

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РЯЗАНСКИЙ ГОСУДАРСТВЕННЫЙ РАДИОТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
имени В.Ф. УТКИНА»
Рязанский станкостроительный колледж РГРТУ

Методические рекомендации и контрольные задания по учебной дисциплине

СГ.02 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Английский язык

Специальность	15.02.16 Технология машиностроения
Квалификация выпускника	Техник-технолог
Форма обучения	заочная

Рязань 2023

Рассмотрено и рекомендовано к утверждению на заседании цикловой комиссии гуманитарных дисциплин

Протокол №2 от 12.09.2023 г.

Председатель комиссии: Евлампиева Т.В.

Разработчик: Трофимова А.Н. преподаватель РССК «РГРТУ»

ОГЛАВЛЕНИЕ

1	ВВЕДЕНИЕ	4
2	ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ	6
3	СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ/МДК	8
4	ЗАДАНИЯ ДЛЯ КОНТРОЛЬНОЙ РАБОТЫ	17
5	МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ КОНТРОЛЬНОЙ РАБОТЫ	65
6	ПЕРЕЧЕНЬ РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ	81

1 ВВЕДЕНИЕ

1.1 Общие правила

Методические рекомендации разработаны на основе рабочей программы учебной дисциплины «Иностранный язык в профессиональной деятельности», в соответствии с ФГОС СПО по специальности: код 15.02.16 Технология машиностроения.

Данные методические рекомендации предназначены для самостоятельного изучения дисциплины «Иностранный язык в профессиональной деятельности» и выполнения домашней контрольной работы обучающимися колледжа.

Для успешной работы обучающемуся необходимо:

- ознакомиться с требованиями к результатам освоения дисциплины (п.2.2).
- изучить теоретический материал, с параллельным выполнением практических заданий. Последовательность изучения изложена в тематическом плане(п.3.2).
- выполнить задания домашней контрольной работы(п.4) по своему варианту(п.1.3), используя в качестве образца методические рекомендации к выполнению контрольной работы (п.5).
- после чего, с помощью учебной литературы (п.7), можно отвечать на экзаменационные вопросы (или вопросы к дифференцированному зачёту) и решать практические задания по тематике, указанной в п.3.3.

К экзамену (или дифференцированному зачёту) допускаются обучающиеся, успешно выполнившие домашнюю контрольную работу.

Программой предусмотрено написание 4 домашних контрольных работ

Домашняя контрольная работа № 1 содержит заданий по темам:

- множественное число существительных
- причастие настоящего времени
- времена глагола Indefinite и Continuous
- общенаучные тексты

Домашняя контрольная работа № 2 содержит заданий по темам:

- времена глагола Perfect
- страноведческие тексты

Домашняя контрольная работа № 3 содержит заданий по темам:

- страдательный залог
- герундий
- технические тексты

Домашняя контрольная работа № 4 содержит заданий по темам:

- инфинитив и инфинитивные обороты
- условные предложения
- систему согласования времен
- технические тексты

1.2 Требования, предъявляемые к домашней контрольной работе¹

1 Выписать номера заданий своего варианта.

2 Правильно и аккуратно переписать задание контрольной работы по своему варианту. Работы, выполненные по другому варианту, возвращаются без проверки.

3 Решения сопровождать пояснениями, указывать единицы величин.

4 Работу выполнять чернилами разборчиво (либо печатным текстом).

5 В тетради необходимо оставлять поля и место в конце работы для замечаний и заключения преподавателя. Страницы пронумеровать.

. Текст подлежит обязательному редактированию, с целью наиболее точной передачи информации.

На вопросы к тексту необходимо отвечать на английском языке. Вопросы необходимо перевести на русский язык.

6. Если в задании необходимо задать все возможные вопросы к предложению, то задаётся общий вопрос ко всему предложению в целом и специальные вопросы к каждому его члену.

7. Грамматические упражнения выполняются в точном соответствии с заданиями к ним.

8. В тетради необходимо оставлять поля и место в конце работы для замечаний и заключения преподавателя. Страницы пронумеровать.

9. В конце работы привести перечень литературы, проставить дату выполнения работы и подпись.

10. Для получения положительной оценки по контрольной работе необходимо выполнить все задания. Качественная оценка выставляется по следующим критериям:

- Оценка 5 /отлично/ выставляется за 95-100% правильных ответов: за правильный и грамотный перевод текста с использованием всех соответствующих терминов, правильное выполнение грамматических заданий (не более 2 грамматических и 2 орфографических ошибок).
- Оценка 4 /хорошо/ выставляется за 75-94% правильных ответов: за достаточно правильный и грамотный перевод текста с использованием основных соответствующих терминов, правильное выполнение грамматических заданий. (не более 4 грамматических и 4 орфографических ошибок).
- Оценка 3 /удовлетворительно/ выставляется за 60-74% правильных ответов: относительно правильный текста, частично правильное выполнение грамматических заданий. (не более 7 грамматических и 7 орфографических ошибок).
- Оценка 2 /неудовлетворительно/ выставляется за наличие менее 60% правильных ответов: грубые неточности в переводе и неправильное выполнение грамматических заданий (более 7 грамматических и 7 орфографических ошибок).

При не зачтённой работе она выполняется заново по варианту, указанному рецензентом. На проверку в этом случае отправляются обе работы: не зачтённая и выполненная заново.

1.3. Разбивка по вариантам контрольной работы

Номер контрольной работы соответствует номеру курса. Задание выбирается по последней цифре шифра, например, если шифр 34, то выбирается вариант № 4.

2 ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ «Иностранный язык в профессиональной деятельности»

2.1 Место учебной дисциплины в структуре образовательной программы

Учебная дисциплина «Иностранный язык в профессиональной деятельности» является обязательной частью *социально-гуманитарного* (СГ) цикла образовательной программы в соответствии с ФГОС по специальности код *15.02.16 Технология машиностроения*.

Учебная дисциплина «Иностранный язык в профессиональной деятельности» обеспечивает формирование компетенций по всем видам деятельности ФГОС по специальности код *15.02.16 Технология машиностроения*.

Особое значение дисциплина имеет при формировании и развитии следующих компетенций:

ОК 01 Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.

ОК 02 Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности.

ОК 03 Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях.

ОК 04 Эффективно взаимодействовать и работать в коллективе и команде.

ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения.

ОК 09 Пользоваться профессиональной документацией на государственном и иностранном языках.

2.2 Цель и планируемые результаты освоения дисциплины

Код ПК/ОК	Знания	Умения
ОК 01 ОК 02 ОК 03 ОК 04 ОК 06 ОК 09	лексический и грамматический минимум, необходимый для чтения и перевода (со словарем) английского профессионально-ориентированного текста; лексический и грамматический минимум, необходимый для заполнения анкет, резюме, заявлений и др.; основы разговорной речи на английском языке; профессиональные термины и определения для чтения чертежей, инструкций, нормативной документации	вести диалог (диалог-расспрос, диалог-обмен мнениями/суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения; сообщать сведения о себе и заполнять различные виды анкет, резюме, заявлений и др.; понимать относительно полно (общий смысл) высказывания на английском языке в различных ситуациях

		<p> профессионального общения; читать чертежи и техническую документацию на английском языке; называть на английском языке инструменты, оборудование, оснастку, приспособления, станки, используемые при выполнении профессиональной деятельности; применять профессионально-ориентированную лексику при выполнении профессиональной деятельности; - устанавливать межличностное общение между профессионалами разных стран; - самостоятельно совершенствовать устную и письменную профессионально-ориентированную речь, пополнять словарный запас </p>
--	--	--

3 СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1 Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем часов	В форме практической подготовки
Объём учебной дисциплины по плану	164	-
Суммарная учебная нагрузка во взаимодействии с преподавателем	19	-
в том числе:		
лекции, уроки	-	-
лабораторные занятия (если предусмотрено)	-	-
практические занятия (если предусмотрено)	16	-
курсовая работа (проект) (если предусмотрено)	-	-
консультации	3	-
Самостоятельная работа	143	-
Промежуточная аттестация проводится в форме <i>4 курс – дифференцированный зачет</i>	2	-

При изучении дисциплины предусмотрены 4 домашние контрольные работы.

3.2 Тематический план и содержание учебной дисциплины «Иностранный язык в профессиональной деятельности»

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объём часов	В форме практической подготовки и	Контрольные работы (номера вопросов и задач)
1	2	3	4	5
Тема 1.1 Изучение истории и культурных особенностей англоязычных стран	Содержание учебного материала	21	-	
	Страны изучаемого языка	2	-	1
	Самостоятельная работа обучающихся: <i>Лексический материал по теме:</i> Географическое положение страны, природные особенности, климат, экология Государственное устройство, правовые институты, этнический состав и религиозные особенности страны Культурные и национальные традиции, искусство, обычаи и праздники Научно-технический прогресс, общественная жизнь страны, образ жизни людей. Диалог-обмен информацией: построение диалога, применение в различных ситуациях профессионального общения. Этикетный диалог и их комбинации в ситуациях официального и неофициального общения. Ценностные ориентиры молодежи. Досуг молодежи, спорт. Возможности получения профессионального образования Отдых, туризм, культурные достопримечательности страны <i>Грамматический материал по теме:</i> Модальные глаголы и их заменители (can, may, must, would, need, shall)	19	-	1
Тема 1.2 Я и моя специальность	Содержание учебного материала	21	-	
	Английский язык-язык международного общения в современном мире и его необходимость для развития профессиональной квалификации	2	-	1

	<p>Самостоятельная работа обучающихся: <i>лексический материал по теме: Современный мир специальностей. Проблемы выбора будущей специальности</i></p> <p>Представление себя в специальности. Саморазвитие в специальности: продолжение образования, повышение рабочей квалификации</p> <p>Чтение и перевод текстов и диалогов по теме: «Я и моя специальность». Диалог-расспрос: построение диалога, применение в ситуациях официального и неофициального общения. Составить сообщение: «Почему я выбрал специальность «Специалист по технологии машиностроения» (монологическая речь). Заполнение анкеты, резюме.</p>	19	-	1
	<p><i>Грамматический материал по теме:</i></p> <p>Словообразование (наиболее употребительные суффиксы и префиксы существительных, глаголов, прилагательных)</p> <p>Страдательный залог– образование и видовременные формы страдательного залога.</p>	19	-	1
Тема 1.3 Металлы и металлообработка	Содержание учебного материала	19		
	<p>Самостоятельная работа обучающихся:</p> <p><i>Лексический материал по теме: Металлы и сплавы, их основные качества, способы обработки металлов.</i></p> <p><i>Грамматический материал по теме:</i></p> <p>Страдательный залог-особенности употребления английского страдательного залога; употребление предлогов by, with, of в страдательном залоге; перевод английского страдательного залога на русский язык, выбор видовременной формы – действительный или страдательный залог</p> <p>Выполнение заданий домашней контрольной работы.</p>	19	-	2
Тема 2.1 Чертежи и	Содержание учебного материала	24	-	
	Работа с техническими текстами: чтение, перевод	2	-	2

техническая документация	<p>Самостоятельная работа обучающихся:</p> <p><i>Лексический материал по теме:</i> Чертежи. Формат. Основная надпись. Типы линий чертежа. Общие правила нанесения размеров на чертежах. Стандартные масштабы чертежей. Инструменты и материалы для черчения</p> <p>Геометрические построения на плоскости. Сечения и разрезы</p> <p>Проекционные изображения на чертежах</p> <p>Спецификация и маркировка элементов слесарного изделия на чертеже</p> <p>Технологические карты: виды, назначение. Применение технологических карт при изготовлении и сборке слесарного изделия</p> <p>ГОСТ, СНИП, ЕСКД, ТУ (технические условия), ТО (техническое описание) и другие нормативные документы, необходимые при изготовлении и сборке слесарных изделий</p> <p>Чтение и перевод технологических карт на изготовление слесарных изделий</p> <p>Грамматический материал по теме:</p> <p>Прямая и косвенная речь в английском языке.</p> <p>Выполнение заданий домашней контрольной работы.</p>	22	-	2
Тема 2.2 Инструменты, оборудование, приспособления	Содержание учебного материала	11	-	
	Работа со специальной лексикой английского языка. Основной и вспомогательный слесарный инструмент	1	-	2
	<p>Самостоятельная работа обучающихся:</p> <p><i>Лексический материал по теме:</i></p> <p>Контрольно-измерительный инструмент</p> <p>Абразивные инструменты (материалы)</p> <p>Ручной электрифицированный инструмент и электрические машины</p> <p>Приспособления и машины для механической обработки металла</p>	10	-	2

	<p>Чтение и перевод технических текстов по теме: «Инструменты, оборудование»</p> <p><i>Грамматический материал по теме:</i></p> <p>Сослагательное наклонение.</p>			
Тема 2.3 Станки	Содержание учебного материала	27	-	
	Металлорежущие станки: токарные, сверлильные, шлифовальные	2	-	3
	<p>Самостоятельная работа обучающихся:</p> <p><i>Лексический материал по теме:</i>, Металлорежущие станки: фрезерные, расточные, штамповочные</p> <p>Чтение и перевод технических текстов по теме: «Станки»</p> <p><i>Грамматический материал по теме:</i></p> <p>Условные предложения I, II и III типов . предложения с I wish</p>	25	-	3
Тема 2.4 Основные металлообрабатывающие операции	Содержание учебного материала	16	-	
	Организация рабочего места, основные требования безопасности труда, требования к спецодежде, индивидуальным средствам защиты	1	-	3
	<p>Самостоятельная работа обучающихся:</p> <p><i>Лексический материал по теме:</i></p> <p>Расчеты и геометрические построения для последующей обработки деталей</p> <p>Технология обработки деталей.</p> <p>Механическая обработка металлов на металлорежущих станках. Диалог-побуждение к действию.</p> <p>Составить и перевести текст по теме: «Основные операции при изготовлении изделий»</p> <p><i>Грамматический материал по теме</i> Инфинитив. Инфинитив без частицы to. Инфинитивные конструкции/обороты. Сложное подлежащее (Complex Subject). Сложное дополнение (Complex Object)</p> <p>Выполнение заданий домашней контрольной работы.</p>	15	-	3

Тема 2.5 Автоматизация и робототехника	Содержание учебного материала	10	-	
	Чтение, перевод технических текстов.	2	-	4
	Практические занятия: <i>Лексический материал по теме:</i> Автоматизация, типы автоматизации. Робототехника, применение робототехники в машиностроении. <i>Грамматический материал по теме:</i> Причастие. Причастные конструкции/обороты	8	-	4
Тема 3.1 Профессиональ ные ситуации и задачи	Содержание учебного материала	10	-	
	Решение профессиональной ситуации или задачи с использованием потенциального словаря интернациональной лексики	2	-	4
	Самостоятельная работа обучающихся: <i>Лексический материал по теме:</i> Формулировка задачи и/или сложной профессиональной ситуации, возникающей при сборке, наладке, обслуживанию, ремонту манипуляторов и промышленных роботов Описать устно решение нестандартных профессиональных ситуаций: Способы (методы, ситуации) выхода из положения в условиях дефицита языковых средств при получении и передаче информации - Представленная технологическая карта не соответствует технологическому заданию - Рабочее место не соответствует требованиям охраны труда: обосновать несоответствие через диалог-побуждение к действию Составить устный диалог-расспрос (совместная работа двух обучающихся): «Соответствие рабочего чертежа техническому заданию» <i>Грамматический материал по теме:</i> Герундий. Формы герундия. Функции герундия в предложении. Герундиальная конструкция/оборот. Выполнение заданий домашней контрольной работы.	8	-	4
Консультации		3		

Промежуточная аттестация обучающихся	2	
Всего	164	

3.3 Задания для экзамена или дифференцированного зачета

Вопросы к дифференцированному зачету	Литература
	1
1. Образование множественного числа существительных. Общее правило и особые случаи образования множественного числа.	1. Английский язык для технических специальностей - English for Technical Colleges: учебник для студентов учреждений среднего проф. образования / А.П. Голубев, А.П. Коржавый, И.Б. Смирнова. - 6-е изд., испр. - М.: Издательский центр "Академия", 2021. - 208 с.
2. Определённый артикль. Значение и функции в предложении. Отличие от неопределённого артикля.	2. Карпова, Т.А. English for Colleges = Английский язык для колледжей. Практикум + Приложение: тесты: учебно-практическое пособие / Карпова Т.А., Восковская А.С., Мельничук М.В. — Москва: КноРус, 2020. — 286 с. — (СПО). — ISBN 978-5-406-07527-2. — Текст: непосредственный.
3. Неопределённый артикль. Значение и функции в предложении. Отличие от определённого артикля.	3. Кохан, О. В. Английский язык для технических специальностей : учебное пособие для среднего профессионального образования / О. В. Кохан. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 226 с. — (Профессиональное образование). — ISBN 978-5-534-08983-7.
4. Личные местоимения. Формы и функции личных местоимений в предложении.	4. Восковская, А.С. Английский язык [Электронный ресурс] : учебник / А.С. Восковская, Т.А. Карпова. — Электрон. дан. — Ростов-на-Дону : Феникс, 2018. — 376 с. — Режим доступа: https://e.lanbook.com/book/102330 . ISBN: 978-5-222-26881-0
5. Притяжательные местоимения. Формы и функции личных местоимений в предложении.	
6. Порядок слов в английском предложении.	
7. обстоятельственные слова места и времени в английском языке.	
8. Глагол to be. Его формы и употребление.	
9. Глагол to have. Его формы и употребление.	
10. Образование времени Present Indefinite. обстоятельственные слова, связанные с этим временем.	
11. Употребление времени Present Indefinite. Образование вопросительной и отрицательной форм.	
12. Образование времени Past Indefinite. Правильные и неправильные глаголы.	
13. Случаи употребления времени Past Indefinite. обстоятельственные слова, связанные с этим временем.	
14. Образование и употребление времени Future Indefinite.	
15. Образование причастия настоящего времени (Present Participle). Особенности орфографии.	
16. Образование и употребление времени Present Continuous.	

17. Образование времени Past Continuous. Обстоятельственные слова, связанные с этим временем.	
18. Употребление времени Past Continuous. Образование вопросительной формы в этом времени.	
19. Образование времени Future Continuous. Обстоятельственные слова, связанные с этим временем.	
20. Употребление времени Future Continuous. Образование вопросительной формы в этом времени.	
21. Прочтите и переведите предложения из текста контрольной работы.	
21 Образование Past Participle. Особенности орфографии (с примерами). Основные функции Past Participle в предложении.	
23 Образование Present Perfect Tense (вспомогательный глагол, его формы; правильные и неправильные глаголы).	
24 Случаи употребления Present Perfect Tense, способы перевода предложений данного времени на русский язык.	
25. Наречия неопределенного времени и обстоятельственные слова, употребляемые с Present Perfect Tense.	
26. Предлоги и наречие, употребляемые с Present Perfect Tense.	
27. Образование отрицательной и вопросительной форм Present Perfect Tense. С каким вопросительным словом нельзя задавать вопросы в Present Perfect Tense и почему.	
28. Образование Past Perfect Tense и случаи его употребления. Приведите примеры на различные случаи употребления Past Perfect Tense	
30. Образование Future Perfect Tense и случаи его употребления.	
31. Формула образования Passive Voice. От чего зависят формы вспомогательного глагола. На какие группы делятся английские смысловые глаголы.	
32. Случаи употребления Passive Voice. Субъект и объект действия,	

что из них обязательно должно присутствовать в предложении, а что можно не употреблять.	
33. Роль предлогов by, with, of в Passive Voice.	
34.Способы перевода английского Passive Voice на русский язык. Что является показателем времени во временах английского Passive Voice?	
35.Как изменить действительный залог на страдательный?	
36. Какая особенность появляется при изменении действительного залога на страдательный при наличии предложного дополнения?	
37. Образование инфинитива.	
38. Устойчивые словосочетания с инфинитивом.	
39. Образование и способы перевода герундия.	
40. I тип условных предложений.	
41. II тип условных предложений.	
42. Глаголы to be , would и формула во II типе условных предложений.	
43. III тип условных предложений.	
44.Составить 10 специальных вопросов по содержанию текста.	

