




ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
КВАЛИФИКАЦИИ

Кафедра «Иностранных языков»

Методические указания
по развитию грамматических навыков по
теме «Tenses» в устной и письменной речи
по дисциплине

«АНГЛИЙСКИЙ ЯЗЫК»

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Ростов-на-Дону, 2016

Аннотация

Методические указания предназначены для магистрантов всех специальностей. Состоят из двух разделов. Тексты и упражнения взяты из оригинальных источников. Основная цель занятий – развитие грамматических навыков по употреблению времен английского глагола в действительном и страдательном залоге.

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Оглавление

Unit I ENGLISH TENSES. ACTIVE VOICE	4
Part I. Grammar references.	4
Part II. Grammar exercises.	7
Part III. Reading.	11
Unit II ENGLISH TENSES. PASSIVE VOICE	17
Part I. Grammar references.	17
Part II. Grammar exercises.	18
Part III. Reading.	24
Literature	30

UNIT I

ENGLISH TENSES. ACTIVE VOICE

Part I. Grammar references.

Глагол - часть речи, которая обозначает действие или состояние лица или предмета. Глагол в английском языке обладает гораздо более сложной, чем в русском, системой видовременных форм. Эта система охватывает личные формы (Finite Forms) и неличные формы (Non-finite Forms).

Личные формы глагола выражают следующие категории: лицо, число, время, вид, залог, наклонение. Личная форма, как и в русском языке, в предложении всегда употребляется в функции сказуемого.

e.g. We live in Russia. Мы живём в России.

К неличным формам глагола относятся инфинитив (Infinitive), герундий (Gerund), причастие (Participle). Неличные формы глагола не имеют категорий лица, числа, времени и наклонения. Только некоторые из них выражают залог и вид.

Основные глагольные формы

Английский глагол имеет 4 формы.

I	II	III	IV
инфинитив	прошедшее неопределённое время	причастие II	причастие I
Infinitive	Past Indefinite	Participle II	Participle I (-ing форма)
to write to develop	wrote developed	written developed	writing developing

Инфинитив представляет собой неличную форму глагола, которая только называет действие. Он не имеет ни лица, ни числа и соответствует неопределённой форме глагола в русском языке. В словаре глагол даётся обычно в форме инфинитива. Формальным признаком инфинитива является частица to.

По способу образования II и III форм все глаголы английского языка делятся на правильные (стандартные) и неправильные (нестандартные).

I	II	III	IV
to ask to write	asked* wrote	asked* written	asking writing

* Правильные глаголы образуют формы прошедшего неопределённого времени (Past Indefinite) и причастия II при помощи прибавления суффикса -ed (-d) к основе глагола. Причастие I образуется путём прибавления суффикса -ing к основе как правильных, так и неправильных глаголов.

Времена английского глагола. Действительный залог

Употребление		Образование
Indefinite показывает действие как факт (обычное, повторяемое)	Present Past Future	глагол в личной форме
Continuous показывает действие как процесс	Present Past Future	to be + ing
Perfect показывает действие, законченное до определённого момента в настоящем, прошедшем и будущем	Present Past Future	to have + причастие II
Perfect Continuous показывает действие, начатое некоторое время назад и все ещё продолжающееся или только что закончившееся	Present Past Future	to have been + ing

Таблица времён. Действительный залог

	<i>время</i>	<i>формы</i>		<i>временные маркеры</i>
Simple	Present	I, we you, they he, she, it	ask asks	every day, always, usually, often, seldom, rarely, sometimes, as a rule, from time to time, every other day
	Past	+ed или II ф. неправ.глагол.	asked wrote	yesterday, last year, last week, last month, 3 years ago
	Future	I, we все остальные	will ask	tomorrow, next year, in 3 years
Continuous	Present	am is are	asking	now, at present
	Past	was were	asking	yesterday from 5 till 6 at 5 o'clock
	Future	will be	asking	tomorrow from 5 till 6
Perfect	Present	have has	asked	ever, never, lately, just, already, yet, today, this year, since
	Past	had	asked	by 3 o'clock yesterday
	Future	will have	asked	by 3 o'clock tomorrow
Perfect Continuous	Present	have been has	asking	for, since
	Past	had been	asking	for, since
	Future	will have been	asking	for

Part II. Grammar exercises.

Exercise 1. Put the verbs in brackets into the correct form of the Present Tenses.

1. It (often/rain) in this part of the world.
2. What you (do) now?
3. Listen! Somebody (sing) a lovely song.
4. I (not/see) Tom for ages.
5. They (discuss) this matter for 2 hours.
6. Mary (teach) Math at school.
7. My wife (often/make) plum-cakes.
8. Take your umbrella. It (rain) cats and dogs.
9. Can you phone a bit later, please? Jane (have a bath).
10. The children (draw) since they came home.
11. We sometimes (go) to the cinema.
12. Usually I (have coffee) in the morning, but now I (drink) tea.
13. John (still/work) in the garden.
14. You (ever/be) to Italy?
15. He must be tired. He (repair) the car for all day.
16. Don't give him cigarettes. He (not/smoke).
17. Why you (cry)? Is something wrong?
18. Kelvin (already/leave) for Manchester.
19. I (not/hear) from him since he left Paris.
20. Michael, I (try) to get you all day!

