

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

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(ПГУАС)

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ИНОСТРАННЫЙ ЯЗЫК
АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Учебно-методическое пособие

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Представлен основной лексический, грамматический и тематический материал, необходимый для организации самостоятельной работы студентов.

Учебно-методическое пособие подготовлено на кафедре «Иностранные языки» и предназначено для студентов-бакалавров 1 курса, обучающихся по направлению подготовки 08.03.01 «Строительство».

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ПРЕДИСЛОВИЕ

Учебно-методическое пособие к самостоятельной работе по английскому языку подготовлено на кафедре «Иностранные языки» ПГУАС и предназначено для студентов 1 курса дневного отделения направления подготовки 08.03.01 «Строительство». Данное пособие может быть также использовано студентами заочного отделения, магистрантами и аспирантами данного направления подготовки и всеми, кому необходим справочный материал по базовой грамматике английского языка, разговорным темам и правилам перевода научно-технической литературы.

Цель учебно-методического пособия – в сконцентрированном виде предоставить материал, который окажет помощь студентам в организации самостоятельной работы в курсе изучения иностранного языка в вузе. Рабочая программа по данной дисциплине предполагает значительное число часов на самостоятельную работу. Однако студенты не всегда могут эффективно организовать свою внеаудиторную деятельность. Авторы надеются, что данное учебно-методическое пособие будет полезно и поможет преодолеть трудности в изучении иностранного языка.

Учебно-методическое пособие состоит из предисловия, введения, четырех разделов и библиографического списка.

Раздел 1 посвящен организации самостоятельной работы с тематическим материалом (темы «Университет», «Россия», «Страны изучаемого языка», строительные темы).

Раздел 2 включает требования и правила по переводу и реферированию научно-технических текстов.

В разделе 3 представлен краткий грамматический справочник.

В разделе 4 – план реферирования газетной статьи. Каждый раздел завершается практикумом, содержащим ряд упражнений по теме раздела. Предполагается, что учебно-методическое пособие направлено на развитие следующих общекультурных компетенций: (ОК):

– способность использовать основы философских знаний для формирования мировоззренческих позиций(ОК1);

– способность к коммуникации в устной и письменной форме на русском и иностранных языках для решения задач межличностного и межкультурного взаимодействия (ОК-5);

– способность работать в коллективе, толерантно воспринимая социальные, этнические, конфессиональные и культурные различия (ОК-6).

Свои отзывы и пожелания студенты могут направлять на адрес электронной почты english@pguas.ru

ВВЕДЕНИЕ

НОТ СТУДЕНТА ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Научная организация труда (НОТ) – это процесс совершенствования и организации труда на основе достижений науки и техники. Термином «НОТ» характеризуют обычно улучшение организационных форм использования живого труда, в рамках отдельно взятого трудового коллектива или общества.

В настоящее время акцент делается на так называемое «управление временем». Управление временем (time management) – это действие или процесс тренировки сознательного контроля над количеством времени, потраченного на конкретные виды деятельности, при котором специально увеличиваются эффективность и продуктивность.

Для современных студентов, важно умение отбирать и грамотно применять на практике основы НОТ и управления временем.

Многие люди хотят или должны изучать английский язык, но не могут правильно распределить время и оценить свои возможности. Вот лишь несколько советов:

1. Занимайтесь английским языком регулярно. Ведь чем чаще вы будете практиковаться, тем лучше результат. Запланируйте в своем расписании ежедневные занятия по 15-30 минут. Обзаведитесь буклетами, таблицами, электронными носителями информации, чтоб практиковаться в языке, если имеет место незапланированное ожидание (в очереди, в транспорте и т.п.)

2. Используйте разнообразные учебные пособия и словари. В них представлены все виды орфографических, лексических и фонетических правил. Важно знать, что не существует универсальных и идеальных учебников по английскому языку. Каждый рассчитан на определенную целевую аудиторию, возраст, уровень владения языком. Поэтому при самостоятельном выборе учебника проконсультируйтесь у специалиста.

3. Обратитесь к ресурсам интернета. С развитием информационных технологий появилось множество различных сайтов, оказывающих помощь в изучении иностранных языков. Самые популярные из них: Native English, Abc-english-grammar, azenglish.ru, correctenglish.ru.

Желаем успеха!

1. МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ С БАЗОВЫМ ТЕМАТИЧЕСКИМ МАТЕРИАЛОМ

Правила и последовательность работы над текстом

1. Прочитайте заглавие текста. Помните, что в научных и научно-популярных текстах, а также в учебных текстах заголовок определяет содержание текста.

2. Прочитайте весь текст или абзац и постараться уяснить его общее содержание. Содержание текста включает как известную, так и новую информацию. К известной информации относятся знакомые слова, интернациональные слова, даты и числа, имена собственные и топонимы. Пунктуация также помогает в понимании текстового материал: кроме точки в конце предложения это кавычки и скобки, заглавные буквы, курсив.

3. Работу с новой информацией можно начать с небольшой группы ключевых слов, которые важны для понимания текста или повторяются в тексте. Если работа подразумевает обращение к словарю (англо-русскому или русско-английскому), необходимо определить их значение по словарю. Если пользоваться словарем запрещено, постарайтесь выяснить значения слова по контексту или упражнениям к тексту.

4. Каждое сложное предложение необходимо разбить на отдельные предложения: сложноподчиненное – на главное и придаточное, сложносочиненное – на простые.

5. При анализе сложных по своей структуре предложений, в которых не сразу можно определить составляющие их элементы, рекомендуется прежде всего найти сказуемое главного и придаточных предложений.

6. В каждом предложении определить группу сказуемого (по личной форме глагола), затем найти группы подлежащего и дополнения.

7. Перевод предложения начинать с группы подлежащего, затем переводить группы сказуемого, дополнения и обстоятельства.

8. Отыскать незнакомые слова в словаре, уяснив предварительно, какой частью речи они являются в данном предложении. При этом не брать первое значение слова, а прочесть все значения, дающиеся для данной части речи, и выбрать наиболее подходящее по содержанию переводимого текста.

9. В качестве вспомогательного средства, имеющего большое организующее и практическое значение при работе над переводом, можно рекомендовать предварительную разметку текста при первоначальном ознакомлении с оригиналом.

10. Следует правильно распределять время на анализ и перевод текста. Старайтесь не застревать надолго на одном предложении. При затруднениях сделайте упор на известную информации.

ОБЩЕНАУЧНЫЕ И СТРАНОВЕДЧЕСКИЕ ТЕКСТЫ THE PENZA STATE UNIVERSITY OF

ARCHITECTURE AND CONSTRUCTION

The Penza State University of Architecture and Construction trains highly qualified specialists for all branches of constructing industry: civil engineers, sanitary engineers, architects, managers, economists. The University was founded in 1958. At first it was an Institute. In 1996 it became an Academy. In 2003 the Academy was reorganised into University. The seven buildings of the University are situated in Titov Street. The buildings are with large and light classrooms, laboratories and workshops. A good library, a reading hall, a canteen, three hostels, a gym are at the students disposal.

The University has two departments: full-time and correspondent. Many of the teachers and instructors are outstanding specialists in various fields of technology and science. Some of them are graduates from our University. The University has four Institutes – the Institute of Economics and Management, the Institute of Engineering Ecology, the Building Institute and the Automobile Engineering Institute and three faculties: the Technological Faculty, and the Architectural Faculty and the Territory Management Faculty.

The course runs 4 years in the full-time department and 5 years in the correspondent department. The students study in the first and in the second shift. The academic year is divided into two terms: from September to January and from February to July. Students take credit-tests and exams at the end of each term.

Students have lectures and practical hours. They attend lectures on different subjects: Mathematics, Physics, Foreign Language, Descriptive Geometry, Drawing, Geodesy and they take notes of them. During practical hours they study the material of the lectures. Besides obligatory subjects students may take optional courses if they are interested in them. They have practical hours in the laboratories, which are well equipped with the latest apparatus.

The students work for a month on construction sites where they gain certain experience. Most students receive financial support in the form of state grants.

On completion of studies each student takes the finals and presents a graduation thesis. The best students who have done some research become post-graduates.

a hostel – общежитие

a canteen – столовая

a gym – спортзал

the Institute of Economics and Management – институт экономики и менеджмента

first-year student – студент первого курса

full-time department – дневное отделение

correspondent department – заочное отделение

academic year – учебный год

the Institute of Engineering Ecology – институт инженерной экологии	a shift – смена a term – семестр
the Building Institute – строительный институт	credit-tests – зачеты to attend lectures on – посещать лекции по ...
the Technological Faculty – технологический факультет	to take notes – конспектировать
the Architectural Faculty – архитектурный факультет	obligatory subjects – обязательные предметы
the Automobile Engineering institute – Автомобильно-дорожный институт	optional subjects – факультативные предметы
to receive grants – получать стипендию	a post-graduate – аспирант
to take the finals – сдавать выпускные экзамены	to graduate from the University – заканчивать университет
to present a graduation thesis – защищать дипломную работу	

THE RUSSIAN FEDERATION

Russian Federation state system. The Russian Federation is set up by the Constitution of 1993 after the collapse of the Soviet Union. According to the Constitution Russia is a Presidential Republic. The President is elected for 6 years and is the head of the State. The President is the Supreme Commander-in-Chief, he makes treaties, enforces laws and appoints ministers. The Federal Government consists of three branches: legislative, executive and judicial. All of them are checked by the President.

The legislative power is represented by the Federal Assembly. It consists of two chambers. The Upper Chamber is the Council of Federation; the Lower Chamber is the State Duma. To become a law a bill must be approved by both chambers and signed by the President. The President may veto the bill.

The executive power belongs to the Government which is headed by the Prime Minister. The Prime Minister forms his Cabinet.

The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

The State symbol of Russia is a three-colored banner with three horizontal **stripes**: white, blue and red. The white stripe symbolizes the earth, the blue one - the sky, and the red one symbolizes liberty. The National Emblem is a two-headed eagle which is the most ancient symbol of Russia.

Geographical position. Russia, or the Russian Federation, is one of the largest states in the world. It occupies about one-seventh of the world's total land

mass. It is situated in Europe and Asia. It covers a total area of over 17 million square kilometres.

The country is washed in the North by the Arctic Ocean and its seas: the Barents, Chukchee, East Siberian, Kara, Laptev, and White Seas; in the South- by the Black, Azov, and Caspian Seas; in the East by the Bering Sea, the Sea of Japan, and Okhotsk Sea; in the West by the Baltic Sea.

Russia encompasses within its territory immense differences in climate, economic conditions and cultural traditions.

Russia borders on many countries (including the former republics of the USSR, which are now independent states). Among these countries are Estonia, Latvia, Finland, Poland, China, Mongolia, Korea.

Russia is rich in mineral resources. It has deposits of coal, oil, natural gas, iron, gold, nickel, etc.

The population of Russia is about 138 million people.

Physical features. Russia is a land of long rivers and large lakes. The North Dvina, the three mighty Siberian rivers: the Ob, the Lena and the Yenisei, and the Amur rank with the Nile and the Amazon among the world's longest rivers.

The largest of all Russia's rivers is the Volga. This river is a major transport route from North to South and a source of hydroelectric energy. It rises north of Moscow in the Valdai Hills.

The three largest lakes in Russia are Baikal in South-Eastern Siberia and Ladoga and Onega in Northern Russia. Baikal is the world's most ancient lake and the deepest one. It contains one fifth of the world's fresh water.

The relief of Russia is mostly flat. Russia is located on two plains: the Great Russian Plain and the Western Siberian Plain.

There are two main mountain chains in Russia. The Caucasus is a range of mountains, which extends from the Black Sea to the Caspian Sea. The highest mountain in the Caucasus, in the Russian Federation and in the whole Europe is Mount Elbrus.

The Urals extend from the Arctic Ocean to the steppes. This mountain chain divides the European and Asian parts of Russia. The Urals are famous for their valuable minerals and gemstones.

Corresponding to climate there are six vegetation zones stretching across the country. From North to South these are: the tundra, the taiga (or pine forest), mixed forest, steppe, semi-desert and desert. Each vegetation belt has its own flora, fauna and natural resources.

Moscow is the capital of the Russian Federation. It was founded in 1147. It is a nice city. There are many things to see in Moscow. For example, museums, art galleries, theatres, churches and monuments. The people of our country are proud of the Moscow Kremlin. There are also many other beautiful big cities in Russia.

a collapse – падение, распад	to cover – покрывать, охватывать
to elect – избирать	a deposit – залежь
a treaty – договор	immense – огромный, необъятный
legislation – законодательство	mighty – мощный
executive – исполнительный	former – бывший, прежний
judicial – судебный	to rank – занимать место, входить в число
a bill – законопроект	a plain – равнина
to approve – одобрять, утверждать	to extend – простираться
to veto – налагать вето	valuable – ценный
a stripe – полоса	gemstone – драгоценный камень
ancient – древний	degree – градус, степень
meanwhile – тем временем, между тем	

MOSCOW

Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded nearly 9 centuries ago by Prince Yuri Dolgoruky. Historians have accepted the year of 1147 as the start of Moscow's history. Gradually the city became more and more powerful. In the 13th century Moscow was the centre of the struggle of Russian lands for the liberation from tartar yoke. In the 16th century under Ivan the Terrible Moscow became the capital of the new united state. Though Peter the Great moved the capital to Snt. Petersburg in 1712, Moscow remained the heart of Russia. That is why it became the main target of Napoleon's attack. Three-quarters of the city was destroyed by fire during Napoleon's occupation, but by the mid-19th century Moscow had been completely restored and after the October revolution of 1917 Moscow became the capital again.

Now Moscow is one of the largest cities in Europe. Its total area is about one thousand square kilometres (ancient Moscow occupied the territory of the present-day Kremlin). The population of the city is over 12 million.

Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historic associations than any other place in Moscow. The Kremlin and St. Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture. The main Kremlin tower, the Spasskaya Tower has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Palace of Congresses, the Tzar-Bell, the biggest cannon and bell in the world. St. Basil's Cathedral was built in the mid-16th century in memory of the victory over Kazan. There is a legend that Ivan the Terrible blinded the architects Barma and Postnik, because he didn't want them to create another masterpiece.

