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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ
Колледж Пятигорского института (филиал) СКФУ

МЕТОДИЧЕСКИЕ УКАЗАНИЯ

по выполнению практических работ

**по дисциплине «ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ»**

для студентов направления подготовки/специальности

08.02.01 СТРОИТЕЛЬСТВО И ЭКСПЛУАТАЦИЯ ЗДАНИЙ И СООРУЖЕНИЙ

**шифр и наименование направления подготовки/специальности
(ЭЛЕКТРОННЫЙ ДОКУМЕНТ)**

Методические указания для практических работ по дисциплине Иностранный язык в профессиональной деятельности составлены в соответствии с требованиями ФГОС СПО. Предназначены для студентов по специальности СПО 08.02.01 "Строительство и эксплуатация зданий и сооружений".

Рассмотрено на заседании ПЦК колледжа ИСТиД (филиал) СКФУ в г. Пятигорске
Протокол № 8 от « 22 » марта 2021 г.

Настоящие методические указания предназначены для студентов колледжа ИСТид, обучающихся по специальностям 08.02.01 "Строительство и эксплуатация зданий и сооружений".

Целью данных указаний является развитие у студентов навыков чтения и понимания англоязычного текста по профессиональной тематике, подготовка студентов к реферативному переводу иноязычного текста, закрепление тематической лексики, а также развитие навыков говорения на базе проблематики, представленной в текстах указаний.

Выполнение большей части упражнений связано с многократным анализом. Поэтому представляется целесообразным задавать подготовку такого рода упражнений на дом с последующей проверкой на занятии под руководством преподавателя. Множественность заданий позволяет, выполняя различные задачи, концентрируясь на разных элементах текста, понять и частично запомнить предлагаемую информацию. Многие упражнения могут выполняться как в устной, так и в письменной форме. Проблемные вопросы и темы для дискуссии, содержащиеся в послетекстовых упражнениях, предполагают использование информации, полученной из текста урока, и обеспечивают развитие у студентов навыков свободного говорения.

Исходя из того, что в ходе учебной деятельности студенты должны самостоятельно "добывать" знания, а не получать их в готовом виде, в рамках пособия предполагается самостоятельная работа студентов со словарями, энциклопедическими и справочными пособиями. Фиксация подлежащих усвоению значений осуществляется в специальных упражнениях.

В результате освоения учебной дисциплины студент должен знать:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас;

В результате освоения учебной дисциплины студент должен уметь:

- лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;

Перечень формируемых компетенций.

В результате освоения учебной дисциплины студент должен овладевать:

Общими компетенциями:

ОК 1. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам.

ОК 2. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК 3. Планировать и реализовывать собственное профессиональное и личностное развитие.

ОК 4. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 5. Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста.

ОК 6. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей.

ОК 7. Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях.

ОК 8. Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности.

ОК 9. Использовать информационные технологии в профессиональной деятельности.

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках.

ОК 11. Использовать знания по финансовой грамотности, планировать предпринимательскую деятельность в профессиональной сфере.

Практическая работа №1

Тема 1.1. Я и моя семья

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста.

Текст 1. About Myself

First of all let me introduce myself. My name is Taras.

I'm seventeen years old.

I'm at 11-th grade.

There are two more kids in the family besides me — my elder brother Oleg and my younger sister Marija.

Oleg is twenty-one, he attends a University, he will be a dentist.

Marija is only twelve, she is a schoolgirl.

I forgot to mention one more member of our family.

It's our favourite poodle Tim.

My parents are not old at all.

My Mum is forty, she works for a newspaper.

My Dad is forty-four, he is an engineer in computers.

My parents love their jobs very much.

I'm doing quite well at school.

My parents are proud of my marks.

I go in for sports. I play basket-ball.

In summer time I like yachting and windsurfing.

I take part in different basket-ball competitions.

In a year I shall finish my school and I have to decide what occupation to choose.

I have been studying English for seven years.

I want to be a military interpreter.

My grandparents are already retired.

They like gardening and spend all their time growing tomatoes, potatoes, onions, strawberries, raspberries.

Questions:

1. Do you go to school?
2. What grade are you at?
3. How old are your parents?
4. Are you the only child in the family?
5. Do you have a pet?
6. Are your grandparents still alive?
7. Do you go in for sports?
8. Do you like reading?

Vocabulary:

to introduce — представлять

let me introduce myself — разрешите представиться
residential — жилой
residential areas — жилые районы
grade — класс в школе
to attend university — ходить в университет
kid — ребенок
favourite — любимец, любимый
poodle — пудель
to forget — забывать
job — работа
proud — гордый
to be proud of smth — гордиться чем-то
to go in for sports — увлекаться спортом
occupation — занятие, род занятий, профессия
military — военный
interpreter — переводчик
to retire — быть на пенсии

Текст 2 About My Family

My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat.

My Mummy is forty-one, she is a teacher of Spanish at the University.

She is a born teacher.

She has teaching abilities.

My Dad is forty-two, he is a professional painter, he works for a design company.

My parents both like their work very much.

My elder sister Natasha is nineteen, she goes to the University, she wants to be a teacher of history.

She is fond of reading books on history and fiction.

My younger brother Igor is only six years old, he goes to the kindergarten.

He is very funny, I like to spend my free time teaching him something.

Igor likes to play with our cat.

My grandparents are retired.

They like gardening.

They spend a lot of their time in the garden.

They grow vegetables and fruits.

We enjoy having fresh vegetables and green on our dinner table.

I love my family very much.

We always help each other.

Everyone in my family is my best friend.

Questions:

1. How many are there in the family?

2. Do you have a brother or a sister?
3. Where do your parents work?
4. Do your parents understand you?
5. In what way do you help your parents?
6. How old are your grandparents?
7. How do you get along with your family?
8. Which of the parents do you want to be like?

Vocabulary:

typical — типичный

Spanish — испанский

ability — способность

painter — художник

fiction — художественная литература

funny — смешной

to spend — проводить

to grow — выращивать

to enjoy — наслаждаться

green — зелень

to be fond of smth. — нравиться кому-либо

Family and Relatives

Relatives (= members of your family)

These are the most important relatives (also called **relations**):

	<i>male</i>	<i>female</i>
Your parents' parents	grandfather	grandmother
Your parents' brother and sister	uncle(s)	aunt(s)
Your aunt's/uncle's children	cousin(s)	cousin(s)
The father and mother of the person you marry	father-in-law	mother-in-law
The brother and sister of the person you marry	brother-in-law	sister-in-law
Your brother's/sister's children	nephew(s)	niece(s)
The person you marry dies, so you are a ...	widower	widow
Your mother or father remarries, so you have a ...	step-father	step-mother

Family background (= family history)

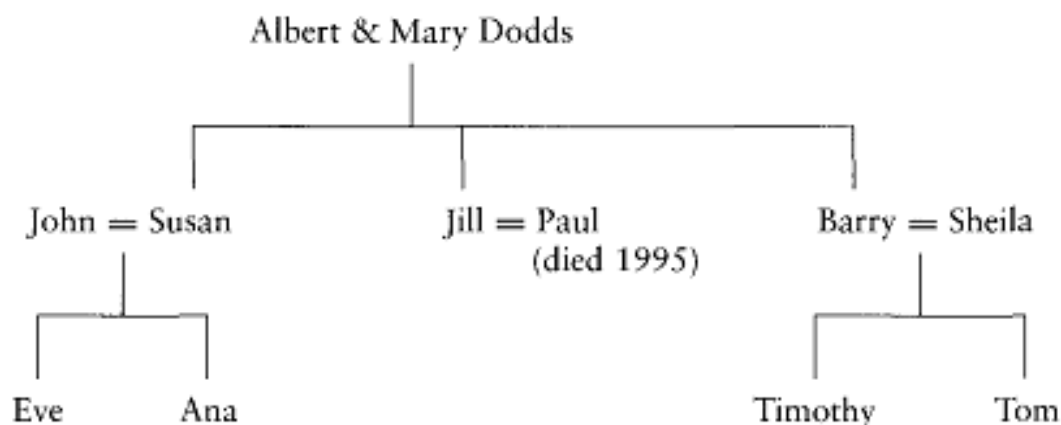
My grandfather was a market gardener in Ireland. He grew flowers, fruit and vegetables, and sold them in the market every day. He worked hard all his life, and when he died, his son (now my uncle) and daughter (my mother) **inherited** a large house and garden (= received this house and garden from my grandfather when he died). They carried on the business together until my mother met my father. They got married, moved to England, and I was born two years later. They didn't have any more children, so I am an **only child**.

Family names

When you are born, your family gives you a **first name**, e.g. James, Kate, Sarah and Alex are common first names in Britain. Your **family name** (also called your **surname**) is the one that all the family share e.g. Smith, Brown, Jones, and O'Neill are common surnames in Britain. Some parents give their children a **middle name** (like a first name), but you do not usually say this name. Your **full name** is all the names you have, e.g. Sarah Jane Smith.

Exercises

Look at the family tree and complete the sentences below.



- 1 John is Jill's
- 2 Timothy is Jill's
- 3 Eve and Ana are Timothy's
- 4 Eve is Sheila's
- 5 Albert Dodds is Tom's
- 6 Barry is Eve's
- 7 Susan is Timothy's
- 8 As Paul died in 1995, Jill is a
- 9 Tom is Mary's
- 10 The only two people who are not related are and

Answer these questions about yourself and your country.

- 1 What's your first name?
- 2 What's your surname?
- 3 Is that a common name in your country?
- 4 Do you have a middle name?
- 5 Are you an only child?
- 6 Who is your oldest friend?
- 7 Do you work? If so, how many of your work colleagues are also your friends?
- 8 Do you have any ex-boyfriends or ex-girlfriends who speak English very well?
- 9 Are single-parent families becoming more common in your country?
- 10 In your country, do more and more people live together without getting married?

Write a composition about your family and prepare it for retelling.

Практическая работа №2

Тема 1.2. Местоимения

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Местоимение - это часть речи, употребляемая в предложении вместо существительного или прилагательного, реже - наречия. Местоимение не называет лицо, признак или предмет, а лишь адресует нас к нему (уже упомянутому ранее): Ann asked Peter a question. He answered her. Анна задала Пете вопрос. Он ответил ей.

ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ И ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ						
ЧИСЛО	ЛИЦО	ЛИЧНЫЕ МЕСТОИМЕНЕНИЯ		ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ		ВОЗВРАТНО-УСИЛИТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ* *
		ИМЕНИТЕЛЬНЫЙ ПАДЕЖ	ОБЪЕКТНЫЙ ПАДЕЖ	ОСНОВНАЯ ФОРМА	АБСОЛЮТНАЯ ФОРМА*	
Ед. ч.	1-е	I я	me меня, мне	my мой	mine	myself
	2-е	you ты, вы	you тебя, тебе	your твой, ваш	yours	yourself
	3-е (м. р.)	he он	him его, ему	his его	his	himself
	3-е (ж. р.)	she она	her ее, ей	her ее	hers	herself
	3-е (неодуш.)	it оно, он, она	it его, ему, ее, ей	its его, ее	its	itself
Мн. ч.	1-е	we мы	us нас, нам	our наш	ours	ourselves
	2-е	you вы	you вас, вам	your ваш	yours	yourselves
	3-е	they они	them их, им	their их	theirs	themselves

* Абсолютная форма притяжательных местоимений переводится так же, как и основная, и употребляется вместо определяемого существительного во избежание повторения: This is her pen and this is mine. Это ее ручка, а это моя.

** Возвратно-усилительные местоимения в зависимости от числа и рода переводятся: сам, сама, само (единственное число), сами, самих (множественное число), себя, себе (единственное и множественное число) и т. п.

Exercises

1. Переделайте предложения по образцу: This is your house - This house is yours.

1. This is my life - ... ;
2. This is his watch - ... ;
3. That's our money - ... ;
4. This is her plan - ... ;
5. These are their clothes - ... ;
6. Is this your land? - ... ;
7. These aren't her children -

2. Вставьте в пропуски правильные притяжательные местоимения, выбирая между основными и абсолютными формами:

1. ... (you) friends are very nice;
2. Is that ... (she) hotel?
3. ... (I) country is bigger than ... (you);
4. This car isn't ... (they);
5. ... (he) mother is a teacher and (she) is a judge;
6. Where is ... (they) restaurant?
7. How many people are there in ... (you) city? - About two million and in ... (you)?
8. I'm going to visit a friend of ... (I) tomorrow;
9. These are not ... (you) shoes. Those are ... (you).

3. Переведите предложения на английский язык:

1. Наша машина больше вашей;
2. Где его родители? А её?
3. Эта сумка не моя;
4. Мой конь сильный, а твой слабый;
5. Наш отпуск начинается в сентябре, а их?
6. Это твоя шапка? - Да, эта шапка моя;
7. Ваши дедушка и бабушка старые, а наши молодые;
8. Мой телефон сломан, могу я взять твой?
9. Сейчас я разговариваю с одним своим товарищем;
10. Мой отель находится на пляже, а как насчёт твоего?

4. Выберите правильную форму указательных местоимений:

1. (That, this) is our house and (that, this) is theirs.
2. (This, these) are books.
3. (This, these) is a red ball and (this, that) is a yellow ball.
4. (That, these) is a cat and (those, this) are mice.
5. I like (this, these) flowers!
6. (That, those) pictures are very beautiful.
7. They live in (these, this) country.

5. Выберите правильную форму возвратных местоимений:

1. I do my homework all by (himself, herself, myself).
2. They plan their vacation (ourselves, myself, themselves).
3. We are going to the sea (themselves, himself, ourselves).
4. My dad built this house (himself, herself, ourselves).
5. This dog found (herself, himself, itself) a place under the bench.
6. Yesterday she had a birthday. She bought (herself, itself, ourselves) earrings as a present.
7. You should plan your life (yourself, himself, yourselves).

6. Заполните пропуски подходящими местоимениями в объектном падеже:

My husband and I are very lucky. We have many close friends in this city, and they are all interesting people.

Our friend Andrew is a scientist. We see (1) _____ when he isn't busy in his laboratory. When we get together with (2) _____, he always tells (3) _____ about his new experiments. Andrew is a very close friend. We like (4) _____ very much.

Our friend Maggie is an actress. We see (5) _____, when she isn't making a movie in Hollywood. When we get together with (6) _____, she always tells (7) _____ about her life in Hollywood. Maggie is a very close friend. We like (8) _____ very much.

Our friends Bobby and Marlin are journalists. We see (9) _____, when they are not traveling around the world. When we get together with (10) _____, they always tell (11) _____ about their meetings with famous people. Bobby and Marlin are very close friends. We like (12) _____ very much.

7. Заполните пропуски подходящими местоимениями:

Jack is hungry. Bring _____ a sandwich.

Ann is ill. Take _____ these flowers.

Fred and Jane are in the country. Write _____ a letter.

I am thirsty. Bring _____ a bottle of Coca-Cola.

Jimmy is in class. Give _____ this book.

The children are hungry. Bring _____ these red apples.

Alan is at home. Ask _____ to come to the yard.

We are at table. Give _____ tea and cakes.

Практическая работа №3

Тема 1.3. Внешность, характер

Цель работы: Изучение нового лексического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового лексического материала. Выполнение упражнений.

Describing people's appearance

General

Positive: beautiful is generally used to describe women; handsome is used to describe men; good-looking is used for both; pretty is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

Negative: ugly is the most negative word to describe someone; plain is more polite.

Height and build



tall and slim



medium height and build



short and fat



medium height and
very muscular

Note: Another word for slim is thin, but slim has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. Skinny also has the same meaning but is very negative. It is not very polite to say someone is fat; **overweight** is more neutral and polite.

Hair



straight



wavy



curly



Special features

The man on the left has got very **pale skin** (= white skin). He also has broad shoulders, with a small scar at the top of his left arm. The other man has dark skin. He also has a **beard** and moustache and quite a **hairy chest** and a tattoo.



Asking questions about a person's appearance

Q: What does she look like?

A: She's quite tall, with short fair hair.

Q: How tall is she?

A: About 1 metre 65.

Q: How much does she weigh?

A: I don't know and it may be rude to ask. Probably about 45 kilos.

Exercises

Complete these sentences in a suitable way. (More than one answer may be possible.)

- 1 She's got blonde
- 2 He's got very pale
- 3 They've both got curly
- 4 I would say he was medium
- 5 Her brother has got very broad
- 6 She doesn't like men with hairy
- 7 Last time I saw him he had grown a
- 8 He's got very muscular
- 9 Both men were very good-.....
- 10 All of them have got dark

Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

You want to know about the following:

- someone's general appearance
- their height
- their weight

What questions do you need to ask? Complete these questions.

What

How

How much

Now answer these questions.

- 1 How tall are you?
- 2 How would you describe your build?
- 3 How much do you weigh?
- 4 What kind of hair have you got?
- 5 What colour is it?
- 6 Would you like it to be different? If so, what would you like?
- 7 Do you think you have any special features?
- 8 Are there any special features you would like to have?
- 9 Do you like beards?
- 10 Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

If possible, ask another person these questions.

Describing character

Many positive words describing character have clear opposites with a negative meaning.

<i>Positive</i>	<i>Negative</i>
warm and friendly	cold and unfriendly
kind	unkind
nice, <u>pleasant</u>	horrible, unpleasant
generous (= happy to give/share)	mean (= never gives to others)
optimistic (= thinks positively)	pessimistic (= thinks negatively)
<u>cheerful</u> (= happy and smiling)	miserable (= always seems unhappy)
relaxed and easy-going	<u>tense</u> (= nervous; worries a lot; not calm)
strong	weak
sensitive	insensitive (= does not think about others' feelings)
honest (= always tells the truth)	dishonest

Jane is very **tense** at the moment because of her exams, but she's usually quite relaxed and **easy-going** about most things.

I think the weather influences me a lot: when it's sunny I feel more **cheerful** and optimistic; but when it's cold and raining I get very **miserable**.

He seemed a bit unfriendly at first, but now I've got to know him I realise he's very warm and kind.

The shop assistant told me that the dress I tried on looked better on people younger than me. I thought that was very insensitive of her, but at least she was being honest, I suppose.

Character in action

People often talk about qualities of character that you may need in a work situation. Again, some of these words come in pairs of opposites: one positive and one negative.

<i>Positive</i>	<i>Negative</i>
hard-working	lazy (= never does any work)
punctual (=always on time)	not very punctual; always late
reliable	unreliable (= you cannot trust / depend on someone like this)
clever, bright (<i>informal</i>)	stupid, thick (<i>informal</i>)
flexible	inflexible (= a very fixed way of thinking; unable to change)
ambitious	unambitious (= no desire to be successful and get a better job)

Some pairs of opposites do not have a particularly positive or negative meaning:

He is very **shy** when you first meet him because he finds it difficult to talk to people and make conversation; but when he knows people quite well he's much more **self-confident**.

People often say the British are very **reserved** (= do not show their feelings), but when you get to know them they can be very **emotional** like anyone else.

Exercises

Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

.....

.....

.....

.....

.....

.....

Negative

.....

.....

.....

.....

.....

.....

- 7 What prefix forms the opposite of each of these words? (You need three different prefixes.)

kind	flexible	friendly	honest
reliable	sensitive	ambitious	pleasant

- 8 How would you describe the person in each of these descriptions?

- 1 He never bought me a drink all the time we were together.
- 2 I have to tell her what to do every minute of the working day. She wouldn't even open a window without someone's permission.
- 3 He often promises to do things but half the time he forgets.
- 4 She's always here on time.
- 5 I don't think he's done any work since he's been here.
- 6 She finds it difficult to meet people and talk to strangers.
- 7 He could work in any of the departments, and it doesn't matter to him if he's on his own or part of a team.
- 8 One of the great things about her is that she is so aware of what other people think or feel.
- 9 Bob, on the other hand, is the complete opposite. He is always making people angry or upset because he just doesn't consider their feelings.
- 10 The other thing about Bob is that he really wants to get the supervisor's job and then become boss for the whole department.

- 9 What nouns can be formed from these adjectives? Use a dictionary to help you.

Example: kind *kindness*

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

Human feelings and actions

Feelings

<i>Noun</i>	<i>Adjective(s)</i>
love (≠ hate)	–
happiness (≠ sadness)	happy (≠ sad)
anger	angry
fear	afraid (of) / frightened (of)
pride	proud (of)
jealousy	jealous (of)
embarrassment	embarrassed/embarrassing (see Unit 30)

Note:

- Pride has different meanings, but the most common is the feeling of satisfaction you have because you (or people you are connected with) have done something well.
He was very proud when his wife became the first President of the organisation.
- Jealousy is a feeling of anger and unhappiness you may have if (a) someone you love shows a lot of interest in others, or (b) if someone has something you want / don't have.
a) My boyfriend gets very jealous when I talk to other boys.
b) He's jealous of his brother because his brother is more intelligent and makes more money.
- A common adjective is upset, which means unhappy, sad, and even angry, because something unpleasant has happened, e.g. He was very upset when we didn't invite him.

Exercises

What nouns can be formed from these adjectives?

angry sad happy proud jealous embarrassed

Find the logical ending on the right for each of the sentence beginnings on the left.

- | | |
|--------------------------------|---|
| 1 He was very proud when | a someone stole his money. |
| 2 He was very jealous when | b his father appeared on TV with the Prime Minister. |
| 3 He was very embarrassed when | c he heard that his aunt had died. |
| 4 He was very angry when | d he saw those big dogs running towards him. |
| 5 He was very sad when | e he bought her a birthday present on the wrong day. |
| 6 He was very frightened when | f his best friend went out with the girl he really liked. |

Answer these questions. If possible, ask someone else the same questions.

- 1 Would you feel embarrassed or upset (or both) if you forgot your mother's birthday or your father's birthday?
- 2 Do you ever feel frightened in a car (as a passenger) because you are going very fast?
- 3 Do you get angry when other people want you to do things that you don't want to do?
- 4 If you made a stupid mistake in English, would you feel embarrassed?
- 5 Is there any one thing that you are very proud of?
- 6 Are there any common situations where you sometimes feel embarrassed?

Практическая работа №4

Тема 1.4. Местоимения some, any, no, every и их производные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Неопределенные местоимения **some** и **any** служат для обозначения неопределенного (небольшого) количества предметов или вещества.

МЕСТОИМЕНИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY				
ОСНОВНЫЕ МЕСТОИМЕНИЯ	ПРОИЗВОДНЫЕ МЕСТОИМЕНИЯ			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+thing	+body	+one	+where
Some	something что-то, что-нибудь, что-либо, нечто	somebody кто-то, кто-нибудь, кто-либо, кто-кто, некто	someone кто-то, кто-нибудь, кто-либо, кто-кто, некто	somewhere где-то, где- нибудь, куда- то, куда- нибудь, куда-либо, куда угодно
Any	anything что-нибудь, все, что угодно	anybody кто-то, кто-либо, кто- нибудь, всякий, любой	anyone кто-то, кто-либо, кто-нибудь, всякий, любой	anywhere где-нибудь, куда-нибудь, где угодно, куда угодно
No	nothing ничто, ничего	nobody никто, никого	no one никто, никого	nowhere нигде, никуда
Every	everything всё	everybody все	everyone все, каждый	everywhere езде, повсюду, всюду

Some употребляется, как правило, в утвердительных предложениях перед исчисляемыми существительными во множественном числе и перед неисчисляемыми существительными, имея значение несколько, некоторые: I've got some interesting books to read. У меня есть интересные книги (=несколько интересных книг) для чтения.

Any употребляется, как правило, в вопросительных и отрицательных предложениях: Have you got any interesting books? У вас есть интересные книги?

Some и **any** часто не переводятся на русский язык (опускаются при переводе).

Exercises

Упр. 1. Вставьте *some, any* или *no*.

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? - - Yes, there are 5. Are there ... maps on the walls? —No, there aren't 6. Are there ... pens on the desk? - - Yes, there are.... 8. Are there ... sweets in your bag? - - Yes, there are 9. Have you got ... English books at home? -- Yes, I have 10. There are ... beautiful pictures in the magazine. Look at them. 11. There is ... ink in my pen: I cannot write.

Упр. 2. Вставьте *something, anything, nothing* или *everything*.

1. Give me ... to read, please. - - With pleasure, 2. I don't know ... about your town. Tell me ..., about it. 3. Please give me ... warm: it is cold here. 4. I understand ... now. Thank you for your explanation. 5. There is ... white in the box. 'What is it? 6. Is there ... that you want to tell me? 7. Where is the book? — It is on the table. - No, there is . . there.

Упр. 3. Вставьте *somebody, anybody, nobody* или *everybody*.

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

Упр. 4. Вставьте *some, any, no* или их производные.

1. Here are ... books by English writers. Take ... book you like. 2. There are ... boys in the garden because they are at school. 3. I can see ... on the snow, but I don't know what it is. 4. Are there ... desks in the classroom? - Yes, there are many. 5. There are ... books on this desk, but there are...._ exercise-books. 6. Did he say ... about it? - - No, he said 7. What shall I do now, Mom? I, have done my homework. - You can do ... you* like.- 8. There was ... in the street because it was Very late. 9. ... wants to see him. 10 Is there ... here who knows this man? 11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer. 12. Can ... tell me how to get to the Public Library? - - Yes, take ... bus that goes from here towards the railway station and get off at the third stop. 13. Please bring me ... apples, Mary. 14. That is a very easy question - - ... can answer it.

Упр. 5. Вставьте *somewhere, anywhere, nowhere* или *everywhere*.

1. I put my dictionary ... yesterday and now I can't find it-- Of course, that is because you leave your books 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Упр. 6. Переведите на английский язык.

1. В столовой есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. Там есть кто-то. 5. Там никого нет. 6. В библиотеке есть кто-нибудь? 7. За занавеской есть что-нибудь? - - Нет, там ничего нет. 8. В сумке что-то есть. 9. В доме есть кто-нибудь? - - Да, там есть кто-то. 10. Под столом есть что-нибудь? - Да, там что-то есть. 11. Там ничего нет. 12. В кабинете врача есть кто-нибудь? — Нет, там никого нет. 13. В нашей библиотеке есть кое-какие книги на английском языке. 14. В вашей библиотеке есть какие-нибудь книги Джека Лондона? 15. Мой дядя хочет мне что-то сказать. 16. На другой день мой брат знал всех. 17. Если вы захотите что-нибудь поесть, идите в вагон-ресторан. 18. Расскажите нам всё о вашем путешествии.

Упр. 7. Вставьте *somewhere, anywhere, nowhere* или *everywhere*.

1. I put my dictionary ... yesterday and now I can't find it-- Of course, that is because you leave your books 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers

Упр. 8. Переведите на английский язык.

1. На столе лежит что-то круглое. Что это такое? 2. Никто об этом ничего не знает. 3. В городе много парков. Везде деревья и цветы. 4. В той комнате кто-то есть. 5. Анна живет где-то в этом районе. 6. Я никого не знаю в этом городе. 7. Дай мне, пожалуйста, что-нибудь поесть. 8. Кто-нибудь знает адрес нашего учителя? 9. Все в порядке. 10. Кто-нибудь хочет посмотреть телевизор? 11. Мы слышали эту песню повсюду. 12. Он где-то в саду.

Практическая работа №5

Тема 1.5. Жизнь в городе и в деревне

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста. Работа с текстом и выполнение лексических упражнений.

1. Прочитайте текст и переведите его на русский язык.

LIVING IN THE CITY AND IN THE COUNTRY

As you know, some people enjoy big city life, others prefer to live in the suburbs or even on a farm in the country.

The city is the place where all industrial, cultural and educational centres are situated. People live in cities because all necessary objects are nearby. For example, if you get sick, a hospital or a chemist's shop will be situated near your home in the city. Houses in the city are generally provided with modern conveniences such as electricity, running water, telephones

and all sorts of labour-saving devices. There are plenty of means of transport: buses, trolley buses, mini-buses, trams, taxi-cabs and the underground.

City dwellers have more means of broadening their cultural outlook than country people: day schools and evening courses, public and private libraries, societies and exhibitions. There are many places in the city where you can get a bite or a drink: restaurants, cafes, pizzerias, tearooms, fast-food restaurants, quick-service restaurants and food bars. Besides, in big cities you can find all kinds of entertainment such as playgrounds and football pitches, tennis and basketball courts, rinks, museums, cinemas, theatres, concert halls, clubs, parks, and what not. Many people like to spend their free time there because it helps them to relax and brings them a lot of pleasure. All in all, city life is full of bustle and variety and you never feel bored.

At first glance all that is really very comfortable, but nowadays in big cities there is a great amount of cars and factories. Big cities suffer from overpopulation, dirty air and water, the streets are noisy and full of traffic jams, and after a hard working day people cannot relax. In the country we can live in the midst of nature. Countryside houses are spread out and there is plenty of greenery. The beautiful surroundings with trees and shrubs are pleasing to our eyes. The air is fresh and cool, which is good for a healthy living. Country life is full of charms. The rippling rivers, the grazing cows and the chirping birds give us great pleasure in life. Moreover, country life is cheaper than town life. People living in the country seem to be good-natured and have a warm heart. They share any difficulties, happiness, sadness in order to overcome everything.

However, country people can't find a proper job with high income. There are no state supported farms any more. Now there are agricultural joint-stock companies and individual farming. Russian agriculture has undergone the process of economic changes. It is rather difficult to survive in the conditions of deep economic crisis, especially for individual farmers.

Thus, living in the country as well as that in the city has both advantages and disadvantages. Not without reason it is said that the grass is always greener on the other side of the fence. So, every person should live in the place where he or she feels comfortable and happy.

2. Ответьте на вопросы.

- 1) Do people prefer living in the country or in the city?
- 2) Why do people live in cities?
- 3) What are houses in the city provided with?
- 4) What means of transport are there in the city?
- 5) How can city dwellers broaden their cultural outlook?
- 6) Where can people get a bite or a drink in the city?
- 7) What kinds of entertainment can people find in big cities?
- 8) What do big cities suffer from?

- 9) What is pleasing to our eyes in the countryside?
- 10) Why is country life good for a healthy living?
- 11) What are country people like?
- 12) What are the disadvantages of living in the country?
- 13) Do you find the English proverb "The grass is always greener on the other side of the fence" true to life?

3. Дайте русские эквиваленты данным словам и выражениям.

to live in the suburbs, to live on a farm, industrial centre, cultural centre, educational centre, to be situated, to get sick, to be provided with smth, to bring a lot of pleasure, bustle, in the midst of nature, to be spread out, to be pleasing to one's eyes, healthy living, to be full of charms, proper job, state supported farm, agricultural joint-stock company.

4. Дайте английские эквиваленты данным словам и выражениям.

Наслаждаться жизнью большого города; современные удобства; водопровод; бытовые приборы; городские жители; сельские жители; перекусить; на первый взгляд; страдать от загрязнения; здоровый образ жизни; журчащие реки; пасущиеся коровы; щебечущие птицы; высокий доход; подвергаться процессу экономических преобразований; преимущества и недостатки.

5. Соотнесите слово с его значением.

1) nearby	a) a long line of vehicles that cannot move forward because there is too much traffic, or because the road is blocked by smth
2) chemist's shop	b) naturally friendly and warm-hearted
3) traffic jam	c) close at hand, not far away
4) feel bored	d) a place where people can buy medicines, medical goods, toilet articles, etc.
5) feel comfortable	e) to be confident and relaxed, feel at home
6) good-natured	f) to be tired and not enthusiastic, for example, because you have had too much of the same thing

6. Пользуясь текстом, определите преимущества и недостатки городского и сельского образа жизни. Заполните таблицу.

Практическая работа №6

Тема 1.6. Артикль: определенный, неопределенный, нулевой

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

В английском языке два артикля — **неопределенный (a/an)** и **определенный (the)**. Артикль является признаком существительного и ставится или непосредственно перед существительным, или перед определяющим его прилагательным.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	Если говорится о единственном в мире предмете	The sun is in the sky. <i>Солнце находится на небе.</i>
2	Когда говорится о предмете (или лице), единственном в данной обстановке	The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i>
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	"I've got a very interesting book," says Mike. "Please show me the book ," says Nick. <i>«У меня есть интересная книга», — говорит Майк. «Покажи мне пожалуйста эту книгу», — говорит Ник.</i>
4	С существительным, перед которым стоит порядковое числительное	We are on the fourth floor. <i>Мы на пятом этаже.</i>
5	С существительным, перед которым стоит прилагательное в превосходной степени	He is the best student in our group. <i>Он лучший студент в нашей группе.</i>
6	Если говорится об определенном (по контексту) количестве вещества, например tea чай, milk молоко, bread хлеб и т. п.	Is the milk on the table? <i>Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)</i>
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами country за городом, sea море, seaside у моря, mountains горы (и при обобщении)	I'm taking a trip to the mountains next week. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga? <i>Вы ездили на Черное море или на Волгу?</i>
8	Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	The whale is a mammal, not a fish. <i>Кит — это млекопитающее, а не рыба.</i>
9	После слов one of один (из), some of некоторые (из), many of многие (из), each of каждый (из), most of большинство (из) (часто после слов all все, both of оба)	Most of the stories are very interesting. <i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i>
10	Перед названиями четырех сторон света	the Northern part of our country — <i>север нашей страны</i>

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	При упоминании чего-либо впервые	A man came up to a policeman. <i>Человек подошел к полицейскому.</i>
2	При обобщении	A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i>
3	При обозначении неопределенного количества конкретного предмета	Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i>
4	Перед названиями профессий или должностей	He is a doctor. <i>Он врач.</i>
5	В значении один перед исчисляемыми существительными, обозначающими время	Will you be back in an hour? <i>Вы вернетесь через час?</i>
6	Перед исчисляемыми существительными в единственном числе, определяемыми словами such, quite, rather, most (в значении <i>очень</i>)	He is quite a young man. <i>Он совсем еще молодой человек.</i> It is a most interesting book. <i>Это очень интересная книга.</i>
N.B.	Артикль an употребляется тогда, когда следующее за ним слово начинается с гласного звука: an old woman <i>старуха</i> , an honest man <i>честный человек</i> .	

ОТСУТСТВИЕ АРТИКЛЯ		
№ п/п	СЛУЧАЙ	ПРИМЕР
1	Перед исчисляемыми существительными во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. <i>Мой отец и мой дядя врачи.</i>
2	При обобщении (обычно используется множественное число или неисчисляемое существительное без артикля)	Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ</i>
3	В выражениях с собственным существительным в притяжательном падеже	John's coat <i>пальто Джона</i>
4	Перед существительным в функции определения	guitar lessons <i>уроки игры на гитаре</i>
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i>
6	Перед неисчисляемыми (абстрактными) существительными	This is important information. <i>Это важная информация.</i> I need advice. <i>Мне нужен совет.</i>
7	В некоторых сочетаниях существительного с предлогом, когда все сочетание имеет характер наречия. to / at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast и т. д.	You can get there in time if you go by train. <i>Вы можете добраться туда вовремя, если поедете поездом.</i>
8	Перед именами и фамилиями людей	My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i>

Употребление артиклей с географическими названиями.

Употребление артиклей с географическими названиями, названиями городских объектов и т.д. зависит от языковой традиции, часто не поддается объяснению, и полностью не исчерпывается приводим. ниже общими положениями.

I *Определенный артикль the* употребляется с названиями:

- 1) четырех сторон
света: **the** North *север*, **the** South *юг*, **the** East *восток*, **the** West *запад*; Но если существительное обозначает направление, то оно употребляется без артикля: We wish to head west. *Мы хотим направиться на запад* (в западном направлении).
- 2) полюсов: **the** North Pole *Северный полюс*, **the** South Pole *Южный полюс*, **the** Arctic *Арктика*;
- 3) регионов: **the** Far East *Дальний Восток*, **the** north of England *Север Англии*, **the** south of Spain *Юг Испании*;
- 4) океанов: **the** Atlantic Ocean *Атлантический океан*, **the** Pacific Ocean *Тихий океан*;
- 5) морей: **the** North Sea *Северное море*, **the** Baltic Sea *Балтийское море*;
- 6) проливов: **the** Strait of Magellan *Магелланов пролив*, **the** Bosphorus *пролив Босфор*;
- 7) каналов: **the** Panama Canal *Панамский канал*, **the** Suez Canal *Суэцкий канал*;
- 8) рек: **the** Mississippi *Миссисипи*, **the** Thames *Темза*, **the** Neva *Нева*;
- 9) озер: **the** Baikal *Байкал*, **the** Ontario *Онтарио*;
- 10) групп островов: **the** British Isles *Британские острова*, **the** Azores *Азорские острова*;
- 11) горных цепей: Alps *Альпы*, **the** Rockies *Скалистые горы*, **the** Andes *Анды*;
- 12) пустынь: **the** Karakum *Каракумы*, **the** Sahara *пустыня Сахара*;

Следует обратить внимание на то, что на картах артикль **the** обычно не включается в географическое название.

II *Артикль не употребляется* с названиями:

- 1) заливов: Hudson Bay *Гудзонов залив*; но в конструкциях с предлогом **of** употребляется **the**: **the** Gulf **of** Mexico *Мексиканский залив*;
- 2) полуостровов (если используется только имя собственное): Kamchatka *п-ов Камчатка*; но с артиклем **the** в конструкциях: **the** Kola Peninsula *Кольский полуостров*;
- 3) озер, если перед ними стоит слово lake – *озеро*: Lake Michigan *озеро Мичиган*, Lake Ontario *озеро Онтарио*, (но без слова lake – **the** Ontario);
- 4) водопадов: Niagara Falls *Ниагарский водопад*;
- 5) отдельных островов: Great Britain *Великобритания*, Cuba *Куба*, Sicily *Сицилия*;
- 6) отдельных гор и горных вершин: Elbrus *Эльбрус*, Kilimanjaro *Килиманджаро*;
- 7) континентов: Europe *Европа*, Asia *Азия*, North/South America *Северная/Южная Америка*; также, если перед ними

определения типа: South Africa *Южная Африка*, South-East Asia *Юго-Восточная Азия*;

- 8) стран (есть исключения): France *Франция*, China *Китай*, Russia *Россия*, England *Англия*, America *Америка*, Great Britain *Великобритания*;
- 9) провинций, штатов: Quebec *Квебек*; Texas *Техас* (штат), California *Калифорния* (штат);
- 10) городов и сел: Paris *Париж*; Washington *Вашингтон*; Moscow *Москва*; London *Лондон*; Oxford *Оксфорд*; Borodino *Бородино*.

Исключения:

- 1) названия некоторых стран и местностей: **the** Ukraine *Украина*; **the** Argentine *Аргентина*; **the** Congo *Конго*; **the** Caucasus *Кавказ*; **the** Crimea *Крым*; **the** Hague *Гаага* и др.;
- 2) Артикль **the** с официальными названиями стран, включающими такие слова, как republic, union, kingdom, states, emirates, а также с географическими названиями стран во множественном числе: **the** German Federal Republic *Германская Федеративная Республика*; **the** Russian Federation *Российская Федерация*; **the** United Kingdom = **the** UK *Объединенное Королевство*; **the** United States of America = **the** USA *Соединенные Штаты Америки*; **the** United States *Соединенные Штаты*; **the** United Arab Emirates *Объединенные Арабские Эмираты*; **the** Netherlands *Нидерланды*; **the** Philippines *Филиппины*;
- 3) с названиями континентов, стран, городов, если они имеют индивидуализирующее определение: **the** Moscow of the 17th century *Москва XVII века*; **the** Europe of the Middle Ages *средневековая Европа*.

Употребление артиклей с географическими названиями собственными.

I Артикль не употребляется с названиями (все слова с большой буквы):

- 1) улиц и площадей: Broadway *Бродвей*, Wall Street *Уолл-стрит*; Trafalgar Square *Трафальгарская площадь* (в Лондоне), Red Square *Красная площадь*;
- 2) мостов и парков: Westminster Bridge *Вестминстерский мост*; Hyde Park *Гайд парк* в Лондоне, Central Park *Центральный парк* в Нью-Йорке;
- 3) аэропортов, морских портов, станций ж/д и метро: London Airport *Лондонский аэропорт*; Kennedy (Airport) *аэропорт Кеннеди*; London Port *Лондонский порт*; Paddington Station *станция Паддингтон*;
- 4) учебных заведений (университеты, колледжи и т.п.): Columbia University *Колумбийский университет*, Cambridge *Кембридж*, Oxford *Оксфорд*;
- 5) журналов: Time Magazine, National Geographic – журналы.
- 6) исключения (встреч. иногда): **the** Arbat *Арбат* (в Москве), **the** Garden Ring *Садовое кольцо* (в Москве), **the** Via Manzoni *улица Манзони* (в Милане); **the** Gorki Park *парк имени М. Горького* (в Москве) и др.