Exercise 2. Put the verbs in brackets into the correct form of the Present Tenses.

1. Jack lives not far from us, but we (not/see) him often.
2. It (sound) interesting.
3. Mom (have) a headache since she came from the theatre.
4. Our family (not/hear) from him for 5 months.
5. He (speak) to his parents now.
6. My best friend Jeff (live) in Walton Street.
7. Let's go for a walk. It (not/rain) now.
8. ... the secretary (yet/come)?
9. They (live) there since 1984.
10. I (listen) to this record for half an hour but I can't understand all the words yet.
11. My dad (work) in Saudi Arabia.
12. Don't disturb her, she (work) at her essay.
13. He (not answer) my letter yet.
14. I never (ride) a camel.

15. I'm repairing my son's bicycle. I (do) it for two hours.
16. It seldom (rain) here.
17. Where (be) the children? They (play) computer games.
18. They (just/arrive).
19. He (smoke) for ten years.
20. It's Friday. ... you (see) him this week?

Exercise 3. Put the verbs in brackets into the correct form of the Past Tenses.

1. Last week I (be) busy with my exam.
2. Three weeks later I (leave) for Moscow.
3. When I arrived, Tom (lie) on the sofa and (speak) over the phone.
4. I wasn't hurry because I (just/have) breakfast.
5. We were late. The meeting (start) an hour before.
6. They (drive) for two hours before they finally reached their place.
7. The weather (be) nice today, but it (be) bad yesterday.
8. The police (catch) Dan when he (rob) a shop.
9. When I got up that morning, the sun (shine) brightly.
10. Dad wasn't at home when I came back. He (go) out twenty minutes before.
11. She was the most delightful person I (ever/meet).
12. He (iron) all morning when his wife arrived.
13. We rarely watch TV, but last week we (watch) a lot of interesting programmes.
14. Ten minutes ago I (hear) a strange noise.
15. When you (ring) me yesterday, I (have) a bath.
16. He told me that he (come back) a fortnight before.
17. I knew him at once though I (meet) him many years before.
18. The baby (cry) for half an hour before when he finally fell asleep.
19. She (finish) her work later yesterday afternoon.
20. My husband (speak) to his boss last week.

Exercise 4. Put the verbs in brackets into the correct form of the Past Tenses.

1. I (sit) by the window when I heard the noise.
2. Mr. Jackson said that he (already/buy) everything for lunch.
3. We had no car at that time because we (sell) our old one.
4. He (work) in the garden all Sunday.

5. Five years ago my Dad (sell) his farm and (buy) a business in a small town.
6. We (talk) about him when he suddenly (come) in.
7. Just as Tom (cross) the street, a car came round the corner.
8. Peter saw an urgent message on his table. Somebody (leave) it the day before.
9. I kept silence for a while thinking of what he (tell) me.
10. The children (wait) for an hour when the school bus arrived.
11. She (bring) flowers from the country last Sunday.
12. At six o'clock I (wait) for Jennie at the station.
13. After I (write) all my letters, I (go) to the kitchen to make coffee.
14. They (finish) painting the ceiling by two o'clock.
15. She looked angry as she (wait) for a very long time.
16. She (dig) in the garden for three hours when she stopped for a break.
17. My Dad always (go) to work by car, but last week he (go) to work on foot.
18. Somebody (steal) the money from Dad's pocket while he (sleep).
19. While my son (wait) for my call, somebody (knock) at the door.
20. He was tired because he (work) hard in the garden all day.

Exercise 5. Put the verbs in brackets into the correct form of the Future Tenses.

1. I'm tired. I (go) to bed.
2. I (visit) him tomorrow.
3. I (give) Bob the message if I (see) him.
4. Julia (finish) all the house work by three o'clock and we'll go for a walk.
5. He (sleep) when we come back.
6. We don't know their address. What we (do)?
7. If I (hear) any news, I (phone) you.
8. Don't phone Jim from 5 to 6 – he (have) English.
9. He (come) at eight in the evening.
10. The workers say that they (build up) a district by the beginning of 2001.
11. Perhaps they (buy) a new house this year.
12. If the weather (be) fine tomorrow, we have a picnic.
13. When I (arrive) in Manchester next week, I (phone) you.

14. She (have lunch) by the time we arrive.
15. O.K. I (wait) for you there at 5 o'clock.
16. Diana (come) to the party tomorrow?
17. If you (eat) less bread, you (lose) weight.
18. By the end of the next month our family (save) money for it.
19. Why are you in a hurry? If you arrive at 8 o'clock, they (still/cook) the meal.
20. I hope you (go) to bed by eleven.

Exercise 6. Put the verbs in brackets into the correct form of the Future Tenses.

1. You (arrive) in Paris tomorrow evening.
2. If they (want) your advice, they (get) in touch with you.
3. They still (discuss) the problem at 12 o'clock.
4. At 8 o'clock this evening she (clean) our flat.
5. They believe the ship (come) back by the end of the navigation.
6. Do you think it (rain)?
7. Your parents (worry) if you (be) late in the evening.
8. We (have) time for tea if he (be) in time.
9. I (wait) for you at the theatre at 7 o'clock.
10. I hope the telegram (come) before they start for the North.
11. There (not/be) any wars in the world.
12. If Dad (buy) a new car, we (go) to the sea-side by car next summer.
13. At 11 o'clock this evening he (read) a new detective.
14. The film (already/start) when we get there.
15. Computers (takeover) many of the jobs that people do today by 2100.
16. The boy (remember) this day all his life.
17. I'm tired, but if you (make) me strong coffee, I (go on) working.
18. At ten o'clock tomorrow they (play) football.
19. She (cook) dinner by the time you come.
20. The students (pass) their exams by July.

