

Министерство образования и науки Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Пермский национальный исследовательский  
политехнический университет»

**Г.Р. Чайникова**

**ENGLISH**

*Учебно-методическое пособие*

Издательство  
Пермского национального исследовательского  
политехнического университета  
2018

УДК 802.0(075)  
ББК 81.2  
Ч 15

Рецензенты:

канд. пед. наук *Е.Л. Пипченко* (Пермский национальный исследовательский политехнический университет);  
канд. филос. наук *Н.А. Симанова* (Пермский национальный исследовательский политехнический университет, Березниковский филиал)

**Чайникова, Г.Р. Английский язык:** учебно-методическое пособие / Г.Р. Чайникова – Пермь: Изд-во Перм. нац. исслед. политехн. ун-та, 2018. – 112с.

ISBN

Учебно-методическое пособие по английскому языку направлено на формирование и развитие иноязычной коммуникативной компетенции в ситуациях повседневного и академического общения, а также на формирование умений самостоятельно читать литературу и извлекать информацию из иноязычных источников.

Изучаемый материал организован по модулям, каждый модуль включает задания по формированию и развитию грамматических и лексических навыков, а также умений основных видов речевой деятельности. Контрольные работы предназначены для самостоятельной работы над материалом. Пособие включает также краткий грамматический справочник.

Пособие издано на основе действующей программы по английскому языку, в соответствии с требованиями ФГОС высшего профессионального образования.

Предназначено для студентов I курса заочной и очно-заочной (ускоренной) форм обучения технических специальностей, бакалавриат.

УДК 802.0(075)  
ББК 81.2

ISBN

© ПНИПУ 2018

## ОГЛАВЛЕНИЕ

ВВЕДЕНИЕ.....	4
МОДУЛЬ I.....	5
МОДУЛЬ II.....	18
МОДУЛЬ III.....	32
МОДУЛЬ IV.....	47
КОНТРОЛЬНЫЕ РАБОТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ.....	59
КОНТРОЛЬНАЯ РАБОТА №1.....	60
КОНТРОЛЬНАЯ РАБОТА №2.....	71
ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ ДЛЯ ЧТЕНИЯ.....	84
ПРИЛОЖЕНИЕ.....	90
МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ..	91
КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК.....	102
СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ.....	112

## ВВЕДЕНИЕ

Учебно-методическое пособие по английскому языку предназначено для студентов I курса заочной и очно-заочной (ускоренной) форм обучения технических направлений бакалавриата. Целью пособия является формирование и развитие иноязычной коммуникативной компетенции в ситуациях повседневного и академического общения, а также формирование умений самостоятельно читать литературу и извлекать информацию из иноязычных источников.

Весь лексический, грамматический и тематический материал разбит на четыре модуля. Каждый раздел включает задания по формированию и развитию грамматических и лексических навыков, а также умений основных видов речевой деятельности (чтение, говорение и письмо). Пособие также включает две контрольные работы по вариантам для самостоятельной работы над материалом и методические указания к ним, а также краткий грамматический справочник.

Пособие разработано в соответствии с требованиями ФГОС высшего профессионального образования на основе действующей программы по английскому языку. Данное учебно-методическое пособие может быть использовано как для самостоятельной работы студентов, так и для проведения практических занятий и контроля сформированности речевых навыков и умений.

## МОДУЛЬ I

### I'M A STUDENT

1. Grammar: *to be, to have, there + be, Simple Tenses Active*
2. Vocabulary: *I'm a student*
3. Speaking: *Telling and asking about the studies*
4. Reading: *Higher Education in Russia*
5. Writing: *Completing a form*

### I. GRAMMAR

**Упражнение 1.** Употребите соответствующую форму глагола **to be** в *Present Indefinite*.

1. I \_\_\_\_\_ from Moscow. And where \_\_\_\_\_ you from?
2. How old \_\_\_\_\_ you? How old \_\_\_\_\_ your brother?
3. What \_\_\_\_\_ your friend's name?
4. What \_\_\_\_\_ your friends' names?
5. I \_\_\_\_\_ glad to see you. How \_\_\_\_\_ you?
6. The dog \_\_\_\_\_ in the garden.
7. Tom's parents \_\_\_\_\_ engineers.
8. We \_\_\_\_\_ students. \_\_\_\_\_ you a student too?
9. What \_\_\_\_\_ your parents' address?
10. These books \_\_\_\_\_ interesting.

**Упражнение 2.** Употребите глагола **to have / have got** или конструкцию **there + be** в соответствующей форме *Present Indefinite*. Обратите внимание на порядок слов в вопросе.

1. My friend \_\_\_\_\_ a new flat.
2. \_\_\_\_\_ three rooms in his flat.
3. \_\_\_\_\_ Rachel \_\_\_\_\_ a laptop computer?
4. \_\_\_\_\_ they \_\_\_\_\_ a big house?
5. \_\_\_\_\_ a library in the university?
6. \_\_\_\_\_ a telephone in your flat?
7. I \_\_\_\_\_ no TV-set in my room.
8. \_\_\_\_\_ no TV-set in my room.
9. \_\_\_\_\_ (not) any shops in this street.
10. He \_\_\_\_\_ (not) any CDs.

**Упражнение 3.** Поставьте глагол, данный в скобках, в *Present Simple*.

- 1 My sister \_\_\_\_\_ in a restaurant (work).
- 2 David \_\_\_\_\_ the bus to work (not/take)
- 3 We \_\_\_\_\_ at half past seven. (get up)
- 4 I \_\_\_\_\_ dinner at eight o'clock. (have)
- 5 John \_\_\_\_\_ lunch in his office. (have)
- 6 Mrs Dawson \_\_\_\_\_ to work by car. (go)
- 7 Susan \_\_\_\_\_ her car on Saturday morning. (wash)
- 8 The children \_\_\_\_\_ to school at the weekend. (not/go)
- 9 My mother \_\_\_\_\_ in the city (not/ live)

10 I \_\_\_\_\_ traffic jams ("пробки") (not/like)

**Упражнение 4.** Дополните вопросы, используя глагол в скобках в *Present Simple*. Обратите внимание на порядок слов в общем вопросе.

Do you work every day? (work)

- 1 \_\_\_\_\_ Maria \_\_\_\_\_ her work? (like)
- 2 \_\_\_\_\_ your parents \_\_\_\_\_ DVDs? (watch)
- 3 \_\_\_\_\_ John \_\_\_\_\_ computer games? (invent)
- 4 \_\_\_\_\_ I \_\_\_\_\_ in my sleep? (talk)
- 5 \_\_\_\_\_ Anna \_\_\_\_\_ children? (have)

**Упражнение 5.** Составьте вопросы в *Present Simple*, используя данные ниже подсказки.

- 1 William/ leave home/ at eight o'clock?
- 2 When/ you/ start work?
- 3 Where/ your parents/ go on holiday?
- 4 you/ work/ in an office?
- 5 she/ have/ a fax machine?
- 6 What time / he/ get up?
- 7 When/ Emily/ have dinner?
- 8 you/ like/ nightclubs?
- 9 they/ go/ to the beach at the weekend?
- 10 where / you/ work?

**Упражнение 6.** Заполните пропуски в диалоге подходящим по смыслу глаголом.

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

**Упражнение 7.** Поставьте глаголы, данные в скобках, в *Past Simple*.

**Lisa's Day**

Lisa's day 1) \_\_\_\_\_ (start) at 8.00 a.m. yesterday. She 2) \_\_\_\_\_ (walk) to work at 9.00 and she 3) \_\_\_\_\_ (work) from 9.30 to 4.30. Then she 4) \_\_\_\_\_ (play) tennis with a friend from 4.30 to 5.30. At home she 5) \_\_\_\_\_ (cook) dinner for her family then she 6) \_\_\_\_\_ (help) her son with his school work. In the evening she 7) \_\_\_\_\_ (watch) a video and she 8) \_\_\_\_\_ (relax).

**Упражнение 8.** Составьте рассказ о распорядке дня Уоррена, используя данную ниже информацию.

**Warren's Day.**

<i>start</i>	<i>6.30 a.m.</i>
<i>walk to bus stop</i>	<i>7.00</i>
<i>wait for bus</i>	<i>7.15 to 7.30</i>
<i>work</i>	<i>8.00 to 4.00</i>
<i>repair cars</i>	<i>all day</i>
<i>cook dinner</i>	
<i>study</i>	<i>7.30 to 9.30</i>
<i>listen to music</i>	

**Упражнение 9.** Перепишите предложения, используя форму *Past Simple* от глагола *to be* и слова данные в скобках.

*I, he, she, it* (ед.ч.)                      *was* (*wasn't*)  
*we, you, they* (мн.ч.)                    *were* (*weren't*)

- 1 I am at university now. (yesterday at 9)
- 2 We are glad to see you. (at our party)
- 3 He is a student. (5 years ago)
- 4 She is ill. She is in bed. (yesterday)
- 5 Are the children at school? (from 8 to 12)
- 6 It isn't cold today. (last week)
- 7 You are late. (for the meeting)
- 8 Where are you? (last summer)

**Упражнение 10.** Перепишите предложения, не соответствующие действительности, в отрицательной форме и дайте правильный вариант.

- 1 I was in London last week.
- 2 We were in the canteen (столовая) five minutes ago.
- 3 My grandfather was the President of the country.
- 4 I was late for the first lesson.
- 5 There were 5 lectures yesterday.
- 6 The revolution of 1917 was in December.
- 7 World War II was from 1941 to 1945.
- 8 Pushkin and Lermontov were artists.

**Упражнение 11.** Повторите формы неправильных глаголов, разделите данные ниже глаголы на правильные и неправильные и заполните таблицу формой *Past Simple*.

	INFINITIVE	PAST SIMPLE FORM	
		Regular	Irregular
1	be		was/were
2	try	tried	
3			

invent, get up, take, see, help, come, put, make, can, write, study, have, go, fail, work, buy, do

**Упражнение 12.** Перепишите предложения, используя форму *Past Simple* глагола и слова данные в скобках.

He usually gets up at 7 o'clock. (yesterday)

He got up at 7 o'clock yesterday.

- 1 We take the bus to work every morning. (yesterday morning)
- 2 Many students fail in mathematics. (in the autumn term)
- 3 Don and Eva see their grandchildren once a week. (last Sunday)
- 4 Mum makes fantastic chocolate biscuits. (for the party)
- 5 I help my sister with her English. (yesterday)
- 6 Albert goes to Turkey on every holiday. (on his last holiday)
- 7 I can swim 500 metres in twenty minutes. (when I was a child)
- 8 My sister buys a lot CDs. (2 days ago)
- 9 We study many new subjects at university. (last year)
- 10 They aren't very happy about the weather. (about the weather on holiday)
- 11 He usually comes in time. (for the first lesson)
- 12 I work in the evenings. (yesterday evening)

**Упражнение 13.** Составьте вопросы, используя данные ниже подсказки. Ответьте на вопросы.

you / have/ a good holiday?

*Did you have a good holiday?*

1. Where/ you/ go?
2. you/ stay/ in a nice place?
3. What/ you/ do?
4. you/ meet/ any friends?
5. How long/ you/ stay?
6. When/ you/ get home?
7. you/ buy your friends/ anything?

**Упражнение 14.** Перепишите предложения, не соответствующие действительности, в отрицательной форме и дайте правильный вариант.

Christopher Columbus invented the compass.

*Christopher Columbus didn't invent the compass. He discovered America.*

I was in London last week.



*I wasn't in London last week. I was in Perm.*

- 1 Charles Darwin was an American.
- 2 William Shakespeare ['ʃeɪkspɪə] wrote 'Don Quixote' ['kwɪksət].
- 3 My great-grandparents were bankers.
- 4 We had mobile phones in the 1970s.
- 5 My father studied at Oxford.
- 6 My brother studied Chinese at school.
- 7 I took ten exams in winter.
- 8 I failed at my last examination.
- 9 I did my homework yesterday morning.
- 10 I saw the President of our country yesterday and spoke to him.

**Упражнение 15.** Поставьте глагол в скобках в соответствующую форму *Past* или *Present Simple*.

- 1 I usually \_\_\_\_\_ (to watch) TV in the evenings.
- 2 Yesterday evening I \_\_\_\_\_ (to watch) an interesting film.
- 3 He \_\_\_\_\_ (to go) to the university four days a week.
- 4 He \_\_\_\_\_ (to meet) his friend at the cinema two days ago.
- 5 \_\_\_\_\_ you \_\_\_\_\_ (to read) this book when you \_\_\_\_\_ (to be) a child?
- 6 \_\_\_\_\_ you often \_\_\_\_\_ (to read) newspapers?
- 7 Where \_\_\_\_\_ (to be) you now? – I \_\_\_\_\_ (to be) at university.
- 8 I \_\_\_\_\_ not \_\_\_\_\_ (to do) my last homework.
- 9 He \_\_\_\_\_ not \_\_\_\_\_ (to know) my brother.
- 10 Ann \_\_\_\_\_ not (to be) in the south last summer. She \_\_\_\_\_ (to go) to Poland.

**Упражнение 16.** Вы принимаете участие в опросе. Предположите, произойдут ли в будущем данные события:

- 1 technologies/ develop/ rapidly
- 2 earthquake/ strike/ ...
- 3 people/ fly to the Mars/ in ...
- 4 economy/ improve significantly/ in ...
- 5 climate/ continue to change
- 6 it/ be much warmer / in ....
- 7 palms (пальмы)/ grow in the Ural region
- 8 there/ be the second Flood
- 9 people/ live more than 100 years
- 10 scientists/ discover/ cure for the flu

**Упражнение 17.** Скажите, что это произойдет в будущем. Используйте глагол в скобках в форме *Present Simple* или *Future Simple*. Обратите внимание на придаточные условия и времени.

- 1 If you (go) to Perm, you (see) him.
- 2 Unless I (be) too busy, I (go) there for certain.
- 3 When you (see) him, you (speak) to him, I hope.
- 4 Unless he (be) too busy, he (help) you.

- 5 Provided he (be) busy, he (tell) you about it.
- 6 If I (have) enough time, I (visit) the Russian Museum.
- 7 If you (work) hard, you (have) enough time.
- 8 As soon as I (return), I (call) you up.

**Упражнение 18.** Употребите глаголы **to be, to have** или конструкцию **there + be** в соответствующей форме **Present, Past** или **Future Indefinite**. Обратите внимание на порядок слов в вопросе.

1. The weather \_\_\_\_\_ bad yesterday, but it \_\_\_\_\_ nice today.
2. The teacher asked the students:
  - a) - \_\_\_\_\_ any questions to me?
  - b) - \_\_\_\_\_ (you) any questions to me?
3. He \_\_\_\_\_ no time now, but I think, he \_\_\_\_\_ free tonight.
4. Some years ago \_\_\_\_\_ some cinemas in our town, but now \_\_\_\_\_ only one.
5. a) We \_\_\_\_\_ four lessons tomorrow.  
b) \_\_\_\_\_ four lessons tomorrow.

**Упражнение 19.** Поставьте глагол в одной из форм **Simple**, соблюдая порядок слов в английском языке.

1. My friend \_\_\_\_\_ an engineer. He \_\_\_\_\_ (work) at a factory.
2. When he \_\_\_\_\_ (graduate) from the university next year, he \_\_\_\_\_ (work) as a foreman.
3. We \_\_\_\_\_ (get) books from the library last week.
4. They \_\_\_\_\_ (translate) text two tomorrow.
5. \_\_\_\_\_ (you / read) this book in your childhood?
6. \_\_\_\_\_ (the teacher / ask) the new grammar rule at the next lesson?
7. \_\_\_\_\_ (there / be) any laboratories at your university?
8. \_\_\_\_\_ (there / be) nobody in the lab.
9. He \_\_\_\_\_ (not/go) to the cinema yesterday.
10. The lecture \_\_\_\_\_ (not/ usually begin) at 8 o'clock.

**Упражнение 20.** Поставьте глагол в одной из форм **Simple**, соблюдая порядок слов в английском языке.

- 1 Where \_\_\_\_\_ (you / be) from?
- 2 That book \_\_\_\_\_ (not / be) interesting.
- 3 I \_\_\_\_\_ (not / stay) at home on Sundays.
- 4 He \_\_\_\_\_ (not / have) much money.
- 5 Where \_\_\_\_\_ (you / live)?
- 6 Your sister \_\_\_\_\_ (go) often to the theatre? – No, she \_\_\_\_\_.
- 7 He (be) 14 next year.
- 8 \_\_\_\_\_ (she / come) to the party tomorrow?
- 9 I can give him the book, if I \_\_\_\_\_ (see) him tomorrow.
- 10 I don't know, if I \_\_\_\_\_ (see) him tomorrow.
- 11 The weather \_\_\_\_\_ (be) nice today, but it \_\_\_\_\_ (be) bad yesterday.
- 12 \_\_\_\_\_ (you / see) often Tom? – Not often, but I \_\_\_\_\_ (see) him some days ago.

13 When \_\_\_\_\_ (you / write) your friend last time?

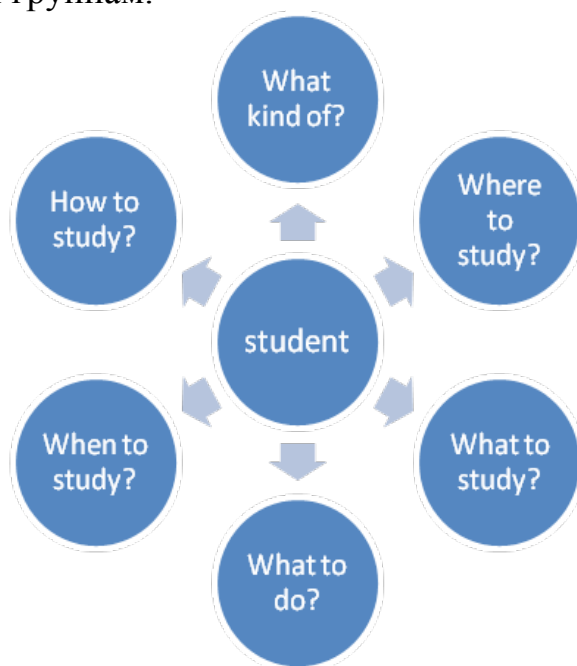
## II. VOCABULARY

**Упражнение 21.** Выучите слова по теме «Я – студент».

student [ˈstju:dənt]	студент
full-time student	студент дневного отделения
part-time student	студент вечернего/ очно-заочного отделения
extramural [ˌektrəˈmjuərəl] student	студент-заочник
first-year student	первокурсник
study [ˈstʌdi]	учиться (at) ); изучать
university [ˌju:niˈvɜ:siti]	университет
branch [brɑ:ntʃ] (of)	филиал
faculty	факультет
department [diˈpɑ:tmənt]	1) отделение; 2) кафедра
full-time department	
part-time department	
extramural department	
major [ˈmeɪdʒə]	1) (in) специализироваться, учиться по направлению; 2) профилирующая дисциплина, специализация
speciality [ˌspeʃiˈæli:ti]	специальность
engineering [ˌenʃɪˈniəriŋ]	инженерное дело, технология
chemical engineering	
computer engineering	
mechanical engineering	
electrical engineering	
mining engineering	
construction engineering	
industrial automation	
[inˈdʌstriəl ˌo:təˈmeɪʃən]	
subject [ˈsʌbʃɪkt]	дисциплина, предмет
both general and special subjects	
different/ various subjects	
enter [ˈentə]	поступать
graduate [ˈgrædjueɪt]	выпускаться (from), оканчивать (вуз)
the course of studies	курс обучения
take ... years	занимать, требовать (времени)
last	длиться, продолжаться
academic year	учебный год
study year	
term [tɜ:m]	семестр
take an examination	сдавать экзамен
pass an examination	сдать экзамен

fail an examination	завалить экзамен
fail in an examination	
test	проверка знаний, тест, зачет
take/ pass/ fail a test	
credit	зачёт ( <i>за прохождение какого-либо курса в учебном заведении</i> )
get a credit for a course	получить зачёт по предмету
in advance	заранее
attend [ə'tend]	посещать
lecture ['lektʃə]	лекция
at a lecture	
attend lectures on history	
seminar	семинар
class	занятие, урок
miss classes	пропускать занятия
We have 4 classes today.	
take notes	вести конспект
practical training	производственная практика
course paper ['ko:s'peipə]	курсовая работа
graduation project	дипломный проект
graduate work	
do a graduate work	
defend a graduate work	
degree [di'gri:]	степень
get a degree	получить степень
a degree in mechanical engineering	
Bachelor ['bætʃələ]	
Bachelor's degree	
Master ['ma:stə]	
Master's degree	
become [bi'kʌm]	становиться
engineer [ˌenʃi'niə]	инженер
electrical engineer	
chemical engineer	
mechanical engineer	
construction engineer	
automation engineer	
software engineer	
chief engineer	
specialist ['speʃəlist] in	специалист в сфере (области) ...
work	работать
work as a foreman	работать мастером (в качестве ...)
work for a big company	

**Упражнение 22.** Распределите данные выше слова по соответствующим ассоциативным группам.



### III. SPEAKING

**Упражнение 23.** Ответьте письменно на вопросы о вашей учебе, используя слова и выражения из предыдущей части.

1. What is your name?
2. Where do you study?
3. When did you enter the University?
4. What year student are you?
5. Are you a full-time student?
6. What is your major?
7. How often do you have lectures and practical classes?
8. When do your lectures begin?
9. When are they over?
10. How many subjects do you study?
11. What kind of subjects do you study?
12. How many classes do you have per week? Which?
13. How many examinations and tests will you take this term?
14. Do you think that you will pass them successfully?
15. Which examination or test will be the most difficult for you? Will you fail it?
16. Can you take any exams or tests in advance?
17. Do you like studying at University? Why?
18. How many years does the course of study take?
19. When will you graduate from the University?
20. What qualification will you get when you defend your graduate work?
21. What job can you do with your degree?
22. What are your plans for the future?

**Упражнение 24.** Восстановите вопросы, используя в качестве подсказок ответы на вопросы.

1. ...? – There are three departments: full-time, part-time and extramural ones.
2. ...? – I work in a full-time job, that's why I'm taking a part-time course.
3. ...? – We usually study 2 days a week, on Friday and Saturday.
4. ...? – It is not so difficult to study, but it takes a lot of time.
5. ...? – No, I'm not. I'm not very good at maths.
6. ...? – Computing, because it is easy for me.
7. ...? – No, sometimes I miss classes.
8. ...? – In winter we'll take 4 credit-tests and 3 examinations.
9. ...? – There are 18 students in my group.
10. ...? – I hope to get a well-paid job.

#### IV. READING

**Упражнение 25.** Прочитайте и переведите текст.

##### HIGHER EDUCATION IN RUSSIA

Every citizen of our country has the right to education.

Higher education plays an important part in the life of any country as it provides the country with highly-qualified specialists for future development and progress. It trains people to become teachers, engineers, doctors and other professional workers.

The information explosion has affected every field of study, especially, of course, in the natural and applied sciences and in all other sciences as well. The increase of information requires new methods and new approaches to students' training and instruction.

The system of higher education in Russia is going through a transitional period. The main objectives of the reform are coordination of the national system of higher education with the European one and training highly-qualified specialists able to work at the level up to the world standard.

Higher education in Russia is provided by a great number of universities, institutes and academies. There are three departments at the universities and institutes of Russia: full-time, part-time and extramural departments. Part-time and extramural students have an opportunity to study without leaving their jobs. All applicants must take competitive exams if they want to enter a higher educational establishment.

Training specialists at our higher educational institutions combines theoretical studies with practical work and industrial training. Students have lectures and practical classes. They attend lectures on different subjects and take notes. During practical lessons they study the material of the lectures.

The academic year usually lasts 9 months and is divided into two terms. The first- and second-year students obtain detailed instructions in the fundamental sciences of mathematics, physics, chemistry and drawing as well as computer engineering and a number of others. The curricula are enriched and broadened by instructions in such subjects as foreign languages, history and economics.

In the third year students get more advanced knowledge and begin to concentrate on their special interests, so to say, their major subject and take many courses in this subject. Specialized study and courses will help students to become specialists and prepare them for their future work.

After four years students will get a Bachelor's degree. Then the students may go on with their studies and in a year or two of further study and research get a Master's degree.

Education is a process through which culture is preserved, knowledge and skills are developed, values are formed, and information is exchanged.

### *Notes on the Text*

applicant [ˈæplɪkənt] – абитуриент

approach [əˈprəʊtʃ] – подходы

curriculum [kəˈrɪkjələm] (*pl.* curricula) – учебная программа

education [ˌedʒuˈkeɪʃn] – образование

the right to education – право на образование

explosion [ɪkˈspləʊzən] – взрыв

instruction [ɪnˈstrʌkʃən] – обучение, преподавание

objective [ˌɒbˈdʒektɪv] = purpose – цель

research [riˈsɜ:tʃ] – исследования

science [ˈsaɪəns] – наука

skills – умения, мастерство

transitional [trænˈzɪʃənəl] – переходный, промежуточный

up to the world standard – на уровне мирового стандарта

values [ˈvæljuːz] – ценности

**Упражнение 26.** Выпишите из текста английские эквиваленты данных слов и словосочетаний.

Высшее образование, право на образование, высоко-квалифицированный специалист, прикладные науки, главные цели, переходный период, на уровне мировых стандартов, без отрыва от работы, абитуриенты, второкурсники, фундаментальные науки, основная дисциплина (специализация), продолжить обучение, исследование.

**Упражнение 27.** Определите, являются ли данные утверждения

а) истинными; б) ложными; в) в тексте нет информации.

Прочитайте текст в подтверждение или опровержение.

1. Higher education in Russia is free of charge.
2. The national system of higher education is changing now.
3. The main objective of higher education is to harmonize our system of higher education with the European one.
4. Not all students can combine work and studies.
5. Training specialists is based on lectures.
6. Specialization usually begins in the second year.
7. The Master's degree is the next after the Bachelor's degree.
8. Education is very important for the development of society.

**Упражнение 28.** Расскажите об образовании в России, используя слова и выражения из данного модуля и вопросы, данные ниже.

1. Who has the right to education?
2. What types of higher educational institutions are there in Russia?
3. What forms of study are there?
4. Why do many people choose part-time courses?
5. What must applicants do if they want to enter a higher educational institution?
6. What does training specialists at the university combine?
7. How many terms is the academic year in Russia divided into?
8. What kind of subjects do students study in the first and the second years?
9. When does specialization begin?
10. How long is the course of studies for a Bachelor's degree?
11. What qualification do students get after graduation?
12. What opportunity is there for the graduate who has received a Bachelor's degree?
13. Why do you want to get higher education?

## V. WRITING

**Упражнение 29.** Подберите вопросы к частям бланка.

- a) How old are you?
- b) What's your phone number?
- c) What's your family name?
- d) What's your email address?
- e) Are you married or single?
- f) What's your job?
- g) What's your first name?
- h) What's your address?
- i) What's your nationality?

<b>Job Application Form</b>	
<b>1 SURNAME</b>	Thomson
<b>2 FIRST NAME</b>	Steve
<b>3 DATE OF BIRTH</b>	12 March 1992
<b>4 AGE</b>	19
<b>5 MARITAL STATUS</b>	single
<b>6 NATIONALITY</b>	British
<b>7 PASSPORT OR IDENTITY CARD NUMBER</b>	1997863
<b>8 ADDRESS</b>	98 Hard Road, Birmingham
<b>9 EMAIL ADDRESS</b>	steve.tom@emails.com
<b>10 TELEPHONE NUMBER</b>	0777 187634
<b>11 OCCUPATION</b>	student
<b>12 QUALIFICATIONS</b>	-----
<b>13 LANGUAGES</b>	English, Italian
<b>14 NEXT OF KIN</b>	Mr Alfred Thomson (father)
Please sign here: <b>Steve Thomson</b>	

**Упражнение 30.** Напишите следующие русские фамилии английскими буквами. Обратите внимание на правила транслитерации русских имен.