3.4 Пример задания дифференцированного зачёта

- 1.Образование множественного числа существительных. Общее правило и особые случаи образования множественного числа.
- 2.Образование Future Perfect Tense и случаи его употребления. Приведите несколько примеров.

4 ЗАДАНИЯ ДЛЯ КОНТРОЛЬНОЙ РАБОТЫ

Содержание и номера заданий к контрольной работе.

Задания для ДОМАШНЕЙ контрольной работы № 1 (1 курс)

Вариант1.

Задание №1.

Перепишите предложение, поставьте вместо пропусков одно из неопределенных местоимений: much, many, few, little.

1. Did it cost _____ to repair the car?
2. He isn't very popular. He has _____ friends.
3. The museum was very crowded. There were too _____ people.
4. The weather has been very dry recently. We've had _____ rain.

Задание №2. Перевод объектных и субъектных инфинитивных оборотов.

1. Now we know neutrino to have a rest mass of about 30 electron-volts.
2. The properties of the new material are known to be determined next month.
3. Conduction is known to be a process by which heat is transmitted through a substance by molecular activity.
4. All the changes of temperature and changes of state to be discussed are shown by a graph in Fig.2.

Задание №3. Перепишите и письменно переведите текст.

Decision-making is a key management responsibility. There are decisions which are made quickly. Because a manager is experienced, he knows what to do in certain situations.

Other decisions are often intuitive ones. The manager may have a feeling that a certain course of action is the right one. Thus, when looking for an agent in an overseas market, a sales manager may have several companies to choose from. However, he may choose one organization simply because he feels it would be the most suitable agent.

Many decisions are more difficult to make since they involve problem-solving. To make good decisions, the manager should be able to select rationally a course of action. In practice, decisions are usually made in circumstances which are not ideal. They must be made quickly, with insufficient information.

When a complex problem arises, the manager has to collect facts and weigh up courses of action. The process of decision-making consists of four phases: 1) defining the problem; 2) analyzing and collecting information; 3) working out options; 4) deciding on the best solution.

As a first step, the manager must identify and define the problem. And it is important that he does not mistake the symptoms of a problem for the real problem. Consider the case of a department store which finds that profits are falling and sales decreasing rapidly. These are symptoms of a problem. The manager must ask himself what the store's real problems is. Does the store have the wrong image? Is it selling the wrong goods? Or the right goods at the wrong prices?

Making decisions involves a degree of risk. It is the manager's job to minimize that risk. Then the manager should consider the options available for solving the problem because there are usually several ways of solving a problem.

Ответьте в письменной форме на вопрос.

What phases does the process of decision-making consist of?

Вариант 2.

Задание №1. Глаголы-сказуемые в следующих предложениях употребите в форме Past и Future Indefinite, используя эквиваленты модальных глаголов.

1. I can do this work.
2. He may go home at five.
3. We must take a taxi.

Задание №2. Перевод зависимого и независимого (самостоятельного) причастных оборотов.

1. Работая с машинами, острыми инструментами, двигателями, надо быть всегда осторожным.
2. Поток электронов, движущихся по проводнику, называют электрическим током.
3. Строя мощные атомные (ядерные) ледоколы в нашей стране, мы начинаем новую главу в истории исследования Арктики.

Задание №3. Перепишите и письменно переведите текст.

Biochemistry.

The chemistry of life, or “biochemistry” as chemists call it, is an area in which the classical fields of chemistry and biology meet. It can be called “molecular biology”. Biochemistry is the study of the structures and reactions of the thousands of compounds involved in life process. Biochemistry is considered to be the most complex area of chemistry.

Living things represent the most efficient, sophisticated, compact chemical “factories” ever known. How, for example, do cells of the body know when to divide and multiply into new cells having the same characteristics as the original cells? When the body is afflicted by disease or by a wound how does the body protect itself and repair the damage? We know these processes to involve thousands of different chemical compounds.

When we compare the nervous system to man-made electronic computers the efficiency and complexity of the biological systems become even more impressive. Despite great advances in computer technology, the greatest computer ever built is almost insignificant being compared to a human brain weighing little more than a kilogram. A computer can perform mathematical operations millions of times faster than a person, but think of some of the things the nervous system can do. For example, it can cause your arm to reach out and touch an object. The brain can translate signals from the retina of the eyes into three dimensional color images. It can translate a series of frequencies detected by the ear into thoughts whereas a computer can only perform operations being programmed by a person. As to the storage capacity the brain really wins out. The largest computers have storage capacity of about one million “words” but some experts believe the brain to store up all the signals it receives.

вопрос к тексту.

What phenomena are not understood in biochemistry?

Вариант 3.

Задание №1. Переведите следующие предложения на английский язык.

1. Мы вынуждены были остаться дома вчера, потому что шел дождь.
2. Тебе нужно будет достать эту книгу где-то.

3. Тебе нужно вставать рано в воскресенье.
4. Тебе следовало бы быть более внимательным на уроках.
5. Мне придется сделать доклад на конференции.
6. Дети обязаны помогать своим родителям.

Задание №2. Перевод условных предложений.

1. If you had translated the article, you could have used valuable data in your work.
2. If the quality of equipment were higher, the results of the experiment would be more accurate.
3. It would be impossible to explain chemical phenomena without using the laws of physics.

Задание №3. Перепишите и письменно переведите текст.

C.F. Powell (1903-1969) (Пауэлл)

Powell was born in December 1903 in England. His parents were poor and they were determined to give their children a good education to increase their opportunities for a better life. In 1921 Powell won a scholarship of one of the colleges at Cambridge's which he graduated in 1925 with first-class honors in science. He started his scientific career at the Cavendish laboratory headed by Ernest Rutherford. After gaining his scientific degree at Cambridge in 1928 Powell accepted a position at the new Physics laboratory in the University of Bristol. Powell spent the rest of this career there advancing to professor in 1948 and director of the laboratory in 1964.

In 1947 Powell's Bristol group identified a new particle in the cosmic radiation. Powell and other two scientist discovered the π -meson and demonstrated that this sub-nuclear particle was produced directly in nuclear reaction and rapidly decayed in flight, producing the μ -meson. The discovery solved a complicated scientific problem and helped open a new era of particle physics.

вопрос к тексту.

For what discovery was Powell awarded the Nobel Prize?

Вариант 4.

Задание №1. Переведите следующие предложения на английский язык.

1. Тебе нельзя курить в комнате.
2. Ты должен был долго ждать там?
3. Мы не сможем прибыть на станцию во время.
4. Могу я вас спросить, что вы делали вчера?
5. У меня нет дома английских книг, поэтому я вынужден идти в библиотеку.
6. Мери не разрешили выйти.

Задание №2. Перевод предложений с глаголами should, would.

1. In the future new alloys and synthetic materials should replace the metal we used today.
2. If the voltage increased electrons would acquire an energy high enough to ionize neutral molecules which they collide with.
3. It would be impossible to simplify the production of aluminum without using the electro thermal method.

Задание №3. Перепишите и письменно переведите текст.

THE BRITISH POLICE

The British police officer – sometimes called the “bobby” after Sir Robert Peel, the founder of the police force – is well-known figure to everybody, who sees British films. Policemen keep law and order either walking in the streets or driving in cars. In Britain the police are organized very differently from many other countries. Britain has no national police force, instead, there is a separate police force for each of 52 areas into which the country is divided. Each has a police authority – a committee of local county councilors and magistrates.

It is unusual for members of one force to operate in another’s area unless they are asked to give assistance. A Chief Constable (their senior officer of a force) sometimes may ask for assistance of London’s police force, based at New Scotland Yard – known simply as “the Yard”.

The British police generally do not carry guns, except in North Ireland. Only a few police are regularly armed – for instance, those guard politicians, diplomats or who patrol airports.

вопрос к тексту.

What police are regularly armed?

Вариант 5.

Задание №1. Раскройте скобки, поставив глагол в Past Indefinite или Present Perfect, Active.

1. I (to be) never to this city.
2. You (to be) ever to England?
3. I (to be) in this city last year.
4. We (to make) three reports this month.
5. I (to make) a report a few days ago.
6. He was already (to graduate) from the Institute.
7. I came in to the room and (to switch on) the light.
8. I (to see) just him, he must be somewhere here.

Задание №2. Перевод предложений со словами since, for и either...or.

1. Man has recognized that sunlight is a powerful source of energy since ancient times.
2. Hydroelectric energy requires no fuel for electricity is produced from the energy of falling water.
3. In the field of chemistry lasers are used either for diagnostic purposes or for producing chemical changes.

Задание №3. Перепишите и письменно переведите текст.

The British Parliament (Парламент Великобритании)

There are four countries in the United Kingdom: England, Scotland, Wales and Northern Ireland.

Laws in Great Britain are made by Parliament. It consists of two Chambers: the House of Commons and the House of Lords.

The House of Commons is more important as it governs the country. The members of the House of Commons are elected by secret ballot. They belong to different political parties. The main parties are the Conservative Party and the Labour Party. The chief executive is the Prime minister. He heads the Government but is not the Head of State.

Great Britain is a monarchy and the Head of State is a monarch whose power is limited by Parliament. The Prime Minister is usually the leader of the Party that has a majority in the House of Commons. Each new Prime Minister can make change in his cabinet, appoint new ministers and make other changes.

The Prime Minister takes policy decisions with the agreement of his ministers. He often holds Cabinet Meetings at his official residence at No10 Downing Street which is very near the Houses of Parliament in Westminster.

The power of the Cabinet is controlled by Parliament.

There are two chambers in the British Parliament and they are called Houses – the House of Lords and the House of Commons.

In the House of Lords one can see the throne on which the Queen sits when she opens Parliament. One can also see the woosack on which the Lord Chancellor sits. The fact is that for hundred of years wool had been known as one of the most important exports of Great Britain.

The House of Commons does not look as splendid as the House of Lords with its beautiful red benches. Each Chamber has galleries. Seats in the galleries are reserved for the use of the public. In the language of the Parliament they are called “strangers”.

вопрос к тексту.

1. What are the four countries in Great Britain?
2. What parts does the Parliament consist of?

Вариант 6.

Задание №1. Откройте скобки и поставьте глагол в форме Perfect, Active или Passive.

1. My invitation (to accept) with pleasure by them today.
2. The experimental laboratory (to built) by next academic year.
3. A new stadium (to built) quite near my house recently.
4. When we rang them up the plan (to discuss) already.
5. I (to bring) you a dictionary. Here it is.
6. After the dictionaries (to bring) we began translating the book.
7. He asked me if I (to invite) them to the play.

Задание №2. Перевод инфинитивных и причастных оборотов.

1. Предполагают, что много источников X-лучей существует во Вселенной, но технические трудности исследования их - велики.
2. Подвергнув кристаллы воздействию X-радиации, ученые могут добывать материалы со специальными свойствами.
3. Сварные места соединения облучают X-лучами, чтобы проверить прочность сварки.
4. Учеными были спроектированы и построены дома, которые можно обогреть солнечным излучением.
5. Инженеры начинают применять радиоволны, производимые в атомных реакторах, для физических измерений и в радиографии.

Задание №3. Перепишите и письменно переведите текст.

Over the last thirty years a new approach to management has been developing. According to it the way to increase workers' efficiency is to improve their job satisfaction and motivation. The methods of making work more interesting include job enlargement, job enrichment and new forms of group work.

Job enrichment involves giving extra responsibilities to workers such as production planning, quality control and technical development. Special types of work groups have been formed where workers share responsibility for certain tasks. For example, at the Volvo car plant in Sweden assembly workers do not work on a moving production line. They are organized into teams of fifteen to twenty members. They have their own tasks, like assembling heating and electrical systems, and they work in their own part of the factory. As can be seen, the basic idea of this approach that a worker should have an interesting job.

In the 1930s Professor Elton Mayo, a Harvard University psychologist, evaluated the factors

influencing productivity. He and his colleagues directed a series of experiments on how working conditions affected output. Such things as lighting, lunch times, rest periods, wall colors, pay and temperature were varied to see how they affected productivity. The researchers generally discussed the changes with the workers before putting them into effect. It was found that there was an increase in productivity whether conditions were better or worse.

вопрос к тексту.

What methods of making work do you know?

Вариант 7.

Задание №1. Поставьте прилагательные в скобках в сравнительную или превосходную степень.

1. In summer the days are (long) than the nights.
2. The (long) day of the year is the 21-st of June.
3. This article is (difficult) for me.
4. This is (good) topic for your report.
5. She reads (much) than you do.
6. His manners are (peasant) than the manners of this friends.

Задание №2. Перевод инфинитивных и причастных оборотов.

1. Предполагают, что много источников X-лучей существует во Вселенной, но технические трудности исследования их - велики.
2. Подвергнув кристаллы воздействию X-радиации, ученые могут добывать материалы со специальными свойствами.
3. Сварные места соединения облучают X-лучами, чтобы проверить прочность сварки.
4. Учеными были спроектированы и построены дома, которые можно обогревать солнечным излучением.
5. Инженеры начинают применять радиоволны, производимые в атомных реакторах, для физических измерений и в радиографии.

Задание №3. Перепишите и письменно переведите текст.

C.F. Powell (1903-1969) (Пауэлл)

Powell was born in December 1903 in England. His parents were poor and they were determined to give their children a good education to increase their opportunities for a better life. In 1921 Powell won a scholarship of one of the colleges at Cambridge's which he graduated in 1925 with first-class honors in science. He started his scientific career at the Cavendish laboratory headed by Ernest Rutherford. After gaining his scientific degree at Cambridge in 1928 Powell accepted a position at the new Physics laboratory in the University of Bristol. Powell spent the rest of this career there advancing to professor in 1948 and director of the laboratory in 1964.

In 1947 Powell's Bristol group identified a new particle in the cosmic radiation. Powell and other two scientist discovered the π -meson and demonstrated that this sub-nuclear particle was produced directly in nuclear reaction and rapidly decayed in flight, producing the μ -meson. The discovery solved a complicated scientific problem and helped open a new era of particle physics.

вопрос к тексту.

For what discovery was Powell awarded the Nobel Prize?

Вариант 8.

Задание №1.

Перепишите предложения, поставьте вместо пропусков одно из неопределенных местоимений: some, any. Переведите предложения письменно.

1. When you come to Moscow, you can meet me _____ time.
2. With the special tourist train ticket you can travel on _____ train you like.
3. Can you give me _____ information about our new partner?
4. I am going to buy _____ books on bookkeeping. They have information I need.

Задание № 2.

Задайте к предложениям общий вопрос и как можно больше специальных вопросов.

1. Children were sleeping at that time yesterday.
2. The friends left at a quarter to five.
3. Boys will be playing football the whole afternoon tomorrow.
4. We are singing our favorite song.
5. I always read newspapers in the morning.
6. Students will translate this difficult text tomorrow.

Задание №3. Перепишите и письменно переведите текст.

Computers graphics.

Computer art for Russia is considered unusual and impossible, prefabs because one needs a computer. Traditional art in this country is anti-technological. In Russia 'what' was always more important than 'now'.

Computers, however, are not only for show business, commercials or animations, but also artwork. Enthusiasts started the Institute of Technological Art, ITA, which itself almost appears to illustrate the "thought of non-existing realism". There is no place or state, just a group of people that demonstrate a few amazing computer illustrations. D&D, are famous Muscovite conceptualist, established ITA. He started with simple experiments. He sent through the computer deferent films which later turned into works of art. Each time he made his experiment more difficult, by either adding light, sound or an entire new performance.

вопрос к тексту.

What is computers graphics?

Вариант 9.

Задание №1.

Перепишите предложения, выбрав верный ответ. Напишите глагол в инфинитиве. Переведите предложения письменно.

1. Although we live in the twentieth century, many people are interested in things that _____ in the sixteenth century.
a) will happen b) had happened c) happened
2. It's cold in the room. The window _____ open for a long time.
a) has been b) was c) is

3. Why is it so quiet in the office? – everybody ____ for the talks recently.

a) left b) has left c) leaves

4. I have ____ in Moscow since I was born.

a) live b) lived c) have lived

Задание №2. Заполните пропуски предлогами:

1. ____ the evening he usually watches TV.

2. They like to stay ____ their parents on Sundays.

3. I leave home ____ 8 o'clock ____ the morning and come ____ 5 o'clock ____ the evening.

4. My friends often ask me to come ____ their place.

5. Yesterday I met an old friend of mine ____ the bus stop.

6. Don't take my papers ____ my table.

7. I work ____ 9 a.m. ____ 6 p.m. every day.

8. One of my relatives lives ____ Canada now.

9. ____ summer we usually stay in the country.

10. He attends lectures ____ the University.

Задание №3. Перепишите и письменно переведите текст.

Decision-making is a key management responsibility. There are decisions which are made quickly. Because a manager is experienced, he knows what to do in certain situations.

Other decisions are often intuitive ones. The manager may have a feeling that a certain course of action is the right one. Thus, when looking for an agent in an overseas market, a sales manager may have several companies to choose from. However, he may choose one organization simply because he feels it would be the most suitable agent.

Many decisions are more difficult to make since they involve problem-solving. To make good decisions, the manager should be able to select rationally a course of action. In practice, decisions are usually made in circumstances which are not ideal. They must be made quickly, with insufficient information.

When a complex problem arises, the manager has to collect facts and weigh up courses of action. The process of decision-making consists of four phases: 1) defining the problem; 2) analyzing and collecting information; 3) working out options; 4) deciding on the best solution.

As a first step, the manager must identify and define the problem. And it is important that he does not mistake the symptoms of a problem for the real problem. Consider the case of a department store which finds that profits are falling and sales decreasing rapidly. These are symptoms of a problem. The manager must ask himself what the store's real problems are. Does the store have the wrong image? Is it selling the wrong goods? Or the right goods at the wrong prices?

Making decisions involves a degree of risk. It is the manager's job to minimize that risk. Then the manager should consider the options available for solving the problem because there are usually several ways of solving a problem.

вопрос к тексту.

What phases does the process of decision-making consist of?

Вариант 10.

Задание №1.

Используя вопросительные слова, данные в скобках, составьте такие специальные вопросы,

чтобы следующие предложения были ответом на них. Напишите вопросы.

Модель. The University organizes lectures (what).

What does the University organize?

1. Many years ago Oxford University admitted only men (whom).
2. At lectures the teacher and his students discuss every undergraduate's paper (who).
3. The students go to the language laboratory to watch video films (why).
4. The manager went on a business trip to France (where).

Задание №2. Переведите следующие предложения на русский язык, обращая внимание на оборот "there + be":

1. There are many variants of this story.
2. There is much sense in what you say.
3. Is there any news for today?
4. How many exams is there this term?
5. There was much evidence at the court.
6. There is no need to discuss this problem now.
7. In some years there will be a lot of specialists in this field of science.
8. There were all the necessary conditions to do this work properly.

Задание №3. Перепишите и письменно переведите текст.

Biochemistry.

The chemistry of life, or "biochemistry" as chemists call it, is an area in which the classical fields of chemistry and biology meet. It can be called "molecular biology". Biochemistry is the study of the structures and reactions of the thousands of compounds involved in life process. Biochemistry is considered to be the most complex area of chemistry.

Living things represent the most efficient, sophisticated, compact chemical "factories" ever known. How, for example, do cells of the body know when to divide and multiply into new cells having the same characteristics as the original cells? When the body is afflicted by disease or by a wound how does the body protect itself and repair the damage? We know these processes to involve thousands of different chemical compounds.

