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КОМПЬЮТЕРНЫЙ АНГЛИЙСКИЙ

ЧАСТЬ II

Английский для специалистов

COMPUTER ENGLISH
PART II

English for Specialists

Учебное пособие

DirectMEDIA

Москва

2013

Рецензенты

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Г 93 Компьютерный английский. Часть II: Английский для специалистов = Computer English. Part II: English for Specialists [Текст] : учебное пособие. – М.: Директ-Медиа 2013 – 422 с.

Предлагаемое пособие является продолжением учебного курса на английском языке «Компьютерный английский. Часть I». Учебное пособие предназначено для аспирантов и магистрантов высших учебных заведений и имеет целью совершенствование компетенций обучаемых как в процессе овладения ими иностранным языком в послевузовском образовании, так и в последующей реализации иностранного языка в их профессиональной и научной деятельности. Пособие написано в соответствии со стандартами ФГОС ВПО третьего поколения для направлений 010200 «Математика и компьютерные науки», 010300 «Фундаментальная информатика и информационные технологии», 010400 «Прикладная математика и информатика».

СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ

Учебное пособие «Компьютерный английский. Часть II» включает в себя практический курс английского языка для послевузовского образования и является продолжением специализированного курса для бакалавров «Компьютерный английский. Часть I». Оно предназначено для обучения аспирантов и магистрантов английскому языку для специальных целей и общему английскому языку.

Пособие написано в соответствии со стандартами ФГОС ВПО третьего поколения для направлений 010200 «Математика и компьютерные науки», 010300 «Фундаментальная информатика и информационные технологии», 010400 «Прикладная математика и информатика».

Учебное пособие предоставляет обучающимся возможность изучить английский язык как с преподавателем, так и самостоятельно. Представленные в пособии справочные материалы, предназначенные для самостоятельной работы аспирантов и магистрантов, включают в себя грамматический справочник, англо-русский глоссарий, специализи-рованный краткий словарь терминов теоретической информатики, задания и ключи к заданиям.

Каждый урок содержит специализированные тексты для аудирования и чтения, лексический и грамматический материал, лексико-грамматические упражнения, а также упражнения, способствующие закреплению навыков устной и письменной речи в сфере профессионального общения.

В процессе самостоятельной работы, имеющей целью изучение компьютерного и общего

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английского языка, **аспирантам и магистрантам рекомендуется**:

- систематически работать над учебником как в аудитории, так и во внеаудиторное время;
- пользоваться справочными материалами: грамматическим справочником, словарями и ключами к заданиям;
- осуществлять самооценку, самоанализ на основе самопроверки в процессе выполнения заданий;
- применять в работе электронные технологии.

Работа магистрантов и аспирантов с видами речевой деятельности и языковыми аспектами

Аудирование

- В процессе первичного прослушивания текста постарайтесь наиболее подробно понять его основное содержание, а остальные подробности текста – при повторном прослушивании.
- Применяйте языковую догадку: старайтесь догадаться о том, что диктор говорит или скажет дальше. Мысленно задайте вопросы к тексту.
- Используйте разные варианты аудирования с учётом вашего уровня подготовки и индивидуальных особенностей, обеспечивающие понимание максимального объёма текстового материала в процессе первичного/вторичного или многократного прослушивания текста.
- Если вы испытываете трудности в процессе аудирования, соотнесите звуковой и графический вариант текста (графические вариан-

ты текстов для аудирования находятся в приложении "Texts for Listening" – «Тексты для аудирования»).

Чтение

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

• используйте разные виды чтения и типы текстов;

• научитесь понимать слова в контексте предложения, соотносить значение слова с контекстом предложения, различать лексико-семантические варианты;

• устанавливайте смысловые связи на уровне слов, предложений, абзацев;

• воспринимайте предложение/абзац как единое целое;

• определяйте главное и второстепенное в предложении/абзаце;

• осуществляйте прогнозирование на языковом уровне, определяйте значение слов на основе языковой догадки;

• используйте разные виды справочных материалов.

2. С целью полноты понимания и извлечения содержательной информации в процессе чтения на уровне значения на основе работы с одним или несколькими абзацами:

• ознакомьтесь с основными структурно-композиционными типами абзацев;

- научитесь выделять в тексте его основные элементы;
- синтезируйте, обобщайте отдельные факты;
- устанавливайте иерархию фактов, приведённых в тексте, объединяйте части текста по смыслу;
- соотносите части текста друг с другом, выстраивайте факты и события, приведённые в тексте, в определённой последовательности;
- группируйте факты и события по определённому признаку.

3. Осуществляйте переработку извлечённой информации, понимание на уровне смысла текста:

- научитесь делать выводы, выносить суждения на основе фактов текста;
- устанавливайте имплицитно выраженную идею, замысел текста;
- оценивайте изложенные факты и содержание текста в целом;
- определяйте характер реализации авторского замысла.

Устная речь

- Используйте каждую возможность практики в иноязычной устной речи с коллегами по учёбе или носителями языка;
- развивайте языковые умения, тренируйте память, совершенствуйте умения синтеза материала, выполняйте упражнения от абзаца к тексту;

- осуществляйте практику устной речи в соответствии с темами и ситуациями;
- на этапе воспроизведения материала работайте в парах или группах.

Письменная речь

- Используйте новые слова и новые грамматические структуры в своих письменных работах;
- если вы в чём-либо не уверены, напишите на полях заметки для своего преподавателя: "Is this right?" "Could I also say … here?";
- в процессе чтения книг, журналов, газет, писем записывайте новые слова и выражения с целью их дальнейшего использования в вашей письменной работе;
- тщательно обдумывайте тему письменной работы;
- записывайте все мысли к теме письменной работы и осуществляйте их структурирование;
- планируйте письменную работу так, чтобы каждый абзац содержал одну из определяемых вами мыслей;
- используйте вводные слова и слова-коннекторы;
- осуществляйте проверку и редактирование письменной работы.

Лексика

- Производите отбор слов и выражений специального компьютерного и общего английского языка;

- используйте словарь для проверки качества овладения новыми словами;
- выписывайте для себя новые отдельные слова и словосочетания с примерами в соответствии с темами;
- выписывайте не только отдельное слово, но и его варианты в разных частях речи.

Грамматика

- Чем больше вы говорите, слушаете и читаете на английском языке, тем лучше будете знать грамматику;
- ознакомьтесь с теорией, затем примените её на практике;
- если знание грамматики всё ещё требует совершенствования, выполните дополнительные грамматические упражнения.

Успеха в изучении компьютерного и общего английского языка!

UNIT 1
Syntax of the Strict Language

Listening

Text № 1 Packet Switching Пакетная коммутация

Task 1 *Listen to the text "Packet Switching" and complete the sentences with definitions from the text:*

    1. Routers are connected to each other by a physical data carrier, such as a copper cable, a fibre optic cable, or a microwave relay. This physical connection between two routers is ….

    2. Each networked computer that people actually use directly is called ….

    3. A networked computer that is not directly used by people but that provides some sort of service is ….

    4. A general term for computer that may be a router, a host or server is….

    5. Each network has …, which is a type of identifier, usually numeric.

    6. As a packet travels through the network, it traces …, or …, among the nodes of the network.

Task 2 *Describe the process of packet switching. Include all the new basic terms into your description.*

Theoretical Computer Science

Reading

Syntax Синтаксис

Task 3 *Learn the meaning of the words:*

compile time время компиляции   **notion** понятие

construct конструкт   **metaproduction rules** метаправила

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construct in the strict language конструкт в строгом языке

declare (здесь) описывать

derive выводить (правила)

descendant наследник

environment condition состояние окружающей среды

hierarchy иерархия

hyper-rules гипер-правила

nest среда

nest of descendants среда наследников

nest of properties среда из свойств

proceed as follows действовать следующим образом

produce порождать

production rules порождающие правила

production tree дерево порождения

program программа

set множество

satisfy отвечать, соответствовать

strict language строгий язык

subset подмножество

terminate прекращать, завершать

Task 4 *Choose the sentences with the words you have learnt and translate them.*

Syntax

The syntax is a mechanism when all the constructs of the language can be produced. It takes place in the following way:

– Sets of "hyper-rules" and "metaproduction rules" are given, thus "production rules" can be derived.

– "Construct in the strict language" is a "production tree" produced by the application of the

subset of production rules. It contains statistic information concerning the construct and is composed of hierarchy of descendant production trees, which terminate in the "symbols". The "nest of properties" is associated with each production tree.

– A "program must satisfy the "environment condition".

Talk

Transitions: Chronological Order Переходы: хронологический порядок

Task 5 *Study the list of words of chronological order.*

After that – после этого; another thing/point is that – другое дело, дело в том, что; as – так как; as well as all this – как всё это, так как всё это, поскольку всё это; finally – в заключение, окончательно, наконец; first, firstly – во-первых; first of all – в первую очередь; for example – например; immediately – немедленно; in addition to this – в дополнение к этому; lastly – наконец, в заключение; later – позже; my point of view – моя точка зрения; secondly – во-вторых; then – затем, потом; thirdly – в-третьих; the reason is that – причина в том, что; some – несколько, некоторое количество; since – так как; in order to – для того, чтобы.

Task 6 *Read the text and find the words beginning the paragraphs. Write a paragraph of your own with these words on the topic "Passwords" and present it to class. Discuss the problem of network security and the benefits of the use of passwords.*

Passwords

The only way to completely secure a host is to physically secure it and monitor and control physical access. An alternative security mechanism commonly used is the password. Operating systems that evolved from earlier time-sharing systems typically have built-in password control.

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Individual PCs typically do not have password mechanisms as a part of the operating system, but many of these systems, when networked, do have some add-on password control for accessing remote resources such as file servers. Also, most specialized network hardware such as routers or terminal servers rely on passwords to restrict access to sensitive configuration information.

However, an easy deciphered password offers little in the way of protection. But a system cracker can easily exploit security holes. Good passwords give your site protection in depth. If a system cracker gets through a firewall or through a modern server, the next wall encountered is user passwords or hosts.

Encourage your users to use passwords that aren't easily guessed. Don't keep generic accounts that several people use. Don't have accounts without passwords. Software that checks for such easily guessed passwords is freely available. This software disallows use of the person's name, of a short password, or of words contained in one or more dictionaries.

Grammar
Prefixes Приставки
Task 7 *Read Grammar Reference materials to Unit 1. Study the prefixes and their meaning. Give your examples of the words with prefixes.*

Task 8 *Add a prefix to each word to create a new word. Then write the meaning of a new word. Use your dictionary to check the answers.*

1 judge 2 grade 3 behave 4 annual 5 winter 6 rate

Writing
Introduction to the Research Paper Введение в исследовательскую работу

Task 9 *Read the paragraph about the research paper and write the answer to the question:* **How can you gain knowledge about writing the research paper?**

A research paper is a composition based on research drawn from books, periodicals, and interviews.

The research paper is an important tool of gaining knowledge on any subject, including the unique features of different countries in the world. When you read about a subject of interest, you often learn something new. When you go further and analyze and evaluate what you have read, you learn even more. However, if you go still further, and write a research paper about what you have learned, you have made the information of your own.

UNIT 2
Semantics

Listening

Text № 2 Internet Protocols Интернет-протоколы

Task 1 *Listen to the text "Internet Protocols". Find if the statements are true or false.*

1. The basis of the Internet, and the most basic creation for its access, is its communication protocols.

2. The Internet is primarily based on the TCP/IP (Transmission Control Protocol/Internet Protocol) protocol suite.

3. There are more than 100 TCP/IP protocols, but the key ones are the Transport Protocols.

4. IP guarantees about how much of the data arrives, when, or in what order.

5. There are two main TCP/IP transport protocols: TCP and UDP.

6. TCP provides a reliable two-way byte stream and is the most popular transport protocol.

7. It's used by mail, file transfer, and remote login protocols.

8. It can not ensure that bytes are delivered reliably, in order, and without duplication.

9. TCP is a connection-oriented protocol, since it establishes a virtual circuit for transmitting data between two processes.

Theoretical Computer Science
Reading
Semantics Семантика

Task 2 *Study the words:*

action действие

akin подобный
allow позволять, разрешать, допускать
program программа

ascribe приписывать, относить
by means of посредством
choose (chose, chosen) выбирать
considerable значительный
consistent последовательный, согласующийся
define определять
descendant environ наследная среда

dynamic, run-time динамический
dynamic tree of active actions динамическое дерево активных действий
elaboration разработка
embed встраивать

empty пустой

environ среда, окружение
freedom свобода
implementer исполнитель
implementor реализатор
intend иметь намерение, предназначать
meaning значение, смысл
obtain получать

primal environ первичная среда
reference language эталонный язык
replace заменять
representation language язык представления
restrict ограничивать

restricted form ограниченная форма

standard environment стандартная среда
term называть, выражать

Task 3 *Match the English words and their Russian meaning.*
English words:

1 action 2 akin 3 allow 4 ascribe 5 consistent 6 define 7 dynamic 8 elaboration 9 embed 10 empty 11 environ 12 implementer 13 implementor 14 intend 15 mark 16 primal environ 17 reference language 18 replace 19 representation language 20 restrict 21 standard environment

Russian words:

1 встраивать 2 действие 3 динамический 4 позволять, разрешать 5 заменять 6 знак 7 разработка 8 ограничивать 9 среда, окружение 10 первичная среда 11 подобный 12 иметь намерение, предназначать 13 пустой 14 реализатор 15 исполнитель 16 стандартная окружающая среда 17 эталонный язык 18 согласующийся 19 язык представления 20 приписывать, относить 21 определять

Task 4 *Present your variants of text translation. Choose the best one.*

Semantics

The semantics gives "a meaning" to each construct {to each production tree} by defining the effect of its "elaboration". It takes place in the following way:

– A dynamic tree of active "actions" is set up. An action is the elaboration of some production tree T in an "environ", which is consistent with the nest of T. It can give arise to the elaboration of descendants of T newly created descendant environs.

– The meaning of a program is the effect of its elaboration in the empty "primal environ".

– A program in the strict language is represented in some language chosen by implementer. In most cases it is the official "reference language".

– We obtain program in representation language replacing its symbols in the strict language by certain marks.

– An algorithm is expressed by means of embedded particular-program, together with the standard environment in a program-text.

Talk

Other Common Transitions Другие общие переходы

Task 5 *Study common transitions.*

Spatial Order: above – над; behind – за, сзади; below – ниже, внизу; beyond – за, вне, после, выше; inside – внутри; left – слева; next to – рядом; on the right – справа; on the left – слева.

Order of Importance: above all – главным образом, прежде всего; also – также, тоже; another – другой, иной; first – во-первых; furthermore – кроме того, более того; most important – наиболее важный; moreover – сверх того, кроме того, более того; the largest – самый большой

Developmental Order: as a result – в результате, в итоге; besides – кроме того; despite – несмотря на; however – однако; therefore – следовательно, поэтому

Comparison/Contrast: as – так как, по мере того как; but – но; however – однако; in contrast to – в отличие от, в противоположность; just – просто, как раз, только что, именно; like – подобно, в качестве; on the other hand – с другой стороны, зато; similarly – аналогичным образом, также

Task 6 *Read the text and comment upon Microsoft Power Point Transportability, using transitions.*

Microsoft Power Point: Transportability

Disk with presentation is much more compact than a set of posters and it will suffer less from frequent trips on

different presentation actions. The file of presentation can be sent by email, published via the Internet without wasting time on travels.

Though appendix PowerPoint possesses its own means for creation of objects of various type (text, tables, schedules), owing to close integration with other components of package Microsoft Office, the user has an opportunity to apply to the materials which had been learnt already. For example, the text can be prepared in text editor Word, formulas – in appendix Microsoft Equation, tables – in tabulated processor Microsoft Excel, diagrams – in appendix Microsoft Graph, art headings – in appendix Microsoft WordArt. Certainly, it is possible to use some specialized appendices: Adobe Photoshop or CorelDraw, however the appendices which are a part of Microsoft Office, are the most integrated ones. PowerPoint, being specialized software, certainly, cannot capture all elements of presentation. In fact, organizational efforts will be necessary for high-grade representation of work before a real audience (rent of a premise, dispatch of invitations), and hardware maintenance (slide-projector), and other components also.

At the same time, there are separate kinds of presentations where means of PowerPoint create practically finished product. First of all, they are the presentations calculated on the publication in networks of the Internet or intended for independent viewing on a computer. The presentation can be dispatched printed and it is possible to consider such variant of the printed document of the finished product too. The presentation can be dispatched also by email with the purpose of the further viewing by addressees on their own computers.

For preparation of high-grade presentation it is necessary to represent precisely opportunities of software prod-

uct by means of which preparing of auxiliary materials or the finished document is developed. In sphere of preparation of presentations PowerPoint is one of the most powerful appendices and provides the development of the documents.

Auxiliary materials of presentation are calculated on:

• listing on a transparent film with the purpose of their demonstration through an optical projector;

• listing on 35-mm optional to photo films with the purpose of their demonstration through an optical slide-projector;

• reproduction through a computer projector.

Materials of presentation for:

• independent display on the screen of a computer;

• reproduction in a network environment in a mode of real time;

• publication in a network environment with the subsequent independent viewing by users;

• dispatch by email with the subsequent independent viewing by addressees;

• listing on a paper with the purpose of the subsequent distribution to interested persons.

Grammar

Suffixes of Nouns and Verbs Суффиксы существительных и глаголов

Task 7 *Read Grammar Reference materials to Unit 2. Study the suffixes and their meaning. Give your examples of the words with suffixes.*

Task 8 *Add a suffix to each given word to create a new one. Then write the meaning of a new word. Use your dictionary to check the answers.*

1 hard 2 just 3 state 4 personal 5 computer 6 strength

Writing

Discovering Subjects Поиск темы исследования

Task 9 *Read about the trends of discovering subjects. Say what they are.*

When you search for ideas of writing, you can explore two trends. One is inside you – your thoughts and experiences. The other one is outside – the classes you take, the books you enjoy, the news stories you read. Therefore, to find an interesting subject, ask yourself questions about these kinds of activities.

Task 10 *Write the answers to the questions about finding ideas from your personal experience.*

Finding Ideas from Personal Experience

1. What hazardous situations have I found myself in? What could I tell others to help them avoid similar situations?

2. Who are my personal heroes? Why?

3. What careers interest me? What are some of the interesting aspects of the careers? What are some drawbacks?

4. What hobbies or other interests do I have?

5. What information would I like to have about computers and other technological advances?

Task 11 *Write the answers to the questions about finding ideas from outside sources.*

Finding Ideas from Outside Sources

1. Who are my favourite musicians?

2. What are some trends in motion pictures today?

3. What have I recently learned about from books, magazines or television and radio shows?

4. What interests do I have outside University?

5. What have I learned from relatives or friends?

UNIT 3
Pragmatics

Listening

Text № 3 UDP: User Datagram Protocol Протокол дейтаграмм пользователя

Task 1 *Listen to the text "User Datagram Protocol" and write if the statements are right or wrong.*

1. Voice and video services need speed much more than they need every piece of data to arrive in exactly the order it was sent, and even if some data do not arrive, these services will experience only a transient imperfection that the user will hardly notice.

2. Doppler-shifted sound is preferable.

3. Other services want to send an occasional information request and get one response back each time; such a service may be willing to try again if it receives no answer. The transport protocol for this kind of services is UDP (User Datagram Protocol).

4. The standard Internet name service, DNS, uses UDP, as some transparent file access mechanisms.

5. One process uses UDP to send datagrams to another process, and the receiving process uses UDP to retrieve messages that survive passage across the Internet. UDP is a connectionless protocol, which does not establish virtual circuits.

6. UDP establishes virtual circuits.

7. It is especially useful on networks that are reliable without further protocol help, for services that do their own error recovery, and for services

such as voice and video where speed is more important than extreme reliability.

Theoretical Computer Science
Reading
Pragmatics Прагматика
Task 2 *Learn the words:*

Pragmatics

applied-indicator применяемый-индикатор

braces фигурные скобки

defining-indicator определяющий-индикатор

implication импликация, подтекст

include включать, содержать в себе

intention намерение, цель

occur происходить, иметь место

part часть

postlude заключение

pragmatic remarks прагматические замечания

prelude вступление

real вещественный

rule правило

section раздел

unless otherwise is specified – если иное не предусмотрено

Pragmatic remarks

bit бит

book книга

bool = boolean логический

char = character символ, знак, литера

compl = complex

overflow переполнение

proc = process процесс

random произвольный, случайный

ref book = reference book справочник

ref real = reference

комплексный, сложный
   else иначе
   finish окончание

   flex = flexible гибкий
   format формат
   int = integer целое
   mode book вид книга

real имя вещественное
   string строка
   struct = structure структура
   task задача
   then затем, потом
   union объединение
   void пустой

Task 3 *Read the text and say what the pragmatic remarks are used for. Discuss the way they are used.*

Pragmatics

Pragmatic remarks are included in braces. They serve to help the learner to understand the intentions of definitions and to find the required sections or rules.

Some of them contain examples written in reference language. Here applied-indicators are out of context from their defining-indicators and are in the standard- or particular-preludes and the particular postlude.

Talk

Hobby Хобби

Task 4 *Read the texts about the students' hobbies and write about the hobby of your own.*

My Hobby
1

My first interest in life is the computer. I create programs spending hours on it. Computer is everything: communication, news, music and video.

Besides, I go in for karate. To go in for this kind of sport requires much work in improving oneself both physically and morally. We have to restrain ourselves if we see something is wrong in everyday life because karate gives much power. I try to get my belts and go up higher each time.

I am keen on mathematics. I think I cannot live without it. It is my lifework. The words of the language do not impress me much, but mathematics is quite another case. My future job will also be connected with numbers and calculations. Logic, attention, diligence are all the qualities of a real mathematician.

My second interest in life is connected with cars. My car is not a new one, but I look after it with much care. I know practically all brands of cars and all their parameters. Car exhibitions, films, journals help me to do it. I have driving license. When I work, I'll buy even a better car.

Painting had been in our family for years. We are all in art. My grandfather used to go to the country and paint landscapes. His works were exhibited several times. My mother goes in for icon painting and father makes the works in graphics.

I have been aware of all kinds of arts since childhood. Modern masters do not impress me greatly. My trend is classical painting: old masters of Renaissance, Russian and French impressionists. I like Monee and Degas most of all. I study software engineering, but my future life will be connected with painting as well.

Grammar

Suffixes of Adjectives Суффиксы прилагательных

Task 5 *Read Grammar Reference materials to Unit 3. Study the suffixes and their meaning. Give your examples of the words with suffixes.*

Task 6 *Write two adjectives from each word below. Use as many different suffixes as possible.*

1 imagine 2 tolerate 3 pity 4 child 5 person

Writing

**Choosing and Limiting a Subject Выбор и суже-
ние темы исследования**

Task 7 *Study the guidelines for* **Choosing and Limiting a
Subject.**

After you have explored your thoughts and experiences,
use the following guidelines to help you choose one idea as
a subject.

Guidelines for Choosing a Subject

Choose a subject

      –   you would like to know more about;

      –   that would interest your audience;

      –   that can be adequately covered in a research
paper of about 2, 000 words (or 7 typed pages);

      –   on which there is likely to be sufficient in-
formation in the library and on the Internet.

When you are satisfied that you can find enough infor-
mation, your next step is to limit your subject and give it a
clear focus. The subject of black holes in space, for exam-
ple, is broad enough to fill a whole book. Within that sub-
ject, though, are more specific subjects such as "how Ein-
stein's work predicted the possibility of black holes"; "how
black holes are created"; or "how instruments are used to
search for black holes."

One way to limit your subject is to ask yourself a series
of "what about" questions. Each question helps you focus
on a more specific aspect of a broad subject. The following
model shows how to use "what about" questions to narrow
down the broad subject of computers.

Example: Limiting a subject

BROAD SUBJECT computers

FIRST QUESTION *What about* computers?

MORE LIMITED how computers help people with disabilities

SECOND QUESTION *What about* computers and people with disabilities?

MORE LIMITED how computers help people with disabilities in language, vision, and motion

THIRD QUESTION *What about* computers' helping people with language, vision, and motion?

SUITABLE LIMITED recent developments and successes in computers' helping people with disabilities in language, vision, and motion

Task 8 *For each subject write* **suitable** *if the subject is narrow enough for a short research paper. If it is too broad, write a serious of "what about" questions and answers until you arrive at a suitably limited subject.*

– The Japanese language;

– American Indian words that have become part of the English language;

– how the space shuttle serves business and research;

– baseball;

– physical fitness;

– what to do when you encounter potentially dangerous animals while hiking through the wilderness;

– Martin Luther King, Jr.;

– Poland;

– how engineers solved the problems in building the Brooklyn Bridge;

– the Ming dynasty.

UNIT 4
Protonotions

Listening

Text № 4 Reference Models Эталонные модели

Task 1 *Listen to the text "Reference Models". Choose true or false statements.*

1. A reference model is a model that is used to explain how the various components of a system fit together and what the common interface specifications are between the components.

2. A video system has a reference model so that video components like cameras, VCRs, and monitors can work together.

3. The first term means Internet Model, the second one defines ISO-OS Model, and the third term is User Model.

4. The Basic Reference Model for Open Systems Interconnection (OSI), or OSI Model, was specified by the International Organization for Standardization (ISO).

Task 2 *Arrange the User Model chains in the logical order:*

1. Application; Process/Applications; Network Applications

2. Data Link; Link; Network Infrastructure

3. Network convergence; Network; Network Infrastructure

4. Network internet; Internet; Network Infrastructure

5. Network subnet; Network; Network Infrastructure

6. Presentation; Process/Applications; Network Applications

7. Session; Transport; Network Applications

Theoretical Computer Science

Reading

Protonotions Протопонятия

Task 3 *Read the text and study the syntactic marks:*

apostrophe апостроф

asterisk символ звёздочка

colon двоеточие

comma запятая

hyphen дефис

point точка

semicolon точка с запятой

sharp знак #, знак //

<div align="center">

Protonotions

</div>

In the definition of the strict language, a formal grammar is used in which certain syntactic marks appear. These can be classified as 1) small and large syntactic marks (small and capital letters of Latin alphabet; figures), 2) other syntactic marks: "**.**" ("point"), "**,**" ("comma"), "**:**" ("colon"), "**;**" ("semicolon"), "**'**" ("apostrophe"), "**-**" ("hyphen"), "*****" ("asterisk"). A "protonotion" is a possibly empty sequence of small syntactic marks.

Task 4 *Learn the other notions:*

angle угол

angle bracket угловая скобка

back slash обратная косая черта (знак)

bracket скобка, квадратная скобка

dash тире

inverted commas кавычки

parenthesis круглая скобка, **parentheses круглые** скобки

slash косая черта (знак), наклонный штрих (знак)

square bracket квадратная скобка

Note:

full stop точка как знак препинания в конце пред-ложения

point запятая в дробях, координата экрана в некото-рых принятых в системе единицах измерения, точка (знак)

dot точка в Интернете

Task 5 *Choose the text of any program and read it aloud. Pay attention to reading of all pragmatic and syntactic marks.*

Talk

Email Architecture Структура электронной поч-ты

Task 6 *Read the text and draw the mail's architecture. Show the diagrams to each other and discuss the mail's architecture in pairs.*

Mail Architecture

Mail system has message transfer agent (MTA) and user agent (UA). A **message transfer agent (MTA)** routs a message towards its destination by sending the message to another MTA. A **user agent (UA)** interacts with the end-user and allows sending and receiving mail messages for the user.

The interaction between an MTA and UA is not de-fined in this general architecture. However, the usual para-digm for the MTA is to **deposit** a mail message in a user's mailbox. A **mailbox** is a file that stores mail messages de-posited by the local MTA that the user can then read. When transmitting a message composed by a user, the UA sends the outbound message to the local MTA, usually through some kind of **intercross communications facil-ity**.

On a UNIX system, the outbound message is normally passed to the MTA **via a pipe**. **Simple Mail Transfer Protocol (SMTP)** is used for communication on the Internet. This protocol, as its name suggests, is very simple. An example of SMTP dialogue is shown below. The client initiates the dialogue with SMTP server, sending a message to the remote server. This message contains the following three pieces of information:

- The sender address (line 4)
- The argument (in angle brackets) to the MAIL FROM: command.
- The recipient address (line 6)

The argument (in angle brackets) to the RCPT TO: command. There may be more than a single recipient address, each of which appears as an argument to additional RCPT TO: commands. This convention enables you to send the same message to multiple recipients on the same server.

- The message itself (line 10) sent by the client after the response to the DATA command from the server (line 8). The client sends a line with a single period (line 11), thus signaling about the end of the message. The client then can send another message or use the QUIT command (line 13) to the session with the server.

SMTP Dialogue Example:

(1) 220 cs.utexas.edu Sendmail 5. 64/1. 129 ready \ at Thu, 7 May 02, 16: 08: 02 -0500

(2) HELO akasha.tic.com

(3) 240 cs.utexas.edu HELO akasha.tic.com

(4) MAIL FROM :< sally@tic.com>

(5) 240 < sally@tic.com>... Sender ok

(6) RCPT TO: <fred@cs.utexas.edu>

(7) 240 <fred@cs.utexas.edu>… Recipient ok

(8) DATA

(9) 326 Enter mail, end with "." on a line by itself

(10) {message header}

•

•

•

   {message body}

(11).

(12) 250 Mail accepted

(13) QUIT

(14) 221 cs.utexas.edu closing connection

Task 7 *Read the dialogue about* **Mail Routing** *and act it out. Think of your own dialogue on the topic.*

Bill: Evening, Harry. Can you help me with mail routing?

Harry: Sure. What's the problem?

Bill: Will you explain how mail routing works?

Harry: First, *sendmail* routes a message based on the syntax of the recipient envelope address. Second, *sendmail* takes the recipient address from the SMTP envelope dialogue or as an argument passed to it by UA. The examination of this address results in a triple of the form

<mailer, host, user>

Bill: What do these terms mean?

Harry: A *sendmail* mailer specifies a program for the MTA to invoke to deliver the message. It also defines a set of header rewriting rules through which all addresses in the message header are processed. Have you any idea about the host?

Bill: I know the host is the domain name. The message will be sent to it.

Harry: Right. And the recipient address is used as the argument to the command in the SMTP dialogue.

Bill: Thank you for advice.

Harry: I was glad to be of any help to you.

Grammar

Continuous Tense Forms Формы длительного времени

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

Task 9 *Find the continuous form in each of the following sentences. What form is it?*

Example: I am growing sunflowers at the edge of the corn field.

am growing **present continuous**

1. Last summer I was just experimenting.
2. Joe had been talking about his sunflowers for years.
3. He has been helping me with my crop.
4. Soon we'll be eating sunflower seeds.
5. By next autumn I'll have been producing sunflower seeds for three years.

Task 10 *Name six continuous forms for each verb. Use* **he** *or* **she** *as the subject.*

Example: carry

He is carrying

He was carrying

He will be carrying

He has been carrying

He had been carrying

He will have been carrying

Verb list: approach, assist, find, finish, hike, hurry, learn, listen, reach, rest, return, write.

Writing

Gathering Information Сбор информации

Task 11 *Read the material about gathering information.*

Once you have suitably limited subject, your next step is to formulate a list of questions your paper should answer. If you have decided to write a paper on current developments the way the computers are helping people with disabilities, for example, your guide questions might include the following.

Guide Questions

1. Are there different kinds of computers for different disabilities?

2. How do computers help people with language disabilities?

3. How do they help people who have lost their ability to speak or have never been able to speak?

4. Just how do computers help people who are blind "to see"? How do they help them read and write?

5. How do computers help people who have limited mobility? How do they help people who are paralyzed? How do they help them move? What tasks do they help them perform? What are the costs? What are the benefits?

After you have a list of between five and ten questions, you can turn to appropriate library sources to answer them. The following steps will guide you through the process of collecting appropriate sources in the library.

Steps for Gathering Information

1. Begin by consulting general reference work such as encyclopedia or handbook to gain an overview of your subject. Also make a note of any sources that are listed at the end of articles.

2. Use the subject cards in the card catalogue to find books on your subject.

3. Consult the *Reader's Guide to Periodical Literature* to find magazine articles on your subject.

4. Use a newspaper index to identify news articles.

5. Make a list of all available sources on your subject. For each book record the author, title, copyright year, name and location of publisher, and the call number. If your source is a magazine or a newspaper, record the name and the date of the publication, the author, the title, and the location (section and page numbers) of the article.

6. Identify each source in your notes with a number.

Conducting an Interview

If you are aware of one or more experts who can contribute valuable details to your paper, make an appointment for an interview, either in person or by telephone. Steps for conducting an interview will help you prepare for an interview and conduct it productively.

Steps for Conducting an Interview

1. Prepare at least five specific questions to ask the person you are interviewing.

2. Go to the interview with your questions in hand. Also take pencils and paper for note-taking and a tape recorder or a notebook if available.

3. If you are taking notes, summarize the main ideas in your own words.

4. Stay alert for important details and colourful, lively phrases that you might quote directly. Write these word for word and enclose them in quotation marks.

5. If you need extra time to write your notes, politely ask the interviewee to wait for a few moments while you finish writing.

6. Immediately after the interview review your notes and fill any details you may not have had time to include.

Task 12 *Using the resources in the library, list five sources for three of the following subjects. At least two of your sources should be magazine or newspaper articles. All the other ones can be the Internet sources.*

Subjects: 1) violence on television; 2) pros and cons of nuclear power plants; 3) improving public housing; 4) new car designs; 5) fighting air and water pollution.

UNIT 5
Some Notions of the Strict Language

Listening

Text № 5 TCP/IP Layers Уровни транспортного протокола и интернет-протокола

Task 1 *Listen to the text "TCP/IP Layers". Write if the sentences are right or wrong.*

1. The TCP/IP protocols have several traditional layers within the Internet model.

2. Process/Applications layer provides application services to users and programs.

3. Transport layer handles data unity of functions.

4. TCP provides a reliable byte stream over a connection between two processes, ensures that data arrives, and ensures it arrives in order and without errors.

5. UDP makes an effort to deliver datagrams and ensures order or prevents packet loss or duplication.

6. Most TCP/IP applications, such as TELENET and FTP, use TCP.

7. Internet layer has numerous protocols.

8. Network layer contains whatever IP will run over, such as Ethernet, token ring, FDDI.

9. Standards at physical layer describe signal attenuation, voltage levels, physical connectors, and the like.

Theoretical Computer Science
Reading

Some Notions of Syntax of the Strict Language
Некоторые понятия синтаксиса строгого языка

Task 2 *Learn new words:*

apply применять

paranotion парапонятие

convention соглашение

particular occurrence конкретное вхождение

empty sequence пустая последовательность

possible возможный

hypernotion гиперпонятие

protonotion протопонятие

interpretation интерпретация

reference to INTREAL имя числового

INTREAL числовое

Rule is given. Правило задано.

letter *a* symbol символ буква *a*

Rule is created. Правило создано.

metanotion метапонятие

subclass подкласс

nonempty непустое
notion понятие

variable переменная

Task 3 *Extend the sentences:*

1.   A "protonotion" is an empty sequence ….
2.   A "notion" is a protonotion ….
3.   A "metanotion" is a sequence ….
4.   A "hypernotion" is an empty sequence ….
5.   We use hypernotions in ….
6.   {A "paranotion" is a hypernotion ….}
7.   A "symbol" is a protonotion ….

Some Notions of the Syntax of the Strict Language

A "protonotion" is an empty sequence of small syntactic marks.

A "notion" is a protonotion for which we can derive a production rule.

A "metanotion" is a sequence of large syntactic marks. For it metaproduction rule is given or created.

A "hypernotion" is an empty sequence. Each of its elements either is a small syntactic mark or is a metanotion.

{That is why the class of protonotions (b) is a subclass of hypernotions. We use hypernotions in metaproduction rules, hyper-rules, as paranotions and to "designate" certain classes of protonotions.}

{A "paranotion" is a hypernotion. We apply to it certain special conventions and interpretations.}

A "symbol" is a protonotion ending with "symbol". {Examples:

'variable point',

'variable point numeral'

"INTREAL"

'reference to INTREAL'

'letter *a* symbol'.

Talk

The Internet Mail Addresses Адреса электронной почты Интернета

Task 4 *Arrange the sentences referring to the domain _part of the Internet mail address or its local _part.*

> 1. This part of the address indicates the location of an MTA where the local _part of the address will be further processed.

> 2. There are conventions for escaping characters with special meaning such as the "at" sign (@), however, these conventions are seldom needed, since most   local _part addresses are composed of letters and numbers.

3. The local _part can also incorporate other mail addressing standards, such as UUCP mail address.

4. When the mail reaches the MTA designated in the domain _part of the address, an MTA processes only the local part.

5. Sometimes it is an actual host address.

6. The local _part which is any printable string of ASCII characters designates the final destination of the mail message.

7. The specific server to send the message to is derived from the domain name.

8. The domain _part is any legal domain address, such as tic.com or cs.utexas.edu.

The Internet Mail Addresses

The Internet mail address comprises two parts separated by an "at" sign (@) as follows:

local _part&domain _part

The *domain _part is* any legal domain address, such as *tic.com* or *cs.utexas.edu.* This part of the address indicates the location of an MTA where the *local _part* of the address will be further processed. Sometimes it is an actual host address. More often it is simply a domain name of the organization to which the mail will be forwarded. The specific server to send the message to is derived from the domain name.

The *local _part* which is any printable string of ASCII characters designates the final destination of the mail message. There are conventions for escaping characters with special meaning such as the "at" sign (@), however, these conventions are seldom needed, since most *local _part* addresses are composed of letters and numbers. When the mail reaches the MTA designated in the *domain _part* of the

address, an MTA processes only the local part. This part can be the login name of a user, or, possibly, a local alias that points either to a list of recipients or the actual destination mailbox of the message. The *local _part* can also incorporate other mail addressing standards, such as UUCP mail address. The important point to remember is that this part is processed only when the message reaches the destination specified in the *domain _part* of the address.

Grammar

Perfect Tense Forms Формы перфектного времени

Task 5 *Read Grammar Reference materials to Unit 5.*

Task 6 *What is the tense of the underlined verb in each of the following sentences?*

Example: **Polio epidemics have become a thing of the past. Present perfect**

1. Polio had threatened the lives of many people before a vaccine was discovered.

2. A vaccine protects a person from a disease before the disease had started.

3. Dr. Jonas Salk had already developed a successful vaccine when Dr. Albert Sabine produced an even more effective one.

4. Before long, these scientists will have saved the lives of millions of people.

Task 7 *What are the forms of present perfect, past perfect, and future perfect tense of each verb below? Use **he** or **she** as the subject.*

Example: *bake   Answer: she has baked   she had baked she will have baked*

Verbs: annoy, attach, brush, bury, coach, copy, decide, drop, dry, fix, gather, grin, lift, pick, plant, roll, scratch, toss, warn, wipe.

Writing
Analyzing Анализ

Task 8 *Read about analyzing. Make a cluster to analyze the main parts of your research paper. Use it to help you limit your subject and specify the material.*

Suppose you wanted to know how the car works. How would you find out? You would probably open the hood and start looking at different parts of the engine to see what they are and what they do. Breaking something down in its various parts is usually the best way to understand it – whether it is a car, a story, or an idea. When you carry out the process systematically, you are *analyzing*.

As you prepare to write a research paper, stop to analyze your subject. Ask yourself how you can break it down into smaller parts. To open your mind and help you analyze the subject try a cluster. Once you have identified the major parts of a subject, you can use them to limit the subject and also to point out the specific directions for your research.

Progress Tests to Units 1-5

Unit 1

Task 1 *Read the text and answer the questions:*

1. What is a virtual circuit?
2. When is the virtual circuit established?
3. How have virtual circuits been advocated?

Virtual Circuits

A virtual circuit is a connection. It is established when one node begins to send packets to another node. All packets between the two nodes pass over the same route. If a protocol implements a virtual circuit, we call it a connection-oriented protocol. Virtual circuit technology and connection-oriented protocols have been advocated by large segments of industry, academia, and government worldwide, especially by telephone companies. The technology is used in International Organization for Standardization, Open Systems Interconnection protocols.

Task 2 *Create new words with prefixes. Write the meaning of a new word.*

1 motion 2 complete 3 script 4 claim 5 section 6 way

Task 3 *Write a paragraph describing your attitude towards the research work.*

Unit 2

Task 1 *Write if the sentences are true or false.*

1. A datagram is a packet with sufficient addressing information that can be routed independently.
2. A protocol that uses datagrams with virtual circuits is called a connectionless protocol.
3. Packets can be rerouted for reasons other than node or link failures.

4. A router then can choose to reroute some packets around the heavily loaded link.

5. Use of datagrams thus permits load without any balancing throughout the network.

6. This kind of dynamic reconfiguration is useful not only when nodes or links degrade or fail, but also when this occurs as a result either of ordinary hardware or software overloads or failures, or of simple human error.

Datagram

The packets can also be routed individually, each as a datagram. A datagram is a packet with sufficient addressing information that can be routed independently. A protocol that uses datagrams without virtual circuits is called a connectionless protocol.

Packets can be rerouted for reasons other than node or link failures. For example, a link or node might become overloaded. A router then can choose to reroute some packets around the heavily loaded link. Use of datagrams thus permits load balancing throughout the network. This kind of dynamic reconfiguration is useful not only when nodes or links degrade or fail, but also when this occurs as a result either of ordinary hardware or software overloads or failures, or of simple human error.

Task 2 *Read the text and add common transitions.*

Microsoft Power Point: Work with a Sound

If presentation is intended for representation via the Internet, independent viewing on a computer and other kinds of the electronic publication, it is possible to accompany it with sound registration. It can be music, speech, sound effects. Usually sound effects are used as elements for attraction of attention to separate slides, and music often acts as an independent element of the report at repre-

sentation of a creative theme. Speech is usually used for commenting the presentation focused on independent viewing.

At the same time, record of speech can be applied to preparation of class report. Sound effects are inserted for attraction of attention of an audience or to the slide as a whole, or to its objects. It is necessary to mean that transfer of a sound via the Internet is connected with certain difficulties as volumes of sound files can be rather large. It is recommended to apply special formats of sound files providing a high degree of compression with an opportunity of quality management, for example, format MP3.

Task 3 *Create new words with suffixes. Write the meaning of a new word.*

1 elevate 2 real 3 glory 4 human 5 act 6 fascinate

Task 4 *Write the answers to the questions about finding ideas from your personal experience.*

1. How do I spend my leisure time? How do other people of my age spend their leisure time?

2. What places have I visited? What places would I like to visit and know more about?

3. What do I do well? What would I like to do well?

4. How are the attitudes of my generation different from those of my parents' generation? What accounts for the differences?

5. How do I take care of my health and safety? What kinds of things do people need to know to prevent illness and injury?

Unit 3

Task 1 *Read the text and answer the question in details:*

What are the main benefits of TCP/IP implementations?

TCP/IP Implementations

TCP/IP is implemented for almost every computer platform and it thus can support a very high degree of interoperability between computers and software of the same or different types. This flexibility, together with the services provided and the sheer size of the Internet permits and promotes collaboration among users. This collaboration is the main benefit of the Internet. Users can be full participants, providing information rather than just consuming it, and cooperating with other users to produce joint outcomes more effectively than each user alone could.

Task 2 *Read the text and find the answers to the questions:*

1. What does Matrix consist of?
2. How does the Internet differ from Matrix?
3. What does the WorldNet ellipse indicate?
4. What does the Matrix ellipse indicate?
5. What is the condition for the host or the network to be on the Internet?
6. What is the Internet to the Matrix?

The Matrix

The existence of different networks can create confusion, but each has its own niche and each serves a purpose. All, taken together, plus other networks and computers, form the Matrix. The Matrix includes all inter-connected networks exchanging mail.

How do the Internet and the Matrix differ? The Internet is the largest network in the matrix. The Matrix also includes nets. Thousands of enterprises use IP networks within corporations and numerous other entities. The WorldNet ellipse indicates the diminishing proportion of the networks that are non-commercial. The Matrix ellipse indicates systems that exchange mail. Most major confer-

encing systems have moved within it by setting up mail links with the outside world.

A host or network only exchanging mail is in the matrix but it is not on the Internet. For this, they must have direct interactive IP connectivity to the Internet. Some of other networks in the Matrix are gradually being absorbed by the Internet. All of the following are now carried over the Internet:

• most USENET news traffic;
• backbone of BITNET in the U.S.;
• large parts of some other NJE networks, such as EARN;
• some FidoNet traffic across the Atlantic;
• most mail traffic to the outside world from some whole national segments of the UUCP network.

The Internet has become the core and main support of the Matrix.

Task 2 *Tell the class about your hobby. Change the ideas. Have you found the people in the group with the same hobby as yours? How can it be of any use to you?*

Task 3 *Analyze the suffixes and determine the meaning of the words.*

1 expendable 2 traditional 3 masterful 4 heroic 5 clownish 6 purposeless 7 friendly

8 transitory 9 clamorous 10 burdensome

Task 4 *Choose and limit your subject by asking, "What about the subject?" until you can express the theses of your research paper in a phrase or partial sentence.*

Unit 4

Task 1 *Define if the statements are true or false.*

1.   In an attempt to reduce conceptual complexity, models divide protocols into layers.

2.   A protocol in a given layer can be described by the services it provides to the next layer and by the services it uses from the next lower layer.

3.   Protocols have to be implemented in separate program modules for each layer (although they often are); layering is a conceptual aid, not an implementation directive.

4.   OSI has five layers (more or less), while TCP/IP has four (more or less).

5.   Process/Applications are: TELNET, FTP, SMTP; Transport: TCP; Internet: IP; Network: Ethernet, FDDI; Physical: various.

6.   Most wide-area physical links in the Internet are probably copper cable or fibre optic dedicated lines provided by Inter-Exchange Carriers (IXCs), which we can know as long-distance telephone companies.

7.   Many machines are connected to networks that use CSMA/CD, token ring, or token bus technology.

8.   IETF working groups may produce interface or management specifications for these media-level protocols, and they specify them directly.

9.   The one exception so far is the Point-to-Point Protocol (PPP).

10.   We encounter OSI protocol most frequently in Public data Networks (PDNs), which are

networks intended to provide host-to-host connectivity for remote login.

Layers

In an attempt to reduce conceptual complexity, models divide protocols into layers. A protocol in a given layer can be described by the services it provides to the next layer and by the services it uses from the next lower layer. Protocols don't have to be implemented in separate program modules for each layer (although they often are); layering is a conceptual aid, not an implementation directive. OSI has seven layers, while TCP/IP has five. Yet each protocol model accomplishes similar ends.

These are some examples of layers. The first term is the layer and the next one is its example. Process/Applications are: TELNET, FTP, SMTP; Transport: TCP; Internet: IP; Network: Ethernet, FDDI; Physical: various.

The physical layer is essentially the same in both models. It can use anything from twisted-pair cable or fibre optics to point-to-point radio or satellite links. Most wide-area physical links in the Internet are probably copper cable or fibre optic dedicated lines provided by Inter-Exchange Carriers (IXCs), which we can know as long-distance telephone companies. In Europe, such companies were traditionally national monopolies, similar to what AT&T used to be in the United States, but often including other communication services. The usual term for such a company is POST, Telephone, and Telegraph (PTT).

Many machines are connected to networks that use CSMA/CD, token ring, or token bus technology. IETF working groups may produce interface or management specifications for these media-level protocols, but they do not normally specify them directly. The one exception so

far is the Point-to-Point Protocol (PPP). We encounter OSI protocol most frequently in Public data Networks (PDNs), which are networks intended to provide host-to-host connectivity for remote login. Such PDNs are provided sometimes by IXCs and sometimes by specialized companies.

Task 2 *Read the text and present it in the form of dialogue.*

Mail Envelopes and Contents

Each mail message comprises two parts: the mail envelope and the mail contents. Analogous to the recipient and return addresses found on a paper mail envelope, the mail envelope supplies the addressing information. It is the only part of the message the MTA examines. Using MSTP, an MTA sends the envelope information to another MTA in SMTP dialogue.

The mail envelope content consists of two parts: a header and a body. For example:

Date: Wed, 13 Oct 93 08:49:54 –0500

From: sally@tic.com

To: fred@cs.utexas.edu

Subject: Party Invitation

Cc: janet@tic.com

Hi,

You are invited to a party at 5: 00 PM after work at the office. Bring a friend. Sally

P. S. Remember this is also a surprise party for Stan, so don't let him know.

Headers always start with keywords followed by a colon; for example, *To: From: and Subject:* The message body is separated from the header lines by a blank line.

The header lines are not used to route the message to its destination. Rather they serve as information to the user receiving the message. The envelope addresses are used to

route the message. However, because the user never sees the envelope as part of the message, the header lines include the addressing information in *From:* and *To:* lines enabling the user to reply to the message by simply using the information contained in the received message. This is a very powerful feature of mail, and all modern UAs perform this function automatically for the user.

Task 3 *Write out the continuous verb form from each sentence. Then write the name of the form.*

Example: Last spring I was hunting for wildflowers.

was hunting   past continuous

1. I had been finding beautiful wild irises.
2. Lately I have been finding hundreds of lady's slippers.
3. They are blooming in shady places this time of year.
4. Next month I will be looking for wild roses.
5. By next spring I will have been identifying wildflowers for two years.

Task 4 *Interview a classmate about the planned research paper on the future plans of today's high school graduates. After the interview write a paragraph or two paraphrasing the interview. Include some direct quotations into your paraphrase.*

Unit 5

Task 1 *Complete the sentences:*

1.   A protocol suite is a set of protocols ….
2.   Therefore, a set of protocols, called ….

Task 2 *Arrange the protocol layers and the protocol names.*

1.   Internet: IP
2.   Link SCMA/CD, token ring, HDLC, serial

3.   Network: Ethernet, ISO 8802-2, SLIP, PPP

4.   Physical: various

5.   Process/Application: TELENET (login), FTP (files), SMTP (mail), DNS (names), NTP (time), NFS (files)

6.   Transport: TCP, UDP

Protocol Stacks

A protocol model is not much good without actual protocols, no matter how many layers are in the model. A protocol suite is a set of protocols that fit a protocol model. However, there might be more protocols in a protocol suite than are practical for use with a particular application. Therefore, a set of protocols, called a protocol stack, is selected from the protocol suite to support an application or a class of applications.

In the following examples the first term is the protocol layer, and the second one is the protocol name:

1.   Process/Application: TELENET (login), FTP (files), SMTP (mail), DNS (names), NTP (time), NFS (files)

2.   Transport: TCP, UDP

3.   Internet: IP

4.   Network: Ethernet, ISO 8802-2, SLIP, PPP

5.   Link SCMA/CD, token ring, HDLC, serial

6.   Physical: various

Task 3 *Write if the sentences are true or false.*

1.   The IP protocol is the key protocol in the TCP/IP protocol model, since all stacks include it.

2.	IP includes an internetwork address space, routing, and other services across various underlying networks and network technologies.

3.	Above IP no other protocols may be used, and most application protocols are designed to be used with one of these.

4.	These might require their own underlying stacks of link and physical layer protocols and most TCPIP application protocols are concerned with what is underneath IP.

5.	A transport layer protocol might need to know the maximum transmission unit of an underlying network protocol in order to facilitate tuning the size of transmitted messages.

6.	Or an application might be concerned with a particular class of service, such as broadcast, and so might need to know whether the network link layer supports it.

7.	But most details below the Internet layer are open from the transport and application layers.

IP Stacks

The IP protocol is the key protocol in the TCP/IP protocol model, since all stacks include it. IP includes an internetwork address space, routing, and other services across various underlying networks and network technologies. Above IP, either TCP or UDP may be used, and most application protocols are designed to be used with one of these. For example, TELNET, FTP, and SMTP were designed for UDP. DNS, for example, uses UDP for most purposes, but where 100% reliability is required, it uses TCP. Besides IP a wide variety of network protocols can be used. These might require their own underlying stacks of

link and physical layer protocols; however, most TCP/IP application protocols are not concerned with what is underneath IP. A transport layer protocol might need to know the maximum transmission unit of an underlying network protocol in order to facilitate tuning the size of transmitted messages. Or an application might be concerned with a particular class of service, such as broadcast, and so might need to know whether the network link layer supports it. But most details below the Internet layer are hidden from the transport and application layers.

Task 4 *What are the forms of present perfect, past perfect, and future perfect tenses of each verb below? Use* **he** *or* **she** *as the subject.*

Example: learn

Answer: she has learned   she had learned   she will have learned

Verbs: arrive, create, cry, destroy, elect, fetch, fuss, guard, help, hope, joke, knit, laugh, like, print, rehearse, relax, remark, slip, splash, stay, worry.

Task 5 *Present the results of analyzing the research paper to the class.*

UNIT 6
Production Rules

Listening
Text № 6 Mail Networks Почта сети

Task 1 *Listen to the text "Mail Networks". Find the sentences supporting the idea of the introductory sentence in each paragraph.*

1. A dialup network like FidoNet or UUCP can provide mail service with other systems, thus giving you access to the Matrix, although not to the Internet.

2. FidoNet and UUCP are defined partly by the protocols they use: FidoNet uses the Fido protocols, and the UUCP network uses the UUCP protocols.

3. To join FidoNet or UUCP you must have Fido or software installed. You can get FidoNet software from someone else who is on FidoNet.

Task 2 *Numerate the paragraphs, containing the following ideas:*

1. To join FidoNet or UUCP various kinds of software are installed.

2. FidoNet and UUCP are defined partly by the protocols they use: FidoNet uses the Fido protocols, and the UUCP network uses the UUCP protocols.

3. A dialup network like FidoNet or UUCP can provide mail service with other systems, thus giving you access to the Matrix, but you can still participate in discussions going on in the Internet community by means of mailing lists and newsgroups, which are exchanged among various networks of the Matrix.

Theoretical Computer Science
Reading
Production Rules Порождающие правила
Task 3 *Learn the words:*
binding связь
conflict resolution разрешение конфликта
extend продлить, расширять
execute выполнять, исполнять, осуществлять
Task 4 *Complete the sentences:*

1. Production rule is ….
2. The production rule is represented as ….
3. Semantics for production rules includes ….
4. The rule instance consists of ….
5. Conflict resolution means ….
6. The action list is ….

Production Rules

Production rule is a statement, specifying the execution of actions if the conditions of it are satisfied. That is why they have optional semantic. The production rule is represented as "if", denoting condition, "then", defining the action-list and "else" construct. In the latter case the statement can be reduced to the form without "else". Besides, the semantics in interpreting "else" action in schemes is more complex.

Semantics for production rules includes "match", "conflict resolution", "and act". The operational semantics extend general semantics. The rule instance consists of a binding of rule variables, which are based on the state of the data source and the rule with the defined satisfied condition. "Conflict resolution" means the rule instance is se-

lected, for example, by rule priority. The action list is executed in order.

Talk

At the Post-office На почте

Task 5 *Read the text and name the postal services.*

Postal Services

If somebody wants to buy stamps, envelopes, postcards, to send a telegram or a registered letter, to get and send the poste restante letter or a postal money order, goes to the post-office. There are windows for each department. Customers discuss their problems with postal clerks.

Task 6 *Read and act out the dialogue, think of the dialogue of your own.*

Sending a Registered Letter

John is sending a registered letter to Great Britain.

—   Excuse me, where can I send the registered letter to Great Britain?

—   Right here, please.

—   You have to fill the sender's and the addressee's data on the envelope. Then your letter will be stamped and weighed. Would you like to send the express letter?

—   Yes, I would.

—   Then take this form and fill it.

—   All right.

Grammar

Contrasting of Present Simple and Present Continuous Tenses Контраст настоящего простого и длительного времени

Task 7 *Read Grammar Reference materials to Unit 6.*

Task 8 *Insert the verb form according to the tenses given in brackets.*

1. My family (travel) to California. (future simple)

2. Mr. Ruiz (grow) begonias for years. (present perfect continuous)

3. My parents (visit) him there two years ago. (past simple)

4. My parents' friends (spot) some begonias last week. (past simple)

5. Mr. Ruiz (serve) as a president of a garden club. (past perfect continuous)

6. He (look) for an assistant. (present perfect continuous)

7. May be we (see) some of his flowers during our visit. (future simple)

Writing

Evaluating Sources Оценка источников

Task 9 *Read the material about evaluating sources and then make notes on it in your writing folder.*

In the process of reviewing sources for up-to-date material, accuracy and objectivity is an essential part of your research. If a book has an old publication date, for example, it may be missing critical new information. If the author is biased – has a strong leaning toward one viewpoint because of emotion or self-interest – then the book or article may have only information that supports the author's viewpoint. The checklists can help evaluating sources.

Student Model: Checklists for Evaluating Books and Articles

1. Who is the author? What is his or her credo? You can find it by reading the book jacket or by reading about the author in a biographical reference book. In the article you can find this in-

formation in a note at the beginning or end of the article.

2. Is there anything in the author's background that might suggest a biased viewpoint?

3. What is the publication date? If the subject requires the most up-to-date information, such as recent medical findings, then avoid books that are more than a few years old.

4. Check the table of contents and the index. Is there information on your limited subject in the book?

After using checklist to evaluate books or articles, use only those sources you can rely on for accuracy and objectivity.

