graduates have gone on to a career in law. The ability to think and write clearly, to analyze and present arguments is highly valued in the law profession, that is why philosophy majors have one of the highest rates of acceptance at law schools.

(2) Philosophy graduates are well-represented in the medical profession. Traditionally, medical schools look favourably upon candidates with a liberal arts degree, especially from philosophy departments.

(3) Philosophy graduates have gone to a variety of positions in various government agencies, such as the Department of Transportation, the U.S. Nuclear Regulatory Commissions, the Environmental Protections Agency, etc.

(4) Business and philosophy seem at first glance to be poles apart, but, in fact, many successful people in business and industry started out as philosophy majors.

(5) Liberal arts graduates are now going into Information Technology in droves (в большом количестве, массово). The connection between philosophy and computers is obvious (очевидно) for anybody who has studied logic, not to mention cognitive science. No other degree in the humanities (гуманитарные науки) produces as many scientists as philosophy. That may be because some students major in philosophy and in science as well.

What do philosophy graduates do in the UK?

This is what philosophy students did immediately after they graduated, based on figures from over 400 graduates in the UK:

- Business & Research
- Retail (розничная торговля)
- Finance
- Health & Social Work
- Public Administration
- Community, Social & Personal Service
- Manufacturing
- Transport
- Hotels & Restaurants

Philosophy majors successfully work in different spheres and do rather well financially. The employment rate among the philosophy graduates is rather high:

- Employment 60.2 %
- Further study 30 %
- Not available 8.2 %
- Seeking for employment 1.6 %

VOCABULARY BOX

a philosophy major – студент, специализирующийся в философии
personal stock goes up – личные акции (идут вверх, повышаются)
gives candidates a competitive edge – дает кандидатам конкурентное преимущество
the highest rates of acceptance – наиболее высокий уровень (поступления на юридические факультеты)
a liberal arts degree – (ученая) степень в области гуманитарных наук
to be poles apart – быть диаметрально противоположными
READING COMPREHENSION TASKS

1. Which of the summaries given below corresponds best to the main idea of the whole text?

1. Philosophy majors successfully work in different spheres and do rather well financially. They are represented in the public, private and not-for-profit sector. Many successful people in business and industry started out as philosophy majors. The employment rate among the philosophy graduates is rather high.

2. The study of philosophy develops a wide range of skills, which are important in many career fields. Philosophy teaches to think carefully, critically, and with clarity. Many philosophy courses teach to write clearly and persuasively. Philosophy contributes to the development of communicative skills and capacities for independent thinking.

3. After graduating, philosophy students have a wide range of opportunities for further study and work. Philosophy majors have one of the highest rates of acceptance at law and medical schools. They are represented in a variety of careers including teaching, publishing, marketing, business, IT and many other spheres. The interdisciplinary nature of philosophy is an ideal training ground for skills and intellectual abilities required by many professions.

2. Are these sentences true (T) or false (F) according to the text? Correct the false ones.

1. After graduating philosophy students move into a variety of careers.  
2. Many philosophy graduates have been able to combine their knowledge and love of philosophy with other occupations.  
3. Philosophy majors are found working only in the public and not-for-profit sector.  
4. Philosophy develops intellectual abilities important for life as a whole.  
5. The skills you can develop through the study of philosophy are not required for any particular profession.  
6. Majoring in philosophy often gives candidates a competitive edge in interview situations.  
7. Students who major in philosophy do not do well financially.  
8. The ability to think and write clearly, to analyze and present arguments is highly valued in the legal profession.  
9. Traditionally, medical schools look unfavourably upon candidates with a liberal arts degree.  
10. Many successful people in business and industry started out as philosophy majors.  
11. Liberal arts graduates are now going into Information Technology.  
12. No other degree in the humanities produces as many scientists as philosophy.
Find equivalents to the following Russian word combinations in the text and write them down:

1) выбрали несколько путей
2) сумели сочетать свои интересы
3) обеспечивает выпускников широким диапазоном навыков / разнообразными умениями
4) развивает интеллектуальные способности
5) личные акции идут вверх
6) дает кандидатам конкурентное преимущество
7) на первый взгляд
8) быть на противоположных полюсах
9) непосредственно после окончания
10) уровень занятости

Answer the questions. Consult the text if necessary.

1. What can graduates do with a degree in philosophy in the USA?
2. What skills do philosophy majors gain studying the course?
3. Why does education in philosophy give candidates a competitive edge in interview situations?
4. Why do philosophy graduates are now going into Information Technology?
5. In what spheres do philosophy graduates work in the UK?

Now skim Text 2 and find the answers to the following questions:

1. What made the author make a life altering decision to become a philosophy major?
2. What fabulous careers await philosophy majors in his opinion?
3. What skills does philosophy provide?
4. Do you agree with David Hume words?
In my first year of college, I met a man. A man that taught me the most valuable lesson that could ever be taught in this place we call Earth, the universe, or the world. That lesson was “To Never Accept Anything.” Never accept when you believe you have attained the highest degree of knowledge. Never accept the world around you. Never accept when someone claims to have given you “the complete and honest truth.” This man changed my life forever from the moment I took a seat in his introductory philosophy class. This man, my professor, gave me the definition of philosophy, or philos, the love of wisdom.

With my new wisdom, I made a life altering decision. That decision was to become a philosophy major. The mysteries and uncertainties of the discipline drew me in like a strong magnetic force field. I was taken in by its countless questioning of value, knowledge, life, and reality. Philosophy is a world all in its own (whether this “world” is objective or subjective is another matter that I care not to address).

From the moment I decided to become a philosophy major, I have continuously heard the nagging phrase, “what the heck are you gonna do with that?” The answer...EVERYTHING!

Philosophy is probably the only major that isn’t limited to just one career. In fact, philosophy has a kind of open door policy. You can leave one area of expertise and jump right in to another without losing any skills.

Philosophy provides skills that all employers look for when considering an employee. Some of these skills include: ability to take on challenges and responsibility, ability to think logically and critically, high verbal skills, communication, and problem solving skills.

I will leave you with a positive quote by one of the world’s greatest philosophers, David Hume who wrote, “The chief benefit, which results from philosophy, arises in an indirect manner and proceeds more from its secret, insensible influence, than from its immediate application.”
Tips for Paragraph Writing

In academic writing a paragraph consists of a group of sentences related to each other, communicating one central idea. Typically a paragraph consists of three components:

- a topic sentence,
- supporting sentences,
- a concluding sentence.

The topic sentence tells the reader what the paragraph is about and limits the information to be included in the paragraph by controlling words or phrases. Usually the topic sentence is the first sentence of the paragraph.

The topic sentence is followed by supporting sentences, which are related to the topic sentence and give more information about it or support the topic sentence by examples. The supporting sentences can also be expanded with additional details.

The concluding sentence signals the end of the paragraph or summarizes the main points of the paragraph. A concluding sentence is not absolutely necessary in a multiparagraph essay. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader.

A paragraph also contains transitions (связующие слова). These are words such as “first” (во-первых), “secondly” (во-вторых), “in addition” (кроме того), “in contrast” (в отличие, в противоположность), “for example” (например), “in conclusion” (в заключение), “thus” (таким образом) and others. Transitions are needed to hold a paragraph together and make it read smoothly.

For example:

**STEP I.** Writing a topic sentence with a controlling idea

**STEP II.** Writing supporting sentences.

**STEP III.** Writing a concluding sentence

*Philosophy majors have at least two career opportunities after graduating from the BSU.*

*First of all,* some graduates decide to pursue academic careers. *Therefore,* they take a master's course to develop their pedagogical and research skills. *For example,* only this year five graduates of the Department of Philosophy are successfully working on their Master's dissertations. *Another important* field where philosophy graduates work is business administration. *Although* business and philosophy seem at first glance to be poles apart, *in fact,* many people in business started as philosophy majors and have become good specialists in marketing, advertising, management and other fields.

*In short,* philosophy majors successfully work in different spheres and do rather well financially.
1. Write a topic sentence for the following paragraph (you will need to read the supporting sentences very carefully).

In European universities, students are not required to attend classes. In fact, professors in Germany generally do not know the names of the students enrolled in their courses. In the United States, however, students are required to attend all classes and may be penalized if they don’t. Furthermore, in the European system, there is usually just one comprehensive examination at the end of the students’ entire four or five years of study. In the American system, on the other hand, there are usually numerous quizzes, tests, and homework assignments, and there is almost always a final examination in each course at the end of the semester.

Factors of success at university

2. The most important factor is a student’s past experience of study. If a student has already developed good study habits, study at university should not be difficult. Good study habits need to be complemented by interest and motivation, factors which are important when competition gets tough. We should however not underestimate the distracting effects of financial and personal difficulties. All students have to grapple with these at some stage of their university life. Beyond the personal factors it has to be said that there is also a certain element of luck involved in success: this includes finding excellent teachers and the subject matter that inspires one to give one’s best.

3. When I first arrived, I was instantly captivated by the campus atmosphere. All the things you need as a freshly baked student – department, the library, student union and all the friends you made along the way – were in one place. Of course everyone is unique but for my part I can say that at Birmingham I have been able to set the foundations for both career and personal development.

2. Write a short paragraph (5–6 sentences) stating your reasons for choosing philosophy as a major. Think of the topic sentence, supporting sentences and a concluding one (if applicable).
1 Read the text, write out the sentences with the words in italics (с выделенными курсивом словами) and translate these sentences in writing.

It was love of the subject that led me to study philosophy. I doubt I could have done\(^1\) well at university without that. Although I didn’t understand exactly what philosophy was, I had a sense that it was interesting and important. The world seemed full of fundamental mysteries and it was only in philosophy that there was hope of solving them.

I graduated from Huddersfield Polytechnic in 1989, looking still fresh-faced and like a prototype for a certain J. K. Rowling character. My ambition to become a professional philosopher seemed far-fetched so I kept it secret for a long time. I am very pleased it became a reality.

My philosophical training has helped me in so many other\(^2\) areas of my professional life. As well as being Dean of the Arts Faculty now, I also serve on a number of other university committees and working groups. Others\(^2\) look to me\(^3\) to identify problems, work through them logically, and come up with\(^3\) solutions. I use the analytic, rational skills of philosophy in so much else, not just my research and teaching. Good thinkers are needed in all professions and the skills are useful in every task. This is why employers realize philosophy students are among the most skilled and independent thinkers.

I wasn’t too career-minded when I first came to Nottingham but I soon got a good sense of our graduates doing well. One very able student was snapped up\(^3\) by a major firm of consultants and started on a higher salary than mine! I gather he is now a barrister. I was very pleased to see recently that in a Daily Telegraph survey philosophy graduates came out\(^3\) with the eighth best employment rates, higher than in mathematics, physics and engineering.


Примечания:

1. Сочетание модального глагола с перфектным инфинитивом обозначает возможность или невозможность выполнения обозначенного действия в прошлом. На русский язык это сочетание переводится смог бы, сумел бы. Подробнее смотри:

   Grammar and Vocabulary File p. 217.

2. Местоимение other может употребляться как местоимение-прилагательное и как местоимение-существительное. Подробнее смотри:

   Grammar and Vocabulary File p. 185.

3. Look to ... come up with ... , snap sb up – фразовые глаголы. Фразовые глаголы состоят, как правило, из двух или трех компонентов: глагол + послелог, образуя единое смысловое целое, не совпадающее с основным значением глагола. Например: глагол look означает смотреть, а сочетание look for – искать, look to – обращаться (за помощью). Глагол come означает приходить, приезжать, а come up with – предложить (идею, решение), to be snapped up – быть нарасхват (о товаре), быть востребованным, come out – оказаться (на определенном месте).
CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:

1. What skills can be developed through the study of philosophy?
2. What are career opportunities for Philosophy graduates?
3. What are your reasons for studying Philosophy and how can you benefit from it?
4. In what fields do graduates of the BSU Faculty of Philosophy work?

GRAMMAR AND VOCABULARY FOCUS

1 Fill in the blanks using a word from the list in the proper form:

<table>
<thead>
<tr>
<th>provide</th>
<th>teach</th>
<th>examine</th>
<th>develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>take on</td>
<td>provide</td>
<td></td>
</tr>
</tbody>
</table>

A degree in Philosophy provides graduates with a wide range of skills, which are important in many career fields. Some of these skills include: ability to challenges and responsibility, hard issues, knowledgeable decisions, to work to deadlines.

Philosophy develops intellectual abilities which are important for life as a whole. Philosophy you to think carefully, critically, and with clarity. Philosophy an excellent preparation for law school and other professional programs, as well as a solid foundation for a career in business, teaching, writing, or public service.

The interdisciplinary nature of philosophy is an ideal training ground for philosophy majors going into IT.

2 Read the following sentences and translate the words and word-combinations in *italics* into English. This activity is a good way to train your memory and refresh your English vocabulary.

1. A degree in Philosophy (обеспечивает выпускников) with a wide range of skills, which are important in many career fields.

2. Philosophy develops (интеллектуальные способности) important for life as a whole.

3. Education in Philosophy often gives candidates (конкурентное преимущество) in interview situations.
4. (Студенты, специализирующиеся в философии) ______________________ successfully work in different spheres.

5. Many successful people in business and industry (начинали как) _________ philosophy majors.

6. The (междисциплинарный характер) ________________________ of philosophy is an ideal training ground for different professions.

7. Philosophy majors (довольно хорошо преуспевают в финансовом отношении) ________________________.

3 Use the verbs in brackets in Active or Passive forms.

1. Philosophy is probably the only major that ____________ (not / limit) to just one career.

2. Philosophy ____________ (develop) intellectual abilities important for life as a whole, beyond (помимо) the knowledge and skills required for any particular profession.

3. The ability to think and write clearly, to analyze and present arguments highly ____________ (value) in the law profession.

4. Philosophy majors ____________ (find) working with almost every type of employer in the public, private and not-for-profit sector.

5. It ____________ (also find) that many of philosophy graduates ____________ (take) several paths and ____________ (manage) to combine their interests.


4 Find and underline the forms of Gerund and Participle (V-ing forms). Translate the sentences into Russian.

1. Taking philosophy courses develops skills that will be useful not only in any career but also in your personal life. The study of philosophy will enable you to take a logical approach to addressing challenging questions and examining hard issues, reason well and evaluate the reasoning of others.

2. Studying philosophy gives you a deep understanding of how the world works, even how it should work.

3. Philosophy develops intellectual abilities important for life as a whole, beyond the knowledge and skills required for any particular profession.

4. Most students of philosophy don’t go on to become philosophy professors. But they do go on to get good jobs in a wide range of fields, including law, medicine, business, education, and many more.

Make sure that you remember how Gerund and Participles are used. For this purpose, consult Grammar File pp. 225, 232.
5 Complete the sentences using the Infinitive or the V-ing form.

Today, philosophers can be found 1 (work) ____________ in nearly every career field. Some are scientists 2 (develop) ____________ ways 3 (test) ________ household products without 4 (use) ________ animals. Some are politicians and human rights activists 5 (fight) ____________ for changes in foreign policy that will alleviate war and poverty for millions of Third World citizens. Some are economists 6 (seek) ____________ practical solutions to economic inequality. Still others are programmers 7 (work) ____________ on the cutting edge of technology 8 (develop) ____________ faster and more efficient computer software.

9 (Study) ____________ philosophy can help you 10 (live) ____________ better by helping you to understand yourself as a thinking, acting being. Socrates famously said that “the unexamined life is not worth 11 (live) ________;” and philosophy is the tool he recommended for 12 (examine) ____________ both one's own life and the various possibilities open to you throughout your life.

Make sure that you remember how to use Infinitive and V-ing forms. For this purpose, consult Grammar File pp. 222, 227, 234.

PROJECT WORK

As you have seen a degree in Philosophy provides graduates with a wide range of skills, which are important in many career fields. Using the vocabulary and information about career paths of Maryland University (the USA) and the UK philosophy graduates, write down a paragraph or two describing career opportunities for the BSU graduates and your future priorities in the area of employment. Get ready to speak on the topic at your next class.

The value of a philosophy degree
How can studying philosophy bring value to your life, your career, and your academic goals?

Ask a philosophy graduate!
Wednesday October 15th, 12:30 – 1:20 pm
Murray Learning Commons
(Outside the Starbucks on the Grand Floor)

Panelists

Richard Sennett
Philosopher and Sociologist
Author of "The Craft of Everyday Life"

Kathleen Stock
Philosopher
Author of "Philosophy for Animals"

John Haught
Philosopher
Author of "The Future of Things"

Panelists available to answer questions after the talk.

For more information contact Dr. Alexander Kehoe in Philosophy.
Sponsored by The Department of Philosophy, The Division of Humanities and Fine Arts, and the James A. Zellerbach ’73 Humanities Center.
Think about the major questions that we ask about our social world. Are men and women really that different? Why do we have problems such as racism? What motivates people to have social status and respect? These questions are hugely important to life of a human being, and they are studied by the field of sociology.

In Unit 1 you will learn how to define terms and get acquainted with some definitions given to sociology by different scholars and its major areas of research.

APPROACHING THE ISSUE

1 Discuss these questions in class.
   1. What is the origin of the word “sociology”? What does this word mean?
   2. When did sociology as a science appear? Is it a new science?
   3. What are the areas of research within the field of sociology?
   4. What other social sciences is sociology related to? How do their subject matters differ?

2 a) How would you define sociology? Work in small groups and produce a group definition of sociology. You may find the language structure below useful to make a definition.

Thing to be defined + verb + general class word + wh-word + particular characteristics

b) Read the definitions of sociology given by different scholars and decide which of them is closer to your understanding of the science. Use introductory phrases to begin your answers:

In my opinion ... – По моему мнению ...
Personally I find (that) ... – Лично я считаю, (что) ...
The way I see it ... – Как я это понимаю ...
“Sociology is the study of human social life, groups and societies. It is a dazzling and compelling enterprise, having as its subject matter our own behaviour as social beings”. ~ Anthony Giddens (a famous British sociologist).

Sociology is the science of social phenomena “subject to natural and invariable laws, the discovery of which is the object of investigation”. ~ Auguste Comte (a French philosopher, founder of Sociology).

“Sociology is a general science of society”. ~ Kingsley Davis (an internationally recognized American sociologist and demographer).

Sociology can be described as the “science of institutions, their genesis and their functioning”. ~ David Émile Durkheim (a French sociologist, social psychologist and philosopher).

Sociology is “the science which attempts the interpretative understanding of social action in order thereby to arrive at a casual explanation of its course and effects”. ~ Max Weber (a German sociologist, philosopher, and political economist).


“In the broadest sense, sociology is the study of human interactions and inter-relations, their conditions and consequences”. ~ Morris Ginsberg (a famous British sociologist).

**READING FOR INFORMATION AND DISCUSSION**

1. The study of society is as old as human thought. However, the history of sociology as a discipline is less than two hundred years old. So, sociology is comparatively a new science. Therefore, its scope is yet to be defined clearly. Read the text and answer the following questions.

1. Why is sociology considered to be a very broad discipline?
2. What is the origin of the word “sociology”? What does it mean?
3. What encouraged the emergence (возникновение) of sociology?
4. What sociologists are considered to be founders of sociology as a science?
5. How is the subject matter of sociology different from that of other social sciences?

**TEXT 1. What Is Sociology?**

Sociology, in the broadest sense, is the study of society. Sociology is a very broad discipline that examines how humans interact with each other and how human behavior is shaped by social structures (groups, communities, organizations), social categories (age, sex, class, race, etc.), and social institutions (politics, religion, education, etc.). The basic
foundation of sociology is the belief that a person's attitudes, actions, and opportunities are shaped by all of these aspects of society. The sociological perspective is fourfold (состоит из четырех частей): individuals belong to groups; groups influence our behavior; groups take on characteristics that are independent of their members; and sociologists focus on behavior patterns of groups, such as differences based on sex, race, age, class, etc.

Origins

The term sociology was recoined by the French philosopher Auguste Comte (1798–1857) in 1838 from the Latin term socius (companion, associate) and the Greek term logia (study of, speech). Comte hoped to unify all the sciences under sociology; he believed sociology could improve society and direct human activity.

Some other prominent sociologists who are considered founders of sociology are W.E.B. Du Bois, Emile Durkheim, Harriet Martineau, Karl Marx, Herbert Spencer, and Max Weber. W.E.B Du Bois was an early American sociologist who laid the groundwork (заложил основы) for sociology of race and ethnicity and contributed important analyses of American society in the aftermath (последствия) of the Civil War. Marx, Spencer, Durkheim, and Weber helped define and develop sociology as a science and discipline, each contributing important theories and concepts still used and understood in the field today. Harriet Martineau was a British scholar and writer who was also fundamental to establishing the sociological perspective and wrote a lot about the relationship between politics, morals, and society, as well as sexism and gender roles.

History

Although sociology has its roots in the works of philosophers like Plato, Aristotle, and Confucius, it is a relatively new academic discipline. It emerged in the early nineteenth century in response to the challenges of modernity. Increasing mobility and technological advances resulted in the increasing exposure of people to cultures and societies different from their own. For some people it included the breakdown of traditional norms and customs and made them revise an understanding of how the world works. Sociologists responded to these changes by trying to understand what holds social groups together and also to explore possible solutions to the breakdown of social solidarity.

Other events that influenced the development of sociology were political revolutions sweeping Europe during the eighteenth and nineteenth centuries. They led to a focus on social change and the establishment of social order that sociologists are still concerned with today. Many early sociologists were also concerned with the rise of capitalism and socialism. Additionally, the growth of cities and religious transformations were causing many changes in people's lives.

Sociology and other social sciences

There is a close connection between sociology and other disciplines such as psychology, economy, anthropology, criminology, political science, and history. But sociologists differ
from psychologists because they are not concerned exclusively with the individual, they are interested in what goes on between people. They differ from economists by being less interested in commercial exchanges; they are interested in the exchange of intangibles (неосязаемое) such as love and affection. Anthropologists study human beings and their ancestors through time in terms of physical characteristics, environmental and social relations, and culture, while sociology is the study of human society at a given period in time focusing on social relationships. Criminologists specialize in illegal behaviour, while sociologists are concerned with the whole range of human behaviour. Similarly, political scientists focus on political organizations and their activities, while sociologists survey all social organizations. Finally, sociologists share with historians an interest in the past but are equally interested in the present and the future.

**VOCABULARY BOX**

- to relate (to) – относиться к, быть связанным с ...
- subject matter – предмет изучения
- to shape – формировать
- community – сообщество
- belief – убеждение, вера
- attitude (to smth) – отношение к ч.-л.
- to influence (smth) – влиять на ч.-л.; influence (on smth) – влияние на ч.-л.;
- to unify – объединять
- to direct – направлять, управлять
- to contribute – вносить вклад, способствовать
- concept – понятие
- field – область (науки)
- to establish – устанавливать
- relationship – взаимоотношение
- to emerge – появиться, возникнуть
- response – ответ, реакция; in response to ... – в ответ на ...
- challenge – права и обязанности
- to increase – увеличивать
- exposure – незащищённость, подверженность воздействию
- breakdown – развал, распад
- to explore – исследовать, изучить
- solution – решение (задачи, проблемы)
- to concern – затрагивать, касаться; to be concerned with ... – быть связанным с ..., заниматься ч.-л.
- range – ряд, сфера
- to survey – исследовать, анализировать

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Mark the sentences as true (T) or false (F) according to the text. Correct the false ones.

1. Sociology as a science focuses on exploring the ways people interact with each other.  
   2. Sociologists emphasize that human behaviour can be explained by both genetics and environment.  
   3. The term “sociology” comes from the Latin language meaning “study of society”.  
   4. Sociology is an old science which appeared many centuries ago.  
   5. Sociology appeared as a response to social changes taking place in society in the late eighteenth and nineteenth centuries.  
   6. The unit of analysis for psychology is the individual, whereas for sociologists, it is the whole of society.  
   7. Sociologists differ from anthropologists primarily because they specialize in the study of modern societies.  
   8. The subject matter of sociology is broader than that of political science.

Complete the sentences below.

1. Sociology studies _____________________________.  
2. The basic foundation of sociology is the belief that ______________________.  
3. The sociological perspective consists of four parts _______________________.  
4. Marx, Spencer, Durkheim, and Weber contributed _______________________.  
5. Sociology is a relatively new science because _______________________.  
6. The science of sociology appeared as the result of _______________________.  
7. Sociology differs from psychology because _______________________.  
8. Unlike criminologists sociologists are concerned with _______________________.

Translate into English. Use the text above.

1. В самом широком смысле социология – это наука об обществе.  
2. Поведение людей, по мнению социологов, формируется под воздействием социальных структур, категорий и институтов.  
3. Огюст Конт полагал, что социология должна объединить все знания об обществе.  
4. Основоположниками социологической науки считаются Макс Вебер, Эмиль Дюркгейм, Карл Маркс, чьи теории до сих пор используются в социологических исследованиях.  
5. Социология появилась в ответ на изменения, которые происходили в обществе в конце XVIII века.
Read Text 2 to learn about areas of sociology. After reading decide which area of sociology studies the following phenomena:

1) миграционные потоки; _________________________
2) сегрегация населения по месту жительства; _________________________
3) воспитание детей; _________________________
4) распределение власти; _________________________
5) процесс формирования ценностей; _________________________
6) уровень рождаемости; _________________________
7) уровень фертильности; _________________________
8) уровень детской смертности; _________________________
9) процесс старения; _________________________
10) практика управления; _________________________
11) трудовые отношения; _________________________
12) влияние сверстников. _________________________

The sociological field of interest ranges from the analysis of short contacts between anonymous individuals on the street to the study of global social processes. Therefore, sociology falls into subfields that examine different dimensions of society.

**TEXT 2. Areas Of Sociology**

Sociology is a very broad and diverse field. The following are some of the major areas of research and **application** within the field of sociology.

*Globalization.* The sociology of globalization focuses on the economic, political, and cultural aspects of a globally integrated society. Many sociologists focus on the way **consumer goods** connect people all over the world, migration flows, and issues of inequality in global society.

*Race and Ethnicity.* The sociology of race and ethnicity examines the social, political, and economic relations between races and ethnicities at all levels of society. Topics commonly studied include racism, residential segregation, and the differences in social processes between racial and ethnic groups.
Consumption. The sociology of consumption is a subfield of sociology which places consumption at the center of research questions, studies, and social theory. Researchers in this subfield focus on the role of consumer goods in our everyday lives, in our relationships with other people, in our culture and traditions.

Family. The sociology of family examines things such as marriage, divorce, child rearing, and domestic abuse. Specifically, sociologists study how these aspects of the family are defined in different cultures and times and how they affect individuals and institutions.

Social Inequality. The study of social inequality examines the unequal distribution of power, privilege, and prestige in society. These sociologists study differences and inequalities in social class, race, and gender.

Knowledge. The sociology of knowledge is a subfield devoted to researching and theorizing the socially situated processes of knowledge formation and knowing. Sociologists in this subfield focus on how institutions, ideology, and discourse (how we talk and write) shape the process of coming to know the world, and the formation of values, beliefs, and expectations.

Demography. Demography refers to a population's composition. Some of the basic concepts explored include birth rate, fertility rate, death rate, infant mortality rate, and migration. Demographers are interested in how and why these demographics vary between societies, groups, and communities.

Health and Illness. Sociologists who study health and illness focus on the social effects of, and societal attitudes towards, illnesses, diseases, disabilities, and the aging process. This is not to be confused with medical sociology, which focuses on medical institutions.

Work and Industry. The sociology of work concerns the implications of technological change, globalization, labour markets, work organization, managerial practices, and employment relations. These sociologists are interested in workforce trends and how they relate to the changing patterns of inequality in modern societies as well as how they affect the experiences of individuals and families.

Education. The sociology of education is the study of how educational institutions determine social structures and experiences. In particular, sociologists might look at how different aspects of educational institutions (teacher attitudes, peer influence, school climate, school resources, etc.) affect learning and other outcomes.

Religion. The sociology of religion concerns the practice, history, development, and roles of religion in society. These sociologists examine religious trends over time, how various religions affect social interactions.
Tips for Giving Definitions

If we wish to analyze a problem, it is essential to define the basic terms (определить основные термины) to make it perfectly clear what we mean.

The language construction in a simple definition is the following:

**Thing to be defined + verb + general class word + wh-word + particular characteristics**

An academic degree + is + a title (a qualification) + which + is awarded for successfully completing a course of study.

A scholar + is + a person + who + studies an academic subject and knows a lot about it.

Globalization + is + a process by which + the people of the world are unified into a single society and function together.

Use who for a person, which for a thing, and where for a place. You can use that instead of who and which.

For example: She is a girl who / that studies in my group.
It is a thing which / that connects two computers.
University is a place where you can get higher education.

A definition written in this way may be reduced: a relative clause may be reduced to Participle I or Participle II.

An academic degree is a title (a qualification) awarded (Participle II) for successfully completing a course of study.

A scholar is a person studying (Participle I) an academic subject and knowing a lot about it.

Philosophy is the branch of knowledge or academic study devoted (Participle II) to the systematic examination of basic concepts such as truth, existence, reality, etc.

Definitions may be extended (расширенный) in order to be more precise and/or to give more information about the subject when authors discuss complicated concepts (сложные понятия). In this case, examples, illustrations and comparisons may be used to make the ideas clearer. For example if we wish to discuss a term like “globalization”, it is vital to make it perfectly clear what we mean:

“Globalization” may be defined in many ways. Some people argue that the term denotes above all an economic phenomenon, involving increasing interaction of national economies through the growth of international trade and investment. Others put a negative slant (зд. оттенок значения) on the word, presenting it as a worldwide drive towards a global economic system dominated by international corporations. A more balanced assessment might, however, suggest that globalization is the increase in cross-border economic, social and technological exchange under conditions freely chosen by many nations.
**Useful Vocabulary**

- **X denotes ...** – Х означает, обозначает ...
- **X may be defined as ...** – Х может быть определен как ...
- **X is distinguished from Y in ... / differs from Y in ...** – Х отличается от Y ...
- **Unlike Y, X deals with / relies on ...** – В отличие от Y Х имеет дело с / полагается на ...
- **X means different things to different people ...** – Х означает разное для разных людей ...
- **For the purpose of this discussion X will be taken to mean ...** – В целях данного обсуждения Х будет пониматься ...

1. **Match the words with the definitions:**

<table>
<thead>
<tr>
<th>a professor</th>
<th>a diploma</th>
<th>demography</th>
</tr>
</thead>
<tbody>
<tr>
<td>a university</td>
<td>sociology</td>
<td>social inequality</td>
</tr>
</tbody>
</table>

1. ____________ is an educational institution at the highest level where you study for a degree.
2. ____________ is a teacher who works at a university.
3. ____________ refers to a document, which shows that a student has successfully completed his/her high school or university education.
4. ____________ is an academic discipline that embraces the study of human social life.
5. ____________ is defined as the statistical study of populations.
6. ____________ refers to the existence of uneven opportunities and rewards for different social positions or statuses within a group or society.

2. **Read the extended definition of sociology. Underline the general class words used in the definition. Using the vocabulary given above add some more details to make the definition more complete.**

Sociology is the study of the origin, development, organization, and functioning of human society; it is the study of the fundamental laws of social relationships, institutions, etc. It generally concerns itself with the social rules and processes that bind and separate people not only as individuals, but as members of associations, groups, and institutions, and includes the examination of the organization and development of human social life.

3. **Give definitions to major areas of sociology. Use the language structure and vocabulary for giving definitions from “Helpful Tips”:**

1. __________________________________________________________
2. __________________________________________________________
Read the text, write out the sentences with the word “that” and translate them in writing.

Herbert Spencer was born in Derby, England in 1820. Spencer’s father was a school teacher, however he was very unconventional and Herbert therefore received a largely informal and undisciplined education. Spencer had many eclectic interests and eventually trained as a civil engineer for railways. In his early 20s, however, he turned to journalism and political writing.

From 1848 to 1853 he served as sub-editor on the free-trade journal The Economist, during which time he published his first book, Social Statics. “Social statics” is a term that Spencer borrowed from Auguste Comte, which deals with the conditions of social order. In Social Statics, Spencer predicted that humanity would eventually become completely adapted to the requirements of living in society with the consequential withering away of the state.

In 1855, Spencer published his second book, The Principles of Psychology, which was much less successful than his first book. It was about this time that Spencer also began experiencing serious mental health problems. He rarely went out in public and was only able to write for a few hours each day. He thus embarked on a lengthy project, which was the nine-volume A System of Synthetic Philosophy, which he wrote between 1862 and 1893. In it, he provided a systematic account of his views in biology, sociology, ethics and politics and presented his idea that societies are organisms that progress through a process of evolution similar to that experienced by living species, a concept known as social darwinism.

Among many of the honors he was given, Spencer was nominated for the Nobel Prize for Literature in 1902. He declined most of the honors he was given.

Примечание.
Обратите внимание на то, что слово that может выполнять несколько функций и соответственно иметь разный перевод:
- указательное местоимение (тот, та, то, это); обычно стоит перед существительным;
- слово-заменитель (может сопровождаться предлогом of); заменяет упомянутое существительное, переводится или словом, которое заменяет, или совсем не переводится.
- относительное местоимение (который, -ая, -ое); после существительного вводит определительное придаточное предложение;
- союз (что); стоит после сказуемого, вводит дополнительное придаточное предложение;
- союз (то, что); вводит придаточное подлежащее и придаточное сказуемое.
• вводит выделительное придаточное предложение в конструкции *it is (was)... that*, выделяющей один из членов предложения; при переводе к выделенному члену предложения обычно добавляют именно. (*It was Compte that coined the term sociology. – Именно Конт ввел в обращение термин «социология».*

**CHECK YOURSELF**

Make sure that after working through the material in this Unit you are able to answer the following questions:
1. What does sociology study?
2. How is sociology different from other social sciences?
3. What are the major areas of sociology?
4. What issues do the major areas of sociology deal with?

**GRAMMAR AND VOCABULARY FOCUS**

1 a) Turn the following sentences into questions. Start with the word given in brackets.

1. Personal wealth is distributed unevenly in society. (How?) ⇒ *How is personal wealth distributed in society?*
2. Some countries are rich and some are poor. (Why?)
3. Housework and childcare responsibilities are shared equally in Sweden. (How?)
4. Secularism is on increase, especially in well-developed countries of Europe. (Where?)
5. The system of education in Belarus works effectively. ⇒ *How does the system of education in Belarus work?*
6. Our work affects our leisure activities. (How?)
7. Media influence people’s beliefs. (How?)
8. The number of thefts increases during the holidays. (When?)
9. Voting behaviour depends on many factors. (What?)

Make sure that you remember how to make questions. For this purpose consult Grammar File p. 154.

b) Now decide which branches of sociology seek to answer the questions you’ve made up in 1 a). Choose from the list below.

- Sociology of Mass Media
- Political Sociology
- Sociology of Development
- Sociology of Crime and Deviance
- Sociology of Education
2 In the sentences below use Participle I (-ing) or Participle II (3d form) from the words given in brackets

1. (Increase) _______ mobility and technical revolution fostered the emergence of sociology.
2. Other events that influenced the development of sociology were political revolutions (sweep) _______ Europe during the eighteenth and nineteenth centuries.
3. Sociologists of globalization focus on different aspects of a globally (integrate) _______ society.
4. The sociology of consumption is a subfield of sociology (study) _______ the role of consumer goods in our everyday lives, in our relationships with other people, in our culture and traditions.
5. The sociology of knowledge is a subfield (devote) _______ to researching social processes (shape) _______ the formation of knowledge, values, beliefs, and expectations.
6. Some of the basic concepts (explore) _______ in sociology of demography include birth rate, fertility rate, death rate, infant mortality rate, and migration.
7. The sociology of work studies how workforce trends relate to the (change) _______ patterns of inequality in modern societies.

Make sure that you remember how to use Participles. For this purpose consult Grammar File p. 232.

3 Choose the appropriate answer.

1. The basic foundation of sociology is the belief that a person’s attitudes and actions _______ by society.
   a) shape     b) are shaped
2. The term sociology _______ by the French philosopher Auguste Comte.
   a) coined     b) was coined
3. The sociologists of globalization _______ on the economic, political, and cultural aspects of a globally integrated society.
   a) focus     b) are focused
4. The social, political, and economic relations between races and ethnicities _______ within the sociology of race and ethnicity.
   a) study     b) are studied
5. Birth rate, death rate, migration _______ by the sociologists of demography.
   a) explore     b) are explored
6. Sociology of health and illness shouldn’t _______ with medical sociology.
   a) confuse     b) be confused
7. Aristotle _______ science into: Philosophy (metaphysics), Cosmoplogy, and Psychology.
   a) divided     b) is divided
8. Sociology of religion _______ religious trends over time, how various religions affect social interactions.
   a) examines  
   b) is examined


4 Complete the chart with the corresponding part of speech.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>shaped</td>
<td>belief</td>
<td></td>
</tr>
<tr>
<td>influence</td>
<td></td>
<td>concerned</td>
</tr>
<tr>
<td>exposure</td>
<td>establishment</td>
<td>solution</td>
</tr>
<tr>
<td>contribute</td>
<td>response</td>
<td></td>
</tr>
<tr>
<td>emerge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Paraphrase the sentence preserving its meaning. Replace the word in italics with the part of speech prompted in brackets. You may need to add extra words.

For example: Sociology studies human society at a given period of time. (n) – Sociology is the study of human society at a given period of time.

1. Sociologists share the belief that human behaviour is shaped by social structures, social categories, and institutions. (v)
2. The emergence of sociology dates back to the early nineteenth century. (v)
3. Increasing mobility and technological advances influenced the development of sociology. (adj)
4. Auguste Compte believed in possible unification of all sciences under sociology. (v)
5. Marx, Spencer, Durkheim, and Weber contributed important theories and concepts still used in the field today. (n)
6. Political revolutions led to a focus on establishing social order. (n)
7. The rise of capitalism and socialism concerned many early sociologists. (n)
8. Sociologists also tried to explore how it was possible to solve the breakdown of social solidarity. (n)
9. As the result of technological revolution people became exposed to cultures and societies different from theirs. (n)
10. Unlike political scientists, sociologists survey all social organizations. (n)
Today there are two main approaches to studying sociology. The first is macro-sociology, or the study of _______ as a whole. This approach emphasizes the analysis of social systems and populations on a large scale and at a high level of _______ abstraction. Macro-sociology concerns _______, families, and other aspects of society, but it always does so in _______ to the larger social system. The second approach is micro-sociology, or the study of small group _______. This approach focuses on the nature of everyday human social _______. At the micro level, social status and social roles are the most important components of social structure and micro-sociology focuses on the interactions between these social roles. Much contemporary _______ research and theory bridges these two approaches.

Although sociology is a relatively new discipline, many prominent scholars have made their contributions known to the world through their writings and their students. Get ready to speak about one of the greatest sociologists: do not forget to mention the dates of his/her life, education, most important theory that made him/her famous. Be ready to make a short report.
Sociologists use a diversity of research methods. Some of them are purely sociological, others are shared with psychology, philosophy, economics and even natural sciences.

In Unit 2 you will learn about most wide-spread sociological methods and their characteristics. You will also get acquainted with the words and expressions that help organize a text.

**APPROACHING THE ISSUE**

1. **Discuss these questions in class.**
   1. What research methods do you know?
   2. What research methods might sociologists use in their research? Are sociological methods different from the ones used in other sciences?
   3. What is the difference between *qualitative* and *quantitative* methods?
   4. Have you ever participated in any research as a *subject* (respondent) or a researcher? Share your experience.

2. **Comment on the following quotation. Do you agree with it? Why? Why not?**

   *Sociology is the science which has the most methods and the least results.*

   *Henri Poincaré* (*a French mathematician, theoretical physicist, engineer, and a philosopher of science*)

   Use expressions of agreement, partial agreement or disagreement:

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Partial agreement</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no doubt about it.</td>
<td>It is only partly true.</td>
<td>I’m afraid, I can’t agree with ….</td>
</tr>
<tr>
<td>I completely / absolutely agree with ….</td>
<td>I agree with … in part, but ….</td>
<td>I can’t agree with this idea.</td>
</tr>
<tr>
<td>I simply must agree with that.</td>
<td>That is not necessarily so.</td>
<td>I cannot share this view.</td>
</tr>
</tbody>
</table>
Research is an important part of any social science. Researchers strive to systematically collect information in order to create accurate and objective descriptions of the social world. Read the text to learn about the basic types of sociological methods.

**TEXT 1. Research Methods in Sociology**

Research in social sciences occurs in many different forms and can be divided into two basic types: qualitative and quantitative.

The word “qualitative” means to distinguish concepts by their qualities. Qualitative research focuses on interpretation of phenomena in their settings, developing a deeper understanding of a particular phenomenon. They explore why and how social phenomena occur. Qualitative research involves collecting information about personal experiences, introspection, life stories, interactions and visual texts which are meaningful in people’s lives.

Qualitatively oriented sociologists tend to employ different methods of data collection and analysis, including participant observation, unstructured interviews, focus groups, content analysis, and historical comparison.

Qualitative information most commonly refers to descriptions of an observation. Some social scientists rely on personal or collective accounts of a situation to conduct a qualitative case study.

The results of qualitative research are subjective, portraying an interpretive approach to describing people and situations.

The word “quantitative” expresses data that is subject to measurements and numbers. Quantitative methods of research in sociology employ data that is objective and statistical. Quantitative research uses measurable data to formulate facts and uncover patterns in research. It is used to quantify attitudes, opinions, behaviours, and other defined variables – and generalize results from a larger sample population. Quantitative data collection methods are much more structured than qualitative data collection methods.

Quantitative data collection methods include various forms of surveys, interviews, longitudinal studies, and polls. The sample size is typically small, and respondents are selected to fulfil a given quota (квотная выборка).

There is no particular rule for which research technique to use in sociology. Different theories will tend to prefer different data collection methods. For example, quantitative research methods are commonly used by functionalist theorists. On the other hand, feminist theory often makes use of qualitative techniques to better describe personal accounts of marginalized women in societies.

Remember that both quantitative and qualitative analysis have proved useful within their respective (соответствующий) fields and individual studies.

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1. What are the basic types of methods in sociology?
2. What qualitative methods are used in sociology?
3. What issues are researched with the help of qualitative methods?
4. What issues are investigated with quantitative methods?
5. Which type of research methods is more useful?

2. Fill in the table below by giving characteristics of either qualitative or quantitative research.

<table>
<thead>
<tr>
<th>Qualitative research</th>
<th>Quantitative research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim is a complete, detailed description.</td>
<td>The aim is to classify features, count them, and construct statistical models.</td>
</tr>
<tr>
<td>Researcher may only know roughly in advance what he / she is looking for.</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>All aspects of the study are designed before the data are collected.</td>
</tr>
</tbody>
</table>
Work in pairs. Discuss which methods (qualitative or quantitative, or both) can be used to research the following issues.

1. Population census (перепись населения)
2. Political image of Belarus
3. Popularity of a particular social network
4. Life story of an immigrant
5. Attitudes to the law against smoking in public places
6. Dietary habits of Belarusians
7. Gender equality in employment promotion

Render the following text in English. Make use of Text 1 and the Vocabulary Box.

Work in pairs. Discuss which methods (qualitative or quantitative, or both) can be used to research the following issues.

1. Population census (перепись населения)
2. Political image of Belarus
3. Popularity of a particular social network
4. Life story of an immigrant
5. Attitudes to the law against smoking in public places
6. Dietary habits of Belarusians
7. Gender equality in employment promotion

4 Render the following text in English. Make use of Text 1 and the Vocabulary Box.

Все методы сбора информации в социологических исследованиях можно разделить на две большие группы: количественные и качественные.

Количественные исследования предназначены для изучения объективных, количественно измеряемых характеристик поведения людей. Количественные исследования являются преимущественно описательными (descriptive).

Обработка (processing) информации в таких исследованиях осуществляется с помощью процедур, количественных по своей природе. К выборке в количественных исследованиях предъявляются жесткие (rigid) требования (requirements), базирующиеся на теории вероятностей (theory of probability) и математической статистике. В связи с этим возможен перенос (transfer) выводов, полученных на основе изучения выборочной совокупности (population), на всю генеральную (generalised) совокупность.

Качественные исследования предназначены для получения так называемой глубинной информации. Качественное исследование можно назвать интерпретационным. Качественное исследование позволяет получить информацию о мотивах поведения, установках людей, то есть получить ответ на вопрос: «Почему?». Жесткие требования к выборке и математическому подтверждению достоверности (validation) полученной информации к таким исследованиям неприменимы.
Read Text 2 to learn about tools of sociological research. While reading, fill in the table with key words and expressions to describe research methods.

<table>
<thead>
<tr>
<th>Method</th>
<th>Short description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Are among the most commonly used tools of sociological research, whether in the form of a questionnaire, interview, or telephone poll. Surveys make it possible to ask specific questions about a large number of topics and then perform sophisticated analyses. Questionnaires are typically distributed to large groups of people. They collect data such as income, occupation, educational level, age, race, and gender, coupled with additional questions that throw light on a particular research subject. For closed-ended questions, people must reply from a list of possible answers. For open-ended questions the respondent is allowed to elaborate on his or her answers. Closed-ended questions are generally analyzed quantitatively, and open-ended questions are generally analyzed qualitatively. There are several advantages of using a questionnaire over other forms of surveys. They are cheap, they do not require as much effort in gathering responses as does a verbal or telephone survey. They can be analysed more “scientifically” and objectively than other forms of research. One of the disadvantages is that it is no way to tell how truthful a respondent is. Similarly to questionnaires, interviews provide a structured way to ask people questions. They may be conducted face-to-face, by telephone, or electronically. Interview questions may be open-ended or closed-ended, though open-ended questions are more common as they allow the respondent to elaborate on their answers. A telephone poll is a questionnaire that is done over the telephone. The response categories are typically closed-ended. Telephone polls can be very costly and time-consuming. Moreover, respondents are often not open to taking these phone calls and hang up before responding to any questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEXT 2. Tools of Sociological Research**

> For your notes

| анкетирование | закрытые вопросы | конкретизировать | времязатратный |
Another common way for sociologists to collect data and study society is to actually become a part of the group they are studying. This is called participant observation. During participant observation, two separate roles are played at the same time: subjective participant and objective observer.

The goal of participant observation is to gain a deep understanding and familiarity with a certain group of individuals. This is usually some sort of subculture group or a particular community group. To do this, the researcher usually becomes a part of the group and lives as a group member for an extended period of time.

There are several weaknesses in using participant observation. It is very time consuming. The researchers have to collect data from vast amounts of notes. Since such studies usually focus on fairly small groups, it is hard to make any generalizations from the findings.

The most precise research method available to sociologists is the controlled experiment, an investigation in which the variables being studied are controlled and the researcher obtains the results through precise observations and measurements. To conduct a controlled experiment, two groups are created, an experimental group, which is exposed to the factor a researcher is examining, and the control group, which is not.

Although experimentation is appropriate for small group research, most of the issues that interest sociologists can't be investigated in totally controlled situations.

Content analysis is a research method used to analyze social life by interpreting words and images from documents, film, art, music, and other cultural products and media. In other words, it's used to explore the content of various media in order to discover how particular issues are presented. At its most basic, content analysis is a statistical exercise that involves categorising some aspect or quality of people's behaviour and counting the number of times such behaviour appears. A simple content analysis might involve counting the number of minutes men and women appear on screen in a particular programme. This allows us to build-in a picture of the patterns of behaviour that underlie social interactions portrayed in the media.

Content analysis has several strengths. It's relatively easy to gain access to the broadcast or publication you want to study. It produces highly reliable (usually quantitative) data. Content analyses are usually easy to replicate. However, content analysis is limited in what it can study. Second, it may not be as objective as it claims since the researcher must select and record data accurately. It can also be time consuming.
Reading Comprehension Tasks

1 Decide which method (methods) of research may be given the following descriptions.

1. It aims to study behaviour through an involvement with people in their natural environment.
2. Large amounts of information can be collected from a large number of people in a short period of time.
3. It is limited by studying cultural artefacts.
4. It can be carried out by the researcher or by any number of people with limited affect to its validity and reliability.
5. It is a research method in which the variables are controlled so that the effects of varying one factor at a time may be observed.
6. One of the disadvantages is that the respondent may be forgetful or not thinking within the full context of the situation.
7. It's hard to make any generalizations from the findings.
8. The process of data collecting has to be relatively short or people will feel imposed upon (к ним навязываются).

