

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ ГІДРОМЕТЕОРОЛОГІЧНИЙ ІНСТИТУТ**

**НАВЧАЛЬНИЙ ПОСІБНИК  
З АНГЛІЙСЬКОЇ МОВИ**

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Укладачі: к.ф.н., доцент, зав. кафедрою іноземних мов ОГМІ П'янова І.Ю.,  
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# Lesson 1

## Section A / Vocabulary /

### Exercise 1. Study the use of the following words.

**Twilight** N. the time when night is about to become day or (more usually) when day is about to become night - compare dusk

**Software** N. Programs or instructions executed by the computer.

**Commodity** N. an article of trade or commerce, esp. a farm or mineral product: Wine is one of the many commodities that France sells about.

**Apogee** N. Astron. 1. The point in the orbit of a heavenly body, esp. the moon, or of a man-made satellite at which it is furthest from the earth. Cf. **Perigee**  
2. the highest or most distant point; climax.

**High-tech** N. 1. Any technology requiring the most sophisticated scientific equipment and advanced engineering techniques, as microelectronics, data processing, genetic engineering, or telecommunications.  
2. a style of design in which industrial fixtures, as metal shelving, sprinkler systems, etc., are incorporated into the decor. Adj. Of or pertaining to high-tech or high technology.

**Wide area network (WAN)** N. A network that extends outside a building or small area. For long-distance communications, LANs (Local Area Network) are usually connected into a WAN.

**Beneficiary** N. 1. One who receives benefits, profits, or advantages.  
2. a person designated as the recipient of funds or other property under a trust, insurance policy, etc.

**Mainframe** N. The largest and most powerful type of computers. Mainframes process enormous amounts of data and are used in large installations.

**Real time** N. Involving the processing of data input to a system at almost the same time as the event which generates the data.

**Electronic Mail (E-Mail)** N. A facility which allows users to exchange messages electronically. Here is a typical e-mail address: **Leo@sedanet.es** 'Leo' is the user name, @ means 'at', 'sedanet' is the Internet service provider, and 'es' means the server is based in Espana (Spain).

## **Exercise 2. Read the text below and answer the following questions.**

1. What makes the author think that PCs have become commodities?
2. What is 'pervasive computing'?
3. What are the new appliances?
4. Are users about to desert the PC altogether?
5. What will devices inside cars provide in the near future?
6. What will the strength of the new appliance lie in?
7. What have PCs failed to provide as compared to PDAs and NCs?
8. What will mobile phones be in 2002?
9. What will NCs and PDAs provide their users with?
10. In what way will mobile connectivity be achieved?

### **The Future of Computing. After the PC.**

*/Part I/*

#### **The personal computer has been king of the hill for over a decade. But usurpers are on the march.**

Whisper it quietly, the personal computer - the machine of the 1990s - will be entering its twilight years by the beginning of the new millennium.

It might be thought absurd to suggest such a thing when Microsoft, the company whose software has done most to define the PC, is about to be hit with the biggest antitrust action for a generation; and when PCs have become commodities sold in supermarkets for little more than the cost of a fortnight's groceries. Yet precisely when the PC appears to have reached its apogee, its days of greatness look numbered.

Nor is this just the wishful thinking of those companies eager to dance on the grave of the "Wintel" monopoly. IDC, a forecaster of computer trends, recently issued a report entitled: "The end of the PC-centric era." The high-tech consultancy Forrester Research has similarly declared the PC era to be "winding down". Even Bill Gates has expressed the fear that the PC might "suffer the death of a thousand cuts".

Users are not about to desert the PC altogether. But many will find that their computing needs are better met by specialized devices and appliances that take advantage of Internet standards, the Java programming language and lots of cheap processing power. These appliances will offer the reliability and ease of the use that PCs have failed to provide. They will offer access to the Internet or connection to a firm" widearea network (WAN). Many will use broadband wireless to provide mobile connectivity. They will take a variety of forms: television set-top boxes, fixed-screen telephones, smart mobile phones, handheld computers, personal digital assistants (PDAs) and network computers (NCs).

From almost nothing, IDC predicts that the sale of such appliances will nearly match that of PCs in 2002 and thereafter greatly exceed them. From that point on, Forrester expects the

PC to go into gentle, absolute decline. IBM, a likely beneficiary thanks to its expertise in computer networks and its mainframe servers, calls the dawning new era “pervasive computing”. That is to say, computing that can take place anywhere, any time.

Whereas the PC is a generalist, the strength of the new appliances will lie in specialization. Set-top boxes used to decode digital broadcast signals will also use a handset to provide Internet games, Web-enhanced television and home shopping. This is not the old notion of “convergence” of PC and television, which has always excited vendors more than consumers. It is rather about unifying digital and interactive entertainment around the television.

Fixed-screen telephones will provide home banking, e-mail, data from the Web and every kind of e-commerce. Mobile phones will be a platform for corporate sales and service applications, for transferring data and for managing company supply chains. NCs and PDAs will give their users access to databases and sophisticated Java-based business applications with a minimum of fuss. Devices inside cars will provide traffic information, text-to speech e-mail and send real-time data to sales departments and fleet operators.

**Exercise 3. Read the text (Exercise 2) and translate the following word combinations into Ukrainian.**

- to fail to provide
- to express the fear
- a likely beneficiary
- Web-enhanced television
- text-to-speech e-mail
- to reach one’s apogee
- home shopping
- wide-area network (WAN)
- to meet the needs
- to provide home banking
- to decode digital broadcast signals
- to send real-time data broad-band wireless wishful thinking (of somebody)
- handheld computer

**Exercise 4. Read the text below and complete it with the phrases in the box.**

applications software	operating system	software	system software
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Information provided by programs and data is known as (1) \_\_\_\_\_. Programs are sets of instructions that make the computer execute operations and tasks. There are two main types of software:

- The (2) \_\_\_\_\_ refers to all programs which control the basic functions of a computer. They include operating systems, system utilities (e.g. an anti-virus program, a back-up utility) and language translators (e.g. a compiler - the software that translates instructions into machine code).
- The (3) \_\_\_\_\_ refers to all those applications - such as word processors and spreadsheets - which are used for specific purposes. Applications are usually stored on disks loaded into the RAM memory when activated by the user.
- The (4) \_\_\_\_\_ is the most important type of system software. It is usually supplied by the manufacturers and comprises a set of programs and files that control the hardware and software resources of a computer system. It controls all the elements that the user sees, and it communicates directly with the computer. In most configurations, the OS is automatically loaded into the RAM section when the computer is started up.

### **Exercise 5. Read the text and find.**

1. the text-based operating system delivered with most PCs
2. the mail package included with Windows '98
3. the function of the Finder in Macintosh computers
4. the meaning of 'multitasking'
5. the operating system which is written in C language and has been adopted by many corporate installations as standard
6. the OS that is freely redistributable under the GNU general public license
7. the OS used by Digital computers
8. the OS created to run Java applications.

## **Operating systems**

### ***MS-DOS***

This is the disk operating system developed in 1981 by Microsoft Corp. It is the standard OS for all IBM PC compatibles or clones. In this text-based operating system, you communicate with the computer by typing commands that exist within its library'. For example, some basic DOS commands include DIR (shows a list of all files in a directory), COPY (makes a duplicate of a file), DEL (deletes files).

### ***Windows '95/'98***

***Windows '95*** is a bootable operating system in its own right. It has a graphical interface with many Macintosh-like features. It supports multimedia applications and comes with Internet software. The program manager is called Windows Explorer. Buttons and scroll-bars have an attractive, three-dimensional look.

With ***Windows '98***, Internet access becomes part of the users interface. Its active desktop lets you find information easily with the same view of content on your PC, network or the Web. The system includes Outlook Express for e-mail, NetMeeting

conferencing software, a chat program and a Web-page editor. It offers support for new technologies like DVD and it also enables you to watch TV on your PC.

### ***Windows 2000***

This OS is an update to all Windows versions, including *Windows NT*.

### ***Macintosh (Apple)***

Most of the Mac OS code is into the ROM chips. These contain hundred of routines (sequences of instructions) which perform such tasks as starting up the computer, transferring data from disks to peripherals and controlling the RAM space.

Large part of the Mac OS are also inside the System file and the Finder, kept in the System folder. The content of the System file is loaded automatically at start-up, and contains information which modifies the routines of the OS in the ROM chips. The Finder displays the Macintosh's desktop and enables the user to work with disks, programs and files. It allows multitasking. It has an Internet set-up assistant, an e-mail program and a Web browser.

### **OS/2 Warp (IBM)**

This is the PC world's most technically sophisticated operating system. It provides true multitasking, allowing a program to be divided into 'threads', many of which can be run at the same time. Thus, not only can numerous programs run simultaneously, but one program can perform numerous tasks at the same time.

The IBM OS/2 includes easy access to networks via modem, support for Java applications and voice recognition technology.

### ***UNIX***

This operating system, designed by Bell Laboratories in the USA for minicomputers, has been widely adopted by many corporate installations. From the very first, it was designed to be a multitasking system. It is written in C language.

It has become an operating environment for software development, available for any type of machine, from IBM PS/2s to Macs to Cray supercomputers. UNIX is the most commonly used system for advanced CAD programs.

### ***Linux (Linus Torvalds)***

Protected under the GNU general public licence, Linux is the open source, cooperatively-developed POSIX-based, multitasking operating system. Linux is used as a high value, fully-functional UNIX workstation for applications ranging from Internet Servers to reliable work group computing. Linux is available for Intel, Alpha and Sun SPARC platforms.

## ***Open VMS***

The Open VMS operating system is Digital's popular general purpose OS for all VAX computers. It provides data and access security. Open VMS supports all types of Digital and multivendor networks.

## ***Java OS (JavaSoft)***

This is designed to execute Java programs on Web-based PCs. It's written in Java, a programming language that allows Web pages to display animation, play music, etc.

The central component of JavaOS is known as the Java Virtual Machine.

**Exercise 6. Basic DOS commands. Match the DOS commands on the left with the explanations on the right. Some commands are abbreviations of English words.**

- |                   |  |
|-------------------|--|
| 1. FORMAT         | a erases files and programs from your disk                                   |
| 2. CD (or CHDIR)  | b copies all files from one floppy disk to another                           |
| 3. DIR            | c changes your current directory   |
| 4. MD (or MKDIR)  | d initializes a floppy disk and prepares it for use                          |
| 5. DISKCOPY       | e displays a list of the files   |
| 6. BACKUP         | f changes names of your files  |
| 7. REN(or RENAME) | g creates a subdirectory   |
| 8. DEL            | h saves the contents of the hard disk on floppy disks for security purposes. |

**Exercise 7. Quiz. Work with a partner. Try to answer as many questions as possible.**

1. What name is given to the set of programs that interface between the user, the applications programs and the computer?
2. What type of programs are designed for particular situations and specific purposes?
3. What does 'MS-DOS' stand for?
4. What is the basic DOS command for copying a file?
5. The Macintosh operating system is kept in various locations. Where exactly are these?
6. Can you give a synonym for the term 'routine'?
7. What is the abbreviation for 'International Business Machines'?
8. Which company developed UNIX?
9. Which programming language allows you to play animations on the Web?
10. What are the effects of computer viruses?



**Exercise 8. Read the article and decide which of the expressions in the box best describe a graphical user interface (GUI).**

## GUIs

The term *user interface* refers to the standard procedures the user follows to interact with a particular computer. A few years ago, the way in which users had access to a computer system was quite complex. They had to memorize and type a lot of *commands* just to see the content of a disc, to copy files or to respond to a single prompt. In fact, only experts used computer, so there was no need for a user-friendly interface. Now, however, computers are used by all kinds of people and as a result there is a growing emphasis on the user interface.

A good user interface is important because when you buy a program you want to use it easily. Moreover, a graphical user interface saves a lot of time: you don't need to memorize commands in order to execute an application; you only have to point and click so that its content appears on the screen.

Macintosh computers - with a user interface based on graphics and intuitive *tools* - were designed with a single clear aim: to facilitate interaction with the computer. Their interface is called WIMP: **Window, Icon, Mouse and Pointer** and software products for the Macintosh have been designed to take full advantage of its features using this interface. In addition, the ROM chips of a Macintosh contain libraries that provide *program developers* with routines for generating windows, dialog boxes, icons and pop-up menus. This ensures the creation of applications with a high level of consistency,

Today, the most innovative GUIs are the Macintosh, Microsoft Windows and IBM OS/2 Warp. These three *platforms* include similar features: a *desktop* with icons, windows and folders, a printer selector, a *file finder*, a control panel and various desk accessories. Double-clicking a folder opens a window which contains programs, documents or further *nested folders*. At any time within a folder, you can launch the desired program or document by double-clicking the icon, or you can drag it to another location.

The three platforms differ in other areas such as device installation, network connectivity or compatibility with application programs.

These interfaces have been so successful because they are extremely easy to use. It is well known that computers running under an attractive interface stimulate users to be more creative and produce high quality results, which has a major impact on the general public.

**Exercise 9. Look at the text again and guess the meaning of these words in Ukrainian.**

1. user interface
2. commands
3. tools
4. program developer
5. platform
6. desktop
7. file finder
8. nested folders

**Exercise 10. Find answers to these questions.**

1. What does the abbreviation 'GUI' stand for?
2. What is the contribution of Macintosh computers to the development of graphic environments?
3. What does the acronym 'WIMP' mean?
4. What computing environments based on graphics are mentioned in the text?
5. How do you run a program on a computer with a graphical interface?
6. Can you give two reasons for the importance of user- friendly interfaces?

**Exercise 11. Read the text and copy out any word-processing capabilities.**

***Word-processing facilities***

Writing letters, memos or reports are the ways most people use computers. They manipulate words and text on a screen - primarily to print at some later time and store for safe keeping. Computers alleviate much of the tedium associated with typing, proofing and manipulating words. Because computers can store and recall information so readily, documents need not be retyped from scratch just to make corrections or changes. The real strength of word processing lies in this ability to store, retrieve and change information. Typing is still necessary (at least, for now) to put the information into the computer initially, but once in, the need to retype only applies to new information.

Word processing is more than just typing, however. Features such as **Search** and **Replace** allow users to find a particular phrase or word no matter where it is in a body of a text. This becomes more useful as the amount of text grows.

Word processors usually include different ways to view the text. Some include a view that displays the text with editor's marks that show hidden characters of commands (spaces, returns, paragraph endings, applied styles, etc.). Many word processors include the ability to show exactly how the text will appear on paper when printed. This is called WYSIWYG (What You See Is What You Get, pronounced 'Wizzywig'). Wysiwig shows **bold**, *italic*, underline and other type style characteristics (margins, indents, super- and subscripted characters, etc.) This allows the user to plan the document more accurately and reduces the frustration of printing something that doesn't look right.

Many word processors now have so many features that they approach the capabilities of **layout applications** for desktop publishing. They can import graphics, format multiple columns of text, run text around graphics, etc.

Two important features offered by word processors are automatic **hyphenation** and **mail merging**. Automatic **hyphenation** is the splitting, of a word between two lines so that the text will fit better on the page. The word processor constantly monitors words typed and when it reaches the end of a line, if a word is too long to fit, it checks that word in a hyphenation dictionary. This dictionary contains a list of words with the preferred places to split it. If one of these cases fits part of the word at the end of the line, the word processor splits the word, adds a hyphen at the end and places the rest on the next line. This happens extremely fast and gives text a more polished and professional look.

Mail merge applications are largely responsible for the explosion of ‘personalized’ mail. Form letters with designated spaces for names addresses are stored as documents with links to lists of names and addresses of potential buyers or clients. By designating what information goes into which blank space, a computer can process a huge amount of correspondence substituting the ‘personal’ information into a form letter. The final document appears to be typed specifically to the person addressed.

Many word processors can also generate tables of numbers or figures, sophisticated indexes and comprehensive tables of contents.

**Exercise 12. Look at the words in the box and complete the following sentences with them. Use the information in the text if necessary.**

type style	WYSIWYG	format	indent
font menu	justification	mail merging	

1. \_\_\_\_\_ stands for ‘What you see is what you get’. It means that your printout will precisely match what you see on the screen.
2. \_\_\_\_\_ refers to the process by which the space between the words in a line is divided to make the text flush with both left and right margins.
3. You can change font by selecting the font name and point size from the \_\_\_\_\_.
4. \_\_\_\_\_ refers to a distinguishing visual characteristic of a typeface; ‘italic’, for example is a \_\_\_\_\_ that may be used with a number of typefaces.
5. The \_\_\_\_\_ menu of a word processor allows you to set margins, page numbers, spaces between columns and paragraph justifications.
6. \_\_\_\_\_ enables you to combine two files, one containing names and addresses and the other containing a standard letter.

7. An \_\_\_\_\_ is the distance between the beginning of a line and the left margin, or the end of a line and the right margin. Indented text is usually narrower than text without \_\_\_\_\_ .

**Exercise 13. Match the words and expressions on the left with their explanations on the right.**

- |   |                       |   |  |
|---|-----------------------|---|--|
| 1 | retrieve              | a | text printed in the top  |
| 2 | typefaces             | b | recover information from a computer system   |
| 3 | header                | c | letter, number or symbol that appears below the baseline of the row of type; commonly used in maths formulas |
| 4 | footer                | d | text printed in the bottom margin  |
| 5 | subscripted character | e | division of words into syllables by a short dash or hyphen   |
| 6 | hyphenation           | f | styles for a set of characters; sometimes called 'fonts'   |

**Exercise 14. Two friends are talking about how to move text by using the 'Cut and Paste' technique. Read the conversation and complete it with words from the box.**

Finally	command	first	edit
now	mistake	next	insertion

A: Do you know how I can move this paragraph? I want to put it at the end of this page.

B: Er... I think so. (1) \_\_\_\_\_ you use the mouse to select the text that you want to move ... and then you choose the Cut (2) \_\_\_\_\_ from the Edit menu.

A: Like this?

B: Yes. The selected text disappears and goes onto the clipboard. And (3) \_\_\_\_\_ you find where you want the text to appear and you click to position the (4) \_\_\_\_\_ point in this place.

A: Mm ... is that OK?

B: Yes, if that's where you want it. (5) \_\_\_\_\_ choose Paste from the (6) \_\_\_\_\_ menu, or hold down Command and press V. (7) \_\_\_\_\_ check that the text has appeared in the right place.

A: What do I do if I make a (8) \_\_\_\_\_ ?

B: You can choose Undo from the Edit menu which will reverse your last editing command.

- A: Brilliant! Thanks a lot.  
B: That's OK.

## Section B (Grammar: Revision)

### Modal verbs and *going to*

#### Bare infinitive

You *must see* that film. It's great.  
He *can't swim* very well.  
I *couldn't read* until I was six.  
You *should come* to the concert.  
They *will win* the match, I'm sure.  
She said she *would be* there.  
I *may / might stay* at home tonight.

#### To - infinitive

I *have to be* home by ten.  
She *has never been able to swim*.  
You *ought to come* if you can.  
I'm *going to see* that film next week.

### Exercise 1. Fill in the correct forms of the verbs given.

#### The VideoPhone Is Here At Last

Back in the 1940s scientists told us we would soon 1 \_\_\_\_\_ (be able) 2 \_\_\_\_\_ (see) the person we were talking to on the phone. People could hardly 3 \_\_\_\_\_ believe it then.

Now, fifty years later, the AT&T company in New York has demonstrated its VideoPhone which will 4 \_\_\_\_\_ (revolutionise) communication around the world.

You will be able 5 \_\_\_\_\_ (buy) one this spring for £800, but the price ought 6 \_\_\_\_\_ (drop) if they become popular.

But if you feel you have 7 \_\_\_\_\_ (rush out) and buy one – just wait! There are one or two things I must 8 \_\_\_\_\_ (warn) you about.

Firstly, you should 9 \_\_\_\_\_ (think) very carefully before answering a VideoPhone.

### Exercise 2. Rewrite this weather forecast. Replace all the phrases in italics with the verbs in brackets.

1. It *is going to* be very windy in the north. (will certainly)
2. It *is likely to* snow in the far north this morning. ( might)
3. The snow *is supposed to* turn to rain later in the day. (should)
4. In the east, too, it *is likely to* get colder. (will probably)
5. However, the weather *is sure to* improve tomorrow. (will definitely)

### Exercise 3. Now complete this statement:

When they are used as in the sentences above, the words going, supposed, likely and sure are followed by the \_\_\_\_\_ infinitive.

### Notice the bare infinitive and to -infinitive forms after the verbs *Need* and *Help*.

You needn't do the washing-up. (bare infinitive after needn't)  
You don't need to Hoover the floor. (to-infinitive after doesn't/don't need)  
Do we need to do the shopping tonight? (to-infinitive after questions with Do/Does ... need?)  
Could you help me (to) do this? (bare or to-infinitive after help)

### Exercise 4. Read this conversation and complete each blank with the correct form of the verb. Sometimes two forms are possible.

MIKE: Tara, I'm doing an interview with an actress. Can you help me 1 \_\_\_\_\_ (prepare) some questions?

TARA: OK. What do you need 2 \_\_\_\_\_ (know)? I mean, there are some things you don't need 3 \_\_\_\_\_ (ask) her. For instance, you needn't 4 \_\_\_\_\_ (ask) her when she was born, or where. The research department will help you 5 \_\_\_\_\_ (find out) all that.

MIKE: OK, OK, so I know what I needn't 6 \_\_\_\_\_ (ask) her. But what about the questions I should ask her?

TARA: Oh, look, coffee time!

### *Let, allow, forbid, make and force*

Notice the bare infinitive and to-infinitive forms after the verbs *let, make, allow, forbid* and *force*.

My parents *let* me *wear* what I wanted when I was younger.

My parents *allowed* me *to wear* what I wanted when I was younger.

John's father never *lets* him *go out* in the evenings.

I *forbid* you *to marry* that girl!