Task 10 *Choose at least three books and find their weak points using the list:*

1) probably outdated; 2) probably biased; 3) lacks strong author credentials; 4) does not relate to subject

UNIT 7
Production Tree as a Notion

Listening

Text № 7 Public Internet Hosts Общественные серверы для Интернета

Task 1 *Listen to the text "Public Internet Hosts" and find the key sentences in each paragraph.*

Theoretical Computer Science

Reading

Production Tree as a Notion Понятие дерева порождения

Task 2 *Learn the words:*

attach присоединять

at the bottom of the tree в нижней части дерева, у основания дерева

direct descendant прямой наследник

nonempty member непустое звено

order порядок

representation представление

sequence последовательность

terminal production терминальное порождение

Task 3 *Read about the production tree as a notion and summarize information you have extracted.*

Production Tree as a Notion

We can construct the "production tree" from a production rule of the language. How should we form "production tree"? At first, define some {derived} production rule for the notion. Then take a copy of notion. Next, attach the sequence of production trees to the copy. They are "direct descendants" of production tree. The copy and the attached direct descendants form the production tree. The "terminal production" of a production tree is a sequence,

which includes terminal productions of direct ordered descendants.

Talk

Science Наука

Task 4 *Read the description of Internet server arrangement and represent its typical configuration. Discuss the configuration in pairs.*

Typical Internet Server Arrangement

Operationally, DNS is a distributed database system. While it would be possible to keep all the zone databases on a single server, such an arrangement would be impractical. Instead, zone databases are distributed on many hosts around the Internet. The nameserver on each host answers DNS queries that are generated by host applications requesting naming information.

The most typical query is generated when a client program needs the address of a remote host. The client program uses a set of routines found in a resolver library. These routines generate a query that is sent to nearby nameserver, which then attempts to answer it. If a nameserver can't answer a query, then the nameserver forwards the query to another nameserver with better information. The servers of last resort are the root nameservers, since they know how to get to each top-level server, which in turn knows how to get to nameservers serving zones at lower levels in the naming tree. That is why every nameserver needs to keep a list of the root nameservers in their caches.

To reduce the amount of network traffic generated by queries, every nameserver can cache responses to a query. It can use the cached information rather than forwarding the query as it did the first time. After a while, caching enables a nameserver to answer most queries locally. A nameserver also can copy another server's zone files. That server then becomes an authoritative server for that zone. Such a

server is called a *secondary nameserver*. The secondary nameserver periodically checks with the server it copied the zone file from to see if the file has been updated. By caching and using secondary nameservers, DNS improves its own performance and reliability.

Grammar

Contrasting of Past Simple, Present Perfect and Present Perfect Continuous Tenses Контраст прошедшего простого, настоящего перфектного и настоящего перфектного длительного времени

Task 5 *Read Grammar Reference materials to Unit 7.*

Task 6 *Match the question to the correct answer.*

Have you been to the USA?

        a)   Yes. I've been last summer.

        b)   Yes. I went last summer.

Task 7 *Which sentence is correct: a) or b)?*

1

a) I've written three letters so far this morning!

 b) I've been writing three letters so far this morning!

2

a) He's known her for three years.

b) He's been knowing her for three years.

Writing

Developing a Working Thesis Statement Разработка рабочих тезисов исследования

Task 8 *Read about drafting a working thesis statement.*

Drafting a working thesis statement expresses the main idea of the paper. The following working thesis statement is based on information gathered about computers helping people with disabilities.

Student Model: *Working Thesis Statement*

Computers are able to help people who have language problems, vision problems, and motion problems related to paralysis and loss of limb.

Task 9 *Below are notes on robot sensors, allowing robots to sense objects around them. Write a working thesis statement that covers the information.*

Student Model: Developing a Working Thesis Statement

Sophisticated devices on robots allow them to imitate the human senses of hearing, sight, and touch.

1. Some robots are programmed to hear and respond to only one human voice giving commands.

2. The sense of touch in some robots is controlled by the machine's receiving an electrical charge when it touches an object.

3. Some robots can be programmed to edit out differences in voice quality so that they can respond to any human voice.

4. The simplest form of robot sight is the ability to detect the presence or absence of light.

5. In some hearing robots, a double system entry is used. The first step is a voice command from its programmer; the second step requires an additional command from the programmer.

6. Some robots can control the amount of pressure they exert on an object through what is called forced feedback.

7. Some robots can "see" gradations of light and dark, not merely its presence or absence.

8. TV cameras are used in some robots as a vision device.

9. Some robots do not have to touch things to know they are nearby; proximity sensors tell them when they are near objects.

Task 10 *Formulate the working thesis statement that expresses the purpose and main idea of your research paper.*

UNIT 8
A Descendant of a Production Tree

Listening

Text № 8 Registering and Connecting Регистрация и соединение

Task 1 *Listen to the text "Registering and Connecting". Define if the items of connecting to the Internet are right or wrong:*

1. A domain name for your administrative domain, that is, for your organization.

2. You can register only one domain name.

3. An IP network number for each of your IP networks.

4. If you only have one IP network, you will still need more than one network number.

5. A reverse domain for each network number you register, mapping that network number to a normal forward domain.

Task 2 *Write out all the sentences, defining the conditions of registering and connecting, using the conjunction* **if**.

Theoretical Computer Science

Reading

A Descendant of a Production Tree Наследник дерева порождения

Task 3 *Learn the words:*

after после	**invisible** невидимый, неразличимый
before прежде	**minus** минус
contain содержать	**option** вариант, опция
digit цифра	**plus** плюс
exist существовать	**plus-minus** плюс-

follow следовать

given above приведён-
ное выше

identical (to) идентич-
ный

immediately непосред-
ственно, немедленно

imply подразумевать,
означать, предполагать

минус

plus-minus option
вариант плюс-минус

precede предшество-
вать

term называть, выра-
жать

textual order тексто-
вый порядок

visible видимый, оче-
видный, явный

Task 4 *Read the text and determine the conditions when one
production tree is the descendant of another production tree.*

A Descendant of a Production Tree

One production tree P is a "descendant" of another
production tree Q if it is a direct descendant {f} either of Q
or of a descendant of Q. Q is said to "contain" its descen-
dants and they are said to be "smaller than" Q. {For exam-
ple, the production tree

'plus-minus option'

'plus-minus'

'plus symbol'

is a descendant in the production tree for 'exponent
part' given above.}

We call it a "visible" production tree if its terminal pro-
duction is not empty. It is an "invisible" production tree if
its terminal production is empty. A descendant of a pro-
duction tree is "before" ("after") a descendant if the termi-
nal production is before (after) that one in the terminal
production. The {partial} ordering of the descendants is
termed the "textual order".

Talk

Food Еда

Task 5 *Read the food recipe and think of the receipt of your own.*

Recipe

Meat with Potatoes

Take half a pound of beef and boil it. It is important not to miss the moment when the water boils and to scum. Put some onion and a carrot into the cooking broth, and then take onion and carrots away. Stew the beef and then add peeled and cut potatoes and oil. Add onion, garlic and spices and stew everything. When meat is ready, serve it with green vegetables. Have a nice meal!

Task 6 *Read and act out the dialogue, think of the dialogue of your own.*

Making a Cake

–	Oh, Ann, darling, will you cook the cake?

–	Yes, Mummy, I will try to do it myself. What do we need for making a cake?

–	Some butter, eggs, sugar, flour, chocolates, nuts.

–	I am going to take the bowl. Shall I melt butter?

–	Do, please. Melt butter and pour it into the bowl. Then beat into it two eggs and some sugar. Mix everything. Stir in the flour and nuts, and then put the cake into an oven. Cook it in the oven for forty minutes. Then take it out, cut into pieces and decorate each piece with chocolates and nuts.

Grammar

Active and Passive Voice Активный и пассивный залог

Task 7 *Read Grammar Reference materials to Unit 8.*

Task 8 *Write if the verb is in active or in passive voice.*
Example: Very few animals bother the giraffe. *active*

1. A giraffe is protected by the colour pattern of his coat.

2. White lines separate the yellowish-brown coat into spots.

3. Against leafy trees the giraffe is hidden by his pattern.

Task 9 *Change each verb in the active voice into a verb in the passive voice and vice versa.*

Examples:

passive voice	active voice
Grass, fruit and bark are eaten by elephants.	Elephants eat grass, fruit, and bark.

1. The trunk carries food and water to the mouth.

2. Half a ton of food per day is needed by an adult elephant.

3. The elephant drinks fifty gallons of water every day.

Writing

Taking Notes Ведение записей

Task 10 *Learn the guidelines for taking notes and writing note cards.*

Once you have chosen a topic for a report, you need to consider what information you want to include. One way to decide is to write questions you want the report to answer. While you are researching your topic, keep your questions in mind and look for facts that answer them. Take notes.

Guidelines for Taking Notes

1. Read your selection. Notice any headings or subheadings.

2. Reread the selection, noting important ideas and facts. Use sentences, phrases, words or abbreviations.

3. Write the notes in your own words, but do not change the author's meaning.

4. Include enough information so the notes make sense.

5. Write a particularly interesting fact word-for-word, in quotation marks. You may want to use it in your report.

Guidelines for Writing Note Cards

1. Write one question at the top of the card.

2. Write the notes that answer the questions.

3. Write the title and page number of your source.

UNIT 9
Metaproduction Rules
and Simple Substitution

Listening

Text № 9 Handling Mailing Lists Correspondence Обработка списков рассылки

Task 1 *Listen to the text "Handling Mailing Lists" and say how you work with mailing lists of correspondence.*

Theoretical Computer Science

Reading

Metaproduction Rules and Simple Substitution Метаправила и простая подстановка

Task 2 *Learn the words:*

facilitate содействовать, помогать, способствовать

give rise порождать, приводить

item пункт, номер

LONGSETY длинное

metaproduction метапорождение

on the left hand side в левой части

on the right hand side в правой части

provide обеспечивать, предоставлять

SHORTSETY короткое

simple substitution простая подстановка

SIZETY размерное

SIZETY integral размерное целое

SIZETY real размерное вещественное

substitution подстановка

terminal metaproduction терминальное метапорождение

transform преобразовывать, трансформировать

Task 3 *Read the text and answer the question:* **What does metaproduction rule consist of?** *Illustrate it with the examples. Write the expository essay on the topic "Metaproduction rules and simple substitution".*

Metaproduction Rules and Simple Substitution

"Metaproduction rule" includes an optional asterisk, nonempty sequence of large syntactic marks. It also comprises two colons, nonempty sequence of hypernotions separated by semicolons, a point. The asterisk signifies that metanotion is not used in other metaproduction rules. Terminal metaproduction is any protonotion – a simple substitute for one of the hypernotions of the metaproduction rule.

Talk

At the Restaurant/At the Café В ресторане/В кафе

Task 4 *Read advertising for places to eat. Which one would you prefer and why? What's your idea of an ideal café, restaurant or pizzeria? Pay attention to the style of writing the advertisement.*

Advertising for Places to Eat

1. The Café *Japanese Garden* is open every day from 10 A.M. The last order is at 11.00 P.M. Japanese kitchen. Choice of fish and seafood: crabs, sea crawfish, lobsters, oysters, shrimps/prawns. Best wines and desserts. Oriental music – come and relax!

2. The *Night Smile* Restaurant offers a rich choice of cooked beef, lamb, chicken, turkey. Roast potatoes, green vegetables. Best wines and a large variety of desserts. Live music only. Private rooms for groups (advance booking is preferable). All major credit cards accepted. Open 11.00 – 23.00 P.M.

3. *Pizzeria*

Eat with us or take-away full range of pizza. Various kinds of stuffing: meat, mushrooms, cheese, bacon, tomatoes, spices. Open all day, every day. Entertaining music and dancing every night.

Task 5 *Read and act out the dialogue, think of your own dialogue.*

At the Restaurant

– Well, please, what is there on the menu?

– There is a rich choice of appetizers: seafood, fried mushrooms with garlic source, ham. For the main course we can choose steak, chicken or fish with French fry. There are different kinds of wine. It is served in glasses or carafes.

– I think I would prefer mixed salad, steak and ham. For dessert are a hot chocolate and a glass of house wine.

Grammar

Questions Beginning with Question Words Вопросы, начинающиеся с вопросительных слов

Alternative Questions Альтернативные вопросы

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

Task 7 *Ask alternative questions, using the words in parentheses. Add the conjunction **or.***

1. Does computer graphics deal with (images, charts)?

2. Is the main purpose of computer graphics (visualization, construction of graphic object by its description)?

3. Are there any other types of graphic (processing transformation, identification of images)?

4. Is the object usually set in (two-dimensional, three-dimensional space)?

Task 8 *Read the text and complete the questions beginning with question words. Use the following endings:* **allow, based on, deal with, during this period, existed, graphic processing, main purpose, on the screen, visualization.**

1. What does computer …?
2. What is its …?
3. What are the other types of …?
4. What are the requirements to …?
5. What is the image …?
6. What do specific transformations …?
7. What are the images …?
8. How long has computer graphics …?
9. How many programs have been created …?

Main Notions of Computer Graphics

Computer graphics deals with images. Its main purpose is visualization, construction of graphic object by its description (applied model). The other types of graphic processing are transformation and identification of images.

Depending on the field of application there are some requirements to visualization: speed of construction, quality of the image, realistic objects, aesthetic characteristics, and reliability. These requirements must be taken into account by graphic program.

The image is based on the applied model, which is the inner (program) representation of graphic object setting in the space of this or that permission. For better scrutinizing of this graphic object some specific transformations are made. They allow looking at the graphic object from the necessary point of view.

The object is usually set in three-dimensional space, but its image is two-dimensional. Projections are used to transfer from three-dimensional space to two-

dimensional image. As a rule, the images on the screen are objects' projections.

Writing

Summarizing Обобщение

Task 9 *Learn how to write summarizing. Take any story and summarize it.*

The research guide questions you developed earlier will help you locate relevant information in each source. As you take notes on that information, keep the following goals in mind.

The goals of note-taking are to summarize main points in your own words and record quotations that you might use in your research paper. Here is an example of note card with summarizing about Stephen Hawking, the world's greatest theoretical physicist, a man with disabilities caused by amyotrophic lateral sclerosis, a fatal nerve disease that strips its victims of the ability to walk, talk, and eventually move even a finger.

Student Model: Taking Notes and Summarizing

TOPIC Speech loss

SOURCE NUMBER 10

– Stephen Hawking, famous British physicist,
– disease amyotrophic lateral sclerosis = limits talking and eventually all movement

QUOTATION

– "But Hawking keeps right on thinking and communicating from within his bodily prison, and for that both he and the world can thank the advances of computer technology and bionic medicine."

PARAPHRASE

– with thumb, more cursor to find letters and

words on screen to form sentence

     –   with thumb presses button and voice synthesizer "says" sentence

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UNIT 10
Hyper-rules and Consistent Substitution

Listening

Text № 10 The Search for Competitive Advantage
Поиск конкурентных преимуществ

Task 1 *Listen to the text "The Search for Competitive Advantage". Find if the statements are true or false.*

1. Signing on to the Internet automatically endows a company with competitive advantage.

2. Several important components are necessary to move from connecting to competing. The first is involvement by top management.

3. To gain competitive advantage through information, Michael Porter at Harvard Business School insists on the manager's understanding of the technology as the only factor.

4. In Porter's definition, the value chain for any business includes only one basic component.

5. The first is inputs – these are sources of information and technology, as well as suppliers of other goods and services to the company.

6. The second component is the company's own external activities that create a product or service.

7. Finally, the value chain includes the distribution channel for company's product, and the customers who ultimately purchase it.

8. To uncover and evaluate new avenues for competitive advantage through use of the Internet, companies need to analyse their relationships with

suppliers and vendors, the existing role of information in the organization of the company, internal production mechanisms, and the points of contact with customers.

Theoretical Computer Science

Reading

Hyper-rules and Consistent Substitution
Гиперправила и согласованная подстановка

Task 2 *Learn the words:*

consistent substitution согласованная подстановка

digit cypher sequence последовательность цифр шифра

hyperalternative гиперальтернатива

letter *b* sequence последовательность букв *б*

step шаг

Task 3 *Read the text "Hyper-rules and Consistent Substitution" and speak about the way the consistent substitution is used.*

Hyper-rules and Consistent Substitution

Hyper-rule consists of an optional asterisk, nonempty hypernotion. It also includes colon, nonempty sequence of "hyperalternatives" separated by semicolons, a point.

"Hyperalternative" is a nonempty sequence of hypernotions. It is separated by commas. We derive the production rule from a hyper-rule if we can transform a copy of hyper-rule into a copy of production rule by means of replacement of the set of hypernotions in the copy by "consistent substitute". It can give rise to digit cyther sequence – the production rule of the language.

Talk

Music Музыка

Task 4 *Read the text "Modern Trends in Music" and speak about your attitude to electronic music.*

Modern Trends in Music

Electronic music is developing quickly nowadays. It's a modern trend and some young people compose and play it. There are various electronic music instruments. The most well-known producers of music instruments are: Yamaha, Korg, Pioneer, Marshall, Casio, Hohner, and Shennhaiser.

The majority of the young people like listening to pop or rock music. Some of them like instrumental music. The main thing is to feel music and have a good taste.

Task 5 *Read and act out the dialogue "Electronic Music". Think of your own dialogue.*

Electronic Music

– Hello, Pete, it's a great music, isn't it?

– It is. Do you like electronic music?

– I like it immensely.

– What are the best producers of electronic instruments?

– The most well-known of them are: Yamaha, Korg, Pioneer, Marshall, Casio, and Shennhaiser.

– What is your choice?

– My choice is Yamaha.

– I compose some tracks of my own.

– Great!

Grammar

Yes/No Questions Вопросы, требующие ответа «да – нет»

Tag Questions Разделительные вопросы

Task 6 *Read Grammar Reference materials to Unit 10.*

Task 7 *Ask yes/no questions. Read the text and complete the questions beginning with question words. Use the following completions:* **browser's layout engine, display images, audio, video, XML files, prompt the user, this process begins, the most commonly used, to display resources to the**

user, support a variety of other prefixes. *Write the answer as the whole sentence.*

1. Is the purpose of a web browser …?
2. Does … when the user inputs a Uniform Resource Identifier (URI)?
3. Does … kind of URI start with http?
4. Do many browsers …, such as https, ftp?
5. Is HTML handed off to the … to be transformed from markup to an interactive document?
6. Can most browsers …, and often have plugins to support Flash files and Java applets?
7. Does the browser … to save the file to disk?

Task 8 *Complete tag questions. Use the completions:* **can't they, doesn't it, isn't it, can't we***.*

1. The facility for sending one message to multiple recipients is common to all e-mail programs, …?
2. Multiple email addresses can be grouped under one collective name, often referred to as an *alias* by the email program, …?
3. This means that you can in fact have a sort of home-made mailing list from your local mail program, adding and removing addresses from the alias manually, …?
4. However, dedicated *mailing list manager* software running on a server offers the greatest functionality and capability for large-scale management of mailing lists, …?

How Do Mailing Lists Work?

The facility for sending one message to multiple recipients is common to all email programs. Multiple email ad-

dresses can be grouped under one collective name, often referred to as an *alias* by the email program. This means that you can in fact have a sort of home-made mailing list from your local mail program, adding and removing addresses from the alias manually. However, dedicated *mailing list manager* software running on a server offers the greatest functionality and capability for large-scale management of mailing lists.

Writing

Organizing your Notes Систематизация записей

Task 9 *Read about organizing notes.*

The working thesis statement and your guide questions are all you need to help you sort your note cards into categories. Notice, for example, that the following categories on the subject of computers, which help people with disabilities, are directly related to the questions that guided the research. Some questions have been left out, however, to control the length of the paper.

Student Model: Organizing your Notes into Categories

CATEGORY 1 How computers help people with language disabilities

CATEGORY 2 How computers help people with vision-related problems

CATEGORY 3 How computers help people with paralysis or loss of limb

CATEGORY 4 Computer costs versus benefits

Task 10 *Group the notes of your research paper into three or more categories.*

Progress Tests to Units 6-10

Unit 6

Task 1 *Write if the sentences are true or false.*

1. A conferencing system like CompuServe or Genie that provides only mail or new access can put you in the Matrix but not on the Internet, although you will have indirect and partial communication with the Internet through an intermediary.

2. Many such conferencing systems have actual direct IP Internet connectivity, and they all let their users use it.

3. If a conferencing system does permit its users to use a full range of Internet services, as Delphi does, we treat it as a login host.

4. The big advantage of conferencing systems is that they often provide the same services as the Internet does, such as airline reservations, stock market quotes, and specialized databases.

5. So if you are more interested in those services than in current Internet services, your best choice might be to sign up for a conferencing system.

Conferencing Systems

A conferencing system like CompuServe or Genie that provides only mail or new access can put you in the Matrix but not on the Internet, although you will have indirect and partial communication with the Internet through an intermediary. Many such conferencing systems have actual direct IP Internet connectivity, but they don't let their users operate it, so from your point of view, it's only effect to speed up your mail. If a conferencing system does permit its users to manage a full range of Internet services, as Del-

phi does, we treat it as a login host. So the conferencing systems of the type considered here usually provide only mail access, and sometimes new access.

Technically, connecting to a conferencing system is much like connecting to a login host. Conferencing systems are perhaps more likely to be accessible by PDNs in addition to telephone modem dial up.

Great advantage of conferencing systems is that they often provide services that the Internet does not yet provide, such as airline reservations, stock market quotes, and specialized databases. So if you are more interested in those services than in current Internet services, your best choice might be to sign up for a conferencing system. In addition, commercial conferencing systems also often have very widespread points of presence (PoPs), so one is likely to be only a local telephone call away from you, while Internet PoPs are still mainly in major cities.

Task 2 *Complete the dialogue, using the words:* **just to the right over there, parcel packed and weighed, take the form, these papers, with the parcel post**.

Sending Papers by Parcel Post

– Will you tell me, please, about the way I can send the papers to Paris?
– You can send them ….
– Where can I …?
– Window 4 …. You will have this ….
– Thank you.

Task 3 *Insert the verb forms of continuous or simple tenses.*

1. Jack (present perfect continuous – skate) for a long time. (3 words)

2. He usually (present simple – skate) every day.

3.   He (present continuous – plan) a career as a skater. (2 words)

4.   He (past perfect continuous – hope) for a place on the Olympic team. (3 words)

5.   He (past simple – go) in for training.

6.   He (past continuous – learn) new exercises. (2 words)

7.   Next time he (future simple – train) even more. (2 words)

8.   By next winter, he (future continuous – skate) for years. (3 words)

Task 4 *Choose the articles and find their weak points.*

Unit 7

Task 1 *Read the text and describe the examples of packaged dial-up software and services.*

Packaged Dialup Software and Services

An intermediate step between mail-only network access and dialup IP is prepackaged software for DOS and Macintosh systems that knows how to dial up a connectivity provider in order to exchange basic services. Following are the examples of such software.

PSILink

This package from PSI uses a stripped-down IP implementation to exchange electronic mail and news with PSINet. Unlike UUCP or FidoNet connections, this package does not require extensive setup and is expandable to support Internet services. The underlying protocol, however, unlike UUCP or FidoNet, can handle arbitrary IP services.

WorldLink

This package from InterCon is a variant of the PSILink idea, except it applies to the Macintosh. WorldLink cur-

rently connects through PSINet and provides FTP access as well as electronic mail and news.

Task 2 *Read the text about the searching tools. Make notes of this passage. Find new materials on the Internet to learn more about searching tools and the way they are used.*

Searching Tools

Computer networks represent on-line information, a vast and overflowing supply of information augmented every day with yet more rich offerings. But without searching tools this huge mass of information becomes almost impenetrable. Searching tools enable us to extract from the on-line mass the precise and particular information we need. *Web search tools* provide a means of searching the WWW and other information systems. *Directory services* provide structured databases of information on people and other entities. *Archie* is a tool for searching Internet file archives.

With the proliferation of information on the WWW, effective searching facilities are a vital item in every Internet user's toolkit. Locating required information on the Internet is more and more dependent on the effective use of these search services. Users have at their disposal search engines, meta-search services, specialist search facilities, subject directories and subject gateways.

Task 3 *Complete the sentences with the correct form of the verb in brackets.*

> 1. A: Sorry, I'm late. I hope (you/not/wait) long? (4 words)
>
> B: No, I only (be) here for about ten minutes. (2 words)
>
> 2. She's obviously very unhappy. She (sit) alone in her bedroom for the most of the day. (3 words)

3. She (be) a bus driver since 2012. (2 words)

4. How many times (he/phone) so far today? (2 words)

5. Peter and Liz (go out) together for about a year now. (4 words)

6. A: You look as if you have just woken up.

B: You are right. I (have) a rest now. (3 words)

7. We (know) each other since we were children. (2 words)

Unit 8

Task 1 *Write out all the sentences containing the key word* **templates**.

Getting Templates and Registering a Domain

To register, you must fill some forms called *templates*. You can get them from IP connectivity provider, if you have one, but you may want to get them yourself. If you have no access to either FTP or electronic mail, you can get the templates by paper mail from the InterNic registration services, and you can also return completed templates by paper mail. If the domain you are registering is under one of the top level domains EDU, COM, MIL, GOV, NET, or ORG, use by default *Domain Registration Templates*. If you are registering under some other domain, it must be a national top level domain, such as NL for Netherlands or AU for Australia, and you will need to contact your national domain registry.

Task 2 *Complete the dialogue, using the following words:* **apple pie, bake, cookie sheet, cut, dessert, milk, mix, tablespoon of sugar.**

Cooking of Apple Pie

–   Ann, can you help me with cooking of …?

–   Sure.

– What do we need?

– We need yeasts, flour, butter, oil, milk, sugar, and salt to make dough. First take half a litre of warm … and melt the yeasts in it. Then … a quarter of a pound of butter, a …, two eggs, and very little salt. Add the mixture to the milk with yeasts. Then put the flour. After that take … and oil it. … the apples and mix them with sugar. … the pie in an oven for half an hour. Then cut it into pieces and serve as a ….

– Let's do it.

Task 3 *Write* **active** *or* **passive** *to describe the verb in each sentence. Change each verb in the active voice into a verb in the passive voice and vice versa.*

Example:

active	passive
Gorillas lead peaceful lives.	Peaceful lives are led by gorillas.

1. A group of two to thirty gorillas is led by one adult.

2. The day is begun by gorillas about an hour after sunrise.

3. In the morning the apes eat leaves, barks, and fruits.

4. Gorillas in the wild do not eat meat.

5. Naps are taken by the adults in the middle of the day.

6. The younger apes play games similar to *Follow the Leader.*

7. After the rest period, all the gorillas eat dinner.

Task 4 *Write notes for any scientific report using the note card.*

Unit 9

Task 1 *Read the text and arrange the guidelines for group communication according to the order of importance. Prove your choice. Give reasons.*

Group Communication

In the process of group communication a few guidelines can be applied equally to mailing lists or newsgroups.

1.   When you compose a message to send to a group forum, assume that it will be received by a busy person who is pressed for time and has a lot of correspondence to work through. Therefore, always be economical and focused in your group correspondence.

2.   Keep to the topic of the list or newsgroup.

3.   Provide a subject line with your message.

4.   Familiarize yourself with the environment of the group before contributing, get an idea of the sorts of discussions which take place, ascertain the level.

5.   Be polite.

6.   Ask people to reply to personally and later provide a summary of responses for the list.

Task 2 *Choose the phrases to complete the dialogue:* **all kinds of juice, apple pie with cream, stay in the shadow**.

At the café

– How hot it is!
– We would better … for a while.
– Is there anything to drink?
– There are ….
– Orange juice, then?

– Right. And for dessert there is …, gateau, custard, and ice-cream.

– Ice-cream and gateau, perhaps.

Task 3 *Ask alternative questions, using the words in parentheses. Add the conjunction **or.***

1. Does image on the screen consist of (squares, cells)?

2. Does the totality of pixels form (matrix, spread sheet)?

3. Is the quality of the image (better, worse) with the smaller cell size?

4. Should one clearly distinguish permission of the (screen, printing device)?

Task 4 *Complete the questions beginning with question words:*

1. What does image on the screen …?
2. How is such cell …?
3. What does the totality of pixels …?
4. When is the quality of the image …?
5. How is permission of the screen …?
6. What does permission of the printer …?

Pixels, Permission, Size of the Image

The image on the screen consists of small cells. Each of these cells can have definite colour. Such cell is called pixel. The totality of pixels forms matrix, which makes the image on the screen. Depending on the model of screen, parameters of matrix in pixels can be changed: 640x480, 800x600, 1024x768, 1600x1200…. The size of matrix does not influence upon the size of the screen and doesn't depend on it. The bigger is the matrix on one and the same screen, the smaller is the size of the cell, and therefore the quality of the image is

better. One should clearly distinguish permission of the screen, printing device, and the image.

All these notions refer to different objects. These kinds of permission are not concerned with each other until the moment when you need to know the physical size of the image on the screen, the print on the paper or the file of the hard disc. Permission of the screen is measured in pixels and defines the size of the image, which can fit the screen. Permission of the printer expresses the number of separate points, which can be printed at the part of definite length. This permission can be measured in *dpi* and it defines the size of the image within the established size. Permission of the image can also be measured in *dpi* and it is set when the image in graphic editor is created by means of scanner.

Task 5 *Summarize a passage from your research paper.*

Unit 10

Task 1 *Write if the statements are true or false.*

1.   When it comes to business information resources, the network offers an infinite array of texts, files, bulletins, reference sources, statistics, electronic journals, research reports, government information, but it is hard to pinpoint any one or two sources of universal value to business.

2.   Asked what Internet resource they find most helpful, most network regulars give high praise to the discussion groups related to their job or subject interest.

3.   The discussion groups, or newsgroups, are divided into a number of distinct hierarchies,

dealing with topics such as computers (groups' labeled comp), science (sci), recreation (rec), and business (biz), together with hundreds of subjects grouped under miscellaneous (misc) and alternative (alt) categories.

4. The notes posted to these groups do not range.

5. A number of the specialized computer, software, and technical groups are for serious discussion only and frivolous postings are not welcome.

Business Information Resources

When it comes to business information resources, the network offers an infinite array of texts, files, bulletins, reference sources, statistics, electronic journals, research reports, government information, but it is hard to pinpoint any one or two sources of universal value to business. Asked what Internet resource they find most helpful, most network regulars give high praise to the discussion groups related to their job or subject interest. This is often where they turn to keep up to date with new developments or to solicit help with a difficult question. With remarkable frequency, someone participating in the group will come through with an answer.

The discussion groups or newsgroups are divided into a number of distinct hierarchies, dealing with topics such as computers (groups' labeled comp), science (sci), recreation (rec), and business (biz), together with hundreds of subjects grouped under miscellaneous (misc) and alternative (alt) categories.

A number of the specialized computer, software, and technical groups are for serious discussion only and frivolous postings are not welcome. Groups in the recreational

and alternative categories may vary in their tone and content.

Task 2 *Insert missing words:* **editor; focused on tablature; for beginners or for advanced players; guitars, basses, banjos, mandolins; notation symbols.**

Talk about the Computer Program for Guitar Playing

– Bill, can you tell me if this program is …?
– It is certainly for both of them.
– What is the purpose of its design?
– It has been designed for string instruments: ….
– Is there any …?
– It's … and includes the majority of ….
– Thank you. I will try it.

Task 3 *Read the text "Browsing" and ask a) yes/no questions, b) question tags.*

Browsing

From the homepage, there is a list of broad topics from where browsing can begin. Selecting one of these leads to further subdivisions on the topic and to lists of resources classed within that topic. Each resource listed offers a link to a review of that resource. Each review contains a standard list of fields covering language, content, keywords, audience and contact information, and most noticeably, the evaluation. The evaluation gives a one- to four-star quality rating based on such criteria as comprehensiveness, currency, organization and navigational ease, and the catch-all concept of 'Net Appeal'. Lists of resources in the directory are arranged according to evaluation, that is four-star sites appear first on the list.

Task 4 *Group the notes of your report into the categories of information.*

UNIT 11
"Cross-references" in Syntax

Listening

Text № 11 Relationships with Vendors and Suppliers Отношения между продавцами и поставщиками

Task 1 *Listen to the text "Relationships with Vendors and Suppliers". Describe the way how the relations between vendors and suppliers are carried out.*

Theoretical Computer Science

Reading

"Cross-references" in Syntax «Перекрёстные ссылки» в синтаксисе

Task 2 *Read the text and find additional material about cross-references. Deliver this information to class.*

"Cross-references" in Syntax

Hypernotions of hyper-rules are followed by references. In some classes it is more convenient to give a cross-reference to one metaproduction rule. This reference is the section number, which is followed by a letter. The letter shows the line where the rule of representation appears with some conventions.

Talk

Health Здоровье

Task 3 *Read the text and express your opinion about health.*

What is Health?

Health is one of the main things for any person, because it helps to work and to lead the personal life to the full extent. What does the notion health mean? It means both healthy mind and healthy body. Some people have an excellent health since the birth. Others have to improve their health. How can the person improve health? Move-

ment, physical exercises, brainwork, healthy balanced food, refusal of pernicious habits: alcohol, smoking, drugs.

Task 4 *Read the dialogue and act it out. Think of your own dialogue.*

– Good afternoon, Dick, glad to see you. You look great!

– Thank you, Sam. Actually, I work in a big company. That's why I have to keep fit.

– How can you manage that?

– I have to pay much attention to health and lead a healthy way of life.

– Do you regularly go in for sports?

– I walk, play tennis and swim.

– Very well.

Grammar

Echo Questions Вопросы повтора

Negative Questions Вопросы с отрицанием

Task 5 *Read Grammar Reference materials to Unit 11.*

Task 6 *Ask echo questions. Punctuate questions with interrogation marks.*

1. You can sort cards by key terms or headings.

2. It's a good idea to reread the card.

3. Once you've arranged your notecards according to the topic headings at the top, sort each topic file by subtopic.

4. The pile of cards about types of state programs might be divided into three subtopic files.

5. The sorting of subtopic cards will make preparing an outline much easier.

Task 7 *Ask negative questions. Do not forget to punctuate questions with interrogation marks.*

1. Whether or not your instructor requires an outline, it's a good idea to prepare one before you begin writing the paper.

2. Because an outline groups and sequences points, it provides a blueprint you can follow when writing.

3. Outlining clarifies what your main ideas are, what your supporting evidence is, and how everything fits together.

4. Your first outline probably won't be a formal full-sentence.

5. It's more likely to be a topic or phrase outline.

Writing

Outlining Написание плана к работе

Task 8 *Determine the way of writing the outline.*

Your final prewriting step is to organize your notes into an outline. As the basis of your outline, use the categories into which you grouped your notes. Then look over your notes to determine the overall organization of the paper. If your subject is historical event, *chronological order* may be appropriate. If you intend to describe something, *spatial order* may be suitable. However, the two most common methods of organizing research papers are *order of importance* and *development order*.

Plan the outline of your research paper by deciding on a method of organization and by assigning your categories accordingly, using Roman numerals.

Below is the model of the outline for the paper on computers and disabled people. Notice the parallel phrasing. Each group of subtopics is phrased in parallel form.

Student Model: Outlining

WORKING THESIS STATEMENT Computers are able to help people who have language problems, vision problems, and motion problems related to paralysis and loss of limb

MAIN TOPIC

I Computers helping people with language disabilities

SUBTOPICS

A Program for children slow in speech and development

B "Light talkers" for cerebral palsy victims

C Computer and speech synthesizer

II Computers helping people with vision disabilities

A "Seeing Eye" computers

B Reading machines

SUPPORTING DETAILS

1. Convert print into vibrating rod
2. Convert print into speech and Braille
3. Convert print into electronic impulses
4. Convert calculating operations into speech
5. Convert typed messages into speech

III Computers helping people with motion disabilities

A Wheelchairs with legs

B Void-operated computers

C Eye-operated computers

1. Erica

Sutter's work

D. Work stations

Task 9 *Write an outline about robot sensors. Write your working thesis statement at the top of your paper. Then show three main topics with at least three subtopics. Mark the main topics by Roman numerals and the subtopics by capital letters.*

UNIT 12
Hypernotions and Designation

Listening

Text № 12 Internet Application for Business Users
Интернет-приложения для бизнес-пользователей

Task 1 *Listen to the text "Internet Application for Business Users" and define the ways of the Internet application in business. Write them out, then \discuss the problem in groups. Suggest your ways of using the Internet as the means of application in business.*

Theoretical Computer Science

Reading

Hypernotions and Designation Гиперпонятия и обозначение

Task 2 *Learn the words:*

concatenation конкатенация

deduce вывести

designate обозначать

designation обозначение

each каждый

enclose заключать

FIELD поле

intermediate промежуточный

integral целый, целочисленный

LEAP локализующий

local локальный

locale язык, место действия

MODE вид

occasionally иногда

occurrence вхождение

position место, положение

primal первичный

QUALITY свойство, качество

reference to real имя вещественного

twice дважды

Task 3 *Read the text and determine how the protonotions are designated.*

Hypernotions and Designation

When hypernotions are enclosed between apostrophes, they name protonotions, which belong to certain classes, e. g.: 'LEAP' can define such protonotions as 'local', 'primal' and 'heap'. We apply consistent substitution to all the hypernotions in each complete subsection of the text. 'MODE' enveloped by 'reference to real closed clause' is 'reference to real'.

Talk

At the Doctor's У врача

Task 4 *Read the text and match the names of specialists in medicine in English and in Russian. Use the article "a" in number 2.*

1 аллерголог 2 врач-консультант в институте красоты 3 кардиолог 4 диетолог 5 психиатр

6 окулист 7 гериатр 8 терапевт 9 нарколог 10 невропатолог, невролог 11 акушер 12 онколог 13 оперирующий хирург 14 хирург-ортопед 15 отоларинголог 16 педиатр 17 рентгенолог

18 реаниматолог 19 фтизиатр 20 венеролог 21 вирусолог

How are Specialists of Medical Practice Called in English?

When we fall ill, then we have to go to the doctor. There are general practitioners and specialists. The list may include allergologist, a beauty counselor, cardiologist, dietician, expert in narcology, geriatrician, maieutologist, neurologist, oncologist, operating surgeon, ophthalmologist, orthopedic surgeon, otolaryngologist, pediatrician, phthisiologist, psychiatrist, resuscitator, roentgenologist, therapist, venereologist and virologist.

Task 5 *Complete the dialogue. Use the following words and expressions:* **avoid any excitement, been nervous, be very careful, cephalea, dose antihypertensive drug, feel queer, measure your blood pressure, register your personal data.**

A Visit to General Practitioner

‒ Good morning. First of all, I have to …. Thank you.

‒ What can I do for you?

‒ I often …. And there is ….

‒ Have you recently been working much?

‒ Very much.

‒ Have you often lately …?

‒ I've.

‒ Let me …. Well, it's a little bit high. We have to lower it. You will have to …, control your blood pressure and be very careful. No hard work. No worry. Try to avoid any excitement. Come again in two weeks.

‒ Thank you, doctor.

Grammar

Modal Verbs Модальные глаголы

Task 6 *Read Grammar Reference materials to Unit 12.*

Task 7 *Complete the sentences with the correct forms of the verbs* **have to, must, mustn't, shouldn't, needn't.**

1. I really … get some new jeans. This pair is falling apart!

2. You … come if you don't want to, you know.

3. Hurry up! We … be at the airport at 7.30.

4. Whatever you do, you … tell him I've borrowed his CD.

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5. My doctor says I … have butter on my bread but I can't resist it.

Task 8 *Complete the sentences with the correct forms of the verbs* **would** and **used to**.

1. I … be frightened of the dark when I was a child.

2. She … bring me a glass of milk in bed every night.

3. He … take the dog for a walk every morning.

4. My mother … eat a whole box of chocolates when she was upset about something.

5. I … collect shells from the beach when I was a little.

Task 9 *Complete the sentences with the correct forms of the verbs* **can't, might, must**.

1. She … have had much sleep.

2. You … have put them in your jacket pocket.

3. He … have been asleep at the wheel.

4. He …have gone to the other entrance.

5. He … have been waiting long.

6. You … have been sitting in a funny way.

Writing

Writing Theses Написание тезисов

Task 10 *Study the guidelines and the model of writing theses.*

Once you have synthesized, or pulled together, your research to form an outline, you should use that outline as the basis of your first *draft*. As you draft, you want to flesh out your outline, adding an introduction and conclusion and working the results of your research into the flow of your paper.

A clear, well-worded *thesis statement* expresses your main idea and serves as a guideline to help you keep on track as you write your first draft. Therefore, before you start to write, evaluate your working thesis to ensure that it covers all the topics in your outline.

Thesis statement should make the main point of your research paper clear to a reader, be broad enough to cover all the main topics listed in your outline, fit smoothly into your introduction.

Model: Writing the Thesis Statement

Here are the examples of writing the working and the revised thesis statement.

Topic

Suppose you are doing a research on the subject of animal camouflage and have come up with the following main topics.

I Creatures with spots resembling eyes that appear threatening to would-be predators

II Creatures with coloration that matches the environment

III Creatures with coloration that changes with the seasons.

Working Thesis Statement

Many creatures find some protection from predators through coloration that blends into the environment.

Comment

The preceding thesis is too narrow because it fails to include the category of creatures with eyespots, whose camouflage does not blend into the environment but instead makes the creature appear threatening. Revision can broaden the thesis.

Revised Thesis Statement

Many creatures adopt a disguise that helps protect them from predators.

Task 11 *Write theses for your research paper.*

UNIT 13
Paranotions

Listening

Text № 13 Packet Filtering Фильтрация пакетов

Task 1 *Listen to the text "Packet Filtering". Describe the role of* **repeater, bridge, router, translator and gateway** *in ensuring security of the network.*

Theoretical Computer Science

Reading

Paranotions Парапонятия

Task 2 *Learn the words:*

abstraction абстракция

append добавлять, прилагать, присоединять, конкатенировать

blank пробел

describe описать

fixed-point number число с фиксированной точкой

regard рассматривать, считать

Task 3 *Read the text. Find its main idea and the details, supporting it.*

Paranotions

Paranotion is a noun designating constructs. Its meaning can be constructed from rules. It is a hypernotion for designation of any construct. For example, the paranotion "fixed-point number" could designate the construct or an abstraction of the notion. Or it could have been ascribed as digit-cyther-sequence and would be a direct descendant of that "fixed-point number". Paranotions are not enclosed between apostrophes and are provided with hyphens.

Talk

Shops Магазины

Task 4 *Read the text "Kinds of Shops". List the kinds of shops you know and say what kinds of shops you prefer. Motivate your choice.*

Kinds of Shops

Shopping is very important for people. They buy everything they need for everyday life and for leisure. There are many kinds of shops one can go to. First of all, one can choose small shops or supermarkets and department stores.

Some shops specialize in certain goods. A lot of shops sell food. The bakery offers white and brown bread, buns, rolls, biscuits. The butchery sells beef, pork, mutton, ham, chickens, turkeys, geese, sausages. Milk, curd, butter, cheese and sour cream are sold at the dairy stores. The confectionery is mostly for women. There are all kinds of cakes, sweets, chocolates there. There is a wide choice of tea and coffee. At the grocery all the goods are in the tins, bottles, packets, pots or jars. The greengrocery gives a supply of fruits and vegetables. In the supermarkets and department stores are a lot of departments for selling food or consumer goods. Markets are still popular among the people.

Task 5 *Complete the dialogue. Use the words:* **gives me the aesthetic effect, going to the boutique, have a look at evening dresses, join, prefer, prettiest, summer costumes, would you like to see in the boutique.**

    – Hello, Jane. Where are you going?

    – I am ….

    – Good. I … the boutiques too. The … is the thing that …. Can I … you?

    – Sure.

    – What …?

    – ….

– As for me, I would ….

Grammar

Use of Special Verbs in Direct and Indirect Speech
Использование специальных глаголов в прямой и косвенной речи

Task 6 *Read Grammar Reference materials to Unit 13.*

Task 7 *Rewrite the following sentences in the reported speech using one of the verbs of reporting below. Look at the example first.*

apologize advise agree accuse invite offer tell thank warn

Example:

'Martin, leave the room immediately!' the teacher said to the boy.

The teacher told the boy to leave the room immediately.

1. 'Clive, you took the money,' said Mike. (accused … of taking)

2. 'Gill, would you like to come and go sailing at the weekend?' said Tom. (invited to go)

3. 'I'm sorry I'm late, Mrs. Prentice,' said Gerry. (apologized to … for being late)

4. 'Let me help you carry your bag,' said the young woman to the elderly man. (offered to help to carry)

5. 'Yes, you are absolutely right, I must take on another assistant,' said Carol. (agreed to take on)

6. 'Oh, what lovely flowers, Sally! It's really sweet of you,' said Della. (… thanked … for…)

7. The man said to me 'Just don't park your car in front of my gate again. O.K.?' (warned me not to park …)

8. 'I think it's important that you get a good solicitor as soon as possible, Nigel,' said Chris. (Chris advised Nigel to get a …)

Writing

Structuring the Research Paper Структурирование исследовательской работы

Task 8 *Learn the structure of the research paper and analyze the student model. Notice how each element fits into the whole structure.*

Task 9 *Write the structure of your research paper. Incorporate words, ideas and facts from your sources. Each time you use information from the source, write the title, author, and page number in parentheses after the detail.*

Student Model: Structuring the Research Paper in the Process of Drafting

TITLE New help for people with disabilities

INTRODUCTION: BACKGROUND INFORMAION Computers have proved their usefulness in business, learning, and play. For much of the population, at work and at home, they have made ordinary tasks easier, faster, and often more fun. Computers, however, can do more than make already possible procedures more efficient.

THESIS STATEMENT For many people with disabilities, computers can make the impossible possible – by providing language for people who cannot speak, vision for those who cannot see, and movement for people with disabilities who cannot move.

BODY: MAIN TOPIC I FROM OUTLINE (see Unit 11) A computer program to help children with language disabilities has been developed by Laura Meyers, a specialist in children's language development. As a child types on the keyboard, each letter, word, and sentence is displayed on

the screen and "pronounced" by a voice synthesizer – a device that imitates the sound of a human voice.

BORROWED WORDS IN QUOTATION MARKS "The children see the thought printed. They hear it repeated, and it becomes psychologically real to them because they did it themselves" (Adelson 166).

BODY: MAIN TOPIC II FROM OUTLINE Computers are also opening new doors for the blind. "Seeing Eye" computers are being developed that can alert people who are sightless to objects in their path. A camera worn on the shoulder takes in images of objects ahead. A computer then processes these images and, with a speech generator, "talks".

BORROWED FACT CITED WITH NOTE Devices have also been developed to help people who are blind read. One reading machine converts printed characters into patterns of vibrating rods that can be "read" with the fingerprints. Another more sophisticated machine converts a printed text into synthesized speech and also into Braille (Cattoche 59).

BODY: MAIN TOPIC III FROM OUTLINE Computers have come to the aid of people who are movement-impaired as well. John Trimble at the Veterans Administration Hospital in Illinois is working on a chair with movable legs controlled by a microprocessor. Mechanical devices work hand in hand with computers, even on the simplest level.

CONCLUSION: RESTATES THESIS Although the costs of developing technological aids are enormous, the rewards are enormous too. Moreover, money that went into long-term care, and hospitalization of people with disabilities, as well as lost wages and skills, can now be de-

voted to research into computer technology for people with disabilities.

WORKS CITED

1. Adelson, Suzanne. "Laura Mayers Creates Software that Talks Friendly to Help Disabled KIDS Find their VOICES." People Weekly 4 Dec. 1989: 65-66.

2. Cattoche, Robert J. Computers for the Disabled. New York: Watts, 1986.

UNIT 14
Elidible Hypernotions

Listening

Text № 14 Common Filter Types Общие типы фильтров

Task 1 *Listen to the text "Common Filter Types" and say if you use packet filters and what types of filters you would prefer. Discuss the problem in pairs and in groups.*

Theoretical Computer Science

Reading

Elidible Hypernotions Опускаемые гиперпонятия

Task 2 *Learn the words.*

Metaproduction Rules

apparent видимый, очевидный

label метка, этикетка, ярлык

layer слой, уровень

sort приводимо, классифицировано

elidible hypernotions опускаемые гиперпонятия

style оформлено

DESCETY описания

tally число, номер

LABSETY метки

Task 3 *Read the text and explain the meaning of the term "elidible hypernotions."*

Elidible Hypernotions

Examples of elidible hypernotions are: "STYLE", "TALLY", "LEAP", "SORT", "MOID", "DESCETY LABSETY". If two paranotions designate two constructs, and the first construct is a descendant of the second construct, then the first paranotion is termed a "constituent" of

the second paranotion unless there is some intermediate construct such that the first construct is a descendant of the first paranotion and the second construct is the descendant of the second paranotion.

Talk

Food Shopping Посещение магазина с целью покупки еды

Task 4 *Study the list of foodstuffs, which one can buy in the shop. Can you add anything to this list?*

Cereals: buckwheat, millet, oatmeal, pearl barley, semolina.

Meat: bacon, beef, chicken, duck, goose, ham, lamb, mutton, pork, sausages.

Fish: Baltic herring, crab, crawfish, herring, lobster, oyster, perch, pike, shrimp/prawn, tuna, squid, zander/pike-perch.

Dairy products: butter, ice-cream, cheese, cream, curd, milk, sour cream.

Confectionery: biscuits/cookies, cakes, chocolate, honey, sweets.

Vegetables: beetroot, cabbage, carrot, cauliflower, cucumber, garlic, onion, potatoes, pumpkin, radish, spinach, squash, tomatoes, turnip.

Fruit (s): apple, apricot, banana, kiwi, lemon, melon, orange, peach, pear, plum, pomegranate, tangerine, grape, watermelon.

Grocery: egg, macaroni, mustard, oil, pepper, salt, sugar, rice, vinegar.

Drinks: beer, coffee, juice, lemonade, tea, (mineral) water, wine.

Taste: bitter, cold, fresh, pepper, hot, salty, sour, sweet, tasty, tasteless; hot source, savory

Task 5 *Write the English variants of foodstuffs. Match the English and the Russian variant.*

Cereals

1 гречневая крупа 2 манная крупа 3 овсяная крупа 4 перловая крупа 5 просо, пшено

Meat

1 баранина 2 бекон 3 ветчина 4 гусь 5 говядина 6 свинина 7 сосиски 8 утка 9 цыплёнок 10 ягнятина

Fish

1 краб 2 кальмар 3 креветка 4 лангуст/лангуста/рак 5 окунь 6 омар 7 салака 8 сельдь 9 судак 10 тунец 11 устрица 12 щука

Dairy products

1 молоко 2 мороженое 3 сливочное масло 4 сметана 5 сливки 6 сыр 7 творог

Confectionery

1 конфеты 2 мёд 3 печенье 4 пирожные, торты 5 шоколад

Vegetables

1 кабачок 2 капуста белокочанная 3 капуста цветная 4 картофель 5 лук 6 морковь 7 огурец

8 помидоры 9 редис 10 репа 11 свёкла 12 тыква 13 чеснок 14 шпинат

Fruit

1 абрикос 2 апельсин 3 арбуз 4 банан 5 виноград 6 гранат 7 груша 8 дыня 9 киви 10 лимон

11 мандарин 12 персик 13 слива 14 яблоко

Grocery

1 горчица 2 макароны 3 перец 4 растительное масло 5 рис 6 сахар 7 соль 8 уксус 9 яйцо

Drinks

1 вино 2 вода 3 кофе 4 лимонад 5 пиво 6 сок 7 чай

Taste

1 безвкусный 2 вкусный 3 горький 4 горячий 5 кислый 6 острая закуска 7 острый соус

8 перчёный 9 пресный 10 сладкий 11 солёный 12 холодный

Task 6 *Read and act out the dialogue. Write your own dialogue.*

At the Butcher's Shop

– Good morning, Mrs. Brown. What would you like to buy today?

– Half a pound of beef and a pound of sausages, please.

– What is preferable: brisket or tenderloin?

– Half a pound of tenderloin, please.

– We'll choose the best meat for you.

– Thank you.

Grammar

Direct and Indirect Speech: Statements and Questions Прямая и косвенная речь: утверждения и вопросы

Task 7 *Read Grammar Reference materials to Unit 14.*

Task 8 *Write these sentences in reported speech.*

1. 'Is this the right way to the station?' she asked.

2. 'I won't be able to come to the meeting next week,' he said.

3. 'When has Jim got to go?' she asked.

4. 'I must go by six o'clock tomorrow,' he told her.

5. 'Could you help me to lift this box?' she asked me.

6. 'I left my dictionary at school,' she said.

Writing

Using and Citing Sources Использование и цитирование источников

Task 9 *Learn the instruction how to write citing sources in English.*

The ideas and the words of authors are protected by copyrights. Using borrowed words, ideas, and facts is called *plagiarism.* Therefore, in research papers, one has to provide parenthetical notes, footnotes, or endnotes. In addition, a list of works cited, similar to bibliography, must appear at the end of your paper. Parenthetical citations appear within parentheses directly following the borrowed material in the paper itself. Footnotes appear at the bottom of page. Endnotes appear on a separate sheet at the end of the paper, after the conclusion but before the works cited page or bibliography.

Citing Sources

1. Cite the source of a direct quotation. Use direct quotations when the original wording makes the point more clearly.

2. Cite the sources of ideas you gained from your research, even when you express the ideas in your own words.

3. Cite the sources of figures and statistics that you use.

4. Do not cite sources that are common knowledge.

Task 10 *Give the examples of citing sources in your research paper.*

UNIT 15
Predicates

Listening

Text № 15 Intelligent Agents Интеллектуальные агенты

Task 1 *Listen to the text "Intelligent Agents". Find more information on the topic, make short reports and discuss the problem.*

Theoretical Computer Science

Reading

Predicates Предикаты

Task 2 *Learn the words.*

enforce обеспечивать соблюдение, исполнение

modest скромный

predicate предикат

restriction ограничение

similar case сходный случай

Task 3 *Read the text and write the English variant of the following predicates:*

1 выводится из 2 есть 3 и 4 или 5 идентифицировано в 6 истина 7 ложь 8 может следовать

9 не зависящий 10 подобный 11 равно числу 12 считать 13 совпадать с 14 уравнивать

15 фиксировать 16 эквивалентно

Predicates

Predicates are used for enforcing restrictions on the production trees and reducing the number of hyper-rules by means of grouping several similar cases as alternatives in one rule for testing of the alternatives' application.

Here are the examples of predicates:

'and' {'и'}

'balance' {'уравнивать'}

'begin with' {'начинаться с'}

'coincide with' {'совпадать с'}
'contain' {'содержать'}
'count' {'считать'}
'deflexe to' {'фиксировать'}
'depref to firm' {'сводиться'}
'develop from' {'развёртываться из'}
'equivalent' {'эквивалентный'}
'false' {'ложь'}
'firmly related' {'крепко связанный'}
'identified in' {'идентифицированный в'}
'incestuous' {'родственный'}
'independent' {'не зависящий'}
'is' {'есть'}
'is derived from' {'выводится из'}
'is firm' {'скреплено'}
'like' {'подобный'}
'may follow' {'может следовать'}
'number equals' {'равно числу'}
'or' {'или'}
'ravel to' {'сплетаться с'}
'related' {'связано'}
'reside in' {'находиться в'}
'shields' {'менять'}
'subset of' {'подмножество'}
'true' {'истина'}
'unite' {'объединять'}

Talk

Purchase of Clothes Покупка одежды

Task 4 *Study the list of the names of clothes, which one can buy in the shop. Can you add anything to this list?*

Memorize the words and expressions:

What (How much) does it cost? How much is it? Сколько это стоит? What is the price of …? Какова цена …?

Kinds of clothes: blazer, blouse, cardigan, coat, costume, dress, robe/dressing-gown, gloves, jacket, jeans, kerchief, mittens, muffler, raincoat, scarf, shirt, shorts, skirt, socks, suit, sweater, tie, tights, trousers, T-shirt.

Parts of clothes: belt, collar, sleeve.

Footwear: (high-heeled, low-heeled) boots, shoes, sandals, slippers.

Types of materials: cotton, leather, nylon, silk, suede/chamois, velvet, wool.

Task 5 *Write the English variant of the names of clothes. Match the English and the Russian variant.*

Kinds of clothes

1 блейзер, спортивная куртка 2 блузка, кофта 3 брюки 4 варежки, митенки 5 галстук

6 джинсы 7 женский костюм 8 кашне 9 колготки 10 куртка 11 мужской костюм 12 носки

13 перчатки 14 пиджак, пальто 15 платок, косынка, шарф 16 платье 17 плащ 18 рубашка

19 свитер 20 футболка 21 халат 22 шарф 23 шерстяная/вязаная кофта, джемпер, жакет, жилет 24 шорты 25 юбка

Parts of clothes, footwear, textiles

1 бархат/вельвет 2 ботинки/сапоги 3 воротник 4 замша 5 кожа 6 нейлон 7 пояс/ремень

8 рукав 9 сандалии 10 тапки 11 туфли 12 хлопок 13 шерсть 14 шёлк

Task 6 *Read and act out the dialogue. Write the dialogue of your own.*

Buying Shoes

– Good morning, Miss White. What is your choice today?

– Show, please, that pair of high-heeled shoes.

– Black or white?

– Black, please.

– Just a minute. I'll look for your size. Here they are.

– I think they suit me perfectly.

– Fine. It's the latest fashion.