WRITING FOR ACADEMIC PURPOSES

Tips on Using Discourse Markers

Good English, whether or not in specifically academic contexts, tends to be characterized by the use of a very large number of words and phrases developing the discourse and in particular bringing out the relationship of each sentence to the one preceding.

An active use of such elements of academic discourse will facilitate (облегчит) and clarify what you wish to say. The majority of discourse markers are to be found at the beginning of the sentence. Given below are the most commonly used discourse markers (transitional words and expressions) grouped according to the kind of signal they give to readers.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Discourse markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To indicate the order of ideas or events</td>
<td>First / Firstly / First of all, we must consider ... – Во-первых / Сначала / Прежде всего, мы должны рассмотреть ... Secondly / Thirdly ... – Во-вторых / В-третьих ... Next / Then, it is important to remember – Далее / Затем, важно помнить ... Finally, it is important to take into account ... – Наконец, важно учесть / принять во внимание ...</td>
</tr>
<tr>
<td>Discourse Markers</td>
<td>Functions</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>To introduce an additional idea</strong> (внести дополнение)</td>
<td>In addition ... – В добавление ...</td>
</tr>
<tr>
<td></td>
<td>Also / too ... – Также ...</td>
</tr>
<tr>
<td></td>
<td>Besides / Moreover ... – Кроме того / Более того ...</td>
</tr>
<tr>
<td></td>
<td>Turning to the question of ... – Обращаясь к вопросу о ...</td>
</tr>
<tr>
<td><strong>To introduce an opposite idea</strong> (внести противоположную, противоречащую мысль)</td>
<td>On the one hand ... on the other hand ... – С одной стороны ... с другой стороны ...</td>
</tr>
<tr>
<td></td>
<td>In contrast to ... – В отличие от / в противоположность ...</td>
</tr>
<tr>
<td></td>
<td>However ... – Однако ...</td>
</tr>
<tr>
<td></td>
<td>Nevertheless ... – Тем не менее / Все-таки ...</td>
</tr>
<tr>
<td></td>
<td>Despite ... – Несмотря на ...</td>
</tr>
<tr>
<td></td>
<td>In spite of (+ noun) ... – Несмотря на ...</td>
</tr>
<tr>
<td><strong>To give an example</strong> (дать пример)</td>
<td>For example / for instance ... – Например ...</td>
</tr>
<tr>
<td></td>
<td>As an illustration ... – В качестве иллюстрации ...</td>
</tr>
<tr>
<td><strong>To indicate a restatement or explanation</strong> (указать на перефразирование или объяснение)</td>
<td>In other words ... – Другими словами ...</td>
</tr>
<tr>
<td></td>
<td>To put it more simply ... – Проще говоря ...</td>
</tr>
<tr>
<td></td>
<td>To be more specific ... – Чтобы быть более конкретным ...</td>
</tr>
<tr>
<td></td>
<td>Strictly speaking ... – Строго говоря ...</td>
</tr>
<tr>
<td><strong>To indicate a conclusion or a summary</strong> (указать на заключение или подведение итогов)</td>
<td>In conclusion / To conclude I should like to point out ... – В заключение я хотел бы указать ...</td>
</tr>
<tr>
<td></td>
<td>To sum up, we may state that ... – Суммируя, мы можем утверждать, что ...</td>
</tr>
</tbody>
</table>

Underline the discourse markers in the following excerpt. State their functions.

Imagine you are a researcher living in France during Comte’s time, in the mid-1800s, interested in studying the choices and structures of your society. You believe a new era is dawning, one in which a logical approach to the study of society can bring dramatic insights never before explored or understood. If you felt this way, you would share much in common with the views of Comte, who was excited about the possibility of entering what he saw as the third and final of three key cultural stages. Society had already experienced the first two stages. First, the theological-military stage had been dominant, in which a belief in supernatural beings, slavery, and the military were key elements. Secondly, human culture experienced the metaphysical-judicial stage, in which a great focus on political and legal structures developed as society became more scientific. Finally, it would be the stage of the scientific-industrial society with a “positive philosophy of science” emerging due to advances in logical ways of thinking and scientific inquiry.

Despite the fact that positivism formed the basis for sociology, the idea that there is one true set of natural laws governing how society operates is no longer part of mainstream
theories. Instead sociologists recognize that the study of culture is complex and a variety of methods can be used to understand it. For instance, using fieldwork, a researcher can spend time in another culture to learn about it. In other words, modern day sociologists do not see the development of one “true” vision of society as a goal for sociology as Comte did.

2. Insert an appropriate discourse marker. Choose from the chart below. Translate the sentences.

- however
- so
- in other words
- for example (2)
- in addition
- in contrast to

A variable is a concept that can take on more than one value. _______, the variable ethnicity may take on the values African-American, Latino, Asian, etc. ⇒ A variable is a concept that can take on more than one value. For example, the variable “ethnicity” may take on the values African-American, Latino, Asian, etc.

1. _______ quantitative research, qualitative research involves the collection and analysis of data that focuses on the meaning of words or the meaning of people’s actions and behaviours often referred to as the lived experience.

2. An experiment seeks to specify a cause-and-effect relationship among variables. _______, it attempts to show what factors in the social world cause change to occur in other factors.

3. Where possible, participants should be offered feedback on findings, ______, in the form of a summary report.

4. Questions on a questionnaire have to be phrased in a way that matches the vocabulary of your respondents. You need to be careful, ______, not to use language which is too simple.

5. The true experiment is the best method for deriving causal relationships, ______; it is ideally suited for conducting quantitative research.

6. In participant observation the researcher may not, for one reason or another, be able to join a group covertly (скрытно). Many groups (such as Freemasons, ______) only allow people to join their group by invitation, ______, various professional occupations (doctors, teachers, etc.) require particular qualifications and a “non-qualified” sociologist would not be able to join such groups covertly.

READING AND TRANSLATING

1. Read the text, write out the sentences with the word “one” and translate them in writing.

There are several main methods that sociologists use to gather empirical evidence, which include questionnaires, interviews, participant observation, and statistical research.
The problem with all of these approaches is that they are all based on what theoretical position the researcher adopts to explain and understand the society. If one is a functionalist like Emile Durkheim, one is likely to interpret everything in terms of large-scale social structures. A symbolic interactionist is likely to concentrate on the way people understand one another.

A researcher who is a Marxist or a neo-Marxist is likely to interpret everything through the grid of class struggle and economics. Phenomenologists tend to think that there is only the way in which people construct their meanings of reality, and nothing else. One of the real problems is that many sociologists argue that only one theoretical approach is the “right” one, and it is theirs. In practice, sociologists often tend to mix and match different approaches and methods.

The Internet is of interest for sociologists in three ways: as a tool for research, for example, in using online questionnaires instead of paper ones, as a discussion platform, and as a research topic.

Примечание.
“One” может выполнять в предложении разные функции, употребляться не только в числовом значении (один, одна, одно), но также как неопределенное местоимение в значении «любой, каждый» (One must know. – Нужно знать.) и как “слово-заместитель” ранее упомянутого существительного.

См. также Grammar File p. 186.

CHECK YOURSELF
Make sure that after working through the material in this Unit you are able to answer the following questions:
1. What methods and techniques do sociologists use?
2. What is the difference between qualitative and quantitative research methods?
3. What are strengths and limitations of the most commonly used research methods?

GRAMMAR AND VOCABULARY FOCUS

1 Complete the sentences using the words in brackets in the correct form. Consult Text 1 and Vocabulary Box.

1. A _______ (correlate) is a relationship between two ________ (vary) (or “factors that change”). These factors can be characteristics, attitudes, behaviours, or events.
2. _______ (quantity) research uses ________(measure) data to formulate facts and uncover the existing patterns.
3. A _______ (longitude) study captures data over a period of time to understand the long-term effects of changes in products, processes, etc.
4. This paper examines strategies for teaching sociology in an international ________ (set); the city of London is used as an example.

5. Qualitative observations are ________ (subject), and reflect an ________ (interpret) approach to describing people and situations.

6. One example of a technique used to select ________ (respond) is the so-called snowball sampling technique.

2 Turn the following sentences into reported speech.

For example: Comte thought, “Sociology will eventually occupy the very pinnacle of a hierarchy of sciences. ⇒ Comte thought that sociology would eventually occupy the very pinnacle of a hierarchy of sciences.

1. A. Comte believed, “Positivism can both advance science and change the ways people live their lives”.

2. K. Marx stated, “The basis of the social order in every society is the production of economic goods”.


4. H. Spencer thought, “Under socialism or communism the individual will be enslaved to the whole community rather than to a particular master”.

5. A. Comte argued, “The upper classes of this time are far too conservative to advocate positivistic change”.

6. E. Durkheim writes, “The first and most fundamental rule is: Consider social facts as things.”

7. K. Marx stated, “The proletarians have nothing to lose but their chains. They have a world to win”.

Make sure that you remember how to report people’s words by using direct or indirect (reported) speech. For this purpose, consult Grammar File p. 248.

PROJECT WORK

Get ready to speak about one of the methods used in sociology in detail. Make use of Text 2 in Reading for Information and Discussion. Name the social issues that could be researched with the help of this method. Be ready to make a presentation in class.
Since sociology provides students with an understanding of how social institutions, forces, groups and individuals intersect, sociology majors have diverse career choices. In Unit 3 you will learn in what spheres sociology graduates work and what skills give them a competitive edge.

APPROACHING THE ISSUE

1. a) Study the diagram below to learn in what career fields sociology graduates find their employment (занятость) in the UK.

![Diagram of types of work entered in the UK for Sociology majors (2015)](https://www.prospects.ac.uk/options_sociology.htm)

- Other (40.2%)
- Retail, catering and bar work (23.7%)
- Secretarial and numerical clerks (15.8%)
- Caring and education work (10.3%)
- Legal, social and welfare (10%)

(Retrieved from http://www.prospects.ac.uk/options_sociology.htm)

b) Discuss the following questions in groups.

1. What are the most popular careers for sociology graduates in the UK? Do you think they are the same in Belarus?
2. What are possible career paths for sociology graduates of the BSU?
3. Do you think the popular image of a sociologist in our country is similar to that in Europe or the USA?
4. What career in sociology would you like to pursue?
5. What sociological topics would you like to focus on in your future work?
2 a) Work in groups to make a list of reasons people can have to choose sociology as their major.

b) Skim the answers people give to the question “Why do you major in sociology?” What reasons do people state? Do you have the same reasons on your list?

After my first sociology course, I was hooked (мени зацепило). I was into studying society and how social changes affect us. Sociology offers so many different ways to understand how society works, and it helps us have a greater understanding of why certain things happen in society.

I have received an offer to study History and Sociology at Warwick and I believe the two complement each other extremely well. It's also nice to get new perspectives on contemporary issues and the different perspectives are very interesting, especially Marxism.

Sociology was a major where I was encouraged to go wherever my mind would take me. I was given the tools (инструменты) to test my ideas and discover actual data to support my theories.

I chose sociology because I felt that sociology would give me the most freedom to explore multiple career paths. As a rising city planner, I am able to see how my understandings of socio-economic disparities (различия, неравенства) operate in an urban context. I know that in the future I will be able to effectively create solutions in local distressed communities.

I had a genuine interest in understanding my own social location in the world.

(http://www.asanet.org/students/majoring_sociology.cfm; http://www.thestudentroom.co.uk)

c) What answer would you give to the question “Why did you choose sociology as your major?”

3 a) What skills do you think you will acquire studying sociology? You may choose from the list below.

to define problems ☐ to think critically ☐
to solve problems ☐ to express oneself clearly and concisely ☐
to think independently ☐ to function well in undefined situations ☐
to work cooperatively ☐ to initiate ideas ☐
to operate within the context of cultural diversities ☐ to be free of traditional stereotypes ☐
to appreciate the diversity of social situations ☐ to apply sociological theory to society’s organization ☐
to make reasoned arguments ☐ to organize work and meet deadlines ☐
b) What are the most important skills that studying sociology can develop? Try to explain your choice. You may start as follows:

_In my opinion, the most important skills are …
because they help / develop / show …_

---

**READING FOR INFORMATION AND DISCUSSION**

1 The 21st century labour market is fast changing, the jobs that you may apply for as a graduate may not even exist yet. To navigate the 21st century means being able to keep up with the changing world. As society evolves, you as a sociology major will have the tools to critically analyze the world and your place within it.

In the text below you will find the answers to the most frequently asked questions about career opportunities for sociology majors abroad.

Read the text and compare the career opportunities for sociology majors abroad and in Belarus.

**TEXT 1. Where Can Sociology Take Me?**

How do I benefit from the study of Sociology?

The discipline of sociology trains students in sociological imagination, the ability to understand one's self and others in the context of social conditions. A sociological perspective identifies social forces, including culture, economics, history, law, politics, and religion, and understands how these forces shape the lives of individuals and groups.

Sociology is about understanding “the big picture.” Rather than viewing our world only through one lens, sociologists view the world through lenses that combine diverse perspectives.

Students can **benefit from** the study of sociology in the following ways they:
- get **awareness** of how one's actions can perpetuate (сохранить) or change current social conditions;
- gain understanding of the issues surrounding social justice;
- have opportunities for empirical research;
- develop ability to engage in reflective acts of citizenship.

**What skills can I gain with a sociology degree?**

A degree in sociology provides graduates with a wide range of skills, which are important in many career fields. The following are the skills that **sociology majors** can list on their resumes:

- **Conducting Research and Analyzing Data**: knowledge of both qualitative and quantitative research methods. This allows one to recognize trends and patterns and produce social statistics such as those used in market research, opinion polling, sales, and countless other applications.
- **Communicating Skillfully**: the ability to convey one's ideas effectively in writing and presentations.
• **Critical Thinking**: the ability to look beyond the surface of issues to discover the “why”; analytical skills; solving problems and identifying opportunities.

• **Gaining a Global Perspective**: knowledge of different cultures and the ability to analyze the interactions of groups and societies through a global and historical perspective.

(Adapted from http://www.asanet.org/students/majoring_sociology.cfm)

**In what careers may a sociology degree be useful?**

Students who graduate with a degree in Sociology and enter the job market directly will find themselves competing with other liberal arts students, but with an advantage – knowledge of key social factors and a firm grasp of research design and methods.

Although few occupations include “sociologist” in their title at a bachelor’s level in the USA, the sociological perspective is excellent preparation for a wide variety of occupations.

• Sociology provides a broad liberal arts base from which to explore a world of job opportunities. Depending on what kinds of courses you concentrate on, you can use sociology to develop some expertise in, or a taste for, some kinds of occupations or the social world where they are located.

• Sociology provides knowledge and analytical skills needed to pursue a career in law, business, education, health and medicine, social work, or counseling.

• It offers preparation for fields (such as journalism, politics, public relations / marketing, business, human resources or public administration) that involve investigative skills and working with diverse people.

• It provides the strong liberal arts preparation needed for positions in the criminal justice system, business, social service and government.

• It is a first step in order to become a professor or researcher.

(Adapted from http://sociology.ucsd.edu/undergraduates/why.shtml)

**What is the average salary of a sociologist in the USA?**

The salary you could earn as a sociology graduate first entering the workforce is very difficult to determine, and can vary drastically based on a number of factors including: your level of education (a bachelor’s degree, a master’s degree, etc), the industry in which you find work, the type of job you have, and your level of responsibility, the size and type of your employer, the region in which you work, other work experience you have.

According to the U.S. Bureau of Labor Statistics (BLS), sociologists earned an average annual income of $78,120 in May 2013. The top ten percent of earners made $127,590 or more per year, while the bottom ten percent made $39,790 or less annually.

The BLS reported in May 2013 that the majority of sociologists were employed in scientific research and development services. This industry employed nearly 1,200 workers earning an annual mean wage of $86,440. Colleges, universities and professional schools came in second, employing nearly 900 individuals with a mean wage of $67,080. The federal government paid the highest mean wage of $95,210, but it only employed 40 sociologists in May 2013.

(http://learn.org/articles/What_is_the_Average_Salary_of_a_Sociologist.html)
REAdING ComPREHENSIoN tASkS

1 Answer the questions. Consult the text if necessary.

1. What benefits does study of sociology give to a sociology major?
2. What skills do sociology majors gain studying the course?
3. What advantage does education in sociology give to a sociology major compared to other liberal arts students?
4. What occupations are sociology graduates commonly engaged in?
5. What factors influence the salary of a sociologist?
6. What are the fields where sociologists in the USA earn the highest mean wage?

2 Find equivalents to the following Russian word combinations in the text and write them down:

1) способность понимать себя и других в контексте социальных условий
   ____________________________
   ____________________________
2) сочетать различные точки зрения
   ____________________________
3) сохранить или изменить существующие социальные условия
   ____________________________
4) социальная справедливость
   ____________________________
5) определять тенденции и модели
   ____________________________
6) четкое понимание схемы проведения исследования
   ____________________________
7) совершенствовать опыт
8) исследовательские навыки
9) обеспечивать серьезную подготовку в области гуманитарных наук
10) иметь средний годовой доход
11) платить среднюю зарплату

3 Mark the sentences as true (T) or false (F) according to the text. Correct the false ones.

1. Understanding “the big picture” means viewing the world through lenses that show various perspectives. □
2. Studying sociology, students become aware of how one’s behaviour can influence social conditions. □
3. A degree in sociology provides graduates with skills, which are important for making a career mostly in the social sphere. □
4. Knowledge of qualitative and quantitative research methods is important for numerous spheres of application. □
5. Critical thinking includes a complex combination of skills. □
6. A global perspective in sociology means being open to new ideas. □
7. A degree in Sociology gives no advantage at a labour market because there are many other liberal arts graduates. □
8. Sociology provides knowledge necessary for a wide variety of occupations. □
9. The salary you could earn as a sociologist is only influenced by one’s level of education and experience. □
10. According to the U.S. Bureau of Labor Statistics, the highest mean salary is paid to sociologists by the federal government. □

Read the text to learn about the skills that are most demanded at a labour market today. Find the answers to the following questions.

1. What is the T-shaped expertise?
2. What do the horizontal and vertical strokes on the T represent?
3. How does sociology train empathy and critical thinking?
4. How does sociology develop vertical skills?

TEXT 2. Why Sociology?

Putting the T in Sociology.

I study sociology. And I did and will work in the business world. For many people this sounds like an oxymoron. But sociology provides me what is so often demanded by today’s
recruiters: T shaped expertise. Both IBM and Ideo’s CEO\(^2\) Tim Brown called for the T-shaped employees already back in 2010.

I personally love sociology for its creative theory and for the curious insights in everyday life it offers. This is not business-relevant, they say. It is, actually! Because this is part of the T, the T in sociology.

The horizontal stroke of the T is often described as the ability to empathetically collaborate with people from other fields. Empathy is seen here as the ability to step in someone else’s shoes, to adapt to other skills, and to explore problems from different perspectives.

Sociology is a great trainer of empathy. Plus, it provides me with an analytical lens towards the world. Sociology = Empathy + Critical Analysis.

This critical analysis applies to a horizontal breadth that helps sociological scholars to examine social phenomena in diverse fields ranging from vaccination to shopping malls, power plants and time. Within these fields, sociology enables to grasp the complexity of a situation, to realize that there is never the ONE truth but multiple realities. “Think out of the box!” they say. That is intrinsically sociological thinking.

Then there is the vertical stroke of the T. It refers to depth of a specific skill and expertise. This can be found in the sociological specification in a social field to reveal multiple causes, interdependencies and future scenarios. For example, we can present multiple causes and deep relationships which explain how technology is shaped by social relations and how it shapes us. And don’t get me even started on the deep vertical skills of research methods sociologist have to offer.

More than ever, generalist analytic skills are necessary for today’s business world because former distinct fields of expertise become more and more intertwined; health and technology, consumption and politics, business negotiation and culture. And we sociologist can pull strings together to make sense of the messy interconnectedness of today’s world.

Notes:
1 \(\text{oekxuyrom (противоречивое высказывание)}
2 \(\text{Chief Executive Officer} - \text{генеральный директор}

(Adapted from http://blogs.lse.ac.uk/researchingsociology)
Tips for Paragraph Writing

In academic writing a paragraph consists of a group of sentences related to each other, communicating one central idea. Typically a paragraph consists of three components:

- a topic sentence;
- supporting sentences;
- a concluding sentence.

The topic sentence tells the reader what the paragraph is about and limits the information to be included in the paragraph by controlling words or phrases. Usually the topic sentence is the first sentence of the paragraph.

The topic sentence is followed by supporting sentences, which are related to the topic sentence and give more information about it or support the topic sentence by examples. The supporting sentences can also be expanded with additional details.

The concluding sentence signals the end of the paragraph or summarizes the main points of the paragraph. A concluding sentence is not absolutely necessary in a multiparagraph essay. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader.

A paragraph also contains transitions (связующие слова). These are words such as “first” (во-первых), “secondly” (во-вторых), “in addition” (кроме того), “in contrast” (в отличие, в противоположность), “for example” (например), “in conclusion” (в заключение), “thus” (таким образом) and others. Transitions are needed to hold a paragraph together and make it read smoothly.

For example:

**STEP I.** Writing a topic sentence with a controlling idea

**STEP II.** Writing supporting sentences.

Applied sociology can take on two variations.

**First,** applied researchers might use basic empirical methods in collecting information in order to help shape informed decisions. **Therefore,** sociologists might be directly working within government agencies, or they might work for private research organizations. **Second,** applied researchers might be employed more specifically for their knowledge of sociological concepts and theories in order to help their clients better understand a narrowly-defined issue. **In this respect,** activities might include assessing the determinants of observed phenomena, such as the causes of crime, explaining demographic changes, and evaluating the shifts in social movements.
STEP III. Writing a concluding sentence

So, in the first case, applied sociological research is employed to create and inform new social policies; in the second instance, applied sociological knowledge is used to evaluate existing social policies.

1 Write a topic sentence for the following paragraphs (first, you need to read the supporting sentences carefully).

1. First, studying sociology provides students with a global perspective. International students studying in the US may find themselves in a unique position to learn about other cultures from an international perspective, and will have the opportunity to exchange viewpoints with fellow students. Secondly, studying sociology teaches students both qualitative and quantitative research methods. Studying sociology will develop one’s ability to understand and conduct statistical analysis, survey research, ethnography, conversational analysis, and content analysis. Additionally, studying sociology helps students develop analytic and critical thinking skills.

2. When I first arrived, I was instantly captivated by the campus atmosphere. All the things you need as a freshly baked student – department, the library, student union and all the friends you made along the way – were in one place. Of course, everyone is unique but for my part I can say that at Birmingham I have been able to set the foundations for both career and personal development.

3. Anthropology is the study of human beings and their ancestors through time in terms of physical characteristics, environmental and social relations, and culture. On the other hand, sociology is the study of human society at a given period in time. Anthropology covers all characteristics of humanity, including physiology and evolutionary origins while sociology focuses on social relationships.

2 Write a short paragraph (5–6 sentences) stating your reasons for choosing sociology as a major. Think of the topic sentence, supporting sentences and a concluding one (if applicable).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Read the text, write out the sentences with the words in italics (выделенные курсивом) and translate these sentences in writing.

Life being as it was at 17/18, I did not manage to attain the A Levels necessary to go on\(^1\) to study law. So it was through the clearing system that\(^2\) I opted for sociology at the University of Leicester. My A Levels included Politics and Economics so studying another social science seemed a good idea.

Not being a conventional person my career path to date has been somewhat varied. Since graduating I can boast of having visited\(^3\) 32 countries and having met\(^3\) people from over 80 and counting.

I am on the path to becoming a solicitor-advocate in criminal law and it is having studied\(^3\) sociology that\(^2\) will lead to my success in this field. I can declare that with the utmost confidence because whilst sitting in the public galleries of the Crown and Magistrates’ Courts I regularly observe with frustration the lack of perception, understanding and cultural insight into human and group behaviour that just seems too obvious not to articulate to a jury at trial.

It is the study of sociology and the research and observational skills picked up\(^1\) during my time on the course that\(^2\) will help to inform my particular brand of advocacy.

(Adapted from http://www2.le.ac.uk/departments/sociology/our-alumni/magdalena-korczak)

Notes:
1 Go on, pick up – фразовые глаголы. Фразовые глаголы состоят, как правило, из двух или трех компонентов: глагол + послелог, образуя единое смысловое целое, не совпадающее с основным значением глагола. Так, глагол go означает идти, ехать, двигаться, а сочетание go on to – начать. Глагол pick означает подбирать, собирать, а pick up может означать приобретать, узнать, выучить.
2 Усилиительная конструкция it is (was) … that служит для выделения любого члена предложения (кроме сказуемого). Эти два элемента обрамляют выделяемое слово. Первый элемент стоит в начале предложения, а второй может находиться далеко от первого, что может затруднить обнаружение данной конструкции. При переводе, найдя второй элемент (that, а также which, who, when), следует заменить всю конструкцию словами именно, только, как раз.
3 Форма having + V\(^3\) в данных предложениях является герундием совершенного вида и выражает действие, предшествующее действию, выраженному сказуемым, или описываемой ситуации. На русский язык она переводится с помощью существительного, описывающего процесс, либо придаточного предложения (His having done it so well surprised everyone. – То, что он сделал это так хорошо, удивило всех).


CHECK YOURSELF

Make sure that after working through the material in this Unit you are able to answer the following questions:
1. What skills can be developed through the study of sociology?
2. What are career opportunities for Sociology graduates?
3. What are your reasons for studying sociology and how can you benefit from it?
1 Fill in the blanks using a word from the list in the appropriate form:

enter  lead  provide  enable  influence  work

A degree in sociology is an excellent foundation for 1 _______ the world of business, industry, and organizations. The sociological perspective is crucial for 2 _______ in today’s multiethnic and multinational business environment.

An undergraduate sociology major 3 _______ valuable insights into social factors such as race, ethnicity, gender, age, education, and social class.

An advanced degree in the sociology of work, occupations, labour, and organizations can 4 _______ to teaching, research, and applied roles.

Many applied fields are grounded in sociological theories and concepts. Sociological research 5 _______ the way we think about work and organizational life, and 6 _______ us to discover new knowledge. Sociology is a valuable preparation for careers in modern organizational settings.

2 Read the following sentences and translate the words and word-combinations in italics into English. This activity is a good way to train your memory and refresh your English vocabulary.

1. The BA degree in sociology is a classic _____________ (образование в области гуманитарных наук).
2. Sociology graduates who enter the labour market will have to ____________ (конкурировать) with other Humanities students.
3. Graduate students ____________ (извлекают выгоду) from rigorous training in theory and methods and in diverse research areas,
4. (Студенты, специализирующиеся в социологии) ____________ work in different occupations.
5. The sociological imagination (or perspective) enables us to ____________ (осознать) the connection between history and biography.
6. A sociologist’s ____________ (среднегодовой доход) is around $72000.
7. Studying sociology prepares students for work in fields that involve ____________ (исследовательские навыки).
8. Sociology graduates may pursue a career in ____________ (человеческие ресурсы) field.

3 Find and underline the forms of Gerunds and Participles (V-ing forms). Translate the sentences into Russian.

1. The skills you learn in sociology are marketable and having it on your CV shows that you understand the world around you.
2. Having studied sociology at university, Leyla Mehmet is now a recognized publisher and the proud owner of her own marketing company.
3. Some sociology majors don’t go on to become sociology professors. But they do go on to get jobs in a wide range of fields, including law, medicine, business and many more.
4. Deciding where to study Sociology can be difficult.
5. I’m very interested in pursuing a career in Sociology or leadership development.
6. Making a career choice you need to consider your work-related interests, work values, and skills.

Make sure that you remember how Gerund and Participles are used. For this purpose, consult Grammar File pp. 227, 234.

4 Complete the sentences using the Infinitive or the V-ing form.

Sociologists can be found 1 (work) ________ in a wide range of fields, 2 (include) ________, organizational planning, development, and training; human resource management; industrial relations; marketing; public relations; organizational research; and international business. In all these instances, they apply sociological theories and methods toward 3 (understand) ________ social relations and human behaviour to further the goals of the organization they are working under.

Some sociologists find that 4 (adapt) ________ their sociological training to the business world is relatively easy. Corporations want and need 5 (understand) ________ their customer’s habits and preferences in order 6 (anticipate) ________ changes in their markets. This drive 7 (understand) ________ consumers is called consumer research and is a 8 (grow) ________ interest of corporations. Sociologists are particularly well suited 9 (apply) ________ their quantitative and qualitative methods of 10 (research) ________ human behaviour to this field.

PROJECT WORK

As you have seen a degree in Sociology provides graduates with a wide range of skills, which are demanded in many career fields. Using the vocabulary and information about career paths, write a paragraph or two describing career opportunities for the BSU graduates and your future priorities in the area of employment. Get ready to speak on the topic at your next class.
TEXTS FOR READING AND TRANSLATING

Reading is the **KEY** to learning
TEXT 1. The Purpose of Education

Read the text and find the answers to the questions.

1. What does University training aim at?
2. What does the education give to a person?
3. What does the education teach a person?
4. What advantages can an educated person enjoy?

John Henry Newman

A university is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it had before now. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope.

But a university training is the great ordinary means to a great but ordinary end (цель). It aims
- at raising the intellectual tone of society;
- at cultivating the public mind;
- at purifying the national taste;
- at supplying true principles to popular enthusiasm and fixed aims to popular aspiration;
- at giving enlargement and sobriety to the ideas of the age;
- at facilitating the exercise of political power, and refining the intercourse of private life.

It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to get right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to influence them, how to come to an understanding with them.

He (an educated person) is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect. He has the repose of mind which lives in itself, while it lives in the world, and which has resources for its happiness at home when it cannot go abroad. He has a gift which serves him in public, and supports him in retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm.
TEXT 2. Higher Education in Europe

Translate the text in writing.

Higher education plays an essential role in society, creating new knowledge, transferring it to students and fostering innovation.

There are some 3,300 higher education establishments in the European Union and approximately 4,000 in Europe as a whole, including the other countries of Western Europe and the candidate countries. European Universities employ 34 % of the total number of researchers in Europe, with significant variations from one Member State to another (26 % in Germany, 55 % in Spain and over 70 % in Greece).

Higher education establishments of Europe take in an increasing number of students every year. The European Union produces slightly more science and technology graduates than the USA, while having fewer researchers than the other major technological powers. This apparent paradox is explained by the fact that fewer research posts are open to science graduates in Europe, particularly in the private sector: only 50 % of European researchers work in the business sector, compared with 83 % of American researchers and 66 % of Japanese researchers. Despite this, the universities are responsible for 80 % of the fundamental research carried out in Europe.

Some European universities are among the best in the world, but, overall, potential is not being fully realized. Curricula are not always up to date, not enough young people go to university, and not enough adults have ever attended university. European universities often lack the management tools and funding to match their ambitions. The EU funds a variety of initiatives to promote research, education and training at both European and international levels. The challenges facing higher education are similar across the EU and there are clear advantages in working together.

Notes:
1. be content with – быть довольным
2. purifying – очищение
3. aspiration – стремление, сильное желание
4. sobriety – трезвость, рассудительность
5. facilitating – содействие
6. refining the intercourse of private life – очищение взаимоотношений в частной жизни
7. an eloquence – красноречие, ораторское искусство
8. to disentangle a skein of thought – освобождать, распутывать ход мыслей
9. to discard – отбрасывать
10. to fill any post with credit – занимать любой пост с достоинством
11. to master any subject with facility – с легкостью овладевать любым предметом
12. to converse – вести беседу
13. pertinently – уместно
14. to trifle – шутить
15. the repose of mind – спокойствие души
16. a gift – дар
17. good fortune is but vulgar – успех лишь пошлость
In the light of these challenges, governments and higher education institutions are looking for ways to create better conditions for universities. The Bologna Process launched in 1999 by the Ministers of Education and university leaders of 29 countries has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the Bologna Declaration.

TEXT 3. Higher Education in the Republic of Belarus

Read the text and make a short summary according to the plan.

1. Types of higher education establishments in Belarus.
2. Forms of learning.
3. Accession to Bologna process: what has already been done and what is stipulated to do.

Altogether, there are 57 higher educational establishments: 43 are state owned, 13 are private and 2 are run by religious organizations. Every establishment occupies its particular niche in training of highly qualified staff for various branches of national economy. There are four main types of higher education establishments to choose from:

- classical university;
- profile university or academy;
- institute;
- higher college;
Belarus has one of the highest student-to-population ratios in Europe. Three forms of learning are available at Belarusian higher educational establishments: full-time, evening and by correspondence. Full-time learning is the most widespread and in the greatest demand among 2/3 of the students. Less than 1% of students use evening form of learning and over 35% of students learn by correspondence.

On May 14, 2015, Belarus formally joined the Bologna Process, the group of 47 countries forming the common European Higher Education Area (EHEA). The Bologna Committee acknowledged achievements in the development of the Belarusian education system: a two-stage system of education with bachelor programs and master programs had been introduced; student participation in higher education governance had become more active. Nevertheless, now Belarus must fulfill a number of obligations that are stipulated in the specially designed road map. Primarily it concerns academic freedom, institutional autonomy and student self-government initiatives. It was also noted that Belarus still has a number of ‘peculiarities’, the mandatory job placement is one of them that are very unlikely to match with European standards.

After a positive decision on Belarus accession to Bologna process Minister of Education M. Zhuravkov said, “for Belarus it is an important and responsible step in the development of the national education system and it obliges us to develop and update the system of education. Belarus joining the European Higher Education Area testifies to the fact that the global community recognizes the Belarusian system of higher education and proves that the national model is competitive and can be integrated in the global educational space.”

Notes:
1 управляем
2 обязательное распределение

PART 2. ENGLISH FOR PROFESSIONAL PURPOSES

PHILOSOPHY

TEXT 1. Introduction to Philosophy
(Dallas M. Roark)

Translate the text in writing.

Defining philosophy is as difficult as trying to define love. The word philosophy is not much help. Philosophy is a combination of two Greek words, meaning lover of wisdom. In ancient times, a lover of wisdom could be related to any area where intelligence was expressed. This could be in business, politics, human relations, or carpentry and other skills. Philosophy had a “wholeness” approach to life in antiquity. In contrast to this, some modern definitions restrict philosophy to what can be known by science or the analysis of language.
Because the original meaning of the word philosophy does not give us much for specific content, we will turn to descriptive definitions. A descriptive definition of philosophy is that it seeks to describe its functions, goals, and reasons for existence.

The diversity of opinion in philosophy becomes a source of embarrassment for the beginner when asked to explain what a course in philosophy is all about. It might be expected that one of the oldest disciplines or subjects in academia should achieve some uniformity or opinion, but this is not the case. Yet in spite of diversity, philosophy is important. Plato declared that philosophy is a gift the gods have bestowed on mortals. This may reflect man’s ability to reason about the world as well as man’s life within it. Socrates’ famous statement, “Know thyself,” reflects this aim of philosophy. Plato also warned against the neglect of philosophy. He wrote that “land animals came from men who had no use for philosophy...” In light of this, it might help to threaten the reader with the warning: if you don’t take philosophy seriously, you will turn into a pumpkin! But more seriously, men live by philosophies. Which one will it be?

(Adapted from http://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/Chapter-1.htm)

Примечания:
1. Для научной речи характерно использование модальных глаголов, которые позволяют представить действие с точки зрения авторской оценки как вероятное или закономерное. Так, глаголы can / could позволяют оценить действие как вполне вероятное; глаголы may / might – предположительно возможное; глагол should, как правило, используется для выражения субъективного мнения автора относительно необходимости совершения действия.

2. В данном предложении мы имеем дело с бессоюзным подчинением. В сложных предложениях английского языка союзное слово (местоимения that, which) может быть опущено, если оно не подлежащее определительного придаточного предложения: ... philosophy is a gift (that / which) the gods have bestowed on mortals. При переводе таких предложений на русский язык следует восстанавливать пропущенное слово.

3. Архаичная форма возвратного местоимения yourself (себя).

TEXT 2. Historical Approach to the Definition of Philosophy
(Dallas M. Roark)

1. Read the text and answer the questions in writing.
   1. What is philosophy according to the historical approach?
   2. What argument can be given for (в поддержку) the historical approach?
   3. What arguments can be given against the historical approach to the definition of philosophy?

2. Translate the sentences where the word “one” is used.
   According to this approach, philosophy is really the study of historical figures who are considered philosophers. One may encounter the names of Socrates, Plato, Aristotle, Augustine, Thales, Philo, Plotinus, Aquinas, Kant, Erigena, Hume, Marx, Hegel, Russell,
Wittgenstein and many more. What holds them together since they are so diverse in many of their views? One answer lies in their common set of problems and concerns. Many were interested in the problems of the universe, its origin, what it is in its nature, the issue of man’s existence, good and evil, politics, and other topics.

The argument for the historical approach is that no real understanding of philosophy can be given unless one understands the past. Philosophy would be impoverished if it lost any of the names above. Some argue that knowing the history of philosophy is required for a positive appreciation of philosophy, and necessary if one is to make creative contributions to the advancement of philosophy.

This definition of philosophy has its problems: (1) it tends to limit philosophy to the great minds of the past and makes it an elitist movement, (2) it restricts philosophy to an examination of past questions and answers only, (3) it is not really different from the study of history of ideas. This would make philosophy a sub-unit of history. (4) This definition would not describe the work of those philosophers (logical empiricists) who regard the philosophy of the past as rubbish to be rejected.

The value of the historical approach is that it introduces the student to the great minds of the past and the confrontation one has with philosophic problems that are raised by thinking people in all ages. This is desirable in itself even though this is not the best definition of philosophy.

(Adapted from http://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/Chapter-1.htm)

**Примечания:**
1. One, как неопределенное местоимение, употребляется в качестве подлежащего или дополнения, обозначая «любой, каждый». В этом случае за ним, как правило, следует глагол: One may encounter…, One understands… Many «многие», some «некоторые» также относятся к неопределенным местоимениям и употребляются как подлежащее или дополнение: Many were interested…, Some argue…

   One в числовом значении «один, одна, одно» обычно употребляется перед существительным: One answer lies …

2. Для научного стиля характерно употребление сложных предложений. Некоторые союзы многозначны: since имеет значение «так как, поскольку» и вводит придаточное предложение причины, но может иметь и временное значение «c тех пор как». Союзы unless «если … не», if «если» вводят придаточные условия, even though «даже хотя» вводит уступительные предложения.

**TEXT 3. Greatest Philosophers of all Times**

Translate the text in writing.

Philosophy means “love of wisdom,” and nothing has been more true for those who lead their lives as philosophers. This thirst for knowledge and understanding of the universe has led many philosophers to create books, lessons and other ways of conveying their understandings to others. Students of these famous philosophers take their knowledge and build on it, forming even more in-depth wisdom that they can share with later generations. Listed below are the most famous philosophers in history.
Aristotle (384–322 BC). Often considered the father of philosophy, he was the first to write systems to understand and explore everything from politics to religion to logic to ethics. He argued that there are four causes, or qualities, of anything in existence: the material cause (what it is made of), the formal cause (how it is arranged), the effective cause (who created it) and the final cause (which is its purpose). He also argued that there is a hierarchy of the universe, and that nothing was created without a purpose.

Socrates (469–399 BC). This Greek philosopher served as a teacher to like-minded youth in the 400’s BC. His teachings were written down by students such as Plato and Xenophon, and is renowned for his discussion of ethics and of the Socratic method of research. Though he was a master stonecutter, he saw philosophy as his most important occupation. His questioning of religion and other matters led to his trial and death.

Plato (428–427 BC). He founded the Academy of Athens in early 400 BC, which was the first institution of higher learning in the western world. He had numerous political theories, including “the forms,” which focused on the question of whether immaterial abstractions were actually more realistic than our own physical reality. He argued against democracy because he believed that a democratic system had led to the death of his teacher, Socrates.

Epictetus (55–135 AD) was an exponent of Stoicism which flourished in the early second century C.E. He believed that all external events are governed by fate, and that we must stoically accept our fates. He also believed in personal responsibility, and that we are all responsible for our actions, and opinion is the only thing we truly own. Some famous quotes of his are: “When you are offended at any man’s fault, turn to yourself and study your own failings. Then you will forget your anger.” And “First say to yourself what you would be; and then do what you have to do.”

René Descartes (1596–1650). Being one of the famous philosophers, he’s known as the father of modern philosophy, and created analytical geometry, based on the Cartesian coordinate system – and we are all taught this today in schools across the world. He discovered many scientific points, such as refraction and reflection, and espoused dualism, which is the power of the mind over the body, or “mind over matter.” His most famous quote is “I think, therefore, I am.”

Confucius (551–479 BC). Possibly the most important philosopher in eastern history, Master Kong Qiu pushed specific principles of ethics and politics, including the principles of democracy. Since he said that around 500 BC, he was well ahead of his time. He advocated for honest emperors who had limits on their powers, and encouraged everyone to live by a version of the Golden Rule: “What
John Locke (1632–1704), an English philosopher of the Enlightenment, won a reputation as the “father of classical liberalism,” according to which individual freedom requires restricted government power. “Government with consent of the governed” is one of his most important points, and so are the three natural rights: life, liberty, and estate.

Immanuel Kant (1724–1804) was an advocate of human rights, and is best known for his views of transcendent philosophy, as well as the numerous texts he authored to set forth his ideas. He assigned a great deal of importance to human cognition, and determined that the answers to the universe were not in the world itself, but within the minds of those who reside in it.


Примечания:
1. Для обозначения дат до нашей эры (до Рождества Христова) используется английская аббревиатура BC / B.C. – before Christ (до нашей эры).
2. Годы после Рождества Христова традиционно обозначаются латинской аббревиатурой AD / A.D. – anno Domini (нашей эры).

Наряду с AD используются английские сокращения CE / C.E. – current era, common era, Christian era (нашей эры).

TEXT 4. Age and Philosophy

Translate the text in writing.

A Privileged Age for Philosophizing?

If there is a privileged age for philosophizing, that seems to be maturity. Perhaps I cannot even speak too much of this matter, since as I am writing this I am in the mid thirties and that is hardly enough experience to be a fully mature human being. On the other hand, what sort of experience can make you a philosopher? Should philosophers be travelers? Should they be sociable? Should philosophers have experienced different forms of living in order to speak more properly of subjects such as meaning, knowledge, truth, reason, desires, and so on?

Needless to say, different philosophers do offer varied replies to the questions just posed. Much depends on what the task of philosophy is taken to be. If philosophers should suggest living styles that are sustainable from an existential point of view, that is wise and conducive to some sort of good life, then it is more likely that people with more experience
be more reliable for this task. However, many people today regard the goal of philosophy differently: to them, philosophizing means to uncover correct patterns of reasoning on a given subject matter, so that anyone facing the subject matter will have a better understanding of the conceptual shortcomings that characterize it. As a tool for conceptual exchange or for greater understanding, philosophy may be pursued by younger and not so young minds probably more on a par; of course, expertise may aid those who are more advanced in the study of philosophy, but there is no need to believe that only those may or should be philosophizing.

**Which Philosophies for Which Age?**

Another curious question is whether some topics pertain more properly to a certain age than others. Is there a specific moment of our life when it is best to speculate on death? Should young minds ponder the topic, so that they can make a better use of the time they are given during their life? Or, instead, should elder especially be encouraged to reflect on death? Or, consider the caducity of pleasure: that also seems a topic well-suited to elderly, who have experienced it more fully.

I do not believe that there is one best manner to answer those questions. It is obvious that different societies have adopted different perspectives on the theme.

It is fairly safe to suggest that children do tend to raise philosophical questions when still very young (between five and ten years old), and that they do demonstrate an interest for deepening such questions, trying to find some sort of answers. This suggests that philosophy could (and perhaps should) be undertaken also at a younger stage. The study of philosophy at a younger age seems, from such an angle, needed and useful: children will learn how to address complex questions that may not have an easy or settled answer.

Примечания:
1. In order to, so that (для того, чтобы; так чтобы) – это союзы, вводящие придаточные цели; whether присоединяет косвенный вопрос и имеет значение частицы ли.
2. Глагол do употребляется как вспомогательный для образования вопросительных и отрицательных предложений: Do you believe ..? – I do not believe ... а также для усиления значения смыслового глагола: do offer … do tend … В русских предложениях усиление значения действия передается усилительными частицами же, ведь, и, но, словом действительно или интонацией.

**TEXT 5. Studying and Doing Philosophy:**

*How is Philosophy Studied? How is Philosophy Done?*

(By Austin Cline)

Translate the text in writing.

One important aspect of the study of philosophy is that it also involves doing philosophy. You don't need to know how to paint in order to be an art historian, and you don't need to be a politician in order to study political science, but you do need to know how to do philosophy in order to properly study philosophy. You need to know how to analyze arguments, how to ask good questions, and how to construct your own sound and valid arguments on some philosophical topic. This is especially important for irreligious atheists who want to be able to critique religion or religious beliefs.
Simply memorizing facts and dates from a book isn't good enough. Simply pointing out things like violence committed in the name of religion isn't good enough. Philosophy depends not so much on regurgitating facts but on understanding - an understanding of ideas, concepts, relationships, and the reasoning process itself. This, in turn, only comes about through an active engagement in the philosophical study, and can only be demonstrated through the sound use of reason and language.

This engagement, of course, starts with understanding the terms and concepts involved. You cannot answer the question “What is the meaning of life?” if you don’t understand what is meant by “meaning.” You cannot answer the question “Does God exist?” if you don’t understand what is meant by “God.” This requires a precision of language not normally expected in ordinary conversations (and which may at times seem annoying and pedantic), but it is crucial because ordinary language is so rife with ambiguities and inconsistencies. This is why the field of logic has developed a symbolic language for representing the various terms of arguments.

A further step involves investigating the various ways in which the question can be answered. Some potential answers might seem absurd and some very reasonable, but it is important to try and determine what the various positions may be. Without some assurance that you have at least brought up all of the possibilities, you’ll never feel confident that what you have settled on is the most reasonable conclusion. If you’re going to look at "Does God exist?" for example, you need to understand how it might be answered in different ways depending on what one means by “God” and “exist.”

After that, it is necessary to weigh the arguments for and against the different positions – this is where much philosophical discussion takes place, in supporting and analyzing different arguments. Whatever you finally decide upon will probably not be “right” in any final sense, but by assessing the strengths and weaknesses of the different arguments, you will at least know just how sound your position is and where you need to do further work. Too often, and especially when it comes to debates over religion and theism, people do imagine that they have arrived at final answers with little work done to seriously weigh the various arguments involved.

(Retrieved from http://atheism.about.com/od/aboutphilosoph1/a/philosophyintro_4.htm)

Примечания:
1. Как вы знаете, глагол to do обозначает действие в широком смысле этого слова и поэтому часто заменяет в разговорной речи другие глаголы. Например: to study English = to do English – изучать английский. Однако в данном тексте автор противопоставляет to study philosophy и to do philosophy как теоретический и практический аспект деятельности. Это противопоставление вынесено и в название раздела данной лекции. Обратите внимание на правильный перевод глагола do и в других функциях, в которых он используется в данном тексте (см. прим. 2 к тексту 4).

2. Слово like часто употребляется как глагол (любить, нравиться). Но like (аналогичный, подобный) может быть прилагательным, и like (вроде, подобно, как, как будто) может быть наречием или предлогом.

3. Перевод слова sound может вызывать затруднение. Речь может идти в данном случае не только о многозначности, но и о разных словах, совпадающих по форме (омонимы). Так, sound
TEXT 6. Philosophical Methodology

Translate the text in writing.

Philosophical method (or philosophical methodology) is the study of how to do philosophy. A common view among philosophers is that philosophy is distinguished by the ways that philosophers follow in addressing philosophical questions. There is not just one method that philosophers use to answer philosophical questions. Some common features of the methods that philosophers follow include:

- **Methodic doubt** – a systematic process of being skeptical about (or doubting) the truth of one’s beliefs.
- **Argument** – provides an argument or several arguments supporting the solution.
- **Dialectic** – presents the solution and arguments for criticism by other philosophers, and helps them judge their own ones.

Another element of philosophical method is to formulate questions to be answered or problems to be solved. The working assumption is that the more clearly the question or problem is stated, the easier it is to identify critical issues.

Another approach is to enunciate a theory, or to offer a definition, which constitutes an attempt to solve a philosophical problem. Sometimes a philosophical theory by itself can be stated quite briefly. All the supporting philosophical text is offered by way of hedging, explanation, and argument.

