




ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
КВАЛИФИКАЦИИ

Кафедра «Иностранных языков»

Методические указания
по дисциплине «Английский язык»

«Контрольная работа №2»

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Аннотация

Методические указания предназначены для бакалавров технических и экономических специальностей заочного факультета. Содержат материал по грамматике, упражнения к ней, тексты для чтения и перевода и контрольную работу № 2 в 5 вариантах.

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GRAMMAR REFERENCE

1. 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.

2) образуют вопросительную и отрицательную формы без вспомогательного глагола:

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

3) глаголы *can* и *may* имеют только формы настоящего и прошедшего времени, глагол *must* — только форму настоящего времени. Сложных глагольных форм модальные глаголы не образуют;

4) в 3-м лице единственного числа настоящего времени не имеют окончания *-s*:

He can speak English;

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

Глагол *can*

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

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

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

В значении глагола *can*, 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.

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

Глагол *may*

Глагол *may* (прошедшее время *might*) выражает:

Английский язык

1) разрешение:

May I come in? – Можно мне войти?

2) 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 прошедшего 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 Н. 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.

2. Местоимения some, any, no, every и их производные

some –

несколько, некоторые
 somebody – кто-то
 someone
 something – что-то
 somewhere – где-то

any –

любой, какой-нибудь
 anybody – кто-нибудь
 anyone
 anything – что-нибудь
 anywhere – где-либо

no –

нет, никакого
 nobody – никто
 no one
 nothing – ничто
 nowhere – нигде

every –

каждый
 everybody – каждый
 everyone
 everything – все
 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.

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

с исчисляемыми существительными

many - много

a few - несколько

few - мало

с неисчисляемыми существительными

much - много

a little - немного

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).

4. 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 Continuous - Past Continuous	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.

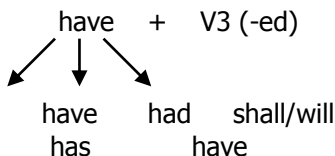
Если высказывание имеет форму вопроса, то при переводе

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.), а общий вопрос — с помощью союзов if или whether, которые соответствуют русской частице ли в аналогичных структурах:

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

5. Группа временных форм Perfect

Группа временных форм Perfect образуется при помощи вспомогательного глагола to have в настоящем времени и причастия II смыслового глагола.



В вопросительном предложении вспомогательный глагол to have стоит перед подлежащим; для образования отрицательной формы глагола частица not ставится после вспомогательного глагола to have.

Настоящее завершённое время (The Present Perfect Tense)

Утвердительные
предложения

His pupils have made
good progress lately.

She has read this book.

Вопросительные
предложения

Have his pupils made
good progress lately?

Has she read this book?

Отрицательные
предложения

His pupils haven't
good progress lately.

She hasn't read this book.

Прошедшее завершённое время (The Past Perfect Tense)

Утвердительные
предложения

By the time he came
I had done it.

Вопросительные
предложения

Had you done it
by the time he came?

Отрицательные
предложения

I hadn't done it
by the time he came.

Будущее завершённое время (The Future Perfect Tense)

Утвердительные
предложения

I shall have done it
by the time he comes.

Вопросительные
предложения

Shall I have done it
by the time he comes?

Отрицательные
предложения

I shall not have done it
by the time he comes.

Значение

1. *Present Perfect* обозначает действие, которое завершилось к настоящему моменту и результаты которого ощущаются в настоящем:

I have lost my exercise-book (and now I am unable to prepare my homework).

2. *Present Perfect* обозначает действие, которое началось в прошлом, продолжалось в течение некоторого времени вплоть до настоящего момента и иногда продолжается в момент речи:

He has lived in this street for five years. They haven't seen us since the end of October.

Следующие наречия неопределенного времени и частотности обычно употребляются с Present Perfect: already «уже» (в утвердительных предложениях); yet «еще, уже» (в отрицательных и вопросительных предложениях); ever «когда-либо»; never «никогда»; lately «недавно»; recently «недавно»; of late «недавно»; just «только что» (в утвердительных предложениях); seldom «редко»; twice «дважды»; so far «до сих пор».

Различия между Present Perfect и Past Simple

Прошедшее время группы Simple всегда связано с прошедшим периодом времени (который может быть указан в предложении или ясен из контекста), тогда как при употреблении настоящего времени группы Perfect внимание особо привлекается к результату действия, к приобретенному опыту. Present Perfect имеет связь с настоящим временем.

Have you ever been to England? (Present Perfect) Были ли вы когда-нибудь в Англии?

When were you in England? (Past Simple) Когда вы были в Англии?

Настоящее время группы Perfect часто употребляется для того, чтобы начать разговор. Если разговор продолжается на уже упомянутую тему, то он дается в прошедшем времени группы Simple, даже если время не упоминается, так как действия ассоциируются с прошедшим временем.