– I'll buy them.

– Thank you for purchase.

Grammar

Infinitive Инфинитив

Task 7 *Read Grammar Reference materials to Unit 15.*

Task 8 *Read the text and write out the infinitives with **to** or without **to**.*

Films

Some of the most important films to come from postwar Europe were the Neo-Realist films from Italy. These films show life as it is lived. They show the streets, the houses, the vital everyday people of a struggling world; they neglect glamour, fancy houses and clothes, and film stars.

The locations in films must be scouted for such all-important variables as weather, geography, local facilities, transportation, and accessibility. The shooting schedule must be planned around another set of variables.

Writing

Revising Проверка

Task 9 *Study the material about revising.*

When you have finished the first draft of your paper, you have to find the way to improve it. Here is the revision checklist.

Checking your Research Paper

1. Does your introduction contain a well-worded thesis statement?

2. Does your research paper support the thesis statement?

3. Did you use transitional devices?

4. Did you use and cite sources correctly?

5. Does your report have unity, coherence, and emphasis?

6. Does your conclusion add a strong ending?

7. Does your report have a title?

Checking your Paragraphs

1. Does each paragraph have a topic sentence?

2. Is each paragraph unified and coherent?

3. Does one paragraph lead smoothly into the text?

Checking your Sentences and Words

1. Are your sentences varied and concise?

2. Did you avoid faulty sentences?

3. Did you use specific words with appropriate connotations?

Task 10 *Revise the material in your research paper.*

Progress Tests to Units 11-15

Unit 11

Task 1 *Read the text and discuss a) the ways of use of Web conferencing, b) the way Web conferences operate.*

Web Conferencing

Web conferencing is a means for interest groups to exchange information and opinions via the Web. Using the WWW, they can contribute messages, as well as read previous messages in a conference. Like other Internet forums, Web conferencing can be a working tool for specialist work teams, a support mechanism for sufferers, a casual form for hobbyists. Its particular strength is that it uses the Web, which is something most Internet users will already be familiar with, and which provides a cross-platform, low-cost means of hosting an ongoing discussion, potentially available to readers and contributors anywhere on the Internet.

Like so many other Internet systems, Web conferences operate on the client-server model. There is a server which takes care of the administration of the conference and maintains the files of messages and subscriptions. And there is a client, which is the program which the user uses to access the Web conference. This will usually be a regular Web browser, such as, for example, Internet Explorer, though some Web conferencing systems require their own client software, or use plug-ins to a regular Web browser.

Task 2 *Select the phrases to fill the dialogue:* **been much out, count your calories, fancy meeting you here**, *food that is nutritious and free of artificial substances, how are things, I am quite well, in a very good form.*

- Hello, John, …?
- …, thank you.
- Why, …!

– I have recently .... Fresh air and exercise are good for health.

– You look as if you are ....

– Besides outdoor activities, I eat .... I choose it very carefully.

– Do you ...?

– I do.

Task 3 *Ask echo questions.*

1. Messages are stored for less than a week.

2. Filelists contain details for file.

3. Usenet groups can be read as thousands of sites around the world.

4. Users access local netgroups with a news-reader program.

5. You may use a dedicated newsreader program.

Task 4 *Ask negative questions.*

1 Some of the newsgroups provide a useful source of information.

2 The quality of the discussion in newsgroups may be excellent.

3 Newsreaders provide the same basic functions.

4 Users must address each message to a particular newsgroup.

5 Some newsgroups have a moderator.

Task 5 *Write an outline for your research paper.*

Unit 12

Task 1 *Arrange the sentences in the logical order.*

1. Because it is designed for a network environment, electronic information has the

flexibility to be posted in answer to a specific question, shared with a relevant group, or stored in large quantities at an Internet-accessible location for retrieval as needed.

2. Entire catalogues, detailed product specifications, extensive reviews of perform-ance, examples of successful applications, and anything else a company wishes to share with customers can be digitized and maintained at a relatively low cost.

3. Companies, interested in turning con-nectivity into effective communication, need to adopt a model with interactive environment.

4. The interactive component of network marketing is the second important feature.

5. The critical components of a successful model are a high percentage of relevant infor-mation and a high level of interaction with the customer.

6. The Internet tools can provide a mechanism to interact directly with the infor-mation provider by making comments or asking specific questions on-line.

7. The amount of information that can be made available to customers is practically unlimited.

8. Printed materials such as brochures and detailed product specifications can provide a lot of information to the customer, but with little opportunity for interaction and feedback.

The Art of Intermarketing

Companies, interested in turning connectivity into ef-fective communication, need to adopt a model with interac-

tive environment. The critical components of a successful model are a high percentage of relevant information and a high level of interaction with the customer. Traditional advertising spots are lowest for both information and customer interaction. Printed materials such as brochures and detailed product specifications can provide a lot of information to the customer, but with little opportunity for interaction and feedback. "Infomercials", the long, documentary-style commercials, have made a place for themselves on television, but also lack significant interactive features.

Electronic information distribution excels in conveying high information content. Because it is designed for a network environment, electronic information has the flexibility to be posted in answer to a specific question, shared with a relevant group, or stored in large quantities at an Internet-accessible location for retrieval as needed. The amount of information that can be made available to customers is practically unlimited. Entire catalogues, detailed product specifications, extensive reviews of performance, examples of successful applications, and anything else a company wishes to share with customers can be digitized and maintained at a relatively low cost.

The interactive component of network marketing is the second important feature. The Internet tools can provide a mechanism to interact directly with the information provider by making comments or asking specific questions online.

Task 2 *Complete the dialogue, using the following words and expressions:* **cardiovascular collapse, exercise cardiogram, prescribed, use drug therapy, take medicine regularly**.

A Visit to Cardiologist

– Good afternoon, doctor.

– How do you do, Mr. Brown. I've got the results of your … and monitoring. I'm afraid, it's …. Nothing too serious, but we will have to ….

– Can I work?

– Of course, you can, but you don't have to work too much. … the way it is ….

– I'll follow your advice.

Task 3 *Complete the sentences with the correct forms of the verbs* ***must, ought to, has to, have to, don't have to***.

1. I have not been to the dentist for ages. I … take an appointment.

2. I can't come to see you this afternoon. I … go to my English class. There's no need to rush.

3. We … leave until six.

4. Don't forget you've got exams next term. I think you … start revising.

5. He's a security guard so he often …work at night.

Task 4 *Complete the sentences with the correct forms of the verbs* ***would*** and ***used to***.

1. I hardly play any sports now but I … play football a lot when I was at college.

2. When we were little our grandmother … always make us special almond cakes for our birthday.

3. My sister … have lunch in the canteen at work but now she always takes sandwiches.

4. My grandfather … always wear a jacket, collar and tie, even when he was at home.

5. When I was young I never … be frightened of spiders or anything like that.

Task 5 *Complete the sentences with the correct forms of the verbs* **can't, might, must**.

1. The police have evacuated the building. They … have discovered the bomb.

2. You … have lost your ticket. I saw you put it into your bag this morning.

3. They're not here yet. Do you think they … have missed the train?

4. He looked very young. He … have been more than fifteen.

5. She seemed very irritable when she got home. She … have had a bad day at work.

Task 6 *Present your theses to research paper. Discuss them in groups.*

Unit 13

Task 1 *Read the text and discuss in pairs or in groups how Web conferencing is used in practice.*

Web Conferencing in Practice

Web conferencing may be entered via login process. This enables the conference server to keep a record of where users have been and a note of their preferences. Once through the initial process, the user will normally see on the Web page a list of the topics in a conference, possibly with an indication of the number of responses within each topic. From there, the reader can select a topic and browse through the messages.

Some systems allow for subscriptions to particular topics so that a user will see a personally customized view of the conference when he or she logs in. Users can then go straight into the discussions which interest them most. The

system can also indicate for each topic the number of messages added since the user's last visit.

The interface may provide additional features such as grouping messages by hierarchies of subtopics (threads), the possibility of sorting messages by subject/date/author and a search facility. Web conferences can be made private through password access. Java can be the means for handling interactive functions.

Task 2 *Complete the dialogue, using the words:* **doing shopping, get personal service, go to the supermarket, make purchases of some foodstuffs, prefer smaller shops**.

- Good morning, Jane.
- Very glad to see you, Ann.
- …?
- Yes, I am going to ….
- Sorry, will you …?
- No, of course, not. I … where one can ….

Task 3 *Write what each person said from the reported sentences. Complete the sentences. Don't forget to use colons, quotation marks, commas, full stops. Use the words in parentheses.*

Example:

Tom said he would phone us again at the weekend.
Tom: 'I'll phone you again at the weekend.'

1. Jenny asked us if we could water her plants for a week. JENNY: 'Could you …?' (water my plants for a week)

2. He wanted to know which the best way to drive to Portsmouth was. MAN: 'Which is …?' (the best way to drive to Portsmouth)

3. Anne said that she was going to hand in her resignation next month. ANNE: 'I

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am going to ….' (hand in my registration next month)

4.   Grant wanted to know how much my new guitar cost. GRANT: 'How much did …?' (your new guitar cost)

5.   Mr. Taylor apologized and said he would have to leave the staff meeting a bit early the following day. MR. TAYLOR: 'I am sorry, but I'll have to ….' (leave the staff meeting a bit early tomorrow)

Task 4 *Structure your research paper.*

Unit 14

Task 1 *Write out the sentences, containing the word 'communication'. How do you combine audio conferencing and video conferencing?*

Real-time Multimedia Communication

Real-time multimedia communication implies interactive communication using media other than print, obvious examples being audio conferencing and video conferencing. Access to audio conferencing and videoconferencing via the Internet is improving at a rapid rate at present. Though network capacity and speed is always an issue with bandwidth applications like this, more people have access to the high-speed connections, which are a prerequisite for qualitative multimedia communication, and also there are more and better tools to choose from all the time. Combining *audio and video communication* with facilities such as document and application sharing of whiteboards, provides a powerful mechanism for group collaboration, distance learning and other areas of application.

Video conferencing can be used in a variety of ways:

- one-to-one, that is, one person with another;

- one-to-many, that is, broadcast to many sites, for instance, a lecture;

- many-to-many, that is, more than two parties take part. Some applications switch active video transmission from one to the other as required.

Task 2 *Rewrite the following sentences in reported speech using the verb in brackets and an object pronoun where necessary. Complete the sentences.*

1 'Jenny, don't lean out of the window!' (she/warn) (She warned Jenny not to ….)

2 'I'm sorry I didn't phone last night.' (he/apologize) (He apologized for not ….)

3 'We won't stay too long.' (they/promise) (They promised not to ….)

4 'John, you didn't report the accident to the police.' (she/accuse) (She accused John of not …)

5 'You shouldn't eat so much red meat.' (the doctor/advise) (The doctor advised him/her not to …)

Task 3 *Select proper words to complete the dialogue:* **a pound of butter, a pound of cane sugar, half a pound of lemon Ceylon tea, tea-cakes**.

At the Grocery

– Good morning, Mrs. Brown. Very glad to see you. We have such a wide choice of everything fresh today.

– Good morning. I would like to buy …, please, half a pound of cheese and some sugar.

– What sugar would you prefer?

– I would take ….
– All right.
– … And six …, please.
– Here they are.

Task 4 *Give examples of citing sources you use in practice.*

Unit 15

Task 1 *Read the text and say how often you use collaboration tools. Then look through the list of functions available in collaboration and choose the functions you use most often. If you use any other functions, name them.*

Collaboration Tools

Collaboration via the Internet is currently the focus of attention and development. New and improved tools are enabling workgroups to use the networks effectively for discussion and decision-making, for holding meetings, for working on documents, for one-to-one or group conversations, for scheduling workflow and a range of other tasks. Many of the new collaboration tools are provided on a server and accessed with a WWW browser. Some are also available using browser plug-ins, or using special-purpose client software. A significant current trend is the emergence of collaboration packages which provide a whole suite of facilities for collaboration purposes. Some of these have been adapted for the Internet from standard groupware applications. Others are new products designed specifically for Internet use.

Broadly the most common functions available in collaboration tools are: group exchange of text messages, multimedia exchanges (audio and video), document/application sharing, whiteboard. Additional functions can include: collaborating browsing of WWW documents,

annotation of WWW documents, voting and rating, track-ing workflow, calendar sharing.

Task 2 *Select proper words to complete the dialogue:* **be of any help to you, dark blue or dark grey, nifty suit, suit of my size, try it on, tweed two-piece suit.**

Buying Suit

– Good morning, Mister White. Can I …?
– Yes, show, please, the ….
– What colour?
– ….
– Will you …?
– Yes, I'll.
– It's ….
– …. I'll buy it.
– Thank you for purchase.

Task 3 *Read the text and write out the infinitives with* **to** *or without* **to**, *in active or in passive form.*

Any type of information and any amount of it can be published on the Internet, whether it's a simple homepage or a massive collection of institutional documents. Publishing via the WWW Internet is likely to be the first choice for most Internet information providers. Topics to be covered include WWW authoring, graphics in Web pages and interactive Web pages.

Task 4 *Take any scientific article and revise it.*

UNIT 16
Holding of Predicates

Listening

Text № 16 Exchange of Text Messages Обмен текстовыми сообщениями

Task 1 *Listen to the text "Exchange of Text Messages". Describe the way the messages are exchanged.*

Theoretical Computer Science

Reading

Holding of Predicates Исполнение предикатов

Task 2 *Learn the words.*

attempt попытка	**unless false** если неверно, что ложь
false ложь	**unless true** если неверно, что истина
purely чисто	**where** если
terminates via оканчивается на	**where false** если ложь
true истина	**where true** если истина
unless если неверно, что	**whether** если

Task 3 *Write the Russian variants of the English terms.*
English variant:

1 false 2 true 3 unless 4 where 5 whether 6 unless false 7 unless true 8 where false 9 where true

Task 4 *Define the conditions when the predicate holds or does not hold.*

Holding of Predicates

What is the "predicate"? It is a protonotion beginning with 'where' or 'unless', unifying into 'whether'. For a predicate can be produced one invisible production tree or

several invisible production trees. Then predicate holds in them. The production tree terminates via 'where true' or 'unless false'.

Also no production trees can be produced, if each attempt of production runs into blind alleys. In this case the predicate does not hold. The blind valleys are 'where false' and 'unless true'.

Talk

Travelling Путешествие

Task 5 *Read the text and define different kinds of travelling. Give your own examples of their use: think of the sentences with them.*

Kinds of Travelling: Specific Definitions

People can travel *by air, by train, by sea, by bus, by car* or *on foot.* There are some specific notions in English for defining different kinds of travelling.

Travelling means making a journey or journeys: *travel round the world, travel for thousands of miles, travel around the world/travel over the whole world.*

Journey is a distant travel. It's going to a place, especially to a distant one: *reach one's journey's end, go on a journey, come on a journey, make a journey, make a half-way journey round the world, and send somebody on a journey.*

Trip means journey, especially a pleasure excursion: *a trip to the seaside, a weekend trip, a holiday/honeymoon trip to Venice.*

Tour is a journey out and home again during which several or many places are visited: *a round-the-world tour, a coach tour of Germany, conducted tours, made by a group conducted by a guard.*

Flight means a journey made by air; distance covered: *a non-stop flight from London to New York; flights in a balloon.*

Voyage is a journey by water, especially a long one in a ship: *a voyage from Spain to Italy, go on a voyage, on the voyage out/home, on the outward/homeward voyage.*

Cruise means sail about: *cruising voyage, to go on/for a cruise.*

Task 6 *Complete the dialogue, using the words and expressions:* **voyage around the Caribbean, diving, sand beaches, snorkeling, swimming, take my dream holiday.**

    − Hello, John.

    − Hello, Sam. I'll …, going on a ….

    − Great.

    − I look forward to clean …, sailing, … and diving. It is like the whole other world. It can be …, skin-diving or scuba diving.

    − Good luck.

    − Thank you.

Grammar

Gerund Герундий

Task 7 *Read Grammar Reference materials to Unit 16.*

Task 8 *Complete the sentences using the words in parentheses.*

    1. I dislike (do) housework but I don't like (cook).

    2. I enjoy (lie) on my bed with a good book if it's raining.

    3. I can't stand (not/be able) to have a shower every day.

    4. I don't like (walk) home alone at night.

    5. She likes (not/have to get up) early in the morning.

Writing

Editing and Publishing Редактирование и публикация

Task 9 *Learn the ways of editing and publishing the research paper.*

Editing Checklist and Ways to Publish Writing

1.   Are the sentences free of errors in grammar and usage?
2.   Did you spell each word correctly?
3.   Did you use capital letters where needed?
4.   Did you punctuate each sentence correctly?
5.   Did you indent paragraphs as needed and leave proper margins on each side of the paper?

Ways to Publish Writing

You can publish your paper in a newspaper, magazine or a book in a hard-copy form or publish it in the Internet. Before that one has to deliver the results of research orally or using presentation multimedia materials, which is preferable nowadays.

Task 10 *Edit your research paper using the computer and think of the ways of its publishing.*

UNIT 17
Objects

Listening

Text № 17 Real-time Multimedia Communication
Мультимедийная связь в режиме реального времени

Task 1 *Listen to the text "Real-time Multimedia Communication" and speak about the ways it is implemented.*

Theoretical Computer Science

Reading

Objects Объекты

Task 2 *Learn the words.*

compilation phase фаза компиляции, этап компиляции

constitute составлять

examine рассматривать, исследовать, изучать

explain объяснять

external object внешний объект

internal object внутренний объект

object объект

perform выполнять, исполнять

presume предполагать, полагать

scene сцена

set of actions совокупность действий

value значение

Task 3 *Read the text and find the additional material about the external and internal objects.*

Objects

We explain the meaning of a program in the process of performing actions by a computer, the set of "objects". They are constructs, values, environs and scenes. Constructs are the "external objects". Values, environs and scenes refer to the "internal objects".

Talk

At the Tourist Agency В туристическом агентстве

Task 4 *Read the text and think of the tourist advertisement.*

Tourist Agencies

More and more people in Russia like travelling. They go travelling during the whole year. Some people prefer to travel by themselves, but the majority of them apply to tourist agencies. The agencies offer all kinds of travelling in the country of residence and abroad. There is a great deal of advertising for journeys, trips, tours, flights, voyages, cruises. All the data of the tourist agency are given in advertisements: address, telephone, email, places to go to, prices, discounts, and transfers. Here is the structure of such the advertisement:

ALPHA TOUR
   special offers and discounts

tourist agency

EGYPT GREECE TURKEY

   www.ALPHATOUR.ru Transfer to the airport
River cruises (price)
South of Russia (price) per day
Bulgaria from Yaroslavl (by bus) (price)
St. Petersburg (price)
Bus tickets to Europe

Address

Phone number

Task 5 *Read the dialogue "Going to Europe" and find the English variants of the words.*

1 Болгария 2 брошюра 3 буклет 4 высококлассная гостиница 5 гид 6 Европа 7 Испания

8 Италия 9 официальное оформление документов 10 полный пансион 11 полупансион 12 Франция 13 Хорватия 14 Чехия

Task 6 *Read the dialogue and say what country you would like to choose for travelling and why. How would you like to travel: alone/with friends/with relatives; by air, by sea, by car, by train or on foot?*

Going to Europe

– Good morning. I would like to go to Europe.

– We can offer the tours to Spain, Italy, France, Czechia, Bulgaria, and Croatia. Here are colourful booklets and brochures. There is a choice of full and half board and lodging. High-class hotels.

– Will there be a guide?

– There's sure to be a guide speaking your native language.

– I think I'll choose the tour around the European capitals.

– Excellent. When will you go?

– In a month.

Grammar

Participle I Причастие I

Task 7 *Read Grammar Reference materials to Unit 17.*

Task 8 *Form Participle I of the following verbs:* **smile, believe, cross, spray, tap, count, study, escape, solve, gaze, rub, taste.**

Writing

Adverb Clauses Адвербиальные придаточные предложения

Task 9 *Learn the materials about adverb clauses.*

Adverb clause is a kind of subordinate clause, beginning with the words *after, although, as long as, as soon as, before, even though, since, until* and *when*. An adverb clause is used just like a single adverb or an adverb phrase, usually to modify a verb.

Examples:

Single adverb The train arrived *late.*

Adverb phrase The train arrived *at five o'clock.*

Adverb clause The train arrived *before we reached the station.*

In addition to questions *How? Как? When? Когда? Where? Где? Куда? How much? Сколько? To what extent? До какой степени?* adverb clauses also answer the questions *Under what condition? При каком условии?* and *Why? Почему? Зачем?*

In the following examples, the adverb clauses reduce unnecessary repetition and provide sentence variety.

Examples:

If we resent the shallow optimist, we can equally resent the shallow grumbler.

No grumbler ever became a great man *because he would not think it worthwhile.*

Although people experience difficult times, they remain optimistic by nature.

Punctuation with Adverb Clauses

Place a comma after an introductory adverb clause. Enclose it in commas in the middle of the sentence.

Task 10 *Write the sentences and add comma or commas where needed.*

1. When the storm began we ran for shelter.

2. All day we acted as though we had forgotten his birthday.

3. Because Judy studied she did well on the French test.

4. Magnesium when it ignited burns with a white light.

5. Even though we were cold we played hockey for an hour.

6. The circumference of the earth is about 42 miles greater around the equator than it is around the poles.

7. The mayor of San Francisco left after he had completed his speech.

8. A blue whale gains about 200 pounds a day until it is fully grown.

9. Niagara Falls since its origin 10,000 years ago has moved seven miles upstream.

10. If our basketball team wins we'll celebrate.

UNIT 18
Values, Environs and Scenes

Listening

Text № 18 Client Software for Collaboration Клиентское программное обеспечение для совместной работы

Task 1 *Listen to the text "Client Software for Collaboration" and name the features of Alta Vista Forum and Netscape Conference. Add other features.*

Theoretical Computer Science

Reading

Values, Environs and Scenes Значения, среды и сцены

Task 2 *Learn the words.*

mode-indication индикация-вида	**stem** происходить, брать начало
multiple многочисленный, множественный, кратный	**storage cell** ячейка/ячейки памяти
name имя	**stowed value** исходное значение
operator оператор	**structured value** структурированное значение
plain value простое значение	**ultimately** в конечном счёте, в итоге
routine процедура, шаблон, стандартная программа, определённый режим	

Task 3 *Read the text and give definitions of the notions.*

Values, Environs and Scenes

A "value" is a "plain value", a "name", a "stowed value" or a "multiple value" or a "routine". For example, a real number is a plain value.

A "locale" {is an internal object which} corresponds to some 'DECSETY LABSETY'. A "vacant locale" is one for which that 'DECSETY LABSETY' is 'EMPTY'.

{Each 'QUALITY TAX' enveloped by that 'DECSETY LABSETY' corresponds to a QUALITY-defining-indicator-with-TAX (that is, to an identifier, operator or mode-indication) declared in the construct whose elaboration caused that locale to be created. Such a 'QUALITY TAX' may be made to "access" a value or a scene "inside" that locale. A locale may be thought of as a member of storage cells, into which such accessed objects are placed.}

{The terminal metaproductions of the metanotions "DEC", "LAB" or "FIELD" (or of the more frequently used "PROP", which includes them all) are all of the form 'QUALITY TAX'. These "properties" are used in the syntax and semantics concerned with nests and locales in order to associate, in a particular situation, some quality with that 'TAX'.}

An "environ" is either empty or is composed of an environ and a locale.

{Hence, each environ is derived from a serious of other environs, stemming ultimately from the empty "primal environ" in which the program is elaborated.}

A "scene" S is an object which is composed of a construct C and an environ E. C is said to be the construct, and E the environ, "of "S.

{Scenes may be accessed inside locales by 'LAB's or 'DEC's arising from label-identifiers or from mode-indications, and they may also be values.}

Talk

Asking the Way in the City/Town Как спросить путь в городе

Task 4 *Imagine you are a stranger in the city or town. How would you ask the way? There are some words and expressions to remember.*

are/there are есть, имеются	**on the left** слева
at the street crossing на перекрёстке	**on the right** справа
change делать пере-садку	**opposite** – напротив
get (got, got) off вы-ходить	**take number three bus/tram/trolley-bus** са-дитесь на автобус, трамвай, троллейбус номер три
get off at the next stop/near hospital num-ber three выходите на следующей останов-ке/рядом с больницей номер три	**to the left** налево
get (got, got) on вхо-дить	**to the right** направо
get on tram number five войдите в трамвай номер пять	**turn to the left/to the right** поверните нале-во/направо
go straight ahead идите прямо	**straight ahead** прямо **you will be** вы будете
is/there is есть, име-	**you will be** вы будете

ется	
on the corner на углу	**you will see** вы увидите

Task 5 *Complete the dialogue with the words and expressions:* **get, get off, go by 22s bus, it'll take you, route terminal, sorry for troubling you, straight, take bus number twenty-two, twice an hour, wait for, walk.**

Getting to Faculty of Information Technologies

–   …, can you tell me how I can … to the Faculty of Information Technologies of the University?

–   You can … and … at the stop which is called "The Students' Campus". Then you'll have to … for ten or fifteen minutes to get to the university building. In case you don't want to walk, you can … bus number 22s, which goes … to the building …. Its … is in Red Square.

–   … twenty minutes in a bus and the walk.

–   I think I'll ….

–   Sure. Good luck.

Grammar

Participle II Причастие II

Task 6 *Read Grammar Reference materials to Unit 18.*

Task 7 *Form Participle II of the following regular verbs:* **rest, taste, hurry, beg, pitch, collect, prepare, copy.**

Writing

Adjective Clauses Придаточные предложения, содержащие прилагательные в функции определения

Task 8 *Learn the materials about adjective clauses.*

An *adjective clause* is a subordinate clause that is used like an adjective to modify a noun or a pronoun. An adjective

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clause is used like a single adjective or an adjective phrase. In the examples below, the single adjective, the adjective phrase, and the adjective clause all modify the word *fire*.

Examples:

Single adjective The *intense* fire destroyed the building.

Adjective phrase The fire, *with billowing flames and thick smoke*, destroyed the building.

Adjective clause The fire, *which raged out of control*, destroyed the building.

Like a single adjective, an adjective clause answers the question *Which one(s)*? Который(е)? or *What kind*? Какой? Что за…?

Examples:

The teachers (which ones?) *who chaperoned the dance last night* enjoyed themselves.

He bought himself running shoes *that have extra support for his arches*.

A *relative pronoun* usually begins an adjective clause. A relative pronoun relates an adjective clause to its antecedents. *Where* and *when* also introduce adjective clauses.

Examples:

Football team, *which won the championship last year*, hasn't won a single game this year.

The Dalys moved here from Miami, *where they had lived all their lives*.

Note

The relative pronoun *that* will occasionally be omitted from an adjective clause, but it is understood to be there.

Example:

Poison ivy is something *everyone should avoid*. [*That everyone should avoid* is the complete adjective clause.]

Punctuation with Adjective Clauses

For punctuation with adjective clauses we have to distinguish *essential and nonessential adjective clauses.*

Essential clause

If an adjective clause contains information *essential* to the identification of a person, place, or thing in the sentence, then *no punctuation is used in it*. An essential clause is usually begun with a relative pronoun *that*.

Essential adjective clause example:

The person *who became the first woman Supreme Court justice* was Sandra Day O'Connor. [No commas are used because the clause is needed to identify which woman.]

Nonessential clause

A clause is *nonessential* if it can be removed from the sentence without changing the basic meaning of the sentence. A clause is also nonessential if it modifies a proper noun. Nonessential clause is used with comma or commas.

Nonessential adjective clause example:

Sandra Day O'Connor, *who became the first woman Supreme Court justice*, had served as majority leader in the Arizona state senate. [Commas are used because the clause can be removed from the sentence.]

Task 9 *Write the sentences and add comma or commas where needed.*

1. Judo which was first included in the Olympic Games in 1964 is now an international sport.

2. The only state that borders only one other state is Maine.

3. Panama is a country where one can see the sun rise over the Pacific Ocean and set over the Atlantic Ocean.

4. The McGee Company which makes engine parts is hiring.

5. Helen Keller whose sight and hearing were destroyed by an early illness eventually conquered her handicaps.

6. I enjoyed reading the novel Mrs. Johnson assigned me.

7. In Paris the Louvre which houses one of the world's largest art collections has eight miles of galleries.

8. Did you meet my uncle Harry who is a coast pilot?

UNIT 19
Modes

Listening

Text № 19 Multifunction Collaboration Packages
Пакеты многофункционального сотрудничества

Task 1 *Listen to the text "Multifunction Collaboration Packages". Answer the questions:*

1. How is *Lotus Domino* used?
2. What are its features?
3. What is the range of functionality of *Communique!?*

Theoretical Computer Science
Reading
Modes Виды
Task 2 *Learn the words.*

alternative spelling вариант написания	**MOID** ЗНАЧЕНИЕ
attribute атрибут, признак	**rigorous** строгий, тщательный, точный
involve включать в себя	**rigorous definition** строгое определение
mode *a* = structure (reference *a b*) вид *a* = структура (имя *a b*)	**spell** писать или произносить по буквам
mode-indications *a* and *b* индикации вида *a* и *б*	**spelling** орфография, правописание

Task 3 *Read the text and state the relations between the notions "mode", "value", "attribute". Comment upon it.*

Modes

{Each value has an attribute or "mode". It defines how the value relates to other values and the applicable actions. The attribute is described, or "spelled", by means of some 'MOID'. Since we have an intension that the modes specified by the mode-indications *a* and *b* in *mode a = structure (reference a b), mode b = structure (reference structure (reference b b) b)* are the same modes, it is necessary that there should be the alternative spellings such as 'MOID' *'mui definition of structured with reference to mui application field letter b mode'* and 'MOID'*'muii definition of structured with reference to structured with reference to muii application field letter b mode field letter b mode'.* Analogously, the mode specified by *declarer union (integer, real)* we can spell as either *'union of integral real mode'* or *union of real integral mode'.*

Talk

Money Деньги

Task 4 *Read the text about money and express your attitude towards the money problem.*

Money: What is it for People?

What is money for people? Is it evil or welfare? People like money very much. They want to have luxury, mansions, cars, love. Some of them think that if they marry money, they will be happy. Money is important, but it is very dangerous too. They make people cruel, false, and hypocritical. I would like to have much money, but I do not want to be cruel and hypocritical.

Task 5 *Read the dialogue and discuss in pairs the ways of survival in monetary crisis.*

How to Survive in Crisis

– What do you think about modern crisis? How does it influence money problem?

–   I think the income of the majority of the people becomes lower. Some of the people lose their jobs.

–   What is the way out?

–   One has to study much and perhaps to learn another profession which is required.

–   Where can one do it?

–   There are universities, and besides, are special centres and courses. You can learn about them in mass media and on the Internet.

Grammar

First Conditional Sentences Условные предложения первого типа

Task 6 *Read Grammar Reference materials to Unit 19.*

Task 7 *Which of the following sentences mean the same?*

Comment: unless means *if … not.* However, *unless* is used in preference to *if … not* when the speaker wants to stress a condition or issue a threat.

      a)   I won't come if I don't get paid.

      b)   I won't come unless I get paid.

      c)   I won't come if I get paid.

Task 8 *Choose and write which of the following possibilities are a) fairly likely to happen* **or** *b) not at all likely to happen:*

–   the weather will be fine tomorrow;

–   you speak fluent Chinese;

–   you will become Prime Minister of your country;

–   you are bored this evening;

–   you are able to take a holiday abroad next week.

Writing

Noun Clauses Именные придаточные предложения

Task 9 *Learn the materials about noun clauses.*

A *noun clause* is a subordinate clause that is used like a noun. It can be used as a *subject, direct object, indirect object, object of a preposition, predicate nominative.*

Subject *What Jenny suggested* makes sense.

Direct object Julian knows *that he was wrong.*

Indirect object Give *whoever volunteers* this manual.

Object of a preposition People are often influenced by *what they see in commercials.*

Predicate nominative Good hot meal is *what I could use most right now.*

Common introductory words for noun clauses are: how, if, that, what, whatever, when, where, whether, which, who, whoever, whom, whomever, whose, why.

Task 10 *Write each noun clause.*

1. Mexican food is what I like best.

2. That our pitcher was tiring was obvious to everyone.

3. The Plaza will give a half-price ticket to whoever wins.

4. I have just learned that Charles Dickens first published most of his books in instalments in magazines.

5. No one knows who actually made the first American flag.

6. That Jody was the best candidate was apparent.

7. Give whomever you wish an invitation to our party.

8. How people live in other countries interests me.

9. His reason was that his alarm didn't go off.

10. I have read that the cost of cars will increase.

UNIT 20
MOID

Listening

Text № 20 Chat Чат

Task 1 *Listen to the text "Chat" and describe the use of ICQ and shareware IRC of chart programs.*

Theoretical Computer Science

Reading

MOID ЗНАЧЕНИЕ

Task 2 *Study the expressions.*

union of integral real mode identifier – идентификатор объединения целого вещественного

union of real integral mode identifier – идентификатор объединения вещественного целого

Task 3 *Study the process of the equivalence of the 'MOID's described in the text.*

MOID

If the predicate holds, then 'MOID1' "is equivalent to" 'MOID2'. { 'MOID' is always equivalent to itself: 'union of integral real mode' is equivalent to 'union of real integral mode'.} The protonotions are equivalent to each other if it is possible to transform the copies of them. A "mode" is a class C of 'MOID's.

Talk

At the Bank В банке

Task 4 *Read the text and enumerate the items of banking business.*

Bank Services

Banks are very important institutions. There are a number of bank services for companies, enterprises and people. There are all kinds of transfer: by the tally, deposit account, transfer of collateral, salary. There can be both internal

transfer and funds transfer with the use of funds transfer system. There is trading in stocks and shares, bill business, mortgage credit, real estate activity, currency exchange. Bank cards are various. There are internal cards and international cards: Delta, Master Card, Visa, Visa electron, American Express.

Task 5 *Read and act out the dialogue, then think of the dialogue of your own.*

Currency Exchange

–   I would like to change roubles to Euro-currency.

–   Your passport, please.

–   Here it is.

–   You have to pay extra three percent of the sum.

–   Yes, I am in the know. Thank you.

Grammar

Second Conditional Sentences Условные предложения второго типа

Task 6 *Read Grammar Reference materials to Unit 20.*

Task 7 *Complete the sentences with **if** or **unless**.*

1.   Don't answer the door … there's someone else in the house.

2.   I would never ask to use their phone … it was urgent.

3.   … she has driven all that way today, she'll be tired.

4.   … you pay the bill immediately; I'll have to call the police.

5.   … she phoned occasionally, I wouldn't feel so lonely.

Task 8 *Choose the correct word in italics.*

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1.　　You can borrow my walkman *provided/unless* you buy me some new batteries afterwards.

2.　　I wouldn't mind going to a concert *even if/as long as* the program wasn't too serious.

3.　　Nobody will be able to read that *unless/if* they have got excellent eyesight.

4.　　I don't think McEnroe would ever win Wimbledon again *if/even if* he were ten years younger.

5.　　I'll take you to the cinema *even if/provided* you buy me a pizza afterwards.

Writing

Essay Structure Структура эссе

Task 9 *Study the structure of a research paper.*

Virtually all forms of communication can be *divided into* the same basic parts – a beginning, middle, and an ending. *Essay structure includes introductory paragraph(s) including a thesis statement expressing the main idea of the essay; body of supporting paragraph(s); concluding paragraph(s).*

The *introduction* of an essay does just what its name implies: it introduces the subject. Depending on the length of the essay, the introduction may be one or two paragraphs long. Included within the introduction is the *thesis*, a statement that expresses the main idea of the essay. The thesis statement can be anywhere in the introduction, though it is often the last sentence.

In addition to containing the thesis statement, the introduction sets the tone of the essay. *Tone* is the writer's attitude toward his or her subject and audience. The tone may be straightforward, reflective, casual, bitter, comic, joyous, or any other human attitude.

The middle section, or *body*, of the essay contains the supporting paragraphs. Like the supporting sentences in a paragraph, the supporting paragraphs of an essay back up the main idea with specifics. These specifics can take the form of facts, examples, or any of a variety of other details. Usually each paragraph in the body of an essay develops one main supporting point.

Conclusion is a paragraph reinforcing the main idea and ending the essay in a satisfying way. It completes the essay and drives home the main idea.

Progress Tests to Units 16-20

Unit 16

Task 1 *Read the text and describe Hypertext Markup Language.*

WWW Authoring

HTML (HyperText Markup Language) is the standard format for Web documents. There are many programs such as HTML editors, conversion programs and Web site development tools. HTML editing software spans the range of functionality from plain-text editors to packages which automatically generate HTML markup. There are different kinds of editors. Their examples include text, source code, WYSIWYG or its alternative WYSIWYM, discounted editors, word processors, spreadsheets. Some of them allow the author to input text as though typing into a Web browser. The purpose of other editors is to give the control that code-based working provides but also to allow easy monitoring of the interface of the document using an in-built browser. Or the authors can choose their own mode of working. Flexible programs allow easy switching between modes, and editing in any mode.

Task 2 *Complete the dialogue. Use the words and expressions:* **buffet style, famous Italian ancient culture, five-star, going travelling, Italy, on holiday**.

> – Hello, Ann.
> – Hello, Kate.
> – How are you?
> – Fine. I am ….
> – Are you …?
> – Actually, I'm going to …, to Rome, to see a …. Twelve days, $ 400. It's … hotel at the seaside and ….

– It's a chance. Can I join you?

– Sure. I'll call tomorrow.

Task 3 *Choose the correct verbal form.*

1. Frances doesn't mind to get/getting up very early in the morning.

2. Grant is very keen on fishing/to fish as a hobby.

3. I'd rather watch/watching TV this evening than go to the cinema.

4. Jack can't stand be/being in the same room as a cat.

5. She enjoys lying/to lie in the sun listening to her walkman.

6. I can't stand to have/having the TV on when I'm trying to read.

7. My brothers all dislike washing up/to wash up after meals.

8. Many people enjoy gardening/to garden, but I don't.

9. Most children enjoy not having/not to have to get up early in the mornings.

10. Grant is fond of to go/going out to discos.

Task 4 *Which is the best way for you to edit your research paper? Give reasons.*

Unit 17

Task 1 *Look through the list of WebSite Development Tools and discuss in groups the tools you use in you activities.*

Web Site Development Tools

With large collections of Web documents one needs to use Web site development tools. Powerful, including nu-

merous features, Web site development tools are, for example, discounted editors *Microsoft Expression Web* and *Microsoft SharePoint Designer.* They are both intended for designing, developing or modifying sites and web pages. The tools can include such features as easy, graphical HTML page creation, tools for designing the structure of a Web site, import of documents in other formats, tools for adding interactivity to pages, verification of links, graphics handling, global find and replace, database connectivity, simple upload to server.

Task 2 *Choose the correct form of English words and expressions in the dialogue:*

1 турпакет, путёвка 2 лучшие песчаные пляжи 3 на две недели 4 пятизвёздочные гостиницы

5 оформить документы

Going to the South

– Good afternoon. Can I help you?
– Have you tour packages to the south?
– Yes, and there's a great choice of the best sand beaches home and abroad.
– I would prefer home tour for a fortnight.
– You have to choose among three-star, four-star and five-star hotels.
– How can we get there?
– You can go by train, by bus or by air.
– I would prefer to go by air.
– All right. Let's execute your documents.

Task 3 *Find all the cases of use of Participle I and write them out.*

1. Wondering tribes once hunted food to survive.

2. Emerging societies established the first agricultural towns.

3. Persevering farmers pulled their own plows at first.

4. Experimenting Roman farmers soon learned to rotate jobs.

5. Smiling, the farmers were finishing the job.

Task 4 *Write each adverb clause.*

1. When a thunderstorm strikes on a hot day, hail may fall.

2. As soon as you finish your homework, call me.

3. We went to the dance so that we could hear the band.

4. We waited for them longer than we should have.

5. After the snowstorm ended, we shovelled the walk and the driveway.

6. We ate dinner later than we had originally planned.

7. We can fill all these orders if we get more help.

8. Complete the enjoyment application after you read the directions.

9. Because tuna need a flow of water across their gills in order to breathe, they would suffocate if they ever stopped swimming.

Unit 18

Task 1 *Read the text and name the image formats you know.*

Image Formats

Common image formats in web pages are: *JPEG and PNG*. Joint Photographic Experts Group is commonly used for graphics in Web pages and is a particularly effective compression method for natural, photographic-like true-colours images. The Portable Network Graphics format is the GIF development.

Both JEPG and PNG possess useful features: *file compression, transparency, interlacing and storage of multiple images within a single file*. Some versions support background transparency. This means that both the background of an image and the background of the Web page can be made of the same colour, which is a standard technique. Interlacing allows for progressive enhancement of the image during its loading. Storage of images within a single file ensures the basis for some form of animation which features prominently on many Web pages.

Task 2 *Fill the dialogue with the words:* **go down, tell me the way, there's sure to be, turn to the right, you'll be, worth while doing it.**

Asking the Way in the Centre of the City

– Excuse me; can you … to Red Square?

– Certainly. … Kirov Street to the theatre named after Fyodor Volkov. … and then go straight ahead. In five minutes … in Red Square.

– Is there a bus or a trolley-bus?

– …, but it's not …, because everything is nearby.

– I see. Thank you.

Task 3 *Write out the participles from the sentences (irregular verbs).*

1. One day someone had stood on the shore of a large lake or a river.

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2. A thick fog had hidden the small wooden boat.

3. The author has given a vivid account of trip aboard a Maine fishing boat.

4. I have bought several books about fishing boats.

5. The author of this book has written exceptionally well about these boats.

Task 4 *Write each adjective clause.*

1. Several champion ice hockey teams have come from Canada, where ice-skating is a very popular sport.

2. The microphone that he used had a cord attached to it.

3. The oldest fossils date back to a time when seas covered large areas that have long since become dry land.

4. Margaret Mead, who was an anthropologist, was famous for her studies of cultural influences.

5. The person whose ring you found is offering a reward.

6. The painting that hangs in the cafeteria is a gift from senior class.

7. It was Christopher Columbus who brought pickles to the Americans.

8. Sing the song that you wrote.

Unit 19

Task 1 *Read the text and say how the efficiency of images can be reached.*

Efficient and Effective Images

There are many issues for the Web author to take into account in producing graphics. One of the most crucial things for usability is the *efficiency*. For the Web author, there are various ways of reducing file size, and some Web authoring tools include helpful functions in this area, for example, encouraging authors to add height and width parameters to the IMAGE tag. Graphics packages too offer ways of minimizing file size. An issue which has considerable impact on the size of images is the number of colours used.

Task 2 *Read the dialogue and write the ways of keeping money:* **валютный счёт в банке, рублёвый счёт в банке, золотые слитки и золотые монеты, акции, недвижимость.**

The Ways of Keeping Money

– Sorry, I have no experience. What are the ways of keeping money? What are the places and the conditions of keeping money?

– First, you can keep your money in the bank or at home. One can use foreign currency account in the bank, rouble bank account, gold bullion bars and gold coins or stocks. There is also real estate. You would better use all of them.

– Thank you for advice.

Task 3 *Use the possibilities to make first conditional sentences. Choose the proper completions and write the conditional sentences of the first type. Begin the sentences with the conjunction* **if**.

Possibilities:

– you wake up early tomorrow;

– you decide to go to the cinema at the weekend;

     –   you have some money to spend at the end of the month.

Completions: we'd better go travelling, I'll join you, and you will be able to come in time.

Task 4 *Write each noun clause.*

1. That she works late on Saturday is common knowledge.

2. Did you know that certain species of trees have been in existence for 60 million years?

3. One explanation is that someone forgot to lock the door.

4. Send whoever answers the advertisement this brochure.

5. Be ready to take responsibility for what you do.

6. The coach gave whoever practiced daily his attention.

7. His reason for being late was that he took the wrong bus.

8. Where the new gym will be built is the latest news.

Unit 20

Task 1 *Read the text and discuss the programs for animation in pairs or in groups.*

Animation and 3-D

Most often animators on the Web work with Adobe Flash, but animation effects

can also be achieved, for example, with animated GIF, Dynamic HTML, JavaScript, and Java. It is any form when the objects and images move.

Virtual Reality Modelling Language (VRML) is a standard for the definition of three-dimensional environments used on WWW. Simple VRML files can be created with a plain-text editor, or for complex model building. There will be probably required the modeling of software. VRML files are viewed within a VRML helper application or plug-in conjunction with a Web browser. Bitmap files describe the colour of the colour of each pixel of the image. One can also compress image data.

Task 2 *Complete the dialogue, using the words:* **pay, personalized bank card, Visa card, wait for.**

Visa Card Opening

– How can I open …, please?

– We need your personal passport data, because Visa is the ….

– All right.

– *(The bank clerk is processing data).* You need to … not less than $20 to open your card. Then it will be ready.

– Thank you.

Task 3 *Complete the sentences with* **unless, even if** *or* **as long as**.

1. You can borrow my walkman … you don't lose it.

2. I wouldn't say it … I mean it.

3. They're going to the disco … you say they can't!

4. There's time for a coffee before the film … we're quick.

5. I wouldn't marry you … were the last person on earth!

6. … you hear otherwise, I'll meet you at three o'clock.

7. … I had the money; I wouldn't want to live in the Bahamas.

Task 4 *Take any passage from your research paper and write its structure.*

UNIT 21
Scopes

Listening

Text № 21 Security and Encryption Безопасность и шифрование

Task 1 *Listen to the text "Security and Encryption" and determine the basic security requirements.*

Theoretical Computer Science

Reading

Scopes Области действия

Task 2 *Learn the words.*

after a certain time через некоторое время	**preserve** сохранять
age возраст	**rather** довольно, достаточно
assign назначать, приписывать	**recover** восстанавливать, возвращать
beyond за, вне, после, выше	**via** через
confuse смешивать	**yield** выход, давать, приносить, уступать
lifetime срок, продолжительность жизни	

Task 3 *Is it true or false? Justify your opinion.*
Scopes

{A value can "refer to", or be composed of another internal object. Now the lifetime of the storage cells containing the internal object or implied by it can be limited. Therefore, it must be possible to preserve value beyond the lifetime. Otherwise, there must be made an attempt to

reach some storage cell, which no longer exists, via internal object. The scope of value is a measure of the lifetime of storage cells.}

Each value has a "scope". This "scope" depends upon its mode or the manner of creation. We define the scope of a value as to be the same with the scope of some environ}. Each environ has a "scope".

Talk

In the Hotel В гостинице

Task 4 *Read the text and say what type of the hotel you would prefer and why.*

Staying in the Hotel

While on business or travelling, people stay in the hotels. The hotels differ mostly according to the level of residence and service as five-star, four-star and three-star hotels and the type of the apartment. Five-star hotels are the best class of hotels. There are numerous kinds of hotels: transient or family hotels, motels. Modern hotels offer every modern comfort. The administrator provides you with all the information about full hotel services and rates. Having chosen a suitable variant, filled personal data of yours, pay money and get the hotel receipt and the keys.

Task 5 *Insert the missing words:* **fitted up with all the conveniences, hotel complex, rent a room, discounts, stay in the hotel, vacant rooms**.

At the Reception Desk

–   Good afternoon. We'd like to ….

–   Welcome. Our hotel belongs to the … and is …. Besides, it's beachfront.

–   Your hotel is one of the best and the most expensive ones.

–   Don't worry about it. There are the ….

–   We'd like to ….

– Just a minute, I'll have a look at the list of …. Room number fifty-eight is vacant. It's on the second floor.

– It will suit us.

Grammar

Third Conditional Sentences Условные предложения третьего типа

Task 6 *Read Grammar Reference materials to Unit 21.*

Task 7 *Write the sentences. Use the structure of the conditional sentences of the third type.*

1. What sort of career (you/have) if you (leave/school) school at sixteen?

2. I (help) Mary with the barbecue if she (ask) me.

3. What (you/do) if the fire (spread) to the steps?

4. Sally (marry/Peter) if he (propose) to her.

5. You (get your money back) if you (keep) the receipt.

6. If Sheila (know) that the brakes were faulty, she (not buy) the car.

7. I (be) here earlier if I (not/miss) the bus.

8. I don't know what I (do) if Alan (not arrive) with his car.

Writing

Persuasive Essay Аргументативное эссе

Task 8 *Study the structure of persuasive essay.*

Structure of Persuasive Essay

1. The *introduction* presents the issue and the writer's opinion on the issue, which is expressed in the thesis statement.

2. The b*ody* of supporting paragraphs presents *facts, reasons, statistics, incidents, examples, the testimony of experts, and other kinds of evidence* to support the writer's opinion.

3. The *conclusion* provides a strong summary or closing that drives home the writer's opinion.

Task 9 *Read the persuasive essay. Notice how the writer presents the issue and his opinion in the introduction, supports his opinion in the body, and reinforces his main idea in the conclusion.*

Student Model: Persuasive Essay

Controlling Alaska's Wolves

INTRODUCTION: PRESENTS THESIS STATE-MET; LAYS OUT ISSUE

The plan to eliminate humanly some of Alaska's soaring number of wolves makes good sense.

FIRST BODY PARAGRAPH: GIVES EXAMPLES AND FACTS

At one time, up to six federal varmint hunters ranged the Territory, poisoning, trapping, and shooting wolves from the air. As a result, at statehood few wolves remained. Since then, Alaska has worked hard to bring its wolves back. It added the wolf to its big game trophy and fur animal lists, which brought it under protection of bag limits and other regulations. It has shown flexibility in adjusting these regulations in response to wolf population changes. It has banned hunting wolves from an airplane as a sport. Finally, it has supported wolf research to learn how the animal lives.

SECOND BODY PARAGRAPH: GIVES STATISTICS

The wolf, with its remarkable resilience, has responded dramatically. In fact, there are so many wolves in some areas; they are destroying their own food supply. In Alaska,

the wolves' diet varies regionally but is mainly moose, deer, and caribou. Such prey is scarce in parts of the state now. The arctic caribou herd crashed. Wolves may be killing up to 12, 000 annually. The Tanana Flats near Fairbanks once supported from 6, 000 to 12, 000 moose; now, the region contains only 3, 000. In southeastern Alaska deer herds, thinned by severe winters, have been kept at dangerously low levels by wolves. The wolves also starved, as deer became depleted.

THIRD BODY PARAGRAPH: CONCEDES THAT WOLVES ALONE ARE NOT TO BLAME

Besides severe winters, there are a number of other reasons behind these alarming trends, including hunting by humans. Game is the main food for many wilderness residents. Nevertheless, in specific areas, there is little doubt that wolves have decimated moose, caribou, and deer.

CONCLUSION

For many years, Alaska's game managers have demonstrated good wolf management. Now, unless the state can control soaring wolf numbers in specific areas, by human and strictly controlled means, Alaska stands to lose many more caribou, moose, and deer – and, ultimately, its wolves.

Jim Rearden, *National Wildlife*

UNIT 22
Relationships

Listening

Text № 22 Methods of Encryption Методы шифрования

Task 1 *Listen to the text "Methods of Encryption" and describe the way single key encryption and public key encryption are realized.*

Theoretical Computer Science

Reading

Relationships Соотношения

Task 2 *Learn the words.*

access доступ	**permanent** постоянный
cause быть причиной, вызывать	**refer** именовать
cease прекращать	**same** тот же, то же самое, так же
completion завершение	**stowed name** исходное имя
endow with subnames наделять подименами	**subname** подимя
generate генерировать	**transitive** переходный, транзитивный
hold выполнять, исполнять	**vice versa** наоборот, обратно
independent of независимо от	**viz.** а именно

Task 3 *Read the text and say what permanent and transitive relationships are.*

Relationships

Relationships can be either "permanent" or "transitive". "Permanent" relationships do not depend on the program

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and its elaboration. Actions can cause them "to hold" or not "to hold". With transitive relationships if the relationships A and B, B and C hold, then the relationship A and C also holds. There is the relationship "to be the yield of". It is the relationship between a value and an action, that is, elaboration of a scene. In this case the relationship holds upon the completion of the elaboration.

"To access" is a relationship between a 'PROP' and a value or a scene. It holds when 'PROP' is "made to access" the value inside locale. Then holds the relationship between any 'PROP1' equivalent to 'PROP' and value inside locale.

The relationships between values include: "to be of the same mode as", "to be smaller than", "to be widenable to", "to be lengthenable to" and to be "equivalent to". They are all transitive.

The relationship between a "name" and some other value is called "to refer to". It holds when name is "made to refer to" that value. Transitive relationships between scopes are "newer than", "the same as" or "older than".

Between a "name" and a "stowed name" there is the relationship "to be a subname of". It holds when the stowed name is "endowed with subnames" or "generated".

Talk

Driving a Car Вождение автомобиля

Task 4 *Learn the names of the car parts in English and the actions connected with car driving.*

aerial антенна	press on the accelerator нажать на акселератор
apply the brake притормаживать	press on the gas нажать на газ
bonnet капот автомобиля (двигателя)	rearview mirror зеркало заднего вида
boot багажник	roof rack багажник на

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	крыше автомобиля
brake тормоз	**speed switch** переключатель скорости
bumper бампер	**steering wheel** рулевое колесо
click on the starter нажать на стартёр	**sunroof** люк на крыше
clutch сцепление	**switch to the fourth speed** переключиться на четвёртую скорость
dashboard панель приборов	**throttle** дроссель
driver seat сиденье водителя	**washer** стеклоомыватель
driver's seat место водителя	**windscreen** ветровое стекло
headlight фара	**windscreen wiper** стеклоочиститель
luggage rack багажная сетка	**wiper rear window cab** стеклоочиститель заднего окна кабины
number plate номерной знак	

Task 5 *Select the proper words and expressions:* **driving license, have some practice with training system, pass the computerized exam in theory, skills of driving, starting a car**.

In Driving School

– Afternoon, sir, welcome to driving school.

– Afternoon, I'm the car owner and would like to study for European Union ….

–   It will take you some time. First, you have to study some theory and …. Next you are to …, then on a platform and around the city.

–   What are the …?

–   They include the skills of application of Highway Code, rules of the road, …, behaviour at street crossings.

–   What do I need for studies?

–   You can use some books and besides, we have some audio and video materials.

–   Thank you. When can I start learning?

–   In a week.

–   Good.

Grammar

Subjunctive Mood (Present) Сослагательное на-клонение (настоящее время)

Task 6 *Read Grammar Reference materials to Unit 22.*

Task 7 *Order the sentences according a)* **to wish** *or b) to* **the condition contrary to the fact**.

1. I wish Earl were here.

2. If I were you, I'd learn to type.

3. You make me feel as if I were the Queen of England.

4. Lisa wished she were at the beach right now.

5. If Marnie were smaller, she could play the part of Peter Pan.

6. We played the exhibition game as if it were a league contest.

7. If I were you, I'd order my class ring now.

8. He wishes he were as good a batter as you.

Writing

Personal Essay Личностное эссе

Task 8 *Learn about what personal essay is, find examples of persons' essays in books, present them to class, discuss the essays in pairs or in groups, then write the personal essay of your own.*

A *personal essay* expresses the writer's personal point of view on a subject drawn from the writer's own experience.

Personal essays have the flavour of conversations, for in them you can directly express your thoughts, feelings, observations, and insights. For instance, you can write about you're your first week on a new job or the experiences of an athletic team on which you played. Because you are expressing personal thoughts and reflections, you should use the pronouns *I* and *me* as well as a conversational style of writing when you write a personal essay.

A personal essay may grow out of the life's big event, such as a graduation, or it may grow out of a seemingly minor event, such as a camping trip or a rock concert.

Student Model: Personal Essay

... As I have said, in my earliest days I regarded my father as an intruder. At the height of my day's pleasure his key would turn in the front door and his voice would rise from the hall: 'Kay! Kay! Where's my wife?' and that was the end of my mother's company for the evening.

Many little boys look on their fathers as heroically strong and skillful; mighty hunters, the masters of machines; nor so I. Nor did I ever fear him. ...

Evelyn Waugh, *A Little Learning*

UNIT 23
Arithmetic Value, Integer, Real Number

Listening

Text № 23 Digital Signatures and Certificates Цифровые подписи и сертификаты

Task 1 *Listen to the text "Digital Signatures and Certificates" and discuss the problem how digital signatures and certificates are used in the process of encryption.*

Theoretical Computer Science

Reading

Arithmetic Value, Integer, Real Number Арифметическое значение, целое число, вещественное число

Task 2 *Learn the words.*

assume допускать, считать, предполагать	**multiply by** умножить на
coercion принуждение, ограничение	**negative** отрицательный
decrease уменьшать	**numerical analysis** численный анализ
deviate отклоняться	**positive** положительный
distinguish различать, выделять	**property** свойство
divide by разделить на	**short** короткий
given size данный размер	**size** размер
increase увеличивать, возрастать	**truth value** истинностное значение
keep (kept, kept) сохранить	**void value** пустое значение
lengthen удлинять,	**widen** расширять

увеличивать	
long длинный	**zero** нуль, ноль

Task 3 *Read the text and describe the properties of the arithmetic value.*

Arithmetic Value: Integer, Real Number

Plain value can be an "arithmetic value": an "integer" or a "real number". It can also be a "truth value", a "character" or a "void value". Arithmetic value has a "size". The "size" is the integer, which defines the degree of restriction the value is kept in the computer. The mode of an integer or of a real number of size *n* is 'SIZETY integral' or 'SIZETY real'. The number of integers or real numbers can be increased or decreased till a certain size.

