МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ

РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ

ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»

Кафедра «Иностранный язык в сфере технических наук и технологий»

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

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**1. ГРАМАТИЧЕСКИЙ МАТЕРИАЛ**

**1.1. Общая характеристика грамматического строя**

**английского языка**

***Порядок слов в повествовательном предложении***

Поскольку расположение слова определяет его роль в предложении, то при построении английского предложения следует располагать слова в строго определённом порядке.

Для английского повествовательного предложения обычным является следующий порядок слов:

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| **Подлежащее** | **Сказуемое** | **Дополнение** | **Обстоятельство** |
| I  Я | got  получил | a letter  письмо | yesterday.  вчера. |
| She  Она | is reading  читает | the text  текст | now.  сейчас. |

Такой порядок слов называется *прямым*.

Обстоятельства места и времени могут находиться и перед подлежащим на нулевом месте, например:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| **Обстоятельство** | **Подлежащее** | **Сказуемое** | **Дополнение** | **Обстоятельство** |
| Now  Сейчас | she  она | is reading  читает | the text.  текст. |  |

***Порядок слов в вопросительном предложении***

Вопросительное предложение образуется при помощи вспомогательного глагола, который ставится перед подлежащим:

Ex: ***Is*** *she reading the text now? – Она сейчас читает текст?*

Если вопрос начинается с вопросительного слова, то оно ставится перед вспомогательным глаголом:

Ex: ***What*** *is she reading now? – Что она сейчас читает?*

***Порядок слов в отрицательном предложении***

В отрицательном предложении вспомогательный глагол стоит после подлежащего и за ним следует отрицательная частица «not»:

Ex: *She* ***isn’t******(= is******not****) reading the text now.*

Отклонением от строгого порядка слов в предложении является конструкция ***there is/ are***, которая соответствует русскому «имеется, есть, находится». Она употребляется, когда говорят о наличии или отсутствии предмета (предметов) в определенном месте:

Ex: ***There is*** *a book on the table. – На столе (лежит, есть) - книга.*

***There are*** *many books on the table. – На столе (лежат, есть) – много книг.*

**1.2. Части речи**

***Существительное***

Существительное – часть речи, которая обозначает предмет и отвечает на вопросы: кто это? (Who is this?) или что это? (What is this?)

Перед существительным употребляются неопределенный или определенный артикли. *Неопределенный артикль* (***a/an***)ставится перед существительным в единственном числе. Он указывает, что существительное выражает какое-то новое, неопределенное понятие. *Определенный артикль* (***the***) ставится перед существительным в единственном и множественном числах. Он указывает, что речь идет уже о знакомом, ранее упоминавшемся предмете.

* *Take* ***a*** *key.* Возьмите ключ (какой-нибудь, некий).
* *Take* ***the*** *key.* Возьмите ключ (вы знаете, о каком ключе идет речь).
* *Take* ***the*** *keys.* Возьмите ключи (вам известно, о каких ключах идет речь).

Существительное может иметь при себе определение, выраженное указательным или притяжательным местоимением. В этом случае артикль перед существительным не ставится.

Ex: ***this*** *key* - этот ключ, ***my*** *key* - мой ключ.

***Образование множественного числа существительных***.

Основным способом образования множественного числа имён существительных является прибавление окончания **–s** или **–es** к существительному в единственном числе.

Окончание **–s** имеют:

- Cуществительные, оканчивающиеся на согласную или гласную (dog – dogs, cup - cups, name – names);

- Cуществительные, оканчивающиеся на букву -***у*** с предшествующей гласной буквой(day – days, holiday – holidays).

Окончание **– es** имеют:

- Cуществительные, оканчивающиеся на ***ss, x, sh, ch, o*** (kiss – kisses, box – boxes, brush – brushes, church – churches, tomato – tomatoes);

**Искл.:**

disco – discos

piano – pianos

photo – photos

radio – radios

video – videos

zoo – zoos

- Cуществительные, оканчивающиеся на букву -***у*** с предшествующей согласной буквой (country – countries, lady – ladies);  
- Cуществительные, oканчивающиеся на -***f***и -***fe*** (knife – knives, wife – wives, wolf – wolves);

**Искл.:**

chief – chiefs cliff – cliffs

handkerchief– handkerchiefs roof – roofs

***Внимание! Особые формы образования множественного числа***

- Существительные, которые меняют корневую гласную: man – men, woman – women, tooth – teeth, goose – geese, foot – feet, mouse – mice;

- Существительные, образующие множественное число путем прибавления суффикса  ***–en***(child – children, ox – oxen);

- Существительные, имеющие одинаковую форму в единственном и множественном числе: deer – deer, fish – fish, sheep – sheep;

- Существительные, имеющие форму множественного числа, но употребляющиеся со значением единственного числа (news, athletics, billiards, physics, economics, mathematics).

***Прилагательное***

Прилагательное – часть речи, обозначающая признак предмета и отвечает на вопрос: Какой? Какая? Какое?

***Степени сравнения прилагательных***

1. Односложные (т.е. состоящие из одного слога) прилагательные образуют сравнительную степень при помощи суффикса ***-er****,* превосходную степень — при помощи суффикса ***-est****.*

|  |  |  |
| --- | --- | --- |
| положительная степень | сравнительная степень | превосходная степень |
| big — большой  deep — глубокий hard — тяжёлый | bigg**er**— больше  deep**er** — глубже hard**er** — тяжелее | (the) bigg**est**— самый большой  (the) deep**est**— самый глубокий (the) hard**est** — самый тяжёлый |

Некоторые двусложные прилагательные, оканчивающиеся на ***-y****,* ***-er****,* ***-ow****,* ***-le***, образуют степени сравнения таким же образом.

|  |  |  |
| --- | --- | --- |
| положительная степень | сравнительная степень | превосходная степень |
| sunny — солнечный shallow — мелкий simple — простой | sunni**er** — более солнечный shallow**er** — более мелкий simpl**er** — проще | (the) sunni**est** — самый солнечный (the) shallow**est**— самый мелкий (the) simpl**est**— простейший |

2. Большинство двусложных и многосложных прилагательных (т.е. состоящие из 3-х слогов и более) образуют сравнительную степень при помощи слов ***more***— более, а превосходную степень — при помощи слов (**the) *most*** — наиболее, самый.

|  |  |  |
| --- | --- | --- |
| положительная степень | сравнительная степень | превосходная степень |
| interesting — интересный | **more** interesting — более интересный | (**the) most** interesting — самый интересный |

3. Исключение! Эти прилагательные надо запомнить.

|  |  |  |
| --- | --- | --- |
| положительная степень | сравнительная степень | превосходная степень |
| good — хороший bad — плохой little — маленький, мало much (с неисчисл.) - большой, много  many (с исчисл.) - большой, много | better — лучше worse — хуже less — меньше  more - больше | (the) best — самый лучший (the) worst — самый плохой (the) least — меньше всего  (the) most – больше всего |

***Конструкции со сравнительной степенью прилагательного:***

**as … as** — такой …, как  
**not so … as** — не такой …, как  
**than** — чем (в сравнительной степени прилагательного)  
**much** / **far** / **a lot** + сравнительная степень прилагательного — намного …  
**the** + сравнительная степень …, **the** + сравнительная степень прилагательного — чем … , тем.

Ex:He is **as** tall **as** his brother. - Он такой же высокий (такого же роста), как и его брат.

He is **not so** brave **as** his brother. - Он не такой храбрый, как его брат.  
The winds in St. Petersburg are stronger **than** in Moscow. Ветры в С.Петербурге сильнее, чем в Москве.

Some clouds are **much higher** in the sky than the others. Некоторые облака находятся намного выше, чем другие.

**The more** you learn, **the more** you know. – Чем больше учишься, тем больше знаешь.

***Числительное***

Числительные бывают количественными (отвечают на вопрос: Сколько?) и порядковыми (отвечают на вопрос: Который по счету?).

***Количественные числительные:***

|  |  |  |  |
| --- | --- | --- | --- |
| 1-10 | 11-19 | 20-100 | |
| 1 - one  2 - two  3 - three  4 - four  5 - five  6 - six  7 - seven  8 - eight  9 - nine  10 - ten | 11 - eleven  12 - twelve  13 - thirteen  14 - fourteen  15 - fifteen  16 - sixteen  17 - seventeen  18 - eighteen  19 - nineteen | 20 - twenty  30 - thirty  40 - forty  50 - fifty | 60 - sixty  70 – seventy  80 - eighty  90 - ninety |
| 100 - a hundred / one hundred  1,000 – a thousand / one thousand  1,000 000 – a million / one million  1,000 000 000 – a billion / one billion | |

Год читается: ***19׀45*** *–**nineteen forty-five,* ***2010*** *– two thousand and ten.*

Цифра читается: ***1964*** *- one thousand nine hundred sixty-four.*

***Порядковые числительные:***

1-й – ***the first***

2-й – ***the second***

3-й – ***the third***

Остальные порядковые числительные образуются прибавлением -***th*** к количественным числительным:

4-й – *the four****th***

5-й – *the fif****th***

6-й – *the six****th*** и т.д.

Обратите внимание на написание следующих порядковых числительных:

9-й – ***the ninth***

12–й – ***the twelfth***

20-й – ***the twentieth***

40-й – ***the fortieth***

***Местоимение***

Местоимения могут быть личными, объектными, притяжательными, указательными.

|  |  |  |
| --- | --- | --- |
| ***Личное***  ***(подлежащее)*** | ***I*** – я, ***you*** – ты, ***he*** - он, ***she*** – она, ***it*** – оно, ***we*** – мы, ***you*** – вы, ***they*** - они | |
| ***Объектное***  ***(дополнение)*** | ***me*** – мне, меня, ***you*** – тебе, тебя, ***him*** – ему, его, ***her*** - ей, ее, ***it*** – ему, его, ей, ее, ***us*** – нам, нас, ***you*** – вам, вас, ***them*** – им, их | |
| ***Притяжательное***  ***(определение)*** | ***С существительным*** | ***Без существительного*** |
|  | ***my*** – мой, моя, мои, мое  ***your*** – твой, твоя, твои, твое  ***his*** - его  ***her*** - ее  ***its*** – его, ее  ***our*** – наш, наша, наши, наше  ***your*** – ваш, ваша, ваши, ваше  ***their*** - их | ***mine*** - мой, моя, мои, мое  ***yours*** – твой, твоя, твои, твое  ***his*** - его  ***hers*** - ее  ***-------------***  ***ours*** – наш, наша, наши, наше  ***yours*** – ваш, ваша, ваши, ваше  ***theirs*** - их |
| ***Указательное***  ***(определение)*** | ***this*** – этот, ***that*** – тот, ***these*** – эти, ***those*** – те | |

***Предлог***

Предлог – служебная часть речи, которая выражает связь имён существительных, местоимений, числительных с другими словами в словосочетаниях и предложениях.

По своему значению предлоги делятся на:

***Предлоги места:***

**in** - в (внутри чего-либо):

Не lives in Moscow. - Он живет в Москве.

**on** - на (на поверхности предмета):

My book is on the table. - Моя книга - на столе.

**behind** - за (позади другого предмета):

Our house is behind the forest. - Наш дом - за лесом.

**over** - над:

The lamp is over the bookshelf. - Лампа висит над книжной полкой.

**under** - под:

The box is under the table. - Ящик находится под столом.

**in front of** - перед:

There is a garden in front of our house. - Перед нашим домом - сад.

**by** - около, рядом (указывает на нахождение одного предмета около другого):  
Peter is sitting by the window. - Петр сидит у окна.

**at**

1) у, около, на (указывает на нахождение предмета вблизи другого предмета);

2) в, на (указывает на участие в каком-либо действии или процессе):

There is a chair at the door. - У двери стоит стул.

Не was at the meeting. - Он был на собрании.

***Предлоги направления:***

**to** - к, в, на (указывает на движение предмета по направлению к другому предмету):

We will go to the theatre. - Мы пойдем в театр.

**into** (in + to) - в (указывает на движение одного предмета внутрь другого):

May I come into your room? - Можно войти в вашу комнату?

**from** - из, от, с, у (указывает на движение одного предмета от другого):

Take the book from the bookshelf, please. – Возьмите, пожалуйста, книгу с книжной полки.

