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Новокузнецкий филиал-институт

государственного образовательного учреждения
высшего профессионального образования
«Кемеровский государственный университет»

Н.В. Падеро

**Английский язык для студентов-
заочников**

Учебное пособие

Новокузнецк 2009

ББК 81. 2. Англ. – 923

П 12

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В пособии представлен теоретический и практический материал для формирования у студентов навыков чтения оригинальной и адаптированной литературы по изучаемой специальности, грамматический и лексический материал, предусмотренный вузовской программой, упражнения по формированию навыков словообразования, контрольные работы для определения уровня усвоения студентами учебного материала, пройденного за 4 семестра.

Предназначено для студентов 1–2 курсов неязыковых специальностей

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Предисловие

Данное пособие является составной частью учебно-методического комплекса по дисциплине федерального компонента «Иностранный язык» (английский). Оно предназначено для студентов заочной формы обучения неязыковых вузов первого и второго курсов, изучающих дисциплины, связанные с экономикой, менеджментом, информационными технологиями, юриспруденцией, некоторыми разделами естествознания.

Цель пособия:

1) помочь студентам-заочникам в усвоении грамматического и лексического материала, представленного в соответствии с программой обучения в вузе, предложив им большое количество тренировочных упражнений и текстов профессионально-ориентированного содержания;

2) продолжать дальнейшее формирование у студентов навыков словообразования;

3) провести контроль знаний студентами-заочниками учебного материала, пройденного за четыре семестра;

4) совершенствовать навыки и умения в различных видах чтения (просмотрового, поискового, ознакомительного) оригинальной профессионально-ориентированной литературы по специальности с целью извлечения необходимой информации.

Данное пособие написано на основе «Сборника контрольных работ, тренировочных упражнений и текстов по английскому языку для студентов заочного отделения», составленного Н.В. Падеро и изданного в 1999 г.

Введение

Пособие состоит из четырех частей, соответствующих четырем семестрам обучения иностранному языку. Каждая часть включает перечень грамматического материала, необходимого для усвоения; контрольно-тренировочные упражнения; контрольные вопросы по пройденному материалу для закрепления усвоенного; контрольную работу и аутентичные тексты для дополнительного чтения.

Фонетический материал представлен таблицами, в которых отражены правила чтения гласных и согласных букв и буквосочетаний, а также рядом контрольно-тренировочных упражнений на отработку основных фонетических явлений.

Изучение грамматического материала начинается с изучения грамматических тем, перечисленных перед текстом контрольной работы. Затем с целью активизации изучаемого грамматического материала выполняются тренировочные упражнения. Упражнения рекомендуется выполнять на аудиторных занятиях или самостоятельно с последующей проверкой преподавателем в дни индивидуальных консультаций в межсессионный период. В грамматических упражнениях используется общеупотребительная лексика, что снимает дополнительные трудности усвоения материала.

Обогащение лексического запаса происходит при чтении текстов, статей из английских газет и журналов. Для снятия трудностей при переводе с английского языка на русский подобран ряд упражнений на многозначность слов, случаи конверсии, словообразования как эффективного средства расширения запаса слов.

После выполнения тренировочных упражнений студентам следует проверить свою готовность к выполнению контрольной работы путем ответов на контрольные вопросы по пройденному материалу. Данные вопросы могут быть использованы преподавателем с целью контроля усвоения студентами грамматического материала.

Каждая контрольная работа имеет 2 варианта и содержит тексты по специальности, а также грамматические и текстовые упражнения.

Пособие включает в себя значительное количество текстов для обучения различным видам чтения, что способствует формированию у студентов умения самостоятельно читать литературу по специальности с целью извлечения информации из иноязычных источников. Так, тексты контрольных работ используются для изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста, обучения переводу, работы со словарем и т. д. Тексты для дополнительного чтения могут быть использованы преподавателем для "комбинированного чтения", то есть сочетания различных видов чтения при работе с одним текстом. Например, ознакомительное чтение, предполагающее знакомство с содержанием прочитанного и проверяемое вопросно-ответным методом, и поисковое чтение, когда нужно найти конкретную информацию, о которой заранее известно, что она содержится в тексте и т. п. Подобранные к текстам задания предназначены для развития умений и навыков поискового, просмотрового и ознакомительного чтения. Работая с дополнительным текстовым материалом необходимо, не обращаясь к словарю, понять смысл прочитанного, отделить главное от второстепенного, быстро извлечь информацию. Для оказания помощи при переводе к текстам даются примечания ("Notes"), которые помогают правильному пониманию отдельных фраз и словосочетаний, характерных для подобранных текстов. За преподавателем остается право свободного выбора в организации работы над текстами в зависимости от условий обучения и контингента студентов. По усмотрению преподавателя тексты могут прорабатываться на аудиторных занятиях или изучаться студентами самостоятельно в межсессионный период.

Тексты и упражнения данного сборника содержат сокращенные и частично адаптированные материалы из оригинальной литературы на английском языке, а также из различных учебников и пособий. Их тематика дает возможность повысить общеобразовательный и профессиональный уровень студентов.

Памятка студенту заочной формы обучения по выполнению и оформлению контрольной работы:

Каждое контрольное задание в данном пособии дается в двух вариантах. Студент должен выполнить вариант, указанный преподавателем. Другой вариант можно использовать в качестве дополнительного материала для лучшей подготовки к зачету или экзамену.

1. Контрольная работа должна быть выполнена на листах размером А4 в печатной форме или написана аккуратным, четким почерком. На обложке указывается фамилия студента, факультет, курс, группа, номер контрольной работы.

2. Задания контрольной работы обязательно переписываются в тетрадь.

3. При выполнении работы должны быть оставлены широкие поля для замечаний, объяснений и методических указаний рецензента.

4. При выполнении заданий контрольной работы необходимо пользоваться англо-русским словарем, рекомендованными пособиями по изучению английского языка.

4. Если контрольная работа выполнена не в соответствии с указаниями или не полностью, она возвращается студенту без проверки.

Исправление работы на основе рецензии

1. По получении проверенной преподавателем контрольной работы, внимательно прочитайте рецензию, ознакомьтесь с замечаниями рецензента и проанализируйте отмеченные в работе ошибки.

2. Отмеченные ошибки должны быть исправлены, а учебный материал еще раз проработан. Руководствуясь указаниями преподавателя, повторите не совсем усвоенный вами учебный материал, т.е. перечитайте тексты, повторите правила, исправьте ошибки в переводе и упражнениях. Все предложения, в которых были обнаружены орфографические, грамматические ошибки или неточности, по исправлении перепишите начисто в конце контрольной работы.

3. Прорецензированные контрольные работы являются учебными документами, которые необходимо сохранять, помня о том, что при сдаче зачета или экзамена производится опрос по контрольным работам. Студент, не выполнивший контрольную работу, не допускается к зачету или экзамену.

ПЕРВЫЙ СЕМЕСТР

Грамматический практикум

Для того, чтобы правильно выполнить контрольную работу №1, необходимо усвоить следующие разделы курса.

1. Особенности фонетического строя английского языка. Характеристика английских согласных и гласных звуков. Монофтонги. Дифтонги. Трифтонги. Правила чтения. Ударение. Английская интонация.

2. Множественное число имен существительных. Притяжательный падеж имен существительных. Конструкция с предлогом **of**. Определители существительного.

3. Артикли.

4. Местоимения: личные, притяжательные, вопросительные, относительные, указательные, неопределенные, возвратные, взаимные.

5. Времена группы **Indefinite** в действительном залоге. Спряжение глаголов **to be** и **to have**.

6. Повелительное наклонение и его отрицательная форма.

7. Порядок слов английского повествовательного предложения и его отрицательная форма.

8. Безличные предложения.

9. Порядок слов вопросительного предложения.

10. Оборот **There is (are)**.

10. Степени сравнения имен прилагательных и наречий. Конструкции типа **the more ... the less, it is...than, as...as, not so...as**.

11. Употребление местоимений **many, much, little, few**.

12. Простые неличные формы глагола: **Participle I, Participle II**.

13. Временная группа **Continuous** в действительном залоге.

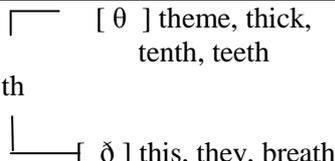
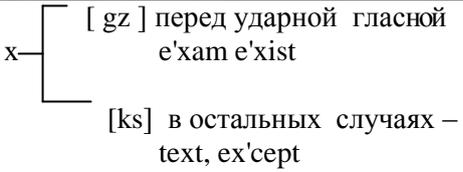
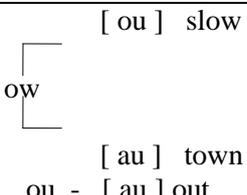
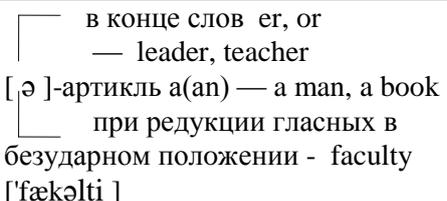
14. Страдательный залог. **Indefinite Passive. Continuous Passive**.

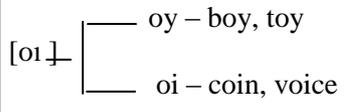
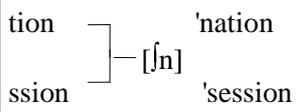
15. Числительные. Хронологические даты.

16. Предлоги как показатели имени существительного и его падежных отношений.

17. Основные случаи словообразования.

Для лучшего усвоения учебного материала выполните следующие упражнения по каждому из разделов курса.

25									
26	a [a:] перед s + согласная - mask, pass, vast, grasp								
27	a + lk [o:k] chalk, talk a + ll [o:l] tall, ball								
28	air [εə] pair, chair, hair								
29	qu [kw] quickly, quest								
30									
31									
32	<table border="0"> <tr> <td>a+ re</td> <td>a+r</td> </tr> <tr> <td>[εə]</td> <td>[a:]</td> </tr> <tr> <td>mare</td> <td>car</td> </tr> <tr> <td>dare</td> <td>large</td> </tr> </table>	a+ re	a+r	[εə]	[a:]	mare	car	dare	large
a+ re	a+r								
[εə]	[a:]								
mare	car								
dare	large								
33	<table border="0"> <tr> <td>o + re</td> <td>o + r</td> </tr> <tr> <td>[o:]</td> <td>[o:]</td> </tr> <tr> <td>more</td> <td>nor</td> </tr> <tr> <td>shore</td> <td>north</td> </tr> </table>	o + re	o + r	[o:]	[o:]	more	nor	shore	north
o + re	o + r								
[o:]	[o:]								
more	nor								
shore	north								
34	<table border="0"> <tr> <td>u + re</td> <td>u + r</td> </tr> <tr> <td>[juə]</td> <td>[ə:]</td> </tr> <tr> <td>cure</td> <td>curd</td> </tr> <tr> <td>pure</td> <td>turn</td> </tr> </table>	u + re	u + r	[juə]	[ə:]	cure	curd	pure	turn
u + re	u + r								
[juə]	[ə:]								
cure	curd								
pure	turn								
35	<table border="0"> <tr> <td>e + re</td> <td>e + r</td> </tr> <tr> <td>[iə]</td> <td>[ə:]</td> </tr> <tr> <td>here</td> <td>her</td> </tr> </table>	e + re	e + r	[iə]	[ə:]	here	her		
e + re	e + r								
[iə]	[ə:]								
here	her								
36	<table border="0"> <tr> <td>(y) i + re</td> <td>(y) i+r</td> </tr> <tr> <td>[aiə]</td> <td>[ə:]</td> </tr> <tr> <td>tire</td> <td>firm</td> </tr> <tr> <td>'Byron</td> <td>'myrtle</td> </tr> </table>	(y) i + re	(y) i+r	[aiə]	[ə:]	tire	firm	'Byron	'myrtle
(y) i + re	(y) i+r								
[aiə]	[ə:]								
tire	firm								
'Byron	'myrtle								
37	wor [w ə:] work								
38	ng [ŋ] song, wing nk [ŋk] link, tank								
39									

40	a [a:] перед th, father, path
41	o [ʌ] перед m,n,th,v – dove, some, won
42	
43	igh [ai] fight, light
44	wr [r] write, wretch
45	kn [n] knew, knit
46	ture [tʃə] 'nature, 'picture
47	
48	war [wo:] warm, war wa [wo:] want, wash
49	sure [ʒə] 'pleasure, 'treasure
50	ph [f] 'photo, 'physics
51	Перед удвоенной парной согласной гласные читаются кратко lorry, little
52	e [ɪ] e'lect, en'joy в безударном положении

Правила ударения

1. В двусложных словах ударение, как правило, падает на первый слог. Ударная гласная читается согласно своему положению в слоге: открытом или закрытом.	'sofa, 'murder, 'stupid, 'stipend, 'absent, 'artist, 'worker, 'letter, 'turner, 'whisper, 'student, 'window, 'member, 'number, 'napkin
2. В трех- и четырехсложных словах ударение обычно падает на третий слог от конца, причем ударная гласная произносится кратко, согласно своему положению в закрытом слоге.	'document, 'different, 'general, 'popular, 'policy, 'natural, 'family, 'victory, 'capital, a'bility, de'velopment, po'litical, ac'tivity, ne'cessity, 'difficult, 'appetite, 'memorize, 'exercise, ex'tremity
3. Если слово состоит из четырех и более слогов, то оно обычно имеет два ударения: главное - на втором или третьем слоге от конца, и второстепенное - на первом или втором слоге от начала слова.	ˌuni'versity, ˌpossi'bility, ˌelec'tricity, ˌorigi'nality, eˌxami'nation, ˌpatro'nymic, ˌconver'sation, ˌrevo'lution, inˌtracta'bility, ˌintro'ductory, ˌindi'visible, ˌanni'versary, ˌinto'nation
4. В существительных с суффиксом -tion главное ударение падает на гласную, предшествующую суффиксу.	'station, po'sition, re'lation, con'dition, pro'duction, a'ffection, a'ddition, in'jection
5. В словах с префиксами a-, be-, com-, con-, dis-, mis-, in-, im-, pre-, re- ударение падает на второй слог.	a'long, a'bout, a'mount, a'maze, dis'like, dis'miss, mis'take, pre'pare, be'gin, re'make, com'pare, con'sult, im'port, im'portant, re'peat, re'pair
6. В сложных существительных, как правило, ударение падает на первый слог.	'bookcase, 'blackboard, 'something, 'newspaper, 'bookshelf, 'textbook, 'notebook, 'classroom, 'Englishman, 'grandfather, 'blacksmith

1. Прочитайте следующие слова:

knit, physics, want, knife, Russian, picture, right, primness, boy, boil, girl, measure, demonstration, party, witty, fancy, worse, cold, philosophy, dark, duck, faculty, register. monitor, reward, university, marry, narrow, bale, terrible, require, mister, minister, departure, purl, knuckle, knew, keeping, war, enrich, kerb, pension, wood, treasure, strong, first, reader, noise, station, writer, gun, wry, actor, round, air, watch, flower, enslave, purge, pure, snare, smoker, tight, trainer, weakness, enlarge, brass, brightness, voice, structure, session, wash, ward.

2. Напишите транскрипцию следующих слов:

Russian, world, air, why, picture.

3. Расположите слова в алфавитном порядке:

а) Russian, picture, voice, girl, wood, strong, reader, high, air, deny, treasure, young;

б) write, wood, worse, want, war, wash, ward, wry, warm, watch, why, wife, work, with;

в) picture, phone, philosophy, pine, pen, pencil, plan, place, pure.

4. Переспросите по образцу:

T.: You are a doctor. St.: Are you a doctor?

1. Their teacher is old. 2. Her mother is at home. 3. My friend is well. 4. The ceiling is white. 5. My friend is present. 6. I am an architect. 7. These textbooks are good. 8. This room is number three. 9. This is page eight.

5. Ответьте на следующие альтернативные вопросы (подлежащее ответа должно быть выражено местоимением).

T.: Is this paper thin or thick? St.: It is thin.

1. Is this paper good or bad? 2. Is this textbook thin or thick? 3. Are those pencils green or red? 4. Are the students at home or at the Institute? 5. Are the books on the shelf or in the bookcase? 6. Are you a student or a worker? 7. Is your father an artist or an engineer?

6. Спросите, где находится лицо или предмет, о котором идет речь:

T.: The book is on the table. St.: Where is the book?

1. The books are in the bookcase. 2. The map is on the wall. 3. The students are at the Institute. 4. Our teacher is in the classroom. 5. Their friends are at the factory. 6. The bread is on the plate. 7. Text Three is on page seven.

7. Спросите, о ком идет речь, по образцу:

T.: I am ill. St.: Who is ill?

1. My mother is well. 2. Comrade N. is absent. 3. Five students are present. 4. My father is at home. 5. These workers are very young.

8. Образуйте множественное число от следующих существительных и прочитайте их:

bridge, page, bench, box, match, man, woman, child, wife, tooth, leaf, play, door, house, street.

9. Замените конструкцию с предлогом of существительными в притяжательном падеже:

Образец: a book of my friend - my friend's book.

the work of the students, the energy of the sun, the parts of my room, the lamps of the miners, the map of England, the book of the teacher, the building of our

university, the glasses of my brother, the house of their friends, the grandchildren of this man, the flats of our professors

10. Переведите на русский язык:

1. Tom's hair was dark. 2. They walked slowly holding their mummy's hands. 3. I heard a woman's voice in the next room. 4. That very evening I met her at a party at a friend's house. 5. At last they stopped at the water's edge. 6. I tell you I want a month's rest. 7. This late summer's day was unusually hot. 8. Your tastes resemble Diana's and Mary's. 9. The car was his father's, but father wasn't in it. 10. "So is it your farm?" - "My aunt's, sir." - "And your uncle's?"

11. Поставьте определенный или неопределенный артикль, где это необходимо:

1. There is ... desk in the room. ... desk is in front of the window. 2. There is ... table between the sofas. ... table is small. 3. There is ... lamp on the table. There is no ... lamp above the table. 4. There are ... curtains on the window. 5. It is ... sideboard. Near ... sideboard there is ... small picture on ... wall of the room.

12. Замените выделенные слова местоимениями в объектном падеже:

1. You can see **a man** at the bookstall. 2. He is buying **a magazine** for **his wife**. 3. Please hold **my bag** for a minute! 4. She was sitting on the bench and talking with **her friends**. 5. He puts **his hat and coat** on and leaves his house.

13. Заполните пропуски личными или притяжательными местоимениями:

1. ... have parents. 2. ... wife has also parents. 3. ... are ... mother-in-law and ... father-in-law. 4. ... parents are in Moscow. 5. ... also have a son. 6. ... name is Peter. 7. ... has a wife. 8. ... name is Mary. 9. ... also has a son. 10. ... name is Victor. 11. ... family is large and ... all are great friends.

14. Заполните пропуски указательными местоимениями this, that, these, those:

1. ... apples are red, but ... apples are yellow. 2. ... stamps are over there on the table. 3. ... man is professor and ... man at the end of the corridor is his assistant. 4. ... men are students. 5. ... sofa is wide. 6. ... family is happy. 7. What color are ... bags? 8. ... book is very interesting.

15. Переведите предложения на русский язык. Определите группы, к которым относятся местоимения: личные, притяжательные, возвратные, взаимные, указательные, вопросительные, относительные, неопределенные:

1. He asked me some questions. 2. Have you got any books? 3. That is not what I want. 4. Who came here yesterday? 5. I shall take these. 6. They have known each other for two years. 7. This is my dictionary and that is yours. 8. There is the man whom we saw in the park yesterday. 9. Which chapter did you like best? 10. Go and wash yourself, Mary. 11. I have no ticket. 12. Many people attended the meeting yesterday.

16. Раскройте скобки, употребив глаголы в Present Indefinite. Напишите предложения в вопросительной и отрицательной формах:

1. My friend (to want) to become an architect. 2. He (to study) at the Institute.
3. Professor Petrov (to deliver) lectures on chemistry. 4. We (to like) his lectures.
5. Our students (to attend) his lectures with great interest. 6. I usually (to work) in the laboratory. 7. I (to have) practice on Mondays. 8. Our teacher (to help) me in my practical work.

17. Заполните пропуски соответствующими формами глаголов to have и to be в Present Indefinite:

1. I ... a doctor. 2. I ... a family. 3. My family ... large. 4. We ... a fine flat. 5. My wife's mother ... my mother - in - law and my wife's father ... my father - in - law.
6. They ... my relatives. 7. My sister ... no children. 8. Her husband ... in the Army.
9. They both ... happy. 10. They ... a fine flat.

18. Заполните пропуски данными ниже глаголами и переведите предложения:

1. I ... Jack Brown. 2. I ... home late. 3. I ... a cup of tea at breakfast. 4. These pictures ... fine. 5. The text of this lesson ... long. 6. His wife ... coffee with milk. 7. He doesn't ... strong tea. 8. He often ... to his parents. 9. Do you ... with a pencil?
10. She ... home by bus.

take, are, likes, comes, writes, come, am, is, like, write.

19. Составьте предложения в повелительном наклонении из следующих слов. Переведите их на русский язык:

1. The book, me, give. 2. Let, the window, us, open. 3. Go, the date, and, to the blackboard, write. 4. His, please, mistake, correct. 5. Him, let, to the cinema, go. 6. The TV programme, her, watch, let. 7. Into, the, cheese, butter, the refrigerator, put, and, the.

20. Распределите данные ниже глаголы по группам в зависимости от чтения окончания - ed: [d], [t], [ɪd]:

worked, walked, stayed, studied, attended, arrived, published, continued, divided, stretched, depended, loved, started, occupied, expected, asked, placed, watched, changed, extended, hoped, dressed, suffered.

21. Назовите формы Past Indefinite и Participle II следующих неправильных глаголов:

go, leave, understand, write, read, have, become, know, do, make, speak, come, be.

22. Поставьте глагол - сказуемое в Past Indefinite и добавьте подходящие обстоятельственные слова:

last week, last evening, on Sunday, in summer, when I was a boy, the whole evening, yesterday, that day, etc:

1. I get up early. 2. I often meet them near my house. 3. She has no time. 4. Is it warm today? 5. In the evening they all watch TV or go to the cinema. 6. The alarm clock wakes him at eight. 7. Your friends often come to see you. 8. I don't like to wash with cold water. 9. The guests talk about the weather. 10. He usually arrives at 5 o'clock. 11. I don't know about it.

23. Закончите следующие предложения, поставив глагол - сказуемое в Past Indefinite:

1. Last summer 2. Yesterday my friends and I 3. Last week her husband 4. Two days ago 5. One Sunday evening 6. When they were sitting at the cinema, she 7. About three months ago he 8. Then she 9. In 2009 my parents 10. The day before yesterday my husband and I

24. Раскройте скобки, употребив глаголы в Past Indefinite. Напишите предложения в вопросительной и отрицательной формах:

1. She (to work) in joint venture. 2. Her father (to marry) again. 3. She (to get on)

well with her stepmother. 4. Mrs. Sunbury (to talk) about the weather. 5. They (to be) her best friends. 6. She (to have) a lot of friends. 7. He (to do) it very well.

25. Поставьте глагол - сказуемое в Future Indefinite и замените, если нужно, соответствующие обстоятельственные слова:

1. I do my morning exercises every day. 2. She comes to see me very often. 3. Today is my birthday. 4. The whole London knows it! 5. Is she a good friend? 6. I am not like my father. 7. They usually come at 5 o'clock. 8. The bird builds her nest in dry grass. 9. I visit him every week. 10. Are they interested in music?

26. Закончите предложения, поставив глагол - сказуемое в будущем времени:

1. On Saturday I 2. Next week the doctor 3. In a week his sister... . 4. After supper mother... . 5. In two weeks my husband and I... . 6. Next year all of them

27. Напишите следующие предложения в вопросительной и отрицательной формах:

1. Soon spring will come. 2. They will visit us in winter. 3. The birds will eat insects and worms. 4. We shall stay with them. 5. I shall come back to you very soon. 6. She will tell you everything. 7. Ann will come in a minute or two.

28. Поставьте вопросы к выделенным словам:

1. **Our family** has breakfast **at half past seven**. 2. For breakfast we have **bread and butter and a cup of coffee**. 3. **After breakfast** we go **to the plant**. 4. **Last year** they went **to Moscow**. 5. **Tomorrow I** shall discuss this question after work. 6. **Our workers** rest **in rest homes** in summer. 7. Most people went to the country last summer **because it was hot in town**.

29. Используя английские слова, постройте предложения, соответствующие русским:

1. Моя мать готовит завтрак на кухне.
breakfast, in, mother, gets ready, my, the kitchen
2. После завтрака я иду в институт .
to, breakfast, I, after, the institute, go
3. Я еду в институт на метро.
the underground, go, by, I, to the institute
4. Ваш институт далеко от вашего дома?

institute, your, far, your, from, is, home?

5. Где вы работаете?

you, do, where, work ?

6. Что вы делаете вечером после работы?

do, after, you, work, what, your, do, in the evening ?

30. Напишите предложения в вопросительной и отрицательной формах:

1. It is difficult to write in English. 2. It often rains in autumn. 3. It snows in winter. 4. It is pleasant to stay in town on hot days. 5. It is cold in winter. 6. It is winter now.

31. Переведите данные предложения на русский язык и подчеркните слово there в его основном значении:

1. There is a lamp on the table. 2. There are many lamps in our laboratory; there are many maps there. 3. There was a meeting at our school last week; there were many pupils there yesterday. 4. There will be an interesting lecture at our club. 5. Was there a lecture on mathematics yesterday? 6. There was no canal between the Volga and the Don many years ago. 7. There came a delegation of English students to our Institute.

32. Сравните данные пары предложений, объясните разницу в их конструкции и переведите их на русский язык:

1. There is a garden in the centre of our city. The garden is in the centre of our city.
2. There was a table at the wall. The table was at the wall.
3. There will be a telephone on the table. The telephone will be on the table.

33. Поставьте слова, стоящие в скобках, в соответствующей степени сравнения и переведите предложения на русский язык:

1. Moscow is (large) city in Russia. 2. The Lena is the (long) river in our country.
3. She studies (bad) than her brother. 4. Today is the (short) day of the year. 5. On Saturday he comes home (early) than usual. 6. I am (young) than my brother.
7. My room is (small) than his, but it is the (good) room in the house. 8. Summer temperatures in London are a little (high) than in St. Petersburg. 9. In Edinburgh it is (cool) than in London. 10. The (busy) man finds the most leisure.

34. Заполните пропуски союзами as ... as, not so ... as и переведите предложения на русский язык:

1. The weather today is ... cold ... it was yesterday. 2. Is Lesson Eight ... simple ... Lesson Seven ? - No, it isn't . Lesson Eight is ... simple ... Lesson Seven. 3. Have you got ... many friends ... your wife ? - Yes, I have. 4. This year you don't work at your English ... much ... you can . 5. It is ... easy to get up early in winter ... it is in summer.

35. Переведите на английский язык следующие словосочетания, используя конструкции it is ... than, as ... as:

а) холоднее, чем; теплее, чем; жарче, чем; сильнее, чем; шире, чем; тяжелее, чем; не ярче, чем; не хуже, чем;

б) такой же сильный, как; такая же широкая, как; так же ярко, как; такое же желтое, как; такой же плохой, как; такой же тяжелый, как.

36. Переведите предложения на русский язык:

1. The more I speak to you, the more I like you. 2. The sooner he comes, the better. 3. The longer I stay here, the more I like the place. 4. The darker the night, the better we see the Venus in the sky. 5. The more I read the novel, the less I like it. 6. Don't speak so loud! The louder you speak, the worse I understand you. 7. The more I know him, the more I like him.