Maria's parents always *made* her *wear* smart clean clothes.

Maria's parents always *forced* her *to wear* smart clean clothes.

### Exercise 5. Read the questionnaire and choose the correct form of the verbs in the sentences. Then express your opinion on the items.

Are we too soft with our children?

Many people today argue that half the problems with the young go back to their early years. Some say their parents and schoolteachers have been too soft, others that they've been too hard. What do you think?

1. Schools should make pupils *wear / to wear* uniform.
2. Parents should force their children *take / to take* regular exercise.
3. Young girls shouldn't be allowed *wear / to wear* make up.
4. Teachers shouldn't let their students *eat / to eat* in the class.
5. Parents should co-operate with schools and force their children *do / to do* their homework.
6. Schools should make all pupils *do / to do* sports.
7. Parents are right to forbid their children *go / to go* out in the evenings during the week.
8. Parents should never allow their children *go / to go* on holiday with friends unaccompanied.
9. Parents should not make their children *study / to study* on Sundays.
10. Parents are right to let their children *wear / to wear* what they want at weekends.

#### Active

They *made me stay* at home.  
They *forced me to stay* at home.

They *forbade me to play* in the park.  
They *didn't let me go* to town.

#### Passive

I *was made to stay* at home.  
I *was forced to stay* at home.

I *was forbidden to play* in the park.  
I *wasn't allowed to go* to town.

**Note:** The verb *let* is not used in the passive.

**Exercise 6. Read what Ida James says about her childhood. Copy the exercise and underline the infinitives after let, make, forbid and force.**

'Did I have a strict upbringing? No, I don't think so.

"I remember my parents made me promise not to speak to strangers, and they forbade me to go to a friend's house straight from school. I always had to go home first. But then my mother usually let me go out and see my friends. When I was older, they didn't allow me to go out with a young man on my own, but they let me go out with a group of friends. And they never allowed me to stay out after midnight. But that was accepted at the time.

"I think, if you force children to do things all the time, eventually they'll rebel. One of my friends did.

**Now complete this article, using the verbs given. Each completion contains a passive form.**

Mrs Ida James told me that she 1 \_\_\_\_\_ make / promise not to speak to strangers, and she 2 \_\_\_\_\_ forbid / go to a friend's house straight from school. She 3 \_\_\_\_\_ make / go home first, and then she 4 \_\_\_\_\_ allow / go out). When she was older, she admitted, she 5 \_\_\_\_\_ not allow / go out with a young man on her own, but she 6 \_\_\_\_\_ allow / go out with a group of friends, although she 7 \_\_\_\_\_ never allow / stay out after midnight. Ida thinks that if children 8 \_\_\_\_\_ force / do things by parents or teachers, then they'll rebel.

### ***Had better, would rather, would prefer***

**Exercise 8. Fill in the blanks with words from the box below the text. Use the correct form.**

#### **Sally Marshall's Holiday Column**

Last year I spent my annual holiday in Florida. So this year I thought I'd better 1 \_\_\_\_\_ somewhere near home. And I think, after just three days of this year's annual 'escape', I'd much rather 2 \_\_\_\_\_ here than anywhere else on earth. Yes, I would much prefer 3 \_\_\_\_\_ a few days' rest here than sample the delights of Paris. And from that you will have to guessed that I am in France.

A friend advised me: 'If you need a rest, you'd better not 4 \_\_\_\_\_ to a city. Go to the country.' And here it is - fields and cows, and hardly a car in sight.

I'd rather not 5 \_\_\_\_\_ exactly where I am, because I'd prefer 6 \_\_\_\_\_ it a secret, but it's not far from Saint-Lo. I think I'd prefer 7 \_\_\_\_\_ Normandy in general.

Come to Normandy! Enjoy the peace and quiet! And don't tell anyone how to get here.

be	say	try	go	enjoy	recommend	keep
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### ***See someone do versus see someone doing***

Notice the difference in meaning between these two sentences.

I saw him cross the road = He crossed the road (from one side to the other).  
I saw him. (I saw the complete action)

I saw him \*crossing the road = He was crossing the road when I saw him.  
(I saw part of the action)



Other verbs used like this are *hear, notice, see* and *watch*.

**\*Note:** Technically, the -ing form here is a present participle and not a gerund.

### Exercise 9. Complete the blanks using the words in brackets.

'I looked round and suddenly (1) *notice / a woman / stand* very close to the watches. She was acting suspiciously. Then I (2) *see / her / reach out*. I actually (3) *watch / her / put / something* into her bag.'

'Other witness have said the man shouted "Hands up!" Did you (4) *hear / man / shout* that? Did you (5) *hear / him / say* anything?

'No, I didn't. But all the time I could (6) *hear / noises / come / from* the manager's office?

The verbs *catch* and *find* are also used with ***an object + -ing form***.

The police *caught him robbing* a bank = He was robbing a bank when the police *caught him*

We *found the cat hiding* behind the garage = The cat *was hiding* behind the garage when we *found* it.

When the verbs *see, hear, etc.* are used in the passive, sentences like this tend to be quite formal.

Someone *saw him enter* the house. → He *was seen to enter* the house.  
Someone *saw her standing* there. → She *was seen standing* there.

### Exercise 10. Some of the words in italics are wrong. Read the article and write the correct forms.

#### Kidnapper caught paying ransom into bank

SIX-YEAR-OLD Kandy Watt, the girl kidnapped two days ago, was found safe this morning (1) *to play* near the home. The man who found her said: 'I saw Kandy (2) *sit* in the park. I recognised her from photos in the paper. I shouted 'Kandy!' As soon as she heard me (3) *call* her name, she came running to me.'

Later in the day, a man was caught (4) *paying* the ransom of £50,000 into his bank account. Kandy's father had agreed to pay the ransom. The police were on the scene, and had watched him (5) *to go* into the park and (6) *leaving* the bag of money behind a large tree.

But they had not seen anyone (7) *to collect* the bag, although they had watched it for hours. Somehow the kidnapper had collected it unseen.

An old woman was seen (8) *approach* the tree, but the detectives swore they saw her (9) *walk* straight past it. Was the 'old woman' perhaps the kidnapper in disguise?

### ***And, but, except and or***

We can join ideas with ***and, but, except and or***.

The word *to* is usually dropped before the second infinitive.

She wanted to *go and \*see* the film.

There was nothing for us to *do but (to) return* home.

He wants to do *everything except study* for his exams.

She didn't know whether to laugh or (to) *\*cry*.

\*Note: When two infinitives are joined by ***and***, the second is almost always a bare infinitive. When they are joined by ***but*** or ***or***, a *to*-infinitive is possible, but a bare infinitive is more common.

### **Exercise 11. Ben and Sara have just come back from a disastrous holiday. Read the notes Ben has made to include in a letter to the travel agency.**

1. *We didn't have a rest!*

2. *Hotel very dirty. Should we unpack? Should we leave?*

3. *Some friends asked us to go to their hotel. They asked us to see their hotel.*

4. *We decided to go back. We would stay one night*

5. *The breakfast was terrible. Should we eat it? Should we give it to the cats?*

Dear Sir,

I am writing to tell you about our holiday which was not the 'restful experience' your brochure promised!

Let me say right away we managed to do everything (1) \_\_\_\_\_. Our hotel was so dirty that we didn't know whether (2) \_\_\_\_\_. Some friends asked us (3) \_\_\_\_\_ their hotel. It was much better than ours, but it was full, so we decided (4) \_\_\_\_\_ one night. Breakfast in the morning was so bad that we didn't know (5) \_\_\_\_\_ the cats.

## ***To do, in order to do, so as to do***

We use ***to do, in order to do*** and ***so as to do*** to express purpose. They answer the question 'Why?' or 'To do what?'

*to get*

I went to college *in order to get a better job later.*

*so as to get*

Note the negative forms:

I went of the city *not to see* the sights, but *to find* a job.

Phone for details of our free holidays immediately *in order not to miss* this wonderful opportunity!

They exchanged addresses *so as not to lose* touch with each other.

### **Exercise 12. Rewrite these sentences using the words in brackets.**

1. I went to the shop and bought some vegetables. (to)
2. He caught an early bus so that he wouldn't be late for his interview. (so as not to)
3. They're both working hard. They're saving up for their holiday. (in order to)
4. She went to the post office, but she didn't buy stamps. She collected a parcel. (not to / but to)

### **Exercise 13. These sentences are jumbled. Write them out correctly.**

1. late / I / watch / stayed up / to / a special programme.
2. to the station / They ran / so as / not to / miss / the train.
3. to London / he moved / be / nearer his mother. / in order to
4. he / joined / to see / the navy / the world /
5. bit / She / her lip / not to cry. / in order
6. He / his wife / killed / so as / the insurance money. / to get

## **Verbs + *to do* and *to have done***

### **Are you intending to buy your first car this year?**

***Read on.***

IF YOU HAVE decided to buy a new car, we'd like to tell you about a service that may interest you. For the next two weeks we are offering to lend money to

anyone holding a driving licence for over a year... and we propose to accept the first 1,000 applicants.

Naturally you will only want to borrow what you can afford to repay. But you can choose to repay the loan over any period from 1-5 years. We promise not to pressure you into borrowing more than you can afford.

**Exercise 14. Answer the questions.**

1. What form of the verb follows the verb *intend*?
2. What form of the verb follows *would like*?
3. Which other verbs in the advertisement are followed by this form? Note the negative infinitive after 'promise'. *We promise not to pressure you.*

**Exercise 15. Complete the blanks in the text with a verb from the box in the correct forms.**

attempt	choose	tend	hesitate	promise	fail
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Consumer Matters

**You and Your Rights**

**This is the first in a series about you and your shopping rights. We will deal with buying holidays and insurance as well as buying food, cards and clothes.**

Have you ever (1) \_\_\_\_\_ to complain about something you bought? Many people (2) \_\_\_\_\_ not to bother, and others (3) \_\_\_\_\_ to say anything because they're afraid or don't know how to complain. What can you do if a shop (4) \_\_\_\_\_ to exchange a faulty article but cannot supply the same model? What happens if you receive an unsolicited book in the post, for example, and you (5) \_\_\_\_\_ not to send it back? What can you do if you buy a package holiday and the travel agent (6) \_\_\_\_\_ to inform you about flight supplements.

Now fill the gaps with a verb or phrase, in the correct form, from this box."

to hear from you	to tell us	to write to us
to obtain	to know someone	

We'll be looking at all these questions. And if you'd care (7) \_\_\_\_\_ about your experienced, or if you happen (8) \_\_\_\_\_ who has (or perhaps has not) managed

(9) \_\_\_\_\_ satisfaction from a shop or company, and who also would like (10) \_\_\_\_\_, we would love (11) \_\_\_\_\_.

Notice the different meanings of *to go* and *to have gone*.

**I'd like to go home - (now, or in the future)**

**I'd like to have gone there - (looking back: I didn't go)**

**Exercise 16. Read what the people say about being rich. Write the sentences in a different way using *would hate to do*, *would like to have done*, etc.**

1. I'm not a millionaire. I'd hate it.' I'd hate \_\_\_\_\_
  2. 'Pity I wasn't born rich. I'd like that.' I'd like \_\_\_\_\_
  3. 'I wish I had lots of money to spend.' I'd love to \_\_\_\_\_
  4. '(If I were rich,) I'd have gone to a private school. I'd hate that.'
- \_\_\_\_\_
5. 'I saw a painting yesterday. I didn't have enough money to buy it.'
- \_\_\_\_\_

***Want to do and want somebody to do; short answers I'd like to, I want to***

**Exercise 17. Look at these pairs of sentences and notice the important differences in meaning**

(The speaker here want, expect (The speaker here want, expect or prefer or prefer to do something themselves) someone else to do something.)  
I want to type some letters. I want you to type some letters for me  
He expects to be at the meeting. He expects them to be at the meeting. We'd prefer to stay at home. We'd prefer her to stay at home.

**Exercise 18. Use the words in italics to fill the gaps**

**Readers' Letters**

Dear Editor,

I'd 1 *Hate you to think* *hate / you / think* that I don't enjoy your magazine, but could I 2 \_\_\_\_\_ *ask / you / explain* why you have changed the design? The old was excellent, and I for one 3 \_\_\_\_\_ *would like / you / go back* to it!

Dear Editor,

You said you 4 \_\_\_\_\_ *want / readers/ write* in with comments about the new design of your magazine. Well, the old design was good and I 5 \_\_\_\_\_ *not / expect / you / produce* a better one. But the new design is excellent!

However, I would 6 \_\_\_\_\_ *prefer / you / include* more photos of the Royal Family, and I would 7 \_\_\_\_\_ *love / you / feature* full-length stories about the Royal princesses.

Now, I 8 \_\_\_\_\_ *not / want / you / think* I'm being critical, but could we have fewer stories about film stars, and divorce?

**Exercise 19. Fill the gaps with an object if necessary.**

Mike: Why are you looking so pleased?

Tara: Well, we've got some American visitors today. And the editor has chosen 1 ***me*** to give them a talk.

Mike: Are you definitely doing it? Has he asked 2 \_\_\_\_\_ to do it?

Tara: Yes. Why? Do you want 3 \_\_\_\_\_ to do it?

Mike: No, you're welcome to it. But I hope you're not expecting 4 \_\_\_\_\_ to help you - I'm busy all day.

Tara: But the editor wants 5 \_\_\_\_\_ both to welcome them when they arrive!

Mike: OK, I can spare an hour.

Tara: Good. I'd prefer 6 \_\_\_\_\_ to tell them about the way we work. Then he'd like 7 \_\_\_\_\_ to have a tour of the building - I can do that.

Mike: What about lunch?

Tara: Well, the editor wants 8 \_\_\_\_\_ to meet them himself for lunch.

Mike: But he's got a meeting in Harrow all morning!

Tara: Well, he expects 9 \_\_\_\_\_ to be back by 12.30.

In short answers we leave out the verb after *to* with *would like, want, try*, etc. Notice the negative forms.

A: Are you coming to the party?

B: *Yes, I'd like to. Yes, I want to.*

*No, I don't want to.*

A: Are you going to work late tonight?

B: *I'd prefer not to.*

A: Can you finish early?

B: *I'll try to.*

A: Don't argue with him!

B: *I'll try not to.*

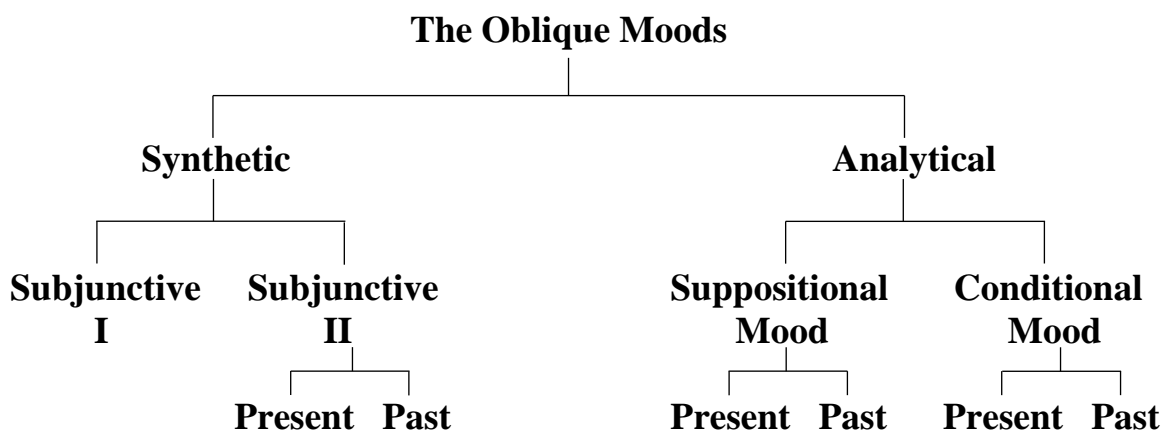
Other verbs used like this are *intend* and *mean*.

**Exercise 20. Use the verbs in brackets to complete the blanks in B's answers.**

1. A: Why aren't you coming to the film?  
B: I \_\_\_\_\_ (not want)
2. A: Is he coming to the meeting?  
B: He \_\_\_\_\_ if he has the time (would like)
3. A: You offended her, you know.  
B: I'm sorry. I \_\_\_\_\_ (not mean)
4. A: Don't work too hard!  
B: Don't worry. I \_\_\_\_\_ (not intend)
5. A: Can you go to the bank for me before four o'clock?  
B: Well, \_\_\_\_\_ (try)

**Section C (Grammar)**

**The Oblique Mood** represent something not as a real fact, but as a wish, purpose, supposition, doubt or condition, problematic or contrary to the fact.



1. **Subjunctive I** represents an action as a problematic but not as contradicting reality. It is used to express order, request, suggestion, purpose.

*e.g. If the weather be fine tomorrow, we shall go for a walk to the country*

**Subjunctive I** also has optative meaning.

*e.g. Success attend you!*

**Subjunctive I** has no tenses, the same form being used for the present, past and future.

e.g. *He orders that we **be** present.*  
*He ordered that we **be** present.*  
*He will order that you **be** present at the meeting.*

The formal difference between **Subjunctive I** and the **Indicative Mood** has almost disappeared in Modern English. The remaining forms in which Subjunctive I differs from the Present Indefinite Indicative are:

- a) in the verb **to be**: *I be; he be; you be; they be;*
- b) The form of the 3<sup>rd</sup> person singular has no -S inflexion and thus does not differ from the 1<sup>st</sup> and 2<sup>nd</sup> person: *we have, he have, he speak, he go.*

2. **Subjunctive II** represents an action as contrary to reality.

e.g. *I wish he **were** with us.*  
*If he **had been** in town yesterday he would have come.*

**Subjunctive II** has two tenses: the Present, the Past:

- a) The forms of the Present Subjunctive II do not differ from the forms of the Past Indefinite Indicative. The only exception is the verb to be in which some forms of the Present Subjunctive II differ from the forms of the Past Indefinite Indicative.

The Present Subjunctive II: I were; he / she / it were

The Past Indefinite Indicative: I was; he / she / it was

The difference concerns only the singular: in the plural the forms of both moods coincide

The Present Subjunctive II: We were, you were, they were

The Past Indefinite Indicative: We were, you were, they were.

In all the other verbs the forms of the Present Subjunctive II are homonymous with the forms of the Past Indefinite Indicative

**The Present Subjunctive II** = *the Past Indefinite Indicative* - I spoke, I wrote.

**The Past Subjunctive II** is homonymous with the Past Perfect Indicative in all verbs

3. **The Suppositional Mood** represents the action as problematic, but not necessarily contradicting reality. The realization of the action may depend on certain circumstances, but these circumstances are not contrary to the fact.

e.g. ***Should** you **meet** him tomorrow, tell him to come.*

It's used to express order, supposition, suggestion and necessity.



The Suppositional Mood is an analytical mood, it is formed by combining the auxiliary verb **should** (for all persons) with **the infinitive**.

It has two tenses: the Present, the Past:

a) The Present Suppositional is formed by the auxiliary verb **should** + Indefinite or Continuous Infinitive,

*e.g. I suggested we **should meet** here.*

b) The Past Suppositional is formed by the auxiliary verb **should** + **Perfect or Perfect Continuous Infinitive**.

*e.g. He was frightened lest he **should have been doing** something wrong.*

**4. The Conditional Mood** represents the unreality of action, due to the absence of the necessary circumstances on which the realization of the action depends. It is usually used in the principal clause of a complex sentence with a subordinate clause of unreal condition, where the verb is in Subjunctive II.

*e.g. If he were her he **would help** us.*

*If I had not been so busy yesterday, **I should have come**.*

**The Conditional Mood** has two tenses: The Present; the Past.

a) The Present Conditional is formed by the auxiliary verb **should** (1<sup>st</sup> person singular and plural), and **would** (2<sup>nd</sup>, 3<sup>rd</sup> person plural and sing) + **Indefinite** or **Continuous Infinitive**.

*e.g. If they came for her, she would go.*

b) The Past Conditional is formed by the auxiliary verbs **should** and **would** + **Perfect** or **Perfect Continuous Infinitive**.

*e.g. Unless I had heard the story from his lips I **should never have believed** that he was capable of such an action.*

*The thing was 'rich' as his father **would have said**.*

## Conditionals (including Complex Sentences of Unreal Condition)

### Type 0 (C.)

If I **stay** out late, I always **get** a taxi. = Each time I stay out late, I get a taxi home.

This type is used to describe something that is generally true. The use of *if* here is very similar to *when*.

One can also use the Past Indefinite in the two clauses.

If I *stayed* out late, I always *got* a taxi home.

### Type I (U.C.)

If you **came** to Odessa this summer, I *should (would) show* you around the city.

If both the condition and its realization belong to the present of future:  
in the if-clause **the Present Subjunctive II** is used;  
in the main clause - *the Present Conditional*.

### Type II (U.C.)

If you **had come** to Odessa last summer, I *should (would) have shown* you around the city.

If both the condition and its realization belong to the past:  
in the if-clause **the Past Subjunctive II** is used;  
in the main clause - *the Past Conditional*.

### Type III a (U.C.) /Mixed Type/

If you **had entered** the University 4 years back you *would graduate* from it next year.

If the condition belongs to the past and its realization to the present or future:  
in the if-clause **the Past Subjunctive II** is used;  
in the main clause - *Present Conditional*.

### Type III b (U.C.) /Mixed Type/

If he **were** cleverer he *would not have argued* with her over such trifles.

If the condition refers to no particular time (or to the present) and its realization to the past:

In the if-clause **the Present Subjunctive II** is used

In the main clause - *the Past Conditional*

#### **Type IV a (U.C) /Problematic Condition/**

**Should** you **come** to our city, be sure to let me know about it.

**Should** Mary **need** my advice, she can have my telephone number.

If the condition refers to the future and is considered as problematic, not necessarily contradicting reality:

in the if-clause **the Suppositional Mood** is used;

in the main clause - any mood required by the context.

