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АНГЛИЙСКИЙ ЯЗЫК

*для инженеров-
машиностроителей*

English

*for Machinebuilding
Engineering*

*Допущено
Министерством образования
Республики Беларусь
в качестве учебного пособия для студентов
учреждений высшего образования
по машиностроительным специальностям*



МИНСК
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Р е ц е н з е н т ы : заведующий кафедрой «Иностранные языки» Белорусского национального технического университета кандидат педагогических наук, доцент *О.В. Вермейчик*; кандидат педагогических наук, доцент кафедры межкультурных коммуникаций и технического перевода УО «Белорусский государственный технологический университет» *А.М. Романова*

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ПРЕДИСЛОВИЕ

Учебное пособие предназначается для студентов и специалистов неязыковых специальностей машиностроительного профиля: 1-36 01 01 «Технология машиностроения», 1-36 01 03 «Технологическое оборудование машиностроительного производства», 1-36 01 07 «Гидропневмосистемы мобильных и технологических машин», 1-51 02 02 «Разработка и эксплуатация нефтяных и газовых месторождений», 1-53 01 01-01 02 «Автоматизация технологической подготовки производства», продолжающих изучение английского языка в высших технических учебных заведениях.

Учебное пособие может быть также использовано студентами родственных технических специальностей, изучавшими английский язык в учреждениях общего среднего образования по полной учебной программе или продолжающими изучать язык после некоторого перерыва. Учебное пособие рассчитано на 136–140 часов аудиторных занятий и составлено в соответствии с требованиями учебной программы «Иностранный язык. Учебная программа учреждения высшего образования по учебной дисциплине «Иностранный язык» высших учебных заведений неязыковых специальностей», 2014.

Одной из основных целеустановок учебного пособия является организация общетехнического и профессионально-ориентированного обучения английскому языку студентов машиностроительных специальностей, обусловленная коммуникативными и познавательными потребностями специалистов данного направления.

Цель учебного пособия – формирование и развитие языковой и коммуникативной компетенций, необходимых студентам для общения и установления деловых контактов в сфере машиностроительных специальностей. Она предполагает подготовку студентов к чтению и пониманию научно-популярной литературы, а также привитие им навыков аннотирования, реферирования и устной речи в пределах учебной программы курса и проработанной тематики.

В структурно-содержательном плане пособие обеспечивает повторение и обобщение ряда наиболее важных грамматических тем, изученных в учреждениях общего среднего образования, и углубленное изучение того грамматического и словообразовательного материала, который необходим для достижения поставленной цели. При подборе текстов, составлении упражнений в пособие включались лексика и терминология, необходимые для аудиторной и самостоятельной работы студентов над профессионально-ориентированными текстами с учетом словарного запаса, усвоенного в средней школе.

Большинство текстов пособия заимствовано из источников оригинальной английской литературы, интернета и подверглись определенной адаптации в учебных целях. Тематика текстового материала подобрана с учетом профессиональной направленности студентов и нацелена на их будущую специальность.

Учебное пособие состоит из двух частей, каждая из которых включает в себя 6 уроков (Units), и приложения. Уроки объединяются по тематическому принципу и охватывают такие области знаний, как высшее образование в нашей стране и странах изучаемого языка, всемирно известные люди и ученые, открытия и изобретения, жизнь в современном городе, путешествия, а также машиностроение, машиностроительные материалы, материаловедение, робототехника, металлообрабатывающие станки, нефтепромышленное дело.

Каждый урок пособия предполагает расширение потенциального словаря студентов, выполнение упражнений на словообразование, развитие и совершенствование грамматических навыков; работу над текстами с варьируемой целью; контроль усвоения языковых и речевых знаний с помощью итогового теста.

Введение лексики. Работа над языковым материалом начинается с введения и закрепления наиболее общеупотребительной лексики. Новые слова вводятся и закрепляются в предложениях, речевых структурах, а для их активизации предлагаются соответствующие задания и упражнения на расширение словарного минимума студентов и определение новых значений или известных им слов. Даются также упражнения на узнавание и правильную интерпретацию слов, подбор синонимов и антонимов и перевод словосочетаний.

Словообразование. В каждом уроке приводятся наиболее употребительные для текстов научно-технической литературы словообразовательные модели и упражнения, которые направлены на их овладение и должны выполняться студентами систематически при прохождении того или иного урока пособия.

Грамматика. Студентам предлагается познакомиться со значением наиболее значимых грамматических явлений, их формой и закрепить формируемые навыки в серии коммуникативно-направленных упражнений. В приложении пособия имеется грамматический комментарий к каждому уроку, позволяющий студенту самостоятельно изучать и повторять то или иное грамматическое явление, наиболее свойственное научно-технической речи.

Работа над текстами. Исходя из конечной цели обучения английскому языку в университете, подготовки будущих специалистов к чтению и работе с оригинальной научно-технической литературой по специальности, в пособии уделяется внимание выработке навыков и

умений в разных видах чтения и понимания специальных текстов. В состав каждого урока включены три основных текста. Текст А предназначен для изучающего типа чтения и отражает тему урока. В нем в наибольшей степени сконцентрирован лексический и грамматический материал, подлежащий активному усвоению. Студент должен понять и изучить данный текст полностью и сделать его адекватный перевод на русский язык. Тексты В и С дополняют и расширяют тему урока и снабжены определенной системой упражнений, направленных на развитие широкого диапазона умений: от построения элементарных высказываний до участия в ситуативно-тематической беседе. Итогом работы над текстами является выход в речевую практику – это может быть передача основного содержания прочитанного текста на английском языке, аннотирование, реферирование текста и составление резюме.

Работа с диалогом ориентирована на овладение студентами примерными образцами высказываний на иностранном языке, тренировку их коммуникативного взаимодействия в парах или группе, оперирование языковым материалом в диалогической речи, а также проведение деловых игр деятельного характера с мотивированной ситуацией общения, что повышает эмоциональный тонус учебного процесса, создает предметность речевого высказывания и помогает организовать процесс общения между студентами, максимально приближая его к реальной речевой коммуникации.

Структура учебного пособия предусматривает комплексное построение каждого урока, направленное на работу над отдельными языковыми и речевыми явлениями, а также на развитие навыков и умений в разных видах иноязычной речевой деятельности.

Тест в конце каждого урока предназначен для организации и проведения контроля по овладению студентами изученным материалом.

Приложение данного пособия включает краткий грамматический справочник к урокам курса, таблицу неправильных глаголов, список сокращений, список единиц измерения и ключи к тестам для самоконтроля.

Авторы

UNIT I. The System of Higher Education in Great Britain

LANGUAGE MATERIAL

1. Прочитайте и запомните новые слова, познакомьтесь с их русскими эквивалентами; переведите предложения на русский язык.

1. **to award** [ə'wɔ:d] присуждать, назначать (награду, премию)

A prize will be awarded to the student who will answer 20 quiz questions correctly.

2. **to attend** [ə'tend] посещать

Do students usually attend classes to socialize and entertain themselves?

3. **broad** [brɔ:d] широкий, обширный

His invention had broad applications.

4. **to carry out** ['kæri] [aʊt] выполнять, осуществлять

I wish he could carry out his plan.

5. **to compare** [kəm'preə] сравнивать

He always felt low whenever his mother compared him with his best friend.

6. **conclusion** [kən'klu:ʒ(ə)n] вывод, заключение

After a heated two-hour debate we came into conclusion that the project seemed fruitless.

7. **contribution** [ˌkɒntri'bju:ʃ(ə)n] вклад, ценные достижения

She made an outstanding contribution to science.

8. **to cover** ['kʌvə] покрывать, охватывать

We'd better get started now as we have a lot of reading material to cover within an hour.

9. **degree** [di'ɡri:] звание, ученая степень; диплом

It took me seven years to complete the degree.

10. **to enter** ['entə] 1) входить; 2) поступать (в учебное заведение)

1) Meteors are asteroids which enter the Earth's atmosphere.

2) Einstein entered school at the age of six.

11. **establishment** [ɪ'stæblɪʃmənt] учреждение

A scientific experimental establishment is formed at our university providing a basis for students and postgraduates to carry out their further experiments.