We can assume some properties of arithmetic value: 1) If we have a pair of integers or real numbers, which have the same size, then we have to define the relationship "to be smaller than" with its usual mathematical meaning. 2) If there exist two integers of the same size, there also can exist the third integer of that other size when we subtract the initial integers. 3) If there exist two real numbers of the same size, there also can exist the third real number with the first real number "minus" "multiply by", "divide by" the other one. 4) Though the terms "minus" "multiply by", "divide by" have the usual mathematical meaning, the results for them are obtained "in the sense of numerical analysis". 5) One can "lengthen" each integer of a given size to an integer, real number, which is close to it, whose size is greater by one.

Talk

My University Мой университет

Task 4 *Read the text and give as much information as you can about your university.*

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Our University

The university was established in the nineteenth century. Since that time it is an important educational and research centre. There are nine faculties in seven buildings. Among them are the Faculties of Physics, Mathematics, Information Technologies, Pedagogics and Psychology, Biology and Ecology, History, Socio-Political Sciences, Geography and Science. The Internet Centre connects the university with the whole other world. Some of the learners are bachelors, others are magistrates or postgraduates.

The University has a well-stocked library with books on a wide range of subjects. It provides excellent facilities for research work. A lot of teachers and students carry out the research work and take part in regional and state contests, getting prizes for their achievements in research work.

Task 5 *Read the paragraph about Faculty of Information Technologies and tell about your future specialty.*

Faculty of Information Technologies

The Faculty of Information Technologies was formed in 1996. Now there are specialized departments in Software Systems, Information and Network Technology, Neural Networks, Theoretical Computer Science, Discrete Analysis. There is training of students in Information and Computer Software Systems, Information Technologies, and Applied Computer Science in Economics, Applied Mathematics in Computer Science, Software, and Administration of Computer Systems. There are both day and distance learning.

Grammar

Subjunctive Mood (Past) Сослагательное наклонение (прошедшее время)

Task 6 *Read Grammar Reference materials to Unit 23.*

Task 7 *Make the statements and the wishes. Write the wishes, using the correct form of the verb in brackets.*

1. My goldfish has died. – If only I (look after) it better.
2. I wish I (ask for) her telephone number.
3. If only I (wear) more comfortable shoes.

Writing

Critical Essay Критическое эссе

Task 8 *Study the structure of critical essay.*

A *critical essay* presents an interpretation of a work of literature and supports the interpretation with appropriate responses, details, and quotations.

<div align="center">

Critical Essay Structure

</div>

1 *Title* identifies which aspect of the work the writer will focus on.

2 *Introduction* names the author and the work, contains a thesis statement expressing an interpretation of some aspect of the work.

3 *Body* supports the thesis statement with details from the work and quotations from respected, recognized sources.

4 *Conclusion* summarizes, clarifies, or adds an insight to the thesis statement.

Task 9 *Read student model example illustrating critical essay structure. Follow the fate of the old bootmaker, his tragical escape. Confirm the decline and the tragical fate of the bootmaker with text quotations.*

TITLE: IDENTIFIES FOCUS

A Double Decline in "Quality"

INTRODUCTION: IDENTIFIES AUTHOR AND TITLE

In "Quality" John Galsworthy tells the story of an aging bootmaker in a changing society. After spending his life

making boots of the highest quality, Mr. Gessler cannot fit into a world that cares more about doing things quickly than doing them well.

THESIS STATEMENT

Through the physical decline of the bootmaker, Galsworthy shows the decline of standards in society.

FIRST BODY PARAGRAPH: DESCRIBES MR. GESSLER AS A RESPECTED BOOTMAKER

At the beginning of the story, Mr. Gessler is a respected craftsman. He is successful enough to have combined two little shops into one, which is "most fashionably placed" and has a "certain quiet distinction". The young narrator is impressed by the dignity of the bootmaker and the wonder of his craft. To Mr. Gessler bootmaking is an art and he is completely devoted to it. The joy of working with a beautiful piece of leather and shaping it into a perfect boot – that is his entire life.

SECOND BODY PARAGRAPH: USES SPECIFIC DETAILS TO SHOW FIRST SIGN OF DECLINE

For a while people appear to appreciate Mr. Gessler and the remarkable boots he creates. The first sign of decline comes when the narrator enters the shop wearing boots bought somewhere else. The bootmaker notices it and speaks long and bitterly about big firms who use advertising, not quality, to take business away from real craftsmen. He predicts every year he will get less. As Mr. Gessler gives his bitter speech, the narrator notices "a lot of grey hairs in his red beard". The bootmaker is beginning his decline, along with the standards he holds so high.

THIRD BODY PARAGRAPH: OTHER DETAILS TO SHOW FURTHER DECLINE

Two years later the narrator returns and is surprised to see that the shop has been divided. Things are obviously getting worse.

FOURTH BODY PARAGRAPH: SHOWS PROGRESSION OF DECLINE – AFFECTS BOOTMAKER PHYSICALLY

The decline continues. When the narrator visits the shop again months later, he finds the bootmaker shockingly "aged and worn", and his "hair had suddenly gone thin". Mr. Gessler has lost his brother and half his shop, and he is obviously falling apart physically.

FIFTH BODY PARAGRAPH: SETS OFF DIRECT QUOTATION TO EMPHASIZE DECLINE

It is more than a year when the narrator returns, and this time the bootmaker's decline is extreme. "I had left the man of sixty, I came back to find one of seventy-five, pinched and worn tremulous, who genuinely, this time, did not at first know me." The narrator orders boots and hurries away, for "to watch him was quite painful, so feeble had he grown". When the boots finally arrive, "they were the best he had ever made for me". The bootmaker seems to have used up his last bit of energy "sitting over his boots day and night, to the very last", for then he died.

CONCLUSION: RESTATES THESIS

At the end of the story, the new young bootmaker explains that even now "not a man in London made a better boot". There is no place in the modern world for someone who does all his own work, who takes time to do a job right, who insists on the best leather, and who never advertises for customers. The old bootmaker himself knows he no longer fits in a changed world, and so he leaves it. Do his precious values die with him? Galsworthy seems to say that they do.

UNIT 24
Truth Value, Character, Void Value

Listening

Text № 24 Pretty Good Privacy Надёжная конфиденциальность

Task 1 *Listen to the text "Pretty Good Privacy". Find more information about Pretty Good Privacy (PGP) and make a report.*

Theoretical Computer Science

Reading

Truth Value, Character, Void Value Истинностное значение, знак, пустое значение

Task 2 *Learn the words.*

extent степень

integral equivalent целочисленный эквивалент

nonnegative integer неотрицательное целое число

size zero размер нуль

Task 3 *Read the paragraph and find more information about truth and void values. Present the results of your work in the class.*

Truth Value, Character, Void Value

A "truth value" can be "true" or "false" with the 'boolean' mode. The "character" is "equivalent" to a nonnegative integer. The size of nonnegative integer is zero. The "void value" is "empty" with the 'void' mode.

Talk

Sport Спорт

Task 4 *Read the text and discuss the features of modern sport in pairs or in groups.*

What is Sport?

What is sport nowadays? Who goes in for sport and why? I think two main trends of sport developing are preserved. They are the amateur sport and the professional sport. Amateur sport makes people stronger and healthier.

If you go swimming, play sport games, go in for skiing or skating, it helps you to be fit. Walks outdoors are also very useful.

Professional sport is quite another thing. Some people use it as the means of earning money. If you are successful enough, you can get a lot of money, because the rates of pay, especially in international competitions, are very high. But there is one thing for sure: in this case you have to be very careful with your health, because all the training and international competitions require psychological and physical health.

Task 5 *Learn the names of sports and games. Think of the sentences and then of the story with them.*

Games: baseball, basketball, cricket, soccer, rugby, golf, handball, ice hockey, Russian hockey, table-tennis or ping-pong, tennis, volleyball, water polo.

Summer sports: archery, free calisthenics, pole vaulting, rowing, swimming, track and field athletics: running, boxing, discus, hammer throwing, javelin, jumping; shooting, wrestling.

Winter sports: biathlon, figure skating, skating, skiing, ski mountaineering, toboggan.

Grammar

Simple Sentences Простые предложения

Compound Sentences Сложносочинённые предложения

Task 6 *Read Grammar Reference materials to Unit 24.*

Task 7 *Identify two simple sentences within each compound sentence. Tell how the complete thoughts are joined in each of them.*

1. Pepys lived during a special period; it was the Restoration.

2. King Charles II was exiled, but then he was returned to power.

3. Trade was important during this time, and poetry was revived.

Task 8 *Write and label each sentence* **simple** *or* **compound**.

1. Pepys lived in London and became head of the navy.

2. His last name is pronounced "peeps".

3. He kept a diary for nine years, and it fills nine volumes.

4. He wrote his diary in cipher, but it was decoded in 1819.

5. Cipher conceals meaning; it is a written code.

Writing

Précis Реферирование

Task 9 *Read the original text, its précis and compare them.*

Précis is the text based on the semantic compression of the original to cover its main points.

Let's take the first paragraph of Evelyn Waugh's book "Work Suspended" as the précis model.

Work Suspended

Student Model: Précis

Original Text	*Précis*
From first to last the whole episode of the dinner was calamitous. It was a party of ten, and one glance round the room showed me that this was an occasion of what Lucy had been brought up to call 'duty'. That is to say, we were all people whom for one reason or an-	From first to last the whole episode of the dinner was fatal. Ten people came. I looked around the room and saw that it was only 'duty' for Lucy to invite all these people. She invited them, even Mr. Benwell, because she was obliged to do it. He did not compre-

other she had felt obliged to ask. Even Mr. Benwell was there. He did not realize that Luce had taken the house furnished, and was congratulating her upon the decorations.

hend that she furnished the house, but praised the decorations.

UNIT 25
Structured Values

Listening

Text № 25 Metaproduction Rules of Modes Мета-правила для видов

Task 1 *Listen to the text "Metaproduction Rules of Modes" and compare the terminology of metaproduction rules of modes in English and in Russian.*

Theoretical Computer Science

Reading

Structured Values Структурированные значения

Task 2 *Learn the words:*

reference to MODE – имя ВИДА

utilize – использовать

Task 3 *Read the text and match the English and the Russian variants of the following terms:*

Structured Values

A "structured value" comprises a sequence of other values. They are called its "fields". Each of them is "selected" by a certain "TAG". Programmers use the ordering of the fields in structure-displays and format-texts. That is why the mode of a structured value is 'structured with FIELDS mode'. If the mode of a name is 'reference to structure with FIELDS mode' and holds the predicate 'where MODE field TAG resides in FIELDS', then the subname selected by TAG is 'reference to MODE'.

Talk

Computer Reading Компьютерное чтение

Task 4 *Think over the problem of computer reading and answer some problematic questions of questionnaire.*

What is Computer Reading for You?

1. What is your attitude towards reading?

2. Is it important for you or are you indifferent to it?

3. Are you crazy about reading or quite lazy to read anything?

4. What kind of reading do you prefer: a traditional or a computer one?

5. Where do you take books for reading: in the traditional library, bookshop or in the customizable interactive file?

6. What are the advantages and disadvantages of computer reading in comparison with the traditional one?

7. What forms of reading will prevail in future?

8. How many people are ready to take the computer reading?

9. Are there any psychological problems for you in the process of computer reading? What psychological problems can arise for other people in this case?

Task 5 *Complete the dialogue. Use the following words and expressions:* **electronic reading, I have to read specialized literature mostly, preferable for me too, such a variety of the material in the e-form, practice computer reading, too busy now**.

Discussion of Computer Reading

– Hello, Alex.

– Hello, Michael. Where are you going?

– To the library to take the textbooks for university studies.

– Do you like reading?

– Yes, I do, but … because I'm … and I'm always short of time.

– Do you …?

– … prevails. In fact, almost everything I read now is in e-form. And you?

– It's …, because there's …. And I can read them at home any time I like.

– Where do you take them?

– On the Internet mostly.

– So do I.

Grammar

Complex Sentences Сложноподчинённые предложения

Task 6 *Read Grammar Reference materials to Unit 25.*

Task 7 *Write each sentence and label it* **simple** *or* **complex.** *Find the subordinating conjunctions in the complex sentences.*

1. Wherever you go in our land, you will see farms.

2. As you know, the Midwest is famous for corn production.

3. Farmers in this area fatten hogs with much of the crop.

4. On the Great Plains and in the Northwest, wheat is grown.

5. When the yield is bountiful, surplus wheat is exported.

6. Now dairy cows are raised in all regions of our land.

Task 8 *Write a complex sentence for each subordinate clause.*

1 after a farmer plants seeds 2 unless it does not rain 3 before the sun sets 4 if the crop grows

Writing

Abstract Аннотация

Task 9 *Read what abstract is and analyze its example.*

Abstract is an extremely brief interpretation of the original text by means of compression. Few text lines and key words give the idea about the subject of the text.

Student Model: Abstract

On Walsh Functions with Respect to Weights

By Ferenc Schipp

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Abstract

In this paper we consider the dyadic stochastic basis, but instead of the Lebesque measure we take a probability measure, generated by a positive weight function $\varrho \in L$.

For every such weight function there exists a sequence of martingale differences, the product system of which is orthogonal with respect to the weight function. In particular, with proper choice of the weight function we receive the so called Walsh similar functions constructed by Sendov [12], [13].

We construct Walsh-type systems based on product decomposition of ϱ but under more general condition than in [7]. We show that under fairly general conditions also the reciprocal system is the product system of a normed dyadic martingale system if a proper weight function is used. The Fourier partial sums with respect to product systems can be

expressed by martingale transform operators. This can be applied for the study of convergence problems of these series.

Progress Tests to Units 21-25

Unit 21

Task 1 *Read the text and write your own thoughts about achieving the balanced approach to the Internet by the company.*

Thoughts about Achieving a Balanced Approach to the Internet

It is not impossible to achieve a balanced approach to the Internet. In fact, if one analyzes requirements one by one, it looks rather easy. The road to balanced implementation can be traversed successfully by following a logical progression starting with clearly defined goals; to defining specific network requirements, to selecting a provider and establishing the actual connections; to addressing the security, policy, and training issues; to bringing the process full circle by measuring and evaluating the results at regular intervals.

Rather than focusing their attention on the technical details, which are evolved in each step, managers need to concentrate on maintaining the balance between network requirements and company priorities at each stage of the process.

Task 2 *Fill missing words:* **price, open to receive guests, stay in a motel, stay the night, rent double room**.

Renting a Room in Motel

–   Good morning. We'd like to ….

–   You are welcome. If you …, you can …. We are ….

–   What is the …?

–   It is not too expensive if you rent double room.

–   All right, we'll rent it. Thank you.

Task 3 *Some people go in for bathing in cold winter water. Would you like to do it? Complete the sentences using the words:* **as long as, even if, provided, unless, would probably.**

> 1. I'd do it … I could wear a wetsuit.
> 2. Yes, I would, … there was someone waiting with a warm towel and a mug of hot chocolate.
> 3. I wouldn't do it … someone offered me a very large sum of money!
> 4. I … do it for £500.
> 5. He must be mad! I wouldn't do it … you paid me.

Task 4 *Read the first two paragraphs of the persuasive essay. Find the topic sentences and the thesis statements and write them.*

Money for Going to School

Students should be paid for going to school – at least at the high school level. This approach would produce several benefits. Most important, it would reduce the dropout rate, which in many areas is crippling the public schools. Payments also could be designed to encourage harder study and better grades. Finally, reimbursing students would show them that their work has value – not in the far-off future, but here and now.

Before any discussion of how such an idea would work, an obvious question arises: where would the money come from? Surprisingly, much of it could come directly from savings that the program would generate in other areas.

Unit 22

Task 1 *Read the text and think over the use of the Internet applications by the company. Share your ideas with the group.*

Whole Company Strategy

In fact, many companies start by connecting just one department to the Internet, focusing on an application of

immediate interest, such as research collaboration or improved support from vendors. This approach can be the beginning of a balanced whole-company strategy.

Some applications, like email capability and newsgroup access, will be useful immediately to a large number of people in the organization. For those departments where keeping up with technology, international developments, or other news is a priority, current awareness service can be a good investment. Once employees are active Internet users, they will locate and access a number of external information sources that are valuable for the whole company. These include discussion groups on new trends, activities and innovations by competitors, groups in which customers participate actively, evaluations of products and vendors the company can be considering, information and contacts from countries of particular strategic interest.

Task 2 *Write the Russian variant of the instruction of starting the motor. Match the Russian and the English items of the instruction. Arrange the sentences of the Russian variant in the logical order.*

Start of Motor

Today we'll learn to start the motor. Here is the instruction.

English variant

1. Press the clutch pedal and hold it down.
2. Turn off the transmission, if it was on at the time of parking.
3. Fully pull out the handle choke carburetor (choke lever).
4. Turn the ignition key to position III - «Starter ON" and start the engine.
5. Slowly lower the clutch pedal.

Russian variant

1. Плавно опустите педаль сцепления.

2. Выключите передачу, если она была включена на время стоянки.

3. Поверните ключ в замке зажигания в положение III – «Стартёр включён» и запустите двигатель.

4. Нажмите педаль сцепления и удерживайте её внизу.

5. Полностью вытяните на себя рукоятку управления воздушной заслонкой карбюратора (рукоятка подсоса).

Task 3 *Order the sentences according a)* **to wish** *or b) to* **the condition contrary to the fact**.

1. I wish I were president of a big corporation.

2. You act as though I were the only person who voted.

3. If James were playing, we'd have a chance to win.

4. If Courney were here, she'd know how to start the car.

5. If you were smart, you wouldn't go.

6. I wish I were at home right now.

Task 4 *Choose any personal essay and find the sentences confirming the presence of three important characteristics of this type of text.*

Unit 23

Task 1 *Read the text and discuss the benefits of use of information management by the company.*

Company Approach to Information Management

Approach to information management can encourage sharing and synthesizing such insights internally, so that everyone is well-informed about internal work use and external developments. If a library or corporate information center is in place, it can take responsibility for collecting

and distributing the most important external information and analyzing a large number of newly announced sources to avoid redundant effort and to keep departments up to date. Even without such a formal information structure, small companies can develop a plan for sharing the most important data derived from the Internet throughout the organization.

Task 2 *Read about scientific directions at the Faculty of Information Technologies. Do you take part in any of them? What are your scientific researches?*

Scientific Directions at the Faculty of Information Technologies

At the Faculty of Information Technologies students can take magistrate or postgraduate course. Scientific directions are numerous and various. Here are some of them: 1) development and analysis of computational algorithms, mathematical modelling and simulation of computer systems, parallel programming, genetic algorithms; 2) databases, development of technologies and devices in networks, mathematical and computing design, machine schedules, theories of statistics, methods of teaching computer science 3) fundamental and applied mathematics, method of differential equations, equations in mathematical physics, discrete mathematics, mathematical statistics, graphs theory, convex programming, theory of algorithms.

Task 3 *Insert the appropriate forms of the verbs.*

1. Stephanie just remembered that she (promised, had promised) to pick up Claire.

2. Ted wondered if he (earned, had earned) a pay increase.

3. John remembered that he (called, had called) Jane the previous day.

Unit 24

Task 1 *Read the text and discuss the use of marketing strategies and participation of top management for creating a whole company strategy.*

Internet Marketing and Participation of Top Management in Company Operations on the Web

Some Internet applications, for example, marketing over the network, will require support from the whole company to succeed in the long term. Posting and updating company information on the network can be a very effective means of reaching customers. Taking advantage of the dynamic and interactive nature of the Internet means a higher level of commitment to keeping all postings current, responding to comments and suggestions, and improving the network interface.

Participation by top management and a broad understanding of the workings and scope of the Internet are also important factors for developing an effective strategy for the whole company. Implementation, training, security, and information management will require resources. Management must recognize that an investment in the Internet will promote the long-term success of the company, and must identify the critical areas in which the network can contribute to competitive advantage, so that these can receive priority attention.

Task 2 *Read the dialogue and complete it with missing words and expressions:* **ice hockey match, semi-final, watch; What was the score?**

Discussion of Ice Hockey Match

    – Hello, Michael. Have you heard of yesterday's …?

    – Yes, in fact, I've seen it myself. It was great. Our team won.

– …?

– Five to three. It was worth while watching it.

– Was it …?

– Yes, it was.

– Where will they play next time?

– Home.

– Then I'll go and … it. Would you like to join me?

– Sure. I'll call you.

Task 3 *Revise these short, related simple sentences. Write a compound sentence to join each pair.*

1. A diary is a personal record. It can be a public record.

2. It can be kept daily. It can be kept at frequent intervals.

3. Diaries and journals may be alike. They may be different.

4. A journal is often a public record. A diary is a personal.

5. Pepys kept a personal diary. It told about political events.

Task 4 *Write the précis of a passage from your research paper.*

Unit 25

Task 1 *Read the text, find additional information in publications or in electronic books and describe the basis for the policy, training and documentation of the company on the Internet.*

Policy, Training and Documentation

A solid foundation of written policy, Internet training, and documentation is important for the smooth operation of the network. This step will highlight the company's priorities for network use. At a minimum, information about appropriate use of the network and about expectations re-

garding security practices on the part of users, the posting of company-related messages to discussion groups, and bringing in outside files and data should be familiar to everyone using the network. Policy and documentation on network applications should be kept up to date and accessible on the internal network, and should also be available in the written form.

Task 2 *Insert the following words and expressions:* **analytical thinking, graduation paper, made a research of the problem, much of the computer reading, verification methods**.

Computer Reading in Diploma Writing

– Good morning, Mr. Smith.

– Good morning, Alex. How are things?

– I've recently done much of the work. I've read much of literature on … and …. Here are my results.

– They are excellent.

– I've taken ….

– Well done! You have both … and problem-solving ability. After … you can take postgraduate course of studies.

– Thank you, sir.

Task 3 *Label each sentence as* **simple, complex** *or* **compound.**

1. In much of the Southwest, sheep and cattle are raised.

2. When we think of cotton, we think of the South.

3. Farmers in the Southwest can also grow cotton since they practice irrigation.

4. California has many farms, and it leads in farm income.

5. Although they require irrigation, California's valleys are our major producers of fruits, nuts, and vegetables.

6. Florida's main crop is oranges; sugarcane is important too.

Task 4 *Write an abstract of your research paper.*

TEXTS FOR LISTENING

Unit 1
Packet Switching

In packet switching, routers are connected to each other by a physical data carrier, such as a copper cable, a fibre optic cable, or a microwave relay. This physical connection between two routers is called a **link**. Each networked computer that people actually use directly is called a **host**. A host is connected to the network as a router is, except that a host usually has a single link to one network, while a router has several links to different networks.

A networked computer that is not directly used by people but that provides some sort of service, such as providing large amount of disk space, is called a **server**. The same machine can be both a host and a server.

A general term for computer that may be a router, a host or server is **node**. Each network has an **address**, which is a type of identifier, usually numeric. (IP addresses actually identify interfaces of links to nodes, not the nodes themselves, but most nodes have only one interface.) A node that wants to send a packet to another node uses the address of the destination node to tell the intervening routers where the packet should go. As a packet travels through the network, it traces a **path**, or **route**, among the nodes of the network.

Unit 2
Internet Protocols

The basis of the Internet, and the most basic creation for its access, is its communication protocols. The Internet also uses other protocols, but it is primarily based on the **TCP/IP (Transmission Control Protocol Internet Protocol)** protocol suite.

IP: (Internet Protocol)

There are more than 100 TCP/IP protocols, but the key one is the Internet Protocol (IP), which provides a uniform address space and routine across diverse underlying physical networks, including Ethernets, token rings, and leased lines.

Transport Protocols

IP attempts to get data to the intended destination, but does not make any guarantees about how much of the data arrives, when, or in what order. Different services have different needs for data delivery, so TCP/IP provides a class of transport protocols for use with IP. There are two main TCP/IP transport protocols: TCP and UDP.

TCP: Transmission Control Protocol. When you use remote login, you want every character you type to arrive on the remote machine in the order you typed it, and you want every character sent from the remote machine to reach you across the Internet. When you transfer a file, you do not want to lose pieces of the program, document, or other information the file contains, and you do not want duplicate information. The transport protocol for these situations is TCP (Transmission Control Protocol). TCP provides a reliable two-way byte stream and is the most popular transport protocol. It's used by mail, file transfer, and remote login protocols. It ensures that bytes are delivered reliably, in order, and without duplication. TCP is a connection-oriented protocol, since it establishes a virtual circuit for transmitting data between two processes.

Unit 3
UDP: User Datagram Protocol

Voice and video services need speed much more than they need every piece of data to arrive in exactly the order it was sent, and even if some data do not arrive, these ser-

vices will experience only a transient imperfection that the user will hardly notice. Occasional static is preferable than slow video or doppler-shifted sound. Other services want to send an occasional information request and get one response back each time; such a service may be willing to try again if it receives no answer. The transport protocol for this kind of services is UDP (User Datagram Protocol). UDP is an unreliable datagram protocol and is deliberately rudimentary. The standard Internet name service, DNS, uses UDP, as do some transparent file access mechanisms. Packets sent with UDP may arrive out of order, more than once, or not at all. One process uses UDP to send datagrams to another process, and the receiving process uses UDP to retrieve messages that survive passage across the Internet. UDP is a connectionless protocol, which does not establish virtual circuits. It is especially useful on networks that are reliable without further protocol help, for services that do their own error recovery, and for services such as voice and video where speed is more important than extreme reliability.

Unit 4
Reference Models

A **reference model** is a model that is used to explain how the various components of a system fit together and to explain what the common interface specifications are between the components. For example, a video system has a reference model so that video components like cameras, VCRs, and monitors can work together. Things like video tape formats must be described, so that different manufacturers' equipment can work together.

Similarly, in networking there are the TCP/IP and OSI reference models. See the example below. The first term means **ISO-OS Model**, the second one defines **Internet**

Model, and the third term is **User Model**. Here are the chains:

1. Physical; Physical; Network Infrastructure
2. Data Link; Link; Network Infrastructure
3. Network internet; Internet; Network Infrastructure
4. Network convergence; Network; Network Infrastructure
5. Network subnet; Network; Network Infrastructure
6. Transport; Transport; Network Infrastructure
7. Session; Transport; Network Applications
8. Presentation; Process/Applications; Network Applications
9. Application; Process/Applications; Network Applications

The Basic Reference Model for **Open Systems Interconnection (OSI)**, or OSI Model, was specified by the **International Organization for Standardization (ISO)**. ISO also specifies protocols in a protocol suite to fit the model. Several of the OSI protocols were originally specified by CCITT (International Consultative Committee on Telegraphy and Telephony), which has also adopted the OSI Model.

Unit 5
TCP/IP Layers

The TCP/IP protocols have several traditional layers within the Internet model.

Process/Applications

Provides application services to users and programs.

Transport

Handles data consistency functions. TCP and UDP are transport layer protocols. TCP provides a reliable byte stream over a connection between two processes, ensures that data arrives, and ensures it arrives in order and without errors. UDP makes an effort to deliver datagrams but doesn't ensure order or prevent packet loss or duplication. Most TCP/IP applications, such as TELENET and FTP, use TCP. However, some, such as voice and video, use UDP, since for such applications fast delivery is more important than consistency.

Internet

The key layer. It has one protocol: the Internet Protocol (IP). IP provides many of the same functions as the network layer does, such as addressing and routing. However, it provides them and a common address space across multiple lower-layer network protocols, thus permitting the construction of internets.

Network

Contains whatever IP will run over, such as Ethernet, token ring, FDDI. A network layer protocol routes packets across a network. A link layer is sometimes separated out at the lower end of the network layer.

Physical

The Internet protocol model is really about software, not hardware, so there is no physical layer as such. However, we can call everything under the network layer the physical layer. Standards at this layer describe signal attenuation, voltage levels, physical connectors, and the like.

Unit 6
Mail Networks

A dialup network like FidoNet or UUCP can provide mail service with other systems, thus giving you access to the Matrix, although not to the Internet. Yet you can still

participate in discussions going on in the Internet community by means of mailing lists and newsgroups, which are exchanged among various networks of the Matrix.

FidoNet and UUCP are defined partly by the protocols they use: FidoNet uses the Fido protocols, and the UUCP network uses the UUCP protocols. It is convenient to think both of FidoNet and UUCP as implementing transport and network layers. The mail and news applications run directly over the Fido or UUCP transport layer. The Fido and UUCP protocols can be used over a variety of modem protocols. A gateway host may be both UUCP and the Internet, or on both FidoNet and the Internet, and may transfer mail and news from UUCP or FidoNet protocols to SMTP or NNTP.

To join FidoNet or UUCP you must have Fido or software installed. You can get FidoNet software from someone else who is on FidoNet. UUCP comes packaged with most versions of UNIX, or you can get it from your UNIX vendor, from a commercial UUCP vendor, or as a free implementation off the net. You can even get UUCP software for MS-DOS in a number of implementations, some of them called UUCP.

Unit 7
Public Internet Hosts

A growing number of systems provide Internet access to users by permitting them to dialup the system and log in. This method gives you full Internet access from the login host. For example:

Denver Free-Net. Login host.

University of Colorado

4200 East Ninth Avenue, Campus Box C-288, Denver, CO 80210, USA

drew@freenet.hsc.colorado.edu, Voice: +1-303-270-4865, Fax: +1-303-270-8660

(Attn: Drew Mirque, Denver Free-Net)

Login Host: telephone, TELNET in, mail in, mail out, FTP in, USENET news

User interface: UNIX shell login

Dialup: v.32bis, 8N1, +1-303-270-4865

To get a new account, log in as: guest

Usage limitations: No IRC, limited newsgroups

Membership restrictions: Must register as user to access all features

The login host provides Internet connectivity as one of its operating system services. The user has access to Internet services because the login host is on the Internet.

However, the machine user is calling *from* is not on the Internet. For example, the user can FTP file over the Internet to the login host, but to get the file to the user's own machine, software must be used.

This arrangement has one more advantage because the login host is responsible for setting up Internet service clients; many users get the benefit of the login host's support staff. The login host staff also backup files users, answer questions, provide documentation, an in general provide services that each user would otherwise have to find or prove separately.

Unit 8
Registering and Connecting

Before connecting to the Internet, you must register the following items:

> 1.   A domain name for your administrative domain, that is, for your organization. You can register more than one domain name, but you proba-

bly have only one organization, so you will need only one administrative domain for it.

2.	An IP network number for each of your IP networks. If you only have one IP network, you will need only one network number; otherwise you will need more than one.

3.	A **reverse domain** for each network number you register, mapping that network number to a normal **forward domain**.

These registrations are intertwined. For example, you need to specify two DNS servers for your domain. If one of those servers is on your network, you must wait until the network registration is completed before the domain registration can be completed. If you register several network numbers, you must register a reverse domain for each of them. You do not need to register subdomains. You do not need to register subnets, either.

If you are paying for Internet access through a commercial connectivity provider, that provider will usually handle most details of registering a domain and IP network number for you. Some non-commercial connectivity providers will also do this for you. Such a connectivity provider is sometimes called a **service provider**.

If you do not have a connectivity provider, or yours will not assist you in registering, you can then go to your national registry, if there is one, or to the international top level registry, which is called InterNic. Such a registry is sometimes called a **non-service provider**. There is a non-service provider for European country.

Domain and IP network number registration is actually done separately, and there may be separate registries for each in your country or region. However, if you have an Internet connectivity provider, you can usually handle regis-

tration for both a domain and IP network number through that provider.

Unit 9
Mailing List of Correspondence

Lists of correspondence vary. Some lists can generate the messages each time, and others do not come with current traffic. Working with mailing list correspondence, the user does the filtering of messages. The user has to take a decision about deleting or reading of messages. He can also respond to some of them.

To do this, one has to use the facilities provided by the mailing list. Messages can come daily or can be suspended. There can also be archive of messages through the browser. This procedure is preferable to subscribing.

Unit 10
The Search for Competitive Advantage

Signing on to the Internet does not automatically endow a company with competitive advantage. Several important components are necessary to move from connecting to competing. The first is involvement by top management.

To gain competitive advantage through information, Michael Porter at Harvard Business School advises that managers must understand not just the technology but also the *value chain* in which their company operates. In Porter's definition, the value chain for any business includes several basic components. The first is inputs – these are sources of information and technology, as well as suppliers of other goods and services to the company. The second component is the company's own internal activities that create a product or service. Finally, the value chain includes the distribution channel for company's product, and the customers who ultimately purchase it. No matter what the com-

pany's area of business, information will have an impact on each activity along the value chain.

The Internet can make a significant contribution to each component of company's value chain. To uncover and evaluate new avenues for competitive advantage through use of the Internet, companies need to analyse their relationships with suppliers and vendors, the existing role of information in the organization of the company, internal production mechanisms, and the points of contact with customers.

Unit 11
Relationships with Vendors and Suppliers

The network provides fast connections to suppliers. Companies can communicate with vendors in any location, without any additional costs. It is difficult to convey complex bids or cost estimates accurately over the telephone, and if the vendor is in a different time zone, even scheduling telephone calls can be problematic. Large amounts of data are also cumbersome to transmit via telefacsimile. Many vendors offer electronic pricing and ordering information to overcome these limitations. However, adopting one vendor's proprietary on-line system can limit a company's flexibility to change vendors.

Electronic distribution of software and publications provides immediate access to these products. On-line tracking of orders and inventory ensures that companies are aware of delivery dates, and reduces delays in the distribution process. Many companies have found that product support over the Internet significantly reduces the time lost due to system performance problems.

Unit 12
Internet Application for Business Users

The main function of the Internet in business is sharing, analyzing and storing information between companies and customers. It also helps to sale and to distribute products. With the increase of the Internet use by the companies in business, grows the amount of products which are sold through the network. Besides, the Internet provides an option for electronic product catalogues as well as enhanced customer communication and support. The Internet obtains support from vendors, participates in joint development, collaborative research projects, and provides customer support, marketing, sales, as well as product distribution.

Unit 13
Packet Filtering

Most networks of any size are interconnected with the Internet via a dedicated router. Because all packets must pass through a router to and from the Internet, it is a place to put the first level of protection. Most modern routers provide packet filtering to some degree or another.

Routers, bridges and repeaters transfer data between physical cable segments of a network. The more general term gateway is sometimes used for all three. This concept is easier to understand with an example, so we offer one here using Ethernet. A *repeater* connects two Ethernet cable segments at the physical Layer so that higher-layer protocols see two segments as a single physical network. All traffic originating on either segment is transferred between two segments.

A *bridge* connects two cables at the Network Layer so they appear as a single local network. Bridges for Ethernet take data off the physical Ethernet and reintroduce them

on another physical Ethernet as if they were new packets. A bridge also can connect two dissimilar LAN media. For example, bridges to interconnect Ethernet and token Rings exist, since both datalink protocols share similar framing and addressing conventions.

 A *router* connects two networks at the Internet Layer; hence, they appear as separate logical networks. Above the Internet Layer are translators and application gateways. A *translator* translates messages from one transport protocol to another.

The *term* gateway is sometimes used to refer to routers, or even to bridges or repeaters, but it most commonly indicates an object that transfers data at the application layer. Today, most networks have mail gateways to other networks that sometimes use different low-layer protocols. Many networks also support gateways for other application services.

Unit 14
Common Filter Types

Packet filters can be very flexible, but there exist some common types.

Secure subnet

Secure Subnet is an intermediate subnetwork between an internal network and the outside world. TCP connections are allowed on the secure network both from the internal network and the outside. Access to the secure network is controlled by limiting accounts on the machine or machines on the secure subnet and having tight password security. TCP connections are allowed only from the secure subnet to the internal network. Users on the outside, who want to access the internal network, must log in to the secure subnet and then from there are allowed to log in to the internal network. Users on the internal network can con-

nect only to the secure subnet and from there can connect to the outside.

Connection diode with secure subnet

A connection diode disallows incoming connections but allows outbound connections from the internal network. This technique exploits the way client ports are assigned for TCP servers.

Permeable filter

A permeable filter allows certain types of services or protocols to pass through the router whole disallowing others. The filter can have less permeability in one direction than in another. The connection diode is a special type of permeable filter.

Unit 15
Intelligent Agents

Intelligent agents are programs, which carry out tasks for users. They have wide capabilities, ranging from the basic level of automating straightforward routine tasks to the ability to adapt to user preferences, even including negotiating of users. The feature, distinguishing agents from other programs, is the ability to adapt their behaviour to the conditions and to make decisions based on a set of inbuilt rules and criteria automatically, without instruction from the user. The capacity for autonomous behaviour may extend to providing the user with information likely to be of interest.

Agents also communicate with one another and other programs or people to obtain information or enlist help. Some can travel between host computers (mobile agents).

Unit 16
Exchange of Text Messages

The common feature is that messages are typed and sent. Within that context, there are a few broad variations that can be understood effectively through analogy.

Exchanges that resemble conversations

A message is sent and displayed immediately it is transmitted, the receiver responds, this is followed by a counter-response. The message is available to all participants in real-time, for example, in chat.

Exchanges that are like posting a message on a notice board

Messages on notice boards can be posted at any time and will stay until people read them. The message is sent to group. It can respond to further messages. The amount of time doesn't matter, because the dialogue does not depend on immediate responses. Past message can be systematically archived and browsed and can also be searchable. Web conferencing is the example of such type of functionality.

Unit 17
Real-time Multimedia Communication

Real-time multimedia communication covers audio exchanges such as phone conversations, and *audio/video exchanges such as audio conferencing and video conferencing*. Exchanges can be one-to-one or involve a group of participants. Multimedia exchanges are big bandwidth users and may not be practicable with a regular modem connection.

Document/application sharing

Co-workers can view and edit documents stored in a common area (a shared workspace). Documents are updated as edits occur. Usually this will require each participant to have the application with which the document was produced, such as a word processor or spreadsheet applica-

tion. Be Smart – Cooperate Worldwide (BSCW) offers shared workplaces for exchanging documents of any kind.

Whiteboard

A whiteboard facility allows a group of collaborators to collectively create a document such as a list of priority items or a plan of action. The document is edited using mouse or keyboard. Locally the whiteboard programs looks like a simple drawing package, but in a live session, changes made to it by any participant appear on every participants' machine. Whiteboard facilities are available as part of Microsoft's Netscape's Conference.

Unit 18
Client Software for Collaboration
Alta Vista Forum

It is an application for group work. It includes the programs for communication and sharing of documents, providing the control access. Forum runs on a server and is accessed with a Web Browser. Its features are: Web conferencing, Chat, calendar, searching Internet news sources and sharing the results.

Netscape Conference

Netscape Conference is a composite communications package integrated into Netscape Communicator. Conference includes real-time tools for talking, exchanging messages and working on a shared whiteboard. The features of *Netscape Conference* are: audio and video conferencing, whiteboard, Chat, collaborative browsing, sending voicemail, file transfer, personalized address book.

Unit 19
Multifunction Collaboration Packages
Lotus Domino

Groupware and email server provide a forum for users to collaborate, share information and coordinate business

activities. It is used for building collaborative applications, enterprise-scalable messaging, calendaring and scheduling, and a secure interactive Web site. Access to the Domino server is possible with a variety of clients and devices. It includes Web browsers and Notes clients with the following features: Web site tools, object store, search engine, dynamic documents, managing and securing applications made easy, tight security provision, replication of information, messaging with calendaring and scheduling, integration with relational databases, distribution and tracking of documents, agent software.

<div align="center">

Communique!

</div>

Communique! is a suite of programs for cross-platform collaboration. Its functionality can scale, ranging from application sharing and whiteboarding to a full-function collaborative and video conferencing solution. Its features include: real-time interactive sessions for multiple users, high quality audio/video synchronization, whiteboard, file transfer, Chat, intuitive user interface.

<div align="center">

Unit 20
Chat

</div>

ICQ is a chat for chatting with other ICQ users. This exclusivity provides additional functionality and a tool well suited for private forums. You can set up your own list of correspondents from whom you will accept chat requests. When they are registered with the service, the program alerts you when they are outline. When set up, ICQ stays resident in the background until called upon. ICQ is downloaded. Chat sessions and other services are managed by the server. Chat's features contain: chat with one or more users, private sessions will launch third-party applications such as Internet phone applications, file transfer and

file server facility. Automatic exchange of URLs saves messages received while user is offline.

There is also *Skype*, which is a part of Microsoft. Skype is communication around the world. One can use Skype on computer, phone or TV. We can watch, listen, call, send and receive texts. Skype is installed by means of creating login and downloading.

Unit 21
Security and Encryption

Security is essential for the transfer of commercial data on the Internet between individuals, companies, employers, employees, vendors or purchasers. They use the Internet for electronic commerce, electronic publishing, distributed private databases, teleworking, collaborative working, on-line education, virtual meetings.

In exchanging of data are determined security requirements. Special measures designed to meet these requirements need to ensure the place where the data originates (authentication), that the data not being interfered with in transmission (data integrity), and the data can not be read by any unauthorized person (privacy). Encryption forms the basis of many new tools for security and privacy.

Encription is the process of using a key (cipher) to scramble readable text into unreadable cythertext so that the text can only be read by someone with the cyther for decrypting it. Similarly, authentication is the process of using a key to verify the integrity of a document and its origin.

Unit 22
Methods of Encryption

In *single key encryption* we use a single word or phrase as the key both for the sender and for the receiver. *Public key encryption* uses two types of keys for secure encrypted com-

munication: a public key, which can be freely given out to others, and a secret key, which only you know. Thus, to secure communication, a total of four keys are required.

The use of public key encryption is a process including three steps.

Step 1. Sender and receiver exchange their public keys and their secret keys are never given out. The access can only be realized by the owner using a password.

Step 2. The sender uses the recipient's public key in encrypting a message.

Step 3. For decryption of the received message is used the recipient's complementary secret.

Note that when the message has been encrypted using the recipient's public key even the sender can not decrypt the final encrypted message. Both types of encryption are employed by PGP.

Unit 23
Digital Signatures and Certificates

A digital signature, like a handwritten signature, offers authentication, that is, proves that the document which it belongs to, does not originate from the signer and that it hasn't been modified. In the context of sending an email, a digital signature is produced by a computation, involving the sender's private key and the message itself. It is then attached to the message for sending. When received, other computations, using the sender's public key, can not be carried out to check the authenticity of the message.

We use *digital certificates* to check the identity of each person in an electronic transaction. Certificates are issued by trusted third-party organizations (Certificate Authorities). Certificate Authorities check the authenticity of certificate requests, in particular, the connection between a person's public key and the personality's identification.

They will then provide a unique digitally signed certificate which can be used as proof of identity in electronic transactions.

Digital certificates can be used in various situations, for example, as an indicator of identity for clients entering web sites. They can replace passwords and map to the user's email address.

Unit 24
Pretty Good Privacy

Pretty Good Privacy (PGP) is a widely deployed encryption and authentication program used mainly for electronic mail on the Internet. It contains different encryption algorithms. Its features include: powerful encryption and public key encryption as well, use of digital signature to protect email from interfering and alteration, application launch from within PGP to quickly view and encrypt file, key server integration, meaning automatic post of public key to a public key server. Also there's searching the key server for the others' public keys, multiplatform support, and choice of encryption algorithm.

Unit 25
Metaproduction Rules of Modes

A) MODE :: PLAIN ; REF to MODE ; PROCEDURE ; UNITED ; MU definition of MODE ; MU application.	A) ВИД :: ПРОСТОЕ ; СОСТАВНОЕ ; ИМЯ ВИДА ; ПРОЦЕДУРА ; ПРЕДСТАВИТЕЛЬ ; ЦИ определение ВИДА ; использование ЦИ.
B) PLAIN :: INTREAL ; Boolean ; character.	B) ПРОСТОЕ :: ЧИСЛОВОЕ ; логическое ; литерное.
C) INTREAL :: SIZETY integral ;	C) ЧИСЛОВОЕ :: ?РАЗМЕРНОЕ целое ;

SIZETY real.	?РАЗМЕРНОЕ вещественное.
D) SIZETY :: long LONGSETY ; short SHORTSETY ; EMPTY.	D) ?РАЗМЕРНОЕ :: длинное ?ДЛИННОЕ ; короткое ?КОРОТКОЕ ; ПУСТО.
E) LONGSETY :: long LONGSETY ; EMPTY.	E) ?ДЛИННОЕ :: длинное ?ДЛИННОЕ ; ПУСТО.
F) SHORTSETY :: short SHORTSETY ; EMPTY.	F) ?КОРОТКОЕ :: короткое ?КОРОТКОЕ ; ПУСТО.
G) EMPTY :: .	G) ПУСТО :: .
H) STOWED :: structured with FIELDS mode ; FLEXITY ROWS of MODE.	H) СОСТАВНОЕ :: структура содержащая !ПОЛЯ в себе ; ?ПОДВИЖНЫЙ МАССИВ из ВИДА.
I) FIELDS :: FIELD ; FIELDS FIELD.	I) !ПОЛЯ :: ПОЛЕ ; !ПОЛЯ ПОЛЕ.
J) FIELD :: MODE field TAG.	J) ПОЛЕ :: СЛОВО для выборки ВИДА.
K) FLEXETY :: flexible ; EMPTY.	K) ?ПОДВИЖНОЕ :: подвижное ; ПУСТО.
L) ROWS :: row; ROWS row.	L) МАССИВ :: вектор ; МАССИВ векторов.
M) REF :: reference ; transient reference.	M) ИМЯ :: имя ; временное имя.
N) PROCEDURE :: procedure PARAMETY yielding MOID.	N) ПРОЦЕДУРА :: процедура ?ПАРАМЕТРИЗОВАННАЯ вырабатывающая ЗНАЧЕНИЕ.
O) PARAMETY :: with PARAMETERS ; EMPTY.	O) ?ПАРАМЕТРИЗОВАННАЯ :: с !ПАРАМЕТРАМИ; ПУСТО.
P) PARAMETERS	P) !ПАРАМЕТРЫ :: ПАРАМЕТР

:: PARAMETER ; PARAMETERS PARAMETER.	; !ПАРАМЕТРЫ ПАРАМЕТР.
Q) PARAMETER :: MODE parameter.	Q) ПАРАМЕТР :: параметр вида ВИД.
R) MOID :: MODE ; void.	R) ЗНАЧЕНИЕ :: ВИД ; пустое значение.
S) UNITED :: union of MOODS mode.	S) ПРЕДСТАВИТЕЛЬ :: объединение !ОБЫЧНЫХ воедино.
T) MOODS :: MOOD ; MOODS MOOD.	T) !ОБЫЧНЫЕ :: ОБЫЧНОЕ ; !ОБЫЧНЫЕ ОБЫЧНОЕ.
U) MOOD :: PLAIN ; STOWED ; reference to MODE ; PROCEDURE ; void.	U) ОБЫЧНОЕ :: ПРОСТОЕ ; СОСТАВНОЕ ; имя ВИДА ; ПРОЦЕДУРА ; пустое значение.
V) MU :: mu-TALLY.	V) ЦИ :: ци НОМЕР.
W) TALLY :: I ; TALLY i.	W) НОМЕР :: I ; номер i.

Note

ци = dial – номер, код, настраивать по шкале, установить автоматическую связь, вызывать

KEYS

Unit 1

Task 8

1 **midjudge** – to evaluate correctly

2 **degrade** – to lower in dignity

3 **misbehave** – to act badly

4 **biannual** – happening twice each year

5 **midwinter** – the middle of the winter

6 **overrate** – to rate too highly

Unit 2

Task 8

1 **harden –** to make hard

2 **justify –** proving to be right

3 **statehood –** the condition of being a state

4 **personalize –** to make or become personal

5 **computerize –** to control by or in the electronic computer

6 **strengthen –** to make stronger

7 **elevation** – an elevated place

8 **realist –** one who has an awareness of how things really are

9 **glorify –** to make more glorious or excellent

10 **humanize –** to make human

11 **action –** the act of doing something

12 **fascination –** the condition of being fascinated

Unit 3

Task 7

1 imaginable – воображимый; imaginative – одарённый богатым воображением

2 tolerable – сносный, терпимый; tolerant – толерантный, допустимый

3 pitiless – безжалостный, беспощадный, жестокий; pitiable – жалкий, несчастный, ничтожный, плачевный

4 childish – детский, ребяческий, несерьёзный; childlike – простой, невинный, искренний, чистый

5 personable – красивый, представительный; personal – личностный, собственный

Task 9

1 too broad 2 suitable 3 suitable 4 too broad 5 too broad 6 suitable 7 too broad 8 too broad 9 suitable 10 too broad

Unit 10

Task 7

1 Is the purpose of a web browser to display resources to the user?

2 Does this process begin when the user inputs a Uniform Resource Identifier (URI)?

3 Does the most commonly used kind of URI start with http?

4 Do many browsers support a variety of other prefixes, such as https, ftp?

5 Are URIs passed to the user's default newsgroup reader?

6 Is HTML handed off to the browser's layout engine to be transformed from markup to an interactive document?

7 Can most browsers display images, audio, video, and XML files, and often have plug-ins to support Flash files and Java applets?

8 Does the browser prompt the user to save the file to disk?

Task 8

1 isn't it 2 can't they 3 can't we 4 doesn't it

Unit 11

Task 6

1 Can I? 2 Is it? 3 Have I? 4 Might it? 5 Will it?

Task 7

1 Isn't it? 2 Doesn't it? 3 Doesn't it? 4 Won't it? 5 Isn't it?

Unit 12

Task 7

1 must 2 needn't 3 have to 4 mustn't 5 shouldn't

Task 8

1 used to 2 would 3 used to 4 would 5 used to

Task 9

1 can't 2 might 3 must 4 might 5 can't 6 must

Unit 13

Task 7

1 Mike accused Clive of taking the money.

2 Tom invited Jill to go sailing at the weekend.

3 Gerry apologized to Mrs. Prentice for being late.

4 The young woman offered to help the elderly man to carry his bag.

5 Carol agreed to take on another assistant.

6 Della thanked Sally for the lovely flowers.

7 The young man warned me not to park my car in front of his gate again.

8 Chris advised Nigel to get a good solicitor as soon as possible.

Unit 14

Task 8

1 She asked if this was the right way to the station.

2　He said he wouldn't be able to come to the meeting the following week.

3　She asked when Jim had to go.

4　He told her he had to go by six o'clock the following day.

5　She asked me if I could help her to lift this box.

6　She said she had left her dictionary at school.

Unit 15

Task 8

1 to come 2 be scouted 3 be planned

Unit 16

Task 8

1 doing, cooking 2 lying 3 not being able to walking 5 not having to get up

Unit 17

Task 3

1 An "object" is a construct, a "value", a "locale", an "environ" or a "scene".

2 Constructs may be classified as "external objects", since they correspond to the text of the program, which, in a more realistic computer, would be compiled into some internal form in which it could operate upon the "internal objects", namely the values, the locales, the environs and the scenes.

Task 8

1 smiling 2 believing 3 crossing 4 spraying 5 tapping 6 counting 7 studying

8 escaping 9 solving 10 gazing 11 rubbing 12 tasting

Task 10

1　When the storm began, we ran for shelter.

2   All day we acted as though we had forgotten his birthday.

3   Because Judy studied, she did well on the French test.

4   Magnesium, when it ignited, burns with a white light.

5   Even though we were cold, we played hockey for an hour.

6   The circumference of the earth is about 42 miles greater around the equator than it is around the poles.

7   The mayor of San Francisco left after he had completed his speech.

8   A blue whale gains about 200 pounds a day until it is fully grown.

9   Niagara Falls, since its origin 10,000 years ago, has moved seven miles upstream.

10 If our basketball team wins, we will celebrate.

Unit 18

Task 9

1   Judo, which was first included in the Olympic Games in 1964, is now an international sport.

2   The only state that borders only one other state is Maine.

3   Panama is a country where one can see the sun rise over the Pacific Ocean and set over the Atlantic Ocean.

4   The McGee Company, which makes engine parts, is hiring.

5   Helen Keller, whose sight and hearing were destroyed by an early illness, eventually conquered her handicaps.

6   I enjoyed reading the novel Mrs. Johnson assigned me.

7   In Paris the Louvre, which houses one of the world's largest art collections, has eight miles of galleries.

8   Did you meet my uncle Harry, who is a coast pilot?

Unit 19

Task 1

1 The parser produced by yacc consists of a finite state machine with a stack.

2 The parser is also capable of reading and remembering the next input token, called the lookahead token.

3 What are the states of the finite state machine given?

4 The states of the finite state machine are given small integer labels.

5 The machine has only four actions available: shift, reduce, accept and error.

6 Based on its current state, the parser decides if it needs a lookahead token to choose the action to be taken.

7 This may result in states being pushed onto the stack and in the lookahead token being processed or left alone.

Task 3

Each value has an attribute, termed its mode, which defines how that value relates to other values and which actions may be applied to it.

Task 7 a) and b) mean the same

Comment: unless means *if … not.* However, *unless* is used in preference to *if … not* when the speaker wants to stress a condition or issue a threat.

Task 8 a) the weather is fine, you are bored this evening b) you speak fluent Chinese, you become Prime Minister of your country, you are able to take a holiday abroad next week.

Task 10

1   what I like best
2   That our pitcher was tiring
3   whoever wins
4   that Charles Dickens first published most of his books in instalments in magazines
5   who actually made the first American flag
6   That Jody was the best candidate
7   whomever you wish
8   How people live in other countries
9   that his alarm didn't go off
10 that the cost of cars will increase

Unit 20

Task 7

1 unless 2 unless 3 If 4 Unless 5 If

Task 8

1 provided 2 as long as 3 unless 4 even if 5 provided

Unit 21

Task 7

1   What sort of career **would** you **have had** if you **had left** school at sixteen?

2   I **would have helped** Mary with the barbecue if she **had asked** me.

3   What **would** you **have done** if the fire **had spread** to the steps?

4   Sally **would have married** Peter if he **had proposed** to her.

5   You **would have got** your money back if you **had kept** the receipt.

6   If Sheila **had known** that the brakes were faulty, she **wouldn't have bought** the car.

7   I **would have been** here earlier if I **hadn't missed** the bus.

8   I don't know what I **would have done** if Alan **hadn't arrived** with his car.

Unit 22

Task 7

a), b), b), a), b), b), b), a)

1   I **wish** Earl **were** here.

2   If I **were** you, I**'d learn** to type.

3   You make me feel as if I **were** the Queen of England.

4   Lisa **wished** she **were** at the beach right now.

5   If Marnie **were** smaller, she **could play** the part of Peter Pan.

6   We **played** the exhibition game as if it **were** a league contest.

7   If I **were** you, I**'d order** my class ring now.

8   He **wishes** he **were** as good a batter as you.

Unit 23

Task 7

1   If only I'd looked after it better.

2   I wish I'd asked her for telephone number.

3   If only I'd worn/was wearing more comfortable shoes.

GRAMMAR REFERENCE

Unit 1
Prefixes Приставки

Prefix	Meaning	Example
un-	not	**un**fair
re-	again, back	**re**place
bi-	two, every two	**bi**weekly
con-, com-	together, with	**com**press
de-	off, from, down	**de**frost
ex-	out, out of	**ex**tend
in-	not, in, into	**in**correct
inter-	between, among, together	**inter**national
mid-	middle	**mid**night
miss-	wrong, wrongly	**mis**spell
over-	above, more, too, too much	**over**dress
post-	after	**post**graduate
pre-	before	**pre**judge
sub-	under, below	**sub**standard

Unit 2
Suffixes of Nouns and Verbs Суффиксы существительных и глаголов

Suffix	Meaning	Example
-ness	quality, state	unfair**ness**
-ment	result, state, characteristic of	improve**ment**

-ence	quality, state	confid**ence**
-en	to become, cause to be	soft**en**
-fy, -ify	to make	beaut**ify**
-hood	condition or quality	child**hood**
-ist	one who does	scient**ist**
-ize, -size	to become, cause to be	vapor**ize**
-tion, -ion	act of	instruc**tion**
-ity	state	activ**ity**

Unit 3
Suffixes of Adjectives Суффиксы прилагательных

Suffix	Meaning	Adjective
-able	capable of, fit	agree**able**
-al	characterized by, relating to	parent**al**
-an	one that is, state	Itali**an**
-ant	state, quality	import**ant**
-ar	state, charac-teristic of	pol**ar**
-ary	relating to, producing	moment**ary**
-en	belonging to, made of	gold**en**
-ent	state, quality	rever**ent**
-ful	full of, having the qualities of	colour**ful**
-ible	for, tending	terr**ible**

	to	
-ic	having the character of	histor**ic**
-ish	characteristic of, inclined to	brown**ish**
-ive	state, condition of	creat**ive**
-like	become like, cause to be	life**like**
-less	not having	worth**less**
-ly	like in appearance, manner, or nature	love**ly**
-ous	full of, having the qualities of	adventur**ous**
-some	characterized by action or quality	tire**some**

Unit 4
Continuous Tense Forms Формы длительного времени

Present Continuous действие происходит в настоящем	*Подл.+am/is/are +V-ing.* I **am talking.** He/she/it **is talking.** You/we/they **are**	*Подл.+am/is/are+not +V-ing.* I **am not talking.** He/she/it **is not talking.** You/we/they **are not**	*Am/is/are+ подл.+ V-ing?* **Am** I talking? **Is** he/she/it **talking**? **Are** you/we/they **talking**?