#### **Type IV b (C)**

If he's still **waiting** for you, he'll be very angry.

If you're **coming out** with us tonight, you'll need to be ready by 7 o'clock.

If Rob's **received** your letter, I'm sure he'll phone you today.

If it's **been raining** in the night, you'll have to wear wellingtons.

If I **can finish** work early, I'll come and help you.

If I **should see** him, I'll tell him the good news.

We use this type if we talk about something that is quite likely to happen in the future. The condition is quite likely to be fulfilled:

the if-clause is usually in the Present Indefinite (Indicative Mood).

However, one can also use: Present Continuous, Present Perfect, Present Perfect, Can, Could.

The main clause usually has the verb in **the Future Indefinite (Indicative Mood)** with **will / shall**. However one can also use: **'be going to' future, Future Continuous, Future Perfect, Imperative, Can / Could, May / Might, Should / Ought to, Must**.

If Helen passes all her exams, we're **going to buy** her a big present.

If we book this holiday, we'll **be lying** on a warm beach in two week's time.

If they win this next match, they'll **have won** every match in the season. If you need any help, **call** me.

If you phone me after 12 o'clock, I **might be** in bed.

If they don't eat their dinner, they **can't have** any ice-cream.

## **Type V (U.C.) /Voluntative Condition/**

We'd take Ann with us if her mother **would** let her go.

I'll gladly come to your place on a visit if you **would** be so kind as to invite me.

The modal verb **Would** is used in the If-clause of conditional sentences referring to the future to emphasize the additional meaning of wish;

In the main clause any mood required by the context is used.

The type is used when the action depends on a person's wish.

### **Exercise 1. The following sentences are Type 1, Type 2, Type 4b conditionals. Put the verbs in brackets into the appropriate form.**

1. We wanted to go out yesterday but the weather was terrible. If it (be) a nice day, we (go) for a picnic.
2. Why don't you explain everything to him? If you (not tell) him the truth, I'm sure you (regret) it one day.
3. Jennifer was here not too long ago. If you ... (come round) earlier, you (see) her.
4. Apparently, the ferry company are planning to close the port in this town. If that (happen), the town (lose) a great deal of money.
5. I (help) you with it if I (have) more time but I'm afraid I haven't got any spare time at all at the moment.
6. The government is expecting to win the next election, but if it (lose), the Prime Minister (resign) from politics.
7. I am so glad that you took me to your friend's party. If we (not go) there, I (never meet) Adrian.
8. It's ridiculous that trains are so expensive. If fares (be) cheaper, I'm sure more people (use) the train and leave their cars at home.
9. If she (get) that job she's applied for, she (be) delighted. And I think she's got a good chance of getting it.
10. Fortunately the explosion took place at night when the streets were empty. It (be) a disaster if it (happen) in the middle of the day.
11. The talks between the two leaders keep breaking down. If they (break down) again, it is possible that there (be) a war between the two countries.
12. If Alison (know) anything about car mechanics, I'm sure she (help) us fix the car, but I think she knows even less than we do.
13. They've been married for twenty years now but I don't think she (marry) him if she (know) what a selfish man he was.
14. Children spend too much time watching television and playing computer games. I'm sure they (be) happier if they (spend) more time playing outside.
15. Jamie has everything he wants but he's always moaning. I'm sure that if I (have) so much money, I (not moan) all the time.

**Exercise 2. Put the verbs in brackets into the appropriate form.  
(Type 0, Type 1, Type 2, Type 4b conditionals).**

1. Oh, dear I think we're a bit late. If the concert's already started, we (not be allowed) to go in.
2. He wouldn't be coming here if he (not want) to.
3. If you were planning to leave your husband, I (advise) you against it.
4. He could be earning lots of money now if he really (want) to, but I don't think that's what he wants.
5. You can stay here tonight if you (not have) anywhere else to stay.
6. If I could have phoned you, I (tell) you what was happening.
7. If you (have) any problems, give me a ring.
8. If you (get) here at about 8 o'clock, I'll be waiting for you.
9. We could have got there in time if you (phone) us earlier.
10. If this should happen again, (come) and (tell) me about it immediately.
11. You can't expect kindness and support from your family if you (not give) the same to them.
12. If she's been working all day, she (be) very tired when she gets in.
13. If the management were to reinstate the strike leader, the strike (be cancelled off).
14. If I (keep) working on this essay, I'll have finished it by tonight.
15. If I could borrow some money, I (definitely come) on the holiday with you, but I think it's unlikely.
16. I might have been able to help you if you (explain) the problem to me.
17. If I could live wherever I wanted to, I think I (choose) to live on a Scottish island.
18. If they had been listening more carefully, they (might understand) what I was saying.
19. If I (be) a year older, I could join the army.
20. If I (get) a pay rise, I'm going to buy a new car.

**Exercise 3. Put the verbs in brackets into the appropriate form.**

Harry and Sheila, a husband and a wife, are talking.

- H: Shall I make the children something to eat?  
S: I wouldn't bother. You know how much they eat when visit their grandparents.  
H: That's true. If they (eat) all afternoon they (not want) anything when they get home.  
S: Are we going to pick them up soon?  
H: No, my parents are bringing them over. We agreed that if I (take) them there, they (bring) them back.  
S: Oh good. Weil, if we (not collect) them, I (go back) upstairs and do a bit more work. I've nearly finished that report now. If I (do) another half hour's work, I (finish) it by the time the children get home.

- H: Why do you always have to bring work home with you? If you (not agree) to take on that new job, you (have) much more free time now.
- S: Yes, and if I (not take on) that job, we (not have) much money now.
- H: That's true, but I don't like you working so much.
- S: Well, never mind. We've got a week's holiday soon. Just think! In two week's time, we (lie) on a warm sunny beach - that's if I (can get) the time off work of course.
- H: What do you mean, 'if'?
- S: Well, everything's very busy at the moment. And if we (get) any other orders, I just (not see) how I can leave the office.
- H: What? But that's ridiculous!

**Exercise 4. Words other than if. Conditionals can also be introduced by the following conjunctions.**

<b>even if</b>	<b>if only</b>	<b>as/so long as</b>	<b>unless</b>
<b>assuming (that)</b>		<b>on (the) condition (that)</b>	
	<b>provided / providing (that)</b>		

**in questions: suppose / supposing (that) what if imagine**

**Rewrite the sentences choosing the most appropriate conjunction.**

- Mr Davidson says he'll come and give a talk at the conference if we pay him a reasonable fee.  
(supposing that / unless / on condition that)
- I won't help him if he doesn't ask me properly.  
(provided / unless / as long as)
- If I could get a job, life here would be perfect.  
(what if / even if / if only)
- If you had a lot of money, do you think you would give up work? (supposing that / providing that / as long as )
- If the train arrives on time, they'll be there in a few minutes.  
(what if / assuming that / on condition that)
- If he doesn't agree to my request, what will I do then?  
(imagine / what if / provided that)
- You can go out tonight if you get back by midnight.  
(as long as / assuming that / supposing that)
- If the helicopter hadn't been there to save her, what would have happened then?  
(if only / imagine / unless)
- If you'd offered to pay me a thousand pounds, I wouldn't have done it.  
(if only / provided that / even if)
- If Sheila gets this new promotion, we'll have enough money for a holiday abroad this year.  
(even if / provided that / supposing that)

### Exercise 5. Translate the following sentences into Ukrainian.

1. Я б ніколи не подумав, що це можливо, якби я не побачив це на власні очі.
2. Я б не став цього робити на твоєму місці.
3. У випадку, якщо тобі доведеться поїхати, пришли мені записку.
4. Мені б п'єса сподобалася більше, якщо би вона не була такою довгою.
5. Якби не його хвороба, родина переїхала би у місто.
6. Якби він прийшов вчасно, цього могло б не статися.
7. Якщо б пішов дощ, я би промокла до кісток, тому що на мені була дуже легка сукня.
8. “Ти завжди маєш бути обережним з дорожнім рухом тут, - сказала няня. - Що б сказала твоя мама, якби тебе задавило?”
9. Куди б ти пішов, якби не йшов дощ?
10. Посидь з ним. Якщо він раптом попросить чого-небудь, скажи мені.
11. Якщо б я сказав щось схоже твоїй тітоньці, вона б мала мене за божевільного.
12. Я буду у себе вдома цілий вечір на той випадок, якщо ти зміниш думку.

### Exercise 6. Finish off the following conditional sentences.

1. The cake wouldn't have got burnt if ... .
2. You wouldn't have got into trouble if ... .
3. Your dress would look nicer if ... .
4. She would have married him ... .
5. I would have come earlier if ... .
6. He would have got wet through if ... .
7. She would fix the door knob herself if ... .
8. He would drive straight home if ... .
9. I would take her to the party if ... .
10. It would be better for all of us if ... .
11. If it hadn't been for the rain ... .
12. If it were not for the coming wedding ... .
13. If it hadn't been for their neighbour ... .
14. If it hadn't been for his advice ... .
15. If it hadn't been for his departure ... .
16. If it were not for his family ... .
17. If it were not for his scholarship ... .
18. If it hadn't been for the announcement on the radio ... .
19. If it were not for my sprained ankle ... .
20. If it were not for the message that he received ... .
21. If your mother were to ask you about me ... .
22. If I had known you were here ... .
23. If he should turn down your offer ... .
24. If you should not interfere ... .

25. If the play had not been so long ... .
26. If we could afford it ... .
27. If the car had not broken down ... .
28. If I were you ... .
29. If you should leave unexpectedly ... .
30. If it hadn't been raining ... .
31. If the job were to be offered to me ... .
32. If my son were not making progress in his English ... .

## Lesson 2

### Section A / Vocabulary /

#### Exercise 1. Study the use of the following words.

**Cumbersome** 1. Burdensome, troublesome.  
2. unwieldy, clumsy

**Grid** 1. A grating of crossed bars, gridiron;  
2. Elec. A metallic framework employed in a storage cell or battery for conducting the electric current and supporting the active material  
3. a system of electrical distribution serving a large area, esp. by means of high-tension lines.  
4. In optical character recognition, a scale for measuring characters by means of a network of parallel lines at right angles to each other and a fixed distance apart. Used for touch-screen and pen-based computers. Voltage is sent across the glass in horizontal and vertical lines forming a grid.

**Platform** **N.** a generic term for different types of computer system (e.g. PC, Mac, workstation, etc.)

**Inevitable** **A.** 1. Unable to be avoided, evaded, or escaped; certain, necessary:  
*an inevitable conclusion*  
2. Sure to occur, happen or come; unalterable:  
*Man's inevitable end is death.*

**Crucial** **A.** 1. Involving a final and supreme decision; decisive; critical:  
*a crucial experiment.*  
2. Severe, trying.  
3. Of the form of a cross; cross-shaped

**Wrest** **V.** 1. To twist or turn; pull; jerk, or force by a violent twist.



2. to take away by force: *to wrest a knife from a child.*

## **Revenue**

**N.** 1. The income of the government from taxation, excise duties, customs or other sources, appropriated to the payment of public expenses.

2. the government department charged with the collection of such income.

## **Exercise 2. Read the text below and answer the following questions.**

1. Why will the PC lose its status as the universal computing solution?
2. What applications does the PC seem cumbersome for?
3. What is PC household penetration in the USA?
4. How does the PC meet the requirements of modern business on the Internet?
5. What is the principal drawback of PC client / server systems?
6. How could reliability and lower costs be achieved?
7. Why did Mr Wladawsky-Berger call the present state of things with the Internet "the computing equivalent of the tower of Babel?"
8. What is, in Mr Wladawsky-Berger's opinion, the next inevitable step in technological development?
9. In what way will data be stored?
10. What is the future of operating systems on the Internet?

## **The Future of Computing. After the PC.**

### **/Part II/**

### **I love my PC, I love it not**

The PC will lose its status as the universal computing solution because of its own failings and the promise of new technologies. The PC is just too complicated for most of the computing that users want at home. Applications such as Microsoft Word or Quicken are excellent if you want graphics-rich documents and sophisticated financial management. (And people who want such things will own at least one PC.) But for sending and receiving e-mail, playing games or Web-surfing, the PC is cumbersome? Unstable and slow to boot - and usually in the wrong room.

PCs household penetration in America seems stuck at about 40%. Not many home users approach their machines with confidence, other than for the most routine tasks. When PCs run the new applications successfully, most people feel relief and almost pathetic gratitude - a standard of reliability tolerated in no other consumer product.

Within firms the same frustration is tinged with urgency. Forrester's Carl Howe argues that PCs one-size-fits-all approach to computing cannot satisfy the requirements of business on the Internet. To achieve the 'always open' availability that e-business demands, functions once performed by PCs will have to be spun off

to specialized appliances. Firms will install vast storage boxes for holding data and single-task servers running crucial applications that require almost no maintenance. Users will be able to choose how they connect to the network from appliances - from Palm Pilots to giant conference-room computer whiteboards.

The existing PC client / server model has gone beyond its natural limits and the mess is evident in nearly every large firm. At first the idea of linking PCs in networks served by a powerful central computer seemed splendid. Users could wrest control from central IT departments. But it has meant a nightmare of complexity and little accountability from vendors. The PC's much -vaunted adaptability is partly to blame / Robin Bloor, a consultant at Bloor Associates, says: "The reality is that the PC is ultimately inappropriate for corporate computing / The term PC means personal computer and hence personal ownership of the device and the software - and personal control."

Server-based operating systems (Windows NT, various species of Unix and mainframe operating systems) cannot talk to each other. The storage of vital data is increasingly anarchic. Irwing Wladawsky-Berger, who heads IBM's Internet division, says that what has been built is the computing equivalent of the Tower of Babel.

Equally fundamental, PC client/server systems cannot reliably support the WANs that big firms use for their private intranets. Mr Howie says: "While rebooting once a day is a fine workaround for a departmental application, it falls far short of the four-hours-a-year downtime standards set by Unix and mainframe systems. On the Internet, a competitor is just a click away - system failure equals lost revenue."

The new appliances depend upon cheap and powerful processing power. The handheld ones of today can nearly match the speed and memory of two-year-old PCs. But perhaps the decisive factor is the set of universal communications standards for connecting clients to central servers that has been established by the Internet.

Mr Wladawsky-Berger thinks pervasive computing is a technological development that is inevitable, no matter what individual companies do or how governments legislate. He compares computing today He compares computing today to electricity in 1990. Before the grid, generation was local, unreliable and noisy. The Internet is, in effect, a grid that dispenses applications rather than electricity. Thus computing based on the Internet is like a grid designed to deliver information and resources as reliably as power companies deliver electricity.

In Mr Howe's vision, platforms based on operating systems are irrelevant. The "computing utility" will separate storage from servers. Data will be stored in an "online armoured truck with a mean time between failures measured in decades." Internet protocols will link the storage to servers, including some that perform a single task, such as running e-mail. Like the devices they are connected to, these appliances will achieve reliability and lower costs by being designed to do only one thing well.

**Exercise 3. Read the text (Exercise 2) and translate the following word combinations into Ukrainian.**

a universal computing solution - sophisticated financial management - routine tasks -  
 to satisfy the requirements of business -  
 single-task server -  
 crucial application -  
 increasingly anarchic -  
 to require no maintenance -  
 to wrest control from somebody / something -  
 to be inappropriate for corporate computing -  
 a fine workaround for a departmental application -  
 decisive factor -

**Exercise 4. Match the terms in the box with the explanations below.**

a formula	b cell	c sales	d payroll
e share(s)	f revenue	g interest	h expenses

1. A sum of money that is charged or paid as a percentage of a higher sum of money which has been borrowed or invested, *e.g. High ~ rates. / 7 per cent ~ on a loan.*
2. The intersection of a column and a row in a spreadsheet, *e.g. the ~ B2.*
3. The intersection of a column and a row in a spreadsheet, *e.g. The ~ of PCs rose by 10 per cent last year.*
4. The income - or money - received by a company or organization, *e.g. The annual ~ of this multinational company is...*
5. A ~ in a company is one of the equal parts into which the capital of the company is divided, entitling the holder of the ~ to a proportion of the benefits, *e.g. £10 - are now worth £11.*
6. Financial costs; amounts of money spent, *e.g. Travelling*
7. A function or operation that produces a new value as the result of adding, subtracting, multiplying or dividing existing values, *e.g. If we enter the ~ B5-B10, the program calculates...*
8. 1. A list of people to be paid and the amount due to each.  
 2. Wages or salaries to employees, *e.g. He was on the company's ~.*

**Exercise 5. Here is part of an article about databases. First, read all the way through and underline the basic features of a database.**

***Basic features of database programs***

With a database you can store, organize and retrieve a large collection of related information on computer. If you like, it is the electronic equivalent of an indexed filing cabinet. Let us look at some features and applications.

Information is entered on a database via fields. Each field holds a separate piece of information, and the fields are collected together into records. For example, a record about an employee might consist of several fields which give their name, address, telephone number, age, salary and length of employment with the company. Records are grouped together into files which hold large amounts of information. Files can easily be updated: you can always change fields, add new records or delete old ones.

With the right database software, you are able to keep track of stock, sale, market trends, orders, invoices and many more details that can make your company successful.

Another feature of database programs is that you can automatically look up and find records containing particular information. You can also search on more than one field at a time. For example, if a managing director wanted to know all the customers that spend more than £7,000 per month, the program would search on the name field and the money field simultaneously.

A computer database is much faster to consult and update than a card index system. It occupies a lot less space, and records can be automatically sorted into numerical or alphabetical order using any field.

The best packages also include networking facilities, which add a new dimension of productivity to business. For example, managers of different departments can have direct access to a common database, which represents an enormous advantage. Thanks to security devices, you can share part of your files on a network and control who sees the information. Most aspects of the program can be protected by user-defined passwords. For example, if you wanted to share an employee's personal details, but not their commission, you could protect the commission field.

In short, a database manager helps you control the data you have at home, in the library or in your business.

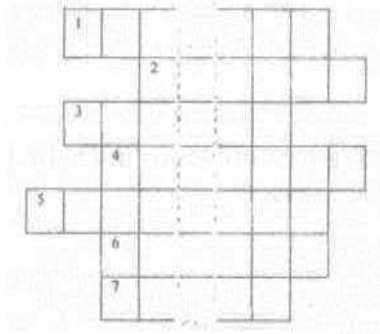
**Exercise 6. Using the information in the text, complete these statements.**

1. A database is used to \_\_\_\_\_ .
2. Information is entered on a database via \_\_\_\_\_ .
3. Each field holds \_\_\_\_\_ .
4. 'Updating' a file means \_\_\_\_\_ .
5. The advantages of a database program over a manual filing system are \_\_\_\_\_ .
6. Access to a common database can be protected by using \_\_\_\_\_ .

**Exercise 7. Complete the sentences by using a term from the list. Then write the words in the crossword to find the hidden message.**

database    field    layout    merging    record    sorted    updated

1. In order to personalize a standard letter you can use 'mail \_\_\_\_\_' (a technique which consists of combining a database with a document made with a word processor).
2. Records can be automatically \_\_\_\_\_ into any order.
3. You can decide how many fields you want to have on a \_\_\_\_\_ .
4. Files can easily be \_\_\_\_\_ by adding new information or deleting the old one.
5. A \_\_\_\_\_ program can be used to store, organize and retrieve information of any kind.
6. The \_\_\_\_\_ of the records can be designed by the user.
7. Each piece of information is given in a separate \_\_\_\_\_ .



**Exercise 8. Which Internet utility (1 to 7) would you use to do each of these tasks (a to g)? Read the following text to check your answers.**

- |                      |  |
|----------------------|--|
| 1. e-mail            | a send a message to another person via the Internet                                    |
| 2. Web browser       | b transfer files from the Internet to your hard disk                                   |
| 3. Newsreader        | c have a live conversation (usually typed) on the Internet                             |
| 4. IRC/chat program  | d connect to a remote computer by entering certain instructions and run programs on it |
| 5. FTP software      | e take part in public discussion areas, called newsgroups                              |
| 6. Videoconferencing | f fetch and view Web pages on the Internet   |
| 7. Telnet            | g participate in live conversations, using text, audio and video                       |

### ***Internet software***

#### **Getting connected**

The language used for data transfer on the Internet is known as TCP/IP (transmission control protocol / Internet protocol). This is like the Internet operating system.

The first program you need is a PPP (point to point protocol) driver. This piece of software allows the TCP/IP system to work with your modem; it dials up your Internet service provider (ISP), transmits your password and log-in name and allows Internet programs to operate.

### **E-mail**

E-mail is your personal connection to the internet. It allows you to exchange messages with people all over the world. It can include text, pictures, and even audio and animation.

When you set up an account with an ISP, you are given a unique address and anyone can send you e-mail. The mail you receive is stored on the server of your ISP until you next connect and download it to your hard disk.

### **Web browsers**

The Web is a hypertext-based system where you can find news, pictures, games, online shopping, virtual museums, electronic magazines - any topic you can imagine.

You navigate through the Web using a program called a 'browser, which allows you to search and print Web pages. You can also click on keywords or buttons that take you to other destinations on the net. This is possible because browsers understand hypertext markup language (HTML), a set of commands that indicate how a Web page is formatted and displayed.

### **IRC, audio and video chatting**

IRC - Internet relay chat - is a system for realtime (usually typed) conversation. It's easy to use. To start a chat session you run an IRC program, which connects you to an IRC server - a computer dedicated to IRC. Then you join a channel, which connects you to a single chat area. Next you type a message and the other participants can see it.

Internet telephone and video chatting are based on IRC protocols. Videoconferencing programs enable users to talk and see each other, and collaborate. They are used in intranets - company networks that use Internet software but make their Web site accessible only to employees and authorized users.

