**Тексты для чтения и перевода**

**Текст 1**

A computer is a machine with an intricate network of electronic circuits that operate switches or magnetize tiny metal cores. The switches, like the cores, are capable of being in one or two possible states, that is, on or off; magnetized or demagnetized. The machine is capable of storing and manipulating numbers, letters, and characters (symbols).

The basic idea of a computer is that we can make the machine do what we want by inputting signals that turn certain switches on and turn others off, or magnetize or do not magnetize the cores.

The basic job of computers is processing of information. For this reason computers can be defined as devices which accept information in the form of instructions, called a program, and characters, called data, perform mathematical and / or logical operations on the information, and then supply results of these operations. The program, or part of it, which tells the computers what to do and the data, which provide the information needed to solve the problem, are kept inside the computer in a place called memory.

It is considered that computers have many remarkable powers. However most computers, whether large or small, have three basic capabilities.

First, computers have circuits for performing arithmetic operations, such as: addition, subtraction, division, multiplication and exponentiation.

Second, computers have a means of communicating with the user. After all, if we couldn't feed information in and get results back, these machines wouldn't be of much use. Some of the most common methods of inputting information are to use terminals, diskettes, disks and magnetic tapes. The computer's input device (a disk drive or tape drive) reads the information into the computer. For outputting information two common devices used are: a printer, printing the new information on paper, and a cathode-raytube display, which shows the results on a TV-like screen.

Third, computers have circuits which can make decisions. The kinds of decisions which computer circuits can make are not of the type: "Who would win the war between two coun- tries?" or "Who is the richest person in the world?" Unfortu- nately, the computer can only decide three things, namely: Is one number less than another? Are two numbers equal? and, Is one number greater than another?

**Текст 2**

The intensive effort of electronics to increase the reliability and performance of its products while reducing their size and cost led to the results that hardly anyone could predict. The evolution of electronic technology js sometimes called a revolution: a quantitative change in technology gave rise to qualitative change in human capabilities. There appeared a new branch of science — microelectronics.

Microelectronics embraces electronics connected with the realization of electronic circuits, systems and subsystems from very small electronic devices. A microelectronic technology reduced transistors and other circuit elements to dimensions almost invisible to unaided eye. The point of this extraordinary miniaturization is to make circuits long-lasting, low in cost, and capable of performing electronic functions at extremely high speed. It is known that the speed of response depends on the size of transistor: the smaller the transistor, the faster it is. The smaller the computer, the faster it can work.

One more advantage of microelectronics is that smaller devices consume less power. In space satellites and spaceships this is a very important factor.

Another benefit resulting from microelectronics is the reduction of distances between circuit components. Packing density increased with the appearance of smallscale integrated circuit, mediumscale 1С, largescale 1С and very-largescale 1С. The change in scale was pieasured by the number of transistors on a chip. There appeared a new type of integrated circuits, microwave integrated circuit. The evolution of microwave 1С began with the development of planar transmission lines. Then new 1С components in a fineline transmission line appeared. Other more exotic techniques, such as dielectric waveguide integrated circuits emerged.

Microelectronic technique is continuing to displace other modes. Circuit patterns are being formed with radiation having wavelength shorter than those of light.

Electronics has extended man's intellectual power. Microelectronics extends that power still further.

**Текст 3**

The first vacuum tubes computers are referred to as first generation computers, and the approximate period of their use was from 1950 to 1959. UNIVAC 1 is an example of these computers which could perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948. So-called second generation computers, which used large numbers of transistors, were able to reduce computational time from milliseconds to microsec- onds, or millionths of seconds. Second-generation computers were smaller, faster and more reliable than first-generation computers.

Advances in electronics technology continued, and microelectronics made it possible to reduce the size of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers that were designed to use integrated circuit technology were called third generation computers, and the approximate time span of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Fourth generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much smaller than before; as many as 100 tiny circuits are placed now on a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic or metal.

**Текст 4**

Computer-oriented data processing systems or just computer data processing systems are not designed to imitate manual systems. They should combine the capabilities of both humans and computers. Computer data processing systems can be designed to take advantage of four capabilities of computers.

Accuracy. Once data have been entered correctly into the computer component of a data processing system, the need for further manipulation by humans is eliminated, and the possibility of error is reduced. Computers, when properly pro grammed, are also unlikely to make computational errors. Of course, computer systems remain vulnerable to the entry by humans of invalid data.

Ease of communications. Data, once entered, can be Trans mitted wherever needed by communications networks. These may be either earth or satellite-based systems. A travel reserva tions system is an example of a data communications network. Reservation clerks throughout the world may make an enquiry about transportation or lodgings and receive an almost instant response. Another example is an office communications system that provides executives with access to a reservoir of date, called a corporate database, from their personal microcomputer workstations.

Capacity of storage. Computers are able to store vast amounts of information, to organize it, and to retrieve it in ways that are far beyond the capabilities of humans. The amount of data that can be stored on devices such as magnetic discs is constantly increasing. All the while, the cost per character of data stored is decreasing.

Speed. The speed, at which computer data processing systems can respond, adds to their value. For example, the travel reservations system mentioned above would not be useful if cli ents had to wait more than a few seconds for a response. The response required might be a fraction of a second.

Thus, an important objective in the design of computer data processing systems is to allow computers to do what they do best and to free humans from routine, errorprone tasks. The most costeffective computer data processing system is the one that does the job effectively and at the least cost. By using computers in a costeffective manner, we will be better able to respond to the challenges and opportunities of our post-industrial, information-dependent society.

**Текст 5**

The units that are visible in any computer are the physical components of a data processing system, or hardware. Thus, the input, storage, processing and control devices are hardware. Not visible is the software — the set of computer programs, procedures, and associated documentation that make possible the effective operation of the computer system. Software programs are of two types: systems software and applications software.

Systems software are the programs designed to control the operation of a computer system. They do not solve specific problems. They are written to assist people in the use of the computer system by performing tasks, such as controlling all of the operations required, to move data into and out of a computer and all of the steps in executing an application program. The person who prepares systems software is referred to as a systems programmer. Systems programmers are highly trained specialists and important members of the architectural team.

Applications software are the programs written to solve specific problems (applications), such as payroll, inventory control, and investment analysis. The word program usually refers to an application program, and the word programmer is usually a person who prepares applications software.

Often programs, particularly systems software, are stored in an area of memory not used for applications software. These protected programs are stored in an area of memory called read- only memory (ROM), which can be read from but not written on.

Firmware is a term that is commonly used to describe certain programs that are stored in ROM. Firmware often refers to a sequence of instructions (software) that is substituted for hardware. For example, in an instance where cost is more important than performance, the computer system architect might decide not to use special electronic circuits (hardware) to multiply two numbers, but instead write instructions (software) to cause the machine to accomplish the same function by repeated use of circuits already designed to perform addition.

**Текст 6**

In 1948 due to the invention of transistors there appeared the possibility to replace vacuum tubes. The transistor occupied an important place on the way to computer development. The potential advantage of the transistor over the vacuum tube was almost as great as that of the vacuum tube over the relay. A transistor can switch flows of electricity as fast as the vacuum tubes used in computers, but the transistors use much less power than equivalent vacuum tubes, and are considerably smaller. Transis tors are less expensive and more reliable.They were mechani cally rugged, had practically unlimited life and could do some jobs better than electronic tubes. Transistors were made of crys- tallic solid material called semiconductor.

With the transistor came the possibility of building computers with much greater complexity and speed.

The integrated circuit constituted another major step in the development of computer technology. Until 1959 the fundamental logical components of digital computers were the individual electrical switches, first in the form of relays, then vacuum tubes, then transistors. In the vacuum tubes and relay stages, additional discrete components, such as resistors, inductors, and capacitors were required in order to make the whole system work. These components were generally each about the same size as packaged transistors. Integrated circuit technology permitted the elimination of some of these components and integration of most of the others on the same chip of semiconductor that contains the transistor. Thus the basic logic element — the switch, or "flip-flop', which required two separate transistors and some resistors and capacitors in the early 1950s, could be packaged into a single small unit in 1960. The chip was an important achievement in the accelerating step of computer technology.

In 1974 a company in New Mexico, called Micro Instrumentation Telemetry System (MITS) developed the Altair 8800, a personal computer (PC) in a kit. The Altair had no keyboard, but a panel of switches with which to enter the information. Its capacity was less than one per cent that of the 1991 Hewlett-Packard handheld computer. But the Altair led to a revolution in computer electronics that continues today. Hardware manufacturers soon introduced personal computers, and software manufacturers began developing software to allow the computers to process words, manipulate data, and draw. During the 1980s computers became progressively smaller, better and cheaper.