When we compare the nervous system to man-made electronic computers the efficiency and complexity of the biological systems become even more impressive. Despite great advances in computer technology, the greatest computer ever built is almost insignificant being compared to a human brain weighing little more than a kilogram. A computer can perform mathematical operations millions of times faster than a person, but think of some of the things the nervous system can do. For example, it can cause your arm to reach out and touch an object. The brain can translate signals from the retina of the eyes into three dimensional color images. It can translate a series of frequencies detected by the ear into thoughts whereas a computer can only perform operations being programmed by a person. As to the storage capacity the brain really wins out. The largest computers have storage capacity of about one million "words" but some experts believe the brain to store up all the signals it receives.

вопрос к тексту.

What phenomena are not understood in biochemistry?

Вариант № 1

Задание 1. Вставьте где необходимо *much* / *many* и переведите предложения.

1. Thank you very...
2. My friend didn't make... mistakes.
3. How... money have you got?
4. There isn't... milk in the bottle.
5. I haven't got... time, but I'll try to help you.
6. Have your parents been to... countries?
7. There weren't... people in the street.
8. Has your son made... friends in France?
9. Dan doesn't spend... money on his clothes.
10. You watch TV too....
11. Was there... traffic in sight?
12. Did you take... photos in Spain?
13. Try to do as... as possible.
14. Do you get... letters every week?
15. My wife didn't speak... at the party.
16. I enjoyed the concert very....
17. Sue took as... books as she could carry herself.

Задание 2. Замените выделенные части предложения инфинитивными оборотами.

1. I have no books **which I can read**.
2. The problem is so difficult **that it is impossible to solve it**.
3. She was sorry **that she had missed the beginning of the concert**.
4. Soon we found that there was another problem **that we were to consider**.

Задание 3. Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.

1. Мягко выражаясь, она была невежлива.
2. Ваша работа оставляет желать лучшего.
3. Сказать по правде, я не люблю бокс.
4. Вашей сестре трудно угодить.
5. Начнем с того, что я занят.

Задание 4. Переведите на русский язык, обращая внимание на герундий.

1. I don't feel like seeing him.
2. I insist on being told the truth.
3. I object to his borrowing money from you.
4. He went home without seeing the film.
5. This old man likes telling fairy-tales.

Задание 5. Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

1. I (be) delighted if I (to have) such a beautiful fur-coat.
2. If he (not to read) so much, he (not to be) so clever.
3. If they (not to go) to Moscow, they (not to hear) the famous musicians.
4. We (to stay) at home if you (not to get) tickets for the Philharmonic.
5. You (to consult) the doctor if you (not to be) so careless about your health.

Задание 6. Прочитайте и письменно переведите текст.

The Island of Great Britain

1. Great Britain is the name of the largest island of the British Isles and it is made up of England, Scotland and Wales, it does not include Northern Ireland. In everyday speech Great Britain is used to mean the United Kingdom. Geographically, the island of Great Britain is subdivided into two main regions - Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. The Pennine Chain extends southward from the Cheviot Hills into Midlands, a plain region with low hills and valleys.

2. England is separated from Scotland by the Cheviot Hills running from east to west. The chief rivers of Great Britain are: the Severn, flowing along the border between England and Wales, tributaries of which include the Avon, famed by Shakespeare; the Thames, which flows eastward to the port of London and some others. The swiftest flowing river in the British Isles is the Spey. Part of the border between Scotland and England is along the lower reaches of the Tweed, near which is made the woollen fabric that bears its name.

3. There are many lakes in Great Britain. On the north-west side of the Pennine system lies the Lake District, containing the beautiful lakes which give it its name. This district is widely known for its associations with the history of English literature and especially with the name of William Wordsworth (1770 - 1859), the founder of the Lake School of poets.

4. The largest cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, and Edinburgh. The most important ports are: London, Glasgow, Liverpool, Southampton, Belfast and Cardiff.

Вариант № 2

Задание 1. Вставьте где необходимо предлоги и переведите предложения.

1. He arrived ... Great Britain half a month ago.
2. He lives ... Chicago,
3. - Where is my English exercise-book?
- I don't know. Try to find it... your books... your shelf.
4. Let's go ... the cinema.
5. My sister isn't... home, she is... school.
6. Don't you know that Carlson lived... a small house... the roof?
- 7 - Is it far... here... the market?
- No, it's not The market is opposite... that house.
8. - Why can't you find the newspaper? It's... front... you ... the window-sill!
9. My friend lives... Petrovka Street.
10. We'll wait for you... the station.
- 11 I've never been... Paris.
12. When does your train arrive... the station?
13. Go... Gower Street till you see the Bloomsbury Theatre... your right
14. Pour some water... the kettle, please.
15. We spent two lovely weeks... the Mediterranean Sea.

16 Turn left... the first traffic lights.

Задание 2. *Замените выделенные части предложения инфинитивными оборотами.*

1. Is there anybody **who will help you with your spelling**?
2. The box is so heavy **that nobody can carry it**.
3. I am glad **that I see all my friends here**.
4. I have brought you a book **which you can read now**.

Задание 3. *Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.*

1. На него было приятно смотреть.
2. Короче говоря, он не сдал экзамен.
3. Мы все были рады, не говоря уже о маме.
4. Твое сочинение оставляет желать лучшего.
5. Это очень странно, по меньшей мере.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. I don't mind wearing this dress.
2. At last he broke the silence by inviting everybody to walk into the dining-room.
3. On being told the news she turned pale.
4. He never agreed to their going on that dangerous voyage.
5. I did not approve of your drinking so much coffee.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If it (not to be) too cold, I (not to put) on my coat.
2. I (to write) the composition if you (not to disturb) me.
3. His vocabulary (to increase) greatly if he (to read) fifty pages.
4. You (to go) to the Philharmonic much more often if you really (to love) music.
5. You (to understand) the rule if you (not to miss) the teacher's explanation.

Задание 6. Прочитайте и письменно переведите текст.

England

1. Of the four parts which make up Great Britain England is the largest, the industrial and the most densely populated part of the United Kingdom. Over 46 million people of the population of the United Kingdom live in England.

2. The greatest concentrations of population are in London, Birmingham and northwest industrial cities. The coasts of England are washed by the North Sea, Irish Sea, the English Channel and the Strait of Dover. No part of England is more than 120 kilometres from the sea.

3. It is interesting to note that the sea has been important in the history of England. It was a good protection against the attacks of outside peoples. Fishing has always been an important industry, especially in the east. The sea also has a great effect on England's climate.

4. There are many rivers in England. The longest and the most important is the Thames. The rivers are of great importance for communication and especially for carrying goods.

5. England is mostly a lowland country. There are upland regions in the north and the southwest, but the rest of England is almost flat.

6. Northern England, Midlands and Southern England – each part of England is different. The Lake District in Northern England with its lakes, mountains and valleys is a favorite holiday area. On either side of the Pennines the plains of Yorkshire and Lancashire stretch to the sea. In Yorkshire swift rivers flow down from the hills into valleys called ‘dales’.

7. The wool industry is centred in Leeds and Bradford, the cotton industry in Manchester, iron ore goes to the steel, heavy machinery and shipbuilding industries of Newcastle and other cities. The industries of Midlands produce metal goods, from motor cars and railway engines to pins and buttons. The Midlands plain makes good farm land.

Вариант № 3

Задание 1. Заполните пропуски и переведите предложения.

1. - Hello, I... Kate Kern. And what... your name?
2. - Hi, my name... Ann Brown. I... glad to meet you.
3. - Where... you live, Ann?
4. -I... from Leeds. And where... you from?
5. -I... from London. ... there a sports centre in Leeds?
6. - Yes, there... three big sports centers in my town.
7. - What... your favorite sport?
8. -I like swimming. And what about you? ...you like swimming?
- 9.-No, I... But my best friend... . And I like tennis.
10. -...you... any hobbies? ...you like reading?
- 11.-Yes, I....
12. — What... your favorite books?
13. -I like detective stories. Do you?
14. — No, I.....you... any brothers or sisters?
15. — No, I... an only child.
16. - And I... a brother.
- 17.-How old...he?
18. - He... 4. He... go to school. I help him much.
19. - You... a happy girl.

Задание 2. Замените выделенные части предложения инфинитивными оборотами.

1. Don't forget that she has a baby **which she must take care of**.
2. The baby is so little **that it cannot walk**.
3. I was afraid **of going past that place alone**.
4. I need something **I could write with**.

Задание 3. Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.

1. Для начала она открыла все окна.
2. С моим соседом трудно иметь дело.
3. По правде говоря, я очень устал.
4. Его поведение оставляет желать лучшего.
5. Мягко выражаясь, вы меня удивили.

Задание 4. Переведите на русский язык, обращая внимание на герундий.

1. Would you mind coming again in a day or two?

2. Though he was tired, he went on walking.
3. I understand perfectly your wishing to start the work at once.
4. Everybody will discuss the event, there is no preventing it.
5. The place is worth visiting.

Задание 5. Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

1. Your health (to be) much better if you (to do) your morning exercises.
2. He certainly (to tell) her all about it if she (to ask) him.
3. If you (to understand) the rule, you (to write) the test-paper successfully.
4. If you (to write) the test-paper successfully, you (not to get) a "two".
5. I (not to do) it if you (not to ask) me.

Задание 6. Прочитайте и письменно переведите текст.

Scotland

1. Although Scotland takes up one third of the territory of the British Isles, its population is not very big.
2. Scotland is divided into three regions: the Highlands, which is the most northern area with a harsh climate, the Lowlands, which is the most industrial region, with about three quarters of the population, and the Southern Uplands, with hills, which border on England.
3. The Highlands of Scotland are among the oldest mountains in the world. They reach their highest point in Ben Nevis (1343 m). Many valleys between the hills are filled with lakes, called 'lochs'. The best-known is Loch Ness where some people think a large monster lives.
4. Most of the population of Scotland is concentrated in the Lowlands. Here, on the Clyde, is Glasgow, Scotland's biggest city. This city is turning into an important cultural centre. Glasgow is sometimes called 'the friendly city'.
5. Shipbuilding is one of its most important industries; other industries are iron and steel, heavy and light engineering and coal-mining. It is the centre of the working-class movement and has glorious revolutionary traditions.
6. Scotland had been an independent state and was joined into the United Kingdom in 1707, after a long struggle for its independence.
7. Edinburgh has been the capital since the 15th century when its fortified castle was centre of Scotland's resistance to its enemies. Edinburgh is the cultural centre of Scotland. It is associated with the world-famous Edinburgh Festival of Music and Drama. The festival was first held in 1947 and has been held annually ever since. Its emblem is a thistle. The Edinburgh International Festival of 1987 was devoted to our country. Our musicians, dancers and singers had a great success.

Вариант № 4

Задание 1. Выберите подходящий вариант и переведите предложения.

1. I met my (good) friend yesterday.
 - A. goodest
 - B. Better

- C. Best
2. Dorothy is (young) in her family.
A. the youngest
B. the younger
C. Young
3. Henry is not (strong) his elder brother Bob.
A. so strong as
B. strong as
C. Stronger
4. - It isn't very warm today, is it?
- No, it was (warm) yesterday.
A. more warm
B. warmer
C. the warmest
5. Your friend looked upset yesterday. I'm glad he looks (happy) today.
A. more happy
B. happier
C. happy as
6. Where is (near) post-office, please?
A. the nearest
B. the next
C. Nearer
7. Your son didn't help you much,... ?
A. ..., did he?
B. ..., had he?
8. They sent a letter the day before yesterday,... ?
A. ... did they?
B. ... hadn't they?
C. ... didn't they?
9. My Dad hasn't read the newspaper yet,... ?
A. ... hasn't he?
B. ... has he?
C. ... did he?
10. There will be a nice film on TV tonight,... ?
A. ... won't there?
B. ..., will it?
C. ..., will there?
11. Neither your parents nor mine can lend us some money,...?
A. ..., can they?
B. ... , can't they?
C. ..., do they?
12. He never uses his car except when it's necessary,... ?
A. ..., doesn't he?
B. ..., does he?
C.isn't it?
13. There's little point in doing anything about it, ...?
A. ..., is it?

B. ..., isn't there?

C. ..., is there?

Задание 2. *Замените выделенные части предложения инфинитивными оборотами.*

1. Have you got nothing **that you want to say** on this subject?
2. He is so weak **that he cannot lift this weight**.
3. My sister will be thrilled **when she is wearing a dress as lovely as that**.
4. Here are some articles **which must be translated for tomorrow**.

Задание 3. *Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.*

1. На этих детей приятно смотреть.
2. Короче говоря, они поженились.
3. По меньшей мере, мы были удивлены.
4. Нашим детям трудно угодить.
5. Их было пятеро, не считая Петра.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. They went on talking.
2. He keeps insisting on my going to the south.
3. Stop laughing at him.
4. Do you mind my asking you a difficult question?
5. She cannot put off doing this translation.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If my friend (to be) at home, he (to tell) us what to do.
2. If you (to give) me your address, I (to write) you a letter.
3. The children (to play) snowballs if it (to snow).
4. We (to settle) this matter with him if we (to have) his telephone number.
5. Your brother (to become) much stronger if he (to take) cold baths regularly.

Задание 6. Прочитайте и письменно переведите текст.

Wales

1. Wales is a constituent country of the United Kingdom of Great Britain and Northern Ireland. It became part of England in 1536 by the Act of Union. Until then it had been regarded as a separate principality but a dependency of England. The living standards of people in Wales are lower than in England, the unemployment rate is higher. South Wales has rich traditions of struggle for more jobs and better working conditions in mines.

2. Wales is a highland country of old, hard rocks. North Wales is a country of mountains and deep valleys. South Wales is a land of high hills and wide valleys. The pride of Wales in scenery is Snowdonia, a region of high mountains. Snowdon is the highest mountain in England and Wales.

3. Except for coal, mineral resources are limited, and include gold, silver, lead and copper. South Wales is more developed: coal-mining, steel production, electronics, electrical engineering can be found here.
4. The capital of Wales is Cardiff, the largest city of Wales. Cardiff is situated near the mouth of the Taff River. It is important industrial city and a port. It is also an administrative and educational centre.
5. The second largest city in Wales is Swansea where mainly steel production can be found. Since World War II there has been intensive development in the metal industries especially in the south and southeast.
6. The Welsh people, especially in rural areas, are fond of folk music, singing, poetry and drama. Welsh literature is one of the oldest in Europe. There are many choirs in Wales, the standard of singing is high and the love of good music is widespread. Now there is growing movement of revival of Welsh culture from which sprang the revival of Eisteddfod. Eisteddfod in the form of gathering of bards had occasionally been held in the 15th, 16th, and 17th centuries. Now Eisteddfod is a festival of Welsh culture. It includes competitions in prose, poetry and singing.
7. Wales has its own flag called the Welsh dragon.

Вариант № 5

Задание 1. Выберите подходящий вариант и переведите предложения.

1. Teddy's words made me (feel) uncomfortable.
A. to feel
B. feeling
C. Feel
2. Mrs. Pottson allowed her guests (smoke) in the living-room.
A. to smoke
B. smoking
C. Smoke
3. Has the secretary come yet? I want to have my papers (type).
A. to type
B. type
C. Typed
4. I watched my cat (play) with her kittens. I couldn't tear myself away from that funny sight.
A. played
B. playing
C. to play
5. Granny didn't want my Mom (marry) my Dad.
A. marry
B. to marry
C. married
6. Our English teacher told us (not / feel) shy and speak English as much as possible.
A. not to feel
B. not feel
C. Felt
7. I have to get my photograph (take) for a new passport.
A. took

- B. take
C. taken
8. There wasn't much traffic in the street. I saw a little girl (cross) the road.
A. crossed
B. cross
C. to cross
9. I have never heard Helen (sing).
A. sang
B. sings
C. singing
10. Mary would like her brother (avoid) Tom's company.
A. to avoid
B. avoid
C. avoided
11. We expected the Harrisons (arrive) later than usual.
A. to arrive
B. arrive
C. arrived
12. What makes you (do) such rash actions?
A. do
B. to do
C. Doing

Задание 2. *Замените выделенные части предложения инфинитивными оборотами.*

1. There was nothing **that he could do** except go home.
2. She is so busy that she cannot talk with you.
3. We must wait **till we hear the examination results**.
4. Here are some tablets **which will relieve your headache**.

Задание 3. *Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.*

1. Сказать по правде, эту проблему трудно решить.
2. С нашим начальником трудно иметь дело.
3. По меньшей мере, они меня поняли.
4. Моему брату было трудно угодить.
5. На наш сад приятно смотреть.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. Excuse my leaving you at such a moment.
2. She burst out crying.
3. She denied having been at home that evening.
4. Please forgive my interfering.
5. He gave up smoking a few years ago.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If he (not to be) such an outstanding actor, he (not to have) so many admirers.

2. If my sister (not to go) to the south, we (to spend) the summer in St. Petersburg together.
3. He (not to phone) you if I (not to remind) him to do it.
4. If you (to let) me know, I (to bring) you this book.
5. If he (to come) to our house, he (to meet) his friend.

Задание 6. Прочитайте и письменно переведите текст.

Northern Ireland

1. Northern Ireland is the smallest component of the United Kingdom. It occupies the northeast of the island of Ireland, only one-sixth of its territory. Northern Ireland contains six of the nine counties of the historic province of Ulster and that is why the name 'Ulster' is sometimes used as equivalent to Northern Ireland. Its capital city is Belfast.

2. For seven centuries Ireland was a colony of Britain. Due to the colonial policy of Great Britain the Irish nation was forcefully partitioned. As a result of the hard struggle of the Irish people for independence the larger part of Ireland gained the status of a British dominion in 1921. Much later, in 1949 it was officially proclaimed an independent state, the Irish Free State of Eire. The industrial northeast (Northern Ireland with its 6 counties) was retained by Great Britain as its smaller component. But certain forces of both the Irish Republic and Northern Ireland are for the reunification of the country, against social deprivation which is at its worst among Catholics. They believe that British withdrawal from Ireland is the only way to achieve peace.

3. If one asks an Irishman away from home what he misses most about Ireland, he will probably tell you 'the greenness'. Irish poets put it in a different way when they called Ireland 'The Emerald Isle'.

4. The rivers of Ireland are short, but deep. The largest river is the Shannon.

5. The population of Northern Ireland is about 1.5 million people. 53 percent of the total population lives in urban areas. The whole economy of Northern Ireland is closely integrated with that of Great Britain. It has its roots in three basic industries – agriculture, textiles and shipbuilding. The largest industry is agriculture conducted for the most part on small family farms. It occupies about 72 percent of the land area.

6. Belfast, the capital of Northern Ireland is the leading industrial centre and a large port. Its chief industries are the production of linen and other textiles, clothing, shipbuilding, engineering.

7. In Ireland the national musical instrument is the harp.

Вариант № 6

Задание 1. Выберите подходящий вариант и переведите предложения.

1. Plants die if you (not / water) them.
 - A. won't water
 - B. don't water
 - C. wouldn't water
2. If I had one million dollars, I (probably / buy) a yacht.
 - A. would probably buy
 - B. will probably buy
 - C. probably bought
3. - How did it happen that you missed you stop?
 - I (not / miss) it if the conductor (announce) the stops.

A. wouldn't miss	D. had announced
B. hadn't missed	E. would have announced
C. wouldn't have missed	F. announced

4. What a pity my husband is away! If he (be) here he (help) us.

A. were	D. will help
B. would be here	E. would help
C. is	F. helps
5. If I (get up) early tomorrow morning, I (go) jogging.

A. will get up	D. go
B. get up	E. am going to go
C. got up	F. will go
6. You look tired. If I (be) you, I (take) a holiday.

A. be	D. will take
B. were	E. would take
C. have been	F. take
7. I (do) the same if I (be) in your shoes.

A. would do	D. am
B. will do	E. were
C. would have done	F. will be
8. If I (see) her, I (speak) to her. But I didn't see her and speak to her.