### **FTP and Telnet**

With **FTP** software you can copy programs, games, images and sounds from the hard disk of a remote computer to your hard disk. Today this utility is built into Web browsers.

A **Telnet** program is used to log directly into remote computer systems. This enables you to run programs kept on them and edit files directly.

## Newsgroups

Newsgroups are the public discussion areas which make up a system called 'Usenet'. The contents of the newsgroups are contributed by people who send articles (messages) or respond to articles. They are classified into categories: comp (computers), news (news), rec (recreation), soc (society), sci (science), talk and alt (alternative).

### Exercise 9. Read the text again and choose the right answer.

1. An Internet service provider (ISP) is
  - a) a program that connects you to the Internet.
  - b) a company that gives you access to the Internet.
2. HTML is
  - a) the software which allows you to fetch and see Web pages.
  - b) the codes used to create hypertext documents for the Web
3. An IRC channel is
  - a) an IRC discussion area.
  - b) A computer system dedicated to IRC
4. Usenet is
  - a) a big system of public discussion groups.
  - b) a newsgroup.
5. An intranet is
  - a) like a small version of the Internet inside a company.
  - b) A commercial online service.

## Section B (Grammar: Revision)

**Reporting: Advise, ask, tell somebody to do something; suggest and recommend.**

**The verbs *advise, ask* and *tell* are often followed by an object (noun or pronoun) + *to*-infinitive when we are reporting what people say.**

She *advised me to buy* a new dishwasher.

He often *asks people to do* jobs for him.

She *told the children not to be* late.

Other verbs like this are: *encourage, leave, remind, warn.*

**Exercise 1. George Grant organises outdoor holidays in Snowdonia, North Wales. Read what he told Sally Marshall, a reporter. Then complete Sally's article, using the verbs listed above.**

1. Leave your luggage by the door and I'll show you around.
2. You can unpack and get settled in.
3. Then I think you should get some rest.
4. While we're on the mountain, remember to stay with the group.
5. Don't go off on your own.
6. Come on, Sally, you can make it to the top! You know you can!

### ***Sally Marshall's Holiday Column***

Last week I went to George Grant outdoor holiday centre in North Wales. George welcomed me himself and 1 \_\_\_\_\_ my luggage while he showed me around.

After that, he led me to a small chalet and 2 \_\_\_\_\_ and get settled in. One think worried me slightly. I'd only been there half an hour, but he 3 \_\_\_\_\_ some rest.

The next morning, before we went for our first climb, George gave us a talk. Among other things, he 4 \_\_\_\_\_ with the group and he 5 \_\_\_\_\_ on our own. That first day on the rocks was exciting, but very tiring. George did everything he could to help everyone. He 6 \_\_\_\_\_ make it to the top of my first climb - mainly by shouting.

**We can use these constructions with suggest and recommend:**

**'We should go to Snowdonia.'**

***She suggested we go to Snowdonia.***

***She suggested that we (should) go to Snowdonia.***

**'If I were you, I'd stay at the hotel in the village.'**

***She recommended me to stay at the hotel in the village.***

***She recommended that I (should) stay at the hotel in the village.***

**Exercise 2. Report to the rest of Sally's article, using the verbs suggest or recommend.**

1. 'My suggestion to you is: go to George's Holiday Centre.'
2. 'Go in spring. That's my recommendation to you.'
3. 'Take a pair of good walking boots with you.'
4. 'Another suggestion (because it's very popular) is: book early!'



## Question words with to-infinitive: *show someone what to do*

Please *show me what to do* = What should I do? Please show me.

Can you *tell me how to get* there? = How do I get there? Can you tell me?

I *told him who to speak to* = Who should he speak to? I told him.

I asked *him which dress to buy* = Which dress should I buy? I asked him.

Note: the word *why* cannot be followed by a to-infinitive.

Please *tell me why I should stay* here.

**Exercise 3. Zena has just joined a health club. Read her thoughts. Write what she actually says.**

1. Where should I get changed? Can you tell me?
2. What should I wear on my feet in the gym? I'd like to know.
3. Who should I talk to about the fees for the course? I'm not sure.
4. How do I switch on the running machine? I'm afraid I don't know.
5. Which exercise bike do I use? Can you show me?
6. Anna told me to put my things in the locker. Can you tell me why?

1. Can you ...
2. I'd like ...
3. I'm not sure ...
4. I'm afraid I ...
5. Can you ...
6. Can you ...

**1. After my mother had had operation.**

the doctor *told her what to eat*.

Or the doctor *told her what she should eat*.

**2. After I had had my operation, the doctor *told my mother what I should eat*.**

One could **not** use *what to eat* in sentence 2.

**Exercise 4. Some of the verbs in italics below can be replaced with a to-infinitive, but some cannot. Read the sentences and rewrite them if possible.**

**Win a holiday in the Seychelles in our holiday competition!**

1. The rules tell you where you should send your entries

2. The rules tell you where your letters should go.
3. The rules explain clearly what you should do.
4. The rules give the date by which entries should arrive.
5. For more information on how you should enter the competition, don't forget to buy next week's issue!
6. There are so many islands you could visit, you won't know which you should choose.

## Adjectives + *to*-infinitive

### 1. We often use an adjective + *to*-infinitive construction to express simple emotions.

I'm *pleased to be* here.  
 He was *surprised not to be* invited.  
 It was *good to see* you again.  
 I shall be *sorry to leave*.  
 She was *horrified to see* Pat.

### 2. We often use an adjective + *to*-infinitive construction to praise or criticize people.

She was right to do that.  
 You were wrong not to invite them.  
 How silly of him to refuse!  
 It was kind of them to ask you.  
 Wasn't it clever of her to think of that!

**Other adjectives used like this are: *generous, selfish, stupid***

### Exercise 5. You have received a letter from an old school friend. Write a reply using the words given.

Dear Lisa,

1. *I / very pleased / receive* your letter which arrived yesterday.
2. *It / marvellous / hear* from you after such a long time.
3. *How silly / you / think* that I had forgotten you!
4. *It / very generous / you / invite me* to come and stay with you. I'd really like to do that next time I'm in Scotland.
5. *I / sorry / read* that you had not been invited to Cora and Steve's wedding.
6. *How selfish / them / not / invite you* especially after all you've done for them!

*He was very difficult to understand.*  
*She's almost impossible to please.*  
*She's extremely nice to talk to.*  
*They're very easy to get on with.*

In the sentences above, the subject is also the object of the *to*-infinitive.  
 Compare: *She's almost impossible to please.*  
*Pleasing her is almost impossible.*

**Exercise 6. Change these sentences about animals, as in the example.**

1. Breeding panda in captivity is difficult.  
*Pandas are difficult to breed in captivity.*
2. Looking after tropical birds isn't very easy.
3. Watching chameleons is fascinating.
4. Keeping tarantula spiders as pets is nice. (So I've been told!)
5. Seeing stick insects among leaves and branches is almost impossible.

1.

He's	<i>anxious</i> <i>eager</i> <i>determined</i> <i>free</i> <i>happy</i> <i>reluctant</i>	<i>to do the work</i>
------	--	-----------------------

2.

He's	<i>anxious</i> <i>eager</i> <i>happy</i>	<i>for you to do the work.</i>
------	--	--------------------------------

3.

She was	<i>the first / second / last, etc.</i> <i>the only</i>	person to arrive.
---------	---	-------------------

**Exercise 7. Fill in the gaps using the words and expressions in Box A and the verbs in Box B.**

<b>A</b>	anxious	eager	determined	free	happy
		reluctant	first person		

<b>B</b>	keep	see	do	express	support
		notice	be		

## Anything goes!

When Mr Sam Quirky installed a huge plastic flying elk, about 8 meters tall, on the roof of his house, he said he was (1) \_\_\_\_\_ what he liked on his own property.

However, the local council have other ideas. 'Although we are always (2) \_\_\_\_\_ genuine modern art, local laws forbid this kind of installation,' said a spokesperson.

The (3) \_\_\_\_\_ the elk was a neighbour, Mrs Menedez, who told me: 'I was surprised at first, but now I'm quite (4) \_\_\_\_\_ it there. It makes the view from my window more interesting.'

The last thing Mr Quirky told me was: 'Whatever the local council says, I'm (5) \_\_\_\_\_ the elk on my roof.'

And a spokesperson for the Campaign for (6) \_\_\_\_\_ Mr Quirky allowed to keep the elk.'

And with so many views on the subject, this reporter is (7) \_\_\_\_\_ an opinion!

Look at the way we use *enough* and *too* with adjectives and adverbs.

It's not *warm enough* (for us) to sit outside.

We left *early enough* to avoid the heavy traffic.

It's too noisy (for them) to study here.

He spoke too softly for people to hear him.

## Exercise 8. Complete the passage using *enough* or *too* on their own or together with the verbs in brackets.

Two young sailors are recovering in hospital today, after their boat overturned. Jason Potter, aged nine, told their story:

'We tried to turn the boat the right way, but we just weren't strong (1) \_\_\_\_\_ (do) it. Then we tried to get to the beach, but it was (2) \_\_\_\_\_ far (3) \_\_\_\_\_ (swim). The wind blew us back and we couldn't swim hard (4) \_\_\_\_\_. We saw another boat, and shouted for help, but they were (5) \_\_\_\_\_ far away (6) \_\_\_\_\_ (hear) us.

The children swam to the foot of the cliffs, where they were noticed by a Mr Frank Payne. 'The cliffs were much (7) \_\_\_\_\_ high for the kids (8) \_\_\_\_\_ (climb), so I called the lifeboat.' The lifeboat captain commented: 'Children that age aren't experienced (9) \_\_\_\_\_ (sail) in high winds. The weather conditions were much (10) \_\_\_\_\_ dangerous (11) \_\_\_\_\_ (go) outside the harbour.'

**Exercise 9. Make sentences using *too* and *enough* and the adjectives in brackets.**

1. He's under eighteen. He can't vote. (young)
2. She's only fifty-five. She can't retire. (young)
3. She's only fifteen. She can't get married! (not / old)
4. You're eighteen now. You can drive! (old)
5. But she's fifty-eight! She can't have a baby! (old)

**Orders and future plans with *is / are to do* and *is / are to be done***

'Is / are to do something' is used:

**1. To make formal appointments, and to give instructions or orders.**

You *are to come home* by ten. = You must come home by ten o'clock.

You *are not to drink* this = You must not drink this.

The passive is often used in written notices:

THIS DOOR IS TO BE KEPT LOCKED = People must keep this door locked.

**2. To refer to future arrangements.**

The Prince *is to visit* Mexico next month. = It has been arranged that the Prince will visit Mexico next month

In future, all visitors to the building *are to be issued* with special passes. = In future, someone will issue special passes to all visitors to the building.

**Note:** 'Is / are to do' can only be used for actions under human control - so it **cannot** replace going to in 'it's going to snow', for example. We **cannot** say 'It is to snow'.

**Exercise 10. Match the written instructions (1-6) with the situations (a-f) below.**

1. Not to be opened until your birthday.
2. To be taken three times a day.
3. Danger. Not to be taken internally.
4. To be dealt with.
5. Not to be removed.
6. To be consumed before 03. 10. 94

- a. On a tube of cream / ointment
- b. On a pile of papers or on an in-tray in an office.
- c. On a wrapped present.
- d. On a book or magazine in a library'.
- e. On food, e.g. a carton of yoghurt, cream, frozen food, etc.
- f. On a bottle of medicine or pills.

**Exercise 11. These are instructions from the Head of the Secret service to new agents. Rewrite them so that they are more formal and forceful.**

1. Don't tell anyone your name!
2. You must report to me every day.
3. All reports must be locked away.
4. They must not be shown to anyone.
5. You must memorize all instructions.
6. Don't write them down.

**Exercise 12. Look at these two headlines. Then, in the article below, provide the correct *to*-infinitive form - active *to do*, *not to do* or passive *to be done* - for the verbs given.**

QUEEN TO VISIT CANADA = The Queen is to visit Canada.  
 STUDENT TO BE AWARDED = A student is to be awarded a  
 FASHION PRIZE fashion prize

### **President cancels southern trip**

It was announced today that the President (1) \_\_\_\_\_ (visit) the Southern States after all. His talks there (2) \_\_\_\_\_ (postpone) until later this year.

Instead, he (3) \_\_\_\_\_ (admit) to hospital for tests.

A medical spokesman for the White House said the President will not be receiving any medication: he is simply (4) \_\_\_\_\_ (undergo) tests. After he leaves hospital, he (5) \_\_\_\_\_ (spend) several days resting at Camp David.

Doctors suggest that a few days' rest will help the President 'renew his strength' as he and the First Lady (6) \_\_\_\_\_ (go on) an official visit of the Mediterranean later this month. He is (7) \_\_\_\_\_ (accompany) on that trip by the Vice-President.

**Exercise 13. When the President arrives at Camp David, he gives instructions to his staff. Read what he says, and then write these instructions.**

1. 'Don't disturb me in the mornings - except in an emergency.'
2. 'Inform me if there is any news from the Far East.'
3. 'Please don't ask me to sign anything in the mornings.'
4. 'Please tell me of any developments at the UN.'

5. 'Don't wake me if I fall asleep in my armchair.'

**To-infinitive: there is something to do / something to be done**

1. *There is, there are:*

There's nothing to say / to be said.

There are some people to see / to be seen  
There were ten letters to write / to be written.

There was a lot (of work) to do / to be done.

**Note:** The active to-infinitive has a passive meaning here.

2. *Have or have got:*

She's got twenty letters to type. = She must type twenty letters.

I had nowhere to sleep. = I didn't have a bedroom or bed.

**Note:** You cannot use the passive infinitive here.

3. Note these idioms:

He's nowhere to be seen / to be found = We can't see / find him anywhere.

Nobody's to blame = It's nobody's fault. / We can't blame anybody.

**Exercise 14. The editor is discussing her day's work with her assistant, Peter. Read her diary and complete the blanks in the conversation. Use phrases with an active or passive *to*-infinitive.**

**Note:** if either can be used, write both.

**April 13 Wednesday**

*Deal with messages!*

*Some time today*

- *phone Luigi*
- *phone Charles*
- *write annual circulation report*

*11.00 - interview new reporter*

*Early afternoon — draft leading article*

*3.30 - 4.30 - show Spanish visitors around*

Editor: Peter, have you got much \_\_\_\_\_ today?

Peter: Yes, quite a lot. Why?

Editor: Well, it looks as if I've got a pretty full day. There are some (2) \_\_\_\_\_ at 3.30. That'll take an hour. And at eleven this morning I've got a (3) \_\_\_\_\_. And I've got two phone calls (4) \_\_\_\_\_. I must speak to Luigi and Charles. And I had a pile of (5) \_\_\_\_\_ even before you came in.

Peter: Well, I could show the visitors round. That would help a bit. And I see there's the annual (6) \_\_\_\_\_. I can do that, can't I?

Editor: Of course you can. And then there's (7) \_\_\_\_\_ early this afternoon. I'd better do that myself.

**Exercise 15. Complete the blanks with words from the box below. Put the verb in the correct infinitive form.**

(You may be able to use some of the words more than once.)

nothing	novels	something	nobody	postcards
nowhere	no one	sights	go	blame
do	talk to	read	write	see

Why did I ever come here? It looked great in the holiday brochure, so I've got (1) \_\_\_\_\_ but myself. But let me tell you, I've been here two days and I'm bored! There's (2) \_\_\_\_\_, (3) \_\_\_\_\_ and (4) \_\_\_\_\_. True, there are a few (5) \_\_\_\_\_ but you can do that in your first day. One good thing I did was to bring some books with me. I've got two more (6) \_\_\_\_\_. I'll finish both tomorrow! And then there are all those (7) \_\_\_\_\_ to friends. It'll give me (8) \_\_\_\_\_ !

**Nouns + to-infinitive or gerund**

**Many nouns that correspond to verbs can also be followed by a *to*-infinitive:**

I *do not wish to see* it.                      I *have no wish to see* it.  
 He *refused to help* me.                      His *refusal to help* me was a surprise.  
 We *agreed to meet* later.                      We made *an agreement to meet* later.

Other verb / noun pairs like this are:

to apply – an application; to attempt – an attempt; to decide – a decision; to determine – determination; to plan – plans, to propose – proposal

**Exercise 16. Here are some things that famous people might have said - but almost certainly did not! Rewrite the sentences using the phrases in brackets.**



1. Count Dracula: 'I've applied to go to medical school.' (send in an application)
2. Einstein: 'I've decided to shave off my moustache.' (make a decision)
3. Fred Astaire: 'If I troubled to learn, I might be a good dancer.' (take the trouble)
4. Columbus: 'I'm going to attempt to discover America.' (make an attempt)
5. Shakespeare: 'I'm planning to turn Hamlet into a musical.' (make plans)

**Now read this rule, and continue the exercise:**

Some nouns must be followed by a preposition + a gerund:

He *intends / doesn't intend*  
to stay here.

He has *every / no intention*  
of staying here.

He *hopes / doesn't hope*  
to get it back.

There's *every / no hope*  
of getting it back

**Other verb / nouns pairs like this are:**

*To hate to do - a hatred of doing*

*To prefer to do - a preference for doing something*

*To love to do - a love of doing*

6. Henry VIII: 'I hate attending weddings.' (have a hatred)
7. Schubert, about his last symphony: 'I intend to finish it.' (have every intention)

**Some nouns can be followed *either* by to-infinitive *or* a gerund:**

You'll have a *chance to meet / a chance of meeting* your favourite singer.

*The opportunity to buy / The opportunity of buying* a ticket for the World Cup Final was too good to miss.

It's *a pleasure to hear* her sing. There's nothing to compare with the pleasure of listening to good music.

**Exercise 17. Supply the correct noun + to-infinitive or noun + preposition + gerund form from the words given in brackets. In one case the noun is plural.**

### News in Brief

#### No hope of survivors

**Denmark:** Rescue workers here said there was now little (1) \_\_\_\_\_ (hope of finding) any more survivors which sank off the coast yesterday.

However, they have announced their (2) \_\_\_\_\_ (determine / continue) with the search. Ten people are still missing.

## Dentists Criticized

**England:** An official report has criticized the (3) \_\_\_\_\_ (decide / by six dentists / extract) 125 wisdom teeth in 72 patients.

## Victim Polite to Criminal

**Wales:** When he was asked in court he had been cheated by the defendant, the victim, Mr P.O. Jones, said: 'He was a gentleman. It was a (4) \_\_\_\_\_ (please / do) business with him.'

## Do you want to be king of the castle?

**France:** For just 100 French Francs you can have the (5) \_\_\_\_\_ (opportunity / buy) your dream home - a chateau in central France.

There's just one problem: it has no roof. And all (6) \_\_\_\_\_ (propose / construct) one in the past have been refused by the local council.

## Barry Manilow will see fans

Barry Manilow fans will have the (7) \_\_\_\_\_ (pleasure / see) their idol when he arrives in the UK next week. Mr Manilow has agreed to talk to a number of his fans, who will have (8) a \_\_\_\_\_ - (chance / meet) him if they arrive in time for security clearance at the airport.

## Section C / Grammar /

### The use of the Conditional Mood in Simple Sentences

1. The conditional mood is often used in simple sentences to express the realization of the condition which is only implied.

I *shouldn't have spoken* to the professor in such a way (if I had been at your place)  
She *would make* a good teacher (if she studied better and were patient)

2. With the *but for* construction which is a compression of an if-clause.

*But for* the bad weather  
(If the weather were fine)

| we *should (would) go* to the sea-beach.

*But for* the bad weather  
(If the weather had been fine)

| we *should (would) have gone* to the sea-beach

The construction is used with the Object (Absolute) form of Personal Pronouns.

E.g. **but for** me / us / you / him / her / it / them

**But for him** they would have believed that story.

## The Use of Subjunctive II in Simple Sentences

1. to denote wish with
- |         |  |                         |
|---------|--|-------------------------|
| oh if   |  | smb. did something      |
| if only |  | smb. had done something |
| oh that |  |                         |

Oh if it **were** summer vacation now.

Oh if she **had** not **promised** to marry him.

2. to denote advice. **Smb. had better do / not do something**

You'd **better (had better) not volunteer** for the army.

3. preference **smb. would rather / sooner** | **do something**  
| **have done something**

I **would rather not drag** her name in.

I **would sooner die** than permit that.

I **would sooner have helped** her than let somebody else do it.

## The Obligatory Use of the Subjunctive Mood

1. In subject clauses after **it's time**  
**it's time about**  
**it's high time**

**It's time** you *studied* better.

**It's high time** you *gave up* smoking.

2. In adverbial clauses of comparison and predicative clauses after:

**as if**  
**as though**

Somebody		speak(s)	<i>as if / as though</i>	somebody did something
		spoke		somebody were doing something
		will speak		somebody had done something
				somebody had been doing something

She looks like a rose / **as if** she *were* a rose.  
He looked a student / **as if** he *had been* a student

Subjunctive II Present is used to denote the action simultaneous with the action expressed with the principal clause.

Subjunctive II Past denotes priority.

### 3. In object clauses of wish

Somebody	wish	somebody did something
	wished	somebody were doing something
	will wish	somebody had done something
		somebody had been doing something
		could do something
		might do something
		would do something
		could have done something
		might have done something

I wish he came.  
I wish he couldn't come.  
I wish he had come.  
I wish he hadn't come.  
You'll wish he came.  
You'll wish he had come.

### Exercise 1. Explain the use of the verb forms in Object clauses after verb 'to wish' and translate the sentences into Ukrainian.

1. I wish I *had* a lab of my own.
2. She almost wished she *hadn't asked* them to dinner.
3. I wish I *could drop* the whole matter.
4. I wish it *had happened* to anyone but you.
5. I wish you *had brought* your sister with you.
6. 'I wish Paul *could have stayed* a few minutes,' I said.
7. He wished they *would let* him enjoy his dinner in peace.
8. Oh, how I wish it *would rain*!
9. I wish you *wouldn't be* so horrid, Willy, just when I'm so miserable.