Today the personal computer can serve as a work station for the individual. A wide array of computer functions are now accessible to people with no technical background.

**Текст 7**

It should be noticed that even in a large-scale digital system, such as in a computer, or in a data-processing, control or digital-communication system, there are only a few basic operations which must be performed. These operations may be operated many times. The four circuits most commonly employed in such systems are known as the OR, AND, NOT and FLIP-FLOP. They are called logic gates or circuits.

An electronic digital computer is a system which processes and stores very large amount of data and which solves scientific problems of numerical computations of such complexity and with such speed that solution by human calculation is not feasible. So the computer as a system can perform numerical com- putations and follow instructions with extreme speed but it can not program itself.

We know that the numbers and the instructions which form the program, the computer is to follow, are stored in an essential part of the computer called the memory. The second important unit of the computer is the control whose function is to interpret orders. The control must convert the command into an appropriate set of voltages to operate switches and carry out the instructions conveyed by the order. The third basic element of a computer is the arithmetic device, which contains the circuits performing the arithmetic computations: addition, subtraction, etc. The control and arithmetic components are called the central processor. Finally a computer requires appropriate input-output devices for inserting numbers and orders into the memory and for reading the final result.

Suppose a command to perform an addition or division has been transmitted to the central processor. In response to this order the control must select the correct operands from the memory, transmit them to the arithmetic unit and return to the memory the result of the computation. The memory serves for storing not only the original input data, but also the partial results which will have to be used again as the computation proceeds.

Lastly, if the computation doesn't stop with the execution of this instruction and the storage of the partial result, the control unit must automatically pass on to the next instruction. The connection of the control unit back to the input permits insertion of more data when there is room in the memory.

Logical circuit elements as it is known, any digital calculation formed by 'pencil and paper' methods or with the aid of an automatic computer quence of elementary arithmetical operations, such as addition, or multiplication. Each such arithmetical operation may be converted into a sequence of simple logical operations. It should be noted that a binary digit may take only two values — "zero" and "one". A logical proposition may be either true or false.

A symbolism and a set of rules suitable for manipulating 'yes or no' logical propositions was developed by George Boole, a self-educated genius who became Professor of Mathematics at Cork University in the middle of the 19lh century. The tech- niques of Boolean algebra are now extensively used by electrical engineers for the design and analysis of switching circuits. Both the arithmetic and control units of a computer consist of sets of switching circuits for directing and manipulating electrical pulse signals.

The process of combining a number of electronic circuits of known logical properties into an integrated system capable of performing special arithmetical or control functions is known as logical design.

The definition of mechanical brain

Let's imagine a railroad line with four stations marked in- put, storage, computer and output. These stations are joined by little gates or switches to the main railroad line. We can imagine that numbers and other information move along this rail- road line, loaded (погруженные) in cars. Input and output are stations where numbers or other information go in and come out respectively. Storage is a station where there are many platforms and where information can be stored. The computer is a special station, somewhat like a factory. When two numbers are loaded on platforms 1 and 2 of this station and the command is loaded on platform 3, then another number is pr oduced on platform.

There is a tower, marked control.This tower runs a telegraph line to each of its little watchmen standing by the gates. The tower tells them when to open and when to shut which gates. Now we can see that as soon as the right gates are shut, cars loaded with information can move between stations. So by closing the right gates, we can flash (отражать) numbers and information through the system and perform operations of reasoning. Thus we receive a mechanical brain.

In general, a mechanical brain is made up of: a quantity of registers where information can be stored; channels along which information can be sent; mechanisms that carry out arithmetic and logical operations; a control, which guides the machine to perform a sequence of operations; input and output devices, where information can go into and out of the machine; and at last electricity, which provides energy.

**Текст 8**

Storage on the basis of combinations of cost, capacity, and access time. The cost of storage devices is expressed as the cost per bit of data stored. The most common units of cost are cents, millicents (0.001 cents) and microcents (0.000001 cents). The time required for the computer to locate and transfer data to and from a storage medium is called the access time for that medium. Capacities range from a few hundred bytes of primary storage for very small computers to many billions of bytes of archival storage for very large computer systems.

Memories may be classified as electronic or electromechanical. Electronic memories have no moving mechanical parts, and data can be transferred into and out of them at very high speeds. Electromechanical memories depend upon moving mechanical parts for their operation, such as mechanisms for rotating magnetic tapes and disks. Their data access time is longer than is that of electronic memories; however they cost less per bit stored and have larger capacities for data storage. For these reasons most computer systems use electronic memory for primary storage and electromechanical memory for secondary storage.

Primary storage has the least capacity and is the most expensive; however, it has the fastest access time. The principal primary storage circuit elements are solid-state devices: magnetic cores and semiconductors. For many years magnetic cores were the principal elements used in digital computers for primary storage. The two principal types of semiconductors used for memory are bipolar and metal-oxide semiconductors (MOS). The former is faster, the latter is more commonly used at present. Because data can be accessed randomly, semiconductor memories are referred to as random access memory, or RAM.

There is a wide range of secondary storage devices. Typical hardware devices are rotating electromechanical devices. Magnetic tapes, disks, and drums are the secondary storage hardware most often used in computer systems for sequential processing. Magnetic tape, which was invented by the Germans during World War II for sound recording, is the oldest secondary storage medium in common use. Data are recorded in the form of small magnetized "dots" that can be arranged to represent coded patterns of bits.

Tape devices range from large-capacity, high-data-rate units used with large data processing systems to cassettes and cartridges used with small systems. Magnetic disk storage, introduced in the early 1960s, has replaced magnetic tape as the main method of secondary storage. As contrasted with magnetic tapes, magnetic discs can perform both sequential and random processing. They are classified as moving-head, fixed-head, or com-bination moving-head and fixed-head devices. Magnetic discs are the predominant secondary storage media. They include flexible, or floppy discs, called diskettes. The "floppies" were introduced by IBM in 1972 and are still a popular storage medium to meet the demands of the microcomputer market.

**Текст 9**

A digital computer is a machine capable of performing operations on data represented in digital or number form. The individual operations performed by a digital computer are very simple arithmetic or logical processes involving the manipula- tion of the bits in words or characters of information. The great power of any digital computer rests in the ability to store large volumes of data and to perform these operations at extremely high speed.

In most electronic digital computers the method of number representation is based on the system of binary notation. The binary notation system is most widely used because of the con- venience in constructing logical circuits and storage devices ca- pable of handling data in this form. For example, a magnetic memory unit consists of many thousand individual magnetic cells, each of which can be energized in either of two ways to represent the binary digits 0 or 1. If these cells are grouped to form words or binary coded characters, information can be stored for processing in units of specified size. In the same way, digital data can be recorded as a series of magnetized spots on a magnetic tape or a magnetic disk.

The computer has pervaded most fields of human activity and is the most important innovation of our age. Born out of the technology of communication, it is capable of handling enormous amounts of information at tremendous speeds. What makes it so potent is the fact that a single mechanism can per- form any information-processing task. The same mechanism can control industrial processes, guide space vehicles or help to teach children. This diversity of tasks is made possible by the simple idea of the stored program.

A program is the enumeration of determining commands. It specifies the method used for the solution of a problem in detail. When the machine is. in operation, both the commands and the numbers to be processed are constantly being taken out of and put into a depository of information known as a memory.

It can be seen that the processes performed by a digital com- puter are essentially simple. These operations can be performed at extremely high speeds and with a high degree of coordination between the different functional units of the hardware system, and this ability means that digital computers can undertake highly complex tasks.

**Текст 10**

It is interesting to note that memory, one of the basic components of the computer, is often called storage. It stores calculation program, the calculation formulae, initial data, intermediate and final results. Therefore, the functions of the computer memory may be classified in the following way. Firstly, the computer memory must store the information transmitted from the input and other devices. Secondly, memory should produce the information needed for the computation process to all other devices of the computer.

Generally, memory consists of two main parts called the main, primary or internal, memory and the secondary, or external memory. The advantage of the primary memory is an extremely high speed. The secondary memory has a comparatively low speed, but it is capable of storing far greater amount of information than the main memory. The primary storage takes a direct part in the computational process. The secondary storage provides the information necessary for a single step in the sequence of computation steps.