Philosophical arguments and justifications are another important part of philosophical method. Philosophers are, or at least are expected to be, very good at giving arguments. They constantly demand and offer arguments for different claims they make. This, therefore, indicates that philosophy is a quest for arguments.

In philosophy, which concerns the most fundamental aspects of the universe, the experts all disagree. It follows that another element of philosophical method, common in the work of nearly all philosophers, is philosophical criticism. It is this that makes much philosophizing a social endeavor.

Philosophers offer definitions and explanations in solution to problems; they argue for those solutions; and then other philosophers provide counter arguments, expecting to eventually come up with better solutions. This exchange and resulting revision of views is called dialectic. Dialectic (in one sense of this history-laden word) is simply philosophical conversation amongst people who do not always agree with each other about everything.

Примечания:
1. Инфинитив часто употребляется в функции определения, и относительное местоимение опускается: questions to be answered or problems to be solved – вопросы, на которые нужно ответить, или проблемы, которые нужно решить.
2. Оборот the more ..., the easier соответствует в русском языке сравнительному обороту чем больше ..., тем легче.

3. Чтобы сделать особое ударение на каком-либо члене предложения, употребляется усиительная конструкция it is (was) ... that. При переводе этой конструкции используются слова именно, только, как раз.

4. **Come up with** – фразовый глагол. Фразовые глаголы состоят, как правило, из двух или трех компонентов: **глагол + послелог**, образуя единое смысловое целое, не совпадающее с основным значением глагола. Данный фразовый глагол на русский язык переводится как предложить, выступить с (идеей, решением, планом).

**TEXT 7. Induction and Deduction**

**Translate the text in writing.**

In logic, we often refer to the two broad methods of reasoning as the deductive and inductive approaches.

Deductive reasoning works from the more general to the more specific. Sometimes this is informally called a “top-down” approach. We might begin with *thinking up* a theory about our topic of interest. We then narrow that down into more specific hypotheses that we can test. We *narrow down* even further when we collect observations to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data – a confirmation (or not) of our original theories.

Inductive reasoning works the other way, moving from specific observations to broader generalizations and theories. Informally, we sometimes call this a “bottom up” approach (please note that it’s “bottom up” and not “bottoms up” which is the kind of thing the bartender says to customers when he’s trying to close for the night!). In inductive reasoning, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally *end up* developing some general conclusions or theories.

(Retrieved from http://www.socialresearchmethods.net/ kb/dedind.php)
Think up, narrow down, end up – фразовые глаголы. Фразовые глаголы состоят, как правило, из двух или трех компонентов: глагол + послелог, образуя единое смысловое целое, не совпадающее с основным значением глагола. Послелог up может указывать на усиление какого-либо действия, увеличение интенсивности или доведение до конца: I think you should speed up a bit (= drive faster) – ехать быстрее, прибавить скорость; Please, speak up! – Пожалуйста, говори громче! Послелог down имеет противоположное значение ослабления действия, уменьшение интенсивности: Slow down! – Помедленнее; Turn down the volume, please. – Убавь, пожалуйста, звук.

Фразовый глагол think up следует перевести придумать, narrow down – снить, end up – завершить.

**SOCIOLOGY**

**TEXT 1. Sociological Perspective**

Translate the text in writing.

Sociology can be defined simply as the study of society, but the practice of sociology is much more than a field of study; it is a way of seeing the world. Understanding the sociological perspective is crucial to understanding the field itself, social theory, and why and how sociologists conduct the research we do.

When sociologists look at the world and try to understand why things are the way they are, we look for relationships, and not just those between people. We look for relationships between individuals and the social groups they might identify with or be identified with, like race, class, gender, sexuality, and nationality, among others; connections between individuals and the communities they live in or affiliate with; and, relationships between individuals and institutions, like media, religion, family, and law enforcement.

Sociologists seek complex answers to what many would consider simple questions. Berger suggested that there are four key questions at the heart of sociology that allow us to see the connections between everyday life and social structure and forces. 1. What are people doing with each other here? 2. What are their relationships to each other? 3. How are these relationships organized in institutions? 4. What are the collective ideas that move men and institutions? Berger suggested that asking these questions transforms the familiar into something otherwise unseen, and leads to “a transformation of consciousness.”

C. Wright Mills called this transformation of consciousness “the sociological imagination.” When we examine the world through this lens, we see how our current moment and personal biographies sit within the trajectory of history. Using the sociological imagination to examine our own lives, we might question how social structures, forces, and relationships have given us certain privileges, like access to wealth and prestigious schools; or, how social forces like racism might make us disadvantaged as compared with others.

Примечания:
1. В данных случаях мы имеем дело с бессоюзным подчинением. В сложных предложениях английского языка союзное слово (местоимения that, which) может быть опущено, если оно не является подлежащим определительного придаточного предложения: The book (which) this student is reading is very interesting. При переводе таких предложений на русский язык следует восстанавливать пропущенное слово: Книга, которую читает этот студент, очень интересная.
2. Слово like часто употребляется как глагол (любить, нравиться). Но like может быть прилагательным (аналогичный, подобный) или наречием, или предлогом (вроде, подобно, как, как будто).

**TEXT 2. Feminist Theory**

Read the text and answer the questions in writing.

1. What are the four main types of feminist theory?
2. What is the gender difference perspective based on?
3. How do liberal feminists explain gender inequality?
4. What do psychoanalytic feminists base their theory on?
5. How do structural oppression feminists explain women's inequality?

There are four main types of feminist theory that attempt to explain the societal differences between men and women:

**Gender Differences**: The gender difference perspective examines how women's location in, and experience of, social situations differ from men's. For example, cultural feminists look to the different values associated with womanhood and femininity as a reason why men and women experience the social world differently. Other feminist theorists believe that the different roles assigned to women and men within institutions better explain gender difference, including the sexual division of labor in the household.

**Gender Inequality**: Gender-inequality theories recognize that women's location in, and experience of, social situations are not only different but also unequal to men's. Liberal feminists argue that women have the same capacity as men for moral reasoning and agency, but that patriarchy has historically denied women the opportunity to express and practice this reasoning. Women have been isolated to the private sphere of the household and, thus, left without a voice in the public sphere. Even after women enter the public sphere, they are still expected to manage the private sphere and take care of household duties and child rearing.

**Gender Oppression**: Theories of gender oppression argue that not only are women different from or unequal to men, but that they are actively oppressed, subordinated, and even abused by men. Power is the key variable in the two main theories of gender oppression: psychoanalytic feminism and radical feminism. Psychoanalytic feminists attempt to explain power relations between men and women by reformulating Freud's theories of the subconscious and unconscious, human emotions, and childhood development. Radical feminists argue that being a woman is a positive thing in and of itself, but that this is not acknowledged in patriarchal societies where women are oppressed.

**Structural Oppression**: Structural oppression theories posit that women's oppression and inequality are a result of capitalism, patriarchy, and racism. Socialist feminists agree with Karl Marx and Friedrick Engels that the working class is exploited as a consequence of the capitalist mode of production, but they seek to extend this exploitation not just to class but also to gender. Intersectionality theorists seek to explain oppression and inequality across a variety of variables, including class, gender, race, ethnicity, and age.
TEXT 3. Social Experiment

Read the text and find:

- the explanation for the Hawthorne Effect;
- examples given to illustrate the problem of subjectivity in social experiments;
- examples illustrating the issue of objectivity in social experiments;
- one of the tools to balance subjectivity and objectivity.

Sociologists conduct scientific experiments just like other scientists with one exception – the participants are almost always human. In order to study social constructs sociologists must focus on humans as their test subjects. Yet what person wants to be treated like a lab rat?

Additionally it is well known that individuals who are being observed are more likely to act differently, as noted by the Hawthorne Effect (Хоторнский эффект). The observed are less likely to behave as usual when a sociologist is watching, which is what a sociologist wants to see the most.

Defining Subjectivity
One of the most compelling issues facing social researchers is their ability to maintain subjectivity. This means that a researcher can conduct a social experiment without allowing their personal viewpoint, ideas, prejudices or background skew the results.

For example, in a research study determining the social implications of suicide, a sociologist may find a social force connected to the cause of suicide, rather than a supernatural cause. A sociologist who has strong religious beliefs might find it near to impossible to report these findings, because they are blinded by their faith.

Defining Objectivity
On the other end of the spectrum sits objectivity. This occurs when a sociologist chooses to become part of the community or social structure in which they are studying for their research.

For example, if you were studying the social system of homeless individuals in Los Angeles, you might choose to become homeless in order to get the most realistic impression. Being homeless for a week or two might be enough to get a grasp of the situation. However, if you sold your home, all of your possessions, gave away all of your money, quit your job, so you could become homeless, this would cause you to lose objectivity on the matter. Your research would be unsuitable because you would only see the social structure from the perspective of the homeless individuals.

Balancing Your Viewpoint
The goal of social research as a sociologist is to commit to an unbiased and authoritative perspective. While you want to have a solid understanding of the issue you are studying, you also want to maintain your personal viewpoint. This individualistic point of view is what you will use to help you balance your subjectivity and objectivity during your study.

Примечания:
1. Конструкция to be (is, are, was, ...) + likely /unlikely + инфинитив на русский язык переводится с использованием наречий вероятно, вряд ли. Например: He is likely to come. – Вероятно, он придет.
TEXT 4. How Do Sociologists Observe?

Translate the text in writing.

Perhaps the most obvious way to “do sociology” is just to watch people going about their everyday activities. We could observe people in exactly the same way that bird-watchers observe birds and then attempt descriptions and explanations of human social behaviour. In some ways sociological observers face similar problems to bird-watchers. If birds are aware of the presence of an observer they are likely to fly away. So people’s behaviour can be affected if they are aware of being “watched”. Because of this the researcher usually has to join in, to some extent, with the group being studied.

Participant observation was first developed outside sociology by anthropologists who study the variety of different societies and cultures in the world. In the early part of this century they began to live in the societies they were interested in. One of the most famous examples of this approach is Malinowski’s research in the South Pacific Trobriand Islands where he lived during the First World War. Later in the 1920’s and 1930’s American sociologists in Chicago borrowed this approach. They studied the lives of different types of people including tramps, gang members and the rich.

There are a number of different ways of doing participant observation. Some researchers for example hardly participate at all in the group they are observing while others are very much a part of the group. Some observers announce who they are and explain their research to the research subjects, other observers act secretly, pretending to be ordinary group members but in reality writing down what they observe.

These different types of participant observation can be summarized like this: Covert, Overt, Active and Remote.

<table>
<thead>
<tr>
<th>Covert</th>
<th>Overt</th>
<th>Active</th>
<th>Remote</th>
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<tbody>
<tr>
<td>The researcher pretends to be an ordinary group member.</td>
<td>The researcher tells the group that he or she is conducting sociological research.</td>
<td>The researcher is involved in all of the activities carried out by the group.</td>
<td>The researcher stands apart from most of the activities carried out by the group.</td>
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Example

| Jason Ditton’s research (1975) into “fiddling and pilfering” in a bakery would not have been possible had he revealed that he was a sociologist. | Janet Foster told the subjects of her research into petty crime, “Villains”, (1990), that she was “doing a project” and “writing a book”. |
| Observation in schools often involves only a limited amount of participation, such as, Geoffrey Walford’s 1991 study of a City Technology College. |

(Adapted from http://people.bath.ac.uk/ssxlw/ part%20obs%20student%20notes.pdf)
TEXT 5. Sociology of Health and Illness

Read the text and find the answers to the questions:

1. What does sociology of health and illness study?
2. How have sociologists changed the vision of health or illness?
3. Why do sociologists need a global approach to studying health and illness?
4. What social factors influence the sociological vision of the issues of health and illness?
5. How is sociology of health and illness different from medical sociology?

The sociology of health and illness studies the interaction between society and health. In particular, sociologists examine how social life impacts morbidity and mortality rates and how morbidity and mortality rates impact society. This discipline also looks at health and illness in relation to social institutions such as the family, work, school, and religion as well as the causes of disease and illness, reasons for seeking particular types of care, and patient compliance and noncompliance.

Health, or lack of health, was once merely attributed to biological or natural conditions. Sociologists have demonstrated that the spread of diseases is heavily influenced by the socioeconomic status of individuals, ethnic traditions or beliefs, and other cultural factors. Where medical research might gather statistics on a disease, a sociological perspective of an illness would provide insight on what external factors caused the demographics who contracted the disease to become ill.

The sociology of health and illness requires a global approach of analysis because the influence of societal factors varies throughout the world. Diseases are examined and compared based on the traditional medicine, economics, religion, and culture that is specific to each region. For example, HIV/AIDS serves as a common basis of comparison among regions. While it is extremely problematic in certain areas, in others it has affected a relatively small percentage of the population. Sociological factors can help to explain why these discrepancies exist.

There are obvious differences in patterns of health and illness across societies, over time, and within particular society types. There has historically been a long-term decline in mortality within industrialized societies, and on average, life-expectancies are considerably
higher in developed, rather than developing or undeveloped, societies. Patterns of global change in health care systems make it more imperative than ever to research and comprehend the sociology of health and illness. Continuous changes in economy, therapy, technology and insurance can affect the way individual communities view and respond to the medical care available. These rapid fluctuations cause the issue of health and illness within social life to be very dynamic in definition.

The sociology of health and illness is not to be confused with medical sociology, which focuses on medical institutions such as hospitals, clinics, and physician offices as well as the interactions among physicians.

**TEXT 6. What Is Urban Sociology?**

The study of urban sociology is generally defined as the search for answers and reasons for why populations in an urban area react to their environment in the way they do, and how the dynamics of these reactions affect their lives, economics, structures and governmental processes of this area.

**From Pioneers to the Chicago School**

From a historical perspective, we have always been curious about the dynamics behind the question, What makes a city? From pioneers in sociology, like Karl Marx, Max Weber, George Simmel and others, we have learned that issues such as cultural differences, poverty, race and demographic and economic trends all play a role in the make-up of an urban area.

Early studies suggested that economic problems, as well as social alienation and class, or caste, worked to break down individuals, and further break down families. The work of these sociologists in the early 19th
century eventually led to the creation of the Chicago School of Sociology, as we know it today.

The Chicago School had only one question. How did an increase in urbanization during the industrial revolution contribute to the growth of today’s socio-economic problems in a metropolis? This question was researched through interviews, observations, statistical analysis, theory and other methods to come to a conclusion based on their findings. This study gave rise to the “Ring Theory” – a fascinating concept that helped to visualize the movement of the middle class from the inner, or core, areas of a city into the outer edges, or suburbs.

*Trends in Urban Sociology Today*

Sociologists today work with the same tools used at the turn of the century. Study and research still involves reaching out to the individuals that make up the urban environment. By studying the different issues of the people living in the city, like race, age, gender, cultural beliefs, economic background and immigration status, urban sociologists can make predictions as well as suggest changes to improve the lives of the citizens living there.

Примечания:
1. Обратите внимание на функции, которые может выполнять глагол do:
   ● смысловой глагол «делать» (I do my work. Я делаю работу.);
   ● вспомогательный глагол в вопросительных и отрицательных предложениях (Do you work? I do not work. Работаешь ли ты? Я не работаю.);
   ● усиление стоящего после него глагола в утвердительном предложении. Часто переводится словами типа «все же», «действительно» (He did do it. Он это все же сделал.);
   ● заменитель предыдущего глагола. (He worked as well as I did. Он работал так же хорошо, как (работал) я). В первом предложении текста глагол do используется в данной функции и заменяет ранее употребленный глагол react.

2. В данных предложениях слово well является частью составного союза as well as, который переводится на русский язык так же как и, а также.

**TEXT 7. A Society of Consumers**

*Translate the text in writing.*

Sociologists recognize that many aspects of our daily lives are structured by our consumption. As described by sociologist Zygmunt Bauman in his book *Consuming Life*, this reflects a shift from a society of producers – a society organized around the act of production – to a society of consumers – one organized around the act of consumption. The United States has increasingly become a society of consumers since the mid-twentieth century, as most production jobs were moved overseas, and our economy shifted to providing service and information. Thus, most of us spend our days consuming rather than producing.

Because consumption is so central to how we live our lives, it has taken on great importance in the relationships we forge with others. We often organize visits with others around the act of consuming, whether that be sitting down to eat a home cooked meal as a family, taking in a movie with a date, or meeting up with friends for a shopping
excursion at the mall. In addition, we often use consumer goods to express our feelings for others, like with the practice of gift-giving, or notably, in the act of proposing marriage with an expensive piece of jewelry.

Sociologists also see consumption as an important part of the process of forming and expressing both individual and group identities. In *Subculture: The Meaning of Style*, sociologist Dick Hebdige observed that identity is often expressed through fashion choices, *which* allows us to classify people as hipsters, punks, preppies, or emo, for example. This happens because we choose consumer goods that we feel say something about ourselves, about our values and lifestyle, and importantly, about who we want to be.

*Because* we associate certain values, identities, and lifestyles with consumer goods, sociologists recognize that some troubling implications follow the centrality of consumption to social life. We often make assumptions, without even realizing it, about a person’s character, social standing, values and beliefs, or even their intelligence, based on how we interpret their consumption practices. *Because of* this, consumption can serve processes of exclusion and marginalization in society, and can lead to conflict across lines of class, race, culture, sexuality, religion, and nationality.

Примечания:
1. Союз whether ... or переводится как будь то ... либо.
   Местоимение which в данном предложении вводит придаточное предложение, которое характеризует все главное предложение: *which allows us to classify* ... – что позволяет нам классифицировать ... .

2. Обратите внимание на разницу в переводе союза because (так как) и предлога because of (из-за).

**CAREERS IN LIBERAL ARTS**

**TEXT 1. The Relation Between Getting a Degree and Getting a Job**

Translate the text in writing.

It is a mistake to think of an undergraduate degree in a college of liberal arts and sciences as a matter of being trained for a specific job or profession. The main aim of a degree in the liberal arts or in the basic sciences is the acquisition of a certain body of knowledge and the acquisition of the skills needed to extend your knowledge *on your own*. Many people are apt to think of going to college or the university as a matter of job preparation. In some sense it is. College graduates earn substantially more over their lifetimes than people who have completed only a high school degree.

The value of a university education lies in the prospect it opens up on the pleasures of the life of the mind, the breadth of vision it encourages, the knowledge it provides of the most important *developments* in our collective understanding of the world, and the sense of what is possible through sustained intellectual study of a particular subject. The skills you learn in the serious study of any academic subject turn out to be quite generally applicable, and put you in a position to do things which someone who has not had that
training is not in a position to do. These are primarily skills in identifying, analyzing and solving problems, skills in handling quantitative data, skills in written and verbal communication, and the ability to engage in the kind of disciplined and sustained intellectual application that is required of you for academic success. These skills turn out to be invaluable later on, and prepare one for a wide range of jobs and professions and careers.

Therefore⁴, the main aim of a liberal arts degree is not to get you a job. Nonetheless⁴, pursuing an academic degree seriously will give you a lot of skills which will make you a valuable employee, and moreover⁴ give you the skills that will be valuable not just in one or another specific job or enterprise, but for an almost open-ended number of careers. It is also important to keep in mind that while your degree will give you important general intellectual skills, it will certainly not give you all the skills you need for any specific job you undertake.

(Retrieved from http://web.phil.ufl.edu/ugrad/ugcrhbk.html)

Примечания:
1. Русскому термину гуманитарные науки в английском языке соответствует термин liberal arts (более характерный для американского варианта английского языка) и the humanities (которому оказывается предпочтение в британском варианте). Гуманитарные науки противо-поставляются естественным наукам, в английском языке это sciences.

2. On your own – самостоятельно.

3. Слово development имеет значение развитие, эволюция, усовершенствование и грамматически принадлежит к неисчисляемым существительным. С окончанием множественного числа developments это слово имеет значение события, обстоятельства.

4. Для научного стиля характерно использование сложных наречий, союзных слов и составных предлогов: therefore (поэтому), nonetheless / nevertheless (тем не менее), moreover (более того), throughout (на протяжении) и др.

TEXT 2. Preparing Yourself for the Job Market

Relax! There hundreds of occupations you can pursue as a liberal arts graduate. While liberal arts majors generally have to do more thinking about how to prepare themselves for the job market and to present themselves to employers, once employed, liberal arts graduates tend to be more employable over their working lives than graduates of any other discipline. This is because your education provides you with a broad base of general skills that makes you more adaptable and marketable in the long run.

Several years ago, the University of Illinois Career Development and Placement Office surveyed 52,000 alumni over a ten-year period. While fewer liberal arts graduates had jobs prior to graduation (roughly 30 percent) than graduates in technically-oriented fields, there was no significant difference between the rate of employment for liberal arts and technically-oriented students four months following graduation (over 90 percent had full-time employment). By starting early, planning intelligently, and making good use of your broad-based skills, especially those related to research, analysis, and communication, you will be
very able to respond to and meet the challenges of choosing a career field and embarking successfully on the job search process.

Enter this process with enthusiasm and a positive outlook! Keep in mind that most of the qualities employers are looking for in a successful job candidate are integral components of a liberal education.

In a recent survey by the National Association of Colleges and Employers (NACE), employers ranked oral communication, interpersonal savvy, and teamwork skills as the top three skills desired in a job candidate. Analytical and problem-solving ability, written communication, leadership ability, adaptability, computer skills, and proficiency in one's field of study were also cited as important criteria used to evaluate job applicants. The ideal candidate offers a combination of these skills, none of which are specific to any one academic major, but most of which are strengths of a liberal education!

(Retrieved from http://web.phil.ufl.edu/ugrad/ugcrhbk.html)

Примечание.
Обратите внимание на словообразовательную цепочку: to employ (нанимать, брать на работу) – employer (наниматель, работодатель) – employee (сотрудник; служащий, работающий по найму) – employed (нанятый, имеющий работу) – unemployed (безработный) – employment (занятость) – unemployment (безработица) – employable (работоспособный, трудоспособный). Знание словообразовательных элементов поможет вам правильно понять слово и подобрать подходящий эквивалент в русском языке.

TEXT 3. Assessing Your Interests, Abilities and Life Style Preferences

Translate the text in writing.

The most crucial element of planning a career is also the most often ignored – assessing your interests, skills, values and life style preferences. What types of activities do you like and dislike? What do you do well? Where do you want to live? What types of people do you enjoy interacting with?

Maybe you already have a clear idea about what you want to do. But if you do not, many of these questions can be addressed through self-directed activities or by working with a career counselor. The Career Resource Center (CRC) has a number of career planning books containing activities to help you identify what you want out of a career. You may also meet with a counselor to learn about other options for self-assessment, such as interest inventories and personality assessments. These paper and pencil ‘tests’ can help you identify and clarify your interests, skills, and personal qualities and indicate how these qualities relate to various career paths. Computer-assisted career guidance programs, such as CHOICES in the CRC or DISCOVER in the Counseling Center, are also useful tools for identifying what you want out of a career and linking those criteria to specific opportunities.

Because you do have so many options available to you as a liberal arts student, assessing yourself and researching career options are essential to narrowing down and deciding upon an initial career path. Once you have researched yourself and your options, setting goals for future accomplishments becomes easier. Be SMART when setting goals, whether career-related or not. Make sure that your goals are:
Specific – concrete rather than very broad or undefined;
Measurable – so that you can tell when they have been achieved;
Attainable – something realistic and achievable;
Relevant – something that relates to your interests, values, and desires;
Time-bound – something that can be accomplishable within a specific period of time.
When setting academic and career goals, evaluate them using these criteria. While saying, “I want to pick a career that will make me happy”, sounds good, it satisfies none of the above criteria. You need to decide what would constitute for you a happy or a good life. So say instead, “I am going to take an interest inventory next week to evaluate my interests and to provide me with initial information about how my interests relate to various careers.” This satisfies all of our criteria.

(Retrieved from http://web.phil.ufl.edu/ugrad/ugcrhbk.html)

Примечания:
1. В вопросе использована конструкция, характерная для разговорной английской речи, когда предлог ставится в конце предложения. При переводе предлог занимает обычное для него в русском языке место перед вопросительным словом: С какими людьми ..?

2. В английском языке существует целый ряд слов, выполняющих разные функции в предложении. Наречие once имеет значение однажды, когда-то. В тексте слово once употреблено как союз, вводящий придаточное времени: Как только вы изучили себя ...

3. ... whether career-related or not – ... будь то связанные с карьерой или нет.
Общие сведения

Предложением называется сочетание слов, выражающее законченную мысль. Слова, входящие в состав предложения, называются членами предложения. Члены предложения делятся на главные (подлежащее и сказуемое) и второстепенные (дополнение, определение, обстоятельство). По своей структуре предложения бывают на простые и сложные (сложносочиненные и сложноподчиненные).

В английском языке порядок слов в предложении строго фиксированный в отличие от русского языка, где существует свободный порядок слов. Так, смысл английского предложения *The hunter killed the bear* мы могли бы передать по-разному: Охотник убил медведя. Медведя убил охотник. Изменение порядка слов в русском предложении изменяет его стилистическую окраску, но суть остается прежней. В английском языке *The bear killed the hunter* имеет совершенно иной смысл, т. е. изменение порядка слов полностью меняет значение высказывания. Чтобы лучше понять важность порядка слов, подумайте над смыслом русского предложения, где подлежащее и дополнение выражены существительными среднего рода, у которых совпадает именительный и винительный падеж: *Село кормит озеро.* Где в этом предложении подлежащее, на ваш взгляд?

Фиксированный порядок слов в английском языке — результат исчезновения падежной системы, падежных окончаний, которые помогают определить связь между словами в русском языке и определить, что является подлежащим, а что дополнением.

Порядок слов в повествовательном и вопросительном предложениях

В повествовательном предложении в английском языке подлежащее (Subject) должно стоять на первом месте, далее следует сказуемое (Verb), дополнения (Objects), а затем обстоятельства места, времени и т. д. (Adverbial Modifiers of Place, Time, etc.). Например:

*The students study English.*
Subject + Verb + Object.

*We do not study French.*
Subject + Verb + Object.
The academic year has (not) begun.
Subject + Verb.

The students wrote a Placement Test yesterday.
Subject + Verb + Object + Adverbial Modifier of Time.

The teacher gave a task to students.
Subject + Verb + Object₁ + Object₂.

Некоторые обстоятельства времени могут занимать различное положение в предложении:
They graduated from school two years ago.
Usually I get up at 7 o'clock.
I often go to the swimming pool.

**Порядок слов в вопросительном предложении**

Чтобы задать вопрос, нужно изменить порядок слов в повествовательном предложении. Существует два основных правила постановки вопроса в английском языке: «правило перестановки» и «правило добавления».

«Правило перестановки», или изменения порядка слов, возможно в следующих случаях:
- когда сказуемое выражено одной из форм глагола be (am, is, are, was, were), или глагол be (в форме, которая согласуется с подлежащим) входит в состав сложной формы:
  My last name is Subich. ⇒ Is your last name Subich?
  We are from Brest. ⇒ Are you from Brest?
  This is my first visit to this museum. ⇒ Is this your first visit to this museum?
  My friend was glad to see me here. ⇒ Was your friend glad to see you here?
  I was born in Borisov. ⇒ Were you born in Borisov?
- когда сказуемое выражено глагольными формами, в состав которых входит вспомогательный глагол (an auxiliary verb) have / has / had:
  I have lived in Minsk for many years. ⇒ Have you lived in Minsk for many years?
  I have known him for two years. ⇒ Have you known him for two years?
- когда в состав сказуемого входит модальный глагол (can, could, may, might, should etc.):
  He can speak English very well. ⇒ Can he speak English very well?
  Students should attend classes. ⇒ Should students attend classes?

«Правило добавления» – предусматривает необходимость добавить вспомогательный глагол do (does, did), который ставится перед подлежащим, а смысловой глагол оставить на прежнем месте после подлежащего:
I study at University. ⇒ Where do you study?
She studies at school. ⇒ Where does she study?
He went to the USA last year. ⇒ Where did he go last year?
Рассмотренные выше вопросы называются общими и, как правило, требуют краткого ответа «да» или «нет»:

Are you a first year student? – Yes, I am.
(Yes, I am a first year student.)
Do you live near here? – Yes, I do. (Yes, I live near here.)
Do the other members of your family speak English? – No, they don’t.
(No, my parents don’t speak English.)

В специальных вопросах, которые ставятся к определенному члену предложения, используются вопросительные слова: what что, какой, who(m) кто, кому, where где, куда, when когда, which который, какой, why почему, how (long, far) как (долго, далеко), whose чей. Далее следует сказуемое, выраженное одной из форм глагола be (am, is, are, was, were), либо вспомогательный глагол do (does, did), а затем подлежащее.

My name is Alex. ⇒ What is your name?
I have lived in Minsk for 5 years. ⇒ How long have you lived in Minsk?
I was born in Russia. ⇒ Where were you born?
My sister studies at school. ⇒ Where does your sister study?

Разделительные вопросы (Tag questions)

Особым типом общих вопросов являются так называемые разделительные вопросы (tag questions), которые начинаются как утвердительное или отрицательное повествовательное предложение, а затем к этому предложению присоединяется краткий общий вопрос. Когда говорящий ожидает утвердительный ответ, предложение начинается с утверждения, а вспомогательный или модальный глагол в вопросе употребляется в отрицательной форме:

It’s a wonderful day today, isn’t it?
You work very hard these days, don’t you?
We could do better, couldn’t we?
We can do this task tomorrow, can’t we?

Если же говорящий ожидает отрицательный ответ, вопросу предшествует отрицательное предложение, а вспомогательный или модальный глагол в вопросе употребляется в утвердительной форме:

You aren’t very busy at the moment, are you?
You haven’t read the text, have you?
You didn’t write an essay, did you?
You don’t speak English very well, do you?

PRACTICE (Basic word order in statements. Word order in questions)

1. Let / introduce / me / myself.

2. proud / am / to / become / of / student / a / Institute / 1 / of / Journalism / the.

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3. have / I / dreamt / always / studying / of / University / at.

4. is / my / ambition / to / work / it / in / international / big / a / company.

2 Make questions from the following words. Use the pronoun you in each case. Add necessary auxiliary verbs. For example:

Where exactly / live?
Where exactly do you live?

1. How / usually / get here from your house?
2. graduate from school / last year?
3. What / like doing in your free time?
4. Why / enter this faculty?
5. do / anything special last night?
6. What sort of music / like?
7. What / are interested in?
8. What / do after graduation?
9. Where / were going when I saw you yesterday?

3 Fill in the spaces with the correct tag.

1. It's a beautiful day, _______?
2. You weren't cheating in the test, _______?
3. Alex would never cheat, _______?
4. You speak English, _______?
5. We needn't come tomorrow, _______?
6. We have to work harder, _______?
7. You are not disappointed about choosing this speciality, _______?
8. You could take up tennis, _____?
9. You'd rather carry on with volleyball, _____?

ΠΡΕΔΟΛΕΙΙΑ Σ ΦΟΡΜΑΛΙΝΝΠ ΠΟΜΕΛΑΚΗΙ Μ ΟΤ

В русском языке в безличных предложениях подлежащее отсутствует. В английском языке подлежащее – обязательный член предложения. Для построения безличных предложений о погоде, времени, расстоянии, а также в предложениях с неопределенными оборотами (говорят, сообщают, полагают) используется местоимение it:

Тепло. – It is warm.
Становится холодно. – It is getting cold.
Шесть часов. – It is six o'clock
Слишком рано. – It is too early.
Было трудно понять тебя. – It was difficult to understand you.
Бесполезно плакать. – It is no use crying.
Говорят, что … – It is said that …
Ожидали, что … – It was expected that …

Примечание.
Местоимение it также употребляется вместо существительного в функции подлежащего или дополнения, обозначая неодушевленный предмет. В этом случае оно переводится на русский язык он, она, оно в зависимости от грамматического рода существительного, которое оно заменяет:
The table is broken. It is in the corner. – Стол сломан. ОН в углу.
I’ve bought a blouse. It’s very nice. – Я купила блузку. ОНА очень хорошая.
Where is my letter? It is on the desk. – Где мое письмо? ОНО на письменном столе.
This is my new dress. Do you like it? – Это мое новое платье. ОНО тебе нравится?

В обобщенном значении также употребляются местоимения you и they в значении любой, люди вообще, включая говорящего, что соответствует неопределенно-личным предложениям в русском языке.
You shouldn’t believe rumours. – НЕ НАДО (не стоит) верить слухам.
They say too much sugar is bad for you. – Говорят, что слишком много сахара – вредно.

В подлежащее, выраженное неопределенным местоимением one

• Неопределенное местоимение one в значении каждый, всякий, любой, все (включая говорящего) может употребляться в качестве подлежащего или дополнения. Часто такое подлежащее употребляется в сочетании с модальным глаголом. Например:
  One can easily understand this. – Любой может легко это понять.
  One should work hard to pass exams. – Все должны работать усердно, чтобы сдать экзамен.

  Education provides one with knowledge and skills. – Образование обеспечивает любого знаниями и умениями.

  В русском языке сочетанию неопределенного местоимения с модальным глаголом часто соответствуют безличные предложения:
  One can come to the conclusion that … – Можно прийти к выводу, что …
  One should take into consideration that … – Следует принять во внимание, что …

• Неопределенное местоимение one употребляется так же, как «слово-заместитель», т. е. заменяет существительное, упомянутое ранее, чтобы избежать его повторения. Например:
  These donuts look delicious. I really like the chocolate ones. – Эти пончики выглядят аппетитно. Мне нравятся шоколадные (пончики).

• One в числовом значении один, одна, одно часто употребляется как определение перед существительным или при сопоставлении двух объектов. Например:
One reason to believe that … – Одна причина поверить этому …
I have two pets. One is a Yorkshire terrier, the other is a Persian cat. – У меня два питомца. Один – йоркширский терьер, другой – персидская кошка.

СКАЗУЕМОЕ, ВЫРАЖЕННОЕ ОБОРОТОМ THERE IS

There is … – особая конструкция со значением имеется, есть, существует. Эта конструкция употребляется для сообщения собеседнику или читателю о нахождении предмета или лица в определенном месте или в некотором отрезке времени.
- Поскольку сообщается новая информация, то подлежащее, которое следует за there is, употребляется с неопределенным артиклем (при условии, что оно выражено исчисляемым существительным в единственном числе).
  - There is a cat on the roof. – На крыше кошка.
  - There is a good film on TV this week. – На этой неделе по телевизору идет хороший фильм.
  - There was a growing consensus on this question. – По этому вопросу возникало все больше согласия.
- Если подлежащее стоит во множественном числе, то перед ним обычно употребляются местоимения some, any, many или числительные two, three и др.
  - There are some books on the shelf.
  - There are many people at the bus stop.
  - There are two cats on the roof.
- Глагол to be в конструкции there is может употребляться в разных формах времени:
  - There is a good song on the radio (настоящее время).
  - There are only five weeks until Christmas (настоящее время).
  - There was a party at school yesterday (прошедшее время).
  - There were many students at the lecture (прошедшее время).
  - There will be a concert of this group tomorrow (будущее время).
  - There has been an increase in the number of students entering the universities (настоящее перфектное время).
- Глагол to be в конструкции there is может употребляться в сочетании с модальными глаголами:
  - There must be a test tomorrow.
  - There should be more confidence in your voice.
- В этой конструкции помимо глагола to be могут употребляться также и некоторые другие: live – жить, exist – существовать, stand – стоять.
  - Once upon a time, there lived a king and queen in this castle.
There exist two major factors.

- При постановке вопроса глагол to be ставится перед there. Если используется сложная форма to be, то перед there ставится вспомогательный глагол:
  Is there any juice in the fridge?
  Will there be a concert of this group tomorrow?
  Has there been an increase in the number of students entering universities?

- Отрицательные предложения строятся двумя способами:
  1) с помощью частицы not, которая образует с глаголом to be сокращенные формы isn’t, aren’t, wasn’t, weren’t, hasn’t been, won’t be и др. Перед существительным во множественном числе и перед неисчисляемым существительным после отрицательной частицы not употребляется местоимение any:
    There aren’t any boys in this group.
    There isn’t any juice in the fridge;
  2) при помощи местоимения no перед существительным, которое употребляется без артикля и без местоимения any:
    There is no book on the table.
    There are no boys in this group.
    There is no juice in the fridge.

**PRACTICE (it, one, they, there is)**

1. Translate the sentences into Russian.
   1. It is difficult to translate this text.
   2. There is a dog in the house. It’s angry.
   3. They are going to build a new swimming pool here.
   4. It was much colder yesterday.
   5. It’s a pity that you can’t go with us.
   6. One shouldn’t believe rumours.
   7. There is a cat is on the roof. It is black.
   8. One must always keep one’s word.

2. Translate the sentences into English.
   1. Становится темно. Пора идти домой.
   2. Важно регулярно посещать занятия.
   3. Сколько студентов в вашей группе?
   4. В футбольной команде 11 игроков.
   5. На нашем факультете четыре отделения.
   6. В настоящее время в БГУ 16 факультетов.
Общие сведения

Именем существительным называется часть речи, которая обозначает предмет. В английском языке большинство существительных не имеют категории рода и не изменяются по падежам. Единственное исключение касается в основном одушевленных существительных; некоторые из них имеют разные формы слов для обозначения мужского и женского рода: an actor – an actress (актер – актриса), a host – a hostess (хозяин – хозяйка) и др. и могут образовывать притяжательный падеж, обозначающий принадлежность a boy’s book (книга мальчика).

ЧИСЛО ИМЕН СУЩЕСТВИТЕЛЬНЫХ

Исчисляемые существительные

Исчисляемые существительные (Countable Nouns) имеют формы единственного и множественного числа.

Образование множественного числа

Форма множественного числа существительных в большинстве случаев образуется прибавлением окончания -s к форме единственного числа: a student – students, a professor – professors, a lecture – lectures, a subject – subjects и др.

Орфографические особенности

Форма множественного числа существительных, оканчивающихся на -s, -ss, -sh, -ch или -x, образуется прибавлением -es к форме единственного числа: bus – buses, dish – dishes, boss – bosses, a branch – branches, a fox – foxes.


Нестандартные формы множественного числа


Некоторые слова, заимствованные из других языков, сохраняют особую форму множественного числа, свойственную этим языкам:

an analysis (анализ) – analyses, a crisis (кризис) – crises, a thesis (tesis) – theses, a hypothesis (гипотеза) – hypotheses, a medium (средство) – media, a criterion (критерий) – criteria, a phenomenon (феномен) – phenomena, a datum (данное) – data и др.


Некоторые слова имеют во множественном числе ту же форму, что и в единственном: a sheep (овца) – sheep, a deer (олень) – deer, an aircraft (самолет) – aircraft, a salmon (семга) – salmon, a carp (карп) – carp, a cod (треска) – cod и др.

Некоторые существительные могут употребляться только во множественном числе.

К ним относятся:

● существительные, обозначающие парные предметы: trousers (брюки), jeans (джинсы), shorts (шорты), shoes (туфли), pajamas (пижама), tights (колготки), binoculars (бинокль), scissors (ножницы), spectacles (очки), earrings (серёжки) и др.;
● собирательные существительные, обозначающие группы лиц или животных: people (люди), police (полиция), clergy (духовенство), poultry (домашняя птица), cattle (крупный рогатый скот) и др.;
● собирательные существительные, оканчивающиеся на -s, обозначающие, как правило, группы лиц или предметов: authorities (начальство), customs (таможня), troops (войска), contents (содержание), earnings (заработки), goods (товары), clothes (одежда), savings (сбережения), sweets (сладости), talks (переговоры) и др.

Примечание. Все эти слова согласуются с глаголом в форме множественного числа.

Неисчисляемые существительные

Неисчисляемые существительные (Uncountable Nouns) не поддаются счету и, следовательно, имеют только форму единственного числа.

К неисчисляемым относятся многие существительные, обозначающие продукты, жидкости, абстрактные понятия и некоторые другие слова: bread (хлеб), cheese (сыр), honey (мед), milk (молоко), water (вода), wine (вино), anger (злость), justice (справедливость), happiness (счастье), health (здоровье), luck (удача), progress (прогресс), intelligence (ум), information (информация), money (деньги) и др.

Чтобы избежать ошибок, в первую очередь следует запомнить существительные, которые являются неисчисляемыми в английском языке, но в русском языке имеют форму множественного числа. Сравните:
Примечание. Неисчисляемые существительные не могут употребляться с неопределенным артиклем или числительными и всегда согласуются с глаголом в единственном числе.

Неисчисляемые существительные, оканчивающиеся на -s

Существует группа неисчисляемых существительных, внешне напоминающих существительные во множественном числе, т. к. они оканчиваются на -s. Будучи неисчисляемыми, они всегда согласуются с глаголом в единственном числе. К ним относятся:

● названия болезней: appendicitis (аппендицит), measles (корь), diabetes (диабет), mumps (свинка) и др.;
● названия видов спорта и игр: aerobics (аэробика), athletics (атлетика), billiards (бильярд) и др.;
● названия академических дисциплин: economics (экономика), physics (физика), linguistics (лингвистика), statistics (статистика), genetics (генетика) и др.

ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ

Образование притяжательного падежа (Possessive Case)

Существительные в притяжательном падеже обозначают принадлежность и отвечают на вопросы: чей? чья? чье? Притяжательный падеж образуется путем добавления к существительным апострофа и окончания -'s.

Апостроф и окончание -'s добавляется:

● к существительным в единственном числе, обозначающим людей и животных: a boy's book (книга мальчика), boss's advice (совет босса), our dog's puppies (щенки нашей собаки);
● к существительным во множественном числе, не имеющим окончания -s: children's toys (игрушки детей), women's hats (шляпы женщин), the mice's diet (пища мышей) и др.;
● к именам собственным, оканчивающимся на -s: Mr Evans's daughter (дочь мистера Эванса), James's voice (голос Джеймса);
• к составным существительным: father-in-law's car (автомобиль тестя), passer-by's behavior (поведение пешехода) и др.

Только апостроф «’» добавляется:
• к существительным во множественном числе, оканчивающимся на -s: girls' room (комната девочек), prisoners’ escape (бег заключенных);
• к именам известного писателя Диккенса и поэта Китса: Charles Dickens’ life (жизнь Чарльза Диккенса), Keats’ poems (стихи Китса).

Притяжательный падеж неодушевленных существительных

Принадлежность к неодушевленным существительным выражается при помощи предлога of: the roof of the house (крыша дома), the leg of the table (ножка стола), a model of family life (образец семейной жизни).

Однако существует большая группа неодушевленных существительных, которые могут употребляться в притяжательном падеже с окончанием -'s. Такую форму особенно часто имеют существительные, обозначающие названия населенных пунктов и стран, а также слова, обозначающие организации, время и расстояние: Bordeaux’s wine estate (виноградники Бордо), Italy’s history (история Италии), the government’s decision (решение правительства), world’s economy (мировая экономика), today’s news (сегодняшние новости), three hours’ drive (трехчасовая поездка), last week’s report (прошлогодний отчет), a night’s rain (ночной дождь), a mile’s distance (расстояние длиной в одну милю), two kilometers’ depth (двукилометровая глубина) и другие.

ОПРЕДЕЛИТЕЛИ СУЩЕСТВИТЕЛЬНЫХ

Характерной особенностью английских имен существительных является то, что они, как правило, сопровождаются дополнительными словами, так называемыми определителями (determiners). К ним относятся:

| артикулы (неопределенный a / an, определенный the) | I have a car. The car is big and fast. They need an aircraft. |
| указательные местоимения this, that, these, those | That car is big. This car is bigger. Those cars are the biggest. |
| притяжательные местоимения my, his, her, its, our, their | My advice is good. His advice is better. Their advice is the best. |
| неопределенные местоимения some, any | Would you like some milk? We don’t have any milk at home. |
| неопределенные (количественные) местоимения much, many, little, few, a little, a few и др. | much advice (много советов) many goods (много товаров) little water (мало воды) few people (мало людей) a little food (немного продуктов) a few men (несколько мужчин) |
Определители взаимно исключают друг друга, наличие одного определителя перед существительным исключает употребление другого.

Некоторые определители употребляются как с исчисляемыми существительными, так и с неисчисляемыми. К ним относятся определенный артикль the, указательные, притяжательные и неопределенные местоимения.

<table>
<thead>
<tr>
<th>Определители употребляются как с исчисляемыми существительными, так и с неисчисляемыми</th>
</tr>
</thead>
<tbody>
<tr>
<td>the, this, that, my, your, his, her, our, some, any, a lot of, lots of, plenty of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Определители, которые употребляются только с исчисляемыми существительными</th>
<th>Определители, которые употребляются только с неисчисляемыми существительными</th>
</tr>
</thead>
<tbody>
<tr>
<td>the story</td>
<td>the happiness</td>
</tr>
<tr>
<td>this story</td>
<td>this news</td>
</tr>
<tr>
<td>my car</td>
<td>my coffee</td>
</tr>
<tr>
<td>some / any cars</td>
<td>some / any news</td>
</tr>
<tr>
<td>many, few, a few, a great / small number of, a couple of, several</td>
<td>much, little, a little, a big / small amount of, a big / small quantity, a great deal of</td>
</tr>
<tr>
<td>many stories (много рассказов)</td>
<td>much news (много новостей)</td>
</tr>
<tr>
<td>few cars (мало автомобилей)</td>
<td>little news (мало новостей)</td>
</tr>
<tr>
<td>a few pages (несколько страниц)</td>
<td>a little time (немного времени)</td>
</tr>
<tr>
<td>a great number of books (большое количество книг) и т. д.</td>
<td>a big amount of information (большое количество информации) и т. д.</td>
</tr>
</tbody>
</table>

PRACTICE (Noun)

1. Two **aircraft / aircrafts** delivered food for hungry people.
2. The boy was happy because he caught **many fishes / many fish**.
3. We needed **an advice / a piece of advice** from our teacher.
4. My sister is proud of her long **hairs / hair**.
5. Money **doesn't / don't** always bring happiness.
6. The girl's jewelry **was / were** really shining even from the distance.
7. Machinery **has / have** been concentrated in one place to begin production.
8. The fruit in the market **is not / are not** expensive this summer.
9. They made a lot of **research / researches** on this subject.
10. We are looking for the police. Where **is it / are they**?
11. All goods went through the **custom / customs**.
12. Do you know anything about our new **equipment / equipments**?
2 Write the plurals of the words given in brackets to complete these sentences.

1. There were a lot of yellow (leaf) _____ rustling under our (foot) _____.
2. The two (man) _____ caught several _____ (fish) yesterday morning.
3. The (house) _____ in our neighborhood all have different (roof) _____.
4. Psychologists believe that (woman) _____ are led by emotions and (man) _____ by reason.
5. Transportation system of many (city) _____ includes a number of (means) _____ of transport.
6. Their _____ (wife) keep their kitchen _____ (knife) on the _____ (shelf).
7. Young people talked about their national (hero) _____ at the World Youth Congress.
8. New (editor-in-chief) _____ have been chosen for journals of our law school.

3 Choose the right variant.

1. This car does not belong to John. It is his _____.
   a) brother-in-law’s    b) brother’s-in-law
2. I have two younger sisters. That’s my room and that’s my ______ room.
   a) two sisters’    b) two sister’s
3. On her way home she usually bought a slice of honey-cake at ______.
   a) the bakers’    b) the baker’s
4. The _____ coats were left in the cloakroom downstairs.
   a) boy’s    b) boys’
5. It was a nice _____ through the country.
   a) two hours’ drive    b) two hour’s drive
6. The _____ is an amazing place.
   a) bottom of the sea    b) sea’s bottom
7. Everybody thought that _____ was promising.
   a) the beginning of the sea    b) the match’s beginning
8. He lives _____ distance from here.
   a) kilometer’s    b) a kilometer’s
9. Have you still got _____ newspaper?
   a) last’s Sunday’s    b) last Sunday’s

4 Translate the words in brackets into English.

1. I am not sure (сколько) __________ money I need to buy a new dictionary.
2. (Мног) __________ research focus on people teaching themselves a second language.
3. There are many grown-ups who enjoy having (немного) __________ fun during Christmas.
4. My friend was really satisfied with the fact that he made (немного) __________ mistakes in his test.
5. The author was so disappointed because (мало) __________ readers came to participate in the discussion.
6. There is (мало) __________ use crying over a broken cup.
Общие сведения

Артикли – это особые служебные слова-определители, которые употребляются перед существительными. В английском языке имеются два вида артиклей: неопределенный a / an и определенный the, которые придают существительному значение соответственно неопределенности или определенности.