12. **expansion** [ɪk'spæn(t)ʃ(ə)n] распространение, рост, развитие

The company has turned down plans for further expansion.

13. **to experience** [ɪk'spɪəriəns(t)s] испытывать, переживать

He experienced severe hardships as a child.

14. **grant** [grɑ:nt] стипендия

We received a grant to attend the conference.

15. **in-depth** [ɪn'deɪpθ] исчерпывающий, доскональный, тщательный

The professor showed his students a film with an in-depth look at the formation of our Universe.

16. **to last** [lɑ:st] длиться

The examination lasted for two hours.

17. **level** ['lev(ə)l] уровень

If you want to rise to high level management, you will have to take a master's degree course.

18. **to obtain** [əb'teɪn] получать

They climbed the tower to obtain a panoramic view of the University Campus.

19. **to offer** ['ɒfə] предлагать

They offered her a job and she accepted without hesitation.

20. **to pass an exam** [pɑ:s] сдать экзамен

We all felt happy but exhausted when we passed our last exam.

21. **to proceed (to)** [prə'si:d] приступать, приниматься (за что-л.)

After answering the phone he proceeded to writing his report.

22. **to provide** [prə'vaɪd] предоставлять, давать

There is no way that we can provide another teacher for that class.

23. **range** [reɪndʒ] область, сфера, диапазон, круг

He has a wide range of interests, which makes him so well-rounded.

24. **research** [ri'sɜ:tʃ] исследование

Scientists never stop conducting research into the causes of cancer.

25. **thesis** ['θi:sɪs] диссертация

As a rule, a thesis results from original research submitted by a candidate for a degree.

2. Прочитайте интернациональные слова, обращая внимание на их произношение, и определите их значение без словаря.

equivalent [ɪ'kwɪv(ə)lənt]

dramatic [drə'mætɪk]

university [ˌju:nɪ'vɜ:səti]

course [kɔ:s]

medicine ['medɪsɪn]

faculty ['fæk(ə)lti]

theology [θɪ'ɒlədʒɪ]

economics [ˌi:kə'nɒmɪks]

agriculture ['ægrɪkʌltʃə]

student ['st(j)u:d(ə)nt]

examination [ɪg,zæmɪ'neɪʃ(ə)n]

result [rɪ'zʌlt]

tradition [trə'dɪʃ(ə)n]

seminar ['semɪnɑ:]

orchestra ['ɔ:kɪstrə]

local ['ləʊk(ə)l]

politician [ˌpɒlɪ'tɪʃ(ə)n]

personal ['pɜ:s(ə)n(ə)l]

3. Подберите пары синонимичных или близких по значению слов.

- | | |
|------------------|---------------------|
| 1) establishment | a) to award |
| 2) to obtain | b) growth |
| 3) to confer | c) educational |
| 4) busy | d) to receive |
| 5) expansion | e) to fulfil |
| 6) to preserve | f) institution |
| 7) to carry out | g) essential |
| 8) personal | h) full of activity |
| 9) academic | i) individual |
| 10) dramatic | j) to keep |

4. Подберите пары антонимов.

- | | |
|---------------|--------------|
| 1) old | a) to fail |
| 2) early | b) often |
| 3) to pass | c) boring |
| 4) full-time | d) to miss |
| 5) sometimes | e) late |
| 6) end | f) easy |
| 7) to attend | g) beginning |
| 8) exciting | h) young |
| 9) wide | i) part-time |
| 10) intensive | j) narrow |

5. Переведите следующие словосочетания на русский язык.

- | | |
|------------------------------------|--------------------------------|
| higher education | an exciting academic life |
| to enjoy academic freedom | to work on one's own |
| to offer courses | to be financed by public funds |
| a range of subjects | to make a contribution |
| to give a Bachelor's degree | tuition fees |
| the Honours degree | a lower income family |
| the Pass degree | a maintenance grant |
| to be successful in an exam | to be entitled |
| the degree of Doctor of Philosophy | |
| traditions are preserved | |
| to wear a cap and gown | |
| to be a custom | |

WORD-BUILDING

6. Проанализируйте модели образования слов, прочитайте и переведите слова, образованные на их основе.

Модель 1

основа глагола + **-tion / -sion / -ion** → существительное

| | |
|--|--------------------------------|
| to educate – обучать, давать образование | education – <i>образование</i> |
| to expand – расширяться, расти | expansion – |
| to examine – экзаменовать | examination – |
| to contribute – вносить вклад | contribution – |
| to conclude – заключать, делать вывод | conclusion – |
| to associate – ассоциировать | association – |
| to compete – конкурировать | competition – |
| to admit – принимать | admission – |

Модель 2

основа глагола + **-er / -or** → существительное

| | |
|--------------------------------|------------------------------|
| to employ – нанимать на работу | employer – <i>наниматель</i> |
| to invest – инвестировать | investor – |
| to teach – учить, обучать | teacher – |
| to work – работать | worker – |
| to operate – управлять | operator – |
| to act – играть, работать | actor – |
| to invent – изобретать | inventor – |
| to supervise – руководить | supervisor – |

Модель 3

основа глагола + **-ment** → существительное

| | |
|--------------------------------------|---------------------------------|
| to achieve – добиваться, достигать | achievement – <i>достижение</i> |
| to employ – нанимать на работу | employment – |
| to enjoy – наслаждаться | enjoyment – |
| to excite – стимулировать, побуждать | excitement – |
| to develop – развивать | development – |
| to improve – улучшать | improvement – |
| to invest – инвестировать | investment – |
| to settle – поселить | settlement – |

GRAMMAR REVIEW

ВРЕМЕНА ГРУППЫ *SIMPLE* В ДЕЙСТВИТЕЛЬНОМ И СТРАДАТЕЛЬНОМ ЗАЛОГАХ

7. Проанализируйте формы глаголов во временах *Simple Active*, приведенные в таблице, затем прочитайте и переведите текст.

| Simple Tenses in the Active Voice (на примере глаголов <i>to enter</i> и <i>to build</i>) | | | |
|---|---|---|---|
| Present V / Vs | I enter He builds | Do I enter? Does he build? | I do not enter He does not build |
| Past Ved / V ² | I entered He built | Did I enter? Did he build? | I did not enter He did not build |
| Future Will + V | I will enter He will build | Will I enter? Will he build? | I will not enter He will not build |

Learning on the Internet

We **live** in an age of computers. We **use** computers for lots of things like having fun, shopping, getting information, or communicating with friends. But **did** you **know** that you could take a course over the Internet? When you **sign** up for one, they **will send** you a series of lessons to complete and a timetable which **tells** you exactly when you **have** to complete them. At the end of the course you **will have** a chance to do some revision so you can be sure you are ready for the final exam.

8. Проанализируйте формы глагола *to be*, приведенные в таблице, затем прочитайте и переведите предложения с различными формами данного глагола.

| Глагол <i>to be</i> Simple Tenses in the Active Voice | | | |
|--|---|--|---|
| Present | I am You are He is | Am I? Are you? Is he? | I am not You are not He is not |
| Past | I / he was You were | Was I / he? Were you? | I / he was not You were not |
| Future | I will be He will be | Will I be? Will he be? | I will not be He will not be |

1. Our teachers **are** well-rounded.
2. At school Megan **was** good at doing sums.
3. Soon schools **will** no longer **be** necessary.
4. It **is** never late to learn.
5. This book **is** easy to read and it is full of lots of useful advice.
6. Our old school **was** a two-storeyed building with a small back yard.
7. They **will be** graduates in a few years.
8. Our school English lessons **were** always fun with a great atmosphere in the classroom.

9. Проанализируйте формы глагола *to have*, приведенные в таблице, затем прочитайте и переведите предложения с различными формами данного глагола.

| Глагол <i>to have</i> Simple Tenses in the Active Voice | | | |
|--|---|---|---|
| Present | I have got He has got | Have I got? Has he got? | I have not got He has not got |
| Past | I had He had | Did I have? Did he have? | I did not have He did not have |
| Future | I will have He will have | Will I have? Will he have? | I will not have He will not have |

1. I **had** a splitting headache after the exam.
2. They've **got** several lectures every day.
3. I hope he **will have** a lot of good friends at college.
4. Anna and Paul **had** a meeting with their dean the other day.
5. Unfortunately, our library **hasn't got** the Internet access with a free Wi-Fi connection.
6. As a rule we've **got** a twenty-minute lunch break.
7. In my school we **had** some strict school rules.
8. In the future universities **will have** fewer conventional classrooms.