**out of** - из (указывает на движение одного предмета изнутри другого):

Не went out of the room. - Он вышел из комнаты.

**through** через:

Let’s go through the forest. - Давайте пойдем через лес.

***Предлоги времени:***

**at** - в (указывает на время в часах и минутах):

Our classes begin at 9. - Наши занятия начинаются в девять.

**in**

1. в (употребляется при обозначении времени суток, месяца или года);

I drink coffee in the morning. – Я пью кофе утром.

Winter begins in December. - Зима начинается в декабре.

Не was born in 1946. - Он родился в 1946 году.

2) через:

Не will come in an hour. - Он придет через час.

**on** - в (употребляется при обозначении дней недели, даты):

Не will go to the cinema on Sunday. - Он пойдет в кино в воскресенье.

The academic year begins on the first of September. - Учебный год начинается 1-го сентября.

**till, until** – до, не раньше (до определенного времени, не раньше того или иного срока):

She lived in London from 2004 till 2010. – Она жила в Лондоне с 2004 по 2010 год.

***Глагол***

Глагол – часть речи, которая отвечает на вопрос: Что делать?

Глаголы делятся на:

- *смысловые* (знаменательные) глаголы. Они выражают действие и выступают в роли сказуемого. Ex: He **works** hard. – Он много работает.;

- *вспомогательные* глаголы: to be (am, is, are), to have (has), to do (does), will. Они употребляются для образования видо-временных форм, а также вопросительных и отрицательных предложений. Ex: He **is** sleeping now. – Он спит сейчас. **Does** she read English books? – Она читает английские книги? We **will not** go to the cinema tomorrow. – Мы не пойдем завтра в кино.;

- *глаголы – связки:* to be (am, is, are). Онинеобходимы в предложении, но частично теряют свое лексическое значение и на русский язык могут не переводиться. Ex: He **is** an engineer. – Он – инженер. We **are** in the room. – Мы - в комнате.

- *модальные* глаголы. Они выражают отношение говорящего к действию. Ex: I **can** speak English.

**1.3. Времена**

В английском языке имеется 4 группы времен - ***SIMPLE***, ***CONTINUOUS, PERFECT, PERFECT CONTINUOUS***, каждая из них имеет:

* **3 времени** – настоящее (Present), прошедшее (Past), будущее (Future)
* **2 залога** – действительный (Active), страдательный (Passive)

Глаголы бывают в форме (см. Приложение):

* + **Инфинитива** (1 форма глагола): to open, to close, to go, to swim;
  + **Прошедшего времени** (2 форма глагола): opened, closed, went, swam. Оно необходимо для образования прошедшего времени ***Past Simple***;
  + **Причастия II** = **V-3** (3 форма глагола): opened, closed, gone, swum. Оно необходимо для образования группы времен ***Perfect,*** а также для страдательного залога **Passive Voice.**

**!!!** **Причастие I** образуется при помощи добавления окончания –**ing** к инфинитиву (без частицы -***to***): opening, closing, going, swimming. Оно необходимо для образования группы времен ***Continuous.***

* **правильные (regular)** глаголы **-** образуют 2 и 3 формы глагола путем прибавления окончания **-ed** к 1 форме глагола (к инфинитиву без частицы **–*to***). (to open – opened - opened, to close – closed - closed, to move – moved - moved)
* **неправильные (irregular)** глаголы имеют устойчивые 2 и 3 формы в таблице (см. Приложение) и их необходимо запомнить.

**Present simple tense**

Present Simple обозначает обычное, регулярно повторяющееся действие, аксиому. Употребляется со словами, стоящими перед смысловым глаголом:

* **usually**
* **often**
* **always**
* **seldom**

Утвердительная форма образуется путем добавления инфинитива без частицы –*to*, в 3-м лице, единственном числе (he, she, it) необходимо добавить окончание –**s (es).**

**Утвердительная форма (+)**

|  |  |  |
| --- | --- | --- |
| I  you  we  they | live | in Moscow. |
| he  she  it | live**s** |

Вопросительные и отрицательные формы образуются при помощи вспомогательного глагола ***do*** (***does*** - в 3 л. ед.ч.)

**Вопросительная форма (?)**

|  |  |  |
| --- | --- | --- |
| **Do** | I  you  we  they | live in Moscow? |
| **Does** | he  she  it |

**Отрицательная форма (-)**

|  |  |  |
| --- | --- | --- |
| I  you  we  they | **don’t**  **(do not)** | live in Moscow. |
| he  she  it | **doesn’t**  **(does not)** |

**Past simple tense**

Past Simple обозначает действие как факт в прошлом. Употребляется со словами:

* **yesterday**
* **last**/ week/ month/ year
* a week/ a month/ a year **ago**

Правильные глаголы образуют прошедшее время путем прибавления окончания – **ed** к инфинитиву без частицы *-to* (см. стр 10).

Неправильные глаголы имеют свои устойчивые формы (II форма глагола) в списке неправильных глаголов (см. Приложение).

**Утвердительная форма (+)**

|  |  |  |
| --- | --- | --- |
| I  you  we  they | liv**ed**/  **had** a friend | in Moscow. |
| he  she  it |

Вопросительная и отрицательная формы образуются при помощи добавления вспомогательного глагола ***did*** (прошедшее время от глагола *do*) к инфинитиву глагола без частицы *-to*. Вспомогательный глагол выносится на первое место в вопросительной форме. В отрицательной форме он стоит после подлежащего и имеет отрицательную частицу -***not*.**

|  |  |  |
| --- | --- | --- |
| **Did** | I  you  we  they | live in Moscow?  have a friend in Moscow? |
| he  she  it |

**Отрицательная форма (-)**

|  |  |  |  |
| --- | --- | --- | --- |
| I  you  we  they | **didn’t**  **(did not)** | live  have a friend | in Moscow. |
| he  she  it |

**Future simple tense**

Future Simple обозначает действие как факт в будущем. Образуется при помощи вспомогательного глагола **will** (для всех лиц) и инфинитива глагола без частицы *-to.* Употребляется со словами:

* **tomorrow**
* **next** week/ month/ year
* **in** a day/ week/ month/ year

**Утвердительная (+) и отрицательная (-) формы**

|  |  |  |  |
| --- | --- | --- | --- |
| I  we  he  she  it  they  you | **will / will not(won’t)** | live | in Moscow. |

Вопросительная форма образуется постановкой вспомогательных глаголов перед подлежащим.

**Вопросительная форма (?)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Will** | I  we  he  she  it  they  you | live | in Moscow? |

В **сложноподчиненном предложении с придаточным условия** в главном предложении глагол ставится в Future Simple, а в придаточном – в Present Simple, которое переводится на русский язык будущим временем.

Ex. *If you go to Moscow, you* ***will see*** *many places of interest. -* Если вы посетите Москву, вы увидите много достопримечательностей.

Времена группы **continuous**

В отличие от времен группы Simple, времена группы Continuous выражают длительность действия и процесс его совершения.

В группу входит 3 времени:

* **Present Continuous**
* **Past Continuous**
* **Future Continuous**

Они образуются при помощи вспомогательного глагола **to be** в соответствующем времени и Причастия I (см. стр.9).

Причастие I образуется путем добавления кинфинитиву глагола (без частицы –*to*)окончания **-*ing*.**

* work – **working**  – работающий
* read – **reading** – читающий

Форма глагола **to be** («быть», «находиться», глагол связка) согласуется со стоящим перед ним подлежащим (в лице, числе).

В настоящем времени глагол **to be** имеет следующие формы **am, is, are**:

|  |  |
| --- | --- |
| I | **am** |
| you, we, they | **are** |
| he, she, it | **is** |

В прошедшем времени глагол **to be** имеет формы **was,** **were**:

|  |  |
| --- | --- |
| I, he, she, it | **was** |
| you, we, they | **were** |

**Present continuous:**

Ex. *I* ***am*** *work****ing*** *now. –* Я работаю сейчас.

*He* ***is*** *do****ing*** *his**homework at the moment.* – В данный момент он делает домашнее задание.

**Past continuous:**

Ex. *I* ***was*** *work****ing*** *when you came.* – Я работал, когда вы пришли.

*We* ***were*** *read****ing*** *when they called.* – Мы читали, когда они позвонили.

**Future continuous:**

Ex. ***I will be*** *work****ing*** *at 2 o’clock tomorrow.*  – Завтра в 2 часа я буду работать.

Английские глагольные времена переводятся на русский язык тремя временами глагола несовершенного вида (я читаю, я читал, я буду читать) и двумя временами глагола совершенного вида (я прочитал, я прочту).

|  |  |  |
| --- | --- | --- |
| **PRESENT** | **PAST** | **FUTURE** |
| **1. Present Simple**  *I* ***read*** *newspapers every day.*  Я читаю газеты каждый день.  **2. Present Continuous**  *I* ***am reading*** *a newspaper now.*  Я читаю газету сейчас | **1. Past Simple**  *I* ***read*** *[red] that newspaper yesterday.*  Я прочитал ту газету вчера.  **2. Past Continuous**  *I* ***was reading*** *a newspaper when he came.*  Я читал газету, когда он пришел. | **1. Future Simple**  *I* ***will read*** *this newspaper tomorrow.*  Я прочту эту газету завтра.  **2. Future Continuous**  *I* ***will be reading*** *a newspaper when you come.*  Я буду читать газету, когда вы придете. |

**1.4. Страдательный залог**

**(the passive voice)**

В страдательном залоге подлежащее подвергается действию со стороны другого объекта или предмета, который может быть указан или нет в предложении.

Страдательный залог используется, когда важен результат действия и нет необходимости указывать лицо, производящее действие.

Страдательный залог часто используется в научной литературе.

*Ex. Many experiments are made (by students) in the laboratory. -* Много опытов проводят (студенты) в лаборатории.

***Образование форм страдательного залога***

Формы страдательного залога в английском языке образуются при помощи вспомогательного глагола **to be** в соответствующей форме действительного залога (см. стр. 14) и **Причастия II (=V3)** смыслового глагола (см. стр. 9).

*Ex. Films are shown in the cinema. –* Фильмы показывают в кинотеатре.

*Smart materials are used in industry. –* Современные материалы используются в промышленности.

В страдательном залоге употребляются следующие времена: все времена группы Simple, Present Continuous, Past Continuous, все времена группы Perfect.

**!!!** Future Continuous и времена группы Perfect Continuous в страдательном залоге не употребляются.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Present** | **Past** | **Future** |
| **Simple** | **am/is/are + V3**  Letters *are written* every week. | **was/were + V3**  The letters *were written* last week. | **will be + V3**  The letter *will be written* next week. |
| **Continuous** | **am/is/are being + V3**  The letters *are being written* at this moment. | **was/were being + V3**  The letters *were being written* at 5 o'clock yesterday. | **-** |
| **Perfect** | **have/has been + V3**  The letters *have* already *been written*. | **had been + V3**  The letters *had been written* by 5 o'clock yesterday. | **will have been + V3**  The letters *will have been written* by 5 o'clock tomorrow. |

 Для образования вопросительной формы вспомогательный глагол **to be** ставится перед подлежащим, а остальная часть временной формы - после подлежащего:

Ex: **Are** the letters **written** every week? – Письма пишут каждую неделю?

Для образования отрицательной формы частица **–not** ставится после вспомогательного глагола **to be** в соответствующей форме:

Ex: The letters are **not** writtenevery week. **-** Письма не пишут каждую неделю.

1.5. Модальные глаголы (modal verbs)

Модальными глаголами называются глаголы, которые выра­жают отношение действующего лица к действию или состоянию, вы­раженному сказуемым. К модальным глаголам относятся глаголы can, may и must.

Основные особенности модальных глаголов заключаются в том, что они:

1. не требуют после себя инфинитива смыслового глагола без части­цы to:

I can do this.

1. образуют вопросительную и отрицательную формы без вспо­могательного глагола:

Can you help me? No, I cannot. (I can't);

1. глаголы can и may имеют только формы настоящего и прошед­шего времени, глагол must — только форму настоящего времени. Сложных глагольных форм модальные глаголы не образуют;
2. в 3-м лице единственного числа настоящего времени не имеют окончания -s:

Не can speak English;

1. не имеют неличных форм (инфинитива, герундия и причастия).

Глагол сап

Глагол cаn (прошедшее время could) выражает физическую или умственную способность выполнить действие, выраженное сказуе­мым. На русский язык cаn переводится формами глаголов мочь и уметь:

Не can speak English. Он умеет говорить по-английски.

Не cannot help you now. Он не может помочь вам сейчас.

В значении глагола cаn, а также взамен его недостающих форм мо­жет употребляться сочетание to be able быть в состоянии. Например:

I shall be able to come to see you tomorrow. – Я смогу прийти к вам завтра.

1 was able to (=could) do this. – Я смог это сделать.

Глагол may

Глагол may (прошедшее время might) выражает:

1. разрешение:

May I come in? – Можно мне войти?

1. возможность или предположение:

It may rain today. – Может быть, сегодня будет дождь (предположение).  
This book may give you much pleasure. – Эта книга может доставить вам большое удовольствие (возможность).

В значении глагола may, а также взамен его недостающих форм может употребляться сочетание to be allowed to. Например:

I was allowed to do this work. – Мне разрешили выполнить эту работу.

You will be allowed to go out in two days. – Вам разрешат выходить на улицу через два дня.

Глагол **must**

Глагол must выражает необходимость или моральную обя­занность. На русский язык глагол must переводится словами должен, нужно, надо:

I must get up early every day. – Мне нужно вставать рано каждый день.

Глагол must не имеет прошедшего времени. Для выражения про-  
шедшего или будущего времени вместо глагола must употребляется  
его заменитель to have to:

I shall have to get up early tomorrow. – Завтра мне придется встать рано.

I had (did not have) to get up early yesterday. – Вчера мне пришлось (не пришлось) встать рано.

Глагол to have (to)

Глагол to have с последующим инфинитивом другого глагола с частицей to имеет модальное значение долженствования и употреб­ляется как заменитель модального глагола must:

I had to wait for the tram for 10 minutes yesterday. – Вчера мне пришлось ждать трамвай 10 минут.

Глагол to have с последующим инфинитивом с частицей to чаще всего переводится на русский язык словами приходится, вынужден.

Глагол to be (to)

Глагол to be в сочетании с инфинитивом другого глагола с ча­стицей to имеет модальное значение и указывает на то, что действие должно совершиться согласно намеченному плану или договоренно­сти:

Comrade N. is to make a report at the next meeting. – Товарищ H. должен сделать доклад на следующем собрании.

Глагол should

Глагол should может употребляться в качестве модального глагола, выражая моральную обязанность или необходимость совер­шения действия. Глагол should переводится на русский язык как следует, следовало бы, должен:

You should help him. – Вам следовало бы помочь ему.

**1.6. Местоимения some, any, no, every и их производные**

|  |  |  |  |
| --- | --- | --- | --- |
| **some – несколько, некоторые** | **any –**  **любой, какой-нибудь** | **no –**  **нет, никакого** | **every –**  **каждый** |
| **somebody –**  **кто-то** | **anybody** –  кто-нибудь | **nobody** – никто | **everybody** – каждый |
| **someone**  **something – что-то** | **Anyone/anything** – что-нибудь | **no one/ nothing** – ничто | **everyone/everything** – все |
| **somewhere – где-то** | **anywhere** – где-либо | **nowhere** - нигде | **everywhere** - везде |

Наряду с неопределенным артиклем в качестве определителя существительного могут употребляться местоимения some и any.

Местоимения some и any употребляются для обозначения неопределенного количества предметов или вещества. Местоимение some имеет значение «несколько», «некоторые». Some употребляется в утвердительном предложении.

We have got some dictionaries. – У нас есть несколько словарей.

Местоимение any имеет значение «какие-то», «какие-нибудь», либо «сколько-нибудь». Обычно употребляется в вопросительных и отрицательных предложениях, однако any может выступать и в утвердительных предложениях, где оно имеет значение «любой».

Are there any pens on the table? – На столе есть какие-нибудь ручки?

Is there any meat on the frying-pan? – В сковороде есть мясо?

I can read any English book in the original. – Я могу читать любую английскую книгу в подлиннике.

При наличии отрицания not местоимение any имеет значение «никакие» или «нисколько» и может быть заменено отрицательным местоимением no:

There aren't any flowers in the vase. – В вазе нет цветов.

There are no flowers in the vase. – В вазе нет цветов.

Производные местоимения и наречия употребляются по тем же правилам, что и неопределенные местоимения some, any, no, every.

Когда эти местоимения употребляются в качестве подлежащего, глагол-сказуемое всегда стоит в единственном числе.

There is nobody in that room. – В той комнате никого нет.

**1.7. Местоименные прилагательные much, many, little, few, a little, a few**

|  |  |
| --- | --- |
| **с исчисляемыми существительными** | **с неисчисляемыми существительными** |
| many - много | much - много |
| a few - несколько | a little - немного |
| few - мало | little - мало |

Much «много», little «мало» определяют неисчисляемые существительные. Many «много», few «мало» определяют исчисляемые существительные:

Is there much light in your room? No, there isn't. There isn't much light in my room. There is little light in my room.

Are there many forks in the drawer? No, there aren't. There aren't many forks in the drawer. There are few forks in the drawer.

Little и few в сочетании с неопределенным артиклем образуют устойчивые сочетания со значением: a few «несколько», a little «немного», «несколько»:

I have a few friends here. – У меня здесь есть несколько друзей. (Ср. I have few friends here. У меня здесь мало друзей.)

There is a little milk in the saucer. – В блюдце есть немного молока. (Ср. There is little milk in the saucer. В блюдце мало молока).

**1.8. Косвенная речь (Reported Speech)**

При переводе прямой речи в косвенную меняется подлежащее и соответственно форма глагола-сказуемого

Mary says, "I don't know his address." Mary says that she doesn't know his address.

Для передачи чужой речи употребляются глаголы to say, to tell, to ask и другие, за которыми идет придаточное дополнительное предложение. Если эти глаголы стоят в прошедшем времени, то соблюдаются правила согласования времен; указательные местоимения и наречия времени и места заменяются по смыслу следующими словами:

|  |  |
| --- | --- |
| **Прямая речь** | **Косвенная речь** |
| yesterday | the day before, on the previous day |
| tomorrow | the next day, the following day ago before |
| this (these) | that (those) |
| here | there |
| now | then, at that time, immediately |
| last night | the previous night |
| today | that day |
| tonight | that night |

Также при переводе прямой речи в косвенную, в том случае, когда глагол «говорения» выступает в прошедшем времени, в придаточном предложении наблюдается сдвиг времен.

|  |  |
| --- | --- |
| Present Simple - Past Simple | He lives in New York.  I thought that he lived in New York. |
| Present Continious - Past Continious | Mother is sleeping.  I knew that mother was sleeping. |
| Present Perfect - Past Perfect | He has returned from London.  I was told that he had returned from London. |
| Past Simple - Past Perfect | He bought a new car.  I heard that he had bought a new car. |
| Future - Future-in-the-Past | He will send us a letter.  I supposed that he would send us a letter. |

Если высказывание имеет форму вопроса, то при переводе его в косвенную речь порядок слов меняется: в косвенном вопросе употребляется порядок слов, характерный для повествовательного предложения, при этом специальный вопрос присоединяется к главному-предложению с помощью союзных местоимений или наречий (what, who, how, when, etc.), a общий вопрос — с помощью союзов if или whether, которые соответствуют русской частице ли в аналогичных структурах:

|  |  |  |
| --- | --- | --- |
| **Специальный вопрос** |  | He asked me |
| (Special Question) |  | He wanted to know |
|  |  | He wondered |
| What are you doing? |  | what I was doing. |
| Where do you live? |  | where I lived. |
| Where does he work? |  | where he worked. |
| What is Nick doing? |  | what Nick was doing |
| What have you prepared for today? |  | what I had prepared for that day |
| When did you come home yesterday? |  | when I came home the day before. |
| When will your mother come home? |  | when my mother would come home. |
|  |  |  |
| **Общий вопрос** |  | He asked me |
| (General Question) |  | He wanted to know |
|  |  | He wondered |
| Are you watching TV? | if / wheather | I was watching TV. |
| Do you play chess? | I played chess |
| Does she go to school? | She went to school. |
| Are you listening to me? | I was listening to him. |
| Have you done your homework? | I had done my homework. |
| Did you skate last winter? | I had skated the winter before. |
| Will you see your friend tomorrow? | I should see my friend the next day. |

**1.9. Типы вопросов**

Структура вопросительного предложения в английском языке отличается от структуры повествовательного предложения порядком слов. Выделяют следующие типы вопросительных предложений: общий, специальный, разделительный и альтернативный вопросы.

**Общий вопрос (General Question)**

Вопросы, требующие ответа да или нет, называются общими вопросами. В английском языке они начинаются со вспомогательного глагола.

Have you seen the film already? – Yes, I have.

No, I haven’t.

**Альтернативный вопрос (Alternative Question)**

Структура в альтернативном вопросе такая же, как и в общем. Альтернативный вопрос состоит из двух частей, соединенных союзом **or.** Его первая часть строится по типу общего вопроса, а вторая представляет собой альтернативу к одному из членов первой части и присоединяется с помощью союза **or**. В данном типе вопроса нельзя дать утвердительный или отрицательный ответ.

Have you read the text or written the composition? – We have read the text.

**Разделительный вопрос (Disjunctive Question)**

Разделительный вопрос состоит из двух частей: утвердительного или отрицательного повествовательного предложения и краткого вопроса (tag). Этот тип вопроса употребляется в том случае, когда говорящий предполагает получить подтверждение высказывания, содержащегося в первой части предложения, или стремится уменьшить категоричность своего суждения.

К утвердительному предложению добавляется отрицательный вопрос (negative tag), построенный по типу общего вопроса, а к отрицательному утвердительный вопрос (positive tag).

Английское предложение с разделительным вопросом может соответствовать русскому вопросительному предложению с частицей «ведь»:

You have done the translation yet, haven’t you? – Yes, I have.

No, I haven’t.

She hasn’t cooked the supper, has she? – Yes, she has.

No, she hasn’t.

Кроме того, разделительный вопрос может соответствовать русским вопросам «не так ли?», «не правда ли?», «да?»

**Специальный вопрос (Special Question)**

В отличие от общего вопроса, который относится к содержанию всего предложения в целом, специальный вопрос относится к одному члену предложения. Поэтому специальный вопрос всегда начинается с вопроситель­ного слова, заменяющего тот член предложения, к которому он относится. За вопросительным словом следует личная форма глагола, а затем подлежащее предложения:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Вопросите-льное слово | + | Вспомогатель-ный глагол | + | Подлежа-щее | + | Основ-ной глагол | + | Второстепенные члены предложения |

What has he given to you lately?

В специальном вопросе к подлежащему, вспомогательный глагол ставится в 3 лице, единственного числа.

We’ve never done it before. – Who has never done it before?

**1.10. Условные предложения**

Условные предложения в английском языке вводятся союзами if – если, provided – если, при условии что, unless – если не, when - когда, after - после, before - перед тем как, as soon as - как только, until - до тех пор пока не. После этих союзов нельзя употреблять Future Simple,, но на русский язык переводится будущим:

If the weather is fine, we will go for a walk. – Если погода будет хорошая, мы пойдем на прогулку.

If you help me, I shall do it on time. – Если ты поможешь мне, я сделаю эту работу вовремя.

We shall not begin until you come. – Мы не начнем, пока ты не придешь.

**2. КОНТРОЛЬНЫЕ ЗАДАНИЯ**

**Общие требования к выполнению контрольной работы**

Контрольное задание предлагается в десяти вариантах.

Вариант задания определяется ***по последней цифре*** номера зачетной книжки.

1 вариант - цифра 1.

2 вариант – цифра 2.

3 вариант – цифра 3.

4 вариант – цифра 4.

5 вариант – цифра 5.

6 вариант - цифра 6.

7 вариант – цифра 7.

8 вариант – цифра 8.

9 вариант – цифра 9.

10 вариант – цифра 0.

Контрольная работа должна быть выполнена в отдельной тетради. На обложке тетради необходимо указать: факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и вариант.

Первую страницу необходимо оставить чистой для замечаний и рецензии преподавателя.

Все предлагаемые к выполнению задания (включая текст на английском языке) переписываются на левой стороне разворота тетради, а выполняются на правой.

Контрольная работа должна быть написана четким подчерком, для замечаний преподавателя следует оставить поля.

Контрольная работа, выполненная не полностью или не отвечающая вышеприведенным требованиям, не проверяется и не засчитывается.

Проверенная контрольная работа должна быть переработана студентом (та часть ее, где содержатся ошибки и неточности перевода) в соответствии с замечаниями и методическими указаниями преподавателя. В той же тетради следует выполнить «Работу над ошибками», представив ее на защите контрольной работы.

**Вариант 1**

**Задание 1. Перепишите предложения. Письменно переведите их на русский язык. Подчеркните глаголы в PRESENT SIMPLE. Определите, в каком лице и числе стоит глагол.**

1)You’ll have some time to go shopping in Oxford Street.

2) The sun rises in the east.

3) He is reading a newspaper now.

4) I took the book from the library yesterday.

5) I go to the University every day.

**Задание 2. Перепишите предложения**. **Письменно переведите их на русский язык. Определите видо-временную форму глагола в страдательном залоге.**

1) Many new houses are being built in the city now.

2) All observations were made by a group of famous scientists.

3) We were asked to come as soon as possible.

4) Many experiments are made in the laboratory.

5) I am always praised at home.

**Задание 3. Выразите числительные буквами и цифрами.**

1) the 1st

2) 235

3) the 24th

4) 2 516

5) 5 022

**Задание 4. Перепишите и переведите предложения. Определите степени сравнения прилагательных.**

1) I have less time than he has.

2) Jack is the youngest in the family.

3) The Moscow Metro is the most beautiful in Russia.

4) This work is easier than that one.

5) His grandfather is older than his grandmother.

**Задание 5. Прочтите текст. Перепишите его и письменно переведите.**

**A HANDMADE CAR**

The Morgan is a unique car: it is made in Britain by a family-owned company and it is handmade.

Each Morgan is made individually. Modern materials and up-to-date manufacturing technology are combined with 100-year-old skills. There are no assembly lines because each stage of the manufacturing is done by highly-skilled craftsmen. For example, the wooden frame is made in the same way as the first Morgan in 1909, upholsterers make the leather seats, and sheet metalworkers make the panels by hand.

In contrast to all these traditional skills, Morgan engineers make precision mechanical components using modern Computer Numerical Control (CNC) machinery so a Morgan driver has a state-of-the-art engine in a traditionally-made car.

It takes a long time to make a car by hand. The Morgan factory produces about 500 cars a year. Buyers put their name on a waiting list and then wait for the factory to tell them that their car is finished. The shortest wait is about two years – and sometimes the wait lasts five years. Like proud parents-to-be, people on the waiting list can visit the factory to see their car being made and to talk to the craftsmen doing the work.

**Задание 6. Выпишите все глаголы-сказуемые из текста.**

**Вариант 2**

**Задание 1. Перепишите предложения. Письменно переведите их на русский язык. Подчеркните глаголы в PAST SIMPLE. Определите, в каком лице и числе стоит глагол.**

1) I will be free tonight.

2) I visited Moscow last year.

3) Her eyes were red.

4) They will not be at work tomorrow.

5) I usually have lunch at 12 o’clock.

**Задание 2. Перепишите предложения**. **Письменно переведите их на русский язык. Определите видо-временную форму глагола в страдательном залоге.**

1) I am always invited to the parties.

2) The radio was invented by A.Popov in 1895.

3) My question was answered yesterday.

4) Mushrooms are gathered in autumn.

5) This text was translated at the last lesson.

**Задание 3. Выразите числительные буквами и цифрами.**

1) the 2nd

2) 70

3) 843

4) the 87th

5) 21 567

**Задание 4. Перепишите и переведите предложения. Определите степени сравнения прилагательных.**

1) This table is smaller than that one.

2) The more we read, the more we know.

3) My elder brother graduated from Moscow University.

4) In December the days are the shortest.

5) My father is taller than my grandfather.

**Задание 5. Прочтите текст. Перепишите его и письменно переведите.**

**COMPUTERS IN DESIGN**

In the past technical drawings for industry and architecture were drawn by hand. For example, people worked at drawing boards with drawing equipment. These hand-drawn diagrams provided clear technical information but were slow and expensive to make. Nowadays working drawings are done on computers, which is much quicker.

Computers can also 1) save, change and recycle the drawings; 2) make 3D (three dimensional) images; 3) make drawings bigger or smaller; 4) keep an electronic library of standard parts; 5) make symmetrical images of components; 6) make accurate and consistent drawings.

A good way to explain the advantages is to think about architectural drawing. Features such as windows and doors can be moved until the architect likes the building. Images of the rooms are created in 3D so the viewer can “walk” through the rooms. Designers can also experiment with different arrangements of furniture and colours.

**Задание 6. Выпишите все глаголы-сказуемые из текста.**

**Вариант 3**

**Задание 1. Перепишите предложения. Письменно переведите их на русский язык. Подчеркните глаголы в FUTURE SIMPLE. Определите, в каком лице и числе стоит глагол.**

1) I was working when my brother came.

2) I will go to the theatre tomorrow.

3) When do they usually go shopping?

4) My aunt was very depressed last Sunday.

5) When I come home, I will ring you up.

**Задание 2. Перепишите предложения**. **Письменно переведите их на русский язык. Определите видо-временную форму глагола в страдательном залоге.**

1) This bridge was built in 1946.

2) The paper was cut with a knife.

3) The nuts were eaten yesterday.

4) He was advised to join a sports club.

5) I will be asked to help them.

**Задание 3. Выразите числительные буквами и цифрами.**

1) the 3rd

2) 254

3) 121

4) the 9th

5) 11 083

**Задание 4. Перепишите и переведите предложения. Определите степени сравнения прилагательных.**

1) The cheetah is the fastest animal.

2) The weather is much better today than it was yesterday.

3) He knows the most interesting stories.

4) The climate in the world is getting worse and worse.

5) He is the best engineer at our plant.

**Задание 5. Прочтите текст. Перепишите его и письменно переведите.**

**OPTICAL FIBRES**

Optical fibres started to replace some uses of copper cables in the 1970s. They are made from glass and are usually about 120 micrometres in diameter. Some of the most common everyday uses are in telecommunications, close-circuit television (CCTV) and cable television.

Optical fibres carry signals more efficiently than copper cable and with a much higher bandwidth. This means that fibres can carry more channels of information over longer distances. Optical fibres cables are much lighter and thinner than copper cables with the same bandwidth. This means less space is needed in underground cabling ducts.

Optical fibres are more expensive per metre than copper. However, one optical fibre can carry more signals than a single copper cable and the longer transmission distances mean that fewer expensive repeaters are required. Also copper cable uses more electrical power to deliver the signals.

Optical fibres can’t be sliced as easily as copper cable. Employees need special training to handle the expensive splicing and measurement equipment.

**Задание 6. Выпишите все глаголы-сказуемые из текста.**

**Вариант 4**

**Задание 1. Перепишите предложения. Письменно переведите их на русский язык. Подчеркните глаголы в PRESENT CONTINUOUS. Определите, в каком лице и числе стоит глагол.**

1) He opened the door and went out of the room.

2) He is working on the important project at the moment.

3) The car needs washing.

4) I was walking through the local park when suddenly I met my old school friend.

5) My little sister is sleeping in the next room now.

**Задание 2. Перепишите предложения**. **Письменно переведите их на русский язык. Определите видо-временную форму глагола в страдательном залоге.**

1) About 500 million books are published in Moscow every year.

2) Business letters are usually written on a special form.

3) W. A. Mozart was born in Salzburg in 1756.

4) I think this car will be bought next week.

5) Rostov-on-Don was founded in 1749.

**Задание 3. Выразите числительные буквами и цифрами.**

1) the 14th

2) 416

3) the 871th

4) 2 060 200

5) 3 221 843

**Задание 4. Перепишите и переведите предложения. Определите степени сравнения прилагательных**

1) My car is cheaper than yours.

2) What is the longest river in the world?

3) China is larger than India.

4) Last year February was colder than January.

5) The most dangerous team sport is rugby.

**Задание 5. Прочтите текст. Перепишите его и письменно переведите.**

**SMART MATERIALS**

Smart or shape memory materials are an invention that has changed the world of engineering. There are two types: metal alloys and plastic polymers. The metal alloys were made first and they are usually an expensive mixture of titanium and nickel.

Shape memory materials are called “smart” because they react to changes in their environment. For example, plastics that return to their original shape when the temperature changes. One use is in surgery where plastic threads “remember” the shape of a knot, react to the patient’s body temperature and make themselves into stitches.

Metal alloys that have a “memory” and can return to their original shape. They are used in medical implants that are compressed so they can be put inside the patient’s body through a small cut. The implant then expands back to its original shape. More everyday uses are for flexible spectacle frames and teeth braces. Liquid crystals that change shape and colour are used in climbing ropes.

The future of smart materials and their possible uses is limited only by human imagination.

**Задание 6. Выпишите все глаголы-сказуемые из текста.**

**Вариант 5**

**Задание 1. Перепишите предложения. Письменно переведите их на русский язык. Подчеркните глаголы в PAST CONTINUOUS. Определите, в каком лице и числе стоит глагол.**

1) I am reading an interesting book now.

2) At last we found the path we were looking for.

3) He took a book, opened it and began reading it.

4) We gathered many mushrooms in the forest.

5) My friends were playing the guitar and singing the songs.

**Задание 2. Перепишите предложения**. **Письменно переведите их на русский язык. Определите видо-временную форму глагола в страдательном залоге.**

1) The matter will be discussed at the next meeting.

2) The goods were examined yesterday.

3) A new film was shown to us.

4) This urgent problem is being discussed at the conference now.

5) He will be met at the airport tomorrow.

**Задание 3. Выразите числительные буквами и цифрами.**

1) the 12th

2) 150

3) 2 576

4) the 20th

5) 2 219 567 925

**Задание 4. Перепишите и переведите предложения. Определите степени сравнения прилагательных.**

1) This dish was the most delicious I have ever tasted.

2) This book is more interesting than that one.

3) Let's go by bus. It is cheaper.

4) This apartment is more comfortable than that one.

5) Oxford University is the oldest university in Great Britain.

**Задание 5. Прочтите текст. Перепишите его и письменно переведите.**

**INTERNATIONAL TRADE**

International trade is when companies from one country sell their products or services in other countries. For example, the UK produces cars, machinery, oil and chemicals which it exports to overseas markets. Other British exports include services like banking and travel. These earn foreign currency for the UK. Imports to the UK include cars, food and electrical goods.

Many companies set up subsidiaries overseas. They are called multinationals – Shell, Ford and Sony are examples. Most multinational companies try to understand and cater for the needs of every market they sell in.

International trade means that there are more companies which compete with each other to sell their products. This means lower prices which are good for customers because they pay less and have more choice. Producers, however, make less profit. Multinational companies often look for ways to reduce their costs by manufacturing their products in countries where labour costs are cheaper.

Changes in the exchange rate can make a company more or less competitive. If the exchange rate falls, exports become cheaper, so companies become more competitive. If the exchange rate rises, exports become more expensive, so companies become less competitive.

**Задание 6. Выпишите все глаголы-сказуемые из текста.**

**Вариант 6**

**Задание 1. Прочитайте предложения. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple. Письменно переведите предложения.**

1. Betty (to write) her test yesterday.
2. She (to be) to London four times.
3. I don’t know this man. I never (to meet) him.
4. Last night I (t o feel) tired and (to go) to bed very early.
5. I already (to do) my homework. Now I can go for a walk.

**Задание 2. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.**

1. You *must / have to tell* your mother about it.
2. I will *be able to / can give* you my book a couple of days after I have read it.
3. I have told you this so that you *may / might* take precautions.
4. There was nothing in the fridge and she should / had to go shopping last Friday.
5. You won’t be allowed / should pay special attention to the art parquet combining different woods.

**Задание 3. Прочитайте предложения. Вставьте *much, many, little, few, a little* или *a few*. Письменно переведите предложения.**

1. Let’s stay here ... longer: it is such a nice place.
2. There were … new words in the text, and Peter spent … time learning them.
3. There was … hay in the barn, and the children could not play there.
4. There was … water in the river, and they decided to cross it.
5. My mother knows German … and she can help you with the translation of this letter.

**Задание 4. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.**

1. The woman said to her son: “I am glad I am here.”
2. “My friend lives in Moscow,” said Alec.
3. “Who is the owner of the house?” – he asked me.
4. “Does the “Frayed chic” harmonically blend styles and objects that seem incompatible?” – the student asked the teacher.
5. “We have decided to make the landscape the main feature of the project” – the architects said.

**Задание 5. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.**

1. If my friend (to come) to see me, I (to be) very glad.
2. If mother (to buy) a cake, we (to have) a very nice tea party.
3. If we (to receive) a telegram from him, we (not to worry).
4. If you (not to work) systematically you (to fail) the examination.
5. If you (to be) busy, I (to leave) you alone.

**Задание 6. Прочитайте текст, перепишите и письменно переведите его Automotive design**

The modern automobile is a complex technical system employing sub-systems with specific design functions. Some of these consist of thousands of component parts that have evolved from breakthroughs in existing technology or from new technologies such as electronic computers, high-strength plastics, and new alloys of steel and nonferrous metals. Some subsystems have come about as a result of factors such as air pollution, safety legislation, and competition between manufacturers throughout the world.

Passenger cars have emerged as the primary means of family transportation, with an estimated 1.4 billion in operation worldwide. About one-quarter of these are in the United States, where more than three trillion miles (almost five trillion kilometres) are traveled each year. In recent years, Americans have been offered hundreds of different models, about half of them from foreign manufacturers. To capitalize on their proprietary technological advances, manufacturers introduce new designs ever more frequently. With some 70 million new units built each year worldwide, manufacturers have been able to split the market into many very small segments that nonetheless remain profitable.

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**Вариант 7**

**Задание 1. Прочитайте предложения. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple. Письменно переведите предложения.**

1. We (to travel) to lots of countries.
2. Mrs. Green (to work) in the office for 25 years. And she is still working.
3. She (to ring) her boss yesterday.
4. The lecture (not yet to begin) and the students are talking in the class room.
5. I (not to see) him since 1987.

**Задание 2. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.**

1. Mother is ill, and I *have to / must* take my sister to school.
2. Tomorrow I shall be free and I *can /shall be* able to help you.
3. You *may / might* take any book you like.
4. It was a very, important meeting and we *should / had* to attend it. That’s why we returned home late.
5. The authors of the project will *be able / should* to minimize the space for the communication system.

**Задание 3. Прочитайте предложения. Вставьте *much, many, little, few, a little* или *a few*. Письменно переведите предложения.**

1. The pupils of our class ask … questions at the lesson.
2. You don’t make … mistakes in your spelling.
3. He likes it at the camp: he had … friends there.
4. The hall was almost empty: there were very … people in it.
5. I can’t buy this expensive hat today: I have too … money.

**Задание 4. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.**

1. “I can’t explain this rule to you,” said my classmate to me.
2. The teacher said to the class: “We shall discuss this subject tomorrow.”
3. “When was this elegant seven-storied building constructed?” – the foreigner wondered.
4. “I am leaving at six,” – she said.
5. “The flat’s owners are thinking about its re-planning.” – Andrew noticed.

**Задание 5. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.**

1. If the (to be) free tomorrow, he certainly (to come) to our party.
2. If you (to get) a “five”, your mother (to be) happy.
3. If you (to ring) me up, I (to tell) you secret.
4. If he (not to pass) his examination, he (not to get) a scholarship.
5. If my brother (to be) in trouble, I (to help) him, of course.

**Задание 6. Прочитайте текст, перепишите и письменно переведите его Taxis in Russia**

Taxis are generally very cheap but sometimes drivers try to gouge for-eign tourists. There is no real system of taxi licensing. Taking a taxi often means going out in the street and flagging down any car that passes by (a “gypsy” taxi) and paying the driver $1 or $2 for a ride.

There are two kinds of taxis: official taxis and unofficial "gypsy" taxis. In Moscow, the official taxis are yellow and have a taxi sign on the roof. In re-gard to which one to take, there are two lines of reasoning. One advises for-eign travelers to stick with more expensive official registered taxis for safety reasons. The other line of reasoning is take the gypsy cabs. They are cheaper, more convenient, more adventurous and more Russian. Russians say there is little risk in taking them. Young women do it all the time, late at night, and rarely have problems.

There are different prices for Russians and foreigners. Russian taxi driv-ers generally don't expect a tip from Russians but sometimes they do from foreigners. Avoid taxis that have another passenger inside. Sometimes they are muggers. Also avoid the groups of taxis drivers that gather around train and bus stations, tourist hotels and places frequented by tourists. You are bet-ter off and less likely to get ripped off or robbed if you flag a driver down on the street.

Official Taxis operate sort of like cabs in the United States. You can hail one on the streets, catch one at a station or taxi stand, or have one called for you by phone (there is often a charge for this). To page a taxi, the easiest thing to do is have someone at your hotel call one for you. Metered cabs don't use their meters. Even if they do they negotiate an off meter price. Their fares are generally about the same as the gypsy cabs unless the vehicle is very nice or the taxi has been paged. Taxi drivers arranged through hotels sometimes speak English. Sometimes they are good people to show you around. Often, it doesn't cost much to hire a taxi for a whole day especially if you have two or three people to split the costs.

**Вариант 8**

**Задание 1. Прочитайте предложения. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple. Письменно переведите предложения.**

1. Sheila (to go) to the market at 8 o’clock in the morning.
2. Lorna (to read) the letter already.
3. She (to phone) just now.
4. Last night I (to arrive) home at half past twelve.
5. I (to buy) a pair of gloves yesterday

**Задание 2. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.**

1. You *must/ have to* take a taxi if you want to catch that train.
2. You *can /* will *be able* to go to the county when you have passed your last examination.
3. She told him that he *may / might* go home.
4. You *should / had to* disconnect the computer yesterday. There is something wrong with it.
5. As we *can / could* see, designed following classical traditions, the house didn’t look pompous or museum like.

**Задание 3. Прочитайте предложения. Вставьте *much, many, little, few, a little* или *a few*. Письменно переведите предложения.**

1. He had … English books at home, so he had to go the library for more books.
2. She gave him … water to wash his hands and face.
3. I’d like to say … words about my journey.
4. After the play everybody felt … tired.
5. This girl works very … , that’s why she knows nothing.

**Задание 4. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.**

1. He said: “I am sure she will ring me up when she is back.”
2. “I don’t go to this shop very often,” she said.
3. “Why did the designer intend to part the space by a screen?” – the customer asked.
4. “Was House in Chelsea an occasional choice?” – he wondered.
5. “There will be no “empty”, senseless objects, overloading the space” – the designer promised.

**Задание 5. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.**

1. If you (to give) me your address, I (to write) you a letter.
2. If my sister (not to go) to the south, we (to spend) the summer in St.Petersburg together.
3. If you (not to get) tickets for the Philharmonic, we (to stay) at home.
4. If it (to rain), we (to have to) stay at home.
5. If it (not be) too cold, I (not to put) on my coat.

**Задание 6. Прочитайте текст, перепишите и письменно переведите его Traffic Police in Russia**

The traffic police in Russian are known as the GAI or GIBDD. According to ASIRT: “The State Automobile Inspectorate (GIBDD) is authorized to stop cars and issue immediate fines. If drivers fail to stop, officers have the authority to shoot at your car. There is a permanent GIBDD checkpoint at the border of every Russian city and many Russian towns. GIBDD officers some-times intimidate foreigners. If you want to dispute the charges, take the matter to the head of the local GIBDD station. Criminals sometimes pose as GIBDD officers. If an officer has a gun, comply with his requests, but get his badge number and report the incident to the GIBDD in the next town. Complaints generally are treated with concern. Inspection of cars is often lax. Drivers may be pulled over at night on suspicion of driving while under the influence just because they are on the road. In July 2008, federal law approved using traffic cameras to identify law violations and reduce crime.

“Foreigners are often victims of harassment or extortion by police and other officials. Probable cause is not required for police to stop, question or detain people. If stopped, record officer’s name, badge number and patrol car number, unless it seems unsafe to do so. Recording where the stop occurred may help authorities identify the perpetrators. Authorities are concerned about such incidents and cooperate with investigations of these cases. Report the incident to the U.S. Embassy or nearest Consulate General.

“Some business activities, considered normal in western nations, are illegal or raise suspicion of espionage in Russia. Any commercial activity involving Russian military-industrial enterprises, such as research institutes, production facilities, design bureaus and other high level, government-related technology groups are subject to investigation.

**Вариант 9.**

**Задание 1. Прочитайте предложения. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple. Письменно переведите предложения.**

1. I (to live) in France in 1997.
2. This is the first time I (to have) pamella.
3. You) to be) busy this morning?
4. Jill (to buy) a new cat two weeks ago.
5. The rain (to stop) and the sun is shining in the sky again.

**Задание 2. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.**

1. I can’t stay in bed tomorrow morning because I *have to / must* work.
2. Tom *can / is able* to drive but he hasn’t got a car.
3. I gave him the text- book so that he *may / might* learn his lesson.
4. Mike isn’t here. He *should / had to* leave early.
5. The building *may / had to* be preserved obligatory and renovated in their original state.

**Задание 3. Прочитайте предложения. Вставьте *much, many, little, few, a little* или *a few*. Письменно переведите предложения.**

1. When we walked … farther down the road, we met another group of students.
2. Have you got … ink in your pen?
3. At the conference we met … people whom we knew well.
4. There are very … old houses left in our street.
5. There is … salad left in this bowl.

**Задание 4. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.**

1. I said to them: “I can give you my uncle’s address.”
2. Oleg said: “My room is on the second floor.”
3. “How many rooms are there on the first floor?” – Colin asked me.
4. “Is the chimney place a key design feature?” – the customer wondered.
5. “The decoration will comprise a lot of natural materials” – the designer added.

**Задание 5. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.**

1. If I (to live) hear a wood, I (to gather) a lot of mushrooms.
2. If my father (to return) early, we (to watch) TV together.
3. If she (to know) English, she (to try) to enter the university.
4. They all (to be) surprised if I (to make) such a mistake.
5. If he (not to come) in time, we (to have to) wait for him?

**Задание 6. Прочитайте текст, перепишите и письменно переведите его The first automobile**

The first stationary gasoline engine developed by Carl Benz was a one-cylinder two-stroke unit which ran for the first time on New Year’s Eve 1879. Benz had so much commercial success with this engine that he was able to de-vote more time to his dream of creating a lightweight car powered by a gasoline engine, in which the chassis and engine formed a single unit.

The major features of the two-seater vehicle, which was completed in 1885, were the compact high-speed single-cylinder four-stroke engine installed horizontally at the rear, the tubular steel frame, the differential and three wire-spoked wheels. The engine output was 0.75 hp (0.55 kW). Details included an automatic intake slide, a controlled exhaust valve, high-voltage electrical vibrator ignition with spark plug, and water / thermo siphon evaporation cooling.

On January 29, 1886, Carl Benz applied for a patent for his “vehicle powered by a gas engine.” The patent – number 37435 – may be regarded as the birth certificate of the automobile. In July 1886 the newspapers reported on the first public outing of the three-wheeled Benz Patent Motor Car, model no. 1.

Using an improved version and without her husband’s knowledge, Benz’s wife Bertha and their two sons Eugen (15) and Richard (14) embarked on the first long-distance journey in automotive history on an August day in 1888. The route included a few detours and took them from Mannheim to Pforzheim, her place of birth. With this journey of 180 kilometers including the return trip Bertha Benz demonstrated the practicality of the motor vehicle to the entire world. Without her daring – and that of her sons – and the decisive stimuli that resulted from it, the subsequent growth of Benz & Cie. in Mannheim to become the world’s largest automobile plant of its day would have been unthinkable.

**Вариант 10**

**Задание 1. Прочитайте предложения. Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple. Письменно переведите предложения.**

1. Where (to be) you last night?
2. You (to near) from Ben recently?
3. Your mother (to phone) a few minutes ago.
4. When we were on holiday, the weather (to be) awful.
5. The sun (not to rise) yet, but the sky in the east is getting lighter every minute.

**Задание 2. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.**

1. And remember, you *must / have to* come and see the baby as soon as you can.
2. They will never *be able to / can* appreciate your kindness.
3. He *may / might* come tonight, but I’m not sure.
4. The car broke down and I *should / had to* get a taxi.
5. It will *be allowed / can’t* to start building of the complex in 6 months.

**Задание 3. Прочитайте предложения. Вставьте *much, many, little, few, a little* или *a few*. Письменно переведите предложения.**

1. If you have … spare time, look through this book.
2. You will find … stories there which are rather interesting.
3. There are … things here which I cannot understand.
4. Shall I bring … more chalk?
5. I have … money, so we can go to the cinema.

**Задание 4. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.**

1. “I am going to the theatre tonight,” he said to me.
2. Mike said to her: “I shall do it today if I have time.”
3. “Why do architects use a play of contrasts here?” – the teacher asked the students.
4. “Did the owner demand a maximum functional layout of minimum space?” – the architect wondered.
5. “It will allow visual extending of the long room” – the designer said.

**Задание 5. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.**

1. If you (to put) on your glasses, you (to see) better.
2. **W**hat we (to do) if they (to be) late?
3. You (to be) very angry if we (not to come)?
4. He (to be) very displeased if I (not to ring up) him?
5. If I (to live) in the south, I (to bathe) every day

**Задание 6. Прочитайте текст, перепишите и письменно переведите его** **Train Food in Russia**

Train Food is tolerable. Restaurants cars known as pectopah have a limited choice of food and drinks: usually soup, salad, difficult-to-identify meat, potatoes, Coca-Cola, tea or coffee. The meals tend to be similar whether served for breakfast, lunch or dinner. Beer and vodka are generally not sold on the trains. Most people drink tea. If you want coffee bring instant packages. The waiters don't speak English.

The food on the Trans-Siberian and other long distance trains is relatively cheap and generally better than the food served on short distance trains. Dishes include vegetable soup, grilled chicken, Beef Strogonov, fried eggs and ham, soup with chicken, cheese, pickled cucumbers, mashed potatoes, goulash and occasionally moose steaks, sturgeon or caviar. Sometimes Crimean champagne and Georgian brandy and wine are available.

Often many of the items listed on the menu are not available. On the Trans-Siberian, sometimes the dining car runs out of good food in first few days. After that passengers have to make do with watery soup, eggs and stale bread.

Vendors at the stations sell all or some of the following: sausages, vodka, beer, moonshine, smoked fish, bread, boiled potatoes, picked berries and mushrooms, vegetables, fruit, pickled vegetables, pine kernels, yogurt, kebabs, cone-on-the-cobs, bread, gingerbread, bread and borscht. There are also begging gypsies and hawkers selling Chinese consumer goods.

Russians tend to bring most of their food with them: things like salami, cheese, fruit and bread. At mealtimes people usually share food with one another. If you have food you are expected to share it. Sometimes snacks or drinks or hard-boiled eggs are available from carts wheeled through the train.

**3.** **РЕФЕРИРОВАНИЕ СТАТЬИ НА АНГЛИЙСКОМ ЯЗЫКЕ**

Уметь анализировать английский текст – это огромный прорыв в изучении языка. И неважно, лингвист вы или обычный студент. Если вы видите главную идею, особые «приметы» рассказа или статьи, значит, вы сможете его лучше понять и осмыслить. А это важно не только в плане языковых знаний, но и в плане общего развития. Итак, представим, что вам нужно сделать пересказ текста на английском. Какие общие фразы и структуры для этого использовать? Для начала давайте разберемся, в чем суть реферирования статьи на английском. Это не просто краткое содержание, пересказ, а также анализ. Вам необходимо выделить главную идею, описать главных героев или события, факты. Для всего этого есть вводные структуры, которые необходимо знать. Итак, с чего начать и чем закончить? Мы приведем вам в качестве примера несколько фраз. А вы выбирайте наиболее понравившиеся.

**1. Название статьи, автор, стиль**

1. The article I’m going to give a review of is taken from … . – Статья, которую я сейчас хочу проанализировать из … .

2. The headline of the article is … . – Заголовок статьи … .

3. The author of the article is … . – Автор статьи … .

4. It is written by … . – Она написана … .

5. The article under discussion is … . – Статья, которую мне сейчас хочется обсудить, ... .

6. The headline foreshadows … . – Заголовок приоткрывает … .

**2. Тема. Логические части**

1. The topic of the article is … . – Тема статьи … .

2. The key issue of the article is … . – Ключевым вопросом в статье является … .

3. The article under discussion is devoted to the problem … . – Статья, которую мы обсуждаем, посвящена проблеме … .

4. The author in the article touches upon the problem of … . – В статье автор затрагивает проблему … .

5. I’d like to make some remarks concerning … . – Я бы хотел сделать несколько замечаний по поводу … .

6. I’d like to mention briefly that … . – Хотелось бы кратко отметить …

7. I’d like to comment on the problem of … . – Я бы хотел прокомментировать проблему … .

8. The article under discussion may be divided into several logically connected parts which are … . – Статья может быть разделена на несколько логически взаимосвязанных частей, таких, как … .

**3. Краткое содержание**

1. The author starts by telling the reader that … . – Автор начинает, рассказывая читателю, что … .

2. At the beginning of the story the author … – В начале истории автор … – … describes – … описывает, – … depicts – … изображает, – … touches upon – … затрагивает, – … explains – … объясняет, – … introduces – … знакомит, – … mentions – … упоминает, – … recalls – … вспоминает, – … makes a few critical remarks on … . – … делает несколько критических замечаний о … .

3. The story begins (opens) with a (the) … – История начинается … – … description of … – … описанием … , – … statement … – … заявлением … , – … introduction of … – … представлением … , – … the mention of … – … упоминанием … , – … the analysis of a summary of … – … кратким анализом … , – … the characterization of … – … характеристикой … , – … (author’s) opinion of … – … мнением автора … , – … author’s recollections of … – … воспоминанием автора … , – … the enumeration of … – … перечнем … .

4. The scene is laid in … . – Действие происходит в … .

5. The opening scene shows (reveals) … . – Первая сцена показывает (раскрывает) … .

6. We first see (meet) … (the name of a character) as … . – Впервые мы встречаемся с … (имя главного героя или героев) … .

7. In conclusion the author … – В заключение автор … – … dwells on … – … останавливается на … , – … points out … – … указывает на то … , – … generalizes … – … обобщает … , – … reveals … – … показывает … , – … exposes … – … показывает … , – … accuses / blames … – … обвиняет … , – … mocks at … – … издевается над … , – … gives a summary of … – … дает обзор … .

**4. Отношение автора к отдельным моментам**

1. The author gives full coverage to … . – Автор полностью охватывает … .

2. The author outlines … . – Автор описывает … .

3. The article contains the following facts … / describes in details … . – Статья содержит следующие факты …. / подробно описывает … .

4. The author starts with the statement of the problem and then logically passes over to its possible solutions. – Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

5. The author asserts that … . – Автор утверждает, что … .

6. The author resorts to … to underline … . – Автор прибегает к …, чтобы подчеркнуть … .

7. Let me give an example … . – Позвольте мне привести пример …

**5. Вывод автора**

1. In conclusion the author says / makes it clear that … / gives a warning that … . – В заключение автор говорит / проясняет, что … / дает предупреждение, что … .

2. At the end of the story the author sums it all up by saying … . – В конце рассказа автор подводит итог всего этого, говоря … .

3. The author concludes by saying that … / draws a conclusion that … / comes to the conclusion that … . – В заключение автор говорит, что … / делает вывод, что … / приходит к выводу, что … .

**6. Выразительные средства, используемые в статье**

1. To emphasize … the author uses … . – Чтобы акцентировать внимание … автор использует … .

2. To underline … the author uses … . – Чтобы подчеркнуть … автор использует … .

3. To stress … – Усиливая …

4. Balancing … – Балансируя …

**7. Ваш вывод**

1. Taking into consideration the fact that … . – Принимая во внимание тот факт, что … .

2. The message of the article is that … . / The main idea of the article is … . – Основная идея статьи (послание автора) … .

3. In addition … / Furthermore … – Кроме того, …

4. On the one hand …, but on the other hand … – С одной стороны …, но с другой стороны …

5. Back to our main topic … – Возвращаясь к нашей основной теме, …

6. To come back to what I was saying … – Возвращаясь к тому, что я говорил, …

7. In conclusion I’d like to … – В заключение я бы хотел …

8. From my point of view … – С моей точки зрения …

9. As ar as I am able to judge … – Насколько я могу судить …

10. My own attitude to this article is … – Мое личное отношение к этой статье …

11.I fully agree with … / I don’t agree with … – Я полностью согласен с … / Я не согласен с …

12.It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. – Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

13.I have found the article dull / important / interesting /of great value. – Я нахожу статью скучной / важной / интересной / имеющей большое значение (ценность). Таким образом, чтобы хорошо проанализировать статью, ее необходимо несколько раз прочитать. Первый раз – ознакомительный, вы определяете стиль, тему. Во второй раз обращаете внимание на детали, на поведение героев, пытаетесь кратко передать основное содержание. Затем опять просматриваете и ищите то, что же автор хотел донести до читателя, что он для этого использовал. А затем продумываете свое отношение к прочитанному.

**ПРАКТИЧЕСКИЕ УПРАЖНЕНИЯ**

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**Article 1. «This is a real moment»: Netflix series cements rise of Welsh language drama**

The Guardian, Vanessa Thorpe Arts and media correspondent

Sat 1 Apr 2023 15.00 BST

Forty years after marches and a hunger strike threat led to a dedicated Cymraeg channel, the launch of a Cardiff crime caper shows drama from Wales has come into its own. News coverage of Wales in the 1980s often pictured dogged defenders of the Welsh language carrying placards demanding the television channel they had once been promised. Some of these protesters tore down English road signs, a few even planted firebombs; several went to prison. This spring, as the legacy of that campaign for greater representation on television passes some significant milestones, these angry slogans read like relics of a half-forgotten war. Now, not only is Netflix about to screen its first drama made in the Welsh language, but the tempestuous story behind the birth of S4C (Sianel Pedwar Cymru), the dedicated Welsh-speaking channel, is being marked, 40 years on, in a provocative new film. «There is a real moment now for Welsh-language storytelling», said Llinos Griffin-Williams, S4C’s chief content officer. «I don’t think we have been loud enough about it until now. We have so much happening». The recent public thirst for screen drama made in Welsh has a lot to do with the trail blazed by Nordic and Korean foreign-language shows on Netflix and BBC Four, Griffin-Williams admits, but she argues it also stems from a growing Welsh confidence in its own talent pool. The crime caper series Dal y Mellt, which will have the title Rough Cut when it runs on Netflix from next Monday, is the international streamer’s first drama told in Welsh, or Cymraeg, and it follows a gang of misfits as they plan a diamond heist on a ferry. Set partly on the backstreets of Cardiff and partly on a lonely farm near Porthmadog, it is a show that revels in the scale and variety of the Welsh landscape, as much as it has fun with an amusing script.

Adapted for the screen by Iwan «Iwcs» Roberts from his own novel, the Vox Pictures production has already enjoyed critical success on S4C’s on-demand service Clic, and on BBC iPlayer. «It paints a real picture of Wales for viewers and we’re pleased that, although there is tension, there’s no drugs, no sex and not much violence», said Llŷr Morus, who co-produced Rough Cut. Morus is also proud of the range of quality actors now working in Welsh, quite aside from the recent group of Welsh stars to make it in Hollywood, such as Taron Egerton and Matthew Rhys. «Many of the faces in our series are well known inside Wales from Welsh-language shows. People like Siw Hughes, who is in the long-running BBC soap Pobol y Cwm, and it is great they will have a wider audience now». In Rough Cut, Hughes plays the accomplished con artist and wannabe gang member Meri-Jên, to great comic effect. One actor in the cast already familiar to audiences of English-speaking drama is Mark Lewis Jones, who appeared in The Crown as Edward Millward, the man who taught Charles, then Prince of Wales, the language. His scenes in that popular show, he said, did a lot to raise awareness of Welsh as a living tongue: «It did an enormous amount of good. And now it’s great that Dal y Mellt, which is so brilliant, will also be seen around the world», he said. In the series Lewis Jones is cast as a gangland figure, emotionally troubled by his military past, but he stars in a very different role in the one-off film that was commissioned to mark the 40th anniversary of S4C. Called Y Sŵn, it follows the political side of the campaign for the new TV channel and Lewis Jones plays Willie Whitelaw, Margaret Thatcher’s trusted home secretary, appearing complete with the politician’s trademark bushy eyebrows. «What I love about these two shows, the series and the film, Y Sŵn, is that they sit comfortably in the Welsh language and there isn’t an English-only version», said Lewis Jones, referring to the recent practice of filming first in one language and then the other, a process used for other popular Welsh shows, such as Keeping Faith. «I don’t treat the Welsh language work as some sort of passion project, they are as important to me as the English shows», he added.