### Exercise 2. Supply the necessary forms for the verbs given in brackets in object clauses after the verb 'to wish':

1. Bill, you're up to something. I wish I (to know) what it is.
2. Mel wished he (to know) earlier what Tom had just told him.
3. He wished that it all never (to happen) at all and that things (to be) as they once had been.
4. I wish I (can) settle down to something.
5. I wish I (to have) a jeep, that's all.
6. I wish I (to be) quite sure that she is altogether honest.
7. "I wish I (to have) a cigarette. That's more important to me just now," said Jack.
8. We wish to goodness the thing (can) be patched up.
9. I wish you (to go) up and (to see) Willy.
10. I now began to wish that I (not to take) Monty into my confidence.
11. I wished he (not to ask) that question.
12. "Have you got my letter?" "Yes. I wish you (not to write) it."
13. She almost wished it (to be) an ordinary day and that there (to be) no such things as holidays.
14. I wish I (can) go round the world.
15. I wish you (to ask) her a question or two about her parents.
16. At the first sight of his host Andrew almost wished he (not to come).

**Exercise 3. Translate the following into English using the appropriate verb forms in object clauses after the verb 'to wish'.**

1. Як би я хотів, аби моя дочка була трішки схожа на тебе.
2. Я б хотів, щоб ти прийшов до того чи іншого рішення.
3. Він волів, аби цей вечір вже скінчився.
4. Я іноді жалкую, що ти вирішив написати цю книгу, Хью.
5. Мені б хотілося, щоб ми мали справжній сад.
6. О боже, як мені прикро, що я зробив це.
7. Я б дуже хотів, щоб Віллі змінив своє рішення та не брався за німецьку мову.
8. Він просто не знав, як йому втішити свою дружину.
9. Я б хотів, аби ти знов почав складати вірши.
10. Я б дуже хотів, щоб більша кількість людей у нас на роботі мала твоє почуття гумору, Джек.

**Exercise 4. Explain the use of the verb forms in object clauses after 'it is time' and translate them into Ukrainian.**

1. Don't you think it's time you *got* a job?
2. Come along. It's time we *had* lunch.
3. It's hard time we *started* putting our own house in order.
4. They were saying in the office that it was about time Walker *retired*.
5. "It's high time you *were* sacked, boy," the foreman said angrily.

**Exercise 5. Translate the following into English using the appropriate verb forms in object clauses after 'it is time'**

1. Нам пора би йти (Ми мали би йти).
2. Йому давно пора би пояснити, що він замислив.
3. Його давно пора провчити.
4. Коли я прокинувся, я відчув, що мені саме час викликати лікаря.
5. Нам дійсно пора би пообідати.
6. Йому було сказано на людях, що пора б йому навчитися робити так, як йому наказують.
7. Тобі давно би пора викинути ці старі меблі.
8. Як ти гадаєш, чи не пора повернутися до гостей?

**Exercise 6. Supply the necessary forms for the verbs given in brackets in the following clauses of comparison and predicative clauses introduced by 'as if' and 'as though'.**

1. Her lips were parted as if she (to be) out of breath.
2. Hugh laughed awkwardly, as if he (to say) something indecent.
3. Then he rolled his eyes in his head, as if he (to do) an exercise.
4. He looked down at his feet as though he (to be) unconscious of the company.
5. Bateman felt as though someone (to give) him a violent blow.
6. She sounded as if she (to talk) to someone distasteful.
7. He leaned back as if he (not to have) a care.
8. 'It sounds as though there (to be) three or four men down there,' said my father.
9. She spoke of this and that as though she (to make) conversation with a stranger.
10. He looked as if he already (to decide) on some action.
11. He went into the house by the back door and sneaked up the stairs as though he (to have) something to hide.
12. It looked as though he (to be) filled with an overwhelming joy.
13. The sky looked as though it (to be) grey for months.
14. Robert's voice sounded hoarse, as though he (to shout) into the wind for hours.
15. Her stillness and her strange words made me feel as if I still (to dream).
16. Jones greeted me as though I (to be) an old school-friend whom he had not seen for years.
17. Her eyes were sparkling as though she (to laugh) at us.
18. She was breathing fast and deep, as though she (to run).
19. Her face was red and swollen as though she (to choke).
20. He looked as though he (not to move) since I left him the previous night.

**Exercise 7. Translate the following into English using the appropriate verb forms in clauses of comparison and predicative clauses introduced by ‘as if’ or ‘as though’.**

1. Він сидів за столом, ніби він писав, але він не писав і не читав.
2. Він дивився на мене так, ніби не розумів.
3. Собака вітав Френка, ніби вони не бачилися рік.
4. Вони не розмовляли, немов би вони були такі щасливі бути разом, що їм не потрібна була ніяка розмова.
5. Він був червоним і мав такий вигляд, ніби ось-ось розплачеться.
6. Вона відчувала себе дуже стомленою, ніби вона була на тривалій прогулянці.
7. Вона продовжувала оглядати кімнату, немов би шукала когось.
8. Вони розмовляли один з одним тихими голосами, ніби вони були у церкві.
9. Морис сидів і не ворухнувся, ніби він не почув Джека.
10. Вік застібнув пальто, ніби йому було холодно.

**Exercise 8. Supply the necessary forms for the verbs in brackets to express an unreal action depending on an unreal condition.**

1. In the old days it (not to be) so simple to travel so far.
2. ‘Why didn’t you persuade your brother to go also?’ she asked. ‘It (not to be) better for him?’
3. I never (to give) him a second thought but for what I knew about him.
4. He was feeling at ease and it (to be) pleasant to stay a little longer.
5. She was a competent girl, I thought; she (to make) an admirable nurse.
6. Ordinarily, Jack (to escape) from the party.
7. She knows I (to do) anything for her.
8. ‘But the door is locked.’ ‘I expect we (can, open) it.’ ‘Oh, I (not to do) that. Bill (to be) furious.’
9. I (can, produce) easily a translation but I felt for several reasons it (to be) wiser not to.
10. Tom was an ironical chap. He (not to bare) his soul to the press.
11. He says he (to die) without me.
12. I had to find a suitable house to live in. David was inefficient about such things, and (to live) anywhere.
13. He’s a man I (to hate) to think ill of me.
14. I think that the news (to worry) him too much.
15. Nothing but bad news (to bring) her on a night like this.

**Exercise 9. Translate the following into English using the appropriate verb forms to express an unreal action depending on an implied unreal condition.**

1. Я не звинувачував його. Я би зробив те ж саме.

2. Це речі, які дитині було б важко зрозуміти.
3. Я не думаю, що Доріс зробила би це.
4. “Подивись-но на цю сцену - сказала вона. Де ще в світі ти побачив би що-небудь схоже?”
5. Це не склало би ніякої різниці.
6. Бачиш, мені було цікаво. - Мені б теж було цікаво.
7. Я не хочу туди йти. - Чому? Я б нізащо не пропустив цей матч. Ми могли б дивитися здалека. - Мамі це не сподобалося б.
8. Я гадаю, що було б доречно зачекати до вечора.
9. Я б ніколи не подумав, що ти так швидко навчишся водити машину.
10. Він ще багато чого сказав би, але не встиг.

## Lesson 3

### Section A / Vocabulary /

#### Exercise 1. Study the use of the following words.

- Synergy** N. 1. combined action.  
 2. the cooperative action of two or more muscles, nerves, or the like.  
 3. the cooperative action of two or more stimuli or drugs.
- Wireless** N. 1. *Brit.* Radio.  
 2. Wireless telegraphy or telephony.  
 3. A wireless telephone or telegraph, or the like
- Glaring** A. 1. Shining with or reflecting a dazzlingly or harshly bright or brilliant light.  
 2. Excessively showy or bright; garish.  
 3. Very conspicuous or obvious; flagrant: *several glaring defects*
- Proselyte** N. V. 1. A person, who has changed from one opinion, religious belief, sect, or the like, to another; convert.  
 2. to convert as a proselyte.
- Sheer** A. 1. Transparently thin; diaphanous as some fabrics: *sheer stockings*.  
 2. Unmixed with anything else: *We drilled a hundred meter feet through sheer rock*.  
 3. Unqualified; utter: *Sheer nonsense*.  
 4. Extending down or up very steeply; almost completely vertical: a sheer descent of rock.



- Tier** N. 1. One of a series of rows or ranks rising one behind or above another, as of seats in an amphitheatre, guns in a man-of-war, or oars in an ancient galley  
2. A layer, level, stratum
- Concede** V. 1. To acknowledge as true, just or proper, admit: *He finally conceded that she was right.*  
2. to acknowledge (an opponent's victory, score, etc. before it is officially established: *to concede an election before most of the votes are counted.*  
3. to grant as a right or privilege, yield: *to concede a longer vacation for all employees.*

**Exercise 2. Read the text below and answer the following questions.**

1. Who do you think would get the upper hand in the competition for the newly emerged market? What are your reasons for it?
2. What is the most glaring threat to the PC makers?
3. What do most PC makers place their hopes on?
4. How critical is the situation for Intel?
5. Why does the author sticks to the opinion that there are both dangers and opportunities for software companies?
6. What makes Larry Ellison say that client / server is an evolutionary dead-end?
7. How many tires does Oracle's Network Computing Architecture (NCA) consist of?
8. What was the effect of the recent tumbling PC prices?
9. What is the essence of Sun Microsystems' product strategy?
10. How will NCs change users' routine in the near future?

**The Future of Computing. After the PC.**

**/Part III/**

Who will be the business winners and losers from the end of the PC era? The biggest winners will be appliance giants such as NEC, Hitachi, Sony and Philips. The hardware-software synergy needed for appliances plays to their strength. Next-generation appliances will look more like stereo equipment than computers. More than half are likely to be Japanese made.

In the consumer market, the Japanese will also be strong. However, smart telephones could be dominated by Nokia, Ericsson and Motorola, which recently announced a joint venture with Psion to establish the British handheld computer specialist's EPOC operating system as "the standard for wireless information devices".

The most glaring threat is to the PC makers. As IDC says, any suppliers to the PC market must develop strategies to participate in the appliance segments or risk marginalisation."

Few seem to be paying attention. Some are looking at the Windows Terminal market - a network computer or "thin client" that runs off a version of Windows NT for servers. Others are sticking their brands on PDAS made by 3 Com and Casio. But most seem to be waiting for Microsoft and Intel to give a lead, while they concentrate on being profitable in the age of the sub - \$700 «good enough» PC. The danger is that «wait and see» means giving up mindshare and market share as appliances cruise past PCs in five years' time.

An exception is taiwan's Acer, which is developing a range of digital equipment that it call the XC or application-specific computer. Acer has developed five different platforms, bundled with applications as users require, from which a variety of Internet access devices can be spun off. Acer's boss, Stan Shih, believes that the Pc market will ultimately decline. He wants the XC to help intellectual property and services replace hardware at the core of Acer's business. Mr Shih says he has not been so excited since he began proselytising for the microprocessor 22 years ago.

For Intel, the problem is not quite so acute as it is for some of its customers. Its forthcoming 64-bit Merced super-chip will power the hordes of big servers that will connect to the Internet, boosting its sagging profit margins; and it is already active in the appliance market. But a slowing and eventually declining PC market will still be bad news. Rival chip makers such as Texas Instruments and Motorola, which are strong in digital signal processing (a technology used in mobile telephones that is particularly suitable for intelligent appliances) welcome the chance to compete in a market that Intel does not dominate. The sheer size and diversity of the chip market will allow more than one winner, but margins will be as thin as a silicon wafer.

For software companies there are both dangers and opportunities. Margins on software embedded in the appliances will be skinny. But the rapid growth of appliances will mean that many more people will be doing more computing-related things more of the time. Equally positive for smaller software firms is that the fastest-growing part of this expanded market is unlikely to be controlled by Microsoft. Suppliers of the business applications used by large firms, such as SAP and Oracle, thrill to the prospect of putting their software on Web-servers and reaching all those new users. Oracle's Larry Ellison, in particular, is a well-known supporter of the trend towards Internet computing. He says:

"Client/server is an evolutionary dead-end. With professionally managed centralised servers, for example an applications server and a database server, you can make the WAN ten times more efficient."

The latest release of Oracle's range of packaged applications will not even run on client / server. Oracle's Network Computing Architecture (NCA) consists of three tiers - a database, an applications server and a thin client (an NC, a cheap PC or, indeed, any appliance with a Java-enabled browser) - all based on Internet standards. Mr Ellison concedes that tumbling PC prices have taken the momentum out of his crusade to put an NC on every desk. He is embarrassed to be reminded of his claims of a couple of years ago that the PC was dead. Yet he maintains that, when customers see the reduced costs and improved efficiency of NCA, "this time they'll

get it - I have never been more confident that this time we have caught the inflection point.”

Sun Microsystems, another booster of network computing, makes a similar point, saying: “NCs are not meant to be sold as boxes, but as an enabling component in a network.” Sun is also in a state of high excitement about Jini, a new technology it will release later in the year. Jini, the work of Bill Joy, a Sun co-founder and one of the fathers of Java, promises to allow computing appliances to connect instantly into a universal network. Users should be able to access whatever processing power or features on the network they need - in effect, renting the brains of big computers

**Exercise 3. Read the text (exercise 2) and translate the following word combinations into Ukrainian.**

to play to somebody's strength –  
consumer market –  
a joint venture –  
handheld computer –  
risk marginalisation –  
thin client –  
to give a lead –  
application-specific computer –  
the core of the business –  
to dominate a market –  
evolutionary dead end –  
sheer size –  
(the most) glaring threat –

**Exercise 4. Read through the text and find answers to these questions.**

1. What are ‘computer graphics?’
2. What do the acronyms ‘CAD’, ‘CAE’, and ‘CAM’ stand for?
3. What are the benefits of using computer graphics in the car industry?
4. What are the benefits of using graphics in business?
5. What is ‘computer animation’?

***Computer graphics***

Computer graphics are pictures and drawings produced by computer. A graphics program interprets the input provided by the user and transforms it into images that can be displayed on the screen, printed on paper or transferred to microfilm. In the process the computer uses hundreds of mathematical formulas to convert the bits of data into precise shapes and colours. Graphics can be developed for a variety of uses including presentations, desktop publishing, illustrations, architectural designs and detailed engineering drawings.

Mechanical engineers use sophisticated programs for applications in computer-aided design and computer-aided manufacturing. Let us take, for example, the car industry. CAD software is used to develop, model and test car designs before the actual parts are made. This can save a lot of time and money.

Computers are also used to present data in a more understandable form: electrical engineers use computer graphics to design circuits and people in business can present information visually to clients in graphs and diagrams. These are much more effective ways of communicating than lists of figures or long explanations.

Today, three-dimensional graphics. Along with colour and animation, are essential for such applications as fine art, graphic design, Web-page design, computer aided engineering and academic research. Computer animation is the process of creating objects and pictures that move across the screen; it is used by scientists and engineers to analyse problems. With the appropriate software they can study the structure of objects and how it is affected by particular changes.

Basically, computer graphics help users to understand complex information quickly by presenting it in a clear visual form.

**Exercise 5. Read the passage below and complete it by using the words from the box.**

- |               |              |            |             |            |
|---------------|--------------|------------|-------------|------------|
| 1. icons      | 2. Graphical | 3. line    | 4. clicking | 5. drawing |
| 6. attributes | 7. package   | 8. circles | 9. painting |            |

### *A basic tool palette*

A graphics (1) \_\_\_\_\_ is the software that enables you to draw and manipulate objects on a computer. Each graphics package has its own facilities, plus a wide range of basic drawings and (2) \_\_\_\_\_ tools. The collection of tools in a package is known as a palette.

The basic shapes which are used to make (3) \_\_\_\_\_ objects are called 'primitives'. These are usually geometric, such as lines between two points, arcs, (4) \_\_\_\_\_, polygons, ellipses and even text. You can choose both the primitive you want and where it should go on the screen. Moreover, you can specify the (5) '\_\_\_\_\_' of each primitive, such as its color, (6) I \_\_\_\_\_ type, fill area, interior style and so on.

The various tools in a palette usually appear together as pop-up (7) \_\_\_\_\_ in a menu. To use one you activate it by (8) \_\_\_\_\_ on it. For example, if you want to draw a rectangle, you activate the rectangle tool and the pop-up options allow you to choose the origin of the rectangle tool and the pop-up options allow you to choose

the origin of the rectangle (using the insertion point as its centre or corner) and the possibility of (9) \_\_\_\_\_ a rectangle with rounded corners.

**Exercise 6. Graphics programs have several options that work in conjunction with the tools menu to enable the user to manipulate and change pictures. Look at the facilities on the left and match them with the definitions on the right.**

1. Patterns menu
  2. Scaling
  3. Rotating
  4. Inverting
  5. Zoom
  6. Slanting
  7. Black-and-White dithering
- a) Turning an image round.
  - b) A tool which lets you scale the 'view' of a picture and edit a small portion of it as if you were working under a magnifying glass. It is very useful for doing detailed work as you can edit the picture one dot at a time.
  - c) Making the object larger or smaller in any of the horizontal, vertical, or depth directions.
  - d) A shading technique where two different colours are placed next to each other; the human eye blends the colours to form a third one. It is also used to show shading in black and white.
  - e) A palette from which you choose a design to fill in shapes.
  - f) Reversing the colour of the dots in the selected part of a picture, so that white dots become black and black dots become white.
  - g) Inclining an object to an oblique position.

**Exercise 7. Read the text through**

***What is 'desktop publishing'?***

'Desktop publishing' refers to the use of personal computers to design, implement and publish books, newsletters, magazines and other printed pieces. Desktop publishing is really combination of a few different processes including word processors, graphic design, information design, output and pre-press technologies, and sometimes image manipulation. There are also many applications that support these processes, including font creation applications (that allow users to design and create their own typefaces, called fonts) and type manipulation applications (that allow users to modify text in visually creative ways).

Desktop publishing centres around a layout application. A layout application is used to import text from word processing applications, graphics from paint and drawing

applications and images from scanning or image manipulation applications, and to combine and arrange them on a page. They typically can bring in or import many different types of files. It is this ability to manipulate so many different items and control how they are used that makes layout software so popular and useful. This software is usually the last stop before a document is printed. Once composed and designed, these files can be printed onto film by high quality devices, called imagesetters, and printed on a traditional printing press.

Because imagesetters are expensive devices, most people cannot afford to buy their own. There are, however, companies called service bureau that specialize in printing other people's files on imagesetters, just like copy stores make copiers available to others. Service bureau can offer imageset output, laser printer output and even slide or film recorder output. In addition, some have colour scanning equipment.

**Read the text again and complete these sentences.**

1. A page layout application can import and combine .....
2. Font creation software enables users to .....
3. Imagesetters are used to .....
4. Service bureaux offer services such as .....

**Exercise 8. Read the texts and match them with the headings in the box below.**

Sound, Music, MIDI	CD-ROM titles of pictures, action and sound!
CD-ROM is more than just heavy metal	The potential of using multimedia

***Multimedia magic!***

1. ....  
 Until now multimedia applications have been used mainly in the fields of information, training and entertainment. For example, some museums, banks and estate agents have information kiosks that use multimedia. Several companies produce training programmes on optical disks, and marketing managers use presentation packages (like Microsoft PowerPoint or Lotus Freelance Graphics for Windows) to make business presentations. They have all found that moving images, sound and music involve viewers emotionally as well as inform them, and make their message more memorable.

2. ....

Sound is an important component of the multimedia approach. The effective use of sound can be used to grab the attention of the participant, set the mood of undercore a point. The most popular way of delivering sound is the hardware sound board. Such boards offer two important capabilities. The first of these is a built-in stereo synthesizer complete with a built-in audio amplifier. Just connect a set of speakers and you've got instant sound, music and speech capabilities. The second capability is the musical instrument digital interface, or MIDI. This is a specialized serial interface that allows an electronic musical instrument to communicate with other MIDI-equipped instruments or PCs.

3. ....

Between 80 and 90 per cent of all multimedia applications are distributed on CD-ROM, some just on CD, some on several media (as with Autodesk's Multimedia Explorer, which comes with both a CD-ROM and diskettes). The reasons for CD-ROM's popularity in multimedia is simple - a single CD can contain 650 MB of data. That's over 500 floppy disks' worth of programs, sound and graphics. The newest CD-ROM standard, CD-ROM XA (for extended Architecture) uses data compression to fit even more on these shiny discs. Many XA drives are also compatible with Kodak's PhotoCD technology, that digitizes photographs and places them on a CD-ROM.

4. ....

Electronic encyclopedias integrate text, pictures and sound, and usually have a video window. The Compton's Encyclopedia enables you to read about whales, look at photos of whales, listen to whale songs and view an animated sequence showing whale movements through the ocean. Similarly, the Grolier Encyclopedia lets you read about birds, view pictures of birds, and listen to recordings of their songs.

Other CD-ROMs include dictionaries, guides and courses about history, science, the human body, cinema, literature, foreign languages, etc. For example, Cinemania from Microsoft has information on thousands of films and photographs, reviews, biographies and dialogues from films.

**Exercise 9. Read the texts again and correct these statements. There is a technical mistake in each of them.**

1. Multimedia applications do not use huge amounts of data
2. You don't need to have a sound board on your PC to hear speech and music.
3. Most multimedia software is distributed on magnetic disks.
4. Kodak's PhotoCD technology is not compatible with many CD-ROM drives.
5. There are no language courses available on CD-ROM.

**Exercise 10. Match these in the box with the explanations.**

a	computer animation	b	video computing	c	MIDI interface
---	--------------------	---	-----------------	---	----------------

1. Small programs inside the OS designed to work with audio and video files.
2. A code for the exchange of information between PCs and musical instruments.
3. A drive used to handle CD-ROM disks.
4. Manipulating and showing moving images recorded with a video camera or captured from a TV or video recorder.
5. Images which move on the screen.