Неопределенный артикль

По происхождению связан с числительным one (один) и поэтому может употребляться только с исчисляемыми существительными в единственном числе: a student, a teacher, a professor, a lecture, a university. Форма an употребляется перед словами, которые начинаются с гласной или непроизносимой согласной h: an academic degree, an undergraduate student, an airport, an hour.

Существительные с неопределенным артиклем называют предмет вообще, и часто значение неопределенного артикля можно передать в русском языке такими словами, как один, один из, какой-то, некий, любой, но, как правило, необходимости в переводе артикля не возникает.

Определенный артикль

По происхождению связан с указательным местоимением that, что означает «тот» или «тот самый». Это дает ключ к лучшему пониманию смысла определенного артикля в английском языке. Определенный артикль может использоваться как в единственном, так и во множественном числе: the house – the houses, the student – the students, the lecture – the lectures, когда речь идет об определенном доме или домах, об определенном, известном говорящим студенте или студентах и т. д.

Определенный артикль может использоваться с неисчисляемыми существительными, когда их значение уточняется: the joy of the meeting (радость встречи), the sorrow of the parting (печаль расставания).

Основные случаи употребления артиклей

Неопределенный артикль употребляется:
- когда речь идет об одном каком-нибудь лице или предмете, еще неизвестном собеседнику и упоминаемом впервые:
  I met an old friend yesterday.
  Tom bought a new car.
  Ann has an exam today.
Во множественном числе артикль отсутствует и не заменяется другими определителями:

I met old friends yesterday.
Ann has exams today;

● после форм глагола to be при назывании профессии, национальности и пр.:
My friend is a teacher of philosophy
Ann is an American. She is a student.

Во множественном числе артикль отсутствует и не заменяется другими определителями:

My friends are teachers of the university.
They are Americans;

● при указании скорости, цены, частоты, сохраняя значение «один»:
Bill drove 40 miles an hour.
The meat costs 8 dollars a kilo.
They meet twice a week;

● в конструкции «there is a …»:
There is a big library at the university.
There is a dictionary on the table.

Во множественном числе значение количества выражается другими определителями:

There are some libraries at the university.
There are not any dictionaries on the table.

Определенный артикль употребляется:

● когда известно о ком или о чем идет речь и существительное (исчисляемое или неисчисляемое) имеет при себе определение, уточняющее придаточное предложение или упоминаемое в беседе или тексте ранее:

The friend I met yesterday is a teacher of philosophy.
The car which Tom bought is very expensive.
The exam Ann has today is easy.
The information we got yesterday is very important.
This article is about the fear of death.
I can’t describe the happiness I felt;

● когда существительное обозначает единственный в своем роде или в данной ситуации предмет:

The Sun rises in the East.
Close the door, please.
Would you mind opening the window?

● для обозначения целого класса предметов, когда речь идет об изобретениях, растениях, животных и др.:
When was the computer invented?
The rose is a symbol of love.
The giraffe is the tallest of all animals;

• для обозначения группы людей перед субстантивированными прилагательными и причастиями:
  the young – молодые          the old – старые
  the poor – бедные            the rich – богатые
  the living – живые           the dead – мертвые;

• перед названиями регионов, горных хребтов, группы островов, пустынь, океанов, морей, рек:
  the Middle East – Ближний Восток
  the Far East – Дальний Восток
  the Alps – Альпы
  the British Isles – Британские острова
  the Gobi desert – пустыня Гоби
  the Atlantic Ocean – Атлантический океан
  the Black Sea – Черное море
  the Rhine – Рейн;

• перед названиями стран, в состав которых входят слова «республика», «штаты», «королевство» и т. д.:
  the Republic of Belarus, the Dominican Republic, the United States of America (the USA), the United Kingdom (the UK);

• со словами, обозначающими национальность и оканчивающимися на -sh, -ch, -ese, -ss:
  the English – англичане
  the Spanish – испанцы
  the French – французы
  the Chinese – китайцы
  the Japanese – японцы
  the Swiss – швейцарцы;

• со словами, обозначающими национальные языки, если при этом употребляется слово «language»:
  the English language
  the Russian language
  the Belarusian language
  the German language;

• в большинстве названий английских и американских газет и журналов:
  the Times, the Guardian, the Washington Post, the Independent.
Match sentences 1–13 with rules a–m. Write the corresponding letter in the box.

1. The rich get richer and the poor get poorer.  
2. Jack needs another watch.  
3. We will send you a letter. In the letter we will tell you about our decision.  
4. They lived in poverty.  
5. The Financial Times was not yet delivered.  
6. I probably work two days a week to pay all my taxes.  
7. Can you close the door, please.  
8. The policeman noticed a photograph on the suspect’s bed.  
9. There are new English books on the desk.  
10. The Republic of Belarus is situated in the geographical center of Europe.  
11. The Irish are supposed to be great talkers; the Welsh are great singers.  
12. When was the telephone invented?  
13. The street where I live now is much broader than all other streets in my town.

Неопределенный артикль a:
а) полностью сохраняет значение числительного one;  
b) употребляется, поскольку предмет называется впервые.

Определенный артикль the употребляется:
c) перед повторно упоминаемыми существительными;  
d) перед прилагательными в функции существительного;  
e) с названиями стран, в состав которых входят слова Republic, Kingdom, States, etc.;  
f) для обозначения целого класса предметов;  
g) перед существительным, единственным в данной ситуации;  
h) когда имеется уточняющее придаточное предложение;  
i) перед названиями газет и журналов;  
j) перед существительными, обозначающими национальность и оканчивающими-мися на -sh, -ch, -ese, -ss.

Артикль не употребляется:
k) перед существительным, имеющим другой определитель;  
l) перед неисчисляемым существительным, употребленным в общем смысле;  
m) перед существительным во множественном числе, упомянутым впервые.

Use definite or indefinite articles if necessary. If no article is necessary, leave the space empty (-).

1. We looked around and noticed _____ car right behind us. We began to go faster, so did _____ car behind us.
2. They could see ____ birds in ____ sky. ____ birds were flying very high.
3. We’ll send ____ equipment to your hospital. ____ equipment will be free of charge.
5. I was afraid that ____ storm was coming. At ten o’clock ____ storm really came down.
6. I took ____ roommate last week. I’ve never met ____ man before and now we get along fine.
7. ____ man and ____ woman were walking in ____ Oxford Street. ____ woman saw ____ dress that she liked. She asked ____ man if he could buy ____ dress for her.
8. Last night we went to ____ Japanese restaurant. We had ____ very nice meal. ____ F/food was excellent.

3 Use the definite article if necessary. If no article is necessary, leave the space empty (-).

1. ____ Roman Empire stretched from ____ Western Europe to ____ Middle East.
2. Many immigrants to ____ US are from ____ Asia, ____ Caribbean, ____ Latin America.
3. Some of my friends spent last summer in ____ UK, which was wonderful.
4. ____ Hague isn’t the capital of ____ Netherlands.
5. The flight to ____ Washington will take eleven hours.
6. I wish I could read ____ German better that I do it now.
7. Do ____ Irish speak ____ English or Irish?
8. I think ____ French language is one of the best.
9. It is believed that ____ French and ____ English have a legendary mistrust of each other.
10. It is known that ____ Russians love music and literature.
11. There is no word in ____ Russian for “privacy”.
12. I buy ____ Herald Tribune occasionally.
13. The telephone call came from London, from a reporter who wrote for _______ Guardian.

4 Use the definite article with geographical names if necessary.

1 ____ Europe is the second smallest continent in 2 ____ world and is a home to one seventh of 3 ____ world’s population. The longest river there is 4 ____ River Volga and the highest mountain peak is 5 ____ Mount Elbrus in 6 ____ Caucasus Mountains. 7 ____ Europe is bordered towards the north by 8 ____ Arctic Ocean, the south by 9 ____ Mediterranean Sea and 10 ____ Black Sea, the west by 11 ____ Atlantic Ocean and the east by 12 ____ Asia.
ИМЯ ПРИЛАГАТЕЛЬНОЕ
THE ADJECTIVE

Общие сведения


Основные функции прилагательных в предложении

В предложении имена прилагательные употребляются в функции определения и в функции именной части сказуемого:

The students have passed a very difficult exam (определение). – Студенты сдали очень трудный экзамен.

The exam is difficult (именная часть сказуемого). – Экзамен трудный.

В функции именной части сказуемого прилагательные употребляются после таких глаголов, как: appear (оказаться), be (быть), become (становиться), get (становиться), feel (чувствовать, воспринимать на ощупь), look (выглядеть), seem (казаться), smell (пахнуть), sound (звучать), stay (оставаться), taste (быть на вкус), т. е. после глаголов, обозначающих не действие, а состояние:

It is getting cold. – Становится холодно.
The soup smells delicious. – Суп пахнет вкусно.
It sounds great. – Это звучит здорово.
You look beautiful! – Ты выглядишь прекрасно!

Образование прилагательных

Имена прилагательные в английском языке бывают простыми, т. е. не имеющими в своем составе ни префиксов, ни суффиксов: great, big, long, short, good, и производными, т. е. образованными от других частей речи с помощью суффиксов и префиксов:

-ful: beautiful (красивый), useful (полезный)
-less: hopeless (безнадежный), homeless (бездомный), useless (бесполезный)
-ous: famous (знакомый), continuous (продолжительный)
-al: political (политический), essential (безусловный), additional (дополнительный)
-ic: historic (исторический), economic (экономический), heroic (героический)
-ive: expensive (дорогой), creative (творческий), attentive (внимательный)
-able/-ible: capable (способный), comfortable (удобный), convertible (конвертируемый)
-y: lucky (удачливый), windy (ветреный), healthy (здоровый).
Найболее употребительными префиксами для образования прилагательных являются префиксы с отрицательным значением:
un-: unhappy (несчастный), unreliable (ненадежный), unemployed (безработный)
in-: independent (независимый), incomplete (неполный), incredible (невероятный)
dis-: dishonest (нечестный), dissatisfied (неудовлетворенный).
В роли прилагательного могут также выступать
● существительные, употребленные перед другим существительным: a stone wall (каменная стена), an evening class (вечернее занятие), a week holiday (недельный отпуск);
● причастия настоящего и прошедшего времени: a smiling girl (улыбающаяся девочка), a tiring job (утомительная работа), a broken cup (разбитая чашка), a mixed feeling (смешанное чувство).

Субстантивированные прилагательные
Некоторые имена прилагательные могут использоваться как существительные (всегда с определенным артиклем the), обозначая группу людей, объединенных каким-либо признаком: the rich (богатые), the poor (бедные), the unemployed (безработные), the disabled (инвалиды), the British (britанцы), the Chinese (китайцы) и т. д.

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

Имена прилагательные (качественные), как и в русском языке, имеют три степени сравнения: положительную (the Positive Degree), сравнительную (the Comparative Degree) и превосходную (the Superlative Degree).

Сравнительная степень используется для сравнения двух предметов или лиц, а превосходная – для сравнения одного предмета или лица с остальными предметами или лицами одной группы:
January is longer than February (сравниваются два месяца).
February is the shortest of all twelve months (сравниваются все 12 месяцев).

Образование степеней сравнения имен прилагательных осуществляется двумя способами.
1. С помощью суффиксов -er и -est, которые прибавляются к основе прилагательного, степени сравнения образуют:
   ● односложные прилагательные

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>long – длинный (-ая, -ое)</td>
<td>longer – длиннее</td>
<td>(the) longest – длиннейший</td>
</tr>
<tr>
<td>cold – холодный(-ая, -ое)</td>
<td>colder – холоднее</td>
<td>(the) coldest – холоднейший</td>
</tr>
<tr>
<td>warm – теплый(-ая, -ое)</td>
<td>warmer – теплое</td>
<td>(the) warmest – теплее</td>
</tr>
</tbody>
</table>
**Положительная степень** | **Сравнительная степень** | **Превосходная степень**
---|---|---
tall – высокий(-ая, -ое) | taller – выше | (the) tallest – высочайший
big – большой(-ая, -ое) | bigger – больше | (the) biggest – наибольший
close – близкий(-ая, -ое) | closer – ближе | (the) closest – ближайший

- двусложные прилагательные, которые оканчиваются на -er, -ow, -le, -y

<table>
<thead>
<tr>
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<th>Превосходная степень</th>
</tr>
</thead>
</table>
clever – умный (-ая, -ое) | cleverer – умнее | (the) cleverest – умнейший |
narrow – узкий (-ая, -ое) | narrower – уже | (the) narrowest – самый |
noble – благородный (-ая, -ое) | nobler – благороднее | (the) noblest – благороднейший |
funny – смешной | funnier – смешнее | (the) funniest – самый |

2. С помощью вспомогательных слов more / less (более / менее) – для сравнительной степени и most / least (самый / наименее) – для превосходной степени. Этот способ используется для прилагательных, которые состоят из двух слогов и более.

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
</table>
helpful – полезный | more / less helpful | (the) most / least helpful |
intelligent – умный | more / less intelligent | (the) most / least intelligent |
important – важный | more / less important | (the) most / least important |

Примечание.
Прилагательные, оканчивающиеся на -ing, -ed, -ful и -less, образуют степени сравнения с more / less и most / least:
charming – чудесный | more / less charming | most / least charming
bored – скучающий | more / less bored | most / least bored
careful – внимательный | more / less careful | most / least careful
careless – невнимательный | more / less careless | most / least careless

Некоторые прилагательные могут образовывать формы степеней сравнения обоими способами. К таким прилагательным относятся: handsome (красивый), polite (вежливый), quiet (спокойный), stupid (глупый), wicked (злой), simple (простой), friendly (дружелюбный) и др.

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
</table>
polite | more polite / politer | (the) most polite / politest |
simple | more simple / simpler | (the) most simple / simplest |
friendly | more friendly / friendlier | (the) most friendly / friendliest |
Особый способ образования степеней сравнения имеют прилагательные good (хороший), bad (плохой), much / many (многие), little (маленький), far (далекий):

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better (the) best</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>worse (the) worst</td>
<td></td>
</tr>
<tr>
<td>much / many</td>
<td>more (the) most</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>less (the) least</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>farther / further (the) farthest / furthest</td>
<td></td>
</tr>
</tbody>
</table>

Примечания:
1. Обратите внимание на различие в значении слов further и farther. Оба слова могут переводиться на русский язык дальше и использоваться, когда речь идет о расстоянии: Your house is two miles further / farther from here than mine. – Ваш дом на две мили дальше отсюда, чем мой. Однако, если речь идет не о расстоянии, используется только further (далее, дальнейший, дополнительный): There is no further information about your flight.
2. Прилагательное old также имеет две формы степеней сравнения old – older – oldest и old – elder – eldest. Последние две формы используются, когда речь идет о членах одной семьи: He is the eldest child. My elder sister studies at the university. (NOT! He is elder than me.).

СРАВНИТЕЛЬНЫЕ ОБОРОТЫ

1. При сравнении двух лиц или предметов используется союз than, соответствующий русскому союзу чем:
   Tom is taller than Pete. – Том выше, чем Пит.
   Tom is more intelligent than Pete. – Том умнее Пита.
   Pete is less intelligent than Tom. – Пит менее умный, чем Том.

   Примечание.
   Прилагательные superior (превосходный, превосходящий другого) и inferior (худший, уступающий в качестве) заимствованы из латинского языка. Они отличаются как суффиксом (-or, а не -er), так и употреблением (у них нет положительной и превосходной степени). В сравнительной конструкции после этих прилагательных используется to вместо than:
   For all babies, breastfeeding is superior to bottle-feeding. – Для всех детей грудное вскармливание намного лучше, чем кормление из бутылочки.
   These products are inferior to those we bought last year. – Эти продукты уступают по качеству тем, что мы купили в прошлом году.

2. Для сравнения одного предмета или лица с остальными предметами или лицами одной группы используется прилагательное в превосходной степени, обычно сопровождаемое предлогами of или in:
   Tom is the tallest of all students. – Том самый высокий из всех студентов.
   Tom is the tallest in his class. – Том самый высокий в классе.
Peter is the most handsome boy in his class. – Пит самый симпатичный в классе.
Bill is the least experienced in our team. – Бил самый неопытный в нашей команде.

Усиление сравнительных оборотов

Сравнительная степень может быть усиlena словами a bit / a little (немного), much / a lot / far (гораздо, значительно), even (даже):
It’s a little cheaper. – Это немного дешевле.
It’s much more expensive. – Это гораздо дороже.
It’s a lot heavier. – Это намного тяжелее.
The film is far better than the book. – Этот фильм гораздо лучше, чем книга.
He speaks Spanish even better than I expected. – Он говорит по-испански даже лучше, чем я ожидал.

Превосходная степень может быть усиlena словосочетанием by far (намного):
He is by far the best student in the class. – Он намного лучше всех остальных в классе.

Другие способы выражения сравнения

Такой же, как …; так же, как … = as … as. Используется для обозначения равно-значного качества двух или нескольких предметов или лиц. Прилагательное остается в положительной степени:
Tom is as tall as his father. – Он такой же высокий, как и его отец.

Примечание.
В отрицательных предложениях первое as может заменяться на so.
The weather is not as good as it was yesterday. = The weather is not so good as it was yesterday.

Чем больше / меньше …, тем лучше / хуже … = the more / the less … the better / the worse
The warmer the weather the better I feel. – Чем теплее погода, тем лучше я себя чувствую.
The less we care for any woman, the easier we win her heart. – Чем меньше женщину мы любим, тем легче нравимся мы ей.

PRACTICE (Adjectives. Degrees of Comparison)

1. Word-building. Use suffixes from the box to make up adjectives from the given nouns and verbs. Some words can form two adjectives. Translate the adjectives.
   -ful    -y     -ious / ous    -ish   -al   -ive   -less   -able / ible   -ary
   1. care (забота) (1) ____________ (2) ____________
   2. frost (мороз) ________________
   3. danger (опасность) ________________
4. center (центр) _____________
5. luxury (роскошь) _____________
6. child (ребенок) _____________
7. act (действовать) _____________
8. knowledge (знание) _____________
9. supplement (дополнять) _____________
10. drink (пить) _____________
11. break (бить) _____________
12. contradict (противоречить) (1) _____________ (2) _____________

2 Translate the words in brackets.

1. The weather today is _______ (хуже) than it was yesterday.
2. This wine is _______ (самое лучшее) I’ve ever tasted.
3. I have _______ (меньше) money than you so I can buy (меньше) _______ things.
4. Please, send the books back without _______ (дальнейшей) delay.
5. I like this song _______ (больше) than the previous one.
6. Which of the two performances did you enjoy _______ (больше)?
7. Tomorrow morning is the _______ (наименее) convenient time for me.
8. The scarf is beautiful but I’d like something _______ (менее) expensive.
9. _______ (Чем меньше) we care for any woman _______ (тем легче) we win her heart.
10. My dad used to say to me, “_______ (Лучше) late than never.”
11. It was the _______ (наихудшая) situation I could imagine.
12. I found my dog in the _______ (самый дальний) corner of the park.
13. There were few people on the tram. It was _______ (менее) crowded than usual.
14. Their _______ (дальнейшее) voyage became _______ (значительно труднее).
15. Surveys tell us that Britain has _______ (наименее счастливые) teenagers in Europe.
16. Angela felt tired last night, so she went to bed _______ (гораздо раньше, чем) usual.

НАРЕЧИЕ
THE ADVERB

Общие сведения

Наречие – это часть речи, которая уточняет значение глагола, прилагательного, другого наречия или всего предложения в целом.

Tom speaks quickly. – Том говорит очень быстро.
He easily passed the exam. – Он легко сдал экзамен.
Ann is a very polite girl. – Энн очень вежливая девочка.
She hurt herself very badly. – Она ушиблась довольно сильно.

Luckily, there was a doctor among us. – К счастью, среди нас был врач.

**Образование наречий**

Наречия, как и прилагательные, бывают простыми, т. е. не имеющими в своем составе ни префиксов, ни суффиксов, и производными, т. е. образованными от прилагательных и существительных с помощью суффикса -ly.

**Простые наречия:** here (здесь), there (там), now (теперь), soon (скоро), late (поздно), enough (достаточно), high (высоко), very (очень), often (часто) и др.

Ряд наречий не отличается по форме от соответствующих им прилагательных: best (лучший − лучше всего), long (долгий − долго), low (низкий − низко), right (правильный − правильно), wrong (неправильный − неправильно), free (свободный − свободно), hard (трудный − усердно), near (близкий − близко), high (высокий − высоко), straight (прямой − прямо) и др.

Производные наречия: serious − seriously (серьезный − серьезно), slow − slowly (медленный − медленно), polite – politely (вежливый − вежливо), day − daily (день − ежедневно), hour − hourly (час − ежечасно), month − monthly (месяц − ежемесячно), week − weekly (неделя − еженедельно), year − yearly (год − ежегодно) и др.

**Примечания:**

1. Образование некоторых наречий имеет особенности. Если слово оканчивается на букву -y, то она меняется на -i (cozy – cozily), если на -e, то она исчезает (terrible – terribly), конечная -l удваивается (careful − carefully), если прилагательное заканчивается на -ic, то к нему добавляется -ally (heroic − heroically).

2. Прилагательные, обозначающие период времени и оканчивающиеся на -ly, не отличаются по форме от соответствующих им наречий: hourly (ежечасный − ежечасно), daily (ежедневный − ежедневно), monthly (ежемесячный − ежемесячно), weekly (еженедельный − еженедельно) и др.

**Особый способ образования наречий**

Некоторые прилагательные оканчиваются на -ly: friendly дружеский, lively оживленный, motherly материнский, lonely одинокий, lovely милый, silly глупый, ugly уродливый, cowardly трусливый и др.

При необходимости использовать эти слова в функции обстоятельства образ действия (т. е. как наречия) применяется особое сочетание in a(n) ... way / manner:

He talked in a friendly way. – Он говорил по-дружески (в дружелюбной манере).

He behaved in a silly way. – Он вел себя глупо.

**Наречия, имеющие две неравнозначные формы**

<table>
<thead>
<tr>
<th>near ≠ nearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>near = близко, около</td>
</tr>
<tr>
<td>The hotel is near the airport (... около аэропорта).</td>
</tr>
<tr>
<td>nearly = почти, приблизительно</td>
</tr>
<tr>
<td>She is nearly as tall as her father is (... почти такая же высокая ...).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hard ≠ hardly</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard = настойчиво, упорно, усердно</td>
</tr>
<tr>
<td>Work hard and you’ll win (усердно работай …).</td>
</tr>
<tr>
<td>hardly = едва, вряд ли, почти не</td>
</tr>
<tr>
<td>You can hardly expect a pay rise (... едва можно ожидать ...).</td>
</tr>
</tbody>
</table>
Все односложные наречия, а также early (рано) образуют степени сравнения с помощью суффиксов -er и -est.

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast – быстро</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>late – поздно</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>early – рано</td>
<td>earlier</td>
<td>earliest</td>
</tr>
</tbody>
</table>

Двусложные и многосложные наречия (кроме early) образуют степени сравнения с помощью вспомогательных слов more / less (более / менее) – для сравнительной степени и most / least (наиболее / наименее) – для превосходной степени.

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>happily – счастливо</td>
<td>more happily</td>
<td>most happily</td>
</tr>
<tr>
<td>regularly – регулярно</td>
<td>more regularly</td>
<td>most regularly</td>
</tr>
<tr>
<td>often – часто</td>
<td>more often</td>
<td>most often</td>
</tr>
</tbody>
</table>
Следующие наречия образуют степени сравнения от других корней.

<table>
<thead>
<tr>
<th>Положительная степень</th>
<th>Сравнительная степень</th>
<th>Превосходная степень</th>
</tr>
</thead>
<tbody>
<tr>
<td>well – хорошо</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>badly – плохо</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>much / many – много</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>little – мало</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>far – далеко</td>
<td>farther / further</td>
<td>farthest / furthest</td>
</tr>
</tbody>
</table>

PRACTICE (Adverbs. Degrees of Comparison)

1) Word-building. Make adverbs from the given adjectives. Translate them.

1) happy _______________
2) real _________________
3) slow _________________
4) joyful _______________
5) sudden _______________
6) quick _________________
7) sad _________________
8) whole _________________
9) true _________________
10) dramatic _______________
11) good _________________
12) bad _________________
13) simple _______________
14) careful _______________
15) easy _________________
16) tragic _______________
17) beautiful _______________
18) automatic _______________

2) All the words in this exercise have -ly at the end. Underline those that are NOT adverbs.

Seriously, friendly, gently, awfully, lively, cowardly, hopefully, miserably, motherly, brightly, highly, lonely, lovely, warmly, silly, fluently, ugly.

3) Translate the words in brackets into English.

1. The test questions were _____________ (легкие). The students answered them ____________ (легко).
2. You should drive ____________ (медленно), it’s raining.
3. In many countries elderly people travel ____________ (бесплатно) on public transport.
4. He was glad to see me and talked to me ____________ (дружелюбно).
5. Robert and Mary ____________ (высоко) appreciate your help.
6. The plane flew ____________ (высоко) in the sky.
7. Joe likes languages. He speaks French very ____________ (хорошо).
8. They always arrive ____________ (поздно) to class, but enter the classroom ____________ (спокойно).
Общие сведения

Местоимение – самостоятельная часть речи, но в отличие от слов, принадлежащих к другим частям речи, местоимения не называют конкретные предметы или качества, но могут указывать на них.

В английском языке имеются следующие типы местоимений: личные (Personal), притяжательные (Possessive), возвратные (Reflexive), указательные (Demonstrative), вопросительные (Interrogative), союзные (Conjunctive), относительные (Relative), неопределенные (Indefinite), отрицательные (Negative), взаимные (Reciprocal).

Личные, притяжательные и возвратные местоимения могут быть объединены в единую группу, так как они связаны общностью корней (me – my – myself, you – your – yourself и т. д.), а также способностью выражать лицо, число и род (см. таблицу).

<table>
<thead>
<tr>
<th>Personal pronouns</th>
<th>Possessive pronouns</th>
<th>Reflexive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before verbs as subjects</td>
<td>After verbs as objects</td>
<td>Followed by nouns</td>
</tr>
<tr>
<td>1-e</td>
<td>2-e</td>
<td>3-e</td>
</tr>
<tr>
<td>I</td>
<td>you</td>
<td>he</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>him</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>it</td>
</tr>
</tbody>
</table>

Единственное число

Множественное число

<table>
<thead>
<tr>
<th>1-e</th>
<th>2-e</th>
<th>3-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>you</td>
<td>they</td>
</tr>
<tr>
<td>us</td>
<td>you</td>
<td>them</td>
</tr>
<tr>
<td>our</td>
<td>your</td>
<td>their</td>
</tr>
<tr>
<td>ours</td>
<td>yours</td>
<td>theirs</td>
</tr>
<tr>
<td>ourselves</td>
<td>yourselves</td>
<td>themselves</td>
</tr>
</tbody>
</table>
Личные местоимения (Personal Pronouns)

Характерной особенностью личных местоимений является наличие у них двух форм падежей: именительного падежа и объектного падежа.

Личные местоимения в именительном падеже:
- заменяют имена людей и выполняют функцию подлежащего в простых и сложных предложениях:
  Ann and Jerry are journalists. She went to London, but he stayed in New York. They are very busy now;
- местоимение “I” (я) всегда пишется с заглавной буквы, а если употребляется с другими местоимениями или существительными, то ставится на второе место в отличие от русского языка:
  My friend and I are students of the Department of Philosophy.

Личные местоимения в объектном падеже:
- заменяют имена существительные и выполняют функцию прямого или косвенного дополнения:
  She gave him a book (прямое дополнение).
  She gave a book to him (косвенное дополнение).

Притяжательные местоимения (Possessive Pronouns)

Притяжательные местоимения обозначают принадлежность указанному лицу или предмету и отвечают на вопросы: чей? чья? чьи? Эти местоимения образуются от личных местоимений и имеют две формы, одна употребляется в предложении вместо имени существительного, а другая вместо имени прилагательного.
- Местоимение-прилагательное – my friend, their dog – указывает на принадлежность лицу или предмету и употребляется в функции определения перед существительным.
- Местоимение-существительное – This pen is mine, that one is yours. – также указывает на принадлежность лицу или предмету и одновременно заменяет существительное, т. е. употребляется вместо существительного.

Примечание.
В английском языке нет особой формы притяжательного местоимения свой. Оно переводится одним из указанных притяжательных местоимений в зависимости от лица подлежащего: Я потеряла свой ключ. – I lost my key. Он потерял свой паспорт. – He lost his passport. Они гордятся своим сыном. – They are proud of their son.

Возвратные местоимения (Reflexive Pronouns)

Возвратные местоимения образуются путем прибавления к притяжательным или личным местоимениям окончания -self в единственном числе и -selves во множественном числе.
- Общим значением возвратных местоимений является значение отношения предмета или лица к самому себе, т. е. направленность действия на подлежащее, на самого исполнителя действия. Сравните:
It’s our own fault. We blame **ourselves**. – Это наша собственная вина. Мы виним только **себя**.

It’s not our fault. **You** can’t blame **us**. – Это не наша вина. Вы не можете обвинять нас.

* В английском языке возвратные местоимения употребляются после глаголов, многим из которых соответствуют возвратные глаголы в русском языке (глаголы с окончанием -ся / -сь):
  
  **Introduce yourself**, please. – Представьтесь, пожалуйста.
  **They hurt** **themselves**. – Они поранились (ушиблись).
  **She burnt** **herself** while cooking. – Она обожгла (упоранила) себя, когда готовила.

* Возвратные местоимения употребляются также для усиления значения существительного или местоимения, чтобы подчеркнуть, что действие выполняется без посторонней помощи (перед возвратным местоимением может стоять предлог **by**):
  
  We made our clothes **ourselves**. – Мы шьем свою одежду **сами**.
  He repaired the roof **by himself**. – Он починил крышу **сам**.

### Запомните глаголы, которые используются с возвратными местоимениями
(в русском языке им соответствуют возвратные глаголы)

<table>
<thead>
<tr>
<th><strong>commit oneself</strong></th>
<th><strong>enjoy oneself</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>– обязательться</td>
<td>– веселиться</td>
</tr>
<tr>
<td><strong>convince oneself</strong></td>
<td><strong>hurt oneself</strong></td>
</tr>
<tr>
<td>– убеждаться</td>
<td>– пораниться</td>
</tr>
<tr>
<td><strong>cut oneself</strong></td>
<td><strong>introduce oneself</strong></td>
</tr>
<tr>
<td>– порезаться</td>
<td>– представиться</td>
</tr>
<tr>
<td><strong>deny oneself</strong></td>
<td><strong>pride oneself</strong></td>
</tr>
<tr>
<td>– воздерживаться</td>
<td>– гордиться</td>
</tr>
<tr>
<td><strong>distinguish oneself</strong></td>
<td><strong>repeat oneself</strong></td>
</tr>
<tr>
<td>– отличаться</td>
<td>– повторяться</td>
</tr>
</tbody>
</table>

* Возвратные местоимения не употребляются после некоторых глаголов, которым в русском языке соответствуют возвратные глаголы:
  
  He **washed**, **dressed**, **shaved** and **rushed** to the office.
  Он умылся, оделся, побрился и помчался на работу.

### Запомните некоторые глаголы, после которых не употребляются возвратные местоимения

<table>
<thead>
<tr>
<th><strong>wash</strong></th>
<th><strong>dress</strong></th>
<th><strong>undress</strong></th>
<th><strong>shave</strong></th>
<th><strong>hide</strong></th>
<th><strong>concentrate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>afford</strong></td>
<td><strong>complain</strong></td>
<td><strong>meet</strong></td>
<td><strong>wake up</strong></td>
<td><strong>feel</strong></td>
<td><strong>relax</strong></td>
</tr>
</tbody>
</table>
1. Fill in appropriate personal or possessive pronouns.

1. The students will get _____ exam results in six weeks’ time.
   was ______, because _____ are both red.”
3. “Are these gloves ______?” – “Oh, yes, thank you. I nearly forgot ______.”
5. Lisa doesn’t live with _____ parents any more. _____ has got a flat of _____ own.
6. “Where did you put the money?” – “______ is on the bookshelf.”
7. I saw a nice coat in the shop window today, but I didn’t see _____ price.
8. Did you recognize all _____ former schoolmates at the yesterday’s party?
9. You are wrong, these books are not _____, they are ______. (Alice’s)
10. Look at my cat. It is really enjoying ______ meal.

2. Complete the sentences. Use reflexive pronouns where necessary.

1. She introduced ________.
2. “Shall I help you?” – “No, thanks. I’ll do it ________.”
3. Dear guests, help________.
4. If you want a thing well done, do it ________.
5. Don’t tell us the answer. We can work it out by ________.
6. To be successful in life, you must believe in ________.
7. I wasn’t very well yesterday but I feel ________ much better today.
8. I tried to study but I just couldn’t concentrate ________.
9. Did she go on holiday by ________ or with her parents?
10. Be careful! Don’t cut ________.

3. Translate into English the fragments of the sentences.

It might seem hard to believe, but 1 _____ (мои) friends and I are all having trouble
with 2 _____ (своими) cars. There’s something wrong with all of 3 _____ (с ними)!
   Charlie is having trouble with 4 _____ (своей) car. The brakes don’t work. He tried
to fix them 5 ________ (сам), but he wasn’t able to, since he doesn’t know anything
about cars.
   Mark and Nancy are having trouble with 6 _____ (своей) car. It doesn’t start in the
morning. They didn’t try to fix it 7 ________ (сами), and took the car to 8 _____
(своему) mechanic. The mechanic charged 9 _____ (с них) a lot of money, and the car
still doesn’t start in the morning!
   I’m having a lot of trouble with 10 _____ (своей) car, too. The windows don’t go up
and down. I don’t know what to do whether to take 11 _____ (ее) to my mechanic or try
to fix the windows 12 ________ (самому).
ВОПРОСИТЕЛЬНЫЕ И ОТНОСИТЕЛЬНЫЕ МЕСТОИМЕНИЯ

INTERROGATIVE AND RELATIVE PRONOUNS

- Вопросительные местоимения употребляются для оформления вопросительных предложений, а именно специальных вопросов. К ним относятся:

  who (whom)? – кто? (кого?)
  whose? – чей?
  what? – что? какой?
  which? – который? какой?

- Относительные местоимения вводят придаточные предложения, т.е. участвуют в оформлении сложноподчиненного предложения. К ним относятся:

  who (whom) – кто (кого)
  whose – чей
  what – что, который
  which – который, какой
  that – кто, который, что

Таким образом, по составу обе подгруппы практически совпадают, но употребляются перечисленные местоимения для разных целей.

НЕОПРЕДЕЛЕННЫЕ И ОТРИЦАТЕЛЬНЫЕ МЕСТОИМЕНИЯ

INDEFINITE AND NEGATIVE PRONOUNS

К неопределенным и отрицательным местоимениям относятся: some, any, no и их производные; much, many, little, few, both, either, neither, each, every и их производные, а также местоимения other, all, one. Рассмотрим некоторые из них.

Местоимения each, every

Оба местоимения every и each можно употребить перед существительным в единственном числе в значении «каждый, всякий» без изменения смысла предложения:

Each time / every time I see you, you look different. – Всякий раз, когда я тебя вижу, ты выглядишь иначе.

The police questioned every person / each person in the building. – Полиция опросила каждого, находящегося в здании.

Однако each и every имеют некоторые различия в значении.

Every употребляется:
- только как местоимение-прилагательное с обобщающим значением «каждый, всякий, все», определяя существительное:

  Every sentence must have a verb. – Каждое предложение должно иметь сказуемое (т.е. все предложения);
● с абстрактными неисчисляемыми существительными, например chance (шанс, возможность), reason (основание), hope (надежда) и др.:
We have every reason to believe him. – У нас есть все основания верить ему;
● когда мы говорим о регулярности происходящего действия:
I have to attend the doctor every two weeks. – Я должен посещать врача каждые две недели.

Each может употребляться:
● как местоимение-прилагательное, определяя существительное и подчеркивая, что говорится о каждом лице или предмете в отдельности:
The teacher gave a task to each student. – Преподаватель дал задание каждому студенту.
Each student should write an essay. – Каждый студент должен написать эссе;
● как местоимение-существительное, когда речь идет о двух людях или предметах:
I had two suitcases and each weighed over 20 kilos. – У меня было два чемодана, и каждый весил более 20 кг;
● после each может употребляться предлог of. Поэтому выражение «каждый из нас» переводится только как each of us:
Each of us received a Christmas present. – Каждый из нас получил рождественский подарок.

Местоимение other

Местоимение other употребляется в двух функциях: как местоимение-прилагательное и как местоимение-существительное.
● В качестве местоимения-прилагательного other со значением «другой, другие» может употребляться перед существительным в единственном и во множественном числе. При этом перед other, как и перед всяким другим прилагательным, определяющим существительное, может стоять определенный артикль the или неопределенный артикль a / an, или артикль может отсутствовать. Местоимение another образовалось от слияния слова other с неопределенным артиклем an и может употребляться только перед существительными в единственном числе.
Some people like coffee, other people prefer tea. – Некоторые люди любят кофе, другие люди предпочитают чай.
Where are the other guests we have invited? – Где другие гости, которых мы пригласили?
Can you show me another blouse? I don't like this one. – Вы можете показать мне другую блузку? Эта мне не нравится.

Местоимение another помимо значения «любой другой» может также иметь значение «еще один, дополнительный»:
Would you like another cup of coffee? – Еще одну чашечку кофе?
● В качестве местоимения-существительного other со значением «другой, другие» употребляется вместо существительного в единственном или во множественном числе. И так же, как существительное, может употребляться с неопределенным артиклем another или с определенным артиклем the other, а также, заменяя существительное во множественном числе, может употребляться с окончанием -s: others, the others.
I have found one glove. Do you know where the other is? (= другая из пары, вторая)
I don't like this blouse. Can you show me another? (= любую другую)
Some people enjoy playing golf, others hate it. (= другие в неопределенном смысле)

Обратите внимание, что артикль the перед местоимением other употребляется всегда, когда известно количество лиц или предметов, о которых идет речь. Если речь идет о двух предметах, лицах или частях чего-либо, то the other переводится как «второй, другой». Если количество не обозначено, но говорящему известно приблизительное число лиц или предметов, о которых идет речь, то the others переводится как «остальные, другие».

I've got one shoe. Have you seen the other? – Я нашел один ботинок. Ты не видел второй?
This is mine, the other is yours. – Это мой, другой – твой.
Three climbers went to the top, and the others waited in the tent. – Три альпиниста отправились на вершину, а остальные ждали в палатке.
I found only some of my books. Where are the others? – Я нашел только несколько из своих книг. Где другие (остальные)?

Запомните следующие устойчивые выражения с местоимением other:

- one after the other – один за другим
- the other day – на днях
- in other words – другими словами
- on the one hand – on the other hand – с одной стороны ... с другой стороны
- every other day – через день
- another four (two) days – еще четыре (два) дня

Местоимение one

- Местоимение one выражает наиболее общее значение лица и соответствует русским местоимениям кто-то, кто-либо, кто-нибудь, любой, каждый, некто.
The tragedy of old age is not that one is old, but that one is young (O. Wilde).
Трагедия преклонного возраста заключается не в том, что он молод.
- One может употребляться в предложениях, соответствующих по значению русским неопределенно-личным предложениям.
One never knows what may happen. – Никогда не знаешь, что может случиться.
If one wants a thing done, one had better do it himself. – Если хочешь, чтобы дело было сделано, лучше сделай его сам.
- Местоимение one употребляется с глаголом в единственном числе и может употребляться в притяжательном падеже:
One has an obligation to one’s family. – Каждый имеет обязательства перед своей семьей.
Неопределенное местоимение **one** употребляется как слово, заменяющее существительное, чтобы избежать его повторения. В этой функции **one** не ограничено значением одушевленности, может иметь форму множественного числа (заменяя существительное во множественном числе), может употребляться с определенным артиклем и указательными местоимениями.

“Is this your umbrella?” – “No, mine is the big blue **one**” (= umbrella).

“Which apples would you like?” – “I’d like the **ones I bought yesterday**” (= apples).

The last test I did was quite easy, but **this one** is really difficult (= test).

Указательные местоимения **this / these, that / those**, а также **the same, such** выражают значения, сходные со значениями артикля. Определенный артикль исторически восходит к указательному местоимению **that**.

Местоимения **this, that** имеют форму единственного и множественного числа **these, those**. Местоимения **these, those** – единственные два слова в английском языке, которые, выступая в функции определения, согласуются в числе с определяемым словом: **this book** – **these books**, **that book** – **those books**.

### Употребление местоимений **this / these, that / those**

**This / These** используются, когда речь идет:
1) о вещах или людях, которые находятся рядом:
   **This picture here** is a real antique;
2) о периоде времени, относящемся к настоящему или будущему:
   I’m taking my English exam **this week**;
3) о чем-то, к чему собираемся привлечь внимание:
   Listen to **this**! It’s really important;
4) по телефону, при ответе кому-то или представлении кого-то:
   “Hello. **This** is Mark speaking.”
   “Mark, **this** is Helen.” – “Glad to see you.”

**That / Those** используются, когда речь идет:
1) о вещах или людях, которые находятся далеко:
   **That girl over there** is an actress;
2) о периоде времени, относящемся к прошлому:
   **That week in India** was the best in my life;
3) о чем-то, что уже упоминалось ранее:
   She lost her job. **That’s awful**;
4) по телефону, когда спрашивают: «Кто говорит?»:
   “Hello? **This** is Jim Smith. Who’s **that**, please?”
PRACTICE (Indefinite and Demonstrative Pronouns)

1 Choose the appropriate pronoun.

1. In a football match, every / each team has eleven players.
2. “How often do you go shopping?” – “Every / Each two days.”
3. She was holding an ice-cream in every / each hand.
4. From next year, almost every / each baby in the country will be vaccinated against measles.
5. I try to visit my granny every / each three weeks.
6. I have every / each confidence in his ability to do the job well.
7. When he took his gloves off, I noticed that every / each one had his name written inside.
8. The book is divided into five parts and every / each of these has three sections.
9. I go to the dentist every / each six months.
10. She has every / each chance of success in her application for the job.

2 Tick (✓) the correct English translation of the words given in brackets.

1. (Каждый из нас) wanted a room with a balcony, so we tossed a coin to decide.
   - every
   - each of us
   - each

2. You had (все) opportunity to make a choice.
   - every
   - each of us
   - each

3. She is such a fascinating lecturer – I was hanging on to her (каждое) word.
   - every
   - each of us
   - each

4. There are old houses on (каждой) ____side of the street.
   - every
   - each of us
   - each

5. Give me (еще один) example to understand the meaning of this word better
   - another
   - other
   - the other

6. Some children like milk chocolate, (другие) children prefer plain chocolate
   - another
   - other
   - the other
7. The bar was kept by two girls. One was Spanish and (другая) was Italian
   ☐ another
   ☐ other
   ☐ the other

8. That may be your opinion, but (другие) think differently.
   ☐ another
   ☐ others
   ☐ the other

3 Translate the words given in brackets into English.

   1. I don’t need to go to the office every day. As I have a part time job I go there (через день)_____.
   2. They are so happy together. They are made for (друг для друга)_____.
   3. Helen called me (на днях)_____ day and said that she was coming home the following week.
   4. (Один за другим)_____ the guests left.
   5. I saw your mother (на днях)_____ and she told me that you had come.
   6. Milk is delivered (через день)_____.
   7. He was economical with the truth – (другими словами)_____ he was lying.
   8. (С одной стороны) I’d like a job which pays more, (с другой стороны)_____ I enjoy the work I’m doing at the moment.
   9. I like it here and I am going to stay (еще на три дня)_____.
   10. Tom and Garry are always arguing with (друг с другом)_____.
   11. Usually I fall asleep pretty quickly if (другие)_____ are still up.
   12. It was only (еще одно)_____ of her disappointments.

4 Tick (√) the correct translation of the pronoun one.

   1. This book is a good one.
      a. Эта книга – хорошая.
      b. Это только одна хорошая книга.
   2. The more one learns, the more one knows.
      a. Один учишь больше и больше знаешь.
      b. Чем больше учишься, тем больше знаешь.
   3. This method permits one to get good results.
      a. Только один этот метод позволяет получить хорошие результаты.
      b. Этот метод позволяет (нам) получить хорошие результаты.
   4. This led one to regard this problem as very complex.
      a. Это заставило (нас) считать эту проблему очень сложной.
      b. Это привело его одного к мнению, что эта проблема очень сложная.
   5. I have apples, they are sweet ones.
      a. У меня есть яблоки, они сладкие.
      b. У меня есть яблоки, одни из них сладкие.
6. I have only one dictionary.
   a. У меня есть только один словарь.
   b. У кого-то есть словарь.

7. One can read such a text without a dictionary.
   a. Один может прочитать такой текст без словаря.
   b. Можно читать такой текст без словаря.

8. One never knows what may happen.
   a. Никогда не знаешь, что может случиться.
   b. Один никогда не узнает, что может случиться.

5 Fill in the gaps with this, that, these, those.

1. _____ people over there are waiting for the bus.
2. The day I first came to London was wonderful. I will remember _____ day for ever.
3. I’m working as a receptionist _____ summer. I’m pretty busy _____ days.
4. Do you remember _____ winter we all went to Egypt? _____ were the days!
5. Hello! _____ is Alan. Can I speak to Harry, please?
6. _____ is a new cathedral and _____ one over there was built 900 years ago.
7. Will you come over at five o’clock? I’ll be at home at _____ time.
8. The summer of 2004 I spent in the country. I remember we had a lot of rain _____ year.
9. “_____ is my sister” – “How do you do?”
10. Who was _____ I saw you with last night?
11. Do you want to sit on _____ chair here or _____ one over there?
12. _____ sweets you gave me last night were very nice.

ИМЯ ЧИСЛИТЕЛЬНОЕ
THE NUMERAL

Общие сведения

Числительное – это особая часть речи, общим значением которой является обозначение числа, количества предметов или порядка их следования по счету.

Числительные делятся на следующие группы: количественные числительные (Cardinal Numerals); порядковые числительные (Ordinal Numerals); дробные числительные (Fractional Numerals).
Количественные числительные обозначают количество предметов и отвечают на вопрос how many? – сколько?
Числительные от 13 до 19 включительно образуются от соответствующих числительных первого десятка (непроизводных) путем прибавления суффикса -teen.
Числительные, обозначающие десятки 20, 30, 40 и т. д., также образуются от соответствующих числительных первого десятка (непроизводных) путем прибавления суффикса -ty.
Числительные, сочетающаяся практически неограниченно друг с другом, образуют названия составных чисел: 345 – three hundred and forty-five; 5,638 – five thousand six hundred and thirty-eight.

<table>
<thead>
<tr>
<th>Непроизводные</th>
<th>Производные</th>
<th>Составные</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – one</td>
<td>13–19 -teen</td>
<td>21 – twenty-one</td>
</tr>
<tr>
<td>2 – two</td>
<td>20 – twenty</td>
<td>22 – twenty-two, etc.</td>
</tr>
<tr>
<td>3 – three</td>
<td>13 – thirteen</td>
<td>30 – thirty</td>
</tr>
<tr>
<td>4 – four</td>
<td>14 – fourteen</td>
<td>40 – forty</td>
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<tr>
<td>5 – five</td>
<td>15 – fifteen</td>
<td>50 – fifty</td>
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<td>6 – six</td>
<td>16 – sixteen</td>
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<td>7 – seven</td>
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<td>8 – eight</td>
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<tr>
<td>9 – nine</td>
<td>19 – nineteen</td>
<td>90 – ninety</td>
</tr>
<tr>
<td>10 – ten</td>
<td></td>
<td>100 – a (one) hundred</td>
</tr>
<tr>
<td>11 – eleven</td>
<td></td>
<td>200 – two hundred</td>
</tr>
<tr>
<td>12 – twelve</td>
<td></td>
<td>1000 – a (one) thousand</td>
</tr>
</tbody>
</table>

Обратите внимание.
● Образование числительных thirteen, fifteen, twenty, thirty, fifty сопровождается помимо добавления суффикса изменением произношения звуков в корне слова.
● Перед числительными 100; 1,000; 1,000,000 употребляется либо неопределенный артикль a (UK), либо числительное one: a (one) hundred, a (one) thousand, a (one) million.
● Окончание -s в составных числительных отсутствует: three hundred – тритста, two thousand – две тысячи, а также 5% – five per cent.
● В составных числительных в пределах трех разрядов перед десятками (а если их нет – перед единицами) ставится союз and:
  275 – two hundred and seventy five;
  407 – four hundred and seven;
2,056 – two thousand and fifty six;
1,385,468 – one million three hundred and eighty five thousand four hundred and sixty eight;

При обозначении чисел цифрами каждые три разряда справа налево отделяются друг от друга запятой: 4,684,389; 2,321,000.