II Определенный артикль the употребляется с названиями:

- 1) сооружений и отдельных уникальных зданий: **the** Great Wall of China, **the** Ostankino Television Tower, **the** Kremlin, **the** Tower, **the** White House, **the** Winter Palace, **the** Royal Palace;
 - У этого правила много исключений, особенно если название сооружения или здания содержит определение, выраженное именем собственным (имя человека или название населенного пункта): Westminster Abbey, Buckingham Palace, Hyde Park, London Zoo, Edinburgh Castle и т.д.
 - 2) театров, кинотеатров, концертных залов, оркестров, клубов: **the** Royal Opera House *Королевский оперный театр*, **the** Bolshoy Theatre *Большой театр*;
 - 3) картинных галерей, музеев, памятников: **the** National Gallery *Национальная картинная галерея*, **the** Tretyakov Gallery *Третьяковская галерея*; **the** British Museum *Британский музей*, **the** Hermitage *Эрмитаж*; **the** Washington Monument *памятник Вашингтону*, **the** Lincoln Memorial *Мемориал Линкольна*;
 - 4) гостиниц, ресторанов: **the** Metropole *гостиница "Метрополь"*, **the** Savoy *гостиница "Савой"*, **the** Hilton *гостиница "Хилтон"*, **the** "Astoria" *гостиница "Астория"*;
 - 5) кораблей, музыкальных групп: **the** Titanic *корабль "Титаник"*, **the** "Queen Mary" *корабль "Королева Мария"*, **the** "Cutty Sark" *клипер "Катти Сарк"*; **the** Beatles *группа "Битлз"*;
 - 6) большинства газет: **the** Guardian *газета "Гардиан"*, **the** Times *газета "Таймс"*, **the** Washington Post *"Вашингтон Пост"*. Не принято употреблять артикль с названиями газет там, где его нет в языке оригинала: Izvestia *газета "Известия"*.
 - 7) государственных учреждений, организаций и политических партий: **the** Labour Party *Лейбористская партия*, **the** United Nations Organization *Организация Объединенных Наций*, **the** Red Cross *Красный Крест*, **the** Greens *"зеленые"*, **the** Democratic Party *Демократическая партия*.
- Традиционно артикль не используется со словом **Parliament** *парламент* (в Англии); NATO; может быть опущен перед словом **(The) Congress** (в США).

Exercises

1. Выберите правильный вариант ответа:

1. ...Smiths have a dog and a cat.

- a) ... b) The c) A

2. He knows how to work on ... computer.

- a) a b) an c) ...

3. She was the first woman to swim across ... English Channel.

- a) a b) ... c) the

4. Go down ... Kingston Street and turn left into Oxford Street.

- a) the b) a c) ...

5. I don't like milk in ... tea.

- a) ... b) the c) a

6. At the end of ... busy day, sleep is the best way to restore your energy.

- a) the b) a c) ...

7. We'll go for a walk if ... weather is fine.
a) a b) ... c) the
8. Could you give me ... information I asked for in my letter?
a) the b) ... c) a
9. ... war is a terrible thing.
a) The b) ... c) A
10. I spent ... very interesting holiday in England.
a) the b) a c) ...

2. Заполните пропуски подходящими артиклями, если необходимо:

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
3. I have no ... car.
4. She has got ... terrible ... headache.
5. They have ... dog and two ... cats.
6. My ... cousin says he is going to be ... manager one ... day.
7. Would you like ... apple?
8. This is ... tree. ... tree is green.
9. I can see three ... children. ... children are playing in ... yard.
10. I have ... car. ... car is white. My ... friend has no ... car.

3. Вставьте недостающие артикли в пословицы, если необходимо:

1. ... apple ... day keeps ... doctor away.
2. ... appetite comes with eating.
3. ... good beginning makes ... good ending.
4. ... bird in ... hand is worth two in ... bush.
5. Among ... blind ... one-eyed man is king.
6. ... brevity is ... soul of wit.
7. ... cat has nine lives.
8. ... charity begins at ... home.
9. ... clothes make ... man.
10. ... curiosity killed ... cat.

4. Поставьте артикли a/an или the там, где необходимо.

1. I'd like ... chicken sandwich and ... glass of ... mineral water.
2. Would you like ... banana or ... strawberries?
3. She always has ... apple, ... toast and ... cup of ... coffee for ... breakfast.
4. The fly is on ... ceiling in ... kitchen.
5. My mother is ... accountant and my father is ... lawyer. They work in ... same company in ... centre of ... our town.
6. How much are ... her Italian lessons? – Ten dollars ... hour.
7. Where are ... dogs? – They are in ... garden.
8. ... cats like eating ... fish. ... cows like eating ... grass. ... birds like eating ... insects.
9. My favourite subjects are ... chemistry and ... biology.
10. There is ... parrot in ... cage. And there are ... pieces of ... fruit in it.

11. My granny lives in ... small village in ... country.
12. Your baby shouldn't sit in ... sun on ... hot day.
13. Please open ... book. ... exercise is on ... page 68.
14. Ann has been looking for ... job for ... long time.
15. What's ... matter? - I missed ... 6 o'clock train.
16. Do you like ... vegetables?
17. ... mother has got ... terrible headache today.
18. There were ... tears in ... her eyes.
19. She is ... very nice woman but her sons are ... bad boys.
20. Look at ... woman. She is ... neighbor I told you about.

5. Поставьте артикли с именами собственными, если это необходимо.

1. ... Cairo is ... capital of ... Egypt.
2. It was so picturesque in ... Crimea ... last summer.
3. ... London stands on ... Thames.
4. I had ... my holiday in ... northern Italy ... last year but I'm going to cross ... Atlantic ocean and visit ... USA ... next year.
5. ... Moon moves round ... Earth.
6. ... Great Patriotic war started in 1941.
7. ... Volga is ... longest river in ... Russia.
8. ... Ukraine and ... Turkey are separated by ... Black sea.
9. My friend usually goes to ... Alps in ... spring by ... plane.
10. ... Urals are lower than ... Caucasus.
11. ... Great Britain is situated on ... two large islands.
12. ... Christmas and ... Easter are my favourite holidays.
13. It takes about ... hour to get from ... Domodedovo airport to ... Lenin street.
14. What's ... weather like today in ... Australia?
15. ... Colorado river flows through ... Grand Canyon.
16. My English friend took me to see ... National gallery, ... Houses of ... Parliament and ... Tower bridge.
17. ... Statue of ... Liberty was ... present from ... French people.
18. ... Galaxy where we live is called ... Milky Way.

Раздел 2. Хобби и досуг

Практическая работа №7

Тема 2.1. Времена года и погода.

Цель работы: Развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Изучение нового лексического материала. Чтение и перевод текста.

1. Прочитайте и переведите текст:

Seasons

The year is divided into four seasons: winter, spring, summer, and autumn. Each season has its good and bad sides.

The weather in spring is generally mild but sometimes the days are really cold, especially in the beginning of the season. It is the time when everything awakes from its winter sleep.

Summer is the hottest season. It's time for holidays. People go to the seaside to sunbathe, to swim or to have a rest. In our country it usually gets hot in the end of June and July. Summer nights are short, but wonderful, the days are long.

Talking about autumn, I guess it isn't as nice as summertime. It's a season of winds and beautiful sunsets. The weather gets cooler and cooler. The leaves turn yellow and reddish and fall down to the ground and the birds migrate to warm countries.

A spell of sunny weather in September is called Indian summer or «Golden Autumn», In the end of November it sometimes snows. Though some people like autumn, because it is full of colours, but to my thinking it's a dull and rainy season.

Winter is the coldest time of the year. It is time of snow and frost. It is time of New Year and Christmas. In winter the temperature rarely can cross the point of ten or fifteen centigrade below freezing point in our country.

2. Ответьте на вопросы:

1. How many seasons do you know?
2. What is spring weather like?
3. Is it always hot in spring?
4. What weather do we have in summer?
5. What do people prefer to do during summertime?
6. What do you think about autumn?
7. What is the hottest summer month?
8. Are summer nights long?
9. Summer nights are short, aren't they?
10. How do we call a spell of good weather in September?
11. Do you like autumn?
12. What is the coldest season in the year?

3. Vocabulary:

to be divided into — делится на

mild — мягкий

to awake (past awoke, p.p. awaked) — пробуждаться

hot — жаркий

to sunbathe — загорать, принимать солнечные ванны

to have a rest — отдыхать

to get hot — становиться жарким

wonderful — прекрасный, чудесный

to guess — полагать, считать

wind — ветер

sunsets — закаты солнца

cool — прохладный

to turn yellow — становиться желтыми
 reddish — красноватый
 to fall (past fell, p.p. fallen) down to — падать на
 to migrate — мигрировать, улетать
 spell — короткий промежуток времени
 Indian summer — бабье лето
 dull — мрачный
 frost — мороз
 rarely — редко
 to cross — пересекать
 below freezing point — ниже нуля

Weather conditions

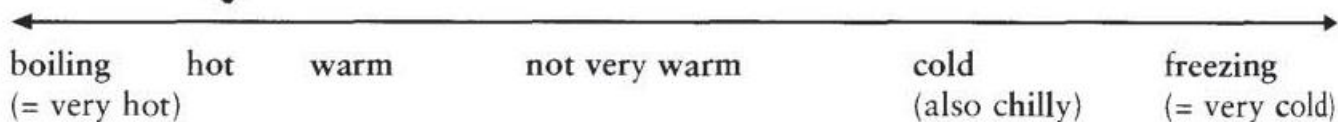
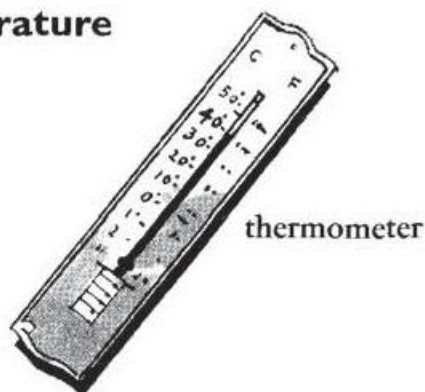
Look at this list of common weather words. Notice that it is very common to form adjectives by adding '-y'.

<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
sun	sunny	wind	windy
cloud	cloudy	ice	ic(e)y
fog	foggy	shower	showery
heat	hot	humidity	humid

Note: When it rains for a short period of time, we call it a **shower**, e.g. We had several showers yesterday afternoon.

When it is raining a lot we often say it's **pouring** or it's **pouring with rain**. This phrase is much more common than 'it's raining cats and dogs', which many students seem to learn.

Temperature



People round the world have different ideas about temperature:

5°C (five degrees centigrade) is **freezing** for many Brazilians.

-10°C (minus ten degrees or ten degrees below zero) is very cold but quite normal in the mountains in Switzerland during the winter when it usually snows a lot.

30-35°C is **boiling** for England and very unusual, but it is very common in parts of Spain during the summer.

Wind

The first word here is very gentle; the last is more than 100 km per hour and can be very dangerous.

a breeze a wind a strong wind a gale a hurricane

It was a hot day but there was a lovely breeze.

The wind blew my hat off.

The hurricane in Florida destroyed trees and buildings.

Thunderstorms

A spell (= period) of very hot weather often ends with a **thunderstorm**. First it becomes very **humid** (= hot and wet), then you get **thunder and lightning**, and finally, very heavy **rain** (= it pours with rain). Afterwards, it is usually cooler and it feels fresher.

Exercises

True or false? If a sentence is *false*, write a *true* sentence about the weather conditions in the sentence.

- 1 It often pours with rain in the desert.
- 2 It gets quite chilly in the desert in the evening.
- 3 Thunder makes a noise.
- 4 Lightning can kill people.
- 5 A shower is a gentle breeze.
- 6 A spell of hot weather may end in a thunderstorm.
- 7 If it is humid, the air will be very dry.
- 8 Below zero, water turns to ice.
- 9 Heavy rain means that it is pouring with rain.
- 10 When it's foggy you need sunglasses.

Complete this text with suitable words.

The single greatest influence on Japanese weather is the wind. During the summer it ⁽¹⁾..... from the Pacific, causing ⁽²⁾..... and humid weather, but in winter, the north-westerly ⁽³⁾..... from Siberia are very cold and it ⁽⁴⁾..... heavily on the mountains of the north west. The

south-eastern parts receive cold dry air. Between June and mid July, there is a ⁽⁵⁾..... of wet weather when the rice fields get the water vital for growth. After that, there is less ⁽⁶⁾..... rain, but the air is still ⁽⁷⁾..... Autumn, however, is drier, and usually very pleasant.

Практическая работа №8

Тема 2.2. Числительные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Именем **числительным** называется часть речи, которая обозначает количество или порядок предметов. Имена числительные делятся на *количественные* (Cardinal Numerals) и *порядковые* (Ordinal Numerals).

Количественные числительные обозначают количество предметов и отвечают на вопрос **how many?** *сколько?* Например: **one** один, **two** два, **three** три и т. д.

Порядковые числительные обозначают порядок предметов и отвечают на вопрос **which?** *который?* Например: **first** первый, **second** второй, **third** третий и т. д.

КОЛИЧЕСТВЕННЫЕ ЧИСЛИТЕЛЬНЫЕ			
ПРОСТЫЕ			СОСТАВНЫЕ
0 - 12	13 - 19 (+teen)	20 - 90 (+ty), 100, 1000, 1000000	1. Составные числительные от 20 до 100 образуются так же, как и в русском языке: 25 - twenty-five, 93 - ninety-three. 2. В составных числительных после 100 перед десятками, а если их нет, то перед единицами, ставится союз and : 375 (three hundred and seventy-five), 2941 (two thousand nine hundred and forty-one)
0 — zero 1 — one 2 — two 3 — three 4 — four 5 — five 6 — six 7 — seven 8 — eight 9 — nine 10 — ten 11 — eleven 12 — twelve	13 — thirteen 14 — fourteen 15 — fifteen 16 — sixteen 17 — seventeen 18 — eighteen 19 — nineteen	20 — twenty 30 — thirty 40 — forty 50 — fifty 60 — sixty 70 — seventy 80 — eighty 90 — ninety 100 — one (a) hundred 1,000 — one (a) thousand 1,000,000 — one (a) million 1,000,000,000 — a (one) milliard (в Англии); a (one) billion (в США)	

Числительные **hundred**, **thousand**, **million** не приобретают окончание **s** как показатель множественного числа, однако если эти слова выполняют функцию существительных, т. е. перед ними нет числительного, то во множественном числе добавляется **s**: **hundreds of people** *сотни людей*, **thousands of words** *тысячи слов*.

Порядковые числительные образуются от соответствующих количественных числительных путем прибавления суффикса th: seven — seventh *седьмой*, twenty-four — twenty-fourth *двадцать четвертый*.

ПРАВИЛА ОБРАЗОВАНИЯ ПОРЯДКОВЫХ ЧИСЛИТЕЛЬНЫХ		
№ п/п	ПРАВИЛО	ПРИМЕР
1	В составных порядковых числительных суффикс -th присоединяется к последнему слову	the forty-sixth <i>сорок шестой</i>
2	Перед порядковыми числительными обычно употребляется определенный артикль	the tenth <i>десятый</i>
3	Десятки, имеющие конечное -у, меняют его на -ie-	ninety <i>девяносто</i> - ninetyeth <i>девяностый</i>
4	ИСКЛЮЧЕНИЯ	the first <i>первый</i> , the second <i>второй</i> , the third <i>третий</i> , the fifth <i>пятый</i> , the ninth <i>девятый</i> , the twelfth <i>двенадцатый</i>

ДАТЫ

При чтении обозначения года называют два двузначных числа, соответствующих двум первым и двум последним цифрам обозначения:

ЧТЕНИЕ ОБОЗНАЧЕНИЯ ГОДА	
ПИШЕТСЯ	ЧИТАЕТСЯ
1612	sixteen twelve
1812	eighteen twelve
1941	nineteen forty-one
1960	nineteen sixty
1900	nineteen hundred
1905	nineteen o [əu] five
В таком чтении слово year год не добавляется: Pushkin was born in seventeen ninety-nine. Пушкин родился в 1799 году.	
Годы могут читаться и по-другому: 1754 - the year seventeen hundred and fifty-four . Такое чтение иногда встречается в документах.	

N. B.	2000 год — the year two thousand Начиная с 2001 , годы читаются как количественные числительные: 2007 — two thousand (and) seven
	Начиная с 2010 года всё чаще встречается чтение года как двух чисел: 2014 - twenty fourteen , 2020 - twenty twenty
	Так, к примеру, 2013 год можно прочесть как (the year) two thousand (and) thirteen , либо twenty thirteen .

ОБОЗНАЧЕНИЕ И ЧТЕНИЕ ДАТ		
ПИШЕТСЯ	ЧИТАЕТСЯ	ПЕРЕВОД
25th July, 1976 July 25 (25th), 1976 25 July 1976	The twenty-fifth of July, nineteen seventy-six; July the twenty-fifth, nineteen seventy-six	25 июля 1976 года

Months

- | | |
|-----------------------------|-------------------------------|
| • January — январь | • July — июль |
| • February — февраль | • August — август |
| • March — март | • September — сентябрь |
| • April — апрель | • October — октябрь |
| • May — май | • November — ноябрь |
| • June — июнь | • December — декабрь |

Days of the week

- Sunday — воскресенье
- Monday — понедельник
- Tuesday — вторник
- Wednesday — среда
- Thursday — четверг
- Friday — пятница
- Saturday — суббота

Exercises

Упражнение 1. Write the numbers.

1. The number of Dwarves Snow White lived with — _____
2. The Celsius freezing point — _____
3. Days in April — _____
4. The number of letters in the English alphabet — _____
5. An unlucky number — _____
6. Teeth in the normal human mouth — _____
7. The number of years in a millennium — _____
8. The number of months in a year — _____
9. Days in December — _____
10. Degrees in a right angle — _____
11. Books in a trilogy — _____
12. Minutes in an hour — _____
13. Legs has an octopus — _____
14. The number of cents in a half-dollar — _____
15. Players in a soccer team — _____
16. Number of hours in a day — _____
17. Celsius boiling point — _____

Упражнение 2. Choose the correct form.

1. My daughter is still a teenager. She is only fifteen/fifty.
2. He knew it was a painting worth \$10 million/millions.
3. Three hundred/Three hundreds people gathered at the stadium.
4. In the section 2/section 2 we also suggest other topics that need to be researched.
5. The first battle of the American Revolution was fought in year/the year 1775.
6. Hundred/A hundred years ago the principal means of communication was by post and telegraph.
7. How many children are there in the school? About three hundred/three hundreds.
8. The report has got over five hundred/five hundreds pages.
9. It happened in the year two thousand and two/two thousand and second.
10. All International flights are from Terminal One /the Terminal One.

Упражнение 3. Write the correct ordinal number.

1. Saturday is the _____ day of the week.
2. The _____ month of the year is June. .
3. The _____ month of the year is March.

4. In a competition the gold medal is for the_____ place and the silver medal is for the_____ place.

Упражнение 4. Choose the correct form.

1. It happened in the middle of the twentyth/twentieth century.
2. I usually go to school by bus six/bus sixth.
3. He is now ranked hundred/hundredth in the world of tennis.
4. 1999 was the second hundred/the two hundredth anniversary of; Pushkin's birth.
5. The car changed the life of people in the 20th/the 20s century.
6. At least two third/two thirds of the novel is about the life of people in the 19th century.
7. He was the third/the thirdth to arrive.
8. 8 The USA ranks third/three in population.
9. I am the one hundred and first/one hundredth and first in this huge line.
10. Vincent Van Gogh's paintings are among the most famous of the 19 century / the 19th century.

Практическая работа №9

Тема 2.3. Время. Мой распорядок дня

Цель работы: Изучение нового грамматического и лексического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического и лексического материала. Работа с текстом.

1. Прочитайте и запомните следующие правила обозначения времени в английском языке:

Спросить время по-английски можно так:

- What time is it? (Сколько времени?)
- Do you have the time? (Время / часы есть?)
- Could you please tell me the time? (Время не подскажете?)
- At what time? (Когда, во сколько?)

В английском языке время обычно измеряется по 12 часов, и к конкретному времени добавляется нужное пояснение:

- in the morning (утра)
- in the afternoon (дня)
- in the evening (вечера)
- in the night (ночи)

Также можно добавлять вот эти два сокращения:

a.m. — [ei em], ante meridiem, до полудня.

p.m. — [pi em], post meridiem, после полудня.

К целым часам (и только к ним) добавляется слово "o'clock", которое имеет значение "ровно". Например, можно сказать так:

It's 7 o'clock in the morning / It's 7 a.m. — "Сейчас 7 утра"

It's at 9 in the evening / It's at 9 p.m. — "Это в 9 вечера"

Если время неровное, с минутами, то нужно будет указать, куда эти минуты относятся.

Например, если 10 минут прошло после ровного часа, то так и говорится:

It's 10 minutes past 3 — 10 минут после трех, 10 минут четвертого.

Если же 20 минут осталось до ровного часа, то вместо "past/after" будет использоваться частица "to":

It's 20 minutes to 7 — 20 минут до семи, без двадцати семь.

Если минут 15 или 30, то используются слова "a quarter" и "half" (четверть и половина). Однако, с половиной никогда не используется частица "to", не может быть "без половины 8", может быть только "половина после семи":

It's a quarter after one — четверть после часа, час пятнадцать.

It's a quarter to four — четверть до четырех, без пятнадцати 4.

It's half past six — половина после шести, 6:30.

Можно также ограничиться точными цифрами и указанием половины дня:

It's seven-thirty a.m. — 7:30 утра.

It's ten-forty-five p.m. — 10:45 вечера.

It's eight-twenty a.m. — 8:20 утра.

В случае, когда нужно указать некий период времени, используется предлог "in", который в данном случае переводится как "через":

I'll be back in an hour — Я вернусь через час.

Turn off the oven in 20 minutes — Выключи духовку через 20 минут.

The copies will be ready in a moment — Через минуту копии будут готовы.

2. Прочитайте и переведите следующие тексты. Ответьте на вопросы:

My Week-day

I get up at a quarter to seven.

I jump out of bed, switch on the radio and do my morning exercises to the radio music.

Then I go to the bathroom, wash myself and clean my teeth with, a tooth-brush.

This does not take me much time, not more than ten or fifteen minutes.

Then I dress and sit down to table to have my breakfast.

I usually have a cup of tea or coffee, an egg and bread and butter.

After breakfast I go to the technical school.

As I live far away, I go by bus or by metro.

It takes me more time to go by bus.

If I have little time, I go by metro.
My lessons begin at 9 o'clock.
We have six lessons every day.
At a quarter to one we have a lunch hour.
As I cannot get home for lunch, I take it at the diningroom of our technical school.
For lunch I have meat or fish with potatoes and a cup of strong tea or coffee with a pie.
At ten minutes to three the lessons are over, and I go home.
When I get home from the technical school, I have dinner.
My dinner usually consists of three courses.
For the first course I have some soup, then some meat or fish.
For dessert I have stewed fruit or ice-cream.
After dinner I help my mother to wash up the dishes.
Then I do my lessons.
This usually takes me about two hours.
At eight or nine o'clock I have supper.
I have some salad, a slice of sausage and bread, sour milk or cereal.
In the evening I listen to the radio or watch TV.
If the programme is not interesting, I go to the cinema or to the theatre.
Sometimes, I go for a walk with my friends.
We talk about different things and usually have a good time.
At 11 o'clock I go to bed.

Questions:

1. When do you get up?
2. What do you do in the bathroom?
3. What do you have for breakfast?
4. When do you get home after classes?
5. When do you go to bed?
6. What do you do after dinner?
7. What do you have for dessert?
8. What do you do in the evening?

Vocabulary:

to switch on (off) the radio — включать (выключать)
радио

to do morning exercises — делать утреннюю гимнастику

bathroom — ванная комната

to clean one's teeth — чистить зубы

to have breakfast (dinner, supper) — завтракать (обедать, ужинать)

lunch — второй завтрак
dining-room — столовая
to consist of — состоять из...
course — блюдо
for the first course — на первое
soup — суп
dessert — десерт
to wash up dishes — мыть посуду
slice — кусок, ломтик
sausage — колбаса
sour milk — кислое молоко
cereal — каша

My Week-day

I am very busy on my week-days.
My week-days do not differ much one from another.
On week-days my working day begins early in the morning.
My school starts at 8 o'clock, so I have to get up at 7, to be ready in time.
I never wake up myself, my mother always wakes me up.
Sometimes I do my morning exercises, then I rush to the bathroom.
I clean my teeth, wash my face.
The cold water makes me feel not so sleepy.
Then I go back to my room, make the bed.
I switch on my radio, usually I listen to radio.
I put on my clothes, comb my hair, put a little make-ups.
By that time my breakfast is ready (my mother cooks it for me).
At a quarter to eight I grab my bag and rush to my school.
My school starts at 8 o'clock and I don't like to be late.
Usually I have six or seven lessons a day, it lasts till 3 o'clock.
After each lesson there is a break, so I can talk to my friends or eat my sandwich.
When school is over I go home.
First of all I need to walk my dog.
Then I have my dinner and a little rest.
The teachers give us a lot of homework, so I start doing it about 16.30 or 17.00.
As a rule it takes me two or three hours to do my home assignments.
My parents get home about six o'clock.
We watch soapopera on TV, have supper together.
We share all the news, I tell about the lessons and school.
After it, I help my mother to do some work about the house — wash dishes, sweep the floor, clean the room.
Twice a week in evenings I go play tennis.

When I do not go to play tennis, I stay home and watch TV, listen to the music, read magazines.

Sometimes my friends call me and we go for a walk.

At eleven o'clock tired after a long working day I go to bed and fall asleep.

Questions:

1. What time do you get up on your week-days?
2. Do you usually do your morning exercises?
3. Who cooks your breakfast?
4. What time do you leave your house to go to school?
5. How many lessons do you have a day?
6. Do you usually do your homework?
7. What do you do in the evening?
8. What time do you go to bed?

Vocabulary:

to differ — отличаться

to wake up — просыпаться

sleepy — сонный

to switch on — включать

to grab — хватать

rush — мчаться

sandwich — бутерброд

to be over — заканчиваться

rest — отдых

to sweep — подметать

to be tired — устать

My Day off

When a school-girl I always envied those students who went to school five but not six days a week, as we did. So you may guess, I had the only day off — Sunday. On Sunday, I didn't have to hurry anywhere, that's why, I got up at nine or ten o'clock. I wasn't an early riser. I did my bed, washed myself and went to the kitchen. In the kitchen the table had already been laid and I always had something tasty on Sunday: fried potatoes, meat salad or my favourite applepies. After breakfast, if the weather was sunny, I usually didn't stay indoors, I went to see my friends. We often played volleyball or basket-ball in the yard and in winter if there was much snow out-of-doors we went skating and skiing in the woods. But sometimes the day happened to be rainy and gloomy. I preferred to be in watching TV, listening to music, reading books, speaking over the phone or just lying on the sofa idling away the time. Some of my classmates could watch all TV-programmes from morning till night, but I think it's rather boring, and I always felt sorry for those TV-addicts. It's much more interesting to play

a game of chess with your grandfather, or help your mother about the house, or argue with your father about the latest events at home and abroad. In the evening, when all the family were together, we had some tea with a cake or biscuits, we listened to my younger sister playing the piano, sometimes we sang folk songs. Every Sunday, when I went to bed, I was thinking that the day had flashed past and the next week would bring new problems and their solution.

Questions:

1. What day was your day off?
2. When did you get up on Sunday?
3. Were you an early riser?
4. What did you have for breakfast on Sunday?
5. What did you do if the weather was sunny?
6. Did you like to stay indoors when the day was rainy and gloomy?
7. Do you think to watch TV from morning till night is rather boring?
8. What did you do in the evening?

Vocabulary:

to envy — завидовать

to guess — догадываться

I didn't have to hurry — мне не нужно было торопиться

an early riser — человек, поднимающийся рано

to wash oneself — умываться

to lay the table — накрывать на стол

tasty — вкусный

favourite — любимый

pie — пирог

to go skating and skiing — кататься на коньках и лыжах

to happen — случаться

gloomy — мрачный

to speak over the phone — разговаривать по телефону

boring — утомительный, скучный

to feel sorry for smb. — жалеть кого-нибудь

to feel — чувствовать

TV-addicts — "телеманы"; люди, проводящие много времени перед телевизором

to play a game of chess — сыграть партию в шахматы

to argue — спорить

My Days off

I go to school five days a week, so I have two days off — Saturday and Sunday (I'm lucky, because some other pupils have the only one day off). During the week I am very busy, so I like to have a rest on weekend. I am not an early riser and it is a rare Saturday or Sunday when I get up before 9 o'clock. I enjoy staying in bed, when I don't have to hurry anywhere. We have late breakfast at 10 and watch TV. Usually we have something tasty: meat salad, fried potatoes, chicken, cake or pie. If the weather is fine, I usually do not stay indoors, I and my dog go outside. Often we go to the park and play there. If the weather is rainy and gloomy, I stay at home and watch TV, listen to the music, read, the books. After dinner we go visit our grandparents or relatives, or just simply take a nap. Sometimes when my friends call me we go roller — skating near the Opera theatre I like roller — skating very much, I think it is a lot of fun. In the evenings I like to watch video and music programs. There is a big armchair in my room right beside the lamp with blue shade. If it is cold I like to sit there with cup of coffee and read. Sometimes I do something special on weekends: go to an art exhibition, to the theatre, to the concert. I always go to bed late on Sundays, and Monday morning is the nastiest thing through all the week. I like weekends very much, because I can rest and gain some energy for the next week.

Questions:

1. How many day offs do you have?
2. When do you get up on Sunday?
3. What do you usually do during weekends?
4. What do you do if the weather is sunny?
5. Do you spend a lot of time with your friends?
6. Do you watch TV a lot?
7. What time do you go to bed?
8. Do you like weekends?

Vocabulary:

lucky — удачливый

early riser — человек, встающий рано

to enjoy — наслаждаться

to hurry — торопиться

tasty — вкусный

pie — пирог

gloomy — мрачный

relative — родственник

take a nap — вздремнуть

exhibition — выставка

nasty — противный

Практическая работа №10

Тема 2.4. Прилагательные и наречия.

Степени сравнения прилагательных и наречий.

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Прилагательные обозначают признаки предметов и отвечают на вопрос: какой?

A wide road. Широкая дорога. A tall tree. Высокое дерево. An interesting book. Интересная книга.

Наречия отвечают на вопрос: как?

He speaks English well. Он говорит по-английски хорошо.

Прилагательные и наречия имеют три формы степеней сравнения: положительную (positive degree), сравнительную (comparative degree), превосходную (superlative degree).

Формы сравнительной и превосходной степеней образуются двумя способами:

Способ 1. Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса -er, а форма превосходной степени – при помощи суффикса -est.

Положительная степень	Сравнительная степень	Превосходная степень
strong (сильный)	stronger (сильнее)	the strongest (сильнейший)
cold (холодный)	colder (холоднее)	the coldest (самый холодный)

Некоторые двусложные прилагательные оканчивающиеся на -y, -er, -ow образуют степени сравнения так же, как и односложные, с помощью суффиксов -er и -est.

easy (легкий) – easier (более легкий, легче) – the easiest (самый легкий, легчайший)

Способ 2. От двусложных прилагательных и прилагательных состоящих из трёх или более слогов, сравнительная степень образуется при помощи слова more (less), а превосходная степень – при помощи слова most (least)

famous (знаменитый) – more (less) famous (более (менее) знаменитый) – the most famous (самый знаменитый)

interesting (интересный) – more interesting (более интересный) – the most interesting (самый интересный)

Запомните исключения при образовании степеней сравнения прилагательных:

Положительная степень	Сравнительная степень	Превосходная степень
good (хороший) well (хорошо)	better (более хороший, лучше)	the best (самый хороший, лучший)
bad (плохой)	worse (более плохой, хуже)	the worst (самый плохой, худший)
little (маленький)	less (меньше, меньший)	the least (самый маленький)
much / many (много)	more (больше)	most (больше всего, самый большой)
far (далекий) far (далеко)	farther (более далекий) further (дальше)	the farthest (самый далекий) the furthest (дальше всего)

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы: as ... as такой же ... как; not so ... as не такой ... как.

Exercises

1. Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far. 2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

2. Переведите предложения на русский язык.

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

3. Раскройте скобки, употребив нужную степень прилагательного/наречия.

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

4. Переведите предложения.

1. Чарльз Диккенс – один из самых известных писателей в мире. 2. Этот рассказ интереснее, чем тот. 3. Ваш дом выше нашего? Нет, он такой же высокий, как и ваш. 4. Это – самая прекрасная картина во всей коллекции. 5. Российская Федерация больше Великобритании. 6. Он сделал работу быстрее, чем вы. 7. Чем больше вы работаете, тем легче сдавать экзамены. 8. Его работа лучше вашей, но работа Анны – самая лучшая. 9. Россия – самая большая страна в мире. 10. Я живу не так далеко от института, как мой друг. 11. В июле столько же дней, сколько и в августе. 12. Самолет быстрее, чем поезд.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy.

6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

6. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

7. Переведите следующие предложения на английский язык.

1. Здание Московского университета - самое высокое в столице. 2. Наш город не такой большой, как Москва, но он такой же красивый. 3. Невский проспект — одна из самых красивых улиц Санкт-Петербурга. 4. Кто самый младший ученик в нашей группе? — Петров. Но он самый высокий. 5. Грамматика английского языка трудная, но английское произношение труднее. 6. Магазины на нашей улице больше, чем магазины на вашей улице. 7. Наш телевизор такой же хороший, как этот. 8. Эта комната светлее той. 9. Погода сегодня хуже, чем вчера. Сегодня холоднее, и идет дождь. 10. Моя комната не такая большая, как комната моей подруги, но она светлее и теплее. 11. Какая из этих книг самая интересная? 12. Ноябрь не такой холодный месяц, как январь. 13. Мой отец — очень занятый человек. 14. Крым - одно из самых лучших мест для отдыха. 15. Сегодня он чувствует себя гораздо лучше.

Практическая работа №11

Тема 2.5. Моя любимая книга

Цель работы: Развитие умения говорить на основе прочитанного, формирование навыков чтения и говорения;

Ход работы: Чтение и перевод текста. Беседа по теме.

My Favourite Book (Gone with the Wind)

I've recently read a book which has made a very deep impression on me. It's called *Gone with the Wind* and it makes really unforgettable reading. The author of the book is Margaret Mitchell. She was born in Atlanta, Georgia, into a family of the president of the Atlanta Historical Society. All the family were interested in American history and she grew up in an atmosphere of stories about the Civil War.

After graduating from college Margaret Mitchell worked for a time for the Atlanta Journal. In 1925 she got married. In the following ten years she put on paper all the stories she had heard about the Civil War. The result was *Gone with the Wind*. It was first published in 1936 and became the talking point of all America. In 1939 it was made into a highly successful film. Vivien Leigh and Clark Gable played the leading roles. Vivien Leigh won the Oscar. Everyone loved her high-spirited and beautiful heroine, Scarlett O'Hara.

The story is set around the time of the American Civil War (1861-65) when the Southern States went to war with the North to defend their way of life. It was a way of life in which rich gentry lived in large houses and owned huge areas of land, cultivated by black slaves. Scarlett O'Hara was born into one of these rich houses. When this way of life was destroyed and all her family's wealth taken away by the advancing Northerners, the spoiled, willful Scarlet had to grow up and use all her wit and intelligence — and beauty — to build a new life.

But *Gone with the Wind* is also about a love triangle. While Scarlett loves the quiet, gentlemanly Ashley Wilkes, the wild and decidedly ungentlemanly Rhett Butler is in love with her. After Ashley marries someone else, and after many adventures of her own, Scarlett does marry Rhett — but only for money.

The marriage is stormy and eventually Rhett walks out on her, but by that time Scarlett has realized that she loves him after all. Scarlett thinks of some way of getting him back, but we never know if she does.

Margaret Mitchell never wrote a sequel to answer this burning question.

What is your favourite book? Write a small essay and prepare a presentation.

Практическая работа №12

Тема 2.6. Мой любимый фильм

Цель работы: Развитие умения говорить на основе прочитанного, формирование навыков чтения и говорения;

Ход работы: Чтение и перевод текста. Беседа по теме

My Favourite Film (Titanic)

As you know, the 3-hour-14-minute film "Titanic" is no mere disaster movie. It's an epic love story about a 17-yearold American aristocrat who is betrothed to a rich and hateful suitor but falls in love with a free-spirited artist, who won his third-class passage in a card game. It's "Romeo and Juliet" on a sinking ship and has become an international sensation. "Titanic" is also a movie about money and its evils. With fine irony, Cameron has spent more dollars than any other filmmaker to make a film that denounces the rich. The \$8,4 million costume budget alone would finance several independent movies. Production designer Peter Lamont copied the real Titanic down to the exact shade of green on the chairs in the smoking lounge. The sumptuous sets have made-to-order replicas of the china, the stained-glass windows — and since all of it was going to be destroyed, nothing could be rented. "To the best of our knowledge, there was no violation of historical truth", says Cameron. "We have a great responsibility. Whatever we make, will become the truth, the visual reality that a generation will accept", says Cameron. The special effects are in the service of the story. In the 80-minute sinking of the ship, you don't wonder what's real and what's computer-generated. What you feel is the horror of the experience, the depths of the folly that left this "unsinkable" ship so vulnerable to disaster. While the women and children are loaded into lifeboats (there were only enough for half the 2,200 passengers), the third-class passengers are locked. Cameron makes terrifying poetry out of chaos with images of the ship breaking in half, the deck rising perpendicular to the water as passengers bounce off the ship's giant propellers into the freezing ocean. But it is the love between the unhappy Rose and the sanguine, openhearted Jack that occupies stage center. Is it the great love story Cameron so desperately wanted to make? Not quite. Visually, his lovers are an odd match:

next to DiCaprio's boyish beauty, Kate Winslet looks womanly. And once the disaster strikes, their individual fates become overwhelmed by the communal horror. Our hearts, at least, couldn't but break once these lovestruck kids were surrounded by floating frozen corpses. Cameron's strength is in painting canvases with broad strokes, and for 194 minutes beholds you in his grip. This is one grand entertainment — old-fashioned filmmaking brought up to date with the most spectacular technology available. Cameron says today that if he had known what it would take to bring his vision to the screen, he would have stopped before he started. But "regret" is not in the guy's vocabulary.

What is your favourite film? Write a small essay and prepare a presentation.

Практическая работа №13

Тема 2.7. Имя существительное.

Множественное число существительных

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Имя существительное – это знаменательная часть речи, обозначающая предмет в самом широком смысле. Например, существительные могут обозначать вещи (car, pen), живых существ (cat, human), места (Norway, mountain, Moscow), материалы (copper, cloth), процессы (life, laughter), состояния (rest, sleep), абстрактные понятия (beauty, evil) и качества (kindness, bravery).

Множественное число имен существительных образуется путем:

1. Добавления окончания **-s** к существительному

<i>a cat</i>	<i>cats</i>
<i>a sea</i>	<i>seas</i>
<i>a boy</i>	<i>boys</i>
<i>a book</i>	<i>books</i>
<i>a pen</i>	<i>pens</i>
<i>a girl</i>	<i>girls</i>

2. Добавления окончания **-s** к существительным, оканчивающимся на гласную + **y**

<i>turkey</i>	индюк	<i>turkeys</i>
<i>monkey</i>	обезьяна	<i>monkeys</i>
<i>day</i>	день	<i>days.</i>

3. Замены **y** на **i** и добавления **-es** к существительным, оканчивающимся на согласную + **y**

<i>a fly</i>	муха	<i>flies</i>
<i>a lady</i>	леди	<i>ladies</i>
<i>a body</i>	тело	<i>bodies</i>
<i>a country</i>	страна	<i>countries</i>
<i>a company</i>	компания	<i>companies</i>
<i>a party</i>	партия	<i>parties</i>
<i>a baby</i>	младенец	<i>babies.</i>

4. Добавления окончания **-es** к существительным, оканчивающимся на **s, x, z, ch** and **sh**

<i>mass</i>	масса	<i>masses</i>
<i>class</i>	класс	<i>classes</i>
<i>box</i>	коробка	<i>boxes</i>
<i>buzz</i>	звонок	<i>buzzes</i>
<i>watch</i>	часы	<i>watches</i>
<i>match</i>	спичка	<i>matches</i>
<i>dish</i>	блюдо	<i>dishes</i>
<i>crash</i>	крушение	<i>crashes.</i>

5. Замены **f** на **v** и добавления окончания **-es** к существительным, оканчивающимся на **f** и **fe**

<i>knife</i>	нож	<i>knives</i>
<i>wife</i>	жена	<i>wives</i>
<i>life</i>	жизнь	<i>lives</i>
<i>half</i>	половина	<i>halves</i>
<i>shelf</i>	полка	<i>shelves</i>
<i>wolf</i>	волк	<i>wolves.</i>

Но не всегда. *Исключениями* являются:

<i>belief</i>	вера	<i>beliefs</i>
<i>chief</i>	шеф	<i>chiefs</i>
<i>chef</i>	шеф-повар	<i>chefs</i>
<i>cliff</i>	утес	<i>cliffs</i>
<i>roof</i>	крыша	<i>roofs.</i>

6. Добавления **-s** или **-es** к существительному, оканчивающемуся на **o**

<i>piano</i>	пианино	<i>pianos</i>
<i>potato</i>	картофель	<i>potatoes</i>
<i>tomato</i>	помидор	<i>tomatoes</i>
<i>hero</i>	герой	<i>heroes.</i>

Ряд существительных образуют множественное число **не по общим правилам**:

а) изменяется корневая гласная:

<i>a man</i>	мужчина	<i>men</i>	мужчины
<i>a woman</i>	женщина	<i>women</i>	женщины
<i>a foot</i>	нога	<i>feet</i>	ноги
<i>a tooth</i>	зуб	<i>teeth</i>	зубы
<i>a goose</i>	гусь	<i>geese</i>	гуси
<i>a mouse</i>	мышь	<i>mice</i>	мыши.

б) добавляется окончание **-en**:

<i>an ox</i>	бык	<i>oxen</i>	быки
<i>a child</i>	ребенок	<i>children</i>	дети.

в) заимствуются формы единственного и множественного числа из латинского и греческого языков:

<i>a formula</i>	формула	<i>formulae (formulas)</i>	формула
<i>a crisis</i>	кризис	<i>crises</i>	кризисы
<i>a criterion</i>	критерий	<i>criteria</i>	критерии
<i>a bacterium</i>	бактерия	<i>bacteria</i>	бактерии
<i>a datum</i>	данное	<i>data</i>	данные
<i>an index</i>	индекс	<i>indices</i>	индексы.