време-ни, процесс действия не за-кончен *now, at the present moment* *I **am doing** the task **now.*** Обо рот **to be go-ing to do some-thing** упот-ребляет-ся, когда имеет место намере-ние со-вершить будущее дейст-вие. *We*	**talking.**	**talking.**	*вопрос. мест. + вспом. гл. + подл. + V-ing?* When **are** you **talking**? *Исключение: вопрос к подле-жащему* ***Who is talking?***

are go-ing *to compose music to-day.*			
Past Con-tinuous обо-значает процесс неза-кончен-ного действия в про-шлом **at** *It* **was raining at** *seven o'clock.* По-сле союза **when** исполь-зуется **Past Simple:** *I* **was study-**	*Подл.+was/were+ V-ing.* I/he/she/it **was talking.** We/you/they were **talking.**	*Подл.+was/were+not +V-ing.* I/he/she/it **was not talking.** We/you/they **were not talking.**	*Was/were+подл.+ V-ing?* **Was** I/he/she/it **talking**? **Were** you/we/they **talking**? *вопрос.мест. +was/were + подл. + V-ing?* When **were** you **talking**? *Исключение: вопрос к подле-жащему* ***Who was talking?***

ing **when** *you* **sent** *me* **a mes-sage.**			
Future Continuous обо-значает процесс действия в буду-щем **at, still** *I* **shall be talking at** *that time.*	*Подл.+ shall/will + V-ing.* I/we **shall be talking**. You/he/she/it **will be talking.**	*Подл.+shall/will+not +V-ing.* I/we **shall not be talk-ing**. You/he/she/it **will not be talking.**	*Shall/Will+ подл.+be+ V-ing?* **Shall** I/ we **be talking?** **Will** you/he/she/it/they **be talk-ing?** *вопрос.мест. +shall/will+ подл. + be + V-ing?* What **shall** I **be doing**? *Исключение: вопрос к подле-жащему* **Who will be talking?**

Unit 5

Perfect Tense Forms Формы перфектного времени

Present Perfect настоящее перфектное время, обозначает результат действия в настоящем: **never, still, recently just, already, yet** *Не* ***has already cooked*** dinner.	*Подл.+have/has+V-ed.* I/you/we/they **have danced.** He/she/it **has danced.**	*Подл.+have/has+not+V-ed.* I/you/we/they **have not danced.** He/she/it **has not danced.**	*Have/has +подл.+ V-ed?* **Have** I/you/we/they **danced?** **Has** he/she/it **danced?** *вопрос.мест.+has/have+ подл. + V-ed?* What **have** you **done?** *Исключение: вопрос к подлежащему* **Who has done it?**
Past Perfect предпрошедшее время, обозначает	*Подл.+had+V-ed.* I/you/he/she/it/we/they **had danced.**	*Подл.+had+not+V-ed.* I/you/he/she/it/we/they **had not danced.**	*Had +подл.+ V-ed?* **Had** I/you/he/she/it/we/they **danced?**

действие в про-шлом, которое имело место раньше другого действия в про-шлом **by** *He* **had read** *the book up to the end and* **by** *5 o'clock went to the li-brary.*			*во-прос.мест.+had+ подл. + V-ed?* What **had** they **done?** *I Исключе-ние: вопрос к подлежащему* Who **had done** it?
Fu-ture Per-fect дей-ствие, которое будет за-кончено до опре-делённо-го мо-мента в будущем	*Подл.+ shall/will+V-ing.* I/we **shall have danced.** You/he/she/it/they **will have danced.**	*Подл.+ shall/will +not + V-ing.* I/we **shall not have danced.** You/he/she/it/they **will not have danced.**	*Shall/Will+подл.+have + V-ed?* **Shall I have danced?** *вопрос.мест.+ shall/will+have +подл. +V-ed?* What **will have**

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by *I* **will have read** *the book* **by** *the end of the week*			they **done?** *Исключение: вопрос к подлежащему* Who **will have done** it?

Unit 6

Contrasting of Present Simple and Present Continuous Tenses Контраст настоящего простого и длительного времени

Tense	Use	Examples	Time adverbials
Present Simple	– универсальная истина; – установленные научные факты; – обыденность и частота выполнения действия; – инструкции; – изложение шутки или истории; – разговор о фиксированных будущих событи-	– The sun sets in the west. – Water freezes at 0° C. – She always cooks breakfast at 9 a. m. – You turn left at the corner. – The Englishman goes up to the Irishman and says… – Our plane	every, always, usually, never, often, seldom

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	ях; — внесение предложения. С данным временем употребляются такие глаголы, как *know, like, think, want*	leaves at nine. — Why don't they go on a day-trip? — I like cats better than dogs. I don't know the answer.	
Pre-sent Con-tinuous	— разговор о событии, которое происходило, когда случилось другое событие; — фо новые знания к событию; — разговор о событиях, пре-рванных в прошлом	— When I was walking in the park, I heard a cuckoo. — I looked out of the window. It was raining. — She phoned while I was having supper.	At the moment, at present, tomorrow, for the time being, currently, right now, next week.

Unit 7

Contrasting of Past Simple, Present Perfect and Present Perfect Continuous Tenses Контраст про-

шедшего простого, настоящего перфектного и настоящего перфектного длительного времени

Tense	Use	Examples	Time adverbials
Past Simple	− событие, которое имело место в определённый момент в прошлом; − последовательный рассказ о событиях; − изложение утверждений и вопросов; − после *It's (high) time* (пора или давно пора); − после *I'd rather* (мне бы лучше, мне бы хотелось); − после *I wish & I only* (я хочу, мне бы хотелось, если бы только), вы-	− We went to the restaurant last night. Did you have a nice weekend? − He got home, opened the door and went to the kitchen to drink coffee. − He said that he was for the first time there. She asked if he liked the place. − It's time I went to bed. − I'd rather you	ago − тому назад last − прошлый yesterday − вчера

	ражая сожаление о фактах, имеющих место в настоящем	didn't pay for me. − If only I was smaller. I wish I had a car.	
Present Perfect Simple	− событие, которое имело место в неопределённый момент в прошлом; − события, которые недавно произошли; − с предлогами *for & since* и выражения времени; − с наречиями *just, already, yet;* − разговор о настоящем; результате прошлой деятельности; − разговор об опыте часто	− I've had lunch, thank you. − Bill has just arrived home from work. − They've lived in Paris for ten years. They've only had a car since last July. − I've already sent the letter. She hasn't gone home yet. − I've	never − никогда just − только что already − уже jet − ещё recently − недавно since − с тех пор, как; так как for − в течение, для, за

	в превосходной степени; − употребление *the first time* (в первый раз)	hurt my arm. You have lost weight. − This is the worst meal I've ever eaten. − It's the first time (that) I've been abroad.	
Present Perfect Continuous	− разговор о деятельности, которая началась в прошлом и всё ещё продолжается; − разговор о деятельности, которая началась в прошлом и, возможно, всё ещё продолжается; − разговор о деятельности,	− We've been living here since 1992. − It's been raining quite hard during the night.	since − с тех пор, как; так как during − в течение, в продолжение still − всё ещё

	которая недав-но закончилась и результат ко-торой очевиден	– Have you been frying on-ions?	

Unit 8

Active and Passive Voice Активный и пассивный залог

В предложениях с *переходными глаголами* подлежащее выполняет действие, а дополнение получает действие. *Предложения с непереходными глаголами и глаголами-связками никогда не имеют дополнений, поэтому никогда не используются в пассивном залоге.*

Когда подлежащее выполняет действие, глагол ис-пользуется в **активном залоге – active voice**. В актив-ном залоге глагол направляет своё действие к дополне-нию: *The student **bought** the computer.*

В других случаях подлежащее получает, а не вы-полняет действие, тогда глагол используется в пассив-ном залоге – **passive voice**. Глагол в пассивном залоге направляет своё действие назад к подлежащему: *The computer **was bought** by the student.*

Когда предложение используется не в активном за-логе, а в пассивном, имеют место следующие измене-ния:

1. Глагол изменяет свою форму с *Past Simple* (II форма глагола) на *Past Participle* (III форма глагола), а перед Past Participle используется форма глагола *be* (am, is, are, was, were, will be).

2. Дополнение, относящееся к глаголу в активном залоге, становится подлежащим в предложении с гла-голом в пассивном залоге.

3. Если слово является подлежащим в предложении с глаголом в активном залоге, то в предложении с глаголом в пассивном залоге перед ним используется предлог *by*.

Example:

ACTIVE: Mrs. Brown *grew* the flowers.

PASSIVE: The flowers *were grown* by Mrs. Brown.

Unit 9

Questions Beginning with Question Words Вопросы, начинающиеся с вопросительных слов

Специальный вопрос: вопросительное слово + общий вопрос.

1. В начале вопроса используются следующие вопросительные слова:

what – что, какой;

what kind of … – какой – обозначение качества предмета;

what colour is… – какого цвета;

where – где, куда;

where from – откуда;

when – когда;

why – почему;

which – какой, который из двух однородных предметов;

who – кто;

whose – чей;

whom – кому, кого;

how – как.

Вы не должны забывать, что **после вопросительных местоимений where (from), when, why, whose, whom, how** *всегда стоит вспомогательный глагол, а*

также модальный глагол или глагол связка и только после глагола используется подлежащее.

What does *this* **mean**?

Where did *they* **live**?

When *will you* **come**?

2. Когда вопросительные слова **what, which, who, how (much, many)** выступают в качестве подлежащего, вспомогательные глаголы опускаются. После **what, which, who, whom, how (much, many)** сохраняются модальные глаголы и глаголы-связки. **В настоящем времени используется третье лицо.**

Who saw the film on TV? (Who = subject) John saw the film.

Whom did you **see** yesterday? (Whom = object) I saw John.

3. Вопросительные слова **what, which and whose** могут сопровождаться существительным, например:

What language *do you speak?*

Which car *do you like?*

4. Вопросительное слово **how** используется с наречиями и прилагательными, такими, как: **how often – как часто; how much (используется с неисчисляемыми существительными), how many (употребляется с существительными, которые можно пересчитать) – сколько, how far – как долго, how long – какой длины, how old – каков по возрасту, how big – каков по величине.**

Alternative Questions (разделительные вопросы или вопросы с выбором)

Из двух вариантов ответов, предложенных в вопросе, необходимо выбрать один. Части альтернативного вопроса соединяются союзом **or или:**

What do you prefer: **tea or coffee**?

*When will I call you? Do you usually get up **early or late** in the morning?*

*I liked that girl. Is her name **Jane or Ann**?*

Unit 10

Yes/No Questions Вопрос, требующий ответа «да – нет»

Tag Questions Разделительные вопросы
Yes/No Questions

Когда мы хотим задать ***общий вопрос***, используем обратный порядок слов: меняем местами подлежащее и сказуемое.

1. Вопросы **с модальными глаголами, а также с глаголами to be, to have.**

Модальные глаголы: can, could, be able to; may, might; must, have to, had to; shall, should; will, would; ought to; be to.

Формы глагола *to be*: am, is, are, was, were, shall/will be.

Формы глагола *to have:* have, has, had.

Структура предложения

Сказуемое: модальный глагол, а также формы глаголов to be, to have + подлежащее + дополнение.

Сравните утверждение и вопрос с модальными глаголами, а также с глаголами **to be, to have**:

Утверждение	Общий вопрос с модальными глаголами, глаголами **be, have**
Подлежащее + сказуемое + дополнение	Сказуемое + подлежащее + дополнение
We (подлежащее) **are** (сказуемое) at school today.	**Are** (сказуемое) *we* (подлежащее) at school today?
	Have (сказуемое) *you*

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You (подлежащее) **have** (сказуемое) brothers. *They* (подлежащее) **can speak** (сказуемое) English.	(подлежащее) brothers? **Can** (сказуемое) *you* (подлежащее) **speak** (сказуемое) English?

2. **Простые (Simple), длительные (Continuous), перфектные (Perfect) времена, (пассивный залог) Passive Voice, будущее время в прошедшем (Future in the Past)**

Структура предложения: вспомогательный глагол + подлежащее

+ основной глагол + дополнение. Исключение – вопрос к подлежащему.

Специальный вопрос: вопросительное местоимение + общий вопрос.

Examples:

Do (вспомогательный глагол) **you** (подлежащее) **like** (основной глагол) **coffee** (дополнение)? **Did** (вспомогательный глагол) **they** (подлежащее) **go** (основной глагол) **to Florida** (дополнение)? **Are** (вспомогательный глагол) **they** (подлежащее) **leaving** (основной глагол) **tomorrow** (дополнение)? **Will** (вспомогательный глагол) **you** (подлежащее) **come** (основной глагол) **in time** (дополнение)? **Has** (вспомогательный глагол) **she** (подлежащее) **opened** (основной глагол) **the window** (дополнение)? **Is** (вспомогательный глагол) **the poem** (подлежащее) **written** (основной глагол) **by Byron** (дополнение)? **I** (подлежащее) **thought** (сказуемое) **Jane** (второе подлежащее) **would come** (второе сказуемое) **in time** (дополнение).

Tag Questions (разделительные вопросы)

Разделительный вопрос – короткий вопрос, который следует за утверждением. С отрицательным утверждением вы используете положительный разделитель-

ный вопрос и наоборот. Разделительные вопросы используются особенно часто в устной речи с целью подтверждения утверждения:

You aren't English, are you?

There'll be an election soon, won't there?

He likes football, doesn't he?

Все разделительные вопросы переводятся на русский язык следующим образом: *не так ли, не правда ли?*

Unit 11
Echo Questions Вопросы повтора
Negative Questions Вопросы с отрицанием
Echo questions Вопросы повтора

Вопросы повтора могут быть как положительными, так и отрицательными. Они образуются путём повторения вспомогательного или модального глагола, используемого предыдущим оратором. Например:

Speaker A	Speaker B
He is leaving his job.	*Is he?*
I'm learning to fly.	*Are you?*
She's not going to the cinema now.	*Isn't she?*
They got married last year.	*Did they?*
She couldn't get a work permit.	*Couldn't she?*
I'll post it for you.	*Will you?*

Вопросы повтора очень важны в разговорном английском языке. Вы показываете свою заинтересованность в том, что вам сказал собеседник. В повседневном разговоре они используются с целью подтверждения информации или запроса о дальнейшем информации, поэтому они помогают поддерживать разговор. Что касается интонационных образцов, вопросы повтора могут быть либо нейтральны, либо выражают удивление или радость, удовольствие, а также в соответствующем контексте шок или гнев.

Negative Questions Вопросы с отрицанием

Вопросы с отрицанием *образуются с помощью добавления отрицания* **not** *(полная форма) или* **n't** *(краткая форма) к вспомогательному глаголу + подлежащее.* Все вопросы с отрицанием переводятся на русский язык словами: ***Разве? Неужели?***

Случаи употребления вопросов с отрицанием:

– подтверждение информации и ожидание положительного ответа (согласия): **Isn't** *your name* Jill? Разве тебя не зовут Джил?

– выражение удивления или небольшого критического оттенка:

Don't *you* like tea? Разве вы не любите чай? **Didn't** y*ou* get my letter? Неужели ты не получил моё письмо? **Can't** *you* come a little earlier? Разве вы не можете прийти немного раньше?

– комментирование действия и ожидание положительного ответа (согласия):

Aren't they beautiful! Разве они не красивы!

Unit 12

Modal Verbs Модальные глаголы

В английском языке следующие глаголы рассматриваются как модальные: can, could, may, might, shall, should, ought to, have to, must, need, used to, will, would, had better, would rather.

Общие правила к модальным глаголам

1. Форма модальных глаголов не меняется с разными формами местоимений,

e. g.: *I/you/he/they can't swim.*

2. В утвердительных и отрицательных предложениях модальный глагол всегда находится перед основным глаголом, e. g.: *You mustn't talk loudly in a library.*

3. Вопросы образуются инверсией подлежащего и модального глагола, e. g.: *What* **shall we** *do?*

Note

Инверсия – обратный порядок слов в предложении: сказуемое + подлежащее.

4. Когда действие относится к прошлому, за модальными глаголами *can't/might/could/must* следуют глагол **have + the past participle**, e. g.: *They might/could have gone home by a different route.*

Note

Отметьте, что когда модальные глаголы используются с **have + past participle**, они не эквивалентны по значению *past perfect tense.* Формы *continuous* образуются с помощью **have been + gerund**, e. g.: *He must* **have been saving** *money for months to afford a holiday like that.*

CAN (МОЧЬ)

используется для выражения:

– способности: *I* **can't** *sing.*

– возможности: *I* **can't** *come to the lesson tomorrow.*

– выражения просьбы: ***Can*** *I have some more tea, please?*

– разрешения: ***Can*** *I leave now?*

– выводов: *It* ***can't*** *be my coat. Mine's red. He* ***can't*** *have left the office long ago.*

Note

Инфинитив от *can (способность) – to be able to (быть способным)*, e. g.: *For this job you must* ***be able to*** *use the computer.*

COULD (МОГ БЫ)

используется для выражения:

– способности: *I* ***could*** *swim when I was four.*

– предположений: *You* ***could*** *take her to a disco.*

– просьбы: ***Could*** *you open it for me?*

– выводов: *It* ***could*** *be mine, I suppose. She* ***could*** *have dropped it.*

– передачи глагола *can* в косвенной речи: She said she ***couldn't*** come.

– критицизма: *You* ***could*** *have phoned earlier!*

HAVE TO (ДОЛЖЕН)

используется для:

– выражения обязанности: ***I have to*** *leave at six.*

– отдаление обязанности: *I don't* ***have to*** *leave yet.*

Note

Форма *have to* употребляется в настоящем времени в первом и втором лице единственного и множественного числа, а также в третьем лице множественного числа. В третьем лице единственного числа настоящего времени используется форма *has to,* в простом прошедшем времени употребляется форма *had to.* Вопро-

сительная и отрицательная форма предложений с *have to* образуются согласно правилам образования отрицательной и вопросительной формы простых времён (Simple Tenses).

MAY/MIGHT (МОЧЬ/МОГ БЫ)

используются для выражения:

— разрешения: *May I use your phone, please? Might I make a suggestion?* (formal)

— возможности: *She **may/might** phone this evening.*

— выводов: *They **may/might** be tired/watching TV. She **may/might** have had an accident. He **may/might** have been trying to help.*

— критицизма: *He **might** have asked you first!*

MUST (ДОЛЖЕН)

используется для выражения:

— обязательства: *I **must** go to the bank.*

— запрета (в отрицательной форме): *You **mustn't** feed the animals.*

— выводов: *You must be tired. She **must** have been asleep.*

— убеждения: *You **must** see this film.*

NEED (НУЖДАТЬСЯ)

Только вопросительная и отрицательная форма используется для выражения:

— необходимости: *Need I see a doctor?*

— отдаления выполнения обязательства: *You **needn't** come tomorrow. You **needn't** have bothered.*

Notes

1. В английском языке глагол *need* используется как модальный и как основной. Модальный глагол *need* существует только в вопросительных и отрицательных предложениях, а за ним следует инфинитив без части-

цы *to*. Основной глагол *need* существует во всех формах. За ним следует инфинитив с частицей *to*. Как и другие основные глаголы, он образует вопросы и отрицания с *do/does/did* в простых временах (Simple Tenses).

2. За основным глаголом *need* может следовать герундий, e. g: *Your car needs cleaning. (= to be cleaned)*

SHALL (СЛЕДУЕТ ЧТО-ЛИБО СДЕЛАТЬ – ЗАПРОС О ВЫПОЛНЕНИИ ДЕЙСТВИЯ)

используется для:

— предложения помощи: **Shall** *I help with PC?*

— запроса о предложениях/предположениях: *What system* **shall** *we install?*

— принятия решений: *I* **shall** *let you know about new software.*

SHOULD/OUGHT TO (СЛЕДУЕТ ЧТО-ЛИБО СДЕЛАТЬ)

используется для:

— выражения обязательства: *I* **should/ought to** *go to the dentist more often.*

— запроса о совете: *What do you think we* **should/ought to** *do?*

— совета: *You* **shouldn't** *work*/**oughtn't to** *work so hard.*

— критики прошлых событий или действий. В этом случае за модальным глаголом следует *have + past participle (причастие II)* основного глагола: *You should* **have spoken** *to someone about it.* He **should have been wearing** *a seat belt.*

WILL (ВЫРАЖЕНИЕ ДЕЙСТВИЙ В БУДУЩЕМ, ЖЕЛАНИЯ, ВОЛИ)

используется для выражения:

−   будущего предсказания: *It'll be windy tomorrow. We'll be there by Sunday night.*

−   обещания: *I'll meet him when/as soon as I get there.*

−   предупреждений и совета: *Don't think about it, I* **will/I won't** *do it.*

−   решения: *I'll call her next week.*

−   заказа в ресторане: *I'll have shrimps.*

−   угрозы: *I'll kill you.*

−   предложения: *I'll help you.*

−   отказа: *I* **won't** *sign it!*

−   просьбы: *Will you help me with this program?*

−   разговора о последствиях: *If you promise her, she'll believe you.*

WOULD (ХОТЕЛОСЬ БЫ)

используется для выражения:

−   вежливых просьб: **Would** *you buy a paper for me?* **Would** *you mind opening your window?*

−   желания: *I'd love to help you.*

−   предпочтения: *I'd prefer to see you alone.*

−   критики: *I wish he* **would** *shut the door after him.*

−   прошлой привычки: *They* **would** *always bring flowers when they came to visit me.*

−   *will* в косвенной речи: *He said he* **would** *phone.*

−   совета: *If I were you, I'd leave him alone.*

−   разговора о воображаемых событиях: *If you left now, you'd get there in time.*

USED TO (ОБОЗНАЧЕНИЕ СТАБИЛЬНОГО ДЕЙСТВИЯ В ПРОШЛОМ)

используется для выражения:

– фактов, имевших место в прошлом: *I* **used to** *live in that street. I* **didn't use to/used not to** *like her very much.*

– состояний, имевших место в прошлом: *He* **used to** *be quite rich.*

– привычек, имевших место в прошлом: *I* **used to** *smoke a lot but I don't do it now. Did you* **use to smoke**? *She* **used to** *sit by the fire every night and read a story.*

Notes

1. В примере (*She used to sit by the fire every night and read a story.*) вместо *used to* может использоваться форма *would*.

2. С *used to* разделительный вопрос задаётся в форме времени *Past Simple*, e. g.: *You used to work here,* **didn't you?**

Unit 13
Use of Special Verbs in Direct and Indirect Speech
Использование специальных глаголов в прямой и косвенной речи

В косвенной речи в английском языке часто используются следующие глаголы:

affirm утверждать, подтверждать	**invite** приглашать
admit допускать, признать	**know** знать
advise советовать	**learn** изучать, обучаться, научиться
afford позволить себе, предоставлять, иметь возможность, доставить	**long** стремиться
agree соглашаться	**manage** управлять
appear появляться	**mean** намереваться, разуметь, значить

apologize извиняться	**offer** предлагать
arrange договариваться, распределять, расставлять, приводить в порядок, классифицировать	**order** заказывать, приказывать, упорядочивать
ask просить, спрашивать	**plan** планировать
boast хвастать	**prepare** приготовлять, собирать
claim провозглашать, заявлять	**pretend** делать вид
complain жаловаться	**promise** обещать
confirm подтверждать	**refuse** отказать
dare решать, осмеливаться, отважиться	**remind** напоминать
decide решать, задумывать	**reply** отвечать
deny отрицать	**say** сказать
explain объяснять	**seem** казаться
fail проваливать, потерпеть неудачу	**suggest** предлагать
forget забыть	**tell** приказать, рассказать
happen случаться	**threaten** угрожать
hope надеяться	**want** хотеть, желать
insist настаивать	**warn** предупреждать
intend иметь намерение	**wonder** интересоваться, хотеть знать

1. Специальные глаголы в косвенной речи могут обозначать имплицитное намерение говорящего:

DIRECT SPEECH	SPEECH INTENTION	REPORTED SPEECH
"I'm sorry I'm late".	an apology	He apologized for being late.
"Why don't we leave?"	a suggestion	He suggested (that) they left.
"I won't go."	a refusal	She refused to go.

2. Специальные глаголы в косвенной речи могут использоваться в разных конструкциях. За ними может следовать:

– придаточное предложение с союзом **that**: *say, tell* (+ pronoun), *explain, suggest, agree, remind* (+noun/pronoun) *insist, claim, complain, reply, admit, boast,* e. g: *He said/told me/explained that they had left. She suggested that I arrived early.*

– объектное существительное/местоимение + инфинитив с **to**: *ask, tell, order, advise, remind, warn, invite,* e. g.: *He asked/advised me to see a doctor.*

– инфинитив с **to**: *agree, offer, promise, return, threaten,* e. g.: *The child refused to eat any food.*

– глагол в форме **-ing**: *apologize (+ for), suggest, recommend, admit, insist (+ on), accuse (+ somebody + of),* e. g.: *She apologized for telling a lie. They suggested going to the cinema.*

– существительное или местоимение: *accept, explain, greet, introduce, refuse, offer, order (= ask for), thank,* e. g.: *She explained the problem to him. He introduced her to other students.*

– два дополнения: *offer, refuse, promise,* е. g.: *He offered me a lift. He promised me a pay rise.*

Example: *What are the actual words of the speaker?*

1. 1He said that **he would phone me**.
2. 2 I asked him **how he was**.
3. She told me **not to worry**.
4. She told me that she **had spoken to the police the day before**.
5. He said that he **had to go the following day**.

Unit 14

Direct and Indirect Speech: Statements and Questions Прямая и косвенная речь: утверждения и вопросы

Reported Statements Утверждения в косвенной речи

DIRECT SPEECH	REPORTED SPEECH
"I'm arriving at Heathrow."	She **said (**that) she **was arriving** at Heathrow.
"I invited him to my place".	She **said (**that) she **had invited** him to her place.

Notes

1. Если время глагола, использующегося для передачи косвенной речи, относится к прошлому, то время, употребляющееся в косвенной речи, также указывает на действия в прошлом.

Отметьте изменения видовременных форм при переводе предложений из прямой речи в косвенную речь:

Present Simple → Past Simple
Present Continuous → Past Continuous
Present Perfect → Past Perfect

Past Simple → Past Perfect
Modal verbs:
will → would
must/have to → had to
can → could

2. После основного глагола, употребляющегося в косвенной речи, может использоваться союз *that*.

3. Обратите внимание на случаи, когда в глагольных формах в косвенной речи нет никаких изменений:

    – время основного глагола, использующегося в косвенной речи, употребляется в форме настоящего времени, e. g.: *She says she's arriving at Heathrow.*

    – Когда утверждение универсальная истина или факт, e. g.: *She told me (that) many shops in London are always open on Sundays. My brother said (that) the cost of living is quite high in the USA.*

    – если используются модальные глаголы ***may, might, ought to, should, or used to***, e. g.: *'I used to live in China.' = She told me she used to live in China.*

Reported Questions Вопросы в косвенной речи

    1. Вопросы в косвенной речи могут вводиться с использованием следующих глаголов: ***ask, know, want to know, wonder, not know***, e. g.: *He asked me/wanted to know/wondered/didn't know where the key was.*

    2. В вопросах косвенной речи, порядок слов, содержащийся в исходном вопросе (обратный порядок слов), меняется на порядок слов по типу утверждения (прямой порядок слов), e. g.: *"Where's the exit?" = He asked me where the exit was.*

3. Отметьте, что время глагола также меняется в соответствии с правилами косвенной речи, e. g.: *present changes to past, past simple often changes to past perfect.*

4. Когда в косвенной речи мы передаём отрицательные сообщения, **not** *не всегда стоит перед герундием или инфинитивом с частицей* **to**, e. g.: *She apologized for* **not coming** *to the party. He warned/told me* **not to drive** *too fast.*

Unit 15
Infinitive Инфинитив

Инфинитив – неопределённая форма глагола, совпадает с основой глагола. За глаголами может следовать инфинитив как с частицей **to**, так и без неё. Инфинитив без частицы **to** употребляется:

1 вспомогательный глагол + инфинитив: **will do, should go**;

2 в сказуемом:

– после глагола **do** в отрицаниях и вопросах, а также утвердительных предложениях с эмфазой: *What* **do** *you* **mean**?

– после модальных глаголов, кроме глаголов **ought to, be to, have to**: I **can swim**.

– во фразеологических сочетаниях, выражающих выбор, предпочтение **had better** – лучше бы, **would rather** – хотелось бы: ***You'd better see*** *a doctor.*

– при отсутствии выбора (**ничего, кроме как**): **do nothing but + infinitive**, e. g.: *There was* **nothing to do but wait**.

– неизбежность, невозможность не сделать чего-либо: **cannot help but + infinitive; cannot choose but**

+ infinitive, e. g.: *You* **could not help but tell** *him every-thing.*

– после служебного глагола **will/would** при выражении обычного, привычного или закономерного действия: *It* **will happen** *from time to time.*

3 после **why not** или **how**: *But* **why not** *tell him?*

4 при наличии конструкции объектный падеж с инфинитивом после глаголов физического восприятия, побуждения: **see, behold, notice, hear, watch, know** (в значении слышать *что-либо*), observe, feel, make, let, have, bid, e. g.: *She* **could see him smile**.

5 часто после глагола **help**: *These conditions could* **help do** *it.*

Notes:

ГЛАГОЛЫ, ЗА КОТОРЫМИ СЛЕДУЕТ ИНФИ-НИТИВ С ЧАСТИЦЕЙ **TO:**

afford, appear, agree, arrange, dare, decide, forget, fail, happen, hope, intend, long, learn, mean, manage, offer, plan, pretend, prepare, promise, refuse, seem, threaten, want. *He* **agreed to meet** *us at the station.*

ГЛАГОЛЫ, ЗА КОТОРЫМИ СЛЕДУЕТ ИНФИ-НИТИВ БЕЗ ЧАСТИЦЫ **TO:**

1. За глагольными фразами **had better** и **would rather** обычно следует инфинитив без частицы **to.** Отрицательная форма образуется с помощью **not,** которая ставится перед инфинитивом, например: **You'd better not tell** *your parents.* **I'd rather (not) go** *by train.*

2. **Would rather** может также сопровождаться местоимением в качестве подлежащего в прошедшем времени, например: *I'd rather she* **arrived** *earlier.* *I'd rather she* **didn't smoke**. Эти предложения относятся к настоящему времени в

русском варианте, а в английском варианте глагол стоит в прошедшем времени.

Формы инфинитива

Неперфектные:

Non-Continuous Active – to write

Continuous Active – to be writing

Non-Continuous Passive – to be written

Перфектные:

Non-Continuous Active – to have written

Continuous Active – to have been writing

Non-Continuous Passive – to have been written

Перфектная форма инфинитива связана с выражением неосуществившегося действия в формах сослагательного наклонения, после глаголов ожидания, намерения, а также после глагола **to be** в модальном значении: действие лишь могло бы или должно бы совершиться, e. g.: *I meant* **to have given** *you this program*. **Значение неосуществлённости действия возникает только в форме прошедшего времени**.

Конструкции, содержащие инфинитив

1. Именительный падеж с инфинитивом (Nominative-with-the-infinitive) состоит из подлежащего, сказуемого в пассивном залоге и инфинитива с частицей *to*: **She is said to arrive** *in time*.

2. Объектный падеж с инфинитивом (Objective-with-the-infinitive) включает в себя существительное или местоимение в объектном падеже и инфинитив без частицы *to*: *I heard* **her say** *it*. В качестве сказуемого в данной конструкции часто используются глаголы чувства и восприятия.

3. Инфинитивная конструкция с предлогом **for** состоит из предлога *for*, существительного или местоиме-

ния и инфинитива с частицей *to: Here is a book* **for him/John to read**.

Инфинитивные конструкции могут употребляться в функции подлежащего, предикатива, всех видов дополнения: I did not know **what to do**.

Инфинитивные вводные фразеологические сочетания: **to tell the truth, to put it rightly, to be frank, to be sincere, to be exact, to be sure, to be precise, to say nothing of.**

Unit 16
Gerund Герундий

Герундий – неличная форма глагола, выражающая в общем виде значение процесса. Образуется с помощью формы **-ing.** От отглагольного существительного, оканчивающего на **-ing** герундий отличается тем, что не употребляется с артиклем и сочетается с наречием, а также существительным или предложным оборотом в объектной или обстоятельственной функции, **используется с предлогом**: *in reading* the book, *on arriving* in Paris. (Отглагольное существительное может употребляться с артиклем и сочетается с прилагательным или предложным оборотом: *the ringing of the bell*.) Герундий может вводиться предлогом, притяжательным местоимением или существительным в притяжательном падеже, а также отрицательным местоимением **no**: *No smoking*!

Формы герундия

Неперфектные:
Active – writing
Passive – being written
Перфектные (выражают предшествование во времени):
Active – having written

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Passive – having been written

Герундий употребляется в глагольных, адъективных, субстантивных словосочетаниях как член предложения в качестве подлежащего, части именного или глагольного составного сказуемого, всех видов дополнения.

ГЛАГОЛЫ, ЗА КОТОРЫМИ СЛЕДУЕТ ГЕРУНДИЙ (-ING FORM)

Admit, be fond of, consider, delay, deny, enjoy, fancy, finish, hate, imagine, involve, like/dislike, mind, miss, practise, postpone, recommend, regret, risk, suggest: *He **admitted stealing** the car.*

ГЛАГОЛЬНЫЕ ФРАЗЫ, ЗА КОТОРЫМИ СЛЕДУЕТ ГЕРУНДИЙ (-ING FORM)

Carry on, can't stand/bear, can't help, feel like, give up, go on, go (shopping/walking), it's a waste of time, it's (not/well) worth, it's no use/good, put off, there's no point(in): *There is no point **of discussing** it.*

Notes

1.	Отрицательная форма герундия образуется с помощью **not + ing смыслового глагола:** *She hates **not having** a car.*

2.	Перед герундием может добавляться местоимение в объектном падеже: *I can't imagine **him wearing** a suit.*

ГЕРУНДИЙ ПОСЛЕ ПРЕДЛОГОВ

Форма **-ing** используется:

–	после прилагательного, за которым следует предлог: afraid of, bad at, clever at, interested in, good at, keen on, worried about. Например: *I'm **afraid of** writing entrance exams.*

–	после глагола, за которым следует предлог: approve of, apologise for, be used to, dream of, decide against, get used to, look forward to, insist

on, think of/about. Например: *He's **not used to talking** like that.*

– после существительного, за которым следует предлог: advantage of, difference between, problem of, hope of, solution to, reason for. Например: *There's a good reason **for repeating** it again.*

– после предлогов: after, before, by, besides, despite, instead of, in spite of, without, while. Например: ***Besides speaking** Chinese, he also speaks Japanese.*

Герундиальный комплекс. Первый компонент: существительное, существительное в притяжательном падеже, притяжательное местоимение. Второй компонент: герундий или герундий связочного глагола + предикатив: *I wonder at **Jolyon's allowing** this engagement.*

Unit 17
Participle I Причастие I
PARTICIPLES ПРИЧАСТИЯ
Все глаголы могут образовывать причастия настоящего времени (путём добавления **-ing** или **-ed** или другого окончания неправильного глагола причастия II).

Причастия могут находиться после:

– существительного в качестве атрибутивной фразы: *The **woman, standing** over there, is my boss. She wore her **hair tired** up in a bun.*

– после **there is/there was**: ***There's** somebody **standing** by the gate. **There** she was, **sitting** in front of TV, quite still.*

– в начале предложения в письменной речи: ***Arriving** at the house, I heard someone scream. **Being** inquisitive, she always asks a lot of questions. **Situ-***

ated *on a rocky headland, the villa has a wonderful view.*
Having *found somewhere to stay, I didn't want to leave.*

В этом случае подлежащее причастия и основного глагола должны быть одинаковы.

При образовании отрицательной формы к причастию добавляется not: **Not knowing** *where to go, I …,* **Not having** *slept there before, I …*

Причастие I и причастие II могут быть вторым элементом абсолютной номинативной конструкции. При этом первый элемент конструкции — существительное, субстантивное словосочетание, личное местоимение, иногда местоимение it или this, e. g.: **George yawning***, the conversation dropped.*

Причастие I

Причастие I – неличная форма глагола, омонимично герундию, образуется с помощью **-ing**. Формы причастия I и герундия полностью совпадают.

Формы причастия I

Неперфектные:
Active – writing
Passive – being written
Перфектные (выражают предшествование во времени):
Active – having written
Passive – having been written
Причастие I может употребляться:

– в качестве компонента словосочетания (незавершенный процесс): *saw him* **walking***;*

– в глагольном словосочетании – процесс, подчинённый какому-либо другому действию: *stood* **talking***;*

– в субстантивном словосочетании – процесс, приписываемый предмету как его признак: *a* **laughing** *girl,* **helping** *mother;*

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– вне словосочетания (в обособлении): **entering** *the room.*

Формы причастия и герундия имеют функции определения и обстоятельства, но герундий отличается от причастия тем, что употребляется с предлогом, а причастие I – без предлога.

В английском языке формы деепричастия нет. Причастие I переводится на русский язык деепричастием в функции обстоятельства: **Walking** *up the street … She entered the room,* **saying** …

Unit 18
Participle II Причастие II

Причастие II – неличная форма глагола, образуется с помощью добавления **-ed** к основе правильного глагола. Неправильные глаголы – III форма глагола: **done, gone, drawn**. Причастие II может выражать:

	Результат *завершённого процесса*	Следствие *ещё длящегося процесса*
Результат чьего-либо действия *извне*	written translated	watched loved
Результат действия *самого субъекта*	arrived escaped	–
Состояние лица: pleased frightened		

Зависимые компоненты при причастии II могут быть выражены: наречием или группой слов в функции обстоятельства, существительным или местоимением в функции объекта, прилагательным, инфинитивом,

придаточным предложением, e. g.: *The whole contained the articles,* **written** *in internationally accepted style.*

Unit 19

First Conditional Sentences Условные предложения первого типа

FIRST CONDITIONAL (*IF* + PRESENT TENSE, … *WILL* + VERB)

Условные предложения первого типа

Условные предложения первого типа относятся **к будущему времени**. В них используется союз if (если). Условные предложения первого типа употребляются:

– в разговоре об определённых или возможных **реальных** ситуациях, e. g.: **If** *you* **do** *it now, it* **will be** *a success.* **If** *you* **don't do** *it now, it* **will be** *a failure.*

– обсуждение научных истин, e. g.: **If** *you* **heat** *metal, it* **will expand**/*it* **expands**.

Notes:

1. Глагол в условном предложении обычно используется в форме *Present Simple Tense*, но он также может использоваться в форме *Present Perfect Tense*, e. g.: **If** *you* **revise** *sensibly, you* **'ll pass** *your exams.*

2. Глаголу в главном предложении обычно предшествует глагол *will,* но ему также может предшествовать модальный глагол, e.g.: *may*/*might*/*can*/*could, etc.:* **If** *you* **enter** *the competition, you* **might win**.

3. Как во всех условных предложениях, придаточное предложение с союзом *if* может использоваться как *до*, так и *после* главного предложения. Если придаточное предложение с союзом *if* используется *до* главного предложе-

ния, после него ставится запятая, e. g.: *I 'll tell Bob about the letter if I* **see** *him. If I* **see** *Bob, I'll tell him about the letter.*

4. В случае использования комментария к чему-либо, угрозы или совета, повелительное предложение может использоваться на месте придаточного предложения с союзом *if,* за которым следует придаточное предложение, начинающееся с союзов *and, or, if* или *otherwise*, e. g.:

Eat *all that ice-cream* **and** *you'll be sick. (= If you eat …, you'll be …)*

Don't lose *your money* **or** *you* **will not** *pay your ticket. (= If you lose …, you will not …)*

Example: *Look at the sentences. Which suggests that the possibility of being asked is greater?*

        a) I'd do it if you asked me.

        b) I'd do it if you ask me.

Unit 20

Second Conditional Sentences Условные предложения второго типа

SECOND CONDITIONAL (*IF* + PAST SIMPLE, … *WOULD* + VERB)

Условные предложения второго типа

Как и условные предложения первого типа, условные предложения второго типа также относятся **к будущему времени**. В них также используется союз **if (если)**. Они употребляются:

    – в разговоре о **нереальных** или **невозможных** ситуациях, e. g.: **If** *I* **knew** *the answer, I'd tell you. If* *I* **were (если бы я был)** *Prime Minister, I'd ban all cars from city centres.*

–   при наличии совета, e. g.: **If** *you* **went** *by taxi, you***'d get** *there in no   time.* **If** *I* **were** *you (если бы я был на вашем месте),* **I'd report** *him to the police.*

Note

Were может использоваться вместо **was** после союза **if** во всех лицах и этот вариант считается «более правильным».

Кроме союза **if**, в условных предложениях второго типа употребляются союзы **provided (that), as long as, unless**.

provided (that), as long as

Союз **provided (that)** сильнее, чем союз **if**. Он обозначает **при условии, что** или **но только если**. Данный союз используется в условных предложениях первого и второго типа, e. g.: *I***'ll do** *it* **provided that** *I***'m paid**. *I***'ll do** *it* **provided** *I* **was paid**.

Союз **as long as** имеет то же значение, что и союз **provided (that)**.

unless

Союз **unless (= if … not)** обозначает **если не**. Он может быть использован в условных предложениях первого и второго типа, e. g.: *You* **won't get** *a bonus* **unless** *you* **work** *harder. I* **wouldn't do** *it* **unless** *you* **paid** *me.*

Союз **unless** сильнее и он более формален, чем **if … not**, e. g.: **Unless** *you* **settle** *your account with us immediately, we* **will have to take** *a legal action.*

 Союз **unless** часто используется, когда мы хотим добавить дальнейшую мысль, e. g.: *Let's go to the cinema tonight –* **unless you feel too tired**.

Example: *Complete the sentences with* **even if** *or* **provided/as long as**.

1.   I wouldn't marry you **even if** you were rich.

2. I am terrified of flying and I certainly wouldn't dare to jump out, **even if** I knew it was safe.

3. I'll come **provided that/as long as** I can bring a friend.

4. I'd do it **provided that/as long as** I could wear a wet suit.

Unit 21
Third Conditional Sentences Условные предложения третьего типа

THIRD CONDITIONAL (*IF* + PAST PERFECT, … *WOULD HAVE* + PAST PARTICIPLE)

Условные предложения третьего типа

Условные предложения третьего типа используются:

– при выражении сожаления о том, что никогда не будет иметь место **в прошлом**, e. g.: *If I'd been him, I wouldn't have taken the car.*

– если подразумевается критицизм, e. g.: *If he had spoken to me like that, I would have told him to leave the building.*

Note

Модальные глаголы *might have* и *could have* могут использоваться вместо *would have* для обозначения не столько определённых, сколько возможных последствий.

even if

Союз **even if** – **даже если** – не обозначает то же самое, что и **as if**. Придаточное предложение с союзом **even if** имеет тот же самое эмфатическое значение, что и **on no condition** – **ни при каком условии**. Союз **even if** может быть использован в условных предложе-

ниях первого, второго и третьего типа, e. g.: **Even if** *I* **had** *the money, I* **wouldn't buy** *a fur coat.* (= I won't buy a fur coat on any condition. If I had the money I still wouldn't buy one.) **Even if** *she* **had invited** *me, I* **wouldn't have gone**.

Example: *Write the sentences in full using the past (3rd conditional).*

> 1. If I **had known** that Hungarian was going to be so difficult, I **would never have started** to learn it.
>
> 2. If he **hadn't used** his credit cards so much, he **wouldn't have been/wouldn't be** so badly in debt.

Unit 22

Subjunctive Mood (Present) Сослагательное наклонение (настоящее время)

Наклонение (mood) глагола – способ выражения мысли глаголом. В английском языке существует три вида наклонения: изъявительное (indicative), побудительное (imperative) и сослагательное (subjunctive).

Наиболее часто используется **изъявительное наклонение** для утверждения факта или вопроса, e. g.: *The sky* **looks** *very blue today. What* **makes** *the sky blue?*

Побудительное наклонение используется для выражения приказания или просьбы, e. g.: **Look** *at this article in the newspaper.* **Don't read** *the text aloud.*

Сослагательное наклонение имеет два основных случая употребления:

> 1. Выражение условия, противоположного факту, которое начинается такими союзами, как **if (если), as if (как будто бы если), although (хотя)**, e. g.: **If** *I* **were** *you, I* **'d enter** *the art contest.* [I

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am not you]. **If I were you** =если бы я был на вашем месте.

2. Выражение желания. *I **wish** I **were** a rich and famous athlete.*

Для выражения сослагательного наклонения измените глагол **was** в изъявительном наклонении на глагол **were**, e. g.: *If Kerry **were** here, she could fix the TV picture. I wish I **were** a few inches taller.*

Example: *Write each verb that should be in subjunctive mood referring to present.*

1. I wish I **were** brave enough to ski the steep slopes.

2. Tom talks as if he **were** the athletic director.

Unit 23
Subjunctive Mood (Past) Сослагательное наклонение (прошедшее время)

Если в предложении имеют место выражения *if only – если бы только* и *wish – хотел бы*, время глагола в предложении «перемещается назад» на одно время, то есть, когда мы говорим о событиях в прошлом, используем **past perfect (had + past participle)**, e. g.: ***If only he had known*** *the significance of that small flame!* (but he didn't know it). ***I wish I hadn't gone*** *to bed so late.* (but I did)

Note
If only is similar to *wish* but is slightly stronger.

Example: *Write each verb that should be in subjunctive mood referring to the past.*

If only I **had learnt** it earlier.

If only I **had read** about **it** before.

Unit 24
Simple Sentences Простые предложения
Compound Sentences Сложносочинённые предложения

Simple Sentences

Простые предложения используются для выражения единичной мысли. Простое предложение в английском языке включает в себя одно подлежащее и один глагол, e. g.: **Samuel Pepys** *(subject)* **was** *(predicate) an English public official in the end 1600s.*

В простом предложении, как подлежащее, так и глагол могут быть сложными, e. g.: **Writers** *(subject)* **and politicians** *(subject)* **study** *(verb)* **and admire** *(verb) his career.*

Compound Sentences

Для образования сложносочинённого предложения следует соединить два или более простых предложения с помощью сочинительных союзов или с помощью бессоюзной связи. *Сочинительные союзы:* **and** *а, и;* **or** *или;* **but** *но.*

Сложносочинённое предложение содержит две завершённые мысли, каждую со своим подлежащим или сказуемым, e. g.: **Pepys** *(subject)* **wrote** *(verb)* a famous diary, **and** *(co-coordinating conjunction)* **he** *(subject)* also **served** *(verb)* in Parliament. **He** *(subject)* **wrote** *(verb)* in code, **but** *(coordinating conjunction)* **it** *(subject)* **was** *(verb)* **translated**. (Comma is optional.) The **diary** *(subject)* **tells** *(verb)* a personal story; *(asyndeton)* **it** *(subject)* also **is** *(verb)* a historic record.

Mechanics Знаки препинания

В сложносочинённом предложении в английском языке перед союзом ставится **запятая**. Если имеет место бессоюзная связь, ставится **точка с запятой**.

Unit 25

Complex Sentences Сложноподчинённые предложения

Предложения в английском языке могут классифицироваться по типу придаточных предложений, которые они в себя включают.

Виды предложений в английском языке по типу содержащихся в них придаточных предложений

Sentence Type Тип предложения	Clauses Придаточные предложения	Examples Примеры
simple простое	одно независимое	Some **farms** *are expending*.
compound сложносочинённое	два или более независимых	Some **farms** *are expending*, but fewer **farms** *exist*.
complex слож-ноподчинённое	одно независимое и одно или два придаточных	While some **farms** *are expending*, other farms *must economize*.

Придаточное предложение может предшествовать главному предложению, прерывать его или следовать за ним в сложноподчинённом предложении. Большая часть придаточных предложений в начале или в середине предложения выделяется на письме **запятыми.**

<u>Wherever you look</u>, fewer farmers are producing more food.

Fewer farmers, <u>wherever you look</u>, are producing more food.

Fewer farmers are producing more food <u>wherever you look</u>.

Союзы в сложноподчинённых предложениях

after после	be-cause потому что	sinc e так как; с тех пор, как	when когда	wher-ever где бы то ни было
al-though (though) хотя	be-fore пе-ред	unl ess ес-ли не	when-ever когда бы то ни было	while в то вре-мя как
as так как	if (whether) если	un-til до	where где	

Некоторые из союзов могут выступать в качестве предлогов. Сравните:

Preposition: **since the improvements**

Subordinating Conjunction: **since the improvement**

GLOSSARY

Parts of Speech

noun = n существитель-ное	*adverb = adv* наречие
pronoun = pron местоиме-ние	*preposition = prep* пред-лог
verb = v глагол	*conjunction = conj* союз
adjective = adj прилага-тельное	*interjection = int* междо-метие