Part III. Reading.

Reading 1. Read the text and define the tense form of the underlined predicates. Form the infinitive from them.

How to save money on your home phone bill

Families who already face inflation-busting hikes in energy costs are now braced for rises in their phone bills. BT is imposing its fourth price rise in less than two years, with line rental, daytime calls and evening calls all affected. From December 3 line rental costs will go up from £13.90 a month to £14.60, which will mean an extra £8.40 a year.

The cost of daytime calls will go up from 7.6p a minute to 7.95p, while evening calls will rise from 1p a minute to 1.05p. Michael Phillips, of Homephone choices.co.uk, said: "While BT's price increases may be in line with inflation, they will prove very unpopular with households already feeling the pinch. Yet there are things you can do to keep home phone bills down. First, you can check what other deals are available by using price comparison sites. Don't overlook the smaller, niche providers as these often provide the best deals.

For example, Primus offers the cheapest standalone line rental, starting at just £6.79 per month. The deal, available through Home phonechoices.co.uk, doesn't include calls so would suit those who use their phones infrequently. Daytime calls cost 6p a minute, evening and weekend calls 1p a minute and there's a call connection charge of 11p, compared with 13.1p with BT after December's rise. Heavier users may want to consider Primus's £7.99-a-month Home Saver which includes evening and weekend calls. For customers who want to stay with BT but still reduce their bills, the Line Rental Saver tariff offers savings of more than £55 against the increased prices provided the yearly cost of £120 is paid up front.

Another way to make savings is to bundle broadband, phone and TV services together. Packages start from under £20 a month excluding line rental.

BT's basic Essential TV package, which has 70 channels, broadband and free UK landline calls, costs just £4 for the first four months and £17 thereafter, plus £13.90 line rental (which will rise to £14.60). There's a £30 set-up cost. Virgin Media offers a similar TV service with the added attraction of fast fibre-optic broadband, -although it offers free calls only at the weekend. This £20-a-month deal has a £49.95 set-up fee plus £13.90 line rental, which Virgin has no plans as yet to increase. Michael Phillips said: "More people are waking up to the benefits of shopping around, yet more than half of

home phone customers haven't switched providers at all in the past five years."

Reading 2. Look through the text.

a) Find and write out all the predicates in the active voice.

b) Form the infinitive from these predicates.

Apple Computer, Inc. (part 1)

Apple Inc. is an American multinational corporation that designs and sells consumer electronics, computer software, and personal computers. The company's best-known hardware products are the Macintosh line of computers, the iPod, the iPhone and the iPad. Its software includes the Mac OS X operating system; the iTunes media browser; the iLife suite of multimedia and creativity software; the iWork suite of productivity software; Aperture, a professional photography package; Final Cut Studio, a suite of professional audio and film-industry software products; Logic Studio, a suite of music production tools; the Safari web browser; and iOS, a mobile operating system.

As of July 2011, Apple has 357 retail stores in ten countries, and an online store. It is the largest publicly traded company in the world by market capitalization, overtopping ExxonMobil by some \$60 billion, as well as the largest technology company in the world by revenue and profit, worth more than Google and Microsoft combined. As of September 24, 2011, the company had 60,400 permanent full-time employees and 2,900 temporary full-time employees worldwide; its worldwide annual sales totalled \$65 billion, growing to \$108 billion in 2011.

Fortune magazine named Apple the most admired company in the United States in 2008, and in the world from 2008 to 2011. However, the company has received widespread criticism for its contractors' labor, and for its environmental and business practices.

Established on April 1, 1976 in Cupertino, California, and incorporated January 3, 1977, the company was named Apple Computer, Inc. for its first 30 years. The word "Computer" was removed from its name on January 9, 2007, as its traditional focus on personal computers shifted towards consumer electronics.

Apple was established on April 1, 1976 by Steve Jobs, Steve Wozniak, and Ronald Wayne, to sell the Apple I personal computer kit. They were hand-built by Wozniak and first shown to the public at the Homebrew Computer Club. The Apple I was sold as a motherboard (with CPU, RAM, and basic textual-video chips) – less

than what is today considered a complete personal computer. The Apple I went on sale in July 1976 and was market-priced at \$666.66 (\$2,723 in 2012 dollars, adjusted for inflation.)

Apple was incorporated January 3, 1977 without Wayne, who sold his share of the company back to Jobs and Wozniak for \$800. Multi-millionaire Mike Markkula provided essential business expertise and funding of \$250,000 during the incorporation of Apple.

The Apple II was introduced on April 16, 1977 at the first West Coast Computer Faire. It differed from its major rivals, the TRS-80 and Commodore PET, because it came with character cell based color graphics and an open architecture. While early models used ordinary cassette tapes as storage devices, they were superseded by the introduction of a 5 1/4 inch floppy disk drive and interface, the Disk II.