В английском языке есть существительные, которые имеют одну (общую) форму для единственного и множественного числа:

<i>a deer</i>	олень	<i>deer</i>	олени
<i>a sheep</i>	овца	<i>sheep</i>	овцы
<i>a fish</i>	рыба	<i>fish</i>	рыбы
<i>a swine</i>	свинья	<i>swine</i>	свиньи
<i>moose</i>	лось	<i>moose</i>	лоси
<i>bison</i>	бизон	<i>bison</i>	бизоны.

Некоторые существительные могут употребляться в форме только единственного либо множественного числа.

Только в единственном числе употребляются слова:

money — деньги

sugar — сахар

hair — волосы

business — дело

information — информация, сведения

progress — прогресс, успехи

news — новость, новости

peace — мир

love — любовь

knowledge — знание, знания

advice — советы

furniture — мебель

luggage — багаж

fruit(s) — фрукты.

Только во множественном числе употребляются слова:

clothes — одежда

goods — товары

riches — богатства

thanks — благодарность

manners — манеры.

Только во множественном числе употребляются обозначения предметов, состоящих из двух и более частей:

trousers — брюки

glasses — очки

scissors — ножницы

shorts — шорты

pliers — плоскогубцы.

Exercises

1. Поставьте следующие существительные во множественное число (не забудьте, что перед множественным числом неопределенный артикль нужно опустить),

A table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a Negro, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play.

2. Поставьте следующие существительные во множественное число (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

A star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato.

3. Поставьте следующие словосочетания во множественное число.

This tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this man, that match, this knife.

Запомните:

this is — these are that is — those are there is — there are it is — they are

4. Поставьте следующие предложения во множественное число.

1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower, j 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a train? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king, 17. That is not a queen. 18. That is not a bus. 19. This isn't a mountain. 20. That isn't a goose. 21. This isn't a mouse. 22. It is a sheep. 23. It is a cigarette. 24. It is a cat. 25. It is not a girl. 26. It isn't a bag. 27. It isn't a tree. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

5. Поставьте следующие предложения во множественное число.

1. This man is an engineer. 2. That woman is my sister. 3. This child is my son, 4. That goose is big. 5. This mouse is white. 6. This man is a doctor. 7. That woman is my cousin. She is a teacher 8. That girl is my niece. She is a pupil. 9. This girl has a blue sweater. 10. This boy has a good coat. 11. My uncle has a large flat. 12. There is a table in the room. 13. I have a good pen. My pen is in my pocket. 14. There is a flower in the vase. 15. This child's foot is sore.

Упр. 6. Поставьте следующие предложения во множественное число.

1. This room is very large. 2. There is a match in the box. 3. Has this lady a knife? 4. There is a man and a woman in the street. 5. This lady is that gentleman's wife. 6. This shoe is too large for my foot. 7. The child is sitting on a bench. 8. My tooth is white. 9. This key is made of steel. 10. A potato is a vegetable and a cherry is a fruit. 11. This is my friend's study. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table. 20. There was a lady, a gentleman, a boy and a girl in the room.

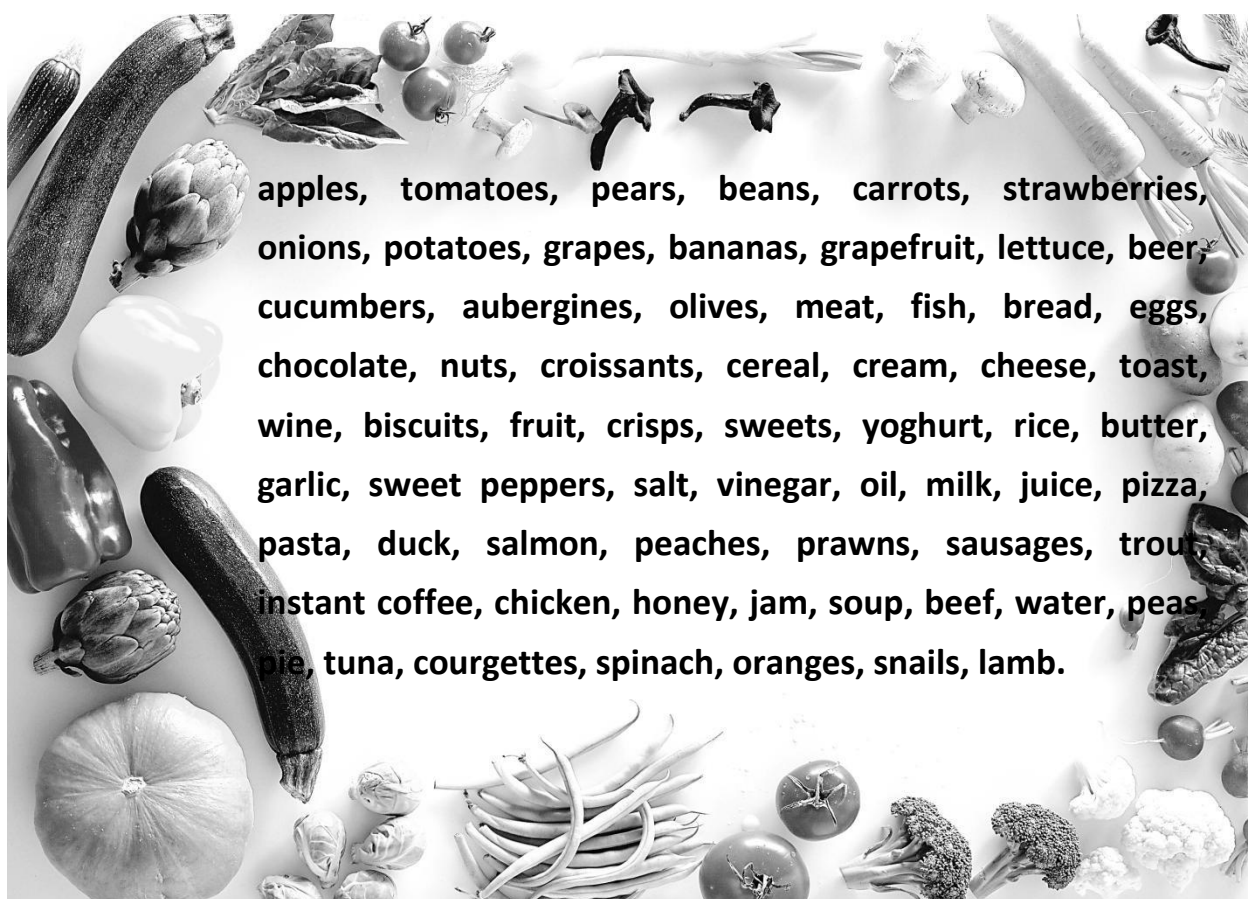
Практическая работа №14

Тема 2.8. Еда. Покупки.

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Введение новой лексики. Выполнение упражнений. Работа с текстом.

1. Распределите слова по группам:



fruit	vegetables	meat	fish/seafood	dairy products	drinks	other types of food

2. Заполните пропусками предложенными словами:

Fresh, frozen, home-made, low-fat, raw, spicy, sweet, takeaway

- 1) I love my mom's cooking. food is always the best.
- 2) Indian food like curry is very
- 3) Sushi is made with fish.
- 4) Food which is kept very cold is
- 5) food is food you buy at a restaurant and take home to eat.
- 6) People on a diet often try to eat food.
- 7) These eggs are , I bought them today.
- 8) This tea's very..... . You've put too much sugar in it!
- 9) Eat plenty of fruit and vegetables.
- 10) These fish are often eaten

3. Прочитайте тексты и переведите их на русский язык.

The Celik family (Istanbul, Turkey) Melahat and her husband live with their three children and Melahat's mother. All meals are freshly prepared by Melahat, and she buys their food at an open-air market in Istanbul's Golden Horn district. She gets fresh fish and beef there, and it's a particularly good place to buy fruit and vegetables which are so important in their diet. In a typical week, Melahat buys a kilo of peppers and onions, two kilos each of carrots, aubergines, peas, olives and courgettes; five kilos of spinach, ten kilos of potatoes, six kilos of oranges and one of bananas. They eat large quantities of rice and bread – 25 loaves a week. They don't buy any frozen food, but they drink instant coffee and twelve cans of cola a week, plus orange juice, yoghurt drinks and eight bottles of beer.

The Caven family (California, USA) Regan and Craig Caven are a typical American family – two incomes, two cars, and two children, Trisha, 5 and Andrew, 3. As they both work, they shop at weekends, usually in supermarkets. They often have salads and there is always a lot of fresh fruit: two kilos each of apples and bananas, and one kilo each of oranges and grapes is typical in the weekly shopping. They eat fresh chicken and beef, but only buy fish (tuna) in cans. They spend a lot on drinks: 340 g of instant coffee, four litres of milk, two litres

each of apple and orange juice, five litres of bottled water and 25 diet colas, but no alcohol. During the week, frozen food is a large part of their diet – three and a half kilos of frozen prepared meals and a family-sized frozen pizza. It is only at weekends that the family makes time for home-cooked meals; pasta is very popular with the children.

4. Ответьте на вопросы.

- a. Where do the families buy their food?
- b. Which family eats more fresh food?
- c. Which family's food do you prefer? Why?
- d. What food do you usually buy?

5. Прочитайте интервью с Элис и Викторией. Соотнесите вопросы 1-6 с ответами А-Ф.

- a. Is food a pleasure for you?
- b. What do you normally eat in a typical day?
- c. Do you ever cook?
- d. Do you ever eat “unhealthy” food? How do you feel about it?
- e. Are you trying to cut down on anything at the moment?
- f. Are people’s diets in your country getting better or worse?

Alice is a lawyer from the United States

A I think people are trying to improve their diets, but they are doing it the

_____ wrong way by following diets like the Atkins diet. Personally, I don’t think it’s very healthy to cut out entire groups of food like carbohydrates.

B Not very often. I don’t have the time or talent to cook full meals. I usually *heat up* a frozen meal or order a *takeaway*.

C Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don’t do it very often.

D I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, *soup* or *sushi*. I don’t eat meat, but I eat a lot of fish. In the evening, I just have something light at home.

E_____ I am trying to cut down on the amount of *fat* I eat. I’m also trying to eat more *wholemeal* bread.

F_____ Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.

Victoria is an IT consultant from France

A Yes, I cook every evening for my family. I often make soup or traditional

_____ French dishes like “*boeuf bourguignon*”, which is a kind of beef and red wine *stew*, and then we have cheese and salad. It may seem a lot but we don’t eat big *portions*. What’s important for me is quality, not quantity.

B Yes, I'm trying to eat less chocolate.

C I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.

D Not at home. I think most of the food I cook is healthy, but occasionally when I *eat out* I have something unhealthy, but it doesn't worry me.

E Yes, definitely. For me good meals with the family make me happy!

F I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with *honey* or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

6. Прочитайте интервью ещё раз, ответьте на вопросы.

Who ...?

- a. often eats in restaurants
- b. eats quite a lot of sweet things
- c. eats ready-prepared food
- d. cooks big meals at home
- e. enjoys eating
- f. feels bad when she eats unhealthily
- g. is trying to eat less of something
- h. prefers having good food to having a lot of food
- i. is negative about eating habits in her country

7. Соотнесите выделенные слова и фразы из упр. 5 с их определениями.

- a. _____ to have a meal in a restaurant, not at home;
- b. _____ a sweet food made by bees;
- c. _____ the quantity you eat of a kind of food during a meal;
- d. _____ to make cold food hot;
- e. _____ food you buy from a restaurant to eat at home;
- f. _____ food from animals or plants used for cooking, e.g. oil, butter;
- g. _____ food prepared in a particular way, e.g. sushi, lasagna, etc.;

- h. _____ made from brown flour;
- i. _____ a liquid food, often made of vegetables, e.g. tomatoes, onions;
- j. _____ meat cooked for a long time in liquid, usually with vegetables.

8. Прочитайте текст и переведите его на русский язык.

STREET FOOD AROUND THE WORLD: THE ORIGINAL FAST FOOD!

Belgium : Home of French Fries

You can find French fried potatoes all over the world, but as Belgians will tell you, they, not the French, invented this popular street food, back in the seventeenth century. The Belgian city of Antwerp has the world's only French fries museum.

Crispy French fries, eaten from a paper cone with salt and plenty of mayonnaise are the Belgians' favourite snack. They are sold at special kiosks all over major towns. The secret of perfect French fries is that they are fried not once, but twice, in hot oil – the first time to cook the inside, and second time to give a perfect, golden outside.

Morocco : Food as theatre

Street food in the main square of Marrakesh, Morocco is like an exciting performance. As the sun sets at the end of the day, street sellers set up their charcoal grills and the air is filled with smoke and delicious smells of cooking. Crowds of locals and tourists sit on wooden benches and eat off paper plates, surrounded by the sights, smells and tastes of African culture: *harira*, for example, a rich soup made with lamb and spices. Or how about sheep's head or tiny boiled snails, served with a toothpick?

Australia : Fancy a pie floater?

Feeling hungry? No visit to South Australia is complete without trying the local speciality – a pie floater. They are traditionally sold at roadside kiosks, some of which stay open all night. It consists of a meat pie floating (usually upside down) in a thick green pea soup. Finally, the pie is covered with plenty of bright red tomato ketchup. Enjoy!

Mexico : The food of the people

It's lunchtime in Mexico City and everywhere people are queuing up for Mexico's favourite fast food *tacos*. They're soft corn pancakes served with a variety of fillings, such as chicken, beef or vegetables, and then covered with spicy sauce, lettuce and sour cream. "The best Mexican food is the food of the people," says Jose Iturriaga, who has written more than twenty books on Mexican food. And the city's best taco? "It's a taco made from cows' eyes," says Jose. "It's extraordinary".

Практическая работа №15

Тема 2.9. Исчисляемые/неисчисляемые существительные

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Исчисляемые существительные легко узнать. Они обозначают предметы, которые мы можем сосчитать. Например: ручка. Мы можем посчитать ручки. Их может быть одна, две, три или большее количество ручек. Вот некоторые примеры исчисляемых существительных:

<i>dog</i>	собака	<i>bottle</i>	бутылка
<i>cat</i>	кот	<i>box</i>	коробка
<i>animal</i>	животное	<i>litre</i>	литр
<i>man</i>	мужчина	<i>coin</i>	монета
<i>person</i>	человек	<i>dollar</i>	доллар
<i>cup</i>	чашка	<i>plate</i>	тарелка
<i>fork</i>	вилка	<i>table</i>	стол
<i>chair</i>	стул	<i>suitcase</i>	чемодан
<i>bag</i>	сумка		

Неисчисляемые существительные обозначают вещества, понятия и т. д., то есть то, что не может делиться на отдельные элементы. Мы не можем посчитать их. Например, мы не можем посчитать «молоко». Мы можем посчитать «бутылки молока» или «литры молока», но мы не можем непосредственно посчитать «молоко». Вот некоторые примеры неисчисляемых существительных:

<i>music</i>	музыка	<i>rice</i>	рис
<i>art</i>	искусство	<i>sugar</i>	сахар
<i>love</i>	любовь	<i>butter</i>	масло
<i>happiness</i>	счастье	<i>water</i>	вода
<i>advice</i>	совет	<i>air</i>	воздух
<i>information</i>	информация	<i>electricity</i>	электричество
<i>news</i>	новости	<i>gas</i>	газ
<i>furniture</i>	мебель	<i>money</i>	деньги
<i>luggage</i>	багаж	<i>currency</i>	валюта

Неисчисляемые существительные обычно употребляются в единственном числе, поэтому используется глагол в единственном числе. Например:

This news is very important. — Эти новости очень важны.

Your luggage looks heavy. — Ваш багаж выглядит тяжелым.

С неисчисляемыми существительными обычно не используется неопределенный артикль *a/an*. Нельзя сказать «an information» или «a music». Но можно сказать:

a piece of news новость

a bottle of water бутылка воды

a grain of rice зерно риса

Напитки (кофе, вода, чай) обычно неисчисляемые существительные. Но мы можем сказать (напр., в ресторане): *Two teas and one coffee, please.* — Два чая и один кофе, пожалуйста.

Much, many, little, a little, few, a few с исчисляемыми и неисчисляемыми существительными

В английском языке выделяют следующие местоименные прилагательные:

much, many - "много"

little, few - "мало"

Much, little определяют неисчисляемые существительные:

There is much snow in the street. На улице много снега

There is little sugar in my tea. В моём чае мало сахара.

Many, few - ставятся перед исчисляемыми существительными:

There are many spoons on the table, but there are few knives on it.

На столе много ложек, но мало ножей.

Little, few в сочетании с неопределённым артиклем образуют устойчивые сочетания со следующими значениями:

a few - "несколько"

a little - "немного"

A little - "немного" и a few - "несколько" употребляются в смысле "некоторое, хотя и небольшое количество", в то время как little и few - "мало" употребляются в смысле "недостаточно, почти нет".

I've got little time. У меня мало времени.

I've got a little time. У меня есть немного времени.

He has few friends. У него мало друзей.

He has a few friends. У него есть несколько друзей.

Наряду с местоименными прилагательными в значении "много" употребляются сочетания: a lot of, lots of, plenty of - как с исчисляемыми, так и с неисчисляемыми существительными, обозначающими явления природы (snow, rain), вещество (ink, water, salt), абстрактные понятия (love, beauty, inclination):

There are a lot of English books in my library. В моей библиотеке много английских книг.

There is a lot of rain this autumn. Этой осенью много дождей.

There are lots of roses in this garden. В этом саду много роз.

We have lots of snow this winter. Этой зимой много снега.

There are plenty of pictures in his studio. В его студии много картин.

We have plenty of time. У нас много времени.

Exercises.

1. Распределите следующие существительные на две группы.

paper – bottle – porridge – happiness - pencil - coffee – girl – work – job – plate – dog – meat - news – apricot – toothpaste – time - bedroom – money - magazine – information – honey - metal – child – yoghurt – rice – spaghetti – water – air – spoon – mustard - egg – chair – shampoo – raincoat – flower – flour – bread – soap – toy – food – knowledge – garden – oil – furniture - friend

Исчисляемые:

Неисчисляемые:

2. Поставьте How many? или How much?

1. ... salt do you usually put in the soup?
2. ... cups of tea shall I bring?
3. ... films did you see?
4. ... friends has he got?
5. ... free time do we have?
6. ... juice is there in the fridge?
7. ... money did they spend?
8. ... tomatoes are there in the bag?
9. ... kilos of potatoes did you buy?
10. ... slices of cheese are left on the plate?

3. Вставьте в предложения few/ little:

1. There are students who love you.
2. Where are my possessions?
3. musicians would deny his talent.
4. There's too snow.
5. rain falls at this time of year.
6. I have interests outside my work.
7. You'll have so time tomorrow!
8. There are like her in the group.
9. employees want low-paid jobs.
10. There's very milk in the bottle.

4. Вставьте в предложения few/a few/fewer/little/a little:

1. I suppose she has choice.
2. I will eat bread.
3. We should have used eggs.
4. recent films have been screened.
5. There were more important things I'd like to tell them.
6. I'm so sorry, I'm going to be minutes later.
7. There are elephants than there used to be.
8. There's always snow at this time of year.
9. children have read the article, and even understand it.
10. It was a village of than 500 inhabitants.

Практическая работа №16

Тема 2.10. Притяжательный падеж существительных

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Притяжательный падеж существительных, обозначающих людей и животных, образуется путем добавления к существительному апострофа и окончания ('s). Например: *John's car, the cat's milk, the dog's tail.*

Притяжательный падеж существительных, обозначающих предметы, образуется с помощью предлога of. Например: *The pupils of my class. The door of the car.*

К существительным во множественном числе, уже имеющим окончание **s**, добавляется только апостроф ('). Например: *my parents' car, my grandparents' house*.

The child's toys — The children's toys

The boy's books — The boys' books

1. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The children of John Turner. 2. The questions of my son. 3. The wife of my brother. 4. The name of this man. 5. The voice of this girl. 6. The car of my parents. 7. The room of my friend. 8. The handbags of these women. 9. The flat of my sister is large. 10. The children of my brother are at home. 11. The room of the boys is large. 12. The poems of Lermontov.

2. Перефразируйте следующие словосочетания и предложения, употребляя притяжательный падеж.

1. The room of my friend. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The poems of Pushkin. 6. The voice of this girl. 7. The new club of the workers. 8. The letter of Pete. 9. The car of my parents. 10. The life of this woman. 11. The handbags of these women. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large. 15. The name of this girl is Jane. 16. The work of these students is interesting.

3. Переведите на английский язык, употребляя притяжательный падеж.

1. Он показал мне письмо своей сестры. 2. Она взяла коньки своего брата. 3. Дайте мне тетради ваших учеников. 4. Принесите вещи детей. 5. Вчера дети нашли птичье гнездо. 6. Это семья моего друга. Отец моего друга инженер. Мать моего друга преподаватель. 7. Чья это сумка? - Это сумка Тома. 8. Чьи это словари? - - Это словари студентов. 9. Вы видели книгу нашего учителя? 10. Мне нравится почерк этого мальчика. 11. Я слышу голос моей сестры. 12. Она открыла окно и услышала смех и крики детей. 13. Она поставила мокрые сапоги мальчиков к печке. 14. Это бабушкино кресло.

4. Переведите на английский язык, употребляя притяжательный падеж.

1. Чья это книга? — Это книга Петра. 2. Мэри взяла книги своего брата. 3. Дайте мне работы учеников, пожалуйста. 4. Это офис нашего директора. 5. Это семья моего друга. Отец моего друга учитель. Мать моего друга врач. 6. Чьи это письма? — Это письма моих друзей.

Раздел 3. Англоговорящие страны: особенности и достопримечательности.

Практическая работа №17

Тема 3.1. Великобритания

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение теста на знание социокультурной информации о стране.

Чтение и перевод текста. Составление диалогов.

Тест на знание социокультурной информации о стране

The United Kingdom of Great Britain and Northern Ireland

1. Which one is the official name of the country?
 - a) England
 - b) Great Britain
 - c) The United Kingdom of Great Britain and Northern Ireland
2. What channel separates the United Kingdom of Great Britain and Northern Ireland from the continent?
 - a) North Channel
 - b) English Channel
 - c) St. George's Channel
3. What seas is the UK washed by?
 - a) North Sea
 - b) Irish Sea
 - c) Caribbean Sea
4. How many countries does the UK consist of?
 - a) 3
 - b) 4
 - c) 2
5. Match the country of the UK and its capital:
 1. England
 2. Wales
 3. Northern Ireland
 4. Scotland
 1. Belfast
 2. Edinburgh
 3. London
 4. Cardiff
6. Which is the highest mountain in the UK?
 - a) Cape Horn
 - b) Ben Nevis
 - c) Everest
7. What are the most important rivers for the UK?
 - a) the Thames
 - b) the Ohio
 - c) the Severn
8. Who rules Britain officially?
 - a) the Queen

- b) Prime Minister
 - c) the King
9. How many chambers does the British Parliament have?
- a) 3
 - b) 5
 - c) 2
10. The capital of the UK is:
- a) Dublin
 - b) London
 - c) Newcastle
11. Who rebuilt St. Paul's Cathedral?
- a) Edward the Confessor
 - b) Lord Mayor
 - c) Sir Christopher Wren
12. Traditionally London is divided into ... parts.
- a) 6
 - b) 4
 - c) 3
13. The Tower has served as ...
- a) citadel
 - b) palace
 - c) prison
14. What is Buckingham Palace famous for?
- a) It is the biggest museum in London
 - b) It is the Queen's official London residence.
 - c) There are memorials to Wellington and Nelson.
15. Match the name of the famous English writer and his work:
- 1) J. Swift
 - 2) R. Burns
 - 3) J. London
 - 4) G. Chaucer
- a) "The Canterbury Tales"
 - b) "Martin Eden"
 - c) "My heart's in the Highlands"
 - d) "Gulliver's Travels"
16. What holiday do the English celebrate on October, 31?
- a) Boxing day
 - b) Halloween
 - c) Thanksgiving day
17. For breakfast Englishman always have ...
- a) porridge
 - b) haggis
 - c) omelet
18. Who sits in the British Parliament on a wool-sack covered with red cloth?
- a) the Queen
 - b) the Lord-Chancellor
 - c) Prime Minister
19. According to the tradition the faces of Big Ben are light when ...
- a) New Year comes
 - b) the weather changes

- c) the Parliament works
20. What park is the most famous in London?
- a) Kensington Gardens
 - b) St. Jame's Park
 - c) Hyde Park

The United Kingdom of Great Britain and Northern Ireland.

The United Kingdom of Great Britain and Northern Ireland is situated on two large islands called the British Isles. The larger island is Great Britain, which consists of three parts: England, Scotland and Wales. The smaller island is Ireland and there are about five thousand small islands.

The country's shores are washed by the Atlantic Ocean, the North Sea and the Irish Sea. The English channel separate Great Britain from the continent.

The total area of the U.K. is 244.00 square kilometers with a population of 56 million. It is one of the most populated countries in the world. The average density of population is very high: about 220 people per square kilometer. The greater part of the population is urban. About 80 percent of people live in numerous towns and cities. More then seven million people live in London area. Very often the inhabitants of The United Kingdom and Northern Ireland are called English.

The surface of the British Isles varies very mach. There are many mountains in Scotland, Wales and northwest of England but they are not very high. Ben Nevis in Scotland is the highest mountain. The northern part of Scotland is mountainous and is called the Highlands. Scotland is also famous for its beautiful lakes, which are called Lochs.

The mountains in G.B. are not very high. There are many rivers in G.B., but they are not very long. The Themes is the deepest, the longest and the most important river in England.

The climate of G.B. is mild. It is not very cold in winter and hot in summer. The average temperature in January is about 5C above zero. February is the coldest month in the year. The summers are cool and rainy. July is the warmest month. There is much rain and flog in autumn and winter. October is the rainiest month in the year.

The Union Jack

This is the popular name given to the flag of Great Britain. Actually it is called the Union Flag and it is a mixture of several flags.

It all began in 1606 when Scotland was joined to England and Wales. The Scottish flag, St Andrew's Cross, blue with a white cross from corner to corner, was joined to the English Flag, St George's Cross, white with a red cross. The flag of St George can still be seen on churches in England.

Later, in 1801, when Ireland was joined to the Union, as it was called, the Irish Flag of St Patrick's Cross was added, white with a red cross from corner to corner.

In this way the English people got the Union Flag, which is red, white and blue. King James the Third (1566—1622) ordered that the Union Flag should be flown on the main mast of all British ships, except on ships of war. Here the flag was flown at the front of the ships, on what was called the bowsprit. The end of the bowsprit was called the Jack Star and so we get the name of Union Jack. A "jack", by the way, is an old word for the sailor. The Union Jack is also on the flags of Australia and New Zealand.

The British Parliament

The British Parliament is the oldest in the world. It originated in the 12th century as Witenagemot, the body of wise councillors whom the King needed to consult pursuing his policy. The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head. The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short). Each of them represents an area in England, Scotland, Wales and Ireland. MPs are elected either at a general election or at a by-election following the death or retirement. Parliamentary elections are held every 5 years and it is the Prime Minister who decides on the exact day of the election. The minimum voting age is 18. And the voting is taken by secret ballot. The election campaign lasts about 3 weeks, The British parliamentary system depends on political parties. The party which wins the majority of seats forms the government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his party to become the cabinet of ministers. Each minister is responsible for a particular area in the government. The second largest party becomes the official opposition with its own leader and "shadow cabinet". The leader of the opposition is a recognized post in the House of Commons. The parliament and the monarch have different roles in the government and they only meet together on symbolic occasions, such as coronation of a new monarch or the opening of the parliament. In reality, the House of Commons is the one of three which has true power. The House of Commons is made up of six hundred and fifty elected members, it is presided over by the speaker, a member acceptable to the whole house. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first 2 rows of seats are occupied by the leading members of both parties (called "front benches") the back benches belong to the rank-and-file MPs. Each session of the House of

Commons lasts for 160-175 days. Parliament has intervals during his work. MPs are paid for their parliamentary work and have to attend the sittings. As mention above, the House of Commons plays the major role in law making. The procedure is the following: a proposed law ("a bill") has to go through three stages in order to become an act of parliament, these are called "readings". The first reading is a formality and is simply the publication of the proposal. The second reading involves debate on the principles of the bill; it is examination by parliamentary committee. And the third reading is a report stage, when the work of the committee is reported on to the house. This is usually the most important stage in the process. When the bill passes through the House of Commons, it is sent to the House of Lords for discussion, when the Lords agree it, the bill is taken to the Queen for royal assent, when the Queen signs the bill, it becomes act of the Parliament and the Law of the Land. The House of Lords has more than 1000 members, although only about 250 take an active part in the work in the house. Members of this Upper House are not elected, they sit there because of their rank, the chairman of the House of Lords is the Lord Chancellor. And he sits on a special seat, called "Woolsack" The members of the House of Lords debate the bill after it has been passed by the House of Commons. Some changes may be recommended and the agreement between the two houses is reached by negotiations.

London

London dominates the life of Britain. And it is the greatest and nicest town in the world. Also, the nature of this city is very picturesque. There are a lot of sites and places of interest here. Many parks and theatres, museums and halls, which are always ready to surprise tourists and English with it's beauty and charm. There are about 40 theatres, several concert halls, many museums including the British Museum, and the best art galleries.

Speaking about parks we can always see many people here listening to others or just heaving their rest. Hyde Park with its Speaker's Corner is also in London. Among other parks are Kensington Gardens, St. James Park. In the West End is Buckingham Palace, which is the Queen's Residence, and the Palace of Westminster the seat of Parliament. The best-known streets here are Whitehall with important Government offices, Downing Street, the London residence of Prime Minister and the place where cabinet meets, Fleet Street where most newspapers have their offices, Harley Street where the highest paid doctors live, and some others. There are many statues and monuments there. I think that the majority is devoted to the famous and outstanding people.

London is situated upon both banks of the River Thames and it is one of the largest cities in the world. Speaking about the West end of London we mean its center where famous parks and tropical places are situated. In Westminster Abbey begins and comes to an end royal destiny: in its walls the British monarchs are crowned, here they find their eternal rest. Besides Westminster Abbey is well known for the "poet's Corner". So... many others memorial boards are established. But the present tombs are far from being all mentioned to the poets.

Well it is safe to say that it is the most famous building in England. It is a fine Gothic building, which stands opposite the Houses of Parliament. It is the work of many hands and different ages and the oldest part of the building dates from the 11th century.

While speaking about a Tower I want to say that the Tower has been part of the capital's history for the past 600 years. The Tower of London is a very old building. It is more than 900 years old. English kings lived in it many years ago, but now it is a museum. People, who come to London, like to go to the Tower. It was a fortress, a royal palace and later a prison.

The White Tower, dating from 1078, contains a spectacular collection of arms. Now The Tower protects the Crown Jewels. The Imperial State Crown and the Crown of Queen Elizabeth both incorporate precious stones whose history goes back centuries. Ceremony is still part of the daily life within The Tower. Following a 700-year tradition, each night the Chief warder locks the gates and hands the keys to the Resident Governor.

And now we can talk about a Tower Bridge of London. London's best known and most distinctive bridge has straddled the Thames for a century. The twin draw-bridges, each weighing about 1,000 tons, have been raised more than half a million times since the bridge was built. It is a working tribute to Victorian engineering genius. The draw-bridges take just 90 seconds to rise. All the original machinery is still in place with just one concession to modern technology: electric motors now replace the steam engines. Between the massive gothic-style towers that rest on the river bed are walkways, giving superb views of the river and the Tower of London.

Now we can talk about BIG BEN!!

Big Ben is the name of the huge clock in one of the tall towers of the Houses of Parliament. People are allowed to get inside the Tower so that they can see the works of Big Ben. There is no lift and there are 340 steps up to Big Ben. The faces of the clock are very large.

The sound of Big Ben is well-known to all British people and the tower of Big Ben is often used as a symbol of Britain. The great bell got its name in 19th century after Sir Benjamin Hall. Big Ben is the voice of London; it shows an exact time since 1859.

Therefore there are many nice squares in London. Trafalgar Square is one of them and it is situated in the center of the West End. There you can see a statue of Lord Nelson named

by Nelson's Column, which is situated in the middle of the square. Trafalgar Square commemorates Nelson's naval victory of 1805. It was laid out between 1829 and 1841. There is Nelson's column there, nearly 185 feet high topped by statue of Nelson 17 feet high. The fountains and friendly pigeons make Trafalgar Square a popular place for Londoner and tourists. The building of National Gallery - one of the world famous art museums is situated on the Trafalgar square too.

Now we can tell few words about Buckingham Palace. It has served as the official London residence of Britain's sovereigns since 1837. It evolved from a town house that was owned from the beginning of the eighteenth century by the Dukes of Buckingham. Today it is The Queen's official residence. Although in use for the many official events and receptions held by The Queen, areas of Buckingham Palace are opened to visitors on a regular basis. The State Rooms of the Palace are open to visitors during the Annual Summer Opening in August and September. They are lavishly furnished with some of the greatest treasures from the Royal Collection - paintings by Rembrandt, Rubens, Vermeer, Canaletto and Claude; sculpture by Canova and Chantrey some of the finest English and French furniture in the world.

Visits to Buckingham Palace can be combined with visits to The Queen's Gallery, which will reopen in the spring of 2002. The nearby Royal Mews is open throughout the year.

Well... it is safe to say that I have finished my story about the nicest city in the world, exactly London and about all its sights, beauties and places of interest of course. As for me I'd like to visit it again, to feel everything I felt before, spending there my free spring time and therefore I'd like to know English better and that's why I advise all of you to visit this irresistible city!

Exercises.

Task 1. *Imagine that you happened to be in the United Kingdom. What country would you like to visit – Scotland or Wales?*

Example:

P1: I would like to visit Scotland, because Scotland is the land of myths and mysteries. And I want to know more about them.

P2: I would like to visit Wales, because it is famous for its castles. I want to see them.

Task 2. *You came to visit your friend in England. He/she invited you to make a bus-tour round the London. Study the list of the sights and ask your friend about some places of interest. Then swap the roles.*

The Tower of London

St. Paul's Cathedral

The British Museum

The British Museum Library

The Trafalgar Square

The Houses of Parliament

The Westminster Abbey

The National Gallery

The Buckingham Palace

The Victoria and Albert Museum

The Shakespeare's Globe

St. James's Park

Piccadilly Circus

Hyde Park
Royal Albert Hall
Baker Street

Example:

P1: Do you know why the National Gallery so famous is?

P2: Its collection covers all schools and periods of painting, but it is especially famous for it's examples of Rembrandt and Rubens.

Task 3. *The pupils are divided into 4 groups. Each group gets a text, reads it and makes 3-4 questions to it. Then groups exchange lists of questions and ask each other what they got to know about the countries.*

England

England is the largest country in the United Kingdom of Great Britain and Northern Ireland. The capital of England is London. Its land is 130,000 sq. km. The population of England is 48 mln. people. The largest cities are Manchester, Liverpool, Birmingham and Nottingham, Sheffield and others. People who live in England are called the English. They speak only English. The famous River Thames runs through London. The national emblem of England is the red rose. The national flag of England represents a red cross — on a white field. It's Saint George's Cross of England. England is the heart of Great Britain.

Scotland

Scotland is smaller than England but larger than Wales. The capital of Scotland is Edinburgh. Scotland is the second part of the UK. Its land is 78,000 sq. km. The population of Scotland is 5,3 mln. people. The largest cities are Glasgow, Aberdeen, and Dundee. People who live in Scotland are called the Scottish or Scots. They speak Scots and English. The biggest rivers are the Clyde and Spey. There are a lot of beautiful lakes in Scotland. But the most famous of them are Loch Lomond and Loch Ness. The lake "Loch Ness" is famous all over the world because of its monster. The greatest mountains are Ben Nevis and Grampian Hills. The national emblem of Scotland is a thistle. The national flag is a blue field with white diagonal crossed stripes. It's Saint Andrew's Cross. In the north west Scotland is washed by the Atlantic Ocean, but in the north east it is washed by the North Sea.

Wales

Wales is the smallest country in the UK. The capital of Wales is Cardiff. Its land is 20,800 sq. km. Its population is about 2,8 mln people. The largest cities are Swansea and New Port. The biggest river is Usk and the biggest lake is Wirnwel. One of the biggest mountains is Snowdon. The national symbol is a yellow daffodil. The national flag is white and green with a red dragon on it.

Northern Ireland

Northern Ireland is the fourth country in the UK. Its land is about 14,000 sq. km. The population is about 1,5 mln. people. The capital of the Northern Ireland is Belfast. The largest cities are Ulster and Dublin. The biggest rivers are the Shannon and Bun. Northern Ireland is a land of lakes and rivers. The biggest lakes are Lough Neagh and Lough Neey. People who live in Ireland are the Irish. They speak Irish and English. The national flag of Ireland represents a diagonal red cross on a white field. It's Saint Patrick's Cross. The national symbol is a green shamrock.

Task 4. *You have just returned from England. There you lived in a host family and very often you went sightseeing. Your friends want to know about British sights and ask you a lot of questions. Tell them what you know about British sights.*

Практическая работа №18

Тема 3.2. Глагол to be.оборот There is/There are

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Глагол to be в английском языке

Значение глагола to be - "быть, находиться". В отличие от других английских глаголов, глагол to be спрягается (т.е. изменяется по лицам и числам).

В отличие от русского языка, в английском языке глагол-связка никогда не опускается, поскольку английское предложение имеет строго фиксированный порядок слов: подлежащее (subject) + сказуемое (verb) + дополнение (object)

I am a doctor. Я врач. (Я есть врач.)

The weather is bad. Погода плохая.

They are from Paris. Они из Парижа.

Глагол to be не требует вспомогательного глагола для образования вопросительной или отрицательной формы.

Чтобы задать вопрос нужно поставить глагол to be перед подлежащим:

Am I happy? Is the book interesting? Is he our teacher?

Для образования отрицательной формы достаточно поставить отрицательную частицу not после глагола to be:

I am not happy. The book is not interesting. He is not our teacher.

Спряжение глагола to be в настоящем времени Present Simple:

I am	I am not	Am I?
He is	He is not (he isn't)	Is he?
She is	She is not (she isn't)	Is she?
It is	It is not (it isn't)	Is it?
We are	We are not (we aren't)	Are we?
You are	You are not (you aren't)	Are you?

Спряжение глагола to be в прошедшем времени Past Simple:

I was	I was not (I wasn't)	Was I?
He was	He was not (he wasn't)	Was he?
She was	She was not (she wasn't)	Was she?
It was	It was not (it wasn't)	Was it?
We were	We were not (we weren't)	Were we?
You were	You were not (you weren't)	Were you?

Спряжение глагола to be в будущем времени Future Simple:

Утвердительное предложение	Отрицательное предложение	Вопросительное предложение
I will be	I will not be (I won't be)	Will I be?
He will be	He will not be (he won't be)	Will he be?
She will be	She will not be (she won't be)	Will she be?
It will be	It will not be (it won't be)	Will it be?
We will be	We will not be (we won't be)	Will we be?
You will be	You will not be (you won't be)	Will you be?
They will be	They will not be (they won't be)	Will they be?

Оборот there is/there are в английском языке

Оборот there is/there are в английском языке употребляется, когда нужно указать на наличие какого-либо лица или явления в определенном месте. После оборота there is/there are ставится подлежащее.

There is a lamp on the table. На столе (находится) лампа.

There was a storm last night. Прошлой ночью была буря.

Перевод предложений с этим оборотом начинается обычно с обстоятельства места.

Если подлежащее выражено существительным во множественном числе, то глагол to be после there ставится также во множественном числе.

There are two lamps on the table. На столе (находятся) две лампы.

При изменении времени изменяется форма глагола to be:

There was a lamp on this table. На этом столе была лампа.

There were three cars in the yard. Во дворе было три машины.

There will be a crystal chandelier over this table. Над этим столом будет хрустальная люстра.

Отрицательная форма образуется при помощи отрицания no, которое ставится после глагола to be перед существительным.

There is no lamp on the table. На столе нет лампы.

Если перед существительным стоит определение, выраженное местоимениями any, much и др., то после глагола to be ставится частица not.

There is not any lamp on the table. На столе нет (никакой) лампы.

There is not much snow in the street. На улице не много снега.

Вопросительная форма при употреблении глагола to be в Present Simple или Past Simple (или Present и Past Indefinite) образуется путем постановки глагола to be на первое место — перед there.

Is there a lamp on the table? На столе есть лампа?

При наличии сложной формы глагола (т.е. при наличии вспомогательных или модальных глаголов) вспомогательный или модальный глагол ставится перед there, а глагол to be — после there.

Will there be an English lesson at 3 o'clock? Будет ли урок английского языка в три часа?

При постановке вопроса к подлежащему с оборотом there is/there are употребляется вопросительное слово what, которое является подлежащим предложения. Глагол to be в этих случаях всегда употребляется в единственном числе, даже если вопрос ставится в отношении наличия нескольких предметов или явлений.

What is there on the table? Что на столе?

НО: В ответе на такой вопрос глагол to be употребляется во множественном числе, если констатируется факт наличия нескольких предметов или явлений.

What is there on the table? Что на столе? There are some books. Несколько книг.

Вопросы к другим членам предложения с этой конструкцией строятся по общему правилу.

Краткие ответы на вопрос, содержащий оборот *there is/ there are*, также строятся по общему правилу.

Are there any books on the table? — На столе есть какие-либо книги? —

Yes, there are (some). Да, есть. (No, there aren't.) (Нет.)

Exercises.