The most important performance characteristics of a stor- age unit are speed, capacity and reliability. Its speed is measured in cycle time. Its capacity is measured by the number of machine words or binary digits. Its reliability is measured by the number of failures (отказ) per unit of time.

**Текст 11**

As it is known the two functional units of the CPU are the control unit (CU) and the arithmetic-logical unit (ALU). The control unit manages and coordinates the entire computer system. It obtains instructions from the program stored in main memory, interprets the instructions, and issues signals that cause other units of the system to execute them.

The control unit operates by reading one instruction at a time from memory and taking the action called for by each instruction. In this way it controls the flow between the main storage and the arithmetic-logical unit.

The control unit has the following components: a counter that selects the instructions, one at a time, from memory; a register that temporarily holds the instructions read from memory while it is being executed; a decoder that takes the coded instruction and breaks it down into individual commands necessary to carry it out; a clock, which produces marks at regular intervals. These timing marks are electronic and very rapid.

The sequence of control unit operations is as follows. The next instruction to be executed is read out from primary storage into the storage register. The instruction is passed from the storage register to the instruction register. Then the operation part of the instruction is decoded so that the proper arithmetic or logical operation can be performed. The address of the operand is sent from the instruction register to the address register. At last the instruction counter register provides the address register with the address of the next instruction to be executed. The arithmetic-logical unit (AL U) executes the processing operations called for by the instructions brought from main memory by the control unit. Binary arithmetic, the logical operations and some special functions are performed by the arithmeticallogical unit.

Data enter the ALU and return to main storage through the storage register. The accumulator serving as a register holds the results of processing operations. The results of arithmetic operations are returned to the accumulator for transfer to main storage through the storage register. The comparer performs log- ical comparisons of the contents of the storage register and the accumulator. Typically, the comparer tests for conditions such as "less than", "equal to", or "greater than".

So as you see the primary components of the arithmetic-logical unit are banks of bistable devices, which are called registers. Their purpose is to hold the numbers involved in the calculation and hold the results temporarily until they can be tranferred to memory. At the core of the ALU is a very high speed binary adder, which is used to carry out at least the four basic arithmetic functions (addition, subtraction, multiplication and division). The logical unit consists of electronic circuitry which compares information and makes decisions based upon the results of the comparison.

**Текст 12**

There are several devices used for inputting information into the computer: a keyboard, some coordinate input devices, such as manipulators (a mouse, a track ball), touch panels and graphical plotting tables, scanners, digital cameras, TV tuners, sound cards etc.

When personal computers first became popular, the most common device used to transfer information from the user to the computer was the keyboard. It enables inputting numerical and text data. A standard keyboard has 104 keys and three more ones informing about the operating mode of light indicators in the upper right corner.

Later when the more advanced graphics became to develop, user found that a keyboard did not provide the design capabilities of graphics and text representation on the display. There appeared manipulators, a mouse and a track ball, that are usu- ally used while operating with graphical interface. Each software program uses these buttons differently.

The mouse is an optic-mechanical input device. The mouse has three or two buttons which control the cursor movement across the screen. The mouse provides the cursor control thus simplifying user's orientation on the display. The mouse's primary functions are to help the user draw, point and select im- ages on his computer display by moving the mouse across the screen.

In general software programs require to press one or more buttons, sometimes keeping them depressed or double-click them to issue changes in commands and to draw or to erase emages. When you move the mouse across a flat surface, the ball located on the bottom side of the mouse turns two rollers. One is tracking the mouse's vertical movements, the other is tracking horizontal movements. The rotating ball glides easily, giving the user good control over the textual and graphical images.

In portable computers touch panels or touch pads are used instead of manipulators. Moving a finger along the surface of the touch pad is transformed into the cursor movement across the screen.

Graphical plotting tables (plotters) find application in drawing and inputtig manuscript texts. You can draw, add notes and signs to electronic documents by means of a special pen. The quality of graphical plotting tables is characterized by permitting capacity, that is the number of lines per inch, and their capability to respond to the force of pen pressing .

Scanner is used for optical inputting of images (photographies, pictures, slides) and texts and converting them into the computer form.

Digital videocameras have been spread recently. They enable getting videoimages and photographs directly in digital computer format. Digital cameras give possibility to get high quality photos.

Sound cards produce sound conversion from analog to digital form. They are able to synthesize sounds. Special gameports and joysticks are widely used in computer games.

**Текст 13**

Printers provide information in a permanent, human-readable form. They are the most commonly used output devices and are components of almost all computer systems. Printers vary greatly in performance and design. Vfe will classify printers as character printers, line printers and page printers in order to identify three different approaches to printing, each with a dif- ferent speed range. In addition, printers can be described as either impact or nonimpact. Printers that use electromechanical mechanisms that cause hammers to strike against a ribbon and the paper are called impact printers. Nonimpact printers do not hit or impact a ribbon to print.

Character printers print only one character at a time. A type- writer is an example of a character printer. Character printers are the type used with literally all microcomputers as well as on computers of all sizes whenever the printing requirements are not large. Character printers may be of several types. A letter- quality printer is a character printer which produces output of typewriter quality. Letter-quality printers typically have speeds ranging from 10 to 50 characters per second. Dotmatrix printers form each character as a pattern of dots. These printers have a lower quality of type but are generally faster printers than the letter-quality printers — in the range of 50 to 200 characters per second. One of the newest types of character printer is the ink- jet printer. It sprays small drops of ink onto paper to form printed characters. The ink has a high iron content, which is affected by magnetic fields of the printer. These magnetic fields cause the ink to take the shape of a character as the ink approaches the paper.

Line printers are electromechanical machines used for high- volume paper output on most computer systems. Their printing speeds are such that to an observer they appear to be print- ing a line at a time. They are impact printers. Trie speeds of line printers vary from 100 to 2500 lines per minute. Line printers have been designed to use many different types of printing mechanisms. Two of the most common print mechanisms are the drum and the chain. Drum printers use a solid, cylindrical drum, rotating at a rapid speed. Speeds of dram printers vary from 200 to over 2000 lines per minute. Chain printers have their character set on a rapidly rotating chain called a print chain. Speeds of chain printers range from 400 to 2400 lines per minute.

Page printers are high-speed nonimpact printers. Their print- ing rates are so high that output appears to emerge from the printer a page at a time. A variety of techniques are used in the design of page printers. These techniques, called electrophoto- graphic techniques, have developed from the paper copier tech- nology. Laser-beam printers use a combination of laser beam and electrophotographic techniques to create printer output at a rate equal to 18000 lines per minute.

Текст 14

There is a wide variety of keyboard devices, or terminals, available for use in entering data directly into a computer. The visual display terminal (VDT) is the most popular type of I/O device in use today. It consists of a typewriterlike key- board for inputting and a cathode ray tube (CRT) for displaying output data. Each character entered through the keyboard is also displayed on the CRT. When keyed the data are held in a small memory, called a buffer, within the terminal itself. The data are not sent on to the computer until the operator presses an enter key on the keyboard. This allows the operator the opportunity to proofread or verify the data being entered by reading the data displayed on the screen. There are three major uses of VDT's: alphanumeric displays, graphic displays, and input through a light pen.

Alphanumeric displays. The most common use of the visual display terminal is to display alphanumeric data, that is, character data. Because of their relatively fast output rates and their ability to provide a viewer with an "instant" output, video dis- plays have replaced printers for many applications.

Graphic displays. Visual display terminals with a graphic dis- play capability provide a very powerful and versatile tool for many users. Graphic-display devices provide not only a means of displaying high-resolution drawings but also the capability of manipulating and modifying the graphic display. The busi- nessperson can use the graphic display to present data in the form of line charts, bar charts, or pie charts. Graphic displays can be very effective in information systems for business manager.

Different types of keyboard devices, such as visual display terminals, teleprinter terminals, and point-of-sale devices are among the keyboard devices.

A light pen is a photosensitive penlike instrument which can sense a position on the cathode ray tube (CRT) when the end of the pen is held against the screen. The light pen is an input device. By sensing the position on the screen when you touch it by the light pen, you are inputting data to the main storage. The light pen is commonly used by engineers to modify designs.

Teleprinter terminals. There are situations where it is desir- able to have a printed copy of data outputted to a terminal. If a user finds a printed copy to be required, the solution could be a teleprinter terminal. A teleprinter terminal has a keyboard for input and a typewriterlike printer for output. These printers are character printers and are therefore slower output devices than CRT displays.