There are a lot of beautiful palaces, old mansions, cathedrals, churches and monuments in Moscow. Now Moscow is being reconstructed and we all hope that in a few years the city will become even more beautiful. There are many 30 museums in Moscow. The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others. Moscow is famous for its theatres. The best-known of them is the Bolshoi Opera House, Drama theatres and studios are also very popular. Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country.

capital (n) – столица	cannon (n) – пушка
to found (v) – основывать, создавать, учреждать	bell (n) – колокол
gradually (adv) – постепенно	in memory of – в память
struggle (n) – борьба	to blind (v) – ослеплять
liberation (n) – освобождение	mansion (n) – особняк
tartar yoke – татарское иго	church (n) – церковь
target (n) – цель	art (n) – искусство
to destroy (v) – уничтожать, разрушать	fine arts – изобразительное искусство
to restore (v) – реставрировать, восстанавливать	folk arts – народное искусство
completely (adv) – полностью, совершенно	to reconstruct (v) – перестраивать, реконструировать
masterpiece (n) – шедевр	unique (adj) – уникальный
cathedral (n) – собор	tower (n) – башня
	seat (n) – местоположение
	tzar (tsar) – царь

THE JEWELS OF MOSCOW ARCHITECTURE

One of the jewels of Russian architecture is the Moscow Kremlin with its cathedrals, its many towers and red-brick walls. The Kremlin is the heart of Moscow. It is the oldest historical and architectural centre of the city.

First Kremlin was a wooden fortress. Under Dmitry Donskoi the Kremlin was built of white stone. In 1474 Ivan III sent a mission to Italy to find the best architectural and engineering talent. They brought back with them Rodolfo Aristotele Fioravanti of Bologna who was at once an architect, an engineer, and an expert in military fortifications. Most of the other architects were northern Italians, mainly from Milan (Marco Ruffo, Pietro Solario, etc.).

The Italians introduced a new concept of the fortress walls quite different in character from that of the old Russian white-stone Kremlins. Thus during the reign of Ivan I the walls of white stone were replaced by new red-brick walls and towers.

The oldest part of the Kremlin is the Cathedral Square and its three grand cathedrals. The Cathedral of the Assumption (Uspensky sobor) was built in 1475 - 79. The Russian Tsars and Emperors were crowned here. The Archangel Cathedral (Arkhangelsky sobor, 1505 - 08) was the burial place of Russian princes and tsars. The Cathedral of the Annunciation (Blagoveshchensky sobor), erected in 1484 - 89 by masterbuilders from Pskov, was home church of Russian Tsars. It is famous for the icons painted by Andrei Rublev.

The Kremlin walls enclose several palaces. The Patriarch's Palace, built in the midseventeenth century for Patriarch Nikon is a museum of Russian seventeenth-century life. On the west side of the Cathedral Square, next to Terem Palace with its golden domes, there is the Faceted Palace, designed for the imperial throne room.

In the centre of the Kremlin rises Ivan the Great Bell Tower, one of the most remarkable structures of the sixteenth century. It unites all the Kremlin Cathedrals into a majestic ensemble.

At the foot of the Bell Tower stands the Tsar Bell, the largest bell in the world. Not far from it, there is the Tsar Cannon.

Other notable buildings in the Kremlin include the Armoury Chamber, containing a magnificent collection of treasures, and the Palace of Congresses, the only modern structure, built in the early 1960-us. Just outside the Kremlin walls, on the edge of Red Square, stands the Church of the Intercession of the Virgin (Sobor Pokrova na Rvu), better known as St Basil's Cathedral, one of the world's most astonishing buildings. It was built by two Russian architects between 1555 and 1560 for Ivan the Terrible to celebrate his victory over the Tatar khanate of Kazan.

St Basil's Cathedral embodies the characteristic architectural features of the wooden churches of North-East Russia, "translated" into masonry. The eight cupolas dominated by the central pyramid are all of the same general silhouette, but are different in design and colours.

jewel – сокровище, драгоценность military

fortification – военное укрепление

introduce – представлять, вводить

Cathedral of the Assumption – Успенский собор

crown – короновать

Archangel Cathedral – Архангельский собор

burial place – место погребения

Cathedral of the Annunciation – Благовещенский собор

Faceted Palace – Грановитая палата

Ivan the Great Bell Tower – колокольня Ивана Великого
remarkable – замечательный, выдающийся
Tsar Bell – Царь-колокол
Tsar Cannon – Царь-пушка
notable – известный
Armoury Chamber – Оружейная палата
astounding – потрясающий

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom of Great Britain and Northern Ireland (the UK) occupies most of the territory of the British Isles. It consists of four main parts which are: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast.

The United Kingdom of Great Britain and Northern Ireland is the official name of the state which is sometimes referred to as Great Britain or Britain (after its major isle), England (after its major historic part) or the British Isles.

The UK is an island state: it is composed of some 5,500 islands, large and small. The two main islands are Great Britain (in which are England, Wales and Scotland) to the east and Ireland (in which are Northern Ireland and the independent Irish Republic) to the west. They are separated by the Irish Sea.

The UK is one of the world's smaller countries (it is twice smaller than France or Spain), with an area of some 244,100 square kilometres. The UK is situated off the west coast of Europe between the Atlantic Ocean on the northwest and the North Sea on the east and is separated from the European continent by the English Channel (or La Manche) and the Strait of Dover (or Pas de Calais).

The population of the United Kingdom is over 60 million people.

English is not the only language which people use in the UK. English is the official language. But some people speak Gaelic in western Scotland, Welsh – in parts of northern and central Wales.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland.

the UK = the United Kingdom of Great Britain and Northern
Ireland – Соединенное Королевство Великобритании и Северной Ирландии
(*официальное название Соединенного Королевства с 1922 г.*)
the British Isles – Британские острова
Edinburgh – г. Эдинбург (*столица Шотландии; крупный культурный центр*)

Cardiff – г. Кардифф (*столица Уэльса; крупный промышленный центр и порт*)

Belfast – г. Белфаст (*столица Северной Ирландии; крупный промышленный центр*)

the English Channel Английский канал (*принятое в Великобритании название пролива Ла-Манш*)

the Strait of Dover – Па-де-Кале (*букв. Дуврский пролив*)

the Union Jack – государственный флаг Соединенного Королевства, состоит из трех крестов на синем фоне: вертикальный красный крест – крест покровителя Англии Св. Георгия, белый диагональный крест – крест покровителя Шотландии Св. Андрея и красный диагональный крест – крест покровителя Ирландии Св. Патрика. Под собственными флагами (с одним крестом на синем фоне) команды Англии, Шотландии и Северной Ирландии выступают на различных международных спортивных состязаниях. The Union Jack (в верхнем левом углу) входит как составная часть в национальные флаги многих ныне самостоятельных государств бывшей Британской империи, таких как Австралия, Новая Зеландия, Бермудские острова, Кеймановы острова, Монсеррат, острова Фиджи и других стран.

THE ISLAND OF GREAT BRITAIN

Great Britain is the name of the largest island of the British Isles and it is made up of England, Scotland and Wales, it does not include Northern Ireland. In everyday speech 'Great Britain' is used to mean the United Kingdom. Geographically, the island of Great Britain is subdivided into two main regions – Lowland Britain and Highland Britain. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. The Pennine Chain extends southward from the Cheviot Hills into the Midlands, a plains region with low hills and valleys.

England is separated from Scotland by the Cheviot Hills, running from east to west.

The chief rivers of Great Britain are: the Severn, flowing along the border between England and Wales, tributaries of which include the Avon, famed by Shakespeare; the Thames, which flows eastward to the port of London and some others. The swiftest flowing river in the British Isles is the Spey. Part of the border between Scotland and England is along the lower reaches of the Tweed, near which is made the woollen fabric that bears its name.

There are many lakes in Great Britain. On the northwest side of the Pennine system lies the Lake District, containing the beautiful lakes which give it its name. This district is widely known for its association with the history of English literature and especially with the name of William Wordsworth (1770– 1859), the founder of the Lake School of poets.

The largest cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds, Edinburgh. The most important ports are: London, Liverpool, Southampton, Belfast, Glasgow and Cardiff.

Lowland and Highland Britain – низменная и гористая части Великобритании
the Lake District – Озерный край (живописный район гор и озер на северо-западе Англии)

the Pennines = the Pennine Chain – Пеннинские горы

the Cheviot Hills – Чевииот-Хилс (горы)

the Midlands – Мидлендз, центральные графства Англии

the Severn – р. Северн

the Tweed – р. Твид

the Lake School – «Озерная школа» (литературное сотрудничество поэтов-романтиков начала XIX в.; названа по Озерному краю, где жили поэты)

LONDON

Modern London is a wonderful place to be! It has great museums with priceless exhibits, old markets, clean green parks and the best shops and nightclubs in Europe. There is something for everyone.

London is situated on the River Thames about 40 miles from the sea. It is the largest city in Britain and one of the largest in the world. Now London has about million people living in and around it. London dominates the life of Britain. It is a big port and most important financial, manufacturing and cultural centre but it is probably most famous for being the home of the British monarchy. You can see the Changing of the Guard everyday outside Buckingham Palace.

The City extends over an area of about 2.6 square kilometres in the heart of London. About half a million people work in the City but less than 6000 live there. It is the financial centre of the United Kingdom with many banks, offices and the Stock Exchange. But the City is also a market for goods of almost every kind, from all parts of the world.

The West End can be called the centre of London. Here you can admire the historical palaces as well as the famous parks. Hyde Park with its Speaker's Corner is also here. Among other parks are Kensington Gardens, St. James's Park. It is in the West End that is Buckingham Palace (the Queen's residence) and the Palace of Westminster which is the seat of Parliament.

The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of the Prime Minister and the place where the Cabinet meets, Fleet Street where most newspapers once had their offices, Harley Street where the highest-paid doctors live and some others.

The name “West End” came to be associated with wealth, luxury and goods of high quality. It is the area of the largest department stores, cinemas and hotels. There are theatres, several concert halls, many museums including the British Museum, and the best art galleries. It is in the West End that the University of London is centred with Bloomsbury as London`s student quarter.

The port of London is to the east of the City. Here were kilometres and kilometres of docks and the great industrial areas that depended upon shipping. This is **the East End** of London, formerly unattractive in appearance, but now changing because of the introduction of new industries and very expensive housing.

In London you can travel on the bus, train, the Underground or taxi to get to different places. London has 3 main airports: Heathrow which is the biggest, Gatwick and Stansted.

to dominate – преобладать,
господствовать;
manufacturing – производительный;
the Changing of the Guard – смена
караула;
to extend – тянуться, простираться;
to admire smth. – восхищаться ч.-л.;
to be associated with –
ассоциироваться с ч.-л.;

a luxury – роскошь;
including – включая;
to depend upon – зависеть от;
unattractive in appearance –
непривлекателен внешне;
expensive housing – дорогое жилье;
a priceless exhibits – бесценные
экспонаты.

the City – 1) Сити (*исторический центр Лондона*); 2) *перен.* английский финансовый капитал, финансовая олигархия

the Stock Exchange – Лондонская фондовая биржа (*основана в 1773 г.; современное двадцатишестизэтажное здание построено в 1970 г.*)

Speaker`s Corner – «Уголок оратора» (*место в Гайд-Парке, где по воскресеньям и субботам с импровизированной трибуны выступают ораторы на различные темы; в наст. вр. превратился в одну из исторических достопримечательностей Лондона*)

Kensington Gardens – Кенсингтон-Гарденз (*большой парк в Лондоне, примыкает к Гайд-Парку*)

St. James`s Park – Сент-Джеймс-парк (*расположен в центр. части Лондона*)

Buckingham Palace – Букингемский дворец (*главная королевская резиденция в Лондоне с 1837 г.*)

the Palace of Westminster – 1) Вестминстерский дворец; 2) здание английского парламента; английский парламент

Whitehall – 1) Уайтхолл (улица в центр. части Лондона, на которой находятся важнейшие министерства и др. правительственные учреждения); 2) перен. английское правительство

Downing Street – 1) Даунинг-Стрит; 2) перен. английское правительство

Fleet Street – 1) Флит-Стрит (улица, на которой находились редакции большинства крупнейших газет); 2) перен. пресса и мир журналистики

Harley Street – 1) Харли-Стрит (улица в Лондоне, где находятся приемные ведущих частных врачей-консультантов); 2) перен. медики, медицинский мир

Bloomsbury – Блумзбери (район в центр. части Лондона, где находятся Британский музей и Лондонский университет)

THE BRITISH MONARCHY, PARLIAMENT AND THE ELECTORAL SYSTEM

The United Kingdom is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The monarch reigns with the support of Parliament. The powers of the monarch are not defined precisely. Everything today is done in the Queen's name. It is her government, her armed forces, her law courts and so on. She appoints all the Ministers, including the Prime Minister. Everything is done however on the advice of the elected Government, and the monarch takes no part in the decision-making process.

The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head.

The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected either at a general election, or at a by-election following the death or retirement of an MP.

Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taken by secret ballot.

The British parliamentary system depends on political parties. The political parties choose candidates in elections. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and 'Shadow cabinet'. Leader of the Opposition is a recognized post in the House of Commons.

MP *сокр. от.* Member of Parliament – член парламента

Shadow cabinet' – «теневой кабинет» министров

general election – всеобщие выборы
by-election – дополнительные выборы
secret ballot – тайное голосование
Leader of the Opposition – лидер оппозиции

USA: A COUNTRY OF CONTRASTS AND SIMILARITIES

The United States of America (the main landmass) is situated in central North America, with Canada to the north, Mexico to the south, the Atlantic Ocean to the east and the Pacific Ocean to the west. The two newest states, Alaska and Hawaii, are separated from the continental United States: Alaska borders on northwestern Canada, and Hawaii lies in the central Pacific. In 1959 Americans welcomed Alaska (1.5 million square kilometres) into the Union as the 49th state. In 1867 the peninsula was purchased from Russia. The same year (1959) the territory of Hawaii (16.7 thousand square kilometres) was admitted to the Union as the 50th state – a state separated from the mainland by about 3.2 thousand kilometres of the ocean.

The United States occupies a favourable geographical position. The Atlantic Ocean is of great importance for the country's sea communications with Europe, Africa and South America. The sea routes to Asia and Australia pass over the Pacific Ocean. The sea route through the Panama Canal, which connects the two oceans, runs over the Gulf of Mexico and the Caribbean Sea.

The total area of the United States is about 9.4 million square kilometres, the population – over 300 million people.

THE FACE OF THE COUNTRY

The physical features of the United States are also greatly diverse. The majestic Rocky Mountains stretch all the way from Mexico to the Arctic. They divide the country into two parts – the East and the West. The East is occupied by the Appalachian Mountains, the Atlantic Plain, the vast Central Plain and the Plateau of Prairies or the Great Plains. The West is under the powerful Cordillera Mountain System, and the Rockies are part of this system. Close to the Pacific coast, lying between mountain ranges, stretches the California Valley, a narrow strip of lowlands.

The Appalachian Mountains consist mainly of the numerous mountain ranges which are nearly parallel with the Atlantic coastline and extend from near the Gulf of Mexico north into Canada. Nearly all the Western part of the United States is occupied by the Cordillera Mountain System. The Cordillera Mountains extend from Mexico to Canada and Alaska. In the south they are drained by the Colorado River, in the north – by the Columbia River. It is a region of high plateaus crossed by streams which flow through deep canyons.

The Cordillera Mountain System includes a number of lofty ranges or chains and plateaus. The Rocky Mountains form the eastern chain of the Cordilleras. They rank among the greatest of the world mountain ranges. They are high (over 4,000 metres), sharp and rugged. As compared with the Appalachians, they are young and their peaks are capped with snow. When the Rocky Mountains were formed (over 100 million years ago) the molten rock which was forced up carried with it gold, copper, lead, silver and other metals, so they are very rich in minerals.

THE RIVERS AND LAKES

The rivers of the United States belong to the Atlantic and the Pacific basins.

The chief drainage system of the country is the Mississippi River System. The Mississippi is one of the world's great continental rivers, like the Amazon in South America, the Congo in Africa, the Volga in Europe, or the Ganges and Amur in Asia. Its waters are gathered from two-thirds of the United States and, together with the Missouri (its chief western branch), the Mississippi flows some 6,400 kilometres from its northern sources in the Rocky Mountains to the Gulf of Mexico, which makes it one of the world's longest waterways. It is a swift and wide river, and navigable almost throughout its entire length. The Mississippi has been called the "father of waters".

Curving through the heart of the whole western half of the Central Basin is the Missouri River, the principal western branch of the Mississippi.

Other important tributaries of the Mississippi, which rank among the most important rivers of the world, are, besides the Missouri, the Ohio River, the Arkansas River and the Red River.

Like the Mississippi, all the rivers east of the Rockies finally reach the Atlantic. All the rivers to the west of the Rockies finally arrive at the Pacific. For this reason the crests of the Rocky Mountains are known as the Continental Divide.

The two greatest rivers of the Pacific side are the Colorado in the south, and the Columbia, which rises in Canada and flows to the north.

Many short rivers that rise east of the Appalachian Mountains – the Delaware, the Potomac, the Hudson – flow into the Atlantic Ocean.

The United States has thousands of lakes of all kinds and sizes. The Great Lakes make up the largest group of lakes in the country, as well as the greatest collection of fresh-water lakes in the world. The total area of the Great Lakes (over 245,000 square kilometres) is equal to that of Great Britain and forms a vast "inland fresh-water sea". Only Lake Michigan lies entirely inside the United States. The other four lakes, Superior, Huron, Erie and Ontario form a border between north-eastern United States and Canada. They stretch nearly half the distance across the country. The lakes are interconnected by short rivers and channels. Through the St. Lawrence River (on the Canadian side) and the Hudson River the Great Lakes are connected with the Atlantic Ocean.

THE CONGRESS

The Constitution of the United States grants all the legislative powers of the federal government to the Congress, which consists of two Houses: the Senate and the House of Representatives. Its residence is on Capitol Hill, in the center of Washington. The authors of the Constitution expected that the legislature (the Congress) would be the strongest branch of the new government. Though the role of the President and the executive branch of power has become too great today, the Congress still plays a very important part in the country's representative government.

The Senate, the smaller House, is composed of two members from each state, as provided by the Constitution. Membership in the House of Representatives is based on the number of population, therefore its size is not mentioned in the Constitution.

To be elected to the Senate a person must be at least 30 years of age, a citizen of the United States for at least nine years, and a resident of the state from which he or she is elected. To become a member of the House of Representatives a person must be at least 25, a citizen for seven years, and a resident of the state which he represents.

Thus there are 100 Senators in the Senate from fifty states. The number of members of the House of Representatives is 435. This number was finally determined by Congress in 1913 and has never change since that time. While a Senator represents his home state, each member of the House of Representatives represents tla district in his home state.

PRESIDENT

The president of the United States is head of the executive power, or the Chief Executive, and his office is one of the most powerful in the world. Under the Constitution he must "take care, that the laws be faithfully executed". In addition he has important legislative and judicial powers. The official residence and office of the President is in the White House, Washington, D.C.

Constitutional qualifications for the Presidency are relatively simple: the President must be at least 35 years old, a resident of the country for at least 14 years and a national born citizen.

The President, together with the Vice President, is elected to a four-year term. The 22nd Amendment to the Constitution, 1951, limited the Presidency to no more than two terms. Franklin D. Roosevelt had been the only President to be elected four times (the first time in 1933).

The method of electing President is peculiar to the United States. The presidential election is technically an election of presidential electors, not of a President directly. The people of each state do not vote directly for the President. They elect as many electors as this state has Senators and Representatives in the

Congress. These electors are selected exclusively by the corresponding party machines. The candidate with the highest number of votes in each state wins all the electoral votes of the state.

The electors of all 50 states and the District of Columbia (3 electors) – a total of 538 persons – compose what is known as the Electoral College, though it never meets as a body. Instead the electors gather in the state capitals shortly after the election and cast their votes for the candidate with the largest number of popular votes in their respective states. To be elected President, a candidate for the Presidency must receive 270 votes.

Candidates for the Presidency are chosen by political parties several months before the presidential election, which is held every four years (every leap year) on the first Tuesday after the first Monday in November.

The presidential term of four years begins on January 20 (the next year). He starts his official duties with an inauguration ceremony, traditionally held on the steps of the Capitol, where Congress works. The newly-elected President publicly takes an oath of office, which is traditionally administered by the Chief Justice of the United States.

As head of the government (the executive branch), the President must carry out the government programmes. He has an important legislative role. He recommends laws to Congress and requests money for federal government operations.

The President, as head of a political party and as chief executive officer of the government, has a strong influence on public opinion, on what the course of legislation in Congress very often depends. Within the executive branch, the President has broad powers to issue the so-called executive orders, which have the force of law. He is the commander in-chief of the armed forces of the United States.

The President has the authority to appoint the heads of all executive departments and agencies, together with hundreds of other high-ranking officials, including judges, from the district court level to the US Supreme Court. Each appointment must be approved by the Senate.

One more important function of the President is that he can grant a full or conditional pardon to anyone accused of breaking a federal law – make shorter prison sentences and reduce fines.

THE POLITICAL PARTIES

Political parties are the basis of the American political system. They are in fact important institutions in American democratic life. The Constitution does not mention parties or make any provision for them. The authors of the Constitution feared that parties representing narrow interests rather than the general interests of all the people could take over the government. They hoped the government

would be run by qualified people who did not have a second loyalty – a loyalty to a party. They believed their government would work well without parties. Despite this, parties began to form shortly after the Constitution was ratified (1789) and they proved to be effective in the American political system.

Today the United States has two major political parties. One is the Democratic Party, whose origins go back to the nation's third president, Thomas Jefferson and which formed before 1800. The other is the Republican Party, which was formed in the 1850s, by people in the states of the North and West, such as Abraham Lincoln, who wanted the government to prevent the expansion of slavery into new states then being admitted to the union.

Party membership in any American party is rarely formal. Members of the Democratic and Republican parties are not registered; they do not have cards and do not pay membership dues. There are no official formalities for admission. Any voter during elections may become a Republican or a Democrat by a simple declaration, that he is a member of this or that party. He takes no responsibilities when he makes that declaration. Associating with a party is strictly and exclusively a matter of individual self-expression.

WASHINGTON D.C.

The city of Washington, the capital of the United States of America is located in the District of Columbia (D.C. for short). Washington, D.C. was founded in 1790. It was the first American city planned for a specific purpose. It was designed to be a beautiful city with wide streets and many trees. The city's business is centered around the government. Another name for Washington, D.C. is the District of Columbia. The district was originally a 10 miles square crossing the Potomac River into Virginia. Both Virginia and Maryland donated parts of their land for the capital district.

Many people consider Washington D.C. to be one of the most beautiful cities in the world. It is filled with many parks, wide streets and impressive buildings.

Many visitors come to Washington D.C. to see the White House. It is the greatest attraction for many of them. The White House is the official residence of the President. The largest room in this building is the East Room, scene of many state receptions, balls and musicals. Other famous rooms are: the Green Room, the Blue Room, the Red Room, which are used for afternoon teas and for receptions held before state dinners.

The National Archive building lies halfway down the mall on a side street between the Washington Monument and the Capitol Hill. The National Archive is truly awesome. Its vaults permanently house and protect the original Declaration of Independence, Constitution, and Bill of Rights among other items of interest.

The Capitol is in the very centre of Washington. It is located on the Capitol Hill, the highest point in the city. The Capitol is the highest building in Washington. There is a law in Washington not to build buildings higher than the Capitol. The cornerstone of the Capitol was laid by George Washington on September 18th, 1793. The Capitol is the seat of the government of the United States of America.

Other landmarks in Washington DC include memorials to three Presidents: The Washington Memorial, The Lincoln Memorial and The Jefferson Memorial; The Library of Congress, The National Gallery of Art, The John F. Kennedy centre for the Performing Arts.

Washington DC's primary industry after the federal government is tourism. Other important industries include trade associations, as Washington, DC is home to more associations than any other U.S. city; law; higher education, medicine, medical research, government-related research and publishing.

purpose – намерение, цель

to design – проектировать, конструировать

to donate – дарить, жертвовать

to consider – рассматривать, принимать во внимание

attraction – привлечение, приманка

reception – приём

mall – место для гулянья

truly – действительно, правдиво, честно говоря

awesome – устрашающий, внушающий страх

vault – подвал, хранилище

item – пункт, отдельный предмет

landmark – объект на местности, ориентир, знак

primary – первостепенный, основной

trade – торговый

cornerstone – камень в основании здания

БАЗОВЫЙ ТЕМАТИЧЕСКИЙ МАТЕРИАЛ ДЛЯ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ

BUILDING MATERIALS

One of the primary tasks of a civil engineer is to select all the necessary building materials and adapt them for the construction.

All building materials are classified according to their structure and according to their use. According to their structure building materials may be natural and artificial. Natural building materials are stone, clay, sand, lime and timber. Artificial materials are brick, concrete, cement, steel and plastics. According to their use building materials are divided into three groups: main, binding and secondary.

1. Main or structural building materials are brick, stone, concrete, timber and metals. They are used for bearing structures. Structural materials should be hard, durable, fire and weather resistant and easily fastened together.

Timber, stone and brick are the most ancient building materials.

Wood is light, cheap and easy to work, but it is not fire and weather resistant. Wood is often used in modern construction for window and door frames.

Stone possesses mechanical strength, durability, compactness, porosity, sound and heat insulation. It is fire-resistant. Different types of natural and artificial stones are used for the construction of modern buildings.

Brick is artificial stone made of clay and sand. Bricks are chiefly used for the construction of walls. They present a pleasant appearance and give strength and firmness to the structures. Structural steel and concrete are the most widely used building materials now. They possess an increased mechanical strength, durability and are weather resistant.

Concrete is a mixture of cement, sand, crushed stone and water. The most important component of concrete is cement. Sand and crushed stone are used as aggregates. Concrete is used for making mass concrete, reinforced concrete or precast reinforced concrete. Reinforced concrete is combination of steel and concrete.

II. Binding materials are lime gypsum and cement. They are used for making different mortars for the purpose of binding together masonry units. They are also used for making artificial stones, and as constituents of wall plaster. Gypsum is used nowadays for making gypsum blocks. Cement is used for concrete making.

III. Only high quality cement is employed for reinforced concrete work. Cement is a binding materials made of limestone and clay.

IV. Secondary materials are timber, plastics, glass, some metals and some stones. They are used for the interior finish of the building and secondary work. One of the most widely used secondary materials is plastics. Plastics have good insulating properties and are fire and corrosion resistant. They add colour and beauty to modern houses.

to classify – классифицировать	hard – твердый
structure – структура, сооружение, конструкция, здание, строение	hardness – твердость
bearing structure – несущая конструкция	durable – прочный, долговечный
structural – структурный, строительный, конструктивный	durability – долговечность, прочность
natural – естественный	resistance – сопротивление
artificial – искусственный	fire-resistant – огнеупорный, огнестойкий
man – made	weather-resistant – устойчивый к влиянию погоды
stone – камень	corrosion-resistant – коррозионно-устойчивый
clay – глина	strength – крепость, сопротивление
sand – песок	mortar – строительный раствор
lime – известь	property – свойство
timber wood – дерево, лесоматериалы	to fasten – соединять, скреплять
brick – кирпич	finishing – отделочный
concrete – бетон	ancient – древний
cement – цемент	aggregate – заполнитель
steel – сталь	crushed stone – щебень
plastics – пластмассы	to insulate – изолировать
binding – вяжущие	light – легкий
secondary – второстепенные	cheap – дешевый

PARTS OF A BUILDING

A building consists of the superstructure and the substructure. The part of a building below the ground level is called the substructure and part above the ground the superstructure.

After the excavation is dug for the basement the foundation wall below the ground level are constructed. Then the frame-work is erected. It is the part upon which the stability of the structure depends.

Foundation is the lowest part of the building upon which the superstructure rests. It serves to keep the walls and floors from contact with the soil and prevent the structure from settlement. There are different types of foundation: strip, pile, isolated, raft and others. Mostly they are constructed of in-site concrete, precast reinforced concrete elements, piles, field stone or brick.

Walls may be external and internal. External walls enclose area and support the weight of floors and roofs. They rest directly on the foundation structure. Internal walls or partitions subdivide the building into rooms. They may or may not support other parts of the building. Wood, brick, stone, concrete and other natural and artificial materials are used for the construction of walls.

Floors divide the building into stories. They may be either of timber or of a fire-resistant materials.

Roofs are covering or upper parts of a building constructed over the enclosed space. They keep out rain, snow and wind and preserve the interior from exposure to the weather. Roofs tie the walls and give strength and firmness to the structure. There may be flat and pitched roofs. The pitch is governed by climatic conditions and by the covering material used. The covering may be of wood, tiling, fabricated units, slates and tiles.

The staircase leads to the upper floors. The staircase consists of stairs (steps). The steps between two landings are a flight of stairs. Wood, stone concrete and metal may be used for the construction of stairs.

There are doors to provide a passage in and out of a room or a building and windows to admit light and air.

Doors, window frames and even stairs are delivered to the building site on lorries. They are to be fixed in the houses. A lot of houses are built of prefabricated blocks (prefabs).

ON A CONSTRUCTION SITE

In the construction of any structure the first step is to make a careful survey of the site and to examine the soil. It is also necessary to clear the site, to erect accessive roads, to deliver building materials.

After preparatory work the builders lay the foundation and erect the walls, the floors, the roof of a building.

The last stage of construction includes finishing work and installation of various facilities for gas, water and sewage services.

Construction work usually involves a large number of people of various building trades. Bricklayers, plumbers, welders, plasterers, painters, carpenters, engineers work on a construction site.

Most of the site operations are mechanized and reduced to a minimum. Many structures are assembled of precast elements.

Builders use different building machines in the process of construction. Bulldozers level the ground. Cranes hoist structural elements and place them into position. Lorries and trailers deliver building materials to the site.

Bricklayers build the walls and other parts made of bricks. Plumbers fix all the baths, water pipes and the sanitary fittings. Electricians run electric wires. Welders are employed in welding structural elements.

All the doors and window-frames are made by carpenters and put into their places by joiners. Plasterers put plaster or cement over all the walls and ceiling and make them smooth. Painters and decorators carry out finishing work. The building process takes place under supervision of foremen and engineers.

construction site	строительная площадка
to survey	производить топографическую съемку
to examine	исследовать
to clear	очищать
soil	почва
accessive roads	подъездные пути
preparatory work	предварительная работа
to lay the foundation	закладывать фундамент
to erect	воздвигать, сооружать
finishing work	отделочная работа
installation	монтаж
facilities	удобства, оборудование
sewage services	канализация
to involve	вовлекать
bricklayer	каменьщик
plumber	водопроводчик
welder	сварщик
plasterer	штукатур
painter	маляр
carpenter	плотник
to assemble	собирать
precast elements	сборные элементы
bulldozer	бульдозер
lorry	грузовик
trailer	траллер
to hoist	поднимать
to deliver	доставлять

ПРАКТИКУМ

Прочитайте тексты и ответьте на вопросы к некоторым из них.

PENZA STATE UNIVERSITY OF ARCHITECTURE AND CONSTRUCTION

1. When was the University founded?
2. Where is it situated?
3. How many departments does the University have?
4. What is the student body of the University?
5. What faculties (institutes) are there at the University?
6. How long does the course of study last?

7. Do you study in the first shift?
8. How many terms are there in the academic year?
9. What subjects do you study?
10. How many lectures and practical hours a day do you usually have?
11. Do the students gain certain experience?
12. When do the students take the finals and present a graduation thesis?
13. Where do students take professional practice?

THE RUSSIAN FEDERATION

1. When was the new Constitution of the Russian Federation adopted?
2. What is the structure of the Federal Government?
3. What chambers does the Federal Assembly consist of?
4. Who is the head of the Government?
5. What are the State symbol and the National Emblem of Russia?
6. What seas is Russia washed by?
7. How many countries does Russia border on?
8. What kind of mineral resources can be found in Russia?
9. What is the population of the country?
10. How many vegetation zones are there across the country?
11. What is the role of the river Volga in the history and economy of the country?
12. Have you ever been to Moscow? What are your impressions?
13. Are you proud of living in Russia? Why?
14. Who was Moscow founded by? When was it founded?
15. What is the historical centre of Moscow?
16. What are the symbols and musts of Moscow?

THE USA

1. Where is the USA situated?
2. What is the official language of the country?
3. What is the capital of the USA?
4. What do you know about the climate of the country?
5. What is the highest peak in the USA?
6. What oceans is the USA washed by?
7. What big cities of the country can you name?
8. What kind of mineral resources can be found in the USA?
9. What is the population of the country?
10. What products does the country produce?
11. What are the main political parties of the country?
12. Who heads the executive branch?
13. What branch is called Congress?

14. When was Washington founded?
15. What is another name of the city?
16. What states donated parts of their land for the capital district?
17. What is the official residence of the US President?
18. What is the highest point in Washington?
19. What is the largest room in the White House?
20. What is the National Archive famous for?
21. Where is the Capitol located?
22. Who laid the cornerstone of the Capitol?
23. What are the main industries of Washington?

THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

1. Where is the UK situated?
2. What parts does it consist of?
3. What seas is it washed by?
4. What are the chief rivers of the country?
5. What is the capital of the UK?
6. What do you know about the British monarchy and the Parliament?
7. What do you know about the climate of the country?
8. Where is London situated?
9. What is the population of London?
10. What is London famous for?
11. What do you know about the City?
12. Where can we see famous Buckingham Palace?
13. What are the best-known streets in the West End?
14. The University of London situated in the City, isn't it?
15. Does the East End of London remain unattractive in appearance?
16. What kind of transport one can use in London?

Перескажите тексты, используя следующие вводные фразы и предложения: которые используются в тексте для выражения собственного мнения и построения логической структуры текста:

It is common knowledge that ...	Известно, что (все знают, что...)
On the one hand	С одной стороны
On the other hand ...	С другой стороны, ...
For example ...	Например, ...
I think ...	Я думаю(что)...
As for me ...	Что касается меня, ...
I am sure...	Я уверен, ...
Moreover,	Более того,
It's interesting to note that...	Интересно отметить, что ...

2. МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ОРГАНИЗАЦИИ РАБОТЫ С НАУЧНО-ТЕХНИЧЕСКИМИ ТЕКСТАМИ

ПРЕДПЕРЕВОДЧЕСКИЙ АНАЛИЗ ТЕКСТА

В целях контроля усвоения лексико-грамматического материала и устранения лексико-грамматических трудностей перевода рекомендуется выполнить предпереводческий анализ текста, который состоит в поиске и анализе следующих категорий:

- 1) интернациональные слова;
- 2) «ложные друзья переводчика»;
- 3) ключевые слова и термины.
- 4) форма множественного числа имени существительного (правило и исключение);
- 5) цепочка определений;
- 6) степени сравнения прилагательных;
- 7) три формы глагола (правильные и неправильные глаголы);
- 8) модальные глаголы и их эквиваленты;
- 9) сказуемое в страдательном залоге;
- 10) сказуемое во временах группы Progressive, Perfect;
- 11) неличные формы глагола (причастие 1, причастие 2, герундий, инфинитив);
- 12) субъектный и объектный инфинитивные обороты;
- 13) усилительная конструкция;
- 14) другие лексико-грамматические трудности.

ТРЕБОВАНИЯ К ПЕРЕВОДУ НАУЧНО-ТЕХНИЧЕСКИХ ТЕКСТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

При переводе научно-технических текстов необходимо соблюдать следующие требования, которым должен удовлетворять хороший перевод:

1. Точная передача текста оригинала.
2. Строгая ясность изложения мысли при максимально сжатой и лаконичной форме, присущей стилю русской научно-технической литературы.
3. Полное соответствие перевода общепринятым нормам русского литературного языка. Это необходимо учитывать при переводе отсутствующих в русском языке и характерных для английского языка синтаксических конструкций. Кроме того, смысловая насыщенность в английском языке ослабляется к концу предложения, тогда как в русском языке, наоборот, смысловое нарастание идет от начала предложения к его концу.

ПОСЛЕДОВАТЕЛЬНОСТЬ РАБОТЫ НАД ТЕКСТОМ

При выполнении самостоятельного перевода рекомендуется следующая последовательность работы над текстом:

1. Прочсть весь текст или абзац и постараться уяснить его общее содержание.

2. Каждое сложное предложение разбить на отдельные предложения: сложноподчиненное – на главное и придаточное, сложносочиненное – на простые.

3. При анализе сложных по своей структуре предложений, в которых не сразу можно определить составляющие их элементы, рекомендуется прежде всего найти сказуемое главного и придаточных предложений.

4. В каждом предложении определить группу сказуемого (по личной форме глагола), затем найти группы подлежащего и дополнения.

5. Перевод предложения начинать с группы подлежащего, затем переводить группы сказуемого, дополнения и обстоятельства.

6. Отыскать незнакомые слова в словаре, уяснив предварительно, какой частью речи они являются в данном предложении. При этом не брать первое значение слова, а прочсть все значения, дающиеся для данной части речи, и выбрать наиболее подходящее по содержанию переводимого текста.

В качестве вспомогательного средства, имеющего большое организующее и практическое значение при работе над переводом, можно рекомендовать предварительную разметку текста при первоначальном ознакомлении с оригиналом.

Подготовительная работа по переводу	Работа над переводом текста	Рекомендации
1. Чтение оригинала. 2. Разметка текста: а) выявление трудных терминов, б) выявление грамматических конструкций, в) выявление трудных лексических оборотов, г) выявление цеховых и жаргонных терминов, д) выявление англо-американских мер для перевода в метрические. (Все отмечается на полях). 3. Использование словаря: поиск отмеченных незнакомых или непонятных терминов в словарях	1. Обдумывание перевода. 2. Перевод и запись перевода. 3. Проверка соответствия каждой фразы оригиналу. 4. Редактирование перевода без обращения к иностранному тексту. Освобождение текста от несвойственных русскому языку выражений и оборотов.	1. Составление картотеки новой терминологии и точное определение значения термина. 2. Регистрация фразеологии с трудными оборотами. 3. Составление собственных словарей (по узким специальностям)

<p>общих, общетехнических, специальных</p> <p>4. Обращение к справочникам и специальной литературе.</p> <p>5. Консультация у специалиста.</p>	<p>5. Оформление чистого варианта готового перевода.</p>	
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СОСТАВЛЕНИЕ РЕФЕРАТА И АННОТАЦИЙ

Реферирование и аннотирование профессионально-ориентированной литературы являются сложными навыками. В их основе лежит навык чтения литературы по специальности, знание специфики научной и публицистической литературы, умение узнавать типичные конструкции, понимать структуру предложений, узнавать производные и интернациональные слова.

Реферат – это сжатое и обобщенное изложение содержания материала в соответствии с назначением реферата и полученным заданием. Степень «сжатости» и обобщенности зависит, в первую очередь, от назначения реферата. Если реферат призван заменить сам материал, т.е. если предполагается, что по прочтении реферата ознакомление с первоисточником будет излишним, то совершенно естественно, что в таком реферате содержание материала должно быть передано с достаточной полнотой.

Вторым и не менее важным критерием требуемой полноты реферата является та аудитория, для которой этот реферат предназначается. Если реферат рассчитан на широкую аудиторию, на читателей, мало знакомых с данным вопросом, очевидно, потребуется более полный охват содержания материала. Другое дело, если реферированием обслуживается узкий круг специалистов, хорошо знакомых с данной отраслью знаний и с конкретным вопросом, которому посвящен реферируемый первоисточник. В таких случаях нет нужды в подробном изложении всего материала, и от реферата потребуется значительно большая степень сжатости и обобщенности иностранного материала. В таком реферате нужно, прежде всего, выделить все то, что является новым и существенно важным в первоисточнике. В общем, рефераты можно подразделить на три следующие категории:

- 1) монографический реферат (по одному первоисточнику);
- 2) сводный реферат (на одну тему по нескольким источникам);
- 3) обзорный реферат (охватывающий и систематизирующий содержание одного или нескольких выпусков периодического издания или сборника).

Работа над реферируемым текстом должна начинаться со знакомства с общим содержанием текста. Для написания полного и объективного реферата (что является основным требованием, предъявляемым к реферату) необходимо полное понимание реферируемого текста, его главной идеи,

выводов автора. Это достигается путем тщательного перевода текста, с особым вниманием к переводу особо сложных частей текста.

При повторном чтении текста обычно выделяются так называемые **ключевые фрагменты**, т.е. слова, словосочетания и целые предложения, входящие в логическую цепочку текста. Это позволяет проследить развитие главных тем текста, выделить его смысловой костяк.

Следующий этап состоит в организации и, возможно, перегруппировке отобранных ключевых фрагментов с составлением логического плана текста. Причем последовательность пунктов логического плана может значительно отличаться от изложения исходного материала.

Составление реферата предусматривает возможность использования готовых ключевых фрагментов исходного текста (лексических единиц, частей или даже целых предложений). Но необходимо помнить, что работа по составлению реферата требует введения в новый текст связующих элементов, отсутствующих в оригинале.

Основными операциями по составлению реферата являются перефразирование и обобщение смысловых элементов текста.

Характерными чертами реферата являются: констатация фактов, перечисление основных положений оригинала, выраженных однородными членами и параллельными конструкциями. Особо необходимо подчеркнуть, что реферат должен состояться преимущественно простыми предложениями. Число предложений должно примерно соответствовать числу абзацев в тексте оригинала.

Аннотация – это результат дальнейшего обобщения содержания. Чаще всего аннотация составляется на материале уже написанного реферата.

ПРАКТИКУМ

Выберите текст для анализа, перевода и реферирования.

Text I. CEMENT

In the most general sense of the word, cement is a binder, a substance which sets and hardens independently, and can bind other materials together. The word "cement" traces to the Romans, who used the term "opus caementicium" to describe masonry which resembled concrete and was made from crushed rock with burnt lime as binder. The volcanic ash and pulverized brick additives which were added to the burnt lime to obtain a hydraulic binder were later referred to as *cementum*, *cimentum*, *cament* and *cement*. Cements used in construction are characterized as hydraulic or non-hydraulic.

The most important use of cement is the production of mortar and concrete - the bonding of natural or artificial aggregates to form a strong building material which is durable in the face of normal environmental effects.

Concrete should not be confused with cement because the term cement refers only to the dry powder substance used to bind the aggregate materials of concrete. Upon the addition of water and/or additives the cement mixture is referred to as concrete, especially if aggregates have been added.

It is uncertain where it was first discovered that a combination of hydrated nonhydraulic lime and a pozzolan produces a hydraulic mixture (Pozzolanic reaction), but concrete made from such mixtures was first used on a large scale by Roman engineers. They used both natural pozzolans (trass or pumice) and artificial pozzolans (ground brick or pottery) in these concretes. Many excellent examples of structures made from these concretes are still standing, notably the huge monolithic dome of the Pantheon in Rome and the massive Baths of

Text II. COMPOSITION OF CONCRETE

There are many types of concrete available, created by varying the proportions of the main ingredients below. By varying the proportions of materials, or by substitution for the cementitious and aggregate phases, the finished product can be tailored to its application with varying strength, density, or chemical and thermal resistance properties.

The mix design depends on the type of structure being built, how the concrete will be mixed and delivered, and how it will be placed to form this structure.

Portland cement is the most common type of cement in general usage. It is a basic ingredient of concrete, mortar, and plaster. English masonry worker Joseph Aspdin patented Portland cement in 1824; it was named because of its similarity in colour to Portland limestone, quarried from the English Isle of Portland and used extensively in London architecture. It consists of a mixture of oxides of calcium, silicon and aluminium. Portland cement and similar materials are made by heating limestone (a source of calcium) with clay, and grinding this product (called clinker) with a source of sulfate (most commonly gypsum). The manufacture of Portland cement creates about 5 percent of human CO₂ emissions.

Combining water with a cementitious material forms a cement paste. The cement paste glues the aggregate together, fills voids within it, and allows it to flow more freely.

Text III. HISTORY OF CONCRETE

Concrete has been used for construction in various ancient civilizations. An analysis of ancient Egyptian pyramids has shown that concrete was employed in their construction.

During the Roman Empire, Roman concrete (or Opus caementicium) was made from quicklime, pozzolanic ash/pozzolana, and an aggregate of pumice. Its widespread use in many Roman structures, a key event in the history of architecture termed the Concrete Revolution, freed Roman construction from the

restrictions of stone and brick material and allowed for revolutionary new designs both in terms of structural complexity and dimension.

Concrete, as the Romans knew it, was in effect a new and revolutionary material. Laid in the shape of arches, vaults and domes, it quickly hardened into a rigid mass, free from many of the internal thrusts and strains which trouble the builders of similar structures in stone or brick.

Modern tests show Opus caementicium to be as strong as modern Portland cement concrete in its compressive strength (ca. 200 kg/cm²). However, due to the absence of steel reinforcement, its tensile strength was far lower and its mode of application was also different.

Modern structural concrete differs from Roman concrete in two important details. First, its mix consistency is fluid and homogeneous, allowing it to be poured into forms rather than requiring hand-layering together with the placement of aggregate, which, in Roman practice, often consisted of rubble. Second, integral reinforcing steel gives modern concrete assemblies great strength in tension, whereas Roman concrete could depend only upon the strength of the concrete bonding to resist tension.

Text IV. CONCRETE

Concrete is a construction material composed of cement (commonly Portland cement) as well as other cementitious materials such as fly ash and slag cement, aggregate (generally a coarse aggregate made of crushed rocks such as limestone, or granite, plus a fine aggregate such as sand), water, and chemical admixtures. The word concrete comes from the Latin word "concretus" (meaning compact or condensed), the past participle of "concreresco", from "com-" (together) and "cresco" (to grow).

Concrete solidifies and hardens after mixing with water and placement due to a chemical process known as hydration. The water reacts with the cement, which bonds the other components together, eventually creating a stone-like material. Concrete is used to make pavements, pipes, architectural structures, foundations, motorways/roads, bridges/overpasses, parking structures, brick/block walls and footings for gates, fences and poles.

Concrete is used more than any other man-made material in the world. As of 2006, about 7.5 cubic kilometres of concrete are made each year - more than one cubic metre for every person on Earth.

Concrete powers are a US \$35-billion industry which employs more than two million workers in the United States alone. More than 55,000 miles (89,000 km) of highways in the United States are paved with this material. Reinforced concrete, prestressed concrete and precast concrete are the most widely used modern kinds of concrete functional extension.

The processes used vary dramatically, from hand tools to heavy industry, but result in the concrete being placed where it cures into a final form. When initially mixed together, Portland cement and water rapidly form a gel, formed of tangled chains of interlocking crystals. These continue to react over time, with the initially fluid gel often aiding in placement by improving workability. As the concrete sets, the chains of crystals join up, and form a rigid structure, gluing the aggregate particles in place. During curing, more of the cement reacts with the residual water (hydration).

This curing process develops physical and chemical properties: mechanical strength, low moisture permeability, and chemical and volumetric stability.

Mixing concrete. Thorough mixing is essential for the production of uniform, high quality concrete. Therefore, equipment and methods should be capable of effectively mixing concrete materials containing the largest specified aggregate to produce uniform mixtures of the lowest slump practical for the work.

Separate paste mixing has shown that the mixing of cement and water into a paste before combining these materials with aggregates can increase the compressive strength of the resulting concrete. The paste is generally mixed in a high-speed, shear-type mixer at a w/cm (water to cement ratio) of 0.30 to 0.45 by mass.

Text V. THE INFLUENCE OF LOCAL MATERIALS AND LABOUR

Traditional building construction is simply the form of building which is normal at some particular time and in some particular place. What is considered traditional varies from one period to another and from one place to another. There is often a different tradition for what has been called monumental from that for domestic building. The wealthy client is not limited to a form of construction based on local labour and materials as is the domestic client. The poorer the local supply of materials and skills the greater the differences there tend to be between the two forms of building. In places where there was a poor supply of durable materials, only the State, the Church and the landowner could afford to import the stone and brick for durable construction, and in such places there are usually few examples of domestic architecture surviving from the past to match the examples of monumental buildings. This is, for example, true in Britain, where domestic buildings do not generally date back more than three or four centuries whereas there are churches and castles which were built eight or nine centuries ago.

Most forms of building have traditionally been based on local materials. This is inevitable when materials are bulky and heavy and there is no cheap form of transport. As building skills improve and the properties of materials are better understood, the materials are fashioned not only to improve the convenience of the buildings but also so as to use the materials themselves more economically, which in itself makes it more feasible to obtain materials from other areas. The

use of materials in a more economic fashion is stimulated as the more easily available materials are used up and there is a need to go further for materials and to spend more time in winning them. For example, in stone districts the earlier forms of construction were often based on thick walls built of loosely piled stones which were gathered from the ground. Ways of building walls with less material were developed when it became necessary to dig the stones out of the ground and perhaps to cart them some distance.

Some forms of construction are more labour-consuming than others and some need more skilled labour than others. Self-built construction is usually relatively unskilled and often the labour used for such construction has no economic value, since the construction is carried out at a time when the labour would otherwise be unoccupied. Under such conditions the most economic form of construction is one which is based on materials which can be fashioned without much skill and which are readily to hand. The application of these principles can be observed in the forms of construction once traditional in many parts of Britain.

Text VI. INNOVATION IN BUILDING

Innovation in building has been generated in many different ways. Clients have set new problems: they have demanded better standards of comfort and convenience, better services and more economic solutions. Designers have looked to the potential of new materials to solve new problems and to solve old problems in new and better ways. Constructors have used the new materials in an effort to reduce the costs of construction. Their freedom to choose materials is only complete where they are building directly for the market. Building offers a large potential market and the producers of materials have naturally tried to exploit this market for their materials.

While innovations have added to the range of materials available for building, increased the number of possible techniques, and made it possible to provide a better standard of comfort and service, they have done little to reduce the costs of construction. Increases in the standards of living have tended to lead to a rise both in the national costs of building construction and in the costs of individual buildings. While rises in the efficiency in other sectors of industry may leave the potential purchasers of buildings with more resources to devote to this purpose, it is unlikely that demand can be met, unless higher efficiency and hence lower relative costs can be achieved.

Many observers have felt that traditional building, involving as it does the joining together of a large number of small units, must be basically inefficient. Building has been critically compared with the factory industries and with the success they have achieved in mechanisation, in replacing craft processes with machines and with semiskilled labour and with their success with large scale

methods. There have been various attempts to try to emulate these methods in building. Broadly, these attempts have taken four forms: prefabrication, system building, mechanisation, and the rationalisation of the erection process.

Prefabrication has developed along two lines: in the form of standard as compared with purpose-made components and in the form of systems of construction based on large scale purpose-made components. The use of standard components has been developing steadily over the last half century. More and more items of joinery and metal goods are purchased ready made; plasterboard and piaster panels are replacing wet plaster, electrical and plumbing be obtained with units out to size and ready for systems can installation. The development of systems of construction has naturally been most noticeable in those fields in which a standardised product is acceptable, for example, housing and schools. Some of these systems have been based on interlocking units which form a load-bearing structure; the units vary in size from traditionally sized building blocks to room-sized units. Other systems have been built around a frame hung with a light cladding material.

Text VII. INTERNATIONAL DIFFERENCES IN TRADITIONAL CONSTRUCTION

In Britain the brick is particularly cheap and is widely used in all forms of construction. Brick is also widely used in some parts of western Europe, although it is not as economic or as widely used as in Britain. In North America bricks are comparatively expensive, while timber is cheap and is generally used both for framing and for cladding small buildings. Again, timber is cheap and plentiful in Australia and in New Zealand and is widely used for framing and for cladding. South-East Asia is again predominately an area where timber is the typical building material. For example, in Burma and Indonesia most small buildings are of timber and bamboo. This is what would be expected in countries with an abundance of forest products. Timber construction satisfies most of the economic and physical conditions required. It is cheap, easily handled by non-professional constructors, provides a flexible form of construction which will withstand earthquakes without too much damage, and which if necessary can be easily repaired, and is adequate for protection against sun and rain in countries with a hot, humid climate. Light-weight forms of construction such as timber and bamboo are not so suitable in hot, dry climates where the need is not so much for ventilation as for the exclusion of the sun's rays and heated air, and hence where thick walls are an advantage. Moreover, in such climates, for example, India, timber is less freely available and is often wanted as fuel f9: burning clay for bricks and tiles. Again, in some tropical countries timber cannot be used because of the likelihood of damage by termites.

Often the simple indigenous materials are inflammable and hence unsuitable in large urban areas where buildings are required close together. In urban areas the building users tend to be in full-time employment: not only do they not have time to build their own dwellings but they lack the time to carry out the level of maintenance necessary for durability for many of the forms of construction based on indigenous materials found in Asia and Africa. Hence, as countries become industrialized and urbanized the form of building traditional to the country tends to change to one based on non-inflammable materials; construction becomes largely professionalised and labour economy becomes of importance both in the initial construction and in the maintenance of the buildings. For the smaller type of building masonry is generally used, but for large buildings, and these tend to become of increasing importance, steel and concrete are usually used. Since building materials tend to be expensive to import because of their bulk and weight, and since they are generally comparatively easy to manufacture, they are suitable for home production in developing countries.

Text VIII. PRIVATE HOUSING

Generally with the growth of rent controls and the provision of housing for rent by public authorities, only luxury dwellings are built for rent by private investors. Most private housing is owner-occupied. However, few owners have their dwellings purpose built, most purchase new dwellings from housing developers and existing housing from their current owners.

Generally the finance for the purchase of housing is borrowed; in Great Britain about five-sixths of it is borrowed from building societies, the balance from insurance offices, banks and local government. The amount of finance available for lending for house purchase, therefore, depends to a very large extent on the savings invested in building societies. This depends on the cost of living in relation to income and the amount available for saving, on the relative rates of interest paid by building societies to lenders in relation to other outlets for small savings, on taxation and tax expectation and on the rate of inflation and expectations about the rate of inflation. If for any of these reasons the amount invested fails to increase at an adequate rate or declines, building societies have less to lend and can grant mortgages to fewer house purchasers and lend less to each. Thus the rate of investment affects both the number of house purchasers and the prices they can afford.

The stock of existing dwellings owned by their occupiers is large (forty to fifty times) compared with the normal rate of additions to the stock. Even though only a proportion of existing dwellings are on the market at any one time, the number is usually two or three times as great as the number of new dwellings. As a result new construction cannot greatly affect supply in the short to medium run. Hence the prices of dwellings in the short to medium run depend more on the

availability of mortgage funds than on building costs, and prices can rise and fall substantially over short periods. Since the amount of the mortgage is limited in relation to the borrower's income, the number of new borrowers declines with an increase in dwelling prices unless incomes rise in step.

Occupiers purchase dwellings not only to consume the amenities they provide but also because dwellings provide a store of value, that is their price tends to increase in step with inflation and thus retains its real value in contrast to savings held in building societies and other savings held in money terms. Thus when the value of money is declining, or is expected to decline, and especially when there is little confidence in equities, people put their savings into property, in the case of housing by purchasing a house, or a larger one, extending an existing one or purchasing a second one. The extent to which they do this depends on expectations about the rate of inflation, the rate of interest and tax regulations, and, of course, the availability of mortgage funds. Such transactions add further to the rate at which the demand for dwellings can change.