A. saw	D. would have spoken
B. had seen	E. spoke
C. would have seen	F. would speak
9. Hurry up! We (not / get) good seats if we (arrive) late.

A. don't get	D. arrived
B. won't get	E. will arrive
C. didn't get	F. arrive
10. If I (know) that you were coming, I (meet) you at the airport. I had a lot of time to do that.

A. had known	D. would meet
B. knew	E. would have met
C. would have known	F. will meet
11. If Columbus (not / have) such a passion for traveling, he (discover) America in 1492.

A. hadn't	D. hadn't discover
B. wouldn't have had	E. didn't discover
C. hadn't had	F. wouldn't have discovered
12. Robby, look at that man! If he (work) harder at school, he (not / sweep) the streets now.

A. worked	D. wouldn't be sweeping
B. would have worked	E. wouldn't have swept
C. had worked	F. won't be sweeping

Задание 2. Замените выделенные части предложения инфинитивными оборотами.

1. I have only a few minutes **in which I can explain these words to you.**
2. She was so inattentive **that she did not notice the mistake.**
3. She is happy **that she has found** such a nice place to live in.
4. Here are some screws **with which you can fasten the shelves to the wall.**

Задание 3. Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.

1. Ваша работа оставляет желать лучшего.
2. Сказать вам по правде, он не пришел на экзамен.

3. По меньшей мере, мы не опоздали на поезд.
4. Все благодарят тебя, не говоря уже обо мне.
5. Мягко выражаясь, окна были грязные.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. Watching football matches may be exciting enough.
2. Can you remember having seen the man before?
3. I avoided speaking to them about that matter.
4. She burst out laughing.
5. He enjoyed talking of the pleasures of travelling.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If she (not to be) so absentminded, she (to be) a much better student.
2. If I (to get) this book, I (to be) happy.
3. I (to phone) her immediately if I (to know) the results.
4. We (to drink) tea if you (not to buy) coffee.
5. My brother (not to miss) so many lessons if he (not to hurt) his leg.

Задание 6. Прочитайте и письменно переведите текст.

Population of the United Kingdom

1. The population of the United Kingdom of Great Britain and Northern Ireland is over 57 million people. The population lives mostly in towns and cities and their suburbs. Four out of every five people live in towns.

2. The distribution of the population is rather uneven. Over 46 million people live in England, over 3 million in Wales, a little over 5 million in Scotland and about 1.5 million in Northern Ireland.

3. Greater London, the south and the southeast are the most densely populated areas. London's population is nearly 7million. Most of the mountainous parts of the UK including much of Scotland, Wales, Northern Ireland and the Pennine Chain in northern England are very sparsely populated.

4. The UK is inhabited by the English, the Scots, the Welsh, and the Irish who constitute the British nation. British are the descendants of different peoples who settled in the British Isles at different times.

5. The earliest known people of Britain were of Iberian origin. Then followed a long succession of invaders including the Celts, the Romans, the Anglo-Saxons, the Danes and at last in 1066 the Normans. It was the last time Britain was invaded.

6. Now there are also many people of all colours and races in the UK. These are mostly former inhabitants of the former British colonies. These people, called 'the coloureds', came to the UK in search of better living standards.

7. English is the official language of the UK. Besides standard literary English there are many regional and social dialects. The Scottish and Irish forms of Gaelic survive in some parts of Scotland and Ireland.

8. Wales is officially bilingual, Welsh is spoken by about a fifth of its population. Welsh is the first language in most of the western counties of Wales and at least formally has the same status as English. Nowadays there is a growing movement in Wales and Scotland for a revival of national culture and languages.

Вариант № 7

Задание 1. Раскройте скобки и переведите предложения.

1. Jill was afraid she (forget) her key at home, but she found it in her handbag.
2. Dad wasn't at home when I came back. He (go) out twenty minutes before.
3. I wasn't hungry because I (just/have) breakfast.
4. Peter saw an urgent message on his table. Somebody (leave) it the day before.
5. I apologized I (not phone) her.
6. He told me that he (come back) a fortnight before.
7. I knew him at once though I (meet) him many years before.
8. We spent the night in Klin, a town we (often/hear of) but (never/see).
9. They couldn't believe he (give up) his job in the bank. He (make) a good living there.
10. Mr. Jackson said that he (already / buy) everything for lunch.
11. Alice asked her brother where he (arrange) to meet his friends.
12. We had no car at that time because we (sell) our old one.
13. They (finish) painting the ceiling by two o'clock.
14. Hardly... I (go) to bed when the telephone rang.
15. I kept silence for a while thinking of what he (tell) me.
16. Bob tried to find a job after he (serve) a five-year sentence.

Задание 2. Замените выделенные части предложения инфинитивными оборотами.

1. I have an examination **which I must take soon**, so I can't go to the theatre with you.
2. The rule was so difficult **that they did not understand it**.
3. I should be delighted **if I could join you**.
4. Here is something **which you can rub on your hands**.

Задание 3. Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.

1. Начнем с того, что вы опоздали.
2. На твою сестру приятно смотреть.
3. Короче говоря, мы не выполнили наше задание во время.
4. С тобой трудно иметь дело.
5. Твоя учеба оставляет желать лучшего.

Задание 4. Переведите на русский язык, обращая внимание на герундий.

1. We thought of seeing a film after supper.
2. Iron is found by digging in the earth.
3. There are two ways of getting sugar: one from beet and the other from sugar-cane.
4. She is fond of reading.
5. He was in the habit of asking my opinion.

Задание 5. Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

1. If he (not to be) very busy, he (to agree) to go to the museum with us.
2. They (to take) measures if they (to know) it before.
3. If you (to ring) me up, I (to tell) you a secret.
4. If he (not to pass) his examination, he (not to get) a scholarship.

5. We (to meet) if my friend (to work) in my office.

Задание 6. Прочитайте и письменно переведите текст.

The British Parliament and the Electoral System

1. Britain's Parliament, sometimes known as the 'mother of Parliament', has exerted a strong influence on the development of democratic political institutions overseas. The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head.

2. The House of Commons plays the major role in law making. It consists of Member of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected either at a general election, or at a by election following the death or retirement of an MP.

3. Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taken by secret ballot. The election campaign lasts about three weeks. The election is decided on a simple majority - the candidate with most votes wins. An MP who wins by a small number of votes may have more votes against him (that is, for the other candidates) than for him. Many people think that it is unfair because the wishes of those who voted for the unsuccessful candidates are not represented at all.

4. The British parliamentary system depends on political parties. The political parties choose candidates in elections. The party, which wins the majority of seats, forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and 'Shadow cabinet'. Leader of the opposition is a recognized post in the House of Commons.

Вариант № 8

Задание 1. Вставьте где необходимо *much* / *many* и переведите предложения.

1. Thank you very...
2. My friend didn't make... mistakes.
3. How... money have you got?
4. There isn't... milk in the bottle.
5. I haven't got... time, but I'll try to help you.
6. Have your parents been to... countries?
7. There weren't... people in the street.
8. Has your son made... friends in France?
9. Dan doesn't spend... money on his clothes.
10. You watch TV too....
11. Was there... traffic in sight?
12. Did you take... photos in Spain?
13. Try to do as... as possible.
14. Do you get... letters every week?
15. My wife didn't speak... at the party.
16. I enjoyed the concert very....

17. Sue took as... books as she could carry herself.

Задание 2. *Замените выделенные части предложения инфинитивными оборотами.*

1. King Lear decided to have a hundred knights **who would serve him** after he had divided up his kingdom.
2. He was so stupid **that he did not see the joke**.
3. He hopes **that he will know everything** by tomorrow.
4. Here are some more facts **which will prove** that your theory is correct.

Задание 3. *Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.*

1. Статья оставляет желать лучшего.
2. На этих детей было приятно смотреть.
3. Мягко выражаясь, он был не точен.
4. Сказать по правде, она не заметила твою ошибку.
5. Все были согласны, не говоря уже обо мне.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. Let's go boating.
2. He talked without stopping.
3. I like seeing a good film.
4. Some people can walk all day long without feeling tired.
5. Living in little stuffy rooms means breathing poisonous air.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If I (not to be) present at the lesson, I (not to understand) this difficult rule.
2. If you (not to miss) the train, you (to arrive) in time.
3. You (to know) English literature well if you (to read) much.
4. If you (to let) me know, I (go) there immediately.
5. The student (to get) excellent marks if he (to prepare) for the lessons.

Задание 6. Прочитайте и письменно переведите текст.

The House of Commons

1. The House of Commons is made up of 650 elected members, known as Members of Parliament (MPs). The House of Commons is presided over by the Speaker, a member acceptable to the whole House. MPs sit on two sides of the hall, one side for the governing party and other for the opposition. The first two rows of seats are occupied by the leading members of both parties (called 'front-benchers'), the back benches belong to the rank-and-file MPs ('back-benchers'). Each session of the House of Commons lasts for 160-175 days. Parliament has intervals during its work. MPs are paid for their parliamentary work and have to attend the sittings. MPs have to catch the Speaker's eye when they want to speak, then they rise from where they have been sitting to address the House and must do so without either reading a prepared speech or consulting notes.

2. Although there is some space given to other than government proposals, the lion's share of parliamentary time is taken by the party in power. A proposed law, a bill has to go through three stages in order to become an Act of Parliament. These are called readings. The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on

the principles of the bill, its examination by a parliamentary committee, and the third reading is a report stage when the work of the committee is reported on to the House. This is usually the most important stage in the process. The third reading is often a formality too; if six members table a motion, then there has to be a debate on the third reading. If the majority of MPs still vote for the bill, it is sent to the House of Lords for discussion. When the Lords agree, the bill is taken to the Queen for Royal assent. All bills must pass through both houses before being sent for signature by the Queen when they become Acts of Parliament and The Law of the Land.

Вариант № 9

Задание 1. Заполните пропуски и переведите предложения.

1. - Hello, I... Kate Kern. And what... your name?
2. - Hi, my name... Ann Brown. I... glad to meet you.
3. - Where... you live, Ann?
4. -I... from Leeds. And where... you from?
5. -I... from London. ... there a sports centre in Leeds?
6. - Yes, there... three big sports centers in my town.
7. - What... your favorite sport?
8. -I like swimming. And what about you? ...you like swimming?
- 9.-No, I... But my best friend... . And I like tennis.
10. -...you... any hobbies? ...you like reading?
- 11.-Yes, I....
12. — What... your favorite books?
13. -I like detective stories. Do you?
14. — No, I.....you... any brothers or sisters?
15. — No, I... an only child.
16. - And I... a brother.
- 17.-How old...he?
18. - He... 4. He... go to school. I help him much.
19. - You... a happy girl.

Задание 2. Замените выделенные части предложения инфинитивными оборотами.

1. Here is something **which will warm you up**.
2. She has got so fat **that she cannot wear this dress now**.
3. It is certain **that it will rain** if you don't take your umbrella.
4. He was very proud **that he had helped** his elder brother.

Задание 3. Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.

1. Мягко выражаясь, Он не смог поднять этот вес.
2. Ей было трудно угодить.
3. На вашу квартиру приятно смотреть.
4. По меньшей мере, студенты перевели текст на русский язык.
5. Начнем с того, что эта книга очень дорогая.

Задание 4. Переведите на русский язык, обращая внимание на герундий.

It looks like raining.

1. My watch wants repairing.
2. Thank you for coming.
3. I had no hope of getting an answer before the end of the month.
4. I had the pleasure of dancing with her the whole evening.

Задание 5. Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

1. If it (to rain), we (to stay) at home.
2. His mother (not to scold) you if he (not to get) a “two”.
3. If she (not to help) me, I (to be) in a very difficult situation.
4. If you (to speak) English more often, you (to improve) your language skills.
5. If he (to live) in St. Petersburg, he (to go) to the Hermitage.

Задание 6. Прочитайте и письменно переведите текст.

The House of Lords

1. The upper House of Parliament is the House of Lords. The House of Lords has more than 1,000 members, although only about 250 take an active part in the work of the House. This House consists of those lords who sit by right of inheritance and those men and women who have been given life peerage which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack.

2. The members of the House of Lords debate a bill after it has been passed by the House of Commons. Changes may be recommended, and agreement between the two Houses is reached by negotiations. The Lords' main power consists of being able to delay non-financial bills for a period of a year, but they can also introduce certain types of bill. The House of Lords is the only non-elected second chamber in the parliaments of the world, and some people in Britain would like to abolish it.

3. The division of Parliament into two Houses goes back over some 700 years when a feudal assembly assisted the King. In modern times, real political power rests with the elected House although members of the House of Lords may occupy important cabinet posts.

4. Parliament and the monarch have different roles in the government of the country, and they only meet together on symbolic occasions such as the coronation of a new monarch or the opening of Parliament. In reality, the House of Commons is the only one of the three which has true power. Although a bill must be supported by all three bodies, the House of Lords only has limited powers, and the monarch has not refused to sign one since the modern political system began over 200 years ago.

Вариант № 10

Задание 1. Вставьте где необходимо предлоги и переведите предложения.

1. He arrived ... Great Britain half a month ago.
2. He lives ... Chicago,
3. - Where is my English exercise-book?
- I don't know. Try to find it... your books... your shelf.
4. Let's go ... the cinema.
5. My sister isn't... home, she is... school.
6. Don't you know that Carlson lived... a small house... the roof?
- 7 - Is it far... here... the market?

- No, it's not The market is opposite... that house.
8. - Why can't you find the newspaper? It's... front... you ... the window-sill!
9. My friend lives...Petrovka Street.
10. We'll wait for you... the station.
- 11 I've never been...Paris.
12. When does your train arrive... the station?
13. Go... Gower Street till you see the Bloomsbury Theatre... your right
14. Pour some water... the kettle, please.
15. We spent two lovely weeks... the Mediterranean Sea.
- 16 Turn left... the first traffic lights.

Задание 2. *Замените выделенные части предложения инфинитивными оборотами.*

1. Here is a new brush **which you will clean your teeth with**.
2. The accident was so terrible **that I don't want to talk about it**.
3. Don't promise **that you will do it**, if you are not sure that you can.
4. He was happy **that he was praised** by everybody.

Задание 3. *Переведите на английский язык, употребляя устойчивые словосочетания с инфинитивом.*

1. Короче говоря, ты не помог своему другу.
2. Начнем с того, что ваш перевод неверен.
3. С твоим другом трудно иметь дело.
4. Сказать по правде, вы сделали большую ошибку.
5. Мягко выражаясь, он не хочет вас видеть.

Задание 4. *Переведите на русский язык, обращая внимание на герундий.*

1. Have you finished writing?
2. Taking a cold shower in the morning is very useful.
3. I like skiing, but my sister prefer skating.
4. She likes sitting in the sun.
5. Seeing a good film is a pleasure.

Задание 5. *Раскройте скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

1. If he (to work) hard, he (to achieve) great progress.
2. If I (to know) English, I (to enjoy) Byron's poetry.
3. My father (to have) more free time if he (not to read) so many newspapers.
4. If you (not to be) busy, you (to come) to our party.
5. I (to translate) the text if you (to give) me your dictionary for a couple of days.

Задание 6. Прочитайте и письменно переведите текст.

Newspapers

1. In Britain there are 11 national daily newspapers and most people read one of them every day. Daily newspapers are published on every day of the week except Sunday. Sunday newspapers are larger than daily newspapers. All the Sunday newspapers are national. Most national newspapers in Britain express a political opinion, most of them right-wing, and people choose the newspaper that they read according to their political beliefs.

2. Fleet Street in London used to be the home of most national daily and Sunday newspapers and that is why people often say 'Fleet Street' to mean 'the press' every now.

3. British newspapers can be divided into two groups: quality and popular. Quality newspapers are more serious and cover home and foreign news while popular newspapers like shocking, personal stories. These two groups of papers can be distinguished easily because the quality newspapers are twice the size of the popular newspapers.

4. The quality daily papers are 'The Times', 'The Guardian', 'The Daily Telegraph', and the 'Financial Times'. The 'Times', founded in 1785, is considered to be the most authoritative newspaper voice in the country and is said to be the paper of the Establishment. The 'Guardian' appeals to well-educated readers interested in intellectual and social affairs. The 'Daily Telegraph' is bought by educated upper middle and middle class readers. The 'Financial Times', printed on pink papers, is read by businessmen.

5. The 'popular' press consists of the 'Daily Mail', the 'Daily Express', the 'Daily Star' and the 'Sun'. In all newspapers there is a desperate fight to maintain or improve their circulations but it is worst among the 'popular' papers whose main weapons are sex, scandal and sport.

6. Apart from London-based papers, there are many local newspapers. Most of them are evening papers (there is only one London evening paper) and many appear weekly.

Задания для контрольной работы №3 (для третьего курса)

Вариант 1.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте третий абзац текста в прошедшее время.

Aluminums and its alloys.

Next to oxygen, aluminium is the most abundant element in nature: about 7.45 per cent of the earth's crust consists of aluminum.

Aluminum is extracted from rock with a high alumina content. The most important sources are bauxite, kaolin, lepheline and alunite.

Bauxite is the principal source of aluminum. The less silica in a bauxite the higher its quality as an aluminum ore. Kaolin clays are very abundant in nature but the extraction of aluminum from these ores presents difficulties due to the considerable amount of silica present.

The most important properties of aluminum are its low specific gravity (2.7), high electrical and thermal conductivities, high ductility, and corrosion resistance in various media.

Pure aluminum has only few applications, it is used for the manufacture of electrical wire, chemical apparatus, household utensils and for citrating other metals.

Aluminum alloys are more widely used in industry, wrought aluminum alloys have a high mechanical strength which in some cases approaches the strength of steel. Wrought aluminum alloys are further classified as 1) non-heat-treatable and (2) heat-treatable alloys. Wrought aluminum alloys also include complex alloys of aluminum with copper, nickel, iron, silicon and other alloying elements. Complex wrought aluminum alloys of the duralumin (Dural) type and certain others have found most extensive application in many industries.

1. What elements are the most abundant in nature?
2. What are the most important sources of aluminum?
3. What are the most important properties of aluminum?
4. Is pure aluminum widely used?
5. Do wrought aluminum alloys have a high mechanical strength?
6. How are wrought aluminum alloys further classified?

7. What complex alloys do wrought aluminum alloys also include?
8. What aluminum alloys have found most extensive application in many industries?
9. How are various grades of duralumin identified?

Вариант 2.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте второй абзац текста в прошедшее время.

COPPER AND ITS ALLOYS

Copper is a valuable metal. Its wide application in many fields of engineering is due to its exceptionally high electrical and thermal conductivity, low oxidisability, good ductility and to the fact that it is the basis of the important industrial alloys, brass and bronze.

The raw materials for the production of copper are sulphide or oxide copper ores. Most of the copper is smelted from sulphide ores (about 80 per cent) while oxide ores account for only 15 to 20 per cent. Sulphide ores are more wide-spread in nature due to the higher affinity of copper for sulphur than for oxygen.

Before smelting, the copper concentrate and rich copper sulphide ores are subjected to an oxidising roasting process at 600—900° C thereby part of the sulphur is removed in the form of a gas. Various grades of copper are used for engineering purposes. It must be noted that even a minute amount of impurities sharply alters the properties of pure copper. The mechanical strength of pure copper is not high and depends upon the degree of deformation (reduction in working). Pure copper is used chiefly for electrical engineering products such as cables, bus bars and wire.

The copper alloys are more widely employed. The alloying of copper-with other elements increases the strength of the metal in some cases and improves the anticorrosive and antifriction properties in others. Copper alloys comprise two main groups — brasses and bronzes. Alloys of copper and zinc are called brasses. The addition of appreciable amount of tin, nickel, manganese, aluminum and other elements to copper-zinc alloys imparts higher hardness, strength and other desirable qualities. Complex copper-zinc alloys comprising three, four or more components are special brasses.

Alloys of copper with a number of elements including tin, aluminum, silicon, manganese, iron and beryllium are called bronzes. Tin bronzes are divided into two groups: wrought bronzes, containing up to 6% Sn, and casting bronzes, containing over 6% Sn. Special bronzes are copper-base alloys in which the principal admixtures are Al, Ni, Mn, Si, Fe, Be and others. Special bronzes are fully equivalent substitutes for the more expensive tin bronzes and, therefore, have great economical value. These bronzes are designated on the same principle as brasses. The designation begins with the Russian letters Bp (the first two letters of the Russian for bronze) which are followed by letters indicating the main elements and numbers showing the average percentage of these elements.

1. What are the raw materials for the production of copper?
2. Why must all copper ores be concentrated by flotation?
3. What purpose is pure copper chiefly used for?
4. What properties does the alloying of copper with other elements increase?
5. What main groups do copper alloys comprise? |
6. What alloys of copper are called bronzes?
7. Into what groups are bronzes divided?

8. Why are aluminum bronzes frequently used in foundry practice?

Вариант 3.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте пятый абзац текста в будущее время.

CORROSION OF METALS AND ALLOYS

Almost all metals and alloys subject to the action of atmospheric air or other surrounding media (for example, sea water, soil, acid and alkali solutions, organic liquids, etc.) are gradually destroyed, beginning from the surface, and lose their initial appearance. This progressive destruction of a metallic surface exposed to an external aggressive (active) medium is called corrosion.

Experience shows that corrosive destruction depends mainly upon the following three factors: (1) the chemical nature of the metal or composition of the alloy and their structures; (2) the chemical nature of the surrounding medium and the percentage of aggressive matter in metals (oxygen, moisture, acids, alkalis, etc.) and (3) the temperature of the surrounding medium.

As to its character, metal corrosion may be classified as: (1) uniform corrosion, in which the whole surface of the metal or alloy is corroded with equal intensiveness; (2) localized corrosion, in which only certain areas of the surface are attacked; (3) selective corrosion, where only separate structural components of an alloy are affected and (4) intercrystalline corrosion, which involves destruction of the metal or alloy along its grain boundaries.

According to the mechanism of the corrosion process, it is necessary to distinguish between chemical and electrochemical corrosion.

Chemical corrosion conforms to the laws of chemical kinetics. A typical example of chemical corrosion is the oxidation and erosion of the valves of internal combustion engines by the incandescent products of combustion. A film of corrosion products, usually oxides, is formed on the surface of metal in the course of chemical destruction. In some cases this film may protect the underlying metal against further corrosion, i. e. make it more passive in respect to the surrounding medium.

Electrochemical corrosion occurs in the presence of liquids which are electrolytes containing free ions. The 4 scene of electrochemical corrosion is that the atoms, on the surface of the metal, are in contact with the electrolytic solution, pass into the solution as ions and leave an equivalent quantity of electrons in the metal.

1. What process is called corrosion?
2. What factors does corrosive destruction depend upon?
3. How may metal corrosion be classified?
4. What is a typical example of chemical corrosion?
5. What is the essence of electrochemical corrosion?
6. What are the principal corrosion protection methods?

Вариант 4.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.

3. Поставьте первый абзац текста в прошедшее время.

MAGNESIUM AND ITS ALLOYS

Magnesium has a specific gravity of approximately 1.7; its alloys are the lightest of all engineering metals employed. The melting point of magnesium is 650° C; its boiling point is 1007° C. Magnesium is very inflammable and burns with a dazzling flame, developing a great deal of heat

The mechanical properties of magnesium, especially the tensile strength, are very low and therefore pure magnesium is not employed in engineering. The alloys of magnesium possess much better mechanical properties which ensure their wide application.

The principal alloying elements in magnesium alloys are aluminum, zinc and manganese. Aluminum, added in amounts up to 11 per cent, increases the hardness, tensile strength and fluidity of the alloy. Up to 2 per cent zinc is added to improve the ductility (relative elongation) and cast ability. The addition of 0.1-0.5 per cent manganese raises the corrosion resistance of magnesium alloys. Small additions of cerium, zirconium and beryllium enable a fine-grained structure to be obtained, they also increase the ductility and oxidation resistance of the alloys at elevated temperatures.

Magnesium alloys are classified into two groups; (1) wrought alloys, grades MAI, MA2, (2) casting alloys, grades MJ14, MJ15. Wrought magnesium alloys MAI and MA2 are chiefly used for hot smith and closed-die forged machine parts. They are less frequently used as sheets, tubing or bar stock. Magnesium casting alloys MJ14 and MJ15 are widely used as foundry material though their cast ability is inferior to that of aluminum-base alloys.

1. What specific gravity has magnesium?
2. What is the melting point of magnesium?
3. Why is pure magnesium not employed in engineering?
4. What are the principal alloying elements in magnesium alloys?
5. How much aluminum is added to magnesium?
6. How much zinc is added to magnesium?
7. How much manganese is added to magnesium?
8. For what purpose are small additions of cerium, zirconium and beryllium added to magnesium?

Вариант 5.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте третий абзац текста в прошедшее время.

TITANIUM AND ITS ALLOYS

As engineering material titanium has been widely applied only in the last years.

Titanium is a silvery-white metal which melts at approximately 1668° C and has a specific gravity of 4.505. Commercially pure titanium possesses high strength properties. The tensile strength of most titanium alloys ranges from 100 to 140 kg/mm², in conjunction with high elongation.

The hardness, tensile strength and yield point of titanium are increased with the degree of cold deformation. The elongation value drops rapidly when the degree of cold deformation (reduction) exceeds 50 per cent and becomes equal to 10 per cent. Impurities found in commercial titanium can be divided into two groups: elements which form interstitial solid solutions with titanium (C, N, O and H₂) and elements which form substitution solid solutions (Fe and other metallic elements). The first have a much greater effect on the mechanical properties than those in the second group.

Even very small amounts of oxygen and nitrogen in titanium alloys sharply reduce the ductility. A

carbon content of more than 0.2 per cent reduces both the ductility and impact strength of a titanium alloy. It is supposed that the brittleness of titanium is a result of strain ageing and is connected with the presence of dissolved hydrogen in the beta-phase.

Titanium and its alloys are hardened either by a surface heat treatment followed by ageing at 400°—500° C or by producing a case which contains nitrogen, carbon and boron. Industrial titanium alloys contain vanadium, molybdenum, chromium, manganese, aluminum, tin, iron or other elements, singly or in various combinations.

A combination of high mechanical properties with a low specific weight and excellent corrosion resistance enables titanium to be used in building supersonic aircraft.

1. What is titanium?
2. What does the hardness, tensile strength and yield point of titanium depend upon?
3. Do very small amounts of oxygen and nitrogen in titanium alloys reduce the ductility?
4. How are titanium and its alloys hardened?
5. What constituents do industrial titanium alloys contain?

Вариант 6.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте второй абзац текста в прошедшее время.

FUELS.

All fuels are of organic origin; their combustible constituents are carbon, hydrogen and various compounds of these elements (hydrocarbons). Fuels also contain a certain amount of oxygen and sulphur. Sulphur is the most harmful constituent of fuel since in the process of smelting some of it may dissolve in the metal and impair its properties.

Fuels used in metallurgy must contain the least possible amount of inert mineral admixtures which are incombustible and reduce the calorific power. Solid, liquid and gaseous fuels are employed in process metallurgy. Solid fuels include charcoal, coke and coal.

Charcoal is used in small-volume blast furnaces for making high grades of cast iron with a low sulphur content. Charcoal is an expensive fuel; its production is limited because of the shortage of timber. Coke is a solid carbonized residue formed in the process of heating (dry distillation) of certain grades of coal in retort (coke) ovens. Coke is the chief type of metallurgical fuel for blast furnaces and cupolas; very high temperatures may be developed in its combustion. Of the numerous kinds of coal, the best qualities are found in anthracite. It has a denser structure and contains little volatile matter.

Coals, including anthracite, are practically not used for smelting iron in a blast furnace because they melt down at high temperatures. Mascot is a valuable raw material of the chemical industry, and therefore it must be replaced by gaseous fuels in process metallurgy. The gaseous fuels are coke-oven, producer, blast-furnace and natural gases. Coke-oven gas, obtained as a by-product in the manufacture of coke, burns with a colorless flame and develops very high temperatures in the furnace.

Producer gas is obtained in a producer furnace upon incomplete combustion of solid fuels. Blast-furnace gas is a by-product of the blast-furnace process in pig-iron production. Natural gas is obtained from gas fields. Natural gas is very cheap fuel with a high calorific power and is rich in hydrocarbons, especially methane. In recent years metallurgical plants have begun to use natural gas to a great extent.

- 1., What are the combustible constituents of fuels?

2. Where are solid, 'liquid and gaseous fuels employed?
3. What purpose is charcoal used for?
4. What purpose is coke used for?
5. In what kind of coal are the best qualities found?
6. Why must mascot be replaced by gaseous fuels in process metallurgy?
7. How is coke-oven gas obtained?
8. How is producer gas obtained?
9. How is blast-furnace gas obtained?

Вариант 7.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте второй абзац текста в прошедшее время.

IRON AND MANGANESE ORES

Iron ore comprises the ore body and the dead rock or gangue. The ore body is the name given to the natural chemical compounds of iron, most frequently its oxides, which are found in the ore. Practically all of the iron (98 to 99 per cent) is reduced from its chemical compounds in the blast furnace and goes over in'to the pig iron. The gangue of iron ore may be of various chemical composition. Most frequently it consists of quartzite (SiO_2) or sandstone with an admixture of clayey matter. In the blast furnace the gangue is converted into slag thereby separating from the pig iron. Iron ores are classified a rich or lean according to the amount of gangue which they contain. After crushing and sizing, rich ores are charged directly into the furnace while lean ores are subjected to concentration in which the proportion of the ore body (iron oxides) in the ore is increased. As more effective concentration techniques are developed, it becomes possible to use lean ores which were previously dumped or not worked at all. A certain amount of harmful impurities are always present in iron ores; they include sulphur, arsenic and phosphorus. Deposits mined first on an industrial scale are those in which the iron ore contains a negligible amount of harmful impurities and the optimum amount of gangue for the given conditions. Since most iron ores contain very little manganese it is necessary to add manganese ore to the charge of the blast furnace in the manufacture of pig iron. The ore body of a manganese ore may comprise one of several oxides of manganese and compounds of manganese oxides and oxides of other elements. Manganese ores used in the blast furnace contain from 25 to 40% Mn.

- 1 . What constituents does iron ore comprise?
2. What is the ore body?
3. How much iron is practically reduced from its chemical compounds in the blast furnace?
4. Into what matter is the gangue converted in the blast furnace?
5. How are iron ores classified?
6. Are rich ores charged directly into the furnace?
7. Are lean ores subjected to concentration?
8. What deposits are mined first on an industrial scale?
9. What ore is added to the charge of the blast furnace in the manufacture of pig iron?
10. What constituents may the ore body of a manganese ore comprise?

Вариант 8.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте первый абзац текста в будущее время.

CORROSION OF METALS AND ALLOYS

Almost all metals and alloys subject to the action of atmospheric air or other surrounding media (for example, sea water, soil, acid and alkali solutions, organic liquids, etc.) are gradually destroyed, beginning from the surface, and lose their initial appearance. This progressive destruction of a metallic surface exposed to an external aggressive (active) medium is called corrosion.

Experience shows that corrosive destruction depends mainly upon the following three factors: (1) the chemical nature of the metal or composition of the alloy and their structures; (2) the chemical nature of the surrounding medium and the percentage of aggressive matter in metals (oxygen, moisture, acids, alkalis, etc.) and (3) the temperature of the surrounding medium.

As to its character, metal corrosion may be classified as: (1) uniform corrosion, in which the whole surface of the metal or alloy is corroded with equal intensiveness; (2) localized corrosion, in which only certain areas of the surface are attacked; (3) selective corrosion, where only separate structural components of an alloy are affected and (4) intercrystalline corrosion, which involves destruction of the metal or alloy along its grain boundaries.

According to the mechanism of the corrosion process, it is necessary to distinguish between chemical and electrochemical corrosion.

Chemical corrosion conforms to the laws of chemical kinetics. A typical example of chemical corrosion is the oxidation and erosion of the valves of internal combustion engines by the incandescent products of combustion. A film of corrosion products, usually oxides, is formed on the surface of metal in the course of chemical destruction. In some cases this film may protect the underlying metal against further corrosion, i. e. make it more passive in respect to the surrounding medium.

Electrochemical corrosion occurs in the presence of liquids which are electrolytes containing free ions. The essence of electrochemical corrosion is that the atoms, on the surface of the metal, in contact with the electrolytic solution, pass into the solution as ions and leave an equivalent quantity of electrons in the metal.

1. What process is called corrosion?
2. What factors does corrosive destruction depend upon?
3. How may metal corrosion be classified?
4. What is a typical example of chemical corrosion?
5. What is the essence of electrochemical corrosion?
6. What are the principal corrosion protection methods?

Вариант 9.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте четвертый абзац текста в прошедшее время.

COPPER AND ITS ALLOYS

Copper is a valuable metal. Its wide application in many fields of engineering is due to its exceptionally

high electrical and thermal conductivity, low oxidisability, good ductility and to the fact that it is the basis of the important industrial alloys, brass and bronze.

The raw materials for the production of copper are sulphide or oxide copper ores. Most of the copper is smelted from sulphide ores (about 80 per cent) while oxide ores account for only 15 to 20 per cent. Sulphide ores are more wide-spread in nature due to the higher affinity of copper for sculpture than for oxygen.

Before smelting, the copper concentrate and rich copper supplied ores are subjected to an oxidizing roasting process at 600—900° C thereby part of the sculpture is removed in the form of a gas. Various grades of copper are used for engineering purposes. It must be noted that even a minute amount of impurities sharply alters the properties of pure copper. The mechanical strength of pure copper is not high and depends upon the degree of deformation (reduction in working). Pure copper is used chiefly for electrical engineering products such as cables, busbies and wire.

The copper alloys are more widely employed. The alloying of copper-with other elements increases the strength of the metal in some cases and improves the anticorrosive and antifriction properties in others. Copper alloys comprise two main groups — brasses and bronzes. Alloys of copper and zinc are called brasses. The addition of appreciable amount of tin, nickel, manganese, aluminum and other elements to copper-zinc alloys imparts higher hardness, strength and other desirable qualities. Complex copper-zinc alloys comprising three, four or more components are special brasses.

Alloys of copper with a number of elements including tin, aluminum, silicon, manganese, iron and beryllium are called bronzes. Tin bronzes are divided into two groups: wrought bronzes, containing up to 6% Sn, and casting bronzes, containing over 6% Sn. Special bronzes are copper-base alloys in which the principal admixtures are Al, Ni, Mn, Si, Fe, Be and others. Special bronzes are fully equivalent substitutes for the more expensive tin bronzes and, therefore, have great economical value. These bronzes are designated on the same principle as brasses. The designation begins with the Russian letters Bp (the first two letters of the Russian for bronze) which are followed by letters indicating the main elements and numbers showing the average percentage of these elements.

1. What are the raw materials for the production of copper?
2. Why must all copper ores be concentrated by flotation?
3. What purpose is pure copper chiefly used for?
4. What properties does the alloying of copper with other elements increase?
5. What main groups do copper alloys comprise? |
6. What alloys of copper are called bronzes?
7. Into what groups are bronzes divided?
8. Why are aluminum bronzes frequently used in foundry practice?

Вариант 10.

1. Переведите текст. Ответьте на вопросы. Задайте все возможные вопросы к выделенному предложению.
2. Выпишите и переведите все встречающиеся в тексте термины.
3. Поставьте второй абзац текста в прошедшее время.

FUELS.

All fuels are of organic origin; their combustible constituents are carbon, hydrogen and various compounds of these elements (hydrocarbons). Fuels also contain a certain amount of oxygen and sylph. Sylph is the most harmful constituent of fuel since in the process of smelting some of it may dissolve in the metal and impair its properties.

Fuels used in metallurgy must contain the least possible amount of inert mineral admixtures which are

incombustible and reduce the calorific power. Solid, liquid and gaseous fuels are employed in process metallurgy. Solid fuels include charcoal, coke and coal.

Charcoal is used in small-volume blast furnaces for making high grades of cast iron with a low sculpture content. Charcoal is an expensive fuel; its production is limited because of the shortage of timber. Coke is a solid carbonized residue formed in the process of heating (dry distillation) of certain grades of coal in retort (coke) ovens. Coke is the chief type of metallurgical fuel for blast furnaces and cupolas; very high temperatures may be developed in its combustion. Of the numerous kinds of coal, the best qualities are found in anthracite. It has a denser structure and contains little volatile matter.

Coals, including anthracite, are practically not used for smelting iron in a blast furnace because they melt down at high temperatures. Masout is a valuable raw material of the chemical industry, and therefore it must be replaced by gaseous fuels in process metallurgy. The gaseous fuels are coke-oven, producer, blast-furnace and natural gases. Coke-oven gas, obtained as a by-product in the manufacture of coke, burns with a colorless flame and develops very high temperatures in the furnace.

Producer gas is obtained in a producer furnace upon incomplete combustion of solid fuels. Blast-furnace gas is a by-product of the blast-furnace process in pig-iron production. Natural gas is obtained from gas fields. Natural gas is very cheap fuel with a high calorific power and is rich in hydrocarbons, especially methane. In recent years metallurgical plants have begun to use natural gas to a great extent.

1. What are the combustible constituents of fuels?

Where are solid, liquid and gaseous fuels employed?

2. What purpose is charcoal used for?

3. What purpose is coke used for?

4. In what kind of coal are the best qualities found?

5. Why must masout be replaced by gaseous fuels in process metallurgy?

6. How is coke-oven gas obtained?

7. How is producer gas obtained?

8. How is blast-furnace gas obtained?

Задания для контрольной работы № 4 (для четвертого курса)

Вариант 1.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

VIRUSES

Many PC users fear Friday 13th virus. Many PC users have never seen a virus and find it hard to believe that viruses are the problem that media are discussing all the time.

" Within two years, computer viruses will affect - directly or indirectly - up to 8 million PCs ", says Dr. Peter Tippet, president of the US company "Software House Foundation Ware ". Using mathematical and epidemiological models of virus replication, scientists concluded that the number of PCs, which are infected, is doubling every two months. On November 2, 1998 Cornell University graduate student Robert Morris went on trial. He was accused of having caused thousands of computers across the country to stop. They had stopped because he had unleashed a "worm", a tiny program that copies it self into other programs and diskettes and spreads through computer network.

While some viruses are mere pranks, others may contain destructive " time bombs ". A time bomb means here a computer program that on a certain date performs a task such as printing a message or more

harmfully, destroying data.

If turned out that there are more and more hackers today. They suppose that the best way to improve a computer system is to toy with it and expose its weak points. Morris is not the first to suffer from the computer-crime laws. More than 100 people have been accused in the USA of sabotaging or destroying data since 1987. At least three new bills concerning this problem are being considered at Congress.

THE COURSE OF TECHNOLOGICAL PROGRESS

The our country scientific and technological progress in all fields is will known for its achievements in developing electronic equipment , in building space laboratories and enormous power generating units .

Nowadays the main way to develop the economy is intensifying production , and all economic sectors are being technically recouped .

The transition from the development and introduction of separate machines to the development and introduction of machine systems controlling entire production process is an important trend of technological progress . In the current period we are to carry out an extensive program of the mechanization and automation of labor .

The technological progress provides for the launching of the serial production of automatic program-manipulators . Already guide a few robots are being used in the operation of machine tools , process , thermal furnaces as well as in assembly and painting work .

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1. His office (is , are) in New York , the USA.
2. He (work , works) in Madrid , he (is , am) a businessman .
3. We (are , is) learning English now.
4. He usually (sighs , is signing) all the documents after 11 o'clock .
5. I (go , am going) to Philander on Sunday.

3. Поставьте глагол в правильную форму и переведите предложение.

1. If you didn't get tickets for the concert, we (to stay) at home.
2. Your brother (to become) much stronger, if he took cold baths regularly.
3. If you had let me play a joke on him, it (to be) very funny.

4. Выберите правильную форму причастия и переведите предложения на русский язык.

1. When (sent, sending) the telegram she forgot to write her name.
2. The (spoken, speaking) doll interested the child very much.
3. Some of the questions (putting, put) to the lecturer yesterday were of great importance.

5. Измените действительный залог в страдательный, сохраняя модальные глаголы.

1. I can easily forgive this mistake.
2. You must do this work very carefully.
3. The doctor says they must take her to the hospital.

Вариант 2.

Задание 1 .

Переведите текст.

Задайте к тексту 5 вопросов.

Sovincetr : 15 year of flourishing business

This year marks the 15 anniversary of the joint stock company Sovincetr - a centre for world trade and scientific and technological cooperation with foreign countries. Sovincetr is now a major foreign economic organization and the leader on the Russian market of office , hotel , congress , business and

mediatory services For its contridution to the development of world trade , business tourism and congress activity Sovincent has been admitted into the World Trade Canters Association .

Sovincentr is located in downtown Moscow in a picturesque area on the bank of the Moskva river in close proximity to the Russia government building. It is actually a city with in the city and a gateway to the Russian market. A complex of buildings in which the company is situated was designed by Russian and US architects and erected by Moscow builders in 1980 . The centre, which is 200 000 square meters in area , has an office building , a 600 room first-class hotel and a hotel that provides rooms for foreign business people working permanently in Moscow . The area for holding congress, exhibition and cultural events take up 8 000 square metres. It includes a congress hall, a movie , a concert hall , a hall for press conferences , room for negotiations and other premises . All of these are equipped with systems for simultaneous translation , sound amplification , audio and video facilities .

Sovincentr is now a recognized coordinator of business cooperation between national and foreign organizations . The centre accommodates over 400 offices of foreign companies , banks oiliness and joint ventures . Most of them are traditional trade partners of Russia that are known the world over such as Krupp , West Detached landsman , Bank of America , British Airways and others . A wide range of services , providing everything necessary for successful work and leisure , make Sovincentr especially attractive to business people.

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1. Who (waits, waiting)for Mr. Brown ?
2. There (are, is) four visitors in the office .
3. There is very (few, little) milk in the bottle.
4. He didn't have (many, much) luggage.

3. Переведите предложения на русский язык.

1. When going home yesterday I kept thinking about my friend.
2. The book translated into Russian could be read by everybody.
3. When being given dictionaries, we managed to translate this article easily.

4. Выберите правильную форму причастия и переведите предложения на русский язык.

1. When (sent, sending) the telegram she forgot to write her name.
2. The (spoken, speaking) doll interested the child very much.
3. Some of the questions (putting, put) to the lecturer yesterday were of great importance.

5. Измените действительный залог в страдательный, сохраняя модальные глаголы.

1. I can easily forgive this mistake.
2. You must do this work very carefully.
3. The doctor says they must take her to the hospital.

Вариант 3.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

Computers graphics.

Computer art for Russia is considered unusual and impossible, prefabs because one needs a computer. Traditional art in this country is anti-technological. In Russia ‘ what ’ was always more important than ‘ now ’ .

Computers, however, are not only for show business, commercials or animations, but also artwork. Enthusiasts started the Institute of Technological Art, ITA, which itself almost appears to illustrate the “ thought of non-existing realism “. There is no place or state, just a group of people that demonstrate a few amazing computer illustrations. D&D, are famous Muscovite conceptualist, established ITA. He started with simple experiments. He sent through the computer deferent films which later turned into works of art. Each time he made his experiment more difficult, by either adding light, sound or an entire new

performance.

On the first exhibition of the Muscovite international festival of animation and computer graphics ITA demonstrated the “non-existing garden“. In this exhibition, where there were a lot of computer, participators showed that tradition is more important than the new technology. However, both can show to have equal importance . Ideas and thoughts can be expressed with the help of technology.

“ What “ became evidently more important than “ how “.

Framework : *the desktop* .

When you have Framework running on your computer, the screen becomes, your workplace or desktop . Like your real desktop , the Framework desktop is where you work with documents , letters , notes and plans Although the screen is much smaller than the average desk , you will find that working with the Framework desktop lets you work faster and with more organization . It is also more fun than you might expect. At first the desktop seem a little foreign to you. You manipulate your work on the desktop through Framework commands. Each of the words at the top of the screen is the name of a menu. You select items which are also called commands or options from the menus.

Framework menus contain commands that let you create change, point and store your work. Menus contain commands that are grouped under a logical topic. For example, most of the commands associated with how a text is printed are located in the Print Menu. Just to the right of the menu bar is a digital clock.

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1. Their offices (is, are) in Bern, Switzerland.
2. (Does, do) he work in Minsk?
3. (Are, is) you listening to me?
4. Where is Mr. Brown? – He (sings, is signing) the protocol.
5. He (is, are) reading an English book.

3. Раскройте скобки, выбирая правильную форму глагола.

- 1 .The doctor (sent, was sent) for yesterday.
- 2 Tomorrow he will (take, be taken) them to the Pushkin Museum

4. Выберите правильную форму причастия и переведите предложения на русский язык.

- 1 .When (sent, sending) the telegram she forgot to write her name.
- 2.The (spoken, speaking) doll interested the child very much. 3.Some of the questions (putting, put) to the lecturer yesterday were of great importance.

5. Переведите предложения на русский язык.

1. When going home yesterday I kept thinking about my friend.
2. The book translated into Russian could be read by everybody.
3. When being given dictionaries, we managed to translate this article easily.

Вариант 4.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

Oxford and Cambridge Universities

Oxford is like London. It is very old and has great charm. It is also a town that is situated near the river Thames. Oxford is international because people from many parts of the world come to study at its university. Oxford University has 27 men's colleges and 5 women's colleges. The university family has more than 9000 members. The university was established in 1249. It is supposed to be one of the oldest universities in Europe.

Each college is practically autonomous with its own set of rules. There is central administration,

providing services such as libraries, laboratories, lectures and examination.

Cambridge is the second oldest University City in Britain. It lies on the river Cam and takes its name from this river. Cambridge was founded in 1284 when the first college, Peterhouse, was built. Now there are 22 colleges in Cambridge, but only 3 of them are women's colleges.

The population of Cambridge consists mostly of teachers and students. All students have to live in the college during their course. In the old times the student's life was very strict. They were not allowed to play games, to sing, to hunt, to fish or even to dance. They wore special dark clothes which they continue to wear in our days.

Many great men situated at Cambridge, among them Newton, Byron, and Darwin. The Great Russian scientist Pavlov came to Cambridge to receive the degree of the Honorary Doctor of Cambridge. The students presented him with a toy dog then. Now Cambridge is known all over the world as a great centre of science, where many famous scientists have worked.

Conclusion.

The humanity uses many kinds of energy: renewable and non-renewable. To make sure we have plenty of energy in the future, it's up to all of us to use energy wisely. We must all conserve energy and use it efficiently. It also up to those of you who will want to create the new energy technologies of the future. One of you might be another Albert Einstein and find a new source of energy. It's up to all of us. The future is ours but we need energy to get there. The world has changed dramatically over the last 200 years, thanks largely to fossil fuels – coal, oil and natural gas. These have provided us with cheap and convenient energy, which we use to heat and cool our homes and to run our cars, appliances and industries. But there has been a cost. No city in the world is immune from the polluting effects of fossil fuels, and they contribute vast quantities of greenhouse gases to the atmosphere, something that many scientists believe causes global warming. So, in the last few decades, scientists have been looking for ways to produce energy without adverse side effects. Promising renewable energy sources such as wind, direct solar and biomass are dealt with in other Nova topics (see links at the end of this page). Now we'll have a look at hot dry rocks, waves and hydrogen. It may be some years before these energy sources make a big impact but they illustrate the diversity of options that are available.

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

- 1 It's 5 o'clock. He (works, is working) at the office now.
- 2 There (is, are) a desk and four chairs in the office.
- 3 Jane is waiting. Let's speak with (him, her).
- 4 There are very (few, little) passengers at the Departure control.
- 5 Can you give me (a few, a little) marmalade?

3. Раскройте скобки, поставьте глаголы в пассивный залог.

1. These trees (to plant) last autumn.
2. Mushrooms (to gather) every summer.
3. Many interesting programs (to show) next Sunday

4. Раскройте скобки выберите правильную форму глагола. Переведите предложения.

1. The building of the house (to begin) early in April.
2. I (to go) shopping tomorrow.
2. She (to work) in the library.

5. Поставьте предложения в вопросительную и отрицательную формы.

1. I help my mother about the house.
2. She went home ten minutes ago.
3. Kate will play the piano this morning

Вариант 5.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

MICROELECTRONICS AND THE PERSONAL COMPUTER

The future increase in capacity and decrease in cost of microelectronic devices will not only give rise to compact and powerful hardware but also bring changes in the way human beings and computer interact. Both adults and children are able to have as a personal possession a computer about the size of a large notebook with the power to handle all their information-related needs.

The personal computers can be regarded as the newest example of human medium of communication. The evolution of the personal computer has followed the path similar to that of the printed book, but in 40 years rather than 600. Like the handmade book of the Middle Ages the massive computers in two decades before 1960 were coarse, expensive, available to only a few.

Just as Industrial Revolution made possible the personal book by providing inexpensive paper and mechanized printing and binding, the microelectronic revolution brought about the personal computer. Ideally the personal computer is designed in such a way that people of all ages and walks of life can model and channel its power to their own needs. Physicians are able to store and organize a large quantity of information about their patients. Composers are able to hear a composition as they are composing it, especially if it is too complex for them to play.

Children have an active learning tool that gives them ready access to large stores of knowledge in ways that are not possible with books.

Computers graphics.

Computer art for Russia is considered unusual and impossible, because one needs a computer. Traditional art in this country is anti-technological. In Russia 'what' was always more important than 'how'.

Computers, however, are not only for show business, commercials or animations, but also artwork. Enthusiasts started the Institute of Technological Art, ITA, which itself almost appears to illustrate the "thought of non-existing realism". There is no place or state, just a group of people that demonstrate a few amazing computer illustrations. D&D, are famous Muscovite conceptualists, established ITA. He started with simple experiments. He sent through the computer deferent films which later turned into works of art. Each time he made his experiment more difficult, by either adding light, sound or an entire new performance.

On the first exhibition of the Muscovite international festival of animation and computer graphics ITA demonstrated the "non-existing garden". In this exhibition, where there were a lot of computer, participators showed that tradition is more important than the new technology. However, both can show to have equal importance. Ideas and thoughts can be expressed with the help of technology. "What" became evidently more important than "how".

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1. I (am, is) a teacher of English.
2. We (do, does) not keep documents here.
3. He never (listens, is listening) to me.
4. He (spends, is spending) all his spare time at club.
5. We (is, are) waiting for the bank official.

3. Раскройте скобки, поставьте глаголы в пассивный залог.

1. These trees (to plant) last autumn.
2. Mushrooms (to gather) every summer.
3. Many interesting programs (to show) next Sunday

4. Раскройте скобки выберите правильную форму глагола. Переведите предложения.

1. The building of the house (to begin) early in April.
2. I (to go) shopping tomorrow.
3. She (to work) in the library.

5. Поставьте предложения в вопросительную и отрицательную формы.

1. I help my mother about the house. 2. She went home ten minutes ago.
3. Kate will play the piano this morning

Вариант 6.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

Computers serve the Arts.

Mary Watts, a university librarian, point out that computers serve the arts as well as the sciences.

I think many people associate computers with the world of science

And maths, out they are also a great help to scholars in other subjects, in history literature and so on. It's now possible for a scholar to find a book of article he needs very quickly, which, when a million or more now books are published each year is quite an advantage.

There is a system, controlled by computer, of giving books a code number, reducing them in size by putting them on microfiche, and then storing 3 000 or more in a container no bigger than a washing machine. You tell the computer which subject you are interested in and it produces any microfiche you need in seconds. It's rather like going to an expert who has read all the works on your subject and can remember where to find the correct information.

There are also systems being developed to translate articles from foreign magazines by computer, and to make up the many lists of information that are needed in a modern library. So computer can help us to deal with the knowledge explosion in many ways. I can imagine a time when libraries will be run by computers, without any human being at all.

Computers Catch Criminals.

public often think of detective work as fast and exciting. But most of it is slow and boring. For example, a detective on a stolen car case may have to check through long lists of information, and in the time it takes him to do this the thief may escape. With the new National Police Computer we are now able to find out details of car ownership and driving licenses in a fraction of the time it takes by traditional methods. We are also developing systems of storing fingerprint information in computers and even information about people's appearance. It's possible to work out codes for visual details and to link a computer with a videotape recorder. Then instead of looking through books of photographs we'll be able to ask the computer to sort out the right ones. In police work speed is often essential, so computers are ideal for helping us catch criminals. The only problem is that we now have a new kind of criminal - the very clever man who knows how to make huge sums of money by cheating a computer, and he is very difficult indeed to catch."

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

- 1 She (speaks, is speaking) two foreign languages.
- 2 There (is, are) a passport and two travelers cheques on the table.
- 3 Here is your ticket. Keep (it, its).
- 4 There is very (many, much) food on the tray.
- 5 Don't order (many, much) wine. I want just (a few, a little).

2. Перепишите предложения, поставьте глагол в пассивном залоге. Переведите предложения на русский язык.

1. Windscreens (make) from glass.
2. My new car (deliver) tomorrow.
3. This shop (build) in 1956.
4. I (tell) about that yesterday.
- 5.

4. Переделайте предложения в пассивный залог.

1. Soon they will send him to the sanatorium.
2. The building of the house will begin early in April.

5. Вставьте подходящие по смыслу модальные глаголы и переведите предложения.

1. Why ___ you understand it? It is so easy.
2. Shall I write a letter to him? - No, you ___ not, it is not necessary.
3. ___ I ask you to take off your hat?

Вариант 7.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

Computers graphics.

Computer art for Russia is considered unusual and impossible, perhaps because one needs a computer. Traditional art in this country is anti-technological. In Russia 'what' was always more important than 'how'.

Computers, however, are not only for show business, commercials or animations, but also artwork. Enthusiasts started the Institute of Technological Art, ITA, which itself almost appears to illustrate the "thought of non-existing realism". There is no place or state, just a group of people that demonstrate a few amazing computer illustrations. D&D, are famous Muscovite conceptualist, established ITA. He started with simple experiments. He sent through the computer deferent films which later turned into works of art. Each time he made his experiment more difficult, by either adding light, sound or an entire new performance.

On the first exhibition of the Muscovite international festival of animation and computer graphics ITA demonstrated the "non-existing garden". In this exhibition, where there were a lot of computer, participators showed that tradition is more important than the new technology. However, both can show to have equal importance. Ideas and thoughts can be expressed with the help of technology. "What" became evidently more important than "how".

Computers serve the Arts.

Mary Watts, a university librarian, point out that computer serve the arts as well as the sciences. I think many people associate computers with the world of science

And maths, out they are also a great help to scholars in other subjects, in history literature and so on. It's now possible for a scholar to find a book of article he needs very quickly, which, when a million or more now books are published each year is quite an advantage.

The is a system, controlled by computer, of giving books a code number, reducing them in size by putting them on microfiche, and then storing 3 000 or more in a container no bigger than a washing machine. You tell the computer which subject you are interested in and it produces any microfiche you need in seconds. It's rather like going to an expert who has read all the works on your subject and can remember where to find the correct information.

There are also systems being developed to translate articles from foreign magazines by computer, and to make up the many lists of information that are needed in a modern library. So computer can help us to deal with the knowledge explosion in many ways. I can imagine a time when libraries will be run by computers, without any human being at all.

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1. Yesterday I (checked in, have checked in) at the Bristol Hotel.
2. I (looked through, have looked through) the catalogues. The prices are very high.
3. We (bought, have bought) there machines at a good price last year.
4. They (are quoted, quote) very high prices in their catalogue.
5. The goods (were delivered, delivered) a few days ago.

3 Употребите инфинитив с частицей to или без нее. Переведите предложения на русский

ЯЗЫК.

1. Why don't you (to take/take) a holiday?
2. She agreed (to help/help) me.
3. I think he'll agree (to have/have) the meeting in his office.
4. You were able (do/to do) it yourself.

4. Перепишите предложения заменив активный залог на пассивный.

1. He was sure someone had moved his paper.
2. Alan will paint the house for us while we're away.
3. Somebody has drunk all the water.
4. Many citizens visited the Sales last week.

5. Поставьте предложения в вопросительную и отрицательную формы.

1. I help my mother about the house.
2. She went home ten minutes ago.
3. Kate will play the piano this morning

Вариант 8.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

Framework : the desktop .

When you have Framework running on your computer, the screen becomes, your workplace or 'desktop'. Like your real desktop, the Framework desktop is where you work with documents, letters, notes and plans. Although the screen is much smaller than the average desk, you will find that working with the Framework desktop lets you work faster and with more organization. It is also more fun than you might expect. At first the desktop seems a little foreign to you. You manipulate your work on the desktop through Framework commands. Each of the words at the top of the screen is the name of a menu. You select items which are also called commands or options from the menus.

Framework menus contain commands that let you create, change, point and store your work. Menus contain commands that are grouped under a logical topic. For example, most of the commands associated with how a text is printed are located in the Print Menu.

Just to the right of the menu bar is a digital clock.

THE COURSE OF TECHNOLOGICAL PROGRESS

The scientific and technological progress in all fields in our country is well known for its achievements in developing electronic equipment, in building space laboratories and enormous power generating units.

Nowadays the main way to develop the economy is intensifying production, and all economic sectors are being technically recouped.

The transition from the development and introduction of separate machines to the development and introduction of machine systems controlling the entire production process is an important trend of technological progress. In the current period we are to carry out an extensive program of the mechanization and automation of labor.

The technological progress provides for the launching of the serial production of automatic program-manipulators. Already quite a few robots are being used in the operation of machine tools, processes, thermal furnaces as well as in assembly and painting work.

Грамматические задания.

2. Перепишите предложения, поставьте глагол в нужную форму.

1 There are very (few, little) passengers at the Departure Con. 2 Don't order (many, much) wine. I want just (a few, a little). 3 I didn't go to the enquiry office (too, either). 4 Look! It (rains, is raining). 5 (Can, must) you tell me the way to nearest underground station?

3. Перепишите предложения, употребив притяжательный падеж существительных.

1. Alice has got a sister. She's much taller than her sister.
2. My brother has got two friends. Their names are Bill and Dan.
3. My boss lives in a nice house. It is much more comfortable than mine.

4. Перепишите предложения заменив активный залог на пассивный.

1. He was sure someone had moved his paper.
2. Alan will paint the house for us while we're away.
3. Somebody has drunk all the water.
4. Many citizens visited the Sales last week.

5. Измените действительный залог в страдательный, сохраняя модальные глаголы.

1. I can easily forgive this mistake.
2. You must do this work very carefully.
3. The doctor says they must take her to the hospital.

Вариант 9.

Задание 1 .

Переведите тексты.

Задайте к каждому тексту по 5 вопросов.

What is energy?

Everything in the universe is either energy or matter. For us humans, energy is the means for doing work. Picking up a book, watching TV or launching a Space Shuttle all needs energy. Without it there would be no life, for all life uses energy.

Energy, so far as we are concerned, comes from only two sources: the Sun and the decay of radioactive elements inside the Earth. The Sun radiates its warmth out to all the planets, but ours happens to be about the right distance away to be able to support Life. In fact, Life seems to control the temperature of the planet like a thermostat.

But what about oil, gas or coal, which also come from inside the Earth? They were formed because of the energy from ancient sunshine from millions of years ago driving life on Earth. These have formed 'fossil fuels' or 'non-renewable' energy sources. Energy is the power that we use to do things, whether it is thinking about building a ship or actually building it. Building it needs large amounts of energy to power blast furnaces to make the steel, mills to roll it and electricity to weld it to form the ship's structure. That ship, when built, has engines, which push it through the water. Most energy is not available to us in a usable form. We have to convert it into another form to make it work for us.

What is the Internet

USING the Internet, David, a teacher in the United States, acquired course materials. A Canadian father accessed it to stay in contact with his daughter in Russia. Loma, a housewife, used it to examine scientific research on the early beginnings of the universe. A farmer turned to it to find information about new planting methods that make use of satellites. Corporations are drawn to it because of its power to advertise their products and services to millions of potential customers. People around the globe read the latest national and international news by means of its vast reporting and information services.

What is this computer phenomenon called the Internet, or the Net? Do you personally have need of it? Before you decide to get "on" the Internet, you may want to know something about it. In spite of all the hype, there are reasons to exercise caution, especially if there are children in the home.

Грамматические задания.

2. Перепишите предложения. Поставьте глагол в прошедшем времени. Переведите предложения на русский язык.

1. I (to see) your mother yesterday. She's looking fine.
2. My boss (to fly) to New York again last week.
3. It (to be) very late when I (to come) home last night.
4. We (to buy) a new fridge two months ago.

3. Перепишите предложения, употребив притяжательный падеж существительных.

1. My mother has both a new car. It's very expensive.
2. Our manager has got a nice office. It's on the fourth floor.
3. They have got two daughters. Their names are Monica and Pat.

4. Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.

1. Why don't you (to take/take) a holiday?
2. She agreed (to help/help) me.
3. I think he'll agree (to have/have) the meeting in his office.
4. You were able (do/to do) it yourself.

5. Напишите инфинитив от следующих причастий II:

broken, felt, gone, led, paid, met, put, sent, spent, told.

Вариант 10.

Задание 1 .

Переведите текст.

Задайте к тексту по 5 вопросов.

THE DEVELOPMENT OF COMPUTERS IN THE USA

In the early 1960s, when computers were hulking mainframes that took up entire rooms, engineers were already toying with the then - extravagant notion of building a computer intended for the sole use of one person. By the early 1970s, researchers at Xerox's Palo Alto Research Center (Xerox PARC) had realized that the pace of improvement in the technology of semiconductors - the chips of silicon that are the building blocks of present-day electronics - meant that sooner or later the PC would be extravagant no longer. They foresaw that computing power would someday be so cheap that engineers would be able to afford to devote a great deal of it simply to making non-technical people more comfortable with this new information - handling tools in their labs, they developed or refined much of what constitutes PCs today, from "mouse" pointing devices to software "windows".

Although the work at Xerox PARC was crucial, it was not the spark that took PCs out of the hands of experts and into the popular imagination. That happened inauspiciously in January 1975, when the magazine *Popular Electronics* put a new kit for hobbyists, called the Altair, on its cover. For the first time, anybody with \$400 and a soldering iron could buy and assemble his own computer. The Altair inspired Steve Wozniak and Steve Jobs to build the first Apple computer, and a young college dropout named Bill Gates to write software for it. Meanwhile the person who deserves the credit for inventing the Altair, an engineer named Ed Roberts, left the industry he had spawned to go to medical school. Now he is a doctor in small town in central Georgia.

To this day, researchers at Xerox and elsewhere pooh-poo the Altair as too primitive to have made use of the technology they felt was needed to bring PCs to the masses. In a sense, they are right. The Altair incorporated one of the first single-chip microprocessor - a semiconductor chip, that contained all the basic circuits needed to do calculations - called the Intel 8080. Although the 8080 was advanced for its time, it was far too slow to support the mouse, windows, and elaborate software Xerox had developed. Indeed, it wasn't until 1984, when Apple Computer's Macintosh burst onto the scene, that PCs were powerful enough to fulfill the original vision of researchers. "The kind of computing that people are trying

to do today is just what we made at PARC in the early 1970s,” says Alan Kay, a former Xerox researcher who jumped to Apple in the early 1980s.

Грамматические задания.

2. Напишите инфинитив от следующих причастий II:

broken, felt, gone, led, paid, met, put, sent, spent, told

3. Перепишите предложения. Поставьте глаголы в прошедшем времени. Переведите предложения на русский язык.

1. I (not see) Mary last week.
2. She (to leave) in 1995.
3. I (not speak) to Nick yet.
4. He (to change) his job three times this year.

4. Образуйте вопросительную форму от следующих предложений. Объясните употребление временной формы. Переведите предложения на русский язык.

1. We have known each other for three year.
2. Monica told me about that.
3. We've seen Carmen before.
4. Here is our catalogue.

5. Образуйте Participle I и II от следующих глаголов:

answer, begin, drive, find, learn, meet, prove, wear, give, sell.

5. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ КОНТРОЛЬНОЙ РАБОТЫ

АНГЛИЙСКИЙ АЛФАВИТ

Написание букв		Название букв
в печати	на письме	
A a	<i>A a</i>	[eɪ]
B b	<i>B b</i>	[bi:]
C c	<i>C c</i>	[si:]
D d	<i>D d</i>	[di:]
E e	<i>E e</i>	[i:]
F f	<i>F f</i>	[ef]
G g	<i>G g</i>	[dʒi:]
H h	<i>H h</i>	[eɪtʃ]
I i	<i>I i</i>	[aɪ]
J j	<i>J j</i>	[dʒeɪ]
K k	<i>K k</i>	[keɪ]
L l	<i>L l</i>	[el]
M m	<i>M m</i>	[em]
N n	<i>N n</i>	[en]
O o	<i>O o</i>	[əʊ]
P p	<i>P p</i>	[pi:]
Q q	<i>Q q</i>	[kju:]
R r	<i>R r</i>	[a:]
S s	<i>S s</i>	[es]
T t	<i>T t</i>	[ti:]
U u	<i>U u</i>	[ju:]
V v	<i>V v</i>	[vi:]
W w	<i>W w</i>	[ˈdʌblju:]
X x	<i>X x</i>	[eks]
Y y	<i>Y y</i>	[waɪ]
Z z	<i>Z z</i>	[zed]

ОСНОВНОЙ ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

1. Множественное число существительных

Большинство исчисляемых существительных в английском языке имеют два числа: единственное и множественное.

Множественное число большинства существительных образуется путем добавления к форме единственного числа окончания **–s** или **–es (s, ss, x, ch, o)**: law – laws (закон – законы), judge – judges (судья - судьи).

Окончание **–s (–es)** произносится как **[z]** после гласных и звонких согласных (laws **[z]** – законы, dogs **[z]** – собаки), как **[s]** после глухих согласных (shops **[s]** – магазины, states **[s]** – государства, штаты) и как **[ɪz]** после шипящих и свистящих (speeches **[ɪz]** – речи, judges **[ɪz]** – судьи).

Некоторые имена существительные, оканчивающиеся в единственном числе на **–f** или **–fe** образуют множественное число путем прибавления окончания **–ves**: **thief – thieves** (вор – воры), **knife – knives** (нож – ножи).

Исключениями являются такие существительные: **proof – proofs** (доказательство – доказательства), **safe – safes** (сейф – сейфы), **roof – roofs** (крыша – крыши) и некоторые другие.

Некоторые имена существительные образуют множественное число путем изменения корневых гласных:

Единственное число	Множественное число
man – мужчина (<i>e. g. policeman</i> – полицейский; <i>militiaman</i> – милиционер)	men – мужчины (<i>e. g. policemen</i> – полицейские; <i>militiamen</i> – милиционеры)
woman – женщина (<i>e. g. policewoman</i> – женщина-полицейский)	women – женщины (<i>e. g. policewomen</i> – женщины-полицейские)
tooth – зуб	teeth – зубы
mouse – мышь	mice – мыши

Существительное **child** (ребенок) также образует форму множественного числа не по правилу: **child – children** (дети).

У некоторых существительных формы единственного и множественного числа совпадают: **counsel** (= *legal adviser, barrister*) – адвокат(ы), юрисконсульт(ы).

Неисчисляемые существительные обычно употребляются **только в единственном числе**: **money** – деньги, **knowledge** – знания, **news** – новости, **advice** – совет(ы) (*e. g. legal advice* – совет(ы) юриста), **evidence** – улика, улики, **headquarters (HQ)** – штаб-квартира, штаб-квартиры.

Некоторые существительные могут быть **исчисляемыми** в одном значении и **неисчисляемыми** в другом:

1. **law** – закон (**laws** – законы);

2. **law** – право, правоведение, юриспруденция (**administrative law** – административное право, **civil law** – гражданское право)

Существительные **goods** – товары, **contents** – содержание, **clothes** – одежда, **wages** – заработная плата употребляются **только во множественном числе**.

Собирательные существительные **committee** – комитет, комиссия, **(the) Congress** – Конгресс, **government** – правительство, **jury** – присяжные, **Parliament** – Парламент, **the public** – публика, общественность могут употребляться с глаголом **в единственном и во множественном числе**:

e. g. Every month the Congress adopt(s) new laws. – Каждый месяц члены Конгресса принимают новые законы.

Собирательные существительные **people** – люди, **police** – полиция всегда употребляются с глаголом **только во множественном числе**:

e. g. The police know about the stolen money. – Полиция знает об украденных деньгах.

3. Притяжательный падеж

Существительное в английском языке имеет только два падежа: **общий (The Common Case)** и **притяжательный (The Possessive Case)**.

Существительное в общем падеже не имеет специальных окончаний.

Существительное в притяжательном падеже является определением к другому существительному и отвечает на вопрос **чей? (whose?)**, обозначая **принадлежность предмета**.

В форме притяжательного падежа употребляются в основном существительные **одушевленные**, а также **существительные, обозначающие**:

а) время и расстояние: **a month's imprisonment** (заключение сроком на 1 месяц), **a mile's distance** (расстояние в 1 милю).

б) страны, города, суда, а также существительные: **country** (страна), **city** (город), **world** (мир) и т. п.

в) вес, стоимость, место: **ten roubles' worth** (стоимостью 10 рублей), **a kilo's weight** (весом 1 кг), **at the baker's** (в булочной).

г) собирательные существительные типа **party** (партия), **company** (компания), **government** (правительство), **family** (семья) и т. п.:

e. g. **government's decisions** – решения правительства.

Показателем **притяжательного падежа** является **апостроф (')** и **окончание –s**:

e. g. **Jane's lawyer** – адвокат Джейн.

Если существительное стоит **во множественном числе** и оканчивается на **–s**, для обозначения **притяжательного падежа** апостроф ставится **за словом**:

e. g. **the students' book** – книга студентов.

Если существительное **во множественном числе** не имеет окончания **–s**, то **притяжательный падеж** образуется как у существительных **в единственном числе**:

e. g. **children's punishment** – наказание детей.

Наряду с существительными в притяжательном падеже для выражения принадлежности употребляются существительные с предлогом **of**:

e. g. **the Prime Minister's residence** – резиденция Премьер-министра = **the residence of the Prime Minister**.

В английском языке очень часто встречаются сочетания **«существительное + существительное»**. В таких сочетаниях существительные преимущественно неодушевленные, а ключевым словом в них всегда является последнее существительное:

e. g. **court decision** – решение суда

road accident – дорожное происшествие.

3. Степени сравнения прилагательных и наречий

В английском языке имя прилагательное имеет те же степени сравнения, что и в русском: **положительную (positive)**, **сравнительную (comparative)** и **превосходную (superlative)**.

Одно – и двусложные прилагательные образуют **сравнительную степень** при помощи **суффикса – er**, а **превосходную** при помощи **суффикса – est**, которые прибавляются к прилагательному в положительной степени:

e. g. **long – longer – the longest** (длинный – длиннее – самый длинный).

Степени сравнения **многосложных прилагательных** образуются при помощи слов **more** для **сравнительной степени** и **the most** для **превосходной степени**:

e. g. **important – more important – the most important** (важный – важнее – самый важный).

Степени сравнения наречий образуются аналогично степеням сравнения прилагательных.

Некоторые прилагательные и наречия образуют **степени сравнения не по правилу**:

good, well (хороший, хорошо)	better	the best
bad, badly (плохой, плохо)	worse	the worst

much, many (много)	more	the most
little (мало)	less	the least
far (далеко)	farther, further	the farthest, the furthest

В английском языке после прилагательного или наречия в сравнительной степени употребляется союз **than** (чем), тогда как в русском языке этот союз может опускаться:

e. g. His term of imprisonment is shorter **than** hers. – Срок его тюремного заключения короче, чем ее.

Сравнительные конструкции

Модель	Перевод	Пример
as ... as	такой же ... как, так же ... как	<i>This criminal is as tall as that one.</i> Этот преступник такой же высокий, как тот. <i>This robber runs as fast as a sportsman.</i> Этот грабитель бежит так же быстро, как спортсмен.
not so ... as (not as... as)	не такой ... как, не так ... как	<i>This courtroom is not so light as that one.</i> Эта комната суда не такая светлая, как та. <i>She can't identify this thief as well as we do.</i> Она не может так же точно опознать этого вора, как мы.
the ... the	чем ... тем	<i>The earlier we leave, the sooner we'll arrive to court.</i> Чем раньше мы уйдем, тем скорее приедем в суд.

4. Числительные

Имена числительные в английском языке делятся на **количественные числительные (Cardinal Numerals)**, отвечающие на вопрос «сколько?», и **порядковые числительные (Ordinal Numerals)**, отвечающие на вопрос «который?».

Количественные числительные от 13 до 19 образуются прибавлением **суффикса –teen** к основе. Числительные, обозначающие **десятки**, прибавляют к основе суффикс **–ty**.

Порядковые числительные кроме первых трех (**the first, the second, the third**) образуются прибавлением **суффикса –th** к соответствующему **количественному числительному**. Они употребляются с определенным артиклем.

Чтение дробных числительных:

1. обыкновенные дроби – 1/3 (one third), 2/4 (two fourths), 5/6 (five sixths).
2. десятичные дроби – 0,5 (point five), 26,4 (twenty six point four).

Чтение дат:

1. годы – 1981 (nineteen eighty one), 2010 (two thousand ten).
2. дни – July 8th (July the eighth/the eighth of July) – восьмое июля; **on** July 8th – восьмого июля.

5. Система видовременных форм английского глагола в действительном залоге

Глаголы в английском языке имеют четыре формы:

- инфинитив (**the Infinitive**);
- прошедшее неопределенное время (**the Past Indefinite/Simple**);
- причастие настоящего времени (**Participle I/ the Present Participle**);
- причастие прошедшего времени (**Participle II/ the Past Participle**).

The Infinitive	The Past Indefinite/ Simple	Participle II	Participle I
<i>to arrest</i> (арестовывать) <i>to steal</i> (красть, воровать)	<i>arrested</i> (арестовал) <i>stole</i> (украл)	<i>arrested</i> (арестованный) <i>stolen</i> (украденный)	<i>arresting</i> (арестовывающий) <i>stealing</i> (ворующий)

Все английские глаголы делятся на **правильные** и **неправильные**. **Правильные глаголы** образуют формы **Past Indefinite/Simple** путем прибавления **окончания –ed** к основе глагола.

Формы **неправильных глаголов** следует заучивать.

В английском языке имеется **четыре** группы времен: **Indefinite/Simple, Continuous, Perfect, Perfect Continuous**, которые образуют все временные формы.

Времена группы Indefinite/Simple

Времена группы **Indefinite/Simple** обозначают обычное, регулярное, повторяющееся действие, либо указывают на сам факт его совершения в настоящем, прошедшем и будущем.

Утвердительная форма образуется от **инфинитива** глагола без частицы **to**. В **3-м л. ед. ч.** прибавляется **окончание –(e)s**:

e. g. They arrest criminals. – The policeman arrests criminals. (Они арестовывают преступников. – Полицейский арестовывает преступников.) **Вопросительная форма** образуется с помощью постановки на первое место вспомогательного глагола **do/does** в настоящем времени, **did** в прошедшем времени и **will** в будущем времени.

Отрицательная форма – с помощью указанных **вспомогательных глаголов** и **частицы not**:

e. g. I work as a lawyer. – Do you work as a lawyer? – I don't work as a lawyer. (Я работаю юристом. – Вы работаете юристом? – Я не работаю юристом.)

С временами группы **Indefinite/Simple** обычно употребляются следующие указатели времени:

- **Present Indefinite/Simple:** often (часто), seldom (редко), always (всегда), usually (обычно), regularly (регулярно), every day (каждый день), sometimes (иногда), as a rule (как правило).
- **Past Indefinite/Simple:** yesterday (вчера), last week/month/year (на прошлой неделе/в прошлом месяце/году), the day before yesterday (позавчера).
- **Future Indefinite/Simple:** tomorrow (завтра), the day after tomorrow (послезавтра), next week/month/year (на следующей неделе/в следующем месяце/году), in a day/week/month (через день/неделю/месяц).

Времена группы Continuous

Образование: to be (am, is, are, was, were, will be) + Participle I

Продолженные времена (**Continuous Tenses**) обозначают действие в процессе его развития в определенный момент в настоящем, прошедшем или будущем.

Некоторые глаголы не могут выражать действие или состояние как процесс, совершающийся в определенный момент времени, и, следовательно, употребляться во временах группы **Continuous**. К ним относятся: **to love** любить, **to want** хотеть, **to like** нравиться, **to hate** ненавидеть, **to wish** желать, **to see** видеть, **to hear** слышать, **to feel** чувствовать, **to notice** замечать, **to know** знать, **to understand** понимать, **to consist** состоять, **to belong** принадлежать, **to recognize** узнавать, **to be** быть и др. В таком случае употребляется соответствующее время группы **Indefinite/Simple**.

С временами группы **Continuous** обычно употребляются следующие указатели времени:

- **Present Continuous:** now (сейчас), right now (прямо сейчас), just now (только сейчас), at the moment (в данный момент), today (сегодня), this week/month/season (на этой неделе/в этом месяце/сезоне), these days (в эти дни), tonight/this evening (сегодня вечером).
- **Past Continuous:** at that time (в то время), all day/night long (весь день/ночь), at six o'clock (в 6 часов), the whole evening/morning/afternoon (целый день/утро/вечер), from seven to nine (с 7 до 9).
- **Future Continuous:** at this time tomorrow/next week/next month (в это время завтра/на следующей неделе/в следующем месяце), at 10 o'clock on Friday (в 10 часов в пятницу).

Времена группы Perfect

Образование: to have (has, had, will have) + Participle II

Совершенные времена (**Perfect Tenses**) обозначают действие, которое совершилось к определенному моменту в настоящем, прошедшем или будущем.

Времена группы **Perfect** переводятся на русский язык глаголами совершенного вида.

Present Perfect часто употребляется с наречиями времени (already – уже, just – только что, yet – уже (в вопр. и отр. предложениях), never – никогда, ever – когда-либо) и со словами, выражающими еще не истекшие периоды времени (today – сегодня, this year – в этом году, this month – в этом месяце, this week – на этой неделе, this morning – сегодня утром и т. д.)

Present Perfect может употребляться для выражения действия, которое началось в прошлом и не закончилось к данному моменту, а все еще продолжается. Период действия обычно указывается с помощью слов **for** (в течение) или **since** (с, с тех пор как, с тех пор). В этом случае **Present Perfect** переводится на русский язык глаголом несовершенного вида:

e. g. I have lived here since 1990. – Я живу здесь с 1990 года.

Определенный момент в прошлом (**Past Perfect**) или будущем (**Future Perfect**) выражается обозначениями времени с предлогом **by** к: (by 3 o'clock yesterday – к трем часам

вчера, by 3 o'clock tomorrow – к трем часам завтра, by the time he came (comes) – к тому времени, как он пришел (придет)).

6. Система видовременных форм английского глагола

в страдательном залоге

В английском языке глаголы имеют два залога: действительный (the Active Voice) и страдательный (the Passive Voice).

В действительном залоге действие совершается подлежащим.

В страдательном залоге подлежащее (лицо или предмет) подвергается воздействию со стороны другого лица или предмета:

e. g. The police **arrested** the thief. – Полиция арестовала вора.

The thief **was arrested** by the police. – Вор был арестован полицией.

При образовании вопросительной формы в страдательном залоге первый вспомогательный глагол ставится перед подлежащим:

e. g. **Was** the thief arrested? – Был ли вор арестован?

При образовании отрицательной формы частица **not** употребляется после первого вспомогательного глагола:

e. g. The thief **was not** arrested. – Вор не был арестован.

Формы глагола в страдательном залоге

	Present	Past	Future
Indefinite/ Simple	am, are, is + Participle II <i>He is often arrested.</i> Его часто арестовывают.	was, were + Participle II <i>He was arrested yesterday.</i> Его арестовали вчера.	will be + Participle II <i>He will be arrested tomorrow.</i> Его арестуют завтра.
Continuous	am is are being + Participle II <i>He is being arrested now.</i> Его арестовывают сейчас.	was were being + Participle II <i>He was being arrested when you came.</i> Его арестовывали, когда вы пришли.	Вместо отсутствующей формы Future Continuous употребляется форма Future Indefinite/Simple
Perfect	have has been + Participle II <i>He has been arrested this morning.</i> Его арестовали сегодня утром.	had been + Participle II <i>He had been arrested before I met you.</i> Его арестовали до того, как я его встретил.	will have been + Participle II <i>He will have been arrested by that time.</i> Его арестуют к тому времени.

Способы перевода глаголов в страдательном залоге на русский язык

1	Глаголом «быть» в сочетании с краткой формой причастия страдательного залога.	<i>The new law was adopted last week.</i> Этот новый закон был принят на прошлой неделе.
---	---	---

2	Глаголом, оканчивающимся на -ся, -сь.	<i>The problem of drug trafficking is being discussed now.</i> Сейчас обсуждается проблема распространения наркотиков.
3	Неопределенно-личным предложением.	<i>The crime is much spoken about nowadays.</i> В настоящее время много говорят о преступности.
4	Глаголом в действительном залоге, если в предложении есть дополнение с предлогом by.	<i>The proposed legislation was much discussed.</i> Все долго обсуждали предложенный проект законодательства.
5	Безличные конструкции соответствуют в русском языке глаголам в 3-м лице множественного числа с неопределенно-личным значением.	<i>It is said...</i> Говорят... <i>It is known...</i> Известно... <i>It must be said....</i> Следует сказать... <i>It can't be forgotten...</i> Нельзя забыть...

При преобразовании предложений из действительного залога в страдательный необходимо помнить следующее:

1) Глагол в страдательном залоге ставят в том же времени, что и в действительном. Лицо и число может меняться, так как меняется подлежащее:

e. g. The House of Commons represents each of the parties. – Each of the parties are represented in the House of Commons. В Палате Общин представлена каждая из партий.

2) Дополнение в действительном залоге будет подлежащим в страдательном и наоборот:

e. g. The President appoints the Chairman of the Government. – Президент назначает председателя Правительства.

The Chairman of the Government is appointed by the President. – Председатель Правительства назначается Президентом.

3) Если в предложении действительного залога имеется два дополнения, то любое из них может быть подлежащим в страдательном залоге:

e. g. Nick gave me an interesting book on Roman law. – Николай дал мне интересную книгу по Римскому праву.

An interesting book on Roman law was given to me.

I was given an interesting book. – Мне дали интересную книгу по Римскому праву.

4) Дополнение с предлогом в страдательном залоге часто опускается, если оно выражено личным местоимением:

e. g. He showed me a new draft of the budget. Он показал мне новый проект бюджета.

A new draft of the budget was shown to me (by him). Мне показали новый проект бюджета.

5) Если сказуемое действительного залога выражено сочетанием модального глагола с инфинитивом, то в страдательном залоге ему соответствует сочетание того же модального глагола с инфинитивом в страдательном залоге:

e. g. I **can't sign** this document without his consent. Я не могу подписать этот документ без его согласия.

This document **can't be signed** without his consent. Этот документ не может быть подписан без его согласия.

7. Модальные глаголы

Модальные глаголы и их эквиваленты, выражающие возможность

Глагол	Present	Past	Future
CAN TO BE ABLE TO выражает реальную возможность, физическую или умственную способность	CAN am/is/are able to <i>I can (am able to) investigate this case.</i> Я могу (в состоянии) расследовать это дело.	COULD was/were able to <i>I could (was able to) to investigate this case.</i> Я мог (был в состоянии) расследовать это дело.	will be able to <i>I will be able to investigate this case.</i> Я смогу (буду в состоянии) расследовать это дело.
MAY TO BE ALLOWED TO выражает допущение возможности, разрешение совершить действие	MAY am/is/are allowed to <i>You may (are allowed to) smoke here.</i> Вы можете здесь курить.	MIGHT was/were allowed to <i>He said I might (was allowed to) smoke here.</i> Он сказал, что я могу курить здесь.	will be allowed to <i>You will be allowed to smoke here.</i> Вы можете курить здесь (вам разрешат).

Модальные глаголы и их эквиваленты, выражающие долженствование

Глагол	Present	Past	Future
MUST выражает долженствование	MUST <i>I must find this criminal.</i> Я должен найти этого преступника.		
TO HAVE TO	HAVE TO HAS	HAD TO	WILL HAVE TO <i>You will have to</i>

<p>выражает вынужденную необходимость (в связи со сложившимися обстоятельствами)</p>	<p><i>I have to find this criminal.</i> Мне нужно (приходится) найти этого преступника.</p>	<p><i>I had to find this criminal.</i> Я должен был (мне пришлось) найти этого преступника.</p>	<p><i>find this criminal.</i> Вы должны будете (вам придется) найти этого преступника.</p>
<p>SHOULD</p> <p>выражает долженствование с оттенком желательности совершения действия (совет)</p>	<p>SHOULD</p> <p><i>In this case you should consult the lawyer</i> В данном случае Вам следует проконсультиро- ваться с юристом.</p>		
<p>TO BE TO</p> <p>выражает необходимость, обусловленную планом или расписанием</p>	<p>AM IS TO ARE</p> <p><i>The court sitting is to begin at 10.</i> Судебное заседание должно начаться в 10.</p>	<p>WAS WERE TO</p> <p><i>The court sitting was to begin at 10.</i> Судебное заседание должно было начаться в 10.</p>	
<p>NEED</p> <p>выражает необходимость, нецелесообразность. Обычно употребляется с отрицанием</p>	<p>NEED</p> <p><i>You needn't adopt this law now.</i> Не нужно сейчас принимать этот закон.</p>		

8. Неличные формы глагола

Неличные формы глагола – инфинитив (**the Infinitive**: to write – писать), причастие 1 и 2 (**the Participle I, II**: writing пишущий, written написанный), герундий (**the Gerund**: writing писание, письмо) совмещают в себе признаки двух частей речи: **инфинитив – глагола и существительного, причастие – прилагательного и глагола, герундий – существительного и глагола.**

Они выражают действие без указания лица, числа, времени и наклонения, не могут быть сказуемым в предложении, а лишь значимой его частью; имеют формы залога (действительный и страдательный) и формы временной отнесенности (неопределенные **Indefinite**, длительные **Continuous**, совершенные **Perfect**, совершенные длительные **Perfect Continuous**); последние указывают лишь на то, как протекало действие по отношению к действию, выраженному сказуемым.

В частности, неопределенные и длительные показывают, что действие протекало одновременно с действием сказуемого, совершенные и совершенные длительные показывают, что действие предшествовало действию сказуемого.

Инфинитив (The Infinitive)

	Active	Passive
Indefinite	to rob	to be robbed
Continuous	to be robbing	-
Perfect	to have robbed	to have been robbed
Perfect Continuous	to have been robbing	-

Функции инфинитива в предложении

Функции	Примеры	Перевод
1. Подлежащее	<i>To study law is very difficult.</i>	Изучать право очень сложно.
2. Часть составного глагольного сказуемого	<i>Our aim is to master Roman Law.</i>	Наша цель – изучить Римское право
3. Дополнение	<i>He likes to study at Law University.</i>	Ему нравится учиться в Юридическом Университете.
4. Определение	<i>Here is the crime to be investigated.</i>	Вот преступление, которое необходимо расследовать.
5. обстоятельство	<i>I came to help you.</i>	Я пришел, чтобы помочь вам.

Инфинитивные конструкции

Конструкция	Пример	Перевод
1. Сложное дополнение (Complex Object) сущ. (общ. падеж) + инф. мест, (объект, падеж)	<i>We believe him to be in prison now.</i> <i>She wanted this criminal to be sent to prison.</i> <i>We expect our lawyer to come here.</i>	Мы полагаем, что он сейчас в тюрьме. Она хотела, чтобы этого преступника посадили в тюрьму. Мы ожидаем, что наш адвокат придет сюда.

Конструкция «Сложное дополнение» употребляется после глаголов, выражающих:

1) желание или потребность: to want – хотеть, нуждаться, to wish, to desire – желать, would like – хотел бы:

e. g. I want you to help me. Я хочу, чтобы вы помогли мне.

2) предположение: to suppose – предполагать, to expect – ожидать, to consider – считать, полагать, to believe – верить, полагать:

e. g. They consider him to become a good policeman. Они считают, что он станет хорошим полицейским.

3) физическое восприятие и ощущение: to watch – наблюдать, to see – видеть, to hear – слышать, to feel – чувствовать (без частицы to).

e. g. She felt somebody look at her. Она чувствовала, что кто-то смотрит на нее.

4) утверждение, осведомленность, знание, констатацию факта: to know – знать, to find – обнаруживать, находить, to think – думать, to declare – заявлять:

e. g. We know him to have taken part in the legal conference. Мы знаем, что он принял участие в работе конференции по правовым вопросам.

Конструкция	Пример	Перевод
2. Сложное подлежащее (Complex Subject) сущ. (общ. п.) + гл. + инф. мест. (имен, п.)	<i>They are said to have committed a lot of murders.</i> <i>The data proved to be wrong.</i>	Говорят, что они совершили много убийств. Данные оказались неверными.

Конструкция «Сложное подлежащее» употребляется со следующими глаголами в страдательном залоге: to hear – слышать, to see – видеть, to find – находить, обнаруживать, to know – знать, to report – сообщать, to expect – ожидать, полагать, to consider – считать, рассматривать, to believe – полагать, to say – говорить, to suppose – предполагать:

e. g. The delegation is reported to have arrived. Сообщили, что делегация уже приехала.

The conference on legal matters is considered to take place in London. Полагают, что конференция по правовым вопросам состоится в Лондоне.

Сложное подлежащее употребляется со следующими глаголами в действительном залоге: to seem, to appear – казаться, to prove – оказаться, to happen – случаться, to turn out – оказаться, и со словосочетаниями: to be likely – вероятно, to be unlikely – маловероятно, to be sure – определенно, безусловно, to be certain – определенно, наверняка:

e. g. The case seems to be ready for hearing. По всей вероятности, дело уже готово для заслушивания.

Причастие (The Participle)

Причастие – это неличная форма глагола, которая обладает свойствами глагола, прилагательного и наречия.

Подобно прилагательному, причастие может быть определением к существительному или именной частью составного сказуемого: нарушенное соглашение, соглашение было нарушено.

Подобно наречию, причастие может быть обстоятельством, характеризующим действие, выраженное сказуемым:

e. g. Reading the text he wrote out the new words. Читая текст, он выписывал новые слова.

Формы причастия

	Participle I	Participle II	Perfect Participle
Active	interrogate	interrogated	having interrogated
Passive	being interrogated		having been interrogated

Причастия, образованные от непереходных глаголов, имеют один залог (действительный).

Функции причастия в предложении

1. Определение (the attribute)	<i>Mother is looking at her sleeping child</i>	Мать смотрит на спящего ребенка
2. Обстоятельство (the adverbial modifier) а) времени (of time) б) причины (of reason) в) образа действия или сопутствующего обстоятельства (of manner or attendant circumstances)	<i>When asked he refused to answer the question.</i> <i>Having been translated into many languages the book became world famous.</i> <i>He was reading the newspaper sitting in the armchair.</i>	Когда его спросили, он отказался отвечать на вопрос. Так как книга была переведена на многие языки, она стала известной во всем мире. Он читал газету, сидя в кресле.
3. Часть сказуемого (part of the predicate)	<i>The bill is being discussed.</i> <i>All doors were locked.</i>	Законопроект обсуждается. Все двери были закрыты.

Герундий (The Gerund)

Герундий – это неличная форма глагола, соединяющая в себе свойства существительного и глагола. В этом отношении герундий сходен с инфинитивом, но отличается от него тем, что передает оттенок процесса действия.

В русском языке нет формы глагола, соответствующей английскому герундию. Формы герундия совпадают с формами причастия.

Функции герундия в предложении и способы его перевода на русский язык

Функции	Употребление	Примеры	Перевод
Подлежащее		Swimming is my favourite sport.	Плавание – мой любимый вид спорта.
Часть составного сказуемого	после глаголов: to stop прекращать; to finish кончать; to continue, to go on, to keep продолжать; to begin, to start начинать.	Stop talking. He kept on asking her about the details.	Прекратите разговаривать. Он продолжал спрашивать ее о подробностях.
Дополнение 1) прямое дополнение	после глаголов: to remember помнить;	She is busy preparing for the exam. I don't mind going there.	Она занята: она готовится к экзамену.

	<p>to enjoy получать удовольствие;</p> <p>to mind возражать;</p> <p>to excuse извинять;</p> <p>to be busy быть занятым;</p> <p>to be worth стоить.</p>		Я не против пойти туда
2) предложное дополнение	<p>после глаголов с предлогами:</p> <p>to depend on зависеть от;</p> <p>to rely on полагаться на;</p> <p>to object to возражать против;</p> <p>to blame ... for винить за;</p> <p>to thank for благодарить за;</p> <p>to be responsible for отвечать за;</p> <p>to be fond of любить;</p> <p>to be tired of устать от;</p> <p>to be afraid of бояться;</p> <p>to look forward to с нетерпением ожидать;</p> <p>to feel like быть склонным и т.д.</p>	<p>He is fond of investigating crimes.</p> <p>I`m afraid of making a mistake.</p> <p>I`m tired of arguing with you.</p>	<p>Он любит расследовать преступления.</p> <p>Я боюсь допустить ошибку.</p> <p>Я устала с тобой спорить.</p>
Определение	<p>после абстрактных существительных с предлогами:</p> <p>way (of) способ;</p> <p>opportunity (of) возможность;</p> <p>hope (of) надежда;</p> <p>experience (in) опыт;</p> <p>reason (for) причина, основание;</p> <p>interest (in) интерес;</p> <p>importance (of) значение и т.д.</p>	<p>I understand the importance of getting legal advice.</p>	<p>Я понимаю важность получения юридической консультации.</p>

Обстоятельство 1) обстоятельство времени	употребляется всегда с предлогами: after, before, on, in	After returning home he continued his work.	После возвращения домой он продолжил свою работу.
2) обстоятельство образа действия	с предлогами: without, instead of, besides	She left the room without looking at me.	Она вышла из комнаты, не посмотрев на меня.

Примечание.

После глаголов to like, to begin, to start, to continue, to stop, to intend и словосочетаний it is no good, it is (of) no use, it is useless употребляется как герундий, так и инфинитив.

Как видно из таблицы, герундий может переводиться на русский язык существительным, глаголом в личной форме или неопределенной формой глагола, деепричастием.

9. Типы вопросов

. Общий вопрос – задаётся ко всему предложению в целом и требует короткого ответа «да» или «нет». Общий вопрос начинается с вспомогательного глагола, далее следует прямой порядок слов, т.е. подлежащее, сказуемое, выраженное смысловым глаголом и остальные члены предложения. Исключение составляют предложения с глаголом-связкой *to be*. В таких предложениях вспомогательный глагол не требуется, а подлежащее и сказуемое меняются местами.

e.g.: He works in the police. – Does he work in the police?

You have been studying English for two years already. – Have you been studying English for two years already?

I shall become an officer. – Shall I become an officer?

We are law students. – Are we law students?

2. Альтернативный вопрос – предполагает наличие выбора из двух вариантов. Начинается как общий вопрос, затем ставится слово “**or**” («или») и предлагается какая-то альтернативная информация.

e.g.: Does he work in the police or at the prosecutor’s office?

Have you been studying English or German for two years already?

Are we or they law students?

3. Специальные вопросы – задаются ко всем членам предложения или для получения дополнительной информации. Вначале ставится вопросительное слово или словосочетание, затем, так же, как и в общем вопросе, ставится вспомогательный глагол (или глагол *to be*), подлежащее, сказуемое и, далее, остальные члены предложения.

e.g.: He works **in the police**. – **Where** does he work?

You have been studying English **for two years** already. – **How long** have you been studying English?

I shall become an officer. – **Why** shall you become an officer?

Исключение составляет вопрос к подлежащему. В этом случае вспомогательный глагол не требуется. Порядок слов прямой.

e.g.: He works in the police. – **Who** works in the police?

My work is interesting. – **What** is interesting?

His grandfather built this cottage. – Who built this cottage?

Вопросительные слова:

What – что

What + сущ. – какой (what book– какую книгу)

What kind of + сущ. – что за, какой

Which – который

When – когда

Where – где

Why – почему

Who – кто

Whose – чей

Whom – кому

How – как

How many/ how much – сколько

How long – как долго

How often – как часто

4. Разделительный вопрос – задаётся с целью уточнить какую-либо информацию.

Начинается как утвердительное предложение, в конце ставится запятая и далее следует уточняющий вопрос, состоящий из вспомогательного глагола и личного местоимения, которым заменяется подлежащее данного предложения. Причём, если первая часть вопроса утвердительная, то вторая часть – отрицательная, т.е. содержит отрицание *not*, и наоборот.

e.g.: He *works* in the police, *doesn't he*?

He *doesn't* work in the police, *does he*?

6 ПЕРЕЧЕНЬ РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Основные источники:

1. Английский язык для технических специальностей - English for Technical Colleges: учебник для студентов учреждений среднего проф. образования / А.П. Голубев, А.П. Коржавый, И.Б. Смирнова. - 6-е изд., испр. - М.: Издательский центр "Академия", 2021. - 208 с.

2. Карпова, Т.А. English for Colleges = Английский язык для колледжей. Практикум + Приложение: тесты: учебно-практическое пособие / Карпова Т.А., Восковская А.С., Мельничук М.В. — Москва: КноРус, 2020. — 286 с. — (СПО). — ISBN 978-5-406-07527-2. — Текст: непосредственный.

3. Кохан, О. В. Английский язык для технических специальностей : учебное пособие для среднего профессионального образования / О. В. Кохан. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 226 с. — (Профессиональное образование). — ISBN 978-5-534-08983-7.

4. Восковская, А.С. Английский язык [Электронный ресурс] : учебник / А.С. Восковская, Т.А. Карпова. — Электрон. дан. — Ростов-на-Дону : Феникс, 2018. — 376 с. — Режим доступа: <https://e.lanbook.com/book/102330>. ISBN: 978-5-222-26881-0

Дополнительные источники:

1 Агабекян, И.П. Английский язык для ссузов [Текст]: учебное пособие. Москва: Проспект, 2018. - 288 с.

2 Агабекян, И.П. Английский язык / [Текст] И.П. Агабекян. - Изд. 25-е, стер. - Ростов н/Д: Феникс, 2017. - 318 с. - (Среднее профессиональное образование).

5 Англо-русский и русско-английский словарь с грамматическими правилами / Сост. И. Мизина. — М.: ОЛМА Медиа Групп, 2017.