Количественные числительные употребляются:
• для обозначения количества предметов или лиц: sixty pages (шестьдесят страниц), twenty-five years (двадцать пять лет), two hundred and forty items (двести сорок предметов), a / one hundred copies (сто экземпляров) и т. д.;
• для обозначения номера главы, тома, страницы, параграфа, действия пьесы и т. п. В русском языке в подобных случаях, как правило, употребляются порядковые числительные.

The description of the event is in chapter 3. – Описание события находится в третьей главе.
You’ll find this poem in volume 4. – Ты найдешь это стихотворение в четвертом томе.

For the answers, see page 17. – Ответы смотрите на семнадцатой странице;
• при указании номера дома, квартиры, комнаты, палаты, номера автобуса, размеров одежды и т. п. В русском языке в подобных случаях употребляются как порядковые числительные, так и количественные.

He used to take bus 105 to go to his school. – Раньше он ездил на сто пятом автобусе в школу.
I wear size six. – Я ношу шестой размер / Я ношу размер шесть;
• для указания даты, года, в котором произошли те или иные события, в английском языке используются количественные числительные в отличие от русского языка, где в подобных случаях употребляются порядковые числительные.

1900 – nineteen hundred in 1913 – in nineteen thirteen
1985 – nineteen eighty-five by 2006 – by two thousand and six

1900 г. – тысяча девятисотый год в 1913 г. – в тысяча девятьсот тринадцатом году
1985 г. – тысяча девятьсот восемьдесят пятьый год к 2006 г. – к две тысячи шестому году

Слово year после обозначения даты не употребляется, но иногда оно может употребляться перед датой — «in the year two thousand and four», etc.;
• для обозначения чисителя в дробях:
  a / one sixth (одна седьмая), two eighths (две восьмых), four tenths (четыре десятых).
Порядковые числительные обозначают порядковый номер того или иного предмета при счете и отвечают на вопрос which? (который?). Все порядковые числительные образуются от соответствующих количественных числительных путем прибавления суффикса -(e)th.

Исключение: one – first первый, two – second второй, three – third третий

<table>
<thead>
<tr>
<th>Количественные числительные Cardinals</th>
<th>Порядковые числительные Ordinals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – one</td>
<td>1st – first</td>
</tr>
<tr>
<td>2 – two</td>
<td>2nd – second</td>
</tr>
<tr>
<td>3 – three</td>
<td>3rd – third</td>
</tr>
<tr>
<td>4 – four</td>
<td>4th – fourth</td>
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<tr>
<td>5 – five</td>
<td>5th – fifth</td>
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<tr>
<td>6 – six</td>
<td>6th – sixth</td>
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<tr>
<td>7 – seven</td>
<td>7th – seventh</td>
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<tr>
<td>8 – eight</td>
<td>8th – eighth</td>
</tr>
<tr>
<td>9 – nine</td>
<td>9th – ninth</td>
</tr>
<tr>
<td>10 – ten</td>
<td>10th – tenth</td>
</tr>
</tbody>
</table>

Порядковые числительные употребляются:
• для обозначения порядка следования предметов и лиц при счете:
  This country ranks second in the world in territory.
  They live on the third floor.
  He was the first to come and the last to leave;
• для обозначения знаменателя в дробях:
  One / a third (одна треть), a / one fifth (одна шестая), a / one sixth (одна седьмая), two eighths (две восьмых), four tenths (четыре десятых);
• для обозначения дат (чисел, столетий) on the twelfth of January (двенадцатого января), in the nineteenth century (в девятнадцатом веке) и т. д.:
  The meeting is on the fourth of June.
  Let's meet on the twenty-fifth of March (or on March the twenty fifth).
  July the fourteenth is a special day – it's our wedding anniversary.

Примечание.
На письме обозначение даты цифрами может быть таким:
We arrived on March 25, 1990 / We arrived on March 25th, 1990.
ВЗАИМОДЕЙСТВИЕ ЧИСЛИТЕЛЬНЫХ
С ДРУГИМИ ЧАСТЯМИ РЕЧИ

Числительные могут сочетаться с существительными: one man, six men, two chairs, five rooms, the third floor, the second time и т. д. Возможны сочетания числительных с местоимениями: all seven, every fourth и т. д.; а также с предлогами, когда речь идет о времени: by two, after six, before nine (oclock).

Числительное ⇒ существительное

Числительные могут переходить в существительные, и тогда они изменяются по числам (приобретают окончание -s) и сочетаются с предлогом of. Наиболее часто такой переход наблюдается с числительными hundred, thousand, million.

<table>
<thead>
<tr>
<th>Числительные</th>
<th>⇒</th>
<th>Существительные</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are three hundred people employed here. Триста человек работают здесь.</td>
<td>⇒</td>
<td>Hundreds of fans were waiting outside the theatre. Сотни поклонников ожидали у театра.</td>
</tr>
<tr>
<td>The stadium holds thirty thousand people. Стадион рассчитан на 30 тысяч человек.</td>
<td>⇒</td>
<td>Thousands of people watched the football. Тысячи людей наблюдали за футбольным матчем.</td>
</tr>
<tr>
<td>She got eight million dollars for appearing in that film. Она получила $8 миллионов за участие в том фильме.</td>
<td>⇒</td>
<td>Millions of people want to live in peace. Милионы людей хотят жить в мире.</td>
</tr>
</tbody>
</table>

Переход числительных в существительные наблюдается также, когда речь идет о временном периоде, приблизительном возрасте, температуре: in the twenties (в двадцатые годы), in the early forties (в начале сороковых), in her early twenties (двадцать с небольшим лет), in his late forties (под пятьдесят), in high thirties (около сорока градусов) и т. д.

ПРАКТИКА (Numerals)

1 Choose the correct form from the words given in brackets.

1. My daughter is still a teenager. She is only (fifteen / fifty).
2. He knew it was a painting worth $10 (million / millions).
3. (Three hundred / Three hundreds) people gathered at the stadium.
4. In (the section 2 / section 2) we also suggest other topics that need to be researched.
5. The first battle of the American Revolution was fought in (year / the year) 1775.
6. (Hundred / A hundred) years ago the principal means of communication with people was by post and telegraph.

7. How many children are there in the school? About (three hundred / three hundreds).

8. The report has got over (five hundred / five hundreds) pages.

9. It happened in the year (two thousand and two / two thousand and second).

10. All International flights are from (the Terminal One / Terminal One).

2. Choose the correct form from the words given in brackets.

1. It happened in the middle of the (twentyth / twentieth) century.

2. I usually go to school by (bus six / bus sixth).

3. He is now ranked (hundred / hundredth) in world tennis.

4. 1991 was (the second hundred / the two hundredth) anniversary of Mozart’s death.

5. The car changed the life of people in (the 20th / the 20s) century.

6. At least (three third / three thirds) of the novel is about life of people in the 19th century.

7. He was (the third / the thirdth) to arrive.

8. The USA ranks (third / three) in population.

9. I am (one hundred and first / one hundredth and first) in this huge line.

10. Vincent Van Gogh’s paintings are among the most famous of (the 19 century / the 19th century).

3. Choose the correct item.

1. He was not old. He was a man in (his forties / forty).

2. City was built (in the early1900s / in the early 1900th) in great Britain.

3. The large, unreliable mobile phone of (the 80s / the 80) has evolved into a stylish camera phone of today.

4. During (the 1970s / the 1970th) computer chips began to appear in people’s homes in the form of the first games consoles.

5. The first modern stock market appeared in Amsterdam at the beginning of (the 17th century / 17s) century.

6. By the end of (the 1990s / the 1990th) there was such an increased and targeted interest among young people towards Philosophy, Psychology, Sociology and Communications.

7. (In 1949 / 1949th) the division of Philosophy was formed at the Faculty of History.

8. The Belarusian State University was founded (in nineteen twenty one / nineteen twenty first) and had only two faculties at that time.
Глаголом называется часть речи, выражающая действие или состояние лица или предмета. Глагол характеризуется такими категориями, которые указывают на отношение высказываемого к моменту речи, к действительности, к участникам речевого акта.

По своему значению и выполняемой в предложении роли глаголы делятся на смысловые, вспомогательные, глаголы-связки и модальные глаголы.

Глагол to be в английском языке играет особую роль, иногда его даже называют «опорой английской грамматики». Во-первых, потому что он в отличие от других глаголов изменяется по лицам и числам (т. е. спрягается). Во-вторых, он выполняет несколько функций, используется как полнозначный глагол, как глагол-связка и как вспомогательный глагол, с помощью которого образуются различные сложные формы глагола. Употребляясь в речи и на письме в этих функциях, глагол to be и его формы входят в первую сотню наиболее употребительных слов английского языка.

Глагол to be как смысловой глагол

Глагол to be как смысловой (полнозначный) глагол употребляется в значении быть, находиться, стать (кем-то или каким-то). Например: He wants to be a journalist. – Он хочет быть журналистом. I am at the University now. – Я сейчас нахожусь в университете.

В своей начальной форме этот глагол употребляется обычно после других глаголов:

\[ V + \text{to be} \]

I want to be a sociologist. – Я хочу стать социологом.
I’d like to be healthy. – Я хотел бы быть здоровым.
I want to be happy. – Я хочу быть счастливым.
Try to be on time. – Постарайся быть вовремя.

После модальных глаголов be употребляется без частицы to:

\[ V_{\text{modal}} + \text{to be} \]

Jim can be at home. – Джим может находиться дома.
Kate must be hungry. – Кейт, должно быть, голодна.
You should be strong. – Тебе следует быть сильным.
To be – особый глагол, потому что он, как уже было сказано, изменяется по лицам и числам, т. е. спрягается. В настоящем времени этот глагол имеет три формы, которые распределяются по лицам и числам следующим образом:

**Настоящее время**

<table>
<thead>
<tr>
<th>Лицо</th>
<th>Единственное число</th>
<th>Множественное число</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-e</td>
<td>I am (I’m)</td>
<td>We are (we’re)</td>
</tr>
<tr>
<td>2-e</td>
<td>You are (you’re)</td>
<td>You are (you’re)</td>
</tr>
<tr>
<td>3-e</td>
<td>He / she / it is (he / she / it’s)</td>
<td>They are (they’re)</td>
</tr>
</tbody>
</table>

В прошедшем времени – две формы:

<table>
<thead>
<tr>
<th>Лицо</th>
<th>Единственное число</th>
<th>Множественное число</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-e</td>
<td>I was</td>
<td>We were</td>
</tr>
<tr>
<td>2-e</td>
<td>You were</td>
<td>You were</td>
</tr>
<tr>
<td>3-e</td>
<td>He / she / it was</td>
<td>They were</td>
</tr>
</tbody>
</table>

В будущем времени для всех лиц и чисел используется форма will be (’ll be).

**Глагол to be как глагол-связка**

- Глагол to be используется как глагол-связка в сложном сказуемом. В русском языке глагол-связка «быть» в настоящем времени обычно отсутствует. В английском языке наличие глагола-связки обязательно, поэтому русские предложения Меня зовут Николай. Я студент БГУ. Мне 20 лет и т. п. переводятся с глаголом-связкой: My name is Nick. I am a student of the BSU. I am 20 years old.

Именная часть сказуемого выражает основное значение, а формы глагола to be указывают на время, лицо и число.

I was born in Minsk. – Я родился в Минске.
I’m a student of the BSU. – Я студент БГУ.
All are present. – Все присутствуют.
We were tired. – Мы устали.
He will be glad to see you. – Он будет рад видеть вас.
They will be on time. – Они будут вовремя.

- Отрицательная форма образуется при помощи частицы not, которая ставится непосредственно после форм глагола to be:

He is not (isn’t) a student. We are not (aren’t) ready for the lesson.
They were not (weren’t) late for the lecture.
I was not (wasn’t) tired yesterday.
Вопросительная форма образуется путем перемещения форм глагола to be на место перед подлежащим:

Ann is a student. ⇒ Is Ann a student?
The weather was warm yesterday. ⇒ Was the weather warm yesterday?
They were absent from the lecture. ⇒ Were they absent from the lecture?

Глагол to be как вспомогательный глагол

Как вспомогательный глагол to be служит для образования сложных грамматических форм (длительные времена, страдательный залог и др.). В этом случае глагол to be не имеет собственного значения, а указывает на время, число и лицо, согласуясь с подлежащим.

Времена группы Continuous образуются по формуле:

BE + V-ing (смысловой глагол с окончанием -ing)

My friend is waiting for us. – Мой друг ждет нас.
I was reading at this time yesterday. – В это время вчера я читал.
At this time tomorrow, I’l be sleeping. – Завтра в это время я буду спать.

Формы Passive Voice (страдательный залог) образуются по формуле:

BE + V-ed (причастие прошедшего времени от смыслового глагола)

The conference was held in October. – Конференция была проведена в октябре.
This book is translated into Russian. – Эта книга переведена на русский язык.
The results will be announced later. – Результаты будут объявлены позже.

Функции глагола to do

Наряду с глаголом to be глагол to do принадлежит к числу наиболее употребительных слов английского языка. Он употребляется в нескольких функциях и входит в состав устойчивых сочетаний.

Глагол to do как смысловой глагол

Глагол to do как смысловой (полнозвучный) глагол употребляется в значении делать. В настоящем времени глагол to do имеет форму does для 3-го лица единственного числа (he / she / it does) и форму did для всех лиц в прошедшем времени:

I do my morning exercise every day. – Я делаю утреннюю зарядку каждый день.
Nick does his home task as a rule. – Ник, как правило, делает домашнее задание.
Liz did her home task yesterday. – Лиз сделала домашнее задание вчера.

Формы Continuous и Perfect глагол to do образуют по общему правилу:

I have done the task. – Я сделал задание.
I am doing exercise 2. – Я делаю второе упражнение.
Глагол to do обозначает *действие* в широком смысле этого слова и поэтому часто заменяет в разговорной речи другие глаголы. Например:

- to take an exam = to do an exam – сдавать экзамен
- to carry out research = to do research – проводить исследование
- to study English = to do English – изучать английский

Глагол to do входит в состав устойчивых сочетаний, которые рекомендуется запомнить. Вот некоторые из них:

- (to) *do good* – приносить пользу
- (to) *do bad* – приносить вред
- (to) *do well* – преуспевать
- (to) *do one’s duty* – исполнять свой долг
- (to) *do someoone a favour* – оказать кому-либо услугу
- (to) *do business* – вести дела, заниматься бизнесом
- (to) *do one’s best* – сделать все возможное, стараться изо всех сил
- (to) *do one’s worst* – делать худшее, на что кто-либо способен
- (to) *do the cooking* – готовить еду
- (to) *do for a living* – зарабатывать на жизнь
- (to) *do the sights / do sightseeing* – осматривать достопримечательности

Глагол to do образует многочисленные фразовые глаголы:

- do away with sth or sb – покончить, разделаться с чем-то или кем-то
  
  Computerization has enabled us to do away with a lot of paperwork.

- do sb down – критиковать, опускать кого-то
  
  Stop doing yourself down.

- do sth out – убирать, приводить в порядок
  
  I’d like you to do out your room before mum comes.

- do sth over – делать что-то повторно, переделывать
  
  I think you should do your test over.

- do without sth – обойтись без чего-то
  
  There is no sugar left, so we have to do without it.

Глагол to do как вспомогательный глагол

Глагол to do как вспомогательный употребляется:

- для образования вопросительной и отрицательной формы Present и Past Indefinite (Simple) от всех глаголов (кроме вспомогательных и модальных глаголов):
  
  Do you live in Minsk? – Вы живете в Минске?

  Does your brother study at the University? – Ваш брат учится в университете?

  Did you see him yesterday? – Вы видели его вчера?

  They do not study English, they study German. – Они не изучают английский язык, они учат немецкий;

- для образования отрицательной формы повелительного наклонения:
  
  Please, don’t be late! – Пожалуйста, не опаздывай!

  Don’t shout at me! – Не кричи на меня!
● для замены смыслового глагола в кратких ответах и во второй части разделительных вопросов (такие вопросы задаются для уточнения информации):

"Do you speak English?" "Yes, I do." / "No, I don't."
"Does your friend help you?" "Yes, she does." / "No, she doesn't."
"I don't like heat." "Neither do I."
"I like ice cream." "So do I."
You don't understand the question, do you?
You translated the text, didn't you?

● для усиления значения смыслового глагола. В русских предложениях усиление значения действия передается усилительными частицами же, ведь, и, но или интонацией:

Do write and let me know how you are getting on. – Пишите же и дайте мне знать, как у вас дела.
"I'm sorry you didn't meet Prof. Ivanov." “I did meet him.” – “Жаль, что вы не встречали профессора Иванова.” “Но я встречался с ним.”

Глагол to have также принадлежит к числу наиболее употребительных слов английского языка. Он используется в нескольких функциях и входит в состав устойчивых сочетаний.

Глагол to have как смысловой глагол

● Глагол to have как смысловой (полнозначный) глагол употребляется в значении иметь, обладать. В настоящем времени глагол to have имеет форму has для 3-го лица единственного числа (he / she / it has). В разговорной речи обычно употребляется сокращенная форма глагола: I have (I’ve); you have (you’ve), they have (they’ve); he, she, it has (he’s she’s it’s). Прошедшая форма глагола had употребляется для всех лиц и в единственном, и во множественном числе. Например:

I have a good mark in English. – У меня хорошая оценка по английскому.
The BSU has a good library. – БГУ имеет хорошую библиотеку.
I’ll have some time later. – У меня будет немного времени позже.
I had an exam yesterday. – У меня был экзамен вчера.
My friend had an exam in German. – У моего друга был экзамен по немецкому.

Примечание. Вместо «я имею, я имел, я буду иметь» в русском языке обычно употребляются обороты: «у меня есть, у меня был, у меня будет» и т. п.

● Для образования вопросительных и отрицательных предложений глагол to have

ФУНКЦИИ ГЛАГОЛА TO HAVE

В британском варианте также используется разговорная форма have got, которая употребляется наравне с have в значении иметь: I have got (I’ve got) a computer. Для этой формы при образовании отрицания и вопроса вспомогательный глагол не нужен: I haven't got a computer. Have you got a computer?
как полнозначный требует употребления вспомогательного глагола do в нужной форме:

“Do you have a computer? Does he have a printer? Did you have time to talk to your teacher?” – “I don’t have a good computer. He doesn’t have a printer. I didn’t have time to talk to him”.

Глагол to have как вспомогательный глагол

● Как вспомогательный глагол to have служит для образования сложных грамматических форм (перфектные времена):

I have done my homework. – Я сделал домашнюю работу.
He has written an essay. – Он написал эссе.
They will have written the test by 2 o’clock. – Они напишут тест к 2 часам.

(См. подробнее о формах Perfect с. 204–207)

● Для образования вопросительных и отрицательных предложений глагол to have как вспомогательный не требует употребления дополнительного вспомогательного глагола. При постановке вопроса вспомогательный глагол have (has, had) перемещается на место перед подлежащим. Например:

I have done my homework. ⇒ Have you done your homework?
He has translated the text. ⇒ Has he translated the text?
By 2009 he had finished the course. ⇒ Had he finished the course by 2009?

Глагол have (to) в сочетании с инфинитивом

Глагол to have в сочетании с инфинитивом (глаголом с частицей to) употребляется для выражения необходимости совершить действие в силу определенных обстоятельств. В этом случае глагол have (to) переводится должен, надо, приходится в соответствующем времени:

I have to get up early today. – Я должен встать рано сегодня.
It was late. I had to go. – Было поздно. Мне надо было идти.

Вопросительная и отрицательная формы с глаголом to have (to) со значением должностования образуется с помощью вспомогательного глагола do:

Do you have to get up early? – No, I don’t have to get up early.
Did you have to go? – No, I didn’t have to go.

Глагол to have в сочетании с существительными

В некоторых сочетаниях с существительными глагол to have утрачивает свое основное значение иметь и приобретает новое, образуя смысловое целое с существительным:

to have breakfast / dinner – завтракать / обедать
to have a rest – отдыхать
to have fun – веселиться
to have a talk – беседовать
to have a good time – хорошо проводить время
to have a walk – погулять
to have a smoke – покурить
Вопросительная и отрицательная формы в этом случае образуются с помощью вспомогательного глагола do / did:

When **do** you **have** dinner? – Когда вы обедаете?
Did **you** **have** fun? – Вы повеселились?
We **didn't** **have** a rest. – Мы не отдохнули.

**PRACTICE (to be, to do, to have)**

1. **Answer the questions about yourself.**
   1. What is your name?
   2. Where are you from?
   3. Are you a student?
   4. Are you happy to be a student of the Belarusian State University?
   5. Do you live in Minsk?
   6. Your friend studies at the Faculty of Law, doesn’t he?
   7. You don’t miss the classes, do you?
   8. Do you like studying English?

2. **Insert the appropriate forms of the verb to be or the verb to have.**
   1. Last year she _______ 22, so she ______ 23 now.
   2. I feel fine this morning but I ______ very tired last night.
   3. You _______ not at home last night. Where ______ you?
   4. I _______ just made some coffee. Would you like some?
   5. We ______ tired. Let’s have a break.
   6. Today the weather ____ nice, but yesterday it ______ rainy and cold.
   7. ________ you finished your translation?
   8. ______ you hungry? No, we _____ not.
   9. You _______ to pass a test before you can take exam.
   10. I’ll be late for classes tomorrow. I __________ to go to the dentist.

3. **Insert the appropriate forms of the verb to be.**

A: Hi, Alex. How 1 _______ you?
B: Hello David. I 2 _______ fine and how 3 _______ you doing?
A: I 4 _______ doing fine.
B: How 5 _______ you sister? Where 6 _______ she now?
A: She 7 _______ in London. She 8 _______ learning English there.
B: Really? That 9 _______ wonderful! How about your parents?
A: They 10 _______ fine too. They 11 _______ in Cyprus now.
B: 12 _______ you busy tonight?
A: Not really, why?
B: We 13 having a party. Would you like to come?
A: I’d love to.
B: Then come to our place at 7:00 p.m.

4 Tick the correct item.
1. Mr. Brown is my boss and I ___ his secretary.
   [ ] am  [ ] is  [ ] are
2. We ___ sent two letters to him.
   [ ] are  [ ] have  [ ] has
3. They ___ in Sweden now.
   [ ] are  [ ] have  [ ] is
4. The team ___ playing football.
   [ ] have  [ ] has  [ ] is
5. Does he ___ keys to our office?
   [ ] has  [ ] have  [ ] have got
6. We see that the rooms ___ three windows.
   [ ] are  [ ] have  [ ] have
7. He ___ left for Poland.
   [ ] have  [ ] is  [ ] has

5 Complete the sentences.
1. _____ you _____ brothers or sisters?
2. Are you married? _____ you _____ children?
3. They _____ _____ _____ any children.
4. It’s a nice house, but it _____ _____ _____ a garden.
5. They don’t read much. They _____ _____ _____ time.
6. Andrew is unhappy. He _____ a lot of problems.
7. _____ you _____ an umbrella? It is raining.
8. When _____ you _____ a meeting with your boss?
10. Yesterday I _____ classes of English and my friends _____ classes of German.

ВРЕМЕНА ДЕЙСТВИТЕЛЬНОГО ЗАЛОГА
TENSES IN ACTIVE VOICE

Английский язык, особым образом соединив временные и видовые характеристики, создал систему, состоящую из четырех групп времен: Simple (Indefinite) Tenses, Continuous (Progressive) Tenses, Perfect Tenses, Perfect Continuous Tenses.

Напомним некоторые правила употребления грамматических форм времени:
Формы настоящего времени
Present Forms

Когда мы говорим о событиях, связанных с настоящим временем, мы обычно используем формы Present Simple, Present Continuous и Present Perfect, реже – Present Perfect Continuous.

- The Present Simple употребляется для обозначения:
  1) привычки – I get up at 7:30 every day;
  2) общеизвестных истин, законов природы – The Sun rises in the east;
  3) постоянного действия – He lives in Minsk;
  4) расписания (поездов, самолетов, учебных занятий и т. п.) – The lecture starts at 8.30. My bus leaves at three;
  5) вместо форм будущего времени в придаточных предложениях времени и условия, после союзов when (когда), if (если) as soon as (как только) и др. – As soon as I come home, I’ll give you a call. When you see him, tell him that tomorrow’s meeting is cancelled.

Примечание. С формой Present Simple употребляются наречия, указывающие, как часто происходит действие: every day (каждый день), always (всегда), usually (обычно), as a rule (как правило), often (часто), rarely / seldom (редко), never (никогда) и др.

- The Present Continuous (am / is / are + V-ing) употребляется для обозначения:
  1) действий, происходящих в момент речи – They are discussing English grammar at the moment;
  2) действий, происходящих в настоящий период времени, хотя и не в момент речи – He is working hard these days;
  3) временное действие – I’m from Mogilev, but I’m living in Minsk now. I’m getting up early this week because my classes start at 8;
  4) раздражения по поводу чьих-либо действий, обычно со словами always (всегда / вечно), constantly (постоянно) – I am always losing my keys. You are always talking at the lesson!
  5) действий, событий намеченных, запланированных на ближайшее будущее, когда время и место этих событий известно – He is taking exam on Monday. What are you doing tomorrow?

Примечание. С формой Present Continuous употребляются наречия, указывающие на момент речи или определенный период: now, at the moment, at present, these days, today, tonight, и др.

- The Present Perfect (have / has + V-ed) употребляется для обозначения:
  1) действий, завершенных к настоящему моменту и определенным образом связанных с ним. Время совершения действия не указано или не важно – I’ve translated the text (I can walk the dog now);
  2) действий, которые происходили в незавершившийся еще период времени today, this morning, this week, this month и др. – I’ve been to the library twice this week. I’ve seen our teacher this morning (it is still morning);
3) незавершенных действий, начавшихся в прошлом и продолжающихся в настоящий момент обычно с глаголами состояния know, be и др. а также с глаголами live, teach, work. Момент начала действия обозначается словом since (с … какого-либо времени), а его продолжительность словом for (в течение) – I have lived in Minsk for twenty years. I have known him since school. I have learned (have been learning) English for 7 years.

Примечание. С формой Present Perfect употребляются наречия: just, ever, yet, never, for, since, this week / month, lately, recently и др.

■ The Present Perfect Continuous (have / has been + V-ing) употребляется для обозначения:
  1) завершенного длительного действия, когда его результат очевиден – I am so tired. I have been swimming for 2 hours;
  2) действий, которые происходили в период времени, который еще не завершился к моменту речи: all day, all morning и др. – I have been waiting for you all morning;
  3) незавершенных длительных действий, начавшихся в прошлом и продолжающихся в настоящий момент. Момент начала действия обозначается словом since (с … какого-либо времени), а его продолжительность словом for (в течение) I have been waiting for you since 2 o’clock;
  4) раздражения по поводу случившегося – Who has been using my cup?

Формы прошедшего времени
Past Forms

Когда мы говорим о событиях, связанных с прошедшим временем, мы можем использовать формы Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.

The Past Simple употребляется для обозначения:
  1) действий, имевших место в прошлом – I finished school last year. I saw her yesterday;
  2) ряда последовательных действий, совершавшихся в прошлом – I got out of my car, closed the door and went to the shop;
  3) исторических событий или фактов, связанных с именами людей прошлого – The American Civil War broke out in April 12, 1861.

Примечание. С формой Past Simple употребляются наречия: last week / month / year, two years ago, yesterday morning, in 2005 и др.

Для обозначения действий, регулярно повторяющихся в прошлом, часто используются конструкции used to + инфинитив / would + инфинитив. В русском языке они соответствуют словам бывало, раньше и т. п. – Не used to come here every day when he was a little boy. (Раньше он приходил сюда каждый день, когда еще был мальчишкой.)
The Past Continuous (was / were + V-ing) употребляется для обозначения:
1) действий, которые происходили в определенный момент в прошлом – I was watching TV at 10 o’clock. I was watching TV when my mum came;
2) действий, которые происходили в определенный период в прошлом – I was doing my project from eight o’clock till midnight. I was doing my project while my brother was browsing Internet (два одновременных действия).

Примечание. С формой Past Continuous употребляются наречия: at that time yesterday, all morning, while, when, as и др.

The Past Perfect (had + V-ed) употребляется для обозначения:
1) действий, завершившихся до определенного момента в прошлом – By 3 o’clock yesterday, the lecture had ended. Before I arrived, the library had closed.
2) действий, результат которых был очевиден в определенный момент в прошлом. – She was upset because she had failed the test.

Примечание. С формой Past Perfect употребляются обозначения времени, к которому завершилось действие by the end of the lecture, before he came и др.

The Past Perfect Continuous (had been + V-ing) употребляется в тех же случаях, что и Past Perfect, только акцент делается на длительность происходящего действия – I had been waiting for him for three hours when he finally came. I felt very tired because I had been playing football.

Формы будущего времени
Future Forms

Когда мы говорим о событиях, связанных с будущим временем, мы обычно используем формы Future Simple и Future Continuous. Менее употребительны формы Future Perfect и Future Perfect Continuous. В значении будущего также могут использоваться некоторые формы настоящего времени.

Future Simple (will +V) употребляется для обозначения:
1) действий, которые, возможно, совершатся в будущем, с такими словами, как I think / hope / believe (я думаю / надеюсь / полагаю), probably/perhaps (возможно), I am sure (я уверен), I am not sure (я не уверен) и т. д. – I think I will improve my grammar skills. He hopes he will be able to cope with difficulties;

Future Continuous (will be +V-ing) употребляется для обозначения:
1) длительных действий, которые будут происходить в указанный момент в будущем. Момент в будущем указывается: (at) this time tomorrow (в это время завтра), (at) this time next week (в это время на следующей неделе), at 3 o’clock tomorrow (в 3 часа завтра) и др. – At this time tomorrow I will be flying to Canada;
2) длительных действий, которые будут происходить в будущем в момент, указанный придаточным предложением. Глагол в придаточном предложении
употребляется в Present Simple – When I come home, they will be sleeping.

Future Perfect (will have + V-ed) употребляется для обозначения: действий, которые будут завершены к определенному моменту в будущем. На момент в будущем указывают слова: by 3 o’clock (к 3 часам), by the time (к этому времени), before (до), until (до, пока), by then (к тому времени) и др. – By this time tomorrow, I will have finished my report.

Future Perfect Continuous (will have been + V-ing) употребляется для обозначения: длительных действий, которые будут происходить до определенного момента в будущем. Данная временная форма отличается от Future Perfect только акцентом на длительность – By tonight I will have been working for eleven hours without a break.

Другие способы выражения будущих действий и событий
В некоторых случаях для обозначения будущего времени употребляются формы настоящего времени.
1) Present Simple служит для обозначения действий, которые происходят в соответствии с расписаниями, программами – The train departs at 8 o’clock tomorrow. The conference starts at 10 o’clock the day after tomorrow.
2) Present Continuous употребляется для обозначения заранее намеченных или запланированных действий – She is having two lectures tomorrow and we are leaving at 2.
3) Конструкция be going to + V со значением собираться, намереваться – He is going to work hard and (to) pass exams with excellent grades.

PRACTICE (Tenses in Active Voice)

1 Choose the best variant.

1. We are good friends. We ________________ each other for a long time.
   a) know  b) have known  c) knew
2. I have known Andrew since I _____ a child.
   a) was  b) has been  c) were
3. We have been learning English ________.
   a) last year  b) for six years  c) often
4. It is obvious that linguistic proficiency often _______ graduates a a lot of advantages.
   a) has given  b) gives  c) is giving
5. Today English ____________ the world’s most important language in science and cultural relations.
   a) became  b) will become  c) has become
   a) is increasing  b) increased  c) will increase
2 Use Future Simple or Present Simple where necessary.

В придаточных предложениях времени и условия употребляется Present Simple, несмотря на то, что речь в них идет о будущем. В главном предложении используется Future Simple, и все предложение в целом относится к будущему времени.

1. If the weather ________ (be) fine, we ________ (take) a walk together.
2. As soon as the meeting ________ (finish), we ________ (look) over the papers.
3. By the time he ________ (graduate) from the University, he ________ (be) twenty five.
4. After he ________ (graduate) all necessary treatment, he ________ (feel) much better.
5. She ________ (buy) a new computer when she ________ (stay) there.
6. I ________ (not, leave) the house, until I ________ (tidy) up your room.
7. She ________ (let) you know if anything ________ (happen) to me.
8. ________ you ________ (give) me this book when I ________ (need) it?

3 Past Perfect or Past Continuous? Tick the correct item.

1. I ________ finishing my homework when the movie began.
   
   - was
   - had

2. I ________ finished my homework before the movie began.
   
   - was
   - had

3. We ________ left the city before I realized I had forgotten my glasses again.
   
   - were
   - had

4. We ________ leaving the city when I realized that I had forgotten my glasses again.
   
   - were
   - had

5. Jack ________ been reading a newspaper for an hour before his roommate returned.
   
   - was
   - had

6. Jack ________ reading a newspaper when his roommate returned.
   
   - was
   - had

7. The girls ________ doing the dishes when they received a call from the hospital.
   
   - were
   - had

8. The girls ________ done the dishes before they received a call from the hospital.
   
   - were
   - had

4 Translate the words in brackets.

Союзы придаточных предложений времени и условия: when (когда), while (пока), before (до того как), until / till (до, пока), by the time (к тому времени), as soon as (как только), after (после), as long as (пока, до тех пор пока), if (если), unless (если не).
1. You will have to translate a text (когда ты будешь сдавать экзамен).

2. You will get good results (если ты будешь усердно работать).

3. You won’t make progress (если ты не будешь усердно работать).

4. You will do a lot of research (пока ты будешь студентом).

5. You will lag behind (как только ты будешь пропускать занятия).

6. You won’t become a good specialist (если ты не получишь хорошее образование).

7. You will gain good experience (к тому времени, когда ты закончишь университет).

8. You will get a good job (после того как ты успешно закончишь университет).

5 Underline the correct tense in the following sentences.

I (1) hated / have hated languages at school. I just wasn’t interested in learning, so I never (2) did / was doing my homework and I (3) was / have been always at the bottom of the class when it (4) has come / came to exams! Maybe it wasn’t her fault, but I really didn’t get on with my teacher. She seemed to think I (5) am / was a stupid young girl just because I didn’t know a past participle from an auxiliary verb (I still don’t actually). And even if I (6) did learn / will learn English, there were no English-speaking people in my town, so who would I ever speak English to?

Things (7) have started / started to change when I (8) has got / got my first job, though. I (9) was spending / spent my first two years in the Sales Department, and I (10) had to / have to speak English on the phone almost every day, which wasn’t easy. I didn’t really have enough time to go to classes, so at first I (11) tried / have tried to study on my own.

I also (12) was persuading / persuaded an English-speaking friend to give me some private lessons and I (13) started / was starting to make progress. I don’t know when it (14) has been / was exactly that I (15) realized / was realizing my English (16) has been / was good enough to do First Certificate, but I did ... and I passed!

So I don’t hate English any more. In fact it (17) has made / made quite a big difference to my life!
В русском языке формы действительного залога противопоставляются формам страдательного залога, а в английском языке им соответствуют формы активного и пассивного залога. В пассивном (страдательном) залоге подлежащее обозначает не деятеля, а объект действия, т. е. лицо или предмет, подвергающийся действию, выраженному сказуемым. Английский термин «passive» (пассивный) хорошо передает суть отношений между подлежащим и сказуемым в таком предложении. Сравните:

The hunter killed the bear (active).
The bear was killed by the hunter (passive).

Образование форм пассивного залога

Формы пассивного залога образуются с помощью вспомогательного глагола to be и смыслового глагола в форме причастия прошедшего времени (Participle II):

to be + Participle II (3-я форма глагола)

Knowledge should be transmitted from one generation to another. – Знание должно передаваться от одного поколения к другому.

Вспомогательный глагол to be употребляется в требуемой по контексту временной форме и согласуется с подлежащим в числе и лице. Форма причастия прошедшего времени (Participle II) остается при этом неизменной. Причастие прошедшего времени правильных глаголов совпадает с формой прошедшего времени, т. е. имеет окончание -ed. Причастие прошедшего времени неправильных глаголов дается в таблице неправильных глаголов (см. с. 254).

Правильные глаголы

| invite (пригласить) – invited |
| clean (убирать) – cleaned |
| investigate (исследовать) – investigated |

Неправильные глаголы

| do (делать) – did – done |
| take (взять) – took – taken |
| write (писать) – wrote – written |

Образование грамматических форм времени в пассивном залоге

<table>
<thead>
<tr>
<th>Present</th>
<th>Continuous</th>
<th>Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>am / is / are done</td>
<td>am / is / are being done</td>
<td>have / has been done</td>
</tr>
<tr>
<td>Past</td>
<td>was / were done</td>
<td>was / were being done</td>
</tr>
<tr>
<td>Future</td>
<td>will be done</td>
<td>–</td>
</tr>
<tr>
<td>Future in the Past</td>
<td>would be done</td>
<td>–</td>
</tr>
</tbody>
</table>

Как видим, в пассивном залоге форма Future Continuous отсутствует. Также отсутствуют времена группы Perfect Continuous.
Выбор временной формы пассивного залога осуществляется согласно тем же правилам, что и выбор форм активного залога. И, соответственно, те же наречия времени могут служить маркерами при выборе необходимой формы. Например:

A new belt road is being built now. – Новая кольцевая дорога строится сейчас.

Наречие now (сейчас) подчеркивает тот факт, что дорога находится в процессе строительства и определяет выбор формы Present Continuous.

Образование вопросительной и отрицательной формы в пассивном залоге

При образовании вопросительного предложения с глаголом в пассивной форме первый вспомогательный глагол перемещается на место перед подлежащим. При образовании отрицательной формы частица not ставится после первого вспомогательного глагола.

<table>
<thead>
<tr>
<th>Утвердительная форма</th>
<th>Вопросительная форма</th>
<th>Отрицательная форма</th>
</tr>
</thead>
<tbody>
<tr>
<td>The task is done.</td>
<td>Is the task done?</td>
<td>The task is not done.</td>
</tr>
<tr>
<td>The task has been done.</td>
<td>Has the task been done?</td>
<td>The task has not been done.</td>
</tr>
<tr>
<td>The task was done.</td>
<td>When was the task done?</td>
<td>The task was not done.</td>
</tr>
<tr>
<td>The task is being done</td>
<td>Why is the task being done?</td>
<td>The task is not being done.</td>
</tr>
</tbody>
</table>

Употребление пассивных конструкций

Пассивные конструкции употребляются:

1. Когда неизвестно, неважно или очевидно из контекста, кто выполняет действие:
   My bicycle has been stolen! (= we don't know who did it)
   Мой велосипед украден!
   Tom was fined for driving without license. (= it's obvious the police did it)
   Том был оштрафован за вождение без прав.
   The job will be finished by tonight. (= it's not important who does it)
   К сегодняшнему вечеру работа будет закончена.

2. Когда в центре внимания говорящего находится лицо или предмет, который подвергается действию, а не совершает его:
   The BSU was ruined during the Great Patriotic War.
   БГУ был разрушен во время Великой Отечественной войны.
   The telephone was invented by Alexander Bell.
   Телефон был изобретен Александром Беллом.

3. Когда, ссылаясь на неприятный факт, мы проявляем тактичность и не называем виновника происшедшего, избегая ответственности за сказанное:
   Your application has been lost.
   Ваше заявление потеряно.
   Taxes will have to be raised next year.
   Налоги должны быть повышены в следующем году.
4. В газетных заголовках, статьях, когда подчеркивается действие, а не лицо, его выполняющее:

Five-day strike (is) to be held by drivers.
Пятидневная забастовка будет проведена водителями.
A number of political prisoners have been released.
Освобождено несколько политических узников.

5. Для описания процесса, методики проведения научных исследований, при составлении инструкций и пр.:

This model was worked out in American universities.
Эта модель была разработана в американских университетах.

6. В официальных (письменных) объявлениях, научных докладах:

Fees must be paid in advance.
Плата должна быть внесена заранее.
Much research has been conducted on the topic.
Много исследований было проведено по данной теме.

Употребление предлогов BY, WITH в пассивной конструкции

Указание на исполнителя действия в пассивной конструкции необязательно. Пассивные конструкции как раз и употребляются в тех случаях, когда исполнитель действия неизвестен или очевиден, или неважен в данном предложении.

Если необходимо указать исполнителя действия, то используется предлог by:

Columbus discovered America. ⇒ America was discovered by Columbus.
Если необходимо сказать, с помощью какого инструмента или материала выполнялось действие, или какие ингредиенты использовались, то употребляется предлог with:

John cut the bread. The bread was cut with a knife (инструмент)
They made the cake. It was made with eggs and flour (материал).

При постановке вопроса предлог, как правило, ставится в конце предложения:

Who was Australia discovered by? – Кем была открыта Австралия?
What was the flood caused by? – Чем было вызвано наводнение?

Примечание. Возможна и такая форма постановки вопроса, когда предлог стоит на первом месте, что более характерно для официального стиля:

By whom was Australia discovered?
By what was the flood caused?

Пассивные обороты с формальным подлежащим IT

В английском языке пассивный залог часто употребляется в конструкциях, состоящих из местоимения it и глагола в пассивной форме: it is said (говорят), it is reported (сообщается), it was thought (полагали, думали), it has been suggested (высказывают мнения), it is expected (ожидается), за которыми следует придаточное предложение, вводимое обычно союзом that (clause):

It + verb in the passive form + clause
В таких конструкциях *It* играет роль формального подлежащего и не имеет самостоятельного значения. Эта конструкция употребляется для передачи информации, различных слухов, мнений без ссылки на источник. В русском языке она соответствует неопределенно-личным оборотам:

*It was reported* that many houses were destroyed.
*Сообщалось,* что много домов было разрушено.

*It is expected* that the finance minister is to resign.
*Ожидается,* что министр финансов уйдет с поста.

*It is thought* that there are too many obstacles to this agreement.
*Полагают,* что существует слишком много препятствий для достижения этого соглашения.

Другие глаголы, которые могут употребляться в данной конструкции

| agree (согласовывать) | estimate (оценивать) |
| announce (объявлять) | find (обнаруживать) |
| assume (полагать) | know (знать) |
| calculate (подсчитывать) | mention (упоминать) |
| claim (утверждать) | propose (предлагать) |
| consider (считать) | recommend (рекомендовать) |
| decide (решать) | show (показывать) |
| declare (заявлять) | suppose (полагать) |
| discover (открывать) | understand (понимать) |

**PRACTICE (The Passive Voice)**

→ **1** In each of these sentences underline *who* or *what* is doing the action.

1. The traffic was all heading out of town.
2. The photo was taken by my sister.
3. Homer wrote the *Iliad*.
4. *Hamlet* was written by Shakespeare.
5. The dog has bitten several people.
6. A police officer has been murdered by terrorists.

→ **2** Choose the correct verb forms in this news report about a storm.

Millions of pounds’ worth of damage (1) *has caused* / *has been caused* by a storm which (2) *swept* / *was swept* across the north of England last night. The river Ribble (3) *burst* / *was burst* its banks after heavy rain. Many people (4) *rescued* / *were rescued* from the floods by fire-fighters, who (5) *received* / *were received* hundreds of calls for help. Wind speeds (6) *reached* / *were reached* ninety miles an hour in some places. Roads (7) *blocked* / *were blocked* by fallen trees, and electricity lines (8) *brought* / *were brought down*, leaving thousands of homes without electricity. “Everything possible (9) *is doing* / *is being done* to get things back to normal,” a spokesman (10) *said* / *was said.*
3 Fill in by (+ an agent) or with (+ an instrument).

1. The new swimming pool has been just opened ________ the Mayor.
2. During the robbery, the manager was hit ________ a baseball bat.
3. The extra training was provided ________ the company.
4. This story was written ________ Agatha Christie.
5. The bear was shot ________ a gun.
6. Trained dogs are used ________ the police to find drugs.
7. The engine is started ________ a special electronic card instead of a key.
8. The hall was decorated ________ pink and purple balloons.
9. University laboratories are equipped ________ up-to-date devices.
10. Rare books, issued ________ British publishers, are being shown at the exhibition.

4 Write questions using the Passive Voice. Some sentences are in the present tense and some are in the past tense.

1. Ask about the telephone (who / invent?) Who was the telephone invented by?
2. Ask about the computer (when / invented?) ______________________________________
3. Ask about silver (what / use for?) _____________________________________________
4. Ask about America (who / discover?) _________________________________________
5. Ask about glass (how / make?) ______________________________________________
6. Ask about radio (who / invented?) _____________________________________________

5 Use the verb write in the appropriate form.

Выбор временных форм пассивного залога осуществляется на основании тех же правил, что и соответствующих форм активного залога. Наречия времени могут служить маркерами при выборе необходимой формы.

1. The essay ___________________ at the moment.
2. The essay ___________________ by 2 o'clock tomorrow.
3. The essay ___________________ by the time you come home.
4. The essay ___________________ by the time he came home.
5. The essay ___________________ for two hours.
6. The essay ___________________ for two hours when he came.
7. The essay ___________________ yet.
8. The essay ___________________ just.
9. The essay ___________________ while I was getting ready for my classes.
10. The essay ___________________ two weeks later.
11. The essay ___________________ when I entered the room.
12. The essay should _______________ yesterday.
6 Use the words in brackets in the appropriate passive form to complete the sentences.

1. I can’t use my office at the moment. It is being painted (paint).
2. We didn’t go to the party. We were not invited (not / invited).
3. This church was built (build) more than 100 years ago.
4. The room is cleaned (clean) every day.
5. I saw an accident yesterday. Three people were taken to hospital (take).
6. The English language is spoken (speak) all over the world.
7. Many American films were shown (show) on Belarusian TV.
8. A lot of money was stolen (steal) from the bank last week.
9. Two hundred people were employed (employ) by the company.
10. “Can I help you, madam?” “No, thank you I am being served (serve).”

7 Use the verbs in brackets in the Passive forms and decide which tenses should be used.

1. From a geographical perspective, Belarus is situated (situate) in the centre of Europe. Ideally, it should be grouped (group) with the Central European countries.
2. The world presently is affected (affect) by two opposing movements – towards integration and towards disintegration.
3. Globalization facilitates (facilitate) by advances in technology which have reduced the costs of trade
4. Globalization in the middle of the 20th century largely drove (drive) by the global expansion of multinational corporations based in the United States.
5. The movement towards integration links (link) to changes in the structure of the economy.
6. Remarkable results in the field of education were achieved (achieve) in the last two decades.
7. The term “globalization” is used (use) by economists since the 1980s.
8. Globalization cannot be understood (understand) only as a series of economic processes.

8 Complete the text with passive form of the verb in brackets in a suitable tense according to the context.

A. How would you feel if you were forced (force) to spend hours and hours sitting in a hard-backed chair, eyes wide open, listening to the sound of someone else’s voice? You wouldn’t be allowed (allow) to sleep, eat, or smoke. You couldn’t leave the room. To make matters worse, you’d be expected (expect) to remember every point the speaker made, and you’d be punished (punish) for forgetting. And, to top it off, you’d have to pay thousands of dollars for the experience.

Sounds like the torture scene from the latest spy thriller? Actually, it’s nothing of the kind. It’s what all college students do who take a full load of courses.

B. The Hardacre College was officially opened (open) last week. By that time the college campus was built (build) around the main square. This is the heart of the
college as all the paths and walkways lead out from this point. Car parking 3 _________ (limit) in future, that is why now students 4 _________ (not encourage) to come by car as the college 5 _________ (serve) by a new bus service. The college 6 _________ (situate) outside the city and all major facilities like banks, shops and post office 7 _________ (include) for students here.

There have been already two open days and a third open day 8 _________ (plan) for next week. Students 9 _________ (offer) to see everything with their own eyes then. Definitely, such an opportunity shouldn’t 10 _________ (miss).