The Apple II was chosen to be the desktop platform for the first "killer app" of the business world—the VisiCalc spreadsheet program. VisiCalc created a business market for the Apple II, and gave home users an additional reason to buy an Apple II—compatibility with the office. According to Brian Bagnall, Apple exaggerated its sales figures and was a distant third place to Commodore and Tandy until VisiCalc came along.

By the end of the 1970s, Apple had a staff of computer designers and a production line. The company introduced the ill-fated Apple III in May 1980 in an attempt to compete with IBM and Microsoft in the business and corporate computing market.

Jobs and several Apple employees including Jef Raskin visited Xerox PARC in December 1979 to see the Xerox Alto. Xerox granted Apple engineers three days of access to the PARC facilities in return for the option to buy 100,000 shares (800,000 split-adjusted shares) of Apple at the pre-IPO price of \$10 a share. Jobs was immediately convinced that all future computers would use a graphical user interface (GUI), and development of a GUI began for the Apple Lisa.

When Apple went public, it generated more capital than any IPO since Ford Motor Company in 1956 and instantly created more millionaires (about 300) than any company in history.

Reading 3. Look through the text. Find and write out all the predicates in the active voice.

a) Define the tense form of the predicates.

b) Form the infinitive from these predicates.

Apple Computer, Inc. 1986–1993: Rise and fall (part 2)

Having learned several painful lessons after introducing the bulky Macintosh Portable in 1989, Apple introduced the PowerBook in 1991. The Macintosh Portable was designed to be just as powerful as a desktop Macintosh, but weighed 7.5 kilograms (17 lb) with a 12-hour battery life. The same year, Apple introduced System 7, a major upgrade to the operating system, which added color to the interface and introduced new networking capabilities. It remained the architectural basis for Mac OS until 2001.

The success of the PowerBook and other products brought increasing revenue. For some time, it appeared that Apple could do no wrong, introducing fresh new products and generating increasing profits in the process. The magazine MacAddict named the period between 1989 and 1991 as the "first golden age" of the Macintosh.

Following the success of the Macintosh LC, Apple introduced the Centris line, a low-end Quadra offering, and the ill-fated Performa line that was sold in several confusing configurations and software bundles to avoid competing with the various consumer outlets such as Sears, Price Club, and Wal-Mart, who were the primary dealers for these models. The result was disastrous for Apple as consumers did not understand the difference between models.

During this time Apple experimented with a number of other failed consumer targeted products including digital cameras, portable CD audio players, speakers, video consoles, and TV appliances. Enormous resources were also invested in the problem-plagued Newton division based on John Sculley's unrealistic market forecasts. Ultimately, all this proved too-little-too-late, as Apple's market share and stock prices continued to slide.

Apple saw the Apple II series as too expensive to produce, while taking away sales from the low end Macintosh. In 1990, Apple released the Macintosh LC with a single expansion slot for the Apple IIe Card to migrate Apple II users to the Macintosh platform. Apple stopped selling the Apple IIe in 1993.

Microsoft continued to gain market share with Windows, focusing on delivering software to cheap commodity personal computers while Apple was delivering a richly engineered, but expensive, experience. Apple relied on high profit margins and never developed a clear response. Instead they sued Microsoft for using a graphical user interface similar to the Apple Lisa in Apple Computer, Inc. v. Microsoft Corporation. The lawsuit dragged on for years before it was finally dismissed. At the same time, a series of major product flops and missed deadlines sullied Apple's reputation, and Sculley was

replaced by Michael Spindler.

Exercise 7. Translate the following texts in the written form.

a) Microsoft Corporation – одна из крупнейших транснациональных компаний по производству программного обеспечения для различного рода вычислительной техники – персональных компьютеров, игровых приставок, КПК, мобильных телефонов и прочего, разработчик наиболее широко распространённой на данный момент в мире программной платформы — семейства операционных систем Windows.

Подразделения компании также производят семейство игровых консолей Xbox, а также аксессуары для персональных компьютеров (клавиатуры, мыши). Продукция Microsoft продаётся более чем в 80 странах мира, программы переведены более чем на 45 языков.

Штаб-квартира компании находится в городе Редмонд. Штат сотрудников корпорации составляет порядка 90 тысяч человек.

На территории России с ноября 1992 года действует представительство Microsoft.

b) Операционная система — комплекс управляющих и обрабатывающих программ, которые, с одной стороны, выступают как интерфейс между устройствами вычислительной системы и прикладными программами, а с другой стороны — предназначены для управления устройствами, управления вычислительными процессами, эффективного распределения вычислительных ресурсов между вычислительными процессами и организации надёжных вычислений. Это определение применимо к большинству современных операционных систем общего назначения.

В логической структуре типичной вычислительной системы операционная система занимает положение между устройствами с их микроархитектурой, машинным языком и, возможно, собственными (встроенными) микропрограммами — с одной стороны — и прикладными программами с другой.

Разработчикам программного обеспечения операционных систем позволяет абстрагироваться от деталей реализации и функционирования устройств, предоставляя минимально необходимый набор функций.

В большинстве вычислительных систем операционная система является основной, наиболее важной (а иногда и един-

ственной) частью системного программного обеспечения. С 1990-х годов наиболее распространёнными операционными системами являются системы семейства Microsoft Windows и системы класса UNIX.