37. Замените русские слова словами : a lot of, much, little, many, few, a little, a few:

1. There is (мало) meat in the soup. 2. I don't eat (много) bread. 3. I have (много) money. 4. There is (мало) salt in the soup. 5. There is not (много) bread on the table. 6. There is not (много) air in this room. 7. Are there (много) cups on the table? 8. We don't eat (много) meat at supper. 9. There are not (много) things in this room. 10. Are there (много) chairs there.

38. Заполните пропуски местоимениями many или much, (a) few или (a) little:

1. There is not ... milk in the glass. 2. He was very busy last week and could not spend ... time for amusements. 3. He is ... better now. In ... days he will be quite well again. 4. In London there are too ... cars and too ... noise. 5. Has he got ... books? Yes, he's got a lot of books in his library. 6. Has he got... technical

known as Great Britain. 3. The girl reading a newspaper is our student. 4. Looking through the book she came across the description of this process. 5. They watched the ship approaching the shore. 6. She is reading an interesting book. 7. Blowing very hard the wind made our work more and more difficult. 8. A barometer is an instrument measuring atmospheric pressure. 9. When speaking about the new projects the lecturer showed a map. 10. Sleeping soundly he did not hear any noise.

43. Переведите данные предложения на русский язык и укажите, какие функции в предложении выполняют глагольные формы:

1. The improved methods of work in the field brought good results. 2. Rivers connected by canals form long water - ways. 3. The heat produced is mechanically equivalent to the work done to produce it. 4. Distilled water used in the laboratory is quite tasteless. 5. When frozen water is a colourless solid known as ice. 6. Coal packed closely in a badly ventilated place often takes fire. 7. The temperature used varied from 80 to 100 degrees. 8. The results received varied with the materiel used.

44. Заполните пропуски причастиями I и II (от глаголов, данных в скобках) в зависимости от смысла и переведите предложения на русский язык:

1. The instruments ... on the table belong to Mr. Brown (to leave). 2. There are different kinds of plants ... in the Polar regions (to grow). 3. The work ... by the scientists on the ... ice is of great importance (to do, to drift). 4. A telescope is an instrument ... distant objects appear nearer and larger (to make). 5. The results ... varied with the material ... (to obtain, to use). 6. The workers improved their work with the help of the new machines ... by them (to receive). 7. The young scientist ... in the discussion of the new plan, put forward an important problem (to take part).

45. Употребите глаголы в скобках в Present Continuous. Напишите предложения в вопросительной и отрицательной формах:

1. We (to listen) to a friend of yours. 2. You (to read) an English newspaper .
3. The student (to show) us his project. 4. The children (to review) the old words.
5. She (to look) at the picture. 6. He (to work) at his design. 7. I (to speak) English now. 8. The pupils (to send) letters to their parents.

46. Переведите следующие предложения на русский язык:

1. It was raining the whole day yesterday. 2. We were sitting and talking in my study for a long time. 3. They were having dinner when their mother came. 4. Where were you going last night when I saw you? 5. Father was reading a newspaper while Ann was preparing her lessons. 6. It was snowing when you went out of the house. 7. We were working from 3 till 5 o'clock yesterday. 8. We were bathing in the river when the rain began. 9. It was impossible to stay indoors yesterday because it was so nice and warm outdoors and the sun was shining so brightly.

47. Откройте скобки и поставьте глаголы в форме (Past или Present Indefinite или Continuous по смыслу:

1. What you (to do)? – I (to translate) an article now. 2. Where you (to get) this magazine? - A friend of mine (to give) it to me yesterday. 3. Last week I (to get) two letters from my brother. 4. Father (to come) at 5 o'clock last night. 5. I (to go) to the station at 5 o'clock yesterday. 6. When I (to translate) the article I usually (to use) a dictionary. 7. We (to try) to translate the article without a dictionary, because the library was closed. 8. What you (to do) at 8 o'clock in the evening yesterday? 9. It (to rain) from 2 till 4 o'clock yesterday. 10. It (to rain) still? I must be going. I am afraid to be late. 11. They (to discuss) a report for a long time while we (to work) in the workshop. 12. Stop talking, children. We (to have) dinner now. 13. We (to watch) TV when a friend of mine (to come). 14. The hall (to be) full of people when we (to come in). 15. What you (to hear) now? – I (to hear) nothing.

48. Поставьте глаголы в Future Continuous. Напишите предложения в вопросительной и отрицательной формах:

1. He (to write) his article the whole day tomorrow. 2. It (to rain) when you go out of the house. 3. We (to discuss) the problem while you (to play) the piano. 4. I (to go) to Moscow at this time tomorrow. 5. I (to watch) TV when my mother (to come).

49. Откройте скобки и поставьте глагол в нужном времени по смыслу (в Future Indefinite или Future Continuous):

1. I (to stay) with my family over the week - end. 2. Tomorrow we (to ski) in the forest the whole day. 3. What you (to do) tomorrow at 12 o'clock? 4. I can't go with you. We (to have) an English class from 10 till 11.30. 5. There (to be) a lot of people in the dining - room during the dinner - break. 6. The children (to play)

while I go shopping. 7. When you (to come) back? - I think, I (to be) back on Monday. 8. It (to take) you half an hour if you go there by metro. 9. The academic year (to be) over in a month. 10 She (to work) at her project from early morning till late at night tomorrow. 11. We (to wait) for you from 2 till 3 o'clock in the afternoon tomorrow.

50. Сделайте следующие предложения вопросительными и отрицательными:

1. A large school was built in our street last year. 2. The dean's office is located on the second floor. 3 A new plan will be discussed at the meeting tomorrow. 4. Nuclear energy is considered to be a high-risk area by many people. 5. These problems will be solved immediately.

51. Поставьте глаголы, данные в скобках, в нужном времени действительного или страдательного залога:

1. St. Petersburg (to divide, to be divided) into two parts by the Neva. 2. The river Thames (to divide, to be divided) London into two parts. 3. The two towns (to connect, to be connected) by a railway. 4. A small house (to strike, to be struck) by lightning. Lightning (to strike, to be struck) a small house. 5. The University of Cambridge (to found, to be founded) in the 12th century. 6. Lomonosov (to found, to be founded) the first Russian University.

52. Переведите следующие предложения на русский язык:

1. The representatives of the joint venture will be invited to our mills, they will be shown all the shops and all the new machines. 2. When the students have their practical work, they are given many experiments to make and different problems to solve. When something is difficult for them, they are helped by the teachers. 3 Much special attention must be devoted to this problem. 4. Lectures by Professor Smith will always be attended by many people. 5. The pictures of the Dresden Gallery were exposed in the Pushkin Museum in Moscow. Thousands of people visited the Museum. The pictures of the great masters were given much attention to by many people. These pictures were looked at with great interest. 6. The books by this author are often referred to. 7. Lectures are always followed by practical work. 8. Chemically pure water is never met with in everyday life.

53. Переведите предложения на русский язык:

1. Before this important discovery his work was being looked upon as useless.
2. The question about the new laboratory was being discussed at a special meeting.
3. The rule is being explained by the teacher.
4. Different kinds of fruit are being grown in the Polar zone.
5. The work is just being finished.
6. While the water is being boiled some of it is becoming steam.
7. Last time the plan of the building was being discussed for several hours by the best architects of the city.

54. Прочитайте по-английски следующие обозначения времени и ответьте на вопросы:

11.50 – It is ten minutes to twelve.

3.15, 10.45, 4.58, 6.11, 7.23, 8.37, 12.00

1. What is the time now?
2. What is the time by this clock?
3. What is the time by your watch?
4. Is your watch correct?

55. Прочтите следующие даты.

1960 — nineteen sixty.

1905 — nineteen O [ou] five.

1900 — nineteen hundred

1435, 1920, 1966, 1970, 1931, 1812, 1306, 1800, 2000, 2009, 2011

56. Укажите, какие английские предлоги следовало бы употребить при переводе следующих русских предложений:

- а).** 1. Идите **к** доске. 2. Книга лежит **на** столе. 3. Он пошел **на** концерт.
4. Она вышла **из** комнаты. 5. Я прихожу **из** института **в** 9 часов. 6. Преподаватель вошел **в** класс. 7. Мы **в** комнате. 8. Они стоят **у** окна.
- б).** 1. Он приехал в Москву **в** 1961 году. 2. **Осенью** часто идет дождь. 3. **В** воскресенье мы пойдем в кино. 4. Он выходит из дома **без** четверти восемь.
5. Мы переводили эту статью вчера **вечером с 5-ти до 7-ми часов.**
- в).** 1. Дайте эту книгу **преподавателю**. 2. Столица **Англии** – Лондон. 3. Он пошел на выставку **со** своими друзьями. 4. Эта статья написана **вашим знакомым**.

57. Заполните пропуски предлогами, где это необходимо:

1. There are twenty four hours ... a day.
2. The sun rises ... the east and sets ... the west.
3. I get up ... a quarter past seven ... summer.
4. Our lessons begin ... six o'clock ... the evening.
5. I was born ... the first ... August.
6. The sun shines ...

the daytime. 7. ... December the sun rises ... eight o'clock and sets ... four o'clock. 8. We work ... the daytime and study... the evening. 9. When it is dark we switch ... the light. 10. We switch ... the light when it is light. 11. I entered ... the Institute when I was twenty. 12. I shall graduate from the Institute ... four years. 13. He will leave ... home ... the examinations. 14. What marks did you get ... English? 15. I was late ... the film and went ... home. 16. He ran the room. 17. It was seven o'clock when we came ... home.

58. Назовите существительные, соответствующие следующим прилагательным, и переведите те и другие на русский язык с помощью словаря:

harmless, careful, waterless, central, homeless, beautiful, aimless, electric, fearful, playful, economic.

59. Укажите, какой частью речи являются следующие слова, подчеркните суффиксы:

materialist, difference, resistance, formal, fruitful, helpless, different, logical, darkness.

60. Образуйте наречия от следующих прилагательных и переведите те и другие:

hopeless, bold, careful, loyal, sharp, soft, firm.

61. Разложите данные сложные слова на составные части и переведите их на русский язык:

schoolroom, whitewash, tramway, blackboard, football, railway, armchair, hothouse, windmill.

62. Следующие существительные отличаются от соответствующих им глаголов местом ударения. Напишите эти глаголы, поставьте в них ударения и переведите те и другие слова на русский язык с помощью словаря:

'import, 'export, 'progress, 'present.

63. Присоедините префикс re - к следующим словам и переведите оба варианта:

to print, to move, to build, to place.

Контрольная работа №1

Вариант 1

1. Прочитайте текст, указанный преподавателем, и письменно ответьте на вопросы, следующие за текстом.
2. Выпишите из текста предложения со словами, оформленными окончанием - s. Определите функцию этого окончания:
 - а) показатель 3-его лица единственного числа глагола в **Present Indefinite**;
 - б) признак множественного числа имени существительного;
 - в) показатель притяжательного падежа имени существительного.

Переведите предложения. Достаточно привести по два примера на каждую функцию окончания - s..

3. Выпишите из текста предложные конструкции с предлогом **of**. Замените существительные с предлогом **of** существительными в притяжательном падеже (не менее пяти примеров).
4. Выпишите из текста прилагательные и наречия, образуйте от них степени сравнения. Достаточно привести по три примера образования степеней сравнения от прилагательных и наречий. Переведите их.
5. Найдите в тексте и выпишите предложения, содержащие местоимения. Укажите, к какой группе они относятся (личные, притяжательные, указательные, вопросительные, отрицательные и др.). Переведите предложения на русский язык. Достаточно привести в качестве примеров по два предложения с местоимениями различных групп.
6. Выпишите из текста предложение в **Present Indefinite**. Напишите это предложение в отрицательной форме. Поставьте к этому предложению все типы вопросов: общий, специальный, разделительный, альтернативный, вопрос к подлежащему.
7. Поставьте глагол-сказуемое одного предложения из текста во все

временные формы группы **Indefinite** в действительном залоге, производя все необходимые изменения.

Образец: He often writes letters.

He wrote a letter yesterday.

He will write a letter tomorrow.

8. Поставьте глагол-сказуемое одного предложения из текста во все временные формы группы **Indefinite** в страдательном залоге, производя все необходимые смысловые изменения.

Образец: The letter is written by my friend.

The letter was written by my friend.

The letter will be written by my friend.

9. Выполните письменно контрольно-тренировочные упражнения 38, 44, 47 из упражнений первого семестра.

10. Переведите письменно текст контрольной работы № 1 на русский язык. При переводе пользуйтесь англо-русским словарем.

Text 1

NIKOLAI IVANOVUCH LOBACHEVSKY

(1792 – 1856)

N. I. Lobachevsky is a great Russian mathematician and the creator of non-Euclidean geometry¹. He was born on December 1, 1792 in Nizhni Novgorod in a poor family. When N. Lobachevsky was a child, his father died and the family moved to Kasan. There the boy learned at the "gymnasium" from 1802 to 1807 and in 1807 he entered Kasan University. At the University N. I. Lobachevsky spent the next forty years of his life as a student, professor and rector.

Lobachevsky became interested in mathematics when he was still a schoolboy and he remained true to² this science all his life long.

Lobachevsky did a lot to make Kazan University a first-rate³ educational institution of that time. At the same time he made extensive researches into mathematics.

On February 23, 1826 a great event took place at Kazan University. N. I. Lobachevsky presented a paper "A brief outline of the principles of geometry

strictly demonstrating the theorem of parallel lines⁴." That day a new geometrical system, the so-called non-Euclidean geometry was born. In the paper he attacked the theory which was the basis of geometry for 2,000 years and made a real revolution in mathematics.

In the years that followed Lobachevsky wrote a number of⁵ works in the field of algebra and mathematical analysis. However, nearly nobody understood and recognized his works at that time. They were recognized only twelve years after his death.

Lobachevsky's ideas greatly influenced the development not only of geometry and other mathematical sciences, but also mechanics, physics and astronomy. One British mathematician called Lobachevsky "Copernicus of Geometry"

Questions

1. When was Lobachevsky born?
2. When did Lobachevsky become interested in mathematics?
3. What new geometrical system did Lobachevsky create?
4. What sciences did Lobachevsky's ideas influence?

Notes

¹non-Euclidean geometry – неэвклидова геометрия. Эвклид -(4-5 вв до н. э.) древнегреческий философ

²to remain true to ... - оставаться верным (чему-либо)

³first-rate – первоклассный

⁴"A Brief Outline of the Principles of Geometry Strictly Demonstrating the Theorem of Parallel Lines" – название труда «Сжатое изложение основ геометрии со строгим доказательством теоремы о параллельных»

⁵a number of – несколько

Text 2

ON MONEY

The word *money* comes from the name of the Roman goddess Moneta in whose temple silver coins were made.

Money did not always look like our money. Sometimes it was a ring or an

ornament, or just a slab of gold or silver, from which coins were made. Still later cheaper metals replaced gold and silver.

British coins are made in the Royal Mint¹. The metals come in the form of slabs. The right proportion of each metal for the sort of coin being made, are put into large graphite pots and melted in very hot furnaces for two hours.

Then the metal is poured into moulds which have the shape of bars and left to cool. The bars of metal go through heavy rollers and become thin metal strips. The strips go into another machine which stamps out circles in them. The circles drop into a box. The waste metal is collected and remelted.

Next the circles are annealed: they are heated to red-hot and then dropped into cold water. During the process of annealing the copper takes some of the oxygen from the air. As a result a thin layer of copper oxide appears on the surface of the circle, which is removed with a weak solution of sulphuric acid.

While hot the circles are stamped², and also pass through a special pressing machine which raises a rim on the coin. (The rim will help the coin to live longer.) In stamping the softish circle of the future coin is pressed above and below by two pieces of metal called *dies*. The upper die stamps the heads of the coin and the lower die stamps the tails. While being stamped³ the coin becomes hard again. When the coins are ready they are counted on an automatic machine, and inspected by hand. Then they are recounted and bagged up by machine, tied up and weighed and sent to the bank.

Questions

1. What is the derivation of the word *money*?
2. How did money look like long ago?
3. Where are British coins made in?
4. Where are the coins sent after being recounted, tied up and weighed?

Notes

¹the Royal Mint – Королевский монетный двор

²While hot the circles are stamped – пока кружки не остыли их штампуют

³While being stamped – при штамповке

Text 3

PARLIAMENT OF GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland is a parliamentary monarchy. The Parliament consists of two Houses: The House of Commons¹ having 630 members and House of Lords² with approximately 800 peers.

That party which obtains the majority of seats in the House is called the Government, and the others – the Opposition.

The Prime Minister is usually the leader of the party that has a majority in the House of Commons. All the affairs of the state are conducted in the name of the Queen (or King), but it is the Prime Minister who is the ruler of the country, presiding over the meeting of the Cabinet, which are always secret. The Cabinet consists of the Prime Minister and ministers.

People outside Great Britain believe that if a man is elected to sit in Parliament, he ought to have a seat. The new House of Commons built after the war instead of the bombed one, has, however, seats for only two-thirds of its 630 members.

Only four members of the House of Commons have reserved seats. One, of course, is the Speaker. Another is the member who has sat in the House for the longest unbroken period, the member who is known as “the Father of the House of Commons.” The other two reserved seats are for the Prime Minister and the Leader of the Opposition.

Any Member of the Parliament may introduce a bill to the Parliament. Every bill has three readings at first in the House of Commons. There is no debate allowed after the first reading. After the second reading there may be a discussion. The speaker calls upon different member who are eager to speak. All speeches are addressed to him, beginning with “Mr. Speaker, sir.” After the discussion the voting is done, but not by show of hands. There are two corridors – “Division Lobbies” – at each side of the House. The one on the right is for the “Yes”, and on the left for the “No”, when voting is announced, the members go out into these Lobbies, to the right or to the left. As they re-enter the House, they are counted at the door, one by one – and it may take ten or fifteen minutes before the Speaker reads out the results of the voting.

After the third reading the bill goes before the House of Lords. If the Lords agree to the bill, it will be placed before the Queen for signature. The Queen having signed it, it becomes an Act of Parliament.

Questions

1. What kind of monarchy is Great Britain?
2. Who is usually the leader of the party that has a majority in the House of Commons?
3. How many members of the House of Commons have reserved seats?
4. How many readings does a bill have in the House of Commons?
5. When does the Queen sign the bill?

Notes

¹the House of Commons – Палата общин

²the House of Lords – Палата лордов

Text 4

CELLS

A large number of cells make up our body. They range from small cells, some of which have a short life span, to others which are extremely large and which may survive in our body as long as we remain alive.

Structurally, each of the cells is divided into two main parts, the nucleus and the cytoplasm.

The nucleus is a large, spherical structure: it is surrounded by cytoplasm. It is a most important structure for several reasons. It is important because it is present in all mammalian cells except red blood cells and keratinized cells. Very frequently nuclei serve as the basis for diagnosing a pathologic process. Aside from their staining characteristics¹, which make them useful to histologists, nuclei are important biologically.

A double membrane, the nuclear membrane, separates the nucleus from the cytoplasm. The cytoplasm has been shown through electron microscopy to contain many well-organized structures, called organelles and inclusions. The inclusions contain food and secretory and pigment granules.

The cell membrane is the thin membrane which surrounds the cytoplasm. The cellular membrane contains lipid and protein molecules. The membrane also contains tiny holes, called pores. The cellular membrane prevents leakage of the inner cellular structures into the surrounding environment. Serving as a highly selective barrier, the membrane keeps certain unwanted substances from entering the cell but admits other substances that are necessary for maintaining cellular life.

Pinocytosis is the process of absorption of liquids through a cellular membrane. Phagocytosis refers to the process of ingestion or moving of solids through the cell membrane. Phagocytosis is a mechanism of defense against bacteria, or other harmful substances, since these substances are ingested by the cells that combat inflammation.

Questions

1. What two main parts is each of the cells divided into?
2. What is the role of the nucleus?
3. What is the function of the cellular membrane?
4. What is a mechanism of defense against bacteria?

Note

¹staining characteristics – свойство окрашиваться

Контрольная работа №1

Вариант 2

1. Прочитайте текст, указанный преподавателем, и письменно ответьте на вопросы, следующие за текстом.
2. Выпишите из текста предложения со словами, оформленными окончанием - s. Определите функцию этого окончания:
 - а) показатель 3-его лица единственного числа глагола в **Present Indefinite**;
 - б) признак множественного числа имени существительного;
 - в) показатель притяжательного падежа имени существительного.Переведите предложения. Достаточно привести по два примера на каждую функцию окончания - s.
3. Выпишите из текста предложные конструкции с предлогом **of**. Замените существительные с предлогом of существительными в притяжательном падеже (не менее пяти примеров).

4. Выпишите из текста прилагательные и наречия, образуйте от них степени сравнения. Достаточно привести по три примера образования степеней сравнения от прилагательных и наречий. Переведите их.
5. Найдите в тексте и выпишите предложения, содержащие местоимения. Укажите, к какой группе они относятся (личные, притяжательные, указательные, вопросительные, отрицательные и др.). Переведите предложения на русский язык. Достаточно привести в качестве примеров по два предложения с местоимениями различных групп.
6. Выпишите из текста предложение в **Present Indefinite**. Напишите это предложение в отрицательной форме. Поставьте к этому предложению все типы вопросов: общий, специальный, разделительный, альтернативный, вопрос к подлежащему.
7. Поставьте глагол-сказуемое одного предложения из текста во все временные формы группы **Indefinite** в действительном залоге, производя все необходимые изменения.
Образец: He often writes letters.
He wrote a letter yesterday.
He will write a letter tomorrow.
8. Поставьте глагол-сказуемое одного предложения из текста во все временные формы группы **Indefinite** в страдательном залоге, производя все необходимые смысловые изменения.
Образец: The letter is written by my friend.
The letter was written by my friend.
The letter will be written by my friend.
9. Выполните письменно контрольно-тренировочные упражнения 37, 41, 49 из упражнений первого семестра.
10. Переведите письменно текст контрольной работы № 1 на русский язык. При переводе пользуйтесь англо-русским словарем.

Text 1

JAMES CLERK MAXWELL (1831 – 1879)

James Clerk Maxwell, the great physicist and mathematician, was born in Edinburgh, Scotland, on November 13, 1831.

After school he entered the University of that city. Then he attended the University of Cambridge and graduated from it in 1854. When at the University Maxwell took great interest in mathematics and optics.

For two years after the University he lectured, made experiments in optics at Trinity College and studied much himself.

In 1856 he became professor of natural philosophy and in 1860 professor of physics and astronomy at King's College, London. In London he lived for 5 years. Here he saw Faraday for the first time¹.

In 1871 Maxwell became professor of experimental physics at Cambridge. At that time students could not even have such subjects as electricity or magnetism as there was no laboratory for the study of these subjects. Maxwell organized such a laboratory which made Cambridge world-known².

This was a very fruitful period of Maxwell's life. He studied the problems of electromagnetism, molecular physics, optics, mechanics and others.

Maxwell wrote his first scientific work when he was fifteen. Since that time he wrote a great number of works which were the results of his experiments and calculations.

His most outstanding investigations, however, are in the field of the kinetic theory of gases and electricity. Maxwell is the founder of the electromagnetic field (side by side with³ Faraday) and of the electromagnetic theory of light. In 1873 he published his famous work on electricity and magnetism. During these years he also wrote his classic "Matter and Motion", a small book on a great subject, and many articles on various subjects ("Atoms", "Attraction", "Faraday" and others).

Maxwell's works on the kinetic theory of gases, the theory of heat, dynamics and the mathematical theory of electricity and magnetism are monuments to his great genius.

Questions

1. What University did Maxwell graduate from?
2. When did he become professor of experimental physics?
3. What laboratory did Maxwell organize?
4. When did he write his first scientific work?

Notes

¹for the first time – впервые, в первый раз

²world-known – всемирно известный

³side by side with – наряду с ...

Text 2

THE FOUNDER OF IBM

Thomas J. Watson Senior began his business career as a sewing machine salesman and later, when he became President of IBM, he used his sales techniques to promote the company's name.

There were IBM anthems, IBM songbooks, IBM regulation clothes, and the company motto, "*Think*" appeared on every wall in the organization. When Watson joined IBM in 1914, the company was almost broke. Under his leadership, it grew beyond all expectations, and established a leading position in the information-processing industry. So how did he do it?

Watson believed that the way to win a man's loyalty is to build up his self-respect. So under his management, IBM employees earned above-average¹ salaries and good pensions. In return, he demanded loyalty and enthusiasm. Everyone worked long hours.

Until the 1950s, IBM never sold machines. They just rented them to customers. Watson insisted on this policy, and it helped the company to survive the Depression of the 1930s. He had a strong personality and made all the major decisions himself. As many as forty top people reported to him personally. Watson thought that a manager should be an assistant to his men, and IBM run no management training schools in his day. The only advice he gave was: "You're promoted to Assistant Manager. Be careful with people, don't swear, and wear a white shirt."

Questions

1. When did Watson join IBM?
2. How did Watson manage to promote the company's name?
3. What did Watson demand from IBM employees?
4. What helped the company to survive the Depression of the 1930s?

Note

¹above-average – выше среднего

Text 3

THE ROYAL FAMILY

The Queen is the official Head of State¹ and, for many people, a symbol of the unity of the nation. The hereditary principle² still operates and the Crown is passed on to the sovereign's eldest son (or daughter if there are no sons).

The Queen has a central role in state affairs, not only through her ceremonial functions, such as opening Parliament, but also because she meets the Prime Minister every week and receives copies of all Cabinet papers. However, she is expected to be impartial or "above politics", and any advice she may offer the Prime Minister is kept secret.

Many members of the Royal Family undertake official duties in Britain and abroad. Their various responsibilities reflect tradition, their own personal interests and Britain's former imperial status.

The Royal family's money comes from two sources: government funds and their own personal wealth, which is considerable. On the one hand the Queen is certainly one of the richest women in the world, while on the other her power is limited by the fact that so many of her expenses are paid for by government money. Parliament has had effective control of the monarch's finances since the seventeenth century.

The Queen is really a figurehead³ representing the country, but she has the power to prevent any politician from establishing a dictatorship. The Queen and her family are a symbol that people can identify with. The British public is obsessed with⁴ the details of the royal family life, and when people feel that the Queen has problems with her children, or her sister, they see her as a "real person" with the same worries and anxieties as themselves.

The monarchy has not always been popular. During the late 19th century

there was a growing republican sentiment⁵, but the personality and family image of the Queen, her father and grandfather have removed that feeling. The Queen is probably the wealthiest woman in the world, most of the money coming from family investments rather than the state. Her state salary (the Civil List) pays for her servants and transport. In recent years the Queen has become a roving ambassador⁶ for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

Just how popular is she? In the late 1980s a newspaper conducted an opinion poll⁷. People were asked, "If there were no monarchy, who would you vote for as President?" More than 80 per cent chose the Queen. Prince Charles came second, closely followed by his father, Prince Philip. The prime minister of the day was the fourth - with 2 per cent of the votes.

Questions

1. Is the Queen's power hereditary or elective?
2. How can Parliament control the Royal Family?
3. Has the monarchy always been popular?
4. What fact removed a growing republican sentiment in the 19th century?
5. Which member of the Royal Family has the highest number of public engagements?

Notes

¹Head of State – глава государства

²hereditary principle – принцип наследования королевской власти

³a figurehead – номинальная глава

⁴obsessed with – быть одержимым желанием

⁵a growing republican sentiment – растущие республиканские настроения

⁶ambassador – посланец, представитель

⁷opinion poll – опрос общественного мнения

Text 4

VITAMINS

Vitamins are special organic substances which are indispensable for the organism. They do not provide energy and are not plastic materials, but they participate in metabolism as catalysts. They are necessary for the formation of tissue enzymes which influence the transformation of substances in the cells and tissues of the organism. N. Lunin, a Russian doctor, was the first to establish (in 1880) the presence of these substances (later named vitamins) in the food. About 20 vitamins are known today. They are marked by letters A, B, C, D, K, P, etc. The chemical composition and physiological role of most of the vitamins have already been determined. Some vitamins (B and C) are water soluble, while others (A, D, E, K) are soluble only in fats. The daily requirement of vitamins is measured in milligrams and even parts of a milligram.

