

## РАЗДЕЛ 1

*Для биологических, экономических, инженерных специальностей, факультетов ПИЭ, ПИЮ, юридического факультета*

### КОНТРОЛЬНАЯ РАБОТА №1

#### ГРАММАТИЧЕСКИЙ БЛОК

**Требования к знаниям грамматики:**

1. Глагол (времена в активном залоге).
2. Глагол (времена *Present, Past, Future Simple* в пассивном залоге).
3. Модальные глаголы и их эквиваленты (*can, may, must, should*).
4. Неличные формы глагола (*Participle I, II*). Образование и функции в предложении.
5. Множественное число существительных.
6. Местоимения.
7. Степени сравнения прилагательных.

#### I вариант

##### **Задание 1**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Present Simple, Present Continuous, Present Perfect Active Voice). Предложения переведите.**

1. The river ... (to flow) very fast today - much faster than usual.
2. George says he is 80 years old but I ... (not/ to believe) him.
3. She ... (to stay) with her sister at the moment until she finds somewhere to live.
4. We ... (to meet) recently a lot of interesting people .
5. .... you ever ..... (to be) to France?

##### **Задание 2**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Past Simple, Past Continuous, Past Perfect Active Voice). Предложения переведите.**

1. While I ... (to drive) to work, I ... (to hear) an old friend on the radio.
2. I ... (to get) a letter from Phil yesterday morning.
3. We ... (to live) in a very small town when I was a girl.
4. I was not hungry. I ... just ... (to have) lunch.
5. When I saw him I knew that we ... (to meet).

##### **Задание 3**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Future Simple, Future Continuous, Future Perfect Active Voice).**

**Предложения переведите.**

1. Good luck with the exam. We ... (to think) about you.

2. The builder says he ...(to finish) the roof by Saturday.
3. There ...(to be) a world government before the year 2050.
4. Private cars ...(to disappear) before the year 2100.
5. This time tomorrow I ...(to ski).

#### Задание 4

**Подчеркните глагол-сказуемое в пассивном залоге (Passive Voice) и определите его временную форму. Предложения переведите.**

1. My keys were stolen yesterday.
2. I am never invited to the parties.
3. When I was here a few years ago, a new airport was being built.
4. Look! The door has been painted.
5. Ann said that her car had been stolen.

#### Задание 5

**Перепишите предложения, подчеркните модальные глаголы и их эквиваленты. Переведите предложения на русский язык.**

1. We must walk quicker to get to the station in time.
2. When he was young he could run a mile in less than five minutes.
3. You have to be more careful.
4. –May I give you a word of advice? –No, you needn't.
5. You should cross the road when there is no traffic.

#### Задание 6

**а) Перепишите следующие глаголы, переведите их. Образуйте от них Причастие I (Participle I).**

to make	to write
to give	to swim
to keep	to fall
to show	to buy

**б) Перепишите следующие ПричастиеII (Participle II). Укажите инфинитив глаголов, от которых они образованы. Переведите его.**

grown	brought
spoken	closed
taught	heard
had	asked

#### Задание 7

**а) Поставьте следующие существительные в форму их множественного числа.**

A watch, a potato, a knife, a country, an ox, a plate, a way, a sheep

**б) Образуйте форму множественного числа подчеркнутых существительных. Сделайте соответствующие изменения в предложениях и перепишите их. Предложения переведите.**

1. The architecture of this building is quite modern.
2. Does your tooth still ache?
3. The withered leaf has fallen to the ground.
4. This story is very interesting.
5. There was a lady, a gentleman and a child in the dining-room.

### **Задание 8**

**Замените подчеркнутые существительные личными местоимениями (в именительном или объектном падежах). Предложения переведите.**

1. Can you meet my sister at the station tomorrow?
2. The letter was very long and boring.
3. The boy lives alone, without parents.
4. Are you in the room? Give my brother a copy-book, please.
5. Do you find the English language difficult for understanding?

### **Задание 9**

**а) Образуйте сравнительную и превосходную степени сравнения от следующих прилагательных.**

Big, heavy, bad, famous, late, important, flat, far

**б) Переведите следующие предложения на русский язык. Подчеркните прилагательные в сравнительной и превосходной формах.**

1. The Neva is wider and deeper than the Moskva River.
2. London is the largest city in England.
3. It's later than I thought.
4. The more she ignores him, the more he loves her.
5. He is not so successful as his father.

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**Требования к знаниям грамматики:**

8. Глагол (времена в активном залоге).
9. Глагол (времена *Present, Past, Future Simple* в пассивном залоге).
10. Модальные глаголы и их эквиваленты (*can, may, must, should*).
11. Неличные формы глагола (*Participle I, II*). Образование и функции в предложении.
12. Множественное число существительных.
13. Местоимения.
14. Степени сравнения прилагательных.

## II вариант

### Задание 1

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Present Simple, Present Continuous, Present Perfect Active Voice). Предложения переведите.**

1. While Mrs. Clark ... (to cook) dinner her husband ... (to work) in the garden.
2. Show me what you ... (to hide) behind you back.
3. You ... (to be) usually here when something ... (to happen).
4. Scientists ... (to discover) that, all over the world, millions of frogs and toads are dying.
5. I ... (to see) him twice this week.

### Задание 2

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Past Simple, Past Continuous, Past Perfect Active Voice). Предложения переведите.**

1. He told me he never ... (to be) to India.
2. I ... (to wake) up late last morning because I ... (to forget) to set my alarm – clock.
3. I ... (to read) a library book when I ... (to find) a 10 note between two pages.
4. What ... you ... (to do) at ten o'clock last night?
5. When Mary ... (to see) the question, she ... (to know) the answer.

### Задание 3

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Future Simple, Future Continuous, Future Perfect Active Voice).**

### Предложения переведите.

1. Don't give her your keys. She ... (to lose) only them.
2. She ... (not to work) this time the day after tomorrow.
3. In the year 2100, people ... (to eat) the same things as they do now.
4. What time ... you ... (to get) up?
5. She ... (to finish) her first book in a month.

### Задание 4

**Подчеркните глагол-сказуемое в пассивном залоге (Passive Voice) и определите его временную форму. Предложения переведите.**

1. I wasn't invited to the party.
2. How is butter made?
3. A new airport is being built at the moment.
4. My car has been stolen.
5. Butter is made from milk.

### Задание 5

**Перепишите предложения, подчеркните модальные глаголы и их эквиваленты. Переведите предложения на русский язык.**

1. My car doesn't work so I have to take the train.
2. The restaurant is full today. May I sit here at your table?
3. When you are served some food you don't like at the guests you should say «I'd rather not have any of that. Thank you».
4. My cousin can ride a horse very well.
5. You mustn't keep books for more than two weeks.

### Задание 6

**а) Перепишите следующие глаголы, переведите их. Образуйте от них Причастие I (Participle I).**

to associate	to deliver
to think	to pay
to obtain	to bring
to lend	to fly

**б) Перепишите следующие Причастие II (Participle II). Укажите инфинитив глаголов, от которых они образованы. Переведите его.**

described	built
lain	prescribed
left	found
acquired	taken

### Задание 7

а) Поставьте следующие существительные в форму множественного числа:

A box, a deer, a letter, a family, a wolf, an apple, a bird, a woman.

б) Образуйте форму множительного числа подчеркнутых существительных .  
Сделайте соответствующие изменения в предложениях и перепишите их.  
Предложения переведите.

1. What is your neighbour doing now?
2. The key is made of steel.
3. A tomato is a vegetable and a cherry is a kind of fruit.
4. There is a shop, a cinema and a theatre in the new district.
5. What is this man going to do? He is going to marry a beautiful girl.

### Задание 8

Замените подчеркнутые существительные личными местоимениями (в именительном или объектном падежах). Предложения переведите.

1. Tom is one of the best students of our university.
2. When can you see an aunt?
3. I must translate the text from French into Russian.
4. Susan is sweeping the floor now.
5. She often plays with her grandchildren.

### Задание 9

а) Образуйте сравнительную и превосходную степени сравнения от следующих прилагательных.

Fat, happy, good, nice, practical, thin, much, quiet.

б) Переведите следующие предложения на русский язык. Подчеркните прилагательные в сравнительной и превосходной формах.

1. His plan is more practical than yours.
2. Elbrus is the highest peak in the Caucasian mountains.
3. Yesterday was the hottest day of the summer.
4. The more money he has, the more useless things he buys.
5. It's as cold as ice.

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18. Неличные формы глагола (*Participle I, II*). Образование и функции в предложении.
19. Множественное число существительных.
20. Местоимения.
21. Степени сравнения прилагательных.

### III вариант

#### **Задание 1**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Present Simple, Present Continuous, Present Perfect Active Voice). Предложения переведите.**

1. It (to take) me some minutes to get to work.
2. Carpenters (to make) things from wood.
3. Tom (not to play) football this season .He (to want) to concentrate his studies.
4. Oh boy, I (to forget) her name!
5. We (to read) about their adventure in the morning newspaper.

#### **Задание 2**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Past Simple, Past Continuous, Past Perfect Active Voice). Предложения переведите.**

1. I (to dream) when the alarm-clock rang.
2. When the gate (to open) the crowd ( to walk) in.
3. When he (to start) telling the joke I realized that I (to hear) it before.
4. George didn't want to come to the movie with us because he already (to see) the film twice.
5. While I (to work) in the garden I heard a strange noise.

#### **Задание 3**

**Раскройте скобки и употребите глагол-сказуемое в нужной форме (Future Simple, Future Continuous, Future Perfect Active Voice).**

**Предложения переведите.**

1. His latest book ... (to be) out next month.
2. I ... (to love) you forever.
3. You'll know where the party is. We ... (to make) so much noise.
  
4. Their family ... (to have) supper at 8.00.
5. We ... (to arrive) by this evening.

**Задание 4**

**Подчеркните глагол-сказуемое в пассивном залоге (Passive Voice) и определите его временную форму. Предложения переведите.**

1. These rooms are cleaned every day.
2. My car was stolen last week.
3. When were these houses built?
4. Some new houses are being built near the river.
5. These shirts are clean. They have been washed.

**Задание 5**

**Перепишите предложения, подчеркните модальные глаголы и их эквиваленты. Переведите предложения на русский язык.**

1. Sarah lost her keys and she couldn't get into her flat.
2. I like Sundays because I don't have to get up early.
3. You must take your medicine or you won't get better.
4. When you come to a party you should introduce yourself to the other guests.
5. She may not know the way.

**Задание 6**

**а) Перепишите следующие глаголы, переведите их. Образуйте от них Причастие I (Participle I).**

- |            |            |
|------------|------------|
| to stay    | to borrow  |
| to stand   | to improve |
| to produce | to wear    |
| to get     | to sign    |

**б) Перепишите следующие Причастие II (Participle II). Укажите инфинитив глаголов, от которых они образованы. Переведите его.**

- |            |        |
|------------|--------|
| understood | worn   |
| smelt      | denied |



relaxed

maintained

transferred

spread

### Задание 7

**а) Поставьте следующие существительные в форму множественного числа:**

A dress, a play, a flower, an ox, a city, a match, a mouse, a monkey.