A point-of-sale (POS) device is the electronic equivalent of a cash register, however it is capable of capturing more data than a cash register. Most point-of-sale devices are online terminals attached to a computer for processing the transaction while the customer is making the purchase. The significant features of most of the current electronic POS devices include: the capability of entering extensive information about the sale, the guiding of the operator through the possible transactions by a series of lighted indicators or messages, a provision for transmission of the data to a central computer, and the provision for a local computational capability such as price extensions and tax calculations.

Текст 15

The piece of equipment that allows a computer to communicate with other computers over telephone lines is called a modem. The modem allows the individual to access information from all over the world and use that information in every- day life. Connecting with banks, Automatic Teller Machines, cash registers to read credit cards, access travel agents, buy products, e-mail, access databases, and teleconferencing, the modems provide easy access to many services. Files can be transferred easily, by uploading to another machine, or downloading to your own machine within a matter of minutes. The computer modem can be used as a telephone answering system, and documents can be faxed from one computer to another assuring fast and easy access to important documents.

A modem takes computer information and changes it into a signal that can be sent over telephone lines. The modem is a bridge between digital and analog signals. The computer is of the digital type, and the telephone using analog technology. The modem converts the "0"s and "1"s of the computer (off-on switches) into an analog signals modulating the frequency of the electronic wave or signal. The modem does just the opposite and demodulate the signal back into digital code. The modem gets its name from MOdulate and the DEModulate.

Most people believe that you need a separate phone line for a modem, but that is not true. Your modem and telephone can share one line, the problem arises when someone else needs to use the telephone while the modem is in use. Also disable call waiting, it could disrupt your modem connection while the modem is in use.

There are three kinds of modems internal, external, and fax. All modems do the same thing, they allow computers to communicate through telephone lines. This lets computers exchange information everywhere. Internal Modem is a circuit board that plugs into one of the expansion slots of the computer. Internal modems usually are cheaper than external modems, but when problems occur, fixing and troubleshooting the mo- dem can sometimes prove to be quite difficult. External Modem attaches to the back of the computer by way of a cable that plugs into the modem port. It is usually less expensive and very portable. It can be used with other computers very easily by unplug- ging it and plugging it into another computer. Fax Modem can be hooked up to your telephone and used to send information to your computer. Your computer can also send information to a fax machine. Most computer modems are modems with faxing capabilities.

**Текст 16**

The organization of a microcomputer system is the same as that of a larger computer system. The microprocessor unit (MPU), usually concentrated in a single chip, consists of the control unit and the arithmetic logical unit. Internal memory is made up ofr random access memory (RAM) and read-only memory (ROM). Because RAM is only temporary storage, all microcomputers require some instructions to get started after they are turned on, and these are contained in ROM. A microcomputer includes both an MPU and internal memory.

The portion of the system software that is in ROM brings into RAM the additional instructions required to operate the micro- computer. Typically these instructions are stored on a magnetic disk; hence, they are called a disk operating system, or DOS. This start-up process is called bootstrapping. ROM also contains other programs that help to make personal computers easy to use, such as a programming language. Computer games are also stored in ROM cartridges.

In addition to the MPU, RAM, ROM, and associated control circuits, other components, called peripheral devices, are needed to make a complete microcomputer system. The principal peripheral units are: input devices, output devices, mass storage units, and communication components. Like a DOS, the programs that control the flow of data between a microcomputer and its peripheral devices are a part of systems software.

The most common input device used with personal computers is the keyboard. Most personal computer keyboards have extra keys that perform special functions and that can be used to control the movement of a cursor on a screen. A leverlike device, called a joystick, is also used as an input device, commonly for playing video games.

The CRT (cathoderay tube) screen used with personal computers is called a monitor. Keyboards and monitors may be part of a single unit that also contains the microcomputer and the disc drives, or they may be separate units, Besides the mon- itor, the most common input units are dotmatrix and letterquality printers. Dot-matrix printers are suitable for most microcomputer applications. Letter-quality printers are usually used for highquality office correspondence. Both types of printers are considered to be low speed character printers.

Mass storage units are available over a range of capacities and access times. Floppy disks, or diskettes, are the most common mass storage media. They store patterns of bits on magnetically coated, flexible plastic platters. A floppy disk platter is sealed permanently in a paper jacket with a small window for reading and writing. Hard disk storage systems are also available. They may be fixed or removable. Some mass storage units contain both floppy and hard disk devices.

Low-cost modulator-demodulator devices, called modems, that allow microcomputer systems to communicate over telephone lines have become increasingly popular. Modems permit networks of personal computer owners to exchange information or to access large data banks. These data banks may be dedicated to special applications, such as law or medicine, or they may provide a variety of consumer services.

**Текст 17**

Let's assume that we have studied the problem, designed a logical plan (our flowchart or pseudocode), and are now ready to write the program instructions. The process of writing program instructions is called coding. The instructions will be written on a form called a coding form. The instructions we write will be recorded in a machine-readable form using a keypunch, key-to-tape, or key-to-disk, or entered directly into computer memory through a terminal keyboard.

The computer cannot understand instructions written in just any old way. The instructions must be written according to a set of rules. These rules are the foundation of a programming language. A programming language must convey the logical steps of the program plan in such a way that the control unit of the CPU can interpret and follow the instructions. Programming languages have improved throughout the years, just as computer hardware has improved. They have progressed from machine-oriented languages that use strings of binary Is and Os to prob- Jem-oriented languages that use common mathematical and/or English terms.

There are over 200 problem-oriented languages. The most common of them are COBOL, FORTRAN, PL/I, RPG, BASIC, PASCAL.

COBOL

ÇOBOL was the most widely used business-oriented programming language. Its name is an acronym for Common Business-Oriented Language. COBOL was designed to solve problems that are oriented toward data handling and input-output operations. Of course, COBOL can perform arithmetic operations as well, but its greatest flexibility is in data handling. COBOL also was designed as a self-documenting language. Self- documenting languages are those that do not require a great deal of explanation in order to be understood by someone reading the program instructions. The self-documenting aspect of COBOL is made possible by its sentencelike structure and the very generous maximum symbolic field-name length of 30 characters. With a field-name length of up to 30 characters, the name can clearly identify the field and its purpose.

FORTRAN IV

The FORTRAN IV language is oriented toward solving problems of a mathematical nature. The name FORTRAN comes from the combination of the words formula translation. The version of FORTRAN IV has been designed as algebra-based programming language. Any formula or those mathematical relationships that can be expressed algebraically can easily be expressed as a FORTRAN instruction. FORTRAN is the most commonly used language for scientific applications.

PL/I

PL/I stands for programming language I. It was designed as a general-purpose language incorporating features similar to COBOL for data handling instructions and features similar to FORTRAN for mathematical instructions. PL/I is much more than a combination of the good features of both COBOL and FORTRAN, as it has many capabilities that are unique. Yet, although PL/I is one of the most versatile and the most powerful of the programming languages, it is not the most commonly used, COBOL and FORTRAN have been available for a longer period of time than PL/I, and many more users work with those languages.

**Текст 18**

RPG II is a business-oriented language. The name stands for report program generator. RPG is considerably different from other programming languages. RPG is, in effect, a large prewrit- ten program. The programmer simply indicates the options within the master program that are to be used and, through a set of indicators, when they are to be used.

RPG was originally referred to as a "quick-and-dirty" pro- gramming language. That is, it is quick for the programmer to write and relatively inefficient in its use of main storage and processing speed. The latest version of RPG, called RPG II, greatly improved the language and gave it additional capabilities. RPG has an advantage over COBOL in that it requires less training for a programmer to become proficient in it. For this reason, RPG is commonly used on many smaller computers and in small business.

BASIC

BASIC is the acronym for beginner's all-purpose symbolic instruction code. It was developed in Dartmouth College as an easy-to-learn programming language for students and inexperienced programmers. Its key design goal is simplicity. BASIC has become a very popular language in systems where many users share the use of a computer through terminals and it has become a universal language for personal computers.

The language BASIC is mathematically oriented, that is, its typical use is to solve problems of a mathematical nature. Because BASIC programs are usually executed from a terminal or microcomputer where input is entered through a keyboard and printed output is relatively slow, problems of a business nature requiring large volumes of input-output data are usually not practical.