(https://www.theguardian.com/tv-and-radio/2023/apr/01/this-is-a-real-moment-netflix-series-cements-rise-of-welsh-language-drama)

**Article 2. Elton John review – cheers, tears and a stairlift to heaven**

The Guardian, Kitty Empire

Sat 1 Apr 2023 14.00 BST

Elton John’s hands bang on the piano chords at the start of Bennie and the Jets, the opening number of this valedictory set. Staccato and emphatic, the notes underline John’s first calling as a piano man, one elevated by the wider cultural moment of the early 1970s into a larger-than-life public figure. Known for so much beyond his songs – from moving the dial on the public perception of HIV / Aids, to successfully suing the Sun for libel, to being Eminem’s unlikely AA sponsor – John is now on the very final leg of a farewell tour that, he promises, is genuinely his last. Tonight, his hands are often displayed on the big screens during a two-plus hour show heavy on fan service, racing dextrously up and down the keys while the singer often glances round the audience, grinning. Every song ends with Elton standing up, just a little stiffly post-hip surgery, to acknowledge his fans. His mercurial chops are echoed by a great set of fellow players who have been with him, off and on, for years. Given his infamous volatility – not for nothing is one of his more raucous autobiographical tunes called The Bitch Is Back – the patience of this band remains a credit to a complex man. Underneath all the hats and glasses, it’s possible to discern the old-school musician’s musician whose place in what Leonard Cohen called «the tower of song» is assured. It does feel like several lifetimes ago that Reginald Dwight came up alongside all the other talented rhythm and blues fans of the era, many of whom would join him in household name status. Elton John could match John Lennon for acerbic put-downs; play tit-for-tat pranks with Rod Stewart; did not get on with David Bowie. In his harrowing, must-read 2019 memoir, Me, multiple episodes vie for the prize of «peak Elton». Was it the time he rang his record company to demand they turn down the wind outside? Or the occasion that he pelted Bob Dylan with oranges for not knowing how to play charades? Even by John’s maximalist standards, the Farewell Yellow Brick Road tour has been a long goodbye. Having begun in 2018 and pausing for Covid, it was dry docked again in 2021 for Elton’s hip replacement. When the road finally ends in Stockholm on 8 July, FYBR will close having broken the record for the highest-grossing tour ever – $800m (£650m), according to estimates. Given this aversion to things done by halves, it figures that John’s band features not one, but three percussionists: white-gloved drummer Nigel Olsson, plus multi-instrumentalists Ray Cooper and John Mahon on everything from maracas to vibraslap. All the rhythm tonight actually makes Elton’s tunes more ear-ringing, and more nuanced. In this long saunter through the hits, one deep cut – Have Mercy on the Criminal – features a lyrical Mahon xylophone part that vies with Davey Johnstone’s searing electric guitar. The extended instrumental outro to Rocket Man, meanwhile, is positively crawling with texture and noises off, rejuvenating a song whose anomie can now sometimes feel a little defanged through overexposure. Elton’s voice is in such fine fettle that he constantly projects to the back of the room: showmanship that sometimes robs his singing of emotional light and shade. Billed as one of his favourites, Someone Saved My Life Tonight is that rare thing in Elton’s catalogue – a song actually about his own internal weather. Lyricist Bernie Taupin memorialised a very low point in his friend’s life when the miserable younger Dwight was about to marry someone unsuitable; he even attempted suicide in a bid to escape. Oddly, it’s down to Cooper’s ferocious work on the timpani to drive the feeling home. Candle in the Wind, meanwhile, goes big on footage of Marilyn Monroe – a 20th-century icon, Taupin has said, who really stands in for all the stars who died before their time. Peel back the layers the song has acquired and within this performance is a real and moving sense that Elton realises his good fortune, now able to hang up his outlandish headgear and watch his kids grow up. You do also get the sense of one century very much segueing into another here in Birmingham. However dressed up some of Elton John’s fans are tonight, they’re no match for the elves and pixies thronging the Megacon event at the NEC next door. And when he finally takes his leave – after the disco version of Cold Heart, as remixed by Pnau and Dua Lipa, his most recent hit, and Your Song, his very first one – Elton John ascends into his starry-sky backdrop in a kind of Perspex stairlift. He is both over the top and impishly self-aware to the last. (https://www.theguardian.com/music/2023/apr/01/elton-john-resorts-worldarena-birmingham-review-farewell-yellow-brick-road-cheers-tears-and-astairlift-to-heaven)

**Article 3. «We did Top of the Pops with a track made in our kitchen»: how speed garage revved up club culture**

The Guardian, Alexis Petridis

Fri 31 Mar 2023 08.00 BST

In the early 90s, Omar Adimora had a curious Saturday night routine. A teetotal aspirant dance producer and devoted fan of US house music whose day job was in computing, he would cycle from his home in Islington to Ministry of Sound. «I would go in my cycling shorts», he laughs, «and stand on a speaker for nine hours, watching David Morales do a marathon set, thinking: «I want some of this»». One week, someone mentioned an afterparty on the Old Kent Road that started when London’s most celebrated superclub kicked people out at 9am. «It was a pub, the Frog and Nightgown, but they had blacked out all the windows so it was eternal night. It was full of characters, people with all sorts of elaborate and exotic clothing, just ready to party. The music was US house – Masters at Work, MK, Smack, Roger Sanchez – but the DJs would pitch it up, so if people had been dancing to 125bpm most of the night, these guys were playing it at 130, 132. That became my addiction, it started to take over the thrill of Ministry of Sound. You’d get to Ministry later and later, so you’d have enough energy to last at the Frog and Nightgown». This was the bedrock for speed garage: an utterly thrilling strain of British dance music that led to the blockbusting success of UK garage – still a feature of pop today – which is enjoying a resurgence as a young generation of dance fans crave something headier or faster than techno or house. The Frog and Nightgown wasn’t the only place in London you could hear house music played the way Adimora heard it: pitched up, with a particular predilection for the work of then relatively minor New York producer Todd Edwards, whose signature style of vocal samples, cut up into tiny fragments, sounded good played fast. It was a style that had incubated in the second rooms at jungle raves, while DJ Spoony was doing something similar while warming up at London’s long-running US house night Garage City. «I come from a background of (reggae) sound systems, where DJing was about your individual style, your selection, what tunes you played. Not mixing, because a lot of the sounds only used one turntable», Spoony says. «So I would play (instrumental) dub mixes, that made my set a little different from the other residents. What I played might have been inspired by the US but it would have a little more UK bump to it».

Nevertheless, the pub felt like a flashpoint, an underground scene, perhaps because of the hours it kept, perhaps because it attracted a different audience to other, ritzier London house clubs: «It was appealing to this grittier, London, working-class culture, that had come through that heavier, weightier backdrop of jungle», says Sarah Lockhart, former MD of Rinse FM and another Frog and Nightgown habitue. Stories began circulating about what was happening on the Old Kent Road on a Sunday morning, some of them quite lurid. Tim Liken, who was then a record shop’s teenage Saturday boy and too young to attend, remembers being told that ex-gangster Dave Courtney was a regular. Other Sunday clubs began springing up, catering to the same sound and crowd: Club Koo, Gass Club, Twice As Nice, which boasted Spoony as a resident. People started talking about the «Sunday scene». Perhaps inevitably, British producers started making tracks specifically for it, Adimora and Liken among them. They renamed themselves DJ Omar and Tim Deluxe, started recording in Adimora’s kitchen – reading the manuals for their new equipment as they went – and set up their own label, Ice Cream Records, one of a sudden plethora of imprints catering to a sound that was labelled as speed garage. No one on the scene seems to have been terribly keen on the name – DJ Spoony thinks «it was almost used disrespectfully» by house music snobs – but it stuck. «I was 17», says Liken. «We didn’t know what the hell we were doing». It’s a refrain you hear over and over again from speed garage producers: we didn’t know what we were doing. Accordingly, the next few years sound like barely controlled mayhem, producers hurriedly making tracks to fit titles they’d come up with because record sleeves needed to be printed before the records were actually made, or hiding crouched behind the decks at Twice As Nice, convinced that their music would cause the crowd to start throwing bottles in disgust. Zed Bias, a Milton Keynes-based producer, who started making garage without ever visiting one of the clubs – a producer friend had shown him how to programme the drums – tells me he only made his track Neighbourhood so that a local DJ would have something unique to play. He then watched in amazement as it sold 12,000 copies in a week – such was the disparity between its success and his experience that he found himself performing one of his first DJ gigs live on BBC Radio 1, inadvertently blowing out the speakers with his first record. (https://www.theguardian.com/music/2023/mar/31/we-did-top-of-the-popswith-a-track-made-in-our-kitchen-how-speed-garage-revved-up-club-culture)

**4. УСТНЫЕ ТЕМЫ**

**1. THE RUSSIAN FEDERATION**

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The population of the country is about 147 million people. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Byelorussia and Ukraine. It also has a sea-border with the USA. There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east. There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia. 5 There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena – flow from the south to the north. The Amur in the Far East flows into Pacific Ocean. Russia is rich in beautiful lakes. The world's deepest lake (1600 meters) is Lake Baikal. Russia has one-sixth of the world's forests.

**2. ROSTOV-ON-DON**

In 1749 Rostov-on-Don town was founded with the main purpose to be a customs house. The settlement received its name after Saint Dimitry Rostovsky. The Don River connected the northern and southern regions of the Russian Empire. Rostov-on-Don city became a major river port. Rostov-on-Don became the capital of the region in 1928. The city was heavily damaged during the World War II. German armies captured Rostovon-Don twice (in 1941 and 1942). Present time the city is one of the centres of the new Russian economic growth. Rostov-on-Don occupies an area of 354 square kilometres and has a population of more than a million people. It is a junction of many important transportation routes providing the city with an access to three seas – the Black 7 Sea, the Azov Sea and the Caspian Sea – and immediate contact with all the countries of the European part of the CIS, the Middle East and the Mediterranean. Rostov-on-Don is the political, economic and cultural centre of the south of Russia, with considerable industrial, banking, trade and scientific potential. The historical centre of the city is especially rich in architectural buildings and monuments. Large industrial companies have shown significant interest in Rostov as the capital of the region’s business. Rostov-on-Don is a large educational and scientific centre of Russia. There are 4 theatres in Rostov-on-Don, the Don State public library (the largest in the south of Russia), S.V. Rakhmaninov conservatoire, and various interesting exhibition halls. The Botanical garden of Rostov State University is considered to be one of the largest in Russia, and it occupies about 161 hectares.

**3. THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

The full and official name of the country is the United Kingdom of Great Britain and Northern Ireland. It is situated on the group of islands lying just off the mainland of the north-western Europe. The total area оf the country is over 244,000 square kilometres. Great Britain consists of England, Scotland and Wales. The southern part of Ireland is the Republic of Eire. The population of the UK is 57 million people. The largest and the most populated part of the UK is England. Its population is over 47 million people and its capital is London. Great Britain is separated from the continent by the English Channel, the narrowest part of which is called the Strait of Dover. The rivers of the region are short and of no great importance as waterways. The longest of them is the «Father of London», the Thames, which is a little over 200 miles. The winters are not severely cold, while summers are rarely hot so the climate is rather mild, temperate and humid. The average range of temperature (from winter to summer) is from 15 to 23 degrees above zero. The UK is a highly developed industrial country. It is the world largest producer of marine navigational equipment as the main industrial branch of the country is shipbuilding. The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. The parliament consists of two chambers: House of Lords and House of Commons. The flag of the United Kingdom, known as the Union Jack, is made up of three crosses.