UNIT II

ENGLISH TENSES. PASSIVE VOICE

Part I. Grammar references.

Сложное подлежащее

Пассив часто употребляют с глаголами речи и мнения.
 She's considered to be the best singer in the band – Её считают лучшей певицей в группе.

Прямой пассив

С глаголами *ask, answer, forgive, strike, excuse, envy, teach* лишь одушевлённое из 2 прямых дополнений становится пассивным подлежащим.

He was asked a question – Ему задали вопрос

С глаголами *write, read, buy, sell, sing* используют лишь 1 страдательный оборот, где прямое дополнение становится пассивным подлежащим.

A letter was written to them – Им написали письмо

Прямо-косвенный пассив

С глаголами *tell, show, give, send, pay, promise, offer* возможны 2 страдательных оборота, из которых косвенный более распространён.

The way was shown (to) me. I was shown the way – Мне показали путь

Прямо-предложный пассив

С глаголами *describe, dictate, repeat, mention, explain, prove, declare, present* пассивным подлежащим становится лишь прямое дополнение.

The rule was explained to the students – Учащимся объяснили правило

Предложный пассив

С глаголами *to look at, to listen to, to talk about, to speak of, to laugh at, to send for, to think at/over/out, to argue about, to refer to* пассивным подлежащим становится предложное дополнение.

The doctor was sent for – За врачом послали

С глаголами *take care of, shake hands with, catch hold of, put*

an end to и т.п. предлог сохраняется.

He's taken good care of – О нём хорошо заботятся

To be + past participle (pp)

Tense	Active Voice	Passive Voice
Present Simple	They restore building	The building is restored
Present Continuous	They are restoring the building	The building is being restored
Past Simple	They restored the building	The building was restored
Past Continuous	They were restoring the building	The building was being restored
Future Simple	They will restore the building	The building will be restored
Present Perfect	They have restored the building	The building has been restored
Past Perfect	They had restored the building	The building had been restored
Future Perfect	They will have restored the building	The building will have been restored

Part II. Grammar exercises.

Exercise 1. Put the verbs in brackets into the correct form of Present Simple, Present Continuous, Present Perfect Tenses in the Passive Voice.

1. Six lessons _____ (to give) to us a day.
2. The children _____ usually (to send) to the camp in summer.
3. A lecture _____ (to give) in the main hall at the moment.
4. Ten films _____ already _____ (to develop) here.
5. Polar bears _____ (to hunt) for their fur.
6. A new railway line _____ (to construct) across the desert.
7. The rubbish _____ already _____ (to collect) when I left for work.
8. I _____ (to surprise) by the news.
9. He _____ (to examine) now by the doctor.

10. The house _____ (to decorate) by my sister.
11. The best cream cakes _____ (to make) by Sayers.
12. A new metro line _____ (to construct) now.
13. Many accidents _____ (to cause) by dangerous driving.
14. The buildings _____ (to examine) by Health and Safety experts this week.
15. Rainforests _____ (to cut down) in the Amazon.
16. My glasses _____ (to throw) away by mistake.
17. Many beautiful houses _____ (to build) in our city every year.
18. All her books _____ (to translate) into English by the program.
19. The picture _____ (to paint) by a famous artist.
20. They _____ (to hear) playing the piano now.

Exercise 2. Translate these sentences into English using one of the Present Tenses in the Passive Voice.

1. Детям обычно не разрешают играть со спичками.
2. Стиральную машинку сейчас ремонтируют.
3. Футболом увлекается большинство мужчин.
4. На английском языке говорят во всем мире.
5. Интересная тема обсуждается нашими студентами.
6. Комнату в настоящий момент убирают.
7. Эти машины производят в Японии.
8. Лекция проходит в главном холле в настоящий момент
9. Новая больница построена в нашем городе.
10. Большая часть земной поверхности покрыта водой.

Exercise 3. Put the verbs in brackets into the correct form of Past Simple, Past Continuous, Past Perfect Tenses in the Passive Voice.

1. This novel _____ (to write) by Charles Dickens.
2. Her shouting _____ (to hear) by everyone
3. Probably the tea _____ (to sweeten) before I put sugar into it.
4. America _____ (to discover) many cen-

turies ago.

5. The window _____ (to break) before the children arrived.

6. The film _____ (to direct) by my favourite director.

7. The doctor _____ (to send) for.

8. Mary _____ (to invite) to the party but unfortunately she couldn't come.

9. I noticed at once that the room _____ recently (to tidy).

10. Small feet _____ (to hear) running in the hall.

11. The town library _____ (to build) by my grandfather.

12. After John _____ (to award) a medal for bravery, he became a local hero.

13. The new wing of the hospital _____ (to open) by the President yesterday morning.

14. Sanchez _____ (to beat) by Steffi Graff in the Women's Tennis Final.

15. The buildings _____ (to examine) by Health and Safety experts.

16. Her ankle _____ (to hurt) when she fell down.

17. A new shampoo _____ (to develop) in the lab.

18. I _____ (to offer) a new job.

19. A new shopping centre _____ (to build) on the outskirts of town.

20. Human bones _____ (find) by archaeologists yesterday.

Exercise 4. Translate these sentences into English using one of the Past Tenses in the Passive Voice.