е, ё – e	х – kh	ы – y
ж – zh	ц – ts	ь – ie /'
з – z	ч – ch	ю – iu/ yu
и – i	ш – sh	я – ia/ ya
й – ei, iy, ai	щ – shch	ски – sky

Семёнов, Жуков, Вознесенский, Кузмин, Чайковский, Хрущёв, Циолковский, Чехов, Шукшин, Быков, Беленький, Юркин, Яковлев



**Упражнение 31.** Вы хотите открыть счет в банке. Заполните бланк.

**Saver Bank plc**

**BANK ACCOUNT APPLICATION FORM**

Surname \_\_\_\_\_  
First name \_\_\_\_\_  
Date Of Birth \_\_\_\_\_  
Age \_\_\_\_\_  
Nationality \_\_\_\_\_  
Passport or Identity Card  
Number \_\_\_\_\_  
Address \_\_\_\_\_  
Email Address \_\_\_\_\_  
Telephone number \_\_\_\_\_  
Mobile Phone Number \_\_\_\_\_  
Occupation \_\_\_\_\_  
Please Sign Here: \_\_\_\_\_

## МОДУЛЬ II

### OUR UNIVERSITY

1. Grammar: *Degrees of comparison; Types of questions; Passive Voice*
2. Vocabulary: *Our university*
3. Reading: *Berezniki Branch of Perm National Research Polytechnic University*
4. Speaking: *Telling and asking about the university*
5. Writing: *Informal letter*

### I. GRAMMAR

**Упражнение 1.** Употребите нужную форму прилагательного, поставьте определенный артикль, где необходимо:

1. Moscow is (large) than Petersburg.
2. John is (short) than William.
3. Henry is (tall) of all.
4. This summer is (hot) than last summer.
5. December 22 is (short) day of the year.
6. This is (beautiful) house in the city.
7. He is (good) student in the group.
8. Which is (large) city in your country?
9. Mathematics is (difficult) for him than physics.
10. The Volga is one of the (long) rivers in the world.
11. January is (cold) than March.
12. Agatha Christie is one of (famous) English writers.
13. There were (many) students at the lecture today than yesterday.
14. The Assembly Hall is (large) room in our university.
15. Yesterday our team played football very badly. I think it was their (bad) match.
16. Their house in the country is (little) comfortable than their flat in the town.

**Упражнение 2.** Переведите предложения и словосочетания, обращая внимание на союзы сравнения:

1. It was not so warm as it is today.
2. I do not get up so early on Sunday as on weekdays.
3. Unit One is not so difficult as Unit Three.
4. She does not work at her English as much as she did last year.
5. Chemistry is not so interesting to him as mathematics.
6. As black as coal (уголь).
7. As heavy as lead (свинец).
8. As light as a feather (перо).
9. As wet as a fish.
10. He knows English better than you.
11. This book is more interesting than yours.
12. English is easier than Russian.
13. This flat is less comfortable than ours.
14. The more we study, the more we know.  
The more we know, the more we forget.  
The more we forget, the less we know.

The less we know, the less we forget.  
The less we forget, the more we know.  
So why study?

**Упражнение 3. а)** Напишите степени сравнения от данных ниже прилагательных и наречий:

interesting, boring, easy, difficult, little, much, bad, calm, intensive, hard, good, large, well

**б)** Употребите подходящее по смыслу прилагательное или наречие в нужной форме:

- 1 I study at the \_\_\_\_\_ university in our town.
- 2 After I entered the university, my life changed. Earlier my life was \_\_\_\_\_. Now it has become much \_\_\_\_\_ than before it.
- 3 Earlier I had \_\_\_\_\_ time and now I have \_\_\_\_\_ time than before.
- 4 At University we study \_\_\_\_\_ subjects but I like ... \_\_\_\_\_ of all.
- 5 Computing is \_\_\_\_\_ for me than English.
- 6 When I studied at school, I took many exams. But I passed mathematics \_\_\_\_\_ than other subjects.
- 7 It is \_\_\_\_\_ to take examinations at university than at school.
- 8 This term I study \_\_\_\_\_ than I did at (technical) school.
- 9 The \_\_\_\_\_ I study, the \_\_\_\_\_ I know.
- 10 After I graduate from the university, my life will not be as \_\_\_\_\_ as now.

**Упражнение 4.** Укажите вариант с правильным порядком слов.

1. My grandfather likes \_\_\_\_\_.
  - a) to work every day in his garden
  - b) in his garden to work every day
  - c) to work in his garden every day
2. We \_\_\_\_\_ this test at the last lesson.
  - a) didn't write
  - b) not wrote
  - c) wrote not
3. \_\_\_\_\_ to the University by bus.
  - a) He goes usually
  - b) He usually goes
  - c) Usually he goes
4. \_\_\_\_\_ her homework in the evening?
  - a) Does she
  - b) She does
  - c) Does she do
5. \_\_\_\_\_ very tired after work.
  - a) I'm usually
  - b) Usually I'm
  - c) I usually
6. \_\_\_\_\_ you will arrive \_\_\_\_\_.

- a) At the airport ... at 10 p.m.  
 b) - - - ... at the airport at 10 p.m.  
 c) - - - ... at 10 p.m.at the airport .
7. \_\_\_\_\_ to the country \_\_\_\_\_ ?  
 a) You will go ... next Sunday?  
 b) Will you go ... next Sunday?  
 c) Will you go next Sunday ...?
8. \_\_\_\_\_ saw the news \_\_\_\_\_ .  
 a) I yesterday ... on television.  
 b) I ... yesterday on television.  
 c) Yesterday I ... on television.
9. When \_\_\_\_\_ opened?  
 a) ... will the new exhibition be ...  
 b) ... will be the new exhibition ...  
 c) ... the new exhibition will be ...
10. There was a \_\_\_\_\_ forest near the village.  
 a) beautiful, large, old, pine  
 b) large, beautiful, pine, old  
 c) pine, old, beautiful, large

**Упражнение 5.** Напишите слова в правильном порядке, так чтобы получился вопрос.

1. fishing/ enjoy/ he/ does?
2. you/ at sports/ good/ are?
3. musical/ you/ do/ a/ instrument/ play?
4. next weekend/ here/ be/ you/ will?
5. a lot of/ there/ group / are/ in your/ students?
6. your/ the holidays/ plans/ are/ what/ for?
7. for the lesson/ come/ always/ do/ you/ late/ why?
8. last/ see/ a good film/ did/ when/ you?
9. the last/ how many/ passed/ examination/ well/ students?
10. to learn/ it/ will/ me/ how long/ French/ take?

**Упражнение 6.** Выберите правильный вариант.

1. Will you be here next weekend?  
 a) No, I shan't.  
 b) No, I shalln't.  
 c) No, I'm not.
2. Are there a lot of students in your group?  
 a) Yes, they are.  
 b) Yes, they do.  
 c) Yes, there are.
3. Did you go to bed late last night?  
 a) Yes, I do.  
 b) Yes, I did.

- c) Yes, I was.
4. Do you receive letters from your friends?
    - a) Yes, they do.
    - b) Yes, I am.
    - c) Yes, I do.
  5. He wasn't good at mathematics, was he?
    - a) Yes, he wasn't.
    - b) No, he was.
    - c) No, he wasn't.
  6. You like black coffee,
    - a) aren't you?
    - b) don't you?
    - c) do you?
  7. There was nobody there,
    - a) was there?
    - b) wasn't there?
    - c) were they?
  8. Your friends entered the Medical Academy,
    - a) didn't they?
    - b) did they?
    - c) weren't they?
  9. Sam doesn't work hard,
    - a) doesn't he?
    - b) does he?
    - c) is he?
  10. I'm busy,
    - a) aren't I?
    - b) don't I?
    - c) am not I?

**Упражнение 7.** Задайте вопрос к пропущенному члену предложения.

1. I like eating ... for breakfast.  
What \_\_\_\_\_?
2. We usually go to ... for our holidays.  
Where \_\_\_\_\_?
3. She played the ... as a child.  
What \_\_\_\_\_?
4. ... people applied for this vacancy.  
How many \_\_\_\_\_?
5. I will buy a ... .  
What \_\_\_\_\_?
6. My mother can ... really well.  
What \_\_\_\_\_?
7. They were late for school ... last week.  
How many times \_\_\_\_\_?

8. After lunch you phoned ... .  
Who \_\_\_\_\_?
9. The ... usually examines the student.  
Who \_\_\_\_\_?
10. We will be free ....  
When \_\_\_\_\_?

**Упражнение 8.** Переведите предложения, определите форму сказуемого.

- a) 1. He told them an interesting story.
2. Will they show us a new film?
3. People don't read much at present.
- b) 1. The students are asked a lot of questions.
2. Was she visited by her friends last week?
3. You will not be received by the rector.

**Упражнение 9.** Поставьте глагол в скобках *Present Simple Active* или *Present Simple Passive*.

*Example*

Every hour the planet Earth travels (travel) 66,620 miles around the sun.  
Eleven earthquakes are felt (feel) somewhere in the world.

**Look at what happens  
in just 60 minutes!**

1. The world's population \_\_\_\_\_ (grow) by 9,300.
2. £75 million \_\_\_\_\_ (spend) on all kinds of weapons.
3. Your heart \_\_\_\_\_ (beat) 4,800 times.
4. Your hair \_\_\_\_\_ (grow) 0.18796mm.
5. 12,540,000 cans of Coca-Cola \_\_\_\_\_ (drink).
6. 916,500 McDonald's hamburgers \_\_\_\_\_ (eat).
7. 17,465 bottles of whisky \_\_\_\_\_ (produce) in Scotland.
8. 1,426,940 letters \_\_\_\_\_ (send).
9. The Pentagon in Washington \_\_\_\_\_ (receive) 8,300 telephone calls.
10. £558,000 worth of goods \_\_\_\_\_ (sell) in Harrods department store.
11. 12,000 passengers \_\_\_\_\_ (pass) through Heathrow airport.
12. 166 Volkswagen cars \_\_\_\_\_ (make) in Germany.

**Упражнение 10.** Используйте предлог *by* или *with*.

1. The lock was broken \_\_\_\_ a hammer.
2. This book was written \_\_\_\_ my favourite author.
3. The cake was decorated \_\_\_\_ icing (сахарная глазурь).
4. The tiger was shot \_\_\_\_ a gun.
5. Claire was shouted at \_\_\_\_ her teacher.
6. He was hit on the head \_\_\_\_ an umbrella.
7. The letter was written \_\_\_\_ a pencil.
8. He was waited for \_\_\_\_ his girl.

**Упражнение 11.** Поставьте глагол в скобках *Past Simple Active* или *Past Simple Passive*.

A burglary 1) \_\_\_\_\_ (carry out) in the high street yesterday morning. Two men 2) \_\_\_\_\_ (enter) a jeweller's shop and 3) \_\_\_\_\_ (order) the assistant to hand over (передать) jewellery (ювелирные изделия) and money. The thieves 4) \_\_\_\_\_ (escape – ускользнуть) with jewellery worth £2,000, but 5) \_\_\_\_\_ (arrest) later, as they 6) \_\_\_\_\_ (try) to leave the country.

**Упражнение 12.** Поставьте глагол в скобках *Past Simple Active* или *Past Simple Passive*.

**A:** Did you visit many places when you were on holiday?

**B:** Well, on the first day we were taken (take) on a tour of the historic monuments by our guide.

**A:** Oh. Did you go everywhere with him?

**B:** No, we also 1) \_\_\_\_\_ (go) to some places by ourselves.

**A:** How 2) \_\_\_\_\_ you \_\_\_\_\_ (manage – удаваться) to travel to the other places?

**B:** We 3) \_\_\_\_\_ (advise) to hire a car, but we 4) \_\_\_\_\_ (choose) to travel on public transport because it is much cheaper.

**A:** How 5) \_\_\_\_\_ you \_\_\_\_\_ (know) which buses and trains to catch, though?

**B:** We 6) \_\_\_\_\_ (ask) at the tourist information centre and we 7) \_\_\_\_\_ (give) an excellent book which 8) \_\_\_\_\_ (tell) us everything we needed to know.

**A:** So, you enjoyed it then?

**B:** Oh, yes! We 9) \_\_\_\_\_ (have) a really great time!

**Упражнение 13.** Поставьте глагол в скобках в соответствующем залоге и времени. *Обращайте внимание на порядок слов* в вопросе и отрицании!

1. An interesting problem \_\_\_\_\_ (to discuss) at the last lecture.

2. We \_\_\_\_\_ (to discuss) it next week.

3. The newspapers \_\_\_\_\_ (to bring) usually in the morning.

4. The postman \_\_\_\_\_ (to bring) newspapers four times a week.

5. When \_\_\_\_\_ (your university /to found)?

6. Who \_\_\_\_\_ (to found) the Moscow University?

7. A new laboratory \_\_\_\_\_ (to open) next week.

8. What subject \_\_\_\_\_ (they / to study) last year?

9. This experiment \_\_\_\_\_ (not/ to complete) soon.

10. I \_\_\_\_\_ (not/ to send) for the doctor yesterday.

**Упражнение 14.** Перефразируйте предложения, изменяя залог подчеркнутого глагола, но не меняя смысл высказывания.

1. The day before yesterday Tom Jenkins invited us to the restaurant.

2. The problem was discussed at the last conference, but they didn't take any decision.

3. What theme will you discuss at the next lesson?

4. When was the letter of recommendation sent by him?
5. Be careful! Special attention must be paid to the work with documents.
6. Peter is not allowed to go to parties because his mother thinks that he is too young for it.
7. Tomorrow we shall finish the work.
8. When does the nanny take the children to the park?
9. She looked after her little sister when her mother was at work.
10. This book is often referred to by our teacher.

**Упражнение 15.** Поставьте глагол в скобках в соответствующем залоге и времени. *Обращайте внимание на порядок слов!*

1. Why don't you answer when you \_\_\_\_\_ (to ask)?
2. We \_\_\_\_\_ (to ask) again but nobody could answer us.
3. Why \_\_\_\_\_ (you / not / to send) the letter yesterday?
4. When \_\_\_\_\_ (you / to come) to see us again?
5. We \_\_\_\_\_ (not / to have) classes at weekends.
6. Special subjects \_\_\_\_\_ (not/ to study) in the first year.
7. Yesterday three trains \_\_\_\_\_ (to cancel – отменять) at this station.
8. Where \_\_\_\_\_ (the next Winter Olympic Games / to hold – проводить)?

**Упражнение 16.** Переведите предложения и задайте вопрос к подчеркнутому слову.

1. He was listened to with great attention.
2. The documents were sent for a week ago.
3. This article is much spoken about.
4. This book is often referred to.
5. He worked hard on his new novel.
6. The work of this student was paid attention to.
7. The child was looked for everywhere.
8. She looked through the morning newspapers at breakfast.
9. The children will be taken care of by their aunt.
10. I can always rely on my friends.

**Упражнение 17.** Переведите предложения и задайте вопрос так, чтобы подчеркнутые слова были ответом на вопрос.

1. In the USA, elections for President are held every four years.
2. They attentively looked at the picture of this painter.
3. The doctor was sent for five minutes ago.
4. The teacher often speaks to the parents of this boy about his behaviour.
5. This material will be worked on at the next lesson.

## II. VOCABULARY

**Упражнение 18.** Выучите слова по теме «Наш университет».

assistant professor [əˈsɪstənt prəˈfesə]	старший преподаватель
award [əˈwɔ:d]	присуждать
to award the status [ˈsteɪtəs] (of)	
be located	быть расположенным
carry out [ˈkæəri aʊt]	проводить, осуществлять



to carry out research/ experiments	
combine [kəmˈbaɪn]	сочетать
to combine work and studies	
competition [ˌkɒmpəˈtɪʃən]	конкурс, соревнование
confer [kənˈfəː]	присуждать, присваивать
to confer the rank	присваивать звание
council [ˈkaʊnsəl]	совет ( <i>общественный орган</i> )
Student Council	
dean [diːn]	декан
department	кафедра (в вузе)
Department of Technology and Industrial Mechanization	
develop [diˈveləp]	развивать
development	
education [ˌedʒuˈkeɪʃn]	образование
additional professional education	
educational [ˌedʒuˈkeɪʃənəl]	образовательный; учебный
educational consulting centre	
enterprise [ˈentəpraɪz]	предприятие; фирма, компания
industrial enterprise	
equip [iˈkwɪp]	оборудовать
event [iˈvent]	мероприятие
sports events	
faculty [ˈfækəlti]	факультет
general technical faculty	общетехнический факультет
hold [həʊld]	держат; устраивать ( <i>мероприятие</i> )
to hold a conference	проводить конференцию
improve [ɪmˈpruːv]	улучшать; совершенствовать
to improve one's skill	совершенствовать (повышать, развивать) умение
skill level improvement	
include [ɪnˈkluːd]	включать в себя
instruct [ɪnˈstrʌkt]	обучать, учить
instructor	
instruction	
leisure time [ˈleɪʒəˈtaɪm]	свободное время, досуг
organize [ˈɔːgənaɪz]	организовывать
reorganize (into)	
professor	профессор
research [rɪˈsəːtʃ]	1) исследовать, изучать 2) исследование 3) исследовательский
do research	
research laboratory	
science	наука

scientific [ˈsaɪənˈtɪfɪk]	
scientific conference	
scientific activity	
scientist [ˈsaɪəntɪst]	
specialist [ˈspeʃəlɪst]	специалист
take part	принимать участие (in)
to take part in a conference	
train [treɪn]	готовить, обучать
transform [trænsˈfɔ:m]	преобразовывать (into)

**Упражнение 19.** Выполните данные ниже задания.

**а)** Подберите синонимы к данным ниже словам:

to award, to reorganize, to instruct, to be situated, to participate;

**б)** Назовите однокоренные слова к данным ниже:

science, special, to develop, to instruct, to equip, to improve;

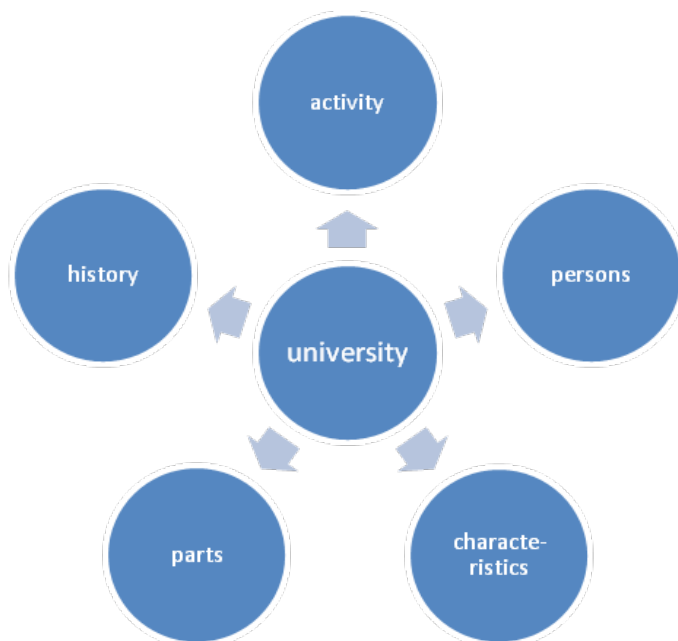
**в)** Составьте словосочетания с данными глаголами:

to award, to train, to equip, to take part, to improve, to carry out, to hold, to combine, to reorganize;

**г)** Прочитайте определение и скажите, о ком (о чем) идет речь:

- 1) an institution of higher education having authority to award bachelors' and higher degrees;
- 2) a division or office of a large business or organization, operating locally or having a particular function;
- 3) a division of a university or school faculty devoted to a particular academic discipline;
- 4) a group of university departments concerned with a major division of knowledge;
- 5) the head of a university;
- 6) a university teacher lower in rank than an assistant professor;
- 7) a person who specializes in a particular area of activity;
- 8) the chief administrative official of a college or university faculty;
- 9) a person who studies or practises any of the sciences or who uses scientific methods;
- 10) the principal lecturer or teacher in a field of learning at a university or college;
- 11) time free from work, for relaxation, etc.

**Упражнение 20.** Распределите данные выше слова по соответствующим ассоциативным группам.



### III. READING

**Упражнение 21.** Прочитайте и переведите текст, обращая внимание на слова и выражения, выделенные курсивом.

#### **BEREZNIKI BRANCH OF PERM NATIONAL RESEARCH POLYTECHNIC UNIVERSITY**

Our Branch *is located* in the second largest industrial city of Perm Krai. There are a lot of *industrial enterprises* in Berezniki, Uralkaliy, Azot, Avisma, Soda being the largest of them. K. Paustovsky, a famous Russian writer, called our city the “Republic of Chemistry”. Our Branch *trains specialists* for industrial enterprises both of our city and other cities of Verkhnekamie.

Let’s remember the main steps of the *development*.

In 1958 an *educational consulting centre* was opened in Berezniki. 3 teachers began to work with 150 extramural students.

In 1963 the educational consulting centre *was reorganized into* the *General Technical faculty*. From 1963 to 1983 the *Dean* of the Faculty was Assistant Professor R.A. Kozlova.

In 1981 the first *departments were organized* at the part-time faculty.

In 1983 the General Technical faculty *was transformed* into the Branch of Perm State Polytechnic Institute. The first *research laboratories were equipped*. The first Director of the Branch was Professor B.A Overin.

In 1992 Perm Polytechnic Institute *was conferred the rank* of State Technical University.

In 1993 the full-time department *was organized* at the Branch.

In 2009 PSTU *was awarded the status of* a National Research Polytechnic University. At present PNRPU is a modern innovation technical university, comparable with world's university centres and our Branch is an integrated part of it.

Over the years, our Branch has prepared thousands of *diplomaed specialists*, many of them are currently the main body of managers of the enterprises and organizations of Vercknekamye.

At present there are 3 *forms of training* at the Branch: full-time, part-time and extramural ones.

Our Branch has 6 *departments* which annually *train* 1,500 students in different spheres: Computer Science and Computer Engineering, Mechanical engineering, Industrial automation, Chemical Technology, Environmental Protection, Underground Natural Resources Field Development, Electrical Engineering, Industrial and Civil Engineering.

Now the staff *includes* 40 *professors, assistant professors and instructors*. They actively *combine* teaching with scientific activity. *Carrying out researches* as well as grants is an important direction of *scientific activity* of the Branch.

There is a Centre of *additional professional education* at the Berezniki Branch of PNRPU which provides the programs of *skill level improvement*. Annually over 1,000 specialists from *enterprises* of Berezniki *improve* their skills in the Centre.

The Branch is a *research* organization in Berezniki. Every year *scientific conferences* of young *scientists* are held in our Branch where both young instructors and students take part. Besides the Branch has close *scientific contacts* with other universities.

Our students annually take part in festivals and *competitions* in Berezniki and Perm. The *Student Council* organizes *leisure time* of our students who *take part in* discos, *competitions* such as Students' Spring, KVN-Club, different *sports events*. Our students take part and win prizes in competitions in different areas. Many of the students are experienced tourists.

The branch has a modern material and technical basis and the computing centre. Net, multimedia and modern information technologies are applied in the teaching process. During the last 10 years new laboratories *have been equipped* at our Branch, innovative systems of teaching have been *developed*, and educational buildings have been repaired.

**Упражнение 22.** Выпишите в тезисной форме основные этапы в истории нашего филиала.

1958 –	1992 –
1963 –	1993 –
1981 –	2009 –
1983 –	

**Упражнение 23.** Выпишите в тезисной форме основные данные о нашем филиале (например, количество студентов, специальности и т.п.)

**Упражнение 24.** Найдите в тексте все сказуемые в форме *Simple, Passive Voice*.

**Упражнение 25.** Используя текст, составьте план Вашего рассказа о нашем филиале и подготовьте сообщение.

#### IV. SPEAKING

**Упражнение 26.** Прочитайте интервью и дополните недостающие фразы.

A delegation of students from the UK is visiting your university. The head of the delegation would like to learn more about your branch. The Dean is answering his questions.

- I'd like to learn more about your university. May I ask you some questions?
- Yes, of course. What are you interested in?
- Is it the only higher educational institution in your town?
- ...
- I see. And what specialists ...?
- We train specialists for ..., for example, ...
- What forms of training ...?
- ...
- Your university is rather large, isn't it? ...?
- ....
- As far as I know, At the beginning it was an educational consulting centre of Urals Polytechnic Institute. Why ... ?
- ...
- When ...?
- ...
- Thank you very much for your information.

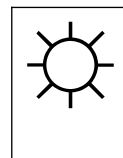
**Упражнение 27.** а) Продумайте 5 вопросов, которые представители зарубежной делегации могли бы задать о вашем университете. б) Продумайте 5 вопросов, которые вы хотели бы задать директору нашего филиала (вашему куратору).

#### IV. WRITING

**Упражнение 28.** Изучите написание адреса в почтовой открытке и выполните задание ниже.

Dear Mum and Dad,  
We arrived in Cancun last week and it's fantastic!  
The weather is really hot and we're very tanned. Our hotel is on the beach and there's a great restaurant next to it. Mexican food is wonderful! Tomorrow we're going scuba diving and we're very excited.  
Give our love to the children.  
Love,

Donna and Andrew



- 1) Mr & Mrs Brownlow
- 2) 16 Addison Road
- 3) Manchester
- 4) M67 T14
- 5) Great Britain

*Соотнесите информацию под определенным номером на открытке с тем, что она обозначает.*

- A) the street name in the mailing address
- B) the ZIP Code in the mailing address
- C) the town/city the letter comes from

D) the addressee

**Упражнение 29.** Соотнесите информацию под определенным номером на конверте с тем, что она обозначает. Помните, что адрес отправителя находится в верхнем левом углу.

New Jersey Power Company 5695 South 23 Road (1) Ridgefield, (2) NJ 08887	(3) Mr. Frederick Wolf Director of Marketing (4) Smith Printing Company 590 (5) Sixth Avenue Milwaukee, (6) WI 53216
--	--

**Варианты ответов:**

- a) the street name in the mailing address      d) the town the letter comes from  
b) the ZIP Code in the mailing address      e) the addressee  
c) the ZIP Code in the return address      f) the addressee's company name

**Упражнение 30.** Вы хотите написать своему другу Andreas Brown, который живет в городе Стейкфорд (Stakeford), графство Беркшир (Berkshire). Его адрес: улица Wilkinson Drive, дом 89. Почтовый индекс ST9 901. Заполните конверт, не забудьте написать обратный адрес.

**Упражнение 31. а)** Изучите фразы, которые часто встречаются в неофициальном (личном) письме и общий план письма.

Informal language for greeting, e.g.

*Hi Enrico; Hello Enrico; Dear Enrico*

Informal language for ending, e.g.

*Love, Gaby; Lots of love, Gaby; All the best, Gaby; Best wishes, Gaby*

**General Plan**

1. Give your general news

*I've got so much to tell you.*

*I've got lots of news to tell you.*

2. Give your news in detail

3. Ask for your friend's news

*I'd like/love to know what you are doing.*

*It would be great to hear your news/ from you.*

*Please write/ email me soon.*

**б)** Используя данную ниже форму, напишите письмо своему зарубежному другу и расскажите о своем университете, студенческой жизни и предстоящей сессии. Спросите его о его университете.

..... (greeting)

(1) ..... *Things are different for me now.* .....

.....

(2) .....

.....

.....

(3) .....

.....

..... (*ending*)

## МОДУЛЬ III HIGHER EDUCATION

1. Grammar: *Pronouns; Model verbs and their equivalents*
2. Vocabulary: *Higher education*
3. Reading: *Higher education in Great Britain*
4. Speaking: *Comparing higher education in GB and in Russia*
5. Writing: *Official letter*

### I. GRAMMAR

**Упражнение 1.** Употребите соответствующее личное местоимение.

1. I have a good friend. I often visit \_\_\_\_\_ .
2. I want to read. Please give \_\_\_\_\_ this book.
3. I have a dog. I walk with \_\_\_\_\_ .
4. I have a small sister. I play with \_\_\_\_\_ .
5. The teacher asks \_\_\_\_\_ and we answer.
6. He has friends in other towns. He often writes \_\_\_\_\_ emails.

**Упражнение 2.** Употребите соответствующее личное местоимение.

1. At Christmas \_\_\_\_\_ (friends) often give \_\_\_\_\_ (Mary) presents.
2. \_\_\_\_\_ (Mary) likes \_\_\_\_\_ (her friends).
3. \_\_\_\_\_ (the bird) is singing lovely.
4. We feel so lonely, stay with \_\_\_\_\_ .
5. \_\_\_\_\_ (my sister and I) don't like to walk \_\_\_\_\_ (our dog).
6. – Who is speaking?  
– It's \_\_\_\_\_, Ann.
7. Where are my books? Has anybody seen \_\_\_\_\_ ?
8. \_\_\_\_\_ (your brother and you) spend too much time watching TV.
9. Is Jack at home? Can I speak to \_\_\_\_\_ ?