PASCAL

PASCAL was invented in 1970 by Professor Niklaus Wirth of Zurich, Switzerland. It was named after the mathematician Blaise Pascal, who invented one of the earliest practical calculators. PASCAL is a mathematically oriented programming lan- guage and, as such, is most commonly used in mathematics, engineering, and computer science departments of colleges and universities. This language is somewhat unusual in that it was designed to be a structured language. This means that the pro- gram must be written in logical modules which are in turn called by a main controlling module. Much of PASCAL'S popularity is due to work done at the University of California at San Diego, where PASCAL has been implemented on several different computers including microcomputers.

Текст 19

The conversion of symbolic languages

As we see, most of the symbolic languages are oriented toward the particular application areas of business or science (math). The one problem with all symbolic languages is that none of them can be understood by a computer. The symbolic languages may say AP, ADD, or use a "plus" sign to indicate an addition step, but the only thing that means addition to a computer is its binary machine code. Wfe have symbolic programs that are relatively easy for humans to understand, but they cannot be understood by computers. On the other hand, we have machine code that is understood by the computer, but it is difficult for humans to use. The solution is a translator that translates the symbolic program into machine code. The translator allows the human to work with relatively easy-to-understand symbolic languages and it allows the computer to follow instructions in machine code. The translation of symbolic instructions to machine code is accomplished through the use of a program called a language processor. There are three types of language processors. They are called assemblers, compilers, and interpreters. Each translates symbolic instructions to machine code, but each does it differently.

(The translator is a program itself. It is part of a group of programs, called the operating systems, that help us to use the computer.)

Running the computer program

The operating system is a collection of program provided by the computer's manufacturer that allows us to shedule jobs for the computer, to translate source programs into object programs, to sort data stored on secondary storage devices, and to copy data from any input device to any output device. These programs are called control programs, language programs and utility programs.

The control program (often called the supervisor, monitor, or executive) is a main-storage-resident program. Its functions are to schedule jobs, shedule input and output for our programs, and to monitor the execution of our programs.

The language processors are programs that translate source programs into object programs. There are three types of language processors: assemblers, compilers, and interpreters. Each lan- guage has its own language processor.

The service programs are programs that are commonly used in all data processing centers. They have functions that are required by everyone using a computer. Examples of service programs include linkage editors to prepare object programs for execution, a librarian to catalog programs into a library area on magnetic disc, utility programs to transfer data from device to device, and sortmerge programs for sorting data on magnetic tape or disk.

**Текст 20**

In 1973 the Defense Advanced Research Projects Agency (DARPA) initiated a research program to investigate techniques and technologies for interlinking packet networks of various kinds. The objective was to develop communication protocols which would allow networked computers to communicate transparently across multiple, linked packet networks. This was called the Internetting project and the system of networks which emerged from the research was known as the "Internet" (Intercontinental Network).

During the course of its evolution, particularly after 1989, the Internet system began to intergrate support for other protocol suites into its basic networking fabric. By the end of 1991 the Internet has grown to include some 5000 networks in over three dozen countries, serving over 700,000 host computers used by over 4,000,000 people.

The bulk of the system today is made up of private networking facilities In education and research institutions, business and in government organizations across the globe.

A secretariat has been created to manage the day-to-day function of the Internet Activities Board (IAB) and Internet Engineering Task Force (IETF). IETF meets three times a year in plenary and in approximately 50 working groups convene at intermediate times by electronic mail, teleconferencing and at face-to-face meetings.

There are a number of Network Information Centres (NICs) located throughout the Internet to serve its users with documentation, guidance, advice and assistance. As the Internet continues to grow internationally, the need for high quality NIC functions increases. Although the initial community of users of the Internet were drawn from the ranks of computer science and engineering its users now comprise a wide range of disciplines in the sciences, arts, letters, business, military and government administration.

Текст 21

At present a great deal of the work force of most countries is engaged in creating, processing, storing, communicating and just working with information. Computers have become commonplace in homes, offices, stores, schools, research insti- tutes, plants.

The use of computers in business, industry and communication services is widespread today. Computer-controlled robots are able to improve the quality of manufactured products and

to increase the productivity of industry. Computers can control the work of power stations, plants and docks. They help in making different decisions and in management of economy.

The work of banks depends upon computer terminals for millions of daily operations. Without these terminals, records of deposits and withdrawals would be difficult to maintain, and it would be impossible to make inquiries about the current status of customer accounts.

Computers form a part of many military systems including communication and fire control. They are applied for automatic piloting and automatic navigation. Space exploration depends on computers for guidance, on-board environment and re- search.

Computers find application in astronomy and upper atmosphere research. Weather forecasting, library information services can benefit from computers too.

It is interesting to note that computers are widely used in medicine. They became valuable medical diagnostic tools. Computers are used for optical scanning and image processing, ranging from pattern recognition to image processing. Techni- cians can operate computer tomography scanners which com- bine x-rays with computer technology to give sectional views of the body of patients. The views then can be combined into a single image shown on the screen.

It should be noticed that learning on a computer can be fun. Students spend more time with computer-aided instruction performing the assigned task, as compared with conventional class- room.

At last air traffic control is impossible without computer application. It fully depends upon computer-generated information.

Many other uses of computers that we cannot imagine at present will become commonplace in the transition from an industrial to post industrial, or information society

**Текст 22**

A digital computer is a machine capable of performing operations on data represented in digital or number form. The individual operations performed by a digital computer are very simple arithmetic or logical processes involving the manipulation of the bits in words or characters of information. The great power of any digital computer rests in the ability to store large volumes of data and to perform these operations at extremely high speed.

In most electronic digital computers the method of number representation is based on the system of binary notation. The binary notation system is most widely used because of the convenience in constructing logical circuits and storage devices ca- pable of handling data in this form. For example, a magnetic memory unit consists of many thousand individual magnetic cells, each of which can be energized in either of two ways to represent the binary digits 0 or 1. If these cells are grouped to form words or binary coded characters, information can be stored for processing in units of specified size. In the same way, digital data can be recorded as a series of magnetized spots on a magnetic tape or a magnetic disk.

The computer has pervaded most fields of human activity and is the most important innovation of our age. Born out of the technology of communication, it is capable of handling enormous amounts of information at tremendous speeds. What makes it so potent is the fact that a single mechanism can perform any information-processing task. The same mechanism can control industrial processes, guide space vehicles or help to teach children. This diversity of tasks is made possible by the simple idea of the stored program.

A program is the enumeration of determining commands. It specifies the method used for the solution of a problem in detail. When the machine is. in operation, both the commands and the numbers to be processed are constantly being taken out of and put into a depository of information known as a memory.

It can be seen that the processes performed by a digital computer are essentially simple. These operations can be performed at extremely high speeds and with a high degree of coordination between the different functional units of the hardware system, and this ability means that digital computers can undertake highly complex tasks.

**Текст 23**

Babbage's Analytical Engine In 1832, an English inventor and mathematician Charles Babbage was commissioned by the British government to develop a system for calculating the rise and fall of the tides. Babbage designed a device and called it an analytical engine. It was the first programmable computer, complete with punched cards for data input. Babbage gave the engine the ability to pегform different types of matheematical operations. The machine was not confined to simple addition, subtraction, multiplication, or division. It had its own "memory", due to which the machine could use different combinations and sequences of operations to suit the puгрoses of the opрегator. The machine of his dream was never realized in his life. Yet Babbage's idea didn't die with him. Other scientists made attempt to build mechanical, general-purpose, stored-program computers throughout the next century. In 1941 a relay computer was built in Germany by Contad Zuse. It was a major step toward the realization of Babbage’s dream.

The Mark I Computer (1937—1944) In 1944 in the United States, International Business M. chines (IBM) built a machineе in cooperation with scientiss working at Harvard University. The machine, called Mark I Automatic Sequence-Con- trolled Calculator, was built to perform calculations for the Manhattan Proјеct, which led to the development of atomic bomb. It was the largest electromechanical calculator ever built. It used over 3000 electrically actuated switches to control its оperations. Although its operations were not controlled electronically, Aiken's machine is often classified as a computer because its instructions, which were entered by means of a punched paper tape, could bе altered. The computer could create ballistic tables used. The relay computer had its problems. Since relays are electromechanical devices, the switching contacts operate by means of electromagnets and springs. They are slow, very noisy and consume a lot of power. navalartillery. 3. The ABC (1939—1942). The work on introducing electronics into the design of computers was going on. The gadget that was the basis for the first computer revolution was the vacuum tube, an electronic device invented early in the twentieth century. The vacuum tubе was ideal for use in computers. It had no mechanical moving parts. It switched flows of electrons off and on at rates far faster than possible with any mechanical device. It was relatively reliable, and operated hundreds of hours before failure. The first vacuum tube computer was built at Lowa University at about the same time as the Mark I. The computer, capable to perform thousands of related computations, was called ABC, the Atanasoff-Berry Computer, after Dr.John Atanasoff, a pгofessor of physics and his assis- tant, Clifford Bеггу. It used 45 vacuum tubes for internal logic and capacitors for storage. From the ABC a number of vacuum-tube digital computers develoрed.