МОДАЛЬНЫЕ ГЛАГОЛЫ
MODAL VERBS

Общие сведения

К модальным глаголам относятся глаголы can (could), may (might), must, ought, should, will, would. Особенность модальных глаголов состоит в том, что они не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола. В отличие от других глаголов модальные глаголы обозначают не действие, а отношение к возможности или невозможности, вероятность, необходимость или отсутствие необходимости совершить действие, обозначенное следующим за ним глаголом.

Грамматические особенности модальных глаголов

● Модальные глаголы не могут употребляться в большинстве грамматических времен английского языка. Так, для глаголов must, ought (to), should эта форма настоящего времени является единственной. Глагол can имеет прошедшую форму could для выражения возможности или способности совершить действие. Глагол might только в отдельных случаях может рассматриваться как форма прошедшего времени от глагола may, также как глагол would не всегда является прошедшей формой глагола will. Для выражения просьбы или предложения что-либо сделать глаголы could, might, would используются как более вежливые формы по сравнению с can, may, will:

  Can / Will / Could / Would you type these letters for me? – Не могли бы вы напечатать эти письма для меня?

● В 3-м лице единственного числа простого настоящего времени к глаголу не прибавляется окончание -s:

  He can translate this text without your help.
В вопросительных и отрицательных предложениях эти глаголы не требуют вспомогательного глагола:

- **Can** you translate this text?
- He **can’t** translate this text.

После модальных глаголов следующий за ними инфинитив употребляется без частицы to (за исключением глагола ought to).

- You **should** take an umbrella. It **might** rain. – Тебе следует взять зонтик. Может пойти дождь.
- You **ought to** respect the elders. – Тебе следует уважать старших.

Модальные глаголы могут употребляться без инфинитива только во второй части разделительных вопросов и в кратких ответах:

- “You can translate this text, **can’t** you?” – “No, I **can’t**.”

Модальные глаголы используются в различных функциях (они полисемантичны).

### УПОТРЕБЛЕНИЕ МОДАЛЬНЫХ ГЛАГОЛОВ

**Глагол can (could)**

- Глагол **can** используется для выражения возможности или способности, умения совершить действие в настоящем или будущем времени, в прошедшем используется глагол **could**:
  
  - **He cannot** translate this text now. – Он не может перевести текст сейчас.
  - I **can** help you tomorrow. – Я могу помочь тебе завтра.
  - **He could** speak English before he was 12. – Он мог / умел говорить по-английски, прежде чем ему исполнилось 12.

- Глагол **can** в сочетании с перфектным инфинитивом употребляется, когда говорящий **не допускает возможности** совершения действия. Такие сочетания могут переводиться **мог (не мог), не может быть, чтобы …**
  
  - They **cannot have done** it. – Не может быть, что они это сделали / Они не могли это сделать.

- Сочетание глагола **could** с перфектным инфинитивом переводится **мог (могли) бы, но не сделали** и приобретает значение упрека за неиспользованную возможность:
  
  - You **could have translated** this text yesterday. – Вы могли бы перевести этот текст вчера.

- Отрицательная форма **cannot (can’t)** может обозначать не только отсутствие возможности или умения выполнить действие, но и запрещение:
  
  - I **can’t** translate this text. – Я не могу перевести этот текст.
  - You **can’t drive** over 60 kmh here. – Здесь нельзя ехать быстрее, чем 60 км в час.

Наряду с глаголами can и could и вместо недостающих форм времени может использоваться близкое по значению сочетание **be able to** (быть в состоянии что-либо сделать, мочь): I **am able to help** you now. I **was able to help** you yesterday. I **will be able** to help you tomorrow. – Я могу / мог / смогу помочь тебе сейчас / вчера / завтра. Когда речь идет о конкретном случае в прошлом в значении сумел, смог, удалось что-то сделать, то употребляется **was able to**.
Глагол may (might)

Глагол **may** используется для выражения разрешения только в настоящем времени:
You **may leave** you luggage here. – Вы можете оставить свой багаж здесь.

**May I come in?** – Можно войти?

Глаголы **may** и **might** в сочетании с простым инфинитивом употребляются для выражения предположения, относящегося к настоящему или будущему, а в сочетании с перфектным инфинитивом – к прошедшему:

He **may / might be delayed** tomorrow. – Он, может быть, задержится завтра.
He **may / might have got lost**. – Возможно, он потерялся.

Глагол must

Глагол **must** в сочетании с простым инфинитивом употребляется для выражения необходимости совершения действия, часто продиктованной вашим собственным решением, а также для выражения приказа или настоятельного совета кому-то:
I haven't phoned Bill for ages. I **must** phone him tonight. – Я давно не звонила Биллу. Я должна позвонить ему сегодня вечером.
You **must attend** the lecture. – Вам надо / необходимо посетить лекцию.
This text **must be translated** by Monday. – Текст должен быть переведен к понедельнику.

**Отсутствие необходимости** не может быть выражено отрицательной формой **must not** (**mustn’t**). Отсутствие необходимости выполнять действие выражается с помощью **don’t have to** / **don’t need to**:
You **don’t have to / don’t need to** work tonight. – Тебе нет необходимости работать сегодня вечером.

Глагол **must** употребляется также для предположения, которое говорящий считает вполне вероятным. В сочетании с перфектным инфинитивом предположение относится к прошедшему:
It’s Sunday. He **must be** at home. – Сегодня воскресенье. Он должен быть дома.
She **must be working** tomorrow. – Она, вероятно / должно быть, работает завтра.
They **must have forgotten** about the meeting. – Они, должно быть, забыли о встрече.
Глагол should, ought to

- Глаголы should, ought to используются, чтобы дать совет, рекомендации. Эти глаголы также могут переводиться как должен, должны, но передают вежливое требование, призыв к совести:
  
  You should study more. – Тебе нужно / следует / ты должен больше заниматься.
  You ought to apologize. – Тебе следует / нужно / ты должен извиниться.

- Глаголы should, ought to в сочетании с перфектным инфинитивом используются для выражения упрека или порицания:
  You should have apologized. – Тебе следовало бы / надо было извиниться.
  You ought to have helped him. – Вам следовало бы / нужно было ему помочь.

PRACTICE (Modal Verbs)

1. Complete the sentences with can / can’t / could / couldn’t / be (was) able to.
   1. I am afraid I won’t _________ attend the lecture on Friday.
   2. I was feeling sick yesterday. I _________ eat anything.
   3. Can you speak up a bit? I _________ hear you very well.
   4. “You look tired.” “Yes, I _________ sleep last night.”
   5. My grandfather _________ speak three languages.
   6. Although it was dark, he _________ find his way.
   7. I can’t see you on Sunday but I _________ meet you on Saturday morning.
   8. I’m not usually very good at chess but yesterday I _________ win.

2. Underline the correct word or both words when possible.
   1. “Where is Kate?” – “She may / might be in her office.”
   2. “I can’t find John anywhere.” – “He may / might have gone shopping.”
   3. “May / Might I see the manager, please?” – “Certainly.”
   4. “Take an umbrella. It may / might rain later.”
   5. “Could I borrow your dictionary?” – “Yes, you may / might.”
   6. “May we / Are we allowed to use the office phone?”
   7. “Excuse me, sir. May I / Am I allowed to leave the room?” – “Yes, but don’t be too long.”
   8. The road may/might get very busy tomorrow because there is a demonstration.

3. Complete these sentences with must or have to (in the correct form). Sometimes both are possible.
   1. My eyesight isn’t very good. I _________ wear glasses for reading.
   2. It’s getting late. I _________ go now.
   3. Ann left before the end of the classes. She _________ go to her office.
   4. You can’t turn left here. You _________ turn left.
   5. You really _________ work harder if you want to pass the examination.
   6. I’m sorry I couldn’t come yesterday. I _________ work late.
   8. I _________ get up early tomorrow. There are a lot of things I have to do.
Choose the correct response in the given situation.

1. A student has just come into the classroom and left the door open. It’s noisy outside. You say:
   a. Could you close the door, please?  b. You must close the door!
2. Your friend is going to park the car. You see No parking sign and say:
   a. You don't need to park here.  b. You can’t park here.
3. You want to talk about your job application and try to be polite. You say:
   a. Can we talk?  b. Could I talk to you?
4. Your best friend failed a very important exam because she didn’t study enough. You say:
   a. You ought to study for the exam.  b. You ought to have studied for the exam.
5. You want to have a cat in your room, but your landlady tells you that it isn’t allowed. She says:
   a. You mustn't keep pets in the room.  b. You don't need to have pets in the room.
6. The speed limit is 30 miles an hour but you are driving faster. Your instructor recommends:
   a. You shouldn’t have driven so fast.  b. You shouldn’t be driving so fast.
7. Kate lost her passport two days ago and didn’t report to the police. Her mother says:
   a. You should have reported to the police.  b. You should report to the police.
8. Your friend wants to pay for your dinner. You tell her it’s not necessary:
   a. You mustn't pay for my dinner.  b. You don't need to pay for my dinner.

НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА
NON-FINITE FORMS OF THE VERB

Неличные формы глагола – это инфинитив (The Infinitive), герундий (The Gerund) и причастие (The Participle). В отличие от личных форм они выражают действие без указания лица, числа и наклонения и не могут выступать в роли сказуемого.

ИНФИНИТИВ
THE INFINITIVE

Инфинитив (the Infinitive) называет действие и отвечает на вопрос что делать? или что сделать? Формальным показателем инфинитива является частица to, которая употребляется непосредственно перед глаголом:

To smoke is dangerous. – Курить – опасно.
Формы инфинитива

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>(to) built</td>
<td>(to) be built</td>
</tr>
<tr>
<td>Present Continuous</td>
<td>(to) be building</td>
<td>–</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>(to) have built</td>
<td>(to) have been built</td>
</tr>
<tr>
<td>Present Perfect Continuous</td>
<td>(to) have been building</td>
<td>–</td>
</tr>
</tbody>
</table>

- **Present Infinitive** (Active и Passive) употребляется, когда действие, которое он обозначает, относится к настоящему или будущему:
  You can join us tonight or tomorrow. – Ты можешь присоединиться к нам сегодня вечером или завтра.

- **Present Continuous Infinitive** употребляется, когда длительное действие, которое он обозначает, происходит одновременно с действием глагола в личной форме:
  They appear to be sleeping now. – Оказывается, что они сейчас спят.
  They appeared to be sleeping when we came. – Оказалось, что они спали, когда мы пришли.

- **Present Perfect Infinitive** (Active и Passive) употребляется, когда действие, которое он обозначает, предшествует действию глагола в личной форме:
  She seems to have made up her mind to marry you. – Кажется, она приняла решение выйти за тебя замуж.
  She seemed to have made up her mind to marry you. – Казалось, что она приняла решение выйти за тебя замуж.

- **Present Perfect Continuous Infinitive** (только Active!) употребляется для обозначения длительного действия, предшествующего действию глагола в личной форме:
  They appear to have been dealing with it for a long time. – Оказывается, они занимались этим долгое время.
  They appeared to have been doing it for a long time. – Оказалось, они занимались этим долгое время.

Примечание.

**Perfect Infinitive** и **Continuous Infinitive** употребляются после глаголов: seem (казаться), appear (оказаться), happen (случаться / оказаться), claim (утверждать), believe (верить / полагать), know (знать), expect (ожидать), а также после модальных глаголов must (должен), can / could (мочь), may / might (мочь), need (нуждаться):

He claims to have won a prize. – Он утверждает, что выиграл приз.
How could they have done this? – Как они могли это сделать?
They claim to be making a movie now. – Они утверждают, что снимают фильм сейчас.
Отрицательная форма инфинитива образуется с помощью частицы not, которую надо поставить непосредственно перед инфинитивом:

We decided **not to go** out because of the bad weather.
Мы решили не выходить, потому что погода была плохой.
Let’s **not stay** at home. – Давайте не будем сидеть дома.

**Функции инфинитива в предложении**

Как и в русском языке, инфинитив может употребляться в предложении в роли различных членов предложения.

<table>
<thead>
<tr>
<th>Подлежащее</th>
<th>To study a language takes a lot of time. Изучение языка занимает много времени.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Часть составного сказуемого</td>
<td>My goal is <strong>to get</strong> a good education. Моя цель – получить хорошее образование.</td>
</tr>
<tr>
<td>Дополнение</td>
<td>He advised me <strong>to help</strong> her. Он посоветовал мне помочь ей.</td>
</tr>
<tr>
<td>Определение</td>
<td>I have a lot of work <strong>to do</strong>. У меня много работы, которую нужно сделать.</td>
</tr>
<tr>
<td>Обстоятельство цели и др.</td>
<td>She went to the post office <strong>to mail</strong> some letters. Он пошел на почту, чтобы отправить письмо.</td>
</tr>
</tbody>
</table>

**Основные случаи употребления инфинитива**

Инфинитив употребляется:
• после глаголов agree (соглашаться), decide (решать), hesitate (колебаться), hope (надеяться), learn (знать), manage (удаваться), offer (предлагать), promise (обещать), refuse (отказывать), try (пытаться), want (хотеть) и др.

Примечание.
После глаголов let (позволять), make (заставлять) инфинитив употребляется без частицы to: Let the tea **cool** for five minutes. – Пусть чай остывает в течение пяти минут. This song **made** me cry. – Эта песня заставила меня заплакать.
После глагола help инфинитив может употребляться либо с частицей to, либо без нее. This text book will **help** you **learn** / **to learn** grammar. – Этот учебник поможет вам выучить грамматику.

• после глаголов, advise (советовать), allow (позволять), convince (убеждать), encourage (вдохновлять), persuade (убеждать) и др. при наличии после них прямого дополнения, выраженного существительным или местоимением:
They don't allow drivers (them) **to park** here. – Они не разрешают водителям (им) парковать машины здесь;
• после словосочетаний would like / would love / would prefer (хотелось бы):
I'd love **to play** tennis now. – Я бы хотел сыграть сейчас в теннис;
• после прилагательных nice, sorry, glad, happy, afraid, ashamed, kind и др.:
He is **glad to be** back home again. – Он рад снова вернуться домой;
• после конструкции It is / was / has been + adjective + of + noun / pronoun:
**It was foolish of me to ski** without any lessons. – Было глупо с моей стороны кататься на лыжах без предварительного обучения;
- после **too** (слишком / чересчур) и **enough** (достаточно):
  It is never **too** late to study. – Никогда не бывает чересчур поздно учиться.
  I've got **enough** money to live on. – У меня достаточно денег на жизнь;
- после слов **who** (кто), **what** (что), **where** (где), **when** (когда), **how** (как), **which** (какой).

**Исключение**: слово **why**:
I have no idea **what** to buy. – Я не имею представления, что купить.
I am not sure **which** company to hire. – Я не уверен, какую компанию нанять;
- в таких словосочетаниях, как **to be honest** (честно сказать), **to tell you the truth** (по правде говоря), **to be quite frank** (откровенно говоря), **to begin with** (начнем с того) и др.

<table>
<thead>
<tr>
<th>Список глаголов, после которых употребляется инфинитив</th>
<th>(глагол + инфинитив)</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree (соглашаться)</td>
<td>manage (удаваться)</td>
</tr>
<tr>
<td>arrange (организовать)</td>
<td>mean (намереваться)</td>
</tr>
<tr>
<td>ask (просить, спрашивать)</td>
<td>offer (предлагать)</td>
</tr>
<tr>
<td>choose (выбирать)</td>
<td>plan (планировать)</td>
</tr>
<tr>
<td>decide (решать)</td>
<td>prepare (готовить)</td>
</tr>
<tr>
<td>demand (требовать)</td>
<td>pretend (претворяться)</td>
</tr>
<tr>
<td>deserve (заслуживать)</td>
<td>promise (обещать)</td>
</tr>
<tr>
<td>expect (ожидать)</td>
<td>propose (предлагать)</td>
</tr>
<tr>
<td>fail (потерпеть неудачу, провалиться)</td>
<td>prove (доказывать)</td>
</tr>
<tr>
<td>forget (забывать)</td>
<td>refuse (отказать)</td>
</tr>
<tr>
<td>hope (надеяться)</td>
<td>tend (иметь склонность / стремиться)</td>
</tr>
<tr>
<td>intend (намереваться)</td>
<td>threaten (угрожать)</td>
</tr>
<tr>
<td>learn (знать/учить)</td>
<td>try (пытаться)</td>
</tr>
<tr>
<td>like (нравиться)</td>
<td>want (хотеть)</td>
</tr>
<tr>
<td>love (любить)</td>
<td>wish (желать)</td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Список глаголов, после которых употребляется существительное или местоимение + инфинитив</th>
<th>(глагол + существительное / местоимение + инфинитив)</th>
</tr>
</thead>
<tbody>
<tr>
<td>advise (советовать)</td>
<td>invite (приглашать)</td>
</tr>
<tr>
<td>allow (разрешать)</td>
<td>know (знать)</td>
</tr>
<tr>
<td>appoint (назначать)</td>
<td>persuade (уговаривать)</td>
</tr>
<tr>
<td>ask (просить, спрашивать)</td>
<td>oblige (заставлять)</td>
</tr>
<tr>
<td>beg (умолять)</td>
<td>order (приказывать)</td>
</tr>
<tr>
<td>call (звонить)</td>
<td>recommend (рекомендовать)</td>
</tr>
<tr>
<td>choose (выбирать)</td>
<td>require (требовать)</td>
</tr>
<tr>
<td>command (командовать)</td>
<td>teach (учить)</td>
</tr>
<tr>
<td>convince (убеждать)</td>
<td>tell (говорить)</td>
</tr>
<tr>
<td>direct (направлять)</td>
<td>expect (ожидать)</td>
</tr>
<tr>
<td>encourage (вдохновлять)</td>
<td>want (хотеть)</td>
</tr>
<tr>
<td>forbid (запрещать)</td>
<td>warn (предупреждать)</td>
</tr>
<tr>
<td>instruct (инструктировать)</td>
<td>wish (желать)</td>
</tr>
</tbody>
</table>

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Упражнение инфинитива в составе сложного дополнения

Оборот «Объектный падеж с инфинитивом»

Сравните два предложения:
1. I want to help you. – Я хочу помочь тебе.
2. I want him to help you. – Я хочу, чтобы он помог тебе.

В первом предложении действие, выраженное составным глагольным сказуемым want to help, будет выполняться подлежащим. Во втором предложении между глаголом want и инфинитивом to help употреблено местоимение him, которое называет исполнителя действия, обозначенного инфинитивом. Сочетание him + to help образует сложное дополнение (Complex Object). Сложное дополнение на русский язык обычно переводится дополнительным придаточным предложением.

Основные случаи употребления Complex Object:
- после глаголов, выражающих желание и намерение: want (хотеть), wish (желать), desire (сильно желать), need (нужно), would like и т. д.:
  I want him (my friend) to do it. – Я хочу, чтобы он (мой друг) это сделал.
  We all wish the project to be finished in time. – Мы все желаем, чтобы проект был закончен вовремя.
- после глаголов, выражающих восприятие органами чувств: see (видеть), watch (смотреть), observe (наблюдать), notice (замечать), hear (слышать), feel (чувствовать) и др. Инфинитив в этом случае употребляется без частицы to и обозначает законченное действие:
  I saw him cross the street. – Я увидел, как он перешел улицу.
  I heard him sing. – Я услышал, как он пел.
  I feel her touch my arm. – Я почувствовал, как она дотронулась до моей руки.

Примечание.
Если эти глаголы употреблены в страдательном залоге, инфинитив применяется с частицей to:
He was seen to leave the house.

- после глаголов, выражающих мыслительную деятельность: think (думать), expect (ожидать, предполагать), believe (полагать, считать), suppose (предполагать), consider (рассматривать, полагать), find (предполагать, находить) и глагола to know (знать):
  We expect her to come in time. – Мы ожидаем, что она придет вовремя.
  I know them to be right. – Я знаю, что они правы.

Примечание.
В сложном дополнении после этих глаголов, за исключением expect, употребляется только глагол to be.

PRACTICE (Infinitive)

1. Infinitive Active and Passive. Complete the following sentences by changing the verb in brackets to the correct form.
   1. People cannot _______ (call) this measure an improvement.
   2. This measure can hardly _______ (call) an improvement.
   3. The young manager hopes _______ (get) a promotion in future.
4. The young manager hopes _______ (give) a promotion in future.
5. My friend is trying _______ (hide) the truth from me.
6. I don’t want the truth _______ (hide) from me.
7. It is my desire (желание) _______ (invite) my guests to the concert.
8. My guests want very much _______ (invite) to the concert.
9. I can always _______ (rely) on him.
10. He can always _______ (rely) on.

2 Forms of the Infinitive. Complete the sentences using the correct tense forms.
1. I think I should _______ (do) something more constructive now.
2. I am sorry _______ (keep) you waiting for such a long time.
3. We seem _______ (have) this conversation before.
4. They claimed _______ (hear) from their partners a week ago.
5. These poor children appear _______ (forget) by the society.
6. You look so sick. You should _______ (make) time for the doctor yesterday.
7. They seem _______ (look for) for the key everywhere since early morning.
8. He appeared _______ (concentrate) at the moment we were watching him.

3 Negative Infinitive. Translate the words in brackets.
1. Please, will you try _______ (не шуметь) in class?
2. Do you promise _______ (не рассказывать) them about our secret?
3. She decided _______ (не ехать) to the United States.
4. He hoped _______ (не получать) bad marks at the exams.
5. He preferred _______ (не делать математику) late in the evenings.
6. They made them _______ (не играть) computer games all the time.
7. Because of the bad weather, let’s _______ (не пойдем гулять).
8. Persuade him that he had better _______ (не делал) it.

4 Complex Object. Use the words in brackets in the correct forms.
1. I saw _______ (she / come) in a few minutes ago.
2. I wanted _______ (you / be brought up) in a proper manner.
3. I heard _______ (he / raise) his voice.
4. I expect _______ (they / arrive) as soon as possible.
5. He watched _______ (you / lock) the door and leave the house.
6. I consider _______ (this book / be) one of his best.
7. I feel _______ (she / touch) my hand.
8. He watched _______ (the sun / rise) over the sea.
9. Have you ever heard _______ (she / sing)?
10. He made _______ (his son / clean) the room.

 Translate the words in brackets into English.
1. I heard (как он вошел в комнату).
2. I saw (как она перешла улицу).
3. I felt (как стало биться мое сердце).
4. I expect (что ты сдашь экзамен)

ГЕРУНДИЙ
THE GERUND

Герундий – это особая часть речи, которая образуется от глагола при помощи окончания -ing: smoking, walking, playing и сочетает качества глагола и существительного. В русском языке такая часть речи отсутствует, поэтому на русский язык герундий переводится либо глаголом, либо существительным:
Swimming will get you fit. – Плавание будет полезно для вашего здоровья.
I like swimming. – Я люблю плавать.

Герундий имеет две временные формы в действительном залоге (Simple Gerund, Perfect Gerund) и две формы в страдательном залоге (Simple Gerund, Perfect Gerund).

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>building</td>
<td>being built</td>
</tr>
<tr>
<td>Perfect</td>
<td>having built</td>
<td>having been built</td>
</tr>
</tbody>
</table>

- **Simple Gerund** (Active и Passive) употребляется, когда действие, которое он обозначает, происходит одновременно с действием, выраженным основным глаголом, и относится к настоящему или будущему.
   I like walking in the rain. – Я люблю гулять под дождем.

- **Perfect Gerund** (Active и Passive) употребляется, когда действие, которое он обозначает, предшествует действию, выраженному глаголом в личной форме.
   Excuse me for having spoiled your new bag. – Извини меня за то, что я испортил твою новую сумму.
I remember having visited this place before. – Я помню, что раньше бывал в этом месте.

ОТРИЦАТЕЛЬНАЯ ФОРМА ГЕРУНДИЯ образуется с помощью частицы not, которую надо поставить непосредственно перед герундием:

Bob regretted not seeing this movie. – Боб жалел, что не посмотрел этот фильм.

Can you imagine not having a cell phone? – Можешь ли ты представить, что у тебя нет мобильного телефона?

Функции герундия в предложении

<table>
<thead>
<tr>
<th>Подлежащее</th>
<th>Smoking is dangerous to health. Курение вредно для здоровья. Learning a foreign language is not easy. Изучение иностранного языка – нелегкая задача.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Часть составного глагольного сказуемого (после глаголов, обозначающих начало, продолжение и завершение действия)</td>
<td>I started collecting stamps long ago. Я начал собирать марки очень давно. Go on reading. Продолжай чтение! Please, stop joking. Прекрати свои шутки, пожалуйста.</td>
</tr>
<tr>
<td>Часть составного именного сказуемого</td>
<td>My mother’s hobby is gardening. Любимое занятие моей мамы – садоводство. His greatest desire is being a pop star. Его самое большое желание – стать поп-звездой.</td>
</tr>
<tr>
<td>Определение (в основном с предлогом of)</td>
<td>They have their own way of thinking. Они имеют свой собственный образ мыслей.</td>
</tr>
</tbody>
</table>
| Обстоятельство (времени, образа действия и др.) | After sleeping we felt refreshed. После сна мы почувствовали себя отдохнувшими. She left without saying good-by. Она ушла, не сказав «До свидания».

Основные случаи употребления герундия

Герундий употребляется:

- после глаголов admit (признавать), advise (советовать), appreciate (оценивать), avoid (избегать), consider (рассматривать, считать), deny (отрицать), excuse (извинять), mention (упоминать), mind (возражать), miss (пропускать), postpone
(откладывать), practice (практиковать), prevent (предотвращать), recommend (рекомендовать), resist (сопротивляться), suggest (предлагать) и др.:

I appreciate talking to such an experienced person. – Я ценю возможность поговорить с таким опытным человеком.

Do you mind opening the window? – Ты не против того, чтобы открыть окно;
● после глаголов love (любить), like (нравиться), enjoy (наслаждаться), prefer (предпочитать), dislike (не любить), hate (ненавидеть), detest (пить матить отвращение):

Do you like living in your city? – Тебе нравится жить в твоем городе?
He prefers doing everything on time. – Он предпочитает делать все вовремя;
● после глагола go в словосочетаниях go skating / skiing / cycling / boating (кататься на коньках / лыжах / велосипede / лодке) и т. п.:

They go skating and skiing every winter. – Они катаются на коньках и лыжах каждую зиму.
In summer they went cycling. – Летом они катались на велосипеде;
● после предлогов (см. ниже списки глаголов, прилагательных / причастий, существительных с предлогами):

He ran all the way home without stopping. – Он бежал всю дорогу домой без остановки.
I have difficulty in learning new words. – Я испытываю трудности при изучении новых слов.

Примечание.
Обратите внимание, что в следующих выражениях to является предлогом, а не частицей: adjust to (приспосабливаться к чему-то), be / get used to (привыкать к чему-то), look forward to (с нетерпением ожидать чего-то), object to (возражать на что-то) и, следовательно, после них употребляется герундий (или существительное), но не инфинитив.
● после таких словосочетаний, как it's no use / good (бесполезно), it's (not) worth (не / стойт), what's the use ..? (какая польза ..?), there's no point in … (нет смысла в ...), can’t help (невозможно удержаться), be / get used to (привыкать), feel like (быть склонным, хотеть), look forward to (с нетерпением ожидать) и др.:

This book is worth reading. – Эту книгу стоит почитать.
I was busy repairing the car. – Я был занят починкой машины.
What's the use of crying? – Какая польза плакать?
There is no point in doing it now. – Нет смысла это делать.
He got used to living in a hot country. – Он привык жить в жаркой стране.
The audience can't help laughing. – Аудитория не могла удержаться от смеха.
I am looking forward to hearing from you. – Я с нетерпением ожидая твоего ответа.

<table>
<thead>
<tr>
<th>Список глаголов, после которых употребляется герундий</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit (признавать)</td>
</tr>
<tr>
<td>advise (советовать)</td>
</tr>
</tbody>
</table>
### Список глаголов, после которых употребляется герундий

<table>
<thead>
<tr>
<th>Глагол</th>
<th>Пример</th>
</tr>
</thead>
<tbody>
<tr>
<td>appreciate</td>
<td>(оценивать)</td>
</tr>
<tr>
<td>avoid</td>
<td>(избегать)</td>
</tr>
<tr>
<td>delay</td>
<td>(задерживать)</td>
</tr>
<tr>
<td>deny</td>
<td>(отрицать)</td>
</tr>
<tr>
<td>discuss</td>
<td>(обсуждать)</td>
</tr>
<tr>
<td>dislike</td>
<td>(испытывать неприязнь, не любить)</td>
</tr>
<tr>
<td>enjoy</td>
<td>(наслаждаться)</td>
</tr>
<tr>
<td>escape</td>
<td>(избегать)</td>
</tr>
<tr>
<td>excuse</td>
<td>(извинять)</td>
</tr>
<tr>
<td>fancy</td>
<td>(воображать, представлять себе)</td>
</tr>
<tr>
<td>finish</td>
<td>(заканчивать)</td>
</tr>
<tr>
<td>keep</td>
<td>(продолжать)</td>
</tr>
<tr>
<td>mention</td>
<td>(упоминать)</td>
</tr>
<tr>
<td>mind</td>
<td>(возражать, иметь что-либо против)</td>
</tr>
<tr>
<td>miss</td>
<td>(пропускать)</td>
</tr>
<tr>
<td>postpone</td>
<td>(откладывать)</td>
</tr>
<tr>
<td>practice</td>
<td>(практиковать)</td>
</tr>
<tr>
<td>prevent</td>
<td>(предотвращать)</td>
</tr>
<tr>
<td>recommend</td>
<td>(рекомендовать)</td>
</tr>
<tr>
<td>resist</td>
<td>(сопротивляться)</td>
</tr>
<tr>
<td>risk</td>
<td>(рисковать)</td>
</tr>
<tr>
<td>suggest</td>
<td>(предлагать)</td>
</tr>
</tbody>
</table>

### Список глаголов с предлогами, после которых употребляется герундий

<table>
<thead>
<tr>
<th>Глагол с предлогом</th>
<th>Пример</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuse of</td>
<td>(обвинять в ...)</td>
</tr>
<tr>
<td>adjust to</td>
<td>(приспосабливаться к ...)</td>
</tr>
<tr>
<td>agree with</td>
<td>(соглашаться с ...)</td>
</tr>
<tr>
<td>approve / disapprove of</td>
<td>(одобрять / не одобрять ...)</td>
</tr>
<tr>
<td>argue about</td>
<td>(спорить о ...)</td>
</tr>
<tr>
<td>apologize for</td>
<td>(извиняться за ...)</td>
</tr>
<tr>
<td>believe in</td>
<td>(верить в ...)</td>
</tr>
<tr>
<td>blame for</td>
<td>(обвинять в ...)</td>
</tr>
<tr>
<td>care for</td>
<td>(любить, заботиться)</td>
</tr>
<tr>
<td>care about</td>
<td>(любить, беспокоиться)</td>
</tr>
<tr>
<td>comment on</td>
<td>(комментировать)</td>
</tr>
<tr>
<td>complain about</td>
<td>(жаловаться о ...)</td>
</tr>
<tr>
<td>concentrate on</td>
<td>(концентрироваться на ...)</td>
</tr>
<tr>
<td>congratulate on</td>
<td>(поздравлять с ...)</td>
</tr>
<tr>
<td>consist of</td>
<td>(состоять из ...)</td>
</tr>
<tr>
<td>cope with</td>
<td>(справляться с ...)</td>
</tr>
<tr>
<td>count on</td>
<td>(рассчитывать на ...)</td>
</tr>
<tr>
<td>deal with</td>
<td>(иметь дело с ...)</td>
</tr>
<tr>
<td>depend on (upon)</td>
<td>(зависеть от ...)</td>
</tr>
<tr>
<td>devote to</td>
<td>(посвящать)</td>
</tr>
<tr>
<td>dream of</td>
<td>(мечтать о ...)</td>
</tr>
<tr>
<td>focus on</td>
<td>(фокусироваться на ...)</td>
</tr>
<tr>
<td>forget about</td>
<td>(забывать о ...)</td>
</tr>
<tr>
<td>forgive for</td>
<td>(прощать за ...)</td>
</tr>
<tr>
<td>get used to</td>
<td>(привыкать к ...)</td>
</tr>
<tr>
<td>hear of</td>
<td>(слышать о ...)</td>
</tr>
<tr>
<td>insist on</td>
<td>(настаивать на ...)</td>
</tr>
<tr>
<td>look forward to</td>
<td>(мечтать о ...)</td>
</tr>
<tr>
<td>object to</td>
<td>(возражать)</td>
</tr>
<tr>
<td>persist in</td>
<td>(усердствовать в ...)</td>
</tr>
<tr>
<td>plan on</td>
<td>(планировать)</td>
</tr>
<tr>
<td>prevent from</td>
<td>(предотвращать)</td>
</tr>
<tr>
<td>remind of</td>
<td>(напоминать о ...)</td>
</tr>
<tr>
<td>refer to</td>
<td>(ссылаться на ...)</td>
</tr>
<tr>
<td>succeed in</td>
<td>(преуспевать в ...)</td>
</tr>
<tr>
<td>suspect of</td>
<td>(подозревать в ...)</td>
</tr>
<tr>
<td>talk about</td>
<td>(говорить о ...)</td>
</tr>
<tr>
<td>think about</td>
<td>(думать о ...)</td>
</tr>
<tr>
<td>warn about</td>
<td>(предупреждать о ...)</td>
</tr>
</tbody>
</table>

### Список прилагательных / причастий с предлогами, после которых употребляется герундий

<table>
<thead>
<tr>
<th>Прилагательное / причастие с предлогом</th>
<th>Пример</th>
</tr>
</thead>
<tbody>
<tr>
<td>accustomed to</td>
<td>(привычный к ч.-л.)</td>
</tr>
<tr>
<td>afraid of</td>
<td>(боющийся ч.-л.)</td>
</tr>
<tr>
<td>angry at / with</td>
<td>(злой на ч.-л.)</td>
</tr>
<tr>
<td>ashamed of</td>
<td>(стыдящийся ч.-л.)</td>
</tr>
<tr>
<td>concerned about</td>
<td>(озабоченный ч.-л.)</td>
</tr>
<tr>
<td>fond of</td>
<td>(увлекающийся ч.-л.)</td>
</tr>
<tr>
<td>(in)capable of</td>
<td>((не)способный к ч.-л.)</td>
</tr>
<tr>
<td>interested in</td>
<td>(интересующийся ч.-л.)</td>
</tr>
<tr>
<td>proud of</td>
<td>(гордящийся ч.-л.)</td>
</tr>
<tr>
<td>responsible for</td>
<td>(ответственный за ч.-л.)</td>
</tr>
</tbody>
</table>
Список прилагательных / причастий с предлогами, после которых употребляется герундий

<table>
<thead>
<tr>
<th>Предлог</th>
<th>Прилагательное / причастие</th>
</tr>
</thead>
<tbody>
<tr>
<td>delighted at</td>
<td>(восхищенный ч.-л.)</td>
</tr>
<tr>
<td>disappointed with</td>
<td>(разочарованный ч.-л.)</td>
</tr>
<tr>
<td>engaged in</td>
<td>(вовлеченный во ч.-л.)</td>
</tr>
<tr>
<td>excited about</td>
<td>(взволнованный ч.-л.)</td>
</tr>
<tr>
<td>surprised at</td>
<td>(удивленный ч.-л.)</td>
</tr>
<tr>
<td>sure of</td>
<td>(уверенный в ч.-л.)</td>
</tr>
<tr>
<td>tired of</td>
<td>(усталый от ч.-л.)</td>
</tr>
</tbody>
</table>

Список существительных с предлогами, после которых употребляется герундий

<table>
<thead>
<tr>
<th>Предлог</th>
<th>Существительное</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficulty in</td>
<td>(трудность в ...)</td>
</tr>
<tr>
<td>in addition to</td>
<td>(в дополнение к ...)</td>
</tr>
<tr>
<td>in charge of</td>
<td>(ответственный за ...)</td>
</tr>
<tr>
<td>in danger of</td>
<td>(в опасности от ...)</td>
</tr>
<tr>
<td>in favour of</td>
<td>(в пользу к. / ч.-л.)</td>
</tr>
<tr>
<td>in return for</td>
<td>(в ответ на ...)</td>
</tr>
<tr>
<td>interest in</td>
<td>(интерес в ...)</td>
</tr>
<tr>
<td>need for</td>
<td>(нужда в ...)</td>
</tr>
<tr>
<td>reason for</td>
<td>(причина того ...)</td>
</tr>
<tr>
<td>the point of</td>
<td>(смысл ч.-л.)</td>
</tr>
</tbody>
</table>

**ИНФИНИТИВ ИЛИ ГЕРУНДИЙ? INFINITIVE OR GERUND?**

После следующих глаголов может употребляться либо герундий, либо инфинитив. Смысл предложения при этом НЕ МЕНЯЕТСЯ:

- **Begin, start, continue** (глаголы, обозначающие начало, продолжение действия):
  They started to sing. = They started singing.

- **Dislike, hate, prefer, neglect, cannot bare** (глаголы, обозначающие «любить – не любить»):
  People hate to be criticized. = People hate being criticized.

- **Advise (советовать), allow (разрешать), permit (позволять), encourage (вдохновлять), recommend (рекомендовать).** Если после этих глаголов следует дополнение, то употребляется инфинитив. При отсутствии дополнения употребляется герундий:
  He advised us to take a trip. = He advised taking a trip.

- **Need (нуждаться), require (требовать), want (хотеть), если эти глаголы употреблены в предложениях, где речь идет о ремонте:***
  The car needs repairing. = The car needs to be repaired.

Автомобиль нуждается в ремонте.

После следующих глаголов может употребляться либо герундий, либо инфинитив, но при этом смысл предложения **МЕНЯЕТСЯ.**

- **Forget (забывать):**
  I forgot to take my camera to the park. – Я забыл взять свой фотоаппарат в парк.
  I forgot taking my camera to the park. – Я забыл, что брал фотоаппарат в парк.

- **Regret (сожалеть):**
  I regret to tell you that I’m leaving. – Сожалею, но я должен сказать, что уезжаю.
  I regret telling you that I’m leaving. – Сожалею, что я сказал о том, что уезжаю.

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• **Remember** (помнить):

  He **remembered to send** the invitation. – Он вспомнил и послал приглашение.
  He **remembered sending** the invitation. – Он помнил, что он послал приглашение.

• **Stop** (остановить):

  He **stopped to talk** to Jack. – Он остановился, чтобы поговорить с Джеком.
  She **stopped talking** to him five weeks ago. – Она перестала разговаривать с ним пять недель тому назад.

---

**PRACTICE (Infinitive and Gerund)**

1. **Tick the correct item.**

   1. He always enjoys _______ in the rain.
      - [ ] walk  [ ] walking  [ ] to walk
   2. I’d like _______ her an e-mail right now.
      - [ ] send  [ ] sending  [ ] to send
   3. He is afraid he cannot _______ a new mobile phone; he is short of money.
      - [ ] afford  [ ] affording  [ ] to afford
   4. This simple test is not worth _______.
      - [ ] do  [ ] doing  [ ] to do
   5. The coach watched his team _______ football and left the stadium.
      - [ ] play  [ ] playing  [ ] to play
   6. I have preferred _______ detective stories since I was a teenager.
      - [ ] read  [ ] reading  [ ] to read
   7. I asked why he was keen _______ with Loach.
      - [ ] work  [ ] working  [ ] to work
   8. When she starts _______, it’s impossible to stop her.
      - [ ] cry  [ ] crying  [ ] to cry

---

2. **Gerund after Prepositions.** Use the correct prepositions and form Gerunds from the verbs in brackets.

   1. I’m looking forward to / for / at _______ (see) you on Sunday.
   2. Please forgive me of / for / from _______ (interrupt) you.
   3. I got used to / at / for _______ (make) long speeches in front of the audience.
   4. At dinner she was afraid of / by / at _______ (ask) any questions.
   5. I have always been interested about / in / on _______ (learn) about different cultures.
   6. The students congratulated their teacher with / on / of _______ (receive) an award.
   7. Were you surprised with / at / of _______ (hear) this funny announcement?
   8. Ann’s remark reminded him about / of / on _______ (visit) Canada several years ago.
   9. These children are at risk of / for / by _______ having intellectual problems.
  10. He was dreaming to / of / in _______ (become) a pop star.
  11. What is the reason of / for / about _______ your (come) to the class so late?
  12. There doesn’t seem much point of / in / for _______ (try) to explain everything, does there?
3 Choose the correct form.

1. I managed **buy** / **to buy** / **buying** the tickets for the morning train.
2. Jack has decided **stop** / **to stop** / **stopping** smoking.
3. Would you mind **repeat** / **to repeat** / **repeating** that last sentence?
4. Let’s **not go** / **not to go** / **not going** shopping.
5. I saw our football team **play** / **to play** / **playing** last night.
6. I am tired of **listen** / **to listen** / **listening** to their complaints.
7. She kept **repeat** / **to repeat** / **repeating** these words as if she couldn’t believe it.
8. He considered **write** / **to write** / **writing** songs for other people but then he refused to do this.
9. The family could afford **send** / **sending** / **to send** their only child to college.
10. My job involves **to use** / **using** computers all the time.
11. The real fans of football cannot afford **to come** / **come** / **coming** to the games.
12. Listen! You can still hear chimes **to ring** / **ring** / **ringing**.

4 Translate the words in brackets using either the Infinitive and the Gerund.

1. Try (забыть) this stupid story; it isn’t worth (беспокоиться) about.

2. There is no point in (оставаться) in dangerous place if you can do nothing (помочь).

3. It is not much use of (иметь) a bicycle if you don’t know how (ездить) it.

4. You cannot (сделать) an omelet without (разбив) eggs. *(Proverb)*

5. Let me just (напомнить) you of some curious facts.

6. What made you (приехать) here, I wonder?

7. This company advises (покупать) only new cars.

8. I heard them (как они пели) a beautiful song.
настоящего времени имеют две временные формы в действительном залоге (Present Participle, Present Participle Perfect) и две формы в страдательном залоге (Present Participle, Present Participle Perfect).

Формы причастий настоящего времени

<table>
<thead>
<tr>
<th></th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>washing</td>
<td>being washed</td>
</tr>
<tr>
<td></td>
<td>making</td>
<td>being made</td>
</tr>
<tr>
<td>Perfect</td>
<td>having washed</td>
<td>having been washed</td>
</tr>
<tr>
<td></td>
<td>having made</td>
<td>having been made</td>
</tr>
</tbody>
</table>

- **Present Participles** выражают действия, одновременные с действием глагола-сказуемого:
  
  He is / was / will be looking at the girl dancing in the center. – Он смотрит / смотрел / будет смотреть на девушку, танцующую в центре.

- **Present Participle Perfect** выражает действие, предшествующее действию глагола-сказуемого:
  
  Having received a job offer, he moved to another place to live. – Получив предложение на работу, он переехал жить в другое место.
  
  Having been washed by the rain, the houses looked pretty. – Вымытые дождем дома выглядели привлекательно.

Примечание.

Причастия настоящего времени таких глаголов, как arrive, enter, close, open, pass, cross и т. д. в функции обстоятельства времени, могут обозначать предшествующее действие:

Arriving at the airport he saw his friend. = Having arrived at the airport he saw his friend. – Прибыв в аэропорт, он увидел своего друга.

Причастия прошедшего времени (Past Participle) образуются добавлением окончания -ed к правильным глаголам: asked (спрошенный), ordered (заказанный), discussed (обсуждаемый), surprised (удивленный).

Неправильные глаголы образуют форму причастия прошедшего времени другими способами. Эти формы следует запомнить или в случае необходимости посмотреть в словаре (третья форма в списке неправильных глаголов): given (данный), known (известный), cut (отрезанный), taught (преподаваемый), done (сделанный) и др.

**Past Participles** имеют только одну форму, которая соответствует русскому страдательному причастию:

The offer received yesterday was accepted. – Предложение, полученное вчера, было принято.

The houses washed by the rain looked pretty. – Дома, вымытые дождем, выглядели привлекательно.

Отрицательная форма причастий образуется с помощью частицы not, которую надо поставить непосредственно перед причастием:

Not knowing the rule, he turned left. – Не зная правила, он повернул налево.

They adapted methods not approved by the chief. – Они использовали методы, которые не были одобрены начальником.
Функции причастия в предложении

| Определение | A *rising* sun was hidden by the clouds. Встающее солнце было спрятано за облаками. A *broken* vase was lying on the floor. Разбитая ваза лежала на полу. |
| В причастных оборотах | The basketball team *coming* in to play was from England. Баскетбольная команда, прибывшая на игру, была из Англии. There are some hotels *located* near the beaches. Есть несколько гостиниц, расположенных около пляжей. |
| Обстоятельство времени (чаще с союзами *while*, *when*) | *While / When going* to the bank, John saw an accident. По дороге в банк Джон увидел аварию. *Arriving* at the bank, he went to the cash dispenser. Прибыв в банк, он направился к банкомату. *Having finished* with his payments, he went home. Заплатив по счетам, он пошел домой. |
| Обстоятельство образа действия и др. | We were on the beach *watching* the seagulls. Мы были на пляже, наблюдая за чайками. My dad was down in the garage *working* on a car. Мой отец был в гараже, занимаясь ремонтом машины. |
| Часть сложной глагольной формы с глаголом *to be* или *to have*, составляющие единое смысловое целое | I am / was *reading* an interesting book. Я читаю интересную книгу. The book is / was *written* by a famous writer. Книга написана известным писателем. I have read the book in one day. Я прочитал книгу за один день. I have been *reading* it with great interest. Я читал ее с большим интересом |

Причастие как часть составного сказуемого

*Present* и *Past Participle* употребляются как часть составного сказуемого, при этом *Present Participle* характеризует предмет, *Past Participle* – эмоциональное состояние говорящего. Сравните:

I am *amused* because the film is *amusing*.  
I was *confused* because the situation was *confusing*.  
He is *bored* because the game is *boring*.  
They were *surprised* because the facts were really *surprising*.