**Упражнение 3.** Употребите соответствующее притяжательное местоимение.

1. I and my brother have a dog. It is \_\_\_\_\_ dog.
2. You are a student, aren't you? Where is \_\_\_\_\_ institute?
3. She is a famous writer. \_\_\_\_\_ books are always interesting.
4. He has a sister. \_\_\_\_\_ sister's name is Ann.
5. It is my dog. \_\_\_\_\_ name is Jim.
6. Tom and Nick are students. \_\_\_\_\_ friends are students too.
7. We live in Berezniki. \_\_\_\_\_ town is a big industrial centre.
8. Sam has a brother. \_\_\_\_\_ brother works at a big industrial enterprise.
9. Helen is married. \_\_\_\_\_ husband is a manager.
10. Have you got a telephone? Give me \_\_\_\_\_ telephone number, please.
11. My small sister plays with a doll. \_\_\_\_\_ name is Jane.
12. Who are these people on the photo? – They are \_\_\_\_\_ son, \_\_\_\_\_ wife and \_\_\_\_\_ child.

**Упражнение 4.** Употребите *its* или *it's* в зависимости от смысла высказывания.

- 1 The car is nice to drive, but I don't like \_\_\_\_\_ colour.



- 2 This town is wonderful. \_\_\_\_\_ got lots of shops!
- 3 I'm staying at home today because \_\_\_\_\_ cold.
- 4 Let's go in here. \_\_\_\_\_ my favourite restaurant.
- 5 A bird has built \_\_\_\_\_ nest in our garden.
- 6 The company I work for has changed \_\_\_\_\_ name.

**Упражнение 5.** Заполните пропуски соответствующим притяжательным местоимением.

1. A: Have you met \_\_\_\_\_ new neighbours yet?  
B: No. I've seen \_\_\_\_\_ children in the garden.
2. A: You took \_\_\_\_\_ coat home last night.  
B: I know, I'm sorry. I thought it was \_\_\_\_\_ because they're both black.
3. A: What's wrong with Rosie?  
B: Oh, she's been having problems with \_\_\_\_\_ back recently.
4. A: James is doing well at school.  
B: I know. \_\_\_\_\_ teacher says he's very advanced for his age.
5. A: Is this bag \_\_\_\_\_ ?  
B: Oh, yes, thank you. I nearly forgot it.
6. A: Julie and Frank are so lucky. \_\_\_\_\_ house is beautiful.  
B: Yes, and it's so much bigger than \_\_\_\_\_. I envy them.
7. A: I like \_\_\_\_\_ shirt. It's like Sandra's.  
B: Actually, it is \_\_\_\_\_. I borrowed it from her yesterday.
8. A: Why did you lend Tom \_\_\_\_\_ car?  
B: Because \_\_\_\_\_ is being repaired at the moment.

**Упражнение 6.** Прочтите информацию и заполните пропуски в диалоге соответствующим личным или притяжательным местоимением.

John, Jane, Mike and Betty are brothers and sisters. John and Jane are single. Mike and Betty are married. Mike's wife is Maggie. Bob is Betty's husband. Their father, Mr. Smith is dead. They are going to divide everything that is left after his death: the house, a car, apple trees, pictures, books and a canary.

- John: The house is \_\_\_\_\_. \_\_\_\_\_ am going to have \_\_\_\_\_ .
- Jane: Bob and Betty are fond of gardening. Let \_\_\_\_\_ have the apple-trees.
- Betty: Mike is a good driver. Let \_\_\_\_\_ give the car to \_\_\_\_\_.  
It is going to be \_\_\_\_\_ car.
- Mike: Maggie and I, \_\_\_\_\_ are crazy about art. Give \_\_\_\_\_ the pictures.
- Bob: Betty is a great reader. \_\_\_\_\_ is fond of books. Give the books to \_\_\_\_\_.  
John: But what about \_\_\_\_\_, Jane? What are \_\_\_\_\_ going to have?  
What is going to be \_\_\_\_\_ ?
- Jane: The canary, \_\_\_\_\_ think.

**Упражнение 7.** Переведите предложения. Определите значение местоимений *some, any, no, none*.

1. 1. We'll discuss some problems at the conference.

2. Let's have some tea.
3. There were some 20 people in the room.
4. You can get this newspaper at any book-stand.
5. Is there any news from him?
6. He was not asked any questions.
7. There isn't any tea in the cup.
8. There is no information on this question.
9. – Are there any books on this problem in your library?  
- No, there are none.

**Упражнение 8.** Заполните пропуски в диалоге местоимениями *some, any, no, none*.

- Jenny Hi, Martin. How are you?  
 Martin Fine, but busy. We've got 1) *some* exams next week – remember?  
 Jenny I know. How much work did you do last night?  
 Martin 2) \_\_\_\_\_. I went to the cinema. What about you?  
 Jenny I had 3) \_\_\_\_\_ time last night. It was my sister's birthday so we all went out for dinner.  
 Martin Have you done 4) \_\_\_\_\_ work this morning?  
 Jenny 5) \_\_\_\_\_, but not a lot. Anyway, I rang to ask you something. Do you know where my physics book is?  
 Martin I've got 6) \_\_\_\_\_ idea, but you can borrow mine if you want.  
 Jenny Thanks.  
 Martin Let's meet outside the bank in the High Street this lunchtime. I need to get 7) \_\_\_\_\_ money and I'll bring my physics book for you.  
 Jenny Good idea. I'm very worried about the physics exam. Have you got 8) \_\_\_\_\_ old exam papers? I'd really like to look at them.  
 Martin I haven't got 9) \_\_\_\_\_ but my brother's got 10) \_\_\_\_\_ from his last exam. I'll bring them with me at lunchtime.  
 Jenny Wonderful! See you at 12.30. OK?

**Упражнение 9.** Переведите предложения. Определите значение производных от *some, any, no, every*.

1. Is there anybody outside in the street? – No, there is nobody there, I think. I don't see anyone there. It's late. Everyone is sitting at home at this hour.
2. Can anyone help me with this exercise? – Anybody can do it.
3. Is anything wrong with this box? – No, everything is OK. Nothing can happen to it. There is something heavy in this box.
4. You can put it anywhere you like.
5. We looked for the child everywhere but couldn't find him. – Don't worry, everything will be OK.

**Упражнение 10.** Прочтите письмо. Заполните пропуски производными от *some, any, no (something, anybody, nowhere* и т.д.).

Dear Phil

I've been here for two months and I don't like this place. I haven't met 1) anybody interesting. Also, it's very quiet in the evenings. All the shops and restaurants close early and the streets are empty. There's 2) \_\_\_\_\_ to go and there is 3) \_\_\_\_\_ good on TV.

Then yesterday 4) \_\_\_\_\_ told me about a sports club 5) \_\_\_\_\_ near my house. So I decided to try it. I found it – it's only ten minutes from my house and it's great. There's weight-training, tennis, a swimming pool, and the people there are very friendly. 6) \_\_\_\_\_ tells you what to do – you can choose for yourself. In the middle of the evening, 7) \_\_\_\_\_ said, 'Hello, I'm Tony. Are you doing 8) \_\_\_\_\_ later this evening? Would you like to go for 9) \_\_\_\_\_ to eat?' I said, 'Yes, I'd love to.' We had delicious pizzas and that night I thought for myself, 'This town is getting better! I haven't been 10) \_\_\_\_\_ for two months and now I've been to two new places in one evening and made a friend.'

All the best

Geoffrey

**Упражнение 11.** Заполните пропуски местоимениями *some, any, no* или производными от них

1. Is there \_\_\_\_\_ hope to get to college on time? – Yes, there is \_\_\_\_\_ if you take a bus. – What bus can I take to get there? – You can take \_\_\_\_\_ of them, all of the buses go that way.
2. Have you got \_\_\_\_\_ brothers or sisters? – Sorry to say, but I haven't got \_\_\_\_\_ of them. However, I have got very good friends.
3. Can you see \_\_\_\_\_ in the darkness? – I can see \_\_\_\_\_ I must say. It's too dark. – Can \_\_\_\_\_ show us the way, I wonder. – There is \_\_\_\_\_ in the street, I'm afraid.
4. It's too late. Is there \_\_\_\_\_ in that house? – I think there is \_\_\_\_\_ there. The light is on.

**Упражнение 12.** Переведите местоимения в скобках, определите вид местоимения.

1. (Его) friends love (его).
2. (Эта) book is interesting. (Я) know (её) author. (Её) books are always interesting. (Я) can give (её) to (вам) for (несколько) days.
3. (Их) university is not far from (моего) house. I often see (их).
4. (Они) told (нам) about (своем) university and (его) history.
5. (Они) made (эти) experiments by (сами).
6. (Я) translated (ту) article by (сама).
7. (Я) take (свой) dictionary, and (вы) – (свой).
8. (Он) hasn't got (никаких) questions to (ко мне).
9. Is there (что-нибудь) interesting on TV? – No, there is (ничего).

**Упражнение 13.** Сравните значение модальных глаголов и их эквивалентов. Переведите данные примеры.

## CAN

*Физическая/умственная возможность*

I can play the piano. She can speak Finnish.

He can't lift this heavy box.

## COULD

*Форма прошедшего времени от can*

My aunt could speak five languages.

## BE ABLE TO

*Успешно завершившееся действие, (на русский язык часто переводится «могу, смог, смогу»).*

Although it was snowing I was able to cover the distance of 3,000 meters in 15 minutes.

It is hard but we are able to solve the problems.

The computer will be able to solve this equation.

## MUST

*Необходимость/долженствование (часто от самого говорящего)*

You must know the truth.

## HAVE TO

*Необходимость/долженствование (возникшее в силу обстоятельств)*

I often have to work on Sundays.

## DON'T / DOESN'T HAVE TO

I don't have to go to the Institute on Saturdays.

He doesn't have to wait for us if he is busy.

## HAD TO

*Необходимость/долженствование в прошлом, на русский язык часто переводится «пришлось»; вопросительные и отрицательные формы образует при помощи did*

We had to work much last Friday.

Did you have to wear a uniform at your office? – Yes, I did.

The weather was fine yesterday, so I didn't have to put on a warm coat.

## SHOULD

*Совет/пожелание*

You shouldn't read so much here. It's dark

I don't think he should swim so much. The water is cold.

## MAY

*Предположение с невысокой степенью уверенности*

It may rain in the evening.

Sam may break this expensive vase.

*Разрешение (официально/формально)*

May I help you?

## MIGHT

*Предположение с невысокой степенью уверенности*

She might be speaking over the telephone now.

## BE ALLOWED TO

*Разрешение*

The students are allowed to work in the laboratory.

**Упражнение 14.** Переведите на русский язык, обращая внимание на значение модальных глаголов и их эквивалентов:

1. You may go there, I don't mind. 2. You can walk there, it is quite near. 3. You cannot go there: you don't know the address. 4. You need not go there: I can ring them up. 5. You must not go there: it's dangerous. 6. You should go there: they are waiting for you. 7. Will you be able to speak to him tomorrow? 8. I could not remember the address, and I had to ring up my friend. 9. I shall have to stay at home these days. 10. I was allowed to stay at home. 11. You will not have to wait for him. 12. We decided that everybody was to take part in the concert. 13. The text was easy. I was able to translate it. 14. I was to learn this poem by Wednesday. 15. He was allowed to use this device. 16. They were to meet at the station. 17. The lift was out of order and we had to walk up. 18. Must I do this work today? – No, you needn't. You can do it tomorrow.

**Упражнение 15.** Просмотрите заметки Майка о правилах поведения в офисе, где он работает, и заполните предложения, используя *has to, doesn't have to, can, can't*.

**Remember:**

*can* – 1) it is possible, you are able to

2) you are allowed to (polite)

*can't* – 1) it is impossible

2) you are not allowed to (polite)

*have to / has to* – it is necessary to do smth

*don't / doesn't have to / needn't* – it isn't necessary to do smth

Office rules

*Hours are 9a.m. to 5.30 p.m.*

*But OK to go home at 4 p.m. on Wednesday.*

*One hour for lunch (but any time between 12 and 3).*

*No smoking, eating or drinking in the office.*

*Don't make personal calls.*

*But personal emails from my computer are OK.*

*Don't use my mobile phone in the office.*

*Wear a suit and a tie, but informal clothes OK on Friday.*

Mike has to start work at nine o'clock.

1. He \_\_\_\_\_ smoke in the office.

2. He \_\_\_\_\_ have more than one hour for lunch.

3. He \_\_\_\_\_ work after 4 p.m. on Wednesday.

4. If he wants, he \_\_\_\_\_ have lunch at two o'clock.

5. Mike \_\_\_\_\_ wear a suit to work from Monday to Thursday.

6. He \_\_\_\_\_ make personal phone calls.

7. He \_\_\_\_\_ use his mobile phone in the office.

8. He \_\_\_\_\_ wear a suit on Fridays.
9. He \_\_\_\_\_ send personal emails from his computer.

**Упражнение 16.** Просмотри информацию для студентов и перепиши пронумерованные предложения, используя модальные глаголы или их эквиваленты.

*Example:* Don't park in the teachers' car park.

*Students can't (aren't allowed to) park in the teachers' car park.*

### **Brindsley College**

#### **INFORMATION FOR STUDENTS**

1. Don't smoke in the college building.
2. (Smoking is possible in the garden.)
3. Don't bring food or drinks into the classrooms.
4. (It is possible to get coffee and tea in the college café.)
5. Show an identify card when you come into the college.
6. Don't use mobile phones during the lessons.
7. Using the computers in the library is possible in the evenings.
8. (It isn't necessary to pay to use the computers.)
9. Bring a pen and some paper to lessons.
10. (But it isn't necessary to bring a dictionary.)

**Упражнение 17.** Расскажите о своей работе, используя данные выражения:

*I have to .../ must .../ don't have to .../ can .../ can't .../ mustn't ...*

- ... be late for office hours
- ... wear a uniform for work
- ... visit customers
- ... smoke in the office
- ... have one hour for lunch
- ... do paper work (promptly)
- ... speak English in the company
- ... be ready to do overtime work
- ... control myself
- ... use my mobile phone at work
- ... leave earlier

**Упражнение 18.** Заполните пропуски, используя подходящий по смыслу модальный глагол или эквивалент:

1. All of us ... be in time for classes.
2. I live far from the Institute and I ... get up early.
3. Will you ... have lunch with me tomorrow?
4. You ... go out.
5. ... I take your pen?
6. I ... not go to the stadium with them last night because I ... revise grammar rules for the test.

7. Please, send them the message. – Oh, ... I do it now?
8. You ... take a taxi if you don't want to be late for the concert.
9. He ... to enter the concert hall after the third bell.

**Упражнение 19.** Перепиши предложения, используя подходящий по смыслу модальный глагол или эквивалент:

**Example:**

It's a good idea to join a gym if you want to get fit.

You should join a gym if you want to get fit.

1. In the UK it is necessary to wear seatbelts (ремень безопасности) in the back of a car. – In the UK you ...
2. It's possible for me to do my homework while I watch TV. – I ...
3. It's a good idea to go to Germany to improve your German. – You ...
4. It's necessary to show your students card to get a reduction (скидка). – You ...
5. It's not necessary to drive me to the airport. I'll get a taxi. – You ...
6. It's not a good idea to drink coffee just before you go to bed. – You ...
7. It's not possible for me to finish this report today. – I ...
8. It's a good idea to buy our tickets earlier. – We ...
9. It isn't necessary to pay for children. – You ...
10. She needs to do her exam again. – She ...
11. Is it possible for me to go home now? – ... I ... home now?
12. Is it necessary to read this book? – Do we ... ?
13. Is it necessary for me to leave? – ... I ... leave?

**Упражнение 20.** Перефразируйте данные ниже предложения, используя подходящий по смыслу модальный глагол или эквивалент:

1. *I advice you to buy this book.*
2. *It isn't necessary for him to take the exam again.*
3. *I'm sure Terry isn't at the office.*
4. *It is possible that Janet will call me this evening.*
5. *You aren't allowed to eat and drink in the classroom.*
6. *We are obliged to (вынужденный) clock in (начинать работу) at 8.30.*
7. *I'm sure the boys weren't upset with the results.*
8. *Would you like me to do anything to help?*
9. *Perhaps we will go for a picnic on Sunday afternoon.*
10. *Sam managed (суметь) to reach the top of the mountain after climbing for several hours.*
11. *How about throwing a party on your birthday?*
12. *It was necessary for John to attend the seminar.*
13. *They are obliged to go to a meeting every day.*
14. *How about visiting some friends on Saturday?*

**Упражнение 21.** Переведите предложения. Назовите предложения, в которых речь идет о запланированном действии.

1. I often have to go to the library.

2. The question is to be discussed at the conference.
3. What are we to do next?
4. Do you have to get up early?
5. I had to wait for him?
6. He is to be back in an hour.
7. Who is to make the report?

**Упражнение 22.** Переведите вопросы, обращая внимание на то, чем выражено сказуемое. Ответьте на вопросы.

1. How many credit tests and exams are you to take this term?
2. Which of the exams will be most difficult for you?
3. Will you be able to pass all your tests and exams?
4. Will you be allowed to use cribs?
5. Will you prepare yourself for examinations?
6. How much time will it take you to get ready for one examination?
7. Will you be able to pass all your exams well?
8. Will you be able to pass any of your tests and exams in advance?
9. How many times will you be allowed to repeat the same examination?
10. Will you have to take any of the examinations or credit tests several times?
11. When will you take your last examination?
12. What will you do when you pass all exams?

## II. VOCABULARY

**Упражнение 23.** Выучите слова по теме «**Высшее образование**». Составьте предложения с этими словами.

accept [ək`sept] = admit	принимать, зачислять
to be accepted into the university	
to be admitted to the university	
authority [ɔ:`θoritɪ]	отдел, управление, департамент
authorities	(органы) власти
local authorities	
award [ə`wo:d]	присуждать, назначать ( <i>награду, премию, наказание</i> )
award a degree for research	
college [ˈkɒliʒ]	колледж
contribution [ˌkɒntri`bjʊ:ʃən]	пожертвование, взнос
make a contribution	
cover [ˈkʌvə]	покрывать, охватывать
to cover the cost (of smth)	
education [ˌedju`keɪʃn]	образование
higher education	высшее образование
Local Education Authority	
degree [di`gri:]	(учёная) степень, звание; диплом
Bachelor's degree	
postgraduate degree	ученая степень (выше бакалавра)



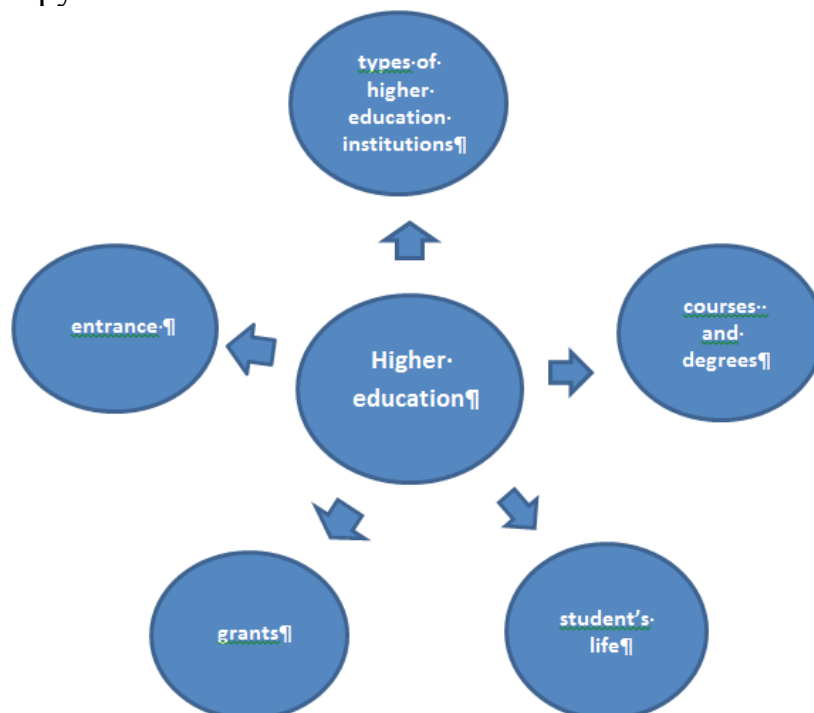
[,pəʊst`grædjuit di`gri:] PhD = Doctor of Philosophy	доктор философии ( <i>докторская степень, общая для всех областей знаний; высшая академическая квалификация</i> )
department [di`pa:tmənt]	кафедра, отделение
deal [di:l] with	иметь дело, касаться
depend [di`pend] (on) It depends on the results. It depends	зависеть (от)  Всё зависит от обстоятельств
differ [ˈdifə] Tastes differ.	отличаться; различаться
divide [di`vaid] (into) to be divided into faculties	делить
introduce [,intrə`dju:s] to introduce a system of loans	вводить, внедрять
faculty [ˈfækəlti] faculty of science faculty of liberal arts	факультет
full-time study	дневное обучение
grant [gra:nt]	стипендия ( <i>средства безвозмездно выделяемые органом гос. власти, мест. самоуправления или какой-л. другой организации на конкретные цели</i> )
hall of residence <i>Syn. AE dormitory</i> [ˈdɔ:mIt(ə)ri]	общежитие
level [ˈlevəl] Advanced Level (A Level)  Ordinary Level (O Level) on the basis of A level results to accept students on the basis of their A level results	1) уровень; 2) степень, ступень экзамен по программе средней школы второго (продвинутого) уровня сложности
pay to pay back	платить
polytechnic [,poli`teknik] former [ˈfo:mə] polytechnic	политехнический институт бывший ~
provide [prə`vaid] to be provided by	обеспечивать
receive	получать
take ... years	занимать ... лет

tutor [ˈtju:tə]	руководитель группы студентов, наставник
tutorial system	университетская система обучения путём прикрепления студентов к отдельным консультантам
undergraduate course	базовый университетский курс
undergraduate student	

**Упражнение 24.** Прочитайте определение и скажите, о ком (о чем) идет речь:

- education at universities or similar educational establishments, especially to degree level;
- an educational institution or establishment, providing higher education or specialized professional or vocational training;
- a group of related departments in some universities;
- a person or organization having political or administrative power and control;
- an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose such as education;
- the higher of the two main levels of the GCE (General Certificate of Education) examination;
- a university or college teacher responsible for the teaching and supervision of assigned students;
- buildings with rooms or flats, usually built by universities or colleges, in which students live during the term.

**Упражнение 25.** Распределите данные выше слова по соответствующим ассоциативным группам.



### III. READING

**Упражнение 26.** Прочитайте и переведите текст, обращая внимание на слова выделенные курсивом.

#### HIGHER EDUCATION IN GREAT BRITAIN

*Higher education* in Great Britain is provided by a great number of universities and *colleges*. There are about 50 *universities* in the country. They are divided into three *types*: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19<sup>th</sup> century universities such as London and Manchester universities, and the new universities. *The new universities* are divided into various faculties, e.g. the faculty of science, faculty of social and economic studies. In each faculty there may be a number of departments dealing with separate subjects. Some years ago there were also *polytechnics* (now universities). After graduating from a polytechnic a student got a degree, but it was not a university degree. 30 former polytechnics were given university status in 1992. There are not only universities in Britain but also 350 colleges and *institutes of higher education* (some of which train teachers or professions connected with medicine). There is a competition to get into the best universities. They *accept* students mainly *on the basis of* their A level results.

*The rules of teaching process* differ from university to university. The *teaching* is based on the *tutorial system* as well as lectures. Each student has a *tutor*. He decides what lectures the students must attend, recommends books for reading, discusses and criticizes their written works. All *lectures* and *examinations* for all students are organized by the University authorities.

The *academic year* in Britain is divided into three *terms*, which usually run from October to December, from January to March and from April to June. *Undergraduate courses* normally *take three years* of full-time study, although a number of subjects take longer, including foreign languages (where courses include a year abroad). Medicine and dentistry courses are 5-7 years. After these years of studies and successful final examinations the students get their first *degree* B.A. – *Bachelor of Arts* or B.Sc. – *Bachelor of Science*. There are various *postgraduate degrees*, including Master and *Doctor of Philosophy*. The last two are awarded for research in arts and sciences.

At present, students who have been accepted by universities or other institutions of higher education receive a *grant* from their Local Education Authority, which *covers the cost* of the course, and may cover living expenses (accommodation, transport and food). This *grant depends* on the income of parents. Parents with higher incomes are expected to make a contribution. Until 1990 the grant did not have to be paid back, but now a system of loans has been introduced. That is why most students have to work. But students don't usually have a job during term time because lectures and tutorials (a period of tuition given by a university or college tutor to an individual or very small group) are full time. However, many students now have to work in the evenings or during their vacation.

Most students live away from home, in flats or halls of residence.

**Упражнение 27.** Определите, являются ли данные утверждения

а) истинными; б) ложными; в) в тексте нет информации.

Прочитайте текст в подтверждение или опровержение.

1. All types of higher educational institutions can be divided into three types.
2. Students have to take advanced level exams to enter a university.
3. The task of a tutor is to help the student in his or her studies.
4. Engineering courses are usually longer than a usual course.
5. Bachelor's degree is the lowest degree which a British student can get.
6. The grant paid by the Local Education Authority must cover the cost of the course.
7. The grant doesn't have to be paid back.

#### IV. SPEAKING

**Упражнение 28.** Расскажите об образовании в Великобритании, используя слова и выражения из данного модуля и вопросы, данные ниже.

1. What types of higher educational institutions are there in the UK?
2. What types are universities in Britain divided into?
3. What do the applicants have to do to be accepted into a university?
4. What is the teaching usually based on?
5. What does the tutor have to do?
6. How many terms is the academic year in Britain divided into?
7. How many years does the undergraduate course usually take?
8. What postgraduate degrees are there in Britain? What are they awarded for?
9. What is the grant paid for?
10. What does the size of the grant which a student receives depend on?
11. Why do many students have to work?
12. Do most British students live at home?

**Упражнение 29.** Сравните высшее образование в Великобритании и России по плану.

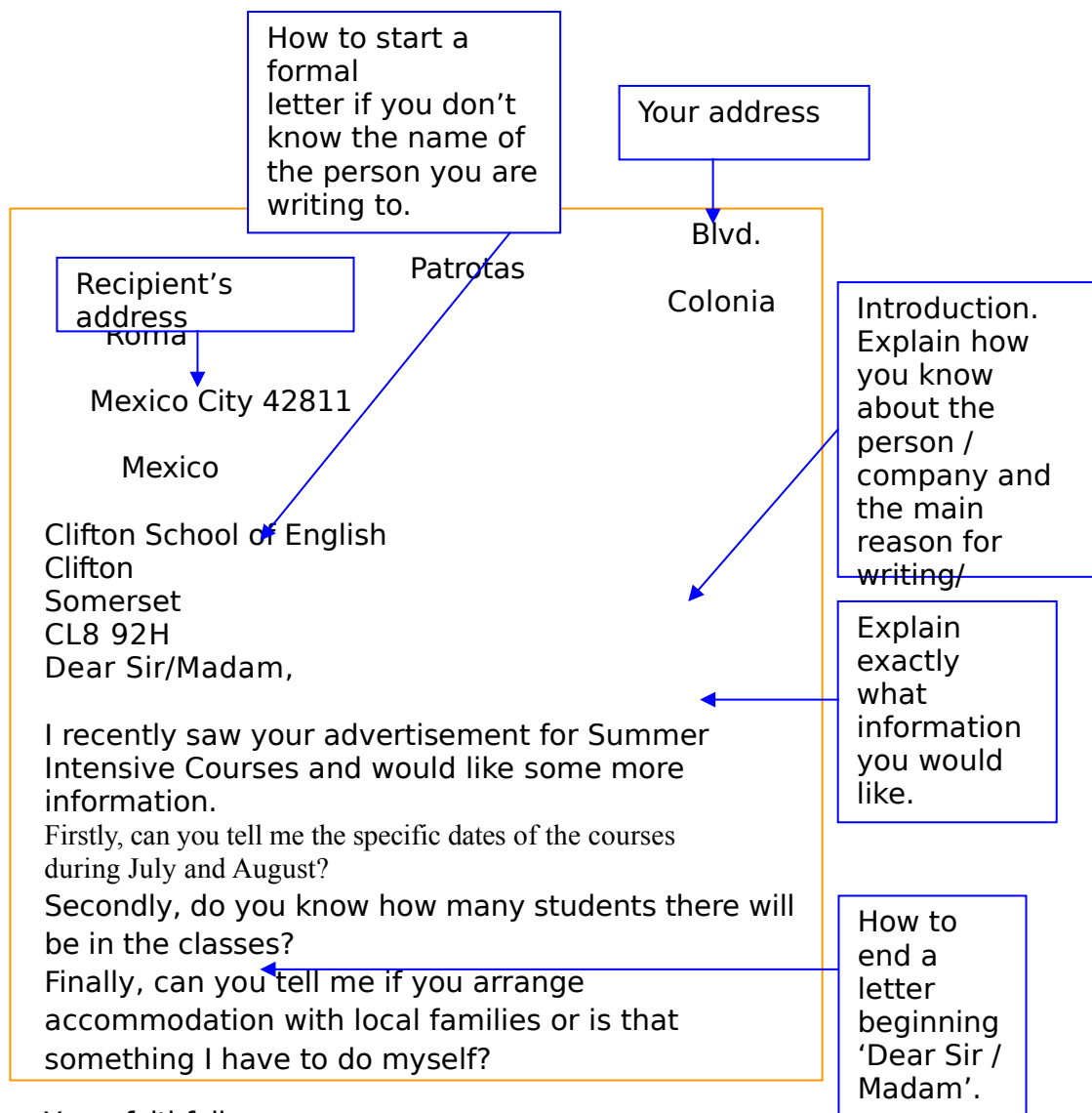
- 1) types of higher educational institutions,
- 2) enrolment / entry requirements,
- 3) characteristic feature of teaching process,
- 4) academic year,
- 5) length of courses,
- 6) degrees,
- 7) grants.