**б) Образуйте форму множественного числа подчеркнутых существительных .  
Сделайте соответствующие изменения в предложениях и перепишите их.  
Предложения переведите.**

1. This sheep is black, isn't it?
2. My friend usually helps me when I am in trouble.
3. This child keeps his toys' in the bedroom.
4. That house has a balcony looking out on the street.
5. The farmers show us a cow, a horse and a goose.

### Задание 8

**Замените подчеркнутые существительные личными местоимениями (в именительном или объектном падежах). Предложения переведите.**

1. It is raining now. Take an umbrella and put on a coat.
2. Give my niece a toy.
3. A man is telling pupils an interesting fairytale.
4. Did you see my brother in the university yesterday?
5. Andrew and his friend play tennis every weekend.

### Задание 9

**а) Образуйте сравнительную и превосходную степени сравнения от следующих прилагательных.**

Hot, dirty, little, beautiful, wide, cheap, many, bright.

**б) Переведите следующие предложения на русский язык. Подчеркните прилагательные в сравнительной и превосходной формах.**

1. Mary's taller than her three sisters.
2. Your accent is the worst in the class.
3. This wine is the most expensive in the world.
4. The more ice cream she eats, the fatter she gets.
5. We need as many people as possible.

**РАЗДЕЛ 2**  
***ДЛЯ БИОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ***  
**КОНТРОЛЬНАЯ РАБОТА №1**

***ЛЕКСИЧЕСКИЙ БЛОК***

**I вариант.**

**1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

**WHAT IS AGRICULTURE?**

Agriculture is a human activity in which people use areas of land to produce food, clothing and other necessary materials.

The word *ager* is a Latin word. It means a field. The word *agriculture* means the cultivation of fields and growing crops. But this is the old meaning of this word. Now it also means the use of land to breed animals. At present there are two main branches of agriculture. They are crop growing and animal breeding.

We do not know when people began to grow crops. It was many thousand years ago. Now crop growing is a highly developed branch of agriculture.

The soil is the basis of agriculture. Enough food for all the people can be grown if there is sufficient good soil for crops to produce high yields.

There are two ways to grow enough food plants. They are: the increase in area of arable land and the intensification of agricultural production in the areas already used for cropping. At present the second way is more important because there is not enough experience to reclaim tropical and subtropical lands.

The intensification of production in the traditional agricultural areas is based on the knowledge of climate, soils and their use, and on a large collection of high-yielding varieties and hybrids of agricultural crops.

All intensification factors, such as full mechanization, high application of fertilizers and extensive use of herbicides must be used in such a way as not to disturb the biological equilibrium of the soil.

**2. Выучите слова к тексту.**

Breeding – разведение животных

Soil – почва

Yield – урожай

Arable – пахотный

Agricultural – сельскохозяйственный

Application – применение

Enough – достаточный

Land – земля

To grow – выращивать

Knowledge – знание

**3. Закончите предложения в соответствии с содержанием текста.**

1. The main branches of agriculture are ...
2. People began to grow crops ...
3. Enough food can be grown if ...
4. The first way to grow enough food plants is ...
5. People use areas of land to produce ...

**4. Ответьте на вопросы к тексту.**

1. What is the old meaning of the word agriculture?
2. What is the basis of agriculture?
3. What ways are there to grow enough food plants?
4. What is the intensification of production in the traditional agricultural areas based on?
5. How must the intensification factors be used?

**5. Переведите следующие предложения на английский язык.**

1. Люди используют землю, чтобы производить еду, одежду и другие необходимые предметы.
2. В настоящее время растениеводство является высокоразвитой отраслью сельского хозяйства.
3. Богатая почва необходима для получения высокого урожая.
4. При выращивании сельскохозяйственных культур люди должны учитывать географические, почвенно-климатические особенности земли.
5. Применение удобрений не должно вредить биологическому равновесию почвы.

**II вариант.**

**1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

**SOIL AND ITS MANAGEMENT**

Good farming means proper use of many factors such as natural conditions, land, crops, livestock, machinery, fertilizers, and some others. All these factors have to be put together to make the farming system work successfully.

One of the most important points to be taken into consideration in farming is the soil which is known to be a natural resource that supports plant life. It is a mixture of particles of rock, organic materials, living forms, air and water, some good clay and loamy soils are naturally highly fertile, some light sandy soils are naturally poor. Various factors that make up soil fertility are moisture conditions, plant food, and soil structure. All these components may be regulated by proper management of the soil.

Soil management is the science of tillage operations, cropping practices, using fertilizers, lime and other treatments conducted on, or applied to, a soil for the production of crops.

All farmers should make soil tests in order to determine whether any essential elements are lacking in the soil and to determine the rate of fertilizers to be applied.

Thus, the most important thing for the farmer is to get the land into good condition and to keep it that way. Such land is more easily cultivated and provides better conditions for seed germination and plant growth. The quality and yields of crops produced partially depend on the soil management followed. They also depend on the quality of the seed to be used, the variety of the crop to be grown, and some other factors.

## **2. Выучите слова к тексту.**

Air – воздух, атмосфера

Lime – известь

To apply – применять, употреблять

Seed – семя, зерно

Essential – необходимый, существенный

To provide – обеспечивать, снабжать

Mixture – смесь

Soil – почва

To manage –управлять, руководить

Condition – условие, состояние

## **3. Закончите предложения в соответствии с содержанием текста.**

1. The soil is known to be ...
2. The factors that make up soil fertility are ...
3. All farmers should make ... in order to determine the rate of fertilizers.
4. The most important thing for the farmer is ...
5. The quality and yield of crops depend on ...

## **4. Ответьте на вопросы к тексту.**

1. What does a good farming mean?
2. What does the soil consist of?
3. What soils are naturally highly fertile and what are poor?
4. What is the soil management?
5. What kind of land is more easily cultivated?

## **5. Переведите следующие предложения на английский язык.**

1. Важно, чтобы почва содержала все необходимые компоненты для питания растений.
2. Почвы различаются по своим свойствам в зависимости от происхождения.
3. Применение удобрений позволяет получать высокие урожаи.
4. Фермеры должны исследовать почву, чтобы определять какие необходимые вещества в ней отсутствуют.
5. Одна из основных задач наших хозяйств - поддержание и повышение плодородия почвы.

### **III вариант.**

#### **1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

##### **FARMS IN BRITAIN**

British agriculture is based on high-quality farm machinery and utilization of fertilizers. It is greatly influenced by the climate. Britain has a mild climate. The temperature seldom exceeds 32 °C or falls below zero. Thus the farmers work in the fields all the year round.

Most of the farms are less than 50 acres each. The type of farms depends on many factors: climate, soil, slope and altitude.

We can find arable farms, dairy farms and mixed farms. In the eastern part of Great Britain most farms are arable. The farmers having such farms grow different crops: wheat, barley, and oats. In the western part of the country most farms are dairy. Farmers keep milking cows, sheep, pigs or poultry on their farms. Sheep-breeding is found in Wales and Scotland, cattle-rearing in the south-east of England (Kent), horticulture in Cornwall and Yorkshire.

Small farms in Britain are usually mixed farms on which farmers grow crops and keep animals as well.

Today the main tendency in agricultural development of Great Britain is that small farms are gradually disappearing because they cannot compete with modern industrial farms based on up-to-date agricultural machinery.

British farmers are working hard to earn their living, to maximize the yield and minimize the cost of production, to supply the population of the country with various foodstuffs of high quality, to ensure further progress in all agricultural branches.

#### **2. Выучите слова к тексту.**

To influence – влиять

Field – поле

Arable – пахотный

Crop – сельскохозяйственная культура; урожай

Breeding – разведение животных

Development – развитие

To supply – снабжать, удовлетворять

Production – производство

Industrial – промышленный

Yield – урожай

#### **3. Закончите предложения в соответствии с содержанием текста.**

1. British agriculture is based on ...
2. The type of farms depends on ...
3. The farmers having arable farms grow ...
4. There are mixed farms in Britain on which ...
5. Small farms are gradually disappearing because ... based on up-to-date agricultural machinery.

#### **4. Ответьте на вопросы к тексту.**

1. What is British agriculture influenced by?
2. What farms are there in Britain?
3. Where do farmers keep on their dairy farms?
4. Where is the horticulture found?
5. What is the main tendency in agricultural development of Great Britain nowadays?

**5. Переведите следующие предложения на английский язык.**

1. На своих фермах люди разводят овец, свиней, птицу и коров.
2. Климатические условия сильно влияют на развитие сельского хозяйства в Британии.
3. В западной части Великобритании большинство ферм – молочные.
4. Малые фермы не могут конкурировать с современными фермами.
5. Британцы усердно работают, чтобы увеличить урожайность и снизить издержки производства.

**РАЗДЕЛ 2**

***ДЛЯ ЭКОНОМИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ***

**КОНТРОЛЬНАЯ РАБОТА №1**

***ЛЕКСИЧЕСКИЙ БЛОК***

**1 вариант.**

**1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

**MAIN CONCEPTS OF AMERICAN BUSINESS**

«The business of America is business», said President Calvin Coolidge (1923-1929) and these words remain true today. The principle aim of business is to make financial profit.

There exist in the United States two main kinds of business institutions - private and governmental. Private businesses include large companies whose capital is represented in shares, which are held by individual shareholders who earn dividends from their shares. In addition, there are non-profit institutions. These are called charitable organizations. Americans tend to have more respect for private businesses than for government agencies which they consider more bureaucratic.

Americans believe that in private business they can express ideals of free competition, individual freedom and equality of opportunity. But many Americans understand that very often business does not live up to these principles. There are some problems in realizing the high ideals of fair business practice. One of them is unequal starting opportunities. It is obviously easier for someone who already possesses considerable capital to begin a business venture than it is someone who does not. But nevertheless the legend of the poor boy who rises «from rags to riches», the entrepreneur who creates something out of nothing still exists in America. The entrepreneur who loves individual freedom and independence from authority, who built the industrial riches of the nation is the symbol of hero businessman.

In the course of time a new type of businessman appeared. This is the «organization man» who works within already established structure and is at the top. But unlike the entrepreneur he shares responsibility with others. Though in America today the road to success lies often through established large business, the entrepreneurial ideal inspires many. A great number of small businesses exist in the USA today. There are a lot of companies with fewer than 20 employees. These companies account 60% of American business. Today most Americans believe that the free-enterprise system based on profit - making is the one that best promotes welfare of the nation.

## **2. Выучите слова к тексту.**

profit - прибыль, доход;

private - частный, личный;

governmental - государственный;

share - акция, пай, доля;

shareholder-акционер, пайщик;

non-profit institutions - некоммерческие организации;

charitable - благотворительный;

competition - конкуренция;

responsibility - ответственность;

employee - работник, сотрудник.

## **3. Закончите предложения в соответствии с содержанием текста.**

1. Private businesses include large companies whose...
2. Americans tend to have more respect for private businesses than...
3. The entrepreneur who ... is the symbol of hero businessman.
4. There are some problems in realizing...
5. A great number of ... exist in the USA today.

## **4. Ответьте на вопросы к тексту.**

1. What is the principle aim of business in America today?
2. How many kinds of business institutions exist in the USA?
3. Do Americans tend to have more respect for private businesses or for government agencies? Why?
4. What problems does a person clash with starting a business?
5. Who is the «organization man»?

## **5. Переведите следующие предложения на английский язык.**

1. Человеку, обладающему определенным капиталом, очевидно, легче начать бизнес. (открыть свое дело).
2. Малый бизнес составляет 60% от всей предпринимательской деятельности в Америке.
3. Частное предпринимательство включает в себя крупные компании, капитал которых представлен в акциях.
4. Акционеры получают дивиденды от их акций.

5. Американцы считают, что, работая в частном бизнесе, они могут выразить свои идеалы свободной конкуренции, индивидуальные свободы, равенство возможностей.

## **II вариант.**

### **1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

#### **WHAT IS INTERNATIONAL TRADE?**

When Honduras exports bananas to Switzerland, they can use the money they earn to import Swiss chocolate — or to pay for Kuwaiti oil or a vacation in Hawaii. The basic idea of international trade and investment is simple: each country produces goods or services that can be either consumed at home or exported to other countries.

The main difference between domestic trade and international trade is the use of foreign currencies to pay for the goods and services crossing international borders. Although global trade is often added up in U.S. dollars, the trading itself involves various currencies. Japanese videocassette recorder is paid for in German marks in Berlin, and German cars are paid for in U.S. dollars in Boston. Indian tea, Brazilian coffee, and American films are sold around the world in currencies as diverse as Turkish liras and Mexican pesos.

Whenever a country imports or exports goods and services, there is a resulting flow of funds: money returns to the exporting nation, and money flows out of the importing nation. Trade and investment is a two-way street that, with a minimum of trade barriers, usually makes everyone better off.

In a interlinked global economy, consumers are given the opportunity to buy the best products at the best prices. By opening up markets, a government allows its citizens to produce and export those things they are best at and to import the rest, choosing from whatever the world has to offer.

Some trade barriers will always exist as long as any two countries have different sets of laws. However, when a country decides to protect its economy by erecting artificial trade barriers, the result is often damaging to everyone, including those people whose barriers were meant to protect.

The Great Depression of the 1930s, for example, spread around the world when the United States decided to erect trade barriers to protect local producers. As other countries retaliated, trade plumpered, jobs were lost, and the world entered into a long period of economic decline.

### **2. Выучите слова к тексту.**

To earn – зарабатывать

To consume – потреблять

Domestic trade – внутренний рынок

International trade – внешний рынок

Currency – деньги, валюта

Goods and services – товары и услуги

To make better off – создавать прибыль

Investment – инвестирование



Consumer – потребитель

Opportunity – возможность

Price – цена

### **3. Закончите предложения в соответствии с содержанием текста.**

1. The main difference between domestic trade and international trade is the use of foreign currencies...
2. International trade and investment usually make...
3. When a country decides to protect its economy by erecting artificial trade barriers...
4. There is a resulting flow of funds whenever...
5. Indian tea, Brazilian coffee and American films are sold...

### **4. Ответьте на вопросы к тексту.**

1. What is the basic idea of international trade?
2. What is the main difference between domestic and international trade?
3. How can you consider trade barriers?
4. What opportunities are given to consumers in an intrelinked global economy?
5. What were the sequences of the Great Depression of the 1930s?

### **5. Переведите следующие предложения на английский язык.**

1. Главная идея международного рынка и инвестирования в том, чтобы каждая страна могла производить товары и услуги и экспортировать их в другие страны.
2. Главная разница между внутренним и внешним рынком состоит в использовании иностранной валюты при оплате товаров и услуг.
3. Во взаимосвязанной глобальной экономике потребителям дана возможность покупать самые лучшие продукты по лучшим ценам.
4. Открыв рынки, правительство позволило своим гражданам производить и экспортировать те вещи, которые у них лучше получаются.
5. Торговые границы всегда будут существовать, пока в разных странах будут разные своды законов.

## **III вариант**

### **1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

#### **IN THE BANK**

In a large, dimly lighted room with acoustic walls and ceilings to deaden sound, about fifty operators – predominantly women – are sitting at a battery of monitors with a keyboard beneath each. It is here that holders of the blue, green, and gold credit cards are given or refused credit.

When a card is presented anywhere in payment for goods or services, the place of business can accept the card without question if the amount is below an agreed limit, usually between twenty-five and fifty dollars. For a larger purchase, authorization is needed, though it takes only seconds to obtain.

The approval procedures move at jet speed. From wherever they are, merchants and others dial directly to the credit-card processing center of the bank. Automatically each call is routed to a free operator, whose first words are, "What is your merchant number?" As soon as the answer has been given, the operator types the figures, which appears simultaneously on the monitor. Next she asks the card number and amount of credit being sought. They are also typed and displayed.

The operator presses the key, feeding the information to a computer, which instantly signals "accepted" or "declined". The first means that credit is good and the purchase has been approved, the second that the cardholder is delinquent and credit has been cut off. The operator informs the merchant, the computer records the transaction. On a normal day fifteen thousand calls come in.

Sometimes a monitor flashes a message from the computer – "stolen card". In this situation an operator, speaking calmly, as trained, has to answer, "The card presented to you has been reported as stolen. If possible, detain the person presenting it and call police. Retain the card. The bank will pay you thirty dollars reward for its return."

Storekeepers are usually pleased at the prospect to get an easy thirty dollars. For the bank it is also a good deal, since the card, left in circulation, can be used fraudulently for a much greater total amount.

But this system works well only when the bank has got the information and can program the computer. Unfortunately most of the defrauding happens before a missing card is reported. To avoid this, the computer also warns the operators about excessive purchasing: when a cardholder makes ten or more purchases during a single day, the computer alerts an operator. Since an ordinary cardholder never makes more than six or eight purchases a day, a card showing more than normal use may be fraudulent, even though the owner might be unaware of its loss.

## **2. Выучите слова к тексту.**

holder - владелец, держатель

goods and services - товары и услуги

amount - объем

purchase - покупка

merchant - торговец

to dial - набирать на циферблате

figure - (здесь) цифра, код

delinquent - преступник

to cut off - прервать, обрезать

transaction - сделка

to be unaware - находиться в неведении

to alert – подавать сигнал тревоги, предупреждать

fraudulent – обманный, мошеннический

### **3. Закончите предложения в соответствии с содержанием текста.**

1. The place of business can accept the card without question if the amount is ...
2. From wherever they are, merchants and others dial directly to...
3. The operator presses the key, feeding the information to a computer, which instantly signals...
4. The credit card, left in circulation, can be...
5. But the warning system works well only when...

### **4. Ответьте на вопросы к тексту.**

1. How many operators are sitting in the room of the credit-card processing center?
2. What are they supposed to answer in the situation when the computer is flashing the “stolen card” message?
3. What reward does a storekeeper get for retaining a stolen card?
4. How many purchases can a cardholder make during a single day not to alert the operator?
5. Does the computer warn the operators about excessive purchasing? How?

### **5. Переведите следующие предложения на английский язык.**

1. Кредитная карта может приниматься при оплате любых товаров или услуг.
2. Для осуществления крупных покупок необходимо специальное разрешение.
3. Как только оператор получает информацию о номере кредитной карты и искомой сумме, она заносит ее в память компьютера.
4. Если компьютер сигнализирует «принят» - это означает, что кредит по карте подтвержден.
5. В случае если оператор передает информацию, что «карта украдена», торговец должен задержать человека, давшего ее, и позвонить в полицию.

## ***ДЛЯ ИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ***

### **КОНТРОЛЬНАЯ РАБОТА №1**

#### ***ЛЕКСИЧЕСКИЙ БЛОК***

#### **Г вариант.**

#### **1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

##### **THE WHEEL, STEAM CARRIAGES AND RAILWAYS**

One of the mankind's earliest and greatest inventions was the wheel. Without it there could be no industry, little transportation or communication, only crude farming, no electric power.

Nobody knows when the wheel was invented. There is no trace of the wheel during the Stone Age, and it was not known to the American Indians until the White Man came. In the Old World it came into use during the Bronze Age, when horses and oxen were used as work animals. At first all wheels were solid discs.

The problem to be solved was to make the wheels lighter and at the same time keep them strong. At first holes were made in the wheels, and they became somewhat lighter. Then wheels with spokes were made. Finally, the wheel was covered with iron and then with rubber.

Light two-wheeled carriages were used widely in the ancient world. As time passed they were made lighter, stronger, and better. Later people joined together a pair of two-wheeled carts into a four-wheeled vehicle. At first only kings and queens had the privilege of driving in them.

In the West the first steam carriage was invented in France. The three-wheeled machine had the front wheel driven by a two-cylinder steam engine, and carried two people along the road at a walking pace. It was not a great success, as the boiler did not produce enough steam for keeping the carriage going for more than about 15 minutes.

The steam engine appeared in 1763. It was followed by several improved steam road carriages. Their further development was prevented by railway companies. The rapid spread of railways in the United Kingdom was due largely to George Stephenson, who was an enthusiast as well as a brilliant engineer.

He demonstrated a locomotive that could run eighteen kilometers an hour and carry passengers cheaper than horses carried them. Eleven years later Stephenson was operating a railway between Stockton and Darlington. The steam locomotive was a success.

In Russia the tsar's government showed little interest in railway transportation. After long debates the government, which did not believe in its own engineers, finally decided to invite foreign engineers to submit (представить) projects for building railways in Russia.

Yet at the very time when foreign engineers were submitting their plans, in the Urals a steam locomotive was actually in use. It had been invented and built by the Cherepanovs, father and son, both skillful mechanics and serfs (крепостные). The first Russian locomotive was, of course, a "baby" compared with the locomotives of today. Under the boiler (котел) there were

two cylinders which turned the locomotive's two driving wheels (there were four wheels in all). At the front there was a smoke stack (труба), while at the back there was a platform for the driver.

## 2. Выучите слова к тексту.

invention – изобретение

crude – необработанный

wheel – колесо

electric power – электрическая энергия

solid – твердый

iron – железо

rubber – резина

vehicle – экипаж, повозка, автомобиль.

steam engine – паровой двигатель

railway – железная дорога

## 3. Закончите предложения в соответствии с содержанием текста.

1. Without wheel there could be no ... .
2. At first all wheels ... .
3. The problem to be solved was ... .
4. The rapid spread of railways in the UK (United Kingdom) was due to ... .
5. At the front of the locomotive there was ... .

## 4. Ответьте на вопросы к тексту.

1. What kind of animals were used for work during the Bronze Age?
2. What were the first wheels like?
3. Was the Russian government interested in railway transportation?
4. Are the locomotives widely used in Russia?
5. What kind of locomotives are used in Russia now?

## 5. Переведите предложения на английский язык.

1. Колесо было одним из самых ранних и величайших изобретений человечества.
2. Никто не знает, когда было изобретено колесо.
3. Колесо было покрыто железом, а затем резиной.
4. Паровой двигатель был изобретен в 1763 году.

5. Паровоз был изобретен и построен отцом и сыном Черепановыми, искусными механиками и крепостными.

## **II вариант.**

- 1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

### **DIFFERENT KINDS OF LAND TRANSPORT**

- 1 . What was the reaction of people after the invention of the steam engine?**

In Washington the story is told of a director of the Patent Office who in the early thirties of the last century suggested that the Office was closed because "everything that could possibly be invented had been invented". People experienced a similar feeling after the invention of the steam engine.

But there was a great need for a more efficient engine than the steam engine, for one without a huge boiler, an engine that could quickly be started and stopped. This problem was solved by the invention of the internal combustion engine.

- 2. Who introduced the first cheap motor car?**

The first practical internal combustion engine was introduced in the form of a gas engine by the German engineer N. Otto in 1876.

Since then motor transport began to spread in Europe very rapidly. But the person who was the first to make it really popular was Henry Ford, an American manufacturer who introduced the first cheap motor car, the famous Ford Model "T".

- 3. When did diesel-engined lorries become general?**

The rapid development of the internal combustion engine led to its use in the farm tractors, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when diesel-engined lorries became general.

The motor cycle steadily increased in popularity as engines and tyres became more reliable and roads improved. Motor cycles were found well suited for competition races and sporting events and were also recognized as the cheapest form of fast transport.

- 4. When were the trams introduced first?**

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used the French name *Omnibus* which was obtained from the Latin word meaning "for all". His omnibuses were driven by three horses and had seats for 22 passengers. Then in the 20th century reliable petrol engines became available, and by 1912 the new motor buses were fast replacing horse-driven buses.

Trams were introduced in the middle of the 19th century. The idea was that, as the rails were smoother than the roads, less effort was needed to pull a tram than a bus. The first trams were horse-drawn but the later trams were almost all driven by electricity. The electric motor driving the tram was usually with electric current from overhead wires. Such wires are also used by trolleybuses, which run on rubber tyres and do not need rails.

Another form of transport used in London, Paris, Berlin, Moscow, St. Petersburg, Kiev and some other crowded cities is the underground railway.

London's first underground railway of the "tube" type was opened in 1863, the Moscow underground in 1935

## 2. Выучите слова к тексту.

invent – изобретать

invention – изобретение

steam engine – паровой двигатель

boiler – котел

huge – огромный

combustion – сгорание

internal – внутренний

development – развитие

vehicle – экипаж, средство передвижения

lorry – грузовик

## 3. Закончите предложения в соответствии с содержанием текста.

1. The person who was the first to make the motor transport really popular was ... .
2. The rapid development of the internal combustion engine led to ... .
3. The use of motor vehicles for ... .
4. The electric motor driving the tram was ... .
5. Another form of transport used in ... .

## 4. Ответьте на вопросы к тексту.

1. What was the reaction of people after the invention of the steam engine?
2. Who introduced the first cheap motor car?
3. How did motor transport begin to spread in Europe?
4. When did diesel-engined lorries become general?
5. When and where was the first underground railway opened?

## 5. Переведите предложения на английский язык.

1. После изобретения парового двигателя возникла необходимость в более эффективном двигателе, чем паровой.
2. Первый двигатель внутреннего сгорания был изобретен в форме газового двигателя немецким инженером Отто в 1876 году.
3. Быстрое развитие двигателя внутреннего сгорания привело к его использованию в тракторах.

4. Первые автобусы появились в 1820 году.
5. Еще одна форма транспорта, используемая в Лондоне, Париже, Берлине, Москве и других перенаселенных городах - это метро.

### **III вариант.**

#### **1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

### **AGRICULTURAL ENGINEERING**

1. Agricultural engineering means the application of engineering knowledge in agriculture. The agricultural engineer must understand that there are basic differences between agriculture and other industries. The biological factor is an important one in engineering applications, and the engineer must know well the basic principles and practices of agriculture.
2. Changes in agricultural practices often need to make a machine adaptable or to increase its effectiveness. Processing equipment may also need changes to harvest crops mechanically, as the quality of yield of a crop may sometimes be reduced by the use of an improper machine.
3. Most field operations are seasonable in nature often with only a short period of time in which to do the job. Therefore field machinery in many cases has a low annual duty (i. e. very few hours of operation per year).
4. The field of farm machinery design gives greater opportunity to an engineer than any other field of engineering. Farm machines must work where the temperature may be above 100°F or where it is below freezing. They must be able to work in rain and in snow as well. Instead of resting on the floor of a factory, they must operate over any kind of land. They must also be designed to handle wide variations in crop and soil conditions.
5. Not only agricultural engineers in the field of mechanization are in demand on the farm today. Electricians, i. e. agricultural engineers, capable of designing, operating, controlling and adapting any form of electric energy to farm needs are wanted by modern agriculture.
6. As it is known, electric power has become the main source of energy in agricultural production and its sphere of application is ever increasing.
7. For example, it is a most reasonable source of mechanical power for some kinds of equipment such as electric motors which are very suited for farm jobs because of their automatic control, long life, compact construction, ability to run in cold or hot weather, etc.
8. All kinds of equipment for handling milk, such as milking machines, milk coolers, water heaters and others are also operated by electricity.
9. The great effects of various types of radiation on seeds, plants, insects and animals have been studied and are well known today. Those are but a few examples of electric power application on the farm which a modern engineer must work with.

#### **2. Выучите слова к тексту.**



application – применение

farm machinery – с/х техника

opportunity – возможность

agricultural engineering – с/х машиностроение

electric power – электрическая энергия

mechanical power – механическая энергия

ability – способность

equipment – оборудование

milking machine – доильная машина

milk cooler – охладитель, устройство для охлаждения молока

### **3. Закончите предложения в соответствии с содержанием текста.**

1. Agricultural engineering means ... .
2. Most field operations ... ..
3. The sphere of application of electric ... .
4. Electric motors are very suited for farm jobs because of ... .
5. Electricians are agricultural engineers capable of ... .

### **4. Ответьте на вопросы к тексту.**

1. What does agricultural engineering mean?
2. How is equipment for handling milk operated?
3. Why are electricians wanted in modern agriculture?
4. How must farm machines be designed?
5. Can radiation affect crops or animals?

### **5. Переведите предложения на английский язык.**

1. С/х машиностроение предполагает применение знаний по инженерному делу в сельском хозяйстве.
2. Большинство полевых операций являются сезонными.
3. С/х машины должны функционировать и в дождь, и в снег.
4. Не только механики, но и электрики востребованы на ферме сегодня.
5. Все виды молочного оборудования, такие как доильные машины, устройства для охлаждения молока и водонагреватели, управляются с помощью электричества.

**ДЛЯ ЮРИДИЧЕСКОГО ФАКУЛЬТЕТА,  
ФАКУЛЬТЕТА ПРИКЛАДНОЙ ИНФОРМАТИКИ В ЮРИСПРУДЕНЦИИ**

**КОНТРОЛЬНАЯ РАБОТА №1**

**ЛЕКСИЧЕСКИЙ БЛОК**

**I вариант.**

**1. Прочитайте и письменно переведите текст. Выполните задание к нему.**

**THE SYSTEM OF GOVERNMENT**

In theory, the constitution has three branches: Parliament, which makes laws, the government, which “executes” laws, i.e. puts them into effect, and the law courts, which interpret laws. Although the queen is an official head of all three branches, she has little direct power.

Parliament has two parts: the House of Commons and the House of Lords. Members of the House of Commons are elected by the voters of 650 constituencies. They are as MPs, or Members of Parliament. The Prime Minister, or leader of the political party, with a majority in the House of Commons.

The Prime Minister is advised by a Cabinet of about twenty other ministers. The Cabinet includes the ministers in charge of major government departments or ministries. Departments and ministries are run by civil servants, who are permanent officials. Even if the Government changes after an election, the same civil servants are employed.

The House of Lords consists of the Lords Temporal and the Lords Spiritual. The Lords Spiritual are the Archbishops of York and Canterbury, together with twenty-four senior bishops of the Church of England. The Lords Temporal consist of hereditary peers who have inherited their titles; life peers who are appointed by the Queen on the advice of the Government for various services to the nation; and the Lords of Appeal (Law Lords) who become life peers on their judicial appointments. The latter serve the House of Lords as the ultimate court of appeal. This appeal court consists of some nine Law Lords who hold senior judicial office. They are presided over by the Lord Chancellor and they form a quorum of three to five when they hear appeal cases.

**2. Выучите слова к тексту.**

to make laws – исполнять законы  
to execute laws – исполнять законы  
constituency – избирательный округ  
to interpret laws – трактовать законы  
majority- большинство  
official – официальный  
election – выборы  
civil servant – гражданское лицо

bishop – епископ  
hereditary - наследственный

**3. Закончить предложения в соответствии с содержанием текста.**

1. Although the Queen is an official head . . .
2. They are as MPs . . .
3. Departments and ministers are ...
4. The Lords Temporal consists of ...
5. The latter serve the House of ...

**4. Ответить на вопросы по тексту:**

1. How many branches does the constitution have?
2. Who are MPs?
3. Who are departments and ministries run by?
4. Who does the Lords Temporal consist of?
5. How many Law Lords form a quorum?

**5. Переведите на английский язык следующие предложения.**

1. Парламент создаёт законы.
2. Премьер министр – это лидер политической партии с большинством голосов в Палате общин.
3. Даже если после выборов сменяется правительство, гражданские служащие остаются на своих должностях.
4. Апелляционный суд состоит из 9-ти лордов.
5. Они составляют кворум из 3 или 5 человек.

**II вариант.**

1. Прочитайте и письменно переведите текст. Выполните задания к нему.

**THE US CONSTITUTION**

The form of the U.S. government is based on the Constitution of September 17, 1787, adopted after the War of Independence. A "constitution" in American political language means the set of rules, laws, regulations and customs which together provide the practical or standards regulating the work of the government.

In the course of the war against Britain 13 states united under federal government. The newly formed federal republic had a very weak central control. The economic situation in the country was very unstable. Inflation, taxes, bankruptcies aroused indignation among the farmers.

In the fall of 1786 an uprising took place in the state of Massachusetts. The rebellion was put down but that was a sign, which showed the ruling classes that they must set up a strong system of national government.

In 1787 the Constitutional Convention formulated a Constitution for the United States. The Constitution is, with some amendments, in force to this day. It consists of the Preamble, 7 articles and 26 amendments. The first ten of them called the Bill of Rights were adopted by the Congress in December 1791.

The Bill enumerated what the government was not going to be allowed to do, which was an important democratic gain for the people.

Some of these 10 amendments are now unimportant, but others, especially the 5<sup>th</sup> Amendment is still significant. The 5<sup>th</sup> (the due process amendment) provides that "no person shall be deprived of life, liberty or property without due process of law and no person shall be compelled in any criminal case to be a witness against himself.

Americans say that of all freedoms (freedom of speech, press, conscience) proclaimed in the Constitution there is only one freedom-freedom to enterprise.

## 2. Выучите слова к тексту

The War of Independence – война за независимость

set of rules – свод правил

federal - федеральный

regulation - постановление

rebellion – восстание

amendment - поправка

freedom of speech – свобода слова

freedom of press – свобода печати

to proclaim – провозглашать

laws - законы

## 3. Закончить предложения в соответствии с содержанием текста.

1. Some of these 10 amendments are now unimportant ...
2. The constitution is ...
3. The economic situation in this country ...
4. A "constitution" in American political language ...
5. The Bill enumerated what the government ...

**4. Ответить на вопросы по тексту.**

1. When did the uprising take place in the state of Massachusetts?
2. Which Amendment is still significant?
3. How many states united under federal government?
4. What does a "constitution" mean in American political language?
5. What is called the Bill of Rights?

**5. Переведите на английский язык следующие предложения.**

1. Некоторые из этих поправок до сих пор действуют.
2. Экономическая ситуация в стране была очень не стабильна.
3. Это было сигналом для правящих классов.
4. Во время войны с Британией 13 штатов объединились федеральным правительством.
5. В 5-й поправке говорится о том, что ни один человек не может быть лишен жизни, свободы или собственности без судопроизводства.

**III вариант.**

**1. Прочитайте и письменно переведите текст. Выполните задания к нему.**

**THE STRUCTURE OF THE USA GOVERNMENT**

The United States of America is a federation of 50 states which was established by the Constitution in 1787. Each state has its own government and its own capital city and within each state there are smaller subdivisions of local government such as counties, townships, cities and villages.

**FEDERAL GOVERNMENT**

The federal government of the United States is divided into three main branches: the legislative, the executive and the judicial. The legislative branch of the government is the

Congress. The function of the legislative branch of the government is to make laws and to finance the operation of the government through gathering taxes and appropriating money requested by the executive branch of the government

The executive branch, which includes the President, vice-president, and the President's cabinet, is responsible for administering and executing the laws.

The judicial branch of the federal government consists of the Supreme Court of the United States and the system of federal courts. It has the responsibility of judging the constitutionality of acts of law.

## THE LEGISLATIVE BRANCH

The legislative branch of the U.S. government is vested in the Congress. The Congress of the U.S. is composed of the Senate and the House of Representatives. The term of the Congress is for two years.

### THE SENATE

The U.S. Senate has 100 members - two from each of the 50 states. Each senator is chosen by a majority of voters in the entire state, and his job is to represent the whole state. Members of the Senate are elected to six-year terms.

The Constitution says that a Senator must be at least 30 years old, a citizen of the U.S. for nine years, and a resident of the state from which he is elected.

### THE HOUSE

The U.S. House of Representatives has 435 members. The Constitution says that each state, no matter how small in population, must have at least one Representative. A Representative must be at least 25, a U. S. citizen for seven years, and live in the state from which he is elected. Each state, except the five which elect only one Representative for the whole state, is divided into Congressional districts. The Constitution, however, does not require the Representative to live in the Congressional district that elects him. Most do not live in their districts.

The business of Congress is to make laws. U.S. Constitution also gives Congress the power to:

- Raise money by means of taxes or borrowing.
- Make rules for trade with foreign countries and between states.
- Set up post-offices and federal courts.
- Organize the armed forces.
- Declare war.

The U.S. Senate has some special powers. It must approve by majority of voters the President's appointment of such high officials as ambassadors, Cabinet members, and federal judges.

The Senate must also approve, by a two-thirds majority vote, a treaty between the U.S. and a foreign country before the treaty can become a law. Congressmen do work long and hard but most of the work is done in committee meetings. Here bills are situated, experts are heard and recommendations are made to the whole House or Senate.

## **2. Выучите слова к тексту.**

subdivision – подразделение

township – район

judicial – судебная

to be rested in – принадлежать

majority of voters – большинство голосов

resident – житель

no matter – вне зависимости

own – собственность

government – правительство

however – однако

## **3. Закончить предложение в соответствии с содержанием текста.**

1. The constitution, however, does not require...
2. The executive branch is responsible for...
3. Each state has its own...
4. It has the responsibility of judging...
5. Members of the senate are...

## **4. Ответить на вопросы по тексту.**

1. What does the executive branch include?
2. What was the USA established by?
3. How many members are in the US House of Representatives?
4. How long is Senate member's term?
5. What responsibility does the Supreme Court of the United States have?

## **5. Переведите следующие предложения на английский язык.**

1. Большая часть работы осуществляется в комитетах.
2. Сенат Соединенных Штатов состоит из 100 членов.
3. Каждый штат имеет свое собственное правительство.

4. Срок работы Конгресса – 2 года.
5. Согласно Конституции сенатору должно быть не менее 30<sup>и</sup> лет.

**РАЗДЕЛ 3**  
***ДЛЯ ФАКУЛЬТЕТОВ***  
***ПРИКЛАДНОЙ ИНФОРМАТИКИ В ЭКОНОМИКЕ,***  
***ПРИКЛАДНОЙ ИНФОРМАТИКИ В ЮРИСПРУДЕНЦИИ***  
***КОНТРОЛЬНЫЕ РАБОТЫ***

**КОНТРОЛЬНАЯ РАБОТА №2**

**I вариант.**

**I. Перепишите следующие предложения, переведите их, подчеркните глагол-сказуемое и укажите его видовременную форму.**

1. He wakes up around six o'clock and has a cup of coffee.
2. "Do you know where Philip is?" "I expect he is talking to Mother".
3. I've put off your other appointments for a while.
4. Sometimes she plays the piano for hours a day.

**II. Перепишите следующие предложения, переведите их. Используйте глагол, стоящий в скобках, в Present Simple или Present Continuous.**

1. "I ...(to live) up there", she said, indicating the gates.
2. I never (to change) my shoes even when I ...(to get) my feet wet.
3. "By the way", I asked Arthur, "what you ...(to do) now?"
4. He will give me a welcome whenever I ...(to come) here.

**III. Перепишите следующие предложения, переведите их. Используйте глагол, стоящий в скобках, в Present Perfect или Present Simple.**

1. I never ...(to see) anyone more beautiful than you.
2. I ...(to meet) your husband this afternoon at Green Street.
3. He said, "... (to meet) this passenger. He calls himself Major Jones". "I ...(to speak) to him".
4. I understand you (to have) an unpleasant experience at the week-end? What ...(to happen) exactly?

**IV. Перепишите следующие предложения, переведите их, подчеркните**



**глагол-сказуемое и укажите в какой видовойременной форме он употреблен.**

1. I know I'm right and one of these days you'll realize it.
2. We'll just be beginning the experiments then.
3. I dare say you'll have gone to bed by the time I've finished.
4. We are meeting tomorrow.

**V. Перепишите следующие предложения, переведите глагол-сказуемое из формы действительного залога в форму страдательного залога. Переведите предложения.**

1. What do you call it?
2. One expects him to obey the regulations.
3. They asked us to stay a little longer.
4. They are discussing the possibility of new negotiations.

**VI. Перепишите предложения, раскройте скобки, употребляя глагол в соответствующей видовойременной форме страдательного залога. Переведите предложения.**

1. Aunt Dinah ... (not to like) by my father's family.
2. After his brother's departure Paul sat for a long time thinking about what ... (to say).
3. "I don't want" my father said, "to listen to your suggestion about what ... (to say)".
4. "Remember I ... (to pay) by the hour", grumbled the driver.

**VII. Перепишите следующие предложения, подчеркните модальные глаголы. Переведите предложения.**

1. You should be more careful.
2. You shouldn't interfere in other people's affairs.
3. I would like to see Mr. Roberts.
4. You ought to say a word or two about yourself.

**VIII. Образуйте причастие (Participle I и Participle II) от следующих глаголов, переведите их.**

to do	to borrow
to influence	to process
to fulfill	to prevent
to keep	
to maintain	
to produce	

**IX. Перепишите следующие предложения, подчеркните Причастие (Participle I или Participle II). Переведите предложения.**

1. The woman sitting in the armchair is the editor's wife.
2. John has bought a used car.

3. The man standing at the blackboard is our English teacher.
4. The articles written by this political observer are read with great interest all over the world.

**X. Перепишите следующие предложения, переведите их. Укажите формы герундия, подчеркните Герундий (Gerund).**

1. John likes studying foreign languages.
2. Little Paul likes being read fairy tales.
3. I don't remember having seen such a movie.
4. He is fond of playing chess.
5. Jack is proud of being among the winners of the contest.

**XI. Перепишите следующие предложения, переведите их, соблюдая правила согласования времен.**

1. I knew he played tennis every day.
2. I knew Bill had not time to read my letter.
3. He said he could not promise to come to the party.
4. He told me he had lost his glasses.

**XII. Перепишите следующие условные предложения, переведите их.**

1. If you study hard, you will pass your examinations.
2. If people drove more carefully, there would be fewer accidents.
3. If the Smiths had invited me, I would have gone to yesterday's party.
4. If Boris knew English better, he could get a good job.
5. If I had known your address, I would have written to you.

**XIII. Перепишите и письменно переведите текст «Computers as Tools for Marketing». Выучите слова:**

slide - логарифмическая линейка

modem - модем

software - программное обеспечение

questionnaire - опросный лист, анкета  
chart - схема, таблица, чертеж

hardware - аппаратные средства  
compatible - совместимый

maintenance service - техническое обслуживание  
install - устанавливать, монтировать

application - применение, использование

available - доступный

data - данные, информация

predict - предсказывать

equipment - оборудование

## Computers as tools for marketing

Since 1975 the personal computer (PC) has changed the world of business. In the slide ruler, adding machine the telegraph, the telephone, the hand calculator and the airplane each greatly affected the way business is done. Today the computer has begun to greatly affect the marketing field.

Computer programmes are now available for collecting, assessing and analyzing data even projecting or predicting the future based upon current trends. Some programmes have been developed that can stimulate potential market conditions so that marketers can pretest strategies. These are mostly experimental but within a very short time they will be as commonly available as the PC's are today.

With the use of telephone modems, connected to PC's and computer printers and data base marketers today can assess information about any market, segment of a market even a specific buyer anywhere in the world right from their own office.

Computer software is now available to write data collecting questionnaires, job interview forms, analyze advertising media effectiveness, sales and marketing management, create graphs and charts for analysis of market trends.

Some US companies in specific marketing areas of consumer goods, forest products, mining products and equipment plan for the future up to 50 years by forecasting trends in possible and probable long-term marketing conditions.

### **II вариант.**

#### **I. Перепишите следующие предложения, переведите их, определите видоременную форму глагола-сказуемого, подчеркните.**

1. I always talk too much when I'm nervous.
2. They are getting ready to move to their new house.
3. I've heard the doctor's opinion.
4. He is having a meeting with the man this afternoon.

#### **II. Перепишите следующие предложения, переведите их. Употребите глагол, стоящий в скобках, в Present Simple или Present Continuous.**

1. "You must forgive me", Mr. Smith said, "but I ... (not to touch) alcohol".
2. They will have to stay with us when they ... (to arrive) here.
3. "Where's Mrs. Hardy?" "Downstairs, Sir. She ... (to greet) the guests".
4. May I put my car away in your garage in case anyone ... (to come)?

#### **III. Перепишите следующие предложения, переведите их. Употребите глагол, стоящий в скобках, в Present Perfect или Present Simple.**

1. He ... (to light) a cigarette and ... (to walk) to the window.
2. You ... (to say) just now that time ... (to be) everything. What you ... (to mean) by that.
3. "I remember you ... (to have) three funny little freckles on your nose ", he said, "but they... (to disappear)".
4. "You ... (to read)" Winnie the Pooh "by A.A. Milne?" "Yes, I have." "And how you ... (to like) it?" "Very much indeed".

**IV. Перепишите следующие предложения, переведите их, подчеркните глагол-сказуемое и укажите в какой видовременной форме он употреблен.**

1. I think I'll remain in love with you all my life.
2. God knows what I will be saying in a minute.
3. I suppose we will have made up our minds whom we are going to elect before the meeting.
4. We are going to Italy next month.

**V. Перепишите следующие предложения, переведите глагол-сказуемое из формы действительного залога в форму страдательного залога. Переведите предложения.**

1. People have made great progress in physics.
2. They are rehearsing a new play at the National Theatre.
3. They elected him President of the Club last year.
4. People use coal for making artificial materials.

**VI. Перепишите предложения, раскройте скобки, употребляя глагол в соответствующей видовременной форме страдательного залога. Переведите предложения.**

1. I ... (to receive) by one of the chiefs and ... (to take) for lunch to the canteen.
2. Well, what ... (to do) about it Ted?
3. I said we yet.... (not to teach) anything.
4. He arrived just after the electricity ... (to cut) and Joseph was lighting the oil-lamps.

**VII. Перепишите следующие предложения, подчеркните модальные глаголы. Переведите предложения.**

1. Jack should pass his road test.
2. We would play cards for hours.
3. Ought she to warn him?
4. The new sanatorium ought to be very comfortable.

**VIII. Образуйте Причастие (Participle I и Participle II) от следующих глаголов, переведите их.**

to write	to bring
to involve	to consider
to follow	to determine
to carry	to exist
to send	to allocate

**IX. Перепишите следующие предложения, подчеркните Причастие (Participle I или Participle II). Переведите предложения.**

1. The fence surrounding the garden is newly printed.

2. I couldn't fall asleep last night because there was a crying baby in the next room.
3. The advertised merchandise was not available at the store.
4. Don't wake up the sleeping child.

**X. Перепишите следующие предложения, переведите их. Укажите формы герундия, подчеркните Герундий (Gerund).**

1. I remember having been informed of the conference.
2. The children insisted on watching television after dinner.
3. I am not interested in listening to her gossips.
4. You have no reason for refusing to see Jack.
5. I object to Bob's driving the car.

**XI. Перепишите следующие предложения, переведите их, соблюдая правила согласования времен.**

1. I knew he was playing tennis and I didn't want to disturb him.
2. I knew that Bill would come to see me after 10 p.m.
3. Mr. Brown said that he had been very busy.
4. He said he was looking for his glasses.

**XII. Перепишите следующие условные предложения, переведите их.**

1. If I see Ann, I will ask her to call you.
2. If you went to bed earlier, you would not feel so tired.
3. If I had got a pay raise I would not have looked for another job.
4. I'll drop in later if anything new comes up.
5. If I had enough time, I would fly to San Francisco.

**XIII. Перепишите и письменно переведите текст «The real success of Microsoft Windows». Выучите слова:**

to discover - открывать, делать открытие  
environment - среда

inventory management - управление запасами demand -  
спрос

to process - обрабатывать данные

robust - крепкий, мощный

feature - черта

preemptive - вытесняющий

advanced - продвинутый, развитый

ease - простота

range - спектр

to support - поддерживать

access - доступ

host - главная машина

benefit - выгода, преимущество

productive - продуктивный

complex - сложный

user -пользователь

to include - включать

proven - доказанный

solution - решение

### **The real success of Microsoft**

The real success of Microsoft Windows is that millions of personal computer users have discovered something important to every business. It makes them more productive than ever before.

Today's business environment places more demands on computing technology, however. Complex, line-of-business applications such as inventory management, financial trading, and on-line transaction processing demand powerful hardware and reliable, responsive and secure operating systems. Just as PC hardware is rapidly advancing to take on these problems, now the Microsoft Windows NT operating system gives you personal productivity and the power to handle complex business demands.

Microsoft Windows NT is a robust platform, with advanced features needed to build sophisticated line-of-business solutions. It provides fully 32-bit operations, preemptive multitasking, advanced security and reliability, built-in networking, and complete scalability across hardware platforms for users of powerful PCs, workstations and network servers.

Windows NT provides the ease of use and proven productivity of the Windows intuitive, graphical interface. And it unlocks the potential of a wide range of advanced PC hardware, including machines based on the Intel® 80 x 86 processor family and RISC architectures such as the MIPS R3000 and R4000. It also supports symmetric multiprocessing systems.

### **III Вариант.**

**I. Перепишите следующие предложения, переведите их, определите видовременную форму глагола-сказуемого, подчеркните.**

1. "Have you been to a symphony concert?" he continued.
2. He mentioned that he had not played the piano for three years.
3. Roy mentioned that he had dined at home since his return.
4. He suddenly understood that she had loved him all her life.

**II. Перепишите следующие предложения, переведите их. Используйте глагол, стоящий в скобках, в Present Simple или Present Continuous.**

1. Mr. Smith and I never ... (to travel) anywhere without a bottle of aspirin.
2. The doctor ... (not to see) the patients today. He has been called away.
3. The guard stared at him. "You ... (to have) a pass?"
4. "Luis ... (to keep) something secret". "He ... (not to tell) you everything".

**III. Перепишите следующие предложения, переведите их. Используйте глагол, стоящий в скобках, в Present Perfect или Present Simple.**

1. You ... (not to hear) what the pilot ... (to say)?
2. At school I ... (to be) never good at languages, but here I ... (to pick) up a bit of French.
3. She ... (to come) into the room and ... (to lean) over her father's chair and ... (to kiss) his cheek. "You to have a good trip?"
4. "Good night. It ... (to be) nice to meet you." he ... (to say) and ... (to go) off to his car.

**IV. Перепишите следующие предложения, переведите их, подчеркните глагол-сказуемое и укажите в какой видовременной форме он употреблен.**

1. I hope you'll live for many years.
2. I feel I'll be asking you the same question tomorrow.
3. I'll have read the book by that time.
4. I am leaving next week.

**V. Перепишите следующие предложения, переведите глагол-сказуемое из формы действительного залога в форму страдательного залога. Переведите предложения.**

1. They didn't ask her name.
2. What books are people reading this year?
3. Nobody has ever treated me with such kindness.
4. They can arrange all things.

**VI. Перепишите предложения, раскройте скобки, употребляя глагол в соответствующей видовременной форме страдательного залога. Переведите предложения.**

1. Friday she ... (to give) two weeks notice at the works.
2. Then the voice announced that the passengers ... (to beg) to pass through the Customs.
3. Such are the matters that ... (to deal) with in Mr. Glimson's book.
4. A calendar tells you how each month ... (to divide) into weeks.

**VII. Перепишите следующие предложения, подчеркните модальные глаголы. Переведите предложения.**

1. You should use the definite article in this sentence.
2. You ought to feel some respect for your elders.
3. Would you wait for me for five minutes?

4. You ought to have chosen more suitable time to tell me this news.

**VIII. Образуйте Причастие (Participle I и Participle II) от следующих глаголов, переведите их.**

to check	to understand
to note	to contain
to make	to sell
to store	to leave
to define	to restore

**IX. Перепишите следующие предложения, подчеркните Причастие (Participle I или Participle II). Переведите предложения.**

1. The child sleeping on the sofa is sick.
2. You must learn all the words given on page 125.
3. When speaking at the meeting yesterday, I forgot this fact.
4. Turning around he saw an old friend named Pavlov.

**X. Перепишите следующие предложения, переведите их. Укажите формы герундия, подчеркните Герундий (Gerund).**

1. The children insisted on watching television after dinner.
2. He has no experience in translating technical texts from Russian into English.
3. Instead of working seriously we told each other funny stories.
4. My wife does not approve of my fast driving.
5. There is no chance of their reaching an agreement before the end of the month.

**XI. Перепишите следующие предложения, переведите их, соблюдая правила согласования времен.**

1. He said he would call again.
2. She thought she might finish her work by six o'clock.
3. Joe said that he would wait for us on the corner.
4. I knew Ann had played the violin at the party.

**XII. Перепишите следующие условные предложения, переведите их.**

1. If we hurry, we'll get to the movie on time.
2. If I knew her well, I would call her at home.
3. If it had not rained last night, we would have visited our friends.
4. If I had had a car last summer I would have gone to the beach every Sunday.
5. If Boris knew English better, he would read "Forbs" in the original.

**XIII. Перепишите и письменно переведите текст «Multilevel Directories». Выучите слова:**

several - несколько

directory - каталог



category - категория

convenient - удобный

accounting - бухгалтерский учет

multilevel многоуровневый

root - корень

density - плотность

capacity - емкость

board – плата

to apply - применять

several - несколько

intermediate - промежуточный

entry - элемент (каталога)

### **Multilevel Directories**

When there is more than one user on your computer, or when you are working on several different projects, the number of files in the directory can become large and unwieldy. To deal with this large number of files, you may want to keep your files separate from a coworker's or organize your programs into convenient categories.

In an office, you can separate and organize files that belong to different people or that relate to specific projects by putting them in different file cabinets. For example, you might put your accounting programs in one file cabinet and your letters in another. You can do the same thing with MS-DOS by putting your files into different directories.

Directories let you group your files in convenient categories. These directories, in turn, may contain other directories (referred to as subdirectories). This organized file structure is called a multilevel directory system.

The first level in a multilevel directory is the root directory, which is created automatically when format a disk and start putting files on it. Within root directory, you can create additional directories and subdirectories.

As you create new directories for groups of files, or for other people using the computer, the directory system grows. And within each new directory you can add new files or create new subdirectories.

You can move around in the multilevel system by starting at the root and "travelling" through intermediate subdirectories to find a specific file. Conversely, you can start anywhere within the file system and travel toward the root. Or you can go directly to any directory without traveling through intermediate levels.

Для факультетов ПИЮ и ПИЭ

**КОНТРОЛЬНАЯ РАБОТА №3**

**КОНТРОЛЬНЫЙ ТЕКСТ И ЛЕКСИКА К НЕМУ:**

- network - сеть
- embrace - охватывать
- military - военный
- survive - пережить, выжить
- nuclear - ядерный, атомный
- path - путь
- route - маршрут
- owing to - благодаря
- accurately - точно
- fee - плата
- wire - провод
- drastically - радикально
- transmit - передавать
- refine - обновить, усовершенствовать
- intercept - перехватывать, останавливать
- in spite of- несмотря на
- data - данные

**The Internet**

The Internet, a global computer network which embraces millions of users all over the world, began in the United States in 1969 as a military experiment. It was designed to survive a nuclear war. Information sent over the Internet takes the shortest path available from one computer to another. Because of this, any two computers on the Internet will be able to stay in touch with each other as long as there is a single route between them. This technology is called packet switching. Owing to this technology, if some computers on the network are knocked out (by a nuclear explosion, for example), information will just route around them. One such packet-switching network which has already survived a war is the Iraqi computer network which was not knocked out during the Gulf War.

Most of the Internet host computers (more than 50 %) are in the United States, while the rest are located in more than 100 other countries. Although the number of host computers can be counted fairly accurately, nobody knows exactly how many people use the Internet, there are millions worldwide, and their number is growing by thousands each month.



The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet: reading USENET News, using the World-Wide Web, telnet, FTP, and Gopher.

In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for calls across their countries or around the world. But who actually pays for sending e-mail messages over the Internet long distances, around the world? The answer is very simple: users pay their service provider a monthly or hourly fee. Part of this fee goes towards its costs to connect to a larger service provider, and part of the fee received by the larger provider goes to cover its cost of running a worldwide network of wires and wireless stations.

But saving money is only the first step. If people see that they can make money from the Internet, commercial use of this network will drastically increase. For example, some western architecture companies and garment centers already transmit their basic designs and concepts over the Internet into China, where they are reworked and refined by skilled — but inexpensive — Chinese computer-aided-design specialists.

However, some problems remain. The most important is security. When you send an e-mail message to somebody, this message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. However, because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. In spite of the fact that there are many good encoding programs available, nearly all the information being sent over the Internet is transmitted without any form of encoding, i.e. "in the clear". But when it becomes necessary to send important information over the network, these encoding programs may be useful.

### **Вариант 1**

**I. Перепишите следующие предложения. Переведите их. Подчеркните инфинитив. Укажите, залог и форму, в которых он употребляется.**

1. He has a great desire to invite me to the party.
2. The programme to be compiled in the Unix Language is intended for the Internet.
3. He seems to have finished his work.

**II. Поставьте, где необходимо, частицу 'to' перед инфинитивом.**

1. I think you ought \_\_\_\_\_ apologize.
2. Help me \_\_\_ carry this bag.
3. We had better \_\_\_ stop to rest a little.
4. Let me \_\_\_\_\_ help you with your work.
5. The man told me not \_\_\_\_\_ work on the grass.

**III. В следующих предложениях подчеркните обороты «объектный падеж с инфинитивом» и переведите предложения на русский язык.**

1. Nobody expected them to leave so soon.
2. Have you ever heard him sing?
3. I know him to be an honest man.
4. I should like you to explain this rule to me once more.

**IV. В следующих предложениях подчеркните обороты «for + существительное (или местоимение) + инфинитив» и переведите предложение на русский язык.**

1. It's necessary for you to be here at 5 o'clock.
2. It was easy for him to do it.
3. It's very difficult for us to get this information.

**V. В следующих предложениях подчеркните обороты «именительный падеж с инфинитивом» и переведите предложение на русский язык.**

1. The famous Russian scientist Chebyshev is known to invent the first arithmometer.
2. He seems to know this subject very well.
3. They are not likely to return soon.

**VI. В следующих предложениях подчеркните герундий и определите его форму.**

1. After leaving her umbrella in the hall she entered the room.
2. I am sure of having read it once.
3. She enjoyed being at Paris.

**VII Раскройте скобки, поставьте глагол в форме герундия и употребите перед ним соответствующий предлог.**

1. I have no intention \_\_\_\_\_ (to stay) here any longer.
2. She insisted \_\_\_\_\_ (to help) me.
3. Are you fond \_\_\_\_\_ (to play) chess?
4. He has had very much experience \_\_\_\_\_ (to teach).

**VIII. Вставьте вместо пропусков глаголы should/shouldn't, would/wouldn't. Переведите предложение на русский язык.**

1. You \_\_\_\_\_ smoke in the classroom.
2. You \_\_\_\_\_ have asked permission before you took the book.
3. \_\_\_\_\_ you mind turning on the light.
4. It's necessary that you \_\_\_\_\_ read it once more.

**IX. Переведите предложения. Определите тип условных предложений.**

1. If the weather is fine tomorrow we will go to the country.
2. If Helen knew his address she would write to him.
3. If I had seen him yesterday I should have asked him about it.

**X. Перепишите и письменно переведите текст («The Internet»). Выучите слова. (см. текст перед «Контрольными заданиями»)**

### **Вариант 2.**

**I. Перепишите следующие предложения. Переведите их. Подчеркните инфинитив. Укажите, залог и форму, в которых он употребляется.**

1. I want to inform him of her arrival.
2. I intended to have finished my work last night.
3. I want to be informed of her arrival.

**II. Поставьте, где необходимо, частицу 'to' перед инфинитивом.**

1. I must\_\_go to the country .
2. She asked me\_\_read the letter carefully.
3. We heard the siren\_\_sound.
4. You must make him\_\_practise an hour a day.
5. Let me\_\_help you with your work.

**III В следующих предложениях подчеркните обороты «объектный падеж с инфинитивом» и переведите предложения на русский язык.**

1. He doesn't want his daughter to go to Moscow .
2. They didn't see me come into the room.
3. I consider him to be responsible for it.
4. I should like him to be invited to the party.

**IV. В следующих предложениях подчеркните обороты «for + существительное (или местоимение) инфинитив» и переведите предложения**

1. It was necessary for him to return immediately.
2. It is easy for you to say that.
3. It is very important for me to receive the documents this week.

**V. В следующих предложениях подчеркните обороты "именительный падеж с инфинитивом» и переведите предложения на русский язык.**

1. Many people are expected to attend the meeting.
2. This book appears to be very interesting.
3. They are unlikely to come soon.

**VI. В следующих предложениях подчеркните «герундий» и определите его форму.**

1. We like his suggestion of reading this book together.
2. I greatly dislike being contradicted
3. I'm tired of having talked to you.

**VII Раскройте скобки, поставьте глагол в форме герундия и употребите перед ним соответствующий предлог.**

1. There is no possibility \_\_\_\_\_ (to find) his address.
2. There is little chance \_\_\_\_\_ (to see) her today.
3. I think \_\_\_\_\_ (to go) to the south in summer.
4. He is afraid \_\_\_\_\_ (to catch) a cold.

**VIII. Вставьте вместо пропусков глаголы would/wouldn't; should/shouldn't. Переведите предложения на русский язык.**

1. I \_\_\_\_\_ be very glad if he succeeded.

2. He\_\_ often sit on the shore and smoke for hours.
3. It is strange that he \_\_\_\_\_ have asked me that question.
4. He said that he \_\_\_\_\_ return in an hour.

**IX. Переведите предложения. Определите тип условных предложений.**

1. I will give you the book on condition you return it next year.
2. If my brother had time now he would help them.
3. He would not have caught cold if he had put on a warm coat.

**X. Перепишите и письменно переведите текст «The Internet». Выучите слова (см. текст перед «Контрольными заданиями»).**

**Вариант 3**

**I. Перепишите следующие предложения. Переведите их. Подчеркните инфинитив. Укажите, залог и форму, в которых он употребляется.**

1. To transmit e-mail on the Internet you must know how to compile it.
2. He has a great desire to be invited to the party.
3. I hoped to have met him there.

**II. Поставьте, где необходимо, частицу 'to' перед инфинитивом.**

1. It cannot\_\_\_\_\_be done today.
2. I don't know what \_\_\_\_do.
3. I saw him \_\_\_\_\_ \_\_\_\_leave the house.
4. He would like\_\_work in America next year.
5. It would be easier\_\_sell the paintings abroad.

**III. В следующих предложениях подчеркните обороты 'объектный падеж с инфинитивом' и переведите предложения на русский язык.**

1. The teacher likes the students to put down grammar rules in a special exercise-book.
2. Did you hear him speak at the meeting yesterday.
3. I believe him to be an experienced doctor.
4. They know him to be a respectable employee.

**IV. В следующих предложениях подчеркните обороты 'for + существительное (или местоимение)+ инфинитив' и переведите предложения на русский язык.**

1. This is for you to decide.
2. The suitcase is too heavy for her to carry.

3. The text was too difficult for him to translate without a dictionary.

**V. В следующих предложениях подчеркните обороты 'именительный падеж с инфинитивом' и переведите предложения на русский язык.**

1. He is said to work as a system-engineer.
2. He seems to know her well.
3. His article is likely to be published in the newspaper.

**VI. В следующих предложениях подчеркните герундий и определите его форму.**

1. He sat without speaking.
2. He felt better for having written the letter.
3. I like being invited to their house.

**VII Раскройте скобки, поставьте глагол в форме герундия и употребите перед ним соответствующий предлог.**

1. I am proud (to have) such a son.
2. The rain prevented me (to come).
3. He is engaged (to write) a book.
4. They had much difficulty (to find) the house.

**VIII. Вставьте вместо пропусков глаголы would/wouldn't; should/shouldn't. Переведите предложения на русский язык.**

1. I hoped that \_\_\_ become soon.
2. Why \_\_\_ he do it?
3. It is a pity that they \_\_\_ have left us.
4. He said that she \_\_\_ get the book in a few days.

**IX. Переведите предложения. Определите тип условных предложений.**

1. He won't finish his work in time unless he works hard.
2. If he were here he would help us.
3. It wouldn't have happened if you had been there.

**X. Перепишите и письменно переведите текст «The Internet». Выучите слова. (см. текст перед «Контрольными заданиями»)**



**РАЗДЕЛ 4**  
***ДЛЯ ЮРИДИЧЕСКОГО ФАКУЛЬТЕТА***

**КОНТРОЛЬНАЯ РАБОТА №2**

**Вариант I**

**1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.**

**Administration of Justice in Great Britain**

1. Persons offending against the law are summoned before a court of law. The summons issued by the court state the charges moved against the offender by the persons suing him. When a defendant is brought before a court the charge is read out to him and he is asked whether he pleads guilty or not guilty. If he pleads guilty he is sentenced by the court. If he pleads not guilty, a jury of 12 persons must be formed and summoned to attend the court.

2. The trial begins with opening the case for the prosecuting party and hearing the evidence of the witnesses for the prosecution. On the completion of the plaintiffs case and evidence, the defendant's case is stated evidence is heard in support of it.

3. The accused is entitled to be defended by the counsel. Witnesses for the prosecution may be cross-examined by the accused or his counsel. The accused may call witnesses or give evidence in his own defence. At the conclusion of the evidence, and after speeches on both sides, the judge sums up the case to the jury. The jury consider the verdict. If they decide that the accused is not guilty, he is immediately discharged. If the jury return the verdict of guilty, sentence is pronounced by the judge.

4. The following punishments for crime can be inflicted: life imprisonment, imprisonment consisting in corrective training or preventive detention; detention centers for juvenile delinquents, persons between 16 and 21, convicted of offences punishable with imprisonment; fine, a money penalty, generally imposed for minor offences; probation - placing the offender under the supervision of a probation officer and so on.

5. The defendant may appeal against the sentence to the Court of Appeal up to the House of Lords, which is the supreme judicial body of Great Britain.

**Notes**

Detention centre - центр заключения

Juvenile delinquent — несовершеннолетний правонарушитель

Probation - испытание

Probation officer-инспектор, наблюдающий за преступником, направленным на работу

- 1. What does the summons state?**
- 2. When is a defendant sentenced by the court?**

3. Whom is the accused defended by?
4. What offences is a fine imposed for?
5. What is the supreme judicial body in Great Britain?

2. Письменно переведите 3-ий и 4-ый абзацы текста.

3. Раскройте скобки, употребив глагол в нужной видовременной форме.

1. We (to have) a lecture on criminology next Monday. 2. A number of important documents (to sign) already. 3. The accused (to guarantee) the right to defence. 4. When the felon (to commit) the crime he knew it was unlawful. 5. When all the evidence (to give) counsels for both sides made speeches.

4. Из 2-го абзаца текста выпишите предложения, содержащие слова с суффиксом -ing. Определите, какой частью речи они являются.

5. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию.

1. Witnesses for the prosecution may be cross-examined. 2. The House of Lords has no power to throw out a bill relating to money. 3. The defendant preferred to make a statement through his solicitor. 4. The object of punishment is to reform and educate the guilty person. 5. The judge must have discharged one of the jurors. 6. He went to Oxford to study law.

6. Переведите предложения, содержащие конструкции с неличными формами глагола.

1. A bill being signed by the Queen, it becomes an act of Parliament. 2. For the International Court of Justice to give an advisory opinion on any questions it must have a request from the general Assembly or the Security Council. 3. We expect him to conduct the defence. 4. They heard the plaintiff give evidence. 5. The arrest of the criminal is reported to have been affected. 6. Any state machine is known to reflect the interests of the ruling class.

7. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.

1. If a barrister (to agree) he will take this case. 2. If you (to be) absolutely sincere with your solicitor he would help you. 3. This man would not have been imprisoned if he (not to violate) the law.

8. Переведите предложения, обращая внимание на функции и значения слов **it** и **one**.

1. It is not easy to cross-examine all witnesses in a short period of time. 2. Law cannot be separated from the judges who interpret and administer it. 3. It is the Cabinet and not the Parliament that controls and runs the nations affairs in England. 4. Business contacts as well as cultural ones contribute to mutual understanding and trust among peoples. 5. One must observe the law.

**9. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться опущенный союз.**

1. The basic law of the USA is the Constitution which was adopted in 1789. 2. I hope they received the sentence they deserved. 3. Counsel for the defence tried to show that the accused was not guilty.

**Вариант II**

**1. Прочтите текст и письменно ответьте на вопросы, следующие за ним.**

**Barristers and Solicitors**

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

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

3. All practicing barristers are junior counsels unless they have been designated Queens Counsels (QC), QC is expected to appear only in the most important cases.

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

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

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

**Notes:**

Would-be barrister - будущий барристер

Inns of Court - «Судебные инны» (четыре корпорации барристеров в Лондоне; пользуются исключительным правом приёма в адвокатуру; в школах при этих корпорациях готовят барристеров; существуют с XIV в.)

To be called to the Bar - быть принятым в коллегия адвокатов

Queen's Counsel — королевский адвокат (высшее адвокатское звание)

Law Society-Общество юристов (профессиональный союз солиситоров)

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

**2. Письменно переведите 4-ый и 5-ый абзацы текста.**

**3. Раскройте скобки, употребив глагол в нужной видовойременной форме.**

1. In a year we (to study) criminal law. 2. The case is rather complicated. The jury still (do discuss) a verdict. 3. The convicted person just (to take) to prison. 4. Don't come in! The court ( to sit). 5. The doctor said that the victim (to kill) a few hours before.

**4. Из 1-го абзаца текста выпишите предложения, содержащие слова с суффиксом -ing. Определите, какой частью речи они являются.**

**5. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию.**

1. To grant pardon is the prerogative of the Crown. 2. They must have been arrested over a year ago. 3. The victim is the first person to be interviewed. 4. He seems to be investigating a criminal case. 5. A student must pass a group of examinations to obtain a law degree. 6. The aim of the preliminary investigation is to draw up an indictment.

**6. Переведите предложения, содержащие конструкции с неличными формами глагола.**

1. The lower chamber having passed the bill, it went to the upper chamber. 2. For any state to become a member of the United Nations it is necessary to aspect the obligations under its Chapter. 3. They want the execution of the sentenced to be postponed. 4. Nobody expected her to testify against her brother. 5. The Queen's Counsels are expected to appear only in the most important cases. 6. He was reported to be preparing an account of the indictment.

**7. Раскройте скобки, употребив нужную форму глагола в придаточных условных предложениях.**

1. If the jury (to consider) a prisoner guilty, the judge pronounces a sentence. 2. He would have never taken the case if the barrister (not to believe) in his innocence. 3. If the investigator (to have) more evidence, he would be able to prove the case.

**8. Переведите предложения, обращая внимание на функции и значения слов it и one.**

1. It is not easy to investigate a criminal case. 2. As the trial was open to the many people attended it. 3. It was the Prison Act (1865) which introduced a new approach to imprisonment in England. 4. A „written constitution" is one the whole of which is contained in one or more documents which posses the force of law. 5. One must observe traffic rules.

**9. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться союз.**

1. Roman law is one of the greatest systems that has ever existed. 2. They assumed they would be dealing with a gang of dangerous criminals. 3. The Queen formally appoints the judges on the recommendation of the Lord Chancellor who makes the real selection.

**Вариант III**

**1. Прочтите текст и ответьте на вопросы, следующие за ним.**

**Criminal law**

1. Criminal law is the body of law that defines criminal offenses, regulates the apprehension, charging, and trial of suspected persons, and fixes penalties and modes of treatment applicable to convicted offenders.

2. Criminal law is only one of the devices by which organized societies protect the security of individual interests and assure the survival of the group. There are, in addition, the standards of conduct instilled by family, school, and religion; the rules of the office and factory; the regulations of civil life enforced by ordinary police powers; and the sanctions available through tort actions. The distinction between criminal law and tort law is difficult to draw with real precision, but in general one may say that a tort is a private injury while a crime is conceived as an offense against the public, although the actual victim may be an individual.

3. The traditional approach to criminal law has been that time is an act that is morally wrong. The purpose of Timinal sanctions was to make the offender give retribution for harm done and expiate his moral guilt; punishment was to be meted out in proportion to the guilt of the accused. In modern times more rationalistic and pragmatic views have predominated. Writers of the Enlightenment such as Cesare Beccaria in Italy, Montesquieu and Voltaire in France, Jeremy Bentham in Britain, and P.J.A. von Feuerbach in Germany considered the main purpose of criminal law to be the prevention of crime. With the development of the social sciences, there arose new concepts, such as those of the protection of the public and the reform of the offender. Such a purpose can be seen in the West German criminal code of 1975, which provides that the court “has to consider the consequences of the sentence upon the future life of the offender in society”. In the United States, a Model Penal Code proposed by the American Law Institute in 1962 states that an objective of criminal law should be “to give fair warning of the nature of the conduct

declared to constitute an offense” and “to promote the correction and rehabilitation of offenders”. Since that time there has been renewed interest in the concept of general prevention, including both the deterrence of possible offenders and the stabilization of social norms.

#### **Notes:**

suspected persons – подозреваемые

to protect the security – обеспечивать безопасность

in addition – кроме этого

punishment – наказание

rehabilitation of offenders – реабилитация правонарушителей

**1. What does the criminal law deal with?**

**2. What is the difference between criminal law and tort law?**

**3. How can you illustrate the contribution of Montesquieu, Voltaire, Jeremy Bentham and some other philosophers, mentioned in the text, to the conception of criminal law?**

**4. What does a Model Penal Code proposed by the American Law Institute in 1962 state?**

**5. When has the interest in the concept of general prevention been renewed?**

**2. Письменно переведите 1-ый и 2-ой абзацы текста.**

**3. Раскройте скобки и употребите глагол в нужной видовойременной форме.**

1. The purpose of criminal sanctions (to be) to make the offender to give contribution for harm done. 2. The criminal law of the United States (to adopt) in any respects to American conditions. 3. In a few states the so-called penal or criminal codes (to be) simple collections of individual provisions. 4. Under certain circumstances the executive may (to give) power to alter provisions with in limits by the legislature. 5. The rule often (to violate) through the influence of pressure groups.

**4. Из 3-го абзаца выпишите предложения, содержащие слова с суффиксом – ing. Определите, какой частью речи они являются.**

**5. Подчеркните в следующих предложениях инфинитив и определите его форму и функцию.**

1. The distinction between the criminal law and the tort law is difficult to draw. 2. The purpose of criminal sanctions was to make the offender give retribution for harm. 3. Punishment was to be meted out in proportion to the guilt of the accused. 4. The main purpose of criminal law is to be the prevention of crime. 5. Such a purpose could be seen in the West German Criminal Code in 1975. 6. No privileges can be granted in tax matters.

**6. Переведите предложения, содержащие неличные формы глагола.**

1. If it is also difficult to enforce and to interpret unambiguously. 2. A local tax can be nullified by the central authority. 3. Another self-evident limitation on the taxing power is that the same authority cannot impose the same tax twice. 4. The expanding financial needs of states have led them to extend their powers of taxation. 5. No detailed grounds are given for the decision. 6. Their reasoning is explained in narrative form.

**7. Раскройте скобки, употребив нужную форму глагола в условных придаточных предложениях.**

1. If proceeding (to determinate), the court (to render) a judgment. 2. If a judge (to decide) a case without a jury, he often (to require) to indicate the factual and legal base. 3. If there (to be) newly discovered evidence, it (to be possible) to ask for a new trial.

**8. Переведите предложения, обращая внимание на функции и значения слов «it» и «one».**

1. One example of refractive taxation was the taxation of wartime benefits. 2. It is quite possible for the defendant to reopen the case. 3. A judgment may be attacked by the court that rendered it. 4. When it is necessary for police to act on the spot, they can take measures without prior judicial authorization. 5. On one hand the defendant has a universally recognized right.

**9. Определите тип подчинения. В бессоюзных придаточных предложениях отметьте, где может находиться союз.**

1. A common limitation on the taxing power is the requirement all citizens be treated alike. 2. In Anglo-American countries for judges who disagree with the decision it is frequent practice to file opinions. 3. The most forthright developments occurred in France, where the courts were transformed.

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