Soon the British developed a computer with vacuum tubes and used it to decode German messages.

**Текст 24**

The intensive effort of electronics to increase the reliability and performance of its products while reducing their size and cost led to the results that hardly anyone could predict. The evolution of electronic technology js sometimes called a revo- lution: a quantitative change in technology gave rise to qualitative change in human capabilities. There appeared a new branch of science — microelectronics.

Microelectronics embraces electronics connected with the realization of electronic circuits, systems and subsystems from very small electronic devices. A microelectronic technology reduced transistors and other circuit elements to dimensions almost invisible to unaided eye. The point of this extraordinary miniaturization is to make circuits long-lasting, low in cost, and capable of performing electronic functions at extremely high speed. It is\_ known that the speed of response depends on the size of transistor: the smaller the transistor, the faster it is. The smaller the computer, the faster it can work.

One more advantage of microelectronics is that smaller devices consume less power. In space satellites and spaceships this is a very important factor.

Another benefit resulting from microelectronics is the reduction of distances between circuit components. Packing density increased with the appearance of small-scale integrated circuit, medium-scale 1С, large-scale 1С and very-large-scale 1С. The change in scale was pieasured by the number of transistors on a chip. There appeared a new type of integrated circuits, microwave integrated circuit. The evolution of microwave 1С began with the development of planar transmission lines.Then new 1С components in a fineline transmission line appeared. Other more exotic techniques, such as dielectric waveguide integrated circuits emerged.

Then new IС components in a fineline transmission line аppeared. Other more exotic techniques, such as dielectric waveguide integrated circuits emerged. Microelectronic technique is continuing to displace other modes. Circuit patterns are being formed with radiation having wavelength shorter than those of light.

Electronics has extended man's intellectual power. Microelectronics extends that power still further.

**Текст 25**

The first vacuum tubes computers are referred to as first gen- eration computers, and the approximate period of their use was from 1950 to 1959. UNIVAC 1 (UNF&rsal Automatic Computer) is an example of these computers which could perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor, a smaller and more reliable successor to the vacuum tube, was invented in 1948. So-called second generation computers, which used large numbers of transistors were able to reduce computational time from milliseconds to microseconds, or millionths of seconds. Second-generation computers were smaller, faster and more reliable than first-generation computers.

Advances in electronics technology continued, and microelectronics made it possible to reduce the size of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers that were designed to use integrated circuit technology were called third generation computers, and the approximate time span of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Fourth generation computers have now arrived, and the integrated circuits that are being developed have been greatly reduced in size. This is due to microminiaturization, which means that the circuits are much small r than before; as many as 100 tiny circuits are placed now on a single chip. A chip is a square or rectangular piece of silicon, usually from 1/10 to 1/4 inch, upon which several layers of an integrated circuit are etched or imprinted, after which the circuit is encapsulated in plastic or metal.

**Грамматические задания для выполнения**

**Задание №1**

Fill in each blank with the **best** response:

1. If he doesn’t come in the next 10 minutes, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without him.

* started
* would start
* will start

1. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a manager when he was 25.

* has become
* became
* was becoming

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the details of the proposed merger.

* Let’s to discuss
* Let’s discuss
* Let’s be discussing

1. Our distributor called while I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Jim. *(I’m no longer talking to Jim)*

* was talking
* have been talking
* would be talking

1. I thought about your proposal, and I think we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

* accept
* will have accepted
* will accept

1. How long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in sales?

* B or C
* have you worked
* have you been working

1. I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your proposal, and I’m quite impressed.

* reviewed
* reviewing
* review

1. The mayor failed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the striking workers to return to contract talks.

* persuade
* A or C
* to persuade

1. The union \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on Tuesday to resume contract talks.

* was being agreed to
* agreed
* has been agreeing

1. Negotiations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to continue into the weekend.

* are expected
* are expecting
* expect

**Задание №2**

Fill in each blank with the **best** response:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a strike, the company gave in to the workers’ demands.

* Hoping to prevent
* Hoped to prevent
* Hope to prevent

1. Our employees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our strongest asset.

* are being
* are
* to be

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that for another meeting.

* Let’s to leave
* Let’s be leaving
* Let’s leave

1. Our office usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 5:00 PM, but today we’re staying open until 6.

* closes
* is closing
* closed

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ business in third-world countries can be a frustrating experience.

* To do
* Having done
* Doing

1. Please ask Robert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the meeting.

* to be coming
* to come
* come

1. By the time my boss gets here, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my report.

* will have finished
* would be finished
* finish

1. From now on, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things differently.

* will be doing
* A or C
* will do

1. If he had told me about this earlier, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone else.

* will have hired
* would have hired
* will hire

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ those changes last week.

* have implemented
* have been implementing
* implemented

**Задание №3**

Fill in each blank with the **best** response:

1. Over that past three years, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a number of interesting projects.

* have been involved
* A or C
* was involves

1. Right now I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in any project.

* am not being involved
* A or C
* am not involved

1. PERSON 1: Do you have time to talk? PERSON 2: Not really, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pretty busy right now.

* am being
* am
* have been

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a trade fair until I went to the one in Las Vegas last month.

* had never been
* was never
* have never been

1. They were one of our biggest competitors, but they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bankrupt last year.

* went
* have gone
* had gone

1. Recent efforts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our company’s profile have been successful.

* boost
* to have boosted
* to boost

1. John’s company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one of the biggest electronics retailers in the country.

* is
* are
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the approval of three committee members before Bob signed off on the project.

* had already gotten
* did already get
* have already gotten

1. The recent survey shows that our consumer base \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* grows
* is growing
* A or B

1. PERSON 1: How’s the new guy doing? PERSON 2: Right now he’s just \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get familiar with our process.

* try
* tried
* trying

**Задание №4**

Fill in each blank with the **best** response:

1. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your employees in a more respectful manner.

* treat
* to treat
* treated

1. Employees should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a more respectful manner.

* to be treated
* be treated
* treated

1. PERSON 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you seen Job? PERSON 2: No, I haven’t.

* Have
* Are
* Did

1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you have a problem.

* would have let him know
* should let him know
* have let him know

1. The business environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* is constantly changing
* changes constantly
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them until we get the proposal back from Nancy.

* Don’t be calling
* Haven’t you called
* Don’t call

1. The board \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a merger.

* has just approved
* just has approved
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Bank of America from 2001-2003.

* have been working
* was working
* have worked

1. Currently, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Citibank.

* work
* am working
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here for 10 years. (I still work here)

* have worked
* worked
* was working

**Задание №5**

Fill in each blank with the **best** response:

1. Do you think you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ finish this report by the end of the day?

* could/will
* could/have
* will/have

1. Yes, the report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the end of the day.

* will be finished
* I will finish
* I have finished

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it as we speak.

* finish
* would finish
* am finishing

1. I will have finished \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the presentation by the time you get back from lunch.

* to prepare
* preparing
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for many different jobs.

* have been applying
* have applied
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talked about this later.

* would rather we
* would we rather
* rather

1. If I had known about the layoffs, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you.

* would have told
* will have told
* will tell

1. We are currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ several acquisitions.

* considered
* have been considering
* considering

1. These acquisitions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us as the leader in our industry. *(The acquisitions may or may not be made/realized)*

* would be established
* would establish
* would have established

1. These acquisitions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us as the leader in our industry. *(The acquisitions were NOT made/realized)*

* would establish
* would have established
* would be established

**Задание №6**

Fill in each blank with the **best** response:

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my new job next week.

* B or C
* am starting
* start

1. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be a problem with your application.

* is seeming
* seems
* seem

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10,000 shares last week.

* bought
* will have bought
* have bought

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of money if I hadn’t listened to your advice.

* would make
* would have made
* will have made

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue, Bob started to look for other problems areas.

* To be resolved
* Has he resolved
* Having resolved

1. That issue is yet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* having resolved
* has he resolved
* to be resolved

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue?