#### V. WRITING

**Упражнение 30.** Прочитайте данное ниже письмо и ответьте на вопросы.

1. Who is the addressee? Who is the addresser?
2. What is the subject of the letter?
3. What three things does the addresser want to know?
4. What kind of letter is it (informal/formal)?

**Упражнение 31.** Назовите основные компоненты письма. Обратите внимание на расположение адреса отправителя и получателя.



Yours faithfully,

**Упражнение 32.** Посмотрите на данные ниже фразы. К какой части письма они могут относиться?  
**Alberto Garcia Ramirez**

- 1 I recently saw your advertisement in *The Times*.
- 2 Could you tell me how long the course lasts?
- 3 I'd like to know more about the job.
- 4 I'd be grateful if you could send me some information about your courses.
- 5 Could you send me a brochure about the courses your college offers?

**Упражнение 33.** Расположите части делового письма в правильном порядке.

1)	Dear Mr Sawyer,
2)	6 Pine Estate, Bedford Road, Bristol, UB28 12BP Telephone 9036 174369 Fax 9036 36924 6 August 2005
3)	Thank you for your letter. I am afraid that we have a problem with your order.

	Unfortunately, the manufacturers of the part you wish to order have advised us that they cannot supply it until November. Would you prefer us to supply a substitute, or would you rather wait until the original parts are again available?
4)	James Sawyer, Sales Manager, Electro Ltd, Perry Road Estate, Oxbridge UN54 42KF.
5)	I look forward to hearing from you. Yours sincerely, Simon Tramp Sales Manager

**Упражнение 34.** Посмотрите на рекламное объявление, данное ниже. Напишите официальное письмо в университет с целью получения дополнительной информации.

<p><b>TRAYBRIDGE UNIVERSITY</b></p> <p>Traybridge University is located in a beautiful part of the UK. We now offer students money to study some of our courses.</p> <p>Study and earn at the same time!</p> <p><b>For enquiries and to request a brochure, please write to:</b></p> <p>The Admissions Department Traybridge University Traybridge TRB5 H8P</p>	
	where exactly?
	how much?
	which courses?

## МОДУЛЬ IV HIGHER EDUCATION

1. Grammar: *English tenses review; Present Continuous, Present Perfect*
2. Vocabulary: *Science and Technology*
3. Reading: *Science and Technology in Modern Society*
4. Speaking: *Giving opinion, discussion*
5. Writing: *Writing an essay*

### I. GRAMMAR

**Упражнение 1.** Переведите предложения, выпишите сказуемые и определите их видо-временную форму.

Example

*I'm writing a test now. – Я пишу сейчас тест.*

*'m (am) writing – Present Continuous Active*

1. This airplane crosses the Atlantic in about 10 hours.
2. At last he returned to the little town where his childhood had been spent.
3. The new engine is being tested in the laboratory.
4. When I come home the family will be watching TV.
5. By that time we had already changed our plans.
6. He decided to become a writer when his first story had been published.
7. No one came here since we have been here.
8. This information was received last week.
9. Our regular customers are given a discount.
10. If you listen to the teacher more attentively you'll understand better.
11. We have been working together only for two months but I have known him for a long time.

**Упражнение 2. А.** Переведите предложения, найдите в них сказуемое, определите его видо-временную форму. **Б.** Исправьте фактические ошибки в предложениях и дайте правильный ответ.

Example

The sun rises in the west. (*Present Simple Active*)

*It doesn't rise in the west.*

*It rises in the east.*

1. The Pope comes from Australia.
2. The teacher's wearing a swimming costume.
3. People drive on the right in Britain.
4. My mother has got ten sisters and brothers.
5. We went to Iceland on holiday last summer.
6. I had a huge breakfast.
7. It'll snow tomorrow.
8. We're learning Chinese.
9. I live in a palace.
10. Champagne is made in Scotland.
11. Cats and dogs can swim.

**Упражнение 3.** Заполните пропуски в вопросе, обращая внимание на требуемую видо-временную форму сказуемого.

Example

How many books *did you read* on holiday? – Four. (Past Simple Active)

1. What \_\_\_\_\_ last night.

I stayed in and watched television.

2. What sort of books \_\_\_\_\_ reading?

I like horror stories and science fiction.

3. \_\_\_\_\_ been to America?

Yes, I have. I went there last year. I really enjoyed it.

4. What \_\_\_\_\_ the teacher \_\_\_\_\_?

She is helping Mary with this exercise.

5. \_\_\_\_\_ your father do?

He works in a bank.

6. How long \_\_\_\_\_ it take you to come to school?

It takes me about twenty minutes. I come by bus.

7. What \_\_\_\_\_ doing next weekend?

I don't know. I haven't got any plans yet.

8. \_\_\_\_\_ you \_\_\_\_\_ a CD player at home?

No, just a tape recorder.

**Упражнение 4.** Составьте вопросы к данным предложениям так, чтобы подчеркнутое слово/ словосочетание было ответом на ваш вопрос. В какой видо-временной форме стоит сказуемое в вашем вопросе?

1. He left for Moscow.

2. These houses were built last year.

3. Exporting brings foreign currency into the country, so governments encourage export trade by giving assistance and incentives to exporters.

4. He will be invited to take part in the conference.

5. The bicycle is being repaired now.

6. She will be sent for at once.

7. The experiment was being watched by many students.

8. This picture is always looked at.

9. He can help you after classes.

**Упражнение 5.** Прочитайте текст, поставьте глагол в скобках в форму **Present Simple**, **Past Simple** или **Present Continuous** действительного залога.

Manuel Gonzalez 1) \_\_\_\_\_ (*come*) from Spain. He usually 2) \_\_\_\_\_ (*live*) in Madrid and 3) \_\_\_\_\_ (*work*) as a journalist for a Spanish newspaper, but two years ago he 4) \_\_\_\_\_ (*decide*) to take a year off work to live in different countries in Europe and write a book about Europeans. He 5) \_\_\_\_\_ (*spend*) the first two months in Scandinavia and then 6) \_\_\_\_\_ (*move*) to Germany for a month. At present he 7) \_\_\_\_\_



(stay) in Paris, where he 8) \_\_\_\_\_ (rent) a flat for five weeks. Four years ago he 9) \_\_\_\_\_ (write) a best-selling travel guide to Spain and now he 10) \_\_\_\_\_ (work) hard to have the same success with his book about Europeans.

**Упражнение 6.** Прочитайте текст, выберите форму **Present Perfect** или **Past Simple**. Объясните ваш выбор.

I 1) knew/ have known Teresa for ages, almost since we 2) were/ have been born. We 3) met/ have met at the same nursery school when we 4) were/ have been only four years old and we 5) were/ have been friends since then. We 6) went/ have been to the same primary school, we 7) were/ have been in the same class at the secondary school, and now we are at the same university.

At least we don't study the same subjects. She's doing Geography and I 8) chose/ have chosen History. But I've always wanted to be a teacher and yesterday Teresa 9) told/ has told me that she wants to do the same thing.

We 10) were/ have been together for a long time and we 11) shared/ have shared a lot of great experiences – maybe teaching together will be next.

**Упражнение 7.** Заполните пропуски в тексте подходящим по смыслу глаголом. Определите форму сказуемого.

<i>has created</i>	<i>has been doing</i>	<i>builds</i>	<i>can order</i>
<i>has built</i>	<i>repairs</i>	<i>was founded</i>	<i>has included</i>

**Kongo Gumi**

The oldest company in the world is a Japanese company called Kongo Gumi that 1) \_\_\_\_\_ in 578. Kongo Gumi 2) \_\_\_\_\_ and 3) \_\_\_\_\_ temples and it 4) \_\_\_\_\_ this for more than 1,400 years. For its 21st-century customers it 5) \_\_\_\_\_ a website and 6) \_\_\_\_\_ on its home page photos of the different styles of temples it 7) \_\_\_\_\_ and which customers 8) \_\_\_\_\_ today.

<i>grew</i>	<i>was</i>	<i>has been producing</i>	<i>has made</i>	<i>made</i>
<i>wanted</i>	<i>cost</i>	<i>has been extending</i>	<i>has established</i>	

**Kodak**

Kodak 9) \_\_\_\_\_ cameras since 1888. Its founder, the American George Eastman, 10) \_\_\_\_\_ to make photography available to the greatest number of people at the lowest cost. His business 11) \_\_\_\_\_ rapidly in the early years and large-scale production 12) \_\_\_\_\_ this possible. In 1990 the first Brownie camera 13) \_\_\_\_\_ only \$1 and there 14) \_\_\_\_\_ a huge expansion in the market. In the last 100 years Kodak 15) \_\_\_\_\_ its operation worldwide and 16) \_\_\_\_\_ manufacturing facilities in Canada, Mexico, Brazil, the UK, France, and Australia. This growth 17) \_\_\_\_\_ Kodak one the 25 largest companies in the United States.

**Упражнение 8.** Прочитайте текст о британской газете *The Times*. Поставьте глагол в скобках в соответствующую видо-временную форму действительного или страдательного залога.

***The Times, symbol of tradition and establishment***

THE TIMES is one of Britain's oldest and most influential newspapers. It 1)\_\_\_\_\_ (begin) its life in 1785. It 2)\_\_\_\_\_ (start) by John Walter. In those days it 3)\_\_\_\_\_ (cost) two and a half old pennies.

In the nineteenth century, *The Times* 4)\_\_\_\_\_ (develop) a reputation for accurate reporting and independent editorial views. Now it 5)\_\_\_\_\_ (sell) over 650,000 copies a day. It 6)\_\_\_\_\_ (publish) in London, along with its sister newspaper, *The Sunday Times*, which 7)\_\_\_\_\_ (have) at least ten sections and takes all week to read!

'*The Times* 8)\_\_\_\_\_ (have) an excellent reputation for over 200 years', said its editor, who 9)\_\_\_\_\_ (work) for the paper since 1980, 'and now we 10)\_\_\_\_\_ (try) our best to continue that tradition in order to produce a newspaper for the twenty-first century.'

**Упражнение 9. А.** Определите, какую видо-временную форму нужно употребить в данных предложениях. Подберите соответствующую форму глагола из данных ниже. **Б.** Переведите предложения.

1. а) Я учусь в университете.

б) Я учусь в университете уже несколько месяцев.

а) study

б) am studying

с) have studied

д) have been studying

2. а) В прошлом году в это время я сдавал вступительные экзамены.

б) В прошлом году я сдавал вступительные экзамены.

в) Я уже сдал вступительные экзамены.

д) Я сдал вступительные экзамены до того, как поехал в Москву.

а) took

б) have taken

с) had taken

д) was taking

3. а) Завтра мы будем сдавать экзамен по математике.

б) Завтра с 9 до 12 мы будем сдавать экзамен по математике.

в) Я сдам экзамен к 12 часам.

а) shall be taking

б) shall have taken

с) shall have been taking

д) shall take

4. а) Статья была переведена вчера.

б) Статью сейчас переводят.

в) Статью уже перевели, когда звенел звонок.

г) Статью переведут завтра.

- д) Статью переведут к вечеру.  
 е) Статью уже перевели.
- |                        |                              |
|------------------------|------------------------------|
| а) is translated       | е) was being translated      |
| б) is being translated | ф) had been translated       |
| в) has been translated | г) will be translated        |
| д) was translated      | х) will have been translated |

**Упражнение 10.** Переведите предложения, обращая внимание на различные функции глаголов **to be, to have, to do**, укажите функцию глагола.

1. I was to prepare the report.
2. It was difficult to write the report.
3. I was writing till late at night.
4. We had an exam yesterday.
5. We had to learn a lot.
6. We had finished only by 12 o'clock.
7. What did you do yesterday? – I did nothing.
8. Computer technologies change our world. So do nanotechnologies.
9. Have you ever traveled by air?
10. Smiles is the longest word in the English language because there is a mile between two s.
11. I'll have to come to the Institute at eight o'clock tomorrow.
12. Automation is being increasingly used in all branches of industry.
13. I don't believe you've studied this material.
14. He has much more free time than I have.
15. He has been shown her photo.
16. He is to go to the Far East on business.

**Упражнение 11.** Переведите предложения, обращая внимание на слова, образованные по способу конверсии (образование одной части речи от основы другой без изменения основной формы). Определите, к какой части речи относится выделенное слово.

1. I haven't received an **answer** to my letter/
2. She didn't **answer** my last letter.
3. There is no need to **heat** the substance.
4. I'm suffering from the **heat**.
5. The region is **cut** into two parts by the river.
6. There was a deep **cut** on his hand.
7. He wants to **pilot** modern airplanes.
8. He wants to become a **pilot**.
9. Please write down your name and **address** on a postcard.
10. When she spoke, she **addressed** him in English, but with a heavy French accent.

**Упражнение 12.** Переведите словосочетания, найдите в словосочетании главное слово.

- |                   |                               |
|-------------------|-------------------------------|
| 1) land transport | 2) land transport improvement |
|-------------------|-------------------------------|

- 3) traffic speed
- 4) traffic speed increase
- 5) railway bridge
- 6) railway bridge reconstruction
- 7) steam engine
- 8) steam engine invention
- 9) car speed
- 10) car speed calculation
- 11) car speed calculation problem

## II. VOCABULARY

**Упражнение 13.** Выучите слова по теме «**Science and Technology**». Составьте предложения с этими словами.

age [eɪdʒ]	век; период, эпоха
computer age	
access [ˈækses]	доступ
accessible [əkˈsesəbl]	
capacity [kəˈpæsəti]	способность, возможность
century [ˈsentʃəri]	столетие; век
the 21 <sup>st</sup> century	
change [tʃeɪndʒ]	менять, изменять; заменять, сменять
disease [diˈzi:z]	болезнь
device [diˈvaɪs]	устройство; механизм; аппарат, прибор
durable [ˈdʒʊərəbl]	1) надёжный, прочный 2) долговечный
enable [iˈneɪbl]	делать возможным
engine [ˈendʒɪn]	машина, двигатель; мотор
steam engine	
increase [ɪnˈkri:s]	возрастать, расти; увеличивать(ся); усиливать(ся)
invent [ɪnˈvent]	изобретать, создавать
inventor	
invention	
knowledge [ˈnɒlɪdʒ]	знание
link [lɪŋk]	соединять, связывать
machinery [məˈʃɪ:nəri]	машинное оборудование; машины
measure [ˈmeʒə]	1) мера; единица измерения; 2) мера, мероприятие
preventive measures	
notion [ˈnəʊʃən]	идея, представление, понятие
quick [kwɪk]	быстрый, скорый
quickly	
to quicken	
power [ˈpaʊə]	I 1) сила; мощь; 2) энергия II приводить в действие или движение
powerful	
produce [prəˈdʒu:s]	производить, выпускать; изготавливать
production [prəˈdʌkʃən]	
replace [rɪˈpleɪs]	заменять, замещать
science [ˈsaɪəns]	наука
materials science	
scientific [ˌsaɪənˈtɪfɪk]	

society [sə`saɪəti]	общество
supplement [˙sʌplɪmənt]	дополнять
technology [tek`nɒlədʒi]	технология
technological [,teknə`lɒdʒɪkəl]	
treat [tri:t]	лечить

**Упражнение 14.** Прочитайте определение и скажите, о ком (о чем) идет речь:

- the study of the nature and behaviour of natural things and the knowledge that we obtain about them;
- methods, systems, and devices which are the result of scientific knowledge being used for practical purposes;
- a person who invented a particular process or device or who invents things as an occupation;
- the people who live in a country or region, their organizations, and their way of life;
- a system for transmitting messages from a distance along a wire;
- a system for transmitting voices over a distance using wire or radio, by converting acoustic vibrations to electrical signals;
- a thing made or adapted for a particular purpose, esp. a piece of mechanical or electronic equipment.

**Упражнение 15.** Подберите соответствующее прилагательное к определению.

		<i>outdated</i>	
	<i>advanced</i>		<i>intermediate</i>
<i>wireless</i>			<i>information</i>
<i>primitive</i>		<b>TECHNOLOGY</b>	<i>proven</i>
<i>untried</i>			<i>modern</i>
	<i>sophisticated</i>	<i>digital</i>	
		<i>manufacturing</i>	

- that is more complex than others (2)
- that is not up-to-date (2)
- that is up-to-date
- that is neither high or low
- collectively to mean the computer and telecommunications industries
- used in computers and telecommunications
- that is known to work
- that has not been shown to work
- that does not rely on wires and cables
- that is used in making things industrially

**Упражнение 16.** Переведите группы однокоренных слов, обращая внимание на словообразовательные суффиксы различных частей речи.

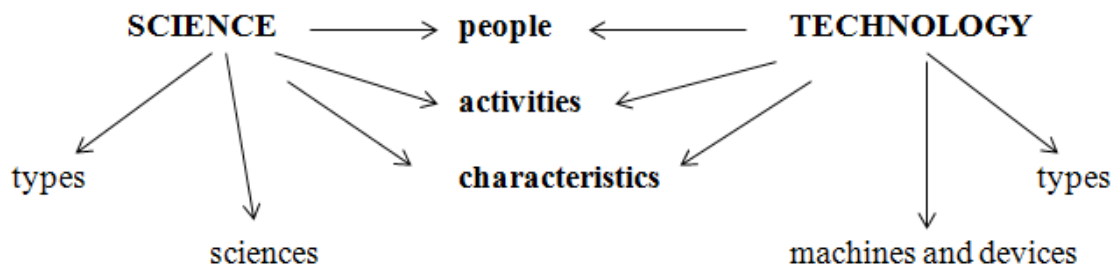
- a) Technology, technological, , technologist, high-technology (high-tech, hi-tech), low-technology (low-tech);
- b) Invent, invention, inventor, inventive, inventiveness;
- c) Innovate, innovation, innovator, innovative;
- d) Mechanic, mechanics, mechanism, mechanization, mechanical, mechanically, mechanize, mechanized.

**Упражнение 17.** Образуйте с помощью указанных суффиксов однокоренные слова от данных ниже. Используйте один и тот же способ для всех слов в строке. Переведите их.

-tion	-al/ -ic/ -ical	-ible/ -able
-ment	-ful	-ly
-or/ -er	-less	

- 1) develop, treat, entertain;
- 2) communicate, limit, invent, accumulate;
- 3) work, invent, program, operate, design;
- 4) industry, technology, science;
- 5) power, use, help;
- 6) access, treat, read;
- 7) quick, fundamental, increasing, effective.

**Упражнение 18.** Распределите известные вам слова по группам:



### III. READING

**Упражнение 19.** Прочитайте и переведите текст, обращая внимание на слова выделенные курсивом.

#### SCIENCE AND TECHNOLOGY IN MODERN SOCIETY

About 200 years ago the *pace of technological change* in western society began to quicken. Wind, water, and animal power, with their limitations of place and capacity, were supplemented and then replaced by the steam engine, which went on to *power the factories* of the industrial revolution. The railroad made it possible to move things and people quickly over great distances. The telegraph and, later, the telephone carried communications across the countryside. Electric lighting supplanted\* the dim glow of candles, kerosene, and gas lights.

By the beginning of the twentieth century, the notion of progress was closely linked with technological development, and that linkage intensified in the following decades. The automobile and the airplane changed not only travel but the nature of our cities and towns. Radio and then television brought more of the outside world

into everyone's homes. Knowledge about *the causes of diseases* brought new treatments and preventive measures. Computers appeared, and soon the transistor made them smaller, more powerful, more accessible, and cheaper.

Today, the system by which research and development leads to new products is fundamentally different than it was in the nineteenth century. To the role of the individual inventor has been added *the power of organized scientific research and technological innovation*. Organized research and development, which are increasingly international in character, have greatly increased the production of new knowledge. Deeper understanding of living organisms is leading toward cures of diseases once thought untreatable. Basic insights in materials science enable the development of structures that are lighter, stronger, and more durable than anything available before. The computer and novel modes of communication, such as optical fibers, bring new, interactive modes of work and more capable machinery. These new devices and new ways of working, in turn, speed the growth and dissemination of new knowledge.

The accumulation of scientific knowledge and new technologies has transformed human life. Technologies have helped provide many - though far from all - people with standards of warmth, cleanliness, nutrition, medical care, transportation, and entertainment far beyond those of even the wealthy two centuries ago. They have also presented us with difficult questions about how to use science and technology most effectively to meet human needs.

The *rapid rate of material progress* can continue, but it is *not inevitable*. The extent to which the products of science and technology are useful depends on the needs of society. Science and technology have had a major impact on society, and their impact is still growing. By drastically changing our *means of communication*, the way we work, our housing, clothes, and food, our methods of transportation, and, indeed, even the length and quality of life itself, science has generated changes in the moral values and basic philosophies of mankind.

<https://www.nap.edu>

\* supplant [sə'plɑ:nt] = replace

**Упражнение 20.** Соотнесите английское словосочетание и его эквивалент на русском языке.

- |  |   |
|--|---|
| 1) the pace of technological change            | a) значительно превосходящий...               |
| 2) to increase the production of new knowledge | b) обеспечивать людей чем-либо                |
| 3) to provide people with                      | c) считаться неизлечимым                      |
| 4) far beyond                                  | d) темп технологических изменений             |
| 5) to be thought untreatable                   | e) повышать разработку новых знаний           |
| 6) to speed the growth of new knowledge        | f) удовлетворять потребности                  |
| 7) to meet needs                               | g) создавать изменения                        |
| 8) to have a major impact on                   | h) мощь организованного научного исследования |
| 9) to generate changes in                      | i) ускорять рост нового знания                |



- 10) power of organized scientific research      j) лечение и профилактические мероприятия
- 11) treatments and preventive measures      k) оказывать большое влияние на

**Упражнение 21.** Прочитайте текст и заполните таблицу технологическими достижениями, связанными с данным периодом.

19 <sup>th</sup> century	20 <sup>th</sup> century

**Упражнение 22.** Выпишите из текста в тезисной форме, какие изменения технический прогресс принес в нашу жизнь.

*Example:*

- *increased production of new knowledge*
- ...

**Упражнение 23.** Прочитайте текст еще раз и дополните данные ниже предложения.

1. The steam engine replaced ....
2. First the ..., and then the ... and the ... made it possible to move things and people quickly over great distances.
3. In the nineteenth century, most inventions were made by ....
4. The production of new knowledge increased due to ....
5. Cures of diseases once thought untreatable is now possible due to ...
6. Technological development created new notion of ..., including entertainment.
7. Science and technology have drastically changed ....

#### IV. SPEAKING

**Упражнение 24.** Задайте вопрос так, чтобы пропущенное в предложении было ответом на ваш вопрос. Используйте вопрос в скобках.

*Example:* Technology refers to .... (What ... to?)

- What does technology refer to?

1. Throughout human history, men and women have invented tools, machines, materials and techniques .... (What ... for?)
2. When we speak of technology today, we mean .... (What?)
3. Industrial technology began about 200 years ago with .... (What ... with?)
4. Technology has created .... (What?)
5. Thomas Edison built on ... in his invention of the first practical system of electrical lighting. (What ... on?)

**Упражнение 25. А.** Подберите ответ к вопросам из упражнения 24.

- a) the early experiments of Faraday and Henry.
- b) to make their lives easier.
- c) the development of power-driven machines, growth of the factory system, and mass production of goods.

- d) industrial technology.
- e) the basis for our modern society.

**Б.** Дайте ваш ответ на поставленные вопросы. Выскажите свою точку зрения, используя данные ниже фразы:

I think/ believe/ consider ...

In my opinion/ view ...

I'm of the opinion that ...

To my mind ...

**Упражнение 26.** Выразите согласие или несогласие с данными ниже утверждениями, используя соответствующие фразы.

**Согласие**

It is true.

That's right.

I *quite* agree (with you).

I *fully* agree (with you).

I *certainly* agree (with you).

**Частичное несогласие**

That is partly true.

You are *not quite* right.

It is *not entirely* true.

I *can't fully* agree with you/it.

*Maybe* you are right.

**Полное несогласие**

I don't think so.

I can't agree with you/ it.

You're mistaken.

You are wrong.

I totally disagree.

1. Scientific and technological developments have drastically changed life on our planet.
2. Science and technology are not closely related.
3. Modern technologies depend on the application of scientific knowledge and principles.
4. Technology provides science with new and more accurate instruments for its investigation and research.
5. In the 20<sup>th</sup> century scientists made revolutionary discoveries in astronomy and physics.
6. Increased dependency on modern tools like calculators and spell checkers has reduced our creativity and intelligence.
7. Pure science is of no importance now.
8. Modern technologies make communication easier but destroy face-to-face communication.
9. Technologies steal our time.

**Упражнение 27.** Выскажите свою точку зрения о роли науки и техники в нашей жизни.

## V. WRITING

**Упражнение 28. А.** Познакомьтесь со структурой эссе, предложенной ниже. Переведите данные ниже фразы. **Б.** Напишите эссе на тему «What technology can't people live without?», используя предложенные вам фразы.

**Структура эссе:**

1. **Введение:** обозначьте тему, проблему, выскажите свое мнение

In my opinion, ... / From my point of view, ... / As far as I am concerned, ...

As for me ...  
I believe that.../ It seems to me that...  
I am in favour of... / I am against the idea of...  
According to...  
Some people say that...  
It is said/believed that...  
There is no doubt that...  
It cannot be denied that...  
It goes without saying that...  
We must admit that...

2. **Основная часть** – раскройте тему, приведите доводы, аргументы.

***Представление аргументов:***

The main argument against/in favour is...  
First of all ...  
The first thing I would like to consider is...  
To begin with, .../ To start with, ...  
Despite the fact that.../ In spite of the fact that...  
On the one hand, ... /On the other hand, ...  
Besides,.../ In addition,...  
What is more, .../ Moreover, .../ More than that, ...  
Finally, ...  
However, ... / ..., though  
...although...  
Nevertheless,...

***Логические связки:***

as / since  
for this reason  
therefore/ that is why  
because  
because of /as a result of /owing to /due to/ as a consequence of

***Примеры:***

For example  
For instance  
Such as  
Like

3. **Заключение** – общий вывод по теме

To sum up, ...  
To conclude, I would argue that...  
On this basis, I can conclude that...  
In conclusion, I would like to stress that...  
All in all, I believe that...

## **КОНТРОЛЬНЫЕ РАБОТЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ**

При выполнении контрольных работ рекомендуется ознакомиться с методическими рекомендациями и грамматическим справочником, расположенными в конце пособия, а также рекомендуемыми учебными пособиями.