1. Переведите на английский язык, употребляя глагол *to be* в *Present* или *Past Simple*,

1. Я ученик. 2. Он летчик. 3. Она доктор. 4. Мы школьники. 5. Вы рабочие. 6. Ты рабочий. 7. Они ученики. 8. Я дома. 9. Он в школе. 10. Она в кино? 11. Мы в парке. 12. Они в театре? 13. Она молодая? 14. Он старый. 15. Она не старая. 16. Они сильные. 17. Она больна. 18. Вы больны? 19. Он болен? 20. Я не болен. 21. Я был болен вчера. 22. Она не была больна. 23. Мы были в кино. 24. Они не были в кино. 25. Они не в школе. 26. Они дома. 27. Вы были в парке вчера? 28. Он был в школе вчера? 29. Он был рабочим. 30. Она была учительницей.

2. Вставьте глагол *to be* в *Present, Past* или *Future Simple*.

1, My father ... a teacher. 2. He ... a pupil twenty years ago. 3. I ... a doctor when I grow up. 4. My sister ... not ... at home tomorrow. 5. She ... at school tomorrow. 6. ... you ... at home tomorrow? 7, ... your father at work yesterday? 8. My sister ... ill last week. 9. She ... not ill now. 10. Yesterday we ... at the theatre. 11. Where ... your mother now? — She ... in the kitchen. 12. Where ... you yesterday? — I ... at the cinema. 13. When I come home tomorrow, all my family ... at home. 14. ... your little sister in bed now? — Yes, she ... 15. ... you ... at school tomorrow? — Yes I ... 16. When my granny ... young, she ... an actress. 17. My friend K.,, in Moscow now. 18. He ... in St. Petersburg tomorrow. 19. Where ... your books now? -- They ... in my bag.

3. Переведите на английский язык, употребляя глагол *to be* в *Present, Past* или *Future Simple*.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. [4. Ты будешь дома завтра? 5. Она была вчера в парке? 6 Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12, Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а еel час она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

4. Вставьте *is* или *are*.

There _____ two cups of tea on the table.

There _____ some milk in the cup.

There _____ an orange in the salad.

There _____ six balls in the box.

There _____ some cheese on the plate.

There _____ a blue chair at the door.
There _____ five chicks and a hen on the farm.
There _____ a table and nine desks in the classroom.
There _____ a big window to the left of the door.
There _____ three rooms in our country house.
_____ there three cups on the coffee-table?
_____ there a carpet on the floor?
There _____ no cats in the sitting room.
There _____ a cat on the table.
There _____ 3 dogs in the box
There _____ 4 hens in the house.
There _____ a pot on the table.
_____ there a bathroom near the kitchen?
_____ there four rooms in the house?
_____ there a kitchen under your bedroom?

5. Составь и запиши предложения.

1. pears / there / ten / in the / are / bag / .
2. aren't / pupils / there / classroom / in the / .
3. an egg / on the / there / plate / is / ?
4. on the / there / a / cat / chair / is / white / .
5. a turtle / on / there / isn't / farm / this / .
6. at the / two / bikes / door / are / there / ?

6. Вставьте is/are, was/were.

There _____ two banks in our street.
There _____ a cafe behind the supermarket last year. Now there _____ a museum there.
There _____ a cinema and a sports centre to the right of the park.
Five years ago there _____ two shops in Central Square. Now there _____ two cafes, a theatre and a cinema.

7. Переведите предложения.

1. Рядом с отелем есть чистый пляж.
2. На диване три кошки.
3. В холодильнике есть бутылка молока.
4. В корзине нет клубники.
5. На автобусной остановке есть люди?
6. В твоей сумке есть зеркало?

7. В этом парке нет туалета.
8. В нашем саду много цветов.
9. Под столом зеленый мяч.
10. За дверью никого нет.

8. Задайте к предложениям вопросы, начиная с предлагаемых слов.

1. There are four elephants in the zoo. (How many ...?)
2. There is a lot of snow in February. (Is ...?)
3. There is some fish on the plate. (What ... ?)
4. There are no cars in the car park. (Are ... ?)
5. There are ancient walls around the city. (What ... ?)

9. Переведите пословицы и поговорки.

1. There is no place like home.
2. Where there is love there is life.
3. There is no bad weather, there are bad clothes.
4. There are plenty of other fish in the sea.
5. There are two sides to every question.

Практическая работа №19

Тема 3.3. Соединенные Штаты Америки.

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

THE USA. Geographical position.

The United States of America is also called the USA, US, United States or sometimes America. The USA is in the central part of North America. It borders on **Canada** and **Mexico**. It is washed by **the Atlantic Ocean**, by **the Pacific Ocean** and by **the Gulf of Mexico**. The capital of the USA is Washington.

The area of the country is about 9,400,000 km². Its population is about 324 million people.

The US is the 4th largest country in the world by land area and 3rd by population.

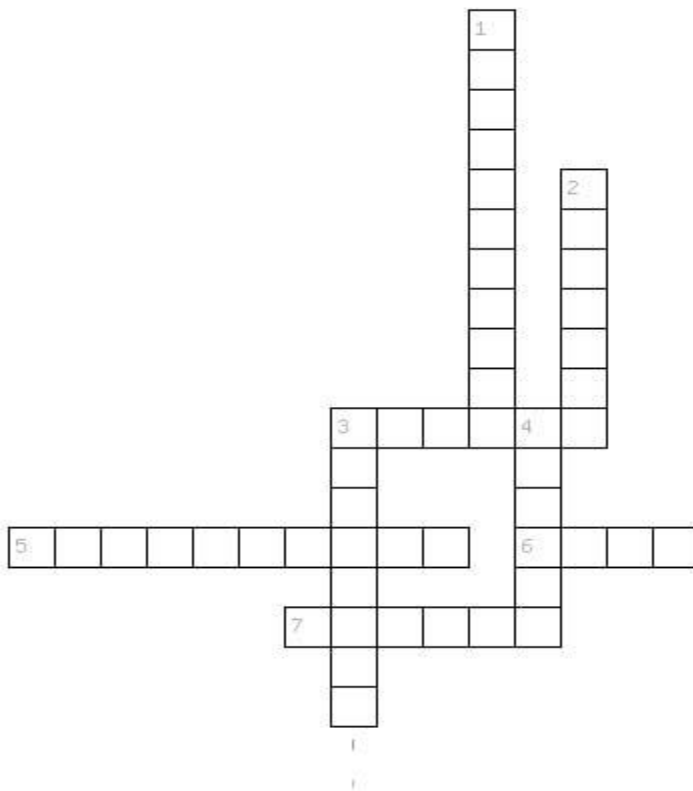
The USA is a country of mountains, valleys and deserts. The highest mountains **are the Appalachian Mountains**, the Cordilleras, **the Rocky Mountains** and **the Sierra Nevada Mountains** in **California**.

The tallest mountain the US is Mt McKinley, located in the state of Alaska

The Great Lakes are in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi and the Missouri.

The most populated city in the US is New York City, followed by Los Angeles and Chicago.

Do a crossword.



DOWN

1/ The longest river in the USA.

2/ One of the largest city in the USA.

3/ The USA borders on it in the South.

4/ The USA borders on it in the North.

ACROSS

3/ The highest mountain in the USA.

5/ The _____ of the country is about 324 million people.

6/ The _____ of the country is about 9,400,000 km².

7/ The most northern state of the USA.

THE USA. States and symbols.

The USA is a federal republic. It consists of 50 states. The five biggest states are: Alaska, Texas, California, Montana and New Mexico. The capital city – Washington – is situated in a special district — the District of Columbia.

One of the national symbols of the country is the flag. It is also called STARS AND STRIPES. There are 50 stars on the flag – one for each state. There are also 13 stripes. The 13 stripes represent the 13 original colonies of the US.

The national bird of the USA is the Bald Eagle. The National mammal is the bison – just like in Belarus. The national flower is the rose like in England, and the national tree is an oak.

Answer the questions:

1. How is the national US flag called?
2. What do the 50 stars on the flag stand for?
3. What do the 13 stripes stand for?
4. What does the USA have in common with Belarus and with England?
5. What is the national tree of the USA?
6. What is the national bird of the USA?

Read the following texts and rprepare one of them for retelling

Washington

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA — George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits. Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper. Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington because no other building must be taller than the Capitol. The White House is the President's resiaence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in 1799. It is a two-storied, white building. Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city. The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial is devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II are buried there too.

Questions:

1. What city is the capital of the USA?
2. Where is Washington situated?
3. To which state does the city of Washington belong?
4. In whose honour is the district of Columbia named?
5. Who was the first President of the USA?
6. Who chose the place for the District?
7. Is Washington the largest city in the USA?
8. What is the population of Washington?
9. What industries are situated in the city?
10. What do 25 railway cars leave Washington loaded with?
11. Why are there no sky-scrapers in Washington?
12. Where is the President's residence?
13. When was the White House built?
14. In whose memory was the Jefferson Memorial built?
15. Who is the author of the Declaration of Independence?
16. Which document gave freedom to Negro slaves in America?
17. Who was buried at the Arlington National Cemetery?

Vocabulary:

separate — отдельный

to be named in honour — быть названным в честь

except — кроме, за исключением

scrap paper — макулатура

hollow — полый, пустой

to enjoy a wonderful view of — любоваться прекрасным видом

cherry-trees — вишневые деревья

on the other bank — на другом берегу

New York

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers. There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New York stock exchange dominates business life of many countries. The total area of New York is 365 square miles or 900 square kilometres. Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century. A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty

Island, was a present from France in 1876 on the occasion of the 100th anniversary of American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrappers. New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass, chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses. The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world. Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country. New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art. Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in New York. The Metropolitan and Modern Arts Museums attract many visitors.

Questions:

1. What is the largest city in the USA?
2. Where is New York situated?
3. When was the city founded?
4. How many districts are there in New York?
5. What is the central and the oldest part of New York?
6. In which district are many offices situated?
7. What is the population of New York?
8. People of how many nationalities live in the city?
9. What does a traveller who comes to New York for the first time wonder at?
10. How and when did the Statue of Liberty appear in New York?
11. Which industries are situated in New York?
12. What is situated in the mouth of the Hudson river?
13. What are the names of art museums situated in New York?
14. In what street are most of the theatres and cinemas situated?

Vocabulary:

to be founded — быть основанным

Dutch settlers — датские поселенцы

stock exchange — биржа

the total area — общая площадь

suburbs — пригороды

to amount to — составлять

to settle — поселиться

to wonder at smth. — любоваться чем-либо

sky-scrappers — небоскребы

vehicle — автомобиль, средство передвижения

highway — автострада
harbour — пристань
cargo ships — грузовые корабли
to be on constant display — постоянно экспонироваться

San Francisco

San Francisco is a special place, very different from most American cities. It lies on a small finger of land with the Pacific Ocean on one side and a huge harbour on the other. San Francisco's population is only about 700 000 but it is the biggest business center in the west of the USA. It is also America's most international city with newspapers in thirty different languages. The city is known as "the Paris of the West". Most people enjoy the climate in San Francisco. It's never too hot and never really cold. The sea winds are healthy and they make you hungry. And it's good to be hungry in San Francisco because the food is fabulous with more than 2600 restaurants serving food from all over the world. There are at least three small cities in San Francisco: "Little Italy", with its pizzerias and restaurants, "Chinatown" with wonderful shops and exciting food and "Japantown". And everywhere you go you will see boats out on the sea, smell fresh and salt and feel the sea wind on your face. If you live in San Francisco you get plenty of exercise, because it's a city of hills. Perhaps that's why the famous cablecars are so popular. And of course the views from the hills are spectacular.

Questions:

1. Where does San Francisco lie?
2. What is the population of this city?
3. Most people enjoy the climate in San Francisco, don't they?
4. How many small cities are there in San Francisco?
5. What is San Francisco famous for?

Vocabulary:

finger of land — участок земли
harbour — гавань
fabulous — потрясающий
pizzeria — пиццерия
cablecar — фуникулер
spectacular — захватывающий

Практическая работа №20

Тема 3.4. Настоящее продолженное время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Present Continuous - Настоящее продолженное время

Времена группы Continuous указывают на процесс, действие, длящееся в определенный момент в прошлом, настоящем или будущем.

Время Present Continuous обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как now (сейчас), at the moment (в текущий момент) и т.п.:

Sally is doing her homework at the moment.

Салли сейчас делает домашнее задание.

Dad and me are fishing now.

Мы с папой сейчас рыбачим.

Образование Present Continuous

Утвердительные предложения:

I am playing

He / she / it is playing

You are playing

We are playing

They are playing

Вопросительные предложения:

Am I playing?

Is he / she / it playing?

Are you playing?

Are we playing?

Are they playing?

Отрицательные предложения:

I am not playing

He / she / it is not playing

You are not playing

We are not playing

They are not playing

Для того, чтобы поставить глагол в форму времени Present Continuous, требуется вспомогательный глагол to be в настоящем времени и причастие настоящего времени (Participle I) смыслового глагола.

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до I'm, he's, she's, it's, we're, you're, they're.

Причастие настоящего времени (Participle I) можно получить, прибавив к начальной форме значимого глагола окончание -ing:

jump – jumping, live – living

В вопросительном предложении вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Why are you laughing? Почему ты смеешься?

Are you using this dictionary? Вы используете этот словарь?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица not. Формы is и are при этом могут быть сокращены до isn't и aren't соответственно.

Radio is not (isn't) working. Радио не работает.

Случаи употребления Present Continuous

- Указание на процесс, происходящий непосредственно в момент речи:

The doctor is conducting an operation now.

Врач сейчас проводит операцию.

- Действие длится ограниченный период времени:

Robert is on vacation. He's hitchhiking.

Роберт в отпуске. Он путешествует автостопом.

She is staying in London for a couple of weeks.

Она будет в Лондоне пару недель.

- Когда новое состояние контрастирует с предыдущим:

Most women aren't staying home these days.

В наше время большинство женщин не сидит дома.

- Когда что-либо меняется, растет или развивается:

Your son is growing quickly.

Твой сын быстро растет.

Life is changing fast.

Жизнь быстро меняется.

- Описание характерных свойств человека, часто с негативной окраской:

Why are you always interrupting people?

Почему ты вечно перебиваешь людей?

- Запланированное действие в будущем, часто с глаголами движения:

We are landing in Heathrow in 20 minutes.

Мы приземляемся в Хитроу через 20 минут.

Примечание:

Английские глаголы, связанные с восприятием (notice, hear, see, feel ...), эмоциями (love, hate, like ...), процессами умственной деятельности (think, believe, understand ...), владением (have, possess ...) не используются во временах группы Continuous, потому что они сами по себе обозначают процесс. Вместо них используется время Present Simple:

I hear you, don't shout.

Я слышу тебя, не кричи.

I love pancakes.

Я люблю блинчики.

Exercises.

1. Раскройте скобки, употребляя глаголы в Present Continuous.

(NOW) 1.. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbours (to wash) their car. 5. I (to wash) my hair. 6. Who (to fix) your sink? 7. What she (to do) now? – She (to dance). 8. The children (to brush) their teeth. 9. What he (to do) at the moment? – He (to fix) his bicycle. 10. They (to have) a big dinner together. 11. The boys (to run) about the garden. 12. I (to do) my homework. 13. John and his friends (to go) to the library. 14. Ann (to sit) at her desk. She (to study) geography. 15. A young man (to stand) at the window. He (to smoke) a cigarette. 16. The old man (to walk) about the room. 17. The dog (to lie) on the floor. 18. You (to have) break? 19. What language you (to study)? 20 Who (to lie) on the sofa? 21. What they (to talk) about? 22. It still (to rain). 23. I (to open) an umbrella. 24. John (to play) computer games.

2. Переведите на английский язык, употребляя глаголы в Present Continuous.

(СЕЙЧАС) 1. Я читаю. 2. Он не пишет. 3. Мы не работаем. 4. Вы читаете? 5. Он спит? 6. Коля и Миша играют в футбол. 7. Катя играет на рояле. 8. Она не поет. 9. Моя сестра спит. 10. Папа пьет чай? 11. Твои родители пьют чай? 12. Я не сплю. 13. Она сидит за столом. 14. Мы делаем упражнение. 15. Мы не купаемся. 16. Они играют во дворе? 17. Нина и Аня моют пол. 18. Коля помогает маме. 19. Ты помогаешь папе? 20. Моя сестра читает интересную книгу. 21. Они идут в школу. 21. Вы идете в школу? 22. Он работает? 23 . Твоя бабушка идет в магазин? 24. Он покупает конфеты. 25, Что делает твоя сестра? 26. Где играют дети? 27. Почему ты смеешься? 28. Куда они идут? 29. Что несут эти мальчики?

3. Раскройте скобки, употребляя глаголы в Present Continuous.

1. My book (to lie) on the table. 2. They (to work). 3. The doctor and her patient (to talk). 4. We (to cook) dinner. My mother (to make) a salad. 5. A young man (to drive) a car. He (to listen) music. 6. My grandfather (to read) a book. 7. The pen (to lie) on the floor. 8. What language you (to study)? 9. She still (to sing). 10. The boys (to run) about in the garden. 11. I (to do) my homework. 12. John and his friends (to go) to the library. 13. Ann (to sit) at her desk. She (to study) geography. 14. A young man (to stand) at the window. He (to smoke) a cigarette. 15. The old man (to walk) about the room. 16. The dog (to lie) on the floor. 17. What they (to talk) about? 18. It still (to rain).

Практическая работа №21

Тема 3.5. Австралия

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

Australia. The Land of Blue Mountains

The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more holiday-makers come to Queensland every year. Tasmania, the island south of Australia, is small. It is the same size as England. It is also very different from the other states. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals. In the Northern Territory you will find the red heart of Australia. And it really is red, with red rocks, red sand, and red skies in the evening. Every year, thousands of tourists visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aborigines. They believe that the land itself has life. Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue coloured eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue. Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city. The Work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's a beautiful place, with parks, lakes, big open streets and fine buildings. Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years. South Australia is the driest of all the states, but it does have Murrey River. The river brings greenness and life to the south-east corner. In the early of Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and goods from the east up into the country. Some towns on the Murray still keep the old river boats, and visitors can ride on them. There are two kinds of gold in Western Australia. First, there's real kind — the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but the new gold of Western Australia is wheat. Big farms grow millions of tons of wheat every year, and wheat has become Australia's second biggest export.

Questions:

1. How many kinds of fish are there on the coast of Queensland?
2. What grows on the beautiful islands?
3. Where will you find the red heart of Australia?
4. What is the best known place in New South Wales?
5. Why is the air above the forests blue?
6. Why is Australia sometimes called "the lucky country"?
7. What state is the driest of all?
8. What is the new gold of Western Australia?

Vocabulary:

holiday-maker — отпускник

island — остров

wild — дикий

eucalyptus — эвкалипт

riches — богатства

industry — промышленность

oil — нефть

wheat — пшеница

Australian cities

Complete the passage using the following words:

CHURCHES - MILLION - CITY - PARLIAMENT - PARKS - CAPITAL - 1973 - OLDEST - BANKS - NEW - SUMMER - BUSIEST - YEAR - HARBOUR - ABORIGINAL - SHIP - SEAPORT

Sydney, Canberra, Adelaide and Brisbane

Sydney is a very big _____. It is the _____ and largest city in Australia. It is also the capital of _____ South Wales. Over three _____ people live in Sydney. The _____ Olympic Games in the _____ 2000 were in Sydney. Sydney is located in a beautiful _____ called Sydney Harbour. You can see the Sydney Opera House there. It was built in _____ and it looks like a big _____. Canberra is an _____ word. It means "meeting place". Canberra is the _____ of Australia. You can see the _____ House, the National Library, the National Gallery and the Academy of Science there. _____ Adelaide is called the "City of _____" because there are a lot of churches there. There are also many nice buildings and _____ in Adelaide. Brisbane is a big city and a _____ in eastern Australia. Brisbane River flows through Brisbane. The city is situated on both _____ of the river. It is Australia's _____ river port.

The Animals of Australia

There are many animals in Australia that you cannot see anywhere else. Did you know that? Of course, you did! I personally divide Australian animals into three categories: the good, the bad, the ugly. I think, it's reasonable. Talking of the good animals, we should mention kangaroos in the first place. There are many different types of kangaroo. The biggest are the great grey kangaroos. They are 213 centimetres tall and can run at 56 kilometres per hour. Some run from you then stop and stare. Though we have put kangaroos in the "Good" category, farmers might disagree. Wombats and koalas have many similarities and are probably related. Both have pockets inside their mouths to store food and neither has a tail. The number of koalas is getting smaller. This is partly because of fumes from bush fires. Rescue teams help the koalas by catching them, putting them on respirators, then returning them to their original location when they are better. Australia also has a lot of native marsupial mice that live in the desert. Many of these only come out at night. You know, there are many animals that are "unpopular" in Australia including spiders which are dangerous. You can find these in Sydney. If they are hungry, they will attack anything that moves. They have sharp teeth and poison. Luckily, there is an antidote if you can get to hospital quickly. There have been 12 deaths since 1927. Another animal with sharp teeth and a fatal bite is the shark. However, there are normally a lot of beach patrols and protective nets to stop these from eating you for breakfast. Other animals that are a problem for beach lovers are jellyfish. They look like bubbles of blue bubble gum and they have a painful sting therefore people do not swim when there are many in the water. Other "unpopular" animals include dingoes. These are a cross between wolves and dogs. They are unpopular because they eat farmers' animals. Now what about the ugly animals? A word that people often use to describe a cane toad is ugly! Other words include fat, noisy and disgusting. They are also as big as footballs! The Queensland Government brought cane toads to Australia to eat cane beetles. Unfortunately cane toads can't fly but cane beetles can. Now the toads are more of a problem than the beetles. Hundreds of thousands are born every year. The toads eat everything including rare Australian animals. The toads are also poisonous to eat. Animals that eat them die. Though they are unpopular animals, some people like them and keep them as pets or write songs about them. There are a number of types of crocodiles found in northern Australia, ranging from the potentially dangerous saltwater crocodiles to smaller, more shy, harmless varieties. They have got snakes too although fears of the poisonous types are largely exaggerated. They are generally shy creatures, only too ready to avoid trouble. Thetaipan and the tiger are worth keeping away from. That is only a small selection of the creatures of the country. Others include penguins, turtles, seals and possums. In the dry areas, you can see an amazing variety of lizards; some grow to a very hefty size.

Questions:

1. What animals are popular in Australia?
2. What animals have pockets inside their mouths?
3. How do rescue teams help koalas?

4. What animals are "unpopular" in Australia?
5. What words do people often use to describe a cane toad?
6. Are dingoes in the "Good" category?
7. How many cane toads are born every year?
8. Why do animals that eat cane toads die?
9. What snakes are worth keeping away from?
10. What other animals live in Australia?

Vocabulary:

ugly — безобразный
 wombat — вомбат
 kangaroo — кенгуру
 to disagree — не соглашаться
 similiarity — сходство
 pocket — карман
 fume — дым
 rescue team — спасательная команда
 marsupial — сумчатое животное
 spider — паук
 shark — акула
 dangerous — опасный
 poison — яд
 antidote — противоядие
 jellyfish — медуза
 sting — укус, жало
 a cane toad — тростниковая жаба
 beetle — жук
 rare — редкий
 harmless — безопасный
 to exaggerate — преувеличивать
 to avoid trouble — избежать опасности
 taipan — тайпан (ядовитая змея)
 possum — опосум
 seal — тюлень, морской котик
 lizard — ящерица

Страноведческий тест

1. What is the capital of Australia?
 a) Canberra; b) London; c) Sydney
2. Australia has an area of about...
 a) 10 mln. sq. km; b) 5 mln. sq. km; c) 8 mln. sq. km.
3. The greatest river of Australia is...
 a) the Murray; b) the Severn; c) the Thames
4. Australia is rich in...
 a) oil; b) gas; c) minerals

5. What is the main occupation in Australia?
a) agriculture; b) fishing; c) swimming
6. The population of Australia is about...
a) 10 mln.; b) 15 mln.; c) 5mln.
7. The Commonwealth of Australia consists of...
a) 6 states; b) 2 states; c) 4 states
8. The Federal Parliament consists of the Senate and...
a) the House of Commons; b) the House of Representatives; c) the House of Canberra
9. Who is formally the head of the state?
10. The federal government is headed by...
a) the Prime Minister ; b) King of England; c) the President
11. The eastern part of Australia was discovered by...
a) Livingston; b) Captain Cook; c) Brown
12. The strangest animals of Australia are...
a) the echidna; b) the lion; c) the platypus; d) the elephant.
13. Which bird is represented on the coat-of-arms (герб)?
a) the kivi b) the emu c) the duck
14. A typical Australian is
a) a fishman b) a farmer c) townsman
15. Which sports are popular in Australia?
16. What do the aborigines like to do?

Практическая работа №22

Тема 3.6. Простое настоящее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Present Simple - простое настоящее время

Время Present Simple обозначает действие в настоящем в широком смысле слова. Оно употребляется для обозначения обычных, регулярно повторяющихся или постоянных действий, например, когда мы говорим о чьих-либо привычках, режиме дня, расписании и т. д., т. е. Present Simple обозначает действия, которые происходят в настоящее время, но не привязаны именно к моменту речи.

Образование Present Simple

Утвердительные предложения:

I play

He / she / it plays

You play

We play

They play

Вопросительные предложения:

Do I play?

Does he / she / it play?

Do you play?

Do we play?

Do they play?

Отрицательные предложения:

I do not play

He / she / it does not play

You do not play

We do not play

They do not play

Английский глагол во временной форме Present Simple почти всегда совпадает со своей начальной, то есть указанной в словаре, формой без частицы to. Лишь в 3-ем лице единственного числа к ней нужно прибавить окончание -s:

I work – he works

Если глагол оканчивается на -s, -ss, -sh, -ch, -x, -o, то к нему прибавляется окончание -es:

I wish – he wishes

К глаголам на -у с предшествующей согласной тоже прибавляется окончание -es, а -у заменяется на -i-:

I try – he tries

Если же глагол оканчивается на -у с предшествующей гласной, то -у сохраняется и добавляется только окончание -s:

I play – he plays

Для того, чтобы построить вопросительное предложение, перед подлежащим нужно поставить вспомогательный глагол. Время Present Simple используется без него, поэтому в этом случае добавляется вспомогательный глагол do (или does в 3 л. ед. ч.):

Do you like rock? Тебе нравится рок?

Does he speak English? Он говорит по-английски?

В отрицательных предложениях тоже используется вспомогательный глагол do/does, но не перед подлежащим, а перед глаголом. После него прибавляется отрицательная частица not. Do/does и not часто сокращаются до don't и doesn't соответственно:

I do not like black coffee. Я не люблю черный кофе.

She doesn't smoke. Она не курит.

Случаи употребления Present Simple

- Регулярные, повторяющиеся действия:

I often go to the park. Я часто хожу в парк.

They play tennis every weekend. Каждые выходные они играют в теннис.

- Действие в настоящем в широком смысле слова:

Jim studies French. Джим изучает французский.

We live in Boston. Мы живем в Бостоне.

- Общеизвестные факты:

The Earth goes round the Sun. Земля вращается вокруг солнца.

The Volga is the longest river in Europe. Волга – самая длинная река в Европе.

- Перечисление последовательности действий:

We analyse what our clients may need, develop a new product, produce a sample, improve it and sell it. Мы анализируем, что может понадобиться нашим клиентам, разрабатываем новый продукт, изготавливаем образец, дорабатываем его и продаем.

- Некоторые случаи указания на будущее время (если имеется в виду некое расписание или план действий, а также в придаточных предложениях времени и условия):

The airplane takes off at 2.30 p.m. Самолет взлетает в 14:30.

When you see a big green house, turn left. Когда вы увидите большой зеленый дом, поверните налево.

Exercises

1. Раскройте скобки, употребляя глаголы в Present Simple.

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a

bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

2. Дополните предложения, используя следующие глаголы:

cause(s) connect(s) drink(s) live(s) open(s) speak(s) take(s)

1 Tanya German very well.

2 I don't often coffee.

3 The swimming pool at 7.30 every morning.

4 Bad driving many accidents.

5 My parents in a very small flat.

6 The Olympic Games place every four years.

7 The Panama Canal the Atlantic and Pacific Oceans.

3. Поставьте глаголы в правильную форму:

1 Julie (not *I* drink) tea very often.

2 What time (the banks *I* close) here?

3 I've got a car, but I (not *I* use) it much.

4 'Where (Ricardo *I* come) from?' 'From Cuba.'

5 'What (you *I* do)? I'm an electrician.'

6 It (take) me an hour to get to work.

How long..... (it *I* take) you?

7 Look at this sentence. What (this word *I* mean)?

8 David isn't very fit. He (not *I* do) any sport.

4. Задайте специальные вопросы, используя слова в скобках:

1. Paul plays tennis very well. (How)

2. Many birds fly south every summer. (How often)

3. Jack usually goes to work on Saturdays. (When)

4. France has a lot of high mountains. (What)

5. You always wear glasses. (What)

6. Most of the students study well. (How many)

7. He thinks that school is boring. (Who)

8. The Volga flows into the Caspian Sea. (Where)

9. We drink coffee very often. (Who)

10. My children usually skate on the skating ring in our yard. (Whose)

5. Раскройте скобки, употребляя глаголы в Present Simple:

1) They _____ hockey at school. (to play)

2) She _____ e-mails. (not/to write)

3) _____ you _____ English? (to speak)

4) My parents _____ fish. (not/to like)

5) _____ Anne _____ any hobbies? (to have)

6) Andy's brother _____ in an office. (to work)

7) Leroy _____ very fast. (can/not/to read)

8) _____ Jim and Joe _____ the flowers every week? (to water)

9) Yvonne's mother _____ a motorbike. (not/to ride)

10) _____ Elisabeth _____ cola? (to drink)

6. Сделайте отрицательные предложения:

1. This book costs much.
2. I like this hotel.
3. His mother works in the garden.
4. My friend comes from Australia.
5. His parents learn Spanish.
6. My friends speak English fluently.
7. Her aunt works on Saturdays.
8. We buy English magazines.
9. Your husband cooks very well.
10. Paul lives in the UK.

7. Переведите на английский язык, употребляя глаголы в форме Present Simple.

1. Я изучаю английский язык
2. Его младший брат ученик
3. Она не работает
4. Он всегда очень занят
5. Он разговаривает по-немецки?
6. Моя мама любит классическую музыку
7. Они не хотят идти в кино
8. Где ваши родители?
9. Она не играет в шахматы
10. Он никогда не просыпается рано
11. Она делает зарядку каждый день?
12. Они ходят в театр раз в месяц
13. Я помогаю маме по хозяйству очень часто
14. Вы пьете кофе утром?
15. Он редко ходит в кино
16. Она не читает газет
17. Эти девочки не работают, они учатся

8. Переведите на английский язык, употребляя глаголы в форме Present Simple.

Мой дядя инженер. Он очень занят. Его рабочий день начинается рано утром. Он встает в семь часов. Он умывается, одевается и завтракает. После завтрака он идет на работу. Он работает в институте. Он любит свою работу. Он женат. Его жена врач. Она работает в больнице. Вечером она изучает французский язык. Она посещает курсы французского языка. Мой дядя не говорит по-французски. Он говорит по-русски и по-немецки. Он изучает английский язык. Вечером он посещает курсы английского языка. Сын моего дяди ученик. Он ходит в школу. В школе он изучает английский язык.

Практическая работа №23

Тема 3.7. Новая Зеландия

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

New Zealand

New Zealand is an island country in the Southwest Pacific Ocean. It lies about 1 600 km southeast of Australia and about 10 500 km southwest of California. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands — the North Island and the South Island — and several dozen smaller islands. Most of the smaller islands are hundreds of kilometers from the main ones. Wellington is the capital of New Zealand and Auckland is the largest city. English is the official language of New Zealand and is spoken throughout the country. Many native people speak their own language, Maori, in addition to English. The country once belonged to the British empire. Today it is an independent member of the Commonwealth of Nations, an association of Britain and a number of its former colonies. New Zealand is a constitutional monarchy. The British Monarch, Queen Elizabeth II of the United Kingdom, is the monarch of New Zealand. She appoints a governor general to represent her, but the governor general has little power. The legislation, prime minister, and Cabinet run the national government. Britain gave New Zealand a constitution in 1852, when it was a British colony. But through the years the New Zealand legislature has changed almost all its provisions. Today, the nation has no written constitution. The first people who settled in New Zealand were a brownskinned people called Maoris. They came from Polynesian islands located northeast of New Zealand. The country was discovered by Europeans in 1642, but they did not start to settle in the islands until the late 1700's. Today, most New Zealanders are descendants of the early European settlers. Maoris make up about 12% of the country's population. New Zealand has one of the highest standard of living in the world. For many years, the economy of the country depended largely on agriculture. Today agriculture, manufacturing, and service industries are all important to the economy. New Zealand's economy depends on trade with many countries - Australia, Britain, Japan and the United States.

Questions:

1. Where is New Zealand situated?
2. What city is the capital of New Zealand?
3. What languages do people in New Zealand speak?
4. What is the official language in New Zealand?
5. Who is New Zealand's head of state?
6. Who runs the national government?

7. Who were the first people to live in New Zealand?
8. What are the main industries of the country?

Vocabulary:

to lie — находиться
is situated — расположена
the North Island — Северный остров
the South Island — Южный остров
dozen — дюжина
capital — столица
official language — государственный язык
Maori — маорийский язык
the Commonwealth of Nations — Содружество
the United Kingdom. — Соединенное Королевство
to appoint — назначать
governor general — генерал-губернатор
to represent — представлять
legislation — законодательная власть
prime minister — премьер-министр
Cabinet — кабинет
government — правительство
provision — положение
brown-skinned — с коричневой кожей
to settle — селиться
New Zealander — новозеландец
descendant — потомок
settler — поселенец
to make up — составлять
population — население
standard of living — уровень жизни
agriculture — сельское хозяйство
manufacturing industry — обрабатывающая промышленность
service industry — сфера услуг
trade — торговля

New Zealand Way of Life

New Zealand have a high standard of living. New Zealanders eat more butter and meat per person than do the people of any other country. The government's medical program provides excellent health care. About 70% of New Zealand people own their houses. Almost every family has a car. Most New Zealanders live in singlefamily houses with a small vegetable gardens. In the larger cities, some people live in highrise apartment buildings. Almost in every New Zealand home there are refrigerators, wash mashines, and other modern electrical appliances. But air conditioning and central heating are rare because the weather rarely becomes extremely hot or extremely cold. In summer, New Zealanders prefer to keep

windows open. In winter, fireplaces or electric heater keep the homes warm. Although about fourfifths of New Zealand's population live in urban areas, cities are uncrowded. Traffic jams seldom occur, even in downtown areas. Large cities have excellent restaurants, milk bars, theatres, concert halls, and other places of entertainment. City life in New Zealand tends to be rather* quiet. However it is changing in larger cities, where international tourism is developing rapidly. Near a fifth of New Zealand's people live in rural areas — in some of them, small settlements are linked by good roads. But in other areas, rancher's nearest neighbours may live kilometers away. Some ranchers live almost in isolation. Nevertheless, most farms and ranches have electricity. Many farm families run their farms with little or no hired help.

Questions:

1. Who pays for health care in New Zealand?
2. How many New Zealanders own their houses?
3. Where do the most New Zealanders live?
4. Are central heating and air conditioning popular in New Zealand? Why?
5. What does city life in New Zealand look like?
6. How do New Zealand farmers live?

Vocabulary:

New Zealander — новозеландец
standard of living — уровень жизни
government — правительство
to provide — предоставлять
health care — здравоохранение
to own — владеть
single-family — на одну семью
vegetable garden — огород
high-rise apartment building — многоэтажный жилой дом
refrigerator — холодильник
wash mashine — стиральная машина
electrical appliances — бытовая техника
air conditioning — кондиционирование
central heating — центральное отопление
extremely — слишком
to prefer — предпочитать
fireplace — камин
electric heater — электрический обогреватель
urban — городской
uncrowded — малонаселенный
traffic jams — пробки на дорогах
downtown — центр города
entertainment — развлечение
to tend — иметь тенденцию быть

rapidly — быстро
rural — сельскохозяйственный
settlement — поселок, деревня
to link — связывать
rancher — фермер
nevertheless — тем не менее
electricity - электричество
hired help — наемная рабочая сила

Страноведческий тест

1. What are the aboriginal people of New Zealand called?
2. What does New Zealand consist of?
3. What can you say about the climate of New Zealand?
4. What is the national emblem of New Zealand?
5. Name the main cities in North Island.
6. Name the main cities in South Island.
7. What is the capital of New Zealand?
8. Which natural resources of New Zealand do you know?
9. New Zealand is sometimes called
10. When has Wellington been the capital of New Zealand?
11. Who was "Tara" (Maori legend)?
12. Where are parliament and government buildings situated?
13. How did the aborigines call New Zealand?
14. Which island is larger and very beautiful?
15. What is New Zealand famous for?
16. How long did the Maori Wars last?
17. What did the Maoris defend?
18. How did the Maori Wars end?
19. Which sports in summer and winter are very popular in New Zealand?
20. The Maori children learn as soon as they can walk.
21. How much is the population of New Zealand?
22. What kind of state is New Zealand?
23. Who represents the King or Queen of England?
24. The Parliament of New Zealand consists of
25. What are the main political parties of New Zealand?

Практическая работа №24

Тема 3.8. Сравнение времен Present Simple и Present Continuous

Цель работы: Закрепление пройденного грамматического материала;

Ход работы: Повторение времен Present Simple и Present Continuous. Выполнение упражнений.

Exercises.

1. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

I (to read) now. He (to sleep) now. We (to drink) tea now. They (to go) to school now. I (not to sleep) now. She (not to drink) coffee now. I (to read) every day. He (to sleep) every night. We (to drink) tea every morning. They (to go) to school every morning. I (not to sleep) in the daytime. She (not to drink) coffee after lunch. We (not to watch) TV now. They (not to eat) now. My mother (not to work) now. You (to work) now? He (to play) now? They (to eat) now? Your sister (to rest) now? What you (to do) now? What you (to read) now? What they (to eat) now? What your brother (to drink) now? We (not to watch) TV in the morning. They (not to eat) at the lesson. My mother (not to work) at an office. You (to work) every day? He (to play) in the afternoon? They (to eat) at school? Your sister (to rest) after school? What you (to do) every morning? What you (to read) after dinner? What they (to eat) at breakfast? What your brother (to drink) in the evening?

2. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. I (not to drink) coffee now. I (to write) an English exercise. 2. I (not to drink) coffee in the evening. I (to drink) coffee in the morning. 3. Your friend (to do) his homework now? 4. Your friend (to go) to school in the morning? 5. Look! The baby (to sleep). 6. The baby always (to sleep) after dinner. 7. My grandmother (not to work). She is on pension. 8. My father (not to sleep) now. He (to work) in the garden. 9. I usually (to get) up at seven o'clock in the morning. 10. What your sister (to do) now? -- She (to wash) her face and hands. 11. When you usually (to come) home from school? — I (to come) at three o'clock. 12. Where your cousin (to work)? -- He (to work) at a hospi-taJ. 13. Your sister (to study) at an institute? -No, she (to study) at school. 14. My cousin (to go) to school every day. 15. My mother (not to play) the piano now. She (to play) the piano in the morning.

3. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. I (to read) books in the evening. 2. I (not to read) books in the morning. 3. I (to write) an exercise now. 4. I (not to write) a letter now. 5. They (to play) in the yard now. 6. They (not to play) in the street now. 7. They (to play) in the room now? 8. He (to help) his mother every day. 9. He (to help) his mother every day? 10. He (not to help) his mother every day. 11. You (to go) to school on Sunday? 12. My friend (not to like) to play football. 13. I (not to read) now. 14. He (to sleep) now? 15. We (not to go) to the country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day.

4. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. They (to read) many books. 2. They (to read) many books? 3. They (not to read) many books. 4. The children (to eat) soup now. 5. The children (to eat) soup now? 6. The children (not to eat) soup now. 7. You (to play) volley-ball well? 8. When you (to play) volley-ball? 9. What Nick (to do) in the evening? 10. He (to go) to the cinema in the evening? 11. We

(not to dance) every day. 12. Look! Kate (to dance). 13. Kate (to sing) well? 14. Where he (to go) in the morning? 15. He (not to sleep) after dinner. 16. My granny (to sleep) after dinner. 17. When you (to sleep)? 16. Nina (not to sleep) now. 19. Where John (to live)? - - He (to live) in England.

5. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7. He (to play) now? 8. My mother (to work) at a factory. 9. My aunt {not to work} at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? - - He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

6. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. What you (to do) here now? - - We (to listen) to tape-recordings. 2. You (to want) to see my father? - Yes, I ... 3. Michael (to know) German rather well. He (to want) to know English, too, but he (to have) little time for it now. 4. What magazine you (to read)? - - It (to be) a French magazine. There (to be) good articles on sports here. You (to be) interested in sports? - - Yes, I But I (not to know) French. 5. We (to have) an English lesson now. 6. Lena usually (to prepare) her homework at the institute? - - No, she As a rule, she (to work) at home. — And what she (to write) now? -Oh, she (to write) an article for our wall newspaper. 7. Who that man (to be) who (to stand) in the doorway? - - You (not to recognize) him? It (to be) John, my cousin. 8. I (to have) no time now, I (to have) dinner. 9. Your family (to leave) St. Petersburg in summer? - Yes, we always (to go) to the sea-side. We all (to like) the sea. Mother (to stay) with us to the end of August, but father (to return) much earlier. 10. Where Tom and Nick (to be) now? — They (to have) a smoke in the garden.

7. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

1. It (to take) me forty minutes to get to school. 2. Hello, Pete, where you (to go)? — I (to hurry) to school. 3. When your lessons (to begin) on Monday? — They (to begin) at nine o'clock. 4. Where your sister (to be)? — She (to do) her homework in the next room. 5. It usually (to take) me an hour to do my written exercises. 6. Where Boris (to be)? I (to look) for him. - - He (to have) dinner. 7. In the evening I often (to go) to see my friends. 8. On Sunday we sometimes (to go) to the cinema or to a disco club. 9. Andrew (to get) up very early as he (to live) far from school, He (to be) never late. 10. It (to be) six o'clock in the evening now. Victor (to do) his homework. His sister (to read) a book. His mother and grandmother (to talk). 11. I (to write) a letter to my grandmother who (to live) in Novgorod. I (to write) to her very often.

8. Раскройте скобки, употребляя глаголы в *Present Continuous* или в *Present Simple*.

One Sunday Agnes and her mother went to the zoo. Agnes was very excited. She was interested in everything she saw. "Mother, look," she said. "There (to be) a monkey in this cage. It (to eat) an apple. Now it (to give) a bite to another monkey. I (to think) monkeys (to like) apples very much." "Yes, dear," said her mother. "Now I (to want) to go and see the lions and tigers. Where they (to live), mother?" "In that big house over there. Come along." Agnes enjoyed herself very much in the lion house. "Mother," she said, "the tiger (to want) a drink: it (to go) to the dish of water there in the corner. And the lion (to look) right at me. You (to think) it (to want) to eat me up? When the lions and tigers (to have) their dinner, mother?" "The keepers (to bring) them great pieces of meat every day at four o'clock. And they (to make) a big noise before their dinner time, so everybody (to know) they (to be) hungry."

9. Переведите на английский:

1. Позвони ему сейчас. Мы думаем, он еще не спит. 2. Она сейчас много учит. Она сдает экзамены завтра. 3. Мэри не видит, что мы на нее смотрим. Она читает газету с большим интересом. 4. Где Ника и Джон? — У них урок французского языка. У них всегда французский язык по вторникам. 5. Давайте покатаемся на велосипедах. Дождя нет. 6. Мои братья работают инженерами на фирме. Они говорят, им очень нравится их работа. 7. Ваш сын ходит в садик? — Да, она в старшей группе. — Вы помогаете ей? — Постоянно. 8. Моя мама хорошо знает математику. Она помогает студентам решить контрольные работы. 9. Послушай. Звонит телефон. 10. Мой сын хорошо успевает в университете. Он тратит слишком мало времени на спорт и слишком много времени на уроки. 11. Где ты обычно проводишь отпуск? — В Белоруссии. Мои родители живут там. — Там есть река или озеро? — Там есть большое и красивое озеро. Я хорошо провожу там время. 12. Мой брат живет далеко от меня. Я не часто его вижу. 13. Куда ты торопишься? — В кино. Мой друг ждет меня около кинотеатра. 14. Кому принадлежит этот дом? — Это дом моего дяди. 15. Сколько стоит этот смартфон? — 200 долларов. 16. С кем она разговаривает? — Со своим начальником. 17. Мой брат дипломат. Он часто ездит за границу. 18. Мужчина так пристально смотрит на вас. Вы его знаете? 19. Что ты слушаешь? — Я слушаю народные песни, я очень люблю их. 20. У моего брата есть автомобиль, но я никогда им не пользуюсь. Я хочу купить свой автомобиль. 21. Позвони на вокзал и узнай, когда приходит поезд из Берлина. 22. Я не люблю ее. Она постоянно ворчит. 23. Ты часто пишешь своим родителям? — Каждую неделю. 24. Не бери эту книгу. Мой брат читает ее. 25. Темнеет. Включи свет. 26. Я никогда не езжу на работу. Я всегда хожу пешком. 27. Ты идешь в университет? — Нет. Я иду в библиотеку. 28. Она очень рассеянная. Она постоянно теряет вещи. 29. Моя сестра живет сейчас в Москве. Она там учится в Московском университете. 30. Дождь все еще идет? — Да.

10. Переведите на английский:

1. Мы уезжаем в среду в 9 часов утра. Мы встречаемся на вокзале в 8.30 2. За что он ей так нравится? — Она говорит, что он добрый и умный. 3. Вы помните меня? Мы вместе учились в университете. 4. Почему бы нам не поехать на велосипеде за город в Субботу? — Хорошая идея. 5. Джон сейчас очень занят. Он строит гараж. 6. Когда приезжает твой отец? — Через неделю. 7. Что ты думаешь об этом фильме? — Он скучноват. 8. О чем ты думаешь? — Я думаю о своем детстве. 9. В котором часу закрывается магазин? — В восемь. 10. Когда начинается спектакль? — В семь часов вечера. 11. Какие товары экспортирует ваша страна? 12. Над чем вы смеетесь? — Том рассказал нам смешную историю. 13. Он никогда не пропускает занятия без уважительных причин. 14. Мои родители сейчас на море. Они хорошо проводят время. 15. Что ты ищешь? — Ключи от машины. 16. По - чему ты меня не слушаешь? Это очень важно. 17. Неужели ты не любишь футбол? Это такая захватывающая игра. 18. Я завтра встречаюсь с Аней. Мы играем в теннис. 19. Что ты здесь делаешь? — Просматриваю новые журналы. Я делаю это каждую неделю. 20. Почему вы изучаете английский? — Собираюсь поехать за границу на несколько месяцев. Кроме того, английский мне нужен для научной работы. 21. О чем они говорят? — Думаю, они обсуждают итоги конференции. 22. Ты мажешь выключить телевизор. Я не смотрю его. 23. Кто присматривает за твоими детьми, когда ты на работе? — Как правило, моя мать. Она сейчас не работает. 24. Почему ты так сердит? Почему ты кричишь на меня? 25. Она не любит мясо, она предпочитает рыбу. 26. В ее диктанте много ошибок, хотя обычно она делает мало ошибок. 27. Конференция начинается 8 июня и заканчивается 14 июня. 28. Где Аня? — Она принимает душ. 29. Почему ты не пишешь ей? — Я не знаю ее адреса. 30. Она не знает, когда приедет ее брат.

Практическая работа №25

Тема 3.9. Канада

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Чтение и перевод текста.

CANADA

Canada is an independent federative state. It is one of the most developed countries. Canada consists of ten provinces and two territories.

It is situated on the North American continent. The country is washed by the Pacific Ocean in the west, by the Atlantic Ocean in the east and by the Arctic Ocean and its seas in the north. About 2 percent of the Canadian territory is covered by glacier ice.

The eastern parts of the country are mainly valleys and plains. The western territories are occupied by the Cordilleras.

The main Canadian islands are Newfoundland, Victorian Island, Baffin Island and others. There are a lot of rivers and lakes in Canada. The largest rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon.

In size Canada is the second in the world after Russia. Its area is almost 10 million km². The capital of Canada is Ottawa, which is situated on the bank of the Ottawa River. It is famous for its beautiful parks. It is also known as the city of bridges.

The most developed industries are timber, mining, chemical, meat and milk and food industries. Canada grows wheat, barley, flax, potatoes, vegetables and fruit. Fishing is also one of the prosperous industries.

Official languages of Canada are English and French. Canada is a founding member of the United Nations. It has been active in a number of major UN agencies.

Vocabulary:

independent federative state – независимое федеративное государство

the most developed – наиболее развитый

provinces - провинции

territories - территории

the west - запад

the east - восток

percent - процент

is covered - покрыты

glacier ice - ледник

are occupied by - заняты

bank - берег

bridge - мост

timber – лесная промышленность

mining – горная промышленность

chemical – химическая промышленность

wheat - пшеница

barley - ячмень

flax - лен

prosperous - процветающий

founding member - основатель

United Nations – Организация Объединенных Наций

major UN agencies – основные учреждения ООН

1) Make up these sentences.

- 1) on the North American continent / is / it / situated.
- 2) a lot of / there are / in Canada / rivers and lakes .
- 3) of Canada / are / English and French / official languages.
- 4) consists of / Canada / ten / territories / and / provinces / two.

2) Answer the questions.

1. What does Canada consist of?
2. Where is it situated?
3. What oceans is Canada washed by?
4. What are there in the eastern part of the country?
5. What are the main Canadian islands?
6. What are the largest rivers?
7. What is the size of Canada?
8. What is its area?
9. What is the capital of Canada? Where is it situated? What is it famous for?
10. What are the most developed industries?
11. What are grown in Canada?
12. What are the official languages?

3). Fill in the missing words.

Largest / flax / continent / an / eastern / Ocean / parks / provinces / developed western
--

Canada is 1) ... independent federative state. It is one of the most 2) ... countries. Canada consists of ten 3) ... and two territories. It is situated on the North American 4) The country is washed by the Pacific 5) ... in the west. The 6) ... parts of the country are mainly valleys and plains. The 7) ... territories are occupied by the Cordilleras. The 8) ... rivers are the Nelson, the Ottawa, the Mackenzie and the Yukon. Ottawa is famous for its beautiful 9) Canada grows wheat, barley, 10) ..., potatoes, vegetables and fruit.

4) True or false.

- 1) Canada is the most developed country.
- 2) Canada consists of two provinces and ten territories.
- 3) It is situated on the South American continent.
- 4) The country is washed by the Arctic Ocean in the south.
- 5) The largest rivers are Newfoundland, Victorian Island, Baffin Island and others.
- 6) In size Canada is the first in the world.

5) Quiz.

- 1. Canada is surrounded by ____ oceans.
A. 1 B. 2 C. 3 D. 4
- 2. What is the capital of Canada?
A. Ottawa B. Québec C. Vancouver D. Montreal
- 3. Canada's national animal is the...
A. Grizzly bear. B. Moose. C. Beaver. D. Eagle.
- 4. Canada owns ____% of the world's forests.
A. 5 B. 10 C. 15 D. 20
- 5. Who were the first inhabitants of Canada?
A. American people B. Aboriginal people C. European people D. Eskimos
- 6. Ice hockey is the national winter sport of the country. What is the national summer sport?
A. Lacrosse B. Basketball C. Football D. Rugby
- 7. Niagara falls belongs to...
A. Canada. B. The USA. C. Both of them. D. None of them.
- 8. How big is the population of the country?
A. More than 10 million people B. More than 20 million people C. More than 30 million people
D. More than 40 million people
- 9. In 2010 the Winter Olympic Games were held in Vancouver. There was another occasion when Canada was a host for the games. When was it?
A. 1948 B. 1956 C. 1972 D. 1988

Canada

Canada is the second largest country in the world. Only Russia has a greater land area. Canada is situated in North America. Canada is slightly larger than the United States, but has only about a tenth as many people. About 28 million people live in Canada. About 80% of the population live within 320 km of the southern border. Much of the rest of Canada is uninhabited or thinly populated because of severe natural conditions. Canada is a federation of 10 provinces and 2 territories. Canada is an independent nation. But according to the Constitution Act of 1982 British Monarch, Queen Elizabeth II of the United Kingdom is recognized as Queen of Canada. This symbolizes the country's strong ties to Britain. Canada was ruled by Britain completely until 1867, when Canada gained control of its domestic affairs. Britain governed Canada's foreign affairs until 1931, when Canada gained full independence. Canada's people are varied. About 57% of all Canadians have some English ancestry and about 32% have some French ancestry. Both English and French are official languages of the country. French Canadians, most of whom live in the provinces of Quebec, have kept the language and customs of their ancestors. Other large ethnic groups are German, Irish and Scottish people. Native people — American Indians and Eskimos — make up about

2% of the country's population. 77% of Canada's people live in cities or towns. Toronto and Montreal are the largest urban areas. Ottawa is the capital of the country. Today, maintaining a sense of community is one of the major problems in Canada because of differences among the provinces and territories. Many Canadians in western and eastern parts of the country feel that the federal government does not pay enough attention to their problems. 80% of Quebec's population are French Canadians. Many of them believe that their province should receive a special recognition in the Canadian constitution.

Questions:

1. Where is Canada situated?
2. How many people live in Canada?
3. Where do most Canadians live?
4. Who is the head of state in Canada?
5. When did Canada gain its independence?
6. What are the official languages in Canada?
7. What people live in Canada?
8. What is the main problem facing Canada today?

Vocabulary:

land area — площадь

population — население

border — граница

uninhabited — незаселенный

thinly populated — малонаселенный

severe — суровый

natural conditions — природные условия

independent — независимый

Constitution Act — конституционный акт

to recognize — признавать

ties — связи

to rule — править

domestic affairs — внутренние дела

to govern — управлять

foreign affairs — иностранные дела

ancestry — происхождение

official language — государственный язык

custom — обычай

ancestors — предки

Indians — индейцы

to make up — составлять

urban — городской

to maintain — сохранять

community — общность

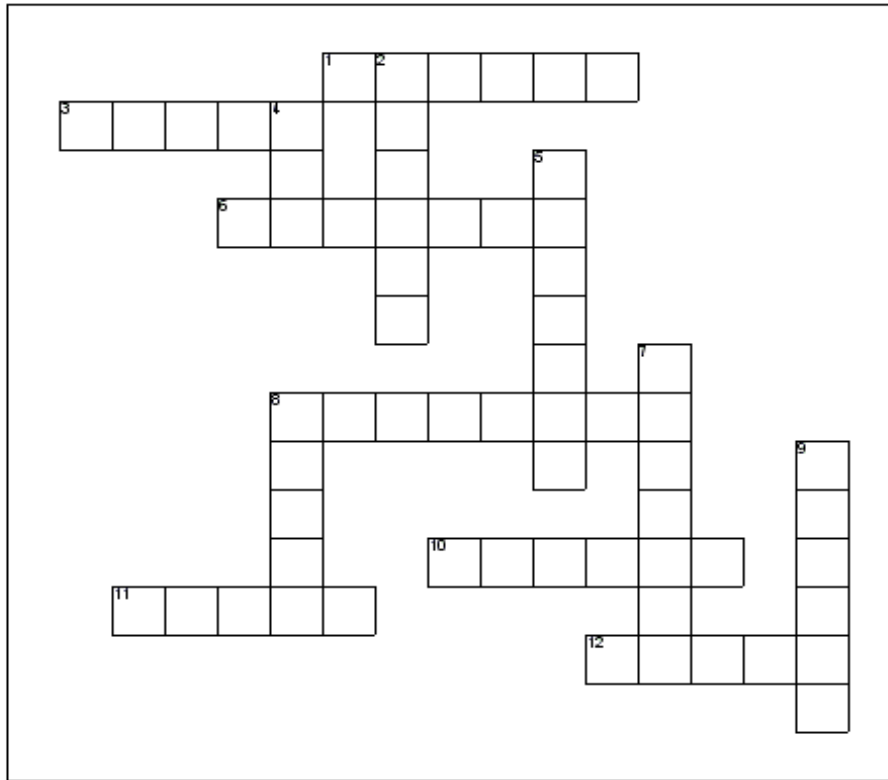
to pay attention — уделять внимание

recognition — признание

Страноведческий тест

1. What is the capital of Canada?
a) London; b) Montreal; c) Ottawa
2. The British queen is also the queen of Canada. What official is the real head of the Canadian government?
3. Canada has an area of nearly ... square km.:
a) 10 mln.; b) 20 mln.; c) 15 mln.
4. Its western coast is washed by
a) the Pacific Ocean; b) the Indian Ocean; c) the Atlantic Ocean.
5. Who was the first settlers in Canada?
a) Indians; b) Pilgrims; c) Eskimos; d) Maori people
6. How many Canadians speak French?
7. Kings and navigators begun to dream of across the sea.
a) fish; b) the riches; c) ships
8. became the first important industry of Canada.
a) ship-building; b) motor-car building; c) fishing
9. What has the Eskimo invented?
10. On the prairies children from distant farms go , to big schools.
a) by air; b) by car; c) by train; d) by bus
11. What games and sports do the children and grown ups play?
12. What official languages does Canada have?
a) English and Canadian b) French and English c) Latin and English
13. is the home of the French Canadian nation.
a) Ottawa b) Halifax c) Quebec.
14. is the second largest French city in the world.
a) Quebec b) Ontario c) Montreal
15. The population of Canada is ... people.
a) 30mln. b) 34mln c) 10mln. d) 24mln.
16. Canada is rich in
17. The mountains of Canada are ...
a) The Rocky mountains b) the Cordillera c) the Blue Montains
18. Why is Canada a country of lakes?
19. The Federal Parliament consists of ...
a) The Senate b) the House of Commons c) the House of Representatives
20. A legislative assembly is elected by the people for
a) 1year b) 5years c) 4years
21. Ottawa is the federal capital and
22. What parties are represented in Parliament?

Canada



Across

1. The basic unit of currency in Canada is the Canadian _____.
3. The _____ Eskimos of Canada are now called the _____.
6. _____ has the largest population out of all the Canadian provinces.
8. The prime _____ is the head of Canadian government.
10. Canada borders three oceans--the Atlantic Ocean, the Pacific Ocean, and the _____ Ocean.
11. The southern border of Ontario touches the five great _____.
12. The colors on the Canadian flag are red and _____.

Down

2. The capital of Canada is _____.
4. Canada has _____ provinces and three territories.
5. _____ is the capital of Ontario, and also the largest city in the country.
7. The monarch of Canada is also the _____ monarch.
8. Canada's national symbols are the beaver and the _____ leaf.
9. Most French Canadians live in the province of _____.

Раздел 4. Культура и наука стран изучаемого языка

Практическая работа №26

Тема 4.1. Простое прошедшее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Past Simple - простое прошедшее время

Время Past Simple используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло. Для уточнения момента совершения действия в прошлом при использовании времени Past Simple обычно используются такие слова, как *five days ago* (пять дней назад), *last year* (в прошлом году), *yesterday* (вчера), *in 1980* (в 1980 году) и т.п.

Образование Past Simple

Утвердительные предложения:

I played

He / she / it played

You played

We played

They played

Вопросительные предложения:

Did I play?

Did he / she / it play?

Did you play?

Did we play?

Did they play?

Отрицательные предложения:

I did not play

He / she / it did not play

You did not play

We did not play

They did not play

Для того, чтобы поставить английский глагол во время Past Simple, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed**:

examine – examined, enjoy – enjoyed, close – closed

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

*We **saw** your dog two blocks from here.*

Мы видели вашу собаку в двух кварталах отсюда.

В вопросительном предложении перед подлежащим нужно использовать вспомогательный глагол **do** в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол **в начальной форме**:

Did you wash your hands? Ты помыл руки?

Did they sign the contract? Они подписали контракт?

В отрицательных предложениях перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not**:

We did not find our car. Мы не нашли свою машину.

I did not understand this question. Я не понял этот вопрос.

Случаи употребления Past Simple:

- Указание на простое действие в прошлом:

I saw Jeremy in the bank. Я видел Джереми в банке.

- Регулярные, повторяющиеся действия в прошлом:

The old man often visited me. Старик часто меня навещал.

I noticed this charming shop girl each time I went to buy something.

Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.

- Перечисление последовательности действий в прошлом:

I heard a strange sound, looked back, and saw a huge cat sitting on the table.

Я услышал странный звук, обернулся и увидел здорового кота, сидящего на столе.

Exercises

1. Образуйте отрицательные и вопросительные предложения, исходя из данных.

Образец: She wrote this letter two days ago. – She **didn't write** this letter two days ago. –

Did she **write** this letter two days ago?

1. It was very cold yesterday. 2. I arrived home late last night. 3. My boss left for London two weeks ago. 4. We had a good time at that party. 5. He got an excellent mark for his test. 6. Everybody laughed at him when he was at school. 7. It was very difficult for her to study two foreign languages. 8. My brother bought a new car yesterday. 9. My parents were at home last night. 10. We passed our last exam two days ago. 11. There were many students at the lecture of this famous professor. 12. She brought a lot of souvenirs from her trip.

2. Задайте вопросы к подчёркнутым частям предложений.

1. They came to visit his friend yesterday. 2. Robert took his driving test last week. 3. Last year he didn't go to the South because of the exams. 4. These students were usually late for their lectures last term because they had transport problems. 5. Yesterday we went to the concert together. It was great! 6. My friends stayed at this hotel for two weeks last year. 7. I passed five exams last term and I got excellent marks.

3. Поставьте глагол в скобках либо в *Present Indefinite (Simple)*, либо в *Past Indefinite (Simple)*.

1. I often (*see*) my friend at the university. Yesterday I (*see*) him in the dean's office. 2. We always (*meet*) on Sundays. Last month we (*meet*) not only on Sundays, but also on Saturdays. 3. Dan usually (*walk*) to his office. Yesterday he (*take*) a taxi, because he (*be*) late for his work. 4. My sister usually (*have*) English lesson twice a week. Last week she (*have*) three English lessons. 5. They always (*watch*) TV in the evening. Yesterday evening they (*watch*) a football match. 6. She often (*lose*) things. Yesterday she (*lose*) her purse. 7. Our teacher of English always (*give*) us a lot of homework. At the last lesson she (*not / give*) us any task to be done at home. 8. I usually (*go*) to the club with my friends. Last night I (*go*) there alone, because my friends (*be*) out of town.

Практическая работа №27

Тема 4.2. Правильные и неправильные глаголы

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Список неправильных глаголов

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
arise [ə'raɪz]	arose [ə'rəʊz]	arisen [ə'rɪz(ə)n]	Возникать, происходить
awake [ə'weɪk]	awoke [ə'wəʊk]	awoken [ə'wəʊkən]	Будить, проснуться
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	Быть
bear [beə]	bore [bɔ:]	borne [bɔ:n]	Нести, выносить
beat [bi:t]	beat [bi:t]	beaten ['bi:tən]	Бить
become [bi:kʌm]	became [bi:keɪm]	become [bi:kʌm]	Становиться
begin [bi'gɪn]	began [bi'gæn]	begun [bi'gʌn]	Начинать
bend [bɛnd]	bent [bɛnt]	bent [bɛnt]	Сгибать
bet [bet]	bet [bet]	bet [bet]	Поспорить
bite [baɪt]	bit [bɪt]	bitten [bɪtn]	Кусать, клевать
bleed [bli:d]	bled [bled]	bled [bled]	Кровоточить
blow [bləʊ]	blew [blu:]	blown [bləʊn]	Дуть

break [breik]	broke [brouk]	broken ['brouk(e)n]	Ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	Приносить
build [bild]	built [bilt]	built [bilt]	Строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Гореть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	Покупать
catch [kæʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловить, хватать, успеть
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	Выбирать
come [kʌm]	came [keɪm]	come [kʌm]	Приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	Стоить
creep [kri:p]	crept [krept]	crept [krept]	Ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	Резать
deal [di:l]	dealt [dɛlt]	dealt [dɛlt]	Иметь дело
do [du:]	did [dɪd]	done [dʌn]	Делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	Пить
drive [draɪv]	drove [drouv]	driven ['drɪvn]	Водить
eat [i:t]	ate [eɪt]	eaten ['i:tn]	Есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	Падать
feed [fi:d]	fed [fed]	fed [fed]	Кормить
feel [fi:l]	felt [felt]	felt [felt]	Чувствовать
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]	Бороться
find [faɪnd]	found [faʊnd]	found [faʊnd]	Находить
fit [fɪt]	fit [fɪt]	fit [fɪt]	Подходить по размеру
flee [fli:]	fled [flɛd]	fled [flɛd]	Убегать, исчезать
fly [flaɪ]	flew [flu:]	flown [flaʊn]	Летать
forbid [fə'baɪd]	forbade [fə'beɪd]	forbidden [fə'baɪdn]	Запрещать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	Забывать
forgive [fo'gɪv]	forgave [fo'geɪv]	forgiven [fo'gɪvn]	Прощать
get [get]	got [gɒt]	got [gɒt]	Получать
give [gɪv]	gave [geɪv]	given [gɪvn]	Давать
go [gəʊ]	went [went]	gone [gɒn]	Идти
grow [grou]	grew [gru:]	grown [groun]	Растить
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	Вешать
have [hæv]	had [hæd]	had [hæd]	Иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	Слышать
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]	Прятать
hit [hɪt]	hit [hɪt]	hit [hɪt]	Попадать в цель
hide [haɪd]	hid [hɪd]	hidden [hɪdn]	Скрывать, прятать
hold [həʊld]	held [held]	held [held]	Держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	Ушибить
keep [ki:p]	kept [kept]	kept [kept]	Содержать
knit [nɪt]	knit [nɪt]	knit [nɪt]	Вязать, штопать
know [nou]	knew [nju:]	known [noun]	Знать
lay [lei]	laid [leɪd]	laid [leɪd]	Класть
lead [li:d]	led [led]	led [led]	Вести
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	Учить
leave [li:v]	left [left]	left [left]	Оставлять

lend [lend]	lent [lent]	lent [lent]	Занимать
let [let]	let [let]	let [let]	Позволять
lie [lai]	lay [lei]	lain [lein]	Лежать
light [lait]	lit [lit]	lit [lit]	Освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	Терять
make [meik]	made [meid]	made [meid]	Производить
mean [mi:n]	meant [ment]	meant [ment]	Значить
meet [mi:t]	met [met]	met [met]	Встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	Ошибаться
overcome [əʊvə'kʌm]	overcame [əʊvə'keɪm]	overcome [əʊvə'kʌm]	Преодолеть, побороть
pay [pei]	paid [peid]	paid [peid]	Платить
put [put]	put [put]	put [put]	Положить
read [ri:d]	read [red]	read [red]	Читать
ride [raid]	rode [roud]	ridden ['ridn]	Ездить верхом
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]	Звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	Подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	Бежать
say [sei]	said [sed]	said [sed]	Говорить
see [si:]	saw [sɔ:]	seen [si:n]	Видеть
sell [sel]	sold [sould]	sold [sould]	Продавать
send [send]	sent [sent]	sent [sent]	Посылать
set [set]	set [set]	set [set]	Ставить
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	Встряхивать
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	Показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	Закрывать
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]	Петь
sink [sɪŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	Тонуть
sit [sit]	sat [sæt]	sat [sæt]	Сидеть
sleep [sli:p]	slept [slept]	slept [slept]	Спать
smell [smel]	smelt [smɛlt]	smelt [smɛlt]	Пахнуть, чувствовать
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	Говорить
spend [spend]	spent [spent]	spent [spent]	Тратить
spin [spɪn]	spun [spʌn]	spun [spʌn]	Крутить, вертеть
split [splɪt]	split [splɪt]	split [splɪt]	Разделять, разбивать
spoil [spɔɪl]	spoilt [spɔɪlt]	spoilt [spɔɪlt]	Портить
stand [stænd]	stood [stu:d]	stood [stu:d]	Стоять
steal [sti:l]	stole [stoul]	stolen ['stəʊlən]	Красть
strike [straɪk]	struck [strʌk]	struck [strʌk]/ stricken [striken]	Бить, бастовать
swear [swɛə]	swore [swɔ:]	sworn [swɔ:n]	Клясться, присягать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	Разбухать
swim [swim]	swam [swem]	swum [swʌm]	Плывать
take [teik]	took [tuk]	taken ['teik(ə)n]	Брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	Учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	Рвать

tell [tel]	told [tould]	told [tould]	Рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	Думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	Бросать
understand [ʌndə'stænd]	understood [ʌndə'stud]	understood [ʌndə'stud]	Понимать
undertake [ʌndə'teɪk]	undertook [ʌndə'tʊk]	undertaken [ʌndə'teɪk(ə)n]	Предпринимать, совершать
wake [weɪk]	woke [wʊk]	woken ['wʊk(e)n]	Просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	Носить
win [wɪn]	won [wʌn]	won [wʌn]	Выигрывать
write [raɪt]	wrote [rʊt]	written ['rɪtn]	Писать

Exercises

1. Заполните пропуски глаголами в форме *Past Indefinite (Simple)*. Используйте глаголы из данного списка.

Text 1

start, want, have, continue, be, see, hit, become, wake

Ludwig van Beethoven ... born in 1770 in Bonn, Germany. He ... a difficult and miserable childhood. His father, Johann, was a musician for the king. Johann ... to give Ludwig piano lessons before he was four years old. Ludwig was so small that he had to stand on the piano seat to reach the piano. When Johann ... how quickly Ludwig learned, he knew that his son had talent. He ... to make Ludwig into a concert performer, and he was very demanding. He ... Ludwig's hand when he made a mistake and often ... him up in the middle of the night to make him play for friends. Ludwig ... to study, and, in 1782, he ... the assistant organist for the king. He was only 12 years old!

Text 2

go, draw, fill, be, study, grow, design, have, admire, write, marry

Leonardo da Vinci ... born in 1452 in the town of Vinci, near Florence, Italy. His parents never ..., so Leonardo lived with his father in Florence. Over the years, he ... four stepmothers and eleven stepsisters and stepbrothers. At the age of 15, Leonardo ... to work with a famous artist. He ... painting, sculpture, music, mathematics, and science. By 20, he was a master painter.

Da Vinci was a great inventor, too. He ... more than 1,000 inventions. For example, he ... a flying machine 400 years before the airplane was invented. He also designed an air conditioner, an alarm clock, a submarine, a bridge, and many other things. Da Vinci ... down all his ideas and observations in notebooks. He also ... the notebooks with more than 5,000 drawings of plants, animals, and the human body.

As da Vinci ... older, he stayed alone more and more. Although people ... him, many didn't understand him because his ideas were far ahead of his time.

2. Переведите предложения на английский язык, используя *Past Simple*.

1. Когда ваш сын поступил в университет? – Он поступил в прошлом году. 2. Она вчера не пришла, так как была очень занята. 3. Кто встречал вас на вокзале? – Мой брат. 4. Сколько раз в неделю у вас был английский в прошлом семестре? – Два раза в неделю. 5. Вчера все студенты нашей группы сдали экзамен по физике, кроме Зорина:

он был не готов. 6. С кем вы обсудили этот вопрос? – Мы обсудили его с ректором. 7. Вы познакомились с этим мужчиной на работе, не так ли? – Да, мы познакомились месяц назад. 8. На прошлой неделе мы никуда не выходили по вечерам. 9. Он окончил университет три года назад. 10. Куда вы ездили в отпуск летом? – Мы ездили на Украину. – Какая там была погода? – Было очень жарко. 11. Разве она не хотела принять участие в концерте? – Она хотела, но заболела пару дней назад. 12. Кто оставил эту записку? – Наш сосед. 13. Где ты достал этот словарь? – Взял в библиотеке. 14. Джон Кеннеди стал президентом США, когда ему было 43 года; а Дмитрий Медведев стал президентом России в 42 года.

3. Перепишите следующий текст в прошедшем времени.

Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bath-room. He has just time to take a cold shower and I drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

4. Используйте слова в скобках для образования предложений в Past Simple.

- 1) They _____ football at the institute. (to play)
- 2) She _____ emails. (not / to write)
- 3) _____ you _____ English? (to speak)
- 4) My mother _____ fish. (not / to like)
- 5) _____ Ann _____ any friends? (to have)
- 6) His brother _____ in an office. (to work)
- 7) She _____ very fast. (cannot / to read)
- 8) _____ they _____ the flowers every 3 days? (to water)
- 9) His wife _____ a motorbike. (not / to ride)
- 10) _____ Elizabeth _____ coffee? (to drink)

Практическая работа №28

Тема 4.3. Традиции и праздники англоговорящих стран

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Выполнение упражнений на знание социокультурной информации о стране. Изучение новой лексики. Работа с текстом.

CUSTOMS AND TRADITIONS IN THE USA AND GREAT BRITAIN

People all over the world like holidays very much. Halloween, St. Valentine's Day, Christmas, Thanksgiving, New Year's Day are modern holidays descended from the red-letter days, and seasonal celebrations. People have invented and reinvented them over the years. But why do we celebrate them? For the British and Americans any holiday is an opportunity for the whole family to get together. It is a very old, but still quite popular tradition to have a holiday dinner. People usually make particular meals for each holiday. Christmas pudding and Thanksgiving turkey, for example, are known all over the world. The British and Americans always congratulate their close friends and relatives on holidays. They usually send colourful cards, give presents. Many people decorate their homes. The most famous and the most favourite holiday is Christmas.

Christmas, or Christ Mass, is the day when we celebrate the birth of Jesus Christ. People celebrate it on the 25th of December. Christmas is the biggest holiday of the year and the one that many people – especially children – enjoy very much. The main tradition of this holiday is a Christmas tree. In Britain this tradition began in 1841. Queen Victoria's husband, Prince Albert, brought this German tradition (he was German) to Britain. A few years after, nearly every house in Britain had one. Traditionally people decorate their trees on Christmas Eve – that is December 24th. One more custom is connected with this winter holiday: every year the people of Norway give the city of London a present. They want to say "Thank you" for British help in World War II. It is a big Christmas tree and it stands in Trafalgar Square.

An older tradition is Christmas mistletoe. People put a piece of this green plant with its white berries over a door. Mistletoe brings good luck, people say. Also, at Christmas British and American people kiss their friends and family under the mistletoe.

One more tradition is Christmas carols. Before Christmas, groups of singers go from house to house. They collect money and sing traditional Christmas songs or carols.

British and American children do not open their presents on December 24th. Some children hang a stocking at the end of their bed. Father Christmas brings their presents at night. Then they open them in the morning of the 25th. The presents are put into stockings or the larger ones are arranged around the Christmas tree. There is another name for Father Christmas in Britain and the USA – Santa Claus. That comes from the European name Saint Nicholas. In the traditional story he lives at the North Pole. But now he lives in big shops in towns and cities all over Britain. Then on Christmas Eve he visits every house with his reindeer. He climbs down the chimney and leaves lots of presents. Some people leave something for him, too.

The most important meal on December 25th is Christmas dinner. Nearly all Christmas food is traditional, but a lot of traditions are not very old. For example,

there were no turkeys in Britain before 1800. And even in the nineteenth century, goose was the traditional meal at Christmas. But not now. A twentieth-century British Christmas dinner is roast turkey with carrots, potatoes, peas and Brussels sprouts. There are sausages and bacon, too. After the turkey, there is Christmas pudding. Crackers are also usual at Christmas dinner. These came to Britain from China in the nineteenth century. On Christmas Day at three o'clock in the afternoon, the Queen makes a speech on the radio and TV. It is ten minutes long. In this speech she talks to people of the United Kingdom and the Commonwealth about the past year. This speech is filmed a few weeks before Christmas and the Queen spends Christmas with her family at Windsor Castle near London. In the USA the President gives his message on TV.

The 25th of December is not the last day of this holiday. December 26th is Boxing Day. On this day boys from the shops in each town asked for money at Christmas. They went from house to house and took boxes made of wood with them. At each house people gave them money. This was a Christmas present. So the name of December 26th comes from those wooden boxes. Now Boxing Day is the real day for Christmas parties and visiting friends. All people like to watch their favourite sports on TV.

Выберите один из предложенных вариантов ответа.

1. Christmas is
 - a) a religious holiday.
 - b) a mythological living being.
 - c) a pagan festivity.
2. In English-speaking countries it was originally celebrated
 - a) in December.
 - b) by druids only.
 - c) in January.
3. The people of Norway give the city of London a big Christmas tree
 - a) because the Queen of Great Britain is considered to be an official head of Norway.
 - b) to thank British people for their help in the war.
 - c) to express their love and friendship to more powerful neighbour.
4. The tradition of Christmas tree in Britain
 - a) began in the 18th century.
 - b) was an ancient British tradition.
 - c) came from Germany.
5. On Christmas Eve Santa Claus
 - a) comes into the house through the chimney and leaves a lot of presents.

b) comes from house to house and sings Christmas carols.

c) eats and drinks everything people have cooked for him.

6. A Christmas meal now includes

a) turkey, sweet potatoes, corn and pumpkin pie.

b) turkey, peas, pumpkin pie.

c) roast turkey with carrots, potatoes, peas, Christmas pudding.

Дайте русские эквиваленты данным словам и выражениям.

☐to decorate ☐ modern holiday ☐to celebrate ☐ red-letter day ☐ carol ☐ on the eve of

☐to get together ☐ seasonal celebration ☐to congratulate on ☐to bring good luck

☐ tradition ☐to give presents ☐ relative ☐to get presents ☐to be known all over the world

Переведите следующие предложения на английский язык.

1) Для многих людей в США и Великобритании Рождество – это повод собраться всей семьёй.

2) Существует множество разных праздников, но самый любимый – Рождество.

3) Каждый год жители Норвегии дарят британцам большую рождественскую ель в знак благодарности за помощь во Второй мировой войне.

4) Главная рождественская ель Соединенного Королевства находится в центре Трафальгарской площади.

5) Собираться всей семьёй за праздничным столом – любимая традиция британцев и американцев.

6) Во время праздничных гуляний можно услышать рождественские песни на улицах британских и американских городов.

7) Американцы и британцы всегда поздравляют своих родственников и близких друзей с этим праздником: посылают им открытки и дарят подарки.

8) В канун праздника люди украшают не только рождественские ели, но и свои дома.

9) Считается, что ветка омелы приносит удачу.

10) Согласно древней традиции, если два человека оказываются под веткой омелы, то они должны поцеловать друг друга.

11) В США и Великобритании существует традиционное для каждого праздника блюдо.

- 12) Считается, что в канун Рождества в каждый дом приходит Санта Клаус. Он спускается по печной трубе и оставляет подарки под елью или в специальных чулках, которые висят над камином.
- 13) Ходить в гости к родственникам и близким друзьям 26 декабря – еще одна рождественская традиция.
- 14) 26 декабря мальчишки со специальными деревянными коробками ходят от дома к дому и поздравляют всех с праздником. Жители домов кладут туда деньги и подарки.

Holidays and festivals in Great Britain

There are 8 holidays in Great Britain. On these days people do not go to work. They are: Christmas Day, Boxing day, New Year's Day, Good Friday, Easter, May Day, Spring Bank Holiday, Late Summer Bank Holiday.

Most of these holidays are of the religious origin. But nowadays they have lost their religious significance and are simply days on which people relax, visit their friends. All the public holidays, except New Year's Day, Christmas and Boxing Day, are movable. They don't fall on the same date each year.

Besides public holidays, there are other festivals, anniversaries, on which certain traditions are observed. But if they don't fall on Sunday, they're ordinary working days.

New Year

In England New Year is not as widely observed as Christmas. Some people just ignore it, but other celebrates it in one way or another.

At midnight people listen to the chiming of Big Ben and sing "Auld Lang Syne" (a song by Robert Burns "The days of long ago").

Another popular way to celebrate New Year is to go to a New Year dance.

The most famous celebration is round the statue of Eros in Piccadilly Circus. People sing, dance and welcome the New Year.

May Day

May Day - the first day of May - is associated more with ancient folklore than with the workers. In some villages the custom of dancing round the maypole (майское дерево) is acted out.

Halloween

Halloween is celebrated on 31st of October. This is the day before All Saint's Day in the Christian calendar and is associated with the supernatural. People hold fancy-dress parties (people dress up in witches and ghosts).

Christmas

Christmas day is observed on 25th of December. On Christmas Day many people go to church. On returning from church the family gather round the tree and open the parcels. Every one gets something.

Christmas meal is really traditional stuffed turkey, boiled ham, mashed potatoes to be followed by plum pudding, mince pies, tea or coffee and cakes.

People travel from all parts of the country to be at home for Christmas.

St Valentine's Day

St Valentine's day is celebrated on February, 14. Every St Valentine's day thousands of people travel to a small village on Scotland's border with England to get married.

On this day boys and girls, sweethearts, husbands and wives, friends and neighbors exchange greetings of affection and love. People send each other greeting cards, chocolate and flowers. Valentine's cards are very colorful, with a couple of human hearts on them.

Easter

Easter is a time when certain traditions are observed. In England presents traditionally take the form of an Easter egg. Easter eggs are usually made from chocolate.

Easter eggs always grace breakfast tables on Easter Day. Sometimes they are hidden about the houses for the children to find them.

Holidays in USA

Americans share three national holidays with many countries: Easter Sunday, Christmas Day, and New Year's Day.

Easter, which falls on a spring Sunday that varies from year to year, celebrates the Christian belief in the resurrection of Jesus Christ. For Christians, Easter is a day of religious services and the gathering of family. Many Americans follow old traditions of coloring hard-boiled eggs and giving children baskets of candy. On the next day, Easter Monday, the president of the United States holds an annual Easter egg hunt on the White House lawn for young children.

Christmas Day, December 25, is another Christian holiday; it marks the birth of the Christ Child. Decorating houses and yards with lights, putting up Christmas trees, giving gifts, and sending greeting cards have become traditions even for many non-Christian Americans.

New Year's Day, of course, is January 1. The celebration of this holiday begins the night before, when Americans gather to wish each other a happy and prosperous coming year.

Uniquely american holidays

Eight other holidays are uniquely American (although some of them have counterparts in other nations). For most Americans, two of these stand out above the others as occasions to cherish national origins: Thanksgiving and the Fourth of July.

Thanksgiving Day is the fourth Thursday in November, but many Americans take a day of vacation on the following Friday to make a four-day weekend, during which they may travel long distances to visit family and friends. The holiday dates back to 1621, the year after the Puritans arrived in Massachusetts, determined to practice their dissenting religion without interference.

After a rough winter, in which about half of them died, they turned for help to neighboring Indians, who taught them how to plant corn and other crops. The next fall's bountiful harvest inspired the Pilgrims to give thanks by holding a feast. The Thanksgiving feast became a national tradition -- not only because so many other Americans have found prosperity but also because the Pilgrims' sacrifices for their freedom still captivate the imagination. To this

day, Thanksgiving dinner almost always includes some of the foods served at the first feast: roast turkey, cranberry sauce, potatoes, pumpkin pie. Before the meal begins, families or friends usually pause to give thanks for their blessings, including the joy of being united for the occasion.