* Has he resolved
* Having resolved
* To be resolved

1. Maybe you should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a different approach.

* tried
* try
* to have tried

1. Hiring Tomas has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a positive impact on the growth of our law firm.

* having
* been had
* had

1. I’m not sure that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the CEO will solve our problems.

* replacing
* replace
* to replace

**Задание №7**

Fill in each blank with the **best** response:

1. She was in charge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the web graphics.

* create
* creating
* to create

1. Barbara \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that she will be stepping down.

* has informed me
* informed me
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ worry about that if I were you.

* didn’t
* wouldn’t
* will not

1. I’m not sure if they will be able \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from these losses.

* to rebound
* rebound
* rebounding

1. I’m not sure if they can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you that information.

* give
* to give
* giving

1. They announced last month that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their relationship with Microsoft.

* scale back
* would have been scaling back
* would scale back

1. The meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if John hadn’t arrived at the last moment.

* would have been called off
* will have been called off
* called off

1. The company was charged with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ deceptive claims in its advertising campaign.

* making
* to make
* make

1. I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to talk to you about the marketing survey you’re working on.

* mean
* been meaning
* been mean

1. The bank is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one-third of its branches.

* trying to sell
* selling
* A or B

**Задание №8**

Fill in each blank with the **best** response:

1. MasterCard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ built its marketing around the theme, “There are some things money can’t buy”.

* B or C
* has built
* built

1. If they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us earlier, we could have set up a meeting.

* contact
* had contacted
* have contacted

1. I hadn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the figures were so low.

* realized
* been realized
* been realizing

1. Visa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MasterCard’s main competitor.

* is being
* is
* A or B

1. We’re currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that part of the contract.

* negotiated
* being negotiated
* negotiating

1. That part of the contract is currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* negotiating
* negotiated
* being negotiated

1. We successfully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the inclusion of that amendment.

* negotiated
* being negotiated
* negotiating

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known until next week.

* will be
* won’t be
* A or B

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known next week.

* will be
* won’t be
* A or B

1. These fees are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the estimate.

* included
* including
* A or Bu

**Задание №9**

Fill in each blank with the **best** response:

1. This advertisement doesn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people to buy the product.

* encouraged
* encourage
* to encourage

1. This advertisement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people to buy the product.

* encourages
* encouraged
* A or B

1. I haven’t seen numbers like these in 10 years.

* didn’t see
* haven’t see
* A or B

1. Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this over lunch.

* discuss
* to discuss
* be discussing

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a business is hard work.

* Starting
* To start
* Having started

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three businesses myself, I know what I’m talking about.

* To start
* Starting
* Having started

1. This is an opportunity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more directly with consumers.

* to connect
* connecting
* connect

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with consumers isn’t easy.

* Connecting
* Connect
* To connect

1. He expressed concern about some of the deals currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* take place
* taking place
* are taking place

1. Generally speaking, nobody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to carry around a huge cellphone.

* want
* is wanting
* wants

**Задание №10**

Fill in each blank with the **best** response:

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to redesign the packaging.

* make
* have made
* A or B

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to have gone to the meeting.

* make
* have made
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the process many times before, I know exactly which steps to take.

* Going
* Having gone
* To go

1. There’s no need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a chief marketing officer.

* to hire
* hire
* hiring

1. This meeting has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the marketing department.

* organize
* organizing
* organized

1. The marketing department is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the meeting.

* organizing
* organize
* organized

1. The safety inspector is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the CEO.

* appointed
* appointing
* A or B

1. The seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us.

* has eluded
* had eluded
* A or B

1. This seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us until last week.

* has eluded
* had eluded
* A or B

1. What can we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from this experience?

* learn
* to learn
* learning

**Задание №11**

Fill in each blank with the **best** response:

1. If he doesn’t come in the next 10 minutes, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without him.

* started
* would start
* will start

1. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a manager when he was 25.

* has become
* became
* was becoming

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the details of the proposed merger.

* Let’s to discuss
* Let’s discuss
* Let’s be discussing

1. Our distributor called while I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Jim. *(I’m no longer talking to Jim)*

* was talking
* have been talking
* would be talking

1. I thought about your proposal, and I think we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it.

* accept
* will have accepted
* will accept

1. How long \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in sales?

* B or C
* have you worked
* have you been working

1. I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your proposal, and I’m quite impressed.

* reviewed
* reviewing
* review

1. The mayor failed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the striking workers to return to contract talks.

* persuade
* A or C
* to persuade

1. The union \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on Tuesday to resume contract talks.

* was being agreed to
* agreed
* has been agreeing

1. Negotiations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to continue into the weekend.

* are expected
* are expecting
* expect

**Задание №12**

Fill in each blank with the **best** response:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a strike, the company gave in to the workers’ demands.

* Hoping to prevent
* Hoped to prevent
* Hope to prevent

1. Our employees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our strongest asset.

* are being
* are
* to be

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that for another meeting.

* Let’s to leave
* Let’s be leaving
* Let’s leave

1. Our office usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 5:00 PM, but today we’re staying open until 6.

* closes
* is closing
* closed

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ business in third-world countries can be a frustrating experience.

* To do
* Having done
* Doing

1. Please ask Robert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the meeting.

* to be coming
* to come
* come

1. By the time my boss gets here, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my report.

* will have finished
* would be finished
* finish

1. From now on, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things differently.

* will be doing
* A or C
* will do

1. If he had told me about this earlier, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone else.

* will have hired
* would have hired
* will hire

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ those changes last week.

* have implemented
* have been implementing
* implemented

**Задание №13**

Fill in each blank with the **best** response:

1. Over that past three years, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a number of interesting projects.

* have been involved
* A or C
* was involves

1. Right now I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in any project.

* am not being involved
* A or C
* am not involved

1. PERSON 1: Do you have time to talk? PERSON 2: Not really, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pretty busy right now.

* am being
* am
* have been

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a trade fair until I went to the one in Las Vegas last month.

* had never been
* was never
* have never been

1. They were one of our biggest competitors, but they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bankrupt last year.

* went
* have gone
* had gone

1. Recent efforts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our company’s profile have been successful.

* boost
* to have boosted
* to boost

1. John’s company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one of the biggest electronics retailers in the country.

* is
* are
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the approval of three committee members before Bob signed off on the project.

* had already gotten
* did already get
* have already gotten

1. The recent survey shows that our consumer base \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* grows
* is growing
* A or B

1. PERSON 1: How’s the new guy doing? PERSON 2: Right now he’s just \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get familiar with our process.

* try
* tried
* trying

**Задание №14**

Fill in each blank with the **best** response:

1. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your employees in a more respectful manner.

* treat
* to treat
* treated

1. Employees should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a more respectful manner.

* to be treated
* be treated
* treated

1. PERSON 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you seen Job? PERSON 2: No, I haven’t.

* Have
* Are
* Did

1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you have a problem.

* would have let him know
* should let him know
* have let him know

1. The business environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* is constantly changing
* changes constantly
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them until we get the proposal back from Nancy.

* Don’t be calling
* Haven’t you called
* Don’t call

1. The board \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a merger.

* has just approved
* just has approved
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Bank of America from 2001-2003.

* have been working
* was working
* have worked

1. Currently, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Citibank.

* work
* am working
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here for 10 years. (I still work here)

* have worked
* worked
* was working

**Задание №15**

Fill in each blank with the **best** response:

1. Do you think you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ finish this report by the end of the day?

* could/will
* could/have
* will/have

1. Yes, the report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the end of the day.

* will be finished
* I will finish
* I have finished

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it as we speak.

* finish
* would finish
* am finishing

1. I will have finished \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the presentation by the time you get back from lunch.

* to prepare
* preparing
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for many different jobs.

* have been applying
* have applied
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talked about this later.

* would rather we
* would we rather
* rather

1. If I had known about the layoffs, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you.

* would have told
* will have told
* will tell

1. We are currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ several acquisitions.

* considered
* have been considering
* considering

1. These acquisitions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us as the leader in our industry. *(The acquisitions may or may not be made/realized)*

* would be established
* would establish
* would have established

1. These acquisitions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us as the leader in our industry. *(The acquisitions were NOT made/realized)*

* would establish
* would have established

would be established

**Задание №16**

Fill in each blank with the **best** response:

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my new job next week.

* B or C
* am starting
* start

1. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be a problem with your application.