### **Выполнение и оформление контрольных работ**

Контрольные задания в данном пособии даются в трех вариантах. Необходимо выполнить нужный вариант, указанный преподавателем.

Контрольная работа может быть набрана на компьютере (формат А4) или выполняется от руки разборчивым почерком. На обложке должен быть титульный лист утвержденного образца со всеми данными (см. Приложение).

Выполнять задания нужно в той последовательности, в какой они даны в настоящем пособии, оставляя широкие поля. Задания должны выполняться точно в соответствии с формулировкой. Если контрольная работа выполнена не по своему варианту, не в соответствии с указаниями или не полностью, а также неразборчивым почерком, она возвращается слушателю без проверки.

Перед выполнением контрольной работы необходимо усвоить лексико-грамматический материал соответствующих модулей (Контрольная №1 – модуль 1-2, Контрольная №2 – модуль 3-4) и познакомиться с методическими рекомендациями по изучению курса (см. Приложение).

Работа должна быть сдана в установленный срок. Студенты заочного отделения должны сдать работу не позднее, чем за две недели до начала сессии.

### **Исправление работы на основе рецензии**

По получении проверенной рецензентом контрольной работы внимательно прочитайте рецензию, ознакомьтесь с замечаниями рецензента и проанализируйте отмеченные в работе ошибки. Повторите не вполне усвоенный вами учебный материал. Все предложения, в которых были обнаружены орфографические и грамматические ошибки или неточности, перепишите начисто в исправленном виде в конце контрольной работы под заголовком «Работа над ошибками».

### **Перечень учебной литературы, рекомендованной для самостоятельной работы обучающихся по дисциплине**

- Чайникова Г.Р. English Grammar: учебно-методическое пособие по грамматике английского языка всех специальностей очной и очно-заочной формы обучения. – Пермь: БФ ПНИПУ, 2010. – 157 с.
- Английский язык для инженеров: Учеб./ Т.Ю. Полякова, Е.В. Синявская [и др.] – М., Высш.шк., 2007. – 463 с.
- Радовель В.А. Английский язык для технических вузов: учебное пособие. - Москва: ИТК "Дашков и К"; Ростов н/Д: Наука Спектр, 2010. – 444 с.

## КОНТРОЛЬНАЯ РАБОТА №1

Для того чтобы правильно выполнить контрольную работу №1, необходимо усвоить следующие разделы английского языка по рекомендованному учебнику:

1. **Артикли**, их значение и употребление, отсутствие артикля.
2. **Имя существительное**. Образование множественного числа. Притяжательный падеж существительного. Выражение падежных отношений с помощью предлогов. Существительное в функции определения и его перевод на русский язык. Существительные исчисляемые и неисчисляемые.
3. **Имя прилагательное**. **Степени сравнения** имен прилагательных. Сравнительные конструкции типа as...as..., not so...as..., much more interesting, twice large as..., the more...the less.
4. **Наречия**. Наречия неопределенного времени (usually, sometimes, etc.) и их место в предложении. Наречия many / much, a lot of; a little / a few, some, little / few и их употребление.
5. **Глагол**. Форма настоящего (**Present**), прошедшего (**Past**) и будущего (**Future**) времен группы **Indefinite/Simple** действительного и страдательного залога изъявительного наклонения. Спряжение глаголов **to be, to have в Present, Past, Future Indefinite**. Речевой оборот **there is/are** во временах Present, Past, Future Indefinite.
6. Способы **перевода страдательных конструкций** на русский язык. Инфинитив страдательного залога после модальных глаголов. Страдательный залог непереходных глаголов (глаголов, требующих после себя косвенное или предложное дополнение).
7. Простое распространенное предложение. Прямой порядок слов **повествовательного** предложения, обратный порядок слов **вопросительного** предложения. Пять типов вопросительных предложений: общий вопрос, специальный, альтернативный, разделительный, вопрос к подлежащему. Структура **отрицательного** предложения.
8. **Придаточные обстоятельственные предложения времени и условия**. Выражение будущего времени в придаточных предложениях времени и условия.

### ВАРИАНТ 1

**Задание 1.** Употребите в данных предложениях артикль (определенный, неопределенный, нулевой). Переведите предложения.

1. Yesterday I found \_\_\_ wallet in the street.
2. Look out of \_\_\_ window! What is going on outside?
3. \_\_\_ water is necessary for our life.
4. Who is \_\_\_ journalist among you?
5. \_\_\_ Europe and \_\_\_ Asia make one continent.
6. \_\_\_ United Kingdom includes \_\_\_ Great Britain and \_\_\_ Northern Ireland.

**Задание 2.** Употребите существительное, данное в скобках, во множественном числе. Переведите предложения.

1. What do you need these \_\_\_\_\_ (box) for?
2. \_\_\_\_\_ (child) are flowers of life.
3. We study different interesting \_\_\_\_\_ (phenomenon) at \_\_\_\_\_ (lecture) on physics.

**Задание 3.** Перепишите следующие предложения и переведите их на русский язык. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием -s, и какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Simple;
  - б) признаком множественного числа имени существительного;
  - в) показателем притяжательного падежа имени существительного.
1. The teacher points at the blackboard when he wants to explain something.
  2. Computers and lasers are widely used at plants and factories.
  3. Great changes in people's lives and work were brought about by the scientific and technological progress.
  4. The electronic industry produces several types of minicomputers.

**Задание 4.** Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. The Americans say that in the USA the buildings are taller, the cigars are longer, the cars are bigger and the girls are prettier than anywhere in the world.
2. If you make half-hour breaks while getting ready for your exams your brain will work much more efficiently.
3. The sooner you take your medicine the better you will feel.
4. This room is not so comfortable as that one on the first floor.

**Задание 5.** Употребите прилагательное в скобках в правильной форме. Переведите предложения.

1. The traffic is \_\_\_\_\_ (heavy) downtown than on this road, especially during rush hours.
2. Tim is not at all talkative; he always keeps his thoughts to himself. He is \_\_\_\_\_ (reserved) guy I've ever met.
3. The problem was \_\_\_\_\_ (serious) than we expected.
4. Henry is not \_\_\_\_\_ (tall) as his elder brother Bob.
5. I earn \_\_\_\_\_ (little) money than he does.

**Задание 6.** Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. It was difficult to translate the text without a dictionary.
2. They had no lectures last week.

3. During the course of study our students will carry out their practical work in well-equipped laboratories.
4. At higher schools specialization generally begins in the third year.
5. What questions were you asked?
6. If Martin does not win, it will be the end of his sport career.
7. Some students will be permitted to take exams in December.
8. When did you begin to read this book?
9. He is always listened to with great attention.

**Задание 7.** Употребите глагол в скобках в правильной видо-временной форме. Обратите внимание на порядок слов в вопросе и отрицании. Переведите предложения.

1. Mrs. Clay usually finishes her work at half past three, but she \_\_\_\_\_ (to finish) it later yesterday afternoon.
2. \_\_\_\_\_ (Jane Smith / to speak) \_\_\_\_\_ English?
3. They can't go out because they \_\_\_\_\_ (not / to have) \_\_\_\_\_ rain-coats and umbrellas.
4. \_\_\_\_\_ (Diana / to come) \_\_\_\_\_ to the party tomorrow?
5. If I \_\_\_\_\_ (to see) him tomorrow, I \_\_\_\_\_ (to speak) to him.
6. It's generally agreed that new industries \_\_\_\_\_ (to need) for the southern part of the country.
7. A famous architect \_\_\_\_\_ (to build) the bridge in the last century.
8. This diagram \_\_\_\_\_ (to demonstrate) the results of the research.
9. How many people in the world \_\_\_\_\_ Chinese \_\_\_\_\_ (to speak) by?
10. The train \_\_\_\_\_ (not / usually / to leave) from platform 7.

**Задание 8.** Письменно переведите текст на русский язык.

### **THE UNITED STATES OF AMERICA**

The United States of America, commonly called the United States or simply America, is a federal republic comprising 50 states and the District of Columbia. The total area is 9.4 mln. sq. km. The United States today hold the leading position in the world. The USA is situated in the southern part of North America and is washed by the Atlantic ocean in the east and the Pacific ocean in the west. The Atlantic Ocean is of great importance to the USA for its sea communications with Europe, Africa and South America. The largest ports are on the Atlantic Coast.

The Americans are really a nation of nations, and the USA is the country where all principal languages are spoken. The United States of America is a federation of states which was established by the Constitution in 1787. Each state has its own government and its own capital city. The Federal Government is divided into three branches: legislative, executive and judicial, and these three branches are represented respectively by Congress, the President and the Supreme Court. In other words, all legislative powers are vested in a Congress of the United States, which consists of a Senate and House of Representatives. The executive power is vested in a President, who holds office for 4 years.

The USA has large reserves of all the more widely used minerals except tin. The country produces enough of some minerals to meet all its own needs and to ship to other countries as well. The American West occupies 40 per cent of US territory and has 17 per cent of the population, produces 14 per cent of crude oil, and 10 per cent of natural gas. It ranks first in the production of uranium, nickel, copper and molybdenum ores. Half of working population of the USA is employed in the sphere of industry and half in services. Dining halls, cafeterias, restaurants and other units offer daily 160 mln dishes or 20 per cent of all the food produced in the USA. Agriculture is one of the most important fields of economy tightly bound with industry, trade and the services within the framework of the agro-industrial complex.

At present the Union comprises 50 states administratively united by the Federal Government in Washington. Its only industry is a government. As the nation's capital and a seat of the Federal Government, it is the heart of the country.

**Задание 9.** Выпишите из текста 20-25 слов по теме текста и выучите их к зачету.

Слово	Транскрипция	Перевод
1. be situated	[bi: `sitjueitid]	быть расположенным

**Задание 10.** Ответьте развернуто на вопросы по содержанию текста.

1. What form of government does the USA have?
2. How is power divided in the US government?
3. What is the most of working population in the USA engaged in?

**Задание 11.** Письменно переведите текст на русский язык.

### **OXFORD UNIVERSITY**

The University of Oxford may be said to date from 1214, when the first charter was granted by the Pope, but long before this date there had existed in the town a number of religious communities and these were the real beginning of the University.

First there were only about 60 chapels and a student was living and studying at one of these chapels learning theology, logic and rhetoric. Oxford University of today is a federation of 48 colleges, each largely independent.

The governing body of Oxford University is the congregation of 1500 men – the assembly of all the members of the colleges. The colleges admit students, organize programs, students' work and residence, laboratories, libraries and term examinations and confer degrees. Forty colleges of 48 admit only men, two colleges are mixed and six colleges are only for women.

A person studying for a degree at a British University is called a graduate. B.A. or B.Sc. stands for Bachelor of Arts or of Science, the first degree given after a period of 3-4 years of specialized study at a University. M.A. or M. Sc. denotes Master of Arts, or of Science, a higher degree, usually conferred after a year's post-graduate study.

Social changes have certainly transformed Oxford considerably. Some of the traditions have gone in the past. However in spite of all these changes Oxford has not lost its distinctive character.



**Задание 12.** Закончите предложения по содержанию текста.

1. Oxford University dates back to ...
2. At its beginning students studied ... at university.
3. Now the University consists of ...
4. Most colleges admit ...
5. After 4 years of study students get ...
6. A postgraduate degree which students can get after the first degree is ...

## ВАРИАНТ 2

**Задание 1.** Употребите в данных предложениях артикль (определенный, неопределенный, нулевой). Переведите предложения.

1. What is \_\_\_ longest river in the world?
2. \_\_\_ apple a day keeps the doctor away. (Proverb)
3. We usually have \_\_\_ dinner at 6 pm.
4. What is \_\_\_ first month of the year?
5. Christmas is celebrated on \_\_\_ 25<sup>th</sup> of \_\_\_ January.
6. To travel from \_\_\_ Europe to \_\_\_ America we have to cross \_\_\_ Atlantic.

**Задание 2.** Употребите существительное, данное в скобках, во множественном числе. Переведите предложения.

1. Higher education in Russia is provided by different \_\_\_ (type) of higher educational \_\_\_ (institution).
2. I clean my \_\_\_ (tooth) twice a day.
3. Those were the happiest days of our \_\_\_ (life).

**Задание 3.** Перепишите следующие предложения и переведите их на русский язык. Определите по грамматическим признакам, какой частью речи являются слова, оформленные окончанием –s, и какую функцию это окончание выполняет, т.е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Simple;
  - б) признаком множественного числа имени существительного;
  - в) показателем притяжательного падежа имени существительного.
1. He spends all his money on books.
  2. Our professor's book on strength of materials is well-known and popular.
  3. The important feature of our education is that it combines theory with practical training.
  4. Before Faraday's inventions the only source of electricity was the galvanic battery.

**Задание 4.** Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. You should practice more often if you want to improve your language.
2. This exercise is easier than the next one.

3. The most environmentally-friendly way of solving traffic problems is to use more widely public transportation.
4. The more attention you pay to your children's education, the better results they achieve.

**Задание 5.** Употребите прилагательное в скобках в правильной форме. Переведите предложения.

1. I have never liked studying Chemistry; it is \_\_\_\_\_ (interesting) subject for me.
2. This room is not so \_\_\_\_\_ (comfortable) as that one on the first floor.
3. I met my \_\_\_\_\_ (good) friend yesterday.
4. This is the \_\_\_\_\_ (old) theatre in London.
5. I do not get up as \_\_\_\_\_ (early) on Sunday as on weekdays.

**Задание 6.** Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. Tomorrow our teacher will give us a new task.
2. The generation of electric power increases every year.
3. Students watched the process with great attention.
4. As you know secondary education in our country is compulsory and free of charge.
5. This program will be broadcasted again tomorrow night.
6. I noticed a number of improvements done in this town since I last was there.
7. If I see the manager tomorrow, I shall remind him of that important point.
8. Many new and very interesting projects were planned for orbital stations.
9. The child was looked for everywhere.

**Задание 7.** Употребите глагол в скобках в правильной видо-временной форме. Обратите внимание на порядок слов в вопросе и отрицании. Переведите предложения.

1. Everybody in our family \_\_\_\_\_ (to help) Mummy about the house. Dad \_\_\_\_\_ (to walk) the dog, I \_\_\_\_\_ (to water) the flowers, and my brothers \_\_\_\_\_ (to clean) the rooms.
2. Every day I help my Mom about the house, but last week I was very busy with my exam. So I \_\_\_\_\_ (not / to help) \_\_\_\_\_ her much.
3. \_\_\_\_\_ (I / to answer) \_\_\_\_\_ the question? – Yes, please.
4. What \_\_\_\_\_ (to be) the weather like yesterday?
5. If the weather \_\_\_\_\_ (to be) good at the weekend, we \_\_\_\_\_ (to go) to the country.
6. I \_\_\_\_\_ (to need) the knowledge of English for my future job.
7. Who \_\_\_\_\_ (to build) the Pyramids?
8. \_\_\_\_\_ (cheese / to make) \_\_\_\_\_ from milk?
9. The decision \_\_\_\_\_ (not / to take) \_\_\_\_\_ until the next meeting.
10. Mr. Wilson \_\_\_\_\_ (to teach) us English.

**Задание 8.** Письменно переведите текст на русский язык.

### **GREAT BRITAIN**

The official name of the country is the United Kingdom of Great Britain and Northern Ireland. The total area is about 121 600 square miles. The largest islands are Great Britain (England, Scotland and Wales) and Ireland (Northern Ireland and the Irish Republic). Britain is separated from the continent by the English Channel which in its narrowest part is only 33 km wide. Britain has a generally mild and temperate climate. All over the world Britain was notorious for its fogs. The smoke-fogs of the big towns usually in winter time were exceedingly unpleasant, unhealthy and dangerous to movement, but now the situation is much better.

The United Kingdom is a monarchy. The Monarchy is the most ancient secular institution in the United Kingdom. Queen Elisabeth II is a descendant of the Saxon king, Egbert. She acts only on the advice of her ministers. She reigns, but she does not rule. The Crown is the second biggest landowner in Britain. The Queen is the third richest woman in the world. Parliament is the supreme legislative authority in the United Kingdom. It consists of the House of Lords and the House of Commons. They are constituted on different principles, do different work in different places and meet only on occasions of symbolic significance such as the coronation and the opening of Parliament.

English people tend to be rather conservative - a little more so, perhaps, than most others. The conservative attitude consists of an acceptance of things which are familiar, and an important aspect of it is an inclination to be suspicious of anything that is strange or foreign. Conservatism on a national scale may be illustrated by reference to the public attitude to the monarchy. Apart from conservatism on a grand scale England is full of small-scale conservatisms: methods of cooking, the business of heating houses in which most English people remain strongly attached to the open fire.

England is highly industrialized and was the country in which the earliest developments of modern industry took place. Many of the great inventions which were the foundation of modern industrial processes are made by Englishmen or Scotsmen. The original basis of British industry was coal mining. Nearly all English people live in towns, big or small.

**Задание 9.** Выпишите из текста 20-25 слов по теме текста и выучите их к зачету.

<b>Слово</b>	<b>Транскрипция</b>	<b>Перевод</b>
2. be situated	[bi: `sitʃueitid]	быть расположенным

**Задание 10.** Ответьте развернуто на вопросы по содержанию текста.

1. What parts does the United Kingdom of Great Britain and Northern Ireland consist of?
2. Who is the head of state in Britain?
3. What is one of the most famous features of the English people? What can illustrate it?

**Задание 11.** Письменно переведите текст на русский язык.

## HARVARD UNIVERSITY

Founded in 1636, Harvard University is one of the oldest and most prestigious universities in the United States. From its classrooms have emerged six American presidents - from John Adams to John F. Kennedy - and an impressive group of statesmen, business leaders, and literary figures. Its campus in Cambridge, Massachusetts, just across the Charles River from Boston provides a rich architectural mix that includes the ivy-covered brick of Puritan New England and the concrete and glass of contemporary design.

Today, the university includes Harvard and Radcliff undergraduate colleges, 10 professional schools, the Graduate School of Arts and Sciences and an extension school. There are some 1,600 students from every state and 45 foreign countries in it; tuition is about \$12,000 a year, and 70% of those attending receive financial aid.

The university library system is the largest in the world; it contains more than 10 million volumes and subscribes to 100,000 periodicals. There are three notable Art Museums which house works from ancient Egyptian to contemporary American. There is also a botanical Museum, 40 acres of fields, an experimental forest located in New England, a center for a study of the Italian Renaissance in Italy, and a center for Byzantine studies in Washington, D. C.

**Задание 12.** Закончите предложения по содержанию текста.

1. Harvard University dates back to ...
2. Now it is ... in the United States.
3. Many ... graduated from this university.
4. At present the university comprises ...
5. Harvard University is famous for its ... which ...
6. The university has also ...

## ВАРИАНТ 3

**Задание 1.** Употребите в данных предложениях артикль (определенный, неопределенный, нулевой). Переведите предложения.

1. I love \_\_\_ oranges.
2. There is a red pen on the table. Give me \_\_\_\_\_ pen.
3. \_\_\_\_\_ Rome was not built in \_\_\_\_\_ day.
4. Don't tell \_\_\_\_\_ lie! I can't stand it any more!
5. \_\_\_\_\_ English language is the world's language in politics, science and trade.
6. \_\_\_\_\_ Volga flows into \_\_\_\_\_ Caspian Sea.

**Задание 2.** Употребите существительное, данное в скобках, во множественном числе. Переведите предложения.

1. 50 \_\_\_\_\_ (ton) of oil leaked out of the tanker into the sea.
2. \_\_\_\_\_ (mouse) in our house are so annoying. We definitely need a cat.
3. We need additional \_\_\_\_\_ (datum) for our research.

**Задание 3.** Перепишите предложения и переведите их на русский язык. Определите по грамматическим признакам, какой частью речи являются слова,

оформленные окончанием –s, и какую функцию это окончание выполняет, т. е. служит ли оно:

- а) показателем 3-го лица единственного числа глагола в Present Simple;
- б) признаком множественного числа имени существительного;
- в) показателем притяжательного падежа имени существительного.

1. It became clear that television had a great influence on people's life.
2. She promises to give me this novel for a couple of days as soon as she reads it.
3. Mathematics, strength of materials, mechanics, elements of machines as well as engineering physics are studied at technological institutes.
4. Usually a lab assistant shows the equipment to the students.

**Задание 4.** Перепишите следующие предложения, содержащие разные формы сравнения, и переведите их на русский язык.

1. Buses require fewer parking lots, make less noise and use less road space per passenger than private cars.
2. The more effective is the technology, the quicker is the development of this country.
3. If you want to find your way around the city more easily you should buy the map of it.
4. She is not as easy to get on with as her sister.

**Задание 5.** Употребите прилагательное в скобках в правильной форме. Переведите предложения.

1. I don't know much but he knows even \_\_\_\_\_ (little) than I do.
2. I can't walk very fast. You are younger; you can walk \_\_\_\_\_ (fast).
3. Baseball is \_\_\_\_\_ (popular) summer sport in America.
4. Is English \_\_\_\_\_ (difficult) for you than physics?
5. The situation is \_\_\_\_\_ (bad) than I thought.

**Задание 6.** Перепишите следующие предложения, определите в них видо-временные формы глаголов и укажите их инфинитив; переведите предложения на русский язык.

1. The use of the new equipment made it possible to minimize the number of workers.
2. Computers control nearly everything we do in the modern life.
3. We used dictionaries when we wrote a test last Monday.
4. I shall never forget this romantic story.
5. Considerable damage was caused by the fire.
6. We shall finish the work tomorrow.
7. A new highway will be built between Germany and the Netherlands.
8. What do you usually do at the weekend?
9. The article is much spoken about.

**Задание 7.** Употребите глагол в скобках в правильной видо-временной форме. Обратите внимание на порядок слов в вопросе и отрицании. Переведите предложения.

1. It's late. I think I \_\_\_\_\_ (to take) a taxi.
2. I \_\_\_\_\_ (not /to understand) \_\_\_\_\_ that man when he asked me because I \_\_\_\_\_ (not / to speak) \_\_\_\_\_ English.
3. When \_\_\_\_\_ (you / to write) \_\_\_\_\_ to your parents last time?
4. We \_\_\_\_\_ (to be) late if we \_\_\_\_\_ (to leave) now.
5. There \_\_\_\_\_ (to be) some interesting reports at the next conference.
6. How many people in the world \_\_\_\_\_ (to speak) English as a mother tongue?
7. They \_\_\_\_\_ (to look for) the child everywhere but couldn't find him.
8. Over 57 million students \_\_\_\_\_ (to enroll) in American schools which range from kindergartens to high schools every year.
9. \_\_\_\_\_ (you / to see) \_\_\_\_\_ anybody after lunch?
10. Mary \_\_\_\_\_ (not / to be) \_\_\_\_\_ late for the lesson.

**Задание 8.** Письменно переведите текст на русский язык.

### **LIVING IN CANADA TODAY**

Canada is a good example of the way peoples of different ways of life and different languages can live side-by-side under one government. The Canadian government is more British in style than American, except that it is a federal government.

Parliament is divided into two parts, the Senate and the House of Commons. Voters in each province (Canada is divided into 10 provinces and 2 territories) choose candidates from different political parties. The party that wins the most seats in the House of Commons chooses the Prime Minister, who heads Canada's government. Senators are not elected, they are appointed by the Prime Minister.

Canada now belongs to the Commonwealth of Nations (nations which once belonged to the British Empire). Queen Elizabeth II is still the Queen of Canada. But ties with Great Britain are not so strong as they were.

Canada is unique in the Americas because it gained its Independence without fight. They celebrate it on July the 1<sup>st</sup> with fireworks and picnics. But most of Canadians do not mind that there are still some ties to the British Queen. Many like to continue old customs and still give honor to the Queen of England.

More than half of all people in Canada live in Southern Quebec and Ontario. Quebec is Canada's oldest province and it's largest. This province was settled by the French, and the people still follow French customs. The heart of French Quebec is its capital, Quebec city. In many ways the lower part of the city, with its narrow streets, old churches, and little houses built close together in long rows, resembles the cities of France.

Quebec is the largest province in size. Ontario is the largest in population. Some call it nation's heartland, as it is Canada's demographic and economic center and is a major force in national politics. It is Canada's most industrialized province, producing half of the nation's manufactured goods.

Ottawa, the capital of Canada, is the political and administrative center of the nation. Most national cultural institutions, including museums, archives, the National Gallery, and the National Art Center are in the city.

**Задание 9.** Выпишите из текста 20-25 слов по теме текста и выучите их к зачету.

Слово	Транскрипция	Перевод
3. be situated	[bi: `sitjueitid]	быть расположенным

**Задание 10.** Ответьте развернуто на вопросы по содержанию текста.

1. What does Canada consist of?
2. Who is officially head of state in Canada?
3. What language is spoken in Quebec? Why?

**Задание 11.** Письменно переведите текст на русский язык.

### THE UNIVERSITY OF LONDON

The University of London was created to conduct the examination and to grant degrees upon the students from any institution situated anywhere in the British Empire.

Up until 1900 the University of London was only an examining and degree-awarding body, but in that year an Act of Parliament permitted to provide lecture rooms, museums, laboratories, work shops, etc. for both teaching and research. Today the University of London is a federation of colleges, each largely independent. It is the largest university in the United Kingdom by total number of enrolled students (internal and external), with over 52,000 distance learning students in external mode and 161,270 campus-based internal students, making largest university by number of full-time students in the United Kingdom. There are four faculties of Theology, thirteen of Arts, thirty-one of Medicine, ten of Science, etc.

The University of London grants degrees to all who satisfy its examinations, with the exceptions of engineering and medical degrees (for which the study at an approved institution is required). The London external degree has been of great importance in the development of the university system.

Many of the new independent universities were at first university colleges (i.e. university institutions which could not award their own degrees) and for them the University of London became the degree-awarding body. The London external degree is very important to students in technical colleges and some teacher-training colleges, as well as for private students working on their own, away from educational centers.

The development of new qualifications (e.g. the new Diploma in Technology) and increasing enrollment in regular university courses have made the external degree less important.

**Задание 12.** Закончите предложения по содержанию текста.

1. From 1836 to 1900 the University of London could only ...
2. The University of London was the degree-awarding body for university institutions which ...

3. Since 1990 the university has been providing both ... and ...
4. The university consists of ...
5. At present, the University of London is ...
6. The university provides both ... and distance-learning courses.

### КОНТРОЛЬНАЯ РАБОТА №2

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

1. **Местоимения.** Личные местоимения в именительном и объектном падеже. Притяжательные местоимения в зависимой и абсолютной форме. Указательные местоимения **this - these, that - those**. Неопределенные местоимения **some, any** и отрицательное местоимение **no**. Производные от **some, any, no, every**.
2. **Предлог.** Предлоги места и времени.
3. Модальные глаголы **must, can, may** и их эквиваленты **have to, be to, should, ought to, be able to, be allowed to**.
4. **Система времен в английском языке.** Употребление времен **Present Continuous, Present Perfect**.
5. **Функции глаголов to be, to have, to do.**
6. **Типы вопросов** (повторение).

### ВАРИАНТ 1

**Задание 1.** Перепишите и письменно переведите на русский язык следующие предложения, обращая особое внимание на перевод местоимений. Подчеркните местоимение в английском предложении и его перевод.

1. Take this apple and give it to your sister.
2. Paul had a wash and dried himself with a towel.
3. We didn't have any time to discuss his new invention.
4. There is no bread at home. Could you buy some.
5. You should take any bus that goes from here towards the railway station and get off at the third stop.
6. Some students have come, the rest are still taking their exams.
7. It was in Moscow where I met Ann.

**Задание 2.** Перепишите предложения, употребите соответствующее местоимение (личное, притяжательное, возвратное, указательное или неопределенное). Переведите предложения.

1. Where is the cooler? – You are standing next to \_\_\_\_\_ .
2. Mary and Jim visit \_\_\_\_\_ parents very often.
3. Let's send these flowers to \_\_\_\_\_. I'm sure, she will be pleased.
4. Jack always helps \_\_\_\_\_ wife to look after \_\_\_\_\_ children.
5. They didn't allow me to pay for them; they paid for \_\_\_\_\_ .
6. Do you see \_\_\_\_\_ house in the distance? It is my grandma's place.
7. There are \_\_\_\_\_ old houses in our street.
8. There are \_\_\_\_\_ mistakes in your dictation, it is good.