Наиболее употребительные глаголы, от которых образуются причастия настоящего и прошедшего времени

<table>
<thead>
<tr>
<th>Глаголы</th>
<th>Present Participles</th>
<th>Past Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>alarm</td>
<td>alarming news</td>
<td>I am alarmed. Я встревожен.</td>
</tr>
<tr>
<td>встревожить</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Глаголы</td>
<td>Present Participles</td>
<td>Past Participles</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>amaze</td>
<td>amazing fact</td>
<td>I am amazed.</td>
</tr>
<tr>
<td>изумлять, удивлять</td>
<td>удивительный факт</td>
<td>Я удивлен.</td>
</tr>
<tr>
<td>amuse</td>
<td>amusing film</td>
<td>I am amused.</td>
</tr>
<tr>
<td>развлекать</td>
<td>забавный фильм</td>
<td>Мне весело.</td>
</tr>
<tr>
<td>astonish</td>
<td>astonishing fact</td>
<td>I am astonished.</td>
</tr>
<tr>
<td>изумлять/удивлять</td>
<td>изумительный факт</td>
<td>Я изумлен.</td>
</tr>
<tr>
<td>annoy</td>
<td>annoying noise</td>
<td>I am annoyed.</td>
</tr>
<tr>
<td>раздражать</td>
<td>раздражающий шум</td>
<td>Я раздражен.</td>
</tr>
<tr>
<td>bore</td>
<td>boring lesson</td>
<td>I am bored.</td>
</tr>
<tr>
<td>скушать</td>
<td>скучный урок</td>
<td>Мне скучно.</td>
</tr>
<tr>
<td>confuse</td>
<td>confusing situation</td>
<td>I am confused.</td>
</tr>
<tr>
<td>путать</td>
<td>запутанная ситуация</td>
<td>Я запутался.</td>
</tr>
<tr>
<td>disgust</td>
<td>disgusting fact</td>
<td>I am disgusted.</td>
</tr>
<tr>
<td>внушать отвращение</td>
<td>отвратительный факт</td>
<td>Мне противно.</td>
</tr>
<tr>
<td>depress</td>
<td>depressing situation</td>
<td>I am depressed.</td>
</tr>
<tr>
<td>подавлять, угнетать</td>
<td>угнетающая ситуация</td>
<td>Я подавлен.</td>
</tr>
<tr>
<td>embarrass</td>
<td>embarrassing smile</td>
<td>I am embarrassed.</td>
</tr>
<tr>
<td>смущать</td>
<td>стеснительная улыбка</td>
<td>I am embarrassed.</td>
</tr>
<tr>
<td>excite</td>
<td>exciting event</td>
<td>I am excited.</td>
</tr>
<tr>
<td>волновать</td>
<td>волнующее событие</td>
<td>Я вззволнован.</td>
</tr>
<tr>
<td>exhaust</td>
<td>exhausting work</td>
<td>I am exhausted.</td>
</tr>
<tr>
<td>изнурять</td>
<td>изнуряющая работа</td>
<td>Я изнурен.</td>
</tr>
<tr>
<td>frighten</td>
<td>frightening weather</td>
<td>I am frightened.</td>
</tr>
<tr>
<td>пугать</td>
<td>пугающая погода</td>
<td>Я напуган.</td>
</tr>
<tr>
<td>fascinate</td>
<td>fascinating view</td>
<td>I am fascinated.</td>
</tr>
<tr>
<td>восхищать, очаровывать</td>
<td>очаровательный вид</td>
<td>Я очарован.</td>
</tr>
<tr>
<td>horrify</td>
<td>horrifying film</td>
<td>I am horrified.</td>
</tr>
<tr>
<td>ужасать</td>
<td>ужасающий фильм</td>
<td>Я в ужасе.</td>
</tr>
<tr>
<td>please</td>
<td>pleasing behaviour</td>
<td>I am pleased.</td>
</tr>
<tr>
<td>доставлять удовольствие</td>
<td>приятное поведение</td>
<td>Мне приятно.</td>
</tr>
<tr>
<td>satisfy</td>
<td>satisfying answer</td>
<td>I am satisfied.</td>
</tr>
<tr>
<td>удовлетворять</td>
<td>удовлетворяющий ответ</td>
<td>Я удовлетворен.</td>
</tr>
<tr>
<td>surprise</td>
<td>surprising</td>
<td>I am surprised.</td>
</tr>
<tr>
<td>удивлять</td>
<td>удивительный факт</td>
<td>Я удивлен.</td>
</tr>
<tr>
<td>shock</td>
<td>shocking fact</td>
<td>I am shocked.</td>
</tr>
<tr>
<td>шокировать, удивлять</td>
<td>шокирующий факт</td>
<td>Я шокирован.</td>
</tr>
<tr>
<td>tire</td>
<td>tiring lesson</td>
<td>I am tired.</td>
</tr>
<tr>
<td>утомлять</td>
<td>утомительный урок</td>
<td>Я устал.</td>
</tr>
<tr>
<td>terrify</td>
<td>terrifying situation</td>
<td>I am terrified.</td>
</tr>
<tr>
<td>ужасать</td>
<td>ужасающая ситуация</td>
<td>Я напуган.</td>
</tr>
<tr>
<td>worry</td>
<td>worried look</td>
<td>I am worried.</td>
</tr>
<tr>
<td>волновать</td>
<td>озабоченный вид</td>
<td>Я волнуюсь.</td>
</tr>
</tbody>
</table>
Особые конструкции с причастием

Причастные обороты

В английском языке, также как и в русском, причастие часто употребляется в причастных оборотах двух типов.

1. Обороты, в которых причастие выражает действие, относящееся к подлежащему. На русский язык такие обороты обычно переводятся деепричастием. Причастные обороты могут выражать:
   - обстоятельства времени
     *When reading* the text I came across a lot of new words. – Читая текст, я встретил много новых слов.
   - обстоятельства причины
     *Knowing* English well he easily translated the text. – Зная хорошо английский язык, он легко перевел текст.
   - обстоятельства образа действия, или сопутствующие обстоятельства
     Mum was in the kitchen *cooking* dinner. – Мама была на кухне, готовя обед.

2. Обороты, в которых причастие имеет свое собственное подлежащее, выраженное существительным в общем падеже. Такие обороты называются *самостоятельными причастными оборотами*. Наиболее часто такой оборот может выражать:
   - время
     The lesson *being finished*, the students left the class. – После того как урок закончился, студенты ушли из класса.
   - причину
     The weather *being cold*, they stayed at home. – Так как погода была холодной, мы остались дома.

На русский язык такие обороты обычно переводятся придаточными предложениями.

**Оборот объектный падеж с причастием настоящего времени**

После глаголов, выражающих восприятие органами чувств: *see* (видеть), *watch* (смотреть), *observe* (наблюдать), *notice* (замечать), *hear* (слышать), *feel* (чувствовать), употребляется оборот «объектный падеж с причастием», который представляет собой сочетание местоимения в объектном падеже или существительного в общем падеже и причастия настоящего времени. Этот оборот аналогичен обороту «объектный падеж с инфинитивом» (см. с. 224).

I saw them *leaving* the house. – Я видел, как они уходили из дома.
I saw them *leave* the house. – Я видел, как они ушли из дома.

На русский язык оборот «объектный падеж с причастием» переводится так же, как и оборот «объектный падеж с инфинитивом», **дополнительным придаточным предложением с союзом как или что.**

Однако между этими схожими оборотами существует различие: причастие обозначает длительное незавершенное действие; инфинитив указывает на завершенность действия.
Оборот «объектный падеж с причастием прошедшего времени»

Оборот «объектный падеж с причастием прошедшего времени» представляет собой сочетание местоимения в объектном падеже или существительного в общем падеже и причастия прошедшего времени. Это сочетание играет роль сложного дополнения. Оборот употребляется:

- после глаголов, выражающих восприятие органами чувств: see (видеть), watch (смотреть), observe (наблюдать), notice (замечать), hear (слышать), feel (чувствовать):
  
  I saw his name written on the door. – Я увидел, что его имя написано на двери.
  
  I heard his name mentioned in their talk. – Я слышал, как его имя упоминали в разговоре;

- после глаголов, выражающих желание. В этом случае также может употребляться и инфинитив в форме страдательного залога:
  
  He wants the letter sent by email = He wants the letter to be sent by email. – Он хочет, чтобы письмо было отправлено по электронной почте;

- после глагола to have. Глагол to have с оборотом «объектный падеж с причастием прошедшего времени» означает, что действие совершается не подлежащим, а кем-то другим:
  
  I had my photo taken. – Я сфотографировался.
  
  It's worth having the house painted. – Стоит покрасить дом (но сделать это не собственными силами).
  
  Tom had his bike stolen. – У Тома украли велосипед.

**PRACTICE (Participles, Infinitive and Gerund)**

1. Underline the correct form of participles.

  1. Tom is interested / interesting in politics. He really finds politics interested / interesting.
  
  2. The film was disappointed / disappointing. We expected it to be much better. We are disappointed / disappointing.
  
  3. It was a really terrifying / terrified experience. Afterwards everybody was shocking / shocked.
  
  4. Susan is one of the most boring / bored persons I've ever met. She never stops talking and she never says anything amusing / amused.
  
  5. We were all horrifying / horrified when we heard about the earthquake. It was such shocking / shocked news.
  
  6. “Do you easily get embarrassing / embarrassed?” – “Sometimes, when the situation is embarrassing / embarrassed”.
  
  7. I was fascinating / fascinated to hear about his travel to Africa. His story was fascinating / fascinated.
  
  8. She was really exhausting / exhausted after her participation in the sailing competition. It was an exhausting / exhausted experience.
  
  9. The river rose to a surprised / surprising level for this time of the year. We were not only surprised / surprising but also frightened / frightening.
  
  10. The people in the nearby villages were worried / worrying by the continued alarmed / alarming rise in the river level.

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Choose the correct item.

1. The most important thing for me ______ was ______ a good job.
   a) to do, to find
   b) doing, finding
   c) do, having found

2. Soon I got used ______ in this hot country and stopped ______.
   a) to live, complaining
   b) living, to complain
   c) to living, complaining

3. I’ve always dreamt ______ my own business but something prevented me _____ it.
   a) of opening, from doing
   b) about opening, to do
   c) to open, of doing

4. Sue couldn’t help______ because she had never expected ______ like that.
   a) to cry, betraying
   b) to be crying, to betray
   c) crying, to be betrayed

5. When I saw ______ there tonight, I thought he must ______ crazy.
   a) him standing, be
   b) his standing, be
   c) him stand, had been

6. Volunteers from Europe worked in ______ countries to help them ______ their life.
   a) developed, to improve
   b) developing, improve
   c) developing, improving

7. I don’t expect my children ______ junk food. I want ______ fruit and vegetables.
   a) eating, they to enjoy
   b) eat, them enjoying
   c) to eat, them to enjoy

8. His parents told him to give up ______, but he refused ______ it.
   a) smoking, to do
   b) to smoke, doing
   c) smoke, to do

9. The passengers watched the lights ______ and heard the flight attendant ______ some announcements.
   a) to disappear, make
   b) disappear, making
   c) disappearing, made
10. My mother objected ______ a dog in the house and I suggested ______ a cat.
   a) to have, to bring
   b) about having, to be brought
   c) to having, bringing

11. Large American cities are filled with restaurants ______ international cooking.
   a) serving
   b) served
   c) that serving

3 Put the verbs in brackets in the correct form:
   I enjoy 1 (listen) __________ to the music on my stereo. I remember 2 (buy) __________ my first CD. It was ten years ago. I was walking past a music store and I saw my friend 3 (walk) __________ into the shop so I followed him in. When he saw me, he stopped 4 (talk) __________ to me. “I would like 5 (buy) __________ some CDs”, he said. I told him that I wanted 6 (hear) __________ something new so he handed me a CD and said, “O.K. Try 7 (listen) __________ to this”. He lent me some money 8 (buy) __________ it because I had forgotten 9 (bring) __________ my wallet. I can’t stand 10 (borrow) __________ money so I considered 11 (say) __________ “no”. Then I changed my mind and bought the CD with his money. Yesterday I tried 12 (find) __________ that CD but even after 13 (search) __________ all through my house I couldn’t 14 (find) __________ it. 15 (Be) __________ honest, I am so disappointed.

Сложное предложение состоит из двух или нескольких предложений. Сложные предложения в английском языке, так же как и в русском, бывают двух типов: сложносочиненные (Compound Sentences) и сложноподчиненные (Complex Sentences).

Сложносочиненное предложение состоит из равноправных простых предложений, независящих друг от друга и соединенных, как правило, сочинительными союзами (или без помощи союзов).
Наиболее употребительные сочинительные союзы

<table>
<thead>
<tr>
<th>Типы союзов</th>
<th>Союзы и союзные слова</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>Соединительные</td>
<td>and — и, a</td>
<td>The weather was fine, and there were lots of people on the beach. – Погода была прекрасной, и на пляже было много народу.</td>
</tr>
<tr>
<td>союзы</td>
<td>as well as — так же как</td>
<td>He not only spoke better, but also he spoke more correctly. – Он не только говорил лучше, но он говорил и правильнее.</td>
</tr>
<tr>
<td></td>
<td>both … and … — как ... так</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not only ... but also — не только ... но и</td>
<td></td>
</tr>
<tr>
<td>Противительные</td>
<td>but – но, а, да;</td>
<td>Honey is sweet, but the bee stings. – Мед сладок, да пчела жалит.</td>
</tr>
<tr>
<td>союзы</td>
<td>however – однако</td>
<td></td>
</tr>
<tr>
<td>Разделительные</td>
<td>or – или, иначе</td>
<td>I must go or I’ll be late. – Я должен идти, а то опоздаю.</td>
</tr>
<tr>
<td>союзы</td>
<td>either … or — или … или; либо … либо</td>
<td>Either you must improve your work, or I shall dismiss you. – Или ты должен улучшить свою работу, или я тебя уволю.</td>
</tr>
</tbody>
</table>

Сложноподчиненное предложение

Сложноподчиненное предложение состоит из неравноправных предложений: одно из них является главным, а другие предложения, которые поясняют (уточняют) главное, называются придаточными предложениями ((Subordinate Clauses). Придаточные предложения соединяются с главным предложением подчинительными союзами, которые передают различные отношения зависимости придаточного предложения от главного: временные, причинные, следственные и др.

Придаточные предложения в составе сложноподчиненного могут заменять собой любой член предложения: подлежащее, сказуемое, точнее его именную часть, прямое и косвенное дополнение, определение или обстоятельство. Придаточные предложения, по сути, отвечают на те же вопросы, что и члены простого предложения, и являются как бы его развернутыми членами. Вот почему существует столько же видов придаточных предложений, сколько и членов предложения.

Например:
придаточное предложение — подлежащее:
That he understands his mistake is clear. – Ясно то, что он понимает свою ошибку.
Who will become the next president is still unclear. – По-прежнему неясно, кто станет следующим президентом;
придаточное предложение — сказуемое (выполняет функцию именной части составного сказуемого):
The question is whether he knows about this meeting. – Вопрос заключается в том, знает ли он об этом собрании.
This vine is not **what we used to drink in Greece**. – Этому вину далеко до того, что мы пили в Греции.

**Придаточное предложение – дополнение:**

We know **where she lives**. – Мы знаем, где она живет.

Today our teacher told us **how one writes a CV**. – Сегодня учитель рассказал нам, как писать резюме.

**Основные типы придаточных предложений и наиболее употребительные союзы и союзные слова, вводящие их**

<table>
<thead>
<tr>
<th>Тип придаточного предложения</th>
<th>Союзы и союзные слова</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>Определительные придаточные</td>
<td>who, who(m), that – который, кто, кому (относятся к людям)</td>
<td>People who can neither hear nor speak talk to each other with the help of their fingers. – Люди, которые не слышат и не говорят, объясняются друг с другом с помощью пальцев.</td>
</tr>
<tr>
<td></td>
<td>that, which – который (к неодушевленным предметам и животным)</td>
<td>A lens is a piece of glass which refracts light. – Линза – это кусок стекла, преломляющий свет.</td>
</tr>
<tr>
<td></td>
<td>whose – чей, который (лицу или предмету)</td>
<td>She knew the family whose house we bought last year. – Она знает семью, чей дом мы купили в прошлом году.</td>
</tr>
<tr>
<td>Придаточные времени</td>
<td>when – когда</td>
<td>When babies laugh, we know that they are happy. – Когда дети смеются, мы знаем, что они счастливы.</td>
</tr>
<tr>
<td></td>
<td>after – после</td>
<td>After she returned from Paris, she looks depressed. – После возвращения из Парижа она выглядит угнетенной.</td>
</tr>
<tr>
<td></td>
<td>before – прежде чем</td>
<td>He cannot go to the cinema because he is busy. – Он не может пойти в кино, потому что он занят.</td>
</tr>
<tr>
<td></td>
<td>till – до тех пор пока</td>
<td></td>
</tr>
<tr>
<td></td>
<td>while – в то время как</td>
<td></td>
</tr>
<tr>
<td></td>
<td>since – с тех пор как</td>
<td></td>
</tr>
<tr>
<td></td>
<td>since</td>
<td></td>
</tr>
<tr>
<td>Придаточные причины</td>
<td>because – потому что</td>
<td>Prof Hill was taken ill as a result / therefore the lecture was cancelled. – Профессор Хилл заболел, в результате / поэтому лекция была отменена.</td>
</tr>
<tr>
<td></td>
<td>as, since – так как</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for – так как, ибо</td>
<td></td>
</tr>
<tr>
<td>Придаточные следствия</td>
<td>as a result – в результате</td>
<td></td>
</tr>
<tr>
<td></td>
<td>therefore – поэтому</td>
<td></td>
</tr>
<tr>
<td></td>
<td>so / so that – так что</td>
<td></td>
</tr>
<tr>
<td></td>
<td>so / such … that – такой … что</td>
<td></td>
</tr>
<tr>
<td></td>
<td>consequently – следовательно</td>
<td></td>
</tr>
<tr>
<td>Придаточные цели</td>
<td>in order to / so as to – для того, чтобы</td>
<td></td>
</tr>
<tr>
<td></td>
<td>so that – чтобы</td>
<td></td>
</tr>
<tr>
<td></td>
<td>so that / in order that – для того, чтобы</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She must speak louder so that everybody can hear her well. – Она должна говорить громче, чтобы все могли хорошо ее слышать.</td>
</tr>
<tr>
<td>Тип придаточного предложения</td>
<td>Союзы и союзные слова</td>
<td>Примеры</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Придаточные уступки</td>
<td>although / though – хотя</td>
<td>Although / Though it was winter, it was warm. – Хотя была зима, было тепло.</td>
</tr>
<tr>
<td></td>
<td>in spite of / despite – несмотря на</td>
<td>In spite of / Despite the fact that he had good qualifications, he couldn't get a job. – Несмотря на то, что у него была хорошая квалификация, он не мог найти работу.</td>
</tr>
<tr>
<td></td>
<td>however – однако, тем не менее</td>
<td>There was an accident on the road, yet no one was injured. – На дороге была авария, тем не менее никто не пострадал.</td>
</tr>
<tr>
<td></td>
<td>while / whereas – в то время как</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nevertheless – тем не менее</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yet – тем не менее</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE (Complex Sentence)**

1. Чосе те корректен ворд.
   1. The instructor told us that / what we should bring with us.
   2. The instructor told us that / what we should bring warm clothes.
   3. I know that / what some mushrooms are poisonous (ядовитые).
   4. I am not sure that / what kinds of mushrooms are edible (съедобны).
   5. I know the man who / which wrote this article.
   6. He is the writer whom / whose we all know.
   7. It is an article which / what everybody must read.
   8. You can easily find the newspaper that / where his article was printed.
   9. Ann is the person who / which rescued the bird.
   10. She belongs to an organization who / which specializes in saving endangered species.

2. Изаю овн идеи зо комплете дад сенсений.
   1. He passed the exam although_______________________________________________
   2. He passed the exam because_______________________________________________
   3. I went home early because_______________________________________________
   4. I went to work the next day although_______________________________________
   5. I took a taxi because_____________________________________________________
   6. I took a taxi, therefore__________________________________________________

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3 Complete the sentences with the appropriate word.

1. He works hard __________ buy a house of his dreams.
2. I couldn't return your call yesterday, __________ I was too busy.
3. The market is unstable these days; __________, we should avoid big spending.
4. The amendment (поправка к закону) passed, __________ many were against it.
5. __________ I first met John, he did not seem like a nice guy.
6. The heavy rain, __________ was unusual for the time of year, destroyed most of the plants in my garden.
7. Einstein, __________ was born in Germany, is famous for his theory of relativity.
8. The boy, __________ parents both work as teachers at the school, started a fire in the classroom.
9. My mother's company, __________ makes mobile phones, is moving soon from Frankfurt to London.
10. In the summer I'm going to visit Italy, __________ my brother lives.

CONDITIONAL SENTENCES

Придаточные предложения условия соединяются с главным предложением союзами if – если, unless – если не; in case of – в случае, если; provided (that) / providing (that) – при условии, что; on condition (that) – при условии, что; supposing (that) / suppose (that) – предположим (что). Союз unless употребляется только в первом типе условных предложений и имеет отрицательное значение.

Unless you help me, I won’t be able to do this test. (= If you don’t help me, ...)

Если ты мне не поможешь, я не сумею сделать этот тест.

Unless you work hard, you will fail the exam. (= If you don’t work hard, ...)

Если ты не будешь усердно работать, то ты не сможешь сдать экзамен.

Предложения с придаточными условия обозначают желательность действия, возможность совершения действия при определенном условии. Между главным и придаточным предложением существует определенная грамматическая зависимость, которая выражается в употреблении взаимосвязанных форм сказуемого в обеих частях сложноподчиненного предложения. В английском языке имеются три основных типа условных предложений.
УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ ПЕРВОГО ТИПА

Условные предложения первого типа (Type I) выражают вполне реальные, осуществимые предложения о том, что произойдет (может произойти) в будущем при определенных условиях (real present). В главном предложении употребляется форма будущего времени с will (краткая форма – ’ll) или модальные глаголы и их эквиваленты (can, may, must, have to, had better). В придаточном предложении употребляется форма настоящего времени.

<table>
<thead>
<tr>
<th>Условное предложение</th>
<th>Главное предложение</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we work hard,</td>
<td>we will pass exam.</td>
</tr>
<tr>
<td>Если мы будем усердно работать,</td>
<td>мы сдадим экзамен.</td>
</tr>
<tr>
<td>If you buy a bike,</td>
<td>you’ll get a lot fitter.</td>
</tr>
<tr>
<td>Если ты купишь велосипед,</td>
<td>ты приобретешь более спортивную форму.</td>
</tr>
<tr>
<td>If I win a lottery,</td>
<td>I’ll buy a new car.</td>
</tr>
<tr>
<td>Если я выиграю в лотерей,</td>
<td>я куплю новую машину.</td>
</tr>
</tbody>
</table>

Помимо формы простого настоящего времени (Present Simple) в придаточном предложении могут быть использованы и другие формы настоящего времени (Present Continuous, Present Perfect, Present Perfect Continuous).

If you are going to buy a car, I’ll lend / can lend you some money.
Если ты собираешься купить машину, я одолжу (могу одолжить) тебе денег.
If you’ve finished translating the text, I’ll help / can help you with mathematics.
Если ты окончила переводить текст, я помогу (могу помочь) тебе с математикой.

УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ ВТОРОГО ТИПА

Условные предложения второго типа (Type II) выражают маловероятные или невероятные предложения. Они относятся к настоящему времени, но выражают желание, как правило, противоречащее ситуации в настоящем (unreal present). Грамматической особенностью условных предложений второго типа является употребление прошедшего времени (Past Simple) в придаточном предложении. В главном предложении употребляются модальные глаголы would / could / might + инфинитив без частицы to. В русском языке эти предложения соответствуют условным предложениям с глаголом в сослагательном наклонении (глагол в форме прошедшего времени с частицей «бы»).

<table>
<thead>
<tr>
<th>Условное предложение</th>
<th>Главное предложение</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we worked hard,</td>
<td>we would pass the exam.</td>
</tr>
<tr>
<td>Если бы мы усердно работали,</td>
<td>мы бы сдали экзамен. (Мы не работаем должным образом и вряд ли сдадим экзамен.)</td>
</tr>
</tbody>
</table>
Условное предложение
If + Past Simple

Главное предложение
would / could / might + bare Infinitive

If you bought a bike,
Если бы ты купил велосипед,
You could / might get a lot fitter.
ты приобрел бы более спортивную форму.
(Но ты еще и не купил велосипед.)

If I won a lottery,
Если бы я выиграл в лотерею,
I would/could buy a new car.
я бы купил новую машину. (Но я еще не выиграл
в лотерею, и денег на покупку нет.)

Помимо формы простого прошедшего времени в придаточном предложении может быть использована и форма длительного прошедшего времени (Past Continuous).

If it were not raining, we could have lunch in the garden.
Если бы сейчас не шел дождь, мы могли бы пообедать в саду.

Примечание.
Если в условном предложении используется глагол to be, то он употребляется в форме were для всех лиц и чисел. Это правило строго соблюдается в письменной речи, но в разговорной речи может употребляться форма was.

If my brother were a computer programmer, he would easily find a job.
Если бы мой брат был программистом, то он легко нашел бы работу.

If I were you, I wouldn't complain about it.
Если бы я был на твоем месте, я бы не жаловался по этому поводу.

Условные предложения третьего типа (Type III) выражают предположения, относящиеся к прошедшему времени и являющиеся поэтому невыполнимыми (unreal past). Именно этот тип предложений используется, когда мы сожалеем об упущенных возможностях в прошлом, выражаем упрек в том, что предоставленная возможность не была использована. Грамматической особенностью условных предложений третьего типа является употребление прошедшего перфектного времени (Past Perfect) в придаточном предложении. В главном предложении употребляются модальные глаголы would / could / might + перфектный инфинитив (have V-ed).

<table>
<thead>
<tr>
<th>Условное предложение If + Past Perfect</th>
<th>Главное предложение would / could / might + Perfect Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we had worked hard,</td>
<td>we would have passed exam last week.</td>
</tr>
<tr>
<td>Если бы мы усердно работали,</td>
<td>мы бы сдали экзамен на прошлой неделе. (Но мы не сдали экзамен.)</td>
</tr>
<tr>
<td>If you had bought a bike,</td>
<td>you could / might have got a lot fitter.</td>
</tr>
<tr>
<td>Если бы ты купил велосипед,</td>
<td>ты приобрел бы более спортивную форму (Ты так и не купил велосипед.)</td>
</tr>
</tbody>
</table>
Условное предложение
If + Past Perfect

Главное предложение
would / could / might + Perfect Infinitive

<table>
<thead>
<tr>
<th>Условное предложение</th>
<th>Главное предложение</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I had won a lottery, Если бы я выиграл в лотерею,</td>
<td>I could have bought a new car last year. я бы купил новую машину в прошлом году.</td>
</tr>
</tbody>
</table>

(В лотерее мне не повезло, и денег на покупку не было.)

Помимо формы прошедшего перфектного времени в придаточном предложении может быть использована и форма прошедшего перфектного длительного времени (Past Perfect Continuous).

If it had not been raining yesterday, we could have gone for a picnic.
Если бы вчера не шел дождь, мы могли бы поехать на пикник.

If they had been working harder, the results could / might have been better.
Если бы они работали старателней, то результаты могли бы быть лучше.

При переводе условных предложений с русского языка следует установить, к какому времени относится высказываемое предположение. На отнесенность действия к настоящему или прошедшему времени указывает контекст или обстоятельства времени. Сравните, например, следующие предложения:

1. Если бы у меня было время, я поехала бы с тобой в Москву. К сожалению, у меня много работы сейчас. Данное условное предложение относится к настоящему времени, его следует перевести на английский язык условным предложением второго типа (unreal present). ⇒ If I had time, I would go to Moscow with you. Unfortunately, I have a lot of work now.

2. Если бы у меня было время, я поехала бы с тобой в Москву. К сожалению, у меня было много работы тогда. Данное условное предложение относится к прошедшему времени, его следует перевести на английский язык условным предложением третьего типа (unreal past). ⇒ If I had had time, I would have gone to Moscow with you. Unfortunately I had a lot of work then.

Примечание.
В реальном общении условные предложения не всегда строятся строго в соответствии с определенными типами, которые были рассмотрены ранее. В некоторых случаях в одном сложноподчиненном предложении объединяются части, которые относятся к разным типам условных предложений (Mixed Conditionals).

Достаточно часто это происходит, когда определенное действие или поступок, относящийся к прошлому, оказывает влияние на ситуацию или состояние в настоящем.
If Nick had passed his exam last month, he would be a university student now.
Если бы Ник сдал экзамен в прошлом месяце, то он был бы сейчас студентом университета.

Смещение типов условных предложений также происходит, когда в условном предложении речь идет о черте характера, свойственной человеку и являющейся его постоянной характеристикой, а в главном — о допущенной в прошлом ошибке, упущении, промахе. В таких случаях в условном предложении употребляется форма, характерная для второго типа, а в главном предложении форма, характерная для третьего типа.
If you were not so lazy, you would have finished your work by now.
Если бы ты не был так ленив, ты закончил бы работу к данному моменту.

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1. Make conditional sentences Type I about superstitions (суеверия) many people believe in.

1. You’ll have good luck if you _________ (find) a four-leaf clover.
2. You’ll have bad luck if a black cat _________ (walk) in front of you.
3. You _________ (have) bad luck if you light three cigarettes with one match.
4. Someone will have good luck if she or he _________ (find) a horseshoe.
5. Some people believe that if your right eye itches, you _________ (laugh) soon.
6. If your left eye itches, you _________ (cry) soon.
7. They say that if you break a mirror, you _________ (have) bad luck for seven years.
8. If a spoon _________ (fall), a baby or a fool will visit soon.

2. Complete each sentence using an “if-sentence” so that it has the same meaning as the given sentence.

1. Don’t press the button on the keyboard, or you’ll lose what you’ve written.
   If ____________________________________________________________
2. Make a back-up copy of your work, or you will lose it.
   You won’t _____________________________________________________
3. You need virus protection to avoid having problems with your computer.
   If you don’t ___________________________________________________
4. Sitting too long at the computer will make your back and arms ache.
   Your __________________________________________________________
5. Don’t turn off the computer before closing all programs, or you could have problems.
   You __________________________________________________________
6. You will lose your work unless you save it before closing the word-processing program.
   If _____________________________________________________________
7. You can save a lot of time by learning the keyboard short cuts.
   If _____________________________________________________________

3. Make conditional sentences Type II as in the example.

1. I don’t have a car. If I had a car, I _________ (not / have to) wait for the bus every morning.
2. The Anderson family lives in the suburbs but they wish they lived in the city. If they lived in the city, Mr. Anderson _________ (not / have to) spend all his spare time mowing the lawn around the house.
3. Mrs. Anderson _________ (not / have to) spend two hours commuting to work every day.
4. If they ____________ (live) in the city, their daughter Jane would be living close to all of her favourite discotheques.

5. I never get up early, so I am always late for school. If I ____________ (get up) earlier, I ____________ (not / be) late for school.

6. I never do my homework, so my teacher always gets angry with me. If I ____________ (do) my homework, my teacher ____________ (not / get) angry with me.

4 Make conditional sentences Type III using the correct verb form in brackets.

1. Joe didn’t go to college when he was young. Instead, he went right to work after high school. Now, looking back on it, he wishes he __________ (go) to college after all. If he ___________ (go) to college, he might have had a more interesting and successful career.

2. Victoria didn’t take foreign language courses when she was at school. Instead, she took courses in music. Now, looking back on it, she wishes she ___________ (take) foreign language courses at school. If she had, her application for a position in her company’s overseas office ____________ (not / reject).

3. Mr. and Mrs. Brown didn’t wear costumes to their neighbour’s Halloween party last week. They thought it was childish. Now, looking back on it, they wish they ___________ (wear) costumes to the Halloween’s party. If they had, they _____________ (not / seem) so out of place.

Прямая и косвенная речь

Прямая речь – это речь какого-либо лица, передаваемая дословно, так, как она была произнесена. Косвенная речь – это речь другого лица, передаваемая говорящим не дословно и поставленная в грамматическую зависимость от речи говорящего. Косвенная речь состоит из главного предложения (He said – он сказал…) и придаточного предложения, передающего то, что первоначально являлось прямой речью. Придаточное предложение вводится, как правило, союзом «that» (что), который часто опускается:

The teacher said (that) the lesson was over. – Учитель сказал, что урок закончен.

Если в английском языке главное предложение стоит в прошедшем времени, то при преобразовании прямой речи в косвенную происходит изменение грамматических форм времени, а также замена форм личных и притяжательных местоимений.
Преобразование повествовательных предложений можно проследить в данной ниже таблице.

<table>
<thead>
<tr>
<th>Прямая речь</th>
<th>Косвенная речь</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I am tired,” said Alex.</td>
<td>Alex said that he was tired.</td>
</tr>
<tr>
<td>настояще простое</td>
<td>прошедшее простое время</td>
</tr>
<tr>
<td>“I am doing the test,” said Alex.</td>
<td>Alex said that he was doing the test.</td>
</tr>
<tr>
<td>настояще продолженное</td>
<td>прошедшее продолженное</td>
</tr>
<tr>
<td>“I met Jeff yesterday,” said Alex.</td>
<td>Alex said that he had met Jeff the day before.</td>
</tr>
<tr>
<td>прошедшее простое</td>
<td>прошедшее перфектное</td>
</tr>
<tr>
<td>“We were talking about you,” said Alex.</td>
<td>Alex said that they had been talking about me.</td>
</tr>
<tr>
<td>процедура продолженное</td>
<td>прошедшее продолженное перфектное</td>
</tr>
<tr>
<td>“Tom has just passed the exam,” said Alex.</td>
<td>Alex said that he Tom had just passed the exam.</td>
</tr>
<tr>
<td>настояще перфектное</td>
<td>настояще перфектное продолженное</td>
</tr>
<tr>
<td>“I have been translating this text for an hour,” said Alex.</td>
<td>Alex said that he had been translating the text for an hour.</td>
</tr>
<tr>
<td>настояще перфектное продолженное</td>
<td>настояще перфектное продолженное</td>
</tr>
<tr>
<td>“We’ll (will) be in touch,” said Alex.</td>
<td>Alex said that they would be in touch.</td>
</tr>
<tr>
<td>будущее простое</td>
<td>будущее в процедуре</td>
</tr>
</tbody>
</table>

- Формы прошедшего перфектного (had done) и прошедшего продолженного перфектного времени (had been doing) остаются в косвенной речи неизменными.
- Модальный глагол can меняется в косвенной речи на could, а глагол must обычно заменяется на had to.
- Помимо глагола say (said) косвенная речь может вводиться следующими глаголами: tell (told) + me, us, them – сказать мне, нам, им и т. п. (всегда с указанием, кому адресована речь), admit (admitted) – признавать, think (thought) – думать, answer (answered) – ответить, state (stated) – утверждать и некоторыми другими.
- Изменения времени в косвенной речи не происходит, если глагол, вводящий прямую и косвенную речь, стоит в настоящем времени.

Исключение:
1. При высказывании абсолютной истины изменение времени в косвенной речи необязательно.

   Alex said, “Paris is the capital of France.” ⇒ Alex said that Paris is the capital of France.

2. В научном тексте использование формы настоящего времени при передаче чужих слов подчеркивает тот факт, что данное утверждение сохраняет актуальность и в настоящее время. Например:

   The founding father of psychology, William James, wrote that happiness is reflected in the ratio of one's accomplishments to one's aspirations.
ПРЕОБРАЗОВАНИЕ ПОВЕЛИТЕЛЬНЫХ ПРЕДЛОЖЕНИЙ

Преобразование повелительных предложений, которые выражают приказ или просьбу:

<table>
<thead>
<tr>
<th>Прямая речь</th>
<th>Косвенная речь</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Come at nine o’clock”, the teacher said.</td>
<td>The teacher told the students to come at nine o’clock.</td>
</tr>
<tr>
<td>“Be ready for the exam”, she said.</td>
<td>She told them to be ready for the exam.</td>
</tr>
<tr>
<td>“Answer all the questions”, she said to the students.</td>
<td>She told the students to answer all the questions.</td>
</tr>
<tr>
<td>“Don’t talk during the exam”, she said.</td>
<td>She told them not to talk during the exam.</td>
</tr>
<tr>
<td>“Please leave quietly when you finish”, she asked the students.</td>
<td>She asked the students to leave quietly when they finished.</td>
</tr>
</tbody>
</table>

- Приказание, настоятельная просьба в косвенной речи часто вводятся глаголом tell (told), который переводится в таком случае как велеть. Распоряжение начальника подчиненным может вводиться также глаголом order (ordered) – приказывать.
- Если прямая речь выражает просьбу, то глагол say (said) заменяется глаголом ask (asked) – просить.
- Повелительное наклонение заменяется в косвенной речи инфинитивом. Отрицательная форма повелительного наклонения заменяется инфинитивом с частицей not.
- Местоимения и наречия времени и места заменяются по смыслу (см. таблицу ниже).

ПРЕОБРАЗОВАНИЕ ВОПРОСИТЕЛЬНЫХ ПРЕДЛОЖЕНИЙ

Преобразование вопросительных предложений описано ниже:

<table>
<thead>
<tr>
<th>Прямая речь</th>
<th>Косвенная речь</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Where do you study?” asked Alex.</td>
<td>Alex asked where I studied.</td>
</tr>
<tr>
<td>“What are you doing?” asked Alex.</td>
<td>Alex asked what I was doing.</td>
</tr>
<tr>
<td>“Why have you come so late?” asked Alex.</td>
<td>Alex asked why I had come so late.</td>
</tr>
<tr>
<td>“Where will you go?” asked Alex.</td>
<td>Alex asked where I would go.</td>
</tr>
</tbody>
</table>

- Когда вопрос в прямой речи начинается с вопросительного слова, то оно становится союзом, который присоединяет придаточное предложение.
- Вопросительный порядок слов заменяется порядком слов повествовательного предложения, (т. е. подлежащее + сказуемое), вопросительный знак опускается.
- Формы грамматического времени меняются так же, как и в повествовательных предложениях.

Когда в вопросе в прямой речи вопросительное слово отсутствует (вопрос начинается с вспомогательного или модального глагола), то косвенный вопрос при-
соединяется к главному предложению при помощи союзов if или whether, которым в русском языке соответствует частица ли. Например:

<table>
<thead>
<tr>
<th>Прямая речь</th>
<th>Косвенная речь</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Have you received my email?” asked Alex</td>
<td>Alex asked whether (if) I had received email.</td>
</tr>
<tr>
<td>“Do you speak English?” asked Alex</td>
<td>Alex asked whether (if) I spoke English.</td>
</tr>
<tr>
<td>“Will they join us?” asked Alex</td>
<td>Alex asked whether (if) they would join them.</td>
</tr>
<tr>
<td>“Can you drive?” asked Alex</td>
<td>Alex asked whether (if) I could drive.</td>
</tr>
</tbody>
</table>

**ИЗМЕНЕНИЯ В ОБОЗНАЧЕНИИ НАРЕЧИЙ ВРЕМЕНИ И МЕСТА**

В косвенной речи наречия времени и места заменяются другими, подходящими по смыслу. Наиболее часто встречающиеся замены представлены в таблице:

<table>
<thead>
<tr>
<th>Прямая речь</th>
<th>Косвенная речь</th>
</tr>
</thead>
<tbody>
<tr>
<td>today – сегодня</td>
<td></td>
</tr>
<tr>
<td>tonight – сегодня вечером</td>
<td></td>
</tr>
<tr>
<td>this morning и т. д. – в это утро</td>
<td></td>
</tr>
<tr>
<td>yesterday – вчера</td>
<td></td>
</tr>
<tr>
<td>now – сейчас</td>
<td></td>
</tr>
<tr>
<td>next week – на следующей неделе</td>
<td></td>
</tr>
<tr>
<td>last night – вчера вечером</td>
<td></td>
</tr>
<tr>
<td>a month / year ago – месяц назад</td>
<td></td>
</tr>
<tr>
<td>here – здесь</td>
<td></td>
</tr>
<tr>
<td>this – этот that – тот</td>
<td></td>
</tr>
<tr>
<td>these – эти those – те</td>
<td></td>
</tr>
<tr>
<td>that / same day – в тот (же самый) день</td>
<td></td>
</tr>
<tr>
<td>that night – тем вечером</td>
<td></td>
</tr>
<tr>
<td>that morning – в то утро</td>
<td></td>
</tr>
<tr>
<td>the day before, the previous day – накануне</td>
<td></td>
</tr>
<tr>
<td>then – тогда (или опускается)</td>
<td></td>
</tr>
<tr>
<td>the following week – на следующей неделе</td>
<td></td>
</tr>
<tr>
<td>the previous night – предыдущим вечером</td>
<td></td>
</tr>
<tr>
<td>a month / year before – месяц / год назад</td>
<td></td>
</tr>
<tr>
<td>there – там, in that place – в том месте</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE (Direct and Indirect Speech)**

1. David: “There is an excellent band playing later on.” ⇒ David said there was an excellent bank playing later on.
2. Christine: “I saw Amy at the bank on Monday.” ⇒ Christine said she had seen Amy at the bank on Monday.
3. The driver: “I’m going to turn right at the traffic lights.” ⇒ The driver said he was going to turn right at the traffic lights.
4. Jonathan: “I’ve returned the dictionary to the library.” ⇒ Jonathan said he had returned the dictionary to the library.
5. The doctor: “I’ll send you the results as soon as they arrive.” ⇒ The doctor said he would send me/us the results as soon as they arrived.
6. Caroline: “Will you come to my party on Saturday?” ⇒ Caroline asked (me) if I would come to her party on Saturday.
7. Shop assistant: “Are you looking for something special?” ⇒ The shop assistant asked if I was looking for something special.
8. Jack: “I’ll lend you my grammar book if you think it will help.” ⇒ Jack said he would lend me his grammar book if I thought it would help.

2 Turn the following statements (утвердительные предложения) into reported speech. Use the verbs in brackets to report Ann and Jack’s conversation about Jack’s job hunt.

(tell) _______________________________________________________
2. Ann: I’ve just heard about a job at a scientific research company.
(say) _________________________________________________________
(say) _________________________________________________________
4. Ann: They want someone with more experience as a programmer.
(tell) _______________________________________________________
5. Jack: I’ve worked as a programmer for Data Systems for two years.
(say) _________________________________________________________
6. Ann: They don’t want a recent graduate.
(say) _________________________________________________________
7. Jack: I got my degree four years ago.
(tell) _______________________________________________________
8. Ann: It sounds like the right job for you.
(say) _________________________________________________________

3 Turn the following questions into reported speech. Ann wants to know all about Jack’s interview. Report the questions he was asked by the manager.

1. What experience do you have?
The manager asked ___________________________________________
2. Why did you apply for the job at this company?
The manager asked ___________________________________________
3. Did you get on well with your last employer?
The manager asked ___________________________________________
4. What was your starting salary at your last job?
The manager asked ___________________________________________
5. Are you going for interviews with other companies?
The manager asked ___________________________________________
6. Do you have a family?
The manager asked ___________________________________________
4 Turn the following imperatives (повелительные предложения) into reported speech. Rewrite the advice of a TV reporter to viewers about the common and very dangerous problems of feeling sleepy when driving.

1. “Pull over and have a brief nap.”

2. “Don’t have a long nap.”

3. “Sing to yourself.”

4. “Don’t eat while driving.”

5. “Open your window.”

6. “Be careful when you stop your car.”

7. “Don’t stop in a deserted place.”

8. “Don’t drink and drive.”

НЕПРАВИЛЬНЫЕ ГЛАГОЛЫ
IRREGULAR VERBS LIST

Изучение неправильных глаголов проходит на начальном этапе овладения английским языком. Всего в английском языке около 470 неправильных глаголов, но большинство из них устарело и не употребляется.

Первые 50 из наиболее употребительных глаголов «покрывают» 87 % всех случаев употребления неправильных глаголов. Эти 50 глаголов нужно обязательно выучить во всех трех формах, а именно: начальная форма глагола (инфинитив, он же совпадает с формой настоящего времени), форма прошедшего времени и форма причастия прошедшего времени (кроме самостоятельного использования в причастных оборотах эта форма нужна для образования пассивного залога).

Тем, кто хочет приблизиться к уровню среднестатистического носителя английского языка, рекомендуется выучить около 200 неправильных глаголов.
Почему эти глаголы называют неправильными? В отличие от правильных глаголов, которые образуют вторую и третью форму по правилу, а именно с помощью окончания -ed, неправильные глаголы образуют вторую и третью формы способами, которые невозможно свести к единому правилу. Тем не менее, если вам кажется трудным запоминать глаголы традиционным списком, попробуйте запомнить их по группам.

50 НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫХ НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

<table>
<thead>
<tr>
<th>Первая форма</th>
<th>Вторая форма Past Simple</th>
<th>Третья форма Past Participle</th>
<th>Перевод</th>
</tr>
</thead>
<tbody>
<tr>
<td>become [blkAm]</td>
<td>became [blkelm]</td>
<td>become [blkAm]</td>
<td>становиться</td>
</tr>
<tr>
<td>begin [blgIn]</td>
<td>began [blgx n]</td>
<td>begun [blgAn]</td>
<td>начинать</td>
</tr>
<tr>
<td>bring [brIn]</td>
<td>brought [brQt]</td>
<td>brought [brQt]</td>
<td>приносить</td>
</tr>
<tr>
<td>buy [bal]</td>
<td>bought [bQt]</td>
<td>bought [bQt]</td>
<td>покупать</td>
</tr>
<tr>
<td>choose [tSu:z]</td>
<td>chose [tSoVz]</td>
<td>chosen [tSoVzn]</td>
<td>выбирать</td>
</tr>
<tr>
<td>come [kAm]</td>
<td>came [kElm]</td>
<td>come [kAm]</td>
<td>приходить</td>
</tr>
<tr>
<td>cut [kAt]</td>
<td>cut [kAt]</td>
<td>cut [kAt]</td>
<td>резать</td>
</tr>
<tr>
<td>do [du:]</td>
<td>did [dld]</td>
<td>done [dAn]</td>
<td>делать</td>
</tr>
<tr>
<td>draw [drO]</td>
<td>drew [dru:]</td>
<td>drawn [drOn]</td>
<td>рисовать</td>
</tr>
<tr>
<td>drive [draIv]</td>
<td>drove [droW]</td>
<td>driven [dr1vn]</td>
<td>вести машину</td>
</tr>
<tr>
<td>fall [fQI]</td>
<td>fell [fFl]</td>
<td>fallen [fQIqn]</td>
<td>падать</td>
</tr>
<tr>
<td>find [falnd]</td>
<td>found [faVnd]</td>
<td>found [faVnd]</td>
<td>находить</td>
</tr>
<tr>
<td>get [get]</td>
<td>got [gPt]</td>
<td>gotten / got [gPtн / gPt]</td>
<td>получать</td>
</tr>
<tr>
<td>give [glv]</td>
<td>gave [gelv]</td>
<td>given [glvn]</td>
<td>давать</td>
</tr>
<tr>
<td>go [goV]</td>
<td>went [wFnt]</td>
<td>gone [gPn]</td>
<td>идти</td>
</tr>
<tr>
<td>grow [groV]</td>
<td>grew [gru:]</td>
<td>grown [groVn]</td>
<td>расти</td>
</tr>
<tr>
<td>have [hx v]</td>
<td>had [hx d]</td>
<td>had [hx d]</td>
<td>иметь</td>
</tr>
<tr>
<td>hear [hlq]</td>
<td>heard [hEd]</td>
<td>heard [hEd]</td>
<td>слышать</td>
</tr>
<tr>
<td>hold [hoVd]</td>
<td>held [hFId]</td>
<td>held [hFId]</td>
<td>держать</td>
</tr>
<tr>
<td>Первая форма Infinitive</td>
<td>Вторая форма Past Simple</td>
<td>Третья форма Past Participle</td>
<td>Перевод</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>know [noV]</td>
<td>knew [nju:]</td>
<td>known [noVn]</td>
<td>знать</td>
</tr>
<tr>
<td>let [lFt]</td>
<td>let [lFt]</td>
<td>let [lFt]</td>
<td>позволять</td>
</tr>
<tr>
<td>make [melk]</td>
<td>made [meld]</td>
<td>made [meld]</td>
<td>делать (изготовливать)</td>
</tr>
<tr>
<td>mean [mi:n]</td>
<td>meant [mFnt]</td>
<td>meant [mFnt]</td>
<td>означать</td>
</tr>
<tr>
<td>meet [mi:t]</td>
<td>met [mFt]</td>
<td>met [mFt]</td>
<td>встречать</td>
</tr>
<tr>
<td>read [ri:d]</td>
<td>read [rFd]</td>
<td>read [rFd]</td>
<td>читать</td>
</tr>
<tr>
<td>rise [ralz]</td>
<td>rose [roVz]</td>
<td>risen [rIzn]</td>
<td>поднимать(ся)</td>
</tr>
<tr>
<td>run [rAn]</td>
<td>ran [rAn]</td>
<td>run [rAn]</td>
<td>бежать</td>
</tr>
<tr>
<td>say [sFl]</td>
<td>said [sFd]</td>
<td>said [sFd]</td>
<td>говорить</td>
</tr>
<tr>
<td>see [si:]</td>
<td>saw [sO]</td>
<td>seen [si:n]</td>
<td>видеть</td>
</tr>
<tr>
<td>send [sFnd]</td>
<td>sent [sFnt]</td>
<td>sent [sFnt]</td>
<td>посылать</td>
</tr>
<tr>
<td>set [sFt]</td>
<td>set [sFt]</td>
<td>set [sFt]</td>
<td>устанавливать</td>
</tr>
<tr>
<td>show [SoV]</td>
<td>showed [SoVd]</td>
<td>shown [SoVn]</td>
<td>показывать</td>
</tr>
<tr>
<td>sit [sIt]</td>
<td>sat [sxt]</td>
<td>sat [sxt]</td>
<td>сидеть</td>
</tr>
<tr>
<td>speak [spi:k]</td>
<td>spoke [spoVk]</td>
<td>spoken [spoVkqn]</td>
<td>разговаривать</td>
</tr>
<tr>
<td>spend [spend]</td>
<td>spent [spFnt]</td>
<td>spent [spFnt]</td>
<td>тратить, проводить (время)</td>
</tr>
<tr>
<td>stand [stx nd]</td>
<td>stood [stVd]</td>
<td>stood [stVd]</td>
<td>стоять</td>
</tr>
<tr>
<td>take [telk]</td>
<td>took [tVk]</td>
<td>taken [telkqn]</td>
<td>брать</td>
</tr>
<tr>
<td>tell [tel]</td>
<td>told [toVd]</td>
<td>told [toVd]</td>
<td>рассказывать</td>
</tr>
<tr>
<td>think [TINk]</td>
<td>thought [TOt]</td>
<td>thought [TOt]</td>
<td>думать</td>
</tr>
<tr>
<td>wear [wFq]</td>
<td>wore [wQ]</td>
<td>worn [wQn]</td>
<td>надевать</td>
</tr>
<tr>
<td>write [ralt]</td>
<td>wrote [roVt]</td>
<td>written [rItn]</td>
<td>писать</td>
</tr>
</tbody>
</table>
### Расширенный список неправильных глаголов

<table>
<thead>
<tr>
<th>Первая форма</th>
<th>Вторая форма</th>
<th>Третья форма</th>
<th>Перевод</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infinitive</strong></td>
<td><strong>Past Simple</strong></td>
<td><strong>Past Participle</strong></td>
<td></td>
</tr>
<tr>
<td>be [bi:]</td>
<td>was [wɔː], were [wə]</td>
<td>been [bi:n]</td>
<td>быть</td>
</tr>
<tr>
<td>begin [biˈgn]</td>
<td>began [biˈgxn]</td>
<td>begun [biˈgAn]</td>
<td>начинать</td>
</tr>
<tr>
<td>blow [blou]</td>
<td>blew [blu:]</td>
<td>blown [bloun]</td>
<td>дуть</td>
</tr>
<tr>
<td>break [breik]</td>
<td>broke [brouk]</td>
<td>broken [ˈbrouk(e)n]</td>
<td>ломать</td>
</tr>
<tr>
<td>bring [brɪn]</td>
<td>brought [brO:t]</td>
<td>brought [brO:t]</td>
<td>приносить</td>
</tr>
<tr>
<td>build [bild]</td>
<td>built [bilt]</td>
<td>built [bilt]</td>
<td>строить</td>
</tr>
<tr>
<td>burn [bEn]</td>
<td>burnt [bEnt]</td>
<td>burnt [bEnt]</td>
<td>гореть</td>
</tr>
<tr>
<td>burst [bEst]</td>
<td>burst [bEst]</td>
<td>burst [bEst]</td>
<td>разразиться</td>
</tr>
<tr>
<td>catch [kxts]</td>
<td>caught [kO:t]</td>
<td>caught [kO:t]</td>
<td>ловить, хватать, успеть</td>
</tr>
<tr>
<td>choose [tsu:z]</td>
<td>chose [Squz]</td>
<td>chosen [tSquz(q)n]</td>
<td>выбирать</td>
</tr>
<tr>
<td>come [kAm]</td>
<td>came [kεim]</td>
<td>come [kAm]</td>
<td>приходить</td>
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APPENDIX 1. PERSONALITY TEST

„What Am I Like?” Personality Test

This test is 20 questions long and should take about 10 minutes. It is made up of four sets of five questions and you will find out about a different aspect of your personality after every five questions. At the end of the test you will be assigned one of 16 possible personality types. This personality test can't tell you exactly what you are like. No survey can predict personality type with 100% accuracy. Experts say we should use personality type descriptions to better understand ourselves and others, but shouldn't feel restricted by our results.