* is seeming
* seems
* seem

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10,000 shares last week.

* bought
* will have bought
* have bought

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of money if I hadn’t listened to your advice.

* would make
* would have made
* will have made

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue, Bob started to look for other problems areas.

* To be resolved
* Has he resolved
* Having resolved

1. That issue is yet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* having resolved
* has he resolved
* having resolved

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue?

* Has he resolved
* Having resolved
* To be resolved

1. Maybe you should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a different approach.

* tried
* try
* to have tried

1. Hiring Tomas has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a positive impact on the growth of our law firm.

* having
* been had
* had

1. I’m not sure that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the CEO will solve our problems.

* replacing
* replace
* to replace

**Задание №17**

Fill in each blank with the **best** response:

1. She was in charge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the web graphics.

* create
* creating
* to create

1. Barbara \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that she will be stepping down.

* has informed me
* informed me
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ worry about that if I were you.

* didn’t
* wouldn’t
* will not

1. I’m not sure if they will be able \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from these losses.

* to rebound
* rebound
* rebounding

1. I’m not sure if they can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you that information.

* give
* to give
* giving

1. They announced last month that they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their relationship with Microsoft.

* scale back
* would have been scaling back
* would scale back

1. The meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if John hadn’t arrived at the last moment.

* would have been called off
* will have been called off
* called off

1. The company was charged with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ deceptive claims in its advertising campaign.

* making
* to make
* make

1. I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to talk to you about the marketing survey you’re working on.

* mean
* been meaning
* been mean

1. The bank is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one-third of its branches.

* trying to sell
* selling
* A or B

**Задание №18**

Fill in each blank with the **best** response:

1. MasterCard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ built its marketing around the theme, “There are some things money can’t buy”.

* B or C
* has built
* built

1. If they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us earlier, we could have set up a meeting.

* contact
* had contacted
* have contacted

1. I hadn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the figures were so low.

* realized
* been realized
* been realizing

1. Visa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MasterCard’s main competitor.

* is being
* is
* A or B

1. We’re currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that part of the contract.

* negotiated
* being negotiated
* negotiating

1. That part of the contract is currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* negotiating
* negotiated
* being negotiated

1. We successfully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the inclusion of that amendment.

* negotiated
* being negotiated
* negotiating

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known until next week.

* will be
* won’t be
* A or B

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known next week.

* will be
* won’t be
* A or B

1. These fees are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the estimate.

* included
* including
* A or B

**Задание №19**

Fill in each blank with the **best** response:

1. This advertisement doesn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people to buy the product.

* encouraged
* encourage
* to encourage

1. This advertisement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people to buy the product.

* encourages
* encouraged
* A or B

1. I haven’t seen numbers like these in 10 years.

* didn’t see
* haven’t see
* A or B

1. Let’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this over lunch.

* discuss
* to discuss
* be discussing

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a business is hard work.

* Starting
* To start
* Having started

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ three businesses myself, I know what I’m talking about.

* To start
* Starting
* Having started

1. This is an opportunity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more directly with consumers.

* to connect
* connecting
* connect

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with consumers isn’t easy.

* Connecting
* Connect
* To connect

1. He expressed concern about some of the deals currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* take place
* taking place
* are taking place

1. Generally speaking, nobody \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to carry around a huge cellphone.

* want
* is wanting
* wants

**Задание №20**

Fill in each blank with the **best** response:

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to redesign the packaging.

* make
* have made
* A or B

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to have gone to the meeting.

* make
* have made
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the process many times before, I know exactly which steps to take.

* Going
* Having gone
* To go

1. There’s no need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a chief marketing officer.

* to hire
* hire
* hiring

1. This meeting has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the marketing department.

* organize
* organizing
* organized

1. The marketing department is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the meeting.

* organizing
* organize
* organized

1. The safety inspector is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the CEO.

* appointed
* appointing
* A or B

1. The seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us.

* has eluded
* had eluded
* A or B

1. This seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us until last week.

* has eluded
* had eluded
* A or B

1. What can we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from this experience?

* learn
* to learn
* learning

**Задание №21**

Fill in each blank with the **best** response:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a strike, the company gave in to the workers’ demands.

* Hoping to prevent
* Hoped to prevent
* Hope to prevent

1. Our employees \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our strongest asset.

* are being
* are
* to be

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that for another meeting.

* Let’s to leave
* Let’s be leaving
* Let’s leave

1. Our office usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 5:00 PM, but today we’re staying open until 6.

* closes
* is closing
* closed

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ business in third-world countries can be a frustrating experience.

* To do
* Having done
* Doing

1. Please ask Robert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the meeting.

* to be coming
* to come
* come

1. By the time my boss gets here, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my report.

* will have finished
* would be finished
* finish

1. From now on, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things differently.

* will be doing
* A or C
* will do

1. If he had told me about this earlier, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ someone else.

* will have hired
* would have hired
* will hire

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ those changes last week.

* have implemented
* have been implementing
* implemented

**Задание №22**

Fill in each blank with the **best** response:

1. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your employees in a more respectful manner.

* treat
* to treat
* treated

1. Employees should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a more respectful manner.

* to be treated
* be treated
* treated

1. PERSON 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you seen Job? PERSON 2: No, I haven’t.

* Have
* Are
* Did

1. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if you have a problem.

* would have let him know
* should let him know
* have let him know

1. The business environment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* is constantly changing
* changes constantly
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them until we get the proposal back from Nancy.

* Don’t be calling
* Haven’t you called
* Don’t call

1. The board \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a merger.

* has just approved
* just has approved
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Bank of America from 2001-2003.

* have been working
* was working
* have worked

1. Currently, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Citibank.

* work
* am working
* A or B

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here for 10 years. (I still work here)

* have worked
* worked
* was working

**Задание №23**

Fill in each blank with the **best** response:

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my new job next week.

* B or C
* am starting
* start

1. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be a problem with your application.

* is seeming
* seems
* seem

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10,000 shares last week.

* bought
* will have bought
* have bought

1. I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of money if I hadn’t listened to your advice.

* would make
* would have made
* will have made

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue, Bob started to look for other problems areas.

* To be resolved
* Has he resolved
* Having resolved

1. That issue is yet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* having resolved
* has he resolved
* having resolved

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that issue?

* Has he resolved
* Having resolved
* To be resolved

1. Maybe you should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a different approach.

* tried
* try
* to have tried

1. Hiring Tomas has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a positive impact on the growth of our law firm.

* having
* been had
* had

1. I’m not sure that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the CEO will solve our problems.

* replacing
* replace
* to replace

**Задание №24**

Fill in each blank with the **best** response:

1. MasterCard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ its marketing around the theme, “There are some things money can’t buy”.

* B or C
* has built
* built

1. If they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us earlier, we could have set up a meeting.

* contact
* had contacted
* have contacted

1. I hadn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the figures were so low.

* realized
* been realized
* been realizing

1. Visa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MasterCard’s main competitor.

* is being
* is
* A or B

1. We’re currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that part of the contract.

* negotiated
* being negotiated
* negotiating

1. That part of the contract is currently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* negotiating
* negotiated
* being negotiated

1. We successfully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the inclusion of that amendment.

* negotiated
* being negotiated
* negotiating

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known until next week.

* will be
* won’t be
* A or B

1. The outcome \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ known next week.

* will be
* won’t be
* A or B

1. These fees are not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the estimate.

* included
* including
* A or B

**Задание №25**

Fill in each blank with the **best** response:

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to redesign the packaging.

* make
* have made
* A or B

1. It would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more sense to have gone to the meeting.

* make
* have made
* A or B

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through the process many times before, I know exactly which steps to take.

* Going
* Having gone
* To go

1. There’s no need \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a chief marketing officer.

* to hire
* hire
* hiring

1. This meeting has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the marketing department.

* organize
* organizing
* organized

1. The marketing department is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the meeting.

* organizing
* organize
* organized

1. The safety inspector is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the CEO.

* appointed
* appointing
* A or B

1. The seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us.

* has eluded
* had eluded
* A or B

1. This seemingly easy task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us until last week.

* has eluded
* had eluded
* A or B

1. What can we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from this experience?

* learn
* to learn
* learning

Преподаватель Я.И.Шавярновская

Рассмотрено на заседании цикловой

комиссии иностранных языков №6

Протокол № \_\_\_\_ от «\_\_»\_\_\_\_\_ 2022

Председатель ЦК \_\_\_\_\_ И.И.Бондаренко