9. Is there \_\_\_\_\_ interesting in the program of the concert? – No, there is \_\_\_\_\_.
10. She didn't ask \_\_\_\_\_ to help her. She did everything by herself.

**Задание 3.** Перепишите предложения, употребите, где необходимо, подходящий по смыслу предлог. Переведите предложения.

1. I like to go skiing \_\_\_\_\_ winter.
2. The plane arrives \_\_\_\_\_ 19.25.
3. Alice goes to the swimming pool \_\_\_\_\_ every Saturday.
4. There's somebody \_\_\_\_\_ the door.
5. I'll give you the money I owe you \_\_\_\_\_ the end of the month.
6. She lived in that house \_\_\_\_\_ 2005 \_\_\_\_\_ 2008.

**Задание 4.** Перепишите предложения, употребите глагол **to be** в нужной форме **Simple**. Переведите предложения.

1. My sister \_\_\_\_\_ twenty years old.
2. \_\_\_\_\_ he a doctor? – No, he \_\_\_\_\_
3. \_\_\_\_\_ she at the university yesterday?
4. There \_\_\_\_\_ thirty days in April.
5. \_\_\_\_\_ his brother \_\_\_\_\_ a third-year student next year?
6. \_\_\_\_\_ there a TV-set in the room?
7. Where \_\_\_\_\_ you on holiday last year?
8. \_\_\_\_\_ you a student? – No, I \_\_\_\_\_. I \_\_\_\_\_ an engineer.
9. Their city \_\_\_\_\_ very old.
10. My friend \_\_\_\_\_ in England last year.

**Задание 5.** Перепишите предложения, употребите глагол **to have** в нужной форме **Simple**. Переведите предложения.

1. I \_\_\_\_\_ a good dictionary.
2. She \_\_\_\_\_ some English classes next week.
3. How many brothers \_\_\_\_\_ he \_\_\_\_\_
4. She \_\_\_\_\_ not \_\_\_\_\_ any brothers or sisters.
5. We \_\_\_\_\_ an interesting lecture yesterday.
6. \_\_\_\_\_ you \_\_\_\_\_ a meeting after classes? – Yes, we \_\_\_\_\_.
7. \_\_\_\_\_ you \_\_\_\_\_ a good time last weekend? – Yes, we \_\_\_\_\_.
8. I \_\_\_\_\_ no watch.
9. How many exams \_\_\_\_\_ you \_\_\_\_\_ next term?
10. We \_\_\_\_\_ not \_\_\_\_\_ any classes yesterday.

**Задание 6.** Перепишите предложения, подчеркните сказуемое, определите видо-временную форму глагола, укажите форму инфинитива. Переведите предложения.

*Пример:*

*I'm writing a test now. (Present Continuous Active, to write)*

*Я пишу сейчас тест.*

1. His working day lasts eight hours.

2. Yesterday I got up at seven o'clock.
3. They have been to the concert this week.
4. If the weather is fine, we'll go for a walk.
5. They will meet us at the station.
6. He was reading a book at this time yesterday.
7. Did you enjoy the film?
8. He is laughed at.
9. They had finished the experiment by last Friday.
10. She will have translated the text by two o'clock tomorrow.

**Задание 7.** Перепишите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. He can drive a car well.
2. You will be allowed to stay here for some time.
3. If you want to know English well, you must study hard.
4. Will you be able to come earlier to help me?
5. I had to repeat the grammar rules.
6. May I take your dictionary?
7. You should see the doctor.
8. We were able to complete the experiment in time.
9. Could you repeat your question, please.
10. They were allowed to continue their research.

**Задание 8.** Перепишите предложения, употребите подходящий по смыслу модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. \_\_\_\_\_ you wait a moment, please?
2. You \_\_\_\_\_ go to the dentist if you have toothache.
3. You (not) \_\_\_\_\_ to eat and drink in the classroom.
4. John \_\_\_\_\_ run very fast when he was younger.
5. Must I come tomorrow? – No, you \_\_\_\_\_ .

**Задание 9.** Составьте вопросы к данным предложениям таким образом, чтобы подчеркнутое слово/словосочетание было ответом на ваш вопрос. Вопрос переведите.

1. The report will be ready tomorrow.
2. She has given me an English book.
3. He said he had not been there.
4. The work must be finished in time.
5. He will be invited to take part in the conference.

**Задание 10.** Перепишите предложения. Переведите предложения на русский язык, обращая внимание на функцию глаголов **to be, to have, to do**.

1. I am to leave for London soon.
2. We were taught to use the lab equipment.

3. He is good at mathematics and does it whenever he has a chance.
4. The car has brought mobility to millions of people, but at the same time polluted the atmosphere.
5. If you want to rent a car, you have to have a driving licence.

**Задание 11.** Прочитайте и письменно переведите текст.

### **EFFICIENCY IN ENGINEERING OPERATIONS**

1. To solve an engineering problem means to find a proper solution having taken into account the user's needs and conflicting requirements of the production process. Efficiency costs money, safety adds complexity, performance increases weight. An engineering solution is to be the optimum based on many factors: it should be the cheapest for a given performance, the most reliable for a given weight, the simplest for a given safety or the most efficient for a given cost. In other words engineering means performance optimization.

2. The rate of efficiency is calculated according to "output divided by input" formula: one should secure a maximum output for a given input or to secure a given output for a minimum input. Efficiency is achieved by using efficient methods, devices, and personnel organizations. The efficiency ratio may be expressed in terms of energy, materials, money, time or men.

The processing of new antibiotics in the test-tube stage belongs to the field of biochemistry science. One of the main engineering problems is to start the efficient process of their manufacturing but the need for efficiency brings about the introduction of complicated engineering operations.

The efficiency factor also helps to differentiate ceramic engineering from the work of the potter, textile engineering from weaving, and agricultural engineering from farming.

3. Since output is input minus losses, the engineer must keep losses and wastes to a minimum having developed methods for waste products to be properly utilized. Losses due to friction can occur in any machine or system. Efficient functioning depends on a good design, lubrication facilities and careful attention to operating difficulties.

4. The raw materials engineers have to work with are not often found in useful forms. Engineering is required to conceive, design and convert energy of a mountain stream into the powerful torque of an electric motor. Similarly, many engineering operations are required to change the seashore sands into precise lenses to observe the microscopic amoeba in a drop of water. In a certain sense, the successful engineer is a person who is able to improve things.

**Задание 12.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. Efficiency, among other ways, is achieved through using corresponding personnel organization.
2. Conflicting requirements of the production process should be taken into consideration when solving an engineering problem.
3. Raw materials are often found in the forms engineers have to work with.
4. Losses due to heating can occur in any system.

**Задание 13.** Переведите предложения. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

1. A successful engineer must be able to avoid unnecessary losses of energy and materials.
2. An engineering solution is to be based on many factors: cost, reliability, safety and others.

**Задание 14.** Ответьте на вопрос:

What is the definition of efficiency in engineering ?

**Задание 15.** Определите основную идею текста, ваш ответ переведите.

1. The efficiency factor helps to differentiate engineering from farming.
2. Any performance optimization is the goal of engineering.
3. The successful engineer is a person who is able to use raw materials.
4. The processing of new antibiotics belongs to the field of biochemistry.

## ВАРИАНТ 2

**Задание 1.** Перепишите и письменно переведите на русский язык следующие предложения, обращая особое внимание на перевод местоимений. Подчеркните местоимение в английском предложении и его перевод.

1. These sweets are very tasty. Could you give them to me?
2. History repeats itself.
3. There are no students in the library.
4. Some institutes of technology are reorganized into universities.
5. Do you need any books to prepare for your report?
6. People no longer think of radio and television as something fantastic.
7. It was them who broke the window.

**Задание 2.** Перепишите предложения, употребите соответствующее местоимение (личное, притяжательное, возвратное, указательное или неопределенное). Переведите предложения.

1. In what direction do you usually travel? – Western Europe. Join \_\_\_\_\_ .
2. Look at my new watch. Do you like \_\_\_\_\_ ?
3. Speaking about your new watch, \_\_\_\_\_ price is higher than \_\_\_\_\_ quality.
4. Alice never goes to the hairdresser; she cuts her hair \_\_\_\_\_ .
5. I have never seen that man before. Have you seen .....?
6. What is your attitude to \_\_\_\_\_ phenomena, shown in that TV program?
7. Are there \_\_\_\_\_ English books in your library?

8. I don't know \_\_\_\_\_ about your town. Can you tell me \_\_\_\_\_ about it.
9. There is \_\_\_\_\_ tea in the cup, the cup is empty.
10. Can anybody answer this question? – The question is too difficult. \_\_\_\_\_ can answer it.

**Задание 3.** Перепишите предложения, употребите, где необходимо, подходящий по смыслу предлог. Переведите предложения.

1. Michael was born \_\_\_\_\_ 1982.
2. I have my gym class \_\_\_\_\_ Wednesdays.
3. There were a lot of people \_\_\_\_\_ the party.
4. Mr Smith's office is \_\_\_\_\_ the second floor.
5. Let's go \_\_\_\_\_ the cinema.
6. \_\_\_\_\_ next week I'll go to Moscow.

**Задание 4.** Перепишите предложения, употребите глагол **to be** в нужной форме **Simple**. Переведите предложения.

1. \_\_\_\_\_ their \_\_\_\_\_ anything interesting on TV tonight?.
2. My father \_\_\_\_\_ a locomotive driver.
3. We \_\_\_\_\_ engineers after graduating from the University.
4. My friends \_\_\_\_\_ always glad to see me.
5. \_\_\_\_\_ his mother an architect?
6. They \_\_\_\_\_ in Moscow last month.
7. There \_\_\_\_\_ some pictures on the wall.
8. \_\_\_\_\_ there a monument in the centre of the town in 1995?
9. \_\_\_\_\_ she \_\_\_\_\_ at university at 9 tomorrow? – Yes, she \_\_\_\_\_.
10. \_\_\_\_\_ you a first-year student? – Yes, I \_\_\_\_\_.

**Задание 5.** Перепишите предложения, употребите глагол **to have** в нужной форме **Simple**. Переведите предложения.

1. We \_\_\_\_\_ a lot of free time.
2. \_\_\_\_\_ you \_\_\_\_\_ an English textbook?
3. They \_\_\_\_\_ two lectures yesterday.
4. How many lectures \_\_\_\_\_ you \_\_\_\_\_ tomorrow?
5. She \_\_\_\_\_ only two exams in January.
6. We \_\_\_\_\_ two English classes today.
7. My friend \_\_\_\_\_ a comfortable flat soon.
8. They \_\_\_\_\_ no classes on Monday.
9. \_\_\_\_\_ your sister \_\_\_\_\_ a large family. – Yes, she \_\_\_\_\_.
10. \_\_\_\_\_ you \_\_\_\_\_ a good time last weekend? – Yes, we \_\_\_\_\_.

**Задание 6.** Перепишите предложения, подчеркните сказуемое, определите видо-временную форму глагола, укажите форму инфинитива. Переведите предложения.

*Пример:*

*I'm writing a test now. (Present Continuous Active, to write)*

*Я пишу сейчас тест.*

1. My friend goes to the library every Friday.
2. What is your mother doing now? – She is cooking dinner.
3. She did not watch TV yesterday.
4. What will you prepare for breakfast tomorrow?
5. When we returned home, our mother was sleeping.
6. I have never been to the Hermitage.
7. They had passed all the exams by the 20<sup>th</sup> of January.
8. Some students will be permitted to take exams in December.
9. By the time he come, we will have finished our work.
10. He does not play the piano, he plays the guitar.

**Задание 7.** Перепишите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. You may take my English book.
2. We were able to finish the work in time.
3. They had to wait for the dean.
4. You must see this film: it is more interesting than the one shown yesterday.
5. We are allowed to go home.
6. He will be free tomorrow and he will be able to help you.
7. If you borrow money from the bank you have to pay interest.
8. It is quite clear to everybody in his family that he should start getting ready for his examinations.
9. Not long ago chemists developed new materials that could withstand high temperatures.
10. You don't have to pay for children.

**Задание 8.** Перепишите предложения, употребите подходящий по смыслу модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. She can't help you now but \_\_\_\_\_ help you tomorrow.
2. The policeman told the woman: 'You \_\_\_\_\_ not worry. Everything will be OK'.
3. I'll \_\_\_\_\_ to work hard to pass this exam.
4. \_\_\_\_\_ I look some words up in the dictionary?
5. You feel bad, you \_\_\_\_\_ see a doctor.

**Задание 9.** Составьте вопросы к данным предложениям таким образом, чтобы подчеркнутое слово/ словосочетание было ответом на ваш вопрос. Вопрос переведите.

1. The work can be done in three days.
2. He had finished all his work yesterday by eight o'clock.
3. He told us a very interesting story.
4. The article will be translated at the lesson.
5. Moscow is visited by many tourists.

**Задание 10.** Перепишите предложения. Переведите предложения на русский язык, обращая внимание на функцию глаголов **to be, to have, to do**.

1. The study of theory is accompanied by practical training.
2. I had to get up early yesterday.
3. They were to arrive at seven o'clock.
4. She has just passed her History exam.
5. Our company is doing well now.

**Задание 11.** Прочитайте и письменно переведите текст.

### NET ORIGIN

1. In the 1960s, researchers began experimenting with linking computers. They wanted to see if computers in different locations could be linked using a new technology known as packet switching. This technology, in which data meant for another location is broken up into little pieces, each with its own “forwarding address” had the promise of letting several users share just one communications line. Their goal was not the creation of today’s international computer-using community, but the development of a data network that could survive a nuclear attack.

2. Previous computer networking efforts had required a line between each computer on the network, sort of like a one-track train route. The packet system allowed to create data highway. Each packet was given the computer equivalent of a map and a time stamp, so that it could be sent to the right destination, where it would then be reassembled into a message the computer or a human could use.

This system allowed computers to share data and researchers to exchange electronic mail, or e-mail. In itself, e-mail was something of a revolution, offering the ability to send detailed letters at the speed of a phone call.

3. As this system grew, some college students developed a way to use it to conduct online conferences. These started as science-oriented discussions, but they soon branched out into virtually every other field, as people recognized the power of being able to “talk” to hundreds, or even thousands, of people around the country.

4. In the 1980s, this network of networks, which became known as the Internet, expanded at a phenomenal rate. Hundreds, then thousands of colleges, research companies and government agencies began to connect their computers to this worldwide Net. Some companies unwilling to pay the high costs of the Internet access (or unable to meet strict government regulations for access) learned how to link their own systems to Internet, even if “only” for e-mail and conferences. Some of these systems began offering access to the public. Now anybody with a computer and modem, persistence and a small amount of money could tap into the world.

**Задание 12.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. Students can reach library resources through the Internet.

2. E-mailing gave people the opportunity to send letters at the speed of a phone call.
3. Some college students began experimenting with linking computers in the 1960s.
4. A packet switching technology was designed to create a computer-using community.

**Задание 13.** Переведите предложения. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

1. Highway systems created, worldwide Net could be expanded at a phenomenal rate.
2. Some systems of public access to Internet are not too expensive for their users.

**Задание 14.** Ответьте на вопрос:

What is the main advantage of the packet system?

**Задание 15.** Определите основную идею текста, ваш ответ переведите.

1. The main advantage of this system is in the fact that it helped to create many-track data route.
2. The main advantage of this system is in the fact that it supports the development of new projects.
3. The main advantage of this system is in the fact that it serves as a means of surviving nuclear attacks.
4. The main advantage of this system is in the fact that it doesn't allow numerous users to share a communication line.

### ВАРИАНТ 3

**Задание 1.** Перепишите и письменно переведите на русский язык следующие предложения, обращая особое внимание на перевод местоимений. Подчеркните местоимение в английском предложении и его перевод.

1. This news is rather frustrating.
2. If we believe in ourselves, we can accomplish our goals.
3. This is an article that deals with some environmental problems.
4. Are there any pictures in your book?
5. There are no people in the park because it is cold.
6. By means of satellites we can communicate with any country of the world.
7. It was M. Lomonosov who founded Moscow University.

**Задание 2.** Перепишите предложения, употребите соответствующее местоимение (личное, притяжательное, возвратное, указательное или неопределенное). Переведите предложения.

1. They have a house in the country. On holiday I'm going to stay in \_\_\_\_\_ house.
2. They seem to be good guys. What do you have against \_\_\_\_\_ ?
3. If the news is bad, I don't want hear \_\_\_\_\_ right now.
4. The company has offices in many places, but \_\_\_\_\_ head office is in New York.
5. I am not angry with you. I am angry with \_\_\_\_\_ .
6. I don't like this piece of cake. Give me \_\_\_\_\_ one, please.
7. Are there \_\_\_\_\_ pictures in your book? – Yes, there are \_\_\_\_\_.



8. Give me \_\_\_\_\_ interesting to read, please.
9. Where is the book? – It is on the table. – No, there is \_\_\_\_\_ there.
10. Do you know \_\_\_\_\_ in this group?

**Задание 3.** Перепишите предложения, употребите, где необходимо, подходящий по смыслу предлог. Переведите предложения.

1. Moira's birthday is \_\_\_\_\_ September 24.
2. I got up \_\_\_\_\_ 6am this morning.
3. Are you doing anything special \_\_\_\_\_ the weekend?
4. He usually leaves home \_\_\_\_\_ the morning and comes back late \_\_\_\_\_ night.
5. \_\_\_\_\_ last summer we spent our holiday in France.
6. He returned \_\_\_\_\_ Moscow yesterday.

**Задание 4.** Перепишите предложения, употребите глагол **to be** в нужной форме **Simple**. Переведите предложения.

1. His parents \_\_\_\_\_ pensioners.
2. I \_\_\_\_\_ an engineer, and my sister \_\_\_\_\_ a doctor.
3. There \_\_\_\_\_ many trees in our yard.
4. \_\_\_\_\_ there a sports centre in your town? – Yes, there \_\_\_\_\_.
5. My brother \_\_\_\_\_ a student two years ago.
6. They \_\_\_\_\_ out of town last Sunday.
7. \_\_\_\_\_ you a teacher or a doctor?
8. \_\_\_\_\_ you \_\_\_\_\_ here next weekend? – Yes, I \_\_\_\_\_.
9. I \_\_\_\_\_ busy tomorrow.
10. \_\_\_\_\_ you at the exhibition yesterday? – No, I \_\_\_\_\_.

**Задание 5.** Перепишите предложения, употребите глагол **to have** в нужной форме **Simple**. Переведите предложения.

1. He \_\_\_\_\_ a good library at home.
2. \_\_\_\_\_ your university \_\_\_\_\_ a gym?
3. You \_\_\_\_\_ two English classes next week.
4. They \_\_\_\_\_ wonderful flowers in their garden last summer.
5. I \_\_\_\_\_ a terrible headache.
6. He \_\_\_\_\_ a new car next month.
7. I \_\_\_\_\_ not \_\_\_\_\_ a holiday in summer. I worked.
8. \_\_\_\_\_ you \_\_\_\_\_ dinner with me next Friday?
9. \_\_\_\_\_ he \_\_\_\_\_ any brothers or sisters? – No, he \_\_\_\_\_.
10. \_\_\_\_\_ you \_\_\_\_\_ a lot of work to do today? – Yes, I \_\_\_\_\_.

**Задание 6.** Перепишите предложения, подчеркните сказуемое, определите видо-временную форму глагола, укажите форму инфинитива. Переведите предложения.

*Пример:*

*I'm writing a test now. (Present Continuous Active, to write)*

*Я пишу сейчас тест.*

1. We were translating the article when he came.
2. As a rule I go to the library every week.
3. We have just got this letter.
4. She will have done her work by four o'clock.
5. He is sitting in the armchair and watching TV.
6. I have already cooked dinner.
7. The doctor was sent for.
8. My car will have been repaired by Thursday.
9. If the weather is cold, we will put on our coats.
10. The new exhibition of this artist is being visited actively.

**Задание 7.** Перепишите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. Fire may be started by rubbing together two sticks of wood.
2. If you are traveling by air, you mustn't carry anything in your luggage that could be used as a weapon, such as a knife or a pair of scissors.
3. Jack has already cleaned his bicycle so he won't have to do it tomorrow.
4. Before Newton no one could explain why the planets moved around the Sun.
5. They will be able to train much on Sundays.
6. We had to go there by bus.
7. Are you allowed to go home a little earlier?
8. He must be in his office now.
9. We were able to do this work by ourselves, it was easy.
10. We are to discuss this issue at the meeting.

**Задание 8.** Перепишите предложения, употребите подходящий по смыслу модальный глагол или его эквивалент. Переведите предложения на русский язык.

1. How many languages \_\_\_\_\_ you speak?
2. David is well. He \_\_\_\_\_ (not) take this medicine.
3. I \_\_\_\_\_ pass my last examination well because I was well-prepared.
4. Drivers \_\_\_\_\_ stop when they see the red light.
5. The manager is out. You will \_\_\_\_\_ come here again.

**Задание 9.** Составьте вопросы к данным предложениям таким образом, чтобы подчеркнутое слово/ словосочетание было ответом на ваш вопрос. Вопрос переведите.

1. The magazine is illustrated with a lot of pictures.
2. Their scientific report will have been published by the end of December.
3. He goes to the gym every Thursday.
4. Our problem must be settled as soon as possible.
5. When I came to this town, this house was being built.

**Задание 10.** Перепишите предложения. Переведите предложения на русский язык, обращая внимание на функцию глаголов **to be, to have, to do**.

1. The work was done perfectly.
2. Measures are being taken to save Lake Baikal.
3. What did you have to do yesterday?
4. They will have to repair their car.
5. I had no time to go there.

**Задание 11.** Прочитайте и письменно переведите текст.

### **AIR POLLUTION**

1. Air pollution is a chemical, physical, or biological agent that modifies the natural characteristics of the atmosphere. The atmosphere is a complex, dynamic natural gaseous system that is essential to support life on planet Earth. Stratospheric ozone depletion due to air pollution has long been recognized as a threat to human health as well as to the Earth's ecosystems. Worldwide air pollution is responsible for large numbers of deaths and cases of respiratory disease. While major stationary sources are often identified with air pollution, the greatest source of emissions is actually made up by mobile sources, mainly the automobiles.

2. The World Health Organization thinks that 4.6 million people die each year from causes directly attributable to air pollution. The health effects can result in increased medication use, increased doctor or emergency room visits, more hospital admissions and premature death. The human health effects of poor air quality are far reaching, but principally affect the body's respiratory system and the cardiovascular system. Individual reactions to air pollutants depend on the type of pollutant a person is exposed to, the degree of exposure, the individual's health status and genetics. People who exercise outdoors, for example, on hot, smoggy days increase their exposure to pollutants in the air.

3. There are many air pollution control technologies and urban planning strategies available to reduce air pollution; however, worldwide costs of addressing the issue are high. Of course, these costs are a small fraction of the economic damage that air pollution will inflict on every nation of earth.

4. Many countries are debating how to reduce dependence on fossil fuels for energy production and shift toward renewable energy technologies or nuclear power plants. Efforts to reduce pollution from mobile sources includes primary regulation, expanding regulation to new sources, increased fuel efficiency, conversion to cleaner fuels, or conversion to electric vehicles with renewable energy sources.

**Задание 12.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. Ozone depletion is one of the outcomes of air pollution.
2. It is estimated that millions of deaths each year are caused by air pollution.
3. To decrease their exposure to pollutants in the air people should exercise outdoors on hot, smoggy days.

4. Industrial development could impact certain species by air pollution.

**Задание 13.** Переведите предложения. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

1. Air pollution causes different health problems and early deaths.
2. Many countries undertake efforts to enhance the usage of non-polluting energy sources.

**Задание 14.** Ответьте на вопрос:

What sources are considered to be major air pollutants?

**Задание 15.** Определите основную идею текста, ваш ответ переведите.

1. Reduction of air pollution from mobile sources is currently discussed in many countries.
2. Air pollution modifies the atmosphere on our planet.
3. Air pollution control technologies are very costly.
4. Air pollution damages life on the Earth.

## ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ ДЛЯ ЧТЕНИЯ

### Текст 1

**Задание 1.** Прочитайте и письменно переведите текст.

#### WHAT IS VOIP?

1. Voice Over Internet Protocol (VoIP) is a new technology that uses broadband Internet and network lines to transmit real-time voice information. This technology has the potential for completely changing the way phone calls are made and making phone companies a thing of the past.

2. To make a phone call on the Internet, several things must happen. On the sending side, analog voice signals are digitized, compressed, divided into packets and transmitted over network lines. On the receiving end, the signals are recombined, uncompressed and converted back into audio. Because the voice signals are digital, they can be transmitted just like any other data packets on a network. VoIP can be relatively inexpensive to implement, although costs rise as the complexity of the system increases.

3. There are currently several problems with this technology. If the computer or network lines fail, then telephone service is interrupted. Though the stability of computer hardware, operating systems and network infrastructure has improved significantly in the last decade, crashes still occur. The "up" time of these systems is still significantly less than with traditional phone systems - which often continue to function even during power outages. Another issue is that tracking the origin of a call is difficult because the signals are transmitted over the Internet. This is especially important to emergency responders to 911 calls. Caller ID service may not function either.

4. Additionally, devices that make calls using phone lines, such as fax machines, cable TV boxes, etc. may not function properly. Law enforcement officials may have difficulty wiretapping phone lines that use VoIP technology. Finally, the quality of VoIP service is lower than that of a traditional phone system. Since the information is transmitted over network lines, VoIP phone calls may break up, hesitate, or cause words to be dropped. All of these issues are being addressed and their significance should be eliminated over time.

**Задание 2.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. With VoIP technology it is easier to track the origin of a call.
2. VoIP technology is a possible threat for telephone companies.
3. VoIP is not a very expensive technology to implement.
4. VoIP technology is especially popular among young people.

**Задание 3.** Переведите предложение. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

The stability of a VoIP call is one of the problems this technology faces. With VoIP technology voice signals are transmitted as data packets.

**Задание 4.** Определите основную идею текста, ваш ответ переведите.

1. VoIP is not a very effective technology.
2. VoIP is rather inexpensive to implement.
3. VoIP is a new and promising technology.
4. Phone companies will soon disappear.

**Задание 5. А.** Ответьте на вопрос по содержанию текста.

What are the problems with VoIP technology?

**Б.** Выскажите свою точку зрения по этому вопросу.

## Текст 2

**Задание 1.** Прочитайте и письменно переведите текст.

### VITAMINS AND PROVITAMINS

1. Vitamin is any of several organic substances that usually are separated into water-soluble and fat-soluble groups. The substances commonly known as vitamins are diverse in chemical structure and function. Originally defined as organic compounds obtainable in a normal diet and capable of maintaining life, vitamins are distinct from carbohydrates, fats, and proteins in function, as well as in the quantities in which organisms require them. If a vitamin is absent from the diet, a specific deficiency disease may develop.

2. The term “vitamin” originated from “vitamine,” a word first used in 1911 to designate a group of compounds considered vital for life; each was thought to have a nitrogen-containing component known as an amine. The final *e* of vitamine was dropped when it was discovered that not all of the vitamins contain nitrogen, and, therefore, not all are amines. The term “accessory food factor” sometimes is used instead of vitamin to refer to these substances.

3. Since they generally cannot be synthesized by an animal and must be obtained from the diet or from some synthetic source, vitamins are called essential nutrients. Vitamin C can be synthesized by some organisms in sufficient amounts so that the dietary requirement is eliminated; vitamin C usually is considered a vitamin, however, because it must be included in the diet of man. Vitamins are distinct from many other compounds, which, although indispensable for proper animal functions, can be synthesized in adequate quantities.

4. A provitamin is similar in structure to a specific vitamin and can be converted to it by a few metabolic reactions. Antivitamins are compounds that prevent the normal function of certain vitamins. Antivitamins may act by binding a vitamin, by destroying a vitamin, or by inhibiting the coenzyme function of a vitamin.

*(Encyclopedia Britannica)*

**Задание 2.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. Vitamin and its provitamin are similar in chemical structure.
2. The term vitamin was originated from the word meaning “important for life”.
3. Vitamin C participates in some enzyme-catalysed reactions.
4. Vitamins are synthesised by a man in sufficient amount.

**Задание 3.** Переведите предложение. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

Vitamins are different in their structures.