### **Exercise 11. Read the text and find:**

1. the function of the extension that is usually added to a file name
2. the language used to create the majority of text files on the Web
3. the graphics interchange format created by CompuServe to compress images
4. the small program (plug-in) that lets you hear audio recordings on the net
5. the most popular video formats
6. the format created by the Moving Picture Experts' Group to capture, store and play movies.
7. The extension for the files that can be decompressed with a program like Winzip.

### ***Recognizing file formats***

Web pages can contain different multimedia elements: texts, graphics, sounds, video, and animation. To identify the format or type of file, an extension (a three-letter suffix) is usually added to the file name when it's saved on disk.

#### **Text**

The most common text extensions are **.txt**, **.pdf**, **.doc** and **.htm** (or **.html**). Most of the text files that you find on the web have an extension **.htm**, created with the hypertext markup language.

#### **Graphics**

Graphics on the Web can include pictures, photos, paintings, image-maps and buttons. The most common formats are **.gif** (a standard image format developed by CompuServe) and **.jpg** or **.jpeg** (created by the Joint Photographic Experts' Group).

#### **Sounds**

The Internet is a great place to find and hear hit songs, movie soundtracks and recorded interviews. The most common formats are these:

- **.wav**: wave files can be played with Sound recorder included with Windows
- **.ra** or **.ram**: files generated by RealAudio, a plug-in you can download from the Web.



## Video and animation

You can see cartoons and movie clips on the Web, but you need the appropriate software. Video files are usually stored in: **.avi**, **.mov** and **.mpg** (or **.mpeg**) formats. To view MPEG videos you just need Video for Windows. However, to create high quality movie clips you need a dedicated MPEG expansion card. You can also find animation and 3-D worlds. The two standard tools to manipulate animated worlds are VRML and Java. To view a virtual animation you need a program like Quick Time VR.

### Compressed files.

When you download files, they're probably compressed. Windows files have a **.zip** extension. Macintosh files usually have a **.sit** extension and are opened with *StuffIt*.

## Section B / Grammar: Revision /

### The gerund after *admit, mind, etc.*

A verb which follows these verbs must be a gerund:

<i>admit</i>	<i>fancy</i>
<i>appreciate</i>	<i>feel like</i>
<i>consider</i>	<i>finish</i>
<i>detest</i>	<i>imagine</i>
<i>enjoy</i>	<i>can't stand</i>
<i>can't face</i>	<i>resent</i>

Note the position and the effect of the negative:

Would you *mind opening* the window? = Please open the window.

Would you *mind not making* such a noise? = Please don't make such a noise.

### Exercise 1. Join these sentences, beginning with the words in italics.

1. I've never flown. *I've never fancied it.*
2. Would you like to go out this evening? *Do you feel like it?*
3. I have to do overtime. *I resent it.*
4. Close the door. *Would you mind?*
5. She's written a book. *She's just finished it.*
6. I hid the broken vase. *I admitted it.*
7. You speak English. *Do you enjoy it?*

## Exercise 2. Join the broken sentences to write the advertisement.

Example: Be honest! You / enjoy / eat / but / can't stand / wash up afterwards.

*Be honest! You enjoy eating but you can't stand washing up afterwards.*

1. Most people / detest / wash up!
2. If you just can't face / stand / at the kitchen sink / the rest of your life,
3. why don't you / consider / buy / a new dishwasher?
4. Imagine / just throw / all the dirty dishes into a dishwasher / and sit down with a good book instead!
5. And even if you don't mind / wash up, your family will appreciate / not have to / help you!

## The gerund or *to*-infinitive after *begin*, *intend*, *continue*, etc.

1. The *to*-infinitive or the gerund can be used after the verbs *begin*, *continue*, *intend*, etc. with little or no difference in the meaning:

We *began to eat* / *began eating* at 9 o'clock.

I *intend to get up* / *intend getting up* early tomorrow.

He *continued to study* / *continued studying* until he was 25.

Other verbs like this are: *can't bear*, *cease*, *commence*, *start*.

2. Some verbs can be followed by a *to*-infinitive after an object:

They *allow students to smoke* in the bar.

but directly by a gerund:

They *allow smoking* in the bar.

Other verbs like this are: *advise*, *forbid*, and *permit*.

## Exercise 3. Expand the words or phrases in italics. Write out both verb forms, whenever possible.

1. If you *intend* / *go* to the cinema this week, I recommend 'Little Helpers'.
2. The elderly residents of an apartment block are worried when developers want them to move out and *start* / *threaten* them.
3. The owners of the block say they won't allow the residents *stay* any longer.
4. But help is on its way. Tiny spaceships from another galaxy arrive and clearly *intend* / *do* everything they can to help.

5. I shall probably buy the video so that I can watch it every time I *can't bear / watch* anything else on television.
6. Some scenes in the film are rather sad so I *advise / take* a handkerchief with you.

### **The gerund or to-infinitive after *hate, love, regret, prefer, etc.***

Notice the difference between the *to*-infinitive and the gerund in these sentences:

1. Immediate or specific actions / occasions

I *hate to tell* you this, but you're too late!

I *'d love to go* to the cinema tonight.

I *regret to tell* you this, but you failed. (very formal)

I *'d prefer to go* to the theatre rather than stay at home this evening.

Other verbs like this are: *dread, like*.

2. General actions / activities

I *hate going* to school.

I *love going* to the cinema.

He *regrets spending* his youth foolishly.

I *prefer sunbathing* to swimming.

### **Exercise 4. Complete these sentences with the appropriate verb form.**

1. I dread (think) what my father's going to say about it!
2. She dreads (play) the piano in public.
3. I'd like (smoke) a cigar, if you don't mind.
4. Well, actually, I hate (breathe) stale cigar smoke.
5. She loves (watch) old films, anyway.
6. I'd prefer (have) fish, if that's OK with you.
7. Sure. I prefer (cook) fish, anyway.
8. I regret (say) this, but you are in danger of being dismissed from the company

### **Exercise 5. Write true sentences about yourself.**

1. What do you love doing?
2. What do you hate doing?
3. What do you regret doing?
4. What do you like doing at the weekend?
5. What games you love playing?

**Exercise 6. Choose the correct answer.**

1. I'd hate to ask / asking her for help.
2. My daughter dreads to go / going to school.
3. She regrets to marry / marrying him.
4. I'd prefer to have / having supper later.
5. They'd love to come / coming to our party.

**The gerund after *need*.**

The windows	Need cleaning	(Someone must clean the windows)
	Need to be cleaned	

**Note:** The gerund after *need* has a passive meaning.

The passive *to*-infinitive can also be used after *need*.

(The verb *require* is also occasionally used like *need* in this sense, but it tends to be very formal. - The windows *require* cleaning).

**Exercise 7. The prompts say what the owners of the cottage have to do to it. Make sentences using need. Use the verbs in the box.**

redecorate	modernise	mend	cut down	replace	tidy
------------	-----------	------	----------	---------	------

1. The roof ...  
*The roof needs replacing.*  
*The roof needs to be replaced.*
2. The windows...
3. Two...
4. The whole house...
5. The kitchen...
6. The garden...

**Exercise 8. Think about your house or apartment, and your own room. What jobs need doing? Write four sentences.**

**The gerund or *to*-infinitive after *remember*, *forget*, *stop*, etc.**

**The meanings of these verbs control the use of the gerund or *to*-infinitive which follows them.**

I must *remember* to ring the dentist. (I must ring the dentist. I must remember.)

I *remember going* there last year. (I went there last year. I remember it.)

I mustn't *forget to ring* the dentist. (I must ring. I mustn't forget.)

I'll never *forget visiting* Rome. (I visited Rome. I'll never forget it.)

I *stopped to buy* a newspaper. (I stopped and bought a newspaper.)

I've *stopped going* to that dentist. (I used to go to him but I don't any more.)

I *meant to ring* you yesterday. (I intended to ring you yesterday.)

We have to start work earlier this week. This will *mean getting up* earlier. (The result is that we will have to get up earlier.)

Please *try to be* early. (Please make an effort to be early.)

You should *try shopping* at Costless. (Experiment with a different store for your shopping. I recommend Costless.)

**Exercise 9. Copy the text. Underline the forms which make sense within this article, as in 1.**

**Don't forget (1) *taking* / *to take* your dictionary with you!**

**Leaving it at home could mean (2) *to end up* / *ending up* with a bloody nose.**

**Larry James explains...**

When you go on a foreign holiday, the first thing you must remember (3) *to pack* / *packing* is your dictionary.

You could of course stop (4) *to buy* / *buying* one at the airport before you get on the plane. But what happens? The assistant says, 'Sorry, we've stopped (5) *to sell* / *selling* those now.' No, buy one before you go. It may mean (6) *to run* / *running* round town to find just what you want, but it will be worth it.

From the moment you book your holiday, you spend days trying (7) *to learn* / *learning* all those little phrases that will make life easy while you're abroad.

And you have such good intentions! You mean (8) *to learn* / *learning* at least five new phrases every day. And that means (9) *to set* / *setting* aside time. So you take the book to work to study in your lunch hour and then forget (10) *to bring* / *bringing* it home!

I've just come back from a holiday in Malawi. One day I went to a market and, without a dictionary, I started to talk to a young man selling fish. Unfortunately, although I didn't mean (11) *to be* / *being* offensive, i must have said something that annoyed him. I remember (12) *to wake* / *waking* up lying on the ground with a bleeding nose.

If only I had remembered (13) *to take* / *taking* my dictionary with me!

**Exercise 10. Join the pairs of sentences, beginning with the words in italics.**

1. I flew to Russia. I'll never forget it.  
*I'll never forget flying to Russia.*
2. Before I left home, I packed my dictionary. I remember it.
3. I didn't pack my camera. I forgot.
4. I was going to pack my copy of 'Russian for Beginners'. I meant to.
5. On the way to the airport I stopped. I bought a good book.
6. I couldn't understand the street signs. I tried.
7. I saw the Kremlin for the first time. I'll always remember that.
8. My Russian friends swam in an ice-cold lake. I tried it too.

## **The *-ing* form after prepositions and conjunctions**

### **1. We use the *-ing* form after prepositions: by, for, instead of, about, without, etc.**

We found the house *by following* her instructions.

You should have asked me *instead of getting* a book from the library.

I got so tired of waiting that I left the shop *without paying*!

### **2. We often use the *-ing* form after temporal conjunctions (*while, before, after, on*), especially in notices, warnings, and instructions.**

*On leaving* the building, check that all doors are locked. = When you leave the building, check that all doors are locked.

*After peeling* the mushrooms, fry them. = After you have peeled the mushrooms, fry them.

*While waiting* for the milk to cool, mix the butter and sugar. = While you are waiting for the milk to cool, mix the butter and sugar.

### **Exercise 11. Complete the blanks with a preposition or conjunction from the illustrations above, + *-ing* form.**

Two young doctors were speeding along a motorway in a sports car. They didn't notice a police car behind them . (1) (When the police saw) the speeding car, the police tried to stop them. (2) (They didn't slow down), one of the doctors waved his stethoscope to show that they were on an emergency call. So, (3) (rather than stop) them the police car dropped back. The doctors laughed, and drove even faster. However, (4) (after the police had followed) for a while, the police moved up alongside the doctors' car.

**Purpose: the gerund or *to*-infinitive: *something for doing / something to do***

**1. To-infinitive or *for* + gerund (*For* + gerund suggests the general purpose of something.)**

These are the keys *to lock / for locking* the front door.

These keys *are used to lock / are used for locking* the front door. (Both forms possible after *is / are used*.)

**2. *To*-infinitive (connected with specific occasions)**

I'll use this key *to lock* this door.

**3. *For* + gerund (the only possible form in certain patterns)**

This key *is for locking* the front door. (Gerund after *is / are*.)

This polish *is good for cleaning* silver. (Gerund after adjective.)

**Exercise 12. Alex is four years old. He's staying with his grandparents - and asking all sorts of questions! Complete the blanks using grandfather's repetitions.**

Alex: Grandad, what's this funny-looking spoon?

Grandfather: It's a ladle. It's (1) \_\_\_\_\_. You serve soup with it. Grandma's going to use it at lunchtime.

Alex: Grandad, what are those things outside that look like big scissors?

Grandfather: Oh, those are shears. They're (2) \_\_\_\_\_. I bought them last week especially to cut the grass.

Alex: And what's that machine on the lawn?

Grandfather: That's my hedge trimmer. I'm going to use it (3) \_\_\_\_\_ at the end of the garden. They're marvellous (4) \_\_\_\_\_. Much better than shears.

**Exercise 13. Fill in the blanks with a *to*-infinitive or *for* + gerund. Sometimes either form may be possible.**

1. Have you got a knife \_\_\_\_\_ this cake? (cut)
2. I keep a packet of 'Easyclean' \_\_\_\_\_ greasy stains. (remove)
3. We'll need a liquidizer \_\_\_\_\_ fruit juice for the party tomorrow. (make)
4. A cup of hot milk at bed time is excellent \_\_\_\_\_ you to sleep. (help)
5. My wife only uses her car \_\_\_\_\_. (go shopping)
6. A thermometer is an instrument used \_\_\_\_\_ temperature. (measure)
7. What's a 'wok' for? It's \_\_\_\_\_ vegetables. (cook)

## The gerund after *it's not worth*, etc.

Notice how the gerund is used in these sentences. Notice, too, which expressions begin with *it* and which with *there*.

*It's not worth seeing that film.*

**That film's** *not worth seeing.*

**That book** *worth reading.*

*It's no use worrying about it.*

*It's no good asking her. She doesn't know.*

*What's the use of practising this?*

*There's nothing worse than waiting in a queue for hours.*

**Exercise 14. Study the examples above. Then cover the box and complete the blanks in this passage with *it's*, *there's*, *worth* (x2), *use*, *good* or *than*.**

(1) \_\_\_\_\_ nothing worse (2) \_\_\_\_\_ queueing for hours to see a film, and then finding that it wasn't (3) \_\_\_\_\_ seeing after all! (4) \_\_\_\_\_ no (5) \_\_\_\_\_ complaining to the cinema manager, and (6) \_\_\_\_\_ the (7) \_\_\_\_\_ of shouting at the friends who recommended it? Now I believe it's really (8) \_\_\_\_\_ reading the film reviews!

**Exercise 15. A friend has written to tell you he wants to give up his studies. You're writing a reply. Join pairs of sentences, beginning with the word in brackets.**

1. Don't ask your college friends what they think. That's no good. (*It...*)
2. Discuss the problem with your parents. It would be worth it. (*It...*)
3. Why go out and earn money now? What's the use of that? (*What ...*)
4. Why worry about your exam? It's no use. (*It ...*)
5. Don't waste your education. There's nothing worse than that. (*there ...*)

**Exercise 16. Now write part of your own letter (about 75 words). Include ideas and sentences from exercise 2.**



## Section C / Grammar/

### The Obligatory Use of the Suppositional Mood and Subjunctive I

#### 1. in Subject clauses

After the Adjectives and Participles expressing order request and necessity only Present Suppositional and Subjunctive I are used.

- |    |    |  |                 |      |                              |
|----|----|--|-----------------|------|------------------------------|
| a) | It |  | is necessary    |      | somebody should do something |
|    |    |  | was important   | that | somebody do something        |
|    |    |  | will be ordered |      |                              |

It is necessary (important, requested, arranged, desirable)

***It is necessary*** that you **should read** more English.  
**read** more English.

***It is demanded*** that that atomic weapons **should be banned.**  
**be banned.**

- |    |    |     |                |      |                                     |
|----|----|-----|----------------|------|-------------------------------------|
| b) | It | is  | natural        | that | somebody should do something        |
|    |    | was | odd            |      | somebody should have done something |
|    |    |     | a shame        |      |                                     |
|    |    |     | natural        |      |                                     |
|    |    |     | characteristic |      |                                     |
|    |    |     | surprising     |      |                                     |
|    |    |     | curios         |      |                                     |
|    |    |     | doubtful       |      |                                     |
|    |    |     | impossible     |      |                                     |
|    |    |     | pleasant       |      |                                     |
|    |    |     | unpleasant     |      |                                     |
|    |    |     | a pity         |      |                                     |

***It is surprising*** that they **should have volunteered** for that job.

***It is natural*** that she **should go** to London that spring.

In this pattern after Adjectives and Participles expressing emotional evaluation only the Suppositional Mood is used Present or Past.

c) After **it's possible, it's likely, it's probably** used in the affirmative sentences **May + Infinitive** is used or the **Indicative Mood**.

***It's possible*** that he **may come** back late today.



**Exercise 2. Supply the necessary forms for the verbs in brackets in the following object clauses.**

1. He suggests that I (to try) something of a more serious nature.
2. He only requested that he (to allow) to see the heads of some departments.
3. Doris requires of a man only that he (to be) clever.
4. Brady proposes that they (to walk) down to the sea wall.
5. I saw that I (to be) mistaken in believing that Uncle Jack (to be) ill.
6. They decided that Laura (to have) the nourishing food that had been ordered her.
7. He was annoyed that they (to choose) the day of his departure for the party.
8. I'm glad that you (to drop) in.
9. Charles insisted that we (to keep) secret even the most remote mention of the idea.
10. It was lunchtime. He knew that they (to be) safely occupied for an hour at least.
11. He was determined that his enemies (to pay).
12. I was a little surprised that such a little boy (to read) the life of Milton.
13. She soon discovered that he never (to see) the statue of Liberty or any of the museums in New York.
14. She asked that her affair never (to speak) of.
15. Rupert was anxious that there (to be) no appearance of coldness on Hilda's part.
16. Propriety demanded that I (to represent) at the game in person.
17. I've made up my mind that Meg (to send) for.

**Exercise 3. Explain the use of the verb forms in object clauses subordinated to the principal clause with 'it' as subject.**

1. It was important that no sound *should give* warning of their approach.
2. It's absolutely essential that you *shouldn't breathe* a word.
3. It puzzled me that such a young girl *should* so insistently occupy his thoughts.
4. It seemed necessary that his friends *should be kept* away from interfering with his work.
5. It was unlikely that he *would take* any steps against his brother.
6. After lunch it was proposed that they *should* all *go* to the lake.
7. It was possible that her only feeling *was* one of hurt pride.
8. It's not likely that they *should exchange* addresses.
9. It was agreed that he *should be* the first to speak.
10. It was inevitable that Danny *should*, sooner or later, pass through the town.
11. It's only natural that a mother *should not wish* to be parted from her children.
12. It infuriated me that there *had been* considerable newspaper coverage concerning Mr Haskin's visit.

13. It was improbable that Bart *should buy* pictures.
14. It is advisable that she *should have* someone to look after her. It was explained to me that I *was* an ungrateful child who had consistently rejected the kindness offered by my aunt and uncle.
15. It was very odd that we *should have met* in my aunt's house.

**Exercise 4. Supply the necessary forms for the verbs given in brackets in object clauses subordinated to the principal clause with 'it' as subject.**

1. He had spent the first part of the night lying and telling himself how important it was that he (to sleep).
2. It's wonderful that they (to give) you a present.
3. It was arranged that his wife (to join) him in six months.
4. It was all wrong that someone so young (to be) so ill.
5. It was inevitable that the conversation with Ned (to turn) upon crime.
6. It's not fair that the girl (to send) to bed so early on a day like this.
7. She listened in silence to Mel's explanation why it was essential that he (to remain) at the airport.
8. It had long been decided that I (to spend) a fourth year at Cambridge doing psychology.
9. It was advisable that she (to continue) the treatment.
10. It was demanded that J (to tell) them all that had passed at the conference.
11. It was possible that she (to find) it pleasant to be in our company.
12. It was unnatural the way he (to keep) his feeling in check.
13. Arthur said: "It seemed to me almost a pity that the church (to forbid) priests to marry."
14. After their talk it was urgent that she (to see) her husband.
15. It was amazing that this coarse man (to be) so worried about a dog.
16. It was arranged that I (to pick) up Hudson at his flat after lunch.
17. It was suggested that we (to stay) where we were till it was light.
18. It is obviously necessary that an investigation (to make).

**Exercise 5. Translate the following into English using the appropriate verb forms in object clauses.**

1. Потім він запропонував, щоб ми припинили дискусію та поговорили про що-небудь інше.
2. Мою мати звали Лідія, і вона завжди наполягала, щоб ми називали її цим іменем.
3. Після вечері він запропонував піти в кіно, але вона відмовилася.
4. Він сердиться, що я закохався в його сестру.
5. Вони усі погодилися, що треба щось зробити по відношенню до хлопця.
6. Батько хотів йти пішки, але мама наполягала, щоб ми поїхали машиною.

7. У листівці він пропонував, щоб вони зустрілися у Національній галереї.
8. Він наполягав, що я маю взяти відпустку.
9. Вона сподівалася, що зможе прибрати у кухні вранці.
10. Я не розумів, чому він так сердиться.