**4. LONDON**

London is the capital of the United Kingdom and the constituent country of England. It is the world’s seventh biggest city and it is seven times larger than any other city in the country. It began life in the 1st century A.D. as a Roman fortification. The first major settlement was founded by the Romans in 43 A.D. and was called Londinium. In 1665 there was a Great Plague in London, so many people left the city and escaped to the villages in the surrounding countryside. The Great Fire of 1666 ended the plague but it also destroyed much of the city. Traditionally London is divided into four parts: the City, Westminster, the West End and the East End. The city's core, the ancient City of London, still retains its limited mediaeval boundaries. There are a lot of tourists’ attractions within the City. Among them St. Paul’s Cathedral, the greatest of English churches and the Tower of London. St Paul's Cathedral is the Anglican cathedral and the seat of the Bishop of London. Sir Christopher Wren was an architect of the masterpiece. Westminster is the governmental part of London. It has many historical places and the brightest of them is the Westminster Abbey. The East End used to be a purely working district where working-class families lived. We still can find a great number of factories, workshops and docks there. The Thames is a natural boundary between the West End and the East End of London.

**5. THE UNITED STATES OF AMERICA**

The United States of America is the fourth largest country in the world after Russia, Canada and China. It is situated in North America and is bordered on Canada and Mexico. It was the beginning of New England colonies consisting of 4 states only. The USA consists of 50 states and the District of Columbia which is home to the capital of the country – Washington D.C. 11 More than 250 million people live in this country. Their national language is English, although a large part of current American residents are immigrants who speak their native languages. Due to the fact, that the territory of the USA spreads from the Atlantic to the Pacific Ocean, the climate of the country varies greatly depending on the geographical position. Moreover, winter temperatures in northern states may reach 40 degrees below zero. At the same time summer temperatures in southern states may increase up to 49 degrees above zero. The territory of the USA is crossed by the Mississippi river which is one of the longest in the world. Five Great lakes in the north of the country on the border with Canada are a popular tourist attraction. A wide variety of landscape and climatic zones has determined the country’s industry and agriculture. In the USA farming is devoted to raising such plants as corn, sunflowers, tomatoes and many others. The United States of America is a democratic country with two ruling parties – the Democrats and the Republicans. A president is elected once in four years and can serve no more than two subsequent terms. If you travel to the USA it’s worth considering the following destinations: Washington D.C., Boston, New York, Chicago, San Francisco and Los Angeles. These cities present a wide range of attractions and entertainment, such as Hollywood, the Wall Street, the Statue of Liberty, the Library of Congress, the White House and many others.

**6. WASHINGTON D.C.**

Washington, the capital of the USA, is situated on the Potomac River in the district of Columbia. The capital owes a great deal to the nation's first president George Washington. The location of the city on the Potomac river was the result of a political compromise between the wishes of the northern and the southern states. Washington was founded in 1791. The city was built to a preliminary plan. A rectangular network of streets combines with wide avenues which radiate from two main centers. One of them is the Capitol and the other is the White House. Washington is not the largest city in the country, for it cannot be compared in size with the cities like New York, Chicago, Detroit and Los-Angeles. But in the political sense it is the center of the republic. It is the home of government. The US Presidents lives and works here, the Congress and the Supreme Court are all in Washington D.C. 13 Washington, D.C. hosts 174 foreign embassies as well as the headquarters of the World Bank, the International Monetary Fund (IMF), the Organization of American States (OAS), the Inter-American Development Bank, and the Pan American Health Organization (PAHO). The headquarters of other institutions such as trade unions, lobbying groups, and professional associations are also located in Washington. The United States Congress has supreme authority over Washington, D.C.; residents of the city therefore have less selfgovernance than residents of the states. The design for the City of Washington was largely the work of Pierre (Peter) Charles L’Enfant, a Frenchborn architect, engineer, and city planner who first arrived in the colonies as a military engineer with Major General Lafayette during the American Revolutionary War. Washington is divided into four quadrants of unequal area: Northwest (NW), Northeast (NE), Southeast (SE), and Southwest (SW).

**7. DON STATE TECHNICAL UNIVERSITY**

Don State Technical University is the largest University in the south of Russia with the dynamic development. It is a leading institution of national higher education and it is considered to be the center of education, science, culture and sport in the South of Russia. It was established as Agricultural Machinery Institute in 1930 and in 1992 it got the status of a University. The University has a multilevel training system. It was introduced in 1992. Now there are 5 levels of study, each comprising 2 years. Having completed the first level students could get a certificate of education. At the second level they study Bachelor of Sciences courses. Then, other 2 years give an opportunity to get a Master of Sciences degree and the qualification of an engineer. 15 The University provides an access to new learning opportunities, research and creative work. Students and young scientists participate in a number of degree project competitions, subject competitions and All-Russian and regional conferences. Non-resident students live in comfortable hostels. Students improve their health at the University Sanatorium and the Health Center. The University has cooperation with 58 countries. Foreign scientists and researchers give lectures to the students of the University. They also take an active part in different joint educational projects. More than 1000 foreign students study here every year. The University is famous for being not only the educational and scientific center, but also the cultural center which offers a wide range of spare time activities for students.

**8. THE SYSTEM OF HIGHER EDUCATION IN RUSSIA**

The Russian higher education is under the jurisdiction of the Ministry for Education and Science of the Russian Federation, which is responsible for the accreditation and licensing of higher education establishments, and for developing and maintaining State Educational Standards. Only accredited higher education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights, and are covered by the international agreements on mutual recognition of education documents. All state degrees awarding specific qualifications to a graduate, irrespective of the type of educational institution (University, Academy, and Institute) and the ownership pattern (state, municipal, nonstate), are equal in status. Higher education is provided by state (public) and non-state (nonpublic) accredited higher educa- 17 tion institutions. Part of students of state and all students of non-state institutions have to pay for their tuition. Admission selections of higher education institutions are based on results of the State Unified Exam. School graduates are to pass three exams: two on obligatory subjects (Russian and Mathematics) and one for choice. There are two levels of higher education: 1. Basic higher education (4 years) leading to the Bachelor's degree, the first university level degree or Diploma of Specialist. 2. Postgraduate higher education (5-6 years or more). After two years, students are entitled to receive a Master's degree. After a Master's degree, students can continue to study towards a doctoral degree: they are Candidate of Sciences and Doctor of Sciences degrees. The Russian Federation discerns the following types of higher education establishments: 1. Federal University (FE) − the leading higher educational institution in the Federal District, the Center of Science and Education. 2. National Research University (NRU) − higher educational institution equally effective in carrying out the educational activity and scientific research programs based on the principles of integrating science and education. 3. University (U) is a diversified educational institution with a wide range of educational programs in various fields of knowledge. 4. Academy (A) prepares a wide range of professionals of any directions of human activity (agriculture, healthcare service, arts, tourism, economics, finance and so on). 5. Institute (I) is preparing specialists to work in a specific area of professionalactivity. All the subjects in State Educational Standard are grouped in the following areas: general scientific, socio-economical, humanities, general professional, and special. The academic year starts on the first of September and ends at the end of June. It is divided into autumn and spring semesters. Semester is a study period of 15–16 weeks during which a course is taught. Each semester ends with one assessment week during which students take course tests and present assignment work and defend course projects. Exam session lasts for two or three weeks during which the students pass the exams.

**9. THE SYSTEM OF HIGHER EDUCATION IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHEN IRELAND**

The structure of higher education in Great Britain is very complex. The main sources of higher educational institutions are: universities, teachertraining colleges and polytechnics. There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who «attend» lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities. Applications from candidates for admission to nearly all universities are submitted to the Universities and Colleges Admission Service (UCAS). It is the UCAS that sends the copies to different universities and each university selects its own students. Good A-level results in at least 2 subjects are necessary to get a place at a university. Universities choose their students after interviews. Although they all receive financial support from the state (about 79 per cent) the Department of Education and Science has no control over their regulations, curriculum, examinations and the way the money is spent. Apart from the Universities and teachertraining colleges there are 30 polytechnics in England and Wales and 14 Scottish central institutions. Local Education Authorities are responsible for the budgets of the Polytechnics. Their work is planned and financed by the Polytechnics and Colleges Funding Council. The «sandwich» course students alternate periods of full-time education and full-time employment. These courses provide many people with the opportunity of receiving higher technical education.

**10. THE SYSTEM OF HIGHER EDUCATION IN THE USA**

There is no national system of higher education in the United States. American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the Continent. Higher education is given in colleges and universities. Students have to pay both in private and state universities. Private universities are generally smaller but very expensive, whichmeans that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower and if the students are State residents, they pay much less. Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Scholarships are given when a student is doing exceptionally well at school. American universities and colleges are usually built as a separate complex, called «campus», with teaching blocks, 21 libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required. There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) The lower level of graduate school is for obtaining the Master’s Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.). During each semester, you will take a variety of courses, each of which is awarded a number of «credits». The student’s progress is evaluated by means of tests, term works and examinations.

***Приложение***

**Таблица неправильных глаголов**

|  |  |  |  |
| --- | --- | --- | --- |
| Infinitive | Past Simple | Perfect Tense | Перевод |
| to be | was, were | been | быть |
| to beat | beat | beaten | бить |
| to become | became | become | становиться |
| to begin | began | begun | начинать (ся) |
| to blow | blew | blown | дуть |
| to break | broke | broken | ломать |
| to bring | brought | brought | приносить |
| to build | built | built | строить |
| to burn | burnt | burnt | гореть, жечь |
| to buy | bought | bought | покупать |
| to catch | caught | caught | ловить, поймать |
| to choose | chose | chosen | выбирать |
| to come | came | come | приходить |
| to cost | cost | cost | стоить |
| to cut | cut | cut | резать |
| to do | did | done | делать |
| to draw | drew | drawn | тащить; рисовать |
| to drink | drank | drunk | пить |
| to drive | drove | driven | везти |
| to eat | ate | eaten | есть, кушать |
| to fail | fell | fallen | падать |
| to feel | felt | felt | чувствовать (себя) |
| to fight | fought | fought | бороться |
| to find | found | found | находить |
| to fly | flew | flown | летать |
| to forget | forgot | forgotten | забывать |
| to get | got | got | получать; становиться |
| to give | gave | given | давать |
| to go | went | gone | идти; ехать |
| to grow | grew | grown | расти, выращивать |
| to have | had | had | иметь |
| to hear | heard | heard | слышать |
| to hold | held | held | держать |
| to keep | kept | kept | держать; хранить |
| to know | knew | known | знать |
| to lead | led | led | вести |
| to learn | learnt, | learnt, | учиться; узнавать |
|  | learned | learned |  |
| to leave | left | left | покидать, оставлять |
| to lend | lent | lent | давать взаймы |
| to let | let | let | позволять |
| to light | lit | lit | зажигать |
| to lose | lost | lost | терять |
| to make | made | made | делать, создавать |
| to mean | meant | meant | значить; иметь в виду |
| to meet | met | met | встречать (ся) |
| to put | put | put | класть, ставить |
| to read | read | read | читать |
| to ring | rang | rung | звонить, звенеть |
| to run | ran | run | бежать |
| to say | said | said | сказать; говорить |
| to see | saw | seen | видеть |
| to sell | sold | sold | продавать |
| to send | sent | sent | посылать, отправлять |
| to set | set | set | помещать, класть |
| to shine | shone | shone | светить, сиять |
| to show | showed | shown | показывать |
| to shut | shut | shut | закрывать |
| to sing | sang | sung | петь |
| to sit | sat | sat | сидеть |
| to sleep | slept | slept | спать |
| to speak | spoke | spoken | говорить, разговаривать |
| to spend | spent | spent | тратить; проводить (время) |
| to stand | stood | stood | стоять |
| to sweep | swept | swept | мести, подметать |
| to swim | swam | swum | плавать |
| to take | took | taken | брать, взять |
| to teach | taught | taught | учить, обучать |
| to tell | told | told | сказать, рассказывать |
| to think | thought | thought | думать |
| to throw | threw | thrown | бросать |
| to understand | understood | understood | понимать |
| to upset | upset | upset | опрокидывать; срывать (планы) |
| to win | won | won | побеждать; выигрывать |
| to write | wrote | written | писать |

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