1. Москва была основана Юрием Долгоруким в 1147 году.

2. Новости были объявлены по всем каналам.

3. О новом фильме очень много говорили на прошлой неделе.

4. За врачом послали двадцать минут назад.

5. Письмо отправили неделю назад.

6. Я был очень удивлен новостям.

7. Я был приглашен на вечеринку вчера.

8. Этот крем разрабатывался в научной лаборатории.

9. Мою машину обслуживали в сервисном центре с 7 до 9 вчера.

10. Молодого музыканта заметили за долго до того, как он

поступил в консерваторию.

Exercise 5. Put the verbs in brackets into the correct form of Future Simple Future Perfect Passive form Tenses in the Passive Voice.

1. The letter _____ (to post) by Olga.
2. The fax _____ (to send) today.
3. The names of the Nobel Prize winners _____ (to announce) by the committee
4. My flat _____ (to repair) next month.
5. The tourist group _____ (to meet) at the airport.
6. These files _____ (to return) tomorrow.
7. The awards _____ (present) by Tom Hanks.
8. Hopefully, all forms of discrimination _____ (to wipe out) by the end of this century.
9. All books _____ (to register) by the end of the week.
10. By the end of the term many new words and expressions _____ (to learn).
11. Her work _____ (to finish) until 8 o'clock.
12. The book _____ (to return) to the library before you come.
13. My report _____ (to finish) by Monday.
14. The final answer _____ (to give) to him by this time tomorrow.
15. Do please hurry or the door _____ (to close) by the time we get there.
16. A great number of new houses for the residents of our city _____ (to erect) by the new year.
17. Your free gift _____ (to send) to you in the next few days.
18. A fashion shows _____ (to hold) by Armani next week.
19. The article _____ (to check) by an editor.
20. The matter _____ (to settle) by this afternoon.

Exercise 6. Translate these sentences into English using one of the Future Tenses in the Passive Voice.

1. Цветы посадят на следующей неделе.
2. Этот вопрос будет обсуждаться сегодня.

3. Эта книга скоро будет переиздана.
4. Ей дадут квартиру в этом доме на следующей неделе.
5. Строительство нового здания будет завершено к новому году.
6. К концу недели его имя станет известно всем.
7. Проект обсудят завтра.
8. К тому времени, когда мы вернемся, магазин будет закрыт.
9. В будущем году здесь будет построена станция метро.
21. Они сыграют в шахматы к тому времени.

Exercise 7. Transform the following sentences into the Passive voice.

E.g. Mother waters the flowers in the evening.

The flowers are watered in the evening (by Mother)

1. A marble pavillion protects the house.
2. The boys will paint the roof of the house.
3. Tom Sawyer whitewashed the fence.
4. Her daughters gave her three beautiful dishes as a birthday present.
5. Tom gave Nick a book for his birthday.
6. Our mother tells us stories every evening.
7. Lydia will show you a new book of pictures.
8. A boy showed her the way.
9. They will send us a box of fruit.
10. Five or six small children followed them.
11. In summer the boys often drive the horses to the fields.
12. Ivan Susanin led the Poles into the thickest part of the forest.
13. The waves carried the boat away.
14. We shall do the translation in the evening.
15. They water the flowers regularly.
16. You promised me these books long ago,
17. Bessie's father gave her a complete set of Walter Scott's works.
18. Irene's husband brought her some beautiful shells from the south.
19. The explorers gave the newspaper reporters a long interview.
20. Mr. Wilson will teach you English.

Exercise 8. Transform the following sentences into the Passive voice paying attention to the place of the preposition.

E.g. We often speak about her. — She is often spoken about.

1. We thought about our friend all the time.
2. The doctor will operate on him in a week.
3. The teacher sent for the pupil's parents.
4. They looked for the newspaper everywhere.
5. Nobody slept in the bed.
6. The neighbour asked for the telegram.
7. Everybody listened to the lecturer with great attention.
8. The senior students laughed at the freshman.
9. The group spoke to the headmistress yesterday.
10. The young mothers looked after their babies with great care.
11. Nobody lived in that old house.
12. They sent for Jim and told him to prepare a report on that subject.

Exercise 9. Translate the following sentences using Present, Past или Future Simple Passive in the written form.

1. Ее часто посылают на почту.
2. В прошлом году ее послали в Кембридж.
3. Его пошлют в Гарвард.
4. За ней всегда посылают.
5. За ней послали вчера.
6. За мной пошлют завтра.
7. Их всегда приглашают на день рождения Ани.
8. Летом Колю отвезут на дачу.
9. Об этом фильме много говорили.
10. В музее нам показали много прекрасных картин.
11. Эту книгу очень часто спрашивают.
12. На эту техническую статью часто ссылаются.

Exercise 10. Translate the following sentences using Present, Past или Future Simple Passive in the written form.

1. Меня ждут?
2. Им задали три трудных вопроса.
3. За директором уже послали. Подождите немного.
4. Всех пригласили в большой зал.
5. Эти письма просмотрены. Их можно отправлять.
6. На станции их встретил гид и отвез в гостиницу.
7. Эти журналы должны быть возвращены в библиотеку на

следующей неделе.