**Exercise 6. Supply the necessary forms for the verbs given in brackets in the following object clauses.**

1. It was agreed that he (to start) on his new job on Monday.
2. I'm afraid I (not to make) my point clear.
3. I wish you (to have) a serious talk with Paula.
4. Then he asked if I (to be) a foreigner to these parts.
5. I suggested that she (to take) off her coat and (to move) towards the fire.
6. It was surprising that she (to make) friends with our boys.
7. It's important that I myself (to speak) with your captain.
8. I feared lest I (not to get) back in time.
9. It outraged me that he (to remind) me of my duty.
10. She was disappointed that he (not to come) to the party.
11. Do you prefer that I (to stay) here as if nothing had happened?
12. I'm afraid they (to misunderstand) my intention.
13. It's odd how little, if at all, our days (to vary) here.
14. I wish I never (to meet) you.
15. Tom seemed very worried, and insisted that we (to stop) playing and (to go) home.
16. I'm afraid I (not to sleep) well.
17. It was arranged that Mr Dodd (to have) a room at the local pub.
18. It's about time we (to hear) from him.
19. I was determined that Charles (not to do) anything more to upset his father.
20. It's important that children (to teach) to know the right things from the very beginning.
21. I wish you (to think) of something else.
22. It surprised me that after such a journey he (to look) in first-class physical condition.
23. It's funny that you (to think) so.
24. I wish her face (not to make) up so heavily. She's not on the stage.
25. I thought that he (to change) very much.
26. It's high time Bill (to be) back home.
27. I felt puzzled why he (to be) so troubled.
28. He turned sharply to see if I (to cry) or something.
29. I wish you (to be) serious, Clare. We haven't much time before the train starts.
30. They recommended that I (to go) and (to see) him at once.
31. I wish you to stop laughing.
32. It's not at all necessary that I (to explain) anything to you.
33. I was afraid that father (to be) upset when I broke the news to him.

34. Of course it was quite possible that Mrs Lee (to be) badly ill.
35. I wish you (not to catch) that dreadful cold.
36. He wanted to ask if Lamont (to be) left-handed.
37. It's advisable that you (to talk) to the old man in a quiet relaxed tone.
38. I wished he (to come) to a decision.
39. It's necessary that you (to find) a specialist who could deal with it.
40. The officer ordered that the bridge (to destroy) at dawn.
41. It's surely advisable that you (not to quarrel) at a time like this.
42. He thought it (to be) quite proper that his children (to go) to a public school.
43. He was anxious that you (to know) the truth.
44. He decided that his son (to have) a proper education.
45. They demanded that the doctor (to tell) them what was the matter.
46. He had given instructions that everything possible (to do).
47. I do wish it (to rain).
48. I was ashamed that he (to tell) lies.
49. I did wish I (to bring) my camera with me.

**Exercise 7. Translate the following into English using the appropriate verb forms in adverbial clauses.**

1. Якщо раптово виникне якийсь ускладнення, зателефонуй мені негайно.
2. Він посміхався, ніби не вірив тому, що я казав.
3. Зачини двері, щоб нам ніхто не заважав.
4. Дівчинка сиділа тихо, склавши руки на колінах, ніби вона дивилася телевізор.
5. Для нас було б краще, якби ми ніколи не зустрілися.
6. Він говорив про книгу так, ніби він її читав.
7. Я залишив йому записку на столі, щоб він побачив її одразу, як повернеться.
8. Він не сказав жодного слова, ніби він не чув, що ми розмовляли про нього.
9. Якби не ти, я не знаю, що я зробив би.
10. Повісь об'яву вище, щоб всім було видно.
11. Якби не дідусь, хлопчик був би дуже нещасливим вдома.
12. Вона записала назву книги, щоб я міг спитати її в бібліотеці.

## Lesson 4

### Section A / Vocabulary /

**Exercise 1. Study the use of the following words.**

**Dominance**      N. 1. Rule, control; authority, ascendancy.

2. The condition of being dominant.

**Diverge** V. 1. to move, lie, or extend in different directions from a common point; branch off.  
2. to differ in opinion, character, form, etc. deviate.  
3. *Math.* (of a sequence, series, etc.) to have no unique limit; to have infinity as a limit.

**Discard** V. 1. To cast aside; reject; dismiss, esp. from use:  
*To discard an old hat.*  
2. *Cards.* a) to throw out (a card or cards) from one's hand.  
b) to play (a card, not a trump, of a different suit from that of the card led)  
N. 1. The act of discarding.  
2. One who or that which is cast out or rejected.

**Embed** V. 1. to fix into a surrounding mass: *to embed stones in cement*  
2. to lay in or as in a bed.  
3. *Math.* To map a set into another set.

**Domesticate** V. 1. to convert to domestic uses; tame  
2. to accustom to household life or affairs

**Confer** V. 1. to bestow upon as a gift, favour, honour, etc.: *to confer a degree on a graduate*  
2. to consult together; compare opinions; carry on a discussion or deliberation.

**Plethora** N. overfullness; superabundance: *a plethora of advice and paucity of assistance*

**Exercise 2. Read the text below and answer the following questions.**

1. In what way is Microsoft trying to hedge its bets under the situation that has already taken shape?
2. What is the advertising wedge for Windows CE?
3. What are the principal features of Windows CE?
4. What is the competitors' opinion on Windows CE?
5. What are the problems of probable 'coexistence' of CE with Windows 98 and other Microsoft licenses on the market?
6. Why doesn't Microsoft abandon the PC?
7. Why is Microsoft spending billions in an effort to 'humanise the user interface'?
8. How will the PC-centric world be changed in the near future?

9. What are the reasons for Mr Larry Ellison's attitude towards the antitrust action against Microsoft?
10. What tasks, in Mr Ellison's opinion, are likely to be performed by practical and idiot-proof appliances?

## **The Future of Computing. After the PC**

**/Part IV/**

### **Barbarians at the Gate.**

And then there is Microsoft. A less PC-centric world is clearly one in which Microsoft's dominance will be reduced. However, despite the best efforts of Mr Ellison, and the diverging computing needs of many big companies, neither client/server architecture nor the PC will disappear. After all, the mainframe is still thriving. In any case, Microsoft seems to be hedging its bets. It has just introduced its version of a server for thin clients, the Windows Terminal Server. For firms that want the benefits of network computing without leaving the familiar Windows user-interface, it is an attractive option.

Microsoft is being much more forceful about the underlying software for digital devices. It is desperate for its Windows CE operating system (the initials CE do not stand for any thing, the firm says) to become the platform of choice for the consumer-electronics industry. Jon Roberts, who is responsible for CE's success, says the operating system is not a mere subset of Windows, but a totally new product. Because it is designed to be modular, manufacturers can decide what parts they want to use, even discarding the Windows interface if they choose. Mr Roberts claims that the advantage of CE is that it plugs into a huge community of applications developers.

Despite Microsoft's Strength in distribution, others are sceptical about CE. Simple appliances will be sold with only a few embedded applications. The search for cheap software will require manufacturers to write their own programmes or to license code from little-known houses such as Wind River or Integrated Systems.

Where CE can score is with quite complicated handheld computers that more closely resemble PCs. The danger for Microsoft, however, is that CE becomes a kind of NT-lite and so cannibalises much more profitable Windows 98 laptop licences. Microsoft has the talent and money, combined with the strategic readiness of Mr Gates to adapt, as he did to the arrival of the Internet. And even though it recognises the importance of the new appliances, the firm is not about to abandon the PC. Mr Gates knows that, if it is to survive, the PC must become easier to use. To that end, Microsoft is spending many billions in an effort to "humanise the user interface."

Anything that domesticates the PC will be welcome, but it is unlikely to prevent a shift of the kind that so many others are predicting. Microsoft is also well aware that pervasive computing will, in time, put an end to the peculiar circumstances of the PC-centric world, in which there were huge benefits to be gained from having just one dominant operating system automatically conferred domination over the industry.



Reflecting on the antitrust action against Microsoft that has long called for, Larry Ellison grins and shrugs: “I guess that maybe the government was five years too late.” In the new computing world, there will be a plethora of operating systems and appliances, bound together by the common and open standards of the Internet. Many people will still want PCs for their adaptability and for the power they put in a competent user’s hands. But for most people, most of the time, it is likely that practical and idiot-proof appliances will fulfil not only their needs, but maybe even the ultimate potential of computing.

**Exercise 3. Read the text (Exercise 2) and translate the following word combinations into Ukrainian.**

- diverging computing needs -
- to hedge one’s bets -
- an attractive option -
- underlying software -
- the platform of choice -
- a totally new product -
- to discard an interface -
- to be sceptical about something -
- embedded applications -
- to humanise the user interface -
- pervasive computing -
- to confer domination over the industry -
- an antitrust action —
- a plethora of operating systems -
- idiot-proof appliances -
- the ultimate potential of computing -

**Exercise 4. Complete the following definitions with the words and phrases in the box.**

the various parts of the program	may occur in the programs	language
binary numbers	a given problem	

**1. algorithm**

The step-by-step specification of how to reach the solution to

.....

**2. flowchart**

A diagram representing the logical sequence between .....

**3. coding**

The translation of the logical steps into a programming .....

#### 4. machine code

The basic instructions understood by computers. The processor operates on codes which consist of .....

#### 5. debugging

The techniques of detecting, diagnosing and correcting errors (or 'bugs') which.....

#### Exercise 5. Read the text and find answers to these questions.

1. Do computers understand human languages?
2. What are the differences between low-level and high-level languages?
3. What is an assembler?
4. What is the function of compilers?
5. What do you understand by the terms **source program** and **object program**?
6. In the future, could computers be programmed in Spanish, French or Japanese?

#### *Programming languages*

Unfortunately, computers cannot understand ordinary spoken English or any other natural language. The only language they can understand is called **machine code**. This consists of the 1s and 0s (binary codes) that are processed by the CPU.

However, machine code as a means of communication is very difficult to write. For this reason, we use symbolic languages that are easier to understand. Then, by using a special program, these languages can be translated into machine code. For example, the so-called **assembly languages** use abbreviations such as ADD, SUB, MPY to represent instructions. These mnemonic codes are like labels easily associated with the items to which they refer.

Basic languages, where the program is similar to the machine code version, are known as low-level languages. In these languages, each instruction is equivalent to a single machine code instruction, and the program is converted into machine code by a special program called **an assembler**. These languages are still quite complex and restricted to particular machines.

To make the programs easier to write and to overcome the problem of intercommunication between different types of machines, higher-level languages were designed such as BASIC, COBOL, FORTRAN or Pascal. These are all problem-oriented. Programs written in one of these languages (known as **source programs**) are converted into a lower-level language by means of a **compiler** (generating the **object program**). On compilation, each statement in a **high-level language** is generally translated into many machine code instructions.

People communicate instructions to the computer in symbolic languages and the easier this communication can be made the wider the application of computers will be. Scientists are already working on Artificial Intelligence and the next generation of computers may be able to understand human languages.

**Exercise 6. Complete these sentences with a suitable verb form.**

1. COBOL (use) \_\_\_\_\_ for business applications.
2. Original programs (write) \_\_\_\_\_ in a high-level language.
3. All computer languages (must translate) \_\_\_\_\_ into binary commands.
4. The ADA language (develop) \_\_\_\_\_ in 1979.
5. In the 1970s, new languages such as LISP and PROLOG (design) \_\_\_\_\_ for research into Artificial Intelligence.
6. A new version of TurboPascal (release) \_\_\_\_\_ just \_\_\_\_\_ .
7. In the next century, computers (program) \_\_\_\_\_ in the natural languages like English or French.

**Exercise 7. Read the passage and complete it with verbs in brackets in the correct form.**

*A short description of BASIC*

Basic is a general purpose high-level programming language, originally designed (1) (develop) \_\_\_\_\_ programs in conversational mode. The name BASIC (2) (stand) \_\_\_\_\_ for Beginner's All-purpose Symbolic Instruction Code. This language is (3) (find) \_\_\_\_\_ on most microcomputers because it (4) (be) \_\_\_\_\_ user-friendly and easy to learn.

BASIC (5) (consist) \_\_\_\_\_ of two main parts: the source language statements - the instructions which form the program - and the system commands which (6) allow) \_\_\_\_\_ us to control and edit a program.

Basic enables the user (7) (interact) \_\_\_\_\_ with the program while it is being (8) (execute) \_\_\_\_\_, which means that data can be (9) (input) \_\_\_\_\_ while the program is running. Each instruction is (10) (give) \_\_\_\_\_ a line number which defines the logical sequence of statements within the program. Some well-known system commands in BASIC are: RUN, which executes a program (11) (hold) \_\_\_\_\_ in a BASIC file; LIST which prints a listing of a program on the screen; and DELETE, which (12) (remove) \_\_\_\_\_ a program from a file.

A large number of PC manufacturers adopted BASIC. At present, however, there (13) (be) \_\_\_\_\_ so many versions and extensions that programs written for one type of PC are not directly portable to another.

**Exercise 8. These statements are all false. Read the text and correct them.**

1. PostScript was created in the late 1980s.

2. The PostScript language is not understood by imagesetters.
3. The 'prolog' of a PostScript file contains the element introduced by the user.
4. PostScript can only be used by Macintosh systems.
5. Laser printers don't need a PostScript interpreter to print pages in PostScript.
6. Non-PostScript programs give more precise control over drawing than PostScript programs.
7. PostScript pictures can't be exported.

### *What is PostScript*

In the past ten years the world of computers has witnessed the 'PostScript' revolution. PostScript was developed by Adobe Systems, Inc. in 1982 as a page description language for printers like Appl LaserWriter and Allied Linotronic photosetters. Today it is used in most laser printers and is becoming a standard for high-quality type and graphics.

PostScript is mainly used to describe the appearance of text, graphics and images on the printed page. It works in 'vectorial format', which means that it stores graphics not as images made up of dots but as geometric descriptions in equation form. This allows text fonts and graphics to be enlarged or reduced with no loss of quality in the output.

A PostScript file consists of two main parts: the 'prolog' which contains a set of subroutines used to form different graphic elements (rectangles, curves, etc.) and the 'script', which contains the elements introduced by the user. The script calls up the subroutines stored in the prolog and adds the parameters: for example, if you have drawn a square of 10 x 5 cm, the script calls up the subroutine Square and specify the values 10x5.

All the features of PostScript can be used with Macintosh, Windows or OS/2 environments. PostScript is device-dependent, which means that it can speak to different output devices (printers, film recorders, imagesetters) and adjust the quality of the final output to the highest capabilities of the output devices. You only need a PC able to send a file to an output device containing a PostScript interpreter. Each PostScript-based printer has a microprocessor, at least 2MB of Ram, and an operating system that interprets the code is called a raster Image Processor.

Some drawing programs can produce pictures drawn in PostScript directly. These programs, such as Illustrator, Freehand or CorelDraw, can often give more precise control over drawing than non-PostScript packages. Pictures created in PostScript and saved as separate files (known as Encapsulated PostScript (EPS) files) can be imported into a document generated by page-layout applications like Adobe PageMaker or QuarkXPress.

PostScript is an indispensable tool for illustrators, graphic designers and DTP professionals. It has support for sound, video and other formats: you can rotate

portions of the page, mix scanned images, specify halftone screens and introduce any number of effects. In fact, the only barrier is your imagination.

**Exercise 9. Read the passage below and complete it with the verbs in the box. Then listen and check your answers.**

create	be	develop	test	publish	come out
have	offer	become	give	find	take

The PostScript language (1) \_\_\_\_\_ in the early 1980s as a page description language for printers and phototypesetters. It was Adobe Systems, Inc. that (2) \_\_\_\_\_ the PostScript language and developed Illustrator, the first program that (3) \_\_\_\_\_ advantage of the full range of graphic possibilities (4) \_\_\_\_\_ by PostScript. Adobe Systems (5) \_\_\_\_\_ also the suppliers of fonts for use with PostScript-based printers.

The language was documented in *The PostScript Language Reference Manual*, (6) \_\_\_\_\_ by Addison-Wesley in 1985. PostScript soon (7) \_\_\_\_\_ widely used by DTP publishers and graphic designers. In 1990 PostScript level 2 (8) \_\_\_\_\_, which incorporated new features such as ATM technology, composite fonts, image compression and other details.

When some experts (9) \_\_\_\_\_ the performance of different colour printers, they (10) \_\_\_\_\_ that every PostScript printer (12) \_\_\_\_\_ problems with output in at least one application.

## Section B / Grammar: Revision /

### The gerund after *look forward to*, *get round to*, etc.

**Notice the form of the verb after the preposition *to*. It is a gerund.**

I am *looking forward to seeing* him.

I must *get round to painting* the house.

**Exercise 1. Read these news items and answer the questions.**

#### Like a Fish to Water

9-month-old baby David has taken to swimming 'like a fish to water', according to his mother. 'Nobody taught him,' she said. 'We put him in the water and he just

started to swim.’ And she added with a smile. ‘We must get round to buying a swimming costume!’

### Teenage Detectives

Local police have resorted to ‘recruiting’ 15- and 16-year-olds to help them fight drugs in the town. ‘We want to stop drugging among young people,’ said a police spokeswoman. ‘A number of youngsters have offered to help by giving us information.’

1. What form of the verb follows *take to*, *get round to*, and *resort to*?
2. What form of the verb follows *start*, *want* and *offer*?
3. Is the word *to* after *take* a) part of a *to*-infinitive? or b) a preposition?
4. What form of the verb would follow *object to* or *get used to*?

**Exercise 2. Study these expressions in which *to* is a preposition. Then do the exercise.**

devote oneself to	look forward to	object to
be/get close	to be reduced to	

**Join each pair of sentences, beginning with the words given.**

1. Scientists hope to find a cure for the common cold. They say they are close.  
Scientists say they are \_\_\_\_\_
2. ‘I’m going to win my next tournament. I’m looking forward to it.’  
Severiano Ballesteros said he was looking \_\_\_\_\_
3. A former politician now wants to care for old people. He’ll devote himself to that. A former politician is going to devote himself \_\_\_\_\_
4. A former pop star begs for money in the streets. He has been reduced to that.  
A former pop star has been \_\_\_\_\_
5. I am not going to spend money unnecessarily. I object to that.  
I object \_\_\_\_\_

**The gerund after verb = preposition: *accuse somebody of doing*; and after phrasal verbs: *give up doing***

#### 1. Verb + object + preposition + gerund:

They *accused him of being* a thief.

= They said he was a thief. + they accused him.

She *congratulated him on passing* his driving test.

= He passed his driving test. + She congratulated him.

**Similarly:** *discourage somebody from, interest somebody in, prevent somebody from, reward somebody for, suspect somebody of, thank somebody for.*

## 2. Verb + preposition (+object) + gerund:

I often *dream of winning* a lot of money.

= I'd like to win a lot of money. + I often dream of it.

I *insist on you seeing* a doctor.

= You must see a doctor. + I insist on it.

**Similarly:** *agree to somebody doing something*

### Exercise 3. Complete these sentences with the correct preposition and verb form to express the ideas in brackets.

1. She thanked him \_\_\_\_\_ (a gift of flowers)
2. They accused him \_\_\_\_\_ (the theft of a painting)
3. She insists \_\_\_\_\_ (they must wear hats)
4. The police officer prevented \_\_\_\_\_ (the thief didn't escape)
5. She often dreams \_\_\_\_\_ (she buys a house near the sea)
6. He suspected the children \_\_\_\_\_ (damage to the tree)
7. They rewarded me \_\_\_\_\_ (return of their lost dog)
8. He prevented her \_\_\_\_\_ (marriage to the young man)
9. He congratulated me \_\_\_\_\_ (I passed the test)
10. Can I interest you \_\_\_\_\_? (buy this watch)
11. The fanner agreed \_\_\_\_\_ (the boys could camp in his field)
12. Don't discourage little Tommy \_\_\_\_\_ (he practises his violin)

### Exercise 4. Study this box, then rewrite sentences 1-4. Replace the verbs in italics with phrasal verbs.

These phrasal verbs with an adverb particle (*on, off, etc.*) are followed by the gerund:

I'm going to *give up eating* meat.

They *carried on talking* after I asked them to be quiet.

When he saw it, he *burst out laughing*.

We've had to *put off going* to London till next week.

1. She suddenly *started* to laugh.
2. They *continued* to eat after she had told them to stop.
3. He *stopped* smoking years ago.
4. We've *delayed* publishing the book for a month.

## The gerund or to-infinitive after adjectives: *afraid to do / afraid of doing, etc.*

### 1. Adjectives usually followed by a preposition + Gerund

She is *no good at painting*. (She can't paint. She is no good at it.)

**Other adjectives like this are:** *awful at, bored with, brilliant at, fond of, hopeless at, responsible for, tired of and useless at.*

### 2. Adjectives followed by a to-infinitive OR a preposition + gerund, with a change in meaning

Adj. + to-infinitive.

Adj. + prep. + gerund

He was *afraid to climb* the ladder.  
(He didn't want to carry out an action because he was afraid.)

He was *afraid of looking* silly.  
(He was afraid because he thought something might happen to him.)

I'm anxious to have the operation.  
(I want to have the operation very much.)

I'm anxious about having the operation.  
(I am worried about having the operation.)

I'd be interested to know how much it is.  
(I'd like to know the price of that item.)

I'm interested in collecting antiques.  
(Buying old furniture is my hobby.)

I'm *keen to play* in tomorrow's championship.  
(I want to play in a particular championship.)

I'm *keen on playing* tennis.  
(I enjoy playing tennis very much.)

I'm *sorry to hear* of your aunt's death.  
(I feel sad that she's dead)

I'm *sorry for being* rude.  
(I apologise because I was rude.)

### Exercise 5. Complete these sentences about yourself and people you know. The sentences should include gerunds or to-infinitives.

1. I'm brilliant at \_\_\_\_\_ .
2. I'm extremely anxious to \_\_\_\_\_.
3. I'm no good at \_\_\_\_\_ .
4. I have a friend who is fond of \_\_\_\_\_.



5. My brother/sister is keen on \_\_\_\_\_.
6. I can remember an occasion when I was afraid to \_\_\_\_\_.
7. I will be sorry \_\_\_\_\_.
8. We're tired of \_\_\_\_\_.
9. My father / mother / uncle / aunt is responsible for \_\_\_\_\_.
10. My friends would be interested to \_\_\_\_\_.

**Exercise 6. Fill each blank with the correct combination of the adjective and verb given.**

**Your own Business.**

*Tired of working for somebody else - keen to work for yourself?*

'Patanna' is the name of a new pottery studio/shop run by pat Long and Anna Goode, both in their mid-twenties.