Text IX. INNOVATION AND THE BUILDERS

The influence of builders on the development of methods of construction depends on their degree of freedom in determining the materials and methods of building. This freedom is severely limited when they are building to the detailed design and specification of a professional designer. However, an important part of building activity is carried out by contractors responsible both for the design and the construction. This occurs either where the builder erects off-the-peg buildings, or designs and builds bespoke buildings. Often the contractor has some freedom in deciding on materials and forms of construction even when erecting to the design of a professional designer, since materials are not always specified closely and substitutes are often acceptable. Within the field of building the contractor probably has most scope in the housing field, and perhaps in the field of civil engineering where many contracts are obtained on the basis of design and construction.

The development of new materials and new ways of using old materials is usually actuated by a shortage of traditional materials or of specialised labour, or by the hope that the newer alternatives will be directly or indirectly cheaper. In Britain the brick replaced such local material as cob, pise and clay lump, not because it was cheaper as a material, but because far less labour, was needed to build with it. Again, concrete block has replaced brick for some uses partly because of brick shortages and partly because of a saving in labour. Prefabricated components have come into use where their overall cost was lower than for in situ work. A shortage of materials in the traditional form or of the labour for carrying out the work stimulates the use of new methods. A shortage of plasterers has made the acceptance of plasterboard and other plaster products far easier than would

otherwise have been the case. Sometimes prefabricated materials have been favoured because they materially assist in shortening the period needed to carry out construction. Early completion brings forward the date of payment to the contractor and shortens the period between the owner laying out his capital and obtaining an income. The use of prefabricated components often make it possible to simplify the whole program of construction and to dovetail the operations more closely.

Text X. INNOVATIONS AND THE PRODUCERS OF BUILDING MATERIALS

Traditionally, the builder took his materials from the ground or from where they grew and fashioned them himself into construction materials. Gradually, however, the preparation of the materials became the work of the specialist and crafts developed to win the materials from their raw state and to prepare them for the builder. Sand and gravel is excavated, cleaned and graded, timber is felled, cut and seasoned, and stone is quarried, cut and dressed. The growth of specialisation tends to reduce the costs of materials, since the specialists have a greater opportunity to become skilled and efficient than the builder and are able to make a greater use of the specialised equipment needed.

At first, the preparation of the materials by the supplier tends to stop at a fairly early stage, the final fashioning being left to the builder himself. However, once a range of requirements becomes standardized and the preparation can be transferred off the site, it is possible for the materials producers to take the production of materials a stage further and to produce what are, in effect, building components. The extent to which this is possible depends on a number of factors.

Clearly, the manufacture of building components, prefabrication, is stimulated in relation to the degree to which replication is possible and by the possibility of using special tools and machines for large scale production. Diseconomies tend to arise if the resulting product is more difficult to transport to the site than the raw materials from which it is made; for instance, it may happen that the component has to have added strength in order to stand the stresses of the journey to the site.

Clearly, timber is one of the easiest materials to prefabricate and one which possesses most of the requirements mentioned above. It is not, therefore, surprising to find that with the introduction of efficient transport and mechanical woodworking machinery the manufacture of joinery became a factory industry. Over the last few decades the use of manufactured joinery, window and door frames, doors, cupboard fronts, and other items, have largely replaced site-built joinery for most types of buildings. In many countries the prefabrication of joinery has gone further and, for example, timbers are supplied already cut to size for floors and roofs, and roof and floor frames are supplied already prefabricated.

Text XI. FOUNDATION INSULATION

Foundation insulation provides a means of reducing the heat loss of the building. Depending on the approach taken, foundation insulation can also provide other benefits, such as acting as an exterior wall drainage layer. The requirements for basement insulation vary from province to province. Check with the local municipality for the local requirements.

Foundations can be insulated on the interior or the exterior of the building. Interior insulated basements may be partially insulated with insulation extending 2 ft. (600 mm) below grade or full depth. Interior basement insulation often requires installing framing to support the insulation and the interior finish. This approach creates a finished basement space that often adds to the habitable areas of the house.

Insulating the basement from the outside provides its own advantages. The insulation often can also provide wall drainage offering additional protection while reducing heat loss. Exterior basement insulation also reduces the temperature swing that the foundation wall experiences, which often reduces thermal stresses and the cracking that sometimes results. The disadvantage of this system is that the insulation often requires protection because it extends above grade.

Text XII. FOUNDATION DAMPPROOFING AND WATERPROOFING

Foundation dampproofing on the exterior face of the foundation is intended to control the movement of soil moisture into the foundation. On the interior face of the foundation, it is also used to prevent the movement of moisture from concrete or unit masonry foundation walls into interior wood framing that supports insulation or interior finishes. Dampproofing takes many forms. Most commonly, a heavy coat of bituminous material, polyethylene or other sheet material is used.

Waterproofing, on the other hand, is intended to deal with severe water problems normally associated with high water tables. Whereas dampproofing is necessary for all foundations, waterproofing is required only for foundations that are subject to hydrostatic pressures. Special attention of a qualified professional is normally recommended for these buildings. Often Special steps need to be taken to deal with the water and the forces that are superimposed onto the foundation.

Concrete and unit masonry walls below grade should be dampproofed with a heavy coat of bituminous material applied on the exterior surface from the footings to the finished grade line. Such a coating is usually sufficient to make the wall watertight against ordinary seepage that may occur after a rainstorm or from soil dampness. Added protection from moisture can be provided by special dense glass- fibre insulation or by other commercially available drainage layers, which will be discussed later.

In poorly drained soils, waterproofing walls may be necessary, and should consist of an impermeable membrane such as two layers of bitumen-saturated felt. The two layers of felt should be attached to the wall and each other, and covered with liquid bitumen.

Where hydrostatic pressures exist, waterproofing the foundation involves more than the two layers of impermeable wall membrane as noted. It also requires that the floor slab is waterproofed with a membrane sandwiched between two layers of concrete each not less than 3 in. (75 mm) thick. The floor membrane must extend to the wall membrane forming a complete seal. In many cases, foundations subjected to hydrostatic pressure are also equipped with a means of relieving the water pressure, preventing structural damage.

It should be clear that foundations that are waterproofed do not need to be dampproofed. Waterproofing can provide all of the protection that dampproofing normally provides.

Care must be taken when backfilling walls to prevent damage to the dampproofing, waterproofing, insulation or drainage layer. Dampproofing is also required on the interior of concrete or unit masonry walls that come into contact with interior wood framing that supports insulation.

3. ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

МОДАЛЬНЫЕ ГЛАГОЛЫ

Модальные глаголы обозначают не само действие, а указывают на отношение к нему говорящего. Модальные глаголы выражают способность, возможность, допустимость, вероятность действия, обозначенного последующим инфинитивом.

Модальные глаголы употребляются только в сочетании с инфинитивом смыслового глагола без частицы *to*. Эти глаголы часто называются недостаточными, так как они:

1. Не имеют неличных форм – инфинитива, причастия, герундия.
2. Не изменяются ни по лицам, ни по числам (не имеют окончания в 3-м лице ед. числа).
3. Образуют вопросительную форму путем постановки глаголов *can*, *must* или *may* перед подлежащим, а отрицательную форму – путем добавления отрицания *not* после модального глагола.
4. Глаголы *to have to*, *to be to*, в функции модальных спрягаются так же, как и в основной функции, сохраняя частицу *to*.

Модальные глаголы	Функции	Примеры
Can, could	Выражают возможность или способность совершить действие.	I can swim. (Я могу (умею) плавать.) My grandfather couldn't swim. (Мой дедушка не мог (не умел) плавать.)
May, might	Выражают возможность совершить действие.	He may (might) come to my place. (Он может прийти ко мне.)
May, can	Выражают разрешение совершить действие.	You can (may) use my telephone if you want. (Вы можете воспользоваться моим телефоном, если хотите.)
Must	Выражает осознанную говорящим необходимость совершить действие.	I must visit my grandmother. I haven't seen her for ages. (Я должен побывать у бабушки. Я сто лет ее не видел.)
Must not	Выражает запрещение совершать действие.	You must not (mustn't) tell anybody about it. (Ты не должен никому об этом рассказывать.)

Have to	Выражает необходимость совершить действие в силу определенных обстоятельств.	I have so much to do. I have to work late every day. (У меня так много работы. Мне приходится (я должен) работать, допоздна каждый день.)
Should	Выражает совет совершить действие.	You should not (shouldn't) work so hard. (Тебе не следует так усиленно работать.)
Needn't	Выражает отсутствие необходимости совершать действие.	You needn't apologise. (Вам не надо извиняться.)
to be to	Выражает необходимость совершить действие по плану, по договоренности	The delegation is to arrive on Friday. (Делегация должна прибыть в пятницу.)

Времена группы Simple

В английском языке эта группа времен используется для обозначения:

1. регулярных, повторяющихся действий.

e.g. I usually get up early.

She always has lunch at home.

2. констатации фактов, явлений, законов природы и т.п.

e.g. My father works for a big company.

The capital of Scotland is Edinburgh.

Таблица спряжения глаголов во временах группы Simple

Tense Form	Positive	Question	Negative
Present	I translate English texts every week. He translates French texts.	Do you often translate them? Does he help you?	We don't translate texts on medicine. He doesn't do it either.
Past	We went to the library and translated a lot of texts yesterday.	Did you translate the texts in time?	She didn't translate such texts last term.
Future	We shall/will translate some more texts next month.	Will you translate a new text?	They won't translate texts in summer.

Времена группы Progressive
to be + v_{ing}

Обозначают действие, происходящее в момент речи; действие, происходящее в определенный ограниченный период времени.

	Positive	Question	Negative
Present	I am translating a very interesting text He is also translating it We are translating the same text	Are you translating this text?	I am not translating this text
Past	I was translating this text from 5 till 10 p.m. yesterday We were translating it the whole evening	Were you translating it?	I wasn't translating it
Future	I shall/will be translating this text all the day tomorrow He will be translating this text all the day tomorrow	Will you be translating this text all the day tomorrow?	I shan't/ won't be translating this text all the day tomorrow

Времена группы Prefect
To have +V3

Обозначают действия, завершившиеся к моменту речи и связанные с моментом речи результатом, периодом времени и т.п. Кроме того, сюда относятся действия, продолжающиеся на момент речи.

e.g. He has just arrived from Moscow.

I have lived here since 2005.

	Positive	Question	Negative
Present	I have translated the text He has already done it	Have you translated it? Has he done it?	I haven't translated it yet.

Past	I had translated the text by the end of the week	Had you translated it by the end of the week?	I hadn't translated the text by the end of the week
Future	I shall/will have translated the text by the end of the next week He will have translated the text by the end of the next week		I shan't/won't have translated the text by the end of the next week He will have translated the text by the end of the next week

Времена группы Prefect To have +V3

Обозначают действия, завершившиеся к моменту речи и связанные с моментом речи результатом, периодом времени и т.п. Кроме того, сюда относятся действия, продолжающиеся на момент речи.

e.g. He has just arrived from Moscow.

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Present	I have translated the text He has already done it	Have you translated it? Has he done it?	I haven't translated it yet.
Past	I had translated the text by the end of the week	Had you translated it by the end of the week?	I hadn't translated the text by the end of the week
Future	I shall/will have translated the text by the end of the next week He will have translated the text by the end of the next week		I shan't/won't have translated the text by the end of the next week He will have translated the text by the end of the next week

Действительный залог (Active Voice)

В действительном залоге подлежащее обозначает исполнителя действия, лицо или предмет, выполняющие описываемое действие, а тот, на кого направлено действие, т.н. "получатель действия" в предложении является дополнением.

Большинство предложений имеют действительный залог.

Предложения **действительного залога в английском языке** образуются следующим образом:

исполнитель действия + I форма глагола + получатель действия

Например:

The professor teaches the students. Профессор преподает студентам.

John washes the dishes. Джон моет посуду.

Страдательный залог (Passive Voice)

В **страдательном залоге** подлежащим является лицо или предмет, подвергающиеся воздействию со стороны другого лица или предмета. Другими словами, исполнитель и получатель действия меняются местами, хотя исполнитель действия может и не указываться.

Предложения **страдательного залога в английском языке** образуются следующим образом:

получатель действия + be + причастие прошедшего времени

Например:

The students are taught. Студентам преподают.

The dishes are washed. Посуду моют.

Страдательный залог употребляется:

1. Главным образом в тех случаях, когда исполнитель действия не упоминается в предложении; он либо неизвестен, либо говорящий не считает нужным сообщить о нем.

Например:

Is English spoken in many countries? На английском говорят во многих странах?

That book was written a few years ago. Эта книга была написана несколько лет назад.

2. Когда исполнитель действия, хотя и упоминается в предложении, но не стоит в центре внимания говорящего; существительное или местоимение, выражающее данное исполнителя действия, вводится предлогом *by*. Обратите внимание, что в действительном залоге исполнитель действия

являлся подлежащим, в страдательном же залоге он становится дополнением.

Например:

The students are taught **by** the professor. Студентам преподает профессор.

The dishes are washed **by** John. Посуду моет Джон.

Также в предложении страдательного залога может употребляться другое дополнение, присоединяемое предлогом *with*, и описывающее, посредством чего совершается действие, например:

The dishes are washed **with** a bar of soap. Посуду моют куском мыла.

В английском языке сфера употребления глаголов в страдательном залоге значительно шире, чем в русском. Так, любой глагол, принимающий прямое или косвенное дополнение, может употребляться в страдательном залоге.

Например:

I gave **him** a **book**. (Я дал ему книгу.) A **book** was given to him. (Книга была отдана ему.) = **He** was given a book. (Ему была дана книга.) They showed **me** a **beautiful picture**. (Они показали мне красивую картину.) A **beautiful picture** was shown to me. (Красивая картина была показана мне.) = **I** was shown a beautiful picture. (Мне была показана красивая картина.)

В английском языке в страдательном залоге могут употребляться глаголы, принимающие предложное дополнение (например: *to attend to*, *to send for*, и др.). Предложенное дополнение используется в качестве подлежащего страдательного оборота, а предлог стоит непосредственно после глагола.

Например:

She **went after** him. – He was **gone after**. Она пошла за ним. – За ним пошли.

Способы перевода страдательного залога на русский язык

Существует три способа перевода страдательного залога на русский язык:

1. При помощи глагола "*быть*" + краткая форма причастия, например:

Were his books translated into Russian? *Были* ли его книги *переведены* на русский язык?

2. Глаголами, оканчивающимися на *-ся*, например:

Letters are delivered by mailmen. Письма *доставляются* почтальонами.

3. Неопределенно-личным оборотом (этот способ перевода возможен в тех случаях, когда в английском предложении не упоминается исполнитель действия), например:

They were taught French last year. Их *учили* французскому языку в прошлом году.

Примеры действительного и страдательного залога

В нижеследующей таблице приведены примеры действительного и страдательного залога во всех возможных временах.

	Действительный залог	Страдательный залог
Present Simple	Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
Present Continuous	Right now, Sarah is writing the letter.	Right now, the letter is being written by Sarah.
Past Simple	Sam repaired the car.	The car was repaired by Sam.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present Perfect	Many tourists have visited that castle.	That castle has been visited by many tourists.
Present Perfect Continuous	Recently, John has been doing the work.	
Past Perfect	George had repaired many cars before he received his mechanic's license.	Many cars had been repaired by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris.	
Future Simple <i>will</i>	Someone will finish the work by 5:00 PM.	The work will be finished by 5:00 PM.
Future Simple <i>be going to</i>	Sally is going to make a beautiful dinner tonight.	A beautiful dinner is going to be made by Sally tonight.
Future Continuous	At 8:00 PM tonight, John will be washing the dishes.	

Future Perfect	They will have completed the project before the deadline.	The project will have been completed before the deadline.
Future Perfect Continuous	The famous artist will have been painting the mural for over six months by the time it is finished.	
Used To	Jerry used to pay the bills.	The bills used to be paid by Jerry.
Would Always	My mother would always make the pies.	The pies would always be made by my mother.
Future in the Past	I knew John would finish the work by 5:00 PM.	I knew the work would be finished by 5:00 PM.

Причастие настоящего времени (Present Participle, или Participle I)

Причастие в английском языке относится к неличным формам глагола – производным от глагола, сочетающим признаки глагола и другой части речи. Причастие имеет признаки глагола и наречия или прилагательного.

Present Participle может быть образовано от любого глагола (кроме модальных и вспомогательных глаголов shall и will) путем прибавления окончания -ing, соответствующего русским окончаниям -ащ(-ящ) ий(ея), -ущ(-ющ) ий(ся):

standing – стоящий

turning – вращающийся

burning – горящий

Если глагол оканчивается на неизменяемое e, то при образовании Present Participle e опускается:

smile – smiling

write – writing.

Если глагол состоит из одного слога, то при образовании Present Participle удваивается конечная согласная:

sit – sitting

run – running

swim – swimming

Present Participle участвует в образовании времен группы Progressive в сочетании с личными формами вспомогательного глагола to be:

They are drawing now. Они чертят сейчас.

В предложении Present Participle может, выступать в функции:

1. Определения к существительному:

I like to see smiling faces. Я люблю видеть улыбающиеся лица.

2. Обособленного определения, заменяющие придаточное определительное предложение:

The boy sitting at the table is her brother.

Мальчик, сидящий за столом, ее брат.

3. Обстоятельства (в этих случаях английское причастие настоящего времени переводится русским деепричастием):

She went out smiling.

Она вышла улыбаясь.

Причастие прошедшего времени (Past Participle, или Participle II)

Форма Past Participle правильных глаголов образуется путем прибавления суффикса -ed к основной форме глагола, например:

decide – решать; decided – решенный

Форма Past Participle неправильных глаголов образуется особыми способами например:

write – писать; written – написанный

Past Participle участвует в образовании времен группы Perfect, страдательного залога:

I have just got tickets to the cinema.

Я только что достал билеты в кино.

This article was written by my friend.

Эта статья была написана моим другом.

В предложении Past Participle может выступать в функции:

1. Определения к существительному:

The broken cup was on the floor. Разбитая чашка лежала на полу.

2. Обособленного определения, заменяющего придаточное определительное предложение:

Here is the letter received from Nick. Вот письмо, полученное от Коли.

ГЕРУНДИЙ (THE GERUND)

Герундий – неличная форма глагола, имеющая грамматические особенности как глагола, так и существительного и всегда выражающая действие как процесс. Например:

increasing – увеличение

heating – нагревание и т.д.

Таблица форм герундия

	Active	Passive
Indefinite Perfect	Writing written having	being written having been written

Синтаксические функции герундия в предложении и способы его перевода на русский язык

Функция	Пример	Перевод
1. Подлежащее	1. Parking in the city center is a nightmare.	1. Припарковаться в центре города ужасно сложно.
2. Именная часть составного сказуемого	2. His hobby is fixing cars.	2. Его любимое занятие – ремонтировать машину.
3. Дополнение:		
а) прямое	3a. The car needs repairing	3a. Машина нуждается в ремонте.
б) предложное	3b. She told us about her travelling to that faraway place.	3б. Она рассказала нам о своей поездке в это отдаленное место.
4. Определение	4. There are different ways of obtaining this substance.	4. Существуют различные способы получения этого вещества.
5. обстоятельство	5. After receiving good results they stopped experiments.	5. Подучив (после того как получили) хорошие результаты, они прекратили эксперименты.

Способы перевода герундия

1. В функции подлежащего, определения, именной части сказуемого и прямого дополнения герундий переводится существительным или инфинитивом (см. примеры 1, 2, 3а, 4).

2. В функции предложного дополнения герундий переводится существительным или придаточным предложением (см. пример 3б).

3. В функции обстоятельства герундий переводится существительным с предлогом, деепричастием или придаточным предложением (см. пример 5).

4. Сложные формы герундия чаще всего переводятся придаточным предложением:

I know of his having been appointed to a new job.	Я знаю, что его назначили на новую работу.
---	--

ИНФИНИТИВ (THE INFINITIVE)

Как в русском, так и в английском языке инфинитив имеет функции глагола и существительного в предложении.

Инфинитив обычно употребляется с частицей *to*.

Черты существительного

1. Инфинитив может быть подлежащим в предложении:

To study well is your duty. Учиться хорошо – ваша обязанность.

To speak English is not difficult. Говорить по-английски не трудно.

2. Инфинитив может быть прямым дополнением:

Our students like to read. Наши студенты любят читать.

My sister asked me to go there with her. Моя сестра попросила меня пойти туда с ней.

3. Инфинитив может быть именной частью составного сказуемого:

Your task is to study well. Ваша задача – учиться хорошо.

Черты глагола

1. За инфинитивом может следовать прямое дополнение:

He likes to read J. Rowling's books Он любит читать книги

J. Rowling's.

2. Инфинитив может определяться наречием:

They were surprised to see me so early. Они удивились, увидев меня так рано.

3. Инфинитив может быть частью составного глагольного сказуемого:

He must do his homework this evening. Он должен делать домашнее задание вечером.

Ann began to read English books. Аня начала читать английские книги.

Кроме того, инфинитив имеет еще и другие синтаксические функции.

1. Инфинитив может быть определением, заменяющим целое придаточное определительное предложение:

My friend has brought me an interesting book to read. Мой друг принес мне интересную книгу, которую я могу почитать.

2. Инфинитив может быть обстоятельством цели, заменяющим обстоятельство цели:

I went on the Internet to send an e-mail. Я зашел в Интернет, чтобы отправить электронное письмо.

3. Инфинитив может входить в состав сложного дополнения:

I want you to come early today. Я хочу, чтобы ты пришла рано сегодня.

ОБЪЕКТНЫЙ ИНФИНИТИВНЫЙ ОБОРОТ (THE OBJECTIVE INFINITIVE CONSTRUCTION)

«Объектный инфинитивный оборот» представляет собой сочетание имени существительного в общем падеже или местоимения в объектном падеже с инфинитивом глагола: *I want him (Peter) to work at this problem with us.* Я хочу, чтобы он (Питер) работал над этой проблемой вместе с нами.

«Объектный инфинитивный оборот» равнозначен придаточному предложению и поэтому переводится на русский язык придаточным дополнительным предложением, вводимым союзами что, чтобы, как:

I expect that she will come tomorrow. Я ожидаю, что она придет завтра.
I expect her to come tomorrow.

«Объектный инфинитивный оборот» употребляется после глаголов, выражающих:

1) желание или потребность:

to want

to wish

to desire

хотеть, требовать, нуждаться

желать

I should like

He wants me to help him.

Я хотел бы

Он хочет, чтобы я помог ему.

1) предположение, мнение, суждение:

to suppose – полагать, предполагать

to expect – ожидать

to consider – считать, полагать

to assume – предполагать, допускать

to prove – оказываться, доказывать

to believe – считать, полагать

to understand – понимать

to think – думать, считать

I consider him to be dangerous.

Я считаю, что он опасен.

После таких глаголов, как *to consider*, *to think*, глагол *to be* может опускаться. Например, вместо *I consider him to be a good specialist* можно сказать *I consider him a good specialist* и на русский язык перевести буквально, а именно: Я считаю его хорошим специалистом.

3) физическое восприятие и ощущение:

to watch	Наблюдать
to observe	Наблюдать
to notice	Замечать
to see	Видеть
to hear	Слышать
to feel	Ощущать

После всех этих глаголов, а также после глаголов *to make*, *to cause* в значении *заставлять*, *вынудить* инфинитив употребляется без частицы *to*:
We did not see the teacher enter the room. Мы не видели, как преподаватель вошел в комнату.

4) знание, осведомленность, утверждение, констатацию факта:

to note	отмечать
to find	находить, считать
to claim	утверждать
to state	констатировать
We found him (to be) dishonest	Мы обнаружили, что он нечестен.

5) принуждение, разрешение или запрет:

to make	Заставлять
to cause	заставлять
to force	вынуждать
to allow	позволять
to permit	позволять
to order	приказывать
to command	приказывать
to enable	давать возможность

«Объектный инфинитивный оборот» после этих глаголов не переводится развернутым придаточным предложением:

He made us come here again. Он заставил нас снова прийти сюда.

Инфинитив после перечисленных глаголов нередко встречается в страдательном залоге (Passive Voice). В этом случае он переводится на русский язык инфинитивом в форме действительного залога и ставится перед существительным, которое в английском предложении предшествует инфинитиву:

The chief engineer allowed the new engine to be tested. Главный инженер разрешил испытывать новый двигатель.

Субъектный инфинитивный оборот (the subjective infinitive construction)

Эта конструкция, выраженная существительным в общем падеже или местоимением в именительном падеже с инфинитивом, переводится на русский язык придаточным предложением:

Говорят, что они живут в Санкт-Петербурге. They *are said to live in* St. Petersburg.

Сказуемое английского предложения (*are said*) при переводе на русский язык преобразуется в сказуемое главного предложения, представляющее собой неопределенно-личный оборот (говорят), подлежащее (*they*) становится подлежащим русского придаточного предложения, а инфинитив (*to live*) – его сказуемым. Придаточное предложение в русском переводе вводится союзом *что*. «Субъектный инфинитивный оборот» употребляется с глаголами, обозначающими утверждение, знание, физическое восприятие, просьбу, приказание, которые могут стоять в любом времени в страдательном залоге, а именно с глаголами:

to say	сказать
to know	знать
to think	думать, полагать, считать
to report	сообщать
to suppose	предполагать
to expect	ожидать, полагать
to consider	считать, полагать .
to assume	допускать
to believe	полагать
to see	видеть
to hear	слышать и др.

They were reported to have arrived in Moscow. Сообщили, что они приехали в Москву.

He is known to have a large collection of pictures. Известно, что у него большая коллекция картин.

«Субъектный инфинитивный оборот» употребляется также в сочетании с некоторыми непереходными глаголами, которые могут стоять в действительном залоге, а именно с глаголами:

to seem	Казаться
to appear	казаться
to prove	оказаться
to turn out	оказаться
to happen	случаться

This young lecturer appears to know his subject well. Кажется (по-видимому), этот молодой лектор хорошо знает свой предмет.
I happened to be there at that time. Случилось так, что я был там в это время.

Для выражения залоговых и видовых значений в «Субъектном инфинитивном обороте» используются различные видовые и залоговые формы инфинитива:

Indefinite Infinitive выражает действие, одновременное с действием, выраженным сказуемым предложения:

He *is said to work* hard at his English. Говорят, что он упорно работает над английским.

Continuous Infinitive выражает действие как процесс, протекающий одновременно с действием, выраженным сказуемым предложения:

The weather seems to be improving. Кажется, (что) погода улучшается.

Perfect Infinitive выражает действие, совершенное ранее действия, выраженного сказуемым, и переводится на русский язык формой глагола в прошедшем времени:

This house *is said to have been built* two hundred years ago. Говорят, что этот дом был построен около двухсот лет тому назад.

КАК ЧИТАТЬ ЦИФРЫ И ЧИСЛА

1. ДАТЫ

Как правило, даты пишутся следующим образом:

30 March 2003 или цифрами 30/3/2003.

Даты, состоящие из цифр, в Великобритании и США пишут по-разному. В Великобритании дата 9.11.2002 означает 9 ноября 2002 года, а в США – 11 сентября 2002 года.

Даты читаются следующим образом:

30 March 1995 = March the thirtieth, nineteen ninety-five или the thirtieth of March, nineteen ninety-five.

1999 год читается nineteen ninety-nine

2000 год читается (the year) two thousand

2001 год читается two thousand and one

2015 год читается two thousand and fifteen или twenty fifteen

В британском английском "O" в числе, обозначающем год, читается как "oh". Например: 1909 год читается как *nineteen oh nine*. В американском английском "0" читается как "zero".

2. НОМЕРА ТЕЛЕФОНОВ И ФАКСОВ

Номера телефонов и факсов, как правило, читаются как однозначные числа (или группы чисел, отделяемые одна от другой паузами):

01273 736 344 – oh one two seven three, seven three six, three double four;

442677 – double four, two six, double seven;

1555 – one treble five or one five double five;

цифра "0" в телефонных номерах читается как "oh" в британском английском и как "zero" в американском варианте современного английского языка.

3. ЦИФРА "0"

В британском английском языке цифра "0" может читаться по-разному.

1. Англичане читают цифру "0" как "oh":

– если "0" стоит после точки, отделяющей десятичный разряд в дробях:

5.03 – five point oh three

– в номерах автобусов, офисов и комнат в гостиницах: *No 701 – seven oh one, Room 206 – room two oh six*

2. Цифра "0" произносится *nought* [no:t] перед десятичными знаками, т.е. до точки, однако, как правило, она не произносится:

0.001 – nought point oh oh one – point oh oh one; 0.175 – nought point one seven five – point one seven five

Не забудьте, что англичане используют точку (.), а не запятую (,) в десятичных дробях. Запятая используется для отражения тысяч:

10,001 – ten thousand and one

4. Не забудьте, что в английском языке все цифры после десятичного знака читаются отдельно:

3. 11.55 – eleven point five five

Однако если величина с десятичными знаками представляет собой денежную сумму, то она читается как обычное число:

4. \$ 12.50 – twelve dollars fifty £ 22.75 – twenty-two pounds seventy-five

КАК ЧИТАТЬ ЦИФРЫ И ЧИСЛА

Обратите внимание, что числительные типа *50-е годы*, *60-е годы* и т.д. пишутся и произносятся следующим образом:

The 60s (the 1960s) – the sixties (the nineteen sixties)

ПРОСТЫЕ ДРОБИ

В простых дробях числитель (numerator) выражается количественным числительным, а знаменатель (denominator) – порядковым числительным.

$1/3$ – a (one) third

$1/5$ – a (one) fifth

Однако:

$1/2$ – читается как a (one) half (а не: one second)

$1/4$ – a (one) quarter (реже: a fourth)

Когда числитель больше единицы, знаменатель принимает окончание -s:

$2/3$ – two thirds

$3 \frac{3}{4}$ – three and three quarters

С дробями меньше единицы существительное, следующее за дробью, стоит в единственном числе:

$2/3$ ton – *two thirds of a ton, т.е. дробь + of a + существительное в единственном числе*

Это же правило применяется и в отношении десятичных дробей.

Существительное, к которому относится смешанное число, употребляется во множественном числе **без** предлога **of**:

$2 \frac{1}{2}$ tons – *читается: two and a half tons*

$1/3$ millimeters – *one point three millimeters*

$7 \frac{1}{4}$ tons – seven and a quarter tons

Простые дроби могут читаться следующим образом:

$1/4$ – one over four

Это удобно в следующем случае:

$349/682$ – 349 over 682

МАТЕМАТИЧЕСКИЕ ДЕЙСТВИЯ (MATHEMATICAL OPERATIONS)

$10 + 4 = 14$ – читается: ten plus four is fourteen; или ten and four equals fourteen;

$10 - 4 = 6$ – читается: ten minus four equals six; или ten take away four equals six;

$10 \times 4 = 40$ – читается: ten times four is (or equals) forty; или ten multiplied by four is forty;

$10 : 4 = 2,5$ – читается: ten divided by four is two and a half.

Действие деления можно выразить и следующим образом:

$(x - y)/z$ – читается: x minus y over z.

ПРОЦЕНТЫ

Проценты обозначаются и читаются следующим образом:

10% – ten per cent

$3/8\%$ = $3/8$ per cent – three eighths per cent

$1/2\%$ = $1/2$ per cent – a half per cent

0.2% = *0.2 per cent* – *nought point two per cent*.

Процентные ставки читаются как:

0.5% – a half of one per cent.

0.25% – a quarter of a percentage point.

Обратите внимание, что числительные, обозначающие сотни, тысячи и миллионы, читаются:

В британском варианте английского языка:

123 – a hundred and twenty three

В американском варианте английского языка:

123 – a hundred twenty-three

Обратите внимание, что в американском варианте английского языка "a billion" – это 1,000,000,000, т.е. миллиард. В настоящее время это значение принято и в Великобритании.

Цифра 1,000,000,000,000 - "trillion".

ПРАКТИКУМ

1. Проверьте себя. Выполните тест по теме «Страдательный залог».

Выберите правильный вариант ответа:

1. This theatre ... (build) over 100 years ago.

a. had been built

b. has been built

c. was built

2. Is your car still for sale? – No. It ... already (sell).

a. has been sold

b. had been sold

c. was sold

3. Sometimes mistakes ... (make).

a. are made

b. are being made.

c. have been made

4. For the past few days I (work) in Jack's office, as my own ... (decorate).

a. have been working/ is being decorated

b. worked/ decorated

- c. am worked/ is being decorated.
5. While my friend ... (talk) to me, his wallet .. (steal).
- was being talked/ was being stolen
 - was talking/ was stolen
 - talked/stole
6. Where is your friend Bob? – I don't know. He ... (not/ seen) recently.
- hasn't seen
 - didn't see
 - hasn't been seen
7. If someone ... (report) you to the police, you ... (make) to pay a big fine.
- reports/ will be made
 - will report/ will make
 - is reported/ will be made
8. Professor ... (give) another lecture at the same time next week.
- will have been given
 - will be given
 - will give
9. Look at the dust in here! It ... (look) as if this room (not/clean) ... for a month.
- is looked/ hasn't cleaned
 - looks/ hasn't been cleaned
 - has looked/ isn't cleaned
10. The door ... (open) and a young lady ... (come in). It should be admitted that the door ... (open) by herself.
- opened/ came in/ was opened
 - was opened/ came in/ was opened
 - opened/ came in/ opened

2. Перепишите предложения, найдите в них неличные формы глагола, определите их. Переведите предложения.

- It was hard to him to answer the last question.
- While listening to his report they made notes.
- His work resulted in solving many problems.
- The engine tested required no improvement.
- The columns supporting this roof are made of white stone.
- People began studying higher mathematics in the 17th century.
- It is useless to discuss the question.
- The force applied to the body was measured.
- I simply love driving a car.
- To know everything is to know nothing.
- In what direction is this force acting?
- The letters received today must be answered immediately.

13. The car bought by Tom isn't new.
14. There was no chance of getting an answer before the end of the week.
15. A man went into the office leaving the door open.
16. They had enough time to make a tour of London.
17. My watch needs cleaning.
18. Pieces of broken glass were seen everywhere.
19. I came here to tell you the truth.
20. Entering the room, I switched on the light.

3. Переведите предложения, содержащие объектный и субъектный инфинитивные обороты.

1. We know all bodies to consist of atoms.
2. Television is said to have both advantages and disadvantages.
3. He wants Professor Blake to be invited to the conference.
4. Many years ago the Sun was believed to rotate round the Earth.
5. The manager expects us to do this properly.
6. Venus is considered to be the closest neighbor to the Earth
7. Usually English people don't like strangers to ask personal question.
8. He is expected to manage this business well.
9. That man has never been seen to smile.
10. They noticed her leave the house

4. ПЕРЕВОД И РЕФЕРИРОВАНИЕ ГАЗЕТНОЙ СТАТЬИ

Тексты статей газет и журналов (кроме научных) относятся публицистическому стилю языка. Существует план реферирования статей на английском языке.

1. The title of the article. Заглавие статьи.

The article is headlined... Статья озаглавлена...

The article is entitled... Статья озаглавлена...

The title (headline) of the article is ... Заголовок статьи.. .

2. The author of the article, the newspaper, where and when the article was published. Автор статьи, газета, в которой она была напечатана.

The author of the article is... Автор статьи ...

The article is written by... Статья написана...

The article is (was) published in... Статья опубликована в .. .

3. The message/ the main idea of the article. Тема и основная идея статьи.

The article is about... Эта статья о ...

The article is devoted to ... Статья посвящена...

The article deals with... Статья касается(рассматривает) ...

The article touches upon... Статья затрагивает...

The article addresses the problem of .. Статья обращается к проблеме...

The article raises\brings up the problem... Статья поднимает проблему...

The article describes the situation... Статья описывает ситуацию..

The article assesses the situation... Статья дает оценку ситуации...

The aim of the article is to provide the reader with information about... Цель статьи – предоставить читателю информацию о .. .

4. The contents of the article. Содержание статьи.

The author starts by telling the reader that... Сначала автор рассказывает читателям о том, что...

The author goes on to say that... Затем автор говорит, что...

The author writes/ states/ stresses/ underlines/ emphasizes/ points out that...

Автор пишет/ заявляет/ подчеркивает/ отмечает/ указывает, что..

The author comes to the conclusion that ... Автор приходит к выводу, что ... In conclusion the author draws the attention of the reader to. . . В заключение автор привлекает внимание читателей к ...

5. Your opinion of the article/ your assessment of the article. Ваше мнение о статье.

I find the article interesting/ important/ dull/ useful/ too difficult to understand and assess. Я нахожу статью интересной/ важной/ скучной/ полезной/ слишком трудной для понимания и оценки.

ПРАКТИКУМ

Попрактикуйтесь в переводе и реферировании данных статей.

Rush-hour commuters ‘will be left stranded if HS2 is scrapped’

PASSENGERS will be turned away from rush-hour trains leaving London in the next decade unless HS2 goes ahead, the Rail Minister warned today. Simon Burns told the Evening Standard that a growing crisis in capacity was now the key reason why the hugely controversial High Speed Rail project could not be cancelled.

“The conventional rail network is running out of capacity,” the minister said. If current projections for rising passenger numbers continue, he went on, “there will come a time when people would not be able to get on those trains at certain times”.

His warning marks a switch in the Government’s main argument for spending at least £32 billion of public money on HS2. Until now, the focus was on faster journey times between London and the North. The new pitch follows a rising chorus of protest led by critics who say the costs and disruption are not justified by the time-savings.

Passenger numbers have doubled since rail privatisation to 1.5 billion a year and are projected to rise modestly each year. In 2011, an average of 4,000 people were standing on arrivals into Euston, and 5,000 people standing on trains into Birmingham. Without extra capacity, official figures suggest that in 20 years there will be 10 commuters standing for every 10 seated on peak trains out of Euston.

In recent weeks a string of influential people and organisations have argued that the huge cost of HS2, which some claim will rise to £80 billion, would be better spent improving other parts of the rail network. But Mr Burns said it was a false choice. “The money that HS2 is costing is going to be spent over 20 years. Put in that context, it is a modest amount of public expenditure, it is minuscule. Stopping HS2 would be a grave mistake. It is an engine for growth, 100,000 extra jobs building it and in regeneration around the stations.”

(Joe Murphy, *The Evening Standard*, 5 September 2013)

Text 2 “TIME-HONORED TOBOLSK”

A formerly prosperous and magnificent town, Tobolsk was once the capital of the whole of Siberia until its importance waned when both the main Siberian road and Trans-Siberian rail-way bypassed the town in favor of nearby Tyumen. Thanks to the abundant forests which provided heaps of cheap timber, Tobolsk’s historical centre still consists of wooden houses. Tobolsk is now the only Siberian city to have its own Kremlin, which has recently undergone renovation to its historical glory.

Tobolsk was founded in 1587 when Cossack leader Danila Chulkov ordered the construction of a fortress (or an *ostrog*, as it was called then) at the confluence

of the Irtysh and the Tobol rivers. At first, Tobolsk served as a distant Siberian outpost. By 1595 Tobolsk received its first trade caravans from Bukhara, and later from Mongolia and China. All this strengthened Tobolsk's position as the first and most prosperous settlement in Siberia, with high stone fortress walls and magnificent churches to match its reputation.

Today Tobolsk is divided into two main parts: new districts on the highlands and flat hill, and the historical lowlands in the valley where the Tobol and the Irtysh meet. Tourists come usually to the new districts in the north first, and should take a lazy walk along the central street up to the Kremlin, crossing the standard town square with a giant cube housing the town's administration and an eternal flame memorial.

Do not miss a monument to Russian poet and Tobolsk citizen Pyotr Ershov, the author of the famous fairy-tale poem "The Hump-backed Horse" (Konek Gorbunok).

About half of Tobolsk's Red Square is occupied by a weather beaten 20th century stadium proudly called Stroitel Stadium ("Construction Worker Stadium"). The rest of the square features the castle-like 18th century Guest House which ironically functioned mainly as a court of law and a transit prison receiving famous "guests" such as Decembrists, Fyodor Dostoevksy and countless revolutionaries.

The fairy tale white stone Castle serves as an archive and with all its gates and towers looks as if taken from a Russian fairy tale. Another 19th century castle that served as a transit prison stands in front of the Kremlin and is open for the public as a historical museum. Enter the Kremlin to admire the elegant blue and golden domes of St. Sofia Cathedral (1686) and the bell tower (1799).

Walking around the Kremlin visitors can see an authentic 19th century town in the lowlands, which seems untouched by modern trends and standards. The scenery of small wooden houses and small church domes looming up to the horizon along the mighty Irtysh viewed from the high Kremlin hill never fails to impress. Walk down the wooden stairs and you will find yourself well back in the past standing in the center of an old half-abandoned settlement.

Take a slow meditative walk along the town and imagine the once rich and intellectual Tobolsk. It is here that inventor of the periodic table of elements, Dmitry Mendeleev, was born and finished school. The town where many exiled noblemen spent the second part of their life and where the last Tsar, Nikolai 2 and his family were kept under arrest before meeting their end in Ekaterinburg.

Among the hundreds of Tobolsk's exiled visitors was a church bell from the town of Uglich which gathered the rebel population against tsar Boris Godunov in 1591. The bell was whipped, deprived of its tongue and sent to Siberia. It was only at the end of the 19th century that the bell returned home.

Many houses of the historical part are masterpieces of wooden architecture, and stand in one big ensemble with the view unchanged for decades.

(adapted from *Moscow News*)

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