Fresh, varied food usually contains enough vitamins for the organism.

Vitamin A is found in green plants and is necessary for the proper growth of bones, for the nutrition of the cornea of the eye and for the proper functioning of night vision.

Vitamin B is really a complicated group of vitamins, twelve of which have now been identified. Some of these are necessary for growth, for the proper functioning of the nervous system, for the proper formation of the erythrocytes.

Vitamin C is the vitamin which prevents scurvy and is found in fresh vegetables and in citrus fruits.

Vitamin D prevents rickets, vitamin E deficiency may lead to infertility.

Prolonged deficiency of any vitamin results in a disease known as avitaminosis. Avitaminosis is accompanied by reduced working capacity, rapid fatigue, reduced resistance of the organism to infection, incorrect development and retarded growth in children.

Vitamins are widely used for medical purposes, many of them are produced synthetically.

Questions

1. What are the functions of vitamins?
2. How many vitamins are known today?
3. What are the water soluble vitamins?
4. What is vitamin A necessary for?
5. What is avitaminosis?

При защите контрольной работы №1 студенты должны уметь отвечать на следующие вопросы по данным разделам курса.

Контрольные вопросы

1. Дайте краткую характеристику английских гласных и согласных звуков.
2. Расскажите об ударении в английском языке.
3. На что указывают окончания - 's и - s в существительных и глаголах?
4. Как читается окончание- s (- es)? Произнесите следующие слова: reads, looks, watches, places, plays.
5. Какие определители существительного вы знаете? Дайте примеры.
6. Расскажите об употреблении определенного и неопределенного артикля в английском языке.
7. Как произносится определенный артикль **the** перед согласными и перед гласными? Произнесите: **the map, the box, the ink, the office.**
8. Какие английские местоимения соответствуют русским: **этот, эта, это и тот, та, то?**
9. Сколько падежей имеют личные местоимения в английском языке?
10. Назовите английские притяжательные местоимения и скажите, какую функцию они выполняют в предложении?
11. Объясните разницу в употреблении **many** и **few, much, little.**
12. Как спрягаются глаголы **to be** и **to have** в **Present, Past Indefinite Tense.**
13. Как образуются вопросительные и отрицательные формы глагола **to be** в Present и Past Indefinite Tense?
14. Как образуется Past Indefinite Tense английских глаголов? Как влияют фонетические условия на произношение суффикса **-ed**
15. По какому принципу глаголы в английском языке делятся на правильные и неправильные?

16. При помощи какого вспомогательного глагола образуется вопросительная и отрицательная форма глаголов (кроме **to be**) в **Present** и **Past Indefinite Tense**?

17. Какой глагол употребляется для выражения побуждения к действию? Переведите предложения: **Let him read the article. Let us go home.**

18. Каков порядок слов утвердительного предложения в английском языке?

19. Какие вы знаете вопросительные слова?

20. Каков порядок слов английского вопросительного предложения (все типы вопросов)?

21. Когда употребляется оборот **there is/are** и как он переводится на русский язык?

22. Как образуются степени сравнения прилагательных и наречий в английском языке?

23. Расскажите об образовании и функциях **Participle I**.

24. Как образуются времена группы **Continuous**?

25. Каким видом глагола (совершенным или несовершенным) переводится на русский язык **Past Continuous**?

26. Расскажите об образовании и функциях **Participle II**.

27. Как образуется **Passive Voice**? Приведите примеры.

28. Как образуются количественные и порядковые числительные в английском языке?

29. Каким образом выражаются отношения между словами в английских предложениях?

30. Какие предлоги показывают направление движения?

31. Назовите основные суффиксы существительных в английском языке. Приведите примеры.

32. Назовите основные суффиксы прилагательных в английском языке.

33. Назовите характерный суффикс наречий.

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

Text 1

HOW MUCH SHOULD AN EDUCATED MAN KNOW ABOUT COMPUTERS?

Переведите заголовок текста. Скажите, о чем может идти речь в тексте. Прочитайте весь текст и определите, подтверждается ли ваше предположение .

Some years ago in the United States of America a discussion on the question what an educated man¹ is was organized. At this discussion one of the definitions of an educated man is was this:

An educated man:

- is able to read, write, and do arithmetics;
- has a basic knowledge of the history and geography of world and man;
- understands the scientific method, and has an elementary knowledge of at least one science;
- has an elementary knowledge of mathematics and logic, what they are, and how to use them;
- knows at least one other language besides his own well enough to read it and talk a little in it;
- can say what he means in suitable words both speaking and writing;
- is able to listen, knows how to learn, and enjoy learning;
- never forgets that his views and opinions² may be wrong, and is always ready to change them on evidence³;
- has an elementary knowledge of computers and programming, and some active experience with a whole computer is highly desirable⁴.

An educated man of 200 years ago in the United States did not need to know anything about science. The educated man of 35-40 years ago did not need to know anything about computers. But the educated man of today needs to have at least some significant⁵ knowledge of science, and at least a little significant⁵ knowledge about computers.

The summary knowledge that an educated man should know about computers could be put down on ten sheets of paper⁶, in about 3,000 words.

Notes

¹an educated man – образованный человек

²views and opinions – точка зрения и мнения

³on evidence – при наличии доказательств

⁴to be desirable – быть желательным

⁵significant – существенный

⁶could be put down on ten sheets of paper – могли бы поместиться на десяти страницах

Text 2

MEANS OF COMMUNICATION IN BUSINESS.

Прочитайте текст. Разбейте его на логически законченные части. Озаглавьте каждую часть.

People engaged in trade with foreign countries use various means of communication: telephone conversations, personal contact (meeting, business talks), letters, telexes, telegrams (cables), telecopies (facsimiles).

Telephone is the quickest way of communication and is most frequently used under pressure of time, also within the country, say, between the Trade Delegation and various companies (trading, shipping and others). It is used, as a rule, to get or pass on information, but, for example, in shipping business chartering negotiations are very often carried out over the phone. Important telephone conversations, e.g. concerning prices, terms of payment or claims, are to be confirmed by letter with the appropriate signatures to provide legal evidence of the deal (the agreement) achieved.

Proper business letter writing is very important for normal commercial activity. In spite of the development of telephone, telex and telegraphic ways of communication and the increasing personal contacts in international trade, the writing of letter continues.

So every good businessman should be competent in writing effective business letters in English. It is not just the matter of translating Russian business phrases literally into English because each language has its own characteristic forms and phrases.

It is also useful to remember that the subject of the routine business letters in

export-import trade lacks variety. Therefore, first, certain accepted standard phrases are in general use and secondly, Form letters (standard letters) may be used: it facilitates the communication because the repetitive nature of many business transactions and situations makes the use of standard letters a time-saving device.

Messages transmitted by telegraph are called telegrams if they are sent by means of wire and cables (cablegrams) if they are sent by means of cable (laid underground or on the ocean bottom). Nowadays in Britain, and in most other English-speaking countries, however, the word "cable" is used for any telegrams which are sent out of the country.

Telegrams sent with the help of teleprinters (teletypes) are called telexes.

Telexes are mostly used for information which it is urgent for you to have or to pass. The Telex network is world-wide and links over 400,000 subscribers in over fifty different countries. How wide is the Telex network nowadays can be seen just from one example: only one Japanese company "Mitsubisi Serdzi" has got 125 teleprinters all over the world and 60 teleprinters in Japan itself. They are all linked with the Central Computer Exchange of the company in Tokyo by communication lines of 450,000 km long, which is 11 times longer than the circumference of the Earth.

While telexes are used to pass information about orders, time of delivery and various other matters during the negotiations or the performance of the contract, important printed material (drawing, diagrams), which the parties have to study, may, if the matter is urgent, be transmitted from one place to another by telecopiers (which is principally a copying machine that is connected to another similar copier through the telephone network) often called telefacses.

New forms of business communication appear, for example teletexts and videotexts. But letters, signed documents (contracts of sale, charterparties, etc.) and pieces of information of less urgent nature are, of course, distributed by post.

Text 3

DRIVING CARS

Прочитайте текст. Выберите высказывание, соответствующее содержанию текста:

- 1. In English towns there is a fourty miles an hour speed – limit.*
- 2. England is the country where a driver can leave his lights on even if he parks in a brilliantly lit – up street.*

3. *The police always use a 13 h.p., blue Ford car.*
4. *You can read the word POLICE written in large letters in front of each blue car.*

It is about the same to drive a car in England as anywhere else. To change a punctured tyre in the wind and rain gives about the same pleasure outside London as outside Rio de Janeiro; it is not more fun to try to start up a cold motor with the handle in Moscow than in Manchester; the roughly 50 – 50 proportion¹ between driving an average car and pushing it is the same in Sydney and Edinburgh.

There are, however, a few characteristics, which distinguish the English motorists from the continental, and some points, which the English motorists have to remember.

(1) In English towns there is a thirty miles an hour speed-limit² and the police keep a watchful eye on law breakers. The fight against reckless driving is directed extremely skillfully and carefully according to the very best English detective tradition. It is practically impossible to find out whether you are being followed by a police car or not. There are, however, a few indications which may help people.

- (a) the police always use a 13 h.p., blue Wolseley car³;
- (b) three uniformed policemen sit in it; and
- (c) on their cars you can read the word POLICE written in large letters in front and rear, lit up during the hours darkness.

(2) I think England is the only country in the world where you can have to leave your lights on even if you park in a brilliantly lit-up street. The advantage being that⁴ your battery gets exhausted, you cannot start up again and consequently the number of road accidents are greatly reduced. Safety first!

(3) There is a huge ideological warfare going on behind the scenes of the motorist field.

Whenever you stop your car in the City, the West End or many other places, two or three policemen rush at you and tell you that you must not park there. Where may you park? They shrug their shoulders.

The police are perfectly right. After all, cars have been built to run, and run fast, so they should not stop.

This healthy philosophy of the police has been seriously challenged by a certain group of motorists who maintain that cars have built to park and not move.

These people drive out to Hampstead Heath or Richmond on beautiful, sunny days, pull up all their windows and go to sleep. They do not get a sport of air; they are miserably uncomfortable, they have nightmares, and the whole procedure is called “spending a lovely afternoon in the open.”

Notes

¹50-50 proportion – поровну, пополам

²a thirty miles an hour speed-limit – предельная скорость 30 миль в час

³a 13 h.p., blue Wolseley car – голубая машина марки Уосли с мотором мощностью в 13 лошадиных сил

⁴The advantage being that... - так как в результате ...

Text 4

MAKING NEW LAWS: BILLS AND ACTS

Прочитайте текст, найдите в нем информацию: 1) о функциях парламента; 2) о стадиях обсуждения законопроекта в палате общин. Зачитайте и переведите эту информацию.

The functions of Parliament are: making laws; providing money for the government through taxation¹; examining government policy, administration and spending; debating political questions².

Every year Parliament passes about a hundred laws directly, by making Acts of Parliament. Because this can be a long process, Parliament sometimes passes a very general law and leaves a minister to fill in the details. In this way, it indirectly passes about 2,000 additional rules and regulations.

No new law can be passed unless it has completed a number of stages in the House of Commons and the House of Lords. The monarch also has to give a Bill the Royal Assent³, which is now just a formality. Since 1707 no sovereign has refused a Bill. Whilst a law is still going through Parliament it is called a Bill. There are two main types of Bills - Public Bills which deal with matters of public importance and Private Bills which deal with local matters and individuals.

Public and Private Bills are passed through Parliament in much the same way. When a Bill is introduced⁴ in the House of Commons, it receives a formal first reading. It is then printed and read a second time, when it is debated⁵ but not

amended⁶. After the second reading the Bill is referred⁷ to a committee, either a special committee made up of certain members of the House, or to the House itself as a committee. Here it is discussed in detail and amended, if necessary. The Bill is then presented for a third reading and is debated. If the Bill is passed by the Commons it goes to the Lords, and provided it is not rejected by them, it goes through the same procedure as in the Commons. After receiving the Royal Assent the Bill becomes an Act of Parliament. In order to be enforced, it must be published in Statute form, becoming a part of Statute Law. The power of the Lords to reject a Bill⁸ has been severely curtailed. A money Bill must be passed⁹ by the Lords without amendment within a month of being presented in the House. The Act of 1949 provides that any Public Bill passed by the Commons in two successive parliamentary sessions and rejected both times by the Lords, may be presented for the Royal Assent, even though it has not been passed by the Lords. The Lords, therefore, can only delay the passage of a Public Bill, they cannot reject it.

Notes

¹taxation – налогообложение

²debating political questions – обсуждение политических вопросов

³the Royal Assent – королевская санкция

⁴the Bill is introduced – закон выдвинут на рассмотрение

⁵the Bill is debated – обсуждать закон

⁶the Bill is amended – внести поправку в законопроект

⁷the Bill is referred – передать на рассмотрение

⁸the Bill is rejected – отклонить законопроект

⁹the Bill is passed – утвердить законопроект

Text 5

МЕЧНИКОВ

Прочитайте текст. Определите его тематику. Придумайте свой заголовок к тексту.

I. I. Mechnikov was born in 1845 in the village of Ivanovka, not far from the city of Kharkov.

Since his early childhood I. I. Mechnikov had become interested in natural

sciences. Being a pupil of the sixth form he began to attend the course of university lectures delivered by the prominent physiologist of those days, Professor Schelckov.

I. I. Mechnikov graduated from Kharkov University when he was only 19 years old. While studying at the University he published several scientific articles in zoology. In 1870 at the age of 25 I. I. Mechnikov became one of the leading professors of Odessa University. But twelve years later, in 1882 he left the University demonstrating his protest against the tsarist ministry of education. He began his intense research work in his private laboratory. In 1887 I. I. Mechnikov went abroad and spent almost 30 years in Paris as a worker at the Pasteur Institute.

I. I. Mechnikov was the first to observe the phenomenon of phagocytosis in experiments with lower animals. Once I. I. Mechnikov was examining daphnia through the microscope. He observed bacteria in the form of a long stick enter the body of daphnia. At the same moment they were surrounded by the movable cells of the animal's body and destroyed by them.

I. I. Mechnikov took great interest in this phenomenon and began his regular observations, which enabled him to see clearly that every time the movable cells were not able to destroy the invading microbes daphnia became ill and finally perished. On the basis of his observations I. I. Mechnikov proved that white blood cells of the human being had the ability to pass through the walls of the capillary vessels and to destroy the invading microbes. I. I. Mechnikov called these cells phagocytes and the phenomenon itself phagocytosis. I. I. Mechnikov also determined what defence forces the human body had and why not every bacterial infection resulted in a disease.

In 1908 I. I. Mechnikov received the Nobel Prize for his investigations on phagocytosis.

I. I. Mechnikov performed considerable work on the effect of lactic acid on bacteria and its counteracting intestinal poisons and devoted many years of his life to the problem of aging.

I. I. Mechnikov died in 1916 at the age of 71.

Text 6

NATIONAL HEALTH SERVICE IN ENGLAND

Прочитайте текст и составьте к нему вопросы.

The National Health Service in England was inaugurated¹ on July 5, 1948 by the Minister for Health under the National Health Service Act of 1946.

The number of doctors in England is not quite enough to serve 54 million potential patients who are treated at the expense of the National Health Service. Hospitals are always crowded² and the number of doctors working there is not sufficient. Nurses are also in short supply.

All doctors may take part in the Family Doctor System and most of the physicians do so. They may have private practice receiving the pay directly from the patients for their medical advice. Health Service doctors are paid by the Government, the pay depending on the number of patients they have served every month.

The hospital service includes general and special ones, tuberculosis sanatoria, infectious disease units, and all forms of specialized treatment together with the provision of most surgical and medical needs.

In the main this part of the service is organized by 15 Regional Hospital Boards³. In each hospital area there is a University having a teaching hospital or a medical school.

Notes

¹to be inaugurated – быть торжественно открытым, быть введенным

²to be crowded – быть переполненным

³Regional Hospital Board – областной больничный совет

ВТОРОЙ СЕМЕСТР

Грамматический практикум

Для того, чтобы правильно выполнить контрольную работу №2, необходимо усвоить следующие разделы курса.

1. Времена группы **Perfect** в действительном залоге.
2. Времена группы **Perfect** в страдательном залоге.
3. Модальные глаголы **can, may, must** и их эквиваленты.
4. Глаголы **to be to** и **to have to** с модальным значением. Функции глаголов **to be** и **to have** в предложении.
5. Сочетание модальных глаголов с инфинитивом страдательного залога.
6. Сложное предложение. Типы сложных предложений.
7. Бессоюзное подчинение определительных и дополнительных придаточных предложений.
8. Правило согласования времени. Прямая и косвенная речь.
9. Простые неличные формы глагола. Инфинитив. Функции инфинитива в предложении. Конструкции **used** + инфинитив (с частицей **to**), **had better** + инфинитив (без частицы **to**), **would rather** + инфинитив (без частицы **to**).
Оборот **It takes (took, will take) ...** + инфинитив (с частицей **to**).
10. Герундий. Функции герундия в предложении.
11. Местоимения **that (those), one (ones)** - заместители существительного.
Функции слова **one** в предложении.
12. Эмфатическое выделения членов предложения при помощи оборота **It is (was)...that (who)**.
13. Местоимения **some, any, no, every** и их производные.
14. Наречие. Место наречия в предложении.

1. Поставьте глаголы, указанные в скобках, в Present Perfect. Напишите предложения в вопросительной и отрицательной формах. Переведите предложения на русский язык:

1. The sun (set) and it is quite dark. 2. The astronomers (determine) the distance between the sun and the earth. 3. I (be) never to Sochi. 4. The members of the expedition (collect) much material. 5. I (see) the dean today. 6. We (finish) already our design. 7. He (read) just this book. 8. I (meet) him this week.

2. Поставьте глаголы, указанные в скобках, в Past Perfect. Переведите предложения на русский язык:

1. After Dr Manson (pass) his examinations for scientific degree, he returned to the miners' town. 2. The students warmly welcomed the professor who (come) from Moscow to deliver lectures on chemistry. 3. By midnight the train (arrive) at the station of a little town. 4. When the meteorologists (give) the information about the weather, the expedition went by air to the North. 5. I (do) my work before my friend came to me. 6. Before the scientists started their project, they (make) all the necessary explorations.

3. Поставьте глаголы, указанные в скобках, в Future Perfect. Переведите предложения на русский язык:

1. You (finish) your homework by six o'clock tomorrow. 2. We (pass) our exams by the end of January. 3. The rain (stop) by the time we get to the station. 4. I (do) the work in half an hour. 5. When you come to see us next time, we (buy) a new piano. 6. By spring - time they (move) to a new flat. 7. They (read) the book before I see the film.

4 Раскройте скобки, поставив глаголы в Present Perfect, Past Perfect или Future Perfect:

1. I (be) never to this city. 2. We thought that the city (make) a great impression on you. 3. He (translate) the article before you return. 4. They knew that you (go) sightseeing. 5. My brother went to Moscow after he (pass) his examination. 6. I (see just) him, he must be somewhere here. 7. We (accept) their invitation before we learnt the news. 8. This plant (produce) new cars by the end of the year. 9. I (meet) the dean today. 10. She (write) the report by 6 o'clock. 11. I know that the meeting (be) over by 8 o'clock. It will be too late.

5. Используя таблицу времен страдательного залога, составьте предложения с приведенными ниже словами и распределите по соответствующим колонкам:

Таблица времен страдательного залога

to be + V3	Indefinite	Continuous	Perfect
Present	He is asked	He is being asked	He has been asked
Past	He was asked	He was being asked	He had been asked
Future	He will be asked	-----	He will have been asked

write, see, buy, teach, bring, ask, eat, forget, keep, find, spend, play, invite, lose, draw.

6. Переведите предложения на русский язык:

1. Many people have been invited to the party. 2. This film has already been shown at the club. 3. Some new devices have been used in this film. 4. All the tickets had already been sold when we came to the concert hall. 5. He will have been sent for before you come. 6. We understood that our telegram had not been received. 7. We shall have been shown a new film before he leaves. 8. When we came to this town a new film studio was being built, but the building of the opera theatre had been built before. 9. He has been listened to. 10. I have been asked to dance. 11. By the end of the 19th century rubber had already been used by people for making different useful things. 12. The water has been boiled: you may drink it. 13. By the beginning of next summer the navigation will have been opened.

7. Заполните пропуски модальными глаголами can, may, must:

1. ... you speak English? 2. She ... come late, she has a meeting after work. 3. Babies ... sleep much. 4. She ... repeat the modal verbs. 5. You ... do your homework without my help. 6. ... I come in? 7. Speak louder, I ... hear you. 8. She ... eat because she has a toothache. 9. What ... I do to know English well? 10. ... I take your pen? - Yes, you Here it is. 11. We ... see many stars without a telescope because they are very far from us.

8. Напишите вопросы, к которым следующие предложения являются ответами:

Образец : Yes, he can understand English.

Can he understand English?

1. Yes, she can swim well. 2. No, there were no mistakes in his dictation. 3. Yes,

the Volga is a wide river. 4. No, the museum is not on this side of the street. 5. He must leave early because his office is far. 6. Yes, you may take this book. 7. He lives here. 8. Yes, the shop must open at 11. 9. No, he doesn't remember the meaning of that word. 10. Yes, she must do it at once.

9. Поставьте вопросы к выделенным словами:

1. **My friend** can speak three foreign languages (2). 2. **Our daughter** cannot eat **much ice - cream** (2). 3. **These students** must repeat **the spelling of the new words** (2). 4. **He** may leave Moscow **on Sunday** (2). 5. **She** may leave for Rostov **tomorrow**. 6. He had to put on **his warm coat because it was very cold** (2). 7. You may **discuss** this question **after work** (2). 8. **We** shall have to stay **at home as it will soon begin to rain**.

10. Поставьте глаголы в следующих предложениях в Past и Future Indefinite:

1. They must wait for us here. 2. My daughter can play the piano well. 3. You may do it only after work. 4. I must ask the doctor to see her. 5. Children may sleep in the open air. 6. We must meet at 5. 7. Peter can pass this difficult examination. 8. They must stay at the Institute to finish the work.

11. Переведите предложения. Определите функцию глаголов to be и to have в предложениях:

1. We had a meeting yesterday. 2. He was at the Institute in the morning. 3. Metals have to stand up to heavy loads. 4. Our task is to learn to speak English. 5. They have just translated this article. 6. They are to come soon. 7. The letter was written yesterday. 8. He is reading a book. 9. He has got a new car. 10. There is a letter for you on the table. 11. We had read the book before we saw this film. 12. Professor Brown's experiments are of great importance. 13. Professor Brown's assistants are to help us in our practical work. 14. We shall have a meeting tomorrow. 15. Somebody will have to make a report of our work. 16. He will not be able to get to Moscow next month. 17. His great wish was to study literature.

12. Переведите на русский язык:

1. The letter can be answered today. 2. This job must be done at once. 3. The telegram may be received in an hour. 4. You may be asked the same questions. 5. This exam may be taken in advance. 6. Those articles must be translated into

French. 7. You cannot be heard by anybody because you speak in a low voice. 8. Books taken from the library mustn't be kept more than two weeks.

13. Откройте скобки, образуя инфинитив в форме страдательного залога, по образцу. Переведите предложения на русский язык:

The University can (to see) from all parts of the city.

The University can be seen from all parts of the city.

1. The exam could not (to retake). 2. I must (to introduce) to the chief engineer. 3. The article can (to publish) next month. 4. This machine must (to test) again. 5. You may (to introduce) to each other at the party. 6. They must (to invite) to our meeting. 7. She needn't (to give) a dictionary to translate the poem.

14. Переведите предложения на русский язык. Определите в них придаточные предложения подлежащие:

1. That he has made a mistake is strange. 2. Whether they will come today is not known yet. 3. That he understands his mistake is clear. 4. When we shall start is uncertain. 5. How this happened is not clear to any one. 6. It is strange that she has returned. 7. It is clear when they will come.

15. Переведите предложения на русский язык. Определите в них придаточные предложения сказуемые:

1. The trouble is that I have lost his address. 2. The question is whether they will be able to help us. 3. The weather is not what it was yesterday. 4. A matter of life and death is whether he will be able to solve this problem. 5. Her point of view was that he had to change his opinion.

16. Переведите предложения на русский язык. Укажите, какими союзами и союзными словами вводятся придаточные дополнительные предложения. Выпишите примеры, в которых придаточное дополнительное предложение может быть присоединено к главному предложению без союза:

1. The newspapers report that a delegation of English scientists will come to our Institute in June. 2. Ann thinks that she can finish her work in an hour. 3. I do not understand what you are writing. 4. The teacher is not sure whether we can use the new tools without his help. 5. It isn't known yet if the expedition will start next week. 6. The professor wants to know how many experiments the students have

made and what results they have obtained. 7. The students are interested to know who will deliver lectures on economics and when the first lecture will take place. 8. Ask him why he has not brought all the books.

17. Переведите предложения на русский язык. Выпишите примеры, в которых придаточное определительное предложение может быть присоединено к главному без союза:

1. Our college which was visited by the foreign guests produced a very good impression on them. 2. The man whom we call the founder of Periodic Law is Mendeleev. 3. Mr. Brown is the professor whom the students highly respect. 4. The primitive man lived in a hut which he built of branches. 5. The man who was here yesterday is a doctor. 6. The facts that the newspaper referred to were very important. 7. Tell me the name of the students whom you work with. 8. I remember the day when I first came to Moscow. 9. The reason why he did it is clear. 10. The delegation has seen the house where Tolstoy died.

18. Поставьте вопрос на русском языке к обстоятельному придаточному предложению и переведите предложения на русский язык. Определите функцию обстоятельных придаточных предложений в сложном предложении:

1. The students were writing a test when I entered the classroom. 2. When the atom first began to be studied, most attention was given to electrons. 3. I like to spend my holiday where I can shoot. 4. He went away because there was no one there. 5. You answer as if you did not know this rule. 6. He went to the lecture early so that he got a good seat. 7. There were few people in the street though it was only nine o' clock. 8. The teacher speaks slowly in order that his pupils may understand him. 9. If I see him tomorrow, I shall ask him about it.

19. Переведите предложения на русский язык. Определите типы придаточных предложений:

1. That he is one of the best students is a well - known fact. 2. That is what I have learned at the University. 3. I didn't know that he lived in our town. 4. The house which we live in is a new one. 5. He is always reading whenever I come to him. 6. He went where he had been sent for. 7. He walked hastily, as if he was in a great hurry. 8. I missed lessons, because I was not well. 9. The book was so interesting that I read it the whole night. 10. Write down my phone number, lest you should

forget it. 11. Although the translation was rather difficult, the students made it well. 12. If the weather is fine, we shall go out of town. 13. The students were in the laboratory when the assistant was making his experiment. 14. They asked when the assistant was making his experiment. 15. They didn't know the time when the assistant was making his experiment. 16. When the assistant was making his experiment was known to all the students. 17. The right time to see him was when the assistant was making his experiment.

20. Переведите предложения, обращая внимание на бессоюзное подчинение определительных и дополнительных придаточных предложений:

1. I know she is ill. 2. This is the plant I used to work at. 3. The article I read in the newspaper was very interesting. 4. The woman we met when we were leaving the factory is our teacher. 5. Show me the house you live in. 6. The museum we visited on Sunday numbers 3000 exhibits. 7. I know he returned. 8. He said he felt tired.

21. Переведите следующие предложения на русский язык:

1. She said she was glad to see us. 2. He knew that I never missed the seminars. 3. We thought that we should be able to see our old friends. 4. He said that he had already visited the exhibition. 5. I knew that you were very tired. 6. I thought that the meeting took place that day. 7. He said that he had already carried out his research work. 8. I hoped that you would meet him. 9. She said that she would take part in the competition.

22. Напишите главное предложение в прошедшем времени и покажите, что действие придаточного предложения произошло раньше. Переведите предложения на русский язык:

Образец: I say that I read the book before.

I said that I had read the book before.

1. I am sure that you have seen the new film. 2. We are glad that you enjoyed your trip. 3. We know that you prefer to spend your days off in the country. 4. He does not know that you decided to carry out this work. 5. He says that he met this woman somewhere before. 6. Nick says that the city makes a great impression on him.

23. Напишите главное предложение в прошедшем времени и покажите, что действие придаточного предложения произошло а) позже, б) одновременно:

Образец : She says that she takes books from the library.

a) She said that she would take books from the library.

b) She said that she took books from the library.

1. I know that they will discuss the plan at the meeting. 2. We think that you will enjoy this film. 3. We know that there are many places of interest there. 4. We think that you are full of impressions. 5. We are sure you admire these art treasures. 6. He thinks the house is surrounded by a high wall.

24. В следующих предложениях замените прямую речь косвенной. Помните о правиле согласования времен:

a). 1. Ann said to Tom, "I shall help you." 2. Our teacher said, "You have written the dictation well." 3. Peter says to his son, "You behaved very badly yesterday". 4. John said to his tutor, "I am not ready to pass the tests." 5. She said, "He'll meet Mary here today". 6. She says to her sister, "I don't want to see him." 7. She remarked, "It seems to me I have seen him somewhere."

b). 1. "Is that the end of the story?" he asked the teller. 2. "Do you mean to say that the story has a moral?" cried he. 3. "Will you have another talk with Dick tomorrow yourself?" the doctor asked Arnold. 4. Helen asks Constance, "Did you have a good rest at the sea?" 5. "Is there anything I can do for you?" she asked her friend. 6. They asked him, "Can you help us?" 7. My girl - friend asks me, "Do you live in the hostel or at home?"

c). 1. "What are you doing here?" he cried. 2. "Who is there?" asks he. 3. He asked us, "When will you come back?" 4. "Why are you so upset now?" the neighbour asked Kate. 5. John asked Mary, "How many subjects do you study in the second year?" 5. "Why didn't you come in time?" cried the angry matron.

d). 1. "Give me a red rose," she said to him. 2. "Sing me one last song," he whispered. 3. "Come in, come in," invited she us. 4. She said to her nurse, "Bring me the medicine as soon as possible." 5. He said to her, "Don't forget yourself." 6. The policeman said to him, "You must follow me!"

25. Составьте предложения, подбирая по смыслу формы инфинитива, приводимые ниже. Переведите предложения на русский язык, определите функцию инфинитива:

to read, to fulfill, to become, to speak, to swim, to be invited, to master, to be told, to solve, to live in, to tell you the truth, to have seen :

1. In order ... English you must work hard. 2. He likes ... books. 3. ... in the Black Sea was a real pleasure. 4. I want ... to the party. 5. His dream was ... an artist. 6. I am waiting ... the results. 7. ... this plan is not an easy task. 8. He cannot ... English. 9. It was a difficult problem 10. Here is a good house 11. ..., she will be happy to meet him again. 12. We are glad ... you.

26. Переведите предложения на русский язык. Найдите инфинитив и определите его функцию в предложении:

1. To see is to believe. 2. We had to change the time of our meeting. 3. He wants to accept your offer. 4. He is happy to have been accepted to the Academy. 5. I am sorry to have interrupted you. 6. To resume meetings of our circle we have to speak to the dean. 7. This is the problem to be solved as soon as possible. 8. I need a pen to write with. 9. Lomonosov was the first to use the Russian language in scientific books. 10. To greet the teacher the students stand up when the teacher enters the classroom. 11. To improve your English you must work at it every day. 12. I have something interesting to tell you. 13. To come to my work in time I must stand up early. 14. To understand is to forgive. 15. To cut a long story short, he was not right.

27. Переведите предложения на русский язык. Найдите в них инфинитив:

1. After dinner Tolstoy used to walk to the village. 2. The park where the famous artist used to take his morning walk is immense. 3. You had better go there at once. 4. I would rather not tell him about it. 5. It takes me 15 minutes to get to the Institute. 6. He said he would rather stay at home. 7. It took her all afternoon to prepare the meal. 8. I would rather have a rest abroad. 9. She had better consult a doctor.

28. Замените данные группы слов сочетанием герундия с предлогами for, of и переведите те и другие на русский язык:

Образец: a smoking - room - a room for smoking.

a training - machine, a freezing - point, a mooring rope, a sleeping car, the hot - water heating system, building materials, heating power, living conditions, a moving force, a forming process.

29. Поставьте дополнение к герундию в тех случаях, где это возможно:

1. We take interest in making 2. Everybody likes reading 3. Building ... is of the greatest importance. 4. We cannot live without breathing 5. Swimming ... is a kind of sport. 6. Nobody can work without observing 7. We use coal for heating

30. Подчеркните герундий и слова, которые помогают найти его в предложении. Переведите предложения на русский язык:

1. A barometer is an instrument for measuring the pressure of the atmosphere. 2. The professor told us about experimenting and the necessity of observing facts. 3. By observing facts and by using the results of experiments we come to the real knowledge of natural phenomena and to the possibility of measuring them. 4. This scientist spent many years on experimenting with different types of tools for cutting. 5. We cannot understand your making this experiment without consulting anybody. 6. We spoke about our students' going to the International Festival.

31. Определите функцию герундия в следующих предложениях и переведите эти предложения на русский язык:

1. Reading is useful. 2. When she is free, her favourite occupation is reading. 3. They began building houses of different materials. 4. I remember reading an article about it. 5. Greeks were fond of using marble for the purpose of making sculptures. 6. The ancient Egyptians often erected their huge buildings without thinking of their usefulness. 7. Greeks also understood the art of building with cut stone. 8. During the last hundred years many new methods of building have been discovered. 9. People of long ago made their homes in trees, using the leaves for keeping off rain and sun. 10. The builders began constructing a new hospital in our street. 11. They use pillars partly for supporting roofs and partly for decorating. 12. After Newton's discovering the law of universal gravitation, many people became interested in mathematics.

32. Составьте предложения, используя таблицу, по образцу:

It takes me half an hour to air the room.

It takes	me	twenty minutes	to clean the teeth
	us	one hour	to get home
	you	an hour and a half	to do the translation
	him	some days	to learn these words
	her	half an hour	to make a plan
	them	five minutes	to prepare dinner

33. Переведите предложения, содержащие конструкции с инфинитивом:

1. You had better go there at once. 2. I would rather not tell them about it. 3. He said he would sooner stay at home. 4. Last winter I used to spend a lot of time in the library. 5. He used to take English lessons every day. 6. I would rather go there alone. 7. He'd better not work so hard. 8. He used to be very strong in his youth. 9. I used to know that man. 10. She'd better leave the night club now.

34. Переведите предложения на русский язык, обращая внимание на местоимения *that (those), one (ones)*, являющиеся заместителями имени существительного:

1. The rivers in England are not so long as those of Russia. 2. The climate of England is warmer than that of Russia. 3. I have read this book. Could you give me another one? 4. The distance from the sun to the earth is much longer than that from the moon. 5. His new novel is not so interesting as his earlier ones. 6. The architectural style of the new building is quite different from that of the old one. 7. I haven't got a dictionary. I must buy one. 8. This book is more interesting than the one we read last week. 9. Will you give me another books? I don't like these ones. 10. The price of tin is higher than that of copper.

35. Переведите предложения на русский язык. Определите функцию слова *one* в предложении:

1. He is one of the best students of our group. 2. This is a black table, and that is a brown one. 3. One must know one's duty. 4. One can find many useful things in this book. 5. One means "один." 6. July is a hot month, August is a hot one too. 7. The cardinal numerals from "one" to "twelve" are simple words. 8. One never knows what she will do next.

36. Переведите на русский язык, обращая внимание на эмфатический оборот:

It is (was, will be) ... that (who, whom):

1. It was there that his major works were written. 2. It was she who spoke first. 3. It was Lomonosov who discovered the law of preservation of matter. 4. It was then that he made his famous discovery. 5. It was at our Institute that this problem was discussed. 6. It is my friend who was ill last week. 7. It is this fact that explains everything. 8. It was on Tuesday when we saw her off at the station.

37. Прочитайте и переведите следующие предложения на русский язык:

1. She told us about some of her books. 2. Ann is putting something into her bag. 3. Our teacher taught us some important rules of grammar. 4. She thanked nobody for help. 5. There is something I want to tell you. 6. There is nothing on the shelf. 7. Somebody speaks Russian in their group. 8. Nothing is clear for me. 9. I could do nothing. 10. Nobody reads Spanish in our family. 11. I can go nowhere today. 12. He could not tell us anything new. 13. She will have to go somewhere next summer. 14. She did not tell us anything. 15. Is there anything else you want to know? 16. Even he could understand nothing. 17. Did any of you see him last night? - No, none of us did. 18. He saw nothing in the darkness.

38. Поставьте следующие предложения в вопросительную и отрицательную формы. Переведите их на русский язык:

1. She has something important to say to you. 2. There is someone at the door. 3. He wants to go somewhere.

39. Заполните пропуски словами some, any, no, something, anything, nothing, nobody, anybody, none, somewhere, anywhere, nowhere. Переведите предложения на русский язык;

1. There are ... students in the room. 2. Is there ... milk in the bottle? 3. ... of us can easily do this work. 4. I could not get this book 5. Pass me ... bread, please. 6. I cannot tell you ... about this experiment, because I know ... about it. 7. We shall go ... on Sunday. 8. Was there ... in that plastic box? 9. He hasn't asked ... to help him in his studies. 10. I have not seen such a beautiful palace 11. Is there ... in the room?

40. Поставьте наречия, данные в скобках, на правильное место в предложении. Переведите предложения на русский язык:

Образец: I went to the beach. It rained all the time.

(yesterday, unfortunately)

Yesterday I went to the beach. Unfortunately, it rained all the time.

1. Listen. I want you to come home (carefully, immediately). 2. I work and at night I sleep (hard, well). 3. I know him. He is wrong (well enough, seldom). 4. I know Peter because we play tennis (well, together). 5. "I love you."-"I love you" (very much, too). 6. Please speak and explain (slowly, clearly). 7. A man with a gun ran into the bank (suddenly, quickly) 8. He is free at this time (always). 9. I visited this museum (last week).

41. Употребите необходимые по смыслу наречия или прилагательные, данные в скобках :

1. The children played (happy, happily) in the garden.
2. She sings very (good, well).
3. Yes, she is a very (good, well) singer.
4. Your children are always very (happy, happily).
5. "How are you?" "Very (good, well), thank you. And you?"
6. I just want a (quick, quickly) snack. Just a sandwich, please.
7. I had breakfast (quick, quickly) because I was late for work.
8. You're speaking very (quiet, quietly). I can't hear you.
9. He's a very (slow, slowly) reader.

Контрольная работа № 2

Вариант 1

1. Прочитайте текст, указанный преподавателем и письменно ответьте по-английски на вопросы, следующие за текстом.

2. Найдите в тексте, выпишите и переведите на русский язык предложения, в которых употреблены модальные глаголы и их эквиваленты.

3. Найдите в тексте предложения, содержащие глаголы **to be** и **to have**. Определить функцию этих глаголов в предложении. Переведите предложения (по одному предложению на каждую функцию глаголов **to be** и **to have**).

4. Найдите в тексте, выпишите и переведите на русский язык предложения, в которых употреблены неопределенные местоимения **some, any, no, every** и их производные.

5. Найдите в тексте, выпишите и переведите на русский язык предложения, в которых употреблено **Participle I** и **Participle II**, подчеркните их. Установите функцию каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагольного сказуемого.

6. Поставьте глагол-сказуемое одного предложения во все временные формы группы **Perfect Active**, производя все необходимые смысловые изменения.

Образец: He has already written the letter.

He had already written the letter before his friend came.

He will already have written the letter by tomorrow.

7. Напишите выделенные слова в транскрипции и переведите предложения на русский язык.

1. We **used** this method in our work.
2. After his work he **used** to go to the library.

8. Определите тип придаточных предложений. Переведите их на русский язык:

1. It is strange that he has already come.
2. The question is if they will be allowed to visit the party.
3. We know where she lives.
4. People who can neither hear nor speak talk to each other with the help of their fingers.
5. She must speak louder so that everybody can hear her well.

9. Выполните письменно контрольно-тренировочные упражнения 12, 22, 28 из упражнений второго семестра.

10. Переведите письменно текст контрольной работы № 2. При переводе пользуйтесь англо-русским словарем.

Text 1

ROLE OF AUTOMATION IN TECHNOLOGY

Automation¹ plays an important part in the great advances in technology. Automation, properly coordinated with other phases of technology, can substantially contribute to high productive efficiency².

Advanced automation is impossible without computers. Computer science is a relatively new and exciting field of study and research. It is a broad discipline, covering logic design, hardware, the theory of computation, numerical analysis, programming and computer application.

There are different kinds of computers. Some do only one job over and over again. There are special-purpose computers³. One such computer automatically controls the movement of anti-aircraft canon. It was built for this purpose alone, and cannot do anything else. But there are some computers that can do many different jobs. They are called general-purpose computers. They are the "big brains" that solve the most difficult problems of science. They answer question

about rockets and planes, bridges and ships long before these things are even built.

Today there are computers small enough to carry in one's pocket or about the size of a typewriter. These new computers are called personal computers⁴. Computers help our space programme, our armed forces, our business and industry, sports and medicine. Computers are the most efficient servants man has ever had and is no limit for their application in improving our lives and saving time for leisure (rest and recreation).

Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complicated mathematical problems or put thousands or unrelated facts in order. As computers work accurately and at high speeds, they save research workers years of hard work. This whole process, by which machines can be used to work for us, is called automation. Automation will have important social consequences.

Questions

1. What is the role of the computer in automation?
2. What kinds of computers do you know?
3. Why do computers save research workers years of hard work?
4. What is automation?

Notes

¹automation – автоматизация

²productive efficiency – эффективность производства

³special-purpose computers – компьютеры специального назначения

⁴personal computers – персональные компьютеры

Text2

WHAT IS ECONOMICS

Unlike history, mathematics, English and chemistry, economics is a subject that most students encounter only briefly sometimes not at all, before they begin college. Economics is a basic discipline, like those just listed, not an applied subject¹ like accounting or drafting in which specific skills² are taught.

Economics has some similarities to mathematics because logical reasoning and mathematical tools are used in it extensively. It also has some similarities to history because economics studies people as they interact in social groups.

Like chemistry, economics employs the scientific method, although some of economics has a descriptive rather than an analytical flavour. Finally, like English grammar, economics has a few simple rules³ and principles, but from these principles economics can derive many conclusions⁴.

Economics is the science of making choices⁵. Individuals must decide whether to study another hour or to go for a walk, whether to buy a six-pack of Pepsi or a 0,5 gallon of milk at the grocery, whether to choose fire fighting or teaching as an occupation and whether to play golf or to watch television for an afternoon of recreation. As a group, people must also choose through their governments whether to build a dam or to repair highways with their taxes, whether to invest money to business or to expand national parks.

The common element in all these decisions is that every choice involves a cost. (Reading this text means that you are not enjoying a bike ride).

In fact, economics is the study of the choice that people make and the actions that they take in order to make the best use of scarce resources in meeting their wants.

Economics is about the everyday life. How do we get our living? Why do we sometimes get more and sometimes less? Are we producing as efficiently as we could? Are we producing the "right things"? What are the "right things"? Who ought to decide this and why? The study of economics helps us to answer this sort of questions.

Questions

1. Do school-leavers know much about economics?
2. Is economics a basic discipline or an applied subject?
3. Economics is the science of making choices, isn't it?
4. Why do people have to make choices very often?
5. What does every choice involve?

Notes

¹an applied subject – прикладная дисциплина

²specific skill – особые умения

³a few simple rules – несколько простых правил

⁴to derive conclusions – делать выводы

⁵to make a choice – делать выбор

Text 3

ANCIENT SYSTEMS OF LAW

1. One of the earliest systems of law of which we have knowledge is the collection of laws, known as the Code of Hammurabi, the Babylonian king, who lived in about 1900 B.C., and whose stone figure we can see in the British Museum in London. Another early code is the code of Hebrew Law¹ contained in the Book of Exodus² in the Bible.

2. In Greece each city-state had its own law, some laws were common to many states. In the seventh century B.C.³ the Greeks began to put their laws into writing. About 594 B.C. Solon, the famous Athenian law-giver, provided a new code of law. The Athenians did not consider it necessary to have legal experts for non-criminal cases. In a civil case the verdict was given by a jury, which might number anything from 201 to 2,500. The members of the jury listened to speeches made by the persons who had brought the case before them, and by their friends. Barristers did not participate in court proceedings, but professional speech-writers sometimes prepared speeches.

3. Roman law is one of the greatest systems that have ever existed. It was based upon custom, and by A.D.⁴ 528 the quantity of Roman Law had become so immense that the Emperor Justinian in Constantinople ordered to make a clear, systematic code of all the laws.

4. Roman law had a deep influence upon the law of the world. It had a strong influence on the law of most European countries and some influence on Anglo-Saxon law, which is the other great law system of the world. After many years Roman law reappeared in the eleventh century, when there was a great revival of learning. Many European countries began to use Roman law in their courts. In France, however, until Napoleon codified the law in 1804, each province had its own laws. The Napoleonic Code was a splendid achievement, and it has influenced the law of many countries in Europe and South America.

Questions

1. What ancient systems of law do we have knowledge of?
2. What book contains one of the earliest systems of law?
3. When did the Greeks begin to put their laws into writing?
4. What is one of the greatest systems of law?
5. What system of law had a great influence on the law of the world?

Notes

¹Hebrew Law – древнееврейское право

²Book of Exodus – Исход (2-я книга Ветхого Завета)

³B.C. before Christ – до нашей эры

⁴A.D. anno Domini (лат.) – нашей эры

Text 4

SLEEP

Sleep is a periodic resting condition of the body and especially of the nervous system.

There is a natural rotation of sleeping and waking every twenty-four hours, and sleep comes on commonly during the night when little work can be done. Sleep is not, however, a necessary consequence of darkness, as is proved by those persons who have to work in the night and sleep by day, and who easily adapt themselves to this condition.

Many theories have been advanced as to the cause of sleep. One theory depends upon the well-known fact that the brain receives a much smaller blood supply during the sleeping than in the waking state.

Another theory is the chemical one that sleep is due to want of oxygen in the nerve centres.

A third theory raises the question as to whether the mind remains active during the period of sleep.

None of these theories explains the direct cause of sleep, although each probably accounts for the main cause of different circumstances.

When sleep comes on, the eyes are closed as a rule, though in man, even when they are left open, the sense of sight is quickly lost as the sleep deepens. The pupils contract also during sleep and dilate widely as the person awakens.

Hearing is lost more slowly and a person can be wakened even from deep sleep by a loud noise. In natural sleep touch remains the least affected of senses, and even the lightest touch will awaken many people from deep sleep. With regards to the onset of sleep as it affects the mind will-power is the first faculty to go and the last to appear¹ in wakening. The association of ideas and power of reasoning next disappear and people are worried in light sleep by some simple idea which they cannot explain or understand.

Memory and imagination remain longest, and in dreams the mind is presented with a series of bright, unconnected pictures. The part of the brain which regulates the power of movement is late in falling asleep, sleeps only lightly since people may turn and make various other movements without waking.

Other parts of the body as well as the brain, rest during sleep.

Questions

1. What is sleep?
2. What are the theories of sleep?
3. What organs of sense are affected first?
4. What organs are late in falling asleep?

Note

¹the first faculty to go and the last to appear – способность, которая первая исчезает и последняя появляется

Контрольная работа № 2

Вариант 2

1. Прочитайте текст, указанный преподавателем и письменно ответьте по-английски на вопросы, следующие за текстом.
2. Найдите в тексте, выпишите и переведите на русский язык предложения, в которых употреблены модальные глаголы и их эквиваленты.
3. Найдите в тексте предложения, содержащие глаголы **to be** и **to have**. Определить функцию этих глаголов в предложении. Переведите предложения (по одному предложению на каждую функцию глаголов **to be** и **to have**).
4. Найдите в тексте, выпишите и переведите на русский язык предложения, в которых употреблены неопределенные местоимения **some, any, no, every** и их производные.
5. Найдите в тексте, выпишите и переведите на русский язык предложения, в

которых употреблено **Participle I** и **Participle II**, подчеркните их. Установите функцию каждого из них, т.е. укажите, является ли оно определением, обстоятельством или частью глагольного сказуемого.

6. Поставьте глагол-сказуемое одного предложения во все временные формы группы **Perfect Active**, производя все необходимые смысловые изменения.

Образец: He has already written the letter.
He had already written the letter before his friend came.
He will already have written the letter by tomorrow.

7. Напишите выделенные слова в транскрипции и переведите предложения на русский язык.

1. The family called it the hall and **used** it both as dining-and drawing-room.
2. The park where the aged Tolstoy **used** to walk is immense.

8. Определите тип придаточных предложений. Переведите их на русский язык:

1. The question is whether he knows about this meeting
2. That she knows his address is clear.
3. She knows when he comes.
4. The woman who was here yesterday is a teacher.
5. If the weather is fine, we'll go out of town.

9. Выполните письменно контрольно-тренировочные упражнения 13, 23, 29 из упражнений второго семестра

10. Переведите письменно текст контрольной работы № 2. При переводе пользуйтесь англо-русским словарем.

Text 1

THE EFFECT OF COMPUTERS ON A MODERN SOCIETY.

Just as television has extended human sight across the barriers of time and distance, so the computers extend the power of the human mind across the existing barriers. They multiply the capacity of the mind to deal with information in endless variations and almost limitless quantity.

The use of a computer is known to provide a vast opportunity for finding

answers to many of our most complex social problems as well. During the next 30 years computers are expected to make an explosion in the social sciences comparable to that which we saw in the past half of the 20th century in the physical sciences.

To understand these possibilities of the future, we should first consider the tendency of today's computer technology and the nature of the system to be used.

These systems will be considerably smaller than today's and they will perform far more complex functions. Their operating speeds will be measured in nanoseconds. A nanosecond is to a second as a second – to 30 years.

These computers of tomorrow will respond to handwriting, to images, and to spoken commands. They will communicate with one another over any distance. They will recognize a voice, a face or a symbol among tens of thousands.

A global link-up of computers¹ will be accomplished through communication satellites, high-capacity transistorized cables, microwave insulated tubes, as well as standard telephone and telegraph links.

In these systems data will move thousands of times faster than in today's. In the future, laser beams will be used to transmit vast quantities of information in the form of light through special cables.

The time will come when man will possess a personal number to be used as his private code for making or receiving local or global television calls and for innumerable other purposes. The number will become as important to him as his name.

The computer is known to be widely used to advance the physical sciences. Now we mustn't fail to use² it in economics, sociology, political science and various aspects of applied psychology.

Questions

1. How do computers extend the power of the human mind?
2. What will a global link-up of computers¹ be accomplished through?
3. What will be used to transmit vast quantities of information?
4. What will a personal number be used² for?

Notes

¹a global link-up of computers – связь между компьютерами разных стран мира

²we mustn't fail to use – мы не должны упустить возможности использовать

Text 2

TYPES OF BUSINESS FIRMS

Microeconomics studies particular firms, households, banks etc. Business organizations may be considered as firms or companies.

They produce goods or render services. They also rent or purchase buildings, land, equipment. They market and advertise their products. They deal with government and courts, as well as with banks, insurance companies.

From the legal point of view there are three basic kinds of business firms: 1) proprietorships³, 2) partnerships and 3) corporations. A proprietorship is simply a one owner firm. The proprietor is responsible for all personal and business debts and losses⁴, he provides the capital and executes the total management. To start the business of this kind it is necessary to obtain licences required by the law.

The proprietorship form has several advantages⁶, such as: simplicity of organization, freedom to make all decisions, tax advantages⁷ etc. Among disadvantages the following are worth mentioning possible lack of ability and experience⁸, difficulty in raising capital.

Partnerships are firms owned jointly by two or more persons who are co-owners of business. Partnerships are based on agreement, which should cover all areas of possible disagreement among the partners. Advantages of the partnership may be combined talents, judgements, skills as well as larger capital and tax advantages. Disadvantages of this form are divided authority, danger of disagreement etc.

Corporation is a firm owned by a group of people, called stockholders⁹, and given rights, privileges and liabilities by law. Advantages of the corporation is variety of skills, abilities and ideas, ease of expansion. Disadvantages of this form of ownership may be as follows: government regulation, profit sharing, taxes.

Corporation has the right to conduct business as if it were one person.

Questions

1. How many legal forms are available to small firms?
2. What are the legal requirements for starting a business as a proprietorship?
3. What is a partnership agreement? What does it include?
4. What is the corporation?

5. What are the advantages and disadvantages of each type of legal form of small business:
- a) proprietorship;
 - b) partnership;
 - c) corporation.

Notes

¹to purchase stocks – покупать акции

²to manage a sales force – руководить торговым персоналом

³proprietorship – частное владение

⁴to be responsible for debts and losses – нести ответственность за долги и убытки

⁵the only requirement – единственное требование

⁶to have an advantage – иметь преимущество

⁷tax advantages – налоговые скидки

⁸possible lack of experience – возможный недостаток опыта

⁹stockholder – владелец акций

Text 3

SOCIAL MORALITY, RULES AND LAWS

The English word "law" refers to limits upon various forms of behaviour¹. Some laws are descriptive: they simply describe how people usually behave. Other laws are prescriptive - they prescribe how people ought to behave.

In all societies, relations between people are regulated by prescriptive laws. Some of them are customs - that is, informal rules of social and moral behaviour. Some are rules we accept⁵ if we belong to particular social institutions, such as religious, educational and cultural groups. And some laws are made by nations and enforced against all citizens within their power.

The rules of social institutions² are more formal than customs. They carry penalties for those who break them. They are not, however, enforceable by any political authority.

Customs need not be made by governments, and they need not be written down. We learn how we should behave in society through the instruction of family and teachers, the advice of friends, and our own experiences. Sometimes, we can

break these rules and do not suffer any penalty⁷. But if we continually break the rules⁶, or break a very important one, other members of society³ may criticize us, act violently toward us or refuse to have anything to do with us. The ways in which people talk, eat and drink, work and relax together are usually guided by many such informal rules which have very little to do with laws created by governments.

However, when governments make laws for their citizens, they use a system of courts⁴ backed by the power of the police. Of course, there may be instances where the law is not enforced against someone (for example when young children commit crimes).

Government - made laws⁸ are nevertheless often patterned upon informal rules of conduct which already exist in society and relations between people are regulated by a combination of all these rules.

Questions

1. What does the English word “law” refer to?
2. What regulates the relations between people?
3. Are customs made by governments?
4. How do we learn how to behave in society?
5. How do governments enforce the laws⁹ which they make?

Notes

¹forms of behavior – формы поведения

²rules of social institutions – нормы социальных институтов

³members of the society – члены общества

⁴English system of courts – система судов

⁵accept the rules – принимать правила

⁶break the rules – нарушать нормы

⁷suffer penalty – терпеть наказание

⁸make laws – создавать законы

⁹enforce the laws – проводить законы в жизнь

Text 4

ROLE OF THE NERVOUS SYSTEM

The nervous system regulates the activities of the different organs and of the entire organism. Muscular contractions, glandular secretion, heat action, metabo-

lism and the many other processes continuously operating in the organism are controlled by the nervous system.

The nervous system links the various organs and systems, coordinates all their activities and ensures the integrity of the organism.

The working of each organ of system of organs may be affected by various conditions. A change in the function of one organ or system of organs leads to changes in the functions of other organs and systems. For example, during physical work involving intensive muscular contraction the metabolism in the muscles increases, which consequently increases the requirement in nutrients and oxygen. A reflex response causes the heart and lungs to work more intensively, with the result that the flow of the blood to the muscles increases. At the same time heat production and heat losses increase, the excretory organs work harder.

The unity of the organism and its external environment is affected through the nervous system. All the outside stimuli are perceived by the nervous system through the sense organs¹. In response to the stimuli the functions of the various organs change and the organism adapts itself to its surroundings or, as I. Pavlov put it², the organism is equilibrated with the external environment. This equilibrium forms the basis of the organism's vital activities. Thus in response to the ingestion of food the activity of the digestive glands increases and is adapted to the character of the ingested food. A rise in temperature of the surrounding air causes an increased flow of blood to the skin and greater perspiration, which prevents overheating of the organism.

It should be remembered, that unlike animals, man can himself considerably change his external environment.

Man's brain is the material basis of thinking and speech. 1. Pavlov demonstrated that man's so-called psychic activity is based on physiological processes operating in the cerebral cortex.

Questions

1. What is the function of the nervous system?
2. What processes operating in the organism are controlled by the nervous system?
3. How is the unity of the organism and its external environment affected through?
4. What processes is man's psychic activity based on?

Notes

¹all the outside stimuli are perceived by the nervous system through the sense organs – все внешние стимулы нервная система получает через органы чувств

²as I. Pavlov put it – как это сформулировал И. Павлов

При защите контрольной работы № 2 студенты должны уметь отвечать на следующие вопросы по данным разделам курса.

Контрольные вопросы

1. Как образуются и когда употребляются времена группы **Perfect**?
2. Как переводятся глаголы в **Present Perfect** на русский язык?
3. Как образуются времена группы **Perfect** в страдательном залоге?
4. Определите время, группу и залог следующих глагольных форм : **has taken, will be made, is reading, had been speaking, will have been done.**
5. Что такое модальные глаголы? Чем отличается спряжение модальных глаголов от спряжения других глаголов? Какими глаголами выражается долженствование в английском языке?
6. Какие эквиваленты модальных глаголов вы знаете?
7. Какие функции в предложении выполняют глаголы **to be** и **to have**?
8. Какое значение имеют глаголы **to be** и **to have** и как они переводятся на русский язык, когда за ними следует инфинитив? Переведите:
He had to bring this book.
They were to meet at the Institute.
8. О каких трех временных соотношениях говорится в правиле о согласовании времен?

9. Какие функции в предложении выполняет инфинитив?
10. Какие глагольные формы имеют суффиксы - **ing**?
11. Как отличить герундий от причастия в предложении? Какие функции в предложении выполняет герундий?
12. Какие слова - заменители существительного вы знаете?
13. Назовите функции слова **one** в предложении и дайте примеры.
14. Назовите местоимения, производные от **some, any, no, every**. Переведите. Какими членами предложения они являются?
15. Какие две формы наречий вы знаете? Приведите примеры.
17. Какая конструкция употребляется для эмфатического выделения членов предложения?

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ.

Text 1

THE FIRST RUSSIAN WOMAN-SCIENTIST

(1850 – 1891)

Прочитайте текст, найдите в нем информацию: 1. о детстве Софьи Ковалевской; 2. о ее огромном желании учиться в Санкт-Петербургском университете; 3. о признании Софьи Ковалевской на родине

The Great Russian mathematician, Sophia Kovalevskaya lived and worked in the second half of the 19th century. It was the period of Russian's progress in science and culture. It was the time when Lobachevsky created a new non-Euclidean geometry and Chebyshev organized a new school of mathematicians

Sophia was born in Moscow on February 15, 1850 in a well-off family¹ but spent her childhood in a village. Her father, a well-educated person himself, gave a good education to his children. When Sophia was eight an experienced teacher

taught her arithmetic, grammar, literature, geography and history. The girl showed an unusual gift in mathematics and at the age of twelve puzzled her teacher when she gave a new solution to a difficult unsolved problem.

In 1867 Sophia wanted to continue her studies in St.Petersburg where her family spent winters. But it was impossible for a woman to attend lectures at the University. Even Chebyshev who at that time headed the Russian mathematical school had no right to allow her to attend his own lectures. The only way out for her² was to go abroad, but in this case there was a condition that the woman should be married. Sophia married Vladimir Kovalevsky and soon left Russia.

Sophia Kovalevskaya studied at Heidelberg University, she attended lectures and did a lot of research and practical work.

In 1871 the Kovalevskys went to Berlin. During four years in Berlin Sophia wrote three dissertations. When three scientific masterpieces by Kovalevskaya appeared in 1874 Hittengen University awarded her the Degree of Doctor of Philosophy.

On her return to Russia she vainly tried to get a post at St.Petersburg University. The tsarist Government didn't want to have women-professors. Again S. Kovalevskaya returned to Berlin where she completed her work on the refraction of light in crystals.

In 1883 she accepted the offer of Stockholm University and was elected professor of mechanics and held this post until death in 1991. In her numerous scientific works Kovalevskaya solved the problems which many scientists couldn't solve during many years. When she became a world-famous scientist, Kovalevskaya won recognition³ in her own country. In 1889 she was elected a Corresponding member⁴ of Russian Academy of Sciences.

Notes

¹a well-off family – состоятельная семья

²the only way out for her – единственный выход для нее

³to win recognition – получить признание

⁴a Corresponding member – член корреспондент

Text 2

MINIATURIZATION

Прочитайте текст. Найдите в тексте предложения, служащие ответами на вопросы, данные после текста.

Making the device small or smaller than small (as small as one can) has several advantages.

Weight. Take a modern plane, for example. It carries a lot of electronic apparatus. If it is possible to make any of these smaller and therefore lighter, the plane can carry a heavier load. This also applies to space satellites, spaceships and all kinds of computers. Sometimes weight is particularly important. But weight is not the only factor.

Speed. There are several advantages in making, say, computers as small as one can. The smaller the computer, the faster it can work. The signals go to and fro (back and forth) at a very high but almost constant speed. So if one can scale down (decrease) all dimensions to, let us say, one-tenth, the average length of the current-paths will be reduced to one-tenth. So very roughly speaking, the scaling down of all linear dimensions in the ratio of one to ten gives a valuable advantage: the speed of operation is scaled up (increased) 10 times.

The increase in operational speed is a real advantage. There are some situations which require very fast response (reply) time. For example, the automatic blind landing of aircraft requires continuous computer calculations, which result in control of the aircraft flight. The more immediate the responses are, the more stable that control can be.

Less power is required. Another advantage is that less power is required to run the computer. In space satellites and spaceships this is an important factor but even in an ordinary situation we need not waste power. Sometimes a computer takes so much power that cooling systems which require still more power have to be installed to keep the computer from getting too hot, which would increase the risk of faults (failures) developing. So a computer which does not need to be cooler saves power.

Reliability. Another advantage is reliability. Minicomputers and all sort of microelectronic devices have been made possible because of the development of microelectronics.

Sputniks are now intricate (complex) cybernetic apparatus with their own computer systems. At the same time they are much smaller than before, with all their systems having been microminiaturized.

1. What are some of the advantages of the miniaturization of electronic devices?
2. Why is the factor of weight important for airborne electronics, space satellites and spaceships?
3. Why is size reduction in computers an advantage?
4. Due to what technique have minicomputers and all sorts of microelectronic devices become possible?

Text 3

JOB SATISFACTION

Прочитайте текст и укажите предложение, выражающее его основную мысль.

Job satisfaction – an individual's attitude toward his or her job – is one of the most widely studied variables in the entire field of organizational behavior. Literally thousands of studies dealing with some aspect of job satisfaction have been published. In general, this research suggests that people develop attitudes about five basic dimensions of a job: pay, opportunities for promotion¹, the nature of the work itself, policies and procedures of the organization, and working conditions². A person may feel differential satisfaction toward each factor. For example, an employee may feel underpaid (dissatisfied with pay) but simultaneously feel very positive about other organizational factors.

The job satisfaction of people within a work group may also be influenced by their co-workers³ and by their supervisor or manager. Although the supervisor could be regarded as organizational factor, because the position is described and defined by the organization, it is often the supervisor's individual characteristics (warmth, understanding, integrity) that most influence employee attitudes. An individual's needs and aspirations can also affect satisfaction. If a person wants to be in a high-status position, gaining such a position will probably enhance his or her level of job satisfaction. The same person will be less satisfied with a job of lesser status. Also important are the instrumental benefits of the job, or the extent to which the job enables the employee to achieve other ends. A person finishing a college degree might take a particular job on temporarily basis because it allows scheduling flexibility and pays enough money to cover tuition. The person may be quite satisfied with the job if it provides the desired flexibility and wage rate. In this case, the job is serving an instrumental purpose. On the other hand⁴, the person might be considerably less satisfied with the same job on a permanent basis.

Many other attitudes also exist in the workplace, some far more central and significant than others. A worker who feels drastically underpaid is likely to do something about it – quit or ask for a pay raise, for example. But employees are much less likely to quit because they feel the prices in the employee cafeteria are too high or they do not like the color of the company softball team uniforms.

Notes

¹opportunities for promotion – возможность продвижения по службе

²working conditions – условия работы

³co-workers – коллеги

⁴on the other hand – с другой стороны

Text 4

LONG-TERM¹ AND SHORT-TERM BUSINESS CREDIT²

За 8 – 10 минут просмотрите текст и скажите, что вы узнали нового о коммерческих кредитах.

The businessman's need for credit arises from the fact that production is carried on in anticipation of demand. This means that many of the costs of production must be borne by the enterpriser for some time before any return is realized by the sale of the product.

The ability to conduct an enterprise and the possession of substantial funds do not always go together; and as a consequence enterprisers are often obliged to put their ideas to work, not with their own money but with the aid of borrowed funds. They often need (especially at the very start) investment credit; that is long-term loans, amounting to large sums, to be put into fixed capital.

Even after business is well established and operating on a very profitable basis, there may be times when this enterpriser will need additional funds for a short period of time. There are certain running expenses that must be met promptly, raw materials to be purchased, wages to be paid, so that he needs commercial credit, which consists of short-term loans, for relatively small amounts, to supply circulating capital.

Commercial banks may render a great service to businessmen. The ability to borrow from commercial banks enables businessmen to purchase at once the commodities and services they must have, and later they pay off their obligations to the banks. From the point of view³ of the businessmen, loans are granted and

money in the form of currency and demand deposits is made available for paying expenses. From the point of view of society as a whole, a large volume of money is kept continually in circulation, and through the use of this circulating medium the exchange of goods is facilitated.

Notes

¹long-term business credit – долгосрочный коммерческий кредит

²short-term business credit - краткосрочный коммерческий кредит

³point of view – точка зрения

Text 5

MACHINES AND PEOPLE IN BANKING MANAGEMENT

Просмотрите текст и найдите в нем предложения, раскрывающие смысл следующего высказывания: Westminster Bank has always been in the forefront in the use of machines to carry out its book-keeping.

Westminster Bank has always been in the forefront in the use of machines to carry out its book-keeping, and every customer of the Bank receives a statement of his account produced by a book-keeping machine. The first accounting machine was introduced in 1901 and by 1929 the Bank had a branch which was completely mechanized in all its book-keeping. Since then there have been rapid strides in accounting machinery and active experiments are going on in the field of electronics. In addition, punched cards and other mechanized equipment are used extensively, and the Bank has installed the largest coin sorting machine in the country.

The staff of the Bank, both men and women is recruited throughout the country. The normal age for entry is about 17 years and experience and training, is given to the staff, both in branch banking and Head Office departments, and at the Bank's own Training Colleges. All positions in the Bank, up to and including the chief General Manager, are filled from those who join the Bank in the most junior capacity.

The Westminster Bank has two affiliated banks – Westminster Foreign Bank Limited, with branches in France and Belgium, and the Ulster Bank Limited with branches in Ireland.

Text 6

JUDGES

Прочитайте текст. Выберите правильные ответы на следующий вопрос к тексту:

What do judges deal with?

- a) Judges guard politicians and diplomats.*
- b) Judges deal with the inspection of places of public entertainment and the investigation of reports of lost property.*
- c) After all the evidence has been given judges summarize the case, both law and facts, for the jury.*

The judge is the presiding officer of the court. The statutory basis for the appointment of judges dates from the Act of Settlement¹ 1700.

Judges are not themselves a separate profession: they are barristers who have been elevated to the bench², itself a name derived from the part of the Court where they sit.

The judge decides the interpretation of the law. After all the evidence has been given the judge summarizes the case, both law and facts, for the jury. This is called his summing up.

Judges cannot be removed from office on account of political considerations – the independence of the judiciary is, at least theoretically, guaranteed.

The professional judges, «High Court Judges», deal with the most serious crimes. They are paid salaries by the state. Alongside with professional judges there are unpaid judges. They are called «Magistrates» or «Justices of the Peace» (JPs)³. They are ordinary citizens who are selected not because they have any legal training but because they have «sound common sense»⁴ and understanding of their fellow human beings. They give up their time voluntarily.

Magistrates are selected by special committees in every town and district. Nobody, not even the Magistrates themselves, knows who is on the special committee in their area. The committee tries to draw Magistrates from different professions and social classes.

The work of the Magistrates' Courts⁵ throughout the country depends on the unpaid services of JPs.

Notes

¹Act of Settlement – Акт о престолонаследии

²...be elevated to the bench – возвысить до положения судьи

³Magistrate, Justice of the Peace (JP) – судья, мировой судья

⁴"Sound common sense" – чувство здравого смысла

⁵Magistrates' Court – суд магистратов, мировой суд (рассматривает дела о мелких преступлениях)

Text 7

POLITICAL PARTIES IN GREAT BRITAIN

Прочитайте текст. Найдите в тексте информацию, необходимую при ответах на следующие вопросы:

- 1. What are the main political parties in the UK?*
- 2. What are the origins of the main political parties?*
- 3. What do the Conservative party believe in?*
- 4. What are the other political parties in Great Britain?*

The main parties in the UK are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

The Conservative party goes back to the Tories, or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that supported Church and King; the other main party at the time were the Whigs, who were a group eager for political reform. The Tory party gave way to its successor, the Conservative party, in around 1830.

The Conservative party believes in free enterprise¹ and the importance of a capitalist economy, with private ownership preferred to state control.

In 1899 the Trade Union Congress summoned a special conference of trade unions and socialist bodies to make plans to represent labour in Parliament. The proposal for such a meeting had come from Thomas Steels, a member of the Independent Labour Party which had been formed in 1893. The conference met in February 1900 in London and has always been looked on as the foundation of the Labour Party. The Labour party believes that private ownership and enterprise should be allowed to flourish², but not at the expense of³ their traditional support of the public services.

There has been a Liberal party in Great Britain since 1868 when the name was adopted by the Whig party. The Whig party was created after the revolution of 1688 and aimed to subordinate the power of the Crown to that of Parliament and the upper classes. In 1981 a second centre party was created by 24 Labour MPs. It

was called the Social Democratic party, and soon formed an alliance with the Liberal party. They formed a single party which became the Liberal Democrats after the 1987 election.

The Liberal Democrats believe that the state should have some control over the economy, but that there should be individual ownership.

There are other political parties within the UK. The Green party offers economic and industrial policies that relate directly to the environment. The Scottish Nationalist Party wants independence for Scotland within the European Community. Plaid Cymru - the Welsh Nationalist Party - is determined to preserve the Welsh language and culture as the foundation of a distinctive Welsh identity within the UK. Its radical wing has resorted to arson attempts as a means of protest.

Notes

¹free enterprise – частное предпринимательство

²to flourish – разрастаться, преуспевать

³at the expense of – ценой чего-либо

Text 8

THE WORLD OF THE ATOM

Прочитайте текст. Расположите предложения, данные после текста, в соответствии с логикой изложения текста.

More than 2,000 years ago Greek philosophers discussed the structure of matter and some argued that if a substance were cut repeatedly into smaller and smaller pieces, after many cuts only solid particles, which were exactly alike and could not be cut again, would remain.

They called these particles atoms (Greek for "uncut") and believed them to be indivisible, invisible and indestructible – the smallest possible bodies. Each substance – water, soil, salt, wood, and hundreds of others – was believed to have a characteristic type of atom which was shaped differently from the atoms of any other substance.

The concept of atoms as the basic unit of matter, however, was later almost forgotten.

Then, in 1804, John Dalton, an English scientist, just as the ancient Greek philosophers had done, believed the atom to be indivisible – the smallest particles of matter in existence.

Then, after many years of careful research the discovery of the electron, a part of an atom, was announced.

The discovery of one kind of charged atomic particle suggested the presence of a second particle with an equal, but opposite electric charge. The existence of such a positively charged particle, named the proton, was proved in 1911. The third basic atomic particle, the electrically charged neutron, was not discovered until 1932.

After the parts of an atom were known, scientists learned how they fit together. Protons and neutrons are grouped together in the centre or core of the atom and form its nucleus and are called "nuclear particles" or "nucleons". Electrons orbit around the nucleus, although they are so widely separated from it that the atom consists largely of empty space.

An atom is an extremely complicated structure. But we have learned how to break into this little world of the atom. We have found that the core, or nucleus, of the atom is a tremendous storehouse of energy.

1. The electrically charged neutron was discovered in 1932.
2. The scientists have found that the core, or nucleus, of the atom is tremendous storehouse of energy.
3. John Dalton, an English scientist, believed the atom to be indivisible.
4. The existence of the proton, a positively charged particle, was proved in 1911.
5. Greek philosophers believed the atoms to be invisible, indivisible and indestructible.

Text 9

WHAT ARE LABORATORIES?

Прочитайте текст и ответьте на вопросы, приведенные после текста.

Any laboratory is a place where scientists must carry out experimental study in any branch of science for the purpose to advance men's knowledge or to apply scientific principles in testing, analyses and special application of natural laws. The word "laboratory" denotes any room or building where men are to carry out investigation in techniques and sciences.

The word "laboratory" can also denote the work-room of a chemist, or a testing-room of an industry.

In early days people called the place for chemical work simply a workshop to make drugs. Later chemists had to use the workshops to make chemical substances for the metallurgical industry or textiles, home life¹ and so on.

Among the laboratories of the world we may note the laboratory of the Royal Institution of Britain established in 1800 and devoted to the applied sciences². The laboratory soon became the seat of activity where such great scientists as M. Faraday and J. Tyndall might conduct research in pure sciences³.

Nowadays laboratories have to be introduced into educational institutions to teach scientific and technical knowledge by means of experiments. New laboratories will have to provide for more departments for research in pure sciences and for application of science to industrial purposes where skilful industrial workers, engineers and scientists will be able to carry on their important work.

In a chemical laboratory one can see different gases, including illuminating gas, oxygen and hydrogen kept in heavy tanks under high pressure and laboratory tables with one or two holes in them connected to the suction fan for carrying off fumes and gases as well. Besides in a chemical laboratory there are many bottles with reagents, test-tubes, spirit lamps, filter paper and necessary chemicals. In such laboratories students study density, viscosity, vapour pressure and other properties of materials. They also carry out scientific experiments including the study of chemical and physical processes.

In other laboratories one can see different types of installations, such as for boiling, cooling and condensing water, for freezing different materials, for growing crystals of diamond, garnet, etc. The materials used in such laboratories are coal, oil, gas, compressed air and other working bodies.

In some laboratories electronic computers are being worked out.

Questions

1. What do we call a laboratory?
2. What does the word "laboratory" denote?
3. What is the purpose of experimental study?
4. When was the British Royal Institution laboratory established?
5. What can one see in a chemical laboratory?

Notes

¹a home life – быт

²applied sciences – прикладные науки

³pure sciences – фундаментальные науки

ТРЕТИЙ СЕМЕСТР

Грамматический практикум

Для правильного выполнения контрольной работы №3 необходимо усвоить следующие разделы курса:

1. Времена группы **Perfect Continuous**.
2. Сослагательное наклонение. Типы условных предложений.
3. Перевод предложений с модальными глаголами **can, could, may, might** в сослагательном наклонении.
4. Многофункциональность глаголов **should** и **would**.
5. Парные союзы **both...and, either...or, neither...nor**.
6. Местоимение **it**, его функции и способы перевода. Местоимение **that** и его функции в предложении.

1. Составьте и переведите предложения в перфектных временах продолженного вида (The Perfect Continuous Tenses), употребляя слова из разных колонок:

1	I We You He She They	have been has been	working waiting painting talking playing reading	for since	a long time half an hour 5 o'clock this morning Peter came here three hours
2	I We You He She They	had been	living in London studying English discussing this question working at the novel rehearsing the play composing music	for ages for a long time for some years the whole day for an hour	before she married before we went to England before they arrived at a conclusion before he created this masterpiece before it made a great impression on the public
3	I, We, You, He, She They	will (shall)+ have been	working translating the article playing the violin	for 2 hours for half an hour for some time	when you return home when he finishes his work when the children come back

2. Переведите предложения на русский язык. Найдите совершенные времена продолженного вида и объясните их употребление:

1. I have been waiting for my brother for a long time. 2. Since when have you been working at this factory? 3. She had been working for two hours, when her brother came. 4. She told him that she had been staying there for two weeks. 5. I'll have been teaching for twenty years this summer. 6. I've been thinking of your life even since I met you. 7. You must know that I have been studying this problem since my childhood. 8. He had been looking for some minutes at the fire, and I had been looking for the same length of time at him, when, turning suddenly, he caught my gaze. 9. By the end of July, 2001, he will have been working at the Institute for thirty years. 10. She has been teaching English since 1999.

3. Составьте вопросы с указанными вопросительными словами:

1. We have been discussing this question for three hours. (How long? What? Who?). 2. Mary has been studying art for 5 years. (For how many years? Who?). 3. The new film had been running for a month before we were able to get tickets to see it. (How long?) 4. Peter has been working at the Art Theatre since his graduation from the Institute. (Since when? Who?)

4. Составьте предложения по образцам. Переведите их на русский язык.

a) *Образец:* How long _____ have they been reading the novel?
Since when _____

to translate a text, to study French, to use a professional camera, to learn the poems, to rain, to snow, to live in this house, to try to get a job.

б) *Образец:* It seems to me that she has been studying English for ages.

to wait for a letter, to work at a film studio, to build a new theatre, to wear a dress, to look through the newspaper, to rain, to snow

5. Переведите следующие предложения на русский язык и подчеркните глаголы в сослагательном наклонении:

1. It is necessary that all the data should be sent to the Weather Bureau. 2. Without the sun there would be no light, no heat, no energy of any kind. 3. If only the rain would stop! 4. I should like to finish here. 5. It would be very interesting to travel in the mountains in summer. 6. If he were not busy now, he would do it. 7. I wish I

had known how to do it. 8. They suggested that we should meet in the park. 9. She loved him as if he were her own son. 10. He spoke loudly so that Mary might hear him. 11. I want to put down your address lest I should forget it. 12. I wish I knew it. 13. Should she come, let her wait a little. 14. If he were here, he would help us.

6. Составьте условные предложения I типа по образцу. Переведите предложения на русский язык:

Образец: If, to fall ill, to work

If I fall ill, they will work at the article without me.

Если я заболею, они поработают над статьей без меня.

1. If, to see, to buy. 2. On condition, to study well, to enter the University. 3. On condition, to study classical art, to develop one's taste. 4. Provided that, to get, to take part. 5. If, to be fine, to go. 6. Will not finish, unless, to work hard.

7. Откройте скобки и составьте условные предложения I типа. Переведите на русский язык.

1. If the weather (be) cold, we shall stay at home. 2. If our father (have) time tomorrow, we shall go out of town. 3. If you (study) hard, you will pass your exam well. 4. If he (arrive) in time, I shall speak to him. 5. If you (read) more English books, you will know English better.

8. Составьте условные предложения II типа по образцу и переведите их на русский язык:

Образец: If I had time, I should (would) come today.

Если бы у меня было время, я бы пришел сегодня.

If	I, he, she	have time	I	should	go on an excursion
	you, we	be free	he	would	visit the show
	they	rehearse	she	could	be a success
	the picture	be completed	you	might	be exhibited
	the performance	be opened	we		be better
	the exhibition	be expressive	they		praise

9. Откройте скобки и составьте условные предложения II типа. Переведите:

1. If I (know) French, I (translate) the article myself. 2. If I (be) you, I (not choose) such a theme for the diploma work. 3. If he (be given) the part of King Lear, he (play) it quite differently. 4. If she (be younger), she (try) to play Ophelia. 5. If you

(practise) more, you (do) sketches more professionally. 6. If I (live) in a big city, I (not miss) any exhibition of painting.

10. Закончите предложения:

1. If I lived in London, I...
2. If I were free now,...
3. If it were Sunday today,...
4. If it were summer now,...
5. If I were an artist, I...
6. If I were a film star, I...
7. If he didn't practise 8-10 hours a day, he...
8. If there were no records with Elvis Presley's voice, we...

11. Составьте условные предложения III типа по образцу и переведите на русский язык:

Образец: If I had been in Moscow a year ago, I should have seen many film-actors from different countries.

Если бы я был в Москве в прошлом году, я бы увидел многих киноактеров из разных стран.

If	the orchestra	be good	I	be pleased
	the weather	go on a tour	he	start shooting
	the film	be more impressive	she	be not angry
	the students	start in time	it	be not a failure
	the theatre company	play better	you	be a success

12. Раскройте скобки и составьте условные предложения III типа по образцу. Переведите на русский язык:

1. If you had learnt these grammar rules, you (write) the test well.
2. If the impressionists hadn't helped each other, it (be) more difficult for them to form a school in art.
3. If I had been born in the sixteenth century, I (have) no employment. There were no films in those days.
4. If you had not told me about it, I never (know) the facts.
5. If I had seen him yesterday, I (ask) him about it.
6. He (not catch) cold if he had put on a warm coat.

13. Переведите на русский язык предложения с модальными глаголами в сослагательном наклонении:

1. He might ring us up now.
2. Whatever you might say about him, they will not believe you.
3. He might have followed your advice.
4. Take this telephone number so that you might ring him up.
5. He could do it today.
6. He could have done it today.
7. Could you help me with my English?
8. He couldn't have said it.
9. The task must have been difficult.
10. She must be sleeping now.
11. Your

friend is ill. You ought to visit him. 12. You ought to have visited him. 13. You have had a sleepless night. You ought to have done something with your bad tooth. 14. They may still be working in the laboratory. 15. She must have completed her work. 16. You should read English texts every day. 17. He should have read these English texts long ago.

14. Переведите предложения на русский язык. Определите функции глагола should:

1). We should not bother you if we knew you were busy. 2. I should not do it if I were in your place. 3. I said I should do it if I were in your place. 4. I said I should be in time. 5. I know I should be more attentive. 6. You should have told him about it. 7. You should help your friend. 8. They shouldn't have laughed at him. 9. If he came, I should forgive him everything. 10. I think you should forgive him.

15. Переведите предложения на русский язык. Определите функции глагола would в предложении:

1. She said she would dance with me. 2. I hope she would dance with me if I brought her a red rose. 3. She said she would dance with me if I brought her a red rose. 4. I wondered if he would come too. 5. Would you come if she asked you? 6. She asked if he would come. 7. He would certainly come if she asked him to. 8. How selfish I have been! Now I know why the spring would not come. 9. He told her he loved her and begged her to return to him. She would not answer. 10. I used to fetch her after I had had my dinner, and we would get on a bus and be off to a music hall.

16. Заполните пропуски глаголами should или would. Переведите предложения на русский язык.

1. He thought that you ... work at this problem. 2. ... you meet Mr. Brown, tell him to come here. 3. Everybody ... come here by 5 o'clock. 4. If we began the work tomorrow, it ... be finished by the end of the week. 5. He was asked to put the problem aside but he ... not do it. 6. He said that he ... mention your work in his report. 7. You ... insist on her taking a good rest somewhere in the South. 8. They hoped that they ... succeed in their experimental work. 9. We decided that we ... meet next Sunday. 10. The doctor insists that she ... not go out in such bad weather. 11. It is important that you ... do this work yourself. 12. They decided that they ... go there.

17. Переведите предложения на русский язык:

1. We saw neither you nor your friend at the theatre yesterday. 2. At 8 he would return to the hall and remain there the rest of the evening. There he would either read aloud, listen to music or play chess. 3. Both he and she came late. 4. He was neither tall nor short. 5. After dinner Tolstoy either looked through his mail or answered letters. 6. The family used the hall both as dining- and drawing-room.

18. Заполните пропуски союзами either ... or, neither ... nor, both ... and. Переведите предложения на русский язык:

1. Leo Tolstoy is well known ... in Russia ... in other countries. 2. From the entrance hall you could get ... to the sitting-room ... the study. 3. You may have ... tea ... coffee. 4. You must not take meat, you may have ... milk ... vegetables. 5. Don't go on foot. You may be late for the lessons. Take ... the underground ... a taxi. 6. ... Mary ... George were late for the lesson yesterday. 7. Johnnie could ... count ... tell the time.

19. Употребите в следующих предложениях союзы either ... or, neither ... nor, both ... and.

Образец: I shall go to the cinema or to the museum.

I shall go either to the cinema or to the museum.

I shall go neither to the cinema nor to the museum.

I shall go both to the cinema and to the museum.

1. He was ill or tired. 2. Order an ice-cream or coffee for me. 3. He plays tennis or volley-ball. 4. He knows German or French. 5. He or you may go.

20. Переведите предложения на русский язык, обращая внимание на функции слов that и it:

1. "What is it?" "It is a tree. It is high." "I have never seen such tree. Let me look at it." 2. It is cold. 3. That is our Institute. 4. The boy that you spoke to is the best student of our group. 5. It was Newton who discovered the law of universal gravitation. 6. He knew that she would meet him. 7. It is raining cats and dogs. 8. "Give me a pencil!" "This one?" "No, that one." 9. It is necessary for us to learn some other foreign language.

21. Укажите функцию выделенных слов и переведите предложения на русский язык:

1. A square thing doesn't fit into a **round** hole. 2. The earth turns **round** once in

one day and one night. 3. There is a bus stop **round** the corner. 4. In order to come to the station you must **round** the corner. 5. The earth makes its yearly **round** in 365 or 366 days. 6. **One** of the windows was open. 7. The new canal is much longer than the old **one**. 8. **One** cannot live without air. 9. The **only** window in the room was very small. 10. You could come up to the bed **only** when there was no chair at the table. 11. In order to locate some defects in objects made of wood, rubber or metal the laboratory assistant **X-rays** them. 12. **X-rays** are extensively used in industry.

22. Составьте предложения, используя следующие слова а) как существительные, б) как глаголы:

study, work, hand, help, leave.

23. Определите, к какой части речи относятся следующие слова, подчеркните суффиксы, укажите, от какой части речи образуются эти слова, и переведите их на русский язык:

whiteness, blackish, nearness, movement, systematic, greenish, central, colourless, writer, brightly, earlier, highest, powerful, greatly.

24. Укажите в каких словах элемент *-er* является: а) суффиксом существительного; б) окончанием сравнительной степени прилагательных; в) частью производного слова:

driver, summer, darker, father, easier, writer, weather, bigger, to deliver, faster, other, farther, never, under.

25. Напишите прилагательные от следующих слов и переведите их на русский язык:

accuracy, tropical, monotony, industry, evidence, electron, use, practice, chemistry, science.

26. Напишите глаголы, от которых образованы данные существительные:
completion, production, action, experiment, growth, meeting, study, service, pressure, writer.

27. Переведите следующие слова на русский язык и подчеркните префикс:

to overpay, to overturn, overheated, to overboil, overwork, overproduction.

28. Поставьте перед глаголами префикс *dis-* и переведите. Назовите два-три знакомых вам слова с тем же словообразовательным элементом:

Образец: prove- disprove- опровергать

appear, arm, connect, charge, join, cover, continue, advantage, believe, like, obey

29. Прочтите следующие сложные слова, расставьте в них ударения, укажите, из каких слов они состоят, и переведите те и другие на русский язык:

timekeeper, schoolchildren, railway, sun- shine, townspeople, airplane, newsboy, railbed, hand- rail, businessman, electromagnetic.

Контрольная работа №3

Вариант 1

1. Прочитайте текст, указанный преподавателем, и письменно ответьте по-английски на вопросы, следующие за текстом.

2. Выпишите из текста 10 неправильных глаголов и образуйте причастия настоящего времени. Переведите их на русский язык.

3. Найдите в тексте и переведите на русский язык предложения, в которых употреблено причастие настоящего времени.

4. Найдите в тексте и переведите на русский язык предложения, в которых употреблено причастие прошедшего времени.

5. Поставьте глагол- сказуемое одного предложения из текста во все временные формы группы **Perfect Continuous**, производя все необходимые смысловые изменения.

Образец: He has been writing the article since 5 o'clock.

He had been writing the article for two hours when we came home.

When we come home at 5 o'clock, he will have been writing the article for two hours.

6. Найдите в тексте и переведите на русский язык предложения, сказуемые которых употреблены в страдательном залоге.

7. Найдите в тексте и переведите на русский язык предложения, в которых употреблены глаголы **should** и **would**. Определите функции этих глаголов в предложении.

8. Перепишите следующие предложения. Напишите, какое действие выражает глагол в форме **Indefinite, Perfect, Continuous, Perfect Continuous**.

He reads newspapers every day.

He has read the newspaper.

He is reading a newspaper.

He has been reading a newspaper for an hour.

9. Выполните письменно контрольно-тренировочные упражнения 6,8,11,14 из упражнений третьего семестра.

10. Переведите письменно текст контрольной работы №3. При переводе пользуйтесь англо-русским словарем.

Text 1

COMPUTERS CONCERN YOU

When Charles Babbage, a professor of mathematics at Cambridge University, invented the first calculating machine in 1812 he could hardly have imagined the situation we find ourselves in today. Nearly everything we do in the modern world is helped, or even controlled, by computers, the complicated descendants¹ of his simple machine. Computers are being used more and more extensively in the world today, for the simple reason that they are far more efficient than human beings. They have much better memories and can store huge amounts of information, and they can do calculations in a fraction of the time taken by a human mathematician. No man alive can do 500,000 sums in one second, but an advanced computer can. In fact, computers can do many of the things we do, but faster and better. They can pay wages, reserve seats on planes, control machines in factories, work out tomorrow's weather, and even play chess, write poetry, or compose music.

Chief inspector Harston talks about ways in which computers can help the police fight crime. Members of the public often think 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 thief² may well escape. With the new National Police Computer we are now able to find out details of car ownership and driving licences in a fraction of the time it takes by traditional methods. In police work speed is often essential, so computers are ideal for helping us catch criminals.

Many people associate computers with the world of science and maths, but 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 or article he needs very quickly, which, when a million or more new books are published each year, is quite an advantage. There's 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're interested in and it produces any microfiche³ you need in seconds. So computers can help us to deal with the knowledge explosion in many ways.

Questions

1. What computer applications are mentioned in the text?
2. When was the first calculating machine invented?
3. Why are computers being used more and more extensively in the world today?

Notes

¹descendant – потомок

²thief – вор

³microfiche – микрофиша (карточка с несколькими кадрами микрофильма)

Text 2

UNEMPLOYMENT

1. We say that unemployment exists where people capable and willing to work are unable to find suitable paid employment. But where an economy is adapting to changing conditions, there will always be some persons unemployed as they change jobs or as seasonal work comes to an end.

2. Unemployment may occur for many different reasons. There will always be some people changing jobs. In certain occupations, e.g. unskilled labour in the

construction industry, workers are not employed regularly by one employer. When a contract is completed labour is not required. Occasionally workers are discharged when a factory is being reorganized.

3. Unemployed workers usually register at the local employment exchange from which employers can hire them. The unemployed are paid certain benefits.

4. Employment in some industries, e. g. building, fruitpicking is seasonal in character. Seasonal employment can be reduced out of "season" and admit such persons as students and housewives during the busy period. Sometimes there are unemployed workers of a particular occupation in one part of the country but a shortage of the same type of work in other parts. Thus today there is a surplus of unskilled and manual labourers in the north of England, whereas firms in the London area have vacancies unfilled. Two main reasons can be suggested for this type of unemployment - ignorance of opportunities, and immobility of labour.

5. Workers may be in "between jobs". Some of them are looking for better jobs, others are seeking¹ better salaries. Young people search for their first jobs. This is called frictional unemployment². This type is usually short-term and regarded as inevitable³.

6. Unemployment may also be caused by important changes in the structure of consumer demand and in technology. As a result some workers find that their skills and experience are unwanted by these changes. This type of employment is more long-term and regarded as more serious. It is known as structural unemployment⁴.

7. The full-employment or natural rate of unemployment ranges between 5 and 6 percent.

Questions

1. What types of unemployment can we distinguish?
2. Why is frictional unemployment regarded as inevitable?
3. What causes structural unemployment?
4. What is the natural rate of unemployment?

Notes

¹to seek – искать

²frictional unemployment – фрикционная безработица

³inevitable – неизбежный

⁴structural unemployment – структурная безработица

Text 3

BARRISTERS AND SOLICITORS

1. Most barristers are professional advocates earning their living by the presentation of civil and criminal cases in court. A barrister must be capable of prosecuting in a criminal case one day, and defending an accused person the next, or of preparing the pleadings and taking the case for a plaintiff in a civil action one day, and doing the same for a defendant the next. Barristers are experts in the interpretation of the law. They are called in to advise on really difficult points.

2. A would-be barrister¹ must first register as a student member of one of the four Inns of Court². A student must pass a group of examinations to obtain a law degree and then proceed to a vocational course, the passing of which will result in his being called to the Bar³.

1. 3. All practising barristers are junior counsels unless they have been designated Queen's Counsels (QC)⁴. QC is expected to appear only in the most important cases.

4. If a person has a legal problem he will go and see a solicitor. There is no end to the variety of matters which a solicitor deals with. He does legal work involved in buying a house, he writes legal letters for you and carries on legal arguments outside Court, he prepares the case and the evidence. If you want to make a will the best man to advise you is a solicitor.

5. In a civil action solicitors have a right to speak in the County Court, when the case is one of divorce or recovering some debts, and they deal with petty crimes and some matrimonial matters in Magistrates Courts, the lowest Courts.

6. To become a solicitor a young man joins a solicitor as a «clerk» and works for him while studying part time for the Law Society exams. When you have passed all the necessary exams, you may apply to the Law Society⁵ to be «admitted». After that you can practise, which means you can start business on your own.

Questions

1. What must a barrister be capable of?
2. What must a person do to become a barrister?
3. When can a barrister be called to the Bar?
4. What matters does a solicitor deal with?
5. In what courts does a solicitor have the right to speak?

Notes

¹would-be barrister – будущий барристер

²Inns of Court – "Судебные Инны" (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приема в адвокатуру)

³to be called to the Bar – быть принятым в коллегия адвокатов

⁴Queen's Counsel (QC) – королевский адвокат (высшее адвокатское звание)

⁵Law Society – Общество юристов (профессиональный союз солиситоров)

Text 4

HOW DOES A RAT SMELL X-RAY?

Certain animals, notably cats and rats¹, are able to detect the presence of a beam of X-rays. None of the senses can register X-radiation directly, and a number of hypotheses have been put forward to account for this ability. Some researchers have found that the cat's sensitivity to X-rays is greatest when the beam is aimed directly at its nose, suggesting that the radiation causes some chemical change in the tissues, the products of which can be smelt; others find sensitivity spread throughout the animal's body.

An obvious idea is that the animal smells ozone and other compounds known to be produced in X-irradiated air. This mechanism is not yet entirely ruled out, however, for evidence that seems to support it is reported by E. L. Gasteiger and S.A. Helling, of Cornell University, Ithaca, New York.

They used rats which had become accustomed to licking at a source of sweetened water. Their ability to detect X-rays was measured by teaching them to stop licking whenever they were irradiated with X-rays, and to resume when the beam was switched. In the absence of any sort of interference, the rats learned this procedure quite easily. They learned it equally easily if they had previously become accustomed to drinking in the presence of ozone. What they could not do was detect the X-ray beam when there was ozone in the air already.

In this ozonized atmosphere the rats could, however, as usual, smell out any apples in the vicinity. Smells that, like ozone, obscured the rats' sensitivity to X-rays were sodium hypochlorite and nitric acid. These are, in one theory of smell, grouped in the same class as ozone. Rather cautiously, Gasteiger and Helling conclude that the rats were probably detecting the X-radiation by simply smelling the small amounts of ozone it produced.

Questions

1. Can our senses register X-rays directly?
2. What animals did the scientists of Cornell University use for their experiments?
3. How does a rat smell X-rays?

Notes

¹notably cats and rats – в особенности кошки и крысы

Контрольная работа №3

Вариант 2

1. Прочитайте текст, указанный преподавателем, и письменно ответьте по-английски на вопросы, следующие за текстом.

2. Выпишите из текста 10 неправильных глаголов и образуйте причастия настоящего времени. Переведите их на русский язык.

3. Найдите в тексте и переведите на русский язык предложения, в которых употреблено причастие настоящего времени.

4. Найдите в тексте и переведите на русский язык предложения, в которых употреблено причастие прошедшего времени.

5. Поставьте глагол- сказуемое одного предложения из текста во все временные формы группы **Perfect Continuous**, производя все необходимые смысловые изменения.

Образец: He has been writing the article since 5 o'clock.

He had been writing the article for two hours when we came home.

When we come home at 5 o'clock, he will have been writing the article for two hours.

6. Найдите в тексте и переведите на русский язык предложения, сказуемые которых употреблены в страдательном залоге.

7. Найдите в тексте и переведите на русский язык предложения, в которых употреблены глаголы **should** и **would**. Определите функции этих глаголов в предложении.

8. Перепишите следующие предложения. Напишите, какое действие выражает глагол в форме **Indefinite, Perfect, Continuous, Perfect Continuous**:

She writes letters every week.

She has written the letter.

She is writing a letter.

She has been writing a letter for an hour.

9. Выполните письменно контрольно-тренировочные упражнения 7,9,12,15 из упражнений третьего семестра.

10. Переведите письменно текст контрольной работы №3. При переводе пользуйтесь англо-русским словарем.

Text 1

COMPUTERS, THEIR TYPES, APPLICATIONS, PROGRAMS, AND ROUTS

There are two types of computers, the analogue and the digital. Basically, today's analogue computer is a device for measuring such physical quantities as lengths and voltages and, through a mechanical linkage¹, exhibiting the measurement as a numerical value². However, the analogue computer is limited to special classes of problems and when most people say `computer` today, they mean the digital computer, which is a marvel of precision and accuracy³, for it works with specific units rather than approximations⁴.

The modern electronic digital computer counts with incredible speed⁵ using only two numbers – the one and zero of what mathematicians call the binary system. The counting ability of the computer is used to feed it information. But first the information is translated into a code.

The information is then stored in a memory bank made of magnets. The direction in which electrical signals run through the magnets means one or zero, yes or no, off or on. Each magnet contains one piece of information called a bit. A large computer system can store hundreds of millions of such information bits.

But information by itself is useless. The computer must be told what to do with it – to add, subtract, multiply, or divide the coded pulses stored in its memory.

Parts of that memory contain instructions, prepared by a human brain, that provide the computer with the road to follow in order to solve a problem. These instructions are called the program.

What makes the computer different from an adding machine is that the computer can modify its instructions.

If a problem cannot be solved by following one route⁶, the computer can search its memory for another set of instructions⁷ until a solution is found. And it does all this at superhuman speeds.

But the computer cannot actually think. It performs all of its functions by route. Once an answer is achieved⁸, another program within the memory tells the computer how to display the solution, to type it out on paper, display it as pictures or words on a television screen, or perhaps even to speak the answer in words a man can hear.

Questions

1. What do you know about two types of computers and their applications?
2. What is called a program?
3. What can the computer do if a problem cannot be solved by following one route?

Notes

¹a mechanical linkage – механическая связь

²a numerical value – численное значение

³a marvel of precision and accuracy – чудо точности

⁴specific units rather than approximations – точные единицы, а не приближенные значения

⁵incredible speed – невероятная скорость

⁶by following one route – следуя по одному маршруту

⁷set of instructions – система команд

⁸once an answer is achieved – как только получен ответ

Text 2

INFLATION

1. Prices of nearly all goods and services have moved in recent history. Inflation is the process of rising prices or, what is the same thing - a fall in the value of money. Each of us is becoming adjusted to inflation.

2. At the beginning a rising price level may not be considered dangerous. It improves the climate for investment, reduces payments of the National Debt.

3. The problem, however, is that when the rise in prices starts, it is difficult to stop it. Gradually the rate of inflation increases, it may lead to hyperinflation.

4. Inflation reduces the standard of living of persons dependent on fixed incomes, as pensioners. But on the other hand it is easier to pay debts. Not all the prices are rising. Even during rather rapid inflation some prices may be constant and others even fall.

5. Inflation may occur for many different reasons. Traditionally changes in the price level have been explained by an excess of total demand. The essence of this kind of inflation may be expressed in the phrase "too much money chasing too few goods".

6. In this case we see long queues of shoppers to make purchases. Stocks of goods available are less than the quantity of goods that the consumers are willing to buy. Besides, there are some black markets in which people buy things at prices much higher than they should be.

7. There are other factors causing inflation. There were some periods in our recent economic history when the price level rose despite low demand. Sometimes the cost of goods rises and this results in the rise of prices, or inflation. In this case the cost makes the price level higher.

8. Inflation can create serious difficulties for a country dependent on international trade, as Britain has discovered over the past thirty years. When the level of internal prices rises in comparison with prices of foreign traders, imports increase. Moreover, exports are discouraged.

Thus, it is important that the control of inflation should be given priority in government policy.

Questions

1. What is inflation?
2. Does inflation mean that all prices are necessarily rising?
3. What are the reasons for inflation?
4. How does inflation influence the country dependent on international trade?

Text 3

THE POLICE FORCE IN GREAT BRITAIN

The British police officer - sometimes called 'the "bobby" 'after Sir Robert Peel, the founder of the police force - is a well-known figure to anyone who has visited Britain or who has seen British films. Policemen are to be seen in towns and cities keeping law and order¹, either walking in the streets ("pounding the beat") or driving in cars (known as "panda cars" because of their distinctive markings). Few people realize, however, that the police in Britain are organized very differently from many other countries.

Most countries, for example, have a national police force which is controlled by central Government. Britain has no national police force, although police policy is governed by the central Government's Home Office². 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 councillors and magistrates.

The forces co-operate with each other, but it is unusual for members of one force to operate in another's area unless they are asked to give assistance. This sometimes happens when there has been a very serious crime. A Chief Constable³ (the most senior police officer of a force) may sometimes ask for the assistance of London's police force, based at New Scotland Yard - known simply as "the Yard".

In most countries the police carry guns. The British police generally do not carry firearms, except in Northern Ireland. Only a few police are regularly armed - for instance, those who guard politicians and diplomats or who patrol airports. In certain circumstances specially trained police officers can be armed, but only with the signed permission of a magistrate.

All members of the police must have gained a certain level of academic qualifications at school and undergone a period of intensive training. Like the army, there are a number of ranks: after the Chief Constable comes the Assistant Chief Constable, Chief Superintendent⁴, Chief Inspector, Inspector⁵, Sergeant⁶ and Constable. Women make up about 10 per cent of the police force. The police are helped by a number of Special Constables - members of the public who work for the police voluntarily for a few hours a week.

Each police force has its own Criminal Investigation Department⁷ (CID). Members of CIDs are detectives, and they do not wear uniforms. (The other uniformed people you see in British towns are traffic wardens. Their job is to make sure that drivers obey the parking regulations. They have no other powers - it is the police who are responsible for controlling offences like speeding, careless driving

and drunken driving.)

The duties of the police are varied, ranging from assisting at accidents to safeguarding public order and dealing with lost property. One of their main functions is, of course, apprehending criminals and would-be criminals.

Questions

1. Who was the founder of the British police?
2. Is there one police force, organized by central Government?
3. In what situations can the policemen carry arms?
4. What are the ranks of the policemen?
5. What are the duties of traffic wardens?

Notes

¹to keep law and order – соблюдать закон и порядок

²Government's Home Office – Государственное Министерство внутренних дел

³Chief Constable – главный констебль (начальник полиции в графстве, городе; назначается местными мировыми судьями и членами местного совета)

⁴Chief Superintendent – суперинтендент полиции (полицейский чин, следующий после инспектора полиции)

⁵Inspector – инспектор полиции (полицейский чин, следующий после сержанта полиции)

⁶Sergeant – сержант полиции (следует после констебля)

⁷Criminal Investigation Department – Департамент уголовного розыска

Text 4

ANTIBIOTICS, CATTLE FEED, PLASMIDS, AND YOUR HEALTH

In 1983, an outbreak of severe food poisoning in the northern United States killed one person and sent 17 others to the hospital. Most people infected by the bacteria *Salmonella newport* just feel out of sorts, but these people had to be treated for severe diarrhea, cramps, nausea, and vomiting. Researchers found that the *Salmonella* bacteria causing the disease contained a plasmid bearing resistance to¹ three different antibiotics: amoxicillin, penicillin, and tetracycline. Through

some additional detective work by government epidemiologists, the plasmids were traced to a herd of beef cattle in North Dakota being fed large doses of antibiotics to stimulate weight gain. The feeding of antibiotics, a nearly universal practice among American livestock growers, causes animals to gain weight up to 10 percent faster than cattle not fed antibiotics. Unfortunately, the antibiotics also selectively promote the growth and spread of bacteria containing plasmids with antibiotic-resistant genes, and this poses a serious health hazard to anyone who eats the meat of cattle contaminated with these bacteria. The routine application of antibiotics to cattle feed lies behind the dangerous increase of antibiotic-resistant bacteria in humans, but it's not the only cause: Many people also take antibiotic drugs unnecessarily. Twelve of the 18 victims in the *Salmonella* outbreak had been taking antibiotics – three without a doctor's prescription. If they had not been taking the drugs, they would probably not have become ill. The drugs had killed off the victims' own plasmid-free bacteria, so the resistant *Salmonella* encountered no competition from other bacteria and could multiply rapidly. To complicate matters, a recent study shows that 60 percent of physicians prescribe antibiotics for the common cold even though it is caused by viruses, which remain untouched by antibiotics. This indiscriminate use of antibiotics by livestock farmers, patients, doctors, and other threatens human health.

It is ironic that despite the simplicity of plasmids and our excellent understanding of their structure and life cycle, their simple strategy for getting ahead – based on gene action and natural selection – continues to cause health problems today, more than 30 years after researchers first discovered them in Japan.

Questions

1. What three different antibiotics does a plasmid in the *Salmonella* bacteria bear resistance to?
2. Why was the beef cattle in North Dakota fed large doses of antibiotics?
3. What happened to those people who ate the meat of cattle contaminated with these bacteria?

Notes

¹plasmid bearing resistance to... - плазмид, фактор наследственности, расположенный вне хромосом, передающий сопротивляемость организма к ... (У бактерий могут контролировать устойчивость к лекарственным веществам.)

При защите контрольной работы №3 студенты должны уметь отвечать на следующие вопросы по данным разделам курса.

Контрольные вопросы:

1. Как образуются и когда употребляются времена группы **Perfect Continuous**?
2. Какая разница в употреблении времен **Continuous** и **Perfect Continuous**? Есть ли разница в переводе этих форм на русский язык? Сравните:
She is waiting for her friend.
She has been waiting for her friend for two hours.
3. Что выражает сослагательное наклонение? В каких предложениях оно употребляется?
4. Какие типы условных предложений вы знаете?
5. Как определить тип условного предложения по форме глагола?
6. Назовите функции глаголов **should** и **would**.
7. Какие функции в предложении выполняет местоимение **it**?
8. Как переводится **it**, когда оно является личным и указательным местоимением, а также, когда оно употребляется в безличных предложениях?
9. Укажите функции местоимения **that** и способы его перевода на русский язык.
10. Каким русским союзам соответствуют английские парные союзы **both...and, either...or, neither...nor**?

ТЕКСТЫ ДЛЯ ДОПОЛНИТЕЛЬНОГО ЧТЕНИЯ

Text 1

COMPUTERS' ABILITIES TO SPEAK AND TO TRANSLATE

Прочитайте текст и скажите, оптимистически или скептически воспринимает автор идею использования компьютеров-переводчиков и говорящих компьютеров. Найдите в тексте факты, подтверждающие ваше мнение.

Foreign-language translation may prove to be just a bit more than computer can handle. From the Tower of Babel¹ on there have been countless examples of man's inability to understand man. What hope is there then for a machine to understand man, or even another machine? Machine translators would be an enormous boon², especially to science and technology. A machine translator would obviously be a great aid.

In the 80s a machine was developed that can optically scan the written characters and print out the translation. It has a program that translates Chinese into English and English into Chinese. At a press demonstration the programmer asked for a phrase to translate and a reporter said: "Out of sight, out of mind". The phrase was dutifully fed into the computer, which replied by printing out a string of Chinese characters. "There," said the programmer, "that means 'out of sight, out of mind'³."

The reporter was skeptical. "I don't know Chinese and I don't know that that means 'out of sight, out of mind'."

"Well," replied the engineer, "it's really quite simple. We'll ask the other program to translate the Chinese into English."

And so once again a string of characters, this time Chinese, was fed into the computer. The translation was typed out almost immediately and it read "invisible idiot".

In order to make communication between man and machine as painless and easy as possible, the computer is being taught not only to speak but also to listen. The Autonetics Corporation has built a system completed with audio analyzers and all of the complex electronics needed to give a computer "ears" that will actually hear the words spoken into its microphone. The vocabulary is still limited.

During a demonstration, the engineer spoke slowly and distinctly a handful of the computer's words, and the latter dutifully typed them back. But on one word it failed. While counting "one, two, three," the computer typed back, "one, two,

four." Whereupon the demonstrator snapped "idiot," and the computer, in a veritable machine version of British aplomb, calmly replied, "Not in vocabulary."

Notes

¹the Tower of Babel – Вавилонское столпотворение

²boon – благо

³out of sight, out of mind – с глаз долой – из сердца вон

Text 2

COMMERCIAL TALKS

Прочитайте текст и выберите высказывания, соответствующие содержанию текста:

a). Businessmen should learn how to control their actions and feelings during the talks, but it is not necessary for them to study the general character of the nation.

b). Businessmen should get ready for the coming talks if they want them to be a success.

c). Businessmen should avoid deceit or cheating in money matters.

Most of the working time at foreign-trade association¹ is devoted to carrying on talks on coordinating the terms of export or import contracts. A newcomer to foreign economic activity should know a couple of useful things about the talks. Businessmen should learn how to control their actions and feelings, gestures and even the way they sit and speak during the talks. Everything should be done naturally. They should know the rules of etiquette concerning their behaviour, for example, when you should shake hands, take off your hat or stand up. And such elementary things that you should never be late for the talks, or that you're supposed to be always tidy and have a fresh handkerchief.

One thing is quite clear: you should thoroughly get ready for the coming talks if you want them to be a success. You're even to make out a plan of the main problems of the talks with proper pro and con arguments and possible alternatives as well as the adequate tactics of carrying them on.

There's another point of importance: the better you know your partner, that is his character, his likes and dislikes, the more successful the talks may be. For that end you should thoroughly study the general character of the nation and bear

that in mind, which may enable you to make your talks a success. For example, the main characteristic features of the British national character are: enterprise (initiative), business ability, traditional thoroughness and solidity. At the same time the English nature is rather contradictory: practicality and dreaminess, love of adventure and modesty. And the most important is their affectionate and tender devotion to the past, which some people call conservatism. Their sense of justice and law is great, to say nothing of their sense of humour. “Honesty is the best policy”, they say. One should learn from the Americans their business ability and enterprise. The American businessmen are always guided by three principles: thorough analysis, exact division of duties (functions) and regular control over the fulfilment of their plans or of carrying out everything decided or promised.

A businessman should always be as good as his word, avoid deceit or cheating in money matters and fulfill at any cost obligations taken if he wants to have long-standing commercial relations with his counterparts. Successful businessmen know very well that being honest is not only decent, but also very profitable because mutual confidence (trust) is the cornerstone of commerce.

Note

¹foreign-trade association – Ассоциация внешней торговли.

Text 3

BUSINESS ETHICS

Переведите заголовок текста. Скажите, о чем может идти речь в тексте.

Прочитайте весь текст и определите в общих чертах, подтверждается ли ваше предположение.

The question to ethics in business conduct has become of the most serious challenger to the business community in modern times.

This message is intended to place firmly on record the position of Whirlpool Corporation regarding business ethics and the conduct of every Whirlpool employee. It represents an irrevocable commitment to the customers and stockholders that their actions will be governed by the highest personal and professional standards in all activities relating to the operation of the business.

Over the years, circumstances have prompted Whirlpool Corporation to develop a number of specific policies dealing with such critical elements of ethical business practice as conflicts of interest, gifts, political activities, entertainment, and substantiation of claims.

The corporation also has a basic statement of ethics which places the ultimate responsibility for ethical behavior.

"No employee of this company will ever be called upon to do anything in the line of duty that is morally, ethically or legally wrong.

Furthermore, if in the operation of this complex enterprise, an employee should come upon circumstances of which he or she can not be personally proud, it should be that person's duty to bring it to the attention of top management if unable to correct the matter in any other way."

Every Whirlpool manager carries the dual responsibility implicit in this policy statement, including the chairman of the board.

In the final analysis, "ethical behavior" must be an integral part of the organization, a way of life that is deeply ingrained in the collective corporate body.

In any business enterprise, ethical behavior must be a tradition, a way of conducting one's affairs that is passed on from generation to generation of employees at all levels of the organization. It is the responsibility of management, starting at the very top, to both set the example by personal conduct and create an environment that not only encourages and rewards ethical behavior, but which also makes anything less totally unacceptable.

The men who founded this company back in 1911 were individuals possessed of great integrity and honor. They fostered a tradition of ethical conduct in their business practices, and they perpetuate that tradition through careful selection of the people who would one day fall heir to leadership of the company.

Their system works. It shows no hospitality whatsoever to those not willing to abide by its standards, and unerringly identifies and purges them.

Unfortunately, the system is not automatically self-sustaining, it must be constantly reaffirmed by each new generation of leaders.

As this company grows, and as the pressures upon it increase, maintaining the tradition of ethical conduct becomes an increasingly difficult task. But it will be maintained, because it is necessary for continued growth, profitability and success.

Text 4

HOW MONEY AROSE

Прочитайте текст. Расположите предложения так, чтобы получился краткий пересказ в соответствии с логикой изложения текста.

- 1. Gold becomes more and more the universal equivalent generally accepted.*

2. *Everything that was produced was consumed.*
3. *As exchange developed the values of all commodities were expressed in their relation to one other commodity only.*
4. *Originally this surplus was exchanged by means of direct barter between tribes.*
5. *It is commodity production that gives rise to money.*

Money arises when exchange develops beyond the stage of direct barter. In man's earliest days exchange did not exist. The level of production was so low that there was no surplus¹ of anything which could be exchanged. Everything that was produced was consumed. Exchange, however, presupposes the existence of a surplus of things in order to obtain other things.

If the technique of production had not improved, the basis would not have been laid for the production of some surplus over and above immediate needs². Originally³ this surplus was exchanged by means of direct barter between tribes. Surplus was exchanged for surplus and the fact that such barter was possible and helped to satisfy needs is due to the fact that the division of labour within and between tribes had developed. Some tribes specialized in hunting, others in agriculture, still others in some other fields.

Exchange by direct barter served the satisfaction of needs which were beyond the capacity of individual tribes to satisfy.

As society developed there began to take place the production of goods primarily for exchange and not for the direct, immediate consumption of the producers. This signified the rise of commodity production⁴, for a commodity⁵ is an article⁶ produced for exchange on the market. Commodity production has existed for a very long time. However, it has reached its highest form in capitalism, which is a system for the production of commodities.

It is commodity production that gives rise to money. But not immediately in the forms we know today – coins, bank-notes, etc. Some standard has to be worked out as a basis for exchange. This standard is based on some calculation of the time and trouble (labour) taken to produce the article which is to be exchanged. It is this which determines the conception of the "value" of this commodity.

On this basis commodities originally had their "values" expressed in relation to the value of a number of other commodities. As exchange developed the values of all commodities were expressed in their relation to one other commodity only. This commodity began to assume the function of a universal equivalent, the

commodity for which all other were exchangeable and which was accepted as the medium of exchange in all transactions⁸.

Bulky articles would be inconvenient to carry about especially when large transactions are involved, so gold becomes more and more the universal equivalent generally accepted, for it is harder to obtain and consequently it embodies more value in a smaller weight.

Notes

¹surplus – излишек

²immediate needs – непосредственные, насущные нужды

³originally – первоначально

⁴commodity production – товарное производство

⁵commodity – товар

⁶article – предмет торговли

⁷value – стоимость

⁸transaction - сделка

Text 5

THE WORK OF THE POLICE

Прочитайте текст. Закончите предложение, выбрав правильный вариант:

All regular police forces have a uniform department which deals primarily...

a). with carrying on legal arguments outside Court, preparing the case and the evidence;

b). with petty crimes and some matrimonial matters in Magistrates Courts, the lowest Courts;

c). with the prevention of crime and the protection of life and property, and a criminal investigation department, primarily responsible for the detection of crime and bringing offenders to justice

All regular police forces have a uniform department¹ which deals primarily with the prevention of crime and the protection of life and property, and a criminal investigation department, primarily responsible for the detection of crime and bringing offenders to justice. Most forces have additional departments and branches for dealing with special aspects of police work.

THE UNIFORM DEPARTMENT

Because the visible presence of a constable is regarded as an important check on crime and disorder, and because a police officer must be immediately accessible to the public if he is to give effective help when it is needed, most members of a police force are officers in uniform – the majority on patrol.

The function of such officers is to be on the look-out for³ any breach of the law or any incident which requires their attention. In the course of their duties they may have to arrest people committing offences or (in certain cases) suspected of acting in an unlawful way, prevent disturbances or obstruction of the highway, deal with road accidents, give first-aid to sick or injured, escort children or elderly people across busy streets and give assistance or information to any member of the public who asks for help.

Other duties of the uniform branch includes: "point duty"² at street crossings for controlling the flow of traffic; the marshalling⁴ - of crowds, the inspection of places of public entertainment; and the investigation of reports of lost property.

CRIMINAL INVESTIGATION

Every police force in Great Britain has its own detective complement staffed by police officers (working for the most part in "plain clothes") who, during their service as uniformed constables, showed a special aptitude for the investigation of crime. As part of the work of criminal detection, these officers undertake the checking and classification of crime reports, the collection of all kinds of information relating to crime or suspected crime, and the preparation of crime statistics for their area. They may also do the photographic and fingerprint work connected with investigating crime and normally prepare material for submission to the forensic science laboratories.

Notes

¹uniform department – подразделение полиции, сотрудники которого носят форму

²marshalling – приведение в определенный порядок

³to be on the look-out for – быть настороже

⁴point-duty – обязанности регулировщика движения

⁵first-aid – первая помощь, скорая помощь

⁶plain-clothes man – сыщик; переодетый полицейский

Text 6

THE FEDERAL BUREAU OF INVESTIGATION

Просмотрите текст и скажите, о чем он.

The FBI¹, the Federal Bureau of Investigation, is considered by many to be the finest investigative body in the world. American policemen hold it in such esteem that it is often referred to as "The Bureau". The FBI is responsible for the investigation of all Federal laws not assigned to other agencies and for violations committed on Government property and Indian reservations. Thefts of government property are also investigated by the FBI. In addition the FBI's jurisdiction includes matters of internal security (espionage, sabotage, treason); bank robbery; kidnapping;² extortion; interstate transportation of stolen autos, aircraft, cattle, or property; interstate transportation or transmission of wagering information³, gambling devices, and paraphernalia; interstate travel in aid of racketeering⁴; fraud against the government; violations of election law; civil rights violation; and assaulting or killing a Federal officer or the President of the United States. The FBI also operates a national crime laboratory for its use and for use by police departments at all levels of government, and publishes the monthly Law Enforcement Bulletin. The FBI collects crime statistics and publishes them in the Uniform Crime Report, and maintains a central fingerprint repository⁵. The Bureau engages in the training of local police officers through the National Academy and through schools conducted by travelling teams of agents. FBI agents often possess law degrees or degrees in accounting; however, applicants with baccalaureate degrees and various amounts of police and military experience are occasionally considered for appointment.

Notes

¹the FBI – Федеральное Бюро расследований

²kidnapping – похищение человека путем применения силы с целью получения выкупа

³wagering information – секретные сведения

⁴racketeering – вымогательство, шантаж; мошенничество, бандитизм

⁵central fingerprint repository – центральная дактилоскопическая картотека

Text 7

HOW MUCH MEDICINE SHOULD THE PUBLIC KNOW

Прочитайте текст. Ответьте на вопросы, данные после текста.

Conflicting answers to this question were given at the British and Canadian Medical Association's joint meeting at Edunburgh; Prof. D. M. Dunlop (Edinburgh) thought that the public should be educated in the broad principles of health rather than in medical knowledge. He agreed that the medical profession is not an agreement on how much the patient should be told about his disease. This largely depends on the level of his education. What the physician may tell an Oxford don is not the same as he would tell an untutored man. Dr. C. M. Fletcher (London) said he was in favour of some education of the public and of patients, especially through the medium of television because what was seen more likely to be remembered than what was heard. He suggested that doctors could educate the public by describing the normal functioning of the body paying special attention to the variations of functions under the normal stress and strain of life, which might be mistaken by the anxious person as evidence of disease. Dr Fletcher said that television programs dealing with disease had been criticized by doctors as pandering to the morbid interests of people¹ and were likely to interfere with the advice given by individual physicians, but he disagreed with this and thought that demonstrations of the achievements of modern medicine would dispel fear and increase confidence in the nervous and apprehensive patient.²

Dr. R. Asher (London) said that it was impossible for intelligent persons to take no interest in their bodies. They are bound to form ideas about them and to seek information about health and disease. If medical information is not provided they may, like children, acquire wrong ideas. Some of these may be harmless and others may be harmful. On the other hand, too much information may be given, as in modern medical encyclopedias for the public, which do more harm than good. Dr. Asher thought it wrong for the public to learn from any source about new treatment, because some persons always thought that any new treatment was bound to be effective. He blamed, in particular, "Reader's Digest" from which many persons obtained their information of what is new in medicine. Every doctor knows the patient who comes armed with this magazine demanding to have a particular form of treatment. It is better to give information that is cheerful or helpful rather than that which does little good, but is brightening or depressing. If

the public is aware of modern developments in medicine physicians themselves will see it that they keep up with recent medical discoveries³.

Questions

1. What are the causes of death in England?
2. What was expenditure on defence research?
3. How could the premature death be reduced?
4. Why should the young be discouraged from starting to smoke?

Notes

¹to pander to the morbid interests of people – потворствовать нездоровым интересам людей

²to dispel fear and increase confidence in the nervous and bensive patient – рассеять страх и поднять уверенность у нервного и полного тревог больного

³keep up with recent medical discoveries – не отставать от современных медицинских открытий

Text 8

THE MYSTERY OF THE DISAPPEARING DINOSAURS

Прочитайте текст. Как бы вы ответили на вопрос, содержащийся в последнем предложении?

Dinosaurs once lumbered about on the very land where our houses, schools, and roads now stand. It is fascinating to ponder why the giant reptiles disappeared after flourishing for about 150 million years. Scientists have devised dozens of explanations based on fossils and mineral clues left in rock strata around the world, but the matter is far from settled.

Based on physical evidence, most paleontologists agree that the dinosaurs and probably 70 percent of the other plant and animal species on earth died out sometime around the so-called Cretaceous-Tertiary boundary, a time period about 65 million years ago.

One widely discussed theory holds that a massive meteorite perhaps 10 km (6 miles) wide struck the earth about 65 million years ago and created a huge cloud of dust, smoke, and rain as corrosive as battery acid. This cloud, they believe,

heavily obscured the sunlight and led to a chilly year of darkness in an acidic fog polluted with toxic trace metals, during which most of the plants and animals died out.

In one highly controversial theory, mass extinctions come in cycles of about 26 million years, cycles that are established by the orbiting of specific "sister" stars about the earth. In a handful of other hypotheses, the dinosaurs died out because mammals ate their eggs; because the reptiles' brains were so small that the animals could not adapt to environmental changes; because their skeletons were too small to effectively support their massive bodies; and because they ate too many poisonous plants.

Many scientists maintain that no single event or condition could have caused the disappearance of numerous species over a geologically short period of a few million years, and they suggest that at least four or more factors were involved: decreases in global temperature; dropping sea levels; broad shifts in seasonal climates leading to a decrease in the number of plant (and, in turn, animal) species; and competition from smaller warm-blooded mammals.

What do you think?

ЧЕТВЕРТЫЙ СЕМЕСТР

Грамматический практикум

Для того, чтобы правильно выполнить контрольную работу №4, необходимо усвоить следующие разделы курса.

1. Сложные неличные формы глагола: инфинитив, герундий, причастие I и II.
2. Модальные глаголы с перфектом и инфинитивом.
3. Сложный герундиальный оборот (герундий с предлогом). Особенности перевода на русский язык.
4. Инфинитив в составе сложного дополнения (объектный инфинитивный оборот). Особенности перевода на русский язык.
5. Инфинитив в составе сложного подлежащего (субъектный инфинитивный оборот). Особенности перевода на русский язык.
6. Независимый причастный оборот. Особенности перевода.
7. Обороты типа “**So do I**” или “**Neither (nor) do I**”.

1. Найдите сложные формы инфинитива и переведите предложения на русский язык.

1. Where are they? They must be waiting for us downstairs. 2. It's nice to be sitting here. 3. I'm very sorry not to have come on Tuesday. 4. It's good to have finished work for the day. 5. I am very proud to have been associated with this film. It has turned out beautifully. 6. We are sorry to have told him about it. 7. Art today is received with great eagerness. Of course, it should be greeted.

2. Вставьте must или must have. Переведите предложения, используя слова: должно быть, скорей всего, вполне вероятно, наверно.

1. It ... be time for dinner. 2. It ... been two o'clock when I saw them. 3. Olga ... left, because her hand bag and coat are not here. 4. He ... called you about two o'clock. 5. Mr. Black hasn't arrived yet, he ... be working late. 6. You ... had a

wonderful holiday, you look young and fine again. 7. She ... be tired after your long trip.

3. Переведите предложения, используя следующие слова: следовало бы, должен был бы, надо было бы.

1. He should have admitted his lack of experience from the very start now it is too late to begin it all over again. 2. She should have accepted this commission, why has she refused it? 3. He ought to have explained his idea before we started to work. Now we have to redo it. 4. He ought to have allowed his assistant to help him with his work. He didn't manage to do it in time. 5. The second part of the sonata should have been played more quickly. 6. Though he worked very hard, he couldn't finish the article in time; he should have been helped. 7. You should have expressed what you felt more naturally.

4. Переведите предложения, используя следующие слова: может ли быть, чтобы ... ; не может быть, чтобы ... ; неужели, едва ли, навряд ли ... и т.д.

1. Can she have done it all by herself? 2. He started a new picture last week, he can't have finished it already. 3. I can't understand why nobody answers the call. They were going to stay at home all day long. They can't have left. 4. She could have played tragic roles, but they didn't stage tragedies. 5) Can he really have composed his first music piece when he was five? A boy of 5 can't have composed anything.

5. Переведите предложения, используя следующие слова: может быть, возможно.

1. She may have missed the train, that's why she is late. 2. He might have been an actor or a theatre worker. 3. He may have gone out, because his hat isn't here. 4. I thought he might have left before it rained. 5. I am afraid I may have made him angry. 6. I think I know you, we may have met, and even not once. 7. He might have fallen ill, he felt bad yesterday.

6. Переведите предложения на русский язык, обращая внимание на сложные дополнения с инфинитивом без частицы to после глаголов, выражающих физическое восприятие и побуждение:

1. I saw him get on the bus. 2. Have you heard him play the piano? 3. I made her write a letter. 4. Did you really let him go? 5. They noticed us enter the room. 6.

We watched the girls dance. 7. I was late, but the teacher let me enter the class. 8. We saw you cross the road. 9. I felt her hand tremble. 10. I didn't see you come in.

7. Переведите предложения, обращая внимание на сложные дополнения с инфинитивом с частицей *to* после глаголов, выражающих желание, предположение:

1. I'd like you to see my film. 2. She expected him to come a little bit later. 3. I'd like her to go with us. 4. We wanted the film to be black and white first, but then changed our mind. 5. I expect them to write a letter. 6. I expect the goods to be loaded at once. 7. I like people to tell the truth. 8. I suppose him to be about forty.

8. Переведите предложения на русский язык, обращая внимание на сложное подлежащее с инфинитивом:

1. Our theatre is expected to open its season in September. 2. This tourist is known to have visited our country many times. 3. This newspaper seems to be the most popular now. 4. She appeared to be a wonderful actress. 5. The picture was expected to be exhibited. 6. The film is supposed to begin in some minutes. 7. Picasso is known to have lived most part of his life in France. 8. This composer was supposed to have written several symphonies. 9. The delegation is said to have arrived. 10. He seems to know English well. 11. I happened to be there at that time.

9. Соедините предложения по образцу и переведите их:

Образец: He came to New York; he went sightseeing.

Having come to New York, he went sightseeing. (Приехав ...)

1. He failed twice; he didn't want to try it again. 2. He made his acquaintance in Paris; he invited him to his native town in Russia. 3. She met this unusual person in her youth; she remembered him all her life. 4. He heard her play Beethoven's sonatas; he decided to hear with the concert. 5. He saw her in the part of Ofelia; he decided to write a play for her.

10. Переведите следующие предложения, обращая внимание на перевод герундиального оборота и герундия с предлогом на русский язык.

1. His being sent to London was quite unexpected to us. 2. I like your being attentive in class. 3. I heard of your friend's having accepted our offer. 4. I knew nothing of your having made the report. 5. His asking for help entirely changes the

situation. 6. Ring up us before leaving home. 7. He left Moscow without informing us about it. 8. He solved the problem by inventing a new device. 9. Instead of writing the letter himself, he asked his friend to do it.

11. Используйте сложные герундиальные обороты в придаточных предложениях по образцу:

Образец: He wrote that he would arrive soon.

He wrote of his arriving soon.

1. Speak to me before you go home. 2. He insists that we should accept the invitation (to insist on). 3. You must translate the article after you review grammar and vocabulary. 4. Excuse me, I am late (for). 5. We are sure that he has passed the examination successfully (to be sure of). 6. Do you mind if I take the book? 7. He didn't know that they had invited us to the party.

12. Переведите следующие предложения на русский язык, подчеркните формы причастий:

1. Having graduated from the Institute, my brother decided to go to work in the Far East. 2. Having looked through a lot of magazines, she chose only one. 3. Mr. Brown left the room saying that he was in a hurry. 4. Having found out his telephone number, I decided to ring him up. 5. Not having bought tickets in advance, we had to go to the theatre long before the performance started. 6. Having entered the room, he introduced himself to all the present. 7. When asked about the exhibition held in the Picture Gallery, the young man said that he had admired it greatly. 8. If sent now, the letter will arrive the day after tomorrow. 9. Not knowing grammar one cannot speak correctly. 10. Having been tested the device was put into production.

13. Подчеркните в следующих предложениях независимый причастный оборот и переведите их:

1. My brother having written the letter, I went to post it. 2. All preparations being made, we started the experiment. 3. It being dark, we switched on the light. 4. The signal given, the train started. 5. We had a good time during the holidays, the weather being fine all the time. 6. The research work fulfilled, we decided to publish the results. 7. The rain having stopped, we could continue our way.

14. Соедините два предложения по образцу, используя самостоятельный причастный оборот:

Образец: The book was interesting. We read it with pleasure.

The book being interesting, we read it with pleasure.

1. Our friend helped us. We could fulfil our work in time. 2. There were no trams at that late hour. We had to walk home. 3. The magazines have been brought. The students could start doing the translations. 4. The experiment has been over. Everybody left the laboratory. 5. The speaker has finished the report. We began to discuss it.

15. Замените второе предложение каждой пары оборотами типа "So do I" или "Neither (nor) do I":

Образец: He can speak English. - I can speak English too.

He can speak French. - So can I.

1. My brother is very busy. I am busy too. 2. Ivanov is going to London. His wife is going to London too. 3. I don't want to go there. He doesn't want to go there either. 4. Helen will go there. Peter will go there too. 5. He prefers to go by plane. His brother prefers to go by plane too. 6. He will not go away this summer. His wife will not go away this summer either. 7. That girl couldn't do it. Her sister couldn't do it either. 8. He can't swim. She can't swim either. 9. You shouldn't smoke so much. Your brother shouldn't smoke so much either. 10. I was very tired after our trip. My daughter was also very tired after our trip.

16. Замените выделенные слова соответствующими вспомогательными глаголами:

Образец: She asked me to go with her and I **went with her**.

She asked me to go with her and I did.

1. We expect to arrive at five o'clock. If we **arrive** we shall be just in time. 2. Probably he went alone. If he **went alone**, he must have found the journey very tiring. 3. Are you going out? If you **are going out**, I should like you to buy some stamps. 4. I think he has read the book. If he **has read** it, ask him to give it to you. 5. He thinks that he knows the subject very well, but he **doesn't know it very well**. 6. I asked her whether she spoke English well and she said she **spoke English well**. 7. She rarely smiles, but when she **smiles** she looks very charming. 8. "Won't you come in?" she said, and they **came in**.

Контрольная работа №4

Вариант 1

1. Прочитайте текст, указанный преподавателем, и письменно ответьте по-английски на вопросы, следующие за текстом.

2. Найдите в тексте и переведите на русский язык предложения, в которых употреблено **Participle I**.

3. Найдите в тексте и переведите на русский язык предложения, в которых употреблено **Participle II**.

4. Перепишите следующие предложения, определите в каждом из них инфинитив, его функцию, переведите предложения на русский язык:

1. To show how reliable our terms of delivery are is not difficult at all.
2. Their purpose is to pass all the exams with good marks.
3. She began to translate the article.
4. To master English you should work hard.
5. He expressed a desire to help me.
6. I asked him to help me.

5. Перепишите следующие предложения, определив в каждом из них герундиальный оборот, переведите предложения на русский язык:

1. She reproached herself for having said it.
2. We are sure of his arriving soon.
3. His being sent to London was quite unexpected to us.

6. Перепишите и письменно переведите на русский язык следующие предложения, в состав которых входит субъектный инфинитивный оборот:

1. The sky was seen to be darkening slowly.
2. This student is known to be working at his diploma project.
3. The delegation is reported to have left the plant.

7. Перепишите и письменно переведите на русский язык следующие предложения, в состав которых входит объектный инфинитивный оборот:

1. They expect the train to leave tonight.
2. I saw the plane fly over the houses.
3. We believe them to have completed their research work.

8. Перепишите и письменно переведите на русский язык предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов:

1. The weather permitting, we shall start our work tomorrow.
2. The text was not very difficult, many words having been learnt before.
3. Having visited the art exhibition, the students organized a discussion.

9. Выполните письменно контрольно-тренировочные упражнения 4, 12 из упражнений четвертого семестра.

10. Переведите письменно текст контрольной работы №4. При переводе пользуйтесь англо-русским словарем.

Text 1

THE COMPUTER REVOLUTION

Without the computer space programs would be impossible and the 21st century would be impossible. The incredible technology¹ we are building, the complexity and knowledge we are amassing on the way toward the 21st century are all beyond the unaided mind and muscle of man². More than any other single invention, perhaps even more than wheel, the computer offers a promise so dazzling³ and a threat so awful⁴ that it will forever change the direction and meaning of our lives⁵.

Computers today are running our factories, planning our cities, teaching our children, and forecasting the possible futures we may be heir to.

In the new age of exploration the computer is solving in milliseconds the problems a generation of mathematicians would need years to solve without its help. For one of the computer's greatest assets⁶ is its ability to simulate one or a million variants of the same theme. "What if?" is the question the computer can answer accurately, swiftly, and over and over again. From this variety of possibilities, a trip from the earth to the moon can be simulated as often as necessary, with every possible trajectory plotted and every mile of the journey through space marked with symbolic signposts.

The computer can do far more than simulate the mechanics of space flight; it can furnish accurate models of life itself. In computer simulation, then, there may

come the great breakthrough needed to convert the inexact social sciences – the studies of man as a social being – into exact science. For the sociologist the problem has always been the lack of an adequate yardstick by which to measure and count. Now anything that can be counted, measured, quantified, can be studied with scientific accuracy.

With computer simulation you can have a series of problems in which you can figure out all the ramifications, all the permutations and combinations, and do it very quickly and know the different combinations that are at stake. So you can use it really as a means of controlled experiment. You can get a computer model of a city and play out all the different effects, so that if you decide, for example, to relocate traffic in one way you can trace out very quickly, on the model, the effects on industry locations, residential densities, and the like. And more important, when you have alternative plans of this kind you can then choose, and that is the fundamental aspect of all such notions of planning. It allows you to have a sense of wider choice, to see therefore, the consequences of it and say, I prefer this scheme rather than another.

Questions

1. Do you think that the 21st century would be impossible without computers?
2. What walks of life⁷ was the computer found application in?
3. What possibilities does the computer provide in simulating the mechanics of space flights?
4. Why is the computer an essential tool in social sciences?
5. What problems can the computer simulate and solve in city planning?

Notes

¹incredible technology – невероятная технология

²unaided mind and muscle of man – невооруженный разум и мышцы

³promise so dazzling – такие ослепительные обещания (надежды)

⁴a threat so awful – такая ужасающая угроза

⁵meaning of our lives – смысл нашей жизни

⁶one of the computer's greatest assets – одно из величайших ценных качеств компьютера

⁷walk of life – занятие, профессия

Text 2

WHAT IS MANAGEMENT

Management is the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading, and controlling. This definition recognizes that management is an ongoing activity, entails reaching important goals, and involves knowing how to perform the four major functions of management.

Planning is the management function that involves setting goals and deciding how best to achieve them.

This function also includes considering what must be done to encourage necessary levels of change and innovation

Organizing is the management function that focuses on allocating and arranging human and nonhuman resources so that plans can be carried out successfully. It is through the organizing function that managers determine which tasks are to be done, how tasks can best be combined into specific jobs, and how jobs can be grouped into various units that make up the structure of the organization. Staffing jobs with individuals who can successfully carry out plans is also part of the organizing function.

Leading is the management function that involves influencing others to engage in the work behaviors necessary to reach organizational goals. Leading includes communicating with others, helping to outline a vision of what can be accomplished, providing direction, and motivating organization members to put forth the substantial effort required.

Controlling is the management function that is aimed at regulating organizational activities so that actual performance conforms to expected organizational standards and goals. To do the necessary regulating, managers need to monitor ongoing activities, compare the results with expected standards or progress toward goals, and take corrective action as needed.

Although these four functions form the basis of the managerial process, several other elements contribute to an understanding of how managers actually operate. For instance, work methods and managerial roles, as well as work agendas, feed into the management functions aimed at performance. A manager's knowledge base and management skills also are important factors in reaching targeted performance.

According to several recent informal surveys, managerial work in the future

is particularly like to be affected by the growing internationalization of business, the increasing use of sophisticated information technology to facilitate managerial work, and the expanding public concern with managerial ethics.

Questions

1. What is management?
2. Which management function involves setting goals and deciding how best to achieve them?
3. What factors will managerial work be affected by in the future according to several recent informal surveys?

Text 3

THE ORIGIN OF JUVENILE DELINQUENCY.

From the beginning of the United Nations work in social defence, the problem of juvenile delinquency¹ has received priority in the programme of work established by the Social Commission in this field.

In many countries the meaning of juvenile delinquency is so broad that it embraces practically all manifestations of juvenile behavior. Under the influence of certain theories, juvenile delinquency is identified either with maladjustment² or with forms of juvenile behavior which actually are more a reflection of poor living conditions or inadequate laws and regulations than a delinquent inclination. Thus, disobedience, stubbornness, lack of respect, being incorrigible³, smoking without permission, collecting cigarette butts, hawking⁴, using drugs and the like are considered as juvenile delinquency.

By the statistics in several countries juvenile delinquency affects not more than 3 or 5 percent of the total juvenile population.

But even in highly organized countries such as the United States and Sweden complete statistics on juvenile offenders are not available for a variety of reasons and, secondly, that a considerable number of juvenile offenders are never covered by the statistics, either because they are undetected or because, if detected, they are dealt with by agencies or by the family and not by the police or juvenile courts or other official or semi-official⁵ agencies.

Another factor frequently mentioned in the causation of delinquency is urbanization and industrialization. As social and economic phenomena, urbanization and industrialization are not new. Indeed, it would be difficult to

maintain that urban growth and industrialization by themselves are "criminogenic factors". True, the experience of certain countries shows that a lack of coordination between economic and industrial development, on the one hand, and social development, on the other, may be an important contributory factor to an increase in crime and delinquency.

Another school of thought, mostly medico-psychological, has put forward the theory that non-satisfaction of emotional needs is the origin not only of the new forms of delinquency but also of delinquency in general. According to this theory, tension, lack of affection, aggressiveness, frustration and the like are, if not the only sources of juvenile delinquency, at least the main ones.

In conclusion, it may be said that delinquency, like crime, is caused by a variety of factors among which family disintegration or transformation accompanied by a more or less lowering of moral values seem to play a significant role. Moreover, in some highly developed countries juvenile delinquency is becoming more and more a problem of attitudes, while in the less developed countries, especially of Africa, Asia and Latin America, it can still be clearly linked with factors such as poverty, lack of education, poor health and urbanization.

Questions

1. What are the sources of juvenile delinquency described in the text?
2. What are the statistic data of juvenile delinquency?
3. What factors is juvenile delinquency linked with in the less developed countries?

Notes

¹ juvenile delinquency – преступность несовершеннолетних

² maladjustment – неумение приспособиться к окружающей обстановке

³ incorrigible – неисправимый

⁴ hawk – плевать

⁵ semi-official - полуофициальный

Text 4

IMMUNITY

Infectious diseases are known to be caused by the invasion and growth in the human body of microorganisms. Infection may result from direct contact with patients or from indirect contact.

But the human organism is known to have a specific capacity of resistance against infection, which is called immunity, it being natural and artificial. Under various conditions it may be entirely lacking, it may be relative, rarely it may be absolute. A previous attack of many infectious diseases produces a more or less permanent protection against subsequent infection.

In the course of their growth in the body many pathogenic microorganisms¹ produce virulent poisons or toxins, they causing the characteristic symptoms of a particular disease. To meet the infection the cells of the body produce a chemical antidote which is specific for the particular infection and is known as an antitoxin. If the patient can produce a sufficient amount of this antidote to neutralize the toxins before the vital organs are injured recovery occurs. If the human body had not this capacity we should suffer from all infectious diseases.

If the toxin can be isolated from bacterial cultures and injected into men an artificial immunity can be produced which results from the formation of antitoxin.

The cellular elements of the tissues also take an active part in the protection of the organism against the infection. The presence of infection usually produces leucocytosis and bacteria in the tissues are surrounded by these white cells or phagocytes which prevent the spread of bacteria and destroy them.

If the reaction against invading bacteria is insufficient, vaccines may be injected subcutaneously to produce a more active resistance of the protective mechanism of the body. Vaccines are employed not only to contribute to the treatment of a disease, but to establish an active artificial immunity.

Today millions of people suffer from AIDS², acquired immune deficiency syndrome. AIDS brings into focus the central role of the immune system – the network of organs, cells, and molecules that defends the body from invaders of all kinds. AIDS is a dangerous epidemic that has stricken many people worldwide, and it shows, by stark contrast, how crucial the immune system is to our day-to-day survival.

Questions

1. What is called immunity?
2. What produces a more or less permanent protection against infection?
3. How can an artificial immunity be produced?

Notes

¹pathogenic microorganism – патогенные микроорганизмы (болезнетворные микроорганизмы, способные вызывать появление инфекционной болезни)

²AIDS, aquired immune deficiency syndrome – СПИД, синдром приобретенного иммунодефицита.

Контрольная работа №4

Вариант 2

1. Прочитайте текст, указанный преподавателем, и письменно ответьте по-английски на вопросы, следующие за текстом.
2. Найдите в тексте и переведите на русский язык предложения, в которых употреблено **Participle I**.
3. Найдите в тексте и переведите на русский язык предложения, в которых употреблено **Participle II**.
4. Перепишите следующие предложения, определите в каждом из них инфинитив, его функцию, переведите предложения на русский язык:
 1. Our aim is to master English.
 2. To swim is pleasant.
 3. They finished to read the letter from their friends.
 4. We are glad to have obtained such results.
 5. The facts to be used in his report are interesting.
 2. He went to Holland to see the tulips.
5. Перепишите следующие предложения, определив в каждом из них герундиальный оборот, переведите предложения на русский язык:

1. He complained of my walking too slowly.
2. The teacher insisted on the article being translated at once.
3. There was no hope of our getting the tickets.

6. Перепишите и письменно переведите на русский язык следующие предложения, в состав которых входит субъектный инфинитивный оборот:

1. He is considered to be an experienced engineer.
2. The train is reported to have arrived in London.
3. St. Petersburg is known to have been founded in 1703 on the banks of the Neva.

7. Перепишите и письменно переведите на русский язык следующие предложения, в состав которых входит объектный инфинитивный оборот:

1. I want him to help me.
2. Have you heard the girl play the piano?
3. They didn't expect her to come back so soon.

8. Перепишите и письменно переведите на русский язык предложения. Обратите внимание на перевод зависимого и независимого причастных оборотов:

1. Not knowing grammar one can't write the test correctly.
2. My friends living far, I seldom see them.
3. There being a great deal of people in the hall, we could not enter.

9. Выполните письменно контрольно-тренировочные упражнения 5, 13 из упражнений четвертого семестра.

10. Переведите письменно текст контрольной работы №4. При переводе пользуйтесь англо-русским словарем.

Text 1

ROBOTICS AND ROBOT GENERATIONS

Robotics is the art and science of the creation and use of robots, i.e., in other words, robot technology. Today practically all sectors of the economy and industry are looking forward¹ to introducing industrial robots. But robot building is not simple and certainly not cheap. If every sector begins to build its own robots, it

will be impossible to avoid unnecessary duplication of research and development, and large sums will be wasted. Therefore the need is to concentrate all efforts in robot technology in one pair of hands, in a powerful inter-sectoral scientific and technical organization. Only in this way it is possible to ensure the maximum standardization of production of industrial robots and multipurpose automatic manipulators. There are two rational ways in the field of robotics. The first one is to build standardized modules – unified elements on the basis of which it will be easy to assemble, in different combinations, robots for the most varied of purposes. The second way is to create an inter-sectoral exchange fund² of robots so that research and development of designers in different technical fields should be within the reach of all interested organizations and enterprises.

The robots are divided into three generations: programmed, adaptive and intellectual. Characteristic of the first generation – the programmed robots – is that their control system acts according to a rigid oft-repeated programme³ all the time. But the programmed robots are easily returned to various action programmes.

The adaptive robots, robots of the second generation, have been already worked out and are widely applied in production. Their fundamental difference from the first robot generation is the appearance of artificial sensors, which give the adaptive robots the ability to see, to hear and feel. The possibilities of them are immeasurably greater than the robots of the first generation.

The third generation – intellectual robots – will be able to perform intricate selective operations, and carry out practically autonomous work, not depending on the operator. Robots with artificial intelligence will be able to identify objects in a pile, select the object in the appropriate sequence and assemble them into a unit. And then we shall be able to speak about a robot revolution in the economy, about a many-fold increase⁴ of labour productivity, and the advent of a new age of industrial production – the age of fully automated enterprises and, maybe, whole branches of industry.

Questions

1. What is robotics?
2. Why is it necessary to concentrate all efforts in robot technology in a powerful intersectoral scientific and technical organization?
3. What are the two rational ways in the field of robotics?
4. What is the fundamental difference between the first robot generation and the second one?

Notes

¹to look forward – ожидать (с удовольствием)

²intersectional exchange fund – промежуточный обменный фонд

³a rigid oft-repeated programme – жесткая неоднократно повторяющаяся программа

⁴a many-fold increase – многократное увеличение

Text 2

MANAGERIAL KNOWLEDGE AND SKILLS

For managers to develop work agendas, act out roles, and engage in planning, organizing, leading, and controlling, they need a sound knowledge base and key management skills.

Although managers often switch companies and work in different industries, they are apt to run into difficulties if they don't have a reasonably extensive knowledge base relevant to their particular managerial job. A knowledge base can include information about an industry and its technology, company policies and practices, company goals and plans, company culture, the personalities of key organization members, and important suppliers and customers.

In addition to having a knowledge base, managers need three key types of skill to carry out the various function of management. A skill is the ability to engage in a set of behaviors that are functionally related to one another and that lead to a desired performance level in a given area. For managers, the three key skill types are technical, human and conceptual.

Technical skills are skills that reflect both an understanding of and a proficiency in a specialized field. For example, a manager may have technical skills in a specialized field such as accounting, finance, engineering, manufacturing, or computer science.

Human skills are skills associated with a manager's ability to work well with others both as a member of a group and as a leader who gets things done through others. Managers with effective human skills typically are particularly adept at communicating with others and motivating them to develop themselves and perform well in pursuit of organizational goals.

Conceptual skills are skills related to the ability to visualize organization as a whole, discern interrelationships among organizational parts, and understand how the organization fits into the wider context of the industry, community, and

world. Managers need to recognize these various elements and understand the complex relationships among them so that they can take actions that advance the goals of the organization.

Questions

1. What information can a knowledge base include?
2. What is a skill?
3. What do technical, human and conceptual skills reflect?

Text 3

TREATMENT

Generally speaking, treatment should endeavour to develop in the juvenile a sense of moral and social responsibility, through his participation in a world where adults and juveniles live together, and where he is eventually expected to act in accordance with the generally accepted system of fundamental values. This conception of treatment in no way excludes the satisfaction of emotional or other needs of juveniles, when these needs are really fundamental and their satisfaction is possible. The guiding principle for this satisfaction should be to ensure that juveniles eventually become useful members of society. To attain all of these ends no methods or combination of methods should be excluded. Among other things this would mean an increased use of agencies which in one way or another allow juveniles to remain in freedom, rather than keeping them in closed institutions. If institutional treatment is needed, open and semi-open institutions should be used as much as possible.

As used here, the term "treatment" embraces all types of methods and measures, including disciplinary measures and punishments. Admittedly, no social rehabilitation is possible without discipline, which is understood to mean not only obedience to certain rules and principles, but also self-control¹, self-reliance², and due consideration for the established hierarchy of moral values.

The term "punishment" means those measures which in different ways involve restriction of certain rights. Actually, the distinction between rehabilitative and punitive measures is considered to be inconsistent with the idea of flexible and individualized treatment embracing, without bias or excess, every possible method of social rehabilitation. Therefore, punishment may be understood to mean, among other things, fines, restitution, compulsory attendance at particular centres or

institutions, detention and deprivation of freedom. Corporal punishment, occasionally revived in the belief that it is a useful form of punishment or rehabilitation, should be excluded in any form. Corporal punishment has practically no effect as a deterrent, especially for those juveniles who have already undergone it.

Another question very often discussed is whether the length of the treatment should be determinate or indeterminate. Without denying the difficulties involved, it would seem that every possible effort should be made a priori to establish the length of the treatment. Contrary to widespread belief, both juvenile and adult offenders appear to react more favourably when they have an approximate idea of the length of the treatment in advance.

Questions

1. What sense should treatment endeavour to develop in the juvenile?
2. What does the term "discipline" mean?
3. Is corporal punishment a useful form of punishment for the juvenile?

Notes

¹self-control – самоконтроль

²self-reliance – уверенный в своих силах

Text 4

OUR CHEMICAL SENSES AT WORK

Taste and smell are our most direct and intimate links to the surrounding environment, and they play a far greater role in daily life than most people imagine.

The eyes, ears, and touch receptors receive and detect energy – light energy, accoustical vibrations, and physical force – and are thus our *physical senses*. The tongue and nose, on the other hand, receive and detect flavor and odor molecules – actual chemical tidbits of the environment. Thus, biologists consider taste and smell to be our *chemical senses*.

People often think of the tongue as a perceptual genius¹ and the nose as a sensory dullard. However, precisely the opposite is true. The tongue is studded with small conical bums, or papillae², which house the taste buds, and each bud consists of a pore leading to a nerve cell arranged in an overlapping pattern that

resembles an artichoke. The nerve cells in taste buds have receptors capable of receiving flavor molecules, but they can only distinguish four general classes of flavors: sweet, salty, bitter, and sour. We can tell similar foods apart³ – beef from pork, beets from turnips, pickles from sauerkraut, honey from sugar – and sense the subtlety of their flavors for two reasons: one, these foods stimulate the four receptor types to different degrees and two, the volatile aroma molecules from the food travel into the nose or up the back of the throat and bind to receptors in the olfactory epithelium. This epithelium consists of button-sized patches of yellowish skin high in the nasal passages.

Some scientists believe that olfactory receptors⁴ can distinguish a minimum of 32 primary odors. If you take a bite of a sandwich and simultaneously pinch your nose shut, you can still perceive the four primary tastes, but not primary odors – and thus very little of the food's complex flavor.

People have long noted peculiarly intimate connections between smells, memories and emotions. Who hasn't been temporarily overcome by a flood of memories, complete with appropriate emotions, when catching a whiff a Christmas tree, or a puppy's fur, or a pipe like Grandfather smoked? The explanation for such odor *deja`vu* lies in the anatomy of the nose and brain. The olfactory lobes are closely connected to the limbic system, a series of small structures (including the hippocampus and hypothalamus) largely responsible for generating fear, rage, aggression, and pleasure and for regulating sex drives and reproductive cycles. A smell, therefore, stimulates the brain's centers of memory, emotion, and sexuality as well as the neocortex – the seat of conscious thoughts and learning – that surrounds the olfactory lobes.

Olfactory research is a far smaller and younger field than vision or auditory research, but experimenters are uncovering many intriguing facts about our primal sense.

Questions

1. What is the role of our organs of senses?
2. How can we tell similar foods apart and sense the subtlety of flavors?
3. How many primary odors can olfactory receptors distinguish?

Notes

¹perceptual genius – гений ощущений (вкусовых)

²papilla (papillae) – бугорок, сосочек

³to tell apart – понимать разницу, различать

⁴olfactory receptors – обонятельные рецепторы

При защите контрольной работы №4 студенты должны уметь отвечать на следующие вопросы по данным разделам курса.

Контрольные вопросы

1. Какие формы инфинитива вы знаете?
2. Какие действия обозначает **Indefinite Infinitive** и **Perfect Infinitive**?
3. Как отличить субъектный инфинитивный оборот от объектного инфинитивного оборота?
4. Как переводятся на русский язык объектный и субъектный инфинитивный оборот?
5. Найдите независимый причастный оборот в следующих предложениях и переведите предложения на русский язык.
The weather being fine, we shall test the new device.
6. Найдите герундиальный оборот в предложении и переведите предложение на русский язык.
They wrote of their arriving soon.

Тексты для дополнительного чтения

Text 1

MATHEMATICS – HANDYMAN FOR ALL SCIENCES

Прочитайте текст. Проиллюстрируйте фактами из текста следующее положение: Mathematics is a handyman working for all sciences.

Karl Friedrich Gauss, the famous 18th century mathematician, once called mathematics the queen of sciences. In our view, its role is much loftier.

Mathematics is a handyman working¹ for all sciences. Today economists,

linguists and psychologists resort to its services. Mathematics does its job so well that other sciences depend to some extent on this handyman.

Mathematics follows the changes taking place in various fields of knowledge and in this connection sets itself definite targets. At the same time, scientists in other spheres must closely follow the progress made in mathematics since it is impossible to keep abreast² of latest developments in, say, physics without making use of mathematics.

The recent sensational achievements in biology – genetics, in particular, are closely linked with progress in mathematics. It would be impossible to decipher the genetic code³, the code of heredity had we not had such terms as coding, transmission of information and so on.

Mathematics today is often occupied with "strange" things. One of the leading mathematicians in the world, Andrei Kolmogorov, is making a thorough study of matters pertaining to higher nervous activity and to poetry. Of course mathematicians do not at all intend to entrust machines to write poetry for us. But Andrei Kolmogorov applies mathematics to analyzing the problems of writing verse.

Mathematics itself experiences a very strong influence of other sciences. When Kolmogorov tried to apply the mathematical methods of the theory of information to study works of literature he had to alter the very definition of information. In doing so he arrived at several new conceptions in keeping with which the theory of information was wrested from the theory of probability and rested on conceptions stemming from⁴ mathematical logic. Later Andrei Kolmogorov completely changed his point of view on the content of the theory of probability. He tried to substantiate it proceeding from the theory of information, from the new approach to this theory to which he had been prompted by his study of literary works.

In the 40s the first electronic computers were made. Few people know that once there were two points of view regarding mathematical machines. There were machines of discrete action and machines of continuous action, reproducing functions and processes. The upper hand was gained completely and unequivocally by the discrete alphabet makes it possible to record the most diverse phenomena with sufficient precision.

The changes in mathematics connected with progress in other sciences and the changes in the sciences embracing mathematics and connected with the progress of mathematics are reflected in the way mathematics is taught.

Notes

¹handyman working – подручный рабочий

²to keep abreast of – не отставать, идти в ногу

³to decipher the genetic code – расшифровать генетический код

⁴to stem from – происходить

Text 2

THE IMPORTANCE OF ORGANIZATIONAL CULTURE

Прочитайте текст. Проиллюстрируйте фактами из текста следующее положение:

Organizational culture is defined as the set of values of an organization that helps its member understand what the organization stands for, how it does things, and what it considers important.

Имеет ли оно, по вашему мнению, отношение к нашей действительности?

Organizational culture is defined as the set of values of an organization that helps its member understand what the organization stands for, how it does things, and what it considers important. To illustrate the effects culture can have on an organization, consider what happened to Levi Strauss & Company. Several years ago, Strauss executives felt that the company had outgrown its 68-year-old building. Even though everyone enjoyed the casual atmosphere, more space was needed. So Levi-Strauss moved into a modern office building in downtown San Francisco, where its new headquarters spread over twelve floors in a skyscraper. It quickly became apparent that the change was affecting the corporate culture – and that people did not like it. Executives felt isolated and other managers missed the informal chance meetings in the halls. Within just a few years, Strauss moved out of the skyscraper and back into a building that fosters informality. For example, there is an adjacent park area where employees frequently converge for lunchtime conversation. Clearly, Levi-Strauss has a culture that is important to everyone who works there.

Culture determines the "feel" of the organization. The stereotypic image of the IBM executive is someone wearing a white shirt and dark suit. In contrast, Texas Instruments likes to talk about its shirt-sleeve culture, in which ties are

avoided and few managers ever wear jackets. In all probability, the design of the organization and its culture are highly interrelated. A highly specialized, centralized organization with an overall design that is bureaucratic, mechanistic or a machine bureaucracy is likely to be perceived as impersonal and formal. Alternatively, if tasks are not specialized and authority is decentralized and if overall design is closer to organic, or an adhocracy, the organization's culture will probably have a more positive effect on its members.

The same culture is not necessarily found throughout an entire organization. For example, the sales and marketing department may have a culture quite different from that of the operations and manufacturing department. Within a divisionalized organization, cultures can vary dramatically from one division to another. Regardless of an organization's form, culture is a powerful force in organization, one that can shape the firm's overall effectiveness and long-term success. Companies that can develop and maintain a strong culture, such as Procter & Gamble, tend to be more effective than companies that have trouble developing and maintaining a strong culture.

Text 3

INFORMATION CONTROL AT AIRBUS

Прочитайте текст. Скажите, в какой связи упоминаются в тексте такие географические названия, как Франция, Великобритания, Испания, Западная Германия, а также город Тулуза, расположенный на юге Франции.

Airbus Industrie is an unusual organization. It was formed in 1970 as a consortium backed by the governments of France, Great Britain, Spain, and West Germany. The consortium was incorporated under French law as a hybrid joint venture with more characteristics of a partnership than of a regular corporation. The basic idea was that Airbus would design and produce aircraft to compete with the American firms Boeing and McDonnell Douglas, which dominated the market at that time.

Human resource legislation varies in France, Great Britain, Spain, and West Germany. Not only does that complicate day-to-day supervision and labor relations, but it also makes rapid adjustment¹ to market changes difficult to achieve. Because of legislation that makes reducing the work force through layoffs² or termination³ difficult, it can take Airbus eighteen months to reduce its labor force enough to compensate⁴ for a production cut of one airplane per month.

From its beginning, Airbus has been successful at designing and delivering competitive products that exceed standards for safety and quality. Airbus products use some of the world's most sophisticated computer programs to deal with the complex information used in the intercontinental operation of jet aircraft. The production process, however, is complicated and inefficient. Most of the parts for Airbus planes are manufactured in different countries scattered across Europe. As parts are finished, they are shipped to the final-assembly plant in Toulouse, France. This geographical dispersion means that Airbus may take two or three years to deliver a plane after receiving an order. The two American companies, in contrast, can deliver a plane in about eighteen months. Nevertheless, the quality and safety of Airbus planes have enabled Airbus to improve sales almost every year.

Airbus must improve its control over operations and develop better information management systems. Operating in four countries as a joint venture, producing in those four countries and selling worldwide, manufacturing products that involve an incredible amount of information, and designing systems that must work in air-control environments throughout the world all suggest the massive nature of the information management problems facing Airbus.

Notes

¹adjustment – приспособляемость

²layoff – увольнение из-за отсутствия работы

³termination – истечение срока

⁴to compensate – компенсировать, возмещать убытки

Text 4

BACTERIA

Прочитайте текст. Составьте краткий план текста, используя для этого предложения из текста.

Bacteria are single-celled organisms of minute size and simple structure. They are usually less than one-thousandth of a millimetre in one diameter. They differ in shape and are named accordingly. Cocci are small round cells which arrange themselves in different patterns; bacilli are rod-shaped; vibrios are curved rods or comma-shaped; spirochaeta are thin filaments which form spirals. Bacteria contain no formed nucleus and reproduce by simple division. Some are mobile, a property

which is due to the movement of protoplasmic processes.

For growth bacteria require an adequate amount of water. Some grow best in air but a few are unable to grow in the presence of free oxygen. Their growth rate is dependent on temperature, each species having its own optimum. In general, cold inhibits growth rate whereas above the optimum their properties change and at still higher temperatures they are destroyed. Their food requirements vary. They are widely spread in nature and are found in the atmosphere, in soil and in water. Some can live and derive sustenance from soil and air but others require organic material and by their action cause putrefaction.

Of a large number of species very few are responsible for a disease in the human being and those that are usually have stricter requirements as regards their living conditions and nutrition. They can be grown in the laboratory on a number of different substances; for example, gelatine, meat extract, solutions of different sugars.

Of the bacteria which are responsible for a disease – known as pathogenic – a few will produce, when grown in a test tube, a highly poisonous substance or toxin which if injected will cause in the body many symptoms of that disease. Other bacteria, while not secreting a toxin are in themselves poisonous; their toxin only becomes manifest when the killed organisms are injected or when they are killed in the body in the cause of a disease.

Text 5

"ONE PERSON, ONE TOWEL!"

Прочитайте текст, еще раз просмотрите абзац "For a year and a half..." и укажите основную мысль этого абзаца.

For a year and a half respectable professors from the Dusseldorf Academy of Medicine sneaked around public washrooms on an odd mission: checking the hand towels in 136 inns and restaurants. They worked with stealth, lest owners get mad at the implied aspersion on their premises¹. Not until he was unobserved did a researcher pull out of his briefcase a letter-sized sheet of sterile, moistened collecting paper² and press it against a towel. Then he folded the paper and slipped it back into his briefcase. Back at the laboratory³, the sheets were checked for bacteria. Though the public hand towel has long been recognized as insanitary, it is still widely used in Germany, and Dr. Walter Kikuth and Dr. Ludwig Grun wanted to study just how dangerous roller towels were. They wound up appalled⁴.

Of 70 old-fashioned cloth towels, seven were so saturated with germs that no count could be made. Another 63 averaged 16,527 germs per square centimetre, but even worse than the germs' quantity was their quality. Half the towels were loaded with staphylococci, which cause boils and wound infections. A third of the towels bore colon bacteria, which spread dysentery, typhus and typhoid.

Surprisingly, the doctors found that many hospitals and clinics also use common towels. And some of the hospital bugs⁵ were the deadliest of all staphylococci – the strains that are resistant to most forms of penicillin and many other antibiotics. Among the worst places was a maternity ward, where women picked up infections and took them home with their babies.

The Dusseldorf doctors are confident that infectious diseases can be reduced by getting rid of the common towels. But the hot-air dryer⁷, they say, is far from an effective replacement; it spreads germs faster by blowing them into the air. The Dusseldorf doctors prefer the long roll, in which each part of the towel is used only once, or individual paper towels. Either way, they urge: "One person, one towel."

Notes

¹lest owners get mad at the implied aspersion on their premises – чтобы владельцы не разозлились на косвенное обвинение, касающееся их помещений

²Not until he was unobserved did a researcher pull out of his briefcase a letter-sized sheet of ... paper – Исследователь вынимал из портфеля лист бумаги почтового размера только тогда, когда его никто не замечал

³back at the laboratory – по возвращению в лабораторию

⁴they wound up appalled – они были потрясены

⁵bug – насекомое, микроб

⁶to get rid of something – избавиться от чего-либо

⁷hot-air dryer - воздушная сушилка

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