When they met a year ago they were both unemployed, and (1) \_\_\_\_\_ (bored / work) in nine-to-five jobs. They both loved pottery, and were (2) \_\_\_\_\_ (tired / work) for somebody else. And at first they were (3) \_\_\_\_\_ (afraid / start) their own business. As Anna told me: 'We were (4) \_\_\_\_\_ (afraid / fail)'. Pat has always been (5) \_\_\_\_\_ (interested / make) Pottery while Anna has always been (6) \_\_\_\_\_ (keen / collect) Work by new potters.

Pat and Anna make a good partnership. Pat admitted: 'I'm absolutely (7) \_\_\_\_\_ (hopeless / keep) accounts, (8) \_\_\_\_\_ (awful / file), and (9) \_\_\_\_\_ (useless / deal) with customers. Anna's (10) \_\_\_\_\_ (brilliant / do) all those things.

Anna told me: We were both (11) \_\_\_\_\_ (anxious / avoid) a huge debt to the bank, but of course, we did have to borrow money. Anyway, Pat doesn't have to worry because I'm (12) \_\_\_\_\_ (responsible / look after) the money side of things!' She laughed, but confidently.

**Exercise 7. Imagine you are going to interview Pat and Anna for an article in your local Magazine. Write down 15-20 questions to ask them. In your questions, try to use as many of the adjectives as you can from the constructions above.**

**The gerund after *in the habit of*, *with a view to*, *as a result of*, etc.**

**These phrases are slightly formal and are generally used more in writing than speech.**

I am not *in the habit of complaining*. = I don't often complain.

*In the event of* \*you failing the test, = If you fail the test, you can take it again

you will be able to take it again in a month.      in a month.

She went to the garage *with a view to buying* a new car.      = She went to the garage to buy a new car.

I received a present *in return for helping*.      = I helped, so I was given a present.

The plant died as a result of \*Pat overwatering it.      = The plant died because Pat overwatered it.

**\*Note** that we often add a person to these phrases.

**Exercise 8. Read this letter. Replace the words in italics with phrases which include a gerund. The one-word clues will help you.**

*Dear Editor*

(1) *I don't often write* to magazines, but I am writing now (2) because I read a letter in the 'family finance' section of last week's issue.

I recently obtained a part-time job (3) *in order to earn* some extra money. However, I have been told that (4) *if a person earns* more than a certain amount, he or she has to declare this to the income tax authorities.

Can you clarify this? Also, what would my position be if I received food and accommodation (5) *for my work*?

1. \_\_\_\_\_ (habit)
2. \_\_\_\_\_ (result)
3. \_\_\_\_\_ (view)
4. \_\_\_\_\_ (event)
5. \_\_\_\_\_ (return)

### **The gerund or *to*-infinitive after *come* and *go***

**1. Gerunds often occur as nouns in expressions with *come* and *go*. These nouns are often the names of sport and leisure activities.**

<b><i>Come</i></b>		<i>canoeing / climbing / skiing / camping / swimming /</i>
<b><i>Go</i></b>		<i>dancing / fishing / shopping / sightseeing /</i>

Would you like *to go camping*?  
Jane *came shopping* with us.

**2. The *to*-infinitive after *come* and *go* is usually the infinitive of purpose and answers the question ‘Why?’**

He *came to meet* me.  
She *went to see* the manager.

**Note: The *to*-infinitive cannot replace ‘*and*’ in double imperatives and double infinitives:**

Come *and see* this! (Not ‘to see’)  
Go *and ask* her. (Not ‘to ask’)  
I’d like you to *go and talk* to her. (Not ‘to talk’)

**Common combinations like this are:** *come and see, come and play, go and ask, go and get.*

**3. Note this special construction with the verb *come to*:**

He’s useless at most things, but *when it comes to driving*, he’s marvellous!  
(= when it concerns driving)

**Exercise 9. Complete the blanks using the words in brackets.**

Rob: Guess who (1) \_\_\_\_\_ (come / visit) me yesterday!  
Ann: I’ve no idea. When it (2) \_\_\_\_\_ (come / guess), I’m hopeless. Who was it?  
Rob: I’ll help you. Do you remember when we (3) \_\_\_\_\_ (go / camping) last year and one of the helpers at the camp (4) \_\_\_\_\_ (come / meet) us at the coach station?  
Ann: Oh, yes. Karl, wasn’t it? He wanted me (5) \_\_\_\_\_ (go / dance) with him every night! I liked him.  
Rob: Well, it wasn’t him. It was his friend, the short one. The one who did everything. Remember?  
Ann: Oh, yes, he (6) \_\_\_\_\_ (go / climb) one day, then the next he (7) \_\_\_\_\_ (go / canoe), and so on. I didn’t like him at all. Is he coming back?  
Rob: Not to see me. But he said he was planning (8) \_\_\_\_\_ (come / see) you today or tomorrow.  
Ann: Funny, I think I’ll be away for the next couple of days!!

**Exercise 10. Write a short letter (80-100 words) to an old friend inviting them to meet you and go somewhere for a day. Suggest where and how you might meet, and how you might spend a day. Use as much of the language you have practised as you can.**

**Some set expressions with *to*-infinitive and gerund: *To tell you the truth*, etc.**

**Exercise 11. Here are some set expressions with the *to*-infinitive and the gerund. Match them with the meanings or explanations below.**

- A To tell you the truth, ...
- B It's no use crying over spilt milk (Proverb)
- C To cut a long story short, ...
- D To get to the point, ...
- E To begin with, ... / To start with ...
- F There's no knowing / telling (what he'll do).
- G To put it another way...
- H To hear him / her talk, ...
- I There's no accounting for taste.
- J It goes without saying that ...

- 1 From what he / she says, ...
- 2 The first thing is / was, ...
- 3 I'm going to say what I really think.
- 4 I'm going to try to shorten the whole thing.
- 5 There's no point in making a fuss about something we can't put right.
- 6 I'm going to say this in different words.
- 7 Now I'm going to tell you the important thing.
- 8 People often have strange likes and dislikes.
- 9 I don't need to tell you.
- 10 No one knows / No one can tell...

**Exercise 12. Write the most appropriate set expression from the previous exercise in each of the blanks in these short conversations.**

'Have you been to their house since they decorated it?'

'Yes. Red curtains, yellow walls, and a blue carpet!'

'Well, you know what they say:

'(1) \_\_\_\_\_'

'What was your holiday like?'

'Not very good, I'm afraid.'

'Why?'

'Well, (2) \_\_\_\_\_, the flight out was delayed. Then, when we arrived, the hotel had no record of our booking.'

'What am I going to do? Just look at this dress! It's got some grease on it from the car!'

'Well, (3) \_\_\_\_\_. You'll just have to buy a new one.'

'Listen to her! (4) \_\_\_\_\_, you'd think she'd just won the Businesswoman of the Year Award!'

'Well, hasn't she?'

'No! The management has given her a 'Bright Smile' award!'

'Why isn't Mark with you?'

'Well, it's all a bit complicated, but (5) \_\_\_\_\_, he had an accident and we had to take him to hospital.'

'This report is highly confidential, so (6) \_\_\_\_\_ that you mustn't show it to anyone. (7) \_\_\_\_\_ what might happen if people found out what was in it. (8) \_\_\_\_\_, I'm worried that J.D. Smith has a copy. Let's just hope he keeps his mouth shut.'

### **Modal verbs + *do, be doing, have done, have been doing; and supposed to, certain to, etc.***

#### **Look at these examples of bare infinitives after modal verbs:**

He never thinks about his future. He *should think* about it!

Tommy isn't in his room. He *must be playing* in the garden.

It's only four o'clock. He *can't have arrived* home yet.

I don't know why he had an accident. He *may have been drinking*.

#### **We use similar forms after *ought to* (*ought* + *to*-infinitive):**

He *ought to think* about his future.

They *ought to be sitting* at their desks.

We *ought to have known* what would happen.

Tim *ought to have been spending* his holiday here with us.

#### **Exercise 13. Complete these conversations using the words in italics.**

Girl: Has anyone phoned for an ambulance?

Boy: No, I think she's OK, but someone (1) \_\_\_\_\_ *should / ring* for an ambulance straightway.

Woman: How did it happen?

Man: The car (2) \_\_\_\_\_ *must / go* too fast.

Man: She (3) \_\_\_\_\_ *shouldn't / carry* all those heavy bags on her bike.

Girl: The cyclist (4) \_\_\_\_\_ *can't / see* the car coming.

Boy: I'm sure she didn't. I suppose she (5) \_\_\_\_\_ *might / look* the other way.  
Woman: Somebody (6) \_\_\_\_\_ *ought / look* after the driver. He doesn't look very well.  
Man: You're right. He (7) \_\_\_\_\_ *can't / feel* very good after knocking that woman off her bike.  
Woman: I feel I (8) \_\_\_\_\_ *ought / do* something instead of just standing here.

**Notice the different forms of the to-infinitive with the adjective *supposed*. We can do the same with adjectives expressing certainty, possibility and probability: *certain to, bound to, likely to / unlikely to*.**

She's at the cinema. She's *supposed to be* at home. (= She should be at home. / We expected her to be at home.)

She's watching a film. She's *supposed to be studying*.

She hasn't done her homework. She was *supposed to have done* it yesterday.

She was watching TV last night. She was *supposed to have been working*.

**Exercise 14. The editor and her assistant Peter are discussing people in the office. Read the conversation, then complete the sentences underneath using the word in brackets.**

Editor: Peter, I just want to check what everyone's doing. What about (1) John?  
Peter: He's in the library, looking out some photos of Nigel Mansell. At least that's what he should be doing.  
Editor: Well, we need those pictures now! And what about (2) Fran? She's checked the main story by now, hasn't she? That's what we asked her to do.  
Peter: I don't know. I'll ring her.  
Editor: I like the tennis story. Did (3) Marsia write it? It's very good.  
Peter: I don't think Marsia wrote it. It doesn't look like her style.  
Editor: Anyway, (4) Meya's writing the article for the front page? Isn't she?  
Peter: She should be. But I'll check all the same.  
Editor: Good. And (5) Frank's arranged the flight to Berlin, I hope.  
Peter: Yes, I'm certain he has. I'll find out all the details from him.  
Editor: Thanks. And (6) Jim's talking to the designer about the new fashion feature?  
Peter: Oh yes, I'm certain he is. In fact, (8) they've probably started work on their second feature.

1. John *is supposed to be looking out some photos of Nisei Mansell.* (supposed)
2. Fran \_\_\_\_\_ (supposed)
3. Marsia \_\_\_\_\_ (unlikely)

4. Meya \_\_\_\_\_ (ought)
5. Frank \_\_\_\_\_ (bound)
6. Jim \_\_\_\_\_ (sure)
7. Jim and the designer \_\_\_\_\_ (likely)

**Reporting: *is thought to do, is said to be doing, is known to have done, etc.***

**Study these pairs of sentences. Notice the different forms of the *to*- infinitive in the sentences on the right.**

People <i>think he looks like</i> his father.	He <i>is thought to look like</i> his father
People <i>think she is living</i> in Leeds.	She <i>is thought to be living</i> in Leeds.
People think he lived / used to live in Berlin a few years ago.	He is thought to have lived in Berlin a few years ago.
People <i>think the man was jogging</i> when he was knocked down	<i>The man is thought to have been jogging</i> when he was knocked down.

**Other verbs like *think* that we often use to report events, especially in writing: *believe, consider, know, report* and *say*.**

**Exercise 15. Read the news items below and complete what you might say when you tell someone else about them.**

### **The News in Brief**

#### **Brett Thigh's Will**

The famous Hollywood star Brett Thigh, who died last month, is believed to have left \$25 million in his will.

#### **Shot Lion Escaped from Zoo**

The lion shot by a police marksman in the north of London yesterday is now known to have escaped three days ago from a small zoo 500 miles away.

#### **Freak Heatwave Heading for UK**

The freak heatwave which has swept Scandinavia with temperatures up to 32 C is said to be heading for the British Isles.

#### **Wanted Murderer Lived next to Police Station**

A man wanted for a murder committed in Paris ten years ago is thought to have been living in a small flat next to a police station, two miles from the scene of the crime.

1. You know Brett Thigh died last month? Well they say he left \$25 million in his will.
2. You know the lion that policeman shot? Well, now \_\_\_\_\_ three days ago from a zoo 500 miles away.
3. Did you hear about the freak heatwave they've had in Scandinavia? Well, \_\_\_\_\_.
4. Do you remember that dreadful murder in Paris about ten years ago? Well, they \_\_\_\_\_ in a flat next to a police station, two miles from where he committed the crime. Amazing, isn't it?!

**Exercise 16. Read the notes carefully, then complete the article. Follow the example and use the structures you studied above.**

1. People here know he left Katmandu alone six days ago - not seen since.
2. They think he has only a small amount of food.
3. They believe he is wearing only lightweight climbing clothes.
4. They know he is carrying a small rucksack and a lightweight tent.
5. People say he was heading for an old base camp.
6. Local people think he was trying to get to the camp when a severe blizzard started.
7. People consider that Jamie is one of the best climbers in the world - still worried about him in these conditions.

### **Fears for Lone Missing Climber**

*Report from Miles Dalcross*

**Fears are growing here for a lone climber missing for the past 48 hours.**

Jammie Biddals, 32, from New Zealand, (1) \_\_\_\_\_ is known to have left Katmandu alone six days ago but has not been seen since. He (2) \_\_\_\_\_ and he (3) \_\_\_\_\_. As for equipment, he (4) \_\_\_\_\_. He (5) \_\_\_\_\_.

The weather has deteriorated during the last 48 hours, and he (6) \_\_\_\_\_ when a severe blizzard started.

Jamie (7) \_\_\_\_\_ but there are still fears for his safety in these conditions.

### **Section C / Grammar /**

**Exercise 1. Supply the necessary forms for the verbs in brackets so that the following sentences can have a very polite form.**

1. I (to think) they knew it by now.



2. "I (not to like) to go as far as that," he replied.
3. You (to care) to sit down?
4. I (to say) he is a perfectly nice boy.
5. "Dick will be so glad to see you." "I (to think) I was the last person Dick would wish to see."
6. "You have a song. Sing it." No, I (I can, not) in front of all these people.
7. I (to say) he is now powerless to disapprove anything.
8. I (to think) that natural.
9. "How long would it take you to finish it off?" "I (to say) about an hour."
10. You (to say) it was impossible to talk him into it?
11. It's no use asking me... I (can, not, tell) you anything.
12. I (to say) that he is no fool.

**Exercise 2. Find an adequate translation in Ukrainian for the following traditional expressions:**

1. "Was it you I saw there?" "What should I do there?  
However, *be that as it may*, I never was there."
2. "*Far be it from me*," he said, "(to interfere with her arrangements)."
3. *Suffice it to say* that his idea lacked originality.
4. My wife believes she is doing good to the village. *As it were*.
5. 'I like your young boy, Dinny' said her grandmother. "*Be yours a happy marriage*."
6. The actress, *as it were*, did not suit the role.
7. *As luck would have it*, I got a ten-pound check from my father mat morning.
8. *Come what may*, he decided to sell the house.
9. They were busy packing and, *as it were*, took no notice of me.
10. I have written few pages that I feel I could not improve, but I could do no better, *as it were*.

**Exercise 3. Supply the necessary forms expressing unreality for the verbs given in brackets:**

1. Oh, if only you (to be) as you used to be.
2. I wish you (to turn) the radio down.
3. It's desirable that the issue (to settle) as soon as possible.
4. He asked me to stay with him in the country so that he (to read) his novel to me when it was finished.
5. She arranged that next morning the boy (to come) to the house where she had taken a room so that they (to spend) the day together.
6. He feared that after twenty years he (to find) his sister a rather disillusioned woman.
7. His mother knew very well who the man was, but wanted to act as though she (to have) no idea of it.

8. He got his sister to make herself scarce for a few hours so that his new friend (not to know) that he did not live alone.
9. When the boys learned of Peter's diary it was inevitable that they also (to set) writing diaries of their own.
10. He insisted that people in plays (to talk) as in real life.
11. I wish I (to see) more of them before the war.
12. Now I (to get) Helen sacked, this of course (to mean) telling everybody what she did.
13. 'I'm afraid I can't say,' I said. 'If I (to say) I (to have) to tell things that they (not to like) and that (to spoil) their fun.'
14. It was agreed that Paul (to meet) his mother at the station so that he (to show) her his apartment.
15. I (not to tell) you anything even if I (can, remember) the facts.
16. It (to help) if you (to let) me know what you saw.
17. I know I've broken your life. And we (may, be) so happy.
18. He was afraid that he (to forget) the name and asked me to put it down for him.
19. There was a wonderful concert at the Victoria Hall we (can, go) to. But now we are late for anything.
20. He was not well off and he went about in dread lest he (to dismiss).
21. In the old days she (to argue), but now she only nodded sadly.
22. I wish I (to have) a lot of money. I (not to live) another day in London.
23. Of course, I told myself he (may, detain) but surely in that case he (to telephone) to me.
24. When he rang up home, his wife was not in. Normally it (not to upset) him but today he needed her advice badly.
25. In my reply to Miss Evans I suggested that she (to arrive) at my office on Monday.
26. Edward proposed that he (to fetch) Bateman at five so that they (to drive) out together to Jackson's house.
27. It (to make) small difference to the universe if I never (to exist).
28. There were moments when she wished she never (to come) away.
29. As Paula had spent the whole day with them, he insisted that she (to go) for a walk in the park.
30. The colonel proposed that they (to give) a dinner party to the new comers.
31. He has given instructions that all the papers (to send) up immediately.
32. Somehow I felt guilty as though there (to be) something I (may, do) for Renny that I hadn't.
33. What the guests wore I (can, not, describe) even if I (to be) present.
34. His fellow-student's suggestion was that they (to ride) over to Strasbourg to spend two or three nights with friends of his.
35. It's time we (to have) a break. I wish I (can, have) a cup of tea.
36. If you (to change) your mind and (to stay) here I'll take you on a boat trip on Sunday.
37. If it (not to be) for Jim the Party (to be) more fun.

38. He spoke very softly as if he (to be) afraid of being overheard.
39. When he entered the room they changed the subject of their conversation whatever it (to be).
40. If Ed (to learn) about it he will probably never speak to me again.
41. If it (not to be) for his mother he (not to live) on a barren slope like this another day.
42. It's high time you (to go) and (to leave) me in peace.
43. I never (may, meet) him but for the chance of his getting drunk one evening in my college.
44. If only he (not to interfere)!
45. My patient expressed his request that she (to operate) on by you, Doctor Stone.
46. The arrangement was that he (to fix) his car in my absence.

**Exercise 4. Translate the following into English using the appropriate means of expressing unreality.**

1. Було вирішено, що діти підуть у зоопарк одразу після сніданку.
2. Я б хотів, щоб ти поменьш палила!
3. Він вимагав, аби з ним негайно розплатилися.
4. Прикро, що я не сказала правди.
5. Необхідно, щоб ти взяв відпустку на місяць.
6. Небагато знайдеться людей, котрі поставилися би так спокійно до всього цього.
7. Я пішов до себе у кімнату, щоб мене ніхто не турбував годину або дві.
8. Тепер він не скоїв би такої помилки.
9. Як би я хотів, аби цей семестр вже скінчився.
10. Він на хвилину злякався, що Фред сяде поруч з ним та продовжить розмову.
11. Якщо хто-небудь повірив мені!
12. Я б вважав, що він, імовірно здатен на це.
13. Ти зробиш це? ~ Я б волів, аби ти це зробив.
14. Хтось запропонував послати за лікарем.
15. Пора б нам взятися до роботи.
16. Ми боялися, як би він не захворів.
17. Про неї завжди казали так, у третій особі, немов її там не було.
18. Він знав, що якби його мати сіла поруч з ним та доторкнулася до його руки все миттю стало би добре.
19. Ти б не зрозумів мого ускладнення, навіть якщо я б тоді розповів про нього.
20. Він дивився на Роберту, немов би він не бачив нічого схожого на неї.
21. Він залишив розпорядження, щоб нас повезли показати місто.
22. О, якби вона тільки знала, куди написати йому!
23. Якби не його робота в бібліотеці Британського Музею, він ніколи не знайшов би цієї книги.

24. Він зачинив папір у столі, щоб його ніхто не побачив.
25. Якби з ним не було Мег, він запитав би їх про батька.
26. Я мав би дуже дано сказати вам, як багато ви завжди значили для мене.
27. Якби я коли-небудь зустріла його знов, я би знала, що робити.
28. “Якби батьки не взяли мене з собою, я б їм цього не пробачив, сказав мені хлопчик.
29. Як прикро, що я не можу розповісти тобі про це.
30. ВІН побоювався, що справить погане враження.
31. А я гадав, що ти будеш радий побачити старого приятеля.
32. Та раптом він відчув себе безсилим, немов би його кістки раптово стали м'якими.
33. Моєю пропозицією було, щоб він приїхав та погостював у мене декілька днів, щоб він міг роздивитися перед тим як знайде який-небудь підходящий будинок.
34. Жаль, що ти не бачив листа. Він би все тобі пояснив.
35. Я наполягаю, щоб ми залишилися тут.
36. Його батько вирішив, що він повинен вивчати юриспруденцію.
37. Час вам Його будити.
38. Вони закохалися одне в одного та одразу одружилися би якби вона була вільна.
39. Людям із слабким серцем рекомендовано приймати ці пілюлі два рази на день.
40. Як прикро, що я не знала, що тобі потрібна ця книга. Я би могла купити її у Лондоні.
41. Будь обережний з ключем. Якщо ти раптом загубиш його, ми ніколи не відчинимо сейф.
42. Мені запропонували написати рецензію на цю книгу.
43. Мій чоловік мав намір, щоб ми оселилися у Брайтоні.
44. Я заховала газету під диванну подушку, щоб Макс не побачив її.
45. Якби не його усмішка, я б нічого не запідозриш.