8. На наших занятиях много внимания уделяется произношению.
9. Иванову велели объяснить, почему он пропускает занятия.
10. Меня пригласят на ваш вечер?
11. Детей оставили дома одних.
12. Нам показали очень странную картину.
13. Тебя ищут. Иди домой.
14. Вас всех соберут в зале и расскажут обо всех изменениях в школьной программе.
15. Почему над ним всегда смеются?
16. Нам всем дали билеты на выставку.
17. Лекции этого знаменитого профессора всегда слушают с большим вниманием.

Part III. Reading.

Reading 1. Read the text. Define the voice and the tense form of the underlined predicates in the Passive Voice. Form the Infinitive from these predicates in the written form.

Internet (part 1)

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email.

Most traditional communications media including telephone, music, film, and television are reshaped or redefined by the Internet, giving birth to new services such as Voice over Internet Protocol (VoIP) and Internet Protocol Television (IPTV). Newspaper, book and other print publishing are adapting to Web site technology, or are re-shaped into blogging and web feeds. The Internet has enabled or accelerated new forms of human interactions through instant messaging, Internet forums, and social networking. Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The origins of the Internet reach back to research of the 1960s,

commissioned by the United States government in collaboration with private commercial interests to build robust, fault-tolerant, and distributed computer networks. The funding of a new U.S. backbone by the National Science Foundation in the 1980s, as well as private funding for other commercial backbones, led to worldwide participation in the development of new networking technologies, and the merger of many networks. The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.2 billion people — nearly a third of Earth's population — use the services of the Internet.

The Internet has no centralized governance in either technological implementation or policies for access and usage; each constituent network sets its own standards. Only the overarching definitions of the two principal name spaces in the Internet, the Internet Protocol address space and the Domain Name System, are directed by a maintainer organization, the Internet Corporation for Assigned Names and Numbers (ICANN). The technical underpinning and standardization of the core protocols (IPv4 and IPv6) is an activity of the Internet Engineering Task Force (IETF), a non-profit organization of loosely affiliated international participants that anyone may associate with by contributing technical expertise.

Internet is a short form of the technical term internetwork, the result of interconnecting computer networks with special gateways or routers. The Internet is also often referred to as the Net.

Reading 2. Read the text. Find all the predicates in the text, define their voice and the tense form.

Internet (part 2)

The term the Internet, when referring to the entire global system of IP networks, has been treated as a proper noun and written with an initial capital letter. In the media and popular culture, a trend has also developed to regard it as a generic term or common noun and thus write it as "the internet", without capitalization. Some guides specify that the word should be capitalized as a noun but not capitalized as an adjective.

The terms Internet and World Wide Web are often used in everyday speech without much distinction. However, the Internet and the World Wide Web are not one and the same. The Internet establishes a global data communications system between computers. In contrast, the Web is one of the services communicated via the Internet. It is a collection of interconnected documents and other resources,

linked by hyperlinks and URLs.

Research into packet switching started in the early 1960s and packet switched networks such as ARPANET, Mark I at NPL in the UK, CYCLADES, Merit Network, Tymnet, and Telenet, were developed in the late 1960s and early 1970s using a variety of protocols. The ARPANET in particular led to the development of protocols for inter-networking, where multiple separate networks could be joined together into a network of networks.

The first two nodes of what would become the ARPANET were interconnected between Leonard Kleinrock's Network Measurement Center at the UCLA's School of Engineering and Applied Science and Douglas Engelbart's NLS system at SRI International (SRI) in Menlo Park, California, on 29 October 1969.

The third site on the ARPANET was the Culler-Fried Interactive Mathematics center at the University of California at Santa Barbara, and the fourth was the University of Utah Graphics Department. In an early sign of future growth, there were already fifteen sites connected to the young ARPANET by the end of 1971. These early years were documented in the 1972 film *Computer Networks: The Heralds of Resource Sharing*.

Early international collaborations on ARPANET were sparse. For various political reasons, European developers were concerned with developing the X.25 networks. Notable exceptions were the Norwegian Seismic Array (NORSAR) in 1972, followed in 1973 by Sweden with satellite links to the Tanum Earth Station and Peter Kirstein's research group in the UK, initially at the Institute of Computer Science, London University and later at University College London.

In 1982, the Internet Protocol Suite (TCP/IP) was standardized and the concept of a world-wide network of fully interconnected TCP/IP networks called the Internet was introduced. Access to the ARPANET was expanded in 1981 when the National Science Foundation (NSF) developed the Computer Science Network (CSNET). In December 1974, RFC 675 – Specification of Internet Transmission Control Program, by Vinton Cerf, Yogen Dalal, and Carl Sunshine, used the term internet, as a shorthand for internetworking; later RFCs repeat this use, so the word started out as an adjective rather than the noun it is today.

TCP/IP network access expanded again in 1986 when NSFNET provided access to supercomputer sites in the United States from research and education organizations, first at 56 kbit/s and later at 1.5 Mbit/s and 45 Mbit/s. Commercial internet service providers (ISPs) began to emerge in the late 1980s and 1990s. The ARPANET was de-

commissioned in 1990. The Internet was commercialized in 1995 when NSFNET was decommissioned, removing the last restrictions on the use of the Internet to carry commercial traffic. The Internet started a rapid expansion to Europe and Australia in the mid to late 1980s and to Asia in the late 1980s and early 1990s.