It is a simplified personality test based on the personality type theory devised by psychologists.

Section 1. Planner or Spontaneous?

1. When you go on holiday, what do you prefer to do?
   a. Plan every detail in advance
   b. Plan a rough itinerary in advance, leaving some time free
   c. Look at a few options in advance, but only really decide when you’re there
   d. You rarely plan, just book at the last minute and go with the flow

2. What statement best describes how you do your regular grocery shop?
   a. You make a detailed list of everything you need to buy
   b. You make a rough list to jog your memory
   c. You don’t make a list, as you think it’s a waste of time
   d. You don’t do a regular shop, you just go when you need to

3. You’ve been to a furniture store and have come back with some flat-pack furniture, like a wardrobe or a desk that you have to assemble. What are you most inclined to do?
   a. Before you start, you check that all the components are there and that you have the tools you will need
   b. You read through the instructions carefully first and then follow them step by step
   c. You scan the instructions, although you don’t always follow them exactly
   d. You leap in, only referring to the instructions if you get stuck

4. Which description fits you best?
   a. You are a perfectionist and can’t leave anything unfinished
   b. You need time, over-prepare and hate pressure
   c. You’re scatty, forgetful and disorganised
   d. You put things off till the last minute and are often late
5. What happens when your local supermarket moves the food to different aisles (проход между стеллажами)?
   a. You would notice and it would really bother you
   b. You would notice, but you simply change the order in which you shop
   c. You would notice, but it wouldn’t bother you as you have no set routine
   d. You probably wouldn’t notice

Section 2. Facts or Ideas?

6. Of the following options which one describes you best?
   a. Realistic
   b. Efficient
   c. Imaginative
   d. Visionary

7. How do you usually give directions to your house? Do you…
   a. Provide a step-by-step list of directions for the entire journey?
   b. Draw a really detailed map that shows things like street names and roundabouts?
   c. Just give general directions?
   d. Sketch a rough map, as too many details can be confusing?

8. Which set of words best describes you?
   a. Practical, thorough and stable
   b. Realistic, enthusiastic and spontaneous
   c. Inventive, imaginative and original
   d. Creative, dynamic and adventurous

9. Which of these best describes how you do your supermarket shopping?
   a. You usually go up and down the aisles in exactly the same order
   b. You read and compare labels and prices
   c. You’re attracted to new things or special offers that catch your eye
   d. You vary the way you go round the supermarket depending on what you feel like buying

10. Look at the picture below. Write down on a piece of paper what you see. Allow yourself about 30 seconds for this.
Now choose which statement best describes what you noted down.

- a. Is it a list of what’s in the picture?
- b. A story about what’s happening in the picture?
- c. Have you tried to find the hidden meaning in this picture?
- d. Or lots of ideas inspired by the picture?

**Section 3. Heads or Hearts?**

11. Which set of words best describes you?
   - a. Analytical, logical and objective
   - b. Decisive, driven and energetic
   - c. Caring, helpful and supportive
   - d. Complex, thoughtful and sensitive

12. What would you do if you had to decide between two homes to move into?
   - a. List your ideal features and compare which place has the most
   - b. Compare the good and bad features of both
   - c. Go with your gut feeling about which is best
   - d. Think about how each place affects the other people in your life

13. If your friend started dating someone you really disliked and asked you what you thought about their relationship, what would you do?
   - a. Be up front and honest about what you think
   - b. Try to be tactful – but still be truthful about what you think
   - c. Try not to hurt their feelings, changing the subject if necessary
   - d. Avoid hurting their feelings, telling a “white lie” if necessary

14. If you are with a group of friends and an argument breaks out, what do you tend to do?
   - a. Face the dispute head on
   - b. Try to find an answer to the problem
   - c. Try to meet everyone’s needs
   - d. Anything to avoid hurting people’s feelings

15. When you have to make a difficult decision, what is most important to you?
   - a. Arriving logically at the best choice
   - b. Being as fair as possible
   - c. Doing the right thing according to your own beliefs and values
   - d. Getting the approval and agreement of others

**Section 4. Extravert or Introvert?**

16. When you are out with a group of your friends, how much of the talking do you usually do?
   - a. Hardly any at all
   - b. A little less than most
   - c. Quite a lot
   - d. Almost all

17. When it comes to expressing yourself do you …
   - a. Hold back more, listening to others before speaking?
   - b. Think before you speak?
c. Think out loud?
d. Use your hands and facial expressions a lot?

18. **What are you like when you have to meet a group of new people?**
   a. You stick with the people you’ve met before
   b. You spend your time thinking about how to keep the conversation going
   c. You aim to mingle with as many new people as possible
   d. You just go out and have fun

19. **Which set of words best describes you?**
   a. Cautious, thoughtful and loyal
   b. Inquisitive, independent and contained
   c. Lively, enthusiastic and energetic
   d. Expressive, talkative and friendly

20. **If you are in the middle of something important and the phone rings how do you usually react? Do you …**
   a. Ignore the phone, or let the machine pick up?
   b. Take the call, but deal with it as quickly as possible?
   c. Answer it as you welcome the chance to talk to someone, but keep it brief?
   d. Answer the phone enthusiastically and be up for a long conversation?

**Results**

**Section 1. Planner or Spontaneous**
If you answered more (a)s and (b)s, you’re a planner.
If you answered more (c)s and (d)s, you’re spontaneous.

**Section 2. Facts or Ideas**
If you answered more (a)s and (b)s, you’re a facts person.
If you answered more (c)s and (d)s, you’re an ideas person.

**Section 3. Head or Heart**
If you answered more (a)s and (b)s, you’re a head person.
If you answered more (c)s and (d)s, you’re a heart person.

**Section 4. Extrovert or Introvert**
If you answered more (a)s and (b)s, you’re an introvert.
If you answered more (c)s and (d)s, you’re an extrovert.

Find out your personality type

**Big Thinker** = Spontaneous + Ideas + Heart + Extrovert
**Counsellor** = Planner + Ideas + Heart + Introvert
**Go-getter** = Spontaneous + Facts + Head + Extrovert
**Idealist** = Spontaneous + Ideas + Heart + Introvert
**Innovator** = Spontaneous + Ideas + Head + Extrovert
**Leader** = Planner + Ideas + Head + Extrovert
**Mastermind** = Planner + Ideas + Head + Introvert
**Mentor** = Planner + Ideas + Heart + Extrovert
**Big Thinkers**

Big Thinkers are always looking for the next big idea or opportunity. They’re adept at spotting trends and thinking on their feet. Big Thinkers like to jump in and find innovative solutions to complex problems and are good at developing strategies for the future.

Big Thinkers are usually curious, logical and energetic. This chatty group enjoys a good debate and asserting their opinions. Sometimes others may find the way they express their ideas too abrupt or challenging.

In situations where they can’t use their talents or are unappreciated, Big Thinkers may be rude, critical of others or rebellious. Under extreme stress, Big Thinkers can become preoccupied with unimportant details and lose sight of the “big picture”.

Big Thinkers may ignore important details in their plans and overlook the impact their ideas have on the people around them.

**Big Thinker Careers**

The entrepreneurial spirit of the Big Thinkers often leads them to seek new challenges; this is often more important to them than working in a particular field or a specific career.

**Counsellors**

Counsellors have a natural understanding of human relationships and the complexities of life, which they use to help others. They search for meaning in everything and develop complex insights.

Counsellors feel most relaxed and creative when their surroundings are organised. They are deeply private people who only share their insights with trusted friends; however, they will defend their values if challenged.

In situations where they can’t use their talents or are unappreciated, Counsellors may withdraw from the people around them or become resentful. Under extreme stress, Counsellors may feel overwhelmed and be driven to organise small parts of their lives such as their kitchen cabinets or their record collection.

Counsellors typically prefer a few close relationships to a wide circle of friends.

**Counsellor Careers**

Counsellors are often drawn to jobs where they can help people develop emotionally, intellectually or spiritually and where they can use their imagination.

**Go-getters**

Go-getters are active, flexible people who put a great deal of energy into life. This group prefers learning on the job to quiet study and willingly jumps into almost any situation. Others are attracted to the Go-getter’s positive attitude and enthusiasm.
Go-getters find fun ways to tackle problems head-on and don't worry too much about rules. They are good at using logic to assess the situation and finding realistic solutions. In situations where they can't use their talents or are unappreciated, Go-getters may reject all routines and put fun ahead of responsibilities. Under extreme stress, Go-getters may become overwhelmed by thinking of all the things that could possibly go wrong. Go-getters may be liable to forget important dates such as a loved one’s birthday.

**Go-getter Careers**
Go-getters are attracted to a variety of careers, especially those which require attention to detail.

**Idealists**
Idealists put time and energy into developing personal values that they use as a guide through life. They may seek fulfilment by helping others improve themselves and often want to make the world a better place. Idealists only share their inner values with people they respect.

Idealists enjoy discussions about a wide range of topics, particularly those that deal with the future. They are typically easy-going and flexible, but if their values are challenged they may refuse to compromise.

In situations where they can't use their talents or are unappreciated, Idealists may have trouble expressing themselves and withdraw. Under extreme stress, Idealists may become very critical of others, or lose confidence in their own ability to cope.

Recognition for their work is important to Idealists; however, they are also good at spotting false praise.

**Idealist Careers**
Idealists are often drawn to jobs where they can help people reach their potential. They are also attracted to careers that allow artistic creativity.

**Innovators**
Innovators are fun-loving, creative, sensitive people who enjoy developing their ideas by discussing them with others. This group supports the people around them and expects the same in return. Others are drawn to Innovators because of their love of life, caring nature and openness.

Innovators are good at spotting opportunities and recognizing potential in people. Innovators put all their energy into new projects and their enthusiasm motivates others to support their plans.

In situations where they can't use their talents or are unappreciated, Innovators may become rebellious and unfocused. Under extreme stress, Innovators may become preoccupied with meaningless details.

Innovators may over-extend themselves or put a night out with friends ahead of more pressing commitments.

**Innovator Careers**
Innovators are drawn to careers that require teaching or counselling, where they can work with and help encourage the development of others.
Leaders

Leaders are strategic thinkers, planning ahead and anticipating difficulties. They quickly spot inefficiency and organise people to make improvements. Leaders like solving problems at the organisational level, but would rather leave the detailed work to others.

Leaders enjoy discussing complex issues and will challenge people's views to spark a debate. They admire people who defend their beliefs by arguing persuasively.

In situations where they can't use their talents or are unappreciated, Leaders may become detached, critical or aggressive. Under extreme stress, Leaders may feel isolated and doubt their abilities.

Leaders are often so ambitious in their careers that they sacrifice their personal life in the process.

Leader Careers

Leaders are often drawn to jobs in management where logical analysis and strategic planning are required.

Mentors

Articulate, lively and enthusiastic, Mentors spend time and energy fostering relationships and encouraging personal growth in others. They are extremely sensitive to people’s needs and play a central role in families and social groups.

Mentors love to bring people together in harmony and enjoy busy, active lives. However, their warm nature may mean they have trouble making tough decisions that affect others negatively.

In situations where they can't use their talents or are unappreciated, Mentors may focus too much on the needs of others. Under extreme stress, Mentors may be troubled by unusually critical thoughts about themselves and others.

Mentors readily see the best traits in others, but may have trouble recognising personality faults.

Mentor Careers

Mentors are often drawn to jobs where they can help people develop their potential.

Nurturers

Nurturers are quiet people who believe in order and diligently look after the people they care about. They focus on the needs of others and establish routines to help them meet their commitments.

Nurturers remember details that are important to them, such as their friends' birthdays and anniversaries. People with this personality type value others' feelings and may challenge behaviour they think is insensitive.

In situations where they can't use their talents or are unappreciated, Nurturers may feel bitter and seek support by complaining to their colleagues. Under extreme stress, Nurturers may become preoccupied with the worst possible outcome and believe that they are heading for disaster.

Because they are so caring and loyal, Nurturers run the risk of being taken advantage of.

Nurturer Careers

Nurturers are often drawn to jobs that allow them to help others.
Performers

For the Performers, people and the exciting world around them come before rules and routines. This group believes you can get work done efficiently and have fun at the same time. Others are naturally drawn to the Performers’ outgoing nature and enjoyment of life.

Performers are good at reading people and figuring out what their needs are. They don’t believe in making plans and are confident that they can handle whatever comes their way. These skills allow Performers to quickly motivate others.

In situations where they can’t use their talents or are unappreciated, Performers may become distracted, fail to accept or meet deadlines, or take criticism too personally. Under extreme stress, Performers can be overwhelmed by thinking of all the things that could possibly go wrong.

Performers may live for the moment and forget the consequences of their actions.

**Performer Careers**

Performers are drawn to careers that require skills and attention to detail.

Providers

Providers like to make plans with other people and then work with them towards achievable goals in a fun, harmonious environment. They support people that are important to them and respect their individuality.

Providers have traditional values and support order and responsible behaviour. They enjoy social events, particularly family celebrations, and often help plan them. Providers work hard to avoid conflict, but they will state their beliefs when they think it is suitable.

In situations where they can’t use their talents or are unappreciated, Providers may doubt their abilities and focus solely on the needs of other people. Under extreme stress, Providers may withdraw completely and become excessively critical of themselves and others.

Providers prefer warm, face-to-face communication and often express their ideas by telling stories from their own lives.

**Provider Careers**

Providers are often drawn to jobs in education, health care or religion.

Realists

Realists are loyal to the people around them and work hard to keep their promises. They are honest and straightforward with others and expect the same in return. Realists believe in standard procedures and will only support change when there is a demonstrable benefit.

Realists respect factual information, which they store up to use when making decisions. This group likes to have time to think quietly and carefully before taking action.

These extremely productive people like to be occupied in their leisure time with pursuits such as craftwork, hiking or reading.

In situations where they can’t use their talents or are unappreciated, Realists may become obsessed with schedules, be critical of others or have trouble trusting other people to get the job done properly. Under extreme stress, Realists may complain loudly that events have taken a turn for the worse and predict negative outcomes.

Realists typically only share their opinions or personal experiences with trusted friends.
Realist Careers

Realists are attracted to jobs where decision making based on factual knowledge and experience is required.

Resolvers

Resolvers are independent people who quietly learn how things work by analysing large amounts of information. Should a problem arise, they solve it with as little fuss as possible. Resolvers are only interested in abstract ideas, if they can be used to solve a problem quickly.

Resolvers like to take risks: Many of them seek jobs and pastimes that put them in harm's way and guarantee an adrenaline rush.

Resolvers are often tolerant of behaviour different to their own as long as their values aren't compromised. They sometimes give the impression that they agree with other peoples' viewpoints because they don't actively disagree.

In situations where they can't use their talents or are unappreciated, Resolvers may become cynical, negatively critical or put off decisions. Under extreme stress, Resolvers could be prone to inappropriate, tearful outbursts.

Resolvers are quiet and sometimes it is difficult to get to know them; however, they often talk freely about subjects they understand well.

Resolver Careers

Resolvers are often drawn to hands-on jobs that require an analytical mind and careful organisation of large amounts of data.

Strategists

Strategists are quiet people who like to get to the heart of tough problems on their own and come up with innovative solutions. They analyse situations with a sceptical eye and develop ways of measuring everything, including themselves.

Strategists are generally easy-going. They are intellectually curious and enjoy abstract ideas. Sometimes they like thinking of a solution to a problem more than taking practical steps to solve it.

In situations where they can't use their talents, are unappreciated, or not taken seriously, Strategists may become negatively critical or sarcastic. Under extreme stress, Strategists could be prone to inappropriate, tearful or angry outbursts.

Strategists may be insensitive to the emotional needs of others or how their behaviour impacts the people around them.

Strategist Careers

Strategists are often drawn to technical or scientific careers, where specialist knowledge is required. They also seem to enjoy jobs that involve long-term planning, abstract thinking or design.

Supervisors

Supervisors like to make plans, organize people and get things done efficiently. They are natural administrators who dislike chaos and strive to bring order to every aspect of their lives. Supervisors like jobs where the goals are clearly defined and there are proven work methods in place.
Supervisors use logic to solve problems and believe in being open and direct in their communications with others. They prefer to work and socialize with like-minded people. In situations where they can't use their talents or are unappreciated, Supervisors may reject the opinions of others and insist they are right. Under extreme stress, Supervisors may feel cut off from the people around them and lose confidence in their own ability to cope. Because they like to take charge and organize activities, others may find Supervisors too bossy.

**Supervisor Careers**

Supervisors are often drawn to jobs in management or administration that require logical planning.

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**APPENDIX 2. LEARNING TO WRITE A CV**

---

I am ... .
I am looking for ... .

**Personal details**
Address:
Email:
Phone:
Date of birth:

**Education and qualifications**
... - ... :
... - ... :

**Work experience**
... - ... :
... - ... :

**Skills**
Languages:
Computers:
...

**Interests**

**References**
...
KEYS

PART 1. GENERAL ENGLISH

Unit 1. GETTING TO KNOW EACH OTHER

Approaching the Issue

1
1) a; 2) b; 3) b; 4) b; 5) a; 6) a; 7) b.
4
1. Do you; 2. Are you, do you; 3. Do you, do you; 4. Do you; 5. Do you;
6. Are you, are you; 7. Do you.

Learning to Write a CV

3
Personal details C; Education and qualifications D; Work experience A; Skills E;
Interests B; References F.

Unit 2. WHY LEARN ENGLISH

Approaching the Issue

Mini Quiz

1. d) The exporting of English began in the seventeenth century with growing influence
of the British Empire and the first settlements in North America. The great growth of
population in the United States, assisted by massive immigration in the nineteenth and
twentieth centuries has given the English language its present standing in the world.

2. d) It should be noted that statistics on the numbers around the world who speak
English are unreliable at best. It is difficult to define what is meant by “English speaker”.
Anyway almost a quarter of the globe’s population – maybe 1½–2 billion people – can
understand English and have at least some basic competence in its use, whether written
or spoken.

3. c) The best recent estimates of first languages suggest that Mandarin Chinese has
around 800–850 million native speakers, while English and Spanish both have about 330–
350 million each.

4. b.

5. a) An average educated English speaker has perhaps 15,000 to 20,000 words at his
or her disposal, although often only around 10 % of these are used in an average conversation
(typically, we “know” at least 25 % more words than we ever actually use). Some studies suggest that just 43 words account for fully half of the words in common use, and just 9 (and, be, have, it, of, the, to, will, you) account for a quarter of the words in any random sample of spoken English.

6. d.
7. d) The latest full revision of the “Oxford English Dictionary”, published in 1989 and considered the premier dictionary of the English language, contains about 615,000 word entries. The Global Language Monitor (a Texas-based company that analyzes and tracks worldwide language trends) claims that the English language now boasts over a million words.

8. 9. more than one answer possible.

**Reading Comprehension Tasks**

1

2
1) widespread language  
2) will give you the opportunity to study with the top scholars  
3) attending international conferences  
4) a good command of English is an increasingly useful skill  
5) an individual’s employability  
6) broaden the mind  
7) enrich culturally  
8) to get left behind  
9) give one a vital edge over others

**Grammar and Vocabulary Focus**

1
1. The British Empire expanded across almost a quarter of the world’s surface, therefore

English has become used in many countries. / English has become used in many countries because …. 2. The ability to speak English increases an individual’s employability because …. 3. The knowledge of English increases career opportunities because …. 4. English is the lingua franca of the scientific community, therefore …. 5. The number of people learning the English language is growing because …. / The knowledge of English is vital in many professions, therefore …. 6. The students are studying English in order to become …. / … because they want to become …. 7. In order to improve your English you should …. / You want to improve your English, therefore …. .

2
1) the, ___, ___  
2) ___, ___, the, the, ___, the, ___, the, the  
3) ___, the___  
4) The, ___, ___,  
5) ___, the, the, the, the
Unit 3. THE BELARUSIAN STATE UNIVERSITY

Reading Comprehension Tasks


2. 1) the major higher educational establishment; 2) the oldest university; 3) two forms of learning; 4) the department by correspondence; 5) attend lectures and seminars; 6) oral and written tests; 7) fundamental and applied research; 8) the academic staff; 9) professors and associate professors; 10) different branches of national economy.

Grammar and Vocabulary Focus

education, innovation, establishment, development, assessed, examinations, equipped, Information, Association, accession.

3. 1) was founded; 2) was destroyed; 3) was quickly restored; 4) is given (paid); 5) is assessed; 6) are engaged; 7) is headed; 8) are equipped; 9) are organized; 10) was approved.

4. a) центр образования, практическая работа студентов, рабочий факультет, двухступенчатая система высшего образования, успеваемость студентов.
   b) the world's universities / universities of the world, the Faculty of Philosophy and Social Sciences, teaching staff, students' success, the country's major higher educational establishment / the major higher educational establishment of the country, Italy's oldest University.

5. 1. The BSU is one of the oldest higher educational establishments in our country.
   2. The BSU is the largest scientific and educational center of the country.
   3. The Library of the BSU is one of the biggest in Belarus.
   4. Professors and research workers of the BSU carry out research on the most topical issues of science.
   5. The students of the BSU are taught on the basis of the latest / newest methods and technologies.
   6. The BSU ranks high among European universities and is among 3 best universities of the CIS countries.

Unit 4. THE FACULTY OF PHILOSOPHY AND SOCIAL SCIENCES

Reading Comprehension Tasks

2. 1) 1999; 2) Four; 3) Two; 4) 1,500; 5) 20, 60; 6) Two; 7) 2003; 8) 30; 9) 1921.

Grammar and Vocabulary Focus

1. 1) were; 2) are; 3) does; 4) did; 5) are; 6) does.

2. 1. The, the, – 2. The, the 3. –, the, – 4. – 5. The, –, – 6. The, –, the.

4. repeatedly, administrative, actively, educational, philosophical, ecological, sociologists, Sociological, regularly, successfully.
Unit 1. WHAT IS PHILOSOPHY?

Reading Comprehension Tasks (Text 1)


Reading Comprehension Task (Text 2)

1) fundamental and abstract; 2) reflection, experiment; 3) universal; 4) geographical; 5) four.

Writing for Academic Purposes


Grammar and Vocabulary Focus

2. 1) connected; 2) established; 3) including; 4) underlying; 5) developed; 6) involved; 7) used.
3. 1) b; 2) a; 3) b; 4) a; 5) b; 6) a.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective / participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>knowledge</td>
<td>knowledgeable</td>
</tr>
<tr>
<td>realize</td>
<td>reality</td>
<td>real</td>
</tr>
<tr>
<td>assume</td>
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<td>assumed</td>
</tr>
<tr>
<td>science</td>
<td>scientific</td>
<td></td>
</tr>
<tr>
<td>investigate</td>
<td>investigation</td>
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</tr>
<tr>
<td>ethics</td>
<td>ethical</td>
<td></td>
</tr>
<tr>
<td>intelligence</td>
<td>intelligible</td>
<td></td>
</tr>
<tr>
<td>recommend</td>
<td>recommendation</td>
<td>recommended</td>
</tr>
<tr>
<td>argue</td>
<td>argument</td>
<td>arguable</td>
</tr>
</tbody>
</table>

5. 1) knowledge; 2) reality; 3) sciences; 4) assumptions; 5) intelligible; 6) investigation; 7) arguments; 8) recommendations; 9) arguable; 10) influential; 11) ethical; 12) intelligence.
Unit 2. METHODS OF PHILOSOPHY

Reading for Information and Discussion (Text 1)

1. C; 2. D; 3. A; 4. B.

Reading Comprehension Tasks

1) two groups; 2) religion and ethics; 3) science; 4) a hindrance to the progress of philosophy; 5) its inspiration; 6) the most general “results” of science, the methods of science; 7) philosophical problems; 8) the adoption of scientific method in philosophy; 9) haste and ambition; patience and modesty.

Writing for Academic Purposes

1

First of all, we should recall that Philosophy has almost as many definitions as there have been philosophers, both as a subject matter and an activity. Turning to the question of methods, we’ll see that this question is no less controversial.

I believe that the method of philosophy is just the method of inquiry. To illustrate what I mean, I’ll talk a little bit about philosophy as a scientific discipline, and then about philosophy as a humanistic or perennial (вечная, нестареющая) discipline. Despite what you may have heard, philosophy and science are pretty tight. This is true in at least two ways. First, a lot of contemporary analytic philosophy draws on empirical premises to make arguments. For instance, Hilary Kornblith uses results in psychology and cognitive science to defend a particular picture of how we come to know things, and what our limitations are. Besides, some philosophers even run their own experiments. Secondly, scientific inquiry is based on philosophical methods like argument and conceptual clarification...

To sum up, we may state that philosophy’s methods include those of other areas of inquiry. Sometimes philosophy uses the scientific method. Sometimes science uses philosophical methods. Sometimes philosophy functions to apply old views to new situations. Sometimes in philosophy we reimagine the old and familiar from a new perspective. So, if there is any method to philosophy, I think it’s just the method of inquiry in general. Philosophers adopt a broad range of methods for understanding the world, and those methods seem to include, well, all of them.

Finally, I think my conclusion is a happy companion to Sellars’ famous dictum that “The aim of philosophy, abstractly formulated, is to understand how things, in the broadest possible sense of the term, hang together, in the broadest possible sense of the term.”
Grammar and Vocabulary Focus

<table>
<thead>
<tr>
<th>V + = -able = Adj</th>
<th>N + -ic/-ical = Adj</th>
<th>V + - (ca)tion = N</th>
<th>N + -ive = Adj</th>
<th>V + -ing = Participle I or Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>manageable</td>
<td>methodic</td>
<td>deduction</td>
<td>deductive</td>
<td>determining</td>
</tr>
<tr>
<td>arguable</td>
<td>philosophical</td>
<td>induction</td>
<td>inductive</td>
<td>clarifying</td>
</tr>
<tr>
<td>attainable</td>
<td>historical</td>
<td>reduction</td>
<td>comprehensive</td>
<td>settling</td>
</tr>
<tr>
<td>controllable</td>
<td>skeptical</td>
<td>investigation</td>
<td>distinctive</td>
<td>doubting</td>
</tr>
<tr>
<td>reasonable (in)</td>
<td>pragmatic</td>
<td>distincton</td>
<td>argumentative</td>
<td>supporting</td>
</tr>
<tr>
<td>doubtful</td>
<td>logical</td>
<td>adoption</td>
<td>productive</td>
<td>being</td>
</tr>
<tr>
<td>dubbable</td>
<td>practical</td>
<td>assumption</td>
<td>investigative</td>
<td>attaining</td>
</tr>
<tr>
<td>dubitable</td>
<td>scientific</td>
<td>definition</td>
<td>interpretative</td>
<td></td>
</tr>
</tbody>
</table>

2
1) collection; 2) assumptions; 3) investigation; 4) being; 5) scientific; 6) attaining; 7) definition.

3
1) historical, philosophical; 2) systematic, skeptical, doubting, supporting; 3) productive, indubitable, manageable; 4) determining, clarifying, settling; 5) deduction, induction, reduction.

Unit 3. CAREERS IN PHILOSOPHY

Reading Comprehension Tasks

2

3
1) have taken several paths; 2) have managed to combine their interests; 3) provides graduates with a wide range of skills; 4) develops intellectual abilities; 5) personal stock goes up; 6) gives candidates a competitive edge; 7) at first glance; 8) to be poles apart; 9) immediately after they graduated; 10) the employment rate.

Writing for Academic Purposes

1
Possible answers:
1. a. The European and American University system have several important differences.
   b. The American university system is stricter than the European system.
2. Student success at university is the result of a number of inter-related factors.
3. Studying at University has been an exciting and rewarding experience.

Grammar and Vocabulary Focus

1
1) provides; 2) to take on; 3) to examine; 4) to make; 5) develops; 6) teaches; 7) provides.
1) provides graduates; 2) intellectual abilities; 3) a competitive edge; 4) Philosophy majors; 5) started out as; 6) interdisciplinary nature; 7) do rather well financially.

1) isn't limited; 2) develops; 3) is highly valued; 4) are found; 5) was also found, have taken, have managed.

1) working; 2) developing; 3) to test; 4) using; 5) fighting; 6) seeking; 7) working; 8) to develop; 9) Studying; 10) (to) live; 11) living; 12) examining.

Unit 1. WHAT IS SOCIOLOGY?

Reading Comprehension Tasks


Writing for Academic Purposes


Grammar and Vocabulary Focus

1. Increasing; 2. sweeping; 3. integrated; 4. studying; 5. devoted, shaping; 6. explored; 7. changing.

2. b; 2. b; 3. a; 4. b; 5. b; 6. b; 7. a; 8. a.

Sociology, theoretical, individuals, relation, behaviour, interaction, sociological.

Unit 2. METHODS OF SOCIOLOGY

Reading Comprehension Tasks

<table>
<thead>
<tr>
<th>Qualitative research</th>
<th>Quantitative research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim is a complete, detailed description.</td>
<td>The aim is to classify features, count them, and construct statistical models.</td>
</tr>
<tr>
<td>Researcher may only know roughly in advance what he/she is looking for.</td>
<td>Researcher knows clearly in advance what he/she is looking for.</td>
</tr>
<tr>
<td>The design emerges as the study unfolds.</td>
<td>All aspects of the study are designed before the data are collected.</td>
</tr>
<tr>
<td>Researcher is the data gathering instrument.</td>
<td>Researcher uses tools, such as questionnaires or equipment to collect numerical data.</td>
</tr>
</tbody>
</table>
## Writing for Academic Purposes

1

Imagine you are a researcher living in France during Comte’s time, in the mid-1800s, interested in studying the choices and structures of your society. You believe a new era is dawning, one in which a logical approach to the study of society can bring dramatic insights never before explored or understood. If you felt this way, you would share much in common with the views of Comte, who was excited about the possibility of entering what he saw as the third and final of three key cultural stages. Society had already experienced the first two stages. First, the theological-military stage had been dominant, in which a belief in supernatural beings, slavery, and the military were key elements. Secondly, human culture experienced the metaphysical-judicial stage, in which a great focus on political and legal structures developed as society became more scientific. Finally, it would be the stage of the scientific-industrial society with a “positive philosophy of science” emerging due to advances in logical ways of thinking and scientific inquiry.

Despite the fact that positivism formed the basis for sociology, the idea that there is one true set of natural laws governing how society operates is no longer part of mainstream theories. Instead sociologists recognize that the study of culture is complex and a variety of methods can be used to understand it. For instance, using fieldwork, a researcher can spend time in another culture to learn about it. In other words, modern day sociologists do not see the development of one “true” vision of society as a goal for sociology as Comte did.

2

1. In contrast to; 2. In other words; 3. for example; 4. however; 5. so; 6. for example, in addition.

## Unit 3. CAREERS IN SOCIOLOGY

### Reading Comprehension Tasks

2

1) the ability to understand oneself and others in the context of social conditions; 2) to combine diverse perspectives; 3) perpetuate or change current social conditions; 4) social justice; 5) recognise trends and patterns; 6) a firm grasp of research design;
7) develop expertise; 8) investigative skills; 9) provide the strong liberal arts preparation; 10) to earn an average annual income; 11) to pay the mean wage.
3

Writing for Academic Purposes
1
Possible answers:
1. There are many reasons why studying sociology is a good choice for an international student.
2. Studying at University has been such an exciting and rewarding experience.
3. When choosing between anthropology and sociology for your major, it is important to understand what are the areas of study and career prospects for each field.

Grammar and Vocabulary Focus
1
  1) entering; 2) working; 3) provides; 4) lead; 5) influences; 6) enables.
  2
  1) Liberal Arts education; 2) compete; 3) benefit from; 4) Sociology majors; 5) grasp; 6) mean annual income; 7) investigative (research) skills; 8) Human Resources.
  4
  1) working; 2) including; 3) understanding; 4) adapting (to adapt); 5) to understand; 6) to anticipate; 7) to understand; 8) growing; 9) to apply; 10) researching.

GRAMMAR FILE

Practice (Basic word order in statements. Word order in questions)
1
  1. Let me introduce myself. 2. I am proud to become a student of the Institute of Journalism. 3. I have always dreamt of studying at University. 4. It is my ambition to work in a big international company.
  2
  3
  1) isn't it; 2) were you; 3) would he; 4) don't you; 5) need we; 6) don't we; 7) are you; 8) couldn't you; 9) wouldn't you.
Practice (it, one, they, there is)

1. Трудно перевести этот текст. 2. В доме собака. Она злая. 3. Здесь собираются построить новый бассейн. 4. Вчера было намного холоднее. 5. Жаль, что ты не можешь пойти с нами. 6. Не следует верить слухам. 7. На крыше кошка. Она черная. 8. Нужно всегда держать свое слово.

2. 1. It's getting dark. It's time to go home. 2. It is important to attend classes regularly. 3. How many students are there in your group? 4. There are 11 players in a football team. 5. There are 4 Departments at our faculty. 6. There are 16 faculties at the BSU today.

Practice (noun)

1. aircraft; 2) many fish; 3) a piece of advice; 4) hair; 5) doesn't; 6) was; 7) has; 8) is not; 9) research; 10) are they; 11) customs; 12) equipment.

2. 1) leaves, feet; 2) men, fish; 3) houses, roofs; 4) women, men; 5) cities means; 6) wives, knives, shelves; 7) heroes; 8) editor-in-chiefs.

3. 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. a; 8. b; 9. b.

4. 1) how much; 2) Much; 3) a little; 4) a few; 5) few; 6) Little.

Practice (articles)

1. 1. d; 2. k; 3. c; 4. l; 5. i; 6. a; 7. g; 8. b; 9. m; 10. e; 11. j; 12. f; 13. h

2. 1. a, the; 2. -, the, the; 3. -, the; 4. a, The; 5. a, the; 6. a, the; 7. A, a, -, the, a, the, the; 8. a, a, The.

3. 1. The, – the; 2. the, – the, –; 3. the; 4. The, the; 5. –; 6. –; 7. the, –; 8. the; 9. the, the; 10. (the); 11. –; 12. the; 13. the.

4. 1. –; 2. the; 3. the; 4. the; 5. –; 6. the; 7. –; 8. the; 9. the; 10. the; 11. the; 12. –.

Practice (Adjectives. Degrees of comparison)

1) worse; 2) the best; 3) less, fewer; 4) further; 5) better; 6) more; 7) least; 8) less; 9) The less ..., the easier; 10) Better; 11) worst; 12) farthest / furthest; 13) less; 14) further, much more difficult; 15) the least happy; 16) much earlier.

**Practice (The Adverb. Degrees of comparison)**


friendly, lively, cowardly, motherly, lonely, lovely, silly, ugly

1) easy, easily; 2) slowly; 3) free; 4) in a friendly way / manner; 5) highly; 6) high; 7) well; 8) late, quietly.

**Practice (Personal, Possessive, Reflexive Pronouns)**

1) their; 2) my, it, mine, they; 3) yours, them; 4) your, it, it; 5) her, she, her; 6) It; 7) its; 8) your; 9) mine, hers; 10) its.

2) herself; 2) myself; 3) yourselves; 4) yousef; 5) ourselves; 6) yourself; 7) –; 8) –; 9) herself; 10) yourself.

3) my; 2) our; 3) them; 4) his; 5) himself; 6) their; 7) (by) themselves; 8) their; 9) them; 10) my; 11) it; 12) (by) myself.

**Practice (Indefinite and Demonstrative Pronouns)**

1) each; 2) every; 3) each; 4) every; 5) every; 6) every; 7) each; 8) each; 9) every; 10) every.

2) Each of us; 2) every; 3) every; 4) each; 5) another; 6) other; 7) the other; 8) others.

3) every other day; 2) each other; 3) the other day; 4) One after another; 5) the other day; 6) every other day; 7) in other words; 8) On the one hand... on the other hand; 9) another three days; 10) each other; 11) the others; 12. another.

4) 1. a; 2. b; 3. b; 4. a; 5. a; 6. a; 7. b; 8. a.

5) 1) Those; 2) that; 3) this, these; 4) that, Those; 5) this; 6) This, that; 7) that; 8) that; 9) This; 10) that; 11) this, that; 12) Those.
Practice (The Numeral)

1) fifteen; 2) million; 3) Three hundred; 4) section 2; 5) the year; 6) A hundred; 7) three hundred; 8) five hundred; 9) two thousand and two; 10) Terminal One.

2) twentieth; 2) bus six; 3) hundredth; 4) the two hundredth; 5) the 20th; 6) three thirds; 7) the third; 8) third; 9) one hundred and first; 10) the 19th century.

Practice (to be, to do, to have)

1. My name is... 2. I am from ... 3. Yes, I am / No, I am not. 4. Yes, I am / No, I am not. 5. Yes, I do / No, I don’t. 6. Yes, he does. 7. No I don’t. 8. Yes, I do / No, I don’t.

2) was, is; 2) was; 3) were, were; 4) have; 5) are; 6) is, was; 7) Have; 8) Are, are; 9) have; 10) have.

3) are; 2) am; 3) are; 4) am; 5) is; 6) is; 7) is; 8) is; 9) is; 10) are; 11) are; 12) Are; 13) are.

4) am; 2) have; 3) are; 4) is; 5) have; 6) have; 7) has.

5) Do ... have; 2) do ... have; 3) do not have; 4) does not have; 5) do not have; 6) has; 7) do ... have; 8) do ... have; 9) have; 10) had, had.

Practice (Tenses in Active Voice)

1. b; 2. a; 3. b; 4. b; 5. c; 6. c.

2) is, will (’ll) take; 2) finishes, will (’ll) look; 3) graduates, ’ll be; 4) recieves, ’ll feel; 5) ’ll buy, stays; 6) won’t leave, tidy; 7) ’ll let, happens; 8) Will ... give, need.

3) was; 2) had; 3) had; 4) were; 5) had; 6) was; 7) were; 8) had.

4) when you take the exam; 2) if you work hard; 3) unless you work hard; 4) while you are a student; 5) as soon as you miss classes; 6) until you get a good education; 7) by the time you graduate from the university; 8) after you successfully graduate from the university.

5) I hated languages at school. I just wasn’t interested in learning, so I never did my homework and I was always bottom of the class when it came to exams! Maybe it wasn’t her fault, but I really didn’t get on with my teacher. She seemed to think I was a stupid young girl just because I didn’t know a past participle from an auxiliary verb (I still don’t
actually). And even if I did learn English, there were no English-speaking people in my town, so who would I ever speak English to?

Things started to change when I got my first job, though. I spent my first two years in the Sales Department, and I had to speak English on the phone almost every day, which wasn’t easy. I didn’t really have enough time to go to classes, so at first I tried to study on my own.

I also persuaded an English-speaking friend to give me some private lessons and I started to make progress. I don’t know when it was exactly that I realized my English was good enough to do First Certificate, but I did … and I passed!

So I don’t hate English any more. In fact, it has made quite a big difference to my life!

Practice (The Passive Voice)

1 1) The traffic; 2) my sister; 3) Homer; 4) Shakespeare; 5) The dog; 6) terrorists.
2 1) has been caused; 2) swept; 3) burst; 4) were rescued; 5) received; 6) reached; 7) were blocked; 8) were brought down; 9) is being done; 10) said.
3 1) by; 2) with; 3) by; 4) by; 5) with; 6) by; 7) with; 8) with; 9) with; 10) by.
4 2. When was the computer invented? 3. What is silver used for? 4. Who was America discovered by? 5. How is glass made? 6. Who was radio invented by?
5 1) is being written; 2) will have been written; 3) will have been written; 4) had been written; 5) has been written; 6) had been written; 7) hasn’t been written; 8) has just been written; 9) was being written; 10) was written; 11) was being written; 12) have been written.
6 2) had not been invited; 3) was built; 4) is cleaned; 5) were taken; 6) is spoken; 7) are shown; 8) was stolen; 9) are employed; 10) am being served.
7 1) is situated, be grouped; 2) is presently being affected; 3) has been facilitated; 4) was largely driven; 5) is linked; 6) have been achieved; 7) has been used; 8) be understood.
8 A. 2) be allowed; 3) be expected; 4) be punished.
B. 2) is / was built; 3) is limited; 4) are not encouraged; 5) is served; 6) is situated; 7) are included; 8) is planned; 9) are offered; 10) be missed.

Practice (Modal Verbs)

1 1) be able to; 2) couldn’t; 3) can’t; 4) couldn’t; 5) could (can); 6) was able to; 7) can; 8) was able to.
2 1) may / might; 2) may / might; 3) May; 4) may / might; 5) may; 6) Are we allowed; 7) May I; 8) may / might.
3 1) have to; 2) must / have to; 3) had to; 4) have to; 5) must / have to; 6) had to; 7) have to; 8) must.
Practice (Infinitive)

1. a; 2. b; 3. b; 4. b; 5. a; 6. b; 7. a; 8. b.

1) call; 2) be called; 3) to get; 4) to be given; 5) to hide; 6) to be hidden; 7) to invite; 8) to be invited; 9) rely; 10) be relied on.

2) do; 2) to have kept you waiting / to have been keeping; 3) to have had; 4) to have heard; 5) to have been forgotten; 6) have made; 7) to have been looking; 8) to be concentrating.

3) not to make noise; 2) not to tell; 3) not to go; 4) not to get; 5) not to do; 6) not play; 7) not go out; 8) not do.

4) her come; 2) you to be brought up; 3) him raise; 4) them to arrive; 5) you lock; 6) this book to be; 7) her touch; 8) the sun rise; 9) her sing; 10) his son clean.

5) him enter the room; 2) her cross the street; 3) my heart beat; 4) you to pass the exam.

Practice (Infinitive and Gerund)

1. walking; 2. to send; 3. afford; 4. doing; 5. play; 6. reading; 7. to work; 8. to cry / crying.

2) to seeing; 2. for interrupting; 3. to making; 4. of asking; 5. in learning; 6. on receiving; 7. at hearing; 8. of visiting; 9. of having; 10. of becoming; 11. for your coming; 12. in trying.

3) to buy; 2. to stop; 3. repeating; 4. not go; 5. play; 6. listening; 7. repeating; 8. writing; 9. to send; 10. using; 11. to come; 12. ringing.

4) to forget, worrying; 2. remaining, to help; 3. having, to ride; 4. make, breaking; 5. remind; 6. come; 7. buying; 8. singing.

Practice (Participles, Infinitive and Gerund)

1) interested, interesting; 2) disappointing, disappointed; 3) terrifying, shocked; 4) boring, amusing; 5) horrified, shocking; 6) embarrassed, embarrassing; 7) fascinated, fascinating; 8) exhausted, exhausting; 9) surprising, surprised, frightened; 10) worried, alarming.
Practice (Complex Sentence)
1
1) what; 2) that; 3) that; 4) what; 5) who; 6) whom; 7) which; 8) where; 9) who; 10) which.
2
Possible answers:
1) he didn't study very hard; 2) he studied very hard; 3) I was feeling unwell; 4) I was still feeling unwell; 5) I was in a hurry; 6) I wasn't late.
3
1) in order to; 2) because; 3) therefore; 4) although; 5) When; 6) which; 7) who; 8) whose; 9) which; 10) where.
4
1. b; 2. c; 3. c; 4. a; 5. a; 6. b; 7. a; 8. c; 9. c; 10. b.

Practice (Conditional Sentences)
1
1) find; 2) walks; 3) will have; 4) finds; 5) will laugh; 6) will cry; 7) will have; 8) falls.
2
1. ... you press that button on the keyboard, you'll lose what you've written. 2. ... lose your work if you make a back-up copy. 3. ... have virus protection, you'll have problems with your computer. 4. ... back and arms will ache if you sit too long at the computer. 5. ... could have problems if you turn off the computer before closing all programs. 6. ... you don't save your work before closing the word-processing program, you'll lose it. 7. ... you learn the keyboard short cuts, you can save a lot of time.
3
2) wouldn't have to; 3) wouldn't have to; 4) lived; 5) got up, wouldn't be; 6) did, wouldn't get.
4
1) had gone, had gone; 2) had taken, might / could / would not have been rejected; 3) had worn, would / might not have seemed.

Practice (Direct and Indirect speech)
2
1. Jack told her / Ann (that) he was still looking for a job. 2. Ann said (that) she had just heard about a job at a scientific research company. 3. Jack told her/Ann (that) he had got a B.Sc. in Biochemistry from London University. 4. Ann said (that) they wanted someone with more experience as a programmer. 5. Jack said (that) he had worked as a programmer for Data Systems for two years. 6. Ann said (that) they didn't want a recent graduate. 7. Jack said (that) he had got his degree four years before. 8. Ann said (that) it sounded like the right job for Jack (him).
3
1. The manager asked what experience he had. 2. The manager asked why he had applied for the job at the company. 3. The manager asked if (or whether) he got on well with his last employer. 4. The manager asked what his starting salary at his last job had been / had been at his last job. 5. The manager asked if (or whether) he was going for interviews with other companies. 6. The manager asked if (or whether) he had a family.
1. He told them (or he said) to pull over and have a brief nap. 2. He told them (or he said) not to have a long nap. 3. He told them (or he said) to sing to themselves. 4. He told them (or he said) not to eat while driving. 5. He told them (or he said) to open their windows. 6. He told them (or he said) to be careful when they stop their cars. 7. He told them (or he said) not to stop in a deserted place. 8. He told them (or he said) not to drink and drive.
REFERENCES


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