- You look brown, have you been away?
- Yes, I've been to the South.
- Did you have a good time?
- Yes, I had a very good time.

6. 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»:

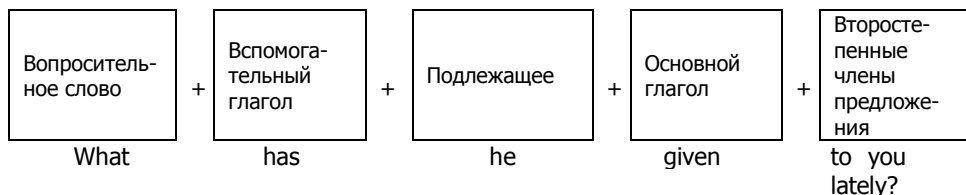
You have done the translation yet, haven't you? – Yes, I have.
No, I haven't.

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:



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?

7. 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.

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	держат
to keep	kept	kept	держат; хранить
to know	knew	known	знать
to lead	led	led	вести
to learn	learnt, learned	learnt, learned	учиться; узнавать
to leave	left	left	покидать, оставлять
to lend	lent	lent	давать займы
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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РАБОЧАЯ ТЕТРАДЬ

Exercise № 1

Подчеркните правильный вариант модального глагола в следующих предложениях:

1. *Must/Can* I have a biscuit please, Mum?
2. *May/can* you see anything in this inky darkness?
3. He *must/can* work systematically if he wants to know French well.
4. *Must/May* I borrow these files for a moment, sir.
5. *Have to/may* I come in?
6. He *can/must* not speak English yet.
7. I *will be able to/can* pass my exam.

Exercise № 2

Дополните следующие предложения, используя модальные глаголы:

1. You are permitted to go home.
may You ... *may* ... go home.
2. Let's have lunch in half an hour.
can We in half an hour.
3. It isn't necessary for you to work on Saturday.
have to You on Saturday.
4. I advise you to open a bank account.
should You a bank account.
5. It is possible that she has forgotten to call.
may She to call.
6. It wasn't necessary for him to buy a gift, but he did.
have to He a gift.
7. You are to learn these words.
must You learn these words.

Exercise № 3

Вставьте в следующие предложения *some* или *any*.

1. I bought ...*some*... cheese but I didn't buy...*any*... bread.
2. I'm going to the post office. I need stamps.
3. There aren't shops in this part of town.
4. George and Alice haven't got children.
5. Have you got brothers or sisters?
6. There are beautiful flowers in the garden.
7. Do you know good hotels in London?

Exercise № 4

Вставьте somebody, something, anybody, anything, nobody, и everybody по смыслу.

1. The question is so difficult that ... can answer it.
2. Has ... in this group a dictionary?
3. There is ... in the next room. I don't know him.
4. ... knows that plants like water.
5. Please, tell us the story. ... knows it.
6. Is there ... you want to tell me?
7. Give me ... to read, please.

Exercise № 5

Закончите следующие предложения, используя some или any, а также одно из существительных, приведенных ниже.

letters photographs batteries friends languages milk shampoo

1. I want to wash my hair. Is there *...any shampoo...?*
2. This evening I'm going to write.....
3. I haven't got my camera, so I can't take.....
4. Do you speak foreign.....?
5. Yesterday evening I went to a restaurant with.....of mine.
6. Can I have my coffee, please?
7. The radio isn't working. There aren'tin it.

Exercise № 6

Вставьте much или many.

1. Did you buy *...much...* food?
2. There aren't hotels in this town.
3. How..... people are coming to the party?
4. We haven't got petrol.
5. Were there people on the train?
6. Did..... students fail the examination?
7. Paula hasn't got money.

Exercise № 7

Вставьте little/a little/few/a few.

1. There was *...little...* food in the fridge. It was nearly empty.
2. 'When did Sarah go out?' '..... minutes ago.'
3. I can't decide now. I need time to think about it.
4. There was traffic, so we arrived earlier than we expected.
5. The bus service isn't very good at night — there arebuses after 9 o'clock.
6. 'Would you like some soup?' 'Yes,, please.'

Exercise № 8

Замените прямую речь косвенной в следующих предложениях, обращая внимание на таблицу сдвига времен.

1. Robert said, 'This film is very funny'.
...Robert said (that) the film was very funny....
2. 'I'm starting a new job next week,' she said.
.....
3. 'I got my exam results last week,' he told them.
.....
4. 'Where would you most like to make a film?'
.....
5. 'I would buy a car if I had enough money,' he said to her.
.....
6. Frank said, 'That's the house where I was born.'
.....
7. 'What do you find difficult about acting?'
.....

Exercise № 9

Вчера Саймон брал интервью у знаменитого актера. Он задал ему несколько вопросов. Образуйте из следующих предложений вопросы в косвенной речи.

1. 'Do you enjoy being famous?'
2. *...Simon asked him if/whether he enjoyed being famous....*
3. 'What is the best part of your job?'.....
4. 'What do you find difficult about acting?'.....
5. 'How many films have you starred in?'.....

6. 'What is your favourite film?'.....
7. 'Have you met many other famous people?'.....
8. 'Where would you most like to make a film?'.....

Exercise № 10

Раскройте скобки, употребив глаголы в Present Perfect.

1. I ...*have seen*... this film before. (see)
2. I never about it. (hear)
3. you the task? (do)
4. I just your letter. (read)
5. I not any new films lately. (watch)
6. you ever to London? (be)
7. your son from the university? (graduate)

Exercise № 11

Раскройте скобки, употребляя глаголы в Present Perfect или Past Simple.

1. I ... have ... already ... done ... (to do) my homework. Now I can go for a walk.
2. He (to come) home a minute ago.
3. He (not to eat) yesterday.
4. I (to read) this book this year.
5. You (to play) the piano today?
6. Where you (to put) my pen. I cannot find it.
7. He (to fall) ill yesterday.

Exercise № 12

Раскройте скобки, употребив глагол в нужной форме.

1. If the weather (to be) nice, we (go) swimming.
2. My family (go) to the zoo if the weather (to be) nice tomorrow.
3. My brother (can not drive) to school if he (not get) his car fixed.
4. If I (to buy) a lottery ticket, I probably (win) the lottery.
5. You not (to go for a walk) if you not (to learn) all new words.

6. If it (not snow) today, we (go) skiing.
7. My mom (bake) a cake if she (to have) enough flour and sugar.

Exercise № 13

Раскройте скобки, употребив глагол в нужной форме.

1. Mike, *will* you *help* me if I *need* you? (help, need)
2. he if I him? (come, call)
3. Iyou a drink if I you tomorrow. (buy, see)
4. I your homework unless you it in. (mark, hand)
5. I happy if you (be, come)
6. If the weather fine we to the park. (be, go)
7. If Ihis address I it to you. (learn, give)

Exercise № 14

Определите тип вопроса. Ответьте на предложенные вопросы, используя слова в скобках, где необходимо.

1. What have you read this month? (an interesting article)
.....
2. Have you seen any interesting film lately?
.....
3. What has your friend just seen? (a new film)
.....
4. Have you ever been to Sochi or to Crimea?
.....
5. He hasn't come home yet, has he?
.....
6. Have they seen cartoons or films?
.....
7. Who has translated this article?
.....

Exercise № 15

Поставьте вопросы к следующим предложениям в соответствии с их типом, указанным в скобках:

1. They have never been to any foreign countries. (специальный вопрос)
2. We have already seen this new film. (разделительный вопрос)
3. His friend has translated two English books into Russian. (альтернативный вопрос)

Английский язык

4. They have never lived here. (общий вопрос)
5. They've sent us several telegrams lately.
(разделительный вопрос)
6. They have had a long walk today. (альтернативный
вопрос)
7. The boy has woken up. (специальный вопрос к
подлежащему)

ДОПОЛНИТЕЛЬНЫЕ ТЕКСТЫ ДЛЯ ЧТЕНИЯ

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 1

The civil engineering

- 1) What is the civil engineering concerned with?
- 2) What do you know about environmental engineering?
- 3) What does structural engineering deal with?

In general, civil engineering is concerned with the overall interface of human created fixed projects with the greater world. General civil engineers work closely with surveyors and specialized civil engineers to fit and serve fixed projects within their given site, community and terrain by designing grading, drainage, [pavement](#), water supply, sewer service, electric and communications supply, and land divisions. Civil engineers typically apply the principles of geotechnical engineering, structural engineering, environmental engineering, transportation engineering and construction engineering to residential, commercial, industrial and public works projects of all sizes and levels of construction. Construction engineering involves planning and execution of the designs from transportation, site development, hydraulic, environmental, structural and geotechnical engineers. Environmental engineering deals with the treatment of chemical, biological, and thermal waste, the purification of water and air, and the [remediation](#) of contaminated sites, due to prior waste disposal or accidental contamination. Among the topics covered by environmental engineering are pollutant transport, [water purification](#), [sewage treatment](#), and [hazardous waste management](#). Environmental engineers can be involved with pollution reduction, green engineering, and [industrial ecology](#). Structural engineering is concerned with the [structural design](#) and [structural analysis](#) of [buildings](#), bridges, and other [structures](#). This involves identifying the loads which act upon a structure and the forces and stresses which arise within that structure due to those loads, and then designing the structure to successfully support and resist those loads. The structural engineer must design structures to be safe for their users and to successfully fulfill the function they are designed for.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 2

Geotechnical and Hydraulic engineering

- 1) What knowledge is applied by geotechnical engineers?
- 2) What are materials used in geotechnical engineering?
- 3) What is hydraulic engineering concerned with?

Geotechnical engineering is an area of civil engineering concerned with the [rock](#) and [soil](#) that civil engineering systems are supported by. Knowledge from the fields of [geology](#), [material science](#) and testing, [mechanics](#), and [hydraulics](#) are applied by geotechnical engineers to safely and economically design [foundations](#), [retaining walls](#), and similar structures. Environmental concerns in relation to [groundwater](#) and [waste disposal](#) have spawned a new area of study called geoenvironmental engineering where [biology](#) and [chemistry](#) are important.

Some of the unique difficulties of geotechnical engineering are the result of the variability and properties of soil. [Boundary conditions](#) are often well defined in other branches of civil engineering, but with soil, clearly defining these conditions can be impossible. The material properties and behavior of soil are also difficult to predict due to the variability of soil and limited [investigation](#). This contrasts with the relatively well defined material properties of [steel](#) and [concrete](#) used in other areas of civil engineering. [Soil mechanics](#), which define the behavior of soil, is complex due to [stress](#)-dependent material properties such as volume change, stress-strain relationship, and [strength](#). Hydraulic engineering is concerned with the flow and conveyance of fluids, principally water. This area of civil engineering is intimately related to the design of [pipelines](#), [water distribution systems](#), drainage facilities (including [bridges](#), [dams](#), [channels](#), [culverts](#), [levees](#), [storm sewers](#)), and [canals](#). Hydraulic engineers design these facilities using the concepts of [fluid pressure](#), [fluid statics](#), [fluid dynamics](#), and [hydraulics](#), among others. Water resources engineering is concerned with the collection and management of water (as a [natural resource](#)). As a discipline it therefore combines [hydrology](#), [environmental science](#), [meteorology](#), [geology](#), [conservation](#), and [resource management](#). This area of civil engineering relates to the prediction and management of both the quality and the quantity of water in both underground ([aquifers](#)) and above ground (lakes, rivers, and streams) resources.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 3

Architecture

- 1) What is the difference between architecture and [engineering design](#)?
- 2) What do you know about historical architectural works?
- 3) What does the practice of architecture include?

Architecture is the [art](#) and [science](#) of [designing buildings](#) and other physical [structures](#). A wider definition often includes the design of the total built environment from the macro-level of [town planning](#), [urban design](#), and [landscape architecture](#) to the micro-level of construction details and, sometimes, [furniture](#). Architectural [design](#) is primarily driven by the creative [manipulation](#) of [mass](#), [space](#), [volume](#), [texture](#), [light](#), [shadow](#), [materials](#), [program](#), and pragmatic elements such as cost, construction and technology, in order to achieve an end which is [aesthetic](#), functional and often artistic. This distinguishes architecture from [engineering](#) design, which is driven primarily by the creative manipulation of materials and forms using [mathematical](#) and [scientific](#) principles. Architectural works are perceived as cultural and political [symbols](#) and works of art. Historical [civilizations](#) are often known primarily through their architectural achievements. Such buildings as the [pyramids](#) of [Egypt](#) and the [Roman Coliseum](#) are cultural symbols, and are an important link in public consciousness, even when [scholars](#) have discovered much about a past civilization through other means. Cities, regions and cultures continue to identify themselves with and are known by their architectural monuments. Architecture as a [profession](#) is the practice of providing [architectural services](#). The practice of architecture includes the planning, designing and oversight of a building's construction by an architect. Architectural services typically address both feasibility and [cost](#) for the [builder](#), as well as function and [aesthetics](#) for the user. The role of the architect is constantly evolving, and is central to the design and implementation of the [environments](#) in which people live. In order to obtain the skills and knowledge required to design, plan and oversee a diverse range of projects, architects must go through extensive formal education, coupled with a requisite amount of professional practice.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 4
Tunnels

- 1) What is the object of tunnels construction?
- 2) What is a simple method of construction for shallow tunnels?
- 3) What can you say about bottom-up and top-down methods?

A tunnel is an underground passage way. The definition of what constitutes a tunnel is not universally agreed upon. However, in general tunnels are at least twice as long as they are wide. In addition, they should be completely enclosed on all sides, save for the openings at each end.

A tunnel may be for [pedestrians](#) or [cyclists](#), for general road [traffic](#), for [motor vehicles](#) only, for [rail](#) traffic, or for a [canal](#). Some are [aqueducts](#), constructed purely for [carrying water](#) — for consumption, for [hydroelectric](#) purposes or as [sewers](#) — while others carry other services such as [telecommunications](#) cables. There are even tunnels designed as [wildlife crossings](#) for [European badgers](#) and other [endangered species](#). The central part of a rapid transit network is usually built in tunnels. To allow non-level crossings, some lines run in deeper tunnels than others. At metro stations there are usually pedestrian tunnels from one [platform](#) to another. Often, ground-level [railway stations](#) also have one or more pedestrian tunnels under the railway to enable passengers to reach the platforms without walking across the tracks.

Tunnels are dug in various types of materials, from soft clay to hard rock, and the method of excavation depends on the ground conditions. Cut-and-cover is a simple method of construction for shallow tunnels where a [trench](#) is excavated and [roofed](#) over. A strong overhead support system is required to carry the load of the covering material.

Two basic forms of cut-and-cover tunnelling are available: Bottom-up method: A trench is excavated, with ground support as necessary, and the tunnel is constructed within. The tunnel may be of insitu concrete, precast concrete, precast arches, corrugated steel arches and such, with brickwork used in early days. The trench is then backfilled, with precautions regarding balancing compaction of the backfill material, and the surface is reinstated. Top-down method: In this method, side support walls and capping beams are constructed from ground level, using slurry walling, contiguous bored piles, or some other method.

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Ответьте на вопросы.

Текст 5**Skyscrapers**

- 1) What materials are modern skyscrapers built with?
- 2) Where are a lot of individual free-standing buildings?
- 3) What is the number of skyscrapers in Hong Kong?

A skyscraper is a very tall, continuously habitable [building](#). There is no official definition or a precise cutoff height above which a building may clearly be classified as a skyscraper. However, as per usual practice in most cities, the definition is used [empirically](#), depending on the relative impact of the shape of a building to a city's overall skyline.

Modern skyscrapers are built with materials such as [steel](#), [glass](#), [reinforced concrete](#) and [granite](#), and routinely utilize mechanical equipment such as [water pumps](#) and [elevators](#). Until the 19th century, buildings of over six stories were rare, as having great numbers of stairs to climb was impractical for inhabitants, and [water pressure](#) was usually insufficient to supply running water above 50 m (164 ft). Another early example of high-rise housing was in 17th-century [Edinburgh](#), [Scotland](#), where a defensive city wall defined the boundaries of the city. Due to the restricted land area available for development, the houses increased in height instead. Buildings of 11 stories were common, and there are records of buildings as high as 14 stories. Many of the stone-built structures can still be seen today in the old town of Edinburgh.

Still today no city in the world has more completed individual free-standing buildings over 492 ft. (150 m) than New York City. Hong Kong comes in with the most in the entire world, if one counts individually the multiple towers that rise from a common [podium](#), in buildings that rise several stories as a single structure before splitting into two or more columns of floors. The number of skyscrapers in Hong Kong will continue to increase, due to a prolonged high-rise building boom and high demand for office and housing space in the area.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 6
Transportation engineering

- 1) What is the transportation engineering concerned with?
- 2) What can you say about Road-traffic safety?
- 3) Do you know the reasons of car crashes?

Transportation engineering is concerned with moving people and goods efficiently, safely, and in a manner conducive to a vibrant community. This involves specifying, designing, constructing, and maintaining transportation infrastructure which includes [streets](#), [canals](#), [highways](#), [rail systems](#), [airports](#), [ports](#), and [mass transit](#). It includes areas such as transportation design, [transportation planning](#), [traffic engineering](#), [urban engineering](#), [queuing theory](#), [pavement engineering](#), [Intelligent Transportation System](#) (ITS), and infrastructure management.

Road-traffic safety aims to reduce the harm (deaths, injuries, and property damage) resulting from crashes of [road vehicles](#). Harm from road-traffic crashes is greater than that from all other transportation modes (air, sea, space, off-terrain, etc.) combined.

Road-traffic crashes are one of the world's largest [public health](#) and [injury prevention](#) problems. The problem is all the more acute because the victims are overwhelmingly young and healthy prior to their crashes. According to the [World Health Organization](#) more than a million people are killed on the world's roads each year.

Road-traffic safety deals exclusively with road-traffic crashes – how to reduce their number and their consequences. A road-traffic crash is an event involving a road vehicle that results in harm. For reasons of clear data collection, only harm involving a road vehicle is included. A person tripping with fatal consequences on a public road is not included as a road-traffic fatality.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 7
Water Supply

- 1) Why were the inhabitants of ancient cities constrained to build aqueducts?
- 2) How did most citizens get water to their homes?
- 3) What were the problems of the waterworks engineer of ancient times?

Throughout recorded history large cities have been concerned with their water supplies. Even ancient cities found that local sources of supply—shallow wells, springs, and brooks—were inadequate to meet the very modest sanitary demands of the day, and the inhabitants were constrained to build aqueducts¹ which could bring water from distant sources. Such supply systems could not compare with modern types, for only a few of the wealthier people had private taps in their homes or gardens, and most citizens carried water in vessels to their homes from fountains or public outlets. Medieval cities were smaller than the ancient cities, and public water supplies were practically nonexistent. The existing aqueducts of ancient Athens, Rome, and the Roman provincial cities fell into disuse, and their purposes were even forgotten.

The waterworks engineer of ancient times labored under the severe handicap of having no type of pipe that could withstand even moderate pressures. He used pipe of clay, lead, and bored wood in small sizes, but even with these, as, with masonry aqueducts and tunnels, he followed the hydraulic grade line and rarely placed conduits under pressure.

In the seventeenth century the first experiments were made with cast-iron pipe but it was not until the middle of the eighteenth century that these pipes were cheap enough for wide use. The durability of cast iron and its freedom from breaks and leakages soon made its use almost universal, although steel and other materials were also used. This advance, together with improved pumping methods, made it economically possible for all but the smallest villages to obtain water supplies and to deliver the water into the homes of the citizens.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 8**Sewerage**

- 1) What kind of sewers did Rome have?
- 2) When was the discharge of household wastes into the sewers of London forbidden?
- 3) What caused a sharp decline in the urban death rate?

Remains of sanitary sewers are to be found in the ruins of the ancient cities of Crete and Assyria. Rome also had sewers, but they were primarily drains to carry away storm water. It was the practice to deposit all sorts of refuse in the streets, and accordingly the storm sewers also carried much organic matter at times. Sewerage was practically unknown during the Middle Ages, and construction of sewers was not resumed until modern times. At first, these were storm sewers not intended to carry domestic sewage. As late as 1850, the discharge of household wastes into the sewers of London was forbidden. The water courses in or near towns apparently were used as convenient places of refuse disposal, for many writers comment upon the offensive condition of the London brooks, with their burden of dead dogs and filth of all sorts. In the course of time it was recognized that sanitation would best be served by permitting the use of sewers to convey human excreta away from dwellings as promptly as possible, and the original storm drains became combined sewers which carried both storm-water runoff and the liquid wastes from occupied buildings. The development of water supplies, of course, played a large part in the greater use of plumbing systems with water-flush toilets. The commonly used vault toilets, which frequently overflowed and always produced odors, were soon legislated out of existence in the larger cities in favor of the water-carried system. This improvement together with safer water supplies caused a sharp decline in the urban death rate.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 9**Microeconomics**

- 1) What is microeconomics?
- 2) What does macroeconomics involve?
- 3) What does microeconomics analyze?

Microeconomics (from Greek prefix micro- meaning "small" + "economics") is a branch of economics that studies the behavior of how the individual modern household and firms make decisions to allocate limited resources. Typically, it applies to markets where goods or services are being bought and sold. Microeconomics examines how these decisions and behaviours affect the supply and demand for goods and services, which determines prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services.

This is in contrast to macroeconomics, which involves the "sum total of economic activity, dealing with the issues of growth, inflation, and unemployment." Microeconomics also deals with the effects of national economic policies (such as changing taxation levels) on the aforementioned aspects of the economy.

One of the goals of microeconomics is to analyze market mechanisms that establish relative prices amongst goods and services and allocation of limited resources amongst many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition. Significant fields of study in microeconomics include general equilibrium, markets under asymmetric information, choice under uncertainty and economic applications of game theory. Also considered is the elasticity of products within the market system.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 10

Management

- 1) What is management?
- 2) What does management comprise?
- 3) What is the primary function of management in for-profit work?

Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources.

Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others.

In for-profit work, management has as its primary function the satisfaction of a range of stakeholders. This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers) and providing rewarding employment opportunities (for employees). In nonprofit management, add the importance of keeping the faith of donors. In most models of management/governance, shareholders vote for the board of directors, and the board then hires senior management. Some organizations have experimented with other methods (such as employee-voting models) of selecting or reviewing managers; but this occurs only very rarely.

In the public sector of countries constituted as representative democracies, voters elect politicians to public office. Such politicians hire many managers and administrators, and in some countries like the United States political appointees lose their jobs on the election of a new president/governor/mayor.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 11
Cadastral surveys

- 1) What do cadastral surveys document?
- 2) What did napoleon establish?
- 3) What is a base element in hand information systems?

Cadastral surveys document the boundaries of land ownership, by the production of documents, diagrams, sketches, plans (plats in USA), charts, and maps. They were originally used to ensure reliable facts for land valuation and taxation. An example from early England is the Domesday Book. Napoleon established a comprehensive cadastral system for France that is regarded as the forerunner of most modern versions.