Since the mid-1990s the Internet has had a tremendous impact on culture and commerce, including the rise of near instant communication by email, instant messaging, Voice over Internet Protocol (VoIP) "phone calls", two-way interactive video calls, and the World Wide Web with its discussion forums, blogs, social networking, and online shopping sites. Increasing amounts of data are transmitted at higher and higher speeds over fiber optic networks operating at 1-Gbit/s, 10-Gbit/s, or more. The Internet continues to grow, driven by ever greater amounts of online information and knowledge, commerce, entertainment and social networking.

During the late 1990s, it was estimated that traffic on the public Internet grew by 100 percent per year, while the mean annual growth in the number of Internet users was thought to be between 20% and 50%. This growth is often attributed to the lack of central administration, which allows organic growth of the network, as well as the non-proprietary open nature of the Internet protocols, which encourages vendor interoperability and prevents any one company from exerting too much control over the network. As of 31 March 2011, the estimated total number of Internet users was 2.095 billion (30.2% of world population). It is estimated that in 1993 the Internet carried only 1% of the information flowing through two-way telecommunication, by 2000 this figure had grown to 51%, and by 2007 more than 97% of all telecommunicated information was carried over the Internet.

Reading 3. Read the newspaper article. Find and write out all the predicates. Transform the sentences in the Active into the Passive Voice and vice versa.

Education Gap Grows Between Rich and Poor, Studies Say

By SABRINA TAVERNISE Published: February 9, 2012

Education was historically considered a great equalizer in American society, capable of lifting less advantaged children and improving their chances for success as adults. But a body of recently published scholarship suggests that the achievement gap between rich and poor children is widening, a development that threatens to dilute education's leveling effects.

It is a well-known fact that children from affluent families tend to do better in school. Yet the income divide has received far less attention from policy makers and government officials than gaps in student accomplishment by race.

Now, in analyses of long-term data published in recent months, researchers are finding that while the achievement gap between white and black students has narrowed significantly over the past few decades, the gap between rich and poor students has grown substantially during the same period.

"We have moved from a society in the 1950s and 1960s, in which race was more consequential than family income, to one today in which family income appears more determinative of educational success than race," said Sean F. Reardon, a Stanford University sociologist. Professor Reardon is the author of a study that found that the gap in standardized test scores between affluent and low-income students had grown by about 40 percent since the 1960s, and is now double the testing gap between blacks and whites.

The changes are tectonic, a result of social and economic processes unfolding over many decades. The data from most of these studies end in 2007 and 2008, before the recession's full impact was felt. Researchers said that based on experiences during past recessions, the recent downturn was likely to have aggravated the trend.

The connection between income inequality among parents and the social mobility of their children has been a focus of President Obama as well as some of the Republican presidential candidates. One reason for the growing gap in achievement, researchers say, could be that wealthy parents invest more time and money than ever before in their children (in weekend sports, ballet, music lessons, math tutors, and in overall involvement in their children's schools), while lower-income families, which are now more likely than ever to be headed by a single parent, are increasingly stretched for time and resources. This has been particularly true as more parents try to position their children for college, which has become ever more essential for success in today's economy.

A study by Sabino Kornrich, a researcher at the Center for Advanced Studies at the Juan March Institute in Madrid, and Frank F. Furstenberg, scheduled to appear in the journal *Demography* this year, found that in 1972, Americans at the upper end of the income spectrum were spending five times as much per child as low-income families. By 2007 that gap had grown to nine to one; spending by upper-income families more than doubled, while spending by low-income families grew by 20 percent. "The pattern of privileged fami-

lies today is intensive cultivation," said Dr. Furstenberg, a professor of sociology at the University of Pennsylvania. The gap is also growing in college.

Exercise 11. Translate the following sentences in the written form.

Магматические горные породы — это породы, образовавшиеся непосредственно из магмы, в результате её поступления в верхние горизонты Земли, охлаждения и застывания. В зависимости от условий застывания различают интрузивные и эффузивные горные породы.

Песок — осадочная горная порода, а также искусственный материал, состоящий из зёрен горных пород. Очень часто состоит из почти чистого минерала кварца.

Слово «песок» часто употребляется во множественном числе («пески»), но форма множественного числа имеет и другие значения.

Мрамор — метаморфическая горная порода. Месторождения мрамора обнаружены во многих областях России. Самые крупные месторождения мрамора на Урале. Всего на Урале более 20 месторождений. Белый мрамор добывают в Айдырлинском и Коелгинском месторождениях, серый дают Полевское месторождение, Уфалейская и Мраморская залежи, жёлтый поступает с Октябрьского и Починского карьеров, чёрный мрамор приносит Першинское месторождение, розово-красный камень даёт Нижне-Тагильская залежь. На Алтае и в Западной Сибири известно свыше 50 месторождений мрамора. Пуштулимское месторождение даёт тонкозернистый белый с красно-зелеными прожилками мрамор. Сиренево-розовый камень получают на Граматушинском месторождении. Серо-кремовый мрамор даёт

Петеневский карьер. В Красноярском крае расположено крупное Кибик-Кордонское месторождение, где более двадцати разновидностей белого, кремового, бледно-розового, оранжевого, жёлтого и зеленовато-серого мрамора. Мрамор можно найти и на Байкале.

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