The Fourth of July, or Independence Day, honors the nation's birthday -- the signing of the Declaration of Independence on July 4, 1776. It is a day of picnics and patriotic parades, a night of concerts and fireworks. The flying of the American flag (which also occurs on Memorial Day and other holidays) is widespread. On July 4, 1976, the 200th anniversary of the Declaration of Independence was marked by grand festivals across the nation.

Besides Thanksgiving and the Fourth of July, there are six other uniquely American holidays.

Martin Luther King Day: The Rev. Martin Luther King, Jr., an African-American clergyman, is considered a great American because of his tireless efforts to win civil rights for all people through nonviolent means. Since his assassination in 1968, memorial services have marked his birthday on January 15. In 1986, that day was replaced by the third Monday of January, which was declared a national holiday.

Presidents' Day: Until the mid-1970s, the February 22 birthday of George Washington, hero of the Revolutionary War and first president of the United States, was a national holiday. In addition, the February 12 birthday of Abraham Lincoln, the president during the Civil War, was a holiday in most states. The two days have been joined, and the holiday has been expanded to embrace all past presidents. It is celebrated on the third Monday in February.

Memorial Day: Celebrated on the fourth Monday of May, this holiday honors the dead. Although it originated in the aftermath of the Civil War, it has become a day on which the dead of all wars, and the dead generally, are remembered in special programs held in cemeteries, churches, and other public meeting places.

Labor Day: The first Monday of September, this holiday honors the nation's working people, typically with parades. For most Americans it marks the end of the summer vacation season, and for many students the opening of the school year.

Columbus Day: On October 12, 1492, Italian navigator Christopher Columbus landed in the New World. Although most other nations of the Americas observe this holiday on October 12, in the United States it takes place on the second Monday in October.

Veterans Day: Originally called Armistice Day, this holiday was established to honor Americans who had served in World War I. It falls on November 11, the day when that war ended in 1918, but it now honors veterans of all wars in which the United States has fought. Veterans' organizations hold parades, and the president customarily places a wreath on the Tomb of the Unknowns at Arlington National Cemetery, across the Potomac River from Washington, D.C.

Find some more information about one of the holidays of Great Britain or USA. Prepare a presentation.

Практическая работа №29

Тема 4.4. Простое будущее время

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

Future Simple - простое будущее время

Время Future Simple ссылается на действие, которое совершится в неопределенном или отдаленном будущем. Простое будущее время обычно используется с обстоятельствами: *tomorrow* (завтра), *next year* (в следующем году), *in five years* (через пять лет), *in 2035* (в 2035 году) и т.п.

Образование Future Simple

Утвердительные предложения:

I shall/will play

He / she / it will play

You will play

We shall/will play

They will play

Вопросительные предложения:

Shall/Will I play?

Will he / she / it play?

Will you play?

Shall/Will we play?

Will they play?

Отрицательные предложения:

I shall/will not play

He / she / it will not play

You will not play

We shall/will not play

They will not play

Для того, чтобы поставить глагол во временную форму Future Simple, нужно использовать его начальную форму и вспомогательный глагол shall (для первого лица) или will (второе и третье лицо). В устной речи shall и will чаще всего сокращаются до формы 'll, которая может использоваться во всех лицах.

Примечание:

В современном английском, особенно в устной речи, will стал использоваться и в первом лице:

I will go to Shanghai next summer. Следующим летом я поеду в Шанхай.

В вопросительном предложении вспомогательные глаголы *shall* или *will* ставятся перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

Shall we go to the beach? Мы пойдём на пляж?

Will your boss agree with our conditions? Ваш босс согласится с нашими условиями?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица *not*. Вместе они могут быть сокращены до формы *won't*:

Fred will not (won't) agree to help us. Фред не согласится нам помочь.

Случаи употребления **Future Simple**:

- Указание на простое действие в будущем:

We'll return in 4 hours. Мы вернемся через 4 часа.

It will not be easy to convince him. Его будет нелегко убедить.

- Описание будущего факта

The exhibition will open in May. — Выставка откроется в мае.

- Предположение или прогноз

I think it will rain tomorrow. — Я думаю, завтра пойдет дождь.

- Выражение намерения или решения, возникшее в момент речи

I'm thirsty. I think I'll have a glass of juice. — Я хочу пить. Думаю, я выпью стакан сока.

Конструкция **going to**

Going to используется, чтобы выразить намерение, когда решение принято заранее:

I'm going to make a cake tonight. — Сегодня вечером я буду делать торт.

Going to в **Future Simple** также используется для предположений, когда есть признак того, что что-то произойдет:

Look at those clouds. It's going to rain. — Посмотри на эти тучи. Собирается дождь.

Exercises

1. Вставьте 'll или won't.

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.

2. Раскройте скобки, употребляя глаголы в *Present Continuous*, *Present Simple* или в *Future Simple*.

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. You (to come) to my place next Sunday? 14. You (to read) this book next week? 15. You (to read) books every day? 16. You (to read) a book now? 17. I (not to see) him tomorrow. 18. What you (to do) tomorrow? 19. What your friend (to do) tomorrow? 20. Where you (to go) next summer? 21. Where you (to go) every morning? 22. Where you (to go) now? 23. Look! Mary (to dance). 24. She (to dance) every day. 25. She (to dance) tomorrow?

3. Раскройте скобки, употребляя глаголы в *Present Simple* или *Future Simple*. (Все предложения относятся к будущему).

1. When he (to return) to St. Petersburg, he (to call) on us. 2. If I (to see) him, I (to tell) him about their letter. 3. We (to gather) at our place when my brother (to come) back from Africa. 4. I (to sing) this song with you if you (to tell) me the words. 5. I hope you (to join) us when we (to gather) in our country house the next time. 6. What you (to do) when you (to come) home? 7. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk. 8. He (to go) to the Public Library very often when he (to be) a student. 9. As soon as I (to return) from school, I (to ring) you up. 10. You (to pass) many towns and villages on your way before you (to arrive) in Moscow. 11. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets. 12. After I (to finish) school, I (to enter) the University.

4. Переведите на английский язык, употребляя глаголы в *Present Simple* или *Future Simple*.

1. Я приду домой в шесть часов. 2. Когда я приду домой, я позвоню вам. 3. Она позвонит нам вечером. 4. Если она позвонит вам, попросите ее принести мне книгу. 5. Я увижу Тома завтра. 6. Как только я увижу Тома, я расскажу ему об этом. 7. Я поеду в Париж на будущей неделе. 8. Перед тем, как я поеду в Париж, я позвоню вам. 9. Он не пойдет в библиотеку сегодня вечером. 10. Если он не пойдет в библиотеку, он будет дома. 11. Мы будем дома завтра. 12. Если мы будем дома завтра, мы посмотрим эту программу по телевизору. 13. Ее не будет завтра дома. 14. Если ее не будет завтра дома, оставьте ей записку. 15. Завтра погода будет хорошая. 16. Если завтра погода будет хорошая, мы поедем за город. 17. Когда она приходит в школу, она снимает пальто. 18. Когда она придет в школу, она снимет пальто. 19. Как только он вспоминает эту смешную сцену, он начинает смеяться. 20. Как только он вспомнит эту смешную сцену, он начнет смеяться.

Практическая работа №30

Тема 4.5. Выдающиеся ученые и политические деятели

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Чтение, перевод, пересказ текста. Беседа по теме.

British scientists and inventors

Science has been a driving force behind the evolution of the modern world. British scientists have made immense contribution to the different fields including physics and biology.

Isaac Newton is considered by many to be one of the most influential scientists of all time and a key figure in the scientific revolution. He developed the theory of colour, studied the speed of sound and formulated the laws of motion and universal gravitation (published in 1687), which dominated scientific view of the physical universe for the next three centuries.

The main discoveries of Michael Faraday (1791 -1867) include those of electromagnetic induction and electrolysis.

Charles Darwin introduced his revolutionary theory of evolution in his book 'On the Origin of Species' published in 1859. It changed the way the world look at the creation of life.

Many English inventors of the present and of the past literally changed our world. Steam engine constructed by a Scottish inventor and engineer James Watt (1736 - 1819) was fundamental to the changes brought by the Industrial Revolution in both his native Great Britain and the rest of the world. The first mechanical computer created by a mathematician and philosopher Charles Babbage (1791-1871) eventually led to more complex designs. But the computer we know today would not be possible without a pioneering British computer scientist Alan Turing. During the Second World War this mathematician and his team were successful in deciphering the German coding machine 'Enigma'. If Babbage is considered by some to be a «father of the computer», Turing is widely declared to be the father of theoretical computer science and artificial intelligence. And the author of undoubtedly one of the most revolutionary inventions of the 20th century - the World Wide Web (WWW), - is another British Computer Scientist Sir Tim Berners-Lee (born in 1955). In 2004, Berners-Lee was knighted by Queen Elizabeth II for his pioneering work.

Some of the discoveries and invention of these scientists have inspired some people to take up science as a career. The list of British scientist and their contribution towards science is a long one and embraces several centuries up to modern days.

Vocabulary:

artificial intelligence - искусственный разум
contribution - вклад
dominate - господствовать, преобладать
driving force - движущая сила
eventually - в итоге, в конце концов, со временем
fundamental - основной, основополагающий
immense - огромный, необъятный
industrial revolution - промышленная революция
influential - влиятельный
key figure - ведущая, ключевая фигура
to knight - посвящать в рыцари
laws of motion - законы движения
literally - буквально
pioneering - новаторский
species - виды
steam engine - паровой двигатель
universal gravitation - всемирное тяготение
undoubtedly - несомненно, бесспорно

Answer the questions

1. Name the most famous British Scientists of 17th century, 18th century, 19th century, 20th and 21th century.
2. What important scientific discoveries were made by Isaac Newton?
3. Who discovered electromagnetic induction?
4. What is the name of the book where Charles Darwin described the theory of evolution?
5. How did the invention of steam engine changed the world?
6. Who is considered to be a «the father of a computer» and who is considered to be «the father of AI»?
7. What is Enigma?
8. Why was Tim Berners-Lee knighted?
9. Why did some inventions of British scientists «literary change the world»? Give examples

Margaret Thatcher

Margaret Thatcher, Great Britain's first woman prime minister, was born in 1925. Thatcher served longer than any other British prime minister in the 20th century. She initiated social and economic changes in many aspects of Britain's postwar state. She was famous for her 'strong arm' policy.

Margaret Thatcher studied chemistry at Oxford and later became a lawyer. She was elected to Parliament as a Conservative in 1959. In 1970 she became Secretary of State for education and science. The Conservative party elected her its first woman leader in 1975. Thatcher led the Conservatives to an electoral victory in 1979 and became prime minister.

Thatcher tried to reduce the influence of the trade unions and fight inflation. Her economic policy rested on changes along free-market lines. She reduced government spending and taxes for higher-income individuals. In 1982, when Argentina invaded the Falkland Islands, a British colony, Britain started a war which was successful. Thatcher's government privatized national industries, including British Gas and British Telecommunications. Her policies forced coal miners to return to work after a year on strike. In foreign affairs, Thatcher was an ally of President Ronald Reagan and opposed the Communist countries. She allowed the United States to station (1980) nuclear cruise missiles in Britain and to use its air bases to bomb Libya.

In 1987 Thatcher led the Conservatives to a third electoral victory. She proposed free-market changes to the national health and education systems and introduced a new tax to pay for local government. After that, she was criticized for having no compassion for the poor.

Thatcher refused to support a common European currency and integrated economic policies. She resigned as prime minister, and John Major became her successor. In 1992 Thatcher left the House of Commons and became Baroness Thatcher.

Translate the following sentences into English.

1. Маргарет Тэтчер была первой женщиной — премьер-министром Великобритании и служила дольше, чем любой другой британский премьер-министр XX века; она была известна своей политикой «твердой руки».
2. Тэтчер была избрана в парламент от консервативной партии, затем стала министром образования и науки, привела консервативную партию к победе на выборах в 1979 году и стала премьер-министром.
3. Она пыталась уменьшить влияние профсоюзов, бороться с инфляцией, сократила государственное финансирование и налоги на лиц с высокими доходами.
4. Ее правительство приватизировало государственные отрасли промышленности и заставила шахтеров возобновить работу после года забастовки.
5. Во внешней политике она была союзником США и разрешила разместить крылатые ядерные ракеты в Британии и использовать воздушные базы страны для бомбардировок Ливии.
6. Она привела консерваторов к третьей победе на выборах, предложила изменить систему здравоохранения в соответствии с законами рынка.
7. Она ввела новый налог для оплаты работы местных органов власти и подверглась критике за то, что не испытывала сострадания к бедным.
8. Она не поддерживала идею создания единой европейской валюты и экономической политики и была вынуждена уйти с поста премьер-министра.
9. Ее преемником на посту премьер-министра стал Джон Мейджор.

Практическая работа №31

Тема 4.6. Типы вопросов в английском языке

Цель работы: Изучение нового грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Изучение нового грамматического материала. Выполнение упражнений.

В английском языке существует 5 типов вопросов:

- 1 Общий (General Question)
- 2 Специальный (Special Question)
- 3 Альтернативный (Alternative Question)
- 4 Разделительный (Tag Question)
- 5 Вопрос к подлежащему (Subject Question)

Тип вопроса	Пример	Перевод
Общий	Are you a booklover?	Ты любитель книг?
	Do you read a book?	Ты читаешь книгу?
Специальный	Why are you a booklover?	Почему ты любитель книг?
	When do you read a book?	Когда ты читаешь книгу?
Альтернативный	Are you a booklover or a nonreader?	Ты любитель книг или нет?
	Do you read a book or a magazine?	Ты читаешь книгу или журнал?
Разделительный	You are a booklover, aren't you?	Ты любитель книг, не так ли?
	You don't read a book, do you?	Ты не читаешь книгу, не так ли?
Вопрос к подлежащему	Who is a booklover?	Кто любитель книг?
	Who reads a book?	Кто читает книгу?

Общий вопрос

Если на вопрос можно ответить «да» или «нет», то это общий вопрос. Общая схема для такого вопроса выглядит так:

вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.

Do you play computer games? – Ты играешь в компьютерные игры?

Does she like ice-cream? – Она любит мороженое?

Не забывайте, что глаголы to be в настоящем и простом прошедшем времени не нужны никакие вспомогательные глаголы:

Are you at home? – Ты дома?

Was he at the cinema yesterday? – Он был вчера в театре?

Специальный вопрос

Специальные вопросы задаются с целью выяснить какую-то конкретную, детальную информацию о предмете или явлении. Отличительной чертой специальных вопросов в английском языке является обязательное наличие вопросительных слов. Порядок слов в таких вопросах такой же, как и в общем, только в начале необходимо поставить одно из вопросительных слов:

вопросительное слово + вспомогательный глагол + подлежащее + сказуемое + дополнение + остальные члены предложения.

Where are you going? – Куда ты идешь?

What do you want to read? – Что ты хочешь почитать?

When did you leave the house? – Когда ты ушел из дома?

Альтернативный вопрос

Сама название этого типа вопроса подразумевает то, что в вопросе должен быть выбор между двумя вариантами. Такой вопрос можно задать к любому члену предложения. И самое главное – здесь всегда вы встретите союз *or* (или).

They finished writing the article at 5 p.m. – Они закончили писать статью в 5 вечера.

Did they finish writing the article in the morning or at night? – Они закончили писать статью утром или вечером?

Did they finish writing or reading the article? – Они закончили писать или читать статью?

Разделительный вопрос

Порядок слов в таком вопросе прямой, как в обычном предложении. И только в конце такого предложения мы встретим вопрос, который называется *tag*. В переводе на русский язык вопрос звучит так: «не так ли?» / «не правда ли?» / «да?». Для того чтобы образовать *tag-question*, вспомогательный глагол и подлежащее нужно поставить в конец предложения.

Есть два способа образования такого вопроса в английском языке:

1. Начало предложения утвердительное + краткий отрицательный вопрос.

He reads a book, doesn't he? – Он читает книгу, не так ли?

His friend is German, isn't he? – Его друг немец, не так ли?

2. Начало предложения отрицательное + краткий положительный вопрос.

She doesn't go to the church, does she? – Она не ходит в церковь, не так ли?

He is not at the meeting, is he? – Он не на встрече, не так ли?

Вопрос к подлежащему

Самый легкий для формирования вопрос. Вам нужно взять утвердительное предложение, убрать подлежащее и вместо него поставить *who* (кто) или *what* (что). Никакие вспомогательные глаголы не нужны. **НО!** Необходимо помнить, что в настоящем времени глагол в предложении будет иметь форму третьего лица единственного числа.

Who invites guests for the party? – Кто приглашает гостей на вечеринку?

What makes you feel upset? – Что заставляет тебя грустить?

What happened to us? – Что случилось с нами?

Exercises.

Упражнение 1. Сформируйте общий вопрос.

1. John was busy yesterday evening. (today)
2. I prefer reading a book before going to bed. (watch TV)
3. I can play football very well. (volley-ball)
4. Spanish is spoken in Spain. (Latin America)
5. She is a very good teacher.
6. Her parents are both doctors.
7. Lane visited many countries.
8. He couldn't drive last summer.
9. John was tired after work.
10. We live in a small town.
11. Summer has started at last.
12. They have already left.
13. My parents got married in Paris.
14. She can lose her temper easily.
15. The party will start in time.
16. The dogs are sleeping.
17. The umbrella was broken.
18. He always gives money to homeless children.

Упражнение 2. Сформируйте специальный вопрос ко всему предложению:

1. I am keen on visiting new countries. (What)
2. She works from 6 a.m. till 4 p.m. (How many hours)
3. She will meet me at the platform. (What time)
4. I was not ready to go through the test. (Why)
5. My sister likes travelling by car. (How)
6. You can look for information on a timetable on the ground floor. (Where)
7. They visited all Europe countries last year. (When)
8. The twins were born in June. (When...?)
9. We had a great time in Disneyland. (Where...?)
10. Mr. Black can play chess very well. (How...?)
11. The salad is not fresh. (Why...?)
12. Tom orders Japanese food every Friday. (What...?)
13. I meet a lot of people at work. (Where...?)
14. They will have lunch at home. (Where...?)
15. The film has just started. (What film...?)
16. I have been to the doctor. (Where...?)

Упражнение 3. Сформируйте специальный вопрос к подлежащему:

1. She was drinking cold water.
2. Our neighbor's children broke the window.
3. Lily hasn't answered the questions yet.
4. Sting is my favorite singer.
5. Jake is going to Turkey next Saturday.
6. My whole class visited the National Art Museum.

7. Molly takes dance classes.
8. Good results gave him hope for the future.

Упражнение 4. Поставьте правильный «хвостик» в разделительном вопросе:

1. She doesn't like watching TV, _?
2. Her brother is older than she, _?
3. He doesn't go to extra classes, _?
4. You should tell your husband the truth, _?
5. I was a good student, _?
6. Dolphins are very kind animals, _?
7. His performance was boring, _?
8. She has read a very interesting book, _?

Упражнение 5. Переведите предложения в форме альтернативного вопроса.

1. Ты любишь смотреть футбол или баскетбол?
2. Ты любишь смотреть фильмы или сериалы?
3. Твой кот серый или черный?
4. Ты чаще пишешь ручкой или карандашом?
5. Ты сегодня работаешь дома или в офисе?
6. Ты любишь больше печенье или шоколад?
7. Она ходила в театр с Джеком или с Кайлом?
8. Эта машина была произведена в Японии или в Германии?
9. Этот магазин открывается в 8 или в 9?
10. Она изучает английский или французский?

Практическая работа №32

Тема 4.7. Выдающиеся актеры и музыканты

Цель работы: Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование чтения и говорения;

Ход работы: Чтение, перевод, пересказ текста. Беседа по теме. Перевод предложений с русского на английский на основе прочитанного текста.

The Beatles

The Beatles to this day are one of the most famous and popular rock'n'roll groups in the world. The group shattered many sales records and had more than fifty top hit singles. The Beatles started a new era of music. Their music was unusual because most rock was strong beat with no melody, and they added melody to the rock. The Beatles also added strong and meaningful lyrics.

The group included George Harrison, John Lennon, Paul McCartney, and Richard Starkey (Ringo Starr). All of the Beatles were born and raised in Liverpool, England. John Lennon

was the leader of the band, one of the two lead singers, the rhythm guitarist and a song writer. George Harrison was the lead guitarist. Paul McCartney was a song writer, one of the two lead singers, and a bassist. Ringo Starr played the drums.

The Beatles were discovered on November 9, 1961 by Brian Epstein, a manager of a record store in Liverpool. The Beatles early music was influenced by singers Bob Dylan, Chuck Berry and Elvis Presley. Their first two songs were Love Me Do and Please, Please Me. After a while their own musical ideas started to emerge, and their music developed from naive and simple to sophisticated. The Beatles starred in two feature films, A Hard Days Night, which earned 1.3 million dollars in its first week, and Help. They also had their own full length cartoon called Yellow Submarine.

In 1964 The Beatles came to New York City for the first time and were an instant success. A couple of weeks later after their New York appearance, the five best selling records were by The Beatles; they became world-famous. They introduced a new style in clothing and appearance, too. They wore their hair long and shaggy, and soon all over the world people started wearing the Beatles haircut. They were so popular that 'Beatlemania' emerged. In 1967 the Beatles directed a movie Magical Mystery Tour about themselves, in which they toured the English countryside in search of wonder, fun, and magic.

In 1970 the world-famous and world-loved Beatles separated. Thirty-five years later, in 2005, the American entertainment industry magazine Variety named them the most iconic entertainers of the 20th century.

Translate the following sentences into English.

1. «Битлз» и по сей день является одной из самых известных и популярных рок-групп, она побилла многие рекорды продаж.
2. Они открыли новую эру в музыке, поскольку привнесли в рок мелодию, а также сильные и выразительные стихотворные тексты.
3. Группа состояла из 4 человек, которые выполняли по несколько функций: солистов, ритм-гитариста, композитора, бас-гитариста и ударника.
4. Их ранняя музыка испытала влияние Боба Дилана, Элвиса Пресли и Чака Берри, затем возникли их собственные музыкальные идеи, и их музыка превратилась из наивной и простой в утонченную.
5. Они сыграли главные роли в двух художественных фильмах, сняли один полнометражный мультфильм и фильм под названием 'Magical Mystery Tour'.
6. Сразу после появления в Нью-Йорке они добились мгновенного успеха и стали всемирно известными.
7. Они ввели новый стиль в одежде и внешности и были настолько популярны, что возникла битломания.
8. Их называли самыми знаменитыми эстрадными исполнителями XX века.

Audrey Hepburn

Audrey Hepburn (1929-1993) was an engaging screen actress who won an Academy Award in 1954 for her work in *Roman Holiday*. She also worked with the United Nations to alleviate the misery of the poor.

Peerless in her screen presence, actress Audrey Hepburn had huge brown eyes, a husky voice, and a dancer's gracefulness—qualities that seduced the entire moviegoing world. While Hepburn was never an actress with a wide range and had very little acting training, she was never boring. According to *People*, Humphrey Bogart once said of her style, "With Audrey it's kind of unpredictable. She's like a good tennis player—she varies her shots." Certainly every fan has chosen his or her favorite Hepburn moment; for some it's Hepburn's regal entrance in the denouement of *My Fair Lady*, with her towering hairdo and sweetly serious expression, while others may prefer her playful dance sequence in a book store in *Funny Face*. In any case, Hepburn's most successful movies capitalized on her childlike qualities, pairing her with an older actor whose character was eventually disarmed by her inestimable charm. Several years after she was chosen by Colette to star in the Broadway version of the French author's *Gigi*, Hepburn burst onto the Hollywood scene with 1953's *Roman Holiday*. Costarring Gregory Peck, the film tells the tale of a runaway princess who is shown around Rome by a reporter smitten with love for her. He nonetheless convinces her to resume her royal duties. The role landed Hepburn an Oscar at the tender young age of 24 for best actress. Full of adoration, Jay Cocks described the last scene of the film in *Time*, remarking that Peck's close up expressions of loss "would have been nonsense if Peck did not have something wonderful and irreplaceable to miss. He had Audrey Hepburn."

Практическая работа №33

Тема 4.8. Времена группы Simple

Цель работы: Закрепление пройденного грамматического материала, умение использовать полученные знания в разговорной речи;

Ход работы: Выполнение грамматических упражнений.

Exercises

1. Раскройте скобки, употребив глагол в Present Simple, Past Simple или Future Simple.

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?

6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

2. Поставьте глагол to be в одну из форм Simple.

1. ... your girlfriend Italian?
2. I ... afraid of spiders.
3. There ... a lot of tourists in our café yesterday.
4. Peter ... in Africa next winter.
5. We ... never late for our Drawing classes.
6. I ... 70 years old in 2050.
7. She ... my neighbor last year.
8. It ... usually very hot in Egypt.
9. I ... born in September.
10. My parents ... doctors.

3. Переведите на английский язык, употребляя глагол to be в Present, Past или Future Simple.

1. Мой брат сейчас в школе. 2. Мой брат был вчера в кино. 3. Мой брат будет завтра дома. 4. Ты будешь дома завтра? 5. Она была вчера в парке? 6. Он сейчас во дворе? 7. Где папа? 8. Где вы были вчера? 9. Где он будет завтра? 10. Мои книги были на столе. Где они сейчас? 11. Моя мама вчера не была на работе. Она была дома. 12. Мой друг не в парке. Он в школе. 13. Завтра в три часа Коля и Миша будут во дворе. 14. Мы не были на юге прошлым летом. Мы были в Москве. 15. Завтра мой дедушка будет в деревне. 16. Когда твоя сестра будет дома? 17. Ты будешь летчиком? — Нет, я буду моряком. 18. Моя сестра была студенткой в прошлом году, а сейчас она врач. — Ты тоже будешь врачом? — Нет, я не буду врачом. Я буду инженером.

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

1. My friend (to know) Spanish very well. 2. Who (to ring) you up an hour ago? 3. He (to live) on the third floor. 4. It (to take) you long to find his house yesterday? 5. When your lessons (to be) over on Monday? 6. I (to have) dinner with my family yesterday. 7. Her friends (to be) ready at five o'clock. 8. One of her brothers (to make) a tour of Europe last summer. 9. Queen Elizabeth II (to be) born in 1926. She (to become) Queen of England in 1952. 10. You always (to get) up at seven o'clock? — No, sometimes I (to get) up at half past seven.

Упр. 5. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple*.

1.1 (to go) to bed at ten o'clock every day. 2.1 (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock, 14. You (to have) a PT lesson yesterday? — No, I..., 15. What you (to buy) at the shop yesterday? -I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

6. Раскройте скобки, употребляя глаголы в *Present Simple, Future Simple, Present Continuous* или поставьте конструкцию *to be going + to inf.*

1. When you _____ (know) your examination results?
2. Kathy _____ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I _____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don't start it until tomorrow. I _____ (give) you an answer next week.
6. I suppose he _____ (talk) about his new invention.
7. Why are you packing your suitcase? — I _____ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week, so I hope I _____ (meet) her partner, Dr. Peterson, when I _____ (go) for my appointment next Friday.
9. What time class _____ (begin) tomorrow morning? — It _____ (begin) at eight o'clock sharp.
10. The coffee shop _____ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

Раздел 5. Моя специальность в современном обществе.

Практическая работа №34

Тема 5.1. Моя специальность в современном обществе.

Цель работы: Введение и закрепление новой лексики по теме: Моя специальность в современном обществе; развитие умения поиска специфической информации; развитие навыков чтения и перевода на уроке английского языка; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Моя специальность в современном обществе.

I. Read and translate the text:

Building engineering in modern society.

Building engineering is an emerging engineering discipline, better known in the US as architectural engineering, that offers a general engineering approach to the planning, design, construction, operation, renovation, and maintenance of buildings, as well as with their impacts on the surrounding environment. The discipline requires pertinent knowledge integrated from traditional well-established disciplines:

Civil engineering for building structures and foundation;

Mechanical engineering for Heating, Ventilation and Air-Conditioning system (HVAC), and for mechanical service systems;

Physics for building science, lighting and acoustics.

Electrical engineering for power distribution, control, and electrical systems;

Chemistry and biology for indoor air quality;

Architecture for form, function, building codes and specifications;

Economics for project management.

Building engineering students are ideally trained in all phases of the life cycle of a building, and learn to appreciate buildings as an advanced technological system requiring close integration of many sub-systems and their individual components. Technical problems and appropriate solutions are studied to improve the performance of the building in areas such as: Energy efficiency, passive solar engineering, lighting and acoustics;

Construction management;

HVAC and control systems; Indoor air quality;

Advanced building materials; building envelope;

Earthquake resistance, wind effects on buildings, computer-aided design.

The building engineering graduate may work as a consulting engineer, design engineer, project manager, construction manager, cost engineer, facility manager, conservation-utility director, HVAC engineer and operation manager, process engineer, or in research and development, among other career possibilities.

II. Retell the text.

Практическая работа №35

Тема 5.2. Моя будущая профессия.

Цель работы: Введение и закрепление новой лексики по теме: Моя будущая профессия; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических

навыков чтения и говорения;

Ход работ: Текст: Моя будущая профессия. Настоящее простое время.

I. Read and translate the text:

Choosing a career.

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes.

As for me, I have made up my mind to be a civil engineer. My choice of this occupation didn't come as a sudden flash. I think that nowadays this profession is of great need and importance to our country. It is my aim to be a qualified specialist and to serve the interests of my country. To be a well prepared engineer I should have some important qualities: great capability persistence, knowledge of science and, of course, knowledge of foreign languages. In spite of these arguments we mustn't forget about everybody's vacation. I think that my facilities combined with the knowledge would be quiet enough to succeed in my work.

Young people choose the career of a civil engineer because it is quite easy to find a good job or start a business in construction industry. Besides, it's a pleasure for engineers and architects to see the immediate results of their work, its necessity and beauty.

The development of construction industry depends on many other industries. Great attention is paid to building materials industry. It supplies the construction industry with essential materials.

Construction is divided into industrial, agricultural, road, housing and others. Housing construction is carried out on a large scale in our country. The aim of a civil engineer is to provide people with a cosy home, which has all modern conveniences. Builders construct and reconstruct palaces of culture, theatres, schools, hospitals, houses and other public and industrial buildings.

In order to be a good specialist an engineer must know mathematics, physics, history of arts, qualities of building materials, the scale and specifications and so on. They should also have a good command of building techniques and methods. They must be able to read technical drawings of the project. At the University the students learn a foreign language. Speaking good English or German helps them to find a well-paid job both in this country and abroad.

II. Случаи употребления Present Simple

Регулярные, повторяющиеся действия:

I often **go** to the park.-Я часто хожу в парк.

They **play** tennis every weekend.-Каждые выходные они играют в теннис.

Действие в настоящем в широком смысле слова (не обязательно в момент речи):

Jim **studies** French.-Джим изучает французский.

We **live** in Boston.-Мы живем в Бостоне.

Общеизвестные факты:

The Earth **is** round.-Земля – круглая.

The Volga **is** the longest river in Europe.-Волга – самая длинная река в Европе.

Перечисление после

довательности действий:

We **analyse** what our clients may need, **develop** a new product,**produce** a sample, **improve** it and **sell** it.

Мы анализируем, что может понадобиться нашим клиентам, разрабатываем новый продукт, изготавливаем образец, дорабатываем его и продаем.

Некоторые случаи указания на будущее время (если имеется в виду некое расписание или план действий, а также в придаточных предложениях времени и условия):

The airplane **takes off** at 2.30 p.m.- Самолет взлетает в 14:30.

When you **see** a big green house, turn left.-Когда вы увидите большой зеленый дом, поверните налево.

Некоторые случаи указания на прошедшее время (в заголовках газет, при пересказе историй):

Airplane **crashes** in Pakistan.- В Пакистане разбился самолет.

I met Lenny last week. He **comes** to me and says, "Hello, mister!"

На прошлой неделе я встретил Ленни. Подходит ко мне и говорит: «Здорово, мистер!»

Часто используется с такими наречиями, как:

always (всегда), usually (обычно), generally (обычно, как правило), occasionally (изредка, порой, от случая к случаю), frequently (часто), sometimes (иногда), often (часто), twice a year (дважды в год), week (один раз в неделю), every day (year, month), from time to time, (время от времени), rarely (редко), every other day (через день), daily, (ежедневно), monthly (ежемесячно).

№1 Раскройте скобки, употребляя глаголы в Present Simple.

- 1) My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.
11. She (to learn) English.
12. I (to like) music.
13. My brother (to be) a school-boy. He (to go) to school.
14. Michael (to do) his lessons every day.
15. She (to live) in this house.

№2. Раскройте скобки, употребляя глаголы в Present Simple.

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his office. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

№3

1. He ... a good footballer. (be) 2. We ... at school. (be) 3. The roses ... very beautiful. (be) 4. I ... an interesting book. (have) 5. The sun ... very hot. (be) 6. I ... my lessons very carefully. (do) 7. Elizabeth ... a new dress. (have) 8. The students ... English lessons three times a week. (do) 9. I ... a camera. (have) 10. Harry ... a tennis player. (be) 11. Tony ... a coat. (have) 12. The children's hands ... dirty. (be) 13. Mike ... late for school. (be) 14. Ted ... a good swimmer. (be) 15. Ted ... swimming very much. (like) 16. I always ... my homework. (do) 17. I ... go to school by foot. (go)

№4 Put do or does.

The Dillons ...n't live at 45 Green Street.

She come home late?

We ... n't do homework every evening.

.... They get up early?

...my brother visit our grandmother every Sunday?

He ... n't know these rules.

My parents ... n't work at this plant.

The girl ...n't play the piano.

Our friends ... n't like reading.

These boys ... n't play football.

Ask the special questions using the words from the gaps:

11. Paul plays tennis very well. (How)

12. Many birds fly south every summer. (How often)

13. Jack usually goes to work on Saturdays. (When)

14. France has a lot of high mountains. (What)

15. You always wear glasses. (What)

16. Most of the students study well. (How many)

17. He thinks that school is boring. (Who)

18. The Volga flows into the Caspian Sea. (Where)

19. We drink coffee very often. (Who)

20. My children usually skate on the skating ring in our yard. (Whose)

Раскройте скобки, употребляя глаголы в Present Simple.

1) They _____ hockey at school. (to play)

- 2) She _____ e-mails. (not/to write)
- 3) _____ you _____ English? (to speak)
- 4) My parents _____ fish. (not/to like)
- 5) _____ Anne _____ any hobbies? (to have)
- 6) Andy's brother _____ in an office. (to work)
- 7) Leroy _____ very fast. (can/not/to read)
- 8) _____ Jim and Joe _____ the flowers every week? (to water)
- 9) Yvonne's mother _____ a motorbike. (not/to ride)
- 10) _____ Elisabeth _____ cola? (to drink)

Практическая работа №36

Тема 5.3. Структура компании.

Цель работы: Введение и закрепление новой лексики по теме: Структура компании; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Тексты: Структура компании. Качество произведенных товаров.

I. Прочтите и переведите текст:

Structure of Company.

All businesses are known to take one of three basic forms: the sole proprietorship, the partnership and the corporation. **A sole proprietorship** is a business that is owned, and often run, by one person, who receives all the profits and bears all the liabilities of the business.

A partnership is a voluntary legal association of two or more people for the purpose of running a business.

A corporation is a firm that exists as an independent legal entity, with ownership divided into shares. The owners of the shares are known as stockholders or shareholders.

A key feature of the corporation is the limited liability. It means that the liability of the stockholders for debts of the firm is limited to the amount of money they paid to buy shares. Since no one form of business organization is perfect, so-called **hybrids** have been devised like: **franchises, limited partnerships, cooperatives and joint ventures**.

By the end of 1987 over 250 foreign firms had expressed an interest in setting up joint ventures in the territory of the ex-USSR. It was decided that joint ventures would contribute to further development of the country's trade, economic, scientific and technical cooperation. A lot of joint ventures have been set up in different branches of industry and in the service sector since Russia started carrying out major economic reforms.

Joint ventures play an important role in attracting foreign technology, management experience and additional material and financial resources. **There are** certain legal requirements for Russian and foreign participants wishing to set up a joint venture.

A joint venture must be legal entity to have the right to conclude contracts in its name. There are several stages in the process of a joint venture creation in the Russian territory.

They are negotiations on the possibility of establishing a joint venture (J.V.), the signing of a protocol of intentions, the drafting of a feasibility study, the preparation of the foundation documents and at last the registration of the joint venture (J.V.).

II. Read and translate the text:

Quality of goods, commodity.

Quality in business, engineering and manufacturing has a pragmatic interpretation as the non-inferiority or superiority of something; it is also defined as fitness for purpose. Quality is a perceptual, and somewhat subjective attribute and may be understood differently by different people. Consumers may focus on the specification quality of a product/service, or how it compares to competitors in the marketplace. Producers might measure the conformance quality, or degree to which the product/service was produced correctly. Support personnel may measure quality in the degree that a product is reliable, maintainable, or sustainable. Simply put, a quality item (an item that has quality) has the ability to perform satisfactorily in service and is suitable for its intended purpose.

There are five aspects of quality in a business context:

1. Producing --- providing something.
2. Checking --- confirming that something has been done correctly.
3. Quality control --- controlling a process to ensure that the outcomes are predictable.
4. Quality Management --- directing an organization so that it optimizes its performance through analysis and improvement.
5. Quality Assurance --- obtaining confidence that a product or service will be satisfactory.
(Normally performed by a purchaser)

Quality applied in these forms was mainly developed by the procurement directorates of NASA, the military and nuclear industries from the 1960s and this is why so much emphasis was placed on Quality Assurance. The original versions of Quality Management System Standards (eventually merged to ISO 9001) were designed to contract manufacturers to

produce better products, consistently and were focused on Producing, Checking and Quality Control.

The subsequent move of the Quality sector towards management systems can be clearly seen by the aggregation of the product quality requirements into one eighth of the current version of ISO 9001. This increased focus on Quality Management has promoted a general perception that quality is about procedures and documentation. Similar experiences can be seen in the areas of Safety Management Systems and Environmental Management Systems.

The emergence of tools like Asset Optimization and sigma is an interesting development in the application of quality principles in business. Managing quality is fundamental to any activity and having a clear understanding of the five aspects, measuring performance and taking action to improve is essential to an organizations survival and growth.

Раздел 6. Создатели электротехники в России.

Практическая работа №37

Тема 6.1. Создатели электротехники в России.

1. Создатели электротехники в России.

Цель работы: Введение и закрепление новой лексики по теме: Создатели электротехники в России; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Создатели электротехники в России.

1. Запомните следующие слова:

resistance - сопротивление

resistivity - удельное сопротивление

to offer - предлагать

to depend on - зависеть от

value - величина

to melt - плавить

unit - единица измерения

to measure - измерять

to define - определять; устанавливать значение

to divide - делить, разделять

conductor - проводник

insulator - изолятор

semiconductor - полупроводник

to generate - производить

power plant - электростанция

to transmit - передавать

to consist of - состоять из

to insulate - изолировать
charge - заряд
to repel - отталкивать
to attract - привлекать, притягивать
electron - электрон
proton - протон
electricity - электричество
property - свойство, имущество, собственность
to affect - воздействовать
to mean (meant, meant) - означать
to range - колебаться (в определенных пределах)
to apply - применять, прикладывать, прилагать, употреблять, обращаться
to switch on- включать
engine - двигатель
to transform - превращать
means - средство
constant - постоянный

2. Read and translate the text:

Michael Faraday.

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

Michael Faraday is one of the great scientists in the history of man's work in electricity. He was born on 22 September 1791 in south London. His family was poor and Faraday received only a basic formal education. At the age of 14 he was apprenticed to a local bookbinder and during the next seven years educated himself by reading books on different scientific subjects. In 1812, Faraday attended four lectures given by the chemist Humphry Davy at the Royal Institution. He also asked him for a job of an assistant but was turned down. However, in 1813 Davy gave him the job of chemical assistant at the Royal Institution.

A year later, Faraday was invited to accompany Davy on an 18 month European tour, where they were to meet lots of influential scientists. On their return in 1815, Faraday continued to work at the Royal Institution, helping with experiments for Davy and other scientists. In 1821 he published his work on electromagnetic rotation. Faraday himself gave many lectures, establishing his reputation as the outstanding scientific lecturer of his time.

In 1831 Faraday discovered electromagnetic induction. The discovery allowed to transform electricity into a powerful new technology. During the remainder of the decade he worked on developing his ideas about electricity.

Faraday's scientific interests were varied. He made new kind of glass and a new kind of steel. Faraday made about two thousand difficult experiments and made countless discoveries in chemistry and physics.

In the early 1840s Faraday's health began to decline and he did less research. He died on 25 August 1867 at Hampton Court, where he had been given official lodgings in recognition of his contribution to science. He gave his name to the 'farad', originally describing a unit of electrical charge but later a unit of electrical capacitance.

3. Electrical safety:

It is important to understand why and how you can protect yourself from electrical injuries. Electric shock occurs when an electric current passes through your body. It can lead to heart failure and can damage other parts of your body. It can also burn your skin and other body tissues.

A very weak electrical object, like a battery, cannot do any harm to you, but inside the house you have devices and machines that use 220 volts.

Most machines in your house have safety features to protect you. If something goes wrong, a special wire leads the electricity to the ground where nothing can happen.

There are also electrical dangers outside your house. Trees that touch power lines can be dangerous. Lightning has more than enough electricity to kill a person. If you get caught in a thunderstorm stay away from open fields and high places. One of the safest places is your car, because lightning will only hit the outside metal of the car.