The Public Lands Survey System is a cadastral survey of what is now the western United States begun in 1785 after international recognition of the United States. The Dominion Land Survey is a similar cadastral survey conducted in Western Canada begun in 1871 after the creation of the Dominion of Canada in 1867. Both cadastral surveys are made relative to principal meridian and baselines. These cadastral surveys divided the surveyed areas into townships, regions of land approximately six miles square (certain early surveys in Ohio created five mile square townships), and inside townships into sections, each approximately one mile square. Unlike in Europe this cadastral survey largely preceded settlement and as a result greatly influenced settlement patterns. Most cities and towns feature straight streets and avenues aligned with survey boundaries of townships and sections and spaced at regular intervals corresponding to surveying units such as furlongs. Properties are generally rectangular and often have dimensions measured in fractions or multiples of chains. Land descriptions in Western North America are principally based on these land surveys.

Cadastral survey information is often a base element in Geographic/Land Information systems used to assess and manage land and built infrastructure. Such systems are also employed on a variety of other tasks, for example, to track long-term changes over time for geological or ecological studies, where land tenure is a significant part of the scenario.

Прочитайте и устно переведите текст на русский язык.

Ответьте на вопросы.

Текст 12**Civil and Environmental Engineering**

- 1) What is our climate affected by?
- 2) What affects energy production?
- 3) What requires the development of well-informed environmental policies?

Our climate and the air pollution we breath and see are intimately affected by and affect energy production and use through a complex set of processes. By analyzing those processes, we can obtain a deeper understanding of the atmosphere and design cleaner and more efficient energy systems, improving our health and environment and providing energy security for all.

Architecture, engineering and construction affect all people and impact the economic performance of nations, but buildings and infrastructure must also be environmentally and socially sustainable. We seek to enable this goal by developing knowledge, tools and materials that enhance "triple bottom line" sustainability at all stages of a project's life.

Across coastal zones, rivers, lakes, estuaries, groundwater, soil water, and even the atmosphere, ensuring a sustainable water environment for people and natural ecosystems requires the development of well-informed environmental policies and well-designed systems. To achieve this goal we employ a thoroughly multidisciplinary approach.

КОНТРОЛЬНЫЕ ЗАДАНИЯ

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

II. Прочитайте предложения. Выберите правильный модальный глагол. Письменно переведите предложения.

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

IV. Прочитайте предложения. Замените прямую речь косвенной. Письменно переведите предложения.

V. Прочитайте предложения. Раскройте скобки, употребляя глагол в соответствующей форме. Письменно переведите предложения.

VI. Прочитайте текст и письменно переведите его.

Вариант 1

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 (to 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.

Civil engineering

Civil engineering is a [professional engineering](#) discipline that deals with the design, construction and maintenance of the physical and natural built environment, including works such as [bridges](#), [roads](#), [canals](#), [dams](#) and [buildings](#). Civil engineering is the oldest [engineering](#) discipline after [military engineering](#), and they have defined civil engineering to distinguish it from military engineering. They have broken it into several sub-disciplines including municipal engineering, [environmental engineering](#), [geotechnical engineering](#), [structural engineering](#), [transportation engineering](#), [water resources engineering](#), [materials engineering](#), [coastal engineering](#), [surveying](#), and

[construction engineering](#). Until modern times there was no clear distinction between civil engineering and [architecture](#), and the term engineer and [architect](#) were mainly geographical variations referring to the same person, often used interchangeably. The history of the concept of "engineering" stems from the earliest times when humans began to make clever inventions, such as the [pulley](#), [lever](#), or [wheel](#), etc. The exact etymology of the word engineer, however, is a person occupationally connected with the study, design, and implementation of [engines](#). Engineering is a well respected profession. Every product or construction used by modern society will have been influenced by engineering design. Engineering design is a very powerful tool to make changes to environment, society and economies, and its application brings with it a great responsibility, as represented by many of the [Engineering Institutions](#) codes of practice and [ethics](#).

Вариант 2

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.

Work of the Sanitary Engineer

The development of sanitary engineering has paralleled and contributed to the growth of cities. Without an adequate supply of safe water, the great city could not exist, and life in it would be both unpleasant and dangerous unless human and other wastes were promptly removed. The concentration of population in relatively small areas has made the task of the sanitary engineer more complex. Groundwater supplies are frequently inadequate to the huge demand and surface waters, polluted by the cities, towns, and villages on watersheds, must be treated more and more elaborately as the population density increases. Industry also demands more and better water from all available sources. The rivers receive ever-increasing amounts of sewage and industrial wastes, thus requiring more attention to sewage treatment, stream pollution, and the complicated phenomena of self-purification.

The design, construction, and operation of water and sewage

works are' treated in this book, but the field of sanitary engineering extends beyond these limits. The public looks to the sanitary engineer for assistance in such matters as the control of malaria by mosquito control, the eradication of other dangerous insects, rodent control, collection and disposal of municipal refuse, industrial hygiene, and sanitation of housing and swimming pools. The activities just given, which are likely to be controlled by local or state health departments, are sometimes known as public health or environmental engineering, terms which, while descriptive, are not accepted by all engineers. The terms, however, are indicative of the important place the engineer holds in the field of public health and in the prevention of diseases.

Вариант 3

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.

Industrial engineering

Industrial engineering is a branch of [engineering](#) that concerns the development, improvement, implementation and evaluation of integrated systems of people, money, knowledge, information, equipment, energy, material and process. Industrial engineering draws upon the principles and methods of engineering analysis and synthesis, as well as [mathematical](#), [physical](#) and [social sciences](#) together with the principles and methods of engineering analysis and [design](#) to specify, predict and evaluate the results to be obtained from such systems. In [lean manufacturing](#) systems, industrial engineers work to eliminate wastes of time, money, materials, energy, and other resources. Industrial engineering is also known as [operations management](#), [systems engineering](#), production engineering, manufacturing engineering or manufacturing systems engineering; a distinction that seems to depend on the viewpoint or motives of the user. Examples of where industrial engineering might be used include shortening lines (or [queues](#)) at a [theme park](#), streamlining an operating room, distributing products worldwide (also referred to as [Supply Chain Management](#)), and manufacturing

cheaper and more reliable automobiles. Industrial engineers typically use computer simulation, especially discrete event simulation, for system analysis and evaluation. The name "industrial engineer" can be misleading. While the term originally applied to manufacturing, it has grown to encompass services and other industries as well. There are a number of things industrial engineers do in their work to make processes more efficient, to make products more manufacturable and consistent in their quality, and to increase productivity.

Вариант 4.

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.

Electrical engineering

Electricity has been a subject of scientific interest since at least the early 17th century. The first electrical engineer was probably William Gilbert who designed the [versorium](#): a device that detected the presence of statically charged objects. He was also the first to draw a clear distinction between magnetism and static electricity and is credited with establishing the term electricity. *Electrical engineering* – sometimes referred to as *electrical and electronic engineering* – is an engineering field that deals with the study and application of electricity, electronics and electromagnetism. Electrical engineering is considered to deal with the problems associated with large-scale electrical systems such as power transmission and motor control, whereas electronic engineering deals with the study of small-scale electronic systems including [computers](#) and integrated circuits. Another way of looking at the distinction is that electrical engineers are usually concerned with using electricity to transmit energy, while electronic engineers are concerned with using electricity to transmit information. Electrical engineers have contributed to the development of a wide range of technologies. They design, develop, test and supervise the deployment of electrical systems and electronic devices. For example, they may work on the design of telecommunication systems, the operation of electric power stations, the lighting and wiring of buildings, the design of household appliances or the

electrical control of industrial machinery.

Вариант 5

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. What 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.

Main branches of engineering

Engineering, much like other science, is a broad discipline which is often broken down into several sub-disciplines. These disciplines concern themselves with differing areas of engineering work. Although initially an engineer will usually be trained in a specific discipline, throughout an engineer's career the engineer may become multi-disciplined, having worked in several of the outlined areas. Engineering is often characterized as having four main branches:

⤴ Chemical engineering – The exploitation of both engineering and chemical principles in order to carry out large scale chemical process.

⤴ Civil engineering – The design and construction of public and private works, such as infrastructure (airports, roads, railways, water supply and treatment etc.), bridges, dams, and buildings.

⤴ Electrical engineering – a very broad area that may encompass the design and study of various electrical and electronic systems, such as electrical circuits, generators, motors, electromagnetic/electromechanical devices, electronic devices, electronic circuits, optical fibers, optoelectronic devices, computer systems, telecommunications, instrumentation, controls, and electronics.

⤴ Mechanical engineering – The design of physical or mechanical systems, such as power and energy systems, aerospace/aircraft products, weapon systems, transportation products engines, compressors, powertrains, kinematic chains, vacuum technology, and vibration isolation equipment.

Beyond these four, sources vary on other main branches. Historically, naval engineering and mining engineering were major branches. Modern fields sometimes included as major branches include aerospace, architectural, biomedical, industrial, materials science and nuclear engineering.

New specialties sometimes combine with the traditional fields and form new branches. A new or emerging area of application will

commonly be defined temporarily as a permutation or subset of existing disciplines; there is often gray area as to when a given sub-field becomes large and/or prominent enough to warrant classification as a new "branch." One key indicator of such emergence is when major universities start establishing departments and programs in the new field.

For each of these fields there exists considerable overlap, especially in the areas of the application of sciences to their disciplines such as physics, chemistry and mathematics.

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