A

abbreviation, *n* 1 сокращение 2 аббревиатура

ability, *n* 1 способность 2 возможность 3 умение

a bit немного

about, *prep* 1 о 2 об 3 около 4 по 5 относительно 6 у

above, *prep* 1 над 2 больше 3 сверх 4 до

abrasion, *n* 1 стирание 2 трение

abroad, *adv* 1 за границу 2 за границей

absence, *n* 1 отсутствие 2 недостаток 3 неявка

absolutely right абсолютно верно

abstract, *n* 1 аннотация 2 резюме 3 абстракция

a beauty counselor врач-консультант в институте красоты

accept, *v* 1 принимать 2 признавать 3 соглашаться 4 брать

acceptable, *adj* 1 подходящий 2 допустимый 3 при-емлемый 4 угодный 5 приятный
6 желанный

accessories, *n* 1 аксессуары 2 арматура 3 приспособ-ление

accident, *n* 1 авария 2 случайность 3 несчастный случай 4 катастрофа

accommodation, *n* 1 помещение 2 жильё 3 стол и ночлег 4 приют 5 убежище 6 ссуда
7 соглашение

accomplish, *v* 1 совершать 2 выполнять 3 достигать 4 осуществлять

account, *n* 1 счёт 2 расчёт 3 отчёт 4 сообщение

accountant, *n* бухгалтер

accounting, *n* 1 учёт 2 отчётность 3 расчёт

across, *prep* 1 через 2 сквозь

accuracy, *n* 1 точность 2 правильность 3 тщательность 4 аккуратность

accurately, *adv* 1 точно 2 правильно 3 тщательно 4 аккуратно

accuse, *v* обвинять

accustom, *v* 1 привыкать 2 приучать

achieve, *v* 1 достигать 2 добиваться 3 выполнять 4 проводить до конца

achievement, *n* 1 достижение 2 успех 3 выполнение 4 подвиг

achieve the goal достичь цели

action, *n* 1 действие 2 деятельность

activate, *v* 1 активировать 2 активизировать 3 включать

activity, *n* 1 деятельность 2 активность

actual, *adj* 1 фактический 2 действительный 3 актуальный 4 настоящий

actually, *adv* 1 фактически 2 действительно 3 на самом деле

actuate, *v* 1 приводить в действие 2 приводить в движение 3 запускать

adapt, *v* 1 адаптировать 2 приспосабливать

add, *v* 1 добавлять 2 складывать 3 прибавлять

addition, *n* 1 добавление 2 дополнение 3 сложение

additional, *adj* 1 дополнительный 2 добавочный

additional expense дополнительные расходы

address, *n* адрес

addressee, *n* 1 адресат 2 получатель

adic, *adj* адический

adjacent, *adj* 1 смежный 2 соседний 3 прилегающий 4 примыкающий

adjacent pair смежная пара

adjective, *n* прилагательное

adjective clause придаточное предложение, содержащее прилагательное в роли определения

adjective phrase фраза, содержащая прилагательное в роли определения

adjust, *v* 1 регулировать 2 корректировать 3 настраивать 4 устанавливать

administrator, *n* администратор

admission, *n* 1 приём 2 допуск 3 признание 4 принятие

adopt, *v* 1 принимать 2 утверждать 3 усваивать

adoption, *n* 1 принятие 2 утверждение 3 заимствование 4 выбор

adult, *n* взрослый человек 2 совершеннолетний

advance, *n* 1 продвижение 2 аванс 3 прогресс 4 наступление

advanced, *adj* 1 передовой 2 усовершенствованный 3 продвинутый

advantage, *n* 1 преимущество 2 польза 3 превосходство

adventure, *n* 1 приключение 2 авантюра 3 предприятие 4 риск

adverb, *n* наречие

adverb clause адвербиальное придаточное предложение

adverb phrase адвербиальная фраза

adversary, *n* 1 противник 2 враг 3 неприятель 4 соперник

advertisement = ad, *n* 1 реклама 2 объявление

advertise, *v* 1 рекламировать 2 объявлять 3 афишировать

advertiser, *n* 1 рекламодатель 2 газета с объявлениями

advertising, *n* 1 реклама 2 размещение рекламы 3 размещение объявлений

advertising firm рекламная фирма

adventurous, *adj* 1 авантюрный 2 предприимчивый 3 смелый 4 отважный 5 рискованный

advise, *v* 1 консультировать 2 советовать 3 рекомендовать 4 информировать

advisory, *adj* 1 консультативный 2 консультационный 3 совещательный

aerial, *n* антенна, *adj* 1 воздушный 2 авиационный 3 эфирный

aesthetic effect эстетический эффект

affect, *v* 1 влиять 2 затрагивать 3 воздействовать 4 оказывать влияние

after, *adv* 1 после 2 спустя 3 вслед 4 затем 5 потом 6 впоследствии 7 следом

afterward, *adv* 1 впоследствии 2 позже

afterwards, *adv* 1 потом 2 впоследствии 3 позже

a few, *adv* несколько, *adj* немногочисленный

again, *adv* 1 снова 2 вновь 3 опять 4 ещё раз

age, *n* возраст

aged, *adj* 1 старый 2 старческий

agency, *n* 1 агентство 2 учреждение 3 организация 4 представительство 5 посредничество

agree, *v* соглашаться

agreeable, *adj* 1 приятный 2 согласный 3 приемлемый 4 милый 5 соответствующий

ahead, *adv* 1 вперёд 2 впереди

aid, *n* 1 помощь 2 поддержка 3 содействие

air, *n* воздух

air flight авиаперелёт

airline reservations бронирование авиабилетов

airplane, *n* 1 самолёт 2 аэроплан

air pollution, *n* загрязнение воздуха

airport, *n* 1 аэропорт 2 иллюминатор

alarm, *n* 1 тревога 2 сигнал тревоги 3 сигнализатор

alarm clock, *n* будильник

alarming, *adj* тревожный

Alaska, *n* Аляска

ale, *n* 1 эль 2 пиво

allergologist, *n* аллерголог

alert, *n* 1 тревога 2 сигнал тревоги 3 состояние боевой готовности

algorithm, *n* 1 алгоритм 2 метод 3 правило

all, *pron* 1 все 2 вся

alone, *adj* 1 один 2 одинокий 3 отличный от других

allocate, *v* 1 выделять 2 ассигновать 3 распределять 4 размещать

5 предоставлять 6 назначать

allow, *v* 1 позволять 2 разрешать 3 допускать

almost, *adv* 1 почти 2 едва не

alone, *adj* 1 один 2 одинокий

along with, *adv* вместе

aloof, *adj* 1 равнодушный 2 надменный 3 отчуждённый

a lot of, *adv* много

already, *adv* уже

also, *adv* 1 также 2 тоже

alter, *v* 1 изменять 2 менять 3 переделывать

alternatively, *adv* поочерёдно

although, *adv* 1 несмотря на 2 если бы даже

although, *conj* 1 хотя 2 если бы даже 3 несмотря на то, что

ambiguity, *n* 1 двусмысленность 2 неопределён-ность

ambiguous, *adj* 1 неопределённый 2 двузначный

American Indians американские индейцы

amateur, *adj* любительский

among, *prep* 1 среди 2 между 3 в числе

amount, *n* 1 количество 2 сумма 3 итог

amount of pressure количество давления, сжатия

amount of work объём работы

amplifier, *n* усилитель

amyotrophic lateral sclerosis 1 боковой амиотро-фический склероз 2 болезнь Шарко

analogue, *n* 1 моделирующая система 2 модели-рующее устройство 3 аналог

analyze, *v* анализировать

analyzer, *n* анализатор

analyzing cluster аналитический блок

ancestor, *n* предок

ancient, *adj* 1 древний 2 старинный 3 античный 4 старый

and, *conj* 1 и 2 а

angry, *adj* сердитый

angular, *adj* 1 угловатый 2 неловкий 3 худой 4 кост-лявый 5 чопорный

animal, *n* животное

animal camouflage маскировка животных

announce, *v* 1 объявлять 2 сообщать

announcement, *n* 1 объявление 2 сообщение 3 анонс 4 уведомление 5 извещение

annoy, *v* 1 досаждать 2 раздражать 3 сердить

annual, *adj* 1 ежегодный 2 годовой 3 однолетний 4 периодический

annually, *adv* 1 ежегодно 2 раз в год

another, *adj* 1 другой 2 иной 3 подобный

answer, *v* отвечать

anteater, *n* муравьед

antecedence, *n* предшествование

antecedent, *n* предшественник

anthropologist, *n* антрополог

antihypertensive, *adj* 1 гипотензивный 2 противоги-пертонический

antique, *adj* античный

antivirus, *n* антивирус

any, *pron* 1 любой 2 какой-либо 3 всякий

any of them любой из них

anyone, *pron* кто-нибудь

anything, *pron* 1 что-нибудь, что-либо (в вопроси-тельных предложениях) 2 ничто (в отрицательных предложениях)

anywhere, *adv* 1 где-нибудь 2 куда-нибудь 3 везде

apart, *adv* 1 отдельно 2 на части 3 обособленно 4 врозь

apartment, *n* 1 квартира 2 апартамент 3 комната

ape, *n* обезьяна

áperture, *n* щель

áperture, *adj* щелевидный

apologize, *v* 1 приносить извинения 2 просить прощения

apparat, *n* аппарат

appear, *v* 1 появляться 2 казаться

appetizer, *n* закуска

apple, *n* яблоко

application, *n* 1 приложение 2 применение 3 заявление 4 заявка

application form, *n* 1 анкета 2 бланк заявления 3 бланк заявки

application program прикладная программа

applied, *adj* 1 прикладной 2 приложенный

Applied Computer Science in Economics прикладная информатика в экономике

Applied Mathematics in Computer Science прикладная математика в информатике

apply, *v* 1 применять 2 использовать

appointment, *n* 1 назначение, определение 2 место, должность, пост 3 деловое свидание
4 условленная встреча, приём

appreciate, *v* 1 ценить 2 оценивать 3 понимать

approach, *n* 1 подход 2 подступ 3 приближение

approach, *n* 1 приближаться 2 подходить

appropriate, *adj* 1 подходящий 2 соответствующий

approve, *v* одобрять

apricot, *n* абрикос

are/there are есть, имеются

arbitrary, *adj* произвольный

arch, *n* 1 дуга 2 арка 3 свод 4 прогиб

archaic, *adj* 1 архаичный 2 архаический 3 устарелый

archery, *n* 1 стрельба из лука 2 отряд стрелков из лука

architecture, *n* архитектура

area, *n* 1 область 2 площадь 3 район 4 зона 5 сфера 6 участок 7 территория

argue, *v* 1 утверждать 2 спорить 3 доказывать 4 аргументировать

arguable, *adj* 1 спорный 2 доказуемый

argument, *n* 1 аргумент 2 довод 3 спор 4 параметр 5 аргументация

arise (arose, arisen), *v* 1 возникать 2 появляться 3 являться результатом

Arizona, *n* Аризона

armful, *n* большое количество

arrange, *v* 1 устраивать 2 классифицировать 3 размещать 4 урегулировать

arrange the time согласовать время

array, *n* 1 массив 2 множество 3 ряд 4 блок 5 матрица 6 решётка 7 таблица

arrive, *v* 1 прибывать 2 приезжать 3 достигать

arrival, *n* 1 прибытие 2 приезд 3 приход

arrive in, *v* прибыть в

arrive at, *v* прийти к

around, *adv* 1 вокруг 2 около 3 кругом 4 вблизи

art, *n* 1 искусство 2 художество 3 мастерство

art collection коллекция произведений искусства

article, *n* 1 статья 2 пункт 3 соглашение 4 артикль

artificial, *adj* искусственный

ascend, *v* 1 возрастать 2 подниматься

as a rule как правило

Asia, *n* Азия

ask, *v* спрашивать

asleep, *adj* спящий

as long as, *conj* 1 поскольку 2 при условии 3 до тех пор

as much as, *adv* сколько

aspect, *n* 1 внешний вид 2 выражение 3 сторона 4 аспект

assemble, *v* собрать

asset, *n* 1 ресурс 2 актив 3 основное средство

assert, *v* утверждать

assertion, *n* утверждение

assign, *v* 1 назначать 2 присваивать 3 передавать

assignment, *n* 1 назначение 2 распределение 3 задание 4 присвоение

assist, *v* 1 помогать 2 содействовать

assistant, *n* 1 помощник 2 ассистент

associate, *v* ассоциировать

as soon as, *conj* 1 как только 2 не позже

as soon as possible 1 как можно скорее 2 как можно раньше 3 при первой возможности

as the means of в качестве средства

as though, *conj* 1 как будто 2 если бы 3 будто

as well, *adv* 1 также 2 кроме того 3 с таким же успехом

as well as, *adv* 1 а также 2 также как и 3 в дополнение

as you know как вы знаете

at all, *adv* 1 вообще 2 совсем 3 совершенно 4 вовсе не

at first, *adv* 1 вначале 2 сначала 3 поначалу 4 сперва

athletic team атлетическая команда

at home, *adv* дома

in hotel 1 в гостинце 2 в отеле

Atlantic ocean, *n* Атлантический океан

at last, *adv* 1 наконец 2 напоследок

at least, *adv* 1 по крайней мере 2 по меньшей мере

at night, *adv* вечером

at once, *adv* 1 сразу 2 тотчас 3 в то же время 4 вместе с тем

at one time, *adv* 1 некогда 2 в прошлом

at other times в другое время

at the beginning, *adv* в начале

at the end, *adv* в конце

at the street crossing на перекрёстке

attach, *v* 1 прикреплять 2 присоединять 3 придавать

attend, *v* посещать 2 присутствовать

attention, *n* 1 внимание 2 внимательность 3 забота 4 уход

attitude, *n* 1 отношение 2 подход 3 позиция 4 мироощущение

attractive, *adj* 1 привлекательный 2 притягательный 3 заманчивый

audience, *n* 1 публика 2 зрители 3 аудитория 4 слушатели

audit, *n* 1 проверка 2 ревизия 3 аудит

Australian Aborigines австралийские аборигены

author, *n* автор

auto, *adj* автоматический

automation, *n* автоматизация

automatically, *adv* автоматически

availability, *n* 1 наличие 2 доступность 3 готовность 4 пригодность 5 полезность

available, *adj* 1 доступный 2 имеющийся 3 пригодный

available source доступный источник

avenue, *n* 1 проспект 2 авеню 3 путь 4 аллея 5 широкая улица

average, *adj* 1 средний 2 обычный 3 нормальный

avoid, *v* избегать

avoid any excitement избежать любого волнения

awareness, *n* 1 осознание 2 осведомлённость 3 понимание

ax, *n* топор

axis (*pl.* axis, axes), *n* ось координат

B

bachelor, *n* 1 бакалавр 2 холостяк

back, *n* 1 спина 2 обратная сторона

background, *n* 1 фон 2 происхождение 3 предпосылка 4 образование 5 квалификация

background information справочная информация

back up, *v* 1 поддерживать 2 давать задний ход

back up of data резервное копирование данных

backwards, *adv* 1 назад 2 обратно 3 наоборот 4 задом наперёд 5 в обратном направлении

bacon, *n* бекон

bag, *n* 1 мешок 2 сумка 3 чемодан

bagpipe, *n* волынка

bait, *n* 1 приманка 2 наживка 3 искушение

bake, *v* печь

baker, *n* 1 пекарь 2 булочник

bakery, *n* 1 булочная 2 пекарня

balance sheet (B/S) 1 баланс 2 балансовый отчёт

Baltic herring, *n* салака

ban, *v* 1 запрещать 2 блокировать

banana, *n* банан

bandleader, *n* руководитель оркестра

bandwidth-hungry пропускная способность

bank card банковская карта

bank services, *n* банковские услуги

bar, *n* 1 бар 2 полоса 3 стержень 4 панель 5 планка 6 штанга

barbecue, *n* 1 барбекю 2 пикник

bark, *n* 1 кора 2 лай

baseball, *n* бейсбол

base, *n* 1 база 2 основа 3 основание 4 базис

basic component основной компонент

basic meaning основной смысл

basic streams operations основные потоки операций

basketball, *n* баскетбол

batter, *n* 1 отбивающий мяч 2 жидкое тесто 3 уклон 4 кляр 5 уступ 6 откос

battery, *n* 1 аккумулятор 2 батарея 3 батарейка

battle, *n* 1 битва 2 сражение

be able быть в состоянии

beach, *n* 1 пляж 2 взморье 3 отмель 4 берег моря

beachfront, *adj* пляжный

bean, *n* боб

bear, *n* медведь

beard, *n* 1 борода 2 растительность на лице

bear grease медвежья печёнка

beautiful, *adj* 1 красивый 2 прекрасный 3 превосходный

beautify, *v* украшать

be aware of 1 сознавать 2 знать

because, *prep* 1 потому что 2 так как

become (became, become), *v* 1 стать 2 становиться

become like, *n* уподобляться

become lower снижаться

bed, *n* 1 кровать 2 постель 3 клумба 4 гряда

beef, *n* говядина

beer, *n* пиво

beetroot, *n* свёкла

before, *prep* 1 до 2 перед

behave, *v* вести себя

behaviour, *n* поведение

be impressed by something находиться под впечатлением чего-либо

beg, *v* 1 просить 2 умолять 3 упрашивать

begin (began, begun), *v* начинать

beginning, *n* начало

be in a hurry, *v* 1 спешить 2 торопиться

be interested in something быть заинтересованным в чём-либо

be keen on, *v* сильно желать

be late 1 опаздывать 2 запоздать

belief, *n* 1 вера 2 убеждение 3 мнение

believe, *v* 1 верить 2 полагать 3 думать 4 предполагать

belong, *v* 1 принадлежать 2 относиться 3 находиться

below, *adv* 1 ниже 2 внизу

belt, *n* 1 ремень 2 пояс

benefit, *n* 1 польза 2 выгода 3 прибыль

be ready быть готовым

beside, *prep* 1 рядом 2 возле 3 около

besides, *adv* 1 кроме 2 помимо 3 кроме того 4 сверх того

best, *adj* лучший

be surprised (at) удивляться

better, *adv* 1 лучше 2 больше 3 полностью 4 основательно

between, *prep* между

be up, *v* 1 встать 2 подняться 3 происходить

biased, *adj* 1 пристрастный 2 лицеприятный 3 тенденциозный

biathlon, *n* биатлон

bibliography, *n* библиография

bicycle, **bike** *n* велосипед

bid, *n* 1 предлагаемая цена 2 захват канала связи

bid (bade, bid, bidden, bid), *v* претендовать

bidirectional processing двунаправленная обработка

big, *adj* 1 большой 2 крупный 3 высокий 4 широкий 5 громкий

bilateral, *adj* двусторонний

bill business, *n* операция с векселями

billow, *v* 1 вздыматься 2 волноваться

biographical, *adj* биографический

biology, *n* биология

bionic, *adj* 1 бионический 2 бионный

bionic medicine бионная медицина

bird, *n* птица

birthday, *n* день рождения

biscuit, *n* 1 печенье 2 галета

bit, *n* 1 небольшое количество 2 кусочек 3 частица

bitter, *adj* горький

bitterly**,** *adv* горько

biweekly каждые две недели

black, *adj* чёрный

black holes in space чёрные дыры в космосе

blame, *v* 1 обвинять 2 порицать 3 считать виновным

blank space, *n* пробел

blazer, *n* 1 спортивная куртка 2 клубный пиджак 3 блейзер

blend, *v* 1 смешиваться 2 сочетаться 3 гармонировать

blighty, *adj* отечественный

blind, *adj* слепой

blood, *n* кровь

blood pressure, *n* кровяное давление

blouse, *n* 1 блузка 2 кофта

blue, *adj* 1 синий цвет 2 голубой цвет

board of education 1 Совет по образованию 2 местный отдел народного образования 3 Министерство просвещения

boat, *n* 1 лодка 2 шлюпка 3 корабль 4 судно

bode, *n* герольд

bodily, *adj* 1 телесный 2 физический 3 соматический

body, *n* 1 тело 2 корпус 3 организация 4 группа 5 комплекс 6 совокупность

body of supporting paragraphs совокупность абзацев, развивающих основную мысль

boil, *v* кипятить

bolt, *n* болт

bone, *n* кость

bonnet, *n* 1 капот 2 крышка

bony, *adj* 1 костистый 2 костлявый

book, *n* книга

bookcase, *n* 1 книжный шкаф 2 этажерка 3 книжная полка

book jacket суперобложка

book-keeping бухгалтерский учёт

booklet, *n* 1 буклет 2 брошюра

boot, *n* 1 ботинок 2 сапог 3 багажник

boot sector загрузочный сектор

bootable, *adj* загрузочный

bootmaker, *n* сапожник

border, *n* 1 граница 2 край 3 бордюр

bore, *v* 1 скука 2 скважина 3 диаметр

borrow, *v* 1 заимствовать 2 занимать 3 брать в долг 4 брать ссуду

borrowed fact заимствованный факт

borrowed word заимствованное слово

both, *pron* оба

both … and, *conj* 1 как …, так и… 2 и … и 3 и к тому же

bother, *v* 1 надоедать 2 беспокоить

bottle, *n* бутылка

bottom, *n* 1 дно 2 нижняя часть 3 основание

bottom of page внизу страницы

bounce, *v* 1 отскакивать 2 хвастать

bound, *n* 1 граница 2 ограничение 3 предел

boundary, *n* 1 граница 2 предел 3 черта 4 порог

bountiful, *adj* 1 обильный 2 щедрый 3 достаточный

boutique, *n* 1 бутик 2 небольшой дорогой магазин

bow, *n* лук

bowl, *n* 1 миска 2 чаша 3 ваза

box, *n* 1 коробка 2 ящик 3 бокс

boxing, *n* 1 бокс 2 упаковка

box of chocolates коробка конфет

boy, *n* мальчик

brag, *v* хвастать

Braille, *n* шрифт Брайль (для слепых)

brake, *n* 1 тормоз 2 тормозное устройство

brakes, *n* тормоза

brave, *adj* храбрый

bread, *n* хлеб

break (broke, broken), *v* ломать, разбивать

break down, *v* 1 разрушать 2 разделить

breakfast, *n* завтрак

breath, *n* дыхание

breathe, *v* дышать

breezy, *adj* свежий

brew, *v* 1 заваривать 2 настояться 3 варить пиво

bridge, *n* мост

brief, *adj* 1 краткий 2 короткий 3 недолгий

bright, *adj* яркий

brightly, *adv* ярко

bring (brought, brought), *v* 1 приносить 2 доводить 3 приводить

bring back 1 приносить обратно 2 вернуть 3 напоминать

bring under 1 подчинять 2 осваивать 3 заносить 4 включать

brisket, *n* грудинка

British Isles Британские острова

broad, *adj* широкий

broad enough достаточно широкий

broadcast, *v* 1 радиовещание 2 телепередача

broad, *adj* 1 широкий 2 обширный

broaden, *v* расширять

brochure, *n* брошюра

Brooklyn Bridge Бруклинский мост

broth, *n* бульон

brother, *n* 1 брат 2 собрат 3 земляк

brown, *adj* коричневый

brown bread чёрный хлеб

brownish, *adj* коричневатый

browser, *n* 1 браузер 2 программа просмотра

browser's layout engine движок браузера

browsing, *n* просмотр

brush, *v* чистить 2 причёсывать

bucket, *n* ведро

buckwheat, *n* греча

buffer, *n* буфер

buffer pool буферный пул

build (built, built), *v* строить

builder, *n* строитель

building, *n* 1 строение 2 строительство 3 построение 4 сооружение

building site 1 строительная площадка 2 место для строительства

3 строительный объект 4 постройка

Bulgaria, *n* Болгария

bulletin board, *n* доска объявлений

bullion, *n* 1 слиток 2 золотой слиток 3 серебряный слиток

bumper, *n* 1 бампер 2 буфер 3 амортизатор

bun, *n* 1 булочка 2 плюшка

burden, *n* 1 ноша 2 тяжесть 3 груз 4 бремя

burn (burnt, burnt), *v* 1 гореть 2 сжигать

bus, *n* 1 автобус 2 пассажирский автомобиль 3 омнибус 4 шина

business, *n* 1 бизнес 2 дело 3 предприятие 4 компания 5 предпринимательство

business manager 1 коммерческий директор 2 управляющий делами

3 заведующий коммерческой частью

busy, *adj* 1 занятый 2 деятельный

but, *conj* но

butcher's shop мясной магазин

butter, *n* сливочное масло

button, *n* 1 кнопка 2 пуговица

buy (bought, bought), *v* покупать

bygone, *adj* 1 прошлый 2 пережитый; *n* 1 прошлое 2 пережитое 3 прошлые обиды

by air самолётом

by bus автобусом

by car на легковом автомобиле

by default по умолчанию

by humans людьми

by means of, *prep* 1 посредством 2 путём 3 при помощи

by nature 1 по природе 2 от рождения

by sea морем

by telephone по телефону

by the fire 1 у огня 2 у камина

by the tally на счёт

by train поездом

by water водным путём

C

cabbage, *n* кочанная капуста

cable, *n* 1 кабель 2 провод 3 канат 4 трос

café, *n* кафе

cake, *n* 1 торт 2 пирожное 3 кекс 4 пряник

calculation, *n* 1 вычисление 2 расчёт 3 счёт

calculating operation арифметическая счётная операция

California, *n* Калифорния

call, *v* 1 называть 2 вызывать 3 звонить по телефону

callisthenics, *n* 1 ритмическая гимнастика 2 физическая подготовка

call number, *n* шифр

calm, *adj* спокойный

camouflage, *n* маскировка

camping, *n* кемпинг

camping trip поход

can, *v* может

cane, *n* 1 тростник 2 трость 3 палка 4 камыш 5 сахарный тростник

can not stand не могу выносить

canvas, *n* холст, полотно

capability, *n* способность

capable, *adj* способный

capital, *n* 1 капитал 2 столица 3 заглавная буква

capital letter прописная буква

capital stock, *n* 1 капитал 2 основной капитал 3 акционерный капитал

car, *n* легковой автомобиль

carafe, *n* графин

cardigan, *n* 1 кардиган 2 джемпер 3 вязаный жилет или жакет

cardiologist, *n* кардиолог

care, *n* 1 уход 2 забота 3 внимание 4 осторожность

careful, *adj* 1 осторожный 2 внимательный 3 заботливый 4 аккуратный

carefully, *adv* 1 осторожно 2 внимательно 3 заботливо 4 аккуратно

card, *n* карта

caribou, *n* карибу

carpet, *n* ковёр

carrot, *n* морковь

carry, *n* 1 перенос 2 переноска; *v* 1 нести 2 проводить 3 переносить
4 передавать

carry out, *v* 1 осуществлять 2 выполнять 3 проводить

cascade, *n* 1 каскад 2 водопад

case, *n* 1 случай 2 дело 3 место 4 корпус

cast off, *v* 1 бросать 2 отваливать 3 закончить работу 4 покидать 5 отдавать

casual, *adj* 1 случайный 2 повседневный 3 небрежный 4 непостоянный

catalogue, *n* 1 каталог 2 перечень 3 список 4 справочник

catch (caught, caught), *v* 1 ловить 2 поймать 3 схватить 4 догнать

catch up, *v* 1 нагнать 2 поднять 3 подхватить 4 прерывать 5 догнать в чём-либо

cattle, *n* крупный рогатый скот

cauliflower, *n* цветная капуста

cause, *n* причина

cave, *n* 1 пещера 2 полость

celebrate, *v* 1 праздновать 2 чествовать 3 прославлять

celebration, *n* 1 празднование 2 чествование 3 торжества

centre, *n* 1 центр 2 средоточие 3 середина

century, *n* 1 век

cephalea, *n* сильная головная боль

cereal, *n* 1 каша 2 хлебный злак

cerebral palsy мозговой паралич

cerebral palsy victim жертва церебрального паралича

certain, *adj* 1 определённый 2 некоторый 3 несомненный

certain goods определённые товары

certainly, *adv* 1 конечно 2 несомненно

certificate, *n* 1 сертификат 2 аттестат 3 свидетельство 4 удостоверение

chain, *n* 1 цепь 2 сеть 3 последовательность 4 система 5 связь

chair, *n* 1 стул 2 кресло 3 председатель 4 кафедра

challenge, *n* 1 вызов 2 требование 3 сложная задача, сложная проблема **challenge**, *v* 1 вызывать 2 оспорить 3 требовать 4 ставить под вопрос

championship, *n* 1 чемпионат 2 первенство

change, *v* 1 изменять 2 менять 3 заменять 4 сделать пересадку

chaperon, *v* сопровождать

character, *n* 1 знак 2 символ

character input/output – I/O символ вода/вывода

charge, *n* 1 цена 2 плата 3 ответственность 4 сбор 5 расход 6 платёж

chart, *n* 1 график 2 диаграмма 3 карта 4 таблица 5 схема 6 чертёж

chat, *n* 1 чат 2 беседа

check, *n* 1 проверка 2 чек 3 контроль 4 осмотр

check code проверить код

checking, *n* 1 сверка 2 контроль 3 ревизия

checklist, *n* 1 контрольный список 2 перечень 3 контрольный лист

cheerful, *adj* бодрый, приветливый

chemicals, *n* химические препараты

cheese, *n* сыр

chew, *v* 1 жевать 2 размышлять 3 обдумывать

chicken, *n* цыплёнок

chief, *n* начальник

chief of staff начальник штата (персонала)

child, *n* ребёнок

childhood, *n* детство

children, *n* дети

chin, *n* подбородок

Chinese, *adj* китайский

chocolate, *n* шоколад

chocolates, *n* шоколадные конфеты

choice, *n* 1 выбор 2 альтернатива 3 пункт меню

choose (chose, chosen), *v* выбрать

chorus, *n* 1 хор 2 припев 3 рефрен 4 кордебалет

chronological order хронологический порядок

cigarette, *n* 1 сигарета 2 папироса

circle, *n* 1 окружность 2 сфера 3 круг 4 область

circulation, *n* 1 круговорот 2 циркуляция

circumference, *n* 1 окружность 2 периметр 3 объём 4 предел 5 циркумференция

circumstance, *n* обстоятельство

cite, *v* 1 ссылаться 2 цитировать 3 перечислять

citing, *n* цитирование

cite with note цитируется с примечанием

city, *n* крупный город

civil, *adj* 1 гражданский 2 штатский

Civil War гражданская война

clarify, *v* 1 делать прозрачным 2 делать ясным 3 вносить ясность

clause, *n* 1 статья 2 пункт 3 предложение, являющееся частью сложного предложения

clear, *adj* 1 ясный 2 очевидный 3 понятный 4 чистый

clearly, *adv* 1 ясно 2 очевидно 3 несомненно 4 конечно

cleanup, *n* уборка

click, *n* щелчок

click, *v* 1 щёлкать 2 точно подходить

click on the starter нажать на стартёр

climate, *n* климат

climb, *v* 1 подниматься 2 карабкаться 3 влезать

clock, *n* 1 часы 2 циферблат

clone devices клонировать устройства

close, *v* 1 закрывать 2 заканчивать

close, *adj* 1 близкий 2 закрытый

closing, *n* 1 закрытие 2 замыкание

closure, *n* 1 закрытие 2 затвор 3 завершение 4 смыкание

cloth, *n* 1 ткань 2 сукно 3 холст 4 бумажная материя 5 скатерть 6 полотно

clothes, *n* 1 одежда 2 платье 3 постельное бельё

cluster, *n* 1 кластер 2 группа

clutch, *n* сцепление

coach, *n* 1 автобус 2 вагон 3 экипаж 4 тренер

coach tour автобусная экскурсия

coast, *n* 1 побережье 2 берег

coastal area прибрежный район

coastal water прибрежные воды

coat, *n* 1 пиджак 2 пальто

code, *n* 1 код 2 шифр

code, *v* 1 кодировать 2 шифровать

coffee, *n* кофе

coherence, *n* 1 согласованность 2 связность 3 связь 4 сцепление

coherent, *adj* 1 связный 2 понятный 3 последовательный 4 когерентный

coin, *n* монета

cold, *adj* холодный

collaboration, *n* 1 сотрудничество 2 совместная работа

collaboration tools инструменты для совместной работы

collar, *n* воротник

collateral, *n* 1 залог 2 обеспечение 3 дополнительное обеспечение

collect, *v* собирать

collection, *n* 1 коллекция 2 сбор

collective payment коллективная оплата

colon, *n* двоеточие

come back, *v* 1 возвратиться 2 обрести прежнюю форму

comfort, *n* 1 комфорт 2 уют

comfortable, *adj* 1 удобный 2 комфортабельный 3 уютный

come home вернуться домой

come up, *v* 1 подойти 2 возникать 3 достигать 4 приезжать

comic, *adj* 1 комический 2 юмористический 3 смешной 4 комедийный

comma, *n* запятая

command, *n* 1 команда 2 приказ

comment, *n* 1 комментарий 2 замечание 3 отзыв 4 примечание

commercial, *n* 1 реклама 2 коммерческая радиопередача 3 коммивояжёр

commercial, *adj* 1 коммерческий 2 торговый 3 промышленный 4 рыночный

commercial distribution firm коммерческая сбытовая фирма

committee, *n* 1 комитет 2 комиссия 3 группа

common, *adj* общий

common introductory words общеизвестные вводные слова

common knowledge 1 общеизвестность 2 обычные познания

commonly, *adv* обычно

common method распространённый метод

communicate, *v* 1 общаться 2 сообщить 3 передавать 4 информировать

communication, *n* 1 связь 2 коммуникация 3 сообщение 4 общение 5 передача

communication cost стоимость связи

communication facilities средства связи

company, *n* компания

compare, *v* сравнить

compare prices 1 сравнивать цены 2 сравнить цены

comparison, *n* 1 сравнение 2 сопоставление

compatible, *n* 1 совместимый 2 сочетаемый 3 сходный

compel, *v* 1 заставлять 2 принуждать 3 вынуждать 4 добиваться 5 подчинять

compelling, *adj* 1 убедительный 2 неотразимый 3 непреодолимый

competitive, *adj* 1 соперничающий 2 конкурирующий

competitive advantage, *n* конкурентное преимущество

compiled file скомпилированный файл

compiler, *n* 1 компилятор 2 составитель

complementary, *adj* дополнительный

complete, *adj* 1 полный 2 совершенный 3 законченный 4 абсолютный

complexion, *n* цвет лица

complexity, *n* сложность

complete, *v* 1 дополнять 2 завершать 3 заканчивать

complete, *adj* 1 полный 2 совершенный 3 законченный 4 абсолютный

completely, *adv* 1 совершенно 2 полностью 3 всецело

compliant, *adj* 1 согласующийся 2 удовлетворяющий 3 соответствующий

complicate, *v* усложнять

complication, *n* 1 сложность 2 осложнение

component, *n* 1 компонент 2 часть 3 деталь 4 составной элемент

compose, *v* 1 формировать 2 формулировать

comprehension, *n* 1 понимание 2 включение 3 постижение 4 осознание

comprehensive, *adj* 1 объемлющий 2 охватывающий 3 всесторонний

compress, *v* 1 сдавливать 2 сжимать

compression, *n* 1 сжатие 2 сдавливание 3 компрессия

comprise, *v* 1 включать 2 содержать 3 вмещать 4 образовывать 5 входить в состав

compute, *v* 1 считать 2 вычислять 3 подсчитывать 4 делать выкладки

computation, *n* 1 вычисление 2 выкладка 3 расчёт

computer, *n* 1 компьютер 2 ЭВМ − электронно-вычислительная машина

3 вычислитель 4 счётчик 5 счётно-решающее устройство 6 электронный калькулятор

computer engineering 1 вычислительная техника 2 конструирование ЭВМ 3 разработка ЭВМ

computer memory память компьютера

computer reading компьютерное чтение

computer science, *n* информатика

computer synthesizer компьютерный синтезатор

computer technology компьютерные технологии

conceal, *v* 1 скрывать 2 прятать

concede, *v* 1 признавать 2 уступать 3 соглашаться 4 допускать 5 предоставлять

concert, *n* 1 концерт 2 согласие 3 договорённость 4 сговор 5 соглашение

concise, *adj* 1 краткий 2 сжатый 3 чёткий 4 выразительный 5 немногословный

conclude, *v* 1 заключать 2 выводить 3 завершать 4 заканчиваться

concluding paragraph заключительный абзац

conclusion, *n* заключение

condition, *n* условие

conduct an interview проводить интервью

conduct negotiations вести переговоры

conduct tour провести тур

confectionery, *n* 1 кондитерская 2 кондитерские изделия

confidence, *n* 1 доверие 2 уверенность

confirmation, *n* подтверждение

conflict, *n* 1 конфликт 2 столкновение 3 противоречие

confusion, *n* 1 беспорядок 2 смешение 3 путаница 4 замешательство 5 смятение

connect, *v* 1 соединять 2 подключать 3 ассоциировать

connecting, *adj* 1 соединяющий 2 соединительный 3 связующий

connection, *n* 1 связь 2 соединение 3 подключение

connotation, *n* 1 коннотация 2 дополнительное значение 3 сопутствующее значение

conquer, *v* 1 завоёвывать 2 подчинять 3 покорять 4 побеждать 5 преодолевать

conscience, *n* 1 совесть 2 сознание

conscientious, *adj* 1 добросовестный 2 сознательный 3 честный 4 совестливый

consensus, *n* 1 консенсус 2 согласие 3 единодушие 4 согласованность

consequently, *adv* 1 следовательно 2 поэтому 3 в результате

consider, *v* 1 рассматривать 2 обсуждать 3 полагать

considerable, *adj* значительный

consist of, *v* состоять из

constraint, *n* ограничение

construct, *n* конструкт

construction, *n* 1 конструкция 2 построение 3 истолкование

consumer, *n* потребитель

consumer goods потребительские товары

contain, *v* 1 содержать 2 вмещать

contemplate, *v* 1 созерцать 2 размышлять 3 рассматривать

content, *n* 1 содержание 2 доля 3 объём

contents, *n* 1 содержание 2 содержимое

contest, *n* 1 конкурс 2 соревнование 3 состязание 4 соперничество 5 спор

Context menu контекстное меню

contextual, *adj* контекстуальный

continue, *n* 1 продолжать 2 оставаться 3 сохранять

continuation, *n* продолжение

contribute, *v* внести вклад

control, *n* 1 контроль 2 управление 3 регулирование

controversial, *adj* 1 спорный 2 дискуссионный

convenience, *n* 1 удобство 2 комфорт 3 преимущество 4 выгода

convention, *n* 1 конвенция 2 съезд 3 условность 4 соглашение 5 собрание

conversation, *n* 1 разговор 2 беседа

conversational style разговорный стиль

convert, *v* 1 конвертировать 2 преобразовывать 3 превращать

conversion between data structures преобразование между структурами данных

convex programming выпуклое программирование

convey, *v* 1 передавать 2 транспортировать 3 сообщать 4 выражать

convince, *v* 1 убеждать 2 уверять 3 доводить до сознания

cook, *n* 1 повар 2 кухарка

cook, *v* 1 готовить 2 варить

cookie, *n* 1 печенье 2 домашнее печенье 3 булочка

cooking, *n* приготовление пищи

coolness, *n* 1 прохлада 2 охлаждение 3 хладнокровие

cooperative, *adj* 1 совместный 2 объединённый

copy, *n* 1 копия 2 экземпляр

copyright, *n* 1 авторское право 2 издательское право

cord, *n* 1 верёвка 2 шнур

corn, *n* 1 кукуруза 2 зерно

corner, *n* угол

cornstalk, *n* стебель кукурузы

correct, *adj* 1 верный 2 соответствующий 3 подходящий 4 точный

correctly, *adv* 1 правильно 2 верно 3 грамотно

correspond, *v* соответствовать

correctly, *adv* правильно

cost, *n* 1 стоимость 2 расходы 3 затраты

cost (cost, cost), *v* стоить

cost saving 1 экономия расходов 2 экономия затрат 3 снижение себестоимости

costume, *n* 1 женский костюм 2 одежда 3 платье

cotton, *n* хлопок

couch, *n* кушетка

could, *v* мог бы

count, *v* 1 считать 2 подсчитывать

countable, *adj* 1 исчисляемый 2 исчислимый

country, *n* 1 страна 2 сельская местность

country of residence 1 страна проживания 2 страна постоянного местожительства

courage, *n* 1 храбрость 2 смелость 3 отвага 4 мужество

courageous, *adj* 1 храбрый 2 смелый 3 отважный 4 мужественный

course, *n* 1 курс 2 направление 3 блюдо

court, *n* 1 двор 2 суд 3 корт

cover, *n* 1 крышка 2 обложка 3 покрытие

cover, *v* 1 охватывать 2 покрывать 3 распространять

cow, *n* корова

crab, *n* краб

craft, *n* 1 ремесло 2 ловкость 3 умение 4 искусство

craftsman, *n* 1 мастер 2 ремесленник 3 художник

crash, *v* 1 разбиваться 2 падать 3 терпеть крах 4 разрушать

crawfish, *n* 1 речной рак 2 лангуст 3 лангуста

crazy, *adj* 1 сумасшедший 2 безумный

cream, *n* 1 крем 2 сливки

create, *v* создать

creation, *n* 1 создание 2 творение 3 формирование 4 творчество

creative, *adj* 1 творческий 2 созидательный

creature, *n* 1 создание 2 творение 3 живое существо

credential, *n* 1 учётные данные 2 мандат 3 удостоверение личности

credit, *n* 1 кредит 2 честь

credit card кредитная карта

cricket, *n* крикет

cripple, *n* 1 калека 2 инвалид

cripple, *v* 1 калечить 2 хромать 3 лишать трудоспособности 4 наносить вред

crisis, *n* кризис

critical essay критическое эссе

Croatia, *n* Хорватия

crop, *n* 1 урожай 2 сельскохозяйственная культура

cross, *n* 1 крест 2 кросс

cross, *v* 1 пересекать 2 переходить

crouch, *v* 1 припасть к земле 2 пресмыкаться 3 заискивать 4 низко кланяться

5 раболепствовать

crude, *adj* 1 грубый 2 сырой 3 неочищенный 4 незрелый

cruel, *adj* 1 жестокий 2 безжалостный 3 бессердечный 4 ужасный

cruise, *n* 1 круиз 2 рейс 3 плавание

cry, *v* 1 плакать 2 кричать

crystal, *adj* кристальный

cucumber, *n* огурец

cuff, *n* манжета

cultivate, *v* культивировать

cultured, *adj* 1 культурный 2 культивированный

cultured pearl культивированный жемчуг

cumbersome, *adj* 1 громоздкий 2 обременительный

cup, *n* 1 чашка 2 чаша 3 кубок

curd, *n* 1 творог 2 свернувшееся молоко

curious, *adj* 1 любопытный 2 любознательный

currency, *n* 1 валюта 2 деньги 3 денежное обращение

currency exchange, *n* 1 обмен валюты 2 валюта 3 валютная биржа

current, *adj* 1 текущий 2 действующий 3 современный

current development современное развитие

current state текущее состояние

curriculum vitae, *n* жизнеописание

cursor, *n* 1 курсор 2 указатель 3 стрелка

curtain, *n* 1 занавеска 2 занавес

customary, *adj* 1 обычный 2 привычный

customer, *n* 1 клиент 2 заказчик 3 покупатель

customer service organization организация обслуживания клиентов

customizable, *adj* настраиваемый

cut (cut, cut), *v* 1 резать 2 отрезать 3 разрезать 4 вырезать

cipher, *n* 1 шифр 2 код 3 нуль

cypher, *n* 1 шифр 2 нуль 3 ноль 4 арабская цифра

Czechia, *n* Чехия

D

dairy, *adj* молочный

dairy products молочные продукты

dairy store молочный магазин

dance, *v* танцевать

dancing, *n* танцы

danger, *n* 1 опасность 2 угроза

dangerously, *adv* опасно

date, *n* дата

date back датироваться

daisy, *n* 1 маргаритка 2 ромашка

damage, *n* 1 вред 2 убыток 3 ущерб

dance, *n* танец

danger, *n* опасность

dangerous, *adj* опасный

dangerously, *adv* опасно

dark, *adj* 1 тёмный 2 чёрный 3 смуглый 4 мрачный

darkness, *n* 1 темнота 2 мрак

dashboard, *n* 1 приборная панель 2 приборная доска 3 приборный щиток 4 крыло автомобиля

data, *n* данные

datagram, *n* 1 дейтаграмма 2 однопакетное сообщение

data transfer передача данных

date, *n* 1 дата 2 срок 3 день 4 время 5 число

date of publication дата публикации

daub, *n* 1 мазня 2 мазок

dawn, *n* 1 рассвет 2 заря 3 начало

day, *n* 1 день 2 сутки 3 время 4 рабочий день 5 дневное время

day and night 1 день и ночь 2 круглосуточно

daytime, *n* 1 дневное время 2 день

deal with иметь дело с чем-либо/с кем-либо

de bene esse условно

decay, *n* 1 упадок 2 спад 3 разрушение 4 разложение 5 распад

decide, *v* 1 решать 2 принимать решение

decide on, *v* выбирать

decimal, *n* десятичная дробь; *adj* десятичный

decimal point 1 десятичная точка 2 точка в десятичной дроби

decision, *n* решение

decisive, *adj* 1 решающий 2 решительный 3 окончательный 4 убедительный

declare, *v* 1 заявлять 2 объявлять 3 декларировать 4 провозглашать

declaration, *n* 1 декларация 2 заявление 3 объявление 4 описание

decline, *n* 1 снижение 2 спад 3 сокращение 4 падение

decline, *v* 1 снижаться 2 падать

decode, *v* 1 декодировать 2 расшифровывать

decorate, *v* украшать

dedicated, *adj* 1 специальный 2 целевой 3 посвящённый

default, *n* 1 умолчание 2 дефолт

default action действие по умолчанию

default newsgroup reader чтение новостей по умолчанию

degree, *n* 1 степень 2 градус 3 уровень 4 ступень 5 звание

deep, *adj* глубокий

deep-set, *adj* глубоко посаженный

deer, *n* 1 олень 2 лань

defence, *n* 1 защита 2 оборона 3 оправдание 4 укрепления

define, *v* 1 определять 2 устанавливать 3 формулировать 4 обозначать 5 давать определение

definition, *n* 1 определение 2 чёткость 3 ясность 4 описание 5 дефиниция 6 толкование

defrost, *v* 1 размораживать 2 растапливать

delay, *v* задерживать

delete, *v* 1 удалять 2 исключать 3 стирать 4 вычёркивать

deletion, *n* 1 удаление 2 исключение

deliberate, *adj* 1 преднамеренный 2 умышленный

delicious, *adj* восхитительный, приятный

deliver, *v* доставлять

delivery, *n* доставка

delivery schedule график доставки

department, *n* 1 отдел 2 отделение 3 факультет

department store, *n* универмаг

depend (on, upon), *v* зависеть (от)

dependable, *adj* 1 надёжный 2 заслуживающий доверия

dependent, *adj* 1 зависимый 2 зависящий 3 подчинённый

deplete, *v* 1 истощать 2 разрушать

deploy, *v* развёртывать

deployment, *n* 1 развёртывание 2 размещение

deport, *v* 1 высылать 2 депортировать

deposit, *n* 1 депозит 2 вклад 3 хранение 4 месторождение

deposit account, *n* 1 депозитный счёт 2 вклад в банке

deprecate, *v* 1 протестовать 2 выступать против 3 возражать

deputy chief заместитель начальника

descend, *v* спускаться, снижаться

descendant, *n* потомок

describe, *v* 1 описывать 2 характеризовать 3 изображать

description, *n* описание

descriptor, *n* дескриптор

desert, *n* 1 пустыня 2 десерт

design, *n* 1 дизайн 2 конструкция 3 проектирование 4 разработка

designate, *v* 1 назначать 2 обозначать 3 определять 4 указывать

desire, *n* 1 желание 2 страсть 3 вожделение 4 мечта

desirable, *adj* 1 желательный 2 подходящий 3 хороший

desktop, *n* 1 рабочий стол 2 крышка письменного стола

despite, *adj* несмотря на

desolate, *adj* пустынный, заброшенный

dessert, *n* десерт

destroy, *v* разрушать

destructive, *adj* разрушительный

detail, *n* 1 деталь 2 подробность 3 частность

detect, *v* 1 выявлять 2 обнаружить

detection method способ обнаружения

determine, *v* 1 определять 2 устанавливать 3 решать 4 измерять

determination, *n* 1 решительность 2 решимость 3 определение

determined, *adj* 1 решительный 2 определённый 3 установленный

develop, *v* 1 развивать 2 создавать 3 расширять

developing, *adj* развивающийся

development, *n* 1 развитие 2 разработка 3 создание 4 проектирование

development and analysis of computational algorithms развитие и анализ вычислительных алгоритмов

development of technologies and devices in networks развитие технологий и устройств в сетях

development order порядок по степени развития

device, *n* 1 устройство 2 прибор 3 аппарат

devote, *v* посвящать

diagnostics, *n* диагностика

diary, *n* 1 дневник 2 журнал 3 записная книжка

dictionary, *n* 1 словарь 2 справочник, построенный по алфавиту

die, *v* умирать

diet, *n* 1 диета 2 питание 3 режим питания 4 пища

dietary, *adj* диетический

dietician, *n* диетврач

diffeomorphism, *n* диффеоморфизм

difference, *n* 1 разница 2 различие

different, *adj* 1 разный 2 различный

differential-equations method метод дифференциальных уравнений

different point другой вопрос

difficult, *adj* трудный

difficult times трудные времена

difficulty, *n* 1 трудность 2 затруднение 3 препятствие

digit, *n* 1 цифра 2 разряд 3 цифровой символ 4 однозначное число

digital, *adj* 1 цифровой 2 дискретный 3 имеющий разряды

dignity, *n* 1 достоинство 2 звание 3 сан 4 титул

diligence, *n* 1 прилежание 2 усердие 3 старание

dim, *adj* 1 тусклый 2 слабый 3 смутный

dinner, *n* 1 обед 2 банкет

direct, *adj* прямой

direct contact непосредственный контакт

direct interaction прямое взаимодействие

direction, *n* 1 направление 2 руководство 3 управление

direct object, *n* прямое дополнение

direct quotation прямая котировка

direction, *n* направление

directive, *adj* 1 директивный 2 направляющий 3 указывающий

directly, *adv* 1 прямо 2 непосредственно 3 немедленно

directly related непосредственно связаны

dirt, *n* грязь

disability, *n* 1 инвалидность 2 нетрудоспособность 3 недееспособность

disadvantage, *n* 1 невыгодное положение 2 неудобство 3 ущерб 4 вред

discard, *v* 1 отбрасывать 2 выбрасывать 3 отказываться 4 отвергать

discount, *n* 1 скидка 2 дисконт 3 учёт

discovery, *n* 1 открытие 2 раскрытие

discrete analysis дискретный анализ

discrete mathematics дискретная математика

discus, *n* 1 диск 2 метание диска

discussion, *n* 1 обсуждение 2 дискуссия

disease, *n* болезнь

disguise, *n* 1 маскировка 2 обман

desirable, *adj* 1 желательный 2 желанный

dish, *n* блюдо

dislike, *v* 1 не любить 2 недолюбливать 3 испытывать неприязнь

dismantle, *v* 1 демонтировать 2 разбирать

dismiss, *v* 1 увольнять 2 освобождать

display, *n* 1 просмотр 2 отображение 3 показ 4 дисплей 5 экран

display, *v* 1 показывать 2 отображать 3 демонстрировать

discover, *v* 1 находить 2 обнаруживать 3 открывать

discovery, *n* 1 обнаружение 2 открытие

distance, *n* расстояние

distinct, *adj* 1 отдельный 2 особый 3 отчётливый 4 ясный

distinction, *n* 1 различие 2 отличие 3 разграничение

distinctive, *adj* 1 отличительный 2 характерный 3 особый

distribution, *n* 1 распространение 2 распределение 3 размещение

distribution channel распределительный канал

distribution process процесс распределения

divide, *v* 1 делить 2 разделять

dive, *v* нырять

diverse, *adj* разнообразный

diversity, *n* разнообразие

diving, *n* 1 дайвинг 2 ныряние 3 прыжки в воду

diving gear водолазное снаряжение

division, *n* 1 разделение 2 деление

do (did, done), *v* 1 делать 2 выполнять

doctor, *n* врач

document, *n* документ

doll, *n* кукла

domain, *n* 1 домен 2 область 3 сфера

domain part доменная часть

domestic, *adj* 1 внутренний 2 отечественный 3 домашний 4 бытовой

domestic goods отечественные товары

door, *n* дверь

dose, *v* дозировать

do shopping делать покупки

double, *adj* 1 двойной 2 дублированный 3 двойственный

double system entry 1 ввод записи звука на отдельную фонограмму 2 система двойной записи

doubt, *n* сомнение

do well, *v* 1 преуспевать 2 чувствовать себя хорошо 3 поправляться

download, *v* 1 загружать 2 скачивать

downside, *n* 1 нижняя сторона 2 оборотная сторона

duplicate, *v* 1 дублировать 2 удваивать

drab, *adj* 1 однообразный 2 бесцветный 3 желтовато-серый 4 тускло-коричневый 5 скучный

draft, *n* 1 план 2 проект 3 черновик 4 набросок

drafting, *n* 1 разработка 2 составление 3 формулировка 4 оформление
5 черчение 6 составление проекта документа

drag, *v* 1 перемещать 2 перетаскивать

dramatically, *adv* 1 драматично 2 ярко 3 театрально

drastically, *adv* 1 радикально 2 кардинально

draw (drew, drawn), *v* 1 рисовать 2 чертить

drawback, *n* недостаток

draw from one's experience извлекать из своего опыта

dream, *n* 1 мечта 2 сон 3 грёза

dream *v* 1 мечтать 2 грезить 3 фантазировать 5 сниться

dress, *n* 1 платье 2 одежда

dress, *v* 1 одевать 2 наряжать

dressing-gown, *n* халат

drink (drank, drunk), *v* 1 пить 2 выпивать 3 пьянствовать

drink, *n* 1 питьё 2 напиток 3 глоток

drive, *n* 1 привод 2 езда 3 накопитель 4 дисковод 5 передача

drive, *v* 1 ездить 2 управлять

driver, *n* 1 драйвер 2 управляющая программа 3 водитель 4 шофёр

driver seat сиденье водителя

driver's seat, *n* место водителя

driveway, *n* 1 проезд 2 дорога

driving, *n* 1 езда 2 вождение автомобиля 3 катание 4 привод

driving license/driver license водительские права

droopy, *adj* упавший духом

drop, *n* 1 падение 2 капля 3 перепад 4 понижение 5 глоток

drop, *v* 1 падать 2 опускать 3 снижаться 4 уронить

dropout, *n* 1 отключение 2 отсев

drudgery, *n* тяжёлая или нудная работа

drug, *n* 1 наркотик 2 лекарство 3 медикамент

drum, *n* барабан

drumstick, *n* барабанная палочка

dry, *adj* сухой

dry, *v* сушить, высушить

dry land суша

duck, *n* утка

due to, *prep* благодаря

duplex, *adj* 1 дуплексный 2 двойной 3 двусторонний 4 спаренный 5 двухфазный

duplicate, *n* дубликат

durable, *adj* 1 прочный 2 долговременный 3 длительный 4 долговечный

during, *prep* 1 во время 2 в течение 3 в продолжение 4 в процессе

duty, *n* обязанность

DVD цифровой видео диск

dweller, *n* обитатель, житель

E

each, *adj* каждый

each other друг друга

early humans первобытные люди

earn, *v* 1 зарабатывать 2 получать

earth, *n* земля

ear, *n* ухо

early, *adj* 1 ранний 2 заблаговременный 3 начальный 4 преждевременный

ease, *n* 1 лёгкость 2 простота 3 непринуждённость

easy, *adj* лёгкий

easy integration лёгкая интеграция

eat (ate, eaten), *v* 1 есть 2 кушать

ecology, *n* экология

economics, *n* 1 экономика 2 экономическая наука

economy, *n* 1 экономика 2 хозяйство 3 экономия 4 экономичность

edge, *n* край

edit, *v* редактировать

editing, *n* редактирование

education, *n* 1 образование 2 обучение

educational, *adj* 1 образовательный 2 учебный

efficient, *adj* 1 действенный 2 эффективный 3 про-
изводительный

4 рациональный

effort, *n* 1 усилие 2 попытка 3 работа 4 напряжение

egg, *n* яйцо

Egypt, *n* Египет

either, *adj* 1 любой 2 другой 3 каждый 4 один из
двух

either, *pron* 1 оба 2 любой из двух 3 тот или другой 4
и тот и другой 5 каждый из двух

either, *conj* или

elderly man пожилой человек

electronic impulse электронный импульс

electronic reading электронное чтение

element, *n* 1 элемент 2 составная часть

elephant, *n* слон

eliminate, *v* 1 устранять 2 исключать 3 уничтожать
4 ликвидировать

else, *adv* 1 ещё 2 кроме

elsewhere, *adv* в другом месте

e-mail, *n* электронная почта

e-mail application приложение электронной почты

emerge, *v* 1 появляться 2 возникать

emphasis, *n* 1 акцент 2 особое внимание 3 ударение
4 подчёркивание

emphasize, *v* 1 придавать особое значение 2 под-
чёркивать 3 акцентировать

empirically, *adv* эмпирически

employ benefit извлекать выгоду

employee, *n* работник по найму

employer, *n* 1 работодатель 2 предприниматель

employment, *n* 1 служба 2 работа 3 занятость

empty, *adj* пустой

empty string пустая строка

enable, *v* 1 давать возможность 2 делать возможным 3 разрешать 4 облегчать

enclose, *v* 1 заключать 2 прилагать

encompass, *v* 1 выполнять 2 осуществлять

encounter, *v* 1 неожиданно встретить 2 сталкиваться 3 наталкиваться

encourage, *v* 1 поощрять 2 поддерживать

encumbrance, *n* 1 обременение 2 препятствие

end, *n* конец

endeavor, *n* 1 стремление 2 попытка 3 старание

ending, *n* 1 окончание 2 конец 3 флексия

endnote, *n* 1 сноска 2 концевая сноска

endow, *v* 1 предоставлять 2 наделять 3 даровать

end up, *v* 1 заканчивать

end-user, *n* 1 конечный пользователь 2 конечный потребитель

energy, *n* 1 энергия 2 сила 3 мощность

enforce, *v* оказывать давление 2 заставлять 3 принуждать 4 усиливать

engine, *n* 1 двигатель 2 мотор 3 машина 4 паровоз 5 локомотив

engineer, *n* 1 инженер 2 механик 3 конструктор

engineering, *n* 1 техника 2 инженерия 3 машиностроение

English, *adj* английский

enhancement, *n* улучшение

enjoy, *v* 1 наслаждаться 2 пользоваться 3 получать удовольствие

enormous, *adj* огромный

enough, *adj* достаточный

enough, *n* достаточное количество

enquiry, *n* 1 запрос 2 расследование 3 исследование 4 вопрос

ensure, *v* 1 обеспечить 2 гарантировать

enter, *v* 1 входить 2 вступать 3 вписывать 4 вносить

entertain, *v* развлекать

entertainment, *n* развлечение

entire, *adj* 1 весь 2 целый 3 полный

entirely, *adv* 1 полностью 2 совершенно 3 целиком 4 исключительно 5 всецело

entity, *n* 1 субъект 2 объект 3 организация 4 сущность

entrance, *n* 1 вход 2 въезд

enter, *v* 1 вводить 2 входить 3 поступать

enterprise, *n* предприятие

entrepot, *n* 1 перевалочный пункт 2 склад 3 пакгауз

entry, *n* 1 вступление 2 вход 3 запись 4 ввод

envelope, *n* 1 конверт 2 оболочка

epsilon, *n* эпсилон

equal, *adj* 1 равный 2 одинаковый 3 равносильный 4 равноправный

equally, *adv* 1 одинаково 2 равно 3 в равной степени 4 поровну

equation, *n* уравнение

equator, *n* экватор

equipment, *n* оборудование

equivalent, *n* эквивалент

era, *n* эра

error, *n* ошибка

error handling обработка ошибок

error message сообщение об ошибке

escape, *n* 1 выход 2 побег

escape character экранирующий символ

especially, *adv* 1 особенно 2 специально

essay, *n* 1 эссе 2 очерк 3 этюд 4 набросок

essay structure структура эссе

essential, *adj* 1 существенный 2 необходимый 3 основной 4 неотъемлемый

establish, *v* 1 основывать 2 создавать 3 учреждать

estimate, *v* оценивать

Europe, *n* Европа

European, *adj* европейский

evaluate, *v* 1 выразить численно 2 подсчитать 3 оценить

even, *adv* 1 даже 2 ровно 3 точно

even, *adj* 1 ровный 2 чётный

even if, *conj* 1 даже если 2 хотя бы

evening, *n* вечер

even now даже сейчас

event, *n* 1 событие 2 случай 3 соревнование по определённому виду спорта

eventually, *adv* 1 в конечном счёте 2 в конце концов 3 со временем

even-tempered, *adj* 1 уравновешенный 2 спокойный

even though, *conj* 1 даже если 2 хотя бы

ever, *adv* 1 всегда 2 когда-либо 3 только

every, *adj* 1 каждый 2 всякий

every day каждый день

everyday life повседневная жизнь

every night каждый вечер

everyone, *pron* 1 каждый 2 все 3 всякий

everything, *pron* всё

evidence, *n* 1 свидетельство 2 доказательство 3 данные 4 подтверждение

evil, *n* 1 зло 2 бедствие 3 вред 4 грех

evolution, *n* эволюция

evolve, *v* развивать

exact, *adj* 1 точный 2 строгий 3 аккуратный 4 верный

exactly, *adv* точно

examine, *v* 1 рассматривать 2 исследовать 3 изучать

example, *n* 1 пример 2 образец

excel, *v* 1 превосходить 2 выделяться

exchange, *v* 1 обменивать 2 менять

excellent, *adj* 1 отличный 2 превосходный 3 великолепный

except, *v* исключать

exception, *n* исключение

excerpt, *n* отрывок

excess, *adj* 1 избыточный 2 лишний 3 дополнительный

exert, *v* 1 вызывать 2 оказывать 3 влиять

expenses, *n* расходы

exchange, *n* обмен

excitable, *adj* 1 возбудимый 2 легковозбудимый 3 азартный

excitement, *n* 1 волнение 2 возбуждение

exciting, *adj* 1 захватывающий 2 возбуждающий 3 волнующий

exclusion, *n* исключение

excursion, *n* 1 экскурсия 2 поездка

execute, *v* 1 выполнять 2 исполнять 3 осуществлять

execution, *n* 1 оформление документа 2 выполнение 3 исполнение 4 осуществление

exhibit, *v* 1 показывать 2 экспонировать

exhibition, *n* 1 показ 2 выставка

exile, *n* 1 изгнание 2 ссылка

existence, *n* существование

expand, *v* расширять

expansion, *n* расширение

expenses, *n* 1 издержки 2 расходы 3 затраты

expensive, *adj* 1 дорогой 2 дорогостоящий

experience, *n* опыт

expert, *n* 1 эксперт 2 специалист 3 знаток

expert in narcology, *n* нарколог

explanation, *n* 1 объяснение 2 разъяснение 3 толкование

explanatory, *adj* 1 объяснительный 2 разъяснительный 3 толковый

explicitly, *adv* 1 ясно 2 точно 3 эксплицитно 4 в прямой форме 5 недвусмысленно

export, *n* 1 экспорт 2 вывоз

expose, *v* 1 открывать 2 показывать

exposition, *n* выставка

express, *v* выражать

expression, *n* выражение

extensively, *adv* 1 широко 2 пространно 3 во все стороны

external, *adj* внешний

external activity внешнеэкономическая деятельность

extra, *adj* 1 дополнительный 2 лишний 3 особый 4 экстренный

extreme, *adj* 1 крайний 2 экстремальный 3 чрезвычайный 4 чрезмерный

extremely, *adv* 1 чрезвычайно 2 крайне 3 очень 4 в высшей степени 5 бесконечно

exultation, *n* 1 ликование 2 торжество 3 бурная радость

eyes, *n* глаза

eyesight, *n* 1 зрение 2 кругозор 3 поле зрения

eye-operated computers компьютеры, управляемые видеосенсорами

F

face, *n* лицо

faced, *adj* 1 облицованный 2 отделанный

facility, *n* 1 объект 2 средство 3 установка

facsimile, *n* 1 факсимиле 2 телефакс 3 факс

fact, *n* 1 факт 2 действительность 3 обстоятельство 4 явление

faculty, *n* 1 факультет 2 способность 3 профессорско-преподавательский состав

fail, *v* 1 терпеть неудачу 2 отказываться 3 потерпеть крах

fair, *adj* 1 справедливый 2 честный 3 ясный

fall (fell, fallen), *v* падать

fall apart 1 развалиться 2 распадаться

false, *adj* 1 ложный 2 ошибочный 3 фальшивый 4 лживый

fame, *n* слава

familiar, *adj* 1 близкий 2 хорошо знакомый 3 привычный

family hotel, *n* гостиница для семейных

far, *adj* 1 далёкий 2 дальний

farm, *n* 1 ферма 2 хозяйство 3 хутор

farmer, *n* 1 фермер 2 арендатор

far-off, *adj* отдалённый

fashion, *n* 1 фасон 2 стиль 3 вид 4 мода

fashionable, *adj* 1 модный 2 фешенебельный 3 светский

fashionably, *adv* 1 модно 2 фешенебельно

fast, *adj* быстрый

fasten, *v* 1 прикреплять 2 связывать 3 навязывать 4 застёгивать

father, *n* папа

fatten, *v* откармливать

faulty, *adj* 1 неисправный 2 дефектный 3 ошибочный

favour, *n* 1 польза 2 благосклонность

favourable, *adj* 1 благоприятный 2 подходящий

favourite, *adj* любимый

fax, *n* факс

fear, *n* страх

fearful, *adj* 1 страшный 2 испуганный

feasible, *adj* 1 осуществимый 2 возможный 3 выполнимый

feature, *n* 1 признак 2 черта 3 особенность 4 характеристика

feeble, *adj* 1 слабый 2 немощный 3 хилый 4 ничтожный

feedback, *n* 1 ответная реакция 2 обратная связь

feel (felt, felt), *v* чувствовать

feeling, *n* 1 чувство 2 ощущение 3 настроение

feel queer, *v* чувствовать тошноту

ferry, *n* 1 переправа 2 паром

fever, *n* лихорадка

few, *adv* мало

fibre, *n* 1 волокно 2 нить

fiction, *n* 1 вымысел 2 беллетристика 3 художественная литература

fictitious, *adj* 1 вымышленный 2 воображаемый

field, *n* 1 область 2 сфера 3 поле

fight (fought, fought), *v* 1 бороться 2 сражаться

figure, *n* 1 фигура 2 рисунок 3 цифра

figure skating, *n* фигурное катание

fifth, *adj* пятый

file, *n* файл

file descriptor файловый дескриптор

fill, *v* 1 наполнять 2 заполнять

fillet, *n* 1 филей 2 филе

fill personal data заполнить личные данные

final destination конечный пункт назначения

finally, *adv* 1 окончательно 2 в конце концов 3 в заключение

financial, *adj* финансовый

find (found, found), *v* 1 находить 2 обнаруживать

find out, *v* 1 узнать 2 выяснить

fingerprint, *n* отпечаток пальца

finish, *v* заканчивать

fine, *adj* 1 тонкий 2 прекрасный 3 хороший 4 мелкий 5 превосходный

finite state machine, *n* машина с конечными состояниями

fire, *n* 1 огонь 2 пламя 3 пожар

firm, *n* 1 фирма 2 торговый дом

firm, *adj* 1 крепкий 2 стойкий 3 устойчивый 4 твёрдый

first, *adj* первый

firsthand из первых рук

first of all в первую очередь

fish, *n* рыба

fishing, *n* 1 рыбалка 2 рыболовство 3 рыбная ловля 4 рыбный промысел

fit, *v* 1 подходить 2 соответствовать 3 приспосабливать

fit into, *v* вписываться в

fit the evidence соответствовать данным

fit up, *v* 1 оснащать 2 собирать 3 отделывать

five-star, *adj* 1 пятизвёздочный 2 наивысшего качества

fix, *v* 1 укреплять 2 налаживать 3 устанавливать

fixed, *adj* резидентный

fixed or removable drive фиксированный или съёмный диск

flame, *n* 1 пламя 2 пыл 3 страсть

flash, *n* 1 вспышка 2 мгновение 3 блеск

flat, *n* квартира

flavour, *n* 1 вкус 2 аромат 3 привкус 4 букет

flesh, *n* 1 мясо 2 плоть 3 тело

flesh out, *v* конкретизировать

flexibility, *n* гибкость

flexible, *adj* гибкий

flight, *n* 1 рейс 2 перелёт

floor, *n* 1 пол 2 этаж 3 дно 4 настил

floppy drive флоппи-дисковод

Florida, *n* Флорида

floss, *n* 1 зубочистка 2 шёлк-сырец 3 ручей

flour, *n* мука

flow, *n* 1 течение 2 поток

flow control управление потоком

fluent, *adj* 1 беглый 2 текучий 3 плавный 4 жидкий

focus, *n* 1 фокус 2 очаг 3 центр 4 средоточие

focus on, *v* сосредоточивать на

folder, *n* папка

folk, *adj* народный

folk song народная песня

follow, *v* 1 следовать 2 сопровождать 3 следить

following, *adj* 1 следующий 2 последующий 3 нижеперечисленный

food, *n* 1 еда 2 пища 3 питание 4 продовольствие

food crop, *n* продовольственная культура

foodstuffs, *n* продукты питания

foot (*pl.* **feet**) *n* 1 ступня 2 фут = 0, 305 метра

football, *n* футбол

footnote, *n* 1 сноска 2 примечание

footwear, *n* обувь

for, *prep* 1 для 2 за

for a while, *adv* на время

force, *n* сила

force, *v* 1 заставлять 2 принуждать

forehead, *n* лоб

foreign language иностранный язык

foremost, *adj* прежде всего

forever, *adv* 1 навсегда 2 навечно 3 постоянно

forget (forgot, forgotten), *v* забывать

for instance например

form, *n* 1 форма 2 вид 3 образ 4 бланк 5 формуляр 5 анкета

form, *v* 1 формировать 2 образовывать

formalize, *v* формализовать

for sure 1 обязательно 2 обязательно 3 с уверенностью

fortnight, *n* две недели

fortunate, *adj* 1 счастливый 2 удачный 3 удачливый 4 благоприятный

fossil, *n* 1 ископаемое 2 окаменелость 3 органический остаток

four четыре

four-star hotel четырёхзвёздочный отель

fragment, *n* 1 фрагмент 2 отрывок

frame, *n* 1 рамка 2 кадр 3 фрейм 4 структура 5 система 6 конструкция

framework, *n* 1 сфера деятельности 2 набор 3 основа 4 структура

France, *n* Франция

free, *adj* 1 свободный 2 бесплатный

free callisthenics, *n* 1 художественная гимнастика 2 вольные движения

free of charge, *adv* бесплатно

free software свободное программное обеспечение

French, *adj* французский

French fries картофель фри

frequently, *adv* часто

fresh, *adj* 1 свежий 2 пресный 3 новый

fret, *v* 1 беспокоить 2 мучить

fried, *adj* жареный

friend, *n* друг

frighten, *v* 1 пугать 2 устрашать

frisky, *adj* 1 резвый 2 игривый

from, *prep* 1 от 2 из 3 с

from scratch, *adj* с нуля

from the point of view с точки зрения

from … till 1 от … до 2 с ... до

from … to от … к

front, *n* 1 фронт 2 перёд 3 фасад

fruit, *n* 1 фрукт 2 фрукты 3 плод 4 плоды

frustration, *n* расстройство

fry, *v* жарить

frying pan, *n* сковородка

File Transfer Protocol (FTP) протокол пересылки файлов

full, *adj* полный

full board and lodging полный пансион

full-duplex полный дуплекс

full of 1 полный 2 набитый 3 изобилующий

full range полный спектр

full time work полное рабочее время

fully, *adv* 1 полностью 2 вполне 3 совершенно

fun, *n* 1 веселье 2 забава 3 потеха 4 шутка

function, *n* функция

functional, *adj* функциональный

fundamental and applied mathematics фундаментальная и прикладная математика

funds transfer system, *n* система перевода средств

funny, *adj* 1 забавный 2 смешной 3 странный

fur, *n* 1 мех 2 шерсть 3 пушнина

furniture, *n* 1 мебель 2 обстановка 3 оборудование 4 инвентарь

furry, *adj* 1 пушистый 2 меховой

further, *adj* 1 дальнейший 2 добавочный 3 дополнительный

future, *n* 1 будущее 2 будущность 3 грядущее

G

gain, *v* 1 зарабатывать 2 извлекать выгоду 3 добиваться успеха

gain an overview получить общее представление

gain goods and services получать товары и услуги

gallantry, *n* храбрость, отвага

gallon, *n* галлон, мера жидких и сыпучих тел: imperial gallon – английский галлон = 4, 54 л; американский галлон (США) = 3, 785 л; канадский галлон = 1, 2 галлона США

gallon of water галлон воды

game, *n* 1 игра 2 дичь 3 партия 4 развлечение 5 дело 6 забава 7 охота

game trophy охотничий трофей

gap, *n* 1 промежуток 2 разрыв 3 пробел

garden, *n* сад

garlic, *n* чеснок

gate, *n* 1 ворота 2 затвор 3 вентиль 4 калитка 5 шлагбаум

gather, *v* 1 собирать 2 почерпнуть 3 приобретать 4 накоплять

gaze, *v* 1 посмотреть 2 пристально посмотреть 3 вглядываться

gear, *n* 1 передача 2 шестерня 3 механизм 4 снасти

general, *adj* 1 общий 2 главный 3 всеобщий

generality, *n* 1 всеобщность 2 неопределённость 3 утверждение общего характера

general practitioner, *n* врач общей практики

general reference общая ссылка

generate, *v* 1 генерировать 2 образовывать

generation, *n* поколение

generator, *n* 1 генератор 2 производитель 3 источ-ник энергии

genuine, *adj* 1 подлинный 2 истинный 3 оригиналь-ный

genuinely, *adv* 1 искренне 2 неподдельно

geriatrician, *n* гериатр

Germany, *n* Германия

get (got, got), *v* 1 получать 2 иметь

get money получить деньги

get more help получить дополнительную инфор-мацию

get off, *v* выйти

get on, *v* 1 ладить 2 ужиться 3 продолжать 4 входить

get rid of избавиться от

get together 1 собираться 2 встречаться

get up, *v* вставать

get worse ухудшаться

gift, *n* 1 подарок 2 дар 3 способность

gigantic, *adj* огромный

gills, *n* 1 жабры 2 второй подбородок

give (gave, given), *v* 1 давать 2 предоставлять 3 дарить 4 вручать

give up, *v* 1 сдаваться 2 отказываться

glass, *n* 1 стакан 2 стекло 3 зеркало 4 рюмка

glass of house wine бокал домашнего вина

glass of milk стакан молока

glee, *n* 1 веселье 2 радость

glorious, *adj* славный

glossary, *n* глоссарий

gloves, *n* перчатки

glow, *v* 1 сверкать 2 сиять

go (went, gone), *v* 1 идти 2 уходить 3 уезжать

goal, *n* цель

go fishing рыбачить

go in for увлекаться чем-либо

go in for sports заниматься спортом

gold, *n* золото

gold bar слиток золота

gold bullion 1 слитки золота 2 золото в слитках

golden, *adj* золотистый

goldfish, *n* золотая рыбка

golf, *n* гольф

good luck, *n* 1 удача 2 счастливый случай

goods, *n* 1 товары 2 груз 3 вещи

good taste хороший вкус

go off, *v* 1 уходить 2 уезжать

go on, *v* 1 продолжать 2 длиться

go on a journey, *v* путешествовать

go on/for a cruise поехать в круиз

goose (*pl.* **geese**), *n* гусь

go on a voyage пойти в плавание

go sailing отправиться в плавание под парусами

go shopping делать покупки

go up higher each time каждый раз подниматься выше

go up the river идти вверх по реке

grade, *n* 1 класс 2 ранг

graduation, *n* 1 градация 2 градуировка 3 деление 4 окончание учебного заведения

grammar, *n* грамматика

grammar rule грамматическое правило

grandfather, *n* дедушка

grant, *v* 1 предоставлять 2 выдавать 3 дарить

grape, *n* виноград

graphics, *n* графика

graphic, *adj* графический

graph theory теория графов

gratis, *adj* 1 безвозмездный 2 бесплатный

great, *adj* 1 большой 2 великий

great deal много

Great Plains Великие равнины

Greece, *n* Греция

green, *adj* зелёный

green bean 1 зелёная фасоль 2 зелёный боб

greengrocery, *n* 1 зелень 2 фрукты

green vegetables зелёные овощи

grey, *adj* 1 серый 2 седой 3 сумрачный 4 болезненный 5 пасмурный 6 невесёлый

grey hair седые волосы

grin, *v* 1 усмехаться 2 улыбаться

grip, *v* схватить

grocery, *n* бакалея

group, *n* 1 группа 2 группировка 3 фракция

groove, *n* 1 паз 2 канавка 3 борозда 4 желобок 5 выемка

grove, *n* 1 роща 2 лесок 3 штольня

grow (grew, grown), *v* 1 расти 2 выращивать

grown, *adj* взрослый

grumbler, *n* ворчун

guide, *n* 1 учебник 2 руководство 3 гид 4 путеводитель 5 проводник

guideline, *n* 1 директива 2 руководящее указание

H

habit, *n* 1 привычка 2 обыкновение 3 обычай

had to, *v* должен был

hail, *n* град

hair, *n* 1 волосы 2 шерсть

half, *n* половина

half a pound, *n* полфунта

half a ton полтонны

half board and lodging полупансион и проживание

half-light, *n* 1 полутьма 2 сумерки

half-price, *n* полцены

half-way на полпути

halt, *v* остановить

ham, *n* ветчина

hammer, *n* молоток

hammer throwing, *n* метание молота

hand, *n* рука

handball, *n* 1 гандбол 2 ручной мяч

handbook, *n* 1 руководство 2 справочник 3 указатель

handicap, *n* 1 помеха 2 физический недостаток 3 препятствие 4 увечье

hand in hand рука об руку

handle, *v* 1 обрабатывать 2 рассматривать 3 манипулировать 4 управлять

handle money распоряжаться деньгами

hand off, *v* передавать

hang (hung, hung), *v* 1 вешать 2 висеть

happening, *n* 1 событие 2 случай

happy, *adj* 1 счастливый 2 довольный 3 весёлый 4 удачный

hard, *adj* 1 жёсткий 2 трудный 3 твёрдый 4 тяжёлый

hard copy, *n* 1 твёрдая копия 2 печатная копия

hard day трудный день

hard drive жёсткий диск

hardware, *n* аппаратные средства

hard work тяжёлая работа

harsh, *adj* 1 грубый 2 жёсткий 3 агрессивный

haste, *n* 1 поспешность 2 спешка 3 торопливость 4 опрометчивость

harpsichord, *n* клавесин

Harvard Business School Гарвардская школа бизнеса

harvest, *n* урожай

have a good taste иметь хороший вкус

have a look at evening dresses вы также можете посмотреть вечерние платья

have to должен

having the character of имеющий отличительный признак чего-либо

hay fever, *n* сенная лихорадка

hazardous, *adj* 1 опасный 2 рискованный 3 азартный

he, *pron* он

head, *n* 1 голова 2 глава 3 руководитель

headgear, *n* головной убор

healthful, *adj* 1 целебный 2 здоровый 3 полезный

headache, *n* головная боль

heading, *n* заголовок

headlight, *n* 1 фара 2 головной прожектор

health, *n* здоровье

healthy, *adj* 1 здоровый 2 здравый

hear (heard, heard), *v* 1 слышать 2 услышать 3 слушать

hearing, *n* 1 слух 2 слушание

heart, *n* 1 сердце 2 центр 3 душа 4 суть 5 ядро

heat, *n* жара

heat, *v* нагревать

heavy, *adj* 1 тяжёлый 2 сильный 3 густой 4 серьёзный

heavy rain, *n* сильный дождь

help, *v* помогать

herd, *n* 1 стадо 2 табун 3 толпа

here, *adv* 1 здесь 2 сюда 3 тут 4 вот

here and now 1 здесь и сейчас 2 настоящее время 3 современность

herring, *n* 1 сельдь 2 селёдка

heuristic algorithm эвристический алгоритм

hide (hid, hidden), *n* 1 прятать 2 скрывать

high, *adj* высокий

high-class hotel отель высокого класса

high-heeled на высоком каблуке

highlighting, *n* подсветка

highlights of qualifications основные моменты квалификации

high performance network высокая производительность сети

high performance network services услуги по обеспечению высокой производительности сети

high priority message высокий приоритет сообщения

high proficiency высокий профессионализм

high school, *n* средняя школа

highway, *n* 1 шоссе 2 автодорога 3 магистраль 4 автомагистраль 5 автострада

highway code, *n* 1 правила дорожного движения 2 дорожный кодекс

hike, *n* 1 поход 2 экскурсия 3 подъём

hiking, *n* 1 пеший туризм 2 пешеходная экскурсия

him, *pron* ему

hire, *v* 1 нанимать 2 брать напрокат 3 сдавать внаём

hiring, *n* 1 договор личного найма 2 наём 3 прокат 4 договор имущественного найма движимости

his, *pron* его

history, *n* 1 история 2 анамнез 3 прошлое 4 историческая наука

historic, *adj* исторический

hog, *n* 1 свинья 2 боров 3 годовалый бычок

hold (held, held), *v* держать

hole, *n* 1 дыра 2 отверстие

honeymoon trip to Venice свадебное путешествие в Венецию

home, *n* 1 дом 2 жилище 3 домашний очаг

homeward, *adv* 1 домой 2 к дому

homework, *n* 1 домашнее задание 2 домашняя работа 3 надомная работа

Homo sapiens человек разумный

honey, *n* мёд

hood, *n* 1 капюшон 2 крышка 3 капот автомобильного двигателя

hook, *n* 1 крюк 2 крючок 3 ловушка 4 западня 5 схватка

hop, *v* 1 прыгать на одной ноге 2 собирать хмель

hospitalization, *n* госпитализация

host, *n* 1 основная машина 2 ведущая машина 3 система, где выполняется программа 4 узел сети 5 компьютер – элемент сети 6 хозяин

hot, *adj* 1 жаркий 2 горячий 3 острый 4 тёплый 5 свежий

hot chocolate горячий шоколад

hot day жаркий день

hotel, *n* 1 отель 2 гостиница

hotel complex гостиничный комплекс

hotel rating гостиничный рейтинг

hotel services гостиничные услуги

hot meal горячее питание

hot sauce острый соус

hour, *n* час

house, *n* 1 дом 2 здание 3 палата 4 жилой дом

household, *n* домашнее хозяйство

house number номер дома

housing, *n* 1 жильё 2 корпус 3 жилище 4 жилищное строительство

housework, *n* работа по дому

how, *adv* 1 как 2 каким образом

however, *conj* 1 однако 2 тем не менее 3 впрочем

how much/how many сколько

How much does it cost? How much is it? Сколько это стоит?

huge, *adj* огромный, громадный

hum, *v* 1 гудеть 2 жужжать

human, *adj* 1 человеческий 2 людской

humanly, adv 1 гуманно 2 по-человечески 3 человечно

humid, *adj* влажный

hundred, *n* сто

hunt, *n* 1 охота 2 поиски 3 охотничье угодье

hunter, *n* охотник

hunting, *n* охота

hurry, *v* 1 торопиться 2 спешить

hurry away, *v* 1 поспешно уехать 2 поспешно увезти или унести

hurry up, *v* 1 торопить 2 торопиться

Hypertext Transfer Protocol (HTTP) протокол передачи гипертекста

hyphen, *n* дефис

hypocritical, *adj* 1 лицемерный 2 ханжеский 3 притворный

I

ice-cream, *n* мороженое

ice hockey, *n* 1 хоккей с шайбой 2 хоккей на льду

icon, *n* значок

icon painting, *n* иконопись

identical, *adj* 1 идентичный 2 одинаковый 3 тождественный

identification, *n* 1 идентификация 2 отождествление 3 распознавание

identify, *v* 1 идентифицировать 2 отождествлять

indirect object косвенное дополнение

idle, *adj* 1 ленивый 2 праздный

idly, *adv* 1 лениво 2 праздно

if, *conj* если

if not, *conj* если не

ignite, *v* 1 зажигать 2 воспламенять

ignore, *v* игнорировать

illness, *n* болезнь

image, *n* образ

imagine, *n* воображать

imitate, *v* имитировать

immediate access немедленный доступ

impact, *n* 1 воздействие 2 влияние 3 удар 4 толчок 5 импульс

impair, *v* 1 ослаблять 2 уменьшать 3 ухудшать 4 нарушать

impairment, *n* 1 ослабление 2 повреждение 3 нарушение 4 ухудшение

impatience, *n* нетерпение

imperative, *adj* 1повелительный 2 властный

implementation, *n* 1 осуществление 2 реализация 3 выполнение 4 внедрение

important, *adj* важный

importance, *n* 1 важность 2 значение

important personal qualities важные личностные качества

important phrase важная фраза

impose, *v* 1 накладывать 2 налагать

impossible, *adj* невозможный

impress, *v* впечатлять

improve, *v* улучшать

improvement, *n* улучшение

improve oneself совершенствоваться

improve performance повысить производительность

in, *prep* 1 в 2 на 3 по 4 во 5 при 6 с 7 у 8 через

in addition 1 в дополнение 2 вдобавок

in advance, *adv* 1 заранее 2 заблаговременно 3 предварительно

in a hard-copy form в печатном виде

inanimate, *adj* 1 неодушевлённый 2 неживой

in case в случае

inch, *n* дюйм = 2, 5 сантиметра

incident, *n* 1 случай 2 происшествие 3 случайность 4 инцидент

incidence, *n* 1 падение 2 сфера 3 сфера действия 4 охват

incline, *v* 1 склоняться 2 склонять

inclusion, *n* включение

income, *n* доход

in common, *adv* совместно

incorrect, *adj* неверный

incredible, *adj* 1 неправдоподобный 2 невероятный

incur, *v* 1 нести 2 подвергаться 3 принимать на себя

incur overhead нести накладные расходы

indent, *v* 1 делать отступ 2 начинать с красной строки

identify, *v* 1 отождествлять 2 идентифицировать

independent, *adj* независимый

index, *n* 1 индекс 2 показатель

indicate, *v* 1 указывать 2 показывать 3 означать

indifferent, *adj* 1 равнодушный 2 безразличный

indirect, *adj* 1 косвенный 2 непрямой

indirect object, *n* косвенное дополнение

in fact 1 фактически 2 на самом деле

infect, *v* 1 заражать 2 инфицировать

infinite, *adj* 1 бесконечный 2 неопределённый 3 бесчисленный

influence, *v* влиять

influence, *n* влияние

influential, *adj* влиятельный

Information and Computer Software Systems информационные системы и компьютерные программы

Information and Network Technology информационные и сетевые технологии

ingenious, *adj* 1 изобретательный 2 остроумный 3 оригинальный

inheritance, *n* 1 наследование 2 наследство 3 наследие

initial, *adj* 1 начальный 2 первоначальный 3 исходный 4 первичный

initialize, *v* инициализировать

injury, *n* 1 вред 2 повреждение 3 травма 4 ущерб 5 рана

in many respects во многих отношениях

in mind 1 в памяти 2 в виду 3 во внимание

in my opinion по моему мнению

in order, *adv* в порядке

in order to для того, чтобы

in part, *adv* частично

in particular, *adv* 1 в частности 2 в особенности

in person, *adv* лично

in practice, *adv* 1 на практике 2 на деле 3 на поверку

input, *n* 1 ввод 2 вход 3 входные данные

inquiry, *n* запрос

in response to, *prep* в ответ на

insert, *n* вставка

inset, *adj* вложенный

inside, *adv* внутри

insight, *n* 1 понимание 2 проницательность 3 способность проникновения в суть

insist on, *v* настаивать на

in some cases в некоторых случаях

installment, *n* 1 взнос 2 частичный платёж

installments, *n* рассрочка

instance, *n* 1 пример 2 случай

instantaneous, *adj* мгновенный

instantly, *adv* немедленно

instead, *adv* вместо

institution, *n* 1 учреждение 2 организация 3 институт 4 заведение 5 учебное заведение

instruction, *n* инструкция

integer, *n* целое число

integer-valued function целочисленная функция

intend, *v* намереваться

intense, *adj* 1 интенсивный 2 напряжённый

intent, *n* 1 намерение 2 цель 3 умысел

interaction, *n* 1 интерактивность 2 взаимодействие

interactive, *adj* 1 диалоговый 2 интерактивный

interest, *n* 1 интерес 2 процент

interesting, *adj интересный*

interfere, *v* 1 вмешиваться 2 препятствовать

intermix, *v* 1 смешивать 2 перемешивать

internal, *adj* внутренний

internal card внутренняя карта

internal transfer внутренний перевод

international, *adj* международный

international card, *n* международная карта

Internet Centre, *n* Интернет-центр

interpret, *v* 1 интерпретировать 2 толковать

interpretation, *n* интерпретация

intervention, *n* вмешательство

interview, *n* интервью

interviewer, *n* интервьюер

interviewee, *n* интервьюируемый

intestacy, *n* 1 наследство, оставленное без завещания 2 отсутствие завещания

in the end, *adv* 1 в заключение 2 в конечном итоге 3 в конечном счёте 4 в конце концов

introduce, *v* 1 вводить 2 внедрять

introduction, *n* 1 введение 2 внедрение 3 интродукция

introductory, *adj* 1 вводный 2 вступительный 3 предварительный

introductory paragraph вводный абзац

in turn, *adv* 1 по очереди 2 вперемежку

invade, *v* 1 вторгаться 2 оккупировать 3 захватывать

invent, *v* изобретать

invention, *n* изобретение

inventory, *n* 1 инвентаризация 2 запас 3 инвентарь

investigate, *v* исследовать

investment, *n* инвестиция

invitation, *n* приглашение

invite, *v* приглашать

invoke, *v* 1 вызывать 2 призывать 3 применять

involvement, *n* 1 участие 2 вовлечение

irrigation, *n* 1 орошение 2 ирригация

ivy, *n* плющ

in your own words своими словами

issue, *n* 1 вопрос 2 проблема 3 выпуск 4 издание

is/there is есть, имеется

Italy, *n* Италия

it will take you вам потребуется

J

jacket, *n* куртка

Japanese, *adj* японский

jar, *n* 1 банка 2 кувшин 3 сосуд 4 кружка

Java, *n* Ява

Java applet Ява-апплет

javelin, *n* 1 дротик 2 метательное копьё 3 соревнования по метанию копья

jeans, *n* джинсы

jewelry, *n* 1 драгоценности 2 ювелирные изделия 3 ювелирное искусство

job, *n* работа

join somebody, *v* присоединиться к кому-либо

joint, *n* 1 сустав 2 место соединения

joint *adj* соединённый

joint project совместный проект

joint venture совместное предприятие

journey, *n* 1 путешествие 2 поездка 3 рейс 4 прогулка

joy, *n* 1 радость 2 удовольствие 3 веселье

joyous, *adj* 1 радостный 2 весёлый 3 счастливый 4 довольный

judo, *n* дзюдо

judge, *v* судить

juice, *n* сок

jumping, *n* прыжки

justice, *n* 1 правосудие 2 справедливость 3 юстиция

justify, *v* 1 оправдывать 2 обосновывать 3 объяснять 4 подтверждать

K

keep (kept, kept), *v* 1 держать 2 сохранять

keep in touch быть в курсе

keep on, *v* продолжать

keep on track держать на ходу

keep the stack сохранить в стеке

keep up, *v* 1 поддерживать 2 продолжать

kerchief, *n* 1 косынка 2 носовой платок 3 головной платок 4 шарф

kernel, *n* 1 ядро 2 стержень 3 суть

kernel routine процедура ядра

kernel space пространство ядра

key, *n* 1 ключ 2 клавиша

keyboard, *n* клавиатура

keyword, *n* 1 ключевое слово 2 дескриптор 3 колонтитул

kidney bean, *n* фасоль

kill, *v* убивать

kind, *n* 1 вид 2 род 3 тип

kind, *adj* добрый

kindly, *adv* 1 любезно 2 доброжелательно

kinds of evidence виды доказательств

kiosk, *n* 1 киоск 2 кафе 3 беседка 4 буфет

kitchen, *n* кухня

kiwi, *n* киви

knapsack, *n* 1 рюкзак 2 ранец

knead dough замесить тесто

knife, *n* нож

know (knew, known), *v* знать

known, *adj* известный

knowledge, *n* знание

L

laboriously, *adv* 1 кропотливо 2 трудолюбиво 3 старательно

lack, *n* 1 недостаток 2 отсутствие

lake, *n* озеро

lamb, *n* 1 баранина 2 ягнёнок

land, *n* 1 земля 2 суша 3 страна 4 почва 5 недвижимость

landlady, *n* 1 помещица 2 хозяйка гостиницы

landmark, *n* 1 ориентир 2 веха 3 достопримечательность

landscape, *n* пейзаж

language, *n* язык

language code код языка

large, *adj* большой

large amount of data большое количество данных

lash, *v* 1 хлестать 2 стегать

last, *adj* 1 последний 2 прошлый 3 истекший 4 недавний

last night, *adv* вчера вечером

last order последний заказ

last summer прошлым летом

late, *adj* 1 поздний 2 последний

lately, *adv* 1 недавно 2 за последнее время 3 на днях

latest news последние известия

latter, *adj* 1 последний 2 недавний

law, *n* 1 закон 2 право 3 закономерность 4 юриспруденция

lay (laid, laid), *v* 1 лежать 2 уложить

lay out, *v* 1 выкладывать 2 раскладывать

lazy, *adj* ленивый

lead (led, led), *v* 1 управлять 2 руководить 3 вести 4 приводить

lead to consensus привести к консенсусу

leaf (pl. leaves), *n* лист (листья)

leafy, *adj* 1 покрытый листьями, лиственный

leafy tree лиственное дерево

league, *n* 1 лига 2 союз 3 лье 4 класс

leave (left, left), *v* 1 оставлять 2 покидать 3 уходить

leg, *n* 1 нога 2 ножка

lean (lent, lent), *v* 1 наклониться 2 опираться 3 склоняться

learn, *v* 1 учить 2 учиться 3 изучать

learning, *n* 1 изучение 2 учёба 3 учение

leather, *n* кожа

leave (left, left), *v* покидать, оставлять

leave out, *v* 1 не включать 2 пропускать 3 упускать

left, *adj* левый

left-hand side, *n* левая сторона

legal, *adj* 1 правовой 2 юридический 3 законный 4 легальный 5 судебный

leisure, *n* 1 досуг 2 свободное время

lemon, *n* лимон

lemonade, *n* лимонад

length, *n* длина

length of the paper длина письменной работы

lens, *n* 1 линза 2 лупа 3 объектив

let (let, let), *v* 1 позволять 2 разрешать

letter, *n* 1 буква 2 письмо

let us, *v* давайте

let us assume 1 допустим 2 предположим

level, *n* уровень

lever, *n* 1 рычаг 2 рукоятка 3 средство воздействия

lexical analysis лексический анализ

lexical analyzer лексический анализатор

library, *n* библиотека

license, *n* 1 лицензия 2 право 3 разрешение 4 патент

lie, *v* 1 лежать 2 находиться

life (pl. lives), *n* жизнь

lifelike, *adj* 1 реалистичный 2 как живой 3 очень похожий

lifework, *n* труд или дело всей жизни

lift, *n* 1 подъём 2 подъёмник 3 лифт

light, *n* 1 свет 2 освещение

light, *adj* 1 светлый 2 лёгкий 3 световой 4 слабый

light bulb лампочка

like, *v* нравиться

like, *adj* 1 подобный 2 похожий

likelihood, *n* вероятность

likely, *adv* вероятно

likewise, *adv* 1 также 2 подобно 3 более того

limb, *n* 1 конечность 2 лимб

limit, *v* ограничивать

limitation, *n* ограничение

limited mobility ограниченная подвижность

line, *n* 1 линия 2 строка 3 ряд

link, *n* 1 ссылка 2 связь

linking, *n* 1 соединение 2 привязка 3 сопряжение

list, *n* 1 список 2 перечень

list, *v* 1 перечислять 2 составлять список

listen (to), *v* слушать

literal, *adj* 1 буквальный 2 дословный 3 буквенный

literally, *adv* буквально

literature, *n* литература

little, *adj* маленький

little bit немного

live, *v* жить

live music живая музыка

lizard, *n* ящерица

load, *n* загрузка

lobster, *n* 1 рак 2 омар

local file локальный файл

local part локальная часть

locate, *v* 1 обнаруживать 2 разместить 3 находиться

location, *n* 1 местоположение 2 расположение 3 местонахождение

lock, *n* замок

lodging, *n* жильё

log, *n* бревно

log, *v* регистрировать

logarithm, *n* логарифм

log book 1 журнал событий 2 вахтенный журнал

London, *n* Лондон

lone, *adj* 1 уединённый 2 одинокий

long-term, *adj* 1 долговременный 2 долгосрочный 3 длительный

long-term care долгосрочный уход

look, *v* 1 смотреть 2 посмотреть

lookahead, *n* предпросмотр

look at, *v* 1 смотреть на 2 посмотреть

look after, *v* 1 ухаживать 2 заботиться

look for, *v* искать

look forward, *v* 1 ожидать 2 смотреть в будущее

look like, *v* 1 выглядеть как 2 быть похожим на

look through, *v* просматривать

loom, *n* ткацкий станок

lose (lost, lost), *v* 1 терять 2 проигрывать

lose job потерять работу

loss of limb потеря конечностей

lost wages потери в заработной плате

loud, *adj* громкий

Louvre, *n* Лувр

love, *n* 1 любовь 2 влюблённость 3 возлюбленный

lovely, *adj* 1 прекрасный 2 милый 3 прелестный 4 очаровательный

lovely flowers прекрасные цветы

luggage rack, *n* багажная сетка

lumber, *n* 1 пиломатериалы 2 лесоматериал 3 древесина

lunch, *n* 1 обед 2 ланч 3 второй завтрак

low, *adj* низкий

lower, *adj* нижний

lower, *v* 1 понизить 2 снизить

lowercase нижний регистр

low-heeled на низком каблуке

low-level, *adj* 1 низкоуровневый 2 на небольшой высоте 3 невысокий

luxury, *n* роскошь

luxurious, *adj* 1 роскошный 2 расточительный

M

macaroni, *n* макароны

made of сделанный из

maieutologist, *n* акушер

magazine, *n* журнал

magician, *n* волшебник

magnesium, *n* магний

mailbox, *n* почтовый ящик

main, *adj* 1 главный 2 основной

main course второе блюдо

main idea основная мысль

main thing главное

mainland, *n* 1 материк 2 большой остров

maintain, *v* 1 поддерживать 2 сохранять

main topic основная тема

Maine, *n* Мэн

magazine, *n* журнал

magistracy, *n* магистратура

major, *adj* 1 основной 2 крупный 3 главный

major part основная часть

majority, *n* большинство

make (made, made), *v* 1 делать 2 производить 3 совершать

make a journey совершить путешествие

make an appointment 1 договориться о встрече 2 записаться на приём

make a note, *v* 1 записать 2 обратить внимание

make good sense здравый смысл

make of car автомобильная марка

make possible сделать возможным

make sense, *v* иметь смысл

make use of values использовать значения

mammoth, *n* мамонт

man, *n* 1 человек 2 мужчина

manage, *v* управлять 2 руководить 3 распоряжаться

management, *n* управление

manager, *n* 1 менеджер 2 руководитель 3 управляющий

manipulate, *v* 1 манипулировать 2 воздействовать 3 влиять

manner, *n* способ

mansion, *n* 1 особняк 2 дворец

manufacturer, *n* производитель

many, *adv* много

manual, *adj* 1 ручной 2 мануальный 3 с ручным приводом 4 с ручным управлением

manual, *n* 1 руководство 2 справочник 3 инструкция 4 учебник

margin, *n* 1 граница 2 поле

marital, *adj* супружеский

marital status семейное положение, состояние в браке

mark, *n* 1 метка 2 знак 3 марка 4 отметка

market, *n* рынок

marketing, n 1 маркетинг 2 сбыт 3 продажа 4 реализация 5 торговля

market research 1 исследование рынка 2 изучение рынка 3 конъюнктурные исследования

markup, *n* наценка

marriage, *n* 1 брак 2 женитьба 3 замужество 4 свадьба

marry, *v* 1 жениться 2 выйти замуж 3 вступить в брак

marry money жениться на деньгах

marvelous, *adj* изумительный

mash, *n* пюре

mass media, *n* средства массовой информации (СМИ)

master, *n* 1 магистр 2 мастер 3 хозяин

match, *v* 1 совпадать 2 соответствовать 3 сопоставлять

material, *n* 1 материал 2 вещество 3 данные 4 ткань 5 материя

mathematician, *n* математик

mathematical, *adj* математический

mathematical and imitating modelling of computing systems математическое и имитационное моделирование вычислительных систем

mathematical statistics математическая статистика

mathematics, *n* математика

matter, *n* 1 вопрос 2 дело 3 материя

may, *v* может

mayor, *n* мэр

me, *pron* мне

meal, *n* 1 еда 2 принятие пищи

mean, *v* 1 значить 2 означать 3 подразумевать

meaningful, *adj* 1 значимый 2 многозначительный 3 выразительный

means, *n* 1 средство 2 способ 3 возможность

measure, *v* 1 измерять 2 оценивать

measure blood pressure измерить давление

measurably, *adv* 1 в известной мере 2 до известной степени

meat, *n* мясо

mechanical, *adj* 1 механический 2 машинный 3 технический

medical practice медицинская практика

melon, *n* дыня

member, *n* 1 участник 2 элемент 3 звено

memorandum (memo), *n* служебная записка

mental, *adj* 1 психический 2 умственный

merely, *adv* 1 просто 2 только 3 единственно

merit, *n* 1 заслуга 2 достоинство 3 качество

meritorious, *adj* 1 достойный награды 2 похвальный 3 заслуженный

message, *n* 1 сообщение 2 письмо

message header заголовок сообщения

message transfer agent (MTA) агент передачи сообщения

method, *n* 1 метод 2 способ 3 методика 4 приём

methods of teaching computer science методика преподавания информатики

microprocessor, *n* микропроцессор

middle, *n* середина

midnight, *n* полночь

midsummer, *n* 1 середина лета 2 летнее солнцестояние

Midwest, *n* Средний Запад

might может быть

migrate, *v* 1 мигрировать 2 перемещаться 3 переселяться

mile, *n* миля

milk, *n* молоко

millet, *n* 1 просо 2 пшено

mind, *n* 1 ум 2 разум 3 внимание 4 взгляд 5 мнение

mind, *v* помнить

mineral water, *n* минеральная вода

minimize, *v* минимизировать

minor, *adj* 1 незначительный 2 второстепенный

mirror, *n* зеркало

miscellaneous разное

misread, *v* 1 неправильно прочитать 2 неправильно истолковывать

miss, *v* 1 скучать 2 упускать 3 не заметить

misspell, *v* 1 делать орфографические ошибки 2 писать с орфографическими ошибками

mist, *n* 1 туман 2 мгла 3 дымка

mittens, *n* 1 рукавицы 2 варежки

mix, *v* смешивать

mixed salad салат

mode, *n* режим

model, *n* модель

modem, *n* модем

modern, *adj* 1 современный 2 новый

modern trend современная тенденция

modest, *adj* скромный

modification, *n* 1 изменение 2 модификация

modify, *v* 1 изменять 2 модифицировать

module, *n* модуль

moisture, *n* 1 влажность 2 влага

molasses, *n* 1 меласса 2 чёрная патока

momentary, *adj* 1 моментальный 2 кратковременный

monetary crisis, *n* денежный кризис

money, *n* деньги

month, *n* месяц

moose (pl. moose), *n* лось

more, *adv* 1 более 2 больше

more than больше, чем

more than once 1 не раз 2 неоднократно

morning, *n* утро

moreover, *adv* 1 кроме того 2 более того 3 сверх того

mortgage credit, *n* ипотечный кредит

most, *adv* 1 наиболее 2 больше всего

motel, *n* 1 мотель 2 автопансионат

motion, *n* движение

motion picture, *n* кинофильм

motodrom, *n* мотодром

mountain, *n* гора

mouse, *n* мышь

mouth, *n* рот

movable, *adj* 1 подвижной 2 передвижной 3 движимый

move, *v* 1 двигаться 2 перемещаться 3 переходить

movement, *n* 1 движение 2 перемещение 3 передвижение

movement-impaired движение с нарушениями

much, *adv* много

much money много денег

muffler, *n* 1 кашне 2 шарф

mug, *n* кружка

multimedia, *n* мультимедиа

multiply, *v* умножить

multiplier, *n* 1 множитель 2 коэффициент 3 мультипликатор

mundane, *adj* 1 светский 2 мирской 3 земной

murky, *adj* 1 тёмный 2 мрачный 3 пасмурный

mushroom, *n* гриб

music instrument музыкальный инструмент

musician, *n* музыкант

must, *v* должен

mustard, *n* горчица

mutton, *n* баранина

mutually, *adv* 1 взаимно 2 совместно 3 обоюдно

mutually agreed, *adj* взаимосогласованный

N

naively, *adv* наивно

name, *n* 1 имя 2 название 3 наименование

name, *v* 1 назвать 2 именовать 3 указывать

nap, *n* 1 дремота 2 короткий сон

narrator, *n* рассказчик

narrow, *adj* узкий

native, *adj* 1 родной 2 коренной 3 местный 4 отечественный

native language родной язык

natural, *adj* 1 природный 2 естественный 3 натуральный

nature, *n* 1 природа 2 характер 3 сущность

navy, *n* 1 военно-морской флот

near, *adj* 1 близкий 2 ближайший

necessity, *n* необходимость

necessary, *adj* необходимый

necklace, *n* 1 ожерелье 2 колье

need, *v* нуждаться

negative number отрицательное число

negotiate, *v* вести переговоры

neighbour, *n* сосед

neighbouring, *adj* соседний

neither … nor, *prep* 1 ни … ни 2 и … не 3 также … не 4 тоже … не

nervous, *adj* нервный

nest, *n* гнездо

Netherlands, *n* Нидерланды

network, *n* сеть

neural networks нейронные сети

neurologist, *n* невролог

never, *adv* никогда

new, *adj* новый

newcomer, *n* новичок

news, *n* 1 новость 2 новости

newspaper, *n* газета

Niagara Falls, *n* Ниагарский водопад

night, *n* 1 ночь 2 вечер 3 темнота 4 мрак

nine девять

nineteen девятнадцать

node, *n* узел

none, *pron* 1 никто 2 ни одни

nonessential, *adj* несущественный

nonzero ненулевой

nonzero value ненулевое значение

non-fiction научно-популярный

non-stop нон-стоп

non-vitality, *n* нежизнеспособность

no place in the world нет места в мире

notable, *adj* 1 примечательный 2 заметный

notably, *adv* 1 заметно 2 особенно

note, *n* 1 примечание 2 внимание 3 замечание

notice, *v* 1 замечать 2 отмечать 3 обращать внимание

noticeable, *adj* 1 достойный внимания 2 заметный 3 приметный

noun, *n* 1 существительное 2 имя существительное

noun clause именное придаточное предложение

novel, *n* 1 роман 2 повесть 3 новелла

novice, *n* 1 новичок 2 начинающий

now, *adv* 1 теперь 2 сейчас

nowadays, *adv* 1 в настоящее время 2 в наши дни

nuclear, *adj* ядерный

nuclear power атомная энергия

nuclear power plant атомная электростанция

number, *n* 1 число 2 количество 3 номер 4 цифра

number plate номерной знак

numerical value, *n* численная величина

numerous, *adj* многочисленный

nudge, *v* подтолкнуть

nut, *n* 1 муфта 2 орех 3 гайка

nylon, *n* нейлон

O

oak, *n* дуб

oatmeal, *n* 1 овсянка 2 овсяная каша

obedient, *adj* послушный

object, *v* 1 возражать 2 протестовать

object, *n* 1 объект 2 дополнение 3 цель 4 вещь 5 предмет

objective, *adj* 1 объективный 2 целевой

objectivity, *n* объективность

obligatory, *adj* 1 обязательный 2 необходимый

obnoxious, *adj* неприятный

observe, *v* наблюдать

observation, *n* наблюдение

obtain, *v* получать

obvious, *adj* 1 очевидный 2 ясный

obviously, *adj* 1 очевидно 2 ясно

ocean, *n* океан

occasion, *n* 1 случай 2 повод

occasional, *adj* случайный

occasionally, *adv* случайно

ocean, *n* океан

octopus, *n* 1 осьминог 2 спрут

occupation, *n* 1 род занятий 2 профессия

offensive, *adj* оскорбительный

offer, *v* предлагать

offering, *n* предложение

office, *n* 1 контора 2 учреждение

office hours 1 рабочее время 2 приёмные часы

off-season, *n* межсезонье

often, *adv* часто

oil, *n* масло

old, *adj* 1 старый 2 старческий

old-fashioned, *adj* 1 старомодный 2 вышедший из употребления

Olympic games, *n* Олимпийские игры

omit, *v* пропускать

on-access scanning сканирование при наличии доступа

on a train на поезде

once, *adv* 1 раз 2 однажды

once again, *adv* ещё раз

oncologist, *n* онколог

one, *pron* 1 один 2 кто-то 3 некто 4 некий

on each side с каждой стороны

on foot, *adv* пешком

onion, *n* лук

on-line help service справочная службу он-лайн

one-sided, *adj* односторонний

only, *adj* 1 единственный 2 исключительный

only, *adv* 1 только 2 лишь

on Saturday в субботу

on the corner на углу

on the Internet в Интернете

on the left слева

on the menu в меню

on the right справа

on the voyage home по пути домой

on the voyage out 1 во время путешествия 2 во время плавания

one-year, *adj* одногодичный

open, *v* открыть

opera, *n* опера

operation, *n* операция

operating system, *n* операционная система

operating surgeon, *n* оперирующий хирург

ophthalmologist, *n* 1 офтальмолог 2 окулист

opinion, *n* мнение

opportunity, *n* возможность

opposite, *prep* напротив

oral, *adj* устный

orally, *adv* устно

orange, *n* апельсин

orange, *adj* 1 оранжевый 2 апельсиновый

order, *n* 1 порядок 2 приказ 3 заказ

ordering of information упорядочение информации

order of importance порядок расположения по степени важности

ordinary, *adj* 1 обычный 2 обыкновенный 3 простой

ordinarily, *adv* 1 обычно 2 обыкновенно

oriental, *adj* восточный

origin, *n* 1 происхождение 2 начало 3 возникновение

original, *adj* 1 оригинальный 2 исходный 3 первоначальный

originally, *adv* первоначально

orthopedic surgeon, *n* хирург-ортопед

other, *adj* 1 другой 2 иной

other circumstances другие обстоятельства

otherwise, *adj* 1 иначе 2 в противном случае

otolaryngologist, *n* отоларинголог

our, *pron* наш

outbound message исходящее сообщение

outdoor, *adj* на открытом воздухе

outline, *n* 1 контур 2 план 3 конспект 4 набросок 5 эскиз

out of control из-под контроля

outside, *adv* снаружи

oven, *n* печка

overall, *adj* 1 полный 2 всеобщий

overall organization общая организация

overcome, *v* преодолеть

overdress, *v* одеваться слишком нарядно

overflow, *n* переполнение

overnight delivery доставка на следующий день

over time через некоторое время

own, *adj* собственный

oyster, *n* устрица

P

Pacific, *adj* тихоокеанский

Pacific Ocean, *n* Тихий океан

packet, *n* 1 пакет 2 пачка

paddle, *v* 1 плескаться 2 медленно грести

page, *n* страница

pain, *n* 1 боль 2 страдание 3 огорчение 4 горе

painful, *adj* 1 болезненный

paint, *n* 1 краска 2 окраска

paint, *v* красить

painting, *n* картина

pair, *n* пара

palm, *n* ладонь

pan, *n* 1 кастрюля 2 сковорода

Panama, *n* Панама

paper, *n* 1 бумага 2 документ 3 статья 4 газета 5 лист

paragraph, *n* 1 абзац 2 пункт 3 параграф 4 раздел 5 статья

parallel phrasing параллельное формулирование мысли

paralysis, *n* паралич

parameter, *n* параметр

parallel programming параллельное программирование

parential, *adj* родительский

parents, *n* родители

Paris, *n* Париж

Parisian, *n* парижанин

parse, *n* 1 разбор 2 структурный анализ

parser, *n* синтаксический анализатор

part, *n* 1 часть 2 сторона 3 роль

partial, *adj* 1 неполный 2 частичный

participate, *v* участвовать

particular, *adj* 1 особенный 2 конкретный 3 особый

particular importance особое значение

particularly, *adv* 1 особенно 2 в частности 3 в особенности

partition, *n* раздел

partner, *n* 1 партнёр 2 напарник

parts of speech части речи

part time work 1 неполный рабочий день 2 работа по совместительству

party, *n* 1 участник 2 партия 3 сторона 4 вечеринка

pass, *v* 1 проходить 2 передавать 3 переходить 4 пропускать

pastry, *n* 1 тесто 2 печенье 3 кондитерские изделия

patch, *n* 1 участок 2 пластырь 3 пятно 4 заплата

path, *n* 1 путь 2 контур 3 тропа 4 тракт 5 курс

pattern, *n* 1 шаблон 2 модель 3 образец

pause, *n* 1 пауза 2 перерыв

pay (paid, paid), *v* платить

payment, *n* 1 оплата 2 платёж 3 выплата 4 расчёт

pea, *n* горох

peace, *n* мир

peaceful, *adj* мирный

peach, *n* персик

peanut, *n* 1 арахис 2 земляной орех

pear, *n* груша

pearl, *n* 1 жемчуг 2 перламутр

pearl barley, *n* перловая крупа

pediatrician, *n* 1 педиатр 2 детский врач

peel, *v* 1 чистить 2 очищать

penguin, *n* пингвин

people, *n* люди

pepper, *n* перец

pepper, *adj* перцовый

per, *prep* 1 в 2 на 3 за 4 согласно 5 по

percentage, *n* 1 процент 2 доля 3 часть 4 количество

perch, *n* окунь

per day, *adv* 1 в день 2 в сутки

perfect, *adj* 1 совершенный 2 идеальный 3 безупречный

perfect knowledge 1 отличное знание 2 совершенное знание

perfectly, *adv* 1 совершенно 2 отлично

perhaps, *adv* 1 возможно 2 может быть

period, *n* 1 период 2 срок 3 время 4 точка 5 промежуток времени

permanently, *adv* постоянно

permit, *v* 1 позволять 2 разрешать

permission, *n* 1 разрешение 2 позволение

person, *n* 1 человек 2 личность

personal, *adj* 1 личный 2 персональный

personal essay личностное эссе

personality, 1 *n* личность 2 индивидуальность

personal computer (PC) персональный компьютер (ПК)

personal data личностные данные

persuasive essay аргументативное эссе

phone, *n* телефон

phone message телефонное сообщение

phone number телефонный номер

phrasing, *n* 1 выражение 2 формулирование мысли 3 фразировка

phthisiologist, *n* фтизиатр

physical, *adj* 1 физический 2 материальный 3 телесный

physically, *adv* физически

physics, *n* физика

piano, *n* пианино

pick, *v* 1 выбирать 2 собирать 3 отбирать

pickles, *n* соленья

picture, *n* картина

pictorial, *adj* 1 изобразительный 2 живописный

piece, *n* 1 часть 2 кусок

pier, *n* 1 пристань 2 пирс 3 причал

pike, *n* щука

pike-perch, *n* судак

pillow, *n* подушка

pilot, *n* 1 пилот 2 лётчик 3 лоцман 4 штурман

pinch, *n* 1 щипок 2 сжатие

ping-pong, *n* 1 настольный теннис 2 пинг-понг

pinpoint, *adj* точный

pitch, *n* 1 шаг 2 высота

pitcher, *n* кувшин

pitfall, *n* ловушка

pity, *n* жалость

pizza, *n* пицца

place, *n* место

place, *v* 1 размещать 2 ставить

plagiarism, *n* плагиат

plant, *n* 1 растение 2 завод

plant, *v* сажать

plate, *n* 1 тарелка 2 пластинка 3 табличка 4 лист

play, *v* играть

pleasure, *n* удовольствие

plum, *n* слива

plus, *n* плюс

plow, *v* пахать

pocket, *n* карман

poetry, *n* 1 поэзия 2 стихи 3 поэтичность

pointer, *n* 1 стрелка 2 указатель

point, *n* 1 точка 2 пункт 3 момент

pointer, *n* 1 указатель 2 стрелка

point of contact 1 точка касания 2 коллизионная привязка

point of view, *n* точка зрения

poison, *n* 1 яд 2 отрава

poison ivy, *n* ядовитый плющ

poisoning, *n* отравление

poisonous, *adj* 1 ядовитый 2 токсический

Poland, *n* Польша

polar, *adj* 1 полярный 2 полюсный

pole, *n* 1 полюс 2 столб 3 шест

pole-jumping/pole vaulting, *n* прыжки с шестом

policy, *n* 1 политика 2 курс

polite, *adj* вежливый

politely, *adv* вежливо

pomegranate, *n* гранат

pop up, *v* 1 неожиданно возникнуть 2 всплыть

pop off, *v* 1 удаляться 2 палить

pop music поп-музыка

popular, *adj* популярный

population, *n* население

pork, *n* свинина

portion, *n* 1 часть 2 доля 3 порция

position held занимаемая должность

possibility, *n* возможность

possible, *adj* возможный

postgraduate, *n* аспирант

postgraduate studies, *n* аспирантура

pot, *n* 1 горшок 2 котелок 3 банка 4 кастрюля 5 чайник 6 кофейник

potatoes, *n* картофель

pound, *n* 1 фунт как мера веса = 453, 6 г 2 фунт стерлингов = £

pour, *v* 1 лить 2 наливать

power, *n* 1 власть 2 мощность 3 сила 4 питание 5 степень

powerful tool мощный инструмент

practice, *n* 1 практика 2 опыт 3 деятельность 4 обычай

praise, *v* 1 хвалить 2 превозносить

prawn, *n* 1 креветка 2 пильчатая креветка

precede, *v* предшествовать

precious, *adj* 1 дорогой 2 драгоценный

precise, *adj* 1 точный 2 чёткий

precisely, *adv* 1 точно 2 именно 3 в точности

precision, *n* 1 точность 2 чёткость

predate, *v* 1 предшествовать 2 датировать более ранним числом

predator, *n* хищник

predecessor, *n* предшественник

predict, *v* 1 прогнозировать 2 предсказывать

predicate nominative предикативный номинатив

prefer, *v* предпочитать

preferable, *adj* предпочтительный

preference, *n* предпочтение

prefix, *n* приставка

prehistoric, *adj* доисторический

prejudge, *v* 1 предвосхищать 2 предопределять

prepare, *v* 1 готовить 2 подготовить

preposition, *n* предлог

preprocessing, *n* предварительная обработка

presence, *n* присутствие

present, *v* представлять

presentation, *n* презентация

pressure, *n* 1 давление 2 напряжение

press on the accelerator нажать на педаль акселератора

press on the gas нажать на газ

presumably, *adv* 1 предположительно 2 по-видимому

pretty, *adj* 1 хорошенький 2 приятный 3 прелестный

prevail, *v* 1 преобладать 2 превалировать

prevent, *v* 1 предотвращать 2 препятствовать 3 предупреждать

previous, *adj* предыдущий

prey, *n* 1 добыча 2 жертва

prey, *v* охотиться

price, *n* 1 цена 2 курс

pricing, *n* 1 ценообразование 2 установление цен 3 расчёт цены

pride, *n* гордость

prime, *n* 1 простое число 2 расцвет 3 начало

prime, *adj* 1 основной 2 первичный 3 главный

Prime Minister, *n* премьер-министр

print, *v* 1 печатать 2 напечатать

prior, *adj* 1 прежний 2 предшествующий

priority, *n* 1 приоритет 2 первоочерёдность

prison, *n* тюрьма

private, *adj* частный

prize, *n* 1 приз 2 премия 3 выигрыш

probably, *adv* вероятно

procedure, *n* 1 процедура 2 процесс 3 порядок

proceed, *v* продолжаться

process, *n* 1 процесс 2 способ 3 процедура

processing, *n* 1 обработка 2 переработка

produce, *v* производить

producer, *n* производитель

product, *n* 1 продукт 2 товар

production, *n* 1 производство 2 продукция 3 добыча

product support поддержка продукта

professional, *adj* профессиональный

professional qualification профессиональная квалификация

program, *n* программа

progression, *n* 1 прогрессия 2 продвижение 3 последовательность

project, *n* проект

proliferation, *n* 1 пролиферация 2 распространение 3 быстрое увеличение

promote, *v* 1 содействовать 2 способствовать 3 поощрять 4 выдвигать

prompt, *v* подсказывать

pronoun, *n* местоимение

pronounce, *v* произносить

proof, *n* доказательство

proper, *adj* 1 надлежащий 2 собственный 3 правильный

proper noun, *n* имя собственное

property, *n* 1 собственность 2 имущество 3 свойство

propose, *v* 1 предлагать 2 выдвигать

proprietary, *adj* 1 проприетарный 2 патентованный

pros and cons 1 доводы за и против 2 плюсы и минусы

protect, *v* 1 защищать 2 охранять 3 оберегать

protected, *adj* 1 защищённый 2 находящийся под протекторатом

protection, *n* 1 защита 2 охрана 3 покровительство 4 сохранение

protocol suits наборы протоколов

provided, *conj* 1 при условии 2 при условии, что 3 если только 3 в том случае, если

provide, *v* 1 обеспечивать 2 предоставлять

provider, *n* 1 поставщик 2 провайдер

proximity, *n* близость

psychiatrist, *n* психиатр

psychological, *adj* психологический

psychologically, *adv* психологически

psychology, *n* психология

public, *adj* 1 общественный 2 государственный 3 публичный 4 открытый

publication, *n* 1 публикация 2 издание 3 выпуск

public housing 1 государственное или общественное жильё 2 государственное или общественное жилищное строительство

publicity, *n* 1 гласность 2 публичность 3 реклама 4 огласка

public relations 1 связи с общественностью 2 общественная информация

public school 1 государственная школа 2 бесплатная средняя школа

3 привилегированная   частная закрытая средняя школа для мальчиков

publish, *v* 1 опубликовать 2 публиковать

publishing, *n* 1 опубликование 2 издательское дело

pull, *v* 1 тянуть 2 тащить

pulp, *n* 1 пульпа 2 целлюлоза

pumpkin, *n* тыква

punctuate, *v* 1 ставить знаки препинания 2 акценти-ровать 3 перемежать

4 подчёркивать

punctuation, *n* пунктуация

purchase, *n* покупка

purple, *adj* 1 фиолетовый 2 пурпурный

purpose, *n* цель

push, *v* 1 толкать 2 проталкивать 3 нажимать

put, *v* 1 ставить 2 помещать

put in order 1 приводить в порядок 2 упорядочивать

Q

quantity, *n* количество

queen, *n* 1 королева 2 царица 3 ферзь 4 дама

Queen of England Королева Англии

question, *n* вопрос

queue, *n* очередь

quick, *adj* 1 быстрый 2 скорый 3 живой

quickly, *adv* 1 быстро 2 скоро 3 срочно

quiet, *adj* 1 тихий 2 спокойный

quietly, *adv* 1 тихо 2 спокойно

quit, *n* выход

quite, *adv* 1 вполне 2 совершенно

quite another case совершенно другой случай

quotation, *n* 1 цитата 2 котировка 3 предложение

quotation marks, *n* 1 кавычки 2 кавычки в цитате

quote, *v* цитировать

quotes, *n* кавычки

R

race, *n* 1 гонки 2 бег

radish, *n* редис

raft, *n* плот

rage, *n* 1 ярость 2 гнев

rain, *n* дождь

raincoat, *n* плащ

rainfall, *n* 1 количество осадков 2 ливень

raise, *v* 1 поднимать 2 повышать

ram, *n* 1 ОЗУ 2 оперативная память 3 подъёмник 4 силовой цилиндр

RAM = resident access memory резидентная часть оперативной памяти: данных или системного программного обеспечения, хранящихся в оперативной памяти

RAM = random access memory 1 запоминающее устройство с произвольной выборкой   2 память с произвольной выборкой

random basis произвольно выбранный основной компонент

range, *n* 1 диапазон 2 спектр 3 ряд

rapid, *adj* быстрый

rate, *n* 1 скорость 2 норма 3 ставка

rate of message transfer скорость передачи сообщений

ready, *adj* 1 готовый 2 лёгкий 3 быстрый 4 приготовленный

reach, *v* достигать

reach one's journey's end достичь конца своего путешествия

read (read, read), *v* читать

read-only только для чтения

ready, *adj* готовый

real, *adj* 1 действительный 2 настоящий 3 реальный

real estate 1 недвижимость 2 недвижимое имущество

reason, *n* причина

reasonable, *adj* 1 разумный 2 приемлемый 3 обоснованный

reasonably, *adv* 1 разумно 2 приемлемо 3 обоснованно

rearview mirror, *n* зеркало заднего вида

reveal, *v* 1 показывать 2 раскрывать 3 обнаруживать

receipt, *n* 1 получение 2 квитанция 3 приём 4 чек 5 расписка

receive, *v* получать

receive data получать данные

receive mail messages получать почту

recent, *adj* 1 последний 2 недавний

recently, *adv* 1 недавно 2 в последнее время

reception, *n* 1 приём 2 получение 3 восприятие

reception desk, *n* приёмная

receptionist, *n* 1 регистратор 2 секретарь в приёмной 3 портье

recipient, *n* 1 получатель 2 реципиент

recipient address адрес получателя

reclaim, *v* 1 восстанавливать 2 исправлять

recognize, *v* 1 признавать 2 распознавать 3 узнавать

record, *n* 1 запись 2 рекорд 3 отчёт 4 учёт 5 протокол 6 данные 7 регистрация

recovery, *n* 1 восстановление 2 возмещение 3 выздоровление

rectangle, *n* прямоугольник

recursion, *n* 1 рекурсия 2 возврат

recursive, *adj* рекурсивный

red, *adj* 1 красный 2 рыжий

redistribute, *v* перераспределять

reduce, *v* 1 уменьшать 2 снижать

refer, *v* 1 относить 2 сослаться 3 обращаться

reference, *n* 1 ссылка 2 упоминание

refine, *v* 1 улучшать 2 совершенствовать

refinement *n* 1 очистка 2 улучшение 3 утончённость 4 изысканность

reflection, *n* отражение

reflective, *adj* 1 отражающий 2 задумчивый 3 мыслящий 4 размышляющий

region, *n* 1 регион 2 область

regional, *adj* 1 региональный 2 краевой 3 областной 4 местный 5 районный

regionally, *adv* регионально

register, *v* 1 регистрировать 2 оформлять

regular, *adj* регулярный

regulation, *n* 1 регулирование 2 регуляция 3 правило 4 регулировка

rehearsal, *n* репетиция

reimburse, *n* 1 компенсировать 2 возмещать

reindeer, *n* северный олень

reinforce, *v* 1 укреплять 2 усиливать

relate, *v* 1 относиться 2 связывать 3 иметь отноше-
ние

relation, *n* 1 отношение 2 связь

relationship, *n* 1 соотношение 2 связь

relative, *n* родственник

relative pronoun, *n* относительное местоимение

relax, *v* 1 расслабляться 2 отдыхать

release, *v* 1 выпускать 2 освобождать

relevant, *adj* 1 релевантный 2 соответствующий 3
относящийся к делу 4 обоснованный

relic, *n* 1 реликвия 2 реликт 3 пережиток

relieve, *v* 1 освобождать 2 облегчать 3 уменьшать

rely, *v* 1 надеяться 2 полагаться

rely on, *v* 1 полагаться 2 надеяться на

reliable, *adj* надёжный

rename, *v* переименовать

remain, *v* оставаться

remarkable, *adj* 1 замечательный 2 выдающийся 3
удивительный

remember, *v* 1 помнить 2 запомнить

remote user, *n* удалённый пользователь

remove, *v* 1 удалять 2 снимать 3 убирать

Renaissance, *n* 1 Ренессанс 2 возрождение

renew, *v* возобновлять

rent a room 1 снять комнату 2 снять номер

repeat, *v* повторять

repeatedly, *adv* 1 неоднократно2 повторно 3 не-
сколько раз

repetition, *n* 1 повторение 2 повтор

replace, *v* заменять

reply, *v* отвечать

report, *n* 1 доклад 2 отчёт 3 сообщение 4 протокол 5
рапорт

request, *n* 1 просьба 2 требование 3 запрос

require, *v* требовать

requirement, *n* требование

reread, *v* повторно прочитать

research, *n* 1 научное исследование 2 исследование 3 исследовательская работа

research work, *n* научно-исследовательская работа

resemble, *v* походить на 2 иметь сходство 3 быть похожим

resend, *adv* повторно

resent, *v* 1 негодовать 2 возмущаться 3 обижаться

reserve, *v* 1 забронировать 2 резервировать

reset, *v* переустанавливать

reside, *v* проживать

residence, *n* 1 проживание 2 резиденция 3 пребывание 4 место жительства

resident, *n* 1 резидент 2 житель

resilience, *n* 1 упругость 2 эластичность 3 ударная вязка 4 упругая деформация

resist, *v* 1 сопротивляться 2 противостоять

resource, *n* 1 ресурс 2 средство 3 запас 4 возможность

respect, *v* 1 уважать 2 не нарушать 3 касаться, иметь отношение

respect, *n* 1 уважение 2 отношение

respected, *adj* 1 уважаемый 2 почитаемый

respectful, *adj* 1 уважающий 2 почтительный

respond, *v* 1 реагировать 2 отвечать 3 удовлетворять 4 соответствовать

response, *n* 1 ответ 2 реакция 3 отклик

responsibility, *n* ответственность

rest, *n* 1 остальные 2 остальное 3 отдых

rest, *v* отдыхать

restart, *v* 1 перезагружать 2 возобновлять

restate, *v* 1 вновь заявлять 2 пересматривать 3 переформулировать

restoration, *n* 1 восстановление 2 реставрация 3 реконструкция

restrain, *v* сдерживать

restrict, *v* ограничивать

restriction, *n* ограничение

result, *v* результат

resume, *n* резюме

resuscitator, *n* реаниматолог

retrieve, *v* 1 извлекать 2 восстанавливать

retriever, *n* охотничья собака

return, *v* возвращать

reveal, *v* 1 открывать 2 показывать

revelation, *n* откровение

reverent, *adj* 1 почтительный 2 благоговейный

review, *n* 1 обзор 2 просмотр

revise, *v* 1 пересматривать 2 исправлять 3 проверять

revision, *n* 1 проверка 2 пересмотр 3 исправление

revive, *v* возрождать

reward, *v* награждать

rewriting, *n* переписывание

rhythm, *n* 1 ритм 2 ритмичность 3 цикличность 4 размер

rice, *n* рис

ride (rode, ridden), *v* ездить

right, *adj* 1 правый 2 правильный 3 прямой 4 верный

right-hand side, *n* правая сторона

right now, *adv* 1 прямо сейчас 2 как раз сейчас 3 в этот момент

ring, *n* кольцо

ring (rang, rung) up, *v* звонить

rinse, *v* 1 полоскать 2 промывать

rise (rose, risen), *v* 1 подниматься 2 повышаться 3 увеличиваться 4 возрастать

river, *n* река

road, *n* 1 дорога

roast, *v* жарить

rock, *n* 1 скала 2 рок

rock music рок-музыка

rocky, *adj* скалистый

rod, *n* 1 стержень 2 шток 3 штанга 4 прут 5 жезл

roentgenologist, *n* рентгенолог

roll, *n* рулон

roll, *v* катить

roof, *n* 1 крыша 2 кровля 3 потолок

roof rack, *n* багажник на крыше автомобиля

room, *n* 1 комната 2 номер 3 помещение 4 место 5 пространство

root, *n* корень

route, *n* 1 маршрут 2 путь

royal, *adj* королевский

row, *n* ряд

rowing, *n* гребля

rub, *v* 1 тереть 2 втирать 3 натирать

rugby, *n* регби

rugged, *adj* 1 прочный *2* бурный

rule, *n* правило

run (ran, run), *v* бегать

runner up, *n* бегун

running, *n* 1 работа 2 бег

running shoes, *n* кроссовки

Russia, *n* Россия

Russian, *adj* русский

Russian hockey, *n* 1 русский хоккей 2 хоккей с мячом

rust, *n* ржавчина

S

safari, *n* сафари

safe, *adj* безопасный

safely, *adv* безопасно

sail, *v* плыть под парусами

sailing, *n* парусный спорт

salad, *n* салат

salary, *n* 1 зарплата 2 оклад

sale, *n* продажа

salt, *n* соль

salty, *adj* солёный

same, *pron* 1 тот же 2 то же самое 3 так же

sand beach песчаный пляж

sandals, *n* 1 сандалии 2 босоножки

sandwich, *n* бутерброд

San Francisco, *n* Сан-Франциско

satisfy, *v* 1 удовлетворять 2 отвечать 3 соответствовать

sausage, *n* 1 колбаса 2 сосиска 3 сарделька

save money экономить деньги

save the file to disk сохранить файл на диск

saving, *n* 1 спасение 2 сбережение 3 экономия

savory, *n* острая закуска

say (said, said), *v* 1 сказать 2 говорить

scan, *v* 1 сканировать 2 бегло просматривать

scanner, *n* 1 сканер 2 сканирующее устройство

scanning, *n* сканирование

scarce, *adj* 1 недостаточный 2 скудный

scarf, *n* 1 шарф 2 кашне

schedule, *n* 1 список 2 расписание

set up, *v* 1 создавать 2 устанавливать

sheep, *n* 1 овца 2 баран

ship, *n* 1 корабль 2 судно

scholarship, *n* 1 стипендия 2 учёность 3 эрудиция

school, *n* школа

science, *n* наука

scientist, *n* учёный

scientific, *adj* научный

scope, *n* область действия

score, *n* 1 счёт 2 оценка 3 количество очков

Scottish, *adj* шотландский

screen, *n* экран

scuba diving, *n* подводное плавание с аквалангом

scum, *n* 1 пена 2 накипь

sea, *n* море

sea crawfish, *n* лангусты

seafood, *n* морепродукты

second, *adj* второй

section, *n* 1 раздел 2 секция

search, *n* поиск

season, *n* 1 сезон 2 время года

seasonable, *adj* 1 своевременный 2 соответствующий сезону

security, *n* безопасность

see (saw, seen), *v* 1 видеть, 2 смотреть

seeds, *n* семена

seem, *v* казаться

seemingly, *adv* по-видимому

see to, *v* 1 позаботиться 2 присматривать за

seldom, *adv* редко

select, *n* выборка

selection, *n* отбор

self-contained, *adj* 1 автономный 2 отдельный 3 самостоятельный

self-interest, *n* личная выгода

select, *v* 1 выбирать 2 отбирать

sell (sold, sold), *v* 1 продать 2 торговать

semantic, *adj* семантический

semicolon, *n* точка с запятой

semolina, *n* манная крупа

senate, *n* сенат

send (sent, sent), *v* 1 отправлять 2 посылать

send data передавать данные

sender, *n* отправитель

senior, *adj* 1 пожилой человек 2 старшеклассник 3 старшекурсник

sensor, *n* 1 датчик 2 сенсор

sentence, *n* предложение

separate, *adj* 1 отдельный 2 раздельный 3 самостоятельный 4 особый

separate, *v* 1 разделять 2 отделять

separately, *adv* 1 отдельно 2 особо

sequence, *n* последовательность

serene, *adj* безмятежный

serious, *adj* 1 серьёзный 2 важный

seriously, *adv* 1 серьёзно 2 важно

serve, *v* 1 служить 2 обслуживать

service, *n* 1 служба 2 обслуживание

set, *n* 1 набор 2 комплект

set (set, set), *v* 1 устанавливать 2 задавать

set about, *v* приступать к

set forth, *v* излагать

set off, *v* 1 выделяться 2 отправляться

set of rules, *n* свод правил

settle, *v* 1 урегулировать 2 поселить

setup, *n* установка
set up, *v* устанавливать
seven семь
seventy, *n* семьдесят
several, *adv* несколько
several times несколько раз
severe, *adj* строгий
schedule, *n* 1 расписание 2 график
scroll, *n* прокрутка
shallow, *adj* 1 пустой 2 мелкий 3 поверхностный
shape, *n* 1 образ 2 форма
shaping, *n* придание формы
share, *v* 1 делить 2 разделять
share in property, *n* доля в собственности
sharp, *n* 1 символ # 2 знак // 3 знак диез
sharp, *adj* 1 резкий 2 острый 3 крутой
sheep, *n* овца
sheer, *adj* 1 сущий 2 явный
sheet, *n* 1 лист 2 ведомость 3 таблица
shelf, *n* полка
shell, *n* 1 оболочка 2 корпус 3 раковина 4 панцирь
shellfish, *n* 1 моллюск 2 ракообразное
shelter, *n* 1 приют 2 кров 3 убежище
shift, *n* 1 сдвиг 2 смещение
shine (shone, shone), *v* светить
shiny, *adj* блестящий
ship, *n* корабль
shirt, *n* рубашка
shock, *n* 1 шок 2 удар
shockingly, *adv* потрясающе
shoes, *n* обувь
shoot, *v* стрелять
shooting, *n* стрельба

shop, *n* магазин

shopping, *n* покупка товаров

shortcut, *n* ярлык

shorts, *n* шорты

should, *v* должен

shoulder, *n* 1 плечо

shovel, *v* 1 лопата 2 совок

show (showed, shown), *v* показывать

shower, *n* 1 душ 2 ливень

shrimp, *n* креветка

shrink (shrank, shrunk) *v* сокращаться 2 сжиматься

shrewd, *adj* проницательный

shutter, *n* затвор

shy, *adj* застенчивый

side, *n* 1 сторона 2 бок

sight, *n* 1 вид 2 достопримечательность 3 взгляд 4 зрение

sightless, *adj* слепой

sign, *n* 1 знак 2 символ

sign, *v* подписывать

signal, *n* сигнал

signature, *n* подпись

significance, *n* значение

significant, *adj* значительный

significantly, *adv* значительно

silk, *n* шёлк

silly, *adj* глупый

silver, *adj* серебряный

silvery, *adj* серебристый

similar, *adj* 1 аналогичный 2 подобный

similarity, *n* 1 сходство 2 подобие 3 аналогия

simple, *adj* простой

Simple Mail Transfer Protocol (SMTP) простой протокол передачи почты

simply, *adv* просто

simultaneous, *adj* 1 одновременный 2 синхронный 3 совместный

since, *conj* 1 поскольку 2 так как 3 с тех пор как

sing (sang, sung), *v* петь

single, *adj* 1 единый 2 единственный

sip, *v* пить маленькими глотками

sister-in-law, *n* 1 золовка 2 свояченица

sit (sat, sat), *v* сидеть

sixty, *n* шестьдесят

skating, *n* 1 катание на коньках 2 конькобежный спорт

skeleton in the cupboard 1 семейная тайна 2 постыдный семейный секрет

skiing, *n* 1 катание на лыжах 2 лыжный спорт 3 ходьба на лыжах

skill, *n* 1 умение 2 навык

ski mountaineering горнолыжный спорт

skin, *n* 1 кожа 2 шкура

skin diving, *n* подводное плавание с аквалангом

skip over, *v* пропустить

skirt, *n* юбка

sky, *n* небо

sleep (slept, slept), *v* спать

sleepy, *adj* сонный

sleeve, *v* рукав

slight, *adj* 1 незначительный 2 лёгкий 3 слабый

slice, *n* ломтик

slice, *v* резать ломтиками

slip, *v* 1 скользить 2 выскользнуть

slippers, *n* тапочки

slot, *n* щелевидный разъём

slow, *adj* медленный

small, *adj* маленький

smile, *v* улыбаться

smoke, *v* 1 курить 2 дымить 3 коптить

smoking, *n* 1 курение 2 копчение

smoothly, *adv* 1 гладко 2 ровно

smudge *n* 1 грязное пятно 2 клякса

snack-bar, *n* 1 буфет 2 закусочная

snake, *n* змея

snaredrum, *n* барабан с натянутой в основании струной

snorkeling, *n* подводное плавание

snow, *n* снег

snowstorm, *n* 1 снежная буря 2 метель 3 пурга

so, *adv* 1 так, таким образом 2 тоже 3 также

soaring, *n* парящий полёт

soccer, *n* футбол

society, *n* общество

socket, *n* квадратный разъём

socks, *n* носки

software, *n* 1 программное обеспечение 2 математическое обеспечение 3 программные системы 4 программы для компьютера

Software and Administration of Computer Systems программное обеспечение и администрирование компьютерных систем

software engineering разработка программного обеспечения

soil, *n* почва

solar, *adj* солнечный

solicit, *v* 1 ходатайствовать 2 просить

solicitor, *n* 1 адвокат 2 поверенный 3 стряпчий 4 юрисконсульт

solve, *v* 1 решить 2 решать

solve the problem решить проблему

some, *adv* несколько

some of them некоторые из них

someone, *pron* 1 кто-то 2 кто-нибудь

something, *pron* 1 что-то 2 нечто 3 что-либо

sometimes, *adv* иногда

somewhere, *adv* 1 где-то 2 где-нибудь

sophisticated, *adj* 1 сложный 2 усложнённый

sound, *n* звук

soundboard, *n* дека

sour, *adj* кислый

source, *n* 1 источник 2 исходный код 3 исходный текст

source code, *n* исходный код

source of information источник информации

sour cream, *n* сметана

south, *n* юг

southeastern, *adj* юго-восточный

Southwest, *n* Юго-Запад

space shuttle, *n* космический челнок

Spain, *n* Испания

sparse, *adj* 1 редкий 2 разреженный

speak (spoke, spoken), *v* говорить

speaker, *n* оратор

special, *adj* 1 специальный 2 особый

specialist, *n* специалист

specialize, *v* специализироваться

species (species), *n* 1 род 2 вид 3 разновидность

specific, *adj* 1 конкретный 2 специфический

specification, *n* 1 спецификация 2 характеристика

specifics, *n* конкретика

specify, *v* 1 указывать 2 определять 3 специфицировать 4 уточнять

speech, *n* речь

special order 1 специальный заказ 2 специальная инструкция

speed, *n* 1 скорость 2 быстродействие

speed switch, *n* 1 переключатель скорости 2 переключатель быстродействия

spend (spent, spent), *v* 1 тратить 2 расходовать 3 проводить (время)

sphere, *n* 1 сфера 2 область

spheromorphism, *n* сфероморфизм

spices, *n* специи

spill (spilt, spilled), *v* 1 проливать 2 пролить

spinach, *n* шпинат

split, *n* 1 раскол 2 расщепление

sport, *n* спорт

spot, *n* 1 место 2 пятно

spray, *v* 1 распылять 2 опрыскивать 3 разбрызгивать

spread (spread, spread), *v* 1 развёртывать 2 расстилать 3 распространять

sprightly, *adj* 1 оживлённый 2 весёлый

sprinter, *n* спринтер

square mold квадратный разъём

squid, *n* кальмар

squash, *n* 1 тыква 2 кабачок

stack, *n* 1 стек 2 стог 3 кипа

staff, *n* 1 сотрудники 2 персонал 3 кадры 4 штат

staff development повышение квалификации персонала

stage, *n* 1 этап 2 стадия 3 сцена 4 ступень 5 период 6 фаза

stain, *n* пятно

stand (stood, stood), *v* стоять, ставить

standard, *n* 1 стандарт 2 норма

standardize, *v* стандартизировать

star, *n* звезда

starfish, *n* морская звезда

start, *n* запуск

start, *v* начинать

starting, *n* 1 начало 2 запуск 3 пуск

startle, *v* 1 сильно удивить 2 испугать

starve, *v* 1 голодать 2 умирать от голода

state, *n* 1 государство 2 штат 3 состояние

statehood, *n* 1 государственность 2 статус штата 3 статус государства

statement, *n* 1 заявление 2 утверждение 3 отчёт 4 ведомость

statistics, *n* 1 статистика 2 статистические данные

statue, *n* статуя

steak, *n* 1 кусок мяса или рыбы 2 бифштекс 3 стейк

steering wheel, *n* 1 рулевое колесо 2 штурвал

straight, *adj* 1 прямой 2 ровный

straight ahead прямо

straightforward, *adj* 1 простой 2 прямой 3 откровенный 4 честный

stream, *n* поток

stem, *n* стебель

step, *n* 1 ступень 2 шаг

stepchild, *n* 1 пасынок 2 падчерица

stew, *v* тушить

stewed fruit компот

stick, *n* палка

still, *adv* 1 ещё 2 всё ещё 3 по-прежнему 4 до сих пор

stilt, *n* свая

stocked, *adj* 1 укомплектованный 2 имеющийся в наличии

stocks and shares акции и доли

stock exchange, *n* фондовая биржа

stock market quotes котировки фондового рынка

stop, *v* 1 останавливать 2 прекращать

storage, *n* хранение

store, *n* 1 магазин 2 склад 3 универмаг

store, *v* 1 хранить 2 накапливать

storeroom, *n* склад

storage, *n* 1 хранение 2 склад

story, *n* 1 рассказ 2 повесть 3 сюжет

St. Petersburg, *n* Санкт-Петербург

straight, *adj* прямой

straightforward, *adj* 1 простой 2 прямой

strange, *adj* странный

strawberry, *n* клубника

streak, *n* 1 полоска 2 черта

street, *n* улица

strength, *n* сила

stress, *n* 1 стресс 2 напряжение

strict, *adj* 1 точный 2 определённый 3 строгий

strictly, *adv* 1 точно 2 строго

strike (struck, stricken), *v* 1 бить 2 ударять

string, *n* 1 строка 2 струна

strip, *n* 1 полоса 2 полоска 3 лента

strong, *adj* сильный

structure, *n* 1 структура 2 строение 3 состав

student, *n* 1 студент 2 учащийся

study, *n* 1 изучение 2 исследование

study, *v* 1 изучить 2 изучать

stuffing, *n* 1 фарш 2 начинка

stuntman, *n* каскадёр

subcontract 1 субподряд 2 субдоговор

subgroup, *n* подгруппа

subject, *n* 1 тема 2 предмет 3 субъект

submarine, *n* подводная лодка

submit, *v* 1 представлять 2 подавать

subordinate, *adj* 1 второстепенный 2 подчинённый

subordinate clause, *n* придаточное предложение

subroutine, *n* 1 подпрограмма 2 стандартная подпрограмма

subsequent, *adj* 1 последующий 2 более поздний

substantial, *adj* 1 существенный 2 важный 3 значительный

subtopic, *n* подтема

succeed, *v* 1 преуспевать 2 иметь успех

success, *n* 1 успех 2 удача

successful, *adj* 1 успешный 2 удачный

successfully, *adv* успешно

successive, *adj* последовательный

such, *adj* 1 такой 2 определённый

such as 1 такой, как 2 тот, который 3 так, чтобы

succotash, *n* блюдо из молодой кукурузы и бобов

suffocate, *v* 1 задушить 2 задохнуться

sugar, *n* сахар

sugarcane, *n* сахарный тростник

suggest, *v* 1 предлагать 2 означать

suit, *v* 1 соответствовать 2 устраивать

suit, *n* костюм

suitable, *adj* 1 подходящий 2 соответствующий

sun, *n* солнце

sunflower, *n* подсолнечник

sunlit, *adj* освещённый солнцем

sum, *n* 1 сумма 2 итог

summarize, *v* 1 обобщать 2 суммировать

summary, *n* 1 краткое изложение 2 конспект

summer, *n* лето

sun, *n* солнце

sunny, *adj* солнечный

sunrise, *n* восход солнца

sunroof люк на крыше

supercede, *v* вытеснять

supermarket, *n* 1 супермаркет 2 магазин самообслуживания

supervisor, *n* 1 руководитель 2 супервизор

supplementary, *adj* 1 дополнительный 2 добавочный

supplier, *n* 1 поставщик 2 снабженец

supply, *v* 1 поставлять 2 снабжать 3 обеспечивать

support, *v* поддерживать

support, *n* поддержка

suppose, *v* 1 полагать 2 предполагать

Supreme Court Верховный суд

sure, *adv* 1 конечно 2 непременно 3 безусловно

surely, *adv* 1 конечно 2 несомненно 3 обязательно 4 верно

surface, *n* поверхность

surname, *n* фамилия

surprise, *n* 1 удивление 2 неожиданность 3 сюрприз

surprisingly, *adv* 1 необычайно 2 удивительно 3 неожиданно

suspect, *v* подозревать

suspend, *v* приостанавливать

suspicious, *adj* 1 подозрительный 2 недоверчивый

surplus, *n* 1 избыток 2 избыточность

serve, *v* служить

survey, *n* обзор

sweater, *n* свитер

sweep (swept, swept), *v* подметать

sweet, *adj* сладкий

sweets, *n* конфеты

swim (swam, swum), *v* плавать

swimming, *n* плавание

Swiss, *adj* швейцарский

switch, *v* 1 переключать 2 менять

symbol, *n* 1 символ 2 знак 3 обозначение

symbolically, *adv* символически

syntax, *n* синтаксис

synthesize, *v* синтезировать

synthesized, *adj* синтезированный

synthesizer, *n* синтезатор

system call системный вызов

T

table, *n* обеденный стол

table of contents 1 таблица содержания 2 оглавление

tablet, *n* 1 блокнот 2 таблетка

table tennis, *n* настольный теннис

tag, *n* тег

tale, *n* 1 рассказ 2 повесть

talk, *n* разговор

take (took, taken), *v* 1 принимать 2 брать

take away, *v* 1 забирать 2 отнимать

take a picture сфотографировать

take bus/trolley-bus/tram number … сесть на автобус/троллейбус/трамвай

номер …

take business, *v* **рассматривать** дела

take for granted считать само собой разумеющимся

take in, *v* 1 принимать 2 брать 3 занимать

take into account, *v* 1 принимать во внимание 2 принимать в расчёт

take notes делать заметки

take out, *v* 1 вынести 2 вынимать 3 вывезти

take part, *v* принимать участие

take place, *v* 1 происходить 2 иметь место 3 состояться

take responsibility взять на себя ответственность

take time, *v* занимать время; потребуется время

talk, *n* разговор

tale, *n* 1 рассказ 2 повесть

tame, *adj* ручной

tangerine, *n* мандарин

tap, *n* кран

task, *n* задание

taste, *n* вкус

tasting, *n* 1 дегустация 2 проба 3 кусочек

tasty, *adj* 1 вкусный 2 лакомый

tasteless, *adj* 1 безвкусный 2 пресный

taxonomy, *n* классификация

tea, *n* чай

teach (taught, taught), *v* 1 учить 2 преподавать 3 обучать

teacher, *n* 1 учитель 2 преподаватель

team, *n* 1 команда 2 группа 3 бригада 4 экипаж

teaspoon, *n* чайная ложка

technical staff, *n* технический персонал

technique, *n* техника

technology, *n* 1 технология 2 технические и прикладные науки

technological, *adj* технологический

telephone, *n* телефон

tell (told, told), *n* 1 сказать 2 говорить 3 рассказывать 4 приказывать

temporary, *adj* временный

tend, *v* иметь тенденцию

tenderloin, *n* 1 вырезка 2 филей

tennis, *n* теннис

tentacles, *n* щупальца

terminology, *n* терминология

terrible, *adj* ужасный

testimony, *n* 1 свидетельство 2 свидетельские показания

text, *n* текст

text, *adj* текстовый

textiles, *n* 1 текстиль 2 текстильные товары

thank, *v* благодарить

that, *pron* тот

theatre, *n* театр

theatrical, *adj* театральный

them, *pron* им

Theoretical Computer Science теоретическая информатика

theory of algorithms теория алгоритмов

theory of statistics теория статистики

therapist, *n* терапевт

therefore, *adv* 1 поэтому 2 следовательно

these, *pron* эти

thesis, *n* 1 положение 2 тезис 3 диссертация

thesis statement, *n* тезисное высказывание

they, *pron* они

thick, *adj* 1 толстый 2 густой 3 плотный

thick smoke густой дым

thin, *adj* 1 тонкий 2 худой

thing, *n* 1 вещь 2 дело 3 предмет

think (thought, thought), *v* думать

third, *n* 1 треть 2 третья часть 3 третье число

this, *pron* 1 это 2 этот

this time на этот раз

this way, *adv* сюда

those, *pron* те

though, *conj* 1 хотя 2 однако 3 несмотря на

thought, *n* мысль

thousand, *n* тысяча

threat, *n* угроза

threaten, *v* угрожать

three три

three-star hotel трёхзвёздочная гостиница

threshold, *n* порог

throttle, *n* дроссель

through, *prep* через

throughout, *adv* 1 повсюду 2 через

thunderstorm, *n* гром

thus, *adv* 1 так 2 таким образом

ticket, *n* билет

tide, *n* 1 волна 2 поток 3 течение 4 морской прилив и отлив

tie, *n* галстук

tie-in, *n* 1 принудительный ассортимент 2 ограничительная оговорка

tights, *n* колготки

till, *n* денежный ящик

time, *n* время

time-consuming, *adj* 1 трудоёмкий 2 отнимающий много времени

tin, *n* 1 консервная банка 2 олово

tips, *n* чаевые

tired, *adj* 1 уставший 2 усталый 3 утомлённый

tiresome, *adj* 1 утомительный 2 скучный

tiring, *adj* 1 утомительный 2 изнурительный

title, *n* 1 заголовок 2 заглавие

toboggan, *n* 1 сани 2 тобогган 3 санный спорт

together вместе

token, *n* 1 знак 2 символ

tolerate, *v* 1 терпеть 2 выносить

tomato, *n* 1 помидор 2 томат

tomorrow, *adv* 1 завтра 2 в ближайшем будущем

ton, *n* 1 тонна 2 масса

tone, *n* 1 тон 2 тонус 3 оттенок 4 характер 5 стиль 6 интонация

tongue-in-cheek, *adj* 1 лукавый 2 насмешливый 3 неискренний

too, *adv* 1 слишком 2 тоже 3 также

tool, *n* инструмент

tools, *n* 1 инструменты 2 инструментарий

too many слишком много (с исчисляемыми существительными)

too much слишком много (с неисчисляемыми существительными)

too slow слишком медленно

tooth (teeth), *n* зуб (зубы)

tooth decay кариес

toothpick, *n* зубочистка

top, *n* 1 вершина 2 верх 3 верхушка

topic, *n* 1 тема 2 предмет обсуждения 3 заголовок

topic sentence 1 тематическое предложение 2 вводное предложение, в котором формулируется тема сообщения

top management высшее руководство

toss, *v* 1 бросать 2 метать 3 кидать

to the left 1 слева 2 влево 3 налево

to the right 1 справа 2 вправо 3 направо

touch, *n* 1 прикосновение 2 соприкосновение

tour, *n* 1 тур 2 экскурсия 3 поездка 4 путешествие

tourist agency 1 туристическое агентство 2 туристическая компания 3 бюро путешествий

toward/towards, prep 1 в направлении 2 по отношению к

tower, *n* 1 башня 2 вышка 3 крепость 4 мачта

towel, *n* полотенце

to what extent 1 до какой степени 2 насколько

toy, *n* игрушка

track, *n* 1 трек 2 след 3 дорожка 4 путь

track and field, *n* лёгкая атлетика

trade, *n* 1 торговля 2 сделка 3 обмен 4 ремесло 5 профессия

traditional, *adj* традиционный

training, *n* 1 обучение 2 тренировка

transaction, *n* сделка

transfer, *v* передавать

transfer of collateral передача залога

transform, *v* 1 изменять 2 превращать

transient, *adj* 1 преходящий 2 временный

transition, *n* 1 переход 2 перемещение

transitional, *adj* переходный

translate, *v* переводить

transmit a message передать сообщение

transmit via telefacsimile передать с помощью телефакса

transparent, *adj* 1 прозрачный 2 ясный

trap, *n* 1 ловушка 2 западня 3 капкан 4 трап

trapping, *n* 1 остановка 2 захват

travel, *n* путешествие

travelling, *n* путешествие

treatment, *n* 1 лечение 2 обработка

tremendous, *adj* огромный

tremulous, *adj* 1 дрожащий 2 робкий 3 трепетный

trend, *n* 1 тенденция 2 направление 3 устремлён-ность

trim, *n* 1 украшение 2 отделка

trip, *n* 1 поездка 2 путешествие 3 экскурсия 4 рейс

trip to the seaside поездка к морю

triviality, *n* 1 тривиальность 2 банальность

trophy, *n* 1 трофей 2 приз 3 награда 4 памятный по-дарок 5 добыча

trousers, *n* 1 брюки 2 штаны 3 панталоны 4 шаро-вары

true, *adj* 1 верный 2 настоящий 3 подлинный 4 правдивый

trunk, *n* 1 хобот 2 чемодан 3 труба 4 багажник авто-мобиля 5 ствол

try, *v* 1 стараться 2 пытаться

T-shirt, *n* 1 футболка 2 тенниска 3 майка с коротки-ми рукавами

tuna, *n* тунец

Turkey, *n* Турция

turkey, *n* 1 индейка 2 индюк 3 индюшка

turn, *v* 1 повернуть 2 обращаться 3 вращаться

turn back, *v* 1 повернуть назад 2 оглянуться

turnip, *n* 1 репа 2 луковица

turn off, *v* 1 выключать 2 сворачивать

turn to the left повернуть налево

turn to the right повернуть направо

turpentine, *n* 1 скипидар 2 живица 3 терпентин

twice an hour дважды в час

two два

two years later два года спустя

type, *v* печатать

type, *n* 1 тип 2 вид 3 разновидность

typing, *n* переписка на машинке

U

UDP – User Datagram Protocol протокол дейтаграмм пользователя

ultimate, *adj* 1 конечный 2 окончательный

uncover, *v* 1 открывать 2 обнаруживать

under, *prep* под

underneath, *prep* 1 под 2 внизу

underline, *v* подчёркивать

under protection под защитой

underscore, *v* подчёркивать

understand (understood, understood), *v* понимать

understanding, *n* понимание

unicycle, *n* одноколёсный велосипед

unfairness, *n* 1 недобросовестность 2 несправедливость

unify, *v* 1 объединять 2 унифицировать

unified, adj 1 единый 2 унифицированный 3 объединённый

union, *n* объединение

unison, *n* 1 согласие 2 унисон

unity, *n* единство

university, *n* университет

unless, *conj* 1 если не 2 пока не

unnecessary, *adj* 1 ненужный 2 лишний

unsupported type неподдерживаемый тип

until, *prep* до

unusual, *adj* необычный

up, *adv* 1 вверх 2 выше

update, *v* 1 обновлять 2 модернизировать 3 коррек-
тировать

upper, *adj* верхний

uppercase верхний регистр

upset, *adj* расстроенный

upstream, *adv* вверх по течению

up to, *prep* 1 к 2 вплоть до 3 за

up-to-date *adj* отвечающий современным требова-
ниям

upwardly вверх

urgent, *adj* 1 срочный 2 неотложный

usage, *n* использование

usually, *adv* обычно

use, *v* использовать

use, *n* 1 польза 2 применение

used, *adj* используемый

used to, *adj* привыкший

useful, *adj* полезный

usefulness, *n* полезность

user, *n* пользователь

user agent (UA) агент пользователя

User Interface интерфейс пользователя

usual, *adj* обычный

utensils, *n* посуда

utter, *v* 1 произносить 2 выговорить

V

vacancy, *n* 1 вакансия 2 пустота 3 свободное место

vacant, *adj* 1 вакантный 2 свободный

vaccine, *n* вакцина

vacuum, *n* вакуум

valley, *n* 1 долина 2 впадина

value, *n* 1 значение 2 ценность 3 величина

value chain 1 цепь создания добавленной стоимости 2 производственно-бытовая цепь

valuable, *adj* ценностный, значимый

vaporize, *v* испарять

variety, *n* разнообразие

varmint, *n* 1 шалун 2 хищное животное 3 шалопай 4 негодяй

various, *adj* 1 разный 2 различный

varied, *adj* 1 разнообразный 2 различный 3 разный 4 дифференцированный

variety, *n* разнообразие

vary, *v* 1 изменять 2 менять 3 варьировать

vast, *adj* обширный

vegetables, *n* овощи

velvet, *n* 1 бархат 2 вельвет

vendor, *n* продавец

venerologist, *n* венеролог

verb, *n* глагол

verbose, *adj* многословный

version, *n* версия

versus, *conj* 1 против 2 в сравнении с

vertical bar вертикальная черта

very, *adj* 1 истинный 2 самый

very, *adv* очень

via a pipe через трубку

vibrating rod вибрирующий стержень

vice versa, *adv* 1 наоборот 2 обратно

victim, *n* жертва

video, *n* 1 видео 2 видеоинформация

videocard, *n* видеокарта

view, *n* 1 мнение 2 вид 3 взгляд 4 точка зрения 5 осмотр

viewpoint, *n* точка зрения

vinegar, *n* уксус

viola, *n* альт

violence, *n* 1 сила 2 неистовство

violent, *adj* 1 неистовый 2 яростный

violoncello, *n* виолончель

violin, *n* скрипка

virologist, *n* вирусолог

virtual, *adj* виртуальный

virtually, *adv* 1 фактически 2 в сущности 3 виртуально

vision, *n* зрение

vision-related problem проблема, связанная со зрением

vision device 1 прибор наблюдения 2 смотровое устройство

visit, *n* посещать

visitor, *n* посетитель

vital, *adj* 1 жизненный 2 жизненно важный

voice, *n* голос

voice command голосовая команда

volleyball, *n* волейбол

volume, *n* 1 объём 2 громкость 3 размер 4 ёмкость

volunteer, *n* 1 доброволец 2 волонтёр

voluntary, *adj* 1 добровольный 2 произвольный 3 сознательный 4 намеренный

voyage, *n* 1 рейс 2 путешествие 3 плавание

W

wage, *n* заработная плата

wagon, *n* 1 фургон 2 автомобиль

waist, *n* сужение

waist time терять время

waiter, *n* официант

wait for, *v* ждать
wake (woke, woken), *v* просыпаться
waken, *v* будить
walk, *n* 1 ходьба 2 шаг 3 походка
walkman, *n* плеер
wall, *n* 1 стена 2 вал 3 барьер
want, *v* хотеть
warn, *v* предупреждать
washer, *n* 1 мойка 2 стиральная машина
washtub, *n* корыто
watch, *v* 1 смотреть 2 наблюдать
water, *n* вода
watermelon, *n* арбуз
water pollution загрязнение воды
water polo, *n* водное поло
wave, *n* волна
way, *n* 1 путь 2 способ 3 метод 4 дорога
way out выход
wear (wore, worn), *v* 1 носить 2 одевать
weather, *n* погода
web-browser, *n* веб-браузер
web-page, *n* веб-страница
week, *n* неделя
weekend, *n* выходной
welcome, *int* добро пожаловать
welfare, *n* 1 благосостояние 2 благоденствие
well, *adv* хорошо
well-known, *adj* хорошо известный
well-worded, *adj* хорошо изложенный
western, *adj* западный
wetsuit, *n* гидрокостюм
whale, *n* 1 кит 2 масса
what, *pron* 1 что 2 каков 3 какой 4 сколько

What does it cost? Сколько это будет стоить?

whatever, *pron* 1 что бы ни 2 какой-либо 3 какой-нибудь

what kind of 1 какой 2 что за

wheat, *n* пшеница

wheel, *n* колесо

when, *conj* 1 когда 2 если 3 как только

whenever, *conj* 1, когда бы ни 2 всякий раз когда

where, *adv* 1 где 2 куда

wherever, *conj* 1 куда бы ни 2 где бы ни

wherever, *adv* 1 где 2 куда

whether, *conj* ли

which, *int* какой

while, *adj* 1 между тем, как 2 тогда как

white, *adj* белый

white, *adj* белый

white bread белый хлеб

who, *pron* 1 который 2 кто 3 те, кто 4 тот, кто

whoever, *pron* 1 кто бы ни 2 который бы ни

whole, *adj* 1 весь 2 целый

whom, *conj* 1 кому 2 кого 3 которых 4 которого

whomever кем бы они ни

whose, *prep* 1 чьи 2 чья 3 чей 4 чьё

why 1 почему 2 зачем 3 как

wide, *adj* 1 широкий 2 большой 3 обширный 4 далёкий

wide choice большой выбор

widely, *adv* широко

widely-spread широко распространённый

wilderness, *n* 1 дикая местность 2 пустыня

wildlife, *n* живая природа

win (won, won), *v* 1 выигрывать 2 побеждать

wine, *n* вино

wind, *n* ветер

window, *n* 1 окно 2 витрина

windscreen, *n* 1 ветровое стекло 2 переднее стекло

windscreen wiper, *n* 1 стеклоочиститель 2 дворники

wine, *n* вино

winter, *n* зима

winter sports зимние виды спорта

wipe, *v* 1 протирать 2 вытирать

wiper rear window cab стеклоочиститель заднего окна кабины

wireless keyboard беспроводная клавиатура

wish, *n* 1 желание 2 пожелание 3 просьба

with, *prep* с

within, *prep* 1 внутри 2 в пределах

within the kernel в ядре

with respect to, *prep* 1 в отношении 2 что касается

without, *prep* без

witness, *n* свидетель

wolf (pl. wolves), *n* волк

woodwind, *n* деревянный духовой инструмент

woman, *n* женщина

women, *n* женщины

wonder, *n* 1 удивление 2 изумление 3 чудо

wonder, *v* 1 удивляться 2 интересоваться

wood, *n* 1 древесина 2 дерево 3 лес

wooden, *adj* деревянный

wool, *n* шерсть

word, *n* слово

word combination словосочетание

word for word 1 дословно 2 слово в слово

work, *n* работа

work hard 1 трудиться 2 работать

work late работать допоздна

work schedule план работы

working, *n* 1 работа 2 деятельность

working time рабочее время

workstation, *n* рабочая станция

world, *n* 1 мир 2 вселенная

worn, *adj* 1 изношенный 2 поношенный

worry, *v* 1 беспокоиться 2 волноваться

worth, *adj* 1 заслуживающий 2 стоящий 3 обладающий

worth doing something стоит сделать что-либо

worth considering стоит учесть

worthless, *adj* бесполезный

worthwhile, *adj* стоящий

would бы

would be 1 будет 2 был бы

WR 1 сводка погоды 2 складская расписка

wrap, *v* завернуть

wrestling, *n* борьба

write (wrote, written), *v* писать

writer, *n* писатель

wrong, *adj* 1 неправильный 2 ошибочный

wrongly, *adv* 1 неправильно 2 ошибочно

Y

yard, *n* двор

year, *n* год

year ago год назад

yellow, *adj* жёлтый

yellowish-brown желтовато-коричневый

yet, *adv* ещё

young, *adj* молодой

young people, *n* молодёжь

Z

zander, *n* **судак**

zip code = postal delivery code, *n* 1 почтовый ин-
декс 2 индекс связи

SHORT ENGLISH-RUSSIAN GLOSSARY OF THEORETICAL COMPUTER SCIENCE

A

abstraction, *n* абстракция

access, *n* доступ

action, *n* действие

after, *prep* после

age, *n* возраст

akin, *adj* подобный

allow, *v* 1 позволять 2 разрешать 3 допускать

alternative spelling вариант написания

angle, *n* угол

angle bracket угловая скобка

apostrophe, *n* апостроф

apparent, *adj* 1 видимый 2 очевидный

append, *v* 1 добавлять 2 прилагать 3 присоединять 4 конкатенировать

apply, *v* применять

applied-indicator применяемый-индикатор

any program любая программа

arithmetic value арифметическое значение

ascribe, *v* 1 приписывать 2 относить

assign, *v* присваивать

assume, *v* 1 допускать 2 считать 3 предполагать

asterisk, *v* звёздочка

attach, *v* присоединять

attempt, *n* попытка

at the bottom of the tree 1 в нижней части дерева 2 у основания дерева

attribute, *n* 1 атрибут 2 признак 3 характерная черта

B

back slash обратный слэш

before, *prep* прежде

be smaller than быть меньше, чем

beyond, *prep* 1 за 2 вне 3 после 4 выше

bind (bound, bound), *v* 1 связывать 2 компоновать

binding, *n* связь

bit, *n* бит

blank, *n* пробел

blind alley, *n* тупик

book, *n* книга

bool = boolean, *adj* логический

braces, *n* круглые скобки

bracket, *n* 1 скобка 2 квадратная скобка

by means of, *prep* посредством

C

canonical form каноническая форма

cause, *n* 1 быть причиной 2 вызывать

cease, *v* прекращать

char = character, *n* 1 символ 2 знак 3 литера

choose (chose, chosen), *v* выбирать

coercion, *n* принуждение, ограничение

colon, *n* двоеточие

comma, *n* запятая

compilation phase 1 фаза компиляции 2 этап компиляции

completion, *n* завершение

compl = complex, *adj* 1 комплексный 2 сложный

compile, *v* компилировать

comprise, *v* составлять

concatenation, *n* конкатенация

confuse, *v* смешивать

considerable, *adj* значительный

consistent, *adj* согласующийся

consist of, *v* состоять из

consistent substitution согласованная подстановка

constitute, *v* составлять

construct, *n* конструкт

construct in the strict language конструкт в строгом языке

contain, *v* содержать

convention, *n* соглашение

D

DECLARATION ОПИСАНИЕ

Declare, *v* описывать

Decrease, *v* уменьшать

Deduce, *v* 1 делать вывод 2 устанавливать происхождение

define, *v* определять

Defining-indicator определяющий-индикатор

Derive, *v* 1 выводить 2 извлекать 3 получать

descendant, *n* 1 наследник 2 потомок

descendant environ наследное окружение

DESCETY ОПИСАНИЯ

describe, *v* описать

designate, *v* обозначать

designation, *n* обозначение

deviate, *v* отклоняться

digit, *n* цифра

digit cypher sequence последовательность цифр шифра

direct descendant прямой наследник

distinguish, *v* 1 различать 2 выделять

divide by, *v* разделить на

dynamic = run-time, *adj* динамический

E

each, *adj* каждый
elaboration, *n* разработка
elidible hypernotions опускаемые гиперпонятия
else, *adv* иначе
embed, *v* встраивать
empty, *adj* пустой
empty sequence пустая последовательность
enclose, *v* заключать
endow with subnames наделять подыменами
enforce, *v* обеспечивать соблюдение, исполнение
environ, *n* 1 среда 2 окружение
environment, *n* окружающая среда
environment condition состояние окружающей среды
equivalence, *n* эквивалентность
examine, *v* 1 рассматривать 2 исследовать 3 изучать
execute, *v* 1 выполнять 2 исполнять 3 осуществлять
exercise, *v* 1 осуществлять 2 выполнять
exist, *v* существовать
explain, *v* объяснять
exponent part показатель степени
extend, *v* 1 продлить 2 расширять
extension, *n* расширение
extent, *n* степень
external object внешний объект

F

facilitate, *v* 1 содействовать 2 помогать 3 способст-вовать
false, *n* ложь

FIELD, *n* ПОЛЕ
fixed-point number число с фиксированной точкой
flex = flexible, *adj* гибкий
follow, *v* следовать
format, *n* формат
freedom, *n* свобода

G

generate, *v* генерировать
given above приведённое выше
give rise порождать
given size данный размер

H

heap, *adj* глобальный
hierarchy, *n* иерархия
hold, *v* 1 выполнять 2 исполнять
holding of predicates исполнение предикатов
hyperalternative, *n* гиперальтернатива
hypernotion, *n* гиперпонятие
hyper-rule, *n* гиперправило
hyphen, *n* дефис

I

identical, *adj* идентичный
identity-declaration описание-тождество
immediately, *adv* 1 непосредственно 2 немедленно
implementer, *n* исполнитель
imply, *v* 1 подразумевать 2 означать 3 предполагать
include, *v* 1 включать 2 содержать в себе
increase, *v* 1 увеличивать 2 возрастать
independent, *adj* независимый
int = integer, *n* целое

integral, *adj* 1 интегральный 2 неотъемлемый 3 целый 4 целочисленный

intend, *v* предназначать

intention, *n* намерение

intermediate, *adj* промежуточный

internal object внутренний объект

interpretation, *n* интерпретация

INTREAL ЧИСЛОВОЕ

in turn по очереди

inverted commas, *n* кавычки

invisible, *adj* невидимый

involve, *v* включать в себя

item, *n* пункт

L

label=lab, *n* 1 метка 2 этикетка 3 ярлык

LABSETY МЕТКИ

layer, *n* слой

LEAP ЛОКАЛИЗУЮЩИЙ

lengthen, *v* удлинять

lettered sub-division отрывок, выделяемый буквой со скобкой

letter *a* symbol символ буква *a*

letter b sequence последовательность букв б

letter *e* symbol символ буква *e*

lifetime, *n* 1 срок 2 продолжительность жизни

local, *adj* локальный

long, *v* длинный

LONGSETY ДЛИННОЕ

M

manipulate, *v* 1 управлять 2 воздействовать

mark, *n* знак

meaning, *n* 1 значение смысл

member, *n* звено

metanotion, *m* метапонятие

metaproduction метапорождение

metaproduction rules метаправила

MODE ВИД

mode *a* = struct (ref *a* *b*) вид *a* = ст (имя *a* *b*)

mode *b* = struct (ref struct (ref *b* *b*) *b*) вид *b* ст (имя ст (имя *b* *b*) *b*)

mode book вид книга

mode-indication индикация-вида

mode-indications *a* and *b* индикации вида *a* и *б*

MOID – ЗНАЧЕНИЕ

mu = dial ци, указание номера

mui definition of structured with reference to mui application field letter b mode *ци i* определение структуры содержащей букву *b* латинское для области применения имени *ци i* в себе

multiple, *adj* 1 многочисленный 2 множественный 3 кратный

multiply by умножить на

N

name, *n* имя

negative, *adj* отрицательный

nest, *n* среда

nest of descendants среда наследников

nest of properties среда из свойств

next, *adj* следующий

nonempty непустое

nonempty member непустое звено

nonempty protonotion непустое протопонятие

nonempty sequence непустая последовательность

nonnegative integer неотрицательное целое число
nonterminal, *adj* нетерминальный
nonterminal symbol нетерминальный символ
notion, *n* понятие
number of extra lengths число добавочных удлинений
numerical analysis численный анализ

O

object, *n* объект
obtain, *v* получать
occasionally, *adv* иногда
occur, *v* 1 происходить 2 иметь место
occurrence, *n* вхождение
operand of the formula операнд формулы
operator, *n* оператор
option, *n* вариант, опция
optional asterisk опциональная звёздочка
order, *n* порядок
overflow, *n* переполнение

P

paranotion, *n* парапонятие
parenthesis, *n* круглая скобка
parentheses, *n* круглые скобки
pair, *n* пара
part, *n* часть
particular, *adj* 1 особенный 2 конкретный 3 определённый
perform, *v* 1 выполнять 2 исполнять
performance, *n* 1 выполнение 2 исполнение
permanent, *adj* постоянный
plain value простое значение

plus, *n* плюс
plus-minus плюс-минус
plus-minus option вариант плюс-минус
point, *n* точка
position, *n* 1 место 2 положение
positive, *adj* положительный
possible, *adj* возможный
postlude, *v* заключение
power, *n* степень
pragmatic remarks прагматические замечания
precede, *v* предшествовать
predicate, *n* предикат
preserve, *v* сохранять
presume, *v* 1 предполагать 2 полагать
primal, *adj* первичный
primal environ первичная среда
program-text текст-программа
proceed as follows действовать следующим образом
proc = process, *n* процесс
produce, *v* порождать
production rule порождающее правило
production tree дерево порождения
program, *n* программа
property, *n* свойство
protonotion, *n* протопонятие
provide, *v* 1 обеспечивать 2 предоставлять
purely, *adv* чисто

Q

quality, *n* 1 свойство 2 качество

R

random, *adj* 1 произвольный 2 случайный
rather, *adv* 1 довольно 2 достаточно
real, *adj* вещественное
recover, *v* 1 восстанавливать 2 возвращать
ref book = reference book, *n* справочник
reference language эталонный язык
refer, *v* именовать
regard, *v* 1 рассматривать 2 считать
relationship, *n* соотношение
replace, *v* заменять
replacing, *n* замена
representation, *n* представление
representation language язык представления
restrict, *v* ограничивать
restricted form ограниченная форма
restriction, *n* ограничение
rigorous, *adj* 1 строгий 2 тщательный 3 точный
rigorous definition строгое определение
routine, *n* 1 процедура 2 шаблон 3 стандартная программа 4 определённый режим
Rule is created. Правило создано.
Rule is given. Правило задано.

S

satisfy, *v* соответствовать
section, *n* раздел
semicolon, *n* точка с запятой
sequence, *n* последовательность
set, *n* множество
set of actions совокупность действий
scene, *n* сцена
short, *adj* короткий

SHORTSETY КОРОТКОЕ

signify, *v* 1 значить 2 иметь значение 3 выражать 4 означать

similar case сходный случай

simple substitute = simple substitution простая подстановка

size, *n* размер

SIZETY РАЗМЕРНОЕ

SIZETY intergral РАЗМЕРНОЕ целое

SIZETY real РАЗМЕРНОЕ вещественное

size zero размер нуль

slash, *n* слэш

sort 1 приводимо 2 отобрано 3 классифицировано

spelling, *n* 1 орфография 2 правописание

square bracket квадратная скобка

standard environment стандартная среда

stem, *v* 1 происходит 2 брать начало

step, *n* шаг

storage cell ячейка/ячейки памяти

stowed name исходное имя

stowed value исходное значение

strict language строгий язык

string, *n* строка

struct = structure, *n* структура

structured value структурированное значение

subclass, *n* подкласс

subset, *n* подмножество

substitution, *n* подстановка

T

tally, *n* 1 число 2 номер

task, *n* задача

then, *adv* 1 затем 2 потом

term, *v* называть

terminal symbol терминальный символ

terminal metaproduction терминальное метапорождение

terminal production терминальное порождение

terminate, *v* 1 прекращать 2 завершать 3 оканчивать

terminate via оканчиваться на

textual order текстовый порядок

transform, *v* преобразовать

transitive, *adj* 1 переходный 2 транзитивный

true, *n* истина

truth value истинностное значение

twice, *adv* дважды

U

ultimately, *adv* 1 в конечном счёте 2 в итоге

union, *n* объединение

unless если неверно что

unless false если неверно что ложь

unless otherwise specified если другое не оговорено

unless true если неверно что истина

utilize, *v* использовать

V

value, *n* значение

variable, *n* переменная

via, *prep* через

vice versa наоборот

visible 1 видимый 2 очевидный 3 явный

viz. а именно

void, *adj* пустой

void value пустое значение

W

where false если ложь

where MOID1 equivalent MOID2 если ЗНАЧЕ-НИЕ1 эквивалентно ЗНАЧЕНИЮ2

where true если истина

whether, *conj* если

which actions may be applied to this value какие действия можно производить с этим значением

which is not a member of C не принадлежащий C

widen, *v* расширять

with DECSETY LABSETY с ОПИСАНИЯМИ МЕТКАМИ

Y

yield, *n* 1 выход 2 доход

Z

zero, *n* 1 нуль 2 ноль

Учебное издание

Галина Геннадьевна Губина

**Компьютерный английский.
Часть II**

Английский для специалистов

Computer English. Part II

English for Specialists

Учебное пособие

Текст на иностранном языке печатается
в авторской редакции