10. Проанализируйте формы оборота *there + to be*, приведенные в таблице, затем прочитайте и переведите текст.

| Оборот <i>there + to be</i> в Simple Active | | |
|---|---|----------------------|
| Present | Past | Future |
| There is + а сущ. (ед.ч.) There are + сущ. (мн.ч.) | There was + а сущ. (ед.ч.) There were + сущ. (мн.ч.) | There will be |

This is our classroom. It is large with two big windows. **There is** plenty of light and fresh air. **There are** new desks and chairs in it. We haven't got much furniture in our classroom. Besides desks with chairs, **there is** a table and a chair for our teacher, a bookcase, a blackboard and some shelves on the wall. **There are** a lot of potted flowers in it, too. Right now, **there are** a few students preparing for a class. But yesterday we didn't have a class and **there were** no students in the classroom. When the bell rings **there will be** a teacher inside the room greeting all the students.

11. Проанализируйте формы глаголов во временах *Simple Passive*, приведенные в таблице, затем прочитайте и переведите текст.

| Simple Tenses in the Passive Voice (на примере глаголов <i>to offer</i> и <i>to find</i>) | | | |
|---|---|--|---|
| Present be + Ved/V³ | I am offered You are found He is offered | Am I offered? Are you found? Is he offered? | I am not offered You are not found He is not offered |
| Past be + Ved/V³ | I/he was offered You were found | Was I/he offered? Were you found? | I/he was not offered You were not found |
| Future will + be + Ved/V³ | I/he will be offered You will be found | Will I/he be offered? Will you be found? | I/he will not be offered You will not be found |

The Forbidden City

The Forbidden City **is situated** in the center of Beijing. It **was built** as the Imperial Palace for the emperors of China. It **was named** the Forbidden City because no common or foreign person **was allowed** to go inside without special permission. It **is considered** as one of the world's wonders, so it **will be protected** for further generations for many centuries.

12. Раскройте скобки, употребляя глаголы в видовременных формах *Simple Active*.

1. A newspaper columnist once ... (*call*) the modern Earth "a world village". 2. In our modern world it ... (*be*) very wise to learn foreign languages. 3. Speaking a foreign language ... (*not mean*) only reading the papers or original books by outstanding people. 4. As for me I ... (*begin*) learning English quite long ago. 5. But I still ... (*feel*) my communication and writing skills ... (*be*) rather low to put my thoughts into words. 6. Last summer I ... (*join*) the Student Pen-Pal Online Club. 7. One of my friends

from this club ... (*live*) in Scotland. 8. He ... (*have*) a great sense of humour and always ... (*tell*) me different life stories. 9. Hopefully one day he ... (*come*) and ... (*visit*) me in Belarus. 10. Due to the Internet and opportunity of speaking the international language we ... (*not notice*) a huge distance between us.

13. Преобразуйте глаголы нижеприведенного фрагмента текста в а) Past Simple (начните повествование словами “Last Monday ...”) и б) Future Simple (начните повествование словами “Next Monday ...”).

Mr. Turner wakes up at about 7 o'clock and it is time for him to get up. He has a cold bath every morning. But he doesn't forget to do his morning exercises before that. After the bath he shaves, brushes his teeth and goes back to the bedroom to get dressed. When he is ready, he goes downstairs for breakfast. After having a light breakfast he sits and reads the morning papers on his veranda. Mr. Turner comes back to his study at 9 o'clock and meets his students there. His working day starts.

14. Составьте вопросы (тип вопроса указан в скобках) к следующим ответам из прочитанного текста (упр. 13).

1. Yes, he does. He wakes up at 7 o'clock. (общий вопрос)
2. Every morning. (специальный вопрос)
3. Mr. Turner does. He never forgets to do his morning exercises. (вопрос к подлежащему)
4. Mr. Turner meets his students in his study. (альтернативный вопрос)
5. Yes, it does. (разделительный вопрос)

15. Дайте краткие положительные и отрицательные ответы на следующие вопросы по образцу.

- Model:** – Does Mr. Couper speak Russian?
– Yes, he does. / No, he doesn't.
– Has Mr. Couper got any Russian friends?
– Yes, he has. / No, he hasn't.
– Is Mr. Couper from Great Britain?
– Yes, he is. / No, he isn't.

1. Have they got a large family? 2. Do you have English classes on Mondays? 3. Has she got a large collection of rare books? 4. Does Mike ever do his homework on time? 5. Are they students of the Engineering Department? 6. Do you like to study English at university? 7. Does she

usually have early breakfast? 8. Has he got any information on the experiment they are carrying out now? 9. Is Andrew a hardworking student? 10. Do all the Greens work in a design office?

16. Дайте полные ответы на следующие вопросы по образцу.

Model: – Did you see Paul the other day? (*No / tonight*)

– No, I didn't, but I hope I'll see him tonight.

– Is it hot today? (*No / tomorrow*)

– No, it isn't, but I expect it will be hot tomorrow.

1. Did they come in time for their first class? (*No / tomorrow*) 2. Did the group of freshmen take a tour around the university campus last Sunday? (*No / next Sunday*) 3. Do your students speak English fluently? (*No / in a year*) 4. Are they bored at doing such a monotonous kind of work? (*No / at the end of the day*) 5. Did you discuss that topic with your students in your last class? (*No / in my next class*) 6. Is Becca through with the translation of this difficult article? (*No / in the evening*) 7. Does your sister live in the hall of residence? (*No / next year*) 8. Did they travel a lot on summer holiday when they were college students? (*No / when they get retired*) 9. Do you understand this rule? (*No / soon*) 10. Did they buy new laboratory equipment last month? (*No / next month*)

17. Раскройте скобки, употребляя глаголы в видовременных формах *Simple Passive*.

1. At our University several subjects ... (*study*) optionally. 2. The meeting ... (*hold*) in the dean's office next week. 3. The other day new methods ... (*apply*) by our scientists in the laboratory. 4. He ... (*offer*) a job in a small design office after the graduation. 5. Every term different problems ... (*discuss*) by our professors for their students' future research. 6. A new experimental model ... (*construct*) by our students for the next year exhibition. 7. Lots of complex mathematical problems ... (*solve*) in class every week. 8. His book ... (*translate*) into many languages. 9. I don't think you ... (*ask*) to show your passport during the exam. 10. In 2015 John ... (*award*) a grant to take a two-year course in Cambridge.

18. В следующем фрагменте текста преобразуйте глаголы из *Active Simple* в *Passive Simple*.

Yesterday afternoon the school held a sports day. Philip's teacher entered him for the 100m race because people thought Philip was the fastest runner in the school. Philip's teacher blew the whistle and the race started. Loud cheers

filled the air as Philip's friends cheered him on. Philip overtook all the other runners and, as people had expected, Philip won the race. The headmaster gave him a trophy as a prize.

19. Составьте вопросы (тип вопроса указан в скобках) в *Passive* к следующим ответам из прочитанного текста (упр. 18).

1. Yes, it was. It was held by the school yesterday afternoon. (общий вопрос)
2. ... because people thought he was the fastest runner. (специальный вопрос)
3. The air was. It was filled with loud cheers. (вопрос к подлежащему)
4. All the runners were overtaken by Philip. (альтернативный вопрос)
5. Yes, he was. He was given a trophy. (разделительный вопрос)

20. Дайте полные ответы на следующие вопросы по образцу.

Model: – Are you usually instructed before starting work? (*Yes / tomorrow again*)

– Yes, we are, and we'll be instructed tomorrow again.

– Was he admitted to the engineering department last year? (*No / next year*)

– No, he wasn't, but I expect he will be admitted next year.

