

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение  
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Филиал в г. Избербаше

Кафедра Э и ОД

# АНГЛИЙСКИЙ ЯЗЫК

Контрольные задания и методические указания  
для студентов отделения ВО очного, очно-заочного  
и заочного форм обучения

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Целью проведения контрольных работ является определение уровня сформированности грамматических и лексических навыков владения английским языком.

Задания контрольных работ направлены на проверку и активизацию приобретенных умений и навыков студентов отделения ВО I и II курсов очной, очно-заочной и заочной форм обучения при изучении языкового материала по данной дисциплине.

При подготовке заданий контрольных работ были использованы тестовые материалы страноведческого и общебытового характера.

Контрольные работы выполняются письменно с использованием словаря.

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## КОНТРОЛЬНАЯ РАБОТА 1

Для выполнения работы необходимо повторить грамматический материала I и II семестров.

### **Образцы выполнения заданий**

1. He will become ... teacher of... Russian language.

*He will become **a** teacher of **the** Russian language.*

*Он станет учителем русского языка.*

2. Which language is (*easy*): English or Russian?

*Which language is **easier**: English or Russian?*

*Какой язык легче: английский или русский?*

3.... are about 150 general schools in our city.

***There** are about 150 general schools in our city.*

*В нашем городе около 150 общеобразовательных школ.*

... was cold yesterday. *It was cold yesterday.*

*Вчера было холодно.*

4. I haven't got (some, any) English books at home.

*I haven't got **any** English books at home.*

*У меня дома нет книг на английском языке.*

5. He (*to enter*) the room where Arthur (*to wait*) for him.

*He **entered** the room where Arthur **was waiting** for him.*

*Он вошел в комнату, где Артур ждал его.*

*entered — Past Indefinite Active*

*was waiting - Past Continuous Active*

6. She said (but she didn't understand the text.

*Она сказала, что не понимает текст.*

*She said: «**I don't understand** the text.»*

7. She speaks Russian.

*What language does she speak?*

We have studied English for 5 years.

*How long have you studied English?*

### ВАРИАНТ 1

1. Заполните пропуски артиклями, где это необходимо. Переведите предложения на русский язык.

1. Can you pay me back ... money I lent you?

2. I know he is ... doctor.

3. ... Ben Nevis is ... highest mountain in ... United Kingdom.

4. Some people still believe ... world is flat.

5. In some countries ... murder is punishable by death.

2. Употребите прилагательные и наречия в нужной степени сравнения. Переведите предложения на русский язык.

1. Jane is a good dancer, but I don't know a (*good*) dancer than Pat.

2. If you compare this route with others, you will find it (*quick*) and (*convenient*).

3. She is the (*clever*) person in our family.

4. The (*funny*) thing that happened to us on holiday was when we got lost in the back streets of the city.

5. The (*big*) they come, the (*hard*) they fall.

**3. Употребите *it* или *there*. Переведите предложения на русский язык.**

1. ... is unusual to have snow in spring in this country.
2. ... are several people waiting to see you.
3. ... is going to rain tomorrow.
4. Is ... a police station near here?
5. I couldn't hear anything. ... was very noisy.

**4. Выберите нужную форму местоимений. Переведите предложения на русский язык.**

1. Is there (*anybody, somebody*) here who speaks Spanish?
2. The neighbours are angry because someone stole (*his, their*) bicycle last night.
3. I have (*little, few*) interest in politics.
4. The Spaniard Balboa called the ocean Pacific, (*which, what*) means «peaceful, quiet».
5. Nobody helped me, so I had to do it (*meself myself*).

**5. Употребите глаголы в нужной видовойременной форме. Определите видовойременную форму. Переведите предложения на русский язык.**

1. The last time he (*to take*) a day off was five years ago.
2. I (*not to see*) her since Friday.
3. Sometimes he has to call meetings off at the last minute, but he (*to hate*) it.
4. The fact was that the thief (*to leave*) his fingerprints everywhere.
5. Someone (*to steal*) her money when she (*to play*) tennis yesterday after-noon.

*6. Переведите предложения на русский язык. Преобразуйте косвенную речь в прямую.*

1. The witness told the court that he had never seen the accused before. 2. I asked the waiter to bring me another cup of coffee.

3. She threatened that she would take me to court if I didn't stop following her.

4. The officer enquired what they were doing when I came in.

5. She asked the burglars who they were and who had let them in.

*7. Поставьте вопросы, ответами на которые являются следующие предложения.*

1. She gives lessons in English.

2. She has lived in St. Petersburg for five years.

3. She knew nothing about it.

4. He'll be permitted to visit you next week.

5. Yes, he is. The man is smoking a pipe.

*8. Переведите слова на русский язык. Определите, какой частью речи они являются. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите эти предложения на русский язык.*

arresting-sight, new-comer, academic, extra-mural, undergraduate

*9. Прочитайте текст и устно переведите его на русский язык. Перепишите 2-й и 10-й абзацы и письменно переведите их на русский язык.*

## THE UNIVERSITY OF LONDON

If one is walking in the theatre district of London's West End near Leicester Square and Piccadilly, and wanders along Tottenham Court Road toward Euston Station, on the skyline one sees an arresting-sight monolith among needle-like church towers. This is the University of London I want to tell you about.

In the early nineteenth century Oxford and Cambridge were the only two universities in England. The cost of education at these universities was so high that only the sons of the wealthier classes could afford to attend. But more restrictive still were the religious tests: only the Church of England members could attend. It was to overcome these limitations that in 1827, in London, a non-denominational college, — «University College» was founded. Its first years were years of struggle for survival against hostile forces of the Church and the State. It was opposed by the Archbishop of Canterbury and the Prime Minister, the Duke of Wellington, who in 1831 opened a rival institution - King's College.

In 1836 these two institutions, University College and King's College, joined forces. Each retained the control of its own internal organization and teaching; a separate body, the University of London, was created to «conduct the examination of, and to confer degrees upon their students». Thus was born the University of London.

The long reign of Victoria saw many and rapid changes in the University. Bedford College for women, Imperial College of Science and Technology, and many other schools and colleges became a part of the federal University. The famed London School of Economics was a newcomer in 1895.



Up until 1900 the University was only an examining body but in that year an Act of Parliament permitted to «provide lecture rooms, museums, laboratories, workshops, and other facilities for the purpose both of teaching and research)). This allowed the first actual teaching on any level.

Today the University of London is a federation of colleges, each largely independent and the whole independent of the British Parliament in academic matters.

The «department of Extra-Mural Studies)) enrolls nearly 12,000 persons. In London there are four faculties of Theology, thirteen of Arts, thirty-one of Medicine, ten of Science, etc., etc. At present there are ten «Institutes)) of which the Institute of Education, itself a complex organization, is one. All teacher training colleges in the London area — and there are many — are parts of this Institute.

Next door to the Institute of Education in the Mallet Street is a plain brick building, dull of exterior and in the daytime almost lifeless. It is Birkbeck College accepting for undergraduate work «only part-time students who earn their living during the day)).

For fear you should think that size is the only claim to fame, let me drop a few names associated with the University of London: Sir Alex Fleming, Thomas Huxley, Michael Faraday, Sir Fred Clarke, Lord Macmillan, Sidney Webb.

In many ways the University has departed from the traditions of Oxford and Cambridge, London was the first to abolish religious tests, to admit women in England for degrees, to grant degrees without residence. The University abolished the requirement of English for entrance. The cap and gown are missing in classes here but the tradition of scholarship is strong.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The University of London is situated in the City, one of the four parts of London.

2. London University, which united King's College and University College, was founded in the nineteenth century.

3. The University of London is only an examining body which is to «conduct the examination of, and to confer degrees upon their students»).

4. London University is a federation of colleges, which are largely independent.

5. All faculties and Institutes of London University enrol nearly 12,000 students.

6. The size of the University is not the only claim to its fame all over the world.

7. In many ways the University of London has the traditions of Oxford and Cambridge.

8. One of the traditions of London University is the requirement of English for entrance.

*11. Напишите на английском языке краткую аннотацию прочитанного текста.*

## ВАРИАНТ 2

*1. Заполните пропуски артиклями, где это необходимо. Переведите предложения на русский язык.*

1. AN ... countries of... world must try to save ... energy.
2. ... weather in ... south of France is wonderful.
3. I'd rather visit... England than ... United Kingdom.
4. She is ... nurse in ... hospital down the road.
5. There is ... cinema opposite the bank.

*2. Употребите прилагательные и наречия в нужной степени сравнения. Переведите предложения на русский язык.*

1. Jim isn't as (*good*) a tennis-player as Mark.
2. This book is much (*bad*) than the last he wrote.
3. (*Many*) people prefer spending money to earning it.
4. It's (*easy*) to get there from London by car than by bus.
5. *The (difficult)* thing about learning English is grammar.

*3. Употребите it или there. Переведите предложения на русский язык.*

1. Last winter when everybody wanted to go skiing ... wasn't any snow at all.
2. Did you see the documentary last night? I thought... was good.
3. ... is boring to sit through so many lectures.
4. Is ... a school in the village?
5. ... is a speed limit on this road.

*4. Выберите нужную форму местоимений. Переведите предложения на русский язык.*

1. I'd like to buy (*some, any*) books on Law.

2. Can you tell me (*everything, anything*) what happened?
3. Though his theory is difficult, there are (*few, a few*) people who understand it.
4. Jane is a friend of (*our, ours*).
5. We'll start our tour from Trafalgar Square (*which, whose*) is the geographical centre of London.

**5. Употребите глаголы в нужной видовойременной форме. Определите видовойременную форму. Переведите предложения на русский язык.**

1. They last (*to ring*) me up a fortnight ago.
2. They (*to watch*) television when they (*to hear*) the fire alarm.
3. I already (*toffy*) once before I (*toffy*) to America last year.
4. We (*to leave*) London for Brighton at 7.30 tomorrow morning.
5. The bank (*to check*) by the security men every night.

**6. Переведите предложения на русский язык. Преобразуйте косвенную речь в прямую.**

1. The next day he apologized that he was late again.
2. The policeman asked the woman what they had taken from her room.
3. The judge wanted to know if they had said everything.
4. They said that while they were bathing they saw someone examining their clothes.
5. I told her to stop making a fuss about nothing.

**7. Поставьте вопросы, ответами на которые являются следующие предложения.**

1. Tom is my brother.
2. Mary has cooked a wonderful cake.

3. People talked about him at dinner.
4. I'll leave them at my office.
5. Yes, I have. I have given up smoking.

*8. Переведите слова на русский язык. Определите, какой частью речи они являются. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите их на русский язык.*

Claim, independent, related, graduate, heritage

*9. Прочитайте текст и устно переведите его на русский язык. Перепишите 3-й и 4-й абзацы и письменно переведите их на русский язык.*

### **THE UNIVERSITY OF DUBLIN**

Trinity's claim to attention stems not from its antiquity, though it has four centuries of educational achievement behind it. What gives Trinity an enduring claim is that it has, since 1592, maintained with remarkable consistency a particular vision of what a university should be.

That vision goes beyond academic excellence. There are elements to it. The first is suggested by the compact nature of the campus itself: this lends itself to a highly collegial spirit, where academics and students from all disciplines are brought together day by day. The second element of the Trinity ethos is independence of thought. The aim has always been not simply to transfer knowledge, however important, but to create independent thinkers. The third element, closely related to the second, is an openness to new ideas. This shows in a readiness to extend the boundaries of academic disciplines, to create new ones, where circumstances demand it.

At the end of the 16 century, the citizens of Dublin decided to seek the establishment of a university, choosing for it the grounds of a disused monastery well outside the city itself. A charter was provided by order of Queen Elizabeth I, and the long history of Trinity College Dublin has begun. Trinity became the first and only constituent college of the University of Dublin, and the two names are often used interchangeably.

Trinity was established a century before its great building program began.

The early years of the 18 century saw the real beginnings of one of the college's glories — its library. Known to generations of visitors to Dublin as the repository of the magnificent early Christian manuscript, *The Book of Kells*, the significance of Trinity's massive library reaches far beyond that. For centuries it has symbolized the university's commitment to learning, and been a central practical resource to the generation of scholars.

The independence of thought and the broad vision have laid the foundation for many brilliant careers across the spectrum of human activity, and in all parts of the world. Ireland's own history is interwoven with the achievements of the college graduates. Wolfe Tone (1763-1798), father of the Irish republican movement, studied at Trinity, as did one of the influential figures of the 19<sup>th</sup> century, Thomas Davis, the leader of the «Young Ireland») movement. It was not surprising, therefore, that the first president of the independent Ireland, Douglas Hyde (1862-1949), was also a graduate.

Literature and Trinity have always been particularly close. From Jonathan Swift (1667-1745) in the 17th century, to Samuel Beckett (1906 —) in our own day, the college has produced a pantheon of literary giants that includes such

names as Oliver Goldsmith and Oscar Wilde.

From the beginning, the University has hallowed traditions and rituals. But it has always looked forward rather than back, regarding its heritage as merely a springboard towards the future. The solemn ceremonies that take place at Commencements (the conferring degrees) mark both the end of a university career and the beginning of a new one outside.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The University of Dublin was founded at the end of the sixteenth century.

2. The main aim of the University has always been to create independent thinkers.

3. Trinity is the only college of the University of Dublin and the two names are often used interchangeably.

4. Trinity's library known as the repository of *The Book of Kells* was built in the 19th century.

5. The first president of the independent Ireland as well as many other famous men of the Irish republican movement graduated from the University of Dublin.

6. Trinity is the faculty which trains specialists in different branches of science.

7. The ceremonies devoted to conferring degrees mark both the end of a university career and the beginning of a new one outside the University.

*11. Напишите на английском языке краткую аннотацию прочитанного текста.*

### ВАРИАНТ 3

1. *Заполните пропуски артиклями, где это необходимо. Переведите предложения на русский язык.*

1. ... most popular sport in our country is football.
2. ... elderly often find it difficult to look after themselves.
3. Oxford Street is extremely crowded just before ... Christmas.
4. She is studying ... medicine at University.
5. ... news is bad today.

2. *Употребите прилагательные и наречия в нужной степени сравнения. Переведите предложения на русский язык.*

1. She is much (*good*) at maths than her brother.
2. One of the (*fascinating*) books I've ever read is *The Book of Heroic Failures* by Stephen Pile.
3. There can't be a (*busy*) city in the world than Tokyo.
4. This is a (*difficult*) problem than we have seen.
5. Your report must be as (*short*) as possible.

3. *Употребите it или there. Переведите предложения на русский язык.*

1. Last winter ... was very cold.
2. «Where can we park the car?» — «... is a car park somewhere here.»
3. ... was nice to spend a month by the sea.
4. How far is ... from Minsk to Brest?
5. ... is a beautiful day today. Let's have a picnic.



4. Выберите нужную форму местоимений. Переведите предложения на русский язык.

1. I see you haven't (*any/no*) money. Would you like me to lend you (*any/some*)?

2. I'm sorry I haven't rung you. I've lost (*your/yours*) number.

3. He usually doesn't say (*much/a lot of*).

4. Would you like (*other/another*) piece of cake?

5. You've made (*too many/so much*) mistakes in your dictation.

5. Используйте глаголы в нужной видовременной форме. Определите видовременную форму. Переведите предложения на русский язык.

1. Some new songs (*to put up*) yesterday.

2. She (*to have*) a bath when the telephone (*to ring*).

3. I know it's a boring journey, but the time (*to pass*) quite quickly if you (*to read*) something.

4. This time next year all of us (*to work*) in different jobs.

5. Your progress in English is not bad. You (*to make*) fewer mistakes in your dictation this time.

6. Переведите предложения на русский язык. Преобразуйте косвенную речь в прямую.

1. He asked the crowd if they thought that he was a liar.

2. The Chief Inspector asked the captain how long he had suspected them.

3. When he was questioned, he told the court that he had been hoping to avoid being recognized.

4. The police said they were checking up on his story.

5. I stopped a man in the street and asked him to help me with my car.

*7. Поставьте вопросы, ответами на которые являются следующие предложения.*

1. There is some water in the bottle.
2. She hasn't seen him since last summer.
3. He asked me to give him your telephone number.
4. She'll come in a day or two.
5. Yes, I do. I remember our trip to Brussels.

*8. Переведите слова на русский язык. Определите, какой частью речи они являются. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите их на русский язык.*

founded, residence, postgraduate, association, provide

*9. Прочитайте текст и устно переведите его на русский язык. Перепишите 4-й и 5-й абзацы и письменно переведите их на русский язык.*

### **THE UNIVERSITY OF EDINBURGH**

The University of Edinburgh, founded in 1583, is now one of the largest universities in Great Britain. It is grouped on three main sites. Around Old College and George Square, adjacent to the Old Town of Edinburgh, are the faculties of Arts, Law, Medicine, Music and Social Sciences. The Faculty of Divinity is also in the Old Town, close to the Castle. Two miles to the south, the King's Buildings is the location of the Faculty of Science, while the principal students' residences are located some twenty minutes walk from both George Square and the King's Buildings, Veterinary Medicine is at Summer hall, not far from George Square, with a Field Station at Easter Bush, seven miles from the city centre.

While offering undergraduate courses in virtually all subjects taught at university level, the University is one of the major research centres in Britain, and as such, offers unparalleled opportunities to the postgraduate student. On account of its present size and the reputation, which it has risen up over the centuries in all fields of study, and because of its location in a city which is a centre of government and commerce, the University is an exceptional centre at which to conduct research. At present there are about 3,000 postgraduate students studying alongside some 9,700 undergraduates. The students come from some 90 countries around the world.

Many research centres and units are established within and in association with the University. The European Institute which collaborates with departments in Arts, Law and Social Sciences, is an instance. There are also research organizations sited in and around Edinburgh with which the University has close working relations, such as the Royal Observatory for Scotland. Standing on Blackford Hill, adjacent to the King's Buildings, is a laboratory of the Science and Engineering Research Council which accommodates the University's Department of Astronomy. The King's Building is also the base of the Edinburgh University Computing Service which provides the University community with very powerful computing service, whilst, separately, offering computing services for the universities of central Scotland on a network basis.

While it has long enjoyed an international reputation for academic excellence in the traditional subjects of study, in recent years the University offers a range of studies in the latest disciplines. In the sciences, it deals with major developments in microelectronics, biotechnology and computer-

based disciplines such as Artificial Intelligence. In the arts it houses Linguistics as well as the School of Scottish Studies.

It is a great advantage in any area of study to have ready access to a wide-ranging and well-maintained collection of library material. The University Library is one of the largest university collections in Britain. Rich in rare books, manuscripts and maps, and well provided with modern texts, it now contains over two million items. The catalogue of the whole library is steadily being converted to machine-readable form, which may be accessed via the usual national and international online networks.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The University of Edinburgh was founded in the fifteenth century.

2. The University consists of eight faculties, which are grouped on three main sites.

3. Being one of the main research centres in Great Britain, it attracts students from many countries of the world.

4. About 9,700 postgraduates carry out their work in many research centres established within the University.

5. The University has close working relations with research organizations in Scotland.

6. The University offers courses in the traditional subjects of study.

7. The University library is considered to be one of the largest in Britain and contains over two million items.

*11. Напишите на английском языке краткую аннотацию прочитанного текста.*

## ВАРИАНТ 4

1. Заполните пропуски артиклями, где это необходимо. Переведите предложения на русский язык.

1. He first played ... piano when he was at... school.
2. Who or what is responsible for ... increase in ... crime? Is it ... society, ... television or ... education we give ... young people?
3. I like ... mathematics better than ... chemistry.
4. ... Nile flows into ... Mediterranean.
5. We are going to ... pub.

2. Употребите прилагательные и наречия в нужной степени сравнения. Переведите предложения на русский язык.

1. Mary and Jane both type well, but Mary types (*well*) than Jane does. 2. I got there (*early*) than I said.
3. He works the (*hard*) but earns the (*little*).
4. I've never come across a (*annoying*) person than James.
5. Where is the (*near*) shop?

3. Употребите *it* или *there*. Переведите предложения на русский язык. 1. I like this room. ... is lovely.

2. ... is dangerous to walk on the road.
3. ... is no need to do it now.
4. ... were crowds of students waiting for the lecture.
5. ... is too soon yet to say definitely.

4. Выберите нужную форму местоимений. Переведите предложения на русский язык.

1. Come and have supper with us if you aren't doing (*anything/nothing*).

2. It's your decision, not (*our/ours*).
3. There isn't (*much/many*) room for so many people.
4. In spite of Shakespeare's fame we know very (*little/a little*) about his life.
5. He has never been to (*some/any*) foreign countries.

5. *Употребите глаголы в нужной видовойременной форме. Определите видовойременную форму. Переведите предложения на русский язык.*

1. My car (*to steal*) last night.
2. He (*to speak*) to the strikers when someone (*to throw*) a brick.
3. I often (*to meet*) you at the corner of this street. You (*to wait*) for anybody?
4. (*to finish*) my translation and now I am free.
5. There (*to be*) a storm soon, look at the clouds.

6. *Переведите предложения на русский язык. Преобразуйте косвенную речь в прямую.*

1. The police officer advised us to leave the wrecked car there.
2. She asked the policeman where she could park the caravan.
3. The telephonist asked whom he wanted to speak to.
4. He warned me to keep an eye on my luggage, as the place was full of thieves.
5. They asked him where the money had come from.

7. *Поставьте вопросы, ответами на которые являются следующие предложения.*

1. They live in London.
2. I have put his things in the room next to yours.

3. It all happened a moment ago.
4. Your report will be ready in time for the conference.
5. No, there isn't. There is no money in the box.

*8. Переведите слова на русский язык. Определите, какой частью речи они являются. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите их на русский язык.*

acknowledged, pivotal, achievement, participate, range

*9. Прочитайте текст и устно переведите его на русский язык. Перепишите 3-й, 4-й и 5-й абзацы и письменно переведите их на русский язык.*

### **UNIVERSITY COLLEGE GALWAY**

Galway city, though among the fastest growing cities in Western Europe in recent decades, remains a compact and intimate city of about 55,000 people, set at mid-point on the western coast of Ireland, facing out onto the Atlantic. Galway is acknowledged — by Irish and overseas commentators alike — as an ideal University city. Its narrow medieval streets combine with dynamic new commercial and service outlets.

Its lively arts scene (the annual Galway Arts Festival being among the most exciting and highly regarded on the European festival calendar) owes much to the intimate and harmonious relationship between town and gown. In the arts, as in the industrial, commercial, social and sporting life of the region, the university has a pivotal role that is recognized and welcomed by civic and community leaders.

The Irish language is widely used with English in the city and, of course, in the predominantly Irish-speaking districts

in Galway's hinterland. But it is not uncommon to hear many languages spoken by visitors in the streets of Galway (including students from over 50 countries who attend courses in the university).

Respect for traditional culture combines with a confident embrace of the new frontiers of science and technology and new ideas in all branches of learning. It is this confident fusion between the old and the new, between the traditional and the radically different, which gives Galway its unique edge as a University city.

Galway has been an internationally renowned centre of higher education since the early seventeenth century. University College Galway has celebrated its 150<sup>th</sup> birthday. Its first name was Queen's College Galway. And while the College can look back on a history of great achievement by its staff and its students, it must also look forward to the needs of its future students. These will be mobile young Europeans and other citizens of the world who will rightly demand an environment in which their minds can develop and their intellects will be stretched to the full. They will demand that at the end of their period of study the qualifications earned will be recognized as being of high international standard.

These are all factors, which University College Galway bears in mind when recruiting its staff and planning its physical infrastructure. Thus, staff in each of its seven faculties has been expanded in recent years. New physical resources have been provided for the Library, Information Technology, Applied Languages, Business Studies, Marine Science, Clinical Science, Biotechnology and student housing.

University College Galway has a wide range of links with educational institutions throughout the world. Staff members participate in collaborative research and teaching projects



and exchanges with colleagues in other countries. Many Galway graduates continue their studies at overseas institutions and \ each year the College enrolls visiting students from many countries.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. University College Galway is the fastest growing university in Western Europe with the membership of about 55,000 students at present.

2. The University's role in the arts, industrial, commercial, social and sporting life of the region is recognized and welcomed.

3. The Irish language is widely used in the city and it is uncommon to hear English or any other language here.

4. University College Galway was founded in the seventeenth century.

5. The qualifications given at the College are recognized as being of high international standard.

6. The University of Galway consists of eight faculties.

7. University College Galway has strong ties with other institutions of higher learning in the world.

8. The College enrolls students from over 50 foreign countries who attend courses in it.

*11. Напишите на английском языке краткую аннотацию прочитанного текста.*

## ВАРИАНТ 5

1. Заполните пропуски артиклями, где это необходимо. Переведите предложения на русский язык.

1. I am worried about... future.
2. ... disabled need as much help as we can give them.
3. I've known my husband Sam since I was six. We lived in ... same street when we were ... children.
4. ... last night... moon was shining brightly.
5. ... children want to play ... game of... football before ... supper.

2. Употребите прилагательные и наречия в нужной степени сравнения. Переведите предложения на русский язык.

1. Bob is the (*good*) footballer in the class.
2. John is a poor swimmer, but Tom is much (*bad*).
3. She writes the (*slow*) but reads the (*quick*).
4. He finds it (*easy*) to talk about work than to do it.
5. What is the (*late*) news?

3. Употребите **it** или **there**. Переведите предложения на русский язык.

1. The report is very long, ... is impossible to read it all now.
2. ... is foolish to drive fast when ... is foggy.
3. ... are all sorts of legends about these caves.
4. We've done all we can. ... is nothing to do now but wait.
5. ... is not necessary to carry your passport everywhere with you.

4. Выберите нужную форму местоимений. Переведите предложения на русский язык.

1. Would you like (*something/anything*) to drink? There's (*some/no*) very good beer in the fridge.

2. James gave (*me/my*) those books.

3. Many people now think that teachers give pupils too (*much/many*) homework.

4. (*Anybody/nobody*) has lived in this house for a long time.

5. I'm hungry. I haven't *had*.(*some/any*) breakfast this morning.

5. Употребите глаголы, в нужной видовойременной форме. Определите видоременную форму. Переведите предложения на русский язык.

1. Those trees (*to blow*) down in the storm last night.

2. We don't know what the message means. It (*not to de-code*) yet.

3. By this time next year I (*to study*) English for five years.

4. My friend (*to leave*) tomorrow. He says he (*to write*) to me every week.

5. At ten o'clock he still (*to sleep*), and we had to wake him up.

6. Переведите предложения на русский язык. Преобразуйте косвенную речь в прямую.

1. He insisted that everything he had told them was true.

2. The policeman asked if any of us had actually seen the accident happen.

3. The businessman admitted that he was being investigated by tax officials.

4. The officials asked him if he had recently put sums of money into a foreign bank.

5. He claimed that he had nothing to conceal.

*7. Поставьте вопросы, ответами на которые являются следующие предложения.*

1. He gets up at seven in the morning.

2. He has told us of his good fortune.

3. Two days ago they had a quarrel.

4. The rest of the group will copy the words.

5. No, it didn't. It didn't rain last night.

*8. Переведите слова на русский язык. Определите, какой частью речи они являются. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите их на русский язык.*

benefactor, presidency, competence, maintained, currently

*9. Прочитайте текст и устно переведите его на русский язык. Перепишите 4-й и 5-й абзацы и письменно переведите их на русский язык.*

## **HARVARD UNIVERSITY**

Harvard University is the oldest institution of higher learning in the United States. It was founded in 1636 in Cambridge, by the Great and General Court of the Massachusetts Bay Colony. It was opened for instruction two years later and named in 1639 for the English clergyman John Harvard, its first benefactor. The college at first lacked substantial endowments and existed on gifts from individuals and the General Court. Harvard gradually acquired consid-

erable autonomy and private financial support, becoming a chartered university in 1780. Today it has the largest private endowment of any university in the world.

Harvard has steadily developed under the great American educators who have successively served as presidents. During the presidency of Charles W. Eliot (1869-1909), Harvard established an elective system for undergraduates, by which they could choose most of their courses themselves. Under Abbott L. Lowell, who was president from 1909 to 1933, the undergraduate house systems of residence and instruction were introduced. Sponsored by Henry Rosovsky, former dean of the faculty of arts and sciences (1973-1984), the undergraduate elective system, or General Education Program, was replaced beginning in 1979 by a new Core Curriculum, designed to prepare truly well-educated men and women for the challenges of modern life. Students are now required to take courses for the equivalent of an academic year in each of five areas: literature and arts, history, social analysis and moral reasoning, science, and foreign cultures. In addition to the new curriculum, the students must spend roughly the equivalent of two years on courses in a field of concentration and one year on elective courses. Students must also demonstrate competence in writing, mathematics, and a foreign language.

From its earliest days Harvard established and maintained a tradition of academic excellence and the training of citizens for national public service. Among many notable alumni are the religious leaders Increase Mather and Cotton Mather; the philosopher and psychologist William James; and men of letters such as Ralph Waldo Emerson, Henry David Thoreau, James Russell Lowell, Oliver Wendell Holmes, Robert Frost, and T. S. Eliot. More US presidents

have attended Harvard than any other college.

Harvard College, the University's oldest division, offers undergraduate courses for men and women, leading to a bachelor of arts degree granted by the university. In 1975, Harvard abolished the quota limiting the number of women students. With admission criteria ranking among the most selective in the United States, Harvard accepts less than 20 percent of all applicants.

During their freshman year, students live in halls within Harvard Yard, a walled enclosure containing several structures from the early 18th century now used as dormitories, dining facilities, libraries, and classrooms. Sophomores, juniors, and seniors live in the 12 residences known as houses. Named in honor of a distinguished alumnus or administrator, each house accommodates approximately 350 students and a group of faculty members who provide individual instruction as tutors; social exchange between students and teachers is thus fostered. Each house also has a library and sponsors cultural activities and intramural athletics. Undergraduate life has the additional attraction of proximity to Boston.

The Harvard campus is also the site of several renowned museums and collections, among them the Fogg Museum, distinguished for its European and American paintings, sculpture, and prints; the Botanical Museum; and the Peabody Museum of Archaeology and Ethnology.

Harvard's library system is the oldest in the United States. The central library collection, used for advanced scholarly research, is housed in the Harry Elkins Widener Memorial Library. Augmented by the Houghton Library of rare books and manuscripts, the undergraduate Lament, Cabot, and Hilles libraries, and the separate house and departmental libraries, as well as by the graduate schools' collections, the

complex forms the world's largest university library system. It currently contains more than 13 million volumes, manuscripts, and microfilms.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. Harvard University is the oldest and the largest university in the world.

2. It became a chartered university in 1639.

3. Harvard established an elective system for undergraduates during the presidency of Abbott. L. Lowell.

4. The Core Curriculum was designed to prepare well-educated specialists for the needs of the society.

5. All American presidents have graduated from Harvard.

6. Only men can be students of Harvard University.

7. Tutors who provide individual instruction live together with sophomores, juniors and seniors in 12 residences.

8. Harvard's library contains rare books and manuscripts and is considered to be the largest in the world.

*11. Напишите на английском языке краткую аннотацию прочитанного текста.*

## КОНТРОЛЬНАЯ РАБОТА 2

Для выполнения работы необходимо повторить грамматический материал III-VI семестров.

### **Образцы выполнения заданий**

1. You can (*to get*) a postal order here.

*You **can get** a postal order here.*

*Вы можете получить денежный перевод здесь.*

2. I want *you to speak* to him.

*Я хочу, чтобы вы поговорили с ним.*

*He* is supposed *to be* in London.

*Полагают, что он в Лондоне.*

3. I was tired of (*to wait*) for her.

*I was tired of **waiting** for her.*

*Я устал ждать её.*

She was afraid of (*to operate*) on.

*She was afraid of **being operated** on.*

*Она боялась оперироваться.*

I was disappointed at their (*to refuse*) to help me.

*I was disappointed at their **having refused** to help me.*

*Я был разочарован тем, что они отказались помочь мне.*

4. Why do you keep (*to look/looking*) back?

*Why do you keep **looking** back?*

*Почему ты всё время оборачиваешься?*



I can't afford (*to buy/buying*) a new car.

/ *can't afford to buy* a new car.

*Я не могу себе позволить купить новую машину.*

6. If I (*to be free*) tonight, I (*to help*) you.

*If I am free* tonight, **I shall help** you.

*Если я буду свободен вечером, я помогу тебе.*

If I (*to know*) her address, I (*to give*) it to you.

*If I knew* her address, **I would give** it to you.

*Если бы я знал её адрес, я бы дал его вам.*

7. The divorce (*affected/effected*) every aspect of her life.

*The divorce **affected** every aspect of her life.*

*Развод повлиял на все стороны ее жизни.*

## ВАРИАНТ 1

1. *Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.*

1. You may (*to join*) us if you wish.
2. The granny didn't actually (*to see*) the child (*to take*) it.
3. The robber made the teller (*to give*) him the money.
4. Let her (*to do*) what she wants (*to do*).
5. John allowed his daughter (*to swim*) with her friends.

2. *Переведите предложения на русский язык, обращая внимание на объектный и субъектный инфинитивные обороты.*

1. Would you like me to translate this text?
2. He is thought to be the best player.
3. There appears to have been a misunderstanding.

4. I felt somebody touch me lightly on the shoulder.
5. You are supposed to know the laws of your own country.

3. *Употребите соответствующую форму герундия. Переведите предложения на русский язык.*

1. Excuse me for (*to give*) you so much trouble.
2. You never mentioned (*to speak*) to them on the subject.
3. He was proud of (*to award*) the prize.
4. I don't remember ever (*to. see*) you.
5. I don't remember (*to ask*) this question.

4. *Употребите герундий или инфинитив. Переведите предложения на русский язык.*

1. I admit (*to tell/telling*) you lies.
2. She likes her children (*to go/going*) to the dentist every six months.
3. Do you want (*to discuss/discussing*) the matter?
4. He doesn't allow (*to smoke/smoking*) in his office.
5. Donna is interested in (*to open/opening*) a bar.

5. *Преобразуйте предложения согласно образцу и переведите их на русский язык.*

### ***Образец***

The book is not interesting. I shall not read it.

*If the book were interesting, I should read it.*

1. It's awfully hot. We shan't go swimming.
2. It's a nasty day. They won't go down to Minsk.
3. I have a bad headache. I shall not do the translation tonight.
4. It's cold. They won't go for a walk.

5. He has a cold. He won't go out.

1. She hasn't got a watch. She's always late.

2. I'm not attentive. I always make a lot of mistakes.

3. She is not very careful about her diet. She is very stout.

4. He doesn't take any exercise, that's why he is so unhealthy.

5. I live a long way from the centre. I'm always late for work.

*6. Употребите нужную форму глагола в условных предложениях I или II типов. Переведите предложения на русский язык.*

1. If I (*to come*) across two men fighting with knives, I (*to call*) the police. But this is a very peaceful place.

2. If you (*to sit*) down, I (*to make*) enquiries for you.

3. You (*to play*) better bridge if you (*not to talk*) so much.

4. Unless they (*to leave*) a lamp beside that hole in the road, somebody (*to fall*) into it.

5. If I (*to have*) heaps of money, I (*to drink*) champagne with every meal.

*7. Выберите правильный вариант. Переведите предложения на русский язык.*

1. I don't know (*weather/whether*) to be pleased or offended.

2. The carpenters placed the planks at right (*angles/angels*).

3. (*Two/to/too*) theories have been proposed to explain that incident.

4. Would you (*quite/quiet/quit*) your job if you inherited lots of money?

5. (*Who's/whose*) your new biology professor?

8. *Переведите слова и словосочетания на русский язык. Найдите в тексте (упр. 9) предложения, в которых они употребляются, и переведите эти предложения на русский язык.*

criminal trial, innocence, custody, dissentient, corroborated evidence

9. *Прочитайте текст и устно переведите его на русский язык. Письменно переведите 2-й абзац текста на русский язык.*

1. Criminal trials in the United Kingdom take the form of a contest between the prosecution and the defence. Since the law presumes the innocence of an accused person until guilt has been proved, the prosecution is not granted any advantage, apparent or real, over the defence'. A defendant (in Scotland called an accused) has the right to employ a legal adviser and may be granted legal aid from public funds. If remanded in custody, the person may be visited by a legal adviser to ensure a properly prepared defence. In England, Wales and Northern Ireland during the preparation of the case, the prosecution usually tells the defence of relevant documents which are not proposed to put in evidence and discloses them if asked to do so. The prosecution should also inform the defence of witnesses whose evidence may help the accused and whom the prosecution does not propose to call. The defence or prosecution may suggest that the defendant's mental state renders him or her unfit to be tried. If the jury (or in Scotland, the judge) decides that this is so, the defendant is admitted to a specified hospital.

2. Criminal trials are normally in open court and rules of

evidence (concerned with the proof of facts) are rigorously applied. If evidence is improperly admitted, a conviction can be quashed on appeal. During the trials the defendant has the right to hear or cross-examine witnesses for the prosecution, normally through a lawyer; to call his or her own witnesses who, if they do not attend voluntarily, may be legally compelled to attend; and to address the court in person or through a lawyer, the defence having the right to the last speech at the trial. The defendant cannot be questioned without consenting to be sworn as a witness in his or her own defence. When he or she does testify, cross-examination about character or other conduct may be made only in exceptional circumstances; generally the prosecution may not introduce such evidence.

3. In jury trials the judge decides questions of law, sums up the evidence for the jury and instructs it on the relevant law, and discharges the accused or passes sentence. Only the jury decides whether the defendant is guilty or not guilty. In England and Wales, if the jury cannot reach a unanimous verdict, the judge may direct it to bring in a majority verdict provided that, in the normal jury of 12 people, there are not more than two dissentients. In Scotland, where the jury consists of 15 people, the verdict may be reached by a simple majority, but as a general rule, no person may be convicted without corroborated evidence. If the jury returns a verdict of «not guilty», the prosecution has no right of appeal and the defendant cannot be tried again for the same offence. In the event of a «guilty» verdict, the defendant has a right of appeal to the appropriate court.

4. A jury is completely independent of the judiciary. Any attempt to interfere with a jury once it is sworn in is punishable under the Contempt of Court Act 1981.

5. People between the ages of 18 and 65 whose names appear on the electoral register, with certain exceptions, are liable for jury service and their names are chosen at random. Ineligible persons include the judiciary, priests, people who have within the previous ten years been members of the legal profession, the Lord Chancellor's Department, or the police, prison and probation services, and certain sufferers from mental illness.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. A defendant cannot employ a legal adviser and has no public support.

2. The prosecution should inform the defence of witnesses whose evidence may help the accused and whom the prosecution does not propose to call.

3. Only the judge decides whether the defendant is guilty or not guilty.

4. If the jury returns a verdict of «not guilty», the prosecution gets the right of appeal and the defendant may be tried again for the same offence.

5. People between the ages of 18 and 65 whose names appear on the electoral register are liable for jury service.

6. Ineligible persons include the judiciary, priests, people who have within the previous ten years been members of the legal profession, the Lord Chancellor's Department, or the police, prison and probation services, and certain sufferers from mental illness.

*11. Озаглавьте текст. Напишите на английском языке краткую аннотацию прочитанного текста.*

## ВАРИАНТ 2

1. *Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.*

1. When I was a child I was made (*to practice*) the piano every day.

2. Jane felt herself (*to grow*) red to the tips of her toes.

3. That police crew was never known (*to retreat*).

4. Don't let us (*to waste*) time. There are a hundred things (*to be done*).

5. The bank robbers made the cashier (*to show*) them how (*to open*) the safe.

2. *Переведите предложения на русский язык, обращая внимание на объектный и субъектный инфинитивные обороты.*

1. I happened to be out when he called.

2. What has made her leave us so soon?

3. This small town is known to have once been the capital of the country.

4. His new job was believed to have marked a turning point in his career. 5. I never saw a man pick up this work so fast.

3. *Употребите соответствующую форму герундия. Переведите предложения на русский язык.*

1. The boys were punished for (*to break*) the window.

2. The boy was afraid of (*to punish*) and hid himself.

3. He was quite serious in (*to say*) that he was leaving the place for good.

4. She seemed sorry for (*to be*) rude to me.

5. He confessed to (*to forget*) that he was to come on Friday.

4. *Употребите герундий или инфинитив. Переведите предложения на русский язык.*

1. Don't forget *(to lock/locking)* the door before *(to go/going)* to bed.

2. Can you remind me *(to phone/phoning)* Ann tomorrow?

3. I agree if the job won't mean *(to move/moving)* to another area.

4. He means *(to get/getting)* at the truth, however long it can take.

5. The boys like *(to play/playing)* games but hate *(to do/doing)* lessons.

5. *Преобразуйте предложения согласно образцу и переведите их на русский язык.*

**Образец**

The book is not interesting. I shall not read it.

*If the book were interesting, I should read it.*

1. I can't give you a lift because I haven't got a car.

2. We won't have a holiday. We haven't got any money.

3. I don't know the answer, so I can't tell you.

4. There aren't any eggs. I won't make an omelette.

5. We have three children. We won't take a year off and travel round the world.

6. *Употребите нужную форму глагола в условных предложениях I или II типов. Переведите предложения на русский язык.*

1. If I *(to find)* your passport, I *(to telephone)* you at once.

2. If they *(to want)* to get rid of their mistakes, they *(to work)* more at the language laboratory.



3. If you (*to put*) on the kettle, I (*to make*) the tea.
4. Unless you (*to be*) more careful, you (*to have*) an accident.
5. You (*to have*) so much trouble with your car if you (*to have*) it serviced regularly.

7. *Выберите правильный вариант. Переведите предложения на русский язык.*

1. I have (*your/you're*) notes here, but I cannot find mine.
2. Pasquale is of French (*decent/descent*), but his cousin is English.
3. Dr. Hippie will not be coming (*to/two/too*) the meeting because he has (*to/two/too*) many people to grade.
4. Although my mother never eats (*desert/dessert*), I prefer something sweet.
5. I guess (*their/there/they're*) not interested because we have not heard from them.

8. *Переведите слова и словосочетания на русский язык. Найдите в тексте (упр. 9) предложения, в которых они употребляются, и переведите эти предложения на русский язык.*

entrust, rules of procedure, appellate tribunal, legislative courts, courts of general jurisdiction

9. *Прочитайте текст и устно переведите его на русский язык. Письменно переведите 2-й абзац текста на русский язык.*

1. Courts in the United States are the judicial organs of government, comprising two principal systems: the federal courts, referred to as United States courts, and the state

courts. The federal courts were provided for in the U.S. Constitution on the theory that the judicial power of the federal government could not be entrusted to the states, many of which were jealous of the powers necessary for a strong national government. The states were left free to establish their own judicial systems subject to the exclusive jurisdiction of the federal courts, and to Article VI of the Constitution declaring the judges of the state courts to be bound by the Constitution and the laws and treaties of the U.S.

2. The Jurisdiction of the federal courts is defined in Article III, Section 2, of the Constitution, as extending in law and equity to all cases arising under the Constitution and federal legislation; to controversies to which the U.S. shall be a party, including those arising from treaties with other governments; to admiralty and maritime cases; to controversies between states; to controversies between a state, or its citizens, and foreign governments or their subjects; and to controversies between the citizens of one state and the citizens of another state. The federal courts were also originally invested with jurisdiction over controversies between the citizens of one state and the government of another state; the 11 Amendment (ratified February 7, 1795), however, removed from federal jurisdiction those cases in which the citizens of one state were plaintiffs and the government of another state was the defendant. The amendment did not disturb the jurisdiction of the federal courts in cases in which a state government is a plaintiff and a citizen of another state — the defendant. Federal courts have exclusive jurisdiction in patent and copyright cases; and by congressional enactment in 1898, federal courts were vested with original jurisdiction in bankruptcy cases.

3. The courts established under the powers granted by Ar-

article III, Sections 1 and 2, of the Constitution are known as constitutional courts. Judges of constitutional courts are appointed for life by the president with the approval of the Senate. These courts are the district courts, tribunals of general original jurisdiction; the courts of appeals, exercising appellate jurisdiction over the district courts and the Supreme Court. A district court functions in each of the more than 90 federal judicial districts and in the District of Columbia. A court of appeals functions in each of the 11 federal judicial circuits and in the District of Columbia. All lower federal courts operate under uniform rules of procedure promulgated by the Supreme Court.

4. The Supreme Court is the highest appellate tribunal in the country and is a court of original jurisdiction according to the Constitution «in all cases affecting Ambassadors, other public ministers and Consuls, and those in which a State shall be a Party ».

5. Other federal courts, established by Congress under powers held to be implied on other articles of the Constitution, are called legislative courts. These are the Claims Court, the Court of International Trade, the Tax Court, and the territorial courts established in the federally administered territories of the U.S. The special jurisdictions of these courts are defined by the U.S. Congress. Except in the case of the territorial courts, which are courts of general jurisdiction, the special jurisdictions of these courts are suggested by their titles.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The states were allowed to establish their own judicial

systems subject to the exclusive jurisdictions of the federal courts and to Article VI of the Constitution,

2. Federal courts have exclusive jurisdiction in patent and copyright cases; in 1898 they were vested with original jurisdiction in bankruptcy cases.

3. Judges of constitutional courts are appointed for life by the Supreme Court with the approval of the Senate.

4. A district court functions in each of the more than 90 federal judicial districts and in the District of Columbia.

5. The Claim Court, the Court of International Trade and the Tax Court established by the Senate are called courts of general jurisdiction.

*11. Озаглавьте текст. Напишите на английском языке краткую аннотацию прочитанного текста.*

### ВАРИАНТ 3

*1. Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.*

1. I felt the house (*to shake*) with the explosion.
2. The policeman let the suspect (*to make*) one phone call.
3. It is up to you (*to learn*) the laws of your own country.
4. The kidnappers told the parents (*not to inform*) the police and the parents didn't dare (*to disobey*).
5. He was made (*to do*) his work independently.

*2. Переведите предложения на русский язык, обращая внимание на объектный и субъектный инфинитивные обороты.*

1. They are supposed to know the principle of law on which the decision is based.
2. She is said to have once been a famous lawyer.
3. How can you expect anyone to think well of us when such things are written about us?
4. She appears to know everything about the English legal system.
5. After a ten-minute wait I watched the train pull out.

*3. Употребите соответствующую форму герундия. Переведите предложения на русский язык.*

1. The old man could not stand (*to make*) fun of.
2. Letters were no use: he had no talent for (*to express*) himself on paper.
3. After thoroughly (*to examine*) by the doctor, the young man was admitted to the sports club.
4. Soon she could not help (*to attract*) by the fact that she was being looked at.

5. The camera needs (*to adjust*).

**4. Употребите герундий или инфинитив. Переведите предложения на русский язык.**

1. I am beginning (*to understand/understanding*) what you mean.

2. I regret (*to inform/informing*) you that your application has been refused.

3. I couldn't help (*to overhear/overhearing*) what you said.

4. People used (*to make/making*) fire by (*to rub/rubbing*) two sticks together.

5. Do stop (*to talk/talking*); I am trying (*to finish/finishing*) a letter.

**5. Преобразуйте предложения согласно образцу и переведите их на русский язык.**

**Образец**

The book is not interesting. I shall not read it.

*If the book were interesting, I should read it.*

1. I'm not very clever, so I won't be a doctor.

**6. Употребите нужную форму глагола в условных предложениях I или II типов. Переведите предложения на русский язык.**

1. If it (*to rain*) this weekend, we (*not to be able*) to play tennis.

2. Give me Peter's letter. If I (*to see*) him, I (*to give*) it to him.

3. I have to work about 80 hours a week, so I'm very busy. But if I (*to have*) any spare time, I (*to take up*) a sport

like golf.

4. If I (*to be*) taller, I (*can*) be a policeman, but I'm too short.

5. Please start your meal. If you (*not to have*) your soup now, it (*to go*) cold.

*7. Выберите правильный вариант. Переведите предложения на русский язык.*

1. A beautiful (*angle/angel*) adorned their Christmas tree.

2. The rescuers were a welcome (*cite/sight/site*) for those trapped on the snow-covered mountain.

3. (*Who 's/Whose*) supposed to supply the refreshments for tonight's meeting?

4. It is a (*costume/custom*) in the United States to eat turkey on Thanksgiving day.

5. (*Weather/whether*) we drive or fly depends on the length of our vacation.

*8. Переведите слова на русский язык. Найдите в тексте (упр. 9) предложения, в которых употребляются данные слова, и переведите эти предложения на русский язык.*

adjudication, counsel, redress, grievance, litigant

*9. Прочитайте текст и устно переведите его на русский язык. Письменно переведите 3-й абзац текста на русский язык.*

1. Court, also called court of law is a person or body of persons having judicial authority to hear and determine disputes in particular cases, civil, criminal, ecclesiastical, or military. The term «court» also denotes the chamber, hall, building, or other place where such judicial proceedings take

place.

2. The word «court» originally meant simply an enclosed place, and still does in the architectural sense. Judicial tribunals were originally enclosures where the judges sat, while counsel, attorneys, and the general public had to remain on the outside of a bar; hence, the expression «called to the bar» is used to apply to a lawyer newly qualified to practice. At first these enclosures were temporary structures in an open field; later, they became fixtures in a large room or hall, the courtroom.

3. The recognized existence of even primitive courts implies a relatively high degree of social organization and the need for systematic adjudication of disputes on the basis of established customs and consciously formulated rules of social conduct. Archaeologists and anthropologists have established the existence of courts in simple societies over wide areas of Asia, Africa, and Europe; courts were not as widespread among the Native Americans of North and South America. Primitive courts formed part of a complex social structure in which administrative, judicial, and religious functions were intermingled. These courts were held in the open or in religious temples. More often than not, the judges were priests. Those who attended were considered part of the court, whether or not they had an immediate interest in the proceedings or in the judgments rendered. The proceedings consisted in large part of rituals designed to secure the redress of grievances presented by individuals against other individuals.

4. In the highly developed civilizations of antiquity, notably those of Assyria and Egypt, judicial and executive functions were undifferentiated and were centralized in the monarch as head of state. Insight into the structure and functions



of Babylonian courts of the 18<sup>th</sup> century BC was obtained when the ancient legal document known as the Code of Hammurabi was discovered early in the 20<sup>th</sup> century. A highly developed judicial system existed also among the ancient Hebrews.

5. In the judicial system of ancient Athens, a unique feature, introduced by the lawgiver Solon in the 6<sup>th</sup> century BC, was the right of aggrieved litigants to appeal the decisions of magistrates to the people of Athens, assembled as a «public assembly»). In later years, these assemblies became courts of first resort presided over by magistrates who prepared cases for trial. These courts subsequently became unwieldy, and they were divided into sections called dicasteries.

6. The evolution of courts in ancient Rome was marked by the development of a complex structure in which criminal, civil and other jurisdictions were differentiated and were exercised by separate courts and officials. Violations of criminal law were prosecuted by the state; higher and lower courts were organized; the right of appeal was juridically guaranteed; and a corps of professional jurists was established for the first time in the history of Mediterranean civilization. After Christianity became the state religion of Rome, the ecclesiastical courts, previously established by Christians who had refused to have recourse to pagan courts, became a part of the Roman legal system. As the Roman Empire disintegrated, the ecclesiastical courts survived and assumed jurisdiction over secular affairs.

7. In Europe in the early Middle Ages the judicial functions were not yet separate from the legislative and administrative functions. The king or other ruler, together with his chief councillors, sat in a meeting hall for the exercise of all these functions, and so the household of the ruler was also

called «the court». Since all judicial authority was derived from the ruler, his presence was assumed in all the specialized courts.

8. From the 12<sup>th</sup> century onward the increasing number of university-trained civilians and canonists created a recognized legal profession, and the rise of the legal profession also determined the gradual separation of judicial from administrative functions.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The word «court» means a group of people, often with specialist knowledge or skill, who have been brought together in order to examine the causes of crimes.

2. The existence of court implies a relatively high state of a society and the need for consciously formulated rules of social conduct.

3. In the highly developed civilizations of antiquity judicial and executive functions were undifferentiated and were centralized in the monarch as head of state.

4. The evolution of courts in ancient Rome did not touch the undifferentiated character of criminal, civil and other jurisdictions.

5. In Europe in the Early Middle Ages the judicial functions were separated from the legislative and administrative functions.

6. From the 12<sup>th</sup> century the increasing number of university-trained civilians created a recognized legal profession.

*11. Озаглавьте текст. Напишите на английском языке краткую аннотацию прочитанного текста.*

## ВАРИАНТ 4

*1. Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.*

1. Please let me (*to know*) your decision as soon as possible.
2. It's better (*to be*) sure than sorry.
3. He heard a cock (*to crow*) in a neighbouring village.
4. We know all bodies (*to consist*) of atoms.
5. He was made (*to sign*) a paper admitting his guilt.

*2. Переведите предложения на русский язык, обращая внимание на объектный и субъектный инфинитивные обороты.*

1. She saw two men start towards her from opposite sides.
2. The minister was reported to have made a speech at Cairo airport.
3. Judges in the lower courts are known to follow the decisions of judges in the higher courts.
4. The inspector ordered the prisoner to be questioned.
5. He never wants anyone to carry anything.

*3. Употребите соответствующую форму герундия. Переведите предложения на русский язык.*

1. They accused me of (*to mislead*) them.
2. She was so eagerly looking forward to (*to give*) the leading part to play that she was greatly disappointed at not even (*to offer*) it.
3. She reproached me for not (*to keep*) my promise.
4. After (*to look*) through and (*to sort*) out, the letters were registered and filed.
5. He liked to do things without (*to disturb*) anyone or (*to*

*disturb).*

**4. Употребите герундий или инфинитив. Переведите предложения на русский язык.**

1. He promised (*to come/coming*) on time.
2. The king ordered his followers (*to raise/raising*) the army.
3. I propose (*to set/setting*) another date for the meeting. Do you agree?
4. «I suggest (*to get/getting*) an early night,» I said to my son.
5. Would you mind (*to shut/shutting*) the window? I hate (*to sit/ sitting*) in a draught.

**5. Преобразуйте предложения согласно образцу и переведите их на русский язык.**

**Образец**

The book is not interesting. I shall not read it.

*If the book were interesting, I should read it.*

1. We haven't got a big house. We can't invite friends to stay.
2. I'm not rich. I don't live in a big house.
3. He works in the evening. He has no time to play with his children.
4. She buys a lot of clothes. She has no money.
5. I go to bed late. In the morning I'm tired.

**6. Употребите нужную форму глагола в условных предложениях I или II типов. Переведите предложения на русский язык.**

1. I (*to go*) and (*to see*) him more often if he (*to live*) on a

bus route.

2. What (*to happen*) if I (*to press*) this button?

3. She (*to be able*) to walk faster if her shoes (*to have*) such high heels.

4. You (*not to be*) any use to me unless you (*to learn*) to type.

5. If someone (*to ring*) my doorbell at 3 a.m., I (*to be*) very unwilling to open the door.

*7. Выберите правильный вариант. Переведите предложения на русский язык.*

1. Lisa had to (*quiet/quit/quite*) eating apples after the orthodontist put braces on her teeth.

2. After any war, the world desires a lasting (*peace/piece*).

3. Albert Einstein expressed his (*principal/principle*) of relativity.

4. Marcia was (*quit/quiet/quite*) tired after the long walk to class.

5. You must remember to (*cite/site/sight*) your references when you write a paper.

*8. Переведите слова и словосочетания на русский язык. Найдите в тексте (упр. 9) предложения, в которых они употребляются, и переведите эти предложения на русский язык.*

indictment, justice of the peace, criminal charge, fraud, law enforcement

*9. Прочитайте текст и устно переведите его на русский язык. Письменно переведите 5-й абзац текста на русский язык.*

1. The guilt or innocence of persons charged with an offense against the criminal law is a matter to be decided in a court of justice. There are two methods of trying persons accused of criminal offenses. One is by judge and jury in the Crown Court after committal for trial on an indictment; the other is summarily by a magistrates' court without a jury. With very few exceptions, all criminal proceedings in the Crown Court begin in a magistrates' court since an accused in the Crown Court must normally have been committed for trial there by a magistrates' court.

2. A magistrates' court is normally composed of two or more justices of the peace, but the number must not exceed seven. Some statutes permit particular offenses to be tried by a single justice but such instances are rare. The normal sittings of a magistrates' court take place in a properly appointed courthouse on appointed days of the week.

3. In England and Wales the initial decision to begin criminal proceedings normally lies with the police. Once the police have brought a criminal charge, the papers are passed to the Crown Prosecution Service which decides whether the case should be accepted for prosecution in the courts or whether the proceedings should be discontinued. In Scotland public prosecutors (procurators fiscal) decide whether or not to bring proceedings. In Northern Ireland there is a Director of Public Prosecutions. In England and Wales (and exceptionally in Scotland) a private person may institute criminal proceedings. Police may issue cautions, and in Scotland the procurator fiscal may warn, instead of prosecuting.

4. In April 1988 the Serious Fraud Office, a government department was established to investigate and prosecute the most serious and complex cases of fraud in England, Wales and Northern Ireland.

5. The Crown Prosecution Service was established in England and Wales by the Prosecution of Offences Act 1985. The Director of Public Prosecutions is the head of the Service, which is responsible for the prosecution of criminal offenses in magistrates' courts and the Crown Court. The Service is divided into 31 areas with a locally based Chief Crown Prosecutor, heading each. He is appointed by the Director of Public Prosecutions. The Service provides lawyers to prosecute cases in the magistrates' courts and briefs barristers to appear in the Crown Court. Although the decision to prosecute is generally delegated to the Chief Crown Prosecutors, some cases are dealt with by the headquarters of the Service; these include cases of national importance, exceptional difficulty or great public concern and those, which require that suggestions of local influence be avoided. Such cases might include terrorist offenses, breaches of the Official Secrets Act, large-scale conspiracies to import drugs and the prosecution of police officers.

6. Discharging his duties through the Crown Office, the Lord Advocate is responsible for prosecutions in the High Court of Justiciary, sheriff courts and district courts in Scotland. There is no general right of private prosecution; with a few minor exceptions crimes and offenses may be prosecuted only by the Lord Advocate or his deputies or by the procurators fiscal, who are the Lord Advocate's local officials. The permanent adviser to the Lord Advocate on prosecution matters is the Crown Agent, who is head of the procurator fiscal service and is assisted in the Crown Office by a staff of legally qualified civil servants, all of whom have had experience as deputy procurators fiscal. Prosecutions in the High Court are prepared by procurators fiscal and Crown Office officials and prosecuted by the Lord Advocate, the

Solicitor-General for Scotland (the Lord Advocate's ministerial deputy) and advocate deputies who are collectively known as Crown Counsel. Crimes prepared and tried before the sheriff and district courts, procurators fiscal prosecute them. The police and other law enforcement agencies investigate crimes and offenses and report to the procurator fiscal, who decides whether or not to prosecute, subject to the directions of Crown Counsel.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. There is a great number of methods of trying persons accused of criminal offenses.

2. Mostly all criminal proceedings in the Crown Court begin in a magistrates' court since an accused in the Crown Court must normally have been committed for trial there by a magistrates' court.

3. The normal sittings of a magistrates' court take place in a properly appointed courthouse on appointed days of the week.

4. In England and Wales the initial decision to begin criminal proceedings normally lies with the court of justice.

5. There is a general right in Scotland of private prosecution; crimes and offenses may be prosecuted in any court of justice.

6. In England, Wales and Scotland a private person may institute criminal proceedings.

*11. Озаглавьте текст. Напишите на английском языке краткую аннотацию прочитанного текста.*



## ВАРИАНТ 5

*1. Употребите инфинитив с частицей to или без нее. Переведите предложения на русский язык.*

1. I heard the door (*to open*) and saw a shadow (*to move*) across the floor.

2. It is better (*to put*) your money in a bank than (*to keep*) it under your bed in an old stocking.

3. You may as well (*to tell*) us the truth. It will be easy (*to check*) your story.

4. He tried (*to make*) me (*to believe*) that he was not guilty.

5. I was afraid (*to pick*) up the revolver as I don't know how (*to handle*) firearms.

*2. Переведите предложения на русский язык, обращая внимание на объектный и субъектный инфинитивные обороты.*

1. Her cousin was believed to have been living in Sweden since the end of World War I.

2. His father ordered some water to be put on the stove.

3. Mr. Smith is said to have studied Danish and Dutch in his childhood.

4. Which do you wish your son to do, to go into business or to become a lawyer?

5. Her smile was friendly and she made you feel that she was really pleased to see you.

*3. Употребите соответствующую форму герундия. Переведите предложения на русский язык.*

1. It's no use (*to cry*) over spilt milk.

2. He was furious at (*to be mistaken*) for an escaped con-

vict.

3. He likes (*to invite*) by his friends.
4. He entered the room without (*to notice*).
5. Lady Agatha shook her head but couldn't help (*to amuse*).

*4. Употребите герундий или инфинитив. Переведите предложения на русский язык.*

1. When we arrived, the people next door invited us (*to have/having*) a drink with them.
2. I enjoy (*to visit/visiting*) places I've never been to before.
3. Last year we managed (*to find/finding*) a holiday that suited everyone.
4. His doctor advised him (*to give up/giving up*) (*to jog/jogging*).
5. Everyone hopes (*to enjoy/enjoying*) themselves on holiday, but it isn't always easy.

*5. Преобразуйте предложения согласно образцу и переведите их на русский язык.*

**Образец**

The book is not interesting. I shall not read it.  
*If the book were interesting, I should read it.*

1. He spends all his money gambling. He isn't a wealthy man.
2. I haven't got any spare time. I won't learn English.
3. Jim works very hard. He has no time to spend with his family.
4. I've got a headache. I can't go swimming.

6. *Употребите нужную форму глагола в условных предложениях I или II типов. Переведите предложения на русский язык.*

1. If you (*to sleep*) under a mosquito net, you (*not to be*) bitten so often.

2. If you (*to give*) my dog a bone, he (*to bury*) it at once.

3. If he (*to live*) in St. Petersburg, he (*to go*) to the Hermitage every week.

4. Your brother (*to become*) much stronger if he (*to take*) cold baths regularly.

5. If you (*to come*) late, they (*not to let*) you in.

7. *Выберите правильный вариант. Переведите предложения на русский язык.*

1. Dons and Marge are teachers, the (*latter/later*) works in Putnam.

2. Isaac Asimov's science books are more easily understood (*than/ then*) mossy scientists.

3. The fender on Sean's bike came (*loose/lose*) and had to be tightened.

4. Nobody had any (*stationary/stationery*), so we had to use notebook paper to write the letter.

5. The hikers had (*passed/past*) many hours waiting to be rescued.

8. *Переведите слова и словосочетания на русский язык. Найдите в тексте (упр. 9) предложения, в которых они употребляются, и переведите эти предложения на русский язык.*

enactment, equity, misdemeanor, minor offenses, solicitor general

*9. Прочитайте текст и устно переведите его на русский язык. Письменно переведите 2-й абзац текста на русский язык.*

1. Each state has an independent system of courts operating under the constitution and laws of the state. Broadly speaking, the state courts are based on the English judicial system as it existed in colonial times, but as modified by statutory enactments; the character and names of the courts differ from state to state. The state courts as a whole have general jurisdiction, except in cases in which exclusive jurisdiction has been vested in the federal courts. In cases involving the federal Constitution or federal laws or treaties, the state courts are governed by the decisions of the Supreme Court and their decisions are subject to be reviewed by that Court.

2. Cases involving the federal Constitution, federal laws, or treaties may be brought to either the state courts or the federal courts. Ordinary civil suits not involving any of these elements can be brought only to the state courts, except in cases of diversity of citizenship between the parties, when the suit may be brought to a federal court. By act of Congress, however, suits involving federal questions or diversity of citizenship may be brought to the federal courts only when the controversy involves \$10,000 or more, so that all such cases involving a smaller amount must be brought to the state courts exclusively. In accordance with a congressional enactment, a suit brought to a state court that could have been brought to a federal court may be removed to the federal court at the option of the defendant.

3. County courts of general original jurisdiction exercise both law and equity jurisdictions in most of the states; a few states maintain the system of separate courts of law and eq-

uity inherited from the English judicial system. Most states also maintain separate criminal and civil courts of original jurisdiction. In some states, the same courts of original jurisdiction deal with both civil and criminal cases; these courts usually have two levels, one handling misdemeanors and civil claims under \$5000, the other handling felonies and civil claims over \$5000.

4. Between the lower courts and the supreme appellate courts, in a number of states, are intermediate appellate courts which, like the federal courts of appeals, provide speedier justice for litigants by disposing of a large number of cases that otherwise would be added to the overcrowded calendars of the higher courts.

5. Courts of last resort, the highest appellate tribunals of the states in criminal and civil cases and in law and equity, are generally called supreme courts. In New York state, however, the Supreme Court is a trial court, the highest appellate court of New York, as well as of Maryland, is called the Court of Appeals.

6. The state court systems also include a number of minor courts with limited jurisdiction. These courts dispose of minor offenses and relatively small civil actions. Included in this classification are police and municipal courts in cities and larger towns and the courts presided over by justices of the peace in rural areas.

7. The Supreme Court, free to draft its own agenda through the discretionary control of its docket, harmonizes conflicting interpretations of national law and articulates constitutional rights. The Supreme Court is helped at this crucial stage by the solicitor general, who represents the executive branch of government before the High Court. His influence with the justices affects their choice of cases to re-

view.

*10. Прочитайте предложения и переведите их на русский язык. Укажите номера предложений, которые соответствуют содержанию текста (упр. 9).*

1. The state courts as a whole have general jurisdiction, except in cases in which exclusive jurisdiction has been vested in the federal courts.

2. In cases involving the federal Constitution or federal laws or treaties, the state courts usually make their own decisions and no other courts have the right to review these decisions.

3. Intermediate appellate courts provide speedier justice for litigants by disposing of a large number of cases that otherwise would be delayed by the higher courts.

4. The state court systems also include a number of minor courts, which are free to resolve a great number of cases.

5. The Supreme Court harmonizes conflicting interpretations of national law and articulates constitutional rights.

6. The solicitor general's influence with the justice's affects the choice of cases to review.

*11. Озаглавьте текст. Напишите на английском языке краткую аннотацию прочитанного текста.*