Практическая работа №38

Тема 6.1. Создатели электротехники в России.

2. Обсуждение различных профессий и условий труда. Настоящее длительное время.

Цель работы: Введение и закрепление новой лексики по теме: Создатели электротехники в России; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Обсуждение различных профессий и условий труда. Настоящее длительное время.

I. Read and translate the text:

Text.

Bricklayer is a tradesman who builds and repairs brickwork, lays and joints salt glazed stoneware drains, sets, chimney pots, manhole frames and fireplaces. He renders brickwork, including the insides of manholes. A sewer and tunnel bricklayer is a specialized bricklayer.

Carpenter is a man who erects wood frames, fits joints, fixes wood floors, stairs and window frames, asbestos sheeting and other wallboard. He builds or dismantles wood or metal formwork.

Joiner is a man who makes joinery and works mainly at the bench on wood, which has been cut and shaped by the machinists. His work is finer than the carpenter's, much of it being highly finished and done in a joinery shop which is not exposed to weather 4.

Mason is a stone worker or stone setter. In Scotland and the USA a bricklayer is usually also a mason. A fixer or a fixer mason or a builder mason is a mason who sets prepared stones in walls, whether the stone be only facing or to the full wall thickness.

Plasterer is a tradesman who may be a fibrous plasterer or a plasterer in solid work. The latter lays successive coats of plaster or rendering and fixes fibrous plaster such as mould cornices and wall pattern. *He can use a horsed mould, erect lathing for plaster, and apply stucco5.

A construction manager, or CM, provides services similar to those of general contractor, but represents client's interest during all phases of the building process — design as well as construction. They are usually paid a negotiated fee for the scope of services rendered. For example, working with the architect during design, the CM provides updated cost projections

so that a client will know probable costs, which the project evolves. A general contractor, however, doesn't usually enter the scene until after the design is complete. The CM decides who bids the job, picks up the request for invitation to bid, evaluates the bids, and awards work to the most reasonable bidder. The CM also prepares contracts and sends them out to the subcontractors. The owner signs the contracts with each subcontractor, unlike a general contractor who signs these contracts. As a result, the subcontractors are under the CM's direction. The CM may also be responsible for the safety of workers on the construction site.

Answer the questions:

What does Carpenter do?

Who makes Joiner?

Who is a stone worker?

Who is called a craftsman?

Is Bricklayer a tradesman who builds and repairs brickwork?

Have you read the text attentively? Give equivalent

II.

The Present Continuous Tense.

Continuous образовано от глагола **to continue** - продолжать. Настоящее длительное/прогрессивное – настоящее время для обозначения текущей деятельности. Оно образуется как личная форма *be* + настоящее причастие. Отрицательные формы настоящего длительного - *am not* / *'m not*, *not* / *isn't*, *are not* / *aren't* перед причастием. *I'm working* – Я работаю.

am/is/are + -ing

?	+	-
<i>is sb doing sth</i>	<i>sb is doing sth</i>	<i>sb isn't doing sth</i>

Настояще-длительные значения происходящие действия:

He's doing his homework – Он делает домашнюю работу

She's giving the baby a bath right now – Сейчас она купает ребёнка

- временные действия (в текущий период)

I'm looking for a new job these days – Я ищу новую работу

She's doing a course in engineering – Она проходит курс инженера

The decorator's painting the children's bedrooms this week so they're sleeping in the living-room – Оформитель раскрашивает детские, поэтому дети спят в гостиной

- назойливые действия (с *always/constantly/continually/all the time*)

I'm always meeting Sara when I go shopping – Я всегда наталкиваюсь на Сару в магазинах.

You're constantly interrupting me when I'm talking – Вечно ты меня перебиваешь, когда я говорю

- перемены (ситуации в развитии)

Venice is falling into the sea – Венеция погружается в море.

More and more species are becoming extinct – Вымирает всё больше и больше биовидов

The number of cars on roads is increasing rapidly each year – Ежегодно на дорогах стремительно растёт число автомобилей эмоциональные желания

I'm dying for a cup of coffee – Ужас как хочу чашку кофе

I'm loving it! – Как я это обожаю!

- краткосрочные планы (с конкретным временем/местом)

He's flying back on Saturday – Он прилетает обратно в субботу

We're driving up to Scotland next week – На следующей неделе мы едем на машине в Шотландию

They're moving into their new house next week – Через неделю они переезжают в новый дом

Указатели времени: *(right) now, at the/this moment, at present, these days, this week/month, still, nowadays, today, tonight*

III. Do some exercises:

Exercises 1:

Образуйте Participle I данных глаголов:

sing, read, run, help, write, look, stay, eat, take, pick, go, brush, sit, swim, do, clean, play, jump, buy, set, make, begin, sleep, talk, speak, hit, meet, fly, spend, shave, drop, lie, live, die, type, wish, rain, cut, listen, trick.

Exercises 2:

*Раскройте скобки, употребляя глаголы в **Present Continuous**.*

(NOW) 1.. Timothy (to feed) his dog. 2. Mr. Jones (to clean) his yard. 3. Nancy (to paint) her kitchen. 4. Our neighbours (to wash) their car. 5. I (to wash) my hair. 6. Who (to fix) your sink? 7. What she (to do) now? – She (to dance). 8. The children (to brush) their teeth. 9. What he (to do) at the moment? – He (to fix) his bicycle. 10. They (to have) a big dinner together. 11. The boys (to run) about the garden. 12. I (to do) my homework. 13. John and his friends (to go) to the library. 14. Ann (to sit) at her desk. She (to study) geography. 15. A young man (to stand) at the window. He (to smoke) a cigarette. 16. The old man (to walk) about the room. 17. The dog (to lie) on the floor. 18. You (to have) break? 19. What language you (to study)? 20 Who (to lie) on the sofa? 21. What they (to talk) about? 22. It still (to rain). 23. I (to open) an umbrella. 24. John (to play) computer games.

Практическая работа №39

Тема 6.2. Реклама.

Цель работы: Введение и закрепление новой лексики по теме: Создатели электротехники в России; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Вежливые формы общения в деловой обстановке.

I. Read and translate the text:

ВЕЖЛИВЫЕ ФОРМЫ ОБЩЕНИЯ

В английском языке существует множество вариантов вежливых форм обращения в деловой обстановке.

По отношению к мужчине используются формы Mr., Sir, Esq., а по отношению к женщине - Mrs., Ms., Miss, Madam.

Теперь рассмотрим каждую из них в отдельности.

Форма Mr. может использоваться при обращении к мужчине независимо от его возраста и семейного положения. Единственным ограничением является тот факт, что после нее должна обязательно идти фамилия человека, к которому обращаются:

Dear Mr. Ivanov, Уважаемый господин Иванов!

При обращении к нескольким лицам употребляется Messrs, причем к самим фамилиям окончание мн.ч. —s не прибавляется и точка после формы вежливости не ставится:

Messrs Thomas and Smith

Если фамилия адресата неизвестна, то употребляется Sir (Sirs при обращении к нескольким лицам):

Dear Sirs, Уважаемые господа!

В качестве синонима формы Mr. в Англии иногда употребляют форму Esq. Однако она ставится не перед именем, а после него, и, естественно, в этом случае форма Mr. отсутствует:

Michael S. Johnson, Esq.

Для справки: Эта форма восходит к слову esquire эсквайр. В средневековой Англии эсквайр был оруженосцем рыцаря, впоследствии же этого слово стало означать один из низших дворянских титулов. Некоторое время эта форма использовалась в письмах, однако теперь она встречается все реже и реже.

Форма Mrs. (Mmes при обращении к нескольким женщинам) ставится перед (1) фамилией или (2) перед именем и фамилией замужней женщины или (3) перед именем и фамилией ее мужа:

Mrs. Brown - миссис Браун

Mrs. Laura Brown - миссис Лора Браун

Mrs. Peter Brown - миссис Питер Браун

Для справки:

Форма Mrs. - это сокращение от mistress, которое читается как [misiz]. Неверно считать, что это сокращение от missus/missis (хотя чтение Mrs. и missus/missis совпадает).

Почему это так?

Дело в том, что сокращенные формы вежливого обращения образуются путем сложения первой и последней букв:

Mr. = MisteR

Dr. = DoctoR

Mrs. не может быть сокращением от missus/missis, поскольку в missus/missis нет согласной r, поэтому логично, что

Mrs. = MistResS

При этом missus/missis используются в значении "жена, хозяйка". У них нет сокращений, поскольку это не является формой обращения, которая ставится перед фамилией. Данные слова характерны для неформальной речи, например, в речи мужа о своей жене:

I promised the missus I'd be home by eleven - Я обещал жене быть дома к одиннадцати.

Форма Miss употребляется по отношению к незамужней женщине и после нее должна идти фамилия:

Dear Miss Willis, Уважаемая мисс Уиллис!

Форма Ms. (читается [miz] или [mis]) является языковым эквивалентом формы Mr., так как она употребляется по отношению к женщине безотносительно к факту ее семейного положения. Данная форма была рекомендована ООН в 1974 году в результате кампаний различных организаций за равноправие женщин. Следует, однако, отметить, что в повседневной жизни эта форма употребляется не так часто, как в официальной переписке, ибо большинство женщин предпочитают использовать

форму Mrs. (замужняя) или Miss (незамужняя). Тем не менее, современная официальная и даже полуофициальная корреспонденция имеет строгую тенденцию к использованию формы Ms. После данной формы также должна стоять фамилия: Ms. S. Smith госпоже С. Смит

Madam (Mesdames при обращении к нескольким женщинам) является наиболее официальным обращением к женщине. Данную форму можно назвать языковым эквивалентом Sir, поскольку она также используется, когда фамилия адресата неизвестна:

Dear Madam, Уважаемая госпожа!

Dear Mesdames Уважаемые госпожи!

Кроме того, данная форма употребляется в письменной речи по отношению к высокопоставленной женщине, замужней или незамужней, к королеве (queen), принцессе (princess), графине (countess), дочери герцога, фрейлине (maid of honour), а также к женщине, занимающей официальный пост; с названием должности (Madam Chairman, Госпожа председатель!)

Advertisement.

Although the average citizen is usually annoyed by all the advertisements printed in newspapers and magazines and the commercials broadcast on TV, the impact of the whole advertising industry on a single person is immense and plays a very important role in our lives. Advertising absorbs vast sums of money but it is useful to the community. What are the functions of advertisements?

The first one to mention is to inform. A lot of the information people have about household devices, cars, building materials, electronic equipment, cosmetics, detergents and food is largely derived from the advertisements they read. Advertisements introduce them to new products or remind them of the existing ones.

The second function is to sell. The products are shown from the best point of view and the potential buyer, on having entered the store, unconsciously chooses the advertised products. One buys this washing powder or this chewing gum, because the colorful TV commercials convince him of the best qualities of the product. Even cigarettes or sweets or alcohol are associated with the good values of human life such as joy, freedom, love and happiness, and just those associations make a person choose the advertised products. The aim of a good advertisement is to create a consumer demand to buy the advertised product or service. Children are good example as they usually want the particular kind of chocolate or toy or chewing-gum. Being naive they cannot evaluate objectively what is truthful and what is exaggerated and select the really good products unless they buy the goods and check for themselves.

Thirdly, since the majority of advertisements are printed in our press we pay less for newspapers and magazines, also TV in most countries in cheap. The public advertising seen on street hoardings, railway stations and buildings makes people's life more joyful.

Moreover, all those small ads in the press concerning "employment", "education" and "For sale and wanted" columns, help ordinary people to find a better job or a better employee, to sell or to buy their second-hand things and find services, or learn about educational facilities,

social events such as, concerts, theatre plays, football matches, and to announce births, marriages and deaths.

Thus despite our dissatisfaction when being bombarded by all the advertisers' information we must admit that they do perform a useful service to society, and advertisements are an essential part of our everyday life.

УПОТРЕБЛЕНИЕ PAST CONTINUOUS/ PROGRESSIVE TENSE

1. Само по себе название - длительное, продолженное — говорит о том, что действие происходило и длилось в какой-то указанный момент в прошлом. Этот момент может быть либо ясен из контекста, либо обозначен какими-то подсказками, показателями времени: **at 6 o'clock yesterday, at that moment, at that time**

We were drawing at 7 o'clock yesterday. — Вчера в семь часов мы рисовали.

At that time I was writing a letter to my friend. — В то время я писал письмо другу.

Past Progressive используется в ситуациях, когда одно действие происходило, длилось, и вдруг произошло другое, которое выражено **Past Simple**. В помощь для передачи таких ситуаций используются слова **when**. Это могут быть и параллельные действия, которые длились в прошлом. Для выражения лучшим помощником будет слово **while**. Не путайте с **Past Simple**, где описываются действия идущие друг за другом, а не одновременно.

They were reading when the teacher came in. — Они читали, когда учитель вошел.

I was sleeping while he was watching TV. — Я спал, пока он смотрел телевизор.

2. Как и в настоящем, так и в прошедшем времени этой группы, можно выразить фразы упрека, неодобрения, раздражения, слишком часто повторяющейся привычки. И опять же, указателями служат наречия **always, constantly, too often**.

He was always borrowing money and forgetting to pay it back. — Он вечно занимал деньги и забывал их возвращать.

3. Используем время **Past Progressive**, если указан точный период времени в прошлом, не обязательно точное время, а, возможно, какие-то рамки. Узнать его в предложении можно по подсказкам **all day long yesterday, the whole evening (yesterday), from 10 till 11, during**.

We were sleeping the whole day yesterday. — Мы спали вчера целый день.

4. Для выражения действий, которые постепенно развивались, менялись. Все это будет понятно из смысла предложения, контекста, поэтому смотрите вглубь текста.

The sun was rising. — Поднималось солнце.

It was getting dark. — Темнело.

ОБРАЗОВАНИЕ PAST CONTINUOUS (PROGRESSIVE)

Если внимательно изучить формы паст континиус, то сложностей в их употреблении не возникнет. Вам необходимо запомнить **to be**, а именно его формы **was/were**. Глагол в этом времени используется в одной форме, которая совпадает с причастием 1 — **Ving**. Хотя и здесь не без исключений. Правила для **past continuous** об особенностях написания сказуемого с этим окончанием можно почитать в статье «Времена группы Continuous». Очень важно научиться правильно переводить этот оттенок. Каждый глагол подчеркивает длительность действия, его продолжительность в той ситуации, о

которой указывается в предложении. Например, работал, читал, плавал, писал, рисовал.

Таблица **Past Continuous**

was/were + Ving

Повествовательное

I was watching
watching?

You were watching
watching?

She (He, It) was watching
watching?

We were watching
watching ?

You were watching
watching?

They were watching
watching?

Отрицательное

I was not watching

You were not watching

She (He, It) was not watching

We were not watching

You were not watching

They were not watching

Вопросительное

Was I

Were you

Was she (He, It)

Were we

Were you

Were they

Упражнение 1

Группа людей остановилась в отеле. Однажды вечером раздался сигнал пожарной тревоги. Используйте глаголы слова в скобках, чтобы составить предложения, в которых будет рассказано о том, что каждый из людей делал в тот момент, когда прозвучал сигнал тревоги.

Пример: (Chris/have/his/dinner) – Chris was having his dinner.

(Jack/talk/his friend/telephone).

(Jacob/send/the e-mail/his girlfriend).

(Ann/watch/TV).

(Robert/listen/to the radio).

(Kate/have/a bath).

(Angel/do/gymnastics).

(Grace/play/cards/with Angela).

Упражнение 2

Вот список того, что Кристина делала вчера (и время, в течение которого она совершала данные действия). Напишите рассказ о вчерашнем дне Кристины с подробностями, используя время **Past**.

Пример: 8:50-9:10 have breakfast. – At nine o'clock Christina was having her breakfast.

8:50-9:10 have breakfast 13:00-15:00 play computer games

9:10-10:10 read the book 15:00-17:00 meet friends in the park

10:10-11:00 clean the flat 17:00-18:00 ride the bicycle

11:00-12:00 help mother in the garden 18:00-18:50 have dinner

12:00-12:30 watch TV 18:50-20:30 watch the movie

12:30-13:00 have lunch 20:30-22:30 read the newspaper

FUTURE CONTINUOUS - БУДУЩЕЕ ДЛИТЕЛЬНОЕ ВРЕМЯ

Время **Future Continuous** указывает на процесс, который будет длиться в определенный момент в будущем. В отличие от времени **Future Simple**, этот момент в будущем должен быть назван прямо (**tomorrow at 4 o'clock, when we meet**) или быть очевидным из контекста:

Tomorrow this time I shall be flying to New York.

Завтра в это же время я буду лететь в Нью-Йорк.

Don't disturb me in the evening, I'll be preparing for exam.

Не мешайте мне вечером, я буду готовиться к экзамену.

ОБРАЗОВАНИЕ FUTURE CONTINUOUS

Утвердительные предложения:

I shall be playing. We shall be playing.

You will be playing. You will be playing.

He / she / it will be playing. They will be playing.

Вопросительные предложения:

Shall I be playing? Shall we be playing?

Will you be playing? Will you be playing?

Will he / she / it be playing? Will they be playing?

Отрицательные предложения:

I shall not be playing. We shall not be playing.

You will not be playing. You will not be playing.

He / she / it will not be playing. They will not be playing.

Для того, чтобы поставить глагол в форму **Future Continuous**, нужен вспомогательный глагол **to be** в будущем времени и причастие настоящего времени (**Participle I**) смыслового глагола.

To be в будущем времени имеет две формы:

shall be – 1 лицо. (I shall be studying. We shall be running.)

will be – 2 и 3 лицо. (They will be packing presents.)

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до **I'll, he'll, they'll** и т. д.

В вопросительном предложении **shall / will** выносятся на место перед подлежащим, а **to be** и смысловой глагол остаются после него:

Why did you bring an album? Shall we be studying painting?

Зачем Вы принесли альбом? Мы будем изучать живопись?

В отрицательных предложениях после **shall / will** ставится отрицательная частица **not**. Вместе они могут быть сокращены до формы **shan't** (чаще в брит. английском) или **won't**:

At 6 I won't be sleeping yet.

В шесть я еще не буду спать.

Случаи употребления Future Continuous

Указание на процесс, который будет происходить в определенный момент в будущем:

At 7 o'clock we'll be having barbecue, you are welcome to join.

В семь часов у нас будет барбекю, приглашаем зайти.

Упражнение 1. Выберите правильный вариант

I shall go/shall be going to the party when my brother arrives.

Will you pass / will you be passing me the books from him tomorrow?

I'm sure Tom will give up/is giving up the job.

Jack isn't free on Monday. He will write/ will be writing at home.

Jim is going to study from 7 till 10 this evening. So at 8.30 this evening he will learn/will be learning new words.

While I shall read/ shall be reading this poem she will play/ will be playing the piano.

When you call him he will sleep/ will be sleeping.

I hope the next mail will bring/ will be bringing news from home.

Her homework is not finished. She will work/ will be working at it.

At what time will you be/ will you being at home?

Раздел 7. Изобретения.

Практическая работа №40

Тема 7.1. Изобретения.

Цель работы: Введение и закрепление новой лексики по теме: Изобретения; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Изобретения.

I. Read and translate the text:

Types of Buildings

The type and function of a building influence its choice of design, building materials and technology of its erection. But the common and most necessary conditions are stability of the construction to various human needs. The building must be expressive and beautiful from the architectural point of view. It must express the technological development of the society and the contemporary trends in the design. The evolution of the technique is conditioned by two factors: economic and aesthetic.

Each type of a structure demands its own constructional solution and techniques up-to-date industrial buildings have demonstrated the advantages of such units and forms as precast slabs and panels, reinforced concrete arches, glass walls and soon.

The improvement of the residential houses represents a visible rise in the general level of living standards. Everything is done to meet the requirements and to make comfort for people. All types of buildings should not be only functional but also comfortable and pleasant to look at.

Parts of a House

Different kinds of building are being erected now in our country and abroad. A house is a complex structure consisting of many parts: footings and foundations, a basement, a roof, different types of walls, partitions and floors, ceilings, stairs. Footings and foundations are used to carry the load of the whole structure, to stabilize the soil and to prevent the house from settling. Most of the houses have basements. A roof is the top most part of a house, it covers the building, ties the walls and gives firmness and strength to the structure. Walls support the weight of floors and roofs and may be hollow or solid in construction.

Floors.

The tiers or levels dividing a building into storeys are called floors. They should be of fire-resisting materials capable of carrying heavy beams, hollow blocks laid on metal framework. Partitions are inner walls used to divide buildings into rooms, corridors, entrance halls, ladders and other premises.

Sometimes partitions act as support for the joints of floors, ceiling and purlings (beams). Stairs are used for communication between storeys. They consist of flights of stairs, landings and banisters. A ladder, a “fire-escape”, backstairs – these are terms for different types of stairs, depending on their purposes.

Практическая работа №41

Тема 7.2. Строю дом моей мечты.

Цель работы: Введение и закрепление новой лексики по теме: Строю дом моей мечты; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Строю дом моей мечты. Настоящее завершённое время

I. Learn:

Vocabulary Notes:

suburb ['slʌbɜ:b] пригород, предместье, окрестности

fence ограда, забор; to fence окружать забором

gate ворота

cast iron чугунное литье

house дом; detached house отдельный дом;

semi-detached house дом на две или более семьи;

terrace houses дома, расположенные длинными рядами (очень распространенное в английских городах явление);

cottage загородный дом;

bungalow ['bʌŋɡələʊ] одноэтажный летний домик с верандой;

mansion особняк;

block of flats многоквартирный дом

comfortable удобный, уютный; благоустроенный

well-planned хорошо спланированный

two-storeyed двухэтажный

orchard фруктовый сад;

garden сад; огород;

bed of flowers цветочная клумба;

tree дерево;

bush куст, кустарник;

evergreen вечнозеленый;

fir ель; pine сосна;

cedar ['si:də] кедр

lawn ['lɔ:n] газон; лужайка с подстриженной травой

in front of перед чем-то, на переднем плане

at the back of позади чего-л.

floor пол; этаж; обратите внимание, что нумерация этажей в английском языке существенно отличается от нашей, например: the ground floor первый этаж; the first floor второй этаж; the second floor третий этаж и т.д.

spacious ['speɪʃəs] просторный

hall холл, зал, помещение для приема гостей; entrance hall прихожая, передняя

well lit хорошо освещенный

kitchen кухня
 pantry кладовая
 dining-room столовая
 sitting-room гостиная (маленькая); living-room гостиная, общая комната; bedroom спальня; study кабинет; nursery ['nɜːs(ə)rɪ] детская; bathroom ванная; lavatory ['lævət(ə)rɪ] туалет; attic мансарда
 furniture ['fɜːnɪʃə] мебель;
 built-in furniture встроенная мебель;
 furnished ['fɜːnɪʃt] меблированный, обставленный
 fairy (зд.) тонкий, прозрачный
 curtain штора, занавеска, гардина
 downstairs внизу
 upstairs наверху
 staircase лестница
 cosy ['kəʊzɪ] уютный
 sofa диван
 settee [se'ti:] канапе, кушетка, козетка, небольшой диванчик
 chair стул; armchair кресло
 fireplace ['faɪəpleɪs] камин; mantelpiece ['mæntlpiːs] каминная доска
 cushion ['kʊʃn] диванная подушечка
 standard-lamp торшер
 lantern фонарь
 window окно;
 French window французское окно, большое окно от пола до потолка, может использоваться как дверь
 full up переполненный
 scenery пейзаж, вид, ландшафт

II. Read and translate the text:

Building a dream house.

Building a dream house need not be a mere dream anymore. Thanks to booming real estate, many have realized this dream. But most often dream houses fall short of expectations that we have set on them. This happens when we do not pay attention to the nitty gritty details that go into building a house. It is important that one learns the basics of building plans, common area and design etc. to know what is being built for you.

Floor Plans

This is probably the first thing that a builder would show his customers. Floor plan is a basic drawing of how the apartment or house would look. Study the plan carefully and ask questions. Some builders also offer 3D visualization of your dream house. Yet dream house is built from brick and mortar, and if the plan is not right then it ceases to be your dream house.

Builder's Reputation

Before you sign the deal and pay the first cheque, check out the builder's reputation. Find out what he has built so far. You could also pay a visit to projects that he has completed so far. Talk to the residents to see how their apartments have shaped up and whether the building stands up to the reputation.

Maintenance

Many gated communities charge an arm and a leg as maintenance and hidden costs. Do some research and find out the basic rate that other builders are charging their customers.

Materials

Next to the floor plans, the builder should share details about the type of materials that would be used during construction. It is a well-known fact that quality of the construction, depends solely on the type of workmanship and materials that are used. Check and double check with the builder about the finer points of construction.

Schedule

This is where most builders slip up. A schedule of the construction is given to customers when they sign up their dream house. From start to finish, it charts out a tentative plan as to when they could get the keys to their house. But there have been many instances where the work is delayed making the schedule almost redundant. That's why it is best to go along with reputed builders who have a good track record of completing their projects on time.

A house is a worthy investment at any point of time in our life. And it becomes more important when it is a 'dream house'. Once we have our dream house, we are less likely to shop around for another. This is where we will be settling our roots, bringing up our family and making memories. And that's why one needs to check everything that is worth checking, before signing up with the builder.

Mr. White's House.

Mr. White lives in a suburb of London. His house is not very large, but it is well-planned and comfortable. It is a modern two-storeyed cottage with an attic. The cottage is made of bricks and perfectly painted. The area around the cottage is fenced by the low stone wall with the gate made of black cast iron. There are some powerful lanterns near the fence.



There is a green lawn in front of the house. The grass of the lawn is always neatly cut. Mr. White is fond of growing evergreen plants such as pines and fir trees, junipers, cedars. That is why there are only juniper bushes, an old oak and a couple of young fir-trees in front of the house. Beds of flowers, a little orchard with a few apple-trees in it and a small swimming-pool are at the back of the house.



On the ground floor there is a spacious and well-lit hall, a kitchen with built-up furniture, a pantry, a dining-room, a living-room and Mr. Whites's study. A wide beautiful staircase in the hall made of pale yellow wood leads upstairs. The living-room is one of the most picturesque places of the house. There are large French windows there, they make the whole

place extremely splendid. The view from the window is quite unbelievable! The windows are framed with long fairy silk curtains. Two low and comfortable settees with a few cushions are near the windows. Beside a small table in the centre of the room there is a sofa also piled with cushions. The floor is covered with a large unseemly expensive Persian carpet. Opposite the windows there is a fireplace with a wide marble mantelpiece, where the cat Susan, the pet of the family, usually sits steadily staring at the window. On the wall over the mantelpiece there are several marvellous Venetian lanterns. The living-room was furnished by Mrs. White, according to her taste. Her husband often says that it is slightly full up and he would never enter it if there is no such a fantastic scenery from the windows.



On the first floor there are several rooms: four bedrooms with bathrooms and lavatories, a nursery, the room of Mr. White's elder daughter and a cosy sitting-room. A narrow wooden staircase leads to the attic, one of the favourite places of the whole family. It is as comfortable and neat as the house itself. Mr. White has his own billiards there. And sometimes the Whites together with their friends like to spend their leisure time upstairs in the attic sitting in the huge deep armchairs, having an easy chat or playing billiards.

III. Make up your story about your house.

IV. PRESENT PERFECT/ НАСТОЯЩЕЕ ЗАВЕРШЕННОЕ ВРЕМЯ

Время **Present Perfect** обозначает действие, которое завершилось к настоящему моменту или завершено в период настоящего времени. Хотя английские глаголы в **Present Perfect** обычно переводятся на русский язык в прошедшем времени, следует помнить, что в английском языке эти действия воспринимаются в настоящем времени, так как привязаны к настоящему результатом этого действия.

I have done my homework already.- Я уже сделал домашнее задание.

We have no classes today, our teacher has fallen ill.- У нас сегодня не будет уроков, наш учитель заболел.

Образование Present Perfect:

Утвердительные предложения: I have played We have played

You have played You have played

He / she / it has played They have played

Вопросительные предложения: Have I played?

Have we played?

Have you played? Have you played?

Has he / she / it played? Have they played?

Отрицательные предложения: I have not played

We have not played

You have not played You have not played

He / she / it has not played They have not played

Время **Present Perfect** образуется при помощи вспомогательного глагола **to have** в настоящем времени и причастия прошедшего времени значимого глагола, то есть его «третьей формы».

To have в настоящем времени имеет две формы:

has – 3 лицо, ед. ч. (He has played)

have – 1 и 2 лицо ед.ч. и все формы мн. ч. (I have played)

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до **he's, they've** и т. п.

В зависимости от использованного в предложении времени сокращения типа **he's** могут расшифровываться и как **he is**, и как **he has**.

Причастие второе, или причастие прошедшего времени (**Participle II**), можно получить, прибавив к начальной форме значимого глагола окончание **-ed**:
examine – **examined**, **enjoy** – **enjoyed**, **close** – **closed**

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам. Для них форму причастия прошедшего времени нужно запомнить.

В вопросительном предложении вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Have you seen this film?-Ты смотрел этот фильм?

Has she come yet?-Она еще не пришла?

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица **not**. Формы **have** и **has** при этом могут быть сокращены до **haven't** и **hasn't** соответственно:

I haven't seen him since then.-С тех пор я его так и не видел.

Случаи употребления Present Perfect:

Если говорящему важен сам факт произошедшего действия, а не его время или обстоятельства:

I have visited the Louvre 3 times.-Я посетил Лувр три раза.

Если время события имеет значение, то нужно использовать время **Past Simple**:

I visited the Louvre last year.-В посетил Лувр в прошлом году.

Если период, в который произошло действие, еще не закончился:

I have finished reading "Dracula" this week.-На этой неделе я закончил читать «Дракулу».

В противном случае используется время **Past Simple**:

I finished reading "Dracula" 2 weeks ago.-Я закончил читать «Дракулу» две недели назад.

Для обозначения действий, которые начались в прошлом и продолжаются в момент разговора:

I've studied Spanish since childhood.-Я учил испанский с детства.

I haven't seen my hometown for 45 years.-Я не видел свой родной город 45 лет.

Упражнение 1.

Дополните предложения правильной формой **Present Perfect**:

I know who your boss is. I (work) for him.

Look! Somebody already (broke) the tree.

Mary (go) to Moscow, but she'll be back next Monday at the latest.

Andy is in hospital now. He (have) a bad crash.
Jane is crying. She (hurt) her knee.

Практическая работа №42

Тема 7.3. А.С. Попов – изобретатель радио.

Цель работы: Введение и закрепление новой лексики по теме: А.С. Попов – изобретатель радио; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: А.С. Попов – изобретатель радио. Работа с лексикой.

I. Read and translate the text:

The Inventor of the Radio

The Inventor of the Radio A. S. Popov, the great Russian inventor, was born in 1859. By the time he graduated from the Petersburg University (1882) he had already possessed a broad knowledge of electrical theory as well as a wide experience in that field. Working both as scientist and teacher, he always carried on some practical work, solving many practical problems such as the introduction of electricity into the Navy and others.

Popov was one of the first to pay attention to the works of Hertz who proved by experiments the existence of electromagnetic waves. After many experiments carried out together with his assistant Ribkin the device Popov constructed began receiving electromagnetic waves at a long distance. By means of his receiver Popov could detect the waves at a distance of some meters and then kilometers. The receiver recorded waves generated by lightning discharges.

While experimenting the scientist found out that a free wire being connected to the receiver, the range of the latter increased. Thus he connected his first receiver to the first antenna. On April 25, 1895, Alexander Popov demonstrated his device at the Russian Physico-Chemical Society. Having summarized the results of his experiments, Popov expressed his hope that the device, after been perfected, would make possible transmitting signals at a distance by means of rapid electrical oscillations. In summer 1895, Popov's invention was successfully tested and in the same year he attached to the device an apparatus previously used for recording telegrams over the wire telegraph. In the following year this receiver was used at the electric power station in Nizhny Novgorod for warning about approaching thunderstorm.

The great Russian inventor did not make any secret of his discovery, describing it in the press and making reports about it at the meetings of scientific societies. In the same year he demonstrated the transmissions of words over a wireless telegraph. This new demonstration proved to be of great importance. In summer 1897, Popov successfully carried out his experiments at sea, having succeeded in effecting radio communication between the shore and the sea at a distance of 3 km. In this way the future wireless communication between the continents was being prepared.

The year 1898 witnessed a new important invention made by Popov together with his assistants Ribkin and Troitsky, namely the reception of audible signals by means of a receiver. All these successful experiments having been completed, serious practical testing began. Popov's radio telegraph helped to save the battleship "General Admiral Apraksin".

Popov's work drew attention in many countries. The wireless telegraphy is the result of Popov's experiments, this fact having been acknowledged by different representatives of foreign science, engineering and industry.

Popov was offered immense profits from commercial use of his invention in case he leaves Russia. But the Russian patriot refused the wealth offered to him, preferring to remain a true son of his fatherland "I am a Russian and I must give all my knowledge, all my work and all my achievements to my native land" were his words. It is impossible to say that nobody in Russia understood and appreciated the great work carried out by Popov. The tsarist government did nothing to provide the training of specialists for the newly born branch of science and engineering. Neither was home production of devices for wireless telegraphy organized in Russia. Instead it was handed over to foreign companies.

Практическая работа №43

Тема 7.4. Д.И. Менделеев и его открытия.

Цель работы: Введение и закрепление новой лексики по теме: Д.И. Менделеев и его открытия; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Д.И. Менделеев и его открытия. Прошедшее завершённое время.

I. Read and translate the text:

Dmitri Mendeleev

In 1869 the great Russian scientist Dmitri Mendeleev announced the discovery of the Periodic Law of elements. So science received the key to the secrets of matter.

He studied all the elements known at the time and discovered that they showed a regular repetition of properties when arranged in a certain order. He also predicted the discovery and properties of new elements. Mendeleev also experimented with agricultural production based on scientific principles, increasing its efficiency to such an extent that his methods came to be applied in many Russian industries.

All the greatest discoveries which have been made since then in the fields of chemistry and physics have been based on this law.

The elements in Mendeleev's Periodic Table follow one another in the order of their atomic weights. They are arranged in periods and groups.

Mendeleev's discovery made it possible for the scientists to find 38 new chemical elements to fill the empty spaces left in the Periodic Table.

At the same time they tried to find elements heavier than the last element in the Periodic Table.

In 1955 the American scientist Dr. Glenn Seaborg obtained element No 101 and named it Mendelevium in honour of the creator of the Periodic Law.

II. PAST PERFECT-ПРОШЕДШЕЕ ЗАВЕРШЕННОЕ

Действие произошло в прошлом ранее другого действия

Образование

Утвердительные предложения: I had played We had played

You had played You had played

He / she / it had played They had played

Вопросительные предложения: Had I played? Had we played?

Had you played? Had you played?

Had he / she / it played? Had they played?

Отрицательные предложения: I had not played We had not played

You had not played You had not played

He / she / it had not played They had not played

Практическая работа №44

Тема 7.5. Д.И. Менделеев - выдающийся ученый.

Цель работы: Введение и закрепление новой лексики по теме: Д.И. Менделеев - выдающийся ученый; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по тексту: Д.И. Менделеев и его открытия.

I. Do some exercises:

1. Mendeleev was.....

2.....worked as a teacher but he..... and stopped.....

3. Mendeleev's grandfather was.....

4. Whenwas 13 he the Gymnasium in Tobolsk.

5. Mendeleev's parents were.....

6. His father was.....

7. Mendeleev..... in Heidelberg and the capillarity of liquids.

8. Mendeleev became.....

9. Saint Petersburg was.....

10. Dmitri Mendeleev died of

II. Translate:

Mendeleev's parents were Maria Mendeleeva (nee Kornilieva) and Ivan Mendeleev. According to the different sources there were approximately seventeen children in their family. Mendeleev was the youngest child. His father worked as a teacher but he became blind and stopped working. As a result Maria Mendeleeva began to work and re-established the glass factory which belonged to her family. It is also known that Mendeleev's grandfather was a priest of the Russian Orthodox Church. When Mendeleev was 13 he entered the Gymnasium in Tobolsk.

In 1849 his family moved to Saint Petersburg. In 1850 Mendeleev joined The Main Pedagogical Institute. Following the graduation he developed tuberculosis and was forced to

relocate to the Crimean Peninsula. Living there, Mendeleev became a science master of the Simferopol gymnasium #1. In 1857 after recovery he arrived in Saint Petersburg.

Later life

From 1859 to 1861 Mendeleev worked in Heidelberg and researched the capillarity of liquids. In April 1862 he married Feozva Nikitichna Leshcheva. Two years later Mendeleev became a professor at the Saint Petersburg Technological Institute. In 1865 he became a professor at Saint Petersburg State University. The same year Mendeleev completed his dissertation "On the Combinations of Water with Alcohol". By 1871 Saint Petersburg was known as a center for chemistry research. In 1876 Mendeleev fell in love with Anna Ivanova Popova. In 1881 he made a proposal of marriage to her. The following year Mendeleev married her. The same year he divorced his first wife. Mendeleev had two children from his first marriage: Olga and Vladimir. His other children from the second marriage were Lyubov, a pair of twins and son Ivan. It should be noted that Lyubov was the wife of Russian poet Alexander Blok.

Mendeleev obtained a lot of awards from different scientific organizations but he resigned from Saint Petersburg University in 1890. Three years later Mendeleev was appointed Director of the Bureau of Weights and Measures. His task was to formulate new standards of vodka. According to the new standards created by Mendeleev all vodka had to be made at forty percent alcohol by volume. He also researched the composition of petroleum and made a contribution to the foundation of the first Russian oil refinery.

In 1906 the Nobel Committee for Chemistry suggested to the Swedish Academy to award the Nobel Prize in Chemistry for 1906 to Mendeleev for his discovery of the periodic system. This proposal was approved. But at the full meeting of the Academy one of the members recommended the candidacy of Henri Moissan. Moreover Svante Arrhenius who had influence on the Academy also advised to reject the candidacy of Mendeleev. The contemporaries state that Arrhenius was against Mendeleev because of his critique of Arrhenius's dissociation theory. As a result the candidacy of Mendeleev was rejected. Dmitri Mendeleev died of influenza in Saint Petersburg in 1907.

III. Выберите из приведенных предложений те, которые содержат:

Present Perfect, Past Simple Passive, Past Continuous Tense, Simple Present:

1. From 1859 to 1861 Mendeleev worked in Heidelberg and researched the capillarity of liquids.
2. Two years later Mendeleev became a professor at the Saint Petersburg Technological Institute.
3. By 1871 Saint Petersburg was known as a center for chemistry research.
4. Three years later Mendeleev was appointed Director of the Bureau of Weights and Measures.
5. He also researched the composition of petroleum and made a contribution to the foundation of the first Russian oil refinery.

6. In 1906 the Nobel Committee for Chemistry suggested to the Swedish Academy to award the Nobel Prize in Chemistry for 1906 to Mendeleev for his discovery of the periodic system.
7. Dmitri Mendeleev died of influenza in Saint Petersburg in 1907.

Раздел 8. Строительные компании.

Практическая работа №45

Тема 8.1. Строительные компании.

Цель работы: Введение и закрепление новой лексики по теме: Строительные компании; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Строительные компании.

I. Read and translate:

The best building companies of the world

DAIWA HOUSE INDUSTRY CO., LTD. is a construction company. Housing segment operates contract work and sells houses. Leasing Housing segment develops, constructs and manages leasing houses, and provides agency services. Condominium Building segment develops, sells and manages condominium buildings. Housing Stock segment is engaged in the contract work of building reconstruction and the agency of real estate trading. Commercial Facility segment develops, manages and operates commercial facilities. Business Facility segment develops and constructs logistic, healthcare facilities. Health and Leisure segment manages and operates resort hotels, golf courses, fitness clubs and health care facilities. The Others segment operates urban hotel and overseas business.



FLUOR CORPORATION is a multinational engineering and construction firm headquartered in Irving, Texas. It is a holding company that provides services through its subsidiaries in four areas: energy and chemicals, industrial and infrastructure, government and Fluor Global Services such as staffing and equipment rentals. It is the largest

construction company in the Fortune 500 rankings and the 109th largest company overall.



Fluor was founded in 1912 by John Simon Fluor as Fluor Construction Company. It grew quickly, predominantly by building oil refineries, pipelines and other facilities for the oil and gas industry, at first in California, and then in the Middle East and globally. In the late 1960s, it began diversifying into oil drilling, coal mining and other raw materials like lead. A global recession in the oil and gas industry and losses from its mining operation led to restructuring and layoffs in the 1980s. Fluor sold its oil operations and diversified its construction work into a broader range of services and industries.

In the 1990s, Fluor introduced new services like equipment rentals and staffing. Nuclear waste cleanup projects and other environmental work became a significant portion of Fluor's revenues. The company also did projects related to the Manhattan Project, rebuilding after the Iraq War, recovering from Hurricane Katrina and building the Trans-Alaska Pipeline System.

Canada's largest general contracting group, PCL Employees Holdings provides construction and heavy industrial services for public and private clients in Canada, the US, and the Caribbean. Subsidiary PCL Constructors is the holding company for several units that provide construction, design, restoration, maintenance, and other services for commercial, retail, civic, and residential projects. The group's heavy industrial arm performs services for manufacturing, petrochemical, power plant, and mining facilities. PCL has worked on such projects as the Toronto International Airport and the Staples Center in Los Angeles. Carpenter Ernie Poole founded the firm's predecessor in 1906; PCL is now owned by employees.