Vitamins can be destroyed by some compounds.

**Задание 4.** Определите основную идею текста, ваш ответ переведите.

1. There exist water-soluble and fat-soluble vitamins.
2. Not all vitamins are amines.
3. Being essential for human health vitamins should be obtainable from the diet and other sources.
4. Antivitamins prevent normal functions of vitamins and destroy them.

**Задание 5. А)** Ответьте на вопрос:

Why is vitamin C treated as a vitamin?

**Б)** Выскажите свою точку зрения по вопросу:

Is it necessary to take vitamins?

### Текст 3

**Задание 1.** Прочитайте и письменно переведите текст.

#### **MINERAL DEPOSITS**

1. Scientific discipline concerned with the distribution of mineral deposits, the economic considerations involved in their recovery, and assessment of the reserves available is called economic geology. Economic geology deals with metal ores, fossil fuels, and other materials of commercial value, such as salt, gypsum, and building stone. Minerals that make up the rocks are defined as inorganic substances which occur naturally and have a definite chemical composition and physical properties which vary within known limits.

2. The major properties which are used for identification purposes are: colour; crystal form, where available, although most minerals do not show well-developed crystals; cleavage which is the property of minerals to split along one or more series of parallel planes; specific gravity; hardness which refers to the ability of minerals to scratch or to be scratched; lustre which is described in such terms as metallic, glassy, etc. Of these diagnostic properties, colour is, perhaps, the least useful. Cleavage, on the other hand, is one of the most diagnostically useful mineralogical properties that are repeated throughout the mineral.

**3.** Minerals of use to man can be grouped into two broad categories according to their physical characteristics: metals, such as aluminium, copper, gold, silver, iron, tin, platinum, chromium, nickel, lead, zinc and non-metals such as diamonds, salt, limestone, cement, sulphur, and asbestos. When minerals occur so that they can be worked as a profit they are called ore deposits.

**4.** Economic minerals are those which are of economic importance and include both metallic (ore minerals) and non-metallic, as cryolite and sulphur. The principal reasons for distinguishing non-metallic deposits from metallic are practical ones and include such economic considerations as methods of recovery and uses.

**Задание 2.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

1. Inorganic substances have a definite chemical composition.
2. There are lots of categories in which minerals can be grouped.
3. Economic minerals include both metals and non-metals.
4. Some mineral deposits are considered to be formed by the activity of organisms.

**Задание 3.** Переведите предложение. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая информация:

1. Different diagnostic properties are used to identify minerals.
2. Economic geology is a scientific discipline dealing with commercial materials.

**Задание 4.** Определите основную идею текста, ваш ответ переведите.

1. Cleavage as one of the most useful mineralogical properties.
2. The usage of the deposits for the profit of people.
3. General information about mineral deposits.
4. The difficulty of distinguishing different types of minerals.

**Задание 5. А.** Ответьте на вопрос. Выберите вариант ответа, ответ переведите.  
What is the least useful feature in identification purposes?

1. Luster, which is described in such terms as metallic, glassy etc.
2. Colour, which is used in diagnostic properties as well.
3. Cleavage, which is the property of minerals to split along one or more series of parallel planes.
4. Hardness, which refers to the ability of minerals to scratch or to be scratched.

**Б.** Выскажите свою точку зрения по вопросу:

What mineral deposits are important for the economy of Russia?

#### Текст 4

**Задание 1.** Прочитайте и письменно переведите текст.



## COMPOSITE MATERIALS

1. Among the oldest and newest of structural materials are composite materials. It was discovered many years ago that two or more materials could be used together as one. Later it was proved that such a combination often behaved better than each material alone. Following this principle, clay and straw were combined to make bricks. For centuries composite materials remained virtually untapped. Only then monolithic materials, such as iron, copper were served for needs of an advancing technology. Recently it was a development of technology with coming of reinforced concrete, linoleum, plasterboard and plywood panels.

2. During the 1930`s and 1940`s light-weight honeycomb structures, machine parts made from compressed metal powders and plastic reinforced with glass fibers became commercial realities. These developments marked the beginning of the modern era of composite engineering materials. It was mentioned growing and using composite materials. The consumption of the fiber reinforced plastics, for example, has been increasing at the phenomenal rate of 25 per cent annually. Nevertheless, the emergence of a strict discipline and technology of composite materials is barely 20 years old.

3. There are two major reasons for the current interest in composite materials. The first is the demand for materials that will outperform the traditional monolithic materials. The second and more important in the long run, is that composites offer engineers the opportunity to design totally new materials, with the precise combination of properties needed for a specific task. Although new composites are usually more costly than conventional materials, they can be used more sparingly, because of their superior qualities.

**Задание 2.** Переведите предложения. Определите, являются ли данные утверждения

- a) истинными,
- b) ложными,
- c) в тексте нет информации.

Подтвердите это цитатой из текста.

- 1. Composite materials cannot be used sparingly.
- 2. Light-weight honeycomb structures were invented in the 21st century.
- 3. The combination of materials works better than each of them alone. +
- 4. Composite materials are among the newest of structural materials.

**Задание 3.** Завершите утверждение согласно содержанию текста. Переведите ваш ответ.

Engineers insist on using composite materials despite their high cost because ...

- 1) the interest in composite materials is constantly growing.
- 2) the usage of composite materials is commercially successful.
- 3) they use composite materials in advanced technologies.
- 4) by means of combination they can create new materials with necessary characteristics.

**Задание 4.** Определите основную идею текста, ваш ответ переведите.

1. In spite of their cost composite materials can be used more sparingly because of their advanced characteristics.
2. The development of light-weight honeycomb structures was the beginning of the modern era of composite engineering materials.
3. Composites are in demand in many spheres of industry due to their superior qualities which outperform traditional monolithic materials.
4. Composite materials such as bricks can be considered among the oldest and newest structural materials.

**Задание 5. А.** Ответьте на вопрос. Выберите вариант ответа, ответ переведите.

What are characteristics of composite materials?

**Б.** Выскажите свою точку зрения по вопросу:

Are composite materials environmentally friendly? What materials would you prefer for constructing your house?

# ПРИЛОЖЕНИЕ

## ОБРАЗЕЦ ТИТУЛЬНОГО ЛИСТА

**Министерство образования и науки Российской Федерации  
Федеральное государственное бюджетное образовательное  
учреждение высшего образования**

**«ПЕРМСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
ПОЛИТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

Березниковский филиал  
Кафедра общенаучных дисциплин

Контрольная работа по дисциплине «Иностранный язык»

Контрольная работа №1  
Вариант 1

Выполнил: Иванов Иван Иванович,  
студент группы ТМО-18з  
Проверила: Чайникова Галина Рискатовна,  
доцент кафедры ОНД, канд. пед. наук

Березники, 2018

# МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОЙ РАБОТЕ

## Методические рекомендации по самостоятельной работе над произношением и техникой чтения

При работе над произношением и техникой чтения следует обратить внимание на несоответствие между написанием и произношением слов в английском языке. Это различие объясняется тем, что количество звуков значительно превышает число букв: 26 букв алфавита обозначают 44 звука, поэтому одна и та же буква в разных положениях в словах может читаться как несколько разных звуков.

### Согласные звуки

Согласные буквы обычно имеют один вариант чтения: как согласный звук, соответствующий их алфавитному названию.

Но есть согласные буквы, имеющие два варианта чтения:

Буква	Позиция	Чтение	Примеры
c [si:]	1. Перед e, i, y 2. Перед a, o, u, всеми согласными в конце слова	[s] [k]	receive, vacancy vacant, overcoat, curtain, crime
g [dʒi:]	1. Перед e, i, y 2. Перед a, o, u, всеми согласными в конце слова	[d] [g]	page, magic, gym guard, game, gold, flag
s [es]	1. В начале слова, перед глухими согласными и в конце слова после глухих согласных 2. Между гласными, в конце слов, после гласных и звонких согласных	[s] [z]	history, risk, outskirts prose, ties, icons
x [eks]	1. Перед согласными и в конце слов 2. Перед ударной гласной	[ks] [gz]	text, six exam

### Буквосочетания

ch	[tʃ]	child [tʃaɪld]
tch	[tʃ]	catch [kætʃ]
ck	[k]	clock [klɒk]
sh	[ʃ]	fish [fɪʃ]
th	[θ]	think [θɪŋk]
	[ð]	they [ðei]
ng	[ŋ]	thing [θɪŋ]
nk	[ŋk]	think
qu	[kw]	queen [kwi:n]
ph	[f]	phone [fəʊn]

## Гласные звуки

Гласные буквы имеют четыре типа чтения в зависимости от типа слога:

а) **первый тип чтения гласных (открытый слог):** гласные буквы читаются так, как они называются в алфавите, если их отделяет от следующей гласной буквы одна согласная буква, например, **name** [neim], **nose** [nouz] (кроме буквы “r”, например, **fire** [faɪə], **more** [mɔː]), или если они стоят в конце односложного слова, например, **my** [maɪ].

<b>a</b>	– [ei]	name, take, plane	<b>ai</b>	– [ei]	train, raise
<b>e</b>	– [i:]	be, Pete, eve	<b>ay</b>	– [ei]	day, pay
<b>i / y</b>	– [ai]	time, wife, kite, my, try	<b>ea</b>	– [i:]	seat, speak
<b>o</b>	– [ou]	go, no, open	<b>ee</b>	– [i:]	see, feel
<b>u</b>	– [ju:]	use, tube, duty	<b>ie</b>	– [ai]	lie, die
	[u:]	blue	<b>oa</b>	– [ou]	load, boat
			<b>ui</b>	– [ju:]	suit
			<b>ui, ue</b>	– [u:]	fruit, true (после <i>l, r, j</i> )

<b>able</b>	– [eɪbl]	table, stable, cable
<b>itle</b>	– [aɪtl]	title
<b>ild</b>	– [aɪld]	mild, idle, wild
<b>ind</b>	– [aɪnd]	kind, find, bind

б) **второй тип чтения гласных (закрытый слог):** гласные буквы читаются как краткий звук в словах, оканчивающихся на одну или две согласные буквы, например, **big** [bɪg], **myth** [mɪθ] (кроме буквы “r” - **car** [kɑː], **her** [hɜː]), или если они отделены от последующей гласной двумя согласными буквами, например, **system** [sɪstɪm], **doctor** [dɒktə] (кроме буквы “r”, например, **large** [lɑːdʒ]).

<b>a</b>	– [æ]	cat, map, battle	<b>ea</b>	– [e]	перед <i>d, n, th, sure</i>
<b>e</b>	– [e]	wet, nest, bed			bread, ready, weather,
<b>i / y</b>	– [ɪ]	stick, timber, system			pleasure, measure, meant
<b>o</b>	– [ɒ]	stop, not, got, box			
<b>u</b>	– [ʌ]	cut, bus, run, number			

в) **третий тип чтения гласных:** - гласная+r. Сама буква **r** не читается.

<b>ar</b>	[a:]	<b>arm</b> рука
<b>or</b>	[ɔ:]	<b>form</b> форма, класс
<b>er</b>		<b>term</b> семестр
<b>ir</b>	[ɜ:]	<b>firm</b> фирма
<b>ur</b>		<b>Byrd</b> (фамилия)
<b>ur</b>		<b>fur</b> мех

г) **четвёртый тип чтения гласных:** гласная+ **r** +гласная.

<b>are</b>	[eə]	rare редкий
<b>ere</b>	[ɪə]	here здесь

ore [o:] more *более*  
 ure [juə] pure *чистый*  
 ire [aiə] fire *огонь*  
 yre [aiə] tyre *шина*  
 our [auə] our *наш*

**Исключения:**

are [a:] *мн. число наст. времени от глагола to be*  
 were [wɜ:] *мн. число прош. времени от глагола to be*  
 there [ðeə] *там, туда*  
 where [weə] *где, куда*  
 your [jɔ:] *ваш*  
 four [fo:] *четыре*

Долгота гласного обозначается в транскрипции двумя вертикальными точками [:], например, be [bi:].

Изложенное выше можно представить в виде таблицы.

Сводная таблица

Гласные буквы	Название буквы	Чтение в ударном слове			
		I	II	III	IV
А а	[ei]	[ei]	[æ]	[a:]	[eə]
		game	map lamp	car farm	care
Е е	[i:]	[i:]	[e]	[ɜ:]	[iə]
		me eve	test net	term	here
I i	[ai]	[ai]	[i]	[ɜ:]	[aiə]
		kite	wind	firm	mire
О о	[ou]	[ou]	[ɔ]	[ɔ:]	[ɔ:]
		no cone	on rod	or norm	lore
U u	[ju:]	[(j)u:]	[ʌ]	[ɜ:]	[(j)uə]
		muse flu	hug	hurt	cure
Y y	[wai]	[ai]	[i]	[ɜ:]	[aiə]
		wry style	hymn	myrtle	lyre

## Ударение в словах английского языка

**Главное ударение** в транскрипции обозначается вертикальной чёрточкой сверху перед началом слога ['] – yellow ['jelou], второстепенное ударение обозначается знаком [·], стоящим внизу перед началом слога, на который оно падает: timekeeper ['taim·ki:pə].

**Ударение в двусложных словах** падает, как правило, на первый слог если он не является приставкой system ['sistim]. В противном случае ударение падает на корень слова induct [in'dukt] (вводить, зачислять).

Некоторые английские слова имеют два главных ударения. К ним относятся слова с приставкой, придающие слову новое значение, числительные от 13 до 19: fourteen ['fɔ:ti:n] – четырнадцать. Однако первое ударение исчезает, когда числительному предшествует ударное слово, например, topic sixteen ['tɒpik siks'ti:n], второе ударение исчезает, когда слово следует за числительным, например, the sixteenth topic [ðə 'siks'ti:nθ 'tɒpik].

### Методические рекомендации по самостоятельной работе с лексикой

1. При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради-словаря необходимо выписать из англо-русского словаря лексические единицы в их исходной форме, то есть: имена существительные – в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text - texts; глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола – Past и Past Participle, например: teach – taught – taught, read – read – read и т.д.).

2. Заучивать лексику рекомендуется с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).

3. Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).

4. Для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка. Среди показателей, помогающих определению частей речи, выделяются:

**суффиксы существительных: -er:** writer (писатель); **-ment:** government (правительство); **-ness:** kindness (любезность); **-ion:** connection (связь); **-dom:** freedom (свобода); **-hood:** childhood (детство); **-ship:** leadership (руководство);

**суффиксы прилагательных:** **-ful:** **useful** (полезный); **-less:** **useless** (бесполезный); **-ous:** **famous** (знаменитый); **-al:** **central** (центральный); **-able, -ible:** **eatable** (съедобный), **accessible** (доступный)

**префиксы:** **dis-:** **disarmament** (разоружение); **re-:** **reconstruction** (реконструкция); **un-:** **unhappy** (несчастный); **in-:** **inequality** (неравенство); **im-:** **impossible** (невозможный).

### Методические рекомендации по самостоятельной работе со словарем

1. При поиске слова в словаре необходимо следить за точным совпадением графического оформления искомого и найденного слова, в противном случае перевод будет неправильным (ср. **plague** – бедствие, **plaque** – декоративный диск, тарелка; **beside** – рядом, **besides** – кроме того; **desert** – пустыня, **dessert** – десерт; **personal** – личный, **personnel** – персонал).

2. Многие слова являются многозначными, т.е. имеют несколько значений, поэтому при поиске значения слова в словаре необходимо читать всю словарную статью и выбирать для перевода то значение, которое подходит в контекст предложения (текста).

Сравните предложения:

**а) Red Square is one of the biggest squares in Europe.** («Красная **площадь** – одна из самых больших площадей в Европе»)

**б) You must bring this number to a square.** («Вы должны возвести это число в **квадрат**»)

**в) If you want to get to this supermarket you must pass two squares.** («Если Вы хотите добраться до этого супермаркета, Вам нужно пройти два **квартала**»)

3) При поиске в словаре значения слова в ряде случаев следует принимать во внимание грамматическую функцию слова в предложении, так как некоторые слова выполняют различные грамматические функции и в зависимости от этого переводятся по-разному. Сравните:

**а) The work is done = Работа сделана (work – существительное, выполняет функцию подлежащего);**

**б) They work in a big company = Они работают в большой компании (work – глагол, выполняет функцию сказуемого).**

4) При поиске значения **глагола** в словаре следует иметь в виду, что глаголы указаны в словаре в неопределенной форме (Infinitive) – **sleep, choose, like, bring**, в то время как в предложении (тексте) они функционируют в разных временах, в разных грамматических конструкциях. Алгоритм поиска глагола зависит от его принадлежности к классу правильных или неправильных глаголов. Отличие **правильных глаголов** от **неправильных** заключается в том, что **правильные глаголы** образуют форму **Past Indefinite** и **Past Participle** при помощи прибавления окончания **-ed** к инфинитиву: **to look – looked – looked**.



**Неправильные глаголы образуют Past Indefinite и Past Participle** другими способами:

- путем изменения корневых гласных формы инфинитива:

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
to begin	began	begun
to speak	spoke	spoken

- путём изменения корневых гласных и прибавления окончания к форме инфинитива:

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
to write	wrote	written
to give	gave	given

- путём изменения конечных согласных формы инфинитива:

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
to send	sent	sent
to build	built	built

- у некоторых неправильных глаголов все три формы совпадают:

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
to cut	cut	cut
to put	put	put

- глаголы **to be** и **to go** образуют **Past Indefinite** от другого корня:

<b>Infinitive</b>	<b>Past Indefinite</b>	<b>Past Participle</b>
to be	was/were	been
to go	went	gone

### **Методические рекомендации по самостоятельной работе с грамматическим материалом**

При изучении определенных грамматических явлений английского языка рекомендуется использовать схемы, таблицы из справочников по грамматике и составлять собственные к конкретному материалу, тщательно выполнять устные и письменные упражнения и готовить их к контролю без опоры на письменный вариант, чтобы обеспечить прочное усвоение грамматического материала.

Следует отметить, что английский язык – это язык твёрдого порядка слов в предложении, т. е. каждый член предложения имеет своё определённое место.

В русском языке члены предложения могут занимать различные места в предложении, не нарушая общего смысла предложения: «Мальчик поймал рыбу», «Рыбу поймал мальчик», «Поймал рыбу мальчик» и т. д. В соответствующем английском предложении (The boy caught a fish) изменение

порядка слов невозможно. Если, например, произвести в нём перестановку подлежащего и дополнения, то будет искажён смысл предложения: *A fish caught the boy* («Рыба поймала мальчика»). Поскольку место слова определяет его функцию в предложении, при построении английского предложения следует располагать слова в **строго определённом порядке**. Следующий порядок слов является обычным для английского повествовательного предложения:

<b>подлежащее</b>	<b>сказуемое</b>	<b>дополнение</b>	<b>обстоятельство</b>
They	went	to the circus	yesterday
Они	ходили	в цирк	вчера

Перед подлежащим также может стоять обстоятельство (обычно обстоятельство времени или цели), например: *Yesterday* they went to the circus.

Порядок слов в **вопросительном предложении** отличается от порядка слов в повествовательном предложении. Это отличие заключается в том, что глагол-связка, вспомогательный или модальный глагол, входящий в состав сказуемого, ставится перед подлежащим. Сказуемое, таким образом, расчленяется на две части, отделяемые одна от другой подлежащим **Is he going to school now?** = Он сейчас идёт в школу? Такой порядок слов в вопросе является самым распространенным в английском языке.

Порядок слов в вопросе зависит от типа вопроса. Всего выделяют пять типов вопросов (См. Краткий грамматический справочник).

Исключением являются вопросы к подлежащему, которые начинаются с вопросительных слов *who?* (кто?) или *what?* (что?), играющих в вопросе роль подлежащего. Такие вопросительные предложения имеют порядок слов повествовательного предложения. Глагол после *who*, *what* в роли подлежащего употребляется, как и глагол после «кто» и «что» в функции подлежащего в русском языке, в форме 3-го лица единственного числа:

<b>Who</b>	<b>came</b>	here yesterday?
<b>подлежащее</b>	<b>сказуемое</b>	обстоятельство
<b>What</b>	<b>is lying</b>	on the table?
<b>подлежащие</b>	<b>сказуемое</b>	обстоятельство

При изучении соответствующих разделов грамматики рекомендуется обращаться к краткому грамматическому справочнику, а также рекомендованным учебникам.

### **Методические рекомендации по самостоятельной работе с текстом**

Правильное понимание и осмысление прочитанного текста, извлечение информации, перевод текста базируются на навыках по анализу иноязычного текста, умений извлекать содержательную информацию из форм языка. При

работе с текстом на английском языке рекомендуется руководствоваться следующими общими положениями.

1. Работу с текстом следует начать с чтения всего текста: прочитайте текст, обратите внимание на его заголовок, постарайтесь понять, о чем сообщает текст.

2. Затем приступите к работе на уровне отдельных предложений. Прочитайте предложение, определите его границы. Проанализируйте предложение синтаксически: определите, простое это предложение или сложное (сложносочиненное или сложноподчиненное), есть ли в предложении усложненные синтаксические конструкции (инфинитивные группы, инфинитивные обороты, причастные обороты).

**I. Простое предложение** следует разобрать по членам предложения (выделить подлежащее, сказуемое, второстепенные члены), затем перевести на русский язык.

**Имейте в виду, что:**

**1. подлежащее** в английском языке может быть выражено:

- именем собственным (**Peter** plays the piano);
- именем существительным с определённым или неопределённым артиклем  
(**A rose** is a flower *или* **The meeting** is over);
- личным местоимением (**She** wants to speak to you);
- местоимением **it** в безличных предложениях (**It** is winter. **It** is five o'clock. **It** often snows in February);
- местоимением **one** в значении «каждый, всякий человек, люди», если действующее лицо мыслится неопределённо или обобщённо (**One** must always keep one's word. – Нужно всегда держать свое слово.);
- местоимениями, производными от **some, any, no** (**Somebody** has stolen my mobile-phone);
- инфинитивом (**To swim** is pleasant);
- герундием (**Smoking** is not allowed here);
- группой подлежащего: подлежащее со всеми относящимися к нему словами образует группу подлежащего; обычно в группу подлежащего входят определения и дополнения (**To invent a perpetual motion machine** is impossible. – **Изобрести вечный двигатель** невозможно.);

**2. сказуемое** может быть:

**а) простым глагольным**, обозначающим действие и выраженным глаголом в личной форме в любом времени, залоге и наклонении: They **will return** soon (Они **вернутся** скоро); She quickly **shut** the door (Она быстро **закрыла** дверь).;

**б) составным именным**, обозначающим состояние, качество, принадлежность к классу предметов. Составные именные сказуемые состоят из двух частей: глагола-связки (например, глагола **to be**) и именной части. Именная часть сказуемого может быть выражена:

- именем существительным: I am a **student**. (Я – студент. Глагол *am* – глагол связка, форма глагола to be);
- местоимением: The book is **yours**. (Книга – твоя.);
- прилагательным: The book is **interesting**. (Книга интересная.).

Кроме глагола **to be**, глаголом-связкой могут служить глаголы **to seem** «казаться», **to look** «выглядеть», **to become**, **to get**, **to grow**, **to turn** в значении «становиться» и другие:

They **seemed** tired. = Они казались усталыми.

He **looks** ill. = Он выглядит больным.

Во многих случаях сочетание глаголов **to become**, **to get**, **to grow** с именной частью, выраженной прилагательным, переводится на русский язык глаголом со значением перехода в другое состояние: **to get warm** «потеплеть», **to turn red** «покраснеть»;

**в) составным глагольным**, представляющим собой сочетание глагола в личной форме с инфинитивом или герундием. Составное глагольное сказуемое может быть выражено:

- сочетанием модальных глаголов с инфинитивом

He **must return** soon. (Он должен скоро **вернуться**.)

- сочетанием с инфинитивом или герундием многих других глаголов, которые одни без инфинитива, не имеют законченного значения. К числу таких глаголов относятся: **to begin** (начинать), **to continue** (продолжать), **to like** (любить), **to intend** (намереваться), **to hope** (надеяться), **to promise** (обещать) и другие:

She **began to translate** the article. = Она начала переводить статью;

- сочетанием прилагательного (с предшествующей связкой) с инфинитивом, а иногда и с герундием:

He **is ready to help** her = Он готов помочь ей;

Для выражения наличия или существования в определённом месте или отрезке времени какого-либо лица или предмета, факта, явления, ещё неизвестного собеседнику или читателю, употребляется особый тип простого сказуемого, выраженный оборотом **there is (are)** со значением «имеется», «находится», «существует». оборот **there is (are)** ставится в начало предложения; за ним следует подлежащее, за которым следует обстоятельство места или времени. Соответствующие русские предложения начинаются с обстоятельства места или времени:

**There is** a telephone in the room. = В комнате **есть** телефон.

**There** в обороте **there is (are)** не имеет самостоятельного значения и составляет одно целое с **is (are)**. Если по смыслу предложения требуется наличие наречия *there* со значением «там», то *there* повторяется в конце предложения: **There are** many children *there*. = *Там* много детей.

Глагол **to be** обычно согласуется с существительным, которое следует непосредственно за ним:

There **was a pen and books** on the table = На столе **были** ручка и книги.

There **were books** on the table = На столе **были** книги.

**II. Сложносочиненное предложение** разбейте на простые предложения, входящие в его состав, и анализируйте каждое предложение: I came home early, but he remained to the end of the concert. = Я пришёл домой рано, а он остался до конца концерта.

**III. Сложноподчиненное предложение** выполняет в сложном предложении функцию одного из членов предложения: подлежащего, именной части составного сказуемого, дополнения и обстоятельства. Придаточные предложения обычно отвечают на те же вопросы, на которые отвечают члены простого предложения, и являются как бы развёрнутыми членами простого предложения. Определите по вопросу к придаточному предложению и союзу его тип и переведите сложноподчинённое предложение: It is strange that he has made a mistake. = Странно, что он сделал ошибку; He told us that he felt ill. = Он сказал нам, что он болен.

#### **IV. Формальные признаки инфинитива**

Инфинитиву обычно предшествует частица **to** (I like **to read**). Но существуют случаи, когда инфинитив употребляется без частицы **to**:

- после модальных глаголов **can, may, must** (He **can speak** German);
- после глаголов **to make, to let** (He **let** him go there).

**Инфинитив может выполнять следующие функции:**

- подлежащего (**To read** a lot is **to know** a lot. = Много читать значит много знать);
- части сказуемого (He doesn't seem **to be writing** anything now. = Кажется, он сейчас ничего не пишет);
- прямого дополнения (Do you want **to go** to the lecture? = Вы хотите пойти на лекцию?);
- обстоятельства цели (My brother went to Perm **to study**. = Мой брат поехал в Пермь учиться);
- определения (Who was the last **to come**? = Кто пришёл последним);
- сложного дополнения (I want him **to deal** with it himself. = Я хочу, чтобы он сам занялся этим сам).

#### **Методические рекомендации по самостоятельной работе над устной речью**

Работу по подготовке устного монологического высказывания по определенной теме следует начать с изучения тематических текстов-образцов. В первую очередь необходимо выполнить фонетические, лексические и лексико-грамматические упражнения по изучаемой теме, усвоить необходимый лексический материал, прочитать и перевести тексты-образцы, выполнить речевые упражнения по теме. Затем на основе изученных текстов нужно подготовить связное изложение, включающее наиболее важную и интересную информацию. При этом необходимо

произвести обработку материала для устного изложения с учетом индивидуальных возможностей и предпочтений, а именно:

1) заменить трудные для запоминания и воспроизведения слова известными лексическими единицами:

All people are proud of their **magnificent** capital → All people are proud of their **great** capital;

2) сократить «протяженность» предложений:

Culture is a term used by social scientists for a people's whole way of life. → Culture is a term used for the whole people's way of life.

3) упростить грамматическую (синтаксическую) структуру предложений:

I felt I was being watched. → I felt somebody was watching me.

4) произвести смысловую (содержательную) компрессию текста: сократить объем текста до оптимального уровня (не менее 12-15 предложений).

Обработанный для устного изложения текст необходимо записать в рабочую тетрадь, прочитать несколько раз вслух, запоминая логическую последовательность освещения темы, и пересказать.

# КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

## СИНТАКСИС

### Простое предложение

0	1	2	3	4
[ обстоятельство ]	<u>подлежащее</u>	<u>сказуемое</u>	дополнение	обстоятельство
			места	времени

### Вопросительное предложение

#### Типы вопросов

#### 1) общий вопрос

Вспом. гл. подлежащее смысл. гл. ....?

Does	he	live	in Moscow?	– Yes, he does. (No, he doesn't.)
Is	she	reading	a book?	– Yes, she is. (No, she isn't)
Have	they	returned	home?	– Yes, they have. (No, they haven't)

#### 2) разделительный вопрос

повествовательное предложение      переспрос

подлежащее      сказуемое      ...,      вспом. гл. (not) местоимение?

↓  
(если нет отрицания в первой части)

Alex	lives	in Moscow,	doesn't he?
She	is reading	a book,	isn't she?
They	haven't returned	home,	have they?

#### 3) альтернативный вопрос

Вспом. гл. подлежащее смысловой гл. ....      *or* .... ?

Does	he	live	in Moscow	or	Perm?
Is	she	reading	a book	or	a newspaper?

#### 4) специальный вопрос

Вопросительное слово вспом. гл. подлежащее смысловой гл. .... ?

Where	does	he	live ?
What book	is	she	reading?

#### 5) вопрос к подлежащему

Вопросительное слово сказуемое ....?

(подлежащее)

Who	lives	in Moscow?
Who	is reading?	

#### Вопросительные слова

Who?	Кто?
Whose?	Чей?
Where?	Где? Куда?
What?	Что?
What + сущ-е?	Какой?
Which?	Который из?
What kind of?	Какой?

<b>When?</b>	Когда?
<b>Why?</b>	Почему?
<b>How?</b>	Как?
<b>How long?</b>	Как долго?
<b>How many / how much?</b>	Сколько?
<b>How often?</b>	Как часто?
<b>How old?</b>	Сколько лет?

### Отрицательное предложение

Подлежащее	<u>ВСПОМ. ГЛ.</u>	<b>not</b>	<u>СМЫСЛ. ГЛ.</u>	...
He	does not (doesn't)		live	in Moscow.
They	will not (won't)		come	today.

## СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ И НАРЕЧИЙ

### I. Односложные, двусложные

Положительная степень	Сравнительная степень - er	Превосходная степень - est
high – высокий cheap – дешевый	higher – выше cheaper – дешевле	(the) highest – самый высокий (the) cheapest – самый дешевый

### II. Многосложные

Положительная степень	Сравнительная степень more/ much more	Превосходная степень (the) most
convenient – удобный expensive – дорогой	more convenient – удобнее/ более удобный more expensive – дороже	(the) most convenient – самый удобный (the) most expensive – самый дорогой

### III. Исключения

Положительная степень	Сравнительная степень	Превосходная степень
good, well – хороший, хорошо	better – лучше	(the) best – самый лучший, лучше всего
bad, badly – плохой, плохо	worse – хуже	(the) worst – самый плохой, хуже всех
many, much – много	more – больше	(the) most – самый большой, больше всех
little – мало	less – меньше	(the) least – самый маленький, меньше всего
far – 1) дальний, 2) далекий	1) farther – более дальний/ более далекий 2) further – дальнейший/ добавочный	(the) farthest – самый дальний

### Союзы сравнения

- as ... as** – так же (такой же) ... как  
**not as ... as, not so ... as** – не так (не такой же) ... как  
**the ... the** – чем ..., тем  
**than** – чем

## МЕСТОИМЕНИЯ



Личные падеж		Притяжательные whose? чей?		Возвратные и усилительные
именительный	объектный (любой падеж, кроме именительного, а также с предлогами)	местоимение-прилагательное (стоит перед существительным)	местоимение-существительное (употребляется вместо существительного)	1) - ся 2) себя (себе) 3) сам
Единственное число				
I – я – ты (you) he – он she – она it – он, она, оно ( <i>неод.</i> )	me – меня, мне – him – его, ему her – ей, ее it – его, ее, ему, ей	my – мой – his – его her – ее its – его, ее	mine – мой – his – его hers – ее its – его, ее	myself yourself himself herself itself
Множественное число				
we – мы you – вы they – они	us – нас, нам you – вас, вам them – их, им	our – наш your – ваш their – их	ours – наш yours – ваш theirs – их	ourselves yourselves themselves

#### Указательные местоимения

Единственное число

**this** – *этот, эта, это*

**that** – *тот, та, то*

Множественное число

**these** – *эти*

**those** – *те*

#### Неопределенные местоимения

**some**

1) некоторый, несколько (*в утвердительных предложениях*)

We'll discuss **some** problems at the conference. – На конференции мы обсудим **некоторые** вопросы.

2) приблизительно (*перед числительным*)

There were **some** 20 people in the room. – В комнате было **около** 20 человек.

3) *перед неисчисляемым существительным не переводится*

Please give me **some** milk. — Дайте мне, пожалуйста, молока.

**any**

1) всякий, любой (*перед исчисляемым существительным в утвердительном предложении*)

Ask **any** person you meet. — Спросите **любого** (человека), кого встретите.

2) какой-нибудь, какой-либо (*в вопросительных и условных предложениях*)

Did you meet **any** difficulties? — Столкнулись ли вы с **какими-то** трудностями?

3) *в сочетании с not* – никакой

He was **not** asked **any** questions. – Ему не было задано **никаких** вопросов.

4) *в сочетании с not перед неисчисляемым существительным не переводится*

He hasn't **any** money. — У него совершенно нет денег.

**no** – никакой, нет

He has **no** children — У него нет детей.

**None** - никто, ни один; ничто; никакой

(*употребляется взамен уже упоминавшегося существительного*)

Are there **any** books on this problem in your library? – No, there are **none**. –

В вашей библиотеке есть книги по этому вопросу? – Нет.

**Производные слов от some, any, no, every**

Местоимение	+ <b>thing</b>	+ <b>body, one</b>	+ <b>where</b>	Употребляется
<b>some</b> <i>некоторый, какой-то какой-нибудь</i>	<b>something</b> <i>что-то, что-нибудь</i>	<b>somebody</b> <b>someone</b> кто-то, кто-нибудь	<b>somewhere</b> где-то, куда-то, где-нибудь, куда-нибудь	в утверд. предложениях
<b>any</b> 1) <i>всякий, любой</i> 2) <i>какой- нибудь</i>	<b>anything</b> 1) <i>всё,</i> 2) <i>что-то,</i> 3) <i>что-нибудь</i>	<b>anybody,</b> <b>anyone</b> 1) <i>всякий, все</i> 2) <i>кто-то, кто-нибудь</i>	<b>anywhere</b> 1) <i>езде</i> 2) <i>где-нибудь, куда-нибудь</i>	1) в утверд. 2) в вопросит. предл.
<b>no</b> <i>никакой + не</i>	<b>nothing</b> <b>(not anything)</b> ничто + не ничего	<b>nobody</b> <b>(not anybody)</b> <b>no one</b> никто + не	<b>nowhere</b> <b>(not anywhere)</b> нигде + не никуда	в отрицат. предл.
<b>every</b> <i>всякий, каждый</i>	<b>everything</b> всё	<b>everybody</b> <b>everyone</b> все	<b>everywhere</b> езде, повсюду	в утверд., вопросит. и отрицат. предложениях

**ГЛАГОЛ (THE VERB)**

**Основные формы глагола**

Неопределенная форма Infinitive (что с/делать?)	Прошедшее время Past Simple (что с/делал?)	Причастие прошедшего времени Past Participle (что сделанный? когда что сделали)	Причастие настоящего времени Present Participle (что делающий? что делаая?)
<b>V<sub>1</sub></b>	<b>V<sub>2</sub></b>	<b>V<sub>3</sub></b>	<b>V<sub>4</sub> (Ving)</b>
to ask (спрашивать) <i>(правильный глагол)</i>	asked (спросил)	asked (спрошенный / когда спросили)	asking (спрашивающий / спрашивая)
to be (быть) <i>(неправильный глагол)</i>	was/were (был/были)	been	being
to choose (выбирать) <i>(неправильный глагол)</i>	chose (выбрал/выбирал)	chosen (выбранный / когда выбрали)	choosing (выбирающий / выбирая)

**TO BE**

Present Indefinite	Past Indefinite	Future Indefinite
I <b>am</b> he / she / it <b>is</b> we } <b>are</b> you } they }	I } he / she / it } <b>was</b> we } you } <b>were</b> they }	I } <b>shall be</b> we } he / she / it } you } <b>will be</b> they }

### TO HAVE

Present Indefinite	Past Indefinite	Future Indefinite
I } у меня we } у нас you } <b>have</b> у вас they } у них <i>есть</i>	I } у меня we } у нас you } у вас they } <b>had</b> у них <i>был</i>	I } <b>shall</b> у меня we } <b>have</b> у нас you } у вас <i>будет</i> they } у них he } <b>will</b> у него she } <b>have</b> у нее it } у нее
he } у него she } <b>has</b> у нее it }	he } у него she } у нее it }	

### THERE + BE

Present	Past	Future
there is (ед.ч.) there are (мн.ч.)	there was (ед.ч.) there were (мн.ч.)	there will be

### ВРЕМЕНА ГРУППЫ INDEFINITE (SIMPLE)

	Употребляется	Active Voice	Passive Voice
Present Indefinite	1. регулярное / повторяющееся действие 2. констатация факта	<b>V<sub>1</sub>/s</b> (3-е л., ед.ч.) Всп. глагол do/does + <b>V<sub>1</sub></b> (3-е л., ед.ч.)	am is $\rightarrow$ <b>V<sub>3</sub></b> are
Past Indefinite	1. ряд последовательных действий в прошлом 2. с обстоятельствами, обозначающими прошедшее время ( <i>ago, yesterday, last month/year</i> и т.п.) 3. в вопросе, начинающемся <i>when? what time?</i>	<b>V<sub>2</sub></b> Всп. глагол did + <b>V<sub>1</sub></b>	was $\rightarrow$ <b>V<sub>3</sub></b> were
Future Indefinite	с обстоятельствами, относящимися к будущему ( <i>tomorrow, next month/year, in 3 days, in 2020</i> и т.п.)	shall <sup>(я/мы)</sup> $\rightarrow$ <b>V<sub>1</sub></b> will	shall <sup>(я/мы)</sup> $\rightarrow$ be <b>V<sub>3</sub></b> will

### Страдательный залог

(Особенности английского страдательного залога)

Active Voice Действительный залог	Passive Voice Страдательный залог
<b>I write a letter.</b> (прямое дополнение) <i>Я пишу письмо.</i>	<b>The letter is written (by me).</b> <i>Письмо пишется (мной).</i>
<b>He gave me the book.</b> (косвенное дополнение) <i>Он дал мне книгу.</i>	<b>I was given a book.</b> <i>Мне дали книгу.</i>
<b>We speak much about it.</b> (предложное дополнение) <i>Мы много говорим об этом.</i>	<b>It is much spoken about.</b> <i>Об этом много говорят.</i>
Глаголы: <b>to affect, to follow, to influence</b> в страдательном залоге X is affected by Y      на X действует Y, X подвергается воздействию Y X is followed by Y      за X следует Y X is influenced by Y    на X влияет Y	

### ТАБЛИЦА ВРЕМЕН INDEFINITE, CONTINUOUS, PERFECT, PERFECT

## CONTINUOUS THE ACTIVE VOICE (ДЕЙСТВИТЕЛЬНЫЙ ЗАЛОГ)

	<b>Indefinite</b> (не уточняет, как действие протекает во времени)	<b>Continuous</b> (выражает действие в процессе совершения)  <b>be + Ving</b>	<b>Perfect</b> (выражает завершенность действия к определенному моменту) <b>have + V<sub>3</sub></b>	<b>Perfect Continuous</b> (выражает действие, начавшееся до определенного момента в настоящем, прошедшем или будущем и длившееся вплоть по этот момент) <b>have been Ving</b>
Present	<b>V<sub>1</sub>/s</b> (3-е л., ед.ч.) <b>do/does + V<sub>1</sub></b>	<b>am</b> > <b>is</b> > <b>Ving</b> <b>are</b>	<b>have</b> > <b>V<sub>3</sub></b> <b>has</b>	<b>have</b> > <b>been Ving</b> <b>has</b>
Past	<b>V<sub>2</sub></b> <b>did + V<sub>1</sub></b>	<b>was</b> > <b>were</b> > <b>Ving</b>	<b>had + V<sub>3</sub></b>	<b>had + been Ving</b>
Future	<b>shall/will + V<sub>1</sub></b>	<b>shall/will + be Ving</b>	<b>shall/will + have V<sub>3</sub></b>	<b>shall /will + have been Ving</b>

## ТАБЛИЦА ВРЕМЕН INDEFINITE, CONTINUOUS, PERFECT THE PASSIVE VOICE (СТРАДАТЕЛЬНЫЙ ЗАЛОГ)

	<b>Indefinite</b> (не уточняет, как действие протекает во времени) <b>be + V<sub>3</sub></b>	<b>Continuous</b> (выражает действие в процессе совершения) <b>be being V<sub>3</sub></b>	<b>Perfect</b> (выражает завершенность действия к определенному моменту) <b>have been V<sub>3</sub></b>
Present	<b>am</b> > <b>is</b> > <b>V<sub>3</sub></b> <b>are</b>	<b>am</b> > <b>is</b> > <b>being V<sub>3</sub></b> <b>are</b>	<b>have</b> > <b>has</b> > <b>been V<sub>3</sub></b>
Past	<b>was</b> > <b>were</b> > <b>V<sub>3</sub></b>	<b>was</b> > <b>were</b> > <b>being V<sub>3</sub></b>	<b>had + been V<sub>3</sub></b>
Future	<b>shall</b> > <b>will</b> > <b>be V<sub>3</sub></b>	<i>Не употребляется</i>	<b>shall</b> > <b>will</b> > <b>have been V<sub>3</sub></b>

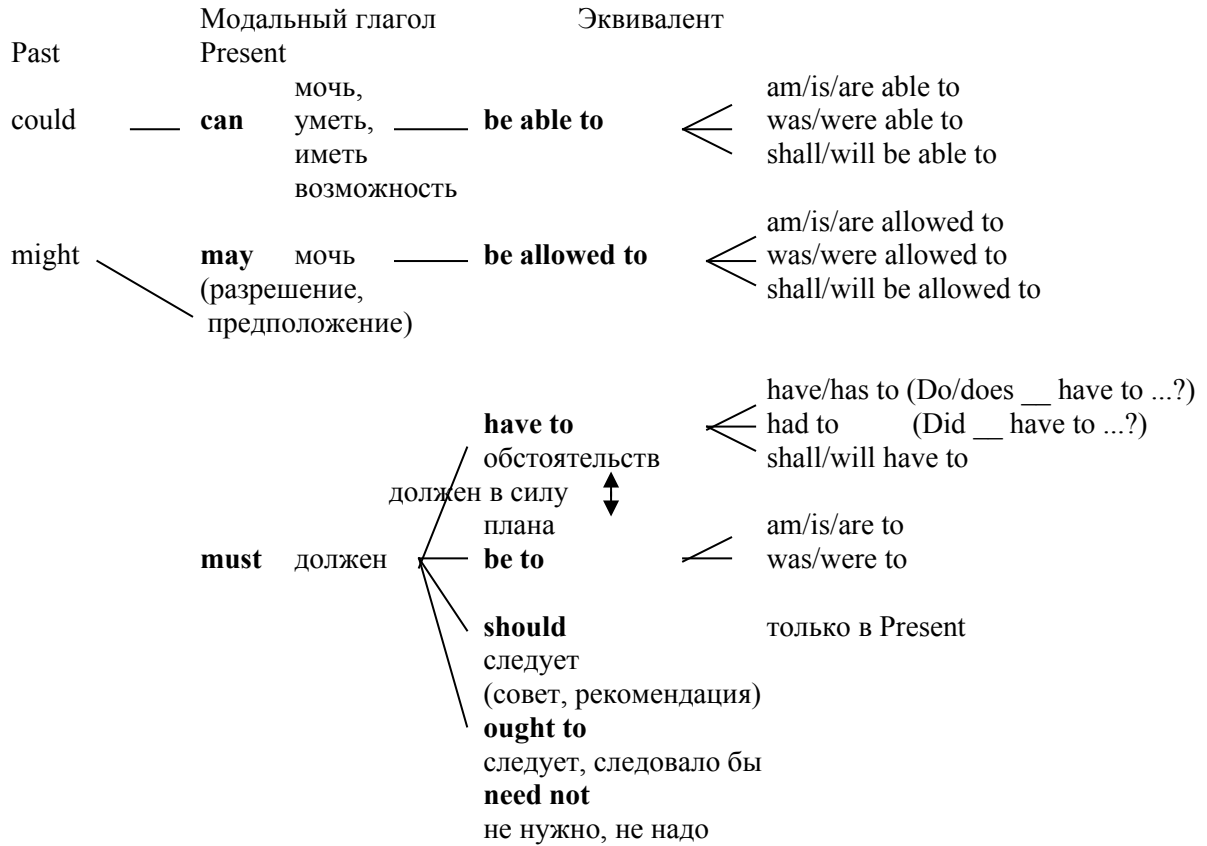
### ПРАВИЛО СОГЛАСОВАНИЯ ВРЕМЕН

Главное предложение в **прошедшем времени**  
(чаще всего в Past Indefinite)

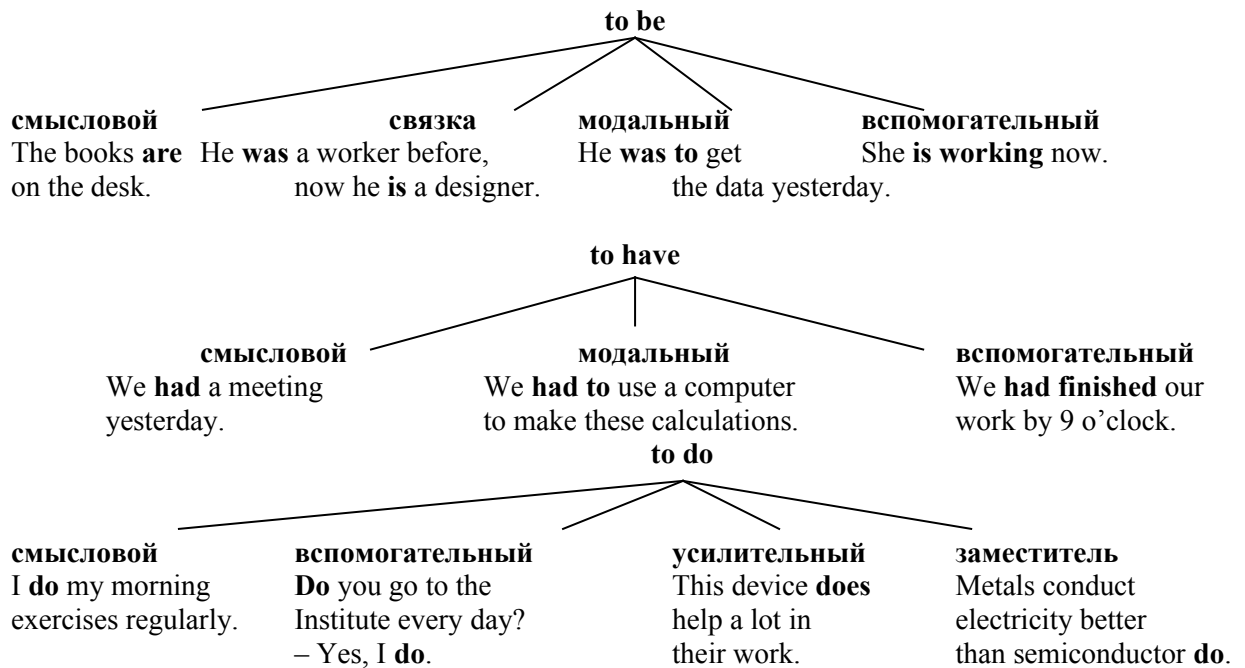


### МОДАЛЬНЫЕ ГЛАГОЛЫ И ИХ ЭКВИВАЛЕНТЫ

**can**  
**may** + ~~to~~ **Infinitive**  
**must**



### МНОГОФУНКЦИОНАЛЬНОСТЬ ГЛАГОЛОВ



### НЕЛИЧНЫЕ ФОРМЫ ГЛАГОЛА ПРИЧАСТИЕ (PARTICIPLE)

### Формы причастия

	Participle I		Participle II
	Active	Passive	
Indefinite	changing 1) определение: <i>изменяющий(ся)</i> <i>изменивший(ся)</i> 2) обстоятельство: <i>изменяя(сь)</i>	being changed 1) определение: <i>изменяющий(ся)</i> <i>изменяемый, который</i> <i>изменяется</i> 2) обстоятельство: <i>будучи измененным</i>	changed 1) определение: <i>изменяемый, измененный</i> 2) обстоятельство: <i>когда (его) изменили, так как</i> <i>(его) изменили</i>
Perfect	having changed обстоятельство: <i>изменив(шись)</i>	having been changed обстоятельство: <i>когда (его) изменили, после того</i> <i>как (его) изменили</i>	

### Независимый причастный оборот

<b>I. подлежащее + причастие</b> The work <i>being finished</i> , Так как работа <b>была закончена</b> , ( <i>одновременность действия с действием главным предложением</i> )	<b>подлежащее + сказуемое</b> they went home. они ушли домой.
<b>II. подлежащее + сказуемое</b> The new method was tried, Новый метод был испытан,	<b>подлежащее + причастие</b> better results <i>being obtained</i> и (причем) <b>были получены</b> более хорошие результаты. ( <i>одновременность действий</i> )
<b>III. подлежащее + причастие</b> The work <i>having been finished</i> , После того как (когда) работа <b>была закончена</b> , ( <i>действие предшествует действию глагола-сказуемого</i> )	<b>подлежащее + сказуемое</b> they went home они ушли домой.

### ГЕРУНДИЙ (GERUND)

Синтаксические функции герундия в предложении и способы его перевода на русский язык

Функция	Пример	Перевод
1. подлежащее	<b>Smoking</b> is not allowed here.	<i>Курить (курение)</i> здесь не разрешается.
2. именная часть сказуемого	His hobby is <b>driving</b> a car.	Его любимое занятие – <i>водить (вождение)</i> машину.
3. дополнение а) прямое б) косвенное	a) The car needs <b>repairing</b> . b) They spoke about their <b>travelling</b> to the North.	а) Машина нуждается <i>в ремонте</i> . б) Они говорили <i>о поездке</i> на север.
4. определение	There are different ways of <b>obtaining</b> this substance.	Существуют различные способы <i>получения</i> этого вещества.
5. обстоятельство	After <b>receiving</b> good results they stopped experiments.	<i>Получив (после того как получили)</i> хорошие результаты, они прекратили эксперименты.

### ИНФИНИТИВ (INFINITIVE)

#### Формы инфинитива

	Active	Passive
Indefinite	He is glad <b>to help</b> his friend. Он рад <i>помочь</i> своему другу.	He is glad <b>to be helped</b> . Он рад, что ему <i>помогают</i> .
Continuous	He is glad <b>to be helping</b> his friend. Он рад, что <i>помогает</i> своему другу.	
Perfect	He is glad <b>to have helped</b> his friend. Он рад, что <i>помог</i> своему другу.	He is glad <b>to have been helped</b> . Он рад, что ему <i>помогли</i> .

#### Объектный инфинитивный оборот

**A. Подлежащее + глагол-сказуемое + дополнение + инфинитив**

I	know		<i>him</i>	<i>to study</i>	two foreign languages.
Я	знаю,	<i>что</i>	<i>он</i>	<i>изучает</i>	два иностранных языка.

**В. Подлежащее + глагол-сказуемое + дополнение + инфинитив без to**

I	heard		her	sing	at the concert
Я	слышал	как	она	пела	во время концерта.

{ see  
 feel  
 watch  
 notice  
 make (заставлять)  
 слышал }

**Субъектный инфинитивный оборот**

Подлежащее + глагол-сказуемое + инфинитив  
*The delegation is reported to come on Monday.*

1                      2                      3                      4  
 Сообщается (сообщают), что делегация **прибудет** в понедельник.

They **seem to know** the subject well.  
 Кажется, что они **знают** предмет хорошо.

**СЛОЖНОЕ ПРЕДЛОЖЕНИЕ**

**Усилительная конструкция**

**It is/was ... that (who, whom) ...**

**Используется** для выделения отдельных членов предложения.  
**При переводе** используются слова: “только”, “как раз”, “именно”, “еще”, “еще тогда” и т.д.  
**It was Nick who** told me the news. *Именно* Ник и рассказал мне эту новость.  
**It was yesterday that** I met him at the Institute. Я встретил его в институте *только* вчера.  
**It was in Sweden in 1991 that** we met. Мы встретились еще в Швеции в 1992 году.

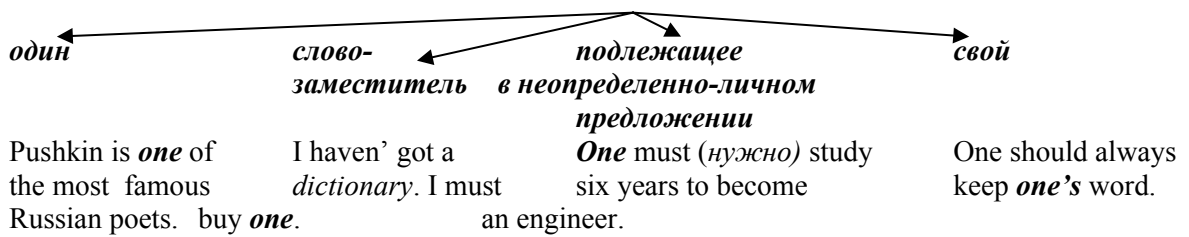
**УСЛОВНЫЕ ПРЕДЛОЖЕНИЯ**

Тип предложения	Придаточное предложение	Главное предложение
I. реальное (в настоящем, прошлом или будущем)	<i>Изъявительное наклонение</i> If the weather <b>was</b> good, If the weather <b>is</b> good, If the weather <b>is</b> good,	we <b>went</b> skiing. (прош.) we <b>go</b> skiing. (наст.) we <b>shall go</b> skiing. (буд.)
II. маловероятное или нереальное (в настоящем или будущем)	<i>Сослагательное наклонение</i> Past Indefinite If I <b>had</b> time (today, tomorrow), (Если бы у меня было время (сегодня, завтра) я пошел бы посмотреть этот фильм. – Active Voice/ Действит. залог)	should would + Indefinite Infinitive could (V <sub>0</sub> / be V <sub>3</sub> ) might / A.V./ P.V./

III. нереальное (в прошлом)	<i>Сослагательное наклонение</i>	
	Past Perfect V <sub>3</sub> )	should would + Perfect Infinitive could (have V <sub>3</sub> / have been  might / A.V. / P.V./
	If I <b>had had</b> time (yesterday), film. (Если бы у меня было время (вчера) я пошел бы посмотреть этот фильм. – Active Voice/ Действит. залог)	I <b>should have gone</b> to see that

A.V. – Active Voice  
P.V. – Passive Voice

### ФУНКЦИИ СЛОВА ONE





## СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Total English Elementary Level, Mark Foley, Diane Hall, Students' Book, Longman, 2007. – 160p.
2. Total English Pre-Intermediate Level, Araminta Grace, Richard Acklam, Students' Book, Longman, 2007. – 160p.
3. New Headway, Liz and John Soars, Third Edition. Intermediate. Oxford University Press, 2007. – 160p.
4. Grammarway 3, Jenny Dooley, Virginia Evans, Students' Book, Express Publishing, 1999. – 272p.
5. Николенко, Т.Г. Тесты по грамматике английского языка. – М.: Рольф, 1977. – 160с.
6. Grammar (Term I): учебное пособие по грамматике английского языка для студентов всех специальностей очной и очно-заочной (вечерней) формы обучения/ сост. Г.Р. Чайникова; Перм. гос. техн. ун-т, Березниковский филиал. – Березники, 2010. –157с.
7. <http://learnenglish.britishcouncil.org/>
8. <http://www.native-english.ru/exercises>
9. <http://www.study.ru/online/tests/english.html#4>
10. <http://www.english.language.ru/tests/>
11. <http://www.homeenglish.ru/Tests.htm>
12. <http://www.angelfire.com/on/topfen/tests.html>
13. <https://www.nap.edu>