1. Is he always told to come on time? (*No / tomorrow*)
2. Are they examined at the end of every term? (*Yes / at the end of the next term*)
3. Were our students invited to participate in the conference last month? (*No / in a year*)
4. Was Mary shown the way to the city center from our Campus? (*No / tomorrow*)
5. Is your worksheet always checked by your tutor? (*Yes / in an hour*)
6. Are you ever allowed to enter this laboratory? (*No / when we are in our last year*)
7. Were the foreign students invited to join our conference workshop last year? (*No / next year*)
8. Was the documentary on Harvard University released last spring? (*No / next spring*)
9. Are you sent on business trips a lot? (*Yes / in a month again*)
10. Are articles always translated in class? (*No / tomorrow*)

21. Выберите правильный перевод выделенного глагола-сказуемого в следующих английских предложениях.

1. The first Nokia phones **were produced** in Finland.

- а) производятся; б) производились.

2. I think they **will pull down** this block of flats as it does look unsafe.

- а) сносят; б) снесут.

3. Our lectures on engineering **are** always **delivered** before lunchtime.
а) читаются; б) прочитают.
4. They **forgot** to switch off the machinery in the laboratory.
а) забыли; б) забудут.
5. He promises he **won't get down to** this project on his own.
а) начал; б) не начнет.
6. **Did** you **find** the university hall of residence?
а) нашел; б) нашелся.
7. Which subjects **do** you **like** doing this term?
а) нравится; б) нравлюсь.
8. Who **was** that report **written** by?
а) написал; б) написан.
9. At our university faculties themselves **do not arrange** their timetables.
а) не будут составлять; б) не составляют.
10. When **will** he **be given** his degree?
а) выдали; б) выдадут.

22. Прочитайте предложения на русском языке и найдите к ним соответствующие английские эквиваленты.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1) Сейчас британская система образования остается в числе самых уважаемых и успешных. 2) Много веков назад британское образование строилось на том, чтобы научить студентов мыслить независимо и работать самостоятельно. 3) Аудиторные занятия и лекции часто дополняются неформальным обсуждением материала в небольших группах. 4) Многие университеты предоставляют студентам место в общежитии, где под рукой есть все, что необходимо для студенческой жизни. 5) Разнообразные программы изучения английского языка охватывают все уровни, от начинающего до продвинутого. | <ol style="list-style-type: none"> a) In Shakespeare's time English was spoken by only a few million people, and it was unknown to the rest of the world. b) Various language courses cover all levels of a command of English ranging from starter to advanced ones. c) Now English is the language of business, technology, sport, and aviation. d) Today more than 600,000 people come to Great Britain every year in order to learn English there. e) Many centuries ago the British educational system was founded on the idea to teach students to think independently and study on their own. f) Even today the British educational system remains one of the most prestigious and successful. |
|--|---|

6) Сегодня английский – это язык бизнеса, технологий, спорта и авиации.

7) А во времена Шекспира на английском языке говорили лишь несколько миллионов людей, и он был незнаком остальному миру.

8) Сейчас каждый год в Великобританию приезжает более 600 тысяч человек, чтобы изучать здесь английский язык.

9) Есть люди, которые должны говорить на английском языке с практической целью – будь то профессиональная или обучающая.

10) Предположение, что в будущем все остальные языки мира, вероятно, исчезнут, звучит нелепо.

g) There is a group of people who are forced to use English for a practical purpose – professional or educational.

h) Informal tutorials to discuss the material in a small group are often added to lectures and seminars.

i) The proposition that all other languages will probably die out in the future is absurd.

j) Most Universities provide their students with accommodation in the Campus where they have all they need for their studies just on the spot.

23. Прочитайте, переведите и подберите русские эквиваленты к следующим английским пословицам и поговоркам.

1. There is no place like home.
2. There is no smoke without fire.
3. There is no rose without a thorn.
4. There is no use crying over spilt milk.
5. Where there is a will, there is a way.

READING PRACTICE

24. Прочитайте текст А и переведите его на русский язык, пользуйтесь словарем.

TEXT A. HIGHER EDUCATION IN GREAT BRITAIN

Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. Today one in three young people enters higher education compared with one in six in 1989. Higher education is provided at universities, “the new universities” (former polytechnics

which became known as “new universities” in the early nineties) and other establishments of higher and **further education**.

There are universities and higher education institutions, which enjoy academic freedom. First degree courses are mainly **full-time** and usually last three years (four in Scotland), with longer courses in subjects such as medicine. Universities offer courses in a wide range of subjects. The oldest and best known universities are in Oxford, Cambridge, London, Liverpool, Durham, Edinburgh, Bristol, Cardiff, Birmingham. A university consists of a number of faculties: theology, economics, engineering, agriculture, commerce, and education. After three years of study a student may proceed to a **Bachelor’s degree** and later to the degrees of Master and Doctor. The Bachelor’s Degree (Bachelor of Science, Arts, Engineering or Business Administration) is given to students who pass exams at the end of three to four years of study. Bachelors’ degrees are at two levels, **Honours and Pass**. In some cases the Honours Degree is awarded for intensive study and examination in one, two or perhaps three related subjects, while the Pass degree may be somewhat broader. In some cases the Honours degree is given to the students who are more successful in their examination.

The first postgraduate degree is that of **Master, conferred** for a thesis based on at least one year’s full-time work.

The doctoral degree, or **doctorate**, is awarded for in-depth original research in a specific field that makes a real contribution to knowledge. Students carry out independent research (under supervision of a professor), and write up their results and conclusions as a thesis. Postgraduate research can be in almost any subject. All universities award the degree of Doctor of Philosophy (Ph.D.) for both arts and science doctorates.

The British universities have their own way of life and traditions which are carefully preserved. For example, sometimes you can see students at Oxbridge wearing a **cap and gown** – it’s a custom from the time when students were clergymen.

Academic life in universities is exciting and very busy. Students attend lectures given by professors and lecturers, have seminars and work on their own in universities’ libraries and laboratories.

All British universities are private institutions. Each has its own governing council, including some local business people and local politicians as well as a few academics. Students have to **pay fees** and living costs, but every student may obtain a personal grant from local authorities of the place where he lives. This is enough to pay his full costs but the amount depends on the parents’ income. If the parents do not earn much money, their children will receive a full grant which will cover all the expenses.

NOTES TO THE TEXT

1) **further education** – дальнейшее образование, дневное и вечернее, иногда с освобождением от работы; платное; основная цель – повышение квалификации; возраст не ограничен.

2) **full-time** – с отрывом от производства;

3) **a Bachelor's degree** – степень бакалавра (соответствует диплому об окончании высшего учебного заведения в РФ); в зависимости от отрасли знаний бакалавр может быть:

Bachelor of Science / B.Sc. (BSc) – бакалавр в области естественных наук;

Bachelor of Arts / B.A. (BA) – бакалавр в области гуманитарных наук;

Bachelor of Engineering / B.Eng. (BEng) – бакалавр инженерного дела;

Bachelor of Business Administration / B.B.A. – бакалавр в области управления;

4) **an Honours degree** – диплом с отличием;

5) **a Pass degree** – диплом без отличия;

6) **a Master's degree** – степень магистра;

7) **to confer** – жаловать, даровать, давать;

8) **doctorate (a doctoral degree)** – докторская степень;

9) **cap and gown** – шапочка и плащ (форменная одежда студентов и профессоров);

10) **to pay fees** – платить за обучение.

25. Найдите в тексте А ответы на следующие вопросы.

1. Where can one get higher education in the UK?
2. What parts of the country are the best known British universities located in?
3. What faculties (departments) does a typical British university consist of?
4. When and for what is Bachelor's degree given?
5. What levels can Bachelor's degree be? Explain the difference between these.
6. Who can earn a doctoral degree?
7. Is the "tutorial" system characteristic of all British universities?
8. What do students usually do during their terms?
9. Are all students expected to make a contribution towards their tuition fees?
10. What does "a full grant" mean?

26. Прочитайте текст В и ответьте на следующие вопросы по содержанию прочитанного.

1. What does the word "Oxbridge" mean?
2. Which means of transport is the most popular with people who live, work and study in Oxford and Cambridge?

3. Is the prestige of Oxford and Cambridge very high because of its expensive tuition?

TEXT B. OXBRIDGE

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge. Both universities are independent. The normal length of degree course is three years. Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public **degree ceremonies**. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. **Full academic dress** is worn at examinations.

Oxford and Cambridge Universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name and its **coat of arms**. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, **fellows** and the Master, and also rooms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in **the Anglo-Saxon Chronicle** in 911 AD and it was popular with the early English kings (**Richard the Lionheart** was probably here). The university's earliest **charter** is dated back to 1213.

There are now more than thirty colleges where men and women are educated together, many from overseas studying for higher degrees. Among the oldest colleges are University College, **All Souls** and Christ Church.

The local car industry in East Oxford gives an important addition to the city's outlook. There's a great deal of bicycle traffic both in Oxford and Cambridge.

Cambridge University started during the 13th century and has grown until today. Now there are more than thirty colleges.

On the banks of **the Cam** willow trees drown their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge, its choir of boys and undergraduates being also well known.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is part of students' life at Oxbridge. The most popular sport is rowing.

Academic life in both universities is full and varied. Although students attend lectures given by professors and lecturers, their work is largely based on a "tutorial" system; each student meets his tutor to have his work scrutinized and discussed.

Because of their age traditions, historical associations and reputation the prestige of Oxford and Cambridge is very high, consequently, competition for admission is extremely keen.

NOTES TO THE TEXT

- 1) **degree ceremony** – церемония вручения ученых степеней;
- 2) **full academic dress** – парадная форма одежды;
- 3) **coat of arms** – герб;
- 4) **fellow** – младший научный работник;
- 5) **the Anglo-Saxon Chronicle** – «Англосаксонская летопись»;
- 6) **Richard the Lionheart** – Ричард Львиное Сердце;
- 7) **charter** – хартия;
- 8) **All Souls college** – Колледж всех душ;
- 9) **the Cam** – река Кэм.

27. Найдите следующие словосочетания в тексте и прочитайте вслух предложения с ними.

| | |
|--------------------------|---------------------|
| public degree ceremonies | the city's outlook |
| full academic dress | willow trees |
| its coat of arms | its choir of boys |
| for teaching purposes | students' life |
| many from overseas | a "tutorial" system |

28. Выразите свое согласие или несогласие со следующими утверждениями, используя вводные ключевые выражения.

- a) *I quite agree ...; you're right ...; that's right ...; indeed ...; exactly ...;*
- b) *I am afraid it is not right ...; that's wrong ...; I'd rather disagree ...*

1. The normal length of degree courses in languages or medicine is three years.
2. Oxford and Cambridge Universities consist of a great number of colleges.
3. Each college is governed by the Minister of Education.

4. Some colleges do not provide their students with dining halls and libraries.

5. The town of Oxford was popular with the Romans.

6. People from other countries are not allowed to come and study in Oxbridge.

7. Peterhouse is the most recent college in Cambridge.

8. King's College is probably famous for its royal family graduates.

9. The universities have more than a hundred societies and clubs.

10. Lectures are given by professors and lecturers.

29. Парная работа. Обсудите с партнером следующие вопросы.

1. Which university would you like to study at if you had a chance? Why?

2. How will you compare the university you are studying now with Oxford and Cambridge?

30. Составьте резюме по содержанию текста В.

31. Прочитайте текст С и постарайтесь понять его основное содержание.

TEXT C. HOW HARVARD GETS ITS BEST AND BRIGHTEST

Sure students work hard to get into this elite college. But so does the **admissions committee**.

In the US, few competitions are more cut-throat than the college admissions game. And every year it grows more intense as an ever-larger pool of **high school seniors** apply for one of the **coveted spots** at the nation's top colleges. Meanwhile, the elite colleges have been stepping up their efforts to attract the best and brightest students – the prized pupils who will help increase the prestige of their campuses.

Thus, for the new academic year, which will start in September, Harvard received a near-record 23,000 applications. The real surprise, however, is how hard Harvard works behind the scenes to achieve these amazing results. From his corner office in Byerly Hall, William R 'Bill' Fitzsimmons, Harvard's veteran dean of admissions, oversees a carefully considered three-part battle plan. The first phase begins in the spring, when Harvard mails letters to a **staggering 70,000-or-so high school juniors** – all with stellar test scores – suggesting they consider applying to America's best-known college. Harvard buys their names from the **examination boards**. Each year, Harvard's admissions team tours 140 US cities, as well as hundreds of other places in Latin America, Europe, Africa and the Far East. This year, 10%

of the admitted students came from abroad. In addition to his staff of 35, Fitzsimmons **enlists** Harvard's coaches and professors to look for talent. The math department, for instance, starts to identify math geniuses by keeping a close eye on kids doing well in math contests. Harvard students also get into the act. Since 2003, Harvard has hired fifteen to twenty low-income students to call and email promising low-income high school students. Their job is to oppose the "impression that Harvard is only for the rich and elite," says Fitzsimmons. In fact, under Harvard's relatively new financial aid policies, parents who make less than \$60,000 a year aren't expected to pay anything toward the annual \$43,700 **fee for tuition, room and board**. Fitzsimmons also sends an army of some 8,000 graduate volunteers to tour the country to identify and **recruit** promising high school students by holding shows where they live. Later, they also interview nearly all applicants. By then, Fitzsimmons will be deep into the second phase of his battle plan: **sifting through** the thousands of applicants. Every application **is rated** on a scale of one (the best ever) to six (the worst ever). Then, in February, the applications are divided up geographically among twenty subcommittees. Once the final decisions have been made, Fitzsimmons and his team move to phase three: **an all-out push** to convince the chosen few to attend Harvard. Professors, graduates and students are all recruited to start calling the admitted. And, in mid to late April over half of those who were accepted typically show up at Harvard for an elaborate weekend.

The Harvard pitch is clearly effective. "What we aim to do is to get the very best **faculty** together with the very best students," Fitzsimmons says. "Our hope is that these efforts will develop the talents of these students to a much greater degree and that they will then give back a lot more to America and the world." That belief may sound old-fashioned, but it's clearly helped drive Harvard to go to enormous lengths to find the best and brightest.

NOTES TO THE TEXT

- 1) **college admissions committee** – приемная комиссия университета;
- 2) **high school senior** – *амер.* ученик выпускного класса;
- 3) **coveted spot** – желаемое место;
- 4) **staggering** – ошеломляющий, потрясающий;
- 5) **high school junior** – *амер.* ученик предпоследнего класса старшей школы;
- 6) **examination boards** – *амер.* табло экзаменационных результатов;
- 7) **to enlist** – привлекать (на свою сторону), вербовать;
- 8) **fee for tuition, room and board** – *амер.* плата за обучение и полный пансион;
- 9) **to recruit** – *амер.* нанимать (на работу), набирать, вербовать;

- 10) **to sift through** – тщательно рассматривать, анализировать;
 11) **to be rated** – оцениваться;
 12) **all-out push** – изо всех сил, решительный рывок;
 13) **faculty** – *амер.* профессорско-преподавательский состав.

32. Укажите, какие методы используются Гарвардским университетом для нахождения своих будущих студентов.

- telemarketing
- TV advertising
- parents' meetings
- weekends at Harvard
- letters by email
- travelling shows
- free holidays
- sponsorship

33. Найдите в тексте С, что означают следующие цифры, и прочитайте вслух предложения с ними.

| | | |
|--------|--------|--------|
| 23,000 | 35 | 43,700 |
| 140 | 60,000 | 8,000 |

34. Заполните пропуски в резюме текста С.

The Harvard Battle Plan

Phase 1

1. Buy _____ from examination boards.
2. Send _____ to high school juniors.
3. Visit _____ and travel to other countries.
4. Send out _____ to identify possible candidates.

Phase 2

5. Sort applications and give a score from _____.
6. Local _____ discuss the case for and against each candidate.

Phase 3

7. _____ lobby successful candidates by phone.
8. Invite applicants to spend _____ at Harvard in _____.

35. Напишите аннотацию к тексту С.

ORAL PRACTICE

36. Прочитайте первую часть интервью и ответьте на вопросы.

1. Which stage of the course is Alec at?
2. How many women are there in this course?
3. What age was he when he left school?
4. Which subject did he enjoy most at school?
5. What job did he do when he left school?

Interviewer: You're doing an HND (Higher National Diploma) in Civil Engineering. How long does that last?

Alec: It's a two-year course.

Interviewer: And what stage are you at now?

Alec: I'm in the second semester of the first year.

Interviewer: How many students are there in the group?

Alec: There are eight, all men.

Interviewer: Why did you decide to do this course?

Alec: I left school at seventeen and started off as an Architectural Technician and ...

Interviewer: What did that involve, being an Architectural Technician?

Alec: Doing all the technical drawings for the architects, things like that. We used a program called Autocad.

Interviewer: And what took you into that line of business?

Alec: Well, I was interested in architecture. My best subject at school, the one I enjoyed most, was Graphic Communication. I decided to try to get a career using that. So, I went into an architect's office and was there for four years before I decided to start my degree.

37. Прочитайте вторую часть интервью.

Interviewer: Tell me about your timetable.

Alec: I have classes three days a week – Monday, Wednesday, and Friday, and self-study on the other days.

Interviewer: Which subject appeals to you most?

Alec: Erm, the Theory of Structures. I really enjoy it. That is twice on a Monday – Monday morning first thing and on Monday afternoon.

Interviewer: What do you like about it?

Alec: I like the Maths and Physics side of it, how the structure actually works.

Interviewer: Is there any of the work in the lab?

Alec: We've got Materials this semester. We're in the lab every week – testing concrete and that sort of thing. On Fridays, there's Project Work from 11.15 for most of the day. I've been at a structural engineering company learning how a civil engineering project is run.

Interviewer: What's the company working on?

Alec: They're turning an old office building into a nightclub, restaurant, and five star hotel. It's interesting to get on site and to speak to the engineers.

Interviewer: What's Complex Communications on Wednesday?

Alec: Before and after lunch? It's about some kind of language. You have to pick something to do with engineering and write a report about it. Then present it to the other students.

Interviewer: What's Fluid Mechanics on Friday morning?

Alec: Er, it's how fluids behave, water pressure on pipes, and that sort of thing. It's one of the hardest subjects.

Interviewer: Do you find you have a lot of work to do outside the course?

Alec: Yes, it's not particularly hard but it's constant.

Interviewer: And how is it assessed?

Alec: It's modular, continuous assessment. You have to pass all the modules.

Прочитайте утверждения и определите, являются ли они верными, неверными или их нет в тексте.

1. Alec always sees his tutor on self-study days.

а) верно б) неверно в) нет в тексте

2. Alec is mostly interested in the Theory of Structures.

а) верно б) неверно в) нет в тексте

3. Alec does not know how a civil engineering project is run.

а) верно б) неверно в) нет в тексте

4. Alec is doing a foreign language at Complex Communications on Wednesday.

а) верно б) неверно в) нет в тексте

5. Alec is constantly assessed during the semester.

а) верно б) неверно в) нет в тексте

38. Прочитайте третью часть интервью и заполните пропуски в предложениях одним или двумя словами.

Interviewer: What do you hope to do at the end of your course?

Alec: Well, I want to go on to do the degree.

Interviewer: What kind of degree will you take?

Alec: I'd like to do Structural Engineering, a BEng (Bachelor of Engineering). I've got acceptance from two universities. I can start once I've finished one year of my HND.

Interviewer: How long will it take?

Alec: It is four years for a BEng.

Interviewer: When you start work as a civil engineer, what do you want to build ... houses or big structures like bridges and roads?

Alec: I'm more interested in the big structures like bridges.

Interviewer: You may have to go overseas for that.

Alec: That's one reason why I chose this career. That you can travel. There are a lot of opportunities to go overseas.

1. After finishing the course Alec is going to get _____.
2. Doing a Bachelor of Engineering takes _____ years.
3. Alec would like to build big structures like _____ in the future.
4. Alec chose this career because of _____.
5. Alec hopes he will have a chance to go and work _____.

T E S T

1. Выберите из трех предложенных вариантов правильный.

1. Max ... a degree in civil engineering from Leeds University last year.
a) had got b) has got c) got
2. Please pay attention to what your teacher usually ... in class.
a) says b) say c) said
3. Very few students ... how to organize their learning.
a) teach b) are taught c) is taught
4. ... how to look up new words in the dictionary when you were at school?
a) Did you know b) You knew c) Were you know
5. Our English teacher ... us to memorize three pages of the wordlist the other day.
a) was asked b) asks c) asked
6. Maggie does not think she ... her exam.
a) will fail b) won't fail c) will be failed

7. The exam results ... tomorrow morning.
 a) will be announced b) will be announce c) will announce
8. The day before yesterday our students ... an experimental model of a robot.
 a) shown b) shows c) were shown
9. ... any changes in our timetable?
 a) There are b) Are there c) Is there
10. Do you remember the exact year our university ...?
 a) was found b) founded c) was founded

2. Прочитайте текст и составьте резюме по прочитанному тексту на английском языке.

Life at College

Good “A” level results in at least two subjects are necessary to get a place at one of the British universities. However, good exam passes are not enough. Universities choose their students after interviews, and competition for places at university is fierce.

Free at last!

Most 18 and 19 year-olds in Britain are fairly independent people, and when the time comes to pick a college they usually choose one as far away from home as possible! It is very unusual for university students to live at home. Most parents usually approve of the move, and see it as a necessary part of becoming an adult.

Freshers!

When they first arrive at college, first year university students are called “freshers”. A fresher’s life can be exiting but terrifying for the first week. Often freshers live in a Hall of Residence on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers feel homesick for the first week or so, but living in hall soon helps them to make new friends. During the first week, all the clubs and societies hold a ‘fresher’s fair’ during which they try to persuade the new students to join their society. The freshers also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students reads a paper he or she has written. The paper is then discussed by the tutor and the rest of the group. After three or four years these students will take their finals. Most of them will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BSc (Bachelor of Science) after their name. It will have been well earned!

UNIT II. Higher Education of the Country I live in

LANGUAGE MATERIAL

1. Прочитайте и запомните новые слова, познакомьтесь с их русскими эквивалентами; переведите предложения на русский язык.

1. **access** ['ækses] доступ

All students always need to have access to good books.

2. **available** [ə'veiləbl̩] доступный, пригодный

These reference books are only available for our university students in a reading hall.

3. **branch** [brɑ:ntʃ] отрасль

Algebra is a branch of mathematics.

4. **citizen** ['sitiz(ə)n] гражданин

Mr. Shin has become a citizen of the Republic of Belarus recently.

5. **competitive** [kəm'petitiv] конкурентоспособный, соперничающий

Some students find it hard to study in groups with the competitive atmosphere.

6. **to correspond (with / to)** [,kɔrɪ'spɒnd] соответствовать, соотноситься

There are some main patterns of family life in Belarus, and they correspond generally to class or ethnic groupings.

7. **demand** [di'mɑ:nd] спрос, требование

Imported cars are in strong demand.

8. **development** [di'velɒpmənt] развитие, рост, создание

He showed a lot of enthusiasm for the development of new products.

9. **efficient** [i'fɪʃ(ə)nt] эффективный, квалифицированный, целесо-

образный

The local authorities brought in a new efficient scheme to recycle waste.

10. **to ensure** [ɪn'ʃuə], [ɪn'ʃɔ:] обеспечивать, гарантировать

Careful preparations ensure success.

11. **extramural** [,ekstrə'mjuə(ə)] заочный или вечерний (о курсе)

At 25, he began extramural studies with Massey University, graduating three years later with a degree in mathematics and computer science.

12. **field** [fi:ld] 1) поле, луг; 2) поле, область, сфера (деятельности)

1) *What a fine field of wheat!*

2) *He is an expert in the field of construction materials.*

13. **goal** [gəʊl] задача, цель
His goal in life is to make a big contribution to the science of his country.
14. **to guarantee** [ˌgær(ə)n'ti:] гарантировать, ручаться, страховать
It's guaranteed to last five years.
15. **to guide** [gaɪd] вести, направлять, вдохновлять, руководить
I advise you to be guided by your sense of what is right.
16. **to improve** [ɪm'pru:v] улучшать, совершенствовать
I made efforts to improve my grades.
17. **individual** [ˌɪndɪ'vɪdʒuəl] человек, лицо, личность
What an eccentric individual he is!
18. **to introduce** [ˌɪntrə'dju:s] внедрять, вводить, представлять
I think the time is right to introduce this product.
19. **objective** [əb'dʒektɪv] стремление, цель
Our primary objective is to expand the Belarusian market.
20. **to occupy** ['ɒkjəpaɪ] занимать (пространство), захватывать, занимать (пост)
How much space does the building occupy?
21. **principle** ['prɪn(t)səpl] правило, закон, принцип
We were explained the principles of political economy.
22. **priority** [praɪ'ɒrəti] приоритет, преимущество
Road building is a first priority.
23. **quality** ['kwɒləti] качество, свойство
He has the right qualities to be a good engineer.
24. **staff** [stɑ:f] личный состав, кадры, штаты
Do all teaching staff know English?
25. **training** ['treɪnɪŋ] обучение, воспитание, тренировка
The years of training led her to a conclusion that she would like to do completely different.

2. Прочитайте интернациональные слова, обращая внимание на их произношение, и определите их значение без словаря.

| | |
|------------------------------|-----------------------------------|
| professor [prə'fesə] | economy [ɪ'kɒnəmi] |
| design [dɪ'zaɪn] | institution [ˌɪn(t)stɪ'tju:ʃ(ə)n] |
| specialist ['speʃ(ə)lɪst] | physics ['fɪzɪks] |
| tradition [trə'dɪʃ(ə)n] | ethics ['eθɪks] |
| history ['hɪst(ə)rɪ] | system ['sɪstəm] |
| enthusiasm [ɪn'θju:zɪəz(ə)m] | reform [rɪ'fɔ:m] |
| laser ['leɪzə] | information [ˌɪnfə'meɪʃ(ə)n] |
| education [ˌedʒu'keɪʃ(ə)n] | national ['næʃ(ə)n(ə)l] |

3. Подберите пары синонимичных или близких по значению слов.

- | | |
|---------------|------------------|
| 1) goal | a) education |
| 2) state | b) to guarantee |
| 3) individual | c) to get |
| 4) reforming | d) country |
| 5) training | e) evening |
| 6) to ensure | f) objective |
| 7) extramural | g) overseas |
| 8) to gain | h) modernization |
| 9) foreign | i) lessons |
| 10) classes | j) person |

4. Подберите пары антонимов.

- | | |
|-----------------|------------------|
| 1) free | a) native |
| 2) postgraduate | b) ignorance |
| 3) foreign | c) practice |
| 4) theory | d) modernized |
| 5) to include | e) to worsen |
| 6) traditional | f) to destroy |
| 7) major | g) paid |
| 8) to improve | h) minor |
| 9) to create | i) to exclude |
| 10) knowledge | j) undergraduate |

5. Переведите следующие словосочетания на русский язык.

- | | |
|-----------------------------|-------------------------------|
| continuity and equal access | to be classified |
| moral upbringing | to provide a two-stage system |
| management of education | in accordance with a scheme |
| mature individual | to last one or two years |
| to improve its quality | to occupy its niche |
| the major trends | highly qualified staff |
| to study a situation | to juggle work with studies |
| to consider in work | to gain one's popularity |
| to correspond with ideas | to provide services |
| free education | to do postgraduate studies |

WORD-BUILDING

6. Проанализируйте модели образования слов, прочитайте и переведите слова, образованные на их основе.

Модель 1

основа прилагательного + *-ly* → наречие

| | |
|-------------------------|----------------------------|
| important – важный | importantly – <i>важно</i> |
| necessary – необходимый | necessarily – |
| easy – легкий | easily – |
| happy – счастливый | happily – |
| excited – взволнованный | excitedly – |
| careful – внимательный | carefully – |
| helpless – беспомощный | helplessly – |
| wise – мудрый | wisely – |

Модель 2

основа прилагательного + *-ity* → существительное

| | |
|-----------------------------|--------------------------------|
| creative – творческий | creativity – <i>творчество</i> |
| equal – равный | equality – |
| productive – продуктивный | productivity – |
| necessary – необходимый | necessity – |
| possible – возможный | possibility – |
| responsible – ответственный | responsibility – |
| acceptable – приемлемый | acceptability – |
| available – доступный | availability – |

Модель 3

основа прилагательного + *-cy* → существительное

| | |
|--------------------------|-------------------------------|
| literate – грамотный | literacy – <i>грамотность</i> |
| efficient – эффективный | efficiency – |
| fluent – беглый | fluency – |
| frequent – частый | frequency – |
| private – личный | privacy – |
| sufficient – достаточный | sufficiency – |
| accurate – точный | accuracy – |
| vacant – свободный | vacancy – |

GRAMMAR REVIEW

ВРЕМЕНА ГРУППЫ *CONTINUOUS* В ДЕЙСТВИТЕЛЬНОМ И СТРАДАТЕЛЬНОМ ЗАЛОГАХ

7. Проанализируйте формы глаголов во временах *Continuous Active* и *Passive*, приведенные в таблицах, затем прочитайте и переведите текст.

| Continuous Tenses in the Active Voice (на примере глагола <i>to guide</i>) | | | |
|--|--|---|--|
| Present be + Ving | I am guiding We are guiding He is guiding | Am I guiding? Are we guiding? Is he guiding? | I am not guiding We are not guiding He is not guiding |
| Past be + Ving | I / he was guiding We were guiding | Was I / he guiding? Were we guiding? | I / he was not guiding We were not guiding |
| Future will be + Ving | I will be guiding He will be guiding | Will I be guiding? Will he be guiding? | I / he will not be guiding |

| Continuous Tenses in the Passive Voice (на примере глаголов <i>to guide</i> и <i>to teach</i>) | |
|--|---|
| Present be + being + Ved/V³ | I am being guided We are being taught He is being guided |
| Past be + being + Ved/V³ | I / he was being guided We were being taught |

Good morning and welcome to my class. My name's Mr. Hill and I'm your French teacher for the term. Let me start by saying that I'm very glad to see you **are** all **wearing** the correct uniform! You all look very smart. This term we're **doing** a new coursebook and I hope you'll find our French classes encouraging. But today I **am not going** to ask you to take your coursebooks out of your bags. For now I'd like to hear a bit about each of you. Tell me your name, a bit about your family, your interests...

8. Раскройте скобки, употребляя глаголы в видовременных формах *Continuous Active* и *Passive*.

1. At this very moment the students ... (*examine*) in this classroom. 2. The Government ... (*build*) a lot of new schools in small towns now. 3. The test ... (*write*) when all of a sudden the security alarm went off. 4. At midnight they still ... (*make*) every effort to reach the agreement. 5. I ... (*work*) when he returns. 6. Tomorrow between 1 and 2 they ... (*discuss*) some issues over their lunch. 7. ... you ... (*leave*) the town shortly after your summer exams? 8. He ... (*live*) with his parents now because he ... (*look*) for a job. 9. The article still ... (*translate*) by the student. Don't bother him. 10. The mail ... (*deliver*) from 9 to 11 yesterday morning.

9. Дайте ответы на следующие вопросы по образцу, употребляя глаголы в *Present Continuous Active*.

Model: – Do you want to watch TV? (*do homework*)
– I am afraid, I can't. I am still doing homework.

1. Would you like to go for a walk? (*write a report*) 2. Does David want to join us? (*revise for an exam*) 3. Do you want to go to the seaside this June? (*take exams*) 4. How about going to the library today? (*babysit my little brother*) 5. Does Jessica want to have a break? (*type some documents*) 6. Do they know their new timetable for this term? (*correct it*) 7. Are you ready to read what you have translated? (*translate the article*) 8. Is Lee already willing to help us? (*try to finish an essay*) 9. Can you present your project to us? (*work on it*) 10. Do you always feel confident to take part in class discussions? (*feel a bit nervous*)

10. Дайте ответы на следующие вопросы по образцу, употребляя глаголы в *Past Continuous Active*.

Model: – Where did Ann improve her English? (*live in England*)
– She improved her English when she was living in England.

1. When did you buy that book? (*sit for an exam*) 2. When did Mike lose his keys? (*tour the city*) 3. When did Nancy make up that story? (*spend her summer at camp*) 4. When did Robert hurt himself? (*ride the bicycle*) 5. When did you hear that song? (*drive and listen to the radio*) 6. When did you come across him? (*do the shopping in the supermarket*) 7. When did you learn that information? (*attend his lecture*) 8. When did Jane learn to swim? (*rest at the seaside*) 9. When did Alex get a bad grade? (*cheat in the exam*) 10. When did you become good friends? (*go to the same college*)

11. Преобразуйте следующие предложения по образцу, употребляя глаголы в *Future Continuous Active*.