Mitsui Fudosan Co., Ltd. is a major real estate developer in Japan. Mitsui Fudosan is one of the core companies of Mitsui Group. Mitsui Fudosan is reaching for the sky in Japan's high-rise real estate market. The real estate arm of Mitsui & Co., it builds, sells, leases, and manages a variety of luxury real estate, including office buildings, residential subdivisions, and condominiums. Known for its high-rises (its Kasumigaseki Building in Tokyo is considered Japan's first skyscraper), the company also owns hotels and engages in real estate brokerage services. Mitsui Fudosan is developing luxury and lifestyle properties to match Japan's shift from an industry-based economy to a services-based one. The company operates offices in China, Hong Kong, Singapore, the UK, and the US, in addition to Japan.

Практическая работа №46

Тема 8.2. Резюме.

Цель работы: Введение и закрепление новой лексики по теме: Резюме; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Характеристики кандидатов на должность в компании.

I. Read and translate:

ХАРАКТЕРИСТИКА КАНДИДАТОВ НА ДОЛЖНОСТЬ В КОМПАНИИ

An employer has several options to consider when he wants to hire a new employee.

First of all, he may look within his own company.

But if he can't find anybody suitable for the position, he will have to look outside the company.

If there is a personnel office in the company, he can ask them to help him to find a qualified applicant.

The employer can also use other valuable sources, for example, employment agencies, consulting firms, placement offices and professional societies.

He can also advertise in a newspaper or in a magazine and request candidates to send in résumés.

The employer has two sets of qualifications to consider if he wants to choose from among the applicants.

He must consider both professional qualifications and personal characteristics.

A candidate's education, experience and skills are included in his professional qualifications.

These can be listed on a résumé.

Personal characteristics or personality traits must be evaluated through interviews.

Задание 1.

Как сказать по-английски:

работодатель – employer

нанять нового работника (служащего) – hire a new employee

подходящий для этой должности – suitable for the position

внутри своей (его) компании – within his own company

отдел кадров – personnel office

квалифицированный кандидат – qualified applicant

кадровое агентство – employment agency

консалтинговая фирма – consulting firm

бюро по трудоустройству – placement office

профсоюз – professional society

выбирать из кандидатов – choose from among the applicants

прислать резюме – send in resume

профессиональные характеристики – professional qualifications

личные качества – personal characteristics

свойства личности – personality traits

быть перечисленным в резюме – be listed on a résumé

образование кандидата – candidate's education

опыт и навыки – experience and skills

интервью – interview

через интервью – through an interview

Практическая работа №47

Тема 8.3. Поиски работы за границей.

Цель работы: Введение и закрепление новой лексики по теме: Поиски работы за границей; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Диалог: Поиски работы за границей. Новое назначение.

I. Рассмотрим деловую лексику при заполнении анкеты на вакансию:

Applying for a job may mean filling out an "application form" giving your personal details.

If you are interested in the job, could you fill out this application form, please?

I have completed the application form for that job and sent it back to the personnel department.

The application form includes your "contact details"; your home address, your phone number and your email address.

We have your contact details so we will be in touch soon.

If you give me your contact details, I'll call you to set up an interview.

It also includes your "employment history" where you list the previous positions you have held with the name of the company, job title and dates of employment.

I have already held similar positions as you can see from my employment history.

There are gaps in her employment history, I would like to know what she was doing during these periods.

A list of previous positions held needs to highlight the "relevant experience" showing why the candidate is suitable for the job.

As you can see from my CV, I have all the relevant experience you require.

This candidate doesn't have the relevant experience in our sector but is very well qualified in every other aspect.

II. Правила составления резюме на английском:

В отличие от русскоязычных, резюме на английском языке имеется несколько деталей. Так, в начале справки слово «Resume» не пишется, а сразу указывается имя и фамилия. После этого пишутся контактные данные: почтовый адрес, индекс, номер телефона и электронная почта. Обратите внимание, что почтовый адрес начинается с названия улицы, а город указывается после. Пример:

Petr Sidorov
Petrova, 241, apt. 28
Moscow, 257048
(495) 658-12-43
petrsidorov@mail.com

После этого указываются персональные сведения, что в переводе Personal Data: дата рождения, семейное положение, количество детей (если есть). К примеру:

Date of birth: 04/16/1981

Marital status: married

Затем, как правило, в резюме на английском языке пишется цель (перевод: Objective), с которой вы устраиваетесь на работу, сфера деятельности и перечисляются интересующие должности. После в хронологическом порядке располагаются сведения об основном и дополнительном образовании. Например:

Education and Qualifications

content/uploads/2014/03/

Собеседование1.jpg' attachment='5101' align='right' animation='no-animation' link='» target='no']

Basic:

2002-2007: Moscow State University

Philology Department

Philologist

Additional:

2005: Professional Education College

Computer Operator – Certificate

Далее следует наиболее важный и информативный блок резюме на английском языке – об опыте работе (Work Experience), который заполняется в следующем порядке: период занимаемой должности, компания или фирма, должность и обязанности. К примеру:

2008-2013: Sapora Inc., Logistics Manager, shipment database maintenance

Затем пишется раздел «Навыки», где указываются различные умения, и навыки владения компьютером, языками, а также личностные качества и характеристики. К примеру:

- excellent oral communication skills – отличные навыки устной коммуникации
- basic English – базовый английский
- expertise in human relations – знание управления персоналом

В самом конце можно рассказать о своих публикациях (Publications), наградах (Awards) и рекомендациях (References).

III. Read, translate the dialogue:

Applying for a job.

Interviewer: Good afternoon, Mr. Brooks. Have a seat, please.

Dan Brooks: Good afternoon.

Interviewer: I received your resume a few weeks ago and I must say that I was rather impressed.

Dan Brooks: Thank you.

Interviewer: As you know we are a small but fast growing financial company, mostly trading stocks and bonds. May I ask you why you're interested in working for us?

Dan Brooks: Yes, of course. I know that your company has an excellent reputation. That's why I'd like to work for it. Besides, I have always wanted to work with a smaller company, which consequently develops.

Interviewer: I see. That's good to hear! Would you mind telling me a little bit about your current occupation?

Dan Brooks: I'm a broker at a large international company at the moment. I mostly deal with clients and I handle all aspects of their accounts.

Interviewer: I see. Could you also tell me a little bit about your previous job experience?

Dan Brooks: Yes, of course. I have worked for two full years at my current position. Before that, I participated at an internship program at the same company.

Interviewer: How long did the internship last?

Dan Brooks: Almost for one year.

Interviewer: So, you have a three-year job experience, is that right?

Dan Brooks: Absolutely. However, I would like to continue my career development in this field.

Interviewer: Could you also say a few words about your main education?

Dan Brooks: Yes, with pleasure. I have graduated from the University of Kent and I have a degree in Accountancy and Finance.

Interviewer: Do you have any additional certificates?

Dan Brooks: Yes, I do. After graduation I have also attended workshops for experienced specialists. I've gained lots of new financial theory and practice there, as well as a certificate of course completion.

Interviewer: That's good to know, Mr. Brooks. I would like to ask you one more question about your interest in our company. Why do you think that you are the right candidate for the position of head broker?

Dan Brooks: I think that I have enough experience in the stock market to handle this job. Also, I quite like my current duties and don't mind expanding the range of my responsibilities in this field.

Interviewer: Well, you might just be the right person we've been looking for. Do you have any questions?

Dan Brooks: Yes, I have one question. If I were hired, how many accounts would I be handling?

Interviewer: You'd be handling about a third of our clients, as you'd be working with two other head brokers. Is there anything else you'd like to ask?

Dan Brooks: No, that's it. Thank you.

Interviewer: Ok, then. We will send our employment contract for your review this week, Mr. Brooks. And we hope to see you soon among our staff.

Практическая работа №48

Тема 8.4. Рекламные объявления.

1. Рекламные объявления.

Цель работы: Введение и закрепление новой лексики по теме: Рекламные объявления; развитие умения поиска специфической информации; развитие умения написать, разместить и оформить рекламные объявления;

Ход работы: Письменная работа: Рекламные объявления.

How to write an advertisement:

A good advertisement should have:

- a well-targeted headline
- clear design
- well-written text - known as 'copy'

The advert must be tailored to the type of print media and the potential reader's interests and habits. For example, if you sell gardening equipment, you might write a longer advert for a gardening magazine - where you can assume that the reader is already interested in the subject and so is more likely to read all the text. Likewise, you might write a shorter advert for a more general newspaper - where the reader's interest may be less easily sustained.

Headline

- A good headline should catch the reader's attention and make them want to read on. It might ask a question or inspire curiosity. It may refer to a specific problem, eg a bed manufacturer could ask: "Had another bad night's sleep?" Or it may appear to offer the solution to a problem, eg "Ever wanted to know the secret of a good night's sleep?"
- Don't overplay the actual message - people will feel let down if they read on and their expectations are not fulfilled.
- A headline will encourage people to read on if it offers a clear benefit - such as "never have a bad night's sleep again".
- It could also be used to create a fear of missing out in the reader's mind, eg "last few remaining".

Clear design

- The way an advertisement looks plays a big part in attracting and retaining the reader's interest.
- Avoid small or complicated typefaces that are difficult to read. And don't mix too many typefaces in one advertisement - use one or two at most.
- Don't clutter the layout - keep plenty of white space in the advertisement - avoid the temptation to say too much. If your product or service needs more explaining - refer readers to your website or other easily accessible material.

- Ensure your contact details are clearly positioned.

Well-written copy

- The amount of text you include depends on the purpose and size of the advertisement. Businesses that want to advertise a sale might have a very limited amount of text accompanied by a headline and a picture of some of the items on offer.
- Consider the print quality of the newspaper or magazine - a small advert in a poor quality publication will be hard to read.
- If you're writing a lot of text, it should follow on logically from the headline, build a convincing case and prompt a response from the reader. Back up any claims with facts. Magazine readers generally tend to dwell on the contents for longer than newspaper readers, so tailor the length of your copy accordingly.
- Good copy draws attention to the benefits of the product or service rather than focusing solely on the features.
- All the reader wants to know is "what's in it for me?"
- You should always write your advertisements with the reader/viewer - your potential customer - in mind.

Remember that businesses have a duty to ensure their advertising is legal, decent, honest and truthful. You can **[find information on advertising standards on the Advertising Standards Authority website](#)**(link is external).

Практическая работа №49

Тема 8.4. Рекламные объявления.

2. Сбор и заполнение документов. Будущее завершённое время.

Цель работы: Введение и закрепление новой лексики по теме: Рекламные объявления; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, заполнять документы, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Сбор и заполнение документов. Будущее завершённое время.

I. Read and translate:

Job advertising.

The following information is important to include:

job title and description of duties

skills and/or experience required

hours worked, and flexibility with regard to study/exam timetables

location/suburb of the work

pay rate/basis of payment

how to apply and closing date for applications

You'd be amazed how many employers begin recruiting without really knowing what job they are trying to fill. For example, an account manager in a records management company will require an entirely different set of skills than an account manager in an advertising agency. Before you begin recruiting be sure you know what job you are hiring for.

The easiest way to be clear about that is to sit down and write a job specification. Writing a job specification will help you define the tasks, duties and responsibilities of the job. It will also help you decide what skills and qualifications are absolutely necessary to do the job and those that, while not absolutely necessary, you'd really like your new employee to have.

Writing a job specification will also help you get a feel for the kind of person you are looking for.

Choose the best job board

Well, this is what what job site aims to help you with. You can use our search engine to find quality job boards that we think are the best in their field. You can also search for niche job boards for particular job roles, industry sectors or locations.

On the other hand, you may have found your job board on Google, or have used it before, or someone may have recommended it to you: whatever way you go about finding job boards, be sure that the one you are using is the best one for your vacancy.

You wouldn't try to sell your car on a property website. Well, job boards are the same.

Finding the right job board means finding the job board with the best audience for your vacancy. And this involves a little bit of research on your part. You are going to have to ring up the job boards and ask them about their audience. How many people of the kind you are looking for do they have? And talk to a few to get an idea of comparison. It's a little bit of work, but it's worth doing if you really want to fill that job.

Writing the job ad

Writing job ads for job sites is a little different to writing job ads for other media. You have to ensure that job seekers find your job on the job board. For that you'll need to think about the "keywords" and "key phrases" that job seekers will use to search for it. And, of course, to get the people to apply for it, you'll need to write something that makes them want to apply for it. It's a job advertisement you are posting not a job specification. Ads sell things. So, make sure you sell the job.

Monitoring for success

When your job is being advertised on your chosen job board, do check that it is really working. Are you getting good candidates applying? Are you getting anybody applying? If things are going wrong, find out what's wrong and make changes. Talk to your job board account manager. They will be able to help. Luckily, job board advertising isn't a 'one off' bet like a newspaper ad. You can, therefore, make changes in the middle of things and still succeed.

Responding to candidates

Be sure to respond to candidates promptly. It'd be shame to go through all this effort of recruiting on a job board and then blow it by not responding to applicants. Don't let it drag out. You'll create a bad feeling for your company. And remember, these candidates might just be your customers too. Treat them with respect.

II. Future Perfect Tense.

Действие, которое будет закончено до определенного момента или другого действия в будущем.

Future Perfect описывает действие, которое уже будет завершено до определенного момента в будущем, или до того, как начнется другое действие, при этом часто могут употребляться такие выражения времени, как, например: **by the time ...** - к тому моменту, времени, как ...; **by that time, by then** - к этому времени, к тому времени; **before** – прежде, чем; **after** – после того, как; и т.п.

Например:

By next November, I **will have received** my promotion.

К следующему ноябрю я *получу* повышение.

By the time he *gets* home, she **will have cleaned** the entire house.

К тому времени, когда он придет домой, она *приберется* во всем доме.

I **will not have finished** this test by 3 o'clock.

Я *не закончу* этот тест к 3 часам.

Will she **have learned** enough Chinese to communicate before she *moves* to Beijing?

Она уже *сможет* общаться на китайском, до того, как переедет в Пекин?

Sam **will** probably **have completed** the proposal by the time he *leaves* this afternoon.

Скорее всего, Сэм *закончит* план до того, как он уйдет после полудня.

By the time I *finish* this course, I **will have taken** ten tests.

К тому моменту, когда я закончу этот курс, я *пройду* десять тестов.

How many countries **will** you **have visited** by the time you *turn* 50?

Сколько стран ты *посетишь* к тому времени, когда тебе исполнится пятьдесят лет?

Обратите внимание, что действия в придаточных предложениях (такие действия *выделены курсивом*) выражены в **Simple Present**, а не в **Simple Future**. Это объясняется тем, что эти действия находятся в придаточных предложениях времени, в которых не используется будущее время (см. объяснение ниже).

Длительное действие, которое завершится до определенного момента или другого действия в будущем Future Perfect используется с глаголами недлительной группы и с глаголами смешанной группы, которые не могут использоваться в длительном времени, для обозначения длительного действия, которое завершится до определенного момента или другого действия в будущем. Это действие могло начаться еще в прошлом, и может продолжаться вплоть до указанного момента в будущем, либо оно может начаться лишь в будущем, и закончиться до другого момента в будущем.

Например:

I **will have been** in London for six months by the time I leave.

Я буду находиться в Лондоне шесть месяцев к тому моменту, когда я его покину.

By Monday, Susan **will have had** my book for a week.

К понедельнику Сьюзан *будет держать* мою книгу уже неделю.

Несмотря на то, что использование **Future Perfect** в данном значении ограничено глаголами неопределенной группы и глаголами смешанной группы, которые не могут использоваться в длительном времени, глаголы **live, work, teach и study** тоже иногда могут использоваться таким образом, хотя они и **не являются** глаголами неопределенной группы.

Будущее время не употребляется в придаточных предложениях времени

Future Perfect, как и все будущие времена, не используется в придаточных предложениях, начинающихся с наречий времени, как, например: **when** - когда; **while** – когда, пока; **before** - прежде; **after** - после; **by the time** – к тому времени, как; **as soon as** – как только; **if** - если; **unless**– если не; и т.п. Вместо Future Perfect в таком случае используется Present Perfect.

Например:

I am going to see a movie when I **will have finished** my homework. (*Неверно.*)

I am going to see a movie when I **have finished** my homework. (*Верно.*)

Я посмотрю фильм, когда *закончу* свои домашние задания.

Практическая работа №50

Тема 8.5.Строительные объекты.

1. Приготовления к поездке на строительные объекты.

Цель работы: Введение и закрепление новой лексики по теме: Строительные объекты; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Приготовления к поездке на строительные объекты.

I. Read and translate:

Being a construction plant operator, you'd deal with the equipment and machinery utilized on forestry, construction sites, railways and road works.

You may utilize some of the machines given as below:

- whacker plates and compactors utilized for leveling out area of work
- mobile elevated-work platforms e.g. cherry pickers
- 180 and 360 degree excavators: JCBs
- mobile and rough terrain cranes, and static tower-cranes
- dumper trucks and earthmoving bulldozers

You'd also utilize telescopic handlers and forklifts to transfer and unload construction materials at the worksite.

Besides driving and handling plant equipment, you'd execute daily routine safety inspections, alter shovels, buckets and other components and maintain machinery.

Based on your work, you may work with a banksman or bankswoman, who will guide you by radio/signals if your visibility was limited, or examine excavation's the depth and position at ground-level.

Qualification, Education and Experience:

You don't always require qualifications to be a construction plant operator. Few employers/companies might ask for some GCSE grades into subjects such as design and technology, Mathematics, and English, or similar professional qualifications, such as the BTEC: Preliminary Diploma/Certificate into Construction.

You can discover work chance as a laborer to get work experience. Your employer/company might provide you with training into plant operation, while you're working.

Then again, you can gain entry to this profession by a construction Traineeship. The availability of Traineeships within your sector will rely on the regional employment market and the kind of abilities employers want from employees.

Preceding experience of driving LGVs/forklifts might provide you a benefit while searching for job.

Contact Construction Skills, for further details regarding construction qualifications, careers and training. The Know Your-Place campaign aspires to endorse the construction business as an option of career for women.

Training Details:

Usually, you'd get training at the work, guiding to NVQs, like Second Level NVQ into Plant Operations.

The NVQ qualification has choices into:

compaction tools

power tools: telescopic handlers

cranes and lifting machinery

moving loads

earthmoving and extraction machinery

There are also choices for rail and barge work, signaler or slinger work, and disassembling rigs and cranes.

By experience, you can proceed to Third level NVQ qualification in Construction Plant and Equipment-Supervision.

Your employer/company might organize training for getting a PAL (Powered Access License). This License shows that you are able to handle MEWPs (mobile elevated-work platforms) at worksite. Check the website of IPAF (International Powered Access Federation), for further details regarding PALs and training course providers.

Contact Construction Plant Hire Association and Construction Skills, for information about trainers of construction plant. Construction Skills also has directory of NVQ course providers by district on website.

CPCS: Construction Plant-Competence Scheme

The majority of contractors prefer you to contain a CPCS card to operate at worksite. This card is a proof of your abilities and which shows that you've passed related health and safety examinations. For additional information, check the website of Construction Skills.

Skills and knowledge:

excellent concentration powers

the capability to work at heights for few jobs

practical abilities

an understanding of secure working procedures

the capability to work as per detailed directives

high standard of physical-fitness for working at heights and altering bulky attachments

the capability to work by yourself and with a team

an understanding of automobile mechanism

excellent communication abilities

You'd employ most of your working time outside in all climate conditions, which can be dirty and noisy. You might have to operate at heights, e.g. while handling a tower crane. You'd put on protecting outfits for all works.

You'd voyage between different works, and few contracts might include overnight-stays away from house.

Different Opportunities:

You can work with plant hire firms, civil engineering and construction contractors, and regional authorities. You might also discover work opportunities overseas.

By experience, you can progress to estimating, site supervision or construction management. You can be a plant co-ordinator, choosing the machinery required for every new work and evaluating new machinery. You can also work in Plant equipment sales.

You can also establish your own firm, operating on a basis of labor only for contractors or as an owner operator.

Check out latest resume samples like construction trade helper resumes, construction superintendent resumes and construction laborer resumes for your corresponding career

Практическая работа №51

Тема 8.5. Строительные объекты.

2. Выполнение упражнений по теме: Завершенное время.

Цель работы: Введение и закрепление новой лексики по теме: Строительные объекты; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по теме: завершенное время.

I. Fill in the correct form verb in either the future perfect simple or future perfect progressive tense:

1. Tamara will have completed her Bachelor's Degree by June. (complete)
2. The customer service department will have been operating for 2 years by then. (operate)
1. By the time I start my shift, Dr. Frazier _____ for 18 hours straight. (work)
2. Sheila _____ the scholarship by the time she starts school in September. (get)
3. By this time next month, I hope they _____ building the community center. (finish)

4. Professor Adams _____ at this university for 25 years by the time he retires in June. (teach)
5. By this time tomorrow night we _____ in Australia. (arrive)
6. _____ he _____ the message by the time your flight takes off? (receive)
7. Dana _____ the night shift by the time you get up in the morning. (not finish)
8. The team _____ at the exhibition for five hours by the time I arrive there. (work)
9. By the time we get on the plane, they _____ already _____ the luggage. (load)
10. By 2025, I hope researchers _____ a cure for cancer. (find)

Раскройте скобки, употребляя глаголы в одном из будущих времен: *Future Simple, Future Continuous* или *Future Perfect*:

1. I (to do) my homework tomorrow.
2. I (to do) my homework at six o'clock tomorrow.
3. I (to do) my homework by six o'clock tomorrow.
4. When I come home tomorrow, my family (to have) supper.
5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come.
6. Don't come to my place tomorrow. I (to write) a composition the whole evening.
7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening.
8. What you (to do) tomorrow?
9. What you (to do) at eight o'clock tomorrow?
10. You (to play) volley-ball tomorrow?
11. You (to do) this work by next Sunday?
12. When you (to go) to see your friend next time?
13. How many pages you (to read) by five o'clock tomorrow?
14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

Change the following sentences into the future perfect tense:

1. She will win the highest award.
2. He will realize his mistake.
3. She will finish her studies by the end of this year.
4. You will hear from us.
5. They will not reach the city before midnight.
6. We will work on this project for six years.
7. He will waste all his money.

Put each verb in brackets into a suitable verb form. Future simple, future continuous or future perfect?

1. By the end of the week he (spend) all his money.
2. I suppose the concert (finish) about 6.
3. I (tell) you everything when I go back.
4. Sorry, but I can't come at 5. I (play) football with my mates.
5. I think she (pass) tomorrow's exam.
6. John is very upset today. I (try) to talk to him.
7. This time next week I (relax) at the beach.
8. Don't phone me between 8 a.m. and 12 p.m. I (work).
9. In half an hour everybody (watch) the film.
10. Next month we (be married) for 25 years.
11. I can visit you at 5. We (finish) the game by then.
12. Tomorrow she (write) a very important exam.
13. By the time you arrive, she (go).
14. I (be) very sad if you do that.
15. This time tomorrow I (fly) to France.

Раздел 9. Инновации в строительстве.

Практическая работа №52

Тема 9.1. Инновации в строительстве.

Цель работы: Введение и закрепление новой лексики по теме: Инновации в строительстве; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Инновации в строительстве.

I. Read and translate the text:

THE METAL ROOF STRUCTURES

The metal roof structures typically comprise a series of parallel rafter beams extending across the building in one direction and purlins parallel to each other mounted on top of the

rafters extending in a direction normal to the rafters. Insulation material in long sheets are then placed between the purlins. The sheets of insulation are stretched to prevent sagging between the purlins, and the hard roofing material is attached over the insulation material and onto the purlins. The stretching of the insulation material can be dangerous for the workers on top of the previously laid hard roofing material and often poor alignment results. The poor alignment can cause gaps of insulation material and create a thermal short circuit. Therefore, supporting the insulation material is desirable both for safety reasons and to eliminate the formation of gaps.

Various methods have been used to support the insulation material and these include mounting support straps, wire or wire mesh to adjacent purlins to form a lattice. A sheet, typically made of vinyl and acting as a vapor barrier, is then rolled onto the lattice, and insulation material is placed between the adjacent purlins and over the sheet. The installation of the lattice must be done from underneath the roof structure which requires scaffolding or lifting equipment. Since the lattice encompasses the entire roof, installation is costly and time consuming. Once the hard roofing material is mounted on the purlins, the sheet can support the insulation material and the lattice no longer serves any useful purpose.

Some systems dispense with the lattice and use the sheet itself to support the insulation material. The support sheet is draped from the adjacent purlins and creates an insulating area directly above the support sheet in which the insulation material is placed. However, the support sheet sags between the purlins and results in a small vertical height at the sides adjacent to the purlins. When the insulation material is placed onto the support sheet and the hard roofing material is mounted upon the purlins, the result is a compression of the insulation material at the edges of the insulating area and a loss of thermal value.

An additional step when draping the insulation material is to use clips to hold the support sheet onto a bottom portion of the purlin. The clips are fastened to the bottom of the purlin and must be installed from underneath the roof structure. Although the insulating area is increased at the sides, the installation cost is increased because of the need for the workers to work on scaffolding or lifting equipment.

It would be desirable to have a system of building a metal roof structure that is inexpensive and simple to construct and provides for an insulation support system which enables the full thickness of the insulation blanket to be used.

Практическая работа №53

Тема 9.2. Виды материалов.

Цель работы: Введение и закрепление новой лексики по теме: Виды материалов; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Инновации в строительстве: виды материалов. Завершенное длительное время.

I. Read and translate the text:

THE MOST IMPORTANT AND WIDELY USED BUILDING MATERIALS

The civil engineer must be able to select and adapt such materials of construction that will give the most effective result by the most economical means.

Timber, steel and concrete all vary, sometimes over considerable ranges in the properties desired by the engineer.

Lime, gypsum and cement are the three materials most widely used in building construction for the purpose of binding together masonry units, such as stone, brick and as constituents of wall plaster.

Cement is the most important component of concrete. These materials form very important elements in all masonry structures.

The most important building materials may now be considered to be structural steel and concrete. Concrete may be considered an artificial conglomerate of crushed stone, gravel or similar inert material with a mortar. A mixture of sand, screenings or similar inert particles with cement and water, which has the capacity of hardening into rocklike mass is called mortar. The fundamental object in proportioning concrete or mortar mixes is the production of a durable material of requisite strength, watertightness and other essential properties at minimum cost. The most accurate method of measuring proportions is to weigh the required quantities of each material.

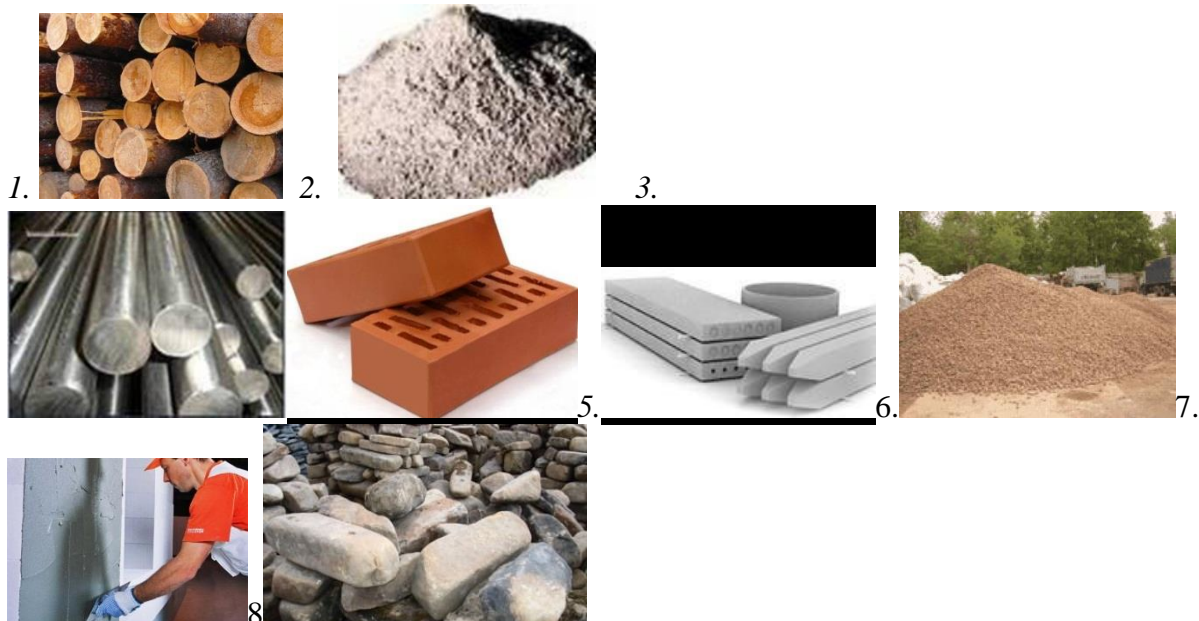
Lime. whether used for plastering or with brick and stone, is indispensable in building. Lime manufacture is an important industry. The lime of commerce is made from limestone, fragments of marble.

Timber. Wood varies greatly in hardness, and some otherwise desirable timbers may be almost too hard to work, e. g. quebracho. Wood can usually be split along the fibres but must be cut across them.

An important branch of the timber industry consists in preserving wood from putrefaction.

Brick. Common building brick is made of clay containing a considerable proportion of fine sand.

The material is kneaded with water, and the mass is pressed through a rectangular opening and cut crosswise with wires. The presence of the sand lowers the plasticity of the raw material, but decreases its tendency to crack, twist, or shrink during drying. The fully dried material is heated until it begins to vitrify. This means that temperature is finally reached at which the more fusible components of the mixture begin to melt to a liquid, which flows around the unfused particles, cementing them firmly together. When it has been carried the ceramic material is said to be completely vitrified.



II. Perfect Continuous (Длительное завершённое)

- Indefinite (Simple).
- Continuous (Progressive).
- Perfect (Завершённое).
- Perfect Continuous (Длительное завершённое).

Время	Личные местоимения	Глагольная форма		Случаи употребления
		Вспом. гл.	Смысл. гл.	
Present	Действительный залог			Длительное действие, начавшееся в прошлом и все еще продолжающееся , либо закончившееся только что (с указанием длительности периода)
	I, we, you, they	have been	IV	
	he, she, it	has been		
	I have(I've) been <u>waiting</u> for you for 3 hours. - <i>Я жду тебя уже в течении 3-х часов. = Я ждал тебя уже в течении 3-х часов.</i> Have I been waiting? I have not been waiting.			
	Формы страдательного залога нет.			
Past	Действительный залог			Длительное действие, начавшееся в прошлом и продолжаю-
	I, he, she, it, we, you, they	had been	IV	

	<p>I had (I'd) been<u>waiting</u> for you for three hours before she <u>came</u>. - <i>Я уже прождал тебя в течение трех часов до того, как она пришла.</i> Had I been waiting? I had not been waiting.</p>			щеся (или только что закончившееся) в момент наступления другого прошедшего действия , выраженного в Past Indefinite.
	Формы страдательного залога нет.			
Future	Действительный залог			Будущее длительное действие, которое начнется ранее другого будущего действия и будет еще продолжаться в момент его наступления или закончится к этому моменту.
	I, we	shall have been	IV	
	he, she, it, you, they	will have been		
	I shall have been <u>waiting</u> for you for three hours before she <u>comes</u> . - <i>Я буду ждать тебя уже в течение трех часов до того, как она придет.</i> Shall I have been asking? I shall not have been asking.			
	Формы страдательного залога нет.			
Future in the Past	Действительный залог			Употребляется в придаточных предложениях вместо простого Future тогда, когда сказуемое главного предложения стоит в прошедшем времени .
	I, we	should have been	IV	
	he, she, it, you, they	would have been		
	I <u>said</u> that I should have been <u>waiting</u> for you for three hours before she <u>comes</u> . - <i>Я сказал, что я буду ждать тебя уже в течение трех часов до того, как она придет.</i>			
	Формы страдательного залога нет.			

Exercise: Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous*.

1. He (to run) now. He (to run) for ten minutes without any rest.
2. What they (to do) now? — They (to work) in the reading-room. They (to work) there for already three hours.
3. Where he (to be) now? — He (to be) in the garden. He (to play) volley-ball with his friends. They (to play) since breakfast time.

4. I (to live) in St. Petersburg. I (to live) in St. Petersburg since 1990.
5. She already (to do) her homework for two hours; but she (not yet to do) half of it.
6. I (to wait) for you since two o'clock.
7. What you (to do)? — I (to read). I (to read) for already two hours. I already (to read) sixty pages.
8. This man (to be) a writer. He (to write) books. He (to write) books since he was a young man. He already (to write) eight books.
9. What you (to do) here since morning?
10. Lena is a very good girl. She always (to help) her mother about the house. Today she (to help) her mother since morning. They already (to wash) the floor and (to dust) the furniture. Now they (to cook) dinner together.
11. This is the factory where my father (to work). He (to work) here for fifteen years.
12. You (to find) your note-book? — No! I still (to look) for it. I already (to look) for it for two hours, but (not yet to find) it.
13. You (to play) with a ball for already three hours. Go home and do your homework.

Практическая работа №54

Тема 9.3. Строительство домов.

Цель работы: Введение и закрепление новой лексики по теме: Строительство домов; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Мы строим дом. Завершенное время.

I. Read and translate the text:

Text.

Different kinds of building are being erected now in our country and abroad. A house is a complex structure consisting of many parts: footings and foundations, a basement, a roof, different types of walls, partitions and floors, ceilings, stairs etc.

Footings and foundations are used to carry the load of the whole structure, to stabilize the soil and to prevent the house from settling. Most of the houses have basements.

A roof is the top most part of a house, it covers the building, ties the walls and gives firmness and strength to the structure.

Walls support the weight of floors and roofs and may be hollow or solid in construction.

Floors. The tiers or levels dividing a building into storeys are called floors. They should be of fire-resisting materials capable of carrying heavy beams, hollow blocks laid on metal framework.

Partitions are inner walls used to divide buildings into rooms, corridors, entrance halls, ladders and other premises.

Sometimes partitions act as support for the joints of floors, ceiling and purlings (beams).

Stairs are used for communication between storeys. They consist of flights of stairs, landings and banisters. A ladder, a "fire-escape", backstairs – these are terms for different types of stairs, depending on their purposes.

Text.

The type and function of a building influence its choice of design, building materials and technology of its erection. But the common and most necessary conditions are stability of the construction to various human needs.

The building must be expressive and beautiful from the architectural point of view. It must express the technological development of the society and the contemporary trends in the design.

The evolution of the technique is conditioned by two factors: economic and aesthetic.

Each type of a structure demands its own constructional solution and techniques up-to-date industrial buildings have demonstrated the advantages of such units and forms as precast slabs and panels, reinforced concrete arches, glass walls and so on.

The improvement of the residential houses represents a visible rise in the general level of living standards. Everything is done to meet the requirements and to make comfort for people.

All types of buildings should not be only functional but also comfortable and pleasant to look at.

II. Present Perfect или Past Simple.

Одной из самых распространенных трудностей английского языка для русскоговорящего человека является различие Present Perfect и Past Simple. А так ли это важно? Есть ли разница между следующими предложениями?

- Иван Тараскин **родился** в 1970 году.
- Иван Тараскин **пошел** в школу в 1976 году.
- Иван Тараскин **был** в Лондоне 3 раза.

Родился, пошел, был – все три глагола стоят у нас в прошедшем времени. Поэтому я употребляю Past Simple для всех 3 предложений и сначала возмущусь, когда мне скажут, что по-английски они будут звучать следующим образом.

- Ivan Taraskin **was born** in 1970. (Past Simple)
- Ivan Taraskin **went** to school in 1976. (Past Simple)
- Ivan Taraskin **has been** to London 3 times.

Представьте себе, что если бы Вы сказали:

- Ivan Taraskin **went** to London 3 times

Эта ошибка стоила бы ему жизни! Почему? Да потому что в английском языке прошедшее время употребляется, когда действие уже не может повториться в указанный период времени. А в нашем случае оно не может повториться только если человека уже нет на свете.

- Ivan Taraskin **has been** to London 3 times (к настоящему моменту он был в Лондоне 3 раза и может туда еще поехать)
- Ivan Taraskin **went** to London 3 times (больше не может туда поехать)

Когда Вы хотите сказать, что посмотрели (к моменту речи) 4000 фильмов, съели 50 кг шоколада или познакомились с 100 людьми, нужно употреблять Present Perfect, то есть have/has(для he/she/it)+ 3 форма глагола.

- Настоящее завершённое время – это камень преткновения для многих изучающих английский язык. Во-первых, потому, что оно не так прозрачно и понятно, как ***Simple*** или ***Continuous***. Действительно: простое время –, однократные, регулярные простые действия; продолженное время – протяженные, длительные действия. А вот завершённое время – это отнюдь не всегда законченное действие. Поэтому это тот нередкий случай, когда нужно просто вызубрить случаи употребления времени. Во-вторых, само время называется НАСТОЯЩЕЕ завершённое, а обозначает оно действия в ПРОШЛОМ.

И в-третьих, между ***Present perfect*** и ***Past simple*** проходит очень тонкая грань, и ее тоже нужно соблюдать.

Итак, давайте разберем каждое из этих трёх противоречий в отдельности.

1. Какие действия мы называем завершёнными? Это действия обязательно в прошлом, которые были завершены недавно, только что и т.д. То есть те действия, которые относительно недалеко от настоящего времени. Поэтому оно так и называется – НАСТОЯЩЕЕ завершённое, потому что имеет связь с настоящим и должно быть завершено к настоящему моменту времени.

2. Как мы только что договорились, настоящее завершённое время называется так, потому что обозначает действия в прошлом, тем или иным образом связанные с НАСТОЯЩИМ временем:

Эти действия могут иметь осязаемый результат или доказательство в настоящем времени: *Anna has graduated from university.* (Анна закончила университет. Результат – в настоящее время у Анны есть диплом, Вы его можете потрогать, например).

Это действие – новость, новая информация, которую вы кому-либо сообщаете: *The police have caught the thief.* (Полиция поймала вора. Это новость).

I have prepared for the seminar in biology. (Я приготовился к семинару по биологии. Результат – сейчас у меня в голове содержится какая-либо информация по биологии, вы ее можете услышать).

The grandfather has painted the roof. (Дедушка покрасил крышу. Результат – крыша теперь другого цвета, вы это можете видеть).

Jack has finally got his driver license! (Джек наконец-то получил права! Это новая информация, которую вы сообщаете другу, коллеге и т.д.)

3. Какая же разница между *Past simple* и *Present perfect*, если оба эти времени передают действия в прошлом? Схематически ***Past simple*** можно изобразить так:

Такой рожицей в нашем графике обозначено само действие. То есть Вы видите, что оно происходит в определенное, четкое время: *in 1970, last Friday, yesterday etc...*



А теперь давайте посмотрим, как расположено действие во временном пространстве в ***Present perfect***.



Видите разницу? Действия в настоящем завершённом – только те, которые ооооочень близки к настоящему моменту времени, имеют связь с ним и НЕ ОБОЗНАЧЕНЫ ОПРЕДЕЛЕННЫМ ВРЕМЕНЕМ.

Каково же строение **Present perfect**? В этом времени у нас есть вспомогательный глагол – **have**. Это значит, что после местоимений **he/ she/ it** оно меняется на **has**. Основной же глагол идет с окончанием **-ed** (если он правильный), либо в третьей форме/ форме причастия (если он неправильный). Так что не зря все-таки учится наш внушительный список неправильных глаголов! Рассмотрим примеры сначала с правильным глаголом:

- Дедушка покрасил крышу. - The grandfather has painted the roof.
- Дедушка не покрасил крышу. – The grandfather has not painted the roof. – The grandfather hasn't painted the roof.
- Дедушка покрасил крышу? – Has the grandfather painted the roof? – Yes, he has. / No, he hasn't.

А теперь с неправильным:

- Мы купили машину (это новость). – We have bought a car.
- Мы не купили машину. – We have not bought a car. - We haven't bought a car.
- Вы купили машину? – Have you bought a car? – Yes, we have. / No, we haven't.

Упражнения 1. Раскройте скобки, употребляя глаголы в требующейся форме, так чтобы получить Present Continuous или Present Perfect.

1. What are you (to talk) about?
2. We have just (to talk) about it.
3. He has just (to say) something about it.
4. She is (to tell) them some interesting story.
5. He has (to tell) us nothing about it.
6. She has (to tell) them some stories about dogs.
7. We have (to have) two lessons today.
8. They are (to have) a meeting.
9. She has not (to speak) yet.
10. They have (to ask) me several questions.
11. He has already (to learn) the rule.
12. I am (to write) an exercise.
13. What is he (to do)? , — He is (to read) a newspaper.
14. Have you (to | read) any stories by Jack London?
15. What are you (to do) here? — I am (to write) a letter to my friends.
16. Who has (to write) this article?
17. What language are you (to study)?
18. We have already (to learn) a lot of English words.
19. What is she (to teach) them?
20. Who has (to teach) you to do it?

21. He has just (to do) something for us.

Упражнение на *The Present Perfect Progressive Tense*

Вставьте подходящие по смыслу глаголы, поставив их в форму Настоящего Завершённо-длительного времени.

He _____ stamps since 7 years.

- Why are you so tired? – I _____ all this time.

The girl _____ for an hour. Now she looks quite calm.

I _____ this book for a week.

The boy _____ the floor for two hours.

My friend is an painter. He _____ his last picture for six months.

It _____ for a year.

I _____ as a professional football player for two years.

Jim has got a new job. He _____ as a salesman since Friday.

My mother _____ the dinner for half an hour. I'm already hungry.

(To wash, to work, to read, to last, to cook, to collect, to play, to cry, to paint, to run)

Практическая работа №55

Тема 9.4. Сопротивление материалов.

Цель работы: Введение и закрепление новой лексики по теме: Сопротивление материалов; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Сопротивление материалов. