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УЧЕБНИК  
АНГЛИЙСКОГО  
ЯЗЫКА

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# УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА

ДЛЯ ВЕЧЕРНИХ ФАКУЛЬТЕТОВ И ОТДЕЛЕНИЙ  
ВЫСШИХ ТЕХНИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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для вечерних факультетов и отделений  
высших технических учебных заведений СССР*

ИЗДАТЕЛЬСТВО  
ЛИТЕРАТУРЫ НА ИНОСТРАННЫХ ЯЗЫКАХ  
Москва \* 1960



## ПРЕДИСЛОВИЕ

Настоящий учебник английского языка предназначен для студентов I и II курсов вечерних факультетов и отделений высших технических учебных заведений.

Особые условия работы на вечерних факультетах вызвали необходимость создания учебника, который позволил бы восстановить, систематизировать и углубить знания, полученные в школе, с тем чтобы заложить основу для дальнейшей работы над языком и в предельно короткие сроки подвести студентов-производственников к чтению и переводу со словарем специальной и общественно-политической литературы.

Учебник содержит 42 урока, две таблицы (список нестандартных глаголов, встречающихся в текстах, и сводку основных правил чтения) и тексты для домашнего чтения. Основные и дополнительные тексты для чтения и перевода — научно-популярного и общественно-политического содержания, подобранные главным образом из оригинальных источников.

Большинство уроков снабжено дополнительными текстами для проработки в аудитории. Эти тексты являются средством повторения и закрепления пройденной лексики и грамматики в новом контексте. Как правило, в них включается не более двух новых слов.

При отборе лексики авторы брали за основу слова и выражения, типичные для стиля научно-технической литературы и вводили их в рубрику «Для активизации» (в среднем 15—16 слов на один урок). Термины составляют лишь незначительную часть отобранной лексики, т. к. усвоение их не представляет больших трудностей для студентов, знакомых на практике с производством. Кроме того, большое количество терминов — международного характера и усваивается по аналогии с терминами родного языка.

При распределении грамматического материала авторы располагали его по узловым темам (например, система времен, неличные формы глагола), стараясь в то же время рассматривать каждое явление в связи с общей системой языка. Так, *Passive Voice* не выделяется в отдельную тему, т. к. он органически связан с системой глагола, а дается как завершающий момент к каждой отдельной группе времен: *Indefinite*, *Perfect*, *Continuous*.

После каждой узловой темы дается урок на повторение пройденного с включением небольшой грамматической или грамматико-лексической темы, например, урок 20, где дополнительно к обзору темы «Participle» дается тема «Замена существительного».

Прохождение грамматики заканчивается в III семестре. В IV семестре с урока 33 по 42 дается обзорное повторение этих тем с упором на явления, наиболее типичные для стиля научной литературы (обороты с неличными формами глагола, особенности употребления Passive Voice). Последние три урока (40—42) — смешанного характера и предназначены для повторения пройденной лексики и грамматики.

В качестве пособия по грамматике авторы рекомендуют «Граматику английского языка» М. Беляевой, на которую они ссылаются при указании грамматических тем уроков и в упражнениях.

Многие упражнения представляют собой связные тексты, т. к. авторы придерживаются мнения, что явления языка лучше усваиваются на связном тексте, чем на отдельных предложениях.

В упражнениях используется только знакомая лексика, в первую очередь слова «Для активизации» данного и предыдущих уроков.

Учитывая необходимость твердого знания правил словообразования и умения применять их на практике, авторы снабдили почти все уроки соответствующими упражнениями с таким расчетом, чтобы работа в этом направлении не прекращалась на протяжении всего курса изучения языка.

Тексты для домашнего чтения, представляющие собою несколько сокращенные и иногда в весьма незначительной степени адаптированные оригинальные материалы, отражают тематику основных текстов учебника, что дает возможность повторить и закрепить пройденную лексику в новом контексте. Исходя из отведенного по плану количества занятий (17-18 занятий на нечетных семестрах и 16 занятий — на четных), авторы считают целесообразным следующее распределение материала: I семестр — уроки 1-11, II—12-21, III—22-32 и IV—33-42, остальные занятия отводятся для приема домашнего чтения и для проверочных работ.

*А в т о р ы*

# LESSON ONE

Порядок слов в утвердительном, вопросительном и отрицательном предложении § 376, стр. 253, §§ 391—395, стр. 263—265; § 410, стр. 272.

Оборот **there is** §§ 378, 379, стр. 255, 256; §§ 381, 382, стр. 257.

Present Indefinite Tense §§ 121—124, стр. 86—89.

## TEXT

### THEY WORK AND STUDY

"He works and studies" — these words apply to people who combine work and studies. There are many people with a considerable experience in practical work who study at secondary or higher schools and at the same time continue their regular work. It is difficult to find a factory or a plant that has no night-class students among its workers. People who work do not attend lessons or lectures in the day time. But there are numerous evening secondary schools and technical schools, evening departments and correspondence institutes in the Soviet Union.

How long does the course for engineers last? <sup>1</sup> The complete evening course at the institute lasts six years. What do night-class students learn in the first year of their studies? They start with mathematics, physics, a foreign language (English, French or German), and some other subjects. Have they lectures and practice just the same as day time class students or is there any difference? Practically, there is no difference; they also have lectures and practice. During the practice hours they go over the material <sup>2</sup> of the lectures. In mathematics, for example, they do problems according to formulas explained at the lectures. The correspondence and evening class students take an annual examination and submit a graduation paper, <sup>3</sup> in the same manner as day time students in the ordinary technical schools and institutes. The difference is that they do not attend the institute every day but only four evenings a week. Four times

a week the students fill the lecture-rooms and laboratories of the institute where they come straight from work.

They get from the state every assistance necessary for their studies. A worker who takes a course of night classes does not work during examination time — he gets extra paid leave. \*

Is it difficult to work and to study at the same time? Naturally, it is not an easy thing to do. However the desire for knowledge is so great that it helps to overcome all difficulties. Thousands of workers graduate annually from the institutes and become qualified specialists.

### Пояснения к тексту

1. how long does it last? — сколько времени продолжается?
2. to go over (the material) — повторять (материал)
3. to submit a graduation paper — эд. защитить дипломную работу (проект)
4. to get extra paid leave — получать дополнительный оплачиваемый отпуск (для сдачи экзаменов)

### Слова для активизации

plant, factory, lecture, experience, language, higher schools; difficult, easy, secondary, necessary, foreign; to study, to learn, to become, to get.

### УПРАЖНЕНИЯ

1. Употребите указанные в скобках глаголы в соответствующей форме *Present Indefinite*:

1. We (to study) at the institute and at the same time (to work) at the plant. 2. The Soviet state (to help) workers who (to combine) work with studies. 3. It (to be) necessary to study foreign languages. 4. This student (to have) a considerable experience in practical work. 5. This worker (to study) at our institute. 6. At the institute evening class students (to learn) what is necessary for an engineer. 7. Difficult things (to become) easy when the desire to study (to be) great.

**II** Образуйте вопросительную и отрицательную форму следующих предложений:

1. This institute has correspondence courses.
2. He is in the first year of his studies.
3. He works at a plant.
4. They come to the institute straight from work.
5. They are night-class students.
6. They study at the evening department of this institute.
7. This plant has night-class students among its workers.

**III** Переведите следующие предложения, обращая особое внимание на оборот *there is, there are*:

1. There are many people in our country who study and work at the same time.
2. Are there many students at the evening department of our institute? Yes, there are.
3. There is no evening technical school at this plant.
4. There are many qualified specialists in the Soviet Union.
5. Is there an evening secondary school at your factory? No, there is not.

**IV** Составьте предложения из следующих групп слов:

1. does, study, he, at, not, the evening department;
2. to become, you, do, qualified, wish, specialists?
3. laboratories, are, in, there, many, our institute;
4. a, at, institute, this, there, department, correspondence, is?
5. the Soviet Union, are, many, in, higher schools, there?

**V** Ответьте на следующие вопросы:

1. Are you a student of the evening department?
2. Where do you study?
3. Do you study a foreign language?
4. Do you work at a plant or at a factory?
5. Does your plant help you in your studies?
6. Have you lectures on mathematics? How long does your course of studies at the institute last?



## LESSON TWO

Past Indefinite Tense §§ 125—128, стр. 89—92.

Предлоги **of, to, with** как выразители грамматических отношений между словами §§ 312—314, стр. 203—205.

### TEXT

#### MIKHAIL LOMONOSOV

"Lomonosov was a great man. He founded our first university. To be more exact, he himself was our first university."

A. S. Pushkin

The great scientist and poet, M. Lomonosov, began his working life when he was still a boy. The son of a fisherman, he often went with his father to the White Sea and to the Arctic Ocean and learned much about nature and about the life of his country. He did not go to school, but he learned to read at an early age and soon knew by heart <sup>1</sup> the few books that he had.

At the age of 19 he left his home and went on foot <sup>2</sup> to Moscow, where he entered the Slavonic-Greek-Latin Academy. There was no other higher school in Moscow at that time. His first years of study were difficult, but he worked hard <sup>3</sup> and made great progress. He continued his studies in Petersburg and later on in foreign countries.

When Lomonosov came back, he taught chemistry and other subjects at the Academy of Sciences. He founded the first chemical laboratory in Russia, and made in it over 4,000 (four thousand) experiments on the production of stained glass. He formulated the main principles of one of the basic laws of physics — the law of conservation of matter and motion. He also made a number of <sup>4</sup> experiments with atmospheric electricity and gave much time to <sup>5</sup> the study of the natural resources of the earth and ocean.

Lomonosov wrote poetry that had a great effect on the development of the Russian literary language. He also wrote the first Russian grammar. He translated a course in physics from German into Russian and introduced into the Russian scientific language such terms as thermometer, formula, atmosphere and some others.

He devoted his whole life to the development of Russian science, and all that he did, he did for his people and for his country.

### Пояснения к тексту

1. to know by heart — знать на память
2. to go on foot — идти пешком
3. to work hard — упорно работать
4. a number of — ряд
5. to give much time to — уделять много времени

### Слова для активизации

science, nature, country, development; to begin, to go, to know, to read, to write, to teach, to make, to give, to make progress; at the age of.

### УПРАЖНЕНИЯ

- I. Укажите форму *Infinitive* от нестандартных глаголов в *Past Indefinite*, встречающихся в тексте.
- II. Употребите указанные в скобках глаголы в *Past Indefinite*. Переведите:

1. Lomonosov (to be) a great poet and (to do) much for the progress of the Russian language. 2. In his Grammar he (to teach) how to write Russian. 3. He (to give) much time to experiments in chemistry and physics. 4. These experiments (to have) a great effect on the development of Russian science, which (to make) considerable progress at his time. 5. There (to be) no chemical laboratories in Russia before Lomonosov. 6. Lomonosov (to know) the nature and the life of his country.

**III. Переведите следующие предложения, обращая особое внимание на употребление предлогов *of, to, with*:**

1. Lomonosov went with some students to foreign countries. 2. He enriched science with his experiments on atmospheric electricity. 3. Lomonosov was a man of science and a poet at the same time. 4. Lomonosov gave all his life to the development of Russian science. 5. Russia of those days had no experience in the production of stained glass. 6. Lomonosov was one of those scientists who combined study with practice in his work. 7. He made a number of experiments which helped to found the first factory of stained glass in the country. 8. He formulated some principles which had a great effect on the development of physics. 9. He introduced some technical terms which were new to the Russian language of his time.

**IV. Переведите, обращая внимание на употребление предлогов в выделенных словосочетаниях:**

1. Lomonosov had so few books when he was still a boy that he soon knew them by heart. 2. His desire for knowledge was so great that he went on foot to Moscow. 3. He lectured on chemistry at the Academy of Sciences. 4. He translated a course in physics from German into Russian. 5. His experiments on the production of glass had a great effect on the development of the glass industry in Russia.

**V. Ответьте на следующие вопросы:**

1. When did Lomonosov leave his home? 2. Where did he begin to study? 3. What did he teach at the Academy of Sciences? 4. Was there any other higher school in Moscow at that time? 5. Did Lomonosov continue his studies later on? 6. Did he know foreign languages? 7. What did he translate?

## LESSON THREE

Future Indefinite Tense §§ 129—132, стр. 92—94.

Степени сравнения прилагательных §§ 62, 64, 65, 67, стр. 33—39.

### TEXT

#### MOSCOW OF TO-MORROW

Moscow is the capital of the first socialist state, the heart of the Soviet Union. Day and night hundreds of trains arrive in and leave the city in all directions. People from distant parts of the country as well as from abroad travel by rail, air and sea to visit the capital of the U.S.S.R.

Moscow is more than 800 (eight hundred) years old and within living memory was a city of narrow streets with kerosene lamps, single-storeyed houses and small workshops. Many of these wooden structures still remain but behind them the most modern buildings go up all over the city.

Now Moscow looks quite different from what it looked before. It is a big growing city with high buildings, tree-lined streets and green parks, a city that becomes more beautiful from day to day. Thousands of cars, buses, trolley-buses and trams speed along its wide streets. The best and the fastest means of the city transport is the Moscow underground with fine marble-finished<sup>1</sup> stations full of light and air.

What will the city look like<sup>2</sup> in future? In the years to come<sup>3</sup> Moscow will grow and develop. It will cover all of its streets with asphalt, lay out parks<sup>4</sup> and squares. You will not find a single wooden house — blocks of buildings of concrete, steel and glass will line the streets of the capital.

New districts will appear in the Moscow of to-morrow. The largest of them, the South-Western district will be in fact "a city within a city."

A green belt of forests and parks up to 10 kilometres in width will surround the capital. Moscow will grow into

a garden city with a series of satellite towns — each with a population of about 50,000 (fifty thousand). A number of highways will connect these towns with the capital.

Thus, in the near future, Moscow will become one of the most beautiful and best-planned cities in the world.

### Пояснения к тексту

1. marble-finished — облицованные мрамором
2. to look like — выглядеть
3. in the years to come — в последующие годы
4. to lay out parks — разбивать парки

### Слова для активизации

capital, city, town, building, underground, railroad; wide, narrow, high, large, small, different; to arrive, to leave, to find, to connect.

### УПРАЖНЕНИЯ

- I. Употребите указанные в скобках глаголы в *Future Indefinite*. Переведите:

1. We (to work) hard to make our capital one of the most beautiful cities in the world. 2. There (to be) still more green parks and squares in Moscow. 3. In the near future we (to have) a number of garden cities around the capital. 4. New lines (to connect) them with the city. 5. We (to find) new theatres, cinemas, clubs, and stadiums in the capital of to-morrow. 6. Moscow of to-morrow (to become) one of the best-planned cities of the world.

- II. Образуйте вопросительную и отрицательную форму следующих предложений:

1. This district will be the largest in the city.  
2. The highway will connect these two towns. 3. There will be a new park near the institute. 4. This new street will pass near our house.

**III. Образуйте степени сравнения от следующих прилагательных:**

difficult, beautiful, necessary, narrow, wide, tall, large, small, easy.

**IV. Заполните пропуски следующими прилагательными в соответствующей степени сравнения: *old, new, great, large, short, far, easy, different*. Переведите:**

1. Many . . . Russian writers and poets lived in Moscow. 2. The railroad connecting Moscow with Leningrad is the . . . in Russia. 3. . . blocks of concrete, steel and glass go up in the streets of the capital. 4 We visited one of the . . . stations of the Moscow underground. 5. Every minute thousands of people arrive and leave by the underground in . . . directions. 6. Now it is . . . to reach to the . . . part of the city in the . . . time possible.

**V. Переведите следующие предложения:**

1. This street is as old as the city itself. 2. The population of Leningrad is not so great as in Moscow. 3. The Moscow University is higher than all the other buildings in the capital. 4. Beside the new many-storied buildings the old houses look still smaller than before. 5. The new South-Western district will in fact be as large as a town.

**VI. Ответьте на следующие вопросы.**

1. What did the city look like in the past? 2. What means of transport are there in Moscow? 3. Which is the best and the fastest of them? 4. How will the city change in future? 5. Will there be any new districts in the capital? 6. Which of them will be the largest? 7. How wide will be the belt of parks and forests surrounding Moscow? 8. What will connect the satellite towns with the city?

## LESSON FOUR

Past Participle Passive в составе форм Passive и в . функции определения § 279, стр. 181; § 282, стр. 183; § 285, стр. 186.

Present, Past и Future Indefinite Passive §§ 180—184, стр. 119—121.

Предлоги **by, with** § 185, стр. 121; § 314, стр. 204—206.

Неопределенные местоимения **many, much, few, little** § 98, стр. 67.

### TEXT

#### ELECTRICITY IN THE MODERN WORLD

Our age is called the age of electricity, for electricity is now used for most various purposes. Many changes are caused by it both inside and <sup>1</sup> outside our homes. Still greater is the development in science brought about <sup>2</sup> by a fuller knowledge of electricity and a wider application of electrical devices.

The last century was spoken of as the age of steam, for due to steam the whole course of manufacture and trade was transformed. But in those days it was possible to use power only close to the spot where it was generated. Now power is transmitted to a great distance, with very little loss if it is carried by an electric current.

In the days of steam the power in the factories was distributed to the machines by shafts and belts. Few plants are equipped now with these devices. In the electrically equipped factory there are no shafts and belts as in old factories, for each machine is driven by its own motor which is fed with power.

Before, power was supplied to a factory from one or more generators. Now, a power station supplies as much power as is necessary for all the plants of a whole town. At the same time the transport will be more and more speeded by the application of electric power to trams and railways.

Electricity has many applications of great importance due

to the fact that power can be converted from mechanical form to the electrical form and back again.

In order to understand this process, a study of force, work, power and energy is necessary and in the next lesson these matters will be discussed.

### Пояснения к тексту

1. **both... and** — как... так и
2. **to bring about** — вызывать

### Слова для активизации

device, steam, change, knowledge, importance, various, possible, to call, to use, to apply, to drive, to equip, to supply, to understand.

### УПРАЖНЕНИЯ

- I Укажите в тексте случаи употребления *Past Participle* а) в составе форм *Passive* и б) в функции определения.
- II. Употребите указанные в скобках глаголы в соответствующей форме *Passive*. Переведите:

1. The last century (to call) the age of steam. 2. Then machines (to drive) by the power of steam, now they (to drive) by the power of electricity. 3. Great changes (to make) in industry due to this fact, and still greater changes (to make) in the future. 4. Electricity is of greatest importance in the chemical industry where various electrical processes (to apply) in the manufacture of new materials.

- III Заполните пропуски соответствующими предлогами (*by, with*). Переведите:

1. Machines in modern factories are driven . . . electricity. 2. Our houses are lighted . . . electricity. 3. Many new houses are supplied . . . hot water. 4. Electricity is widely applied . . . us in our daily life 5. Modern factories are equipped . . . electric motors.



**IV. Переведите, обращая особое внимание на употребление неопределенных местоимений *many, much, few, little*:**

1. Little was known about the nature of electricity in the last century. 2. In order to understand it much time was given to the study of electrical processes. 3. The application of electricity in the modern world is the result of much work, much study and many experiments. 4. There are few technical devices that are not connected with the application of electric power. 5. Due to a fuller knowledge of the nature of electricity, it became possible to apply it for many various purposes in science and industry, as well as in life.

**V. Переведите на русский язык:**

Electricity is used by man both to help him in his work and to give him more comfort in his home. How is electricity used in everyday life? It lights our homes and streets, as well as buses, cars and trains. It warms our homes and supplies us with hot water. It has so many various applications that it is difficult to tell which is the most important of them.

**VI. Ответьте на следующие вопросы:**

1. Why is our age called the age of electricity? 2. How was the last century spoken of? 3. How was the power in the factories distributed in those days? 4. How are machines driven in the electrically equipped factories? 5. How was power supplied to a factory before? 6. How is it supplied now?