Model: – Don't leave the dog alone. (*bark*)
– Don't leave the dog alone. The dog will be barking.

1. Don't come and see me after lunch. (*type*) 2. Don't expect Martin to come for this weekend. (*study for an important exam*) 3. Don't ring Henry up from 5 to 7. (*prepare for the experiment*) 4. Don't bother our Dean with all your questions this evening. (*write his speech for the meeting*) 5. Don't wait for us to come this time tomorrow. (*arrange the desks in our classrooms*) 6. Don't send them any letters in July. (*work on the admission forms*) 7. Don't ask Paul to give you this technical journal. (*read it*) 8. Don't ask Mary to marry you next year. (*prepare for her entrance examinations*) 9. Don't tell

Father about your bad grades before dinner. (*criticize you the whole evening*)
10. Don't use Margaret's computer after 5 p.m. (*still work at her report*)

12. Дайте ответы на вопросы по образцу, употребляя глаголы в *Continuous Passive*.

Model: – What is (was) going on in the hall? (*a meeting / hold*)
– A meeting is (was) being held there.

1. What is going on in the university park? (*some new trees / plant*)
2. What is going on in the laboratory? (*the experiment / make*)
3. What was going on in the classroom when you came in? (*an English song / rehearse*)
4. What was going on when Clem's mobile phone rang? (*a new rule / explain*)
5. What is going on in Room 223? (*the Master's course students / examine*)
6. What is going on in this workshop? (*new appliances / install*)
7. What is going on in this Apple store? (*a new model / test*)
8. What was going on in their house when you knocked at the door? (*the furniture / moved around*)
9. What was going on when all the traffic suddenly stopped? (*some people / rescue from the fire*)
10. What is going on in your garage? (*my car / fix*)

13. Преобразуйте глаголы в следующих предложениях в а) *Present Continuous*, б) *Past Continuous* и в) *Future Continuous*, при этом измените указатели, необходимые для той или иной временной формы.

a) 1. The machine is always tested by the operator before starting work.
2. He usually asks me difficult questions. 3. The Johnson family often visit their son in the Campus at weekends. 4. The books are arranged in a chronological order. 5. They always display new tools and instruments at the International Exposition.

b) 1. He did his homework yesterday. 2. Yesterday Maria went for an interview for a post of the university reporter at 5 o'clock. 3. Last Monday she was instructed how to make a draft. 4. We rehearsed our performance for the university contest yesterday evening. 5. Last week a welcome party for some foreign students was arranged in one of our hall of residence.

c) 1. They will publish a new text book next year. 2. Mr. Smith will show us around the Campus tomorrow. 3. It will rain next week. 4. Next Sunday they will launch a new satellite. 5. Simon and I will do our project work in the library next weekend.

14. Выберите правильный перевод выделенного глагола-сказуемого в следующих английских предложениях.

1. The bridge **is being painted** by the workers at the moment.
а) красят; б) покрасил.

2. GPS **is calculating** the route to your destination.
a) рассчитал; b) рассчитывает.
3. Mr. Barber **was handing out** the exam papers between 9 and 10.
a) раздал; b) раздавал.
4. She **was whispering** behind my back, wasn't she?
a) шепталась; b) нашептывала.
5. I **will be working** my night shift, please, give me a wake call in the morning.
a) работаю; b) буду работать.
6. They **will be waiting** for you in the classroom when the class starts.
a) подождут; b) будут ждать.
7. What **were** you **doing** when the lecture started?
a) делал; b) делаешь.
8. Who **was** the car **being driven** by when the accident occurred?
a) кем управлялся; b) кто управлял.
9. Don't bother me right now. I **am doing** the crosswords.
a) решаю; b) решается.
10. Why **is** this classroom still **being aired**?
a) проветрили; b) проветривается.

READING PRACTICE

15. Прочитайте текст А и переведите его на русский язык, пользуясь словарем.

TEXT A. HIGHER EDUCATION IN THE REPUBLIC OF BELARUS

Every citizen of the Republic of Belarus has **the right to education**. It is not only a right but a duty, too. **The state policy** regarding the field of higher education is based on three priorities: availability, quality, and financial efficiency, which are guaranteed by the Constitution. It is also guided by a number of principles:

- continuity and equal access;
- importance of scientific knowledge and national and cultural traditions;
- integrating education with moral upbringing and physical development;
- partnership of the state and society in the management of education.

In Belarus, education has the goal of preparing free, creative, intellectually and physically mature individuals. The main objective for the education development is to improve its quality and contribute to creating a competitive economy based on high and advanced technologies.

The Belarusian higher education modernization started in 2005. The major trends in the Belarusian higher education reforming correspond with the ideas proclaimed in Bologna.

The higher school of Belarus studies a situation in the field of the European education and considers it in work. Now, the country's higher education corresponds with formal criteria of Bologna process but it is guided by national interests. The changes in the higher education system emphasize the use of innovative principles and approaches to teaching and learning; upgrading and improving the technical base; a proper balance between free education and the one provided on a fee-paying basis.

A **two-stage system** of higher education has been introduced in the Republic of Belarus since 2007. The Belarusian universities are classified as higher educational establishments and provide a two-stage system (with academic degrees of Bachelor and Master). The first stage of higher education ensures the training of a specialist **in accordance with a traditional and time-proof scheme**. As a rule, the training course takes 4 years to get a degree in either economics or engineering.

The duration of the second stage of higher education (Master's Department) lasts 1 or 2 years.

Altogether, there are fifty-five higher educational establishments. Every establishment occupies its particular niche in the training of highly qualified staff for various branches of our national economy. Three forms of learning are available at Belarusian higher educational establishments: full-time, evening and extramural education. Full-time learning is the most widespread and in the greatest demand. Others use the evening form of learning or get extramural education by juggling their work with their studies.

The efficiency of any form of learning is ensured by highly qualified teaching staff including a large number of **Masters of Arts**, Masters of Engineering Sciences and **Doctors of Science**, **associate professors** and professors.

These days Belarusian universities are also gaining their popularity among foreign students. Fifty-one institutions provide paid education services to foreign citizens. The classes and lectures are given in Russian, Belarusian and even in English. Its cost is set by the education institutions themselves **with respect to** each profession in accordance with international practice in the chosen field. About 130 foreign citizens do **postgraduate studies** at Belarusian research institutions and institutions of higher learning every year.

NOTES TO THE TEXT

- 1) **the right to education** – право на образование;
- 2) **the state policy** – государственная политика;
- 3) **a two-stage system** – двухуровневая система;
- 4) **in accordance (with)** – в соответствии (с чем-л.);
- 5) **time-proof scheme** – здесь: программа, проверенная временем;
- 6) **Master of Arts** – магистр гуманитарных наук;
- 7) **Doctor of Science** – доктор наук;
- 8) **associate professor** – доцент;
- 9) **with respect to** – по, относительно, что касается;
- 10) **postgraduate studies** – аспирантура.

16. Найдите в тексте А ответы на следующие вопросы.

1. Do all people living in the Republic of Belarus have the right to education?
2. What is the main goal of higher education in Belarus?
3. When did the Belarusian higher education modernization start?
4. What exactly does the Government try to consider in work?
5. How do you understand a two-stage system of higher education?
6. How long does it take to get a degree at the first stage of higher education?
7. How long does it usually take to get a Master's degree?
8. How many forms of learning are available at Belarusian higher educational establishments?
9. Which are they?
10. Are the Belarusian universities becoming popular with foreign students these days?

17. Прочитайте текст В и постарайтесь понять его основное содержание.

TEXT B. OUR MILESTONES

Education and science have a very old tradition in Belarus. In the past Belarus was a part of **the Grand Duchy of Lithuania**. In the sixteenth century the Main School of the Grand Duchy of Lithuania was founded and in the beginning about 500 students were admitted. It was renamed Vilnius University in 1579. The University was a leader in many aspects of education. The first works of Francis Skoryna were published by the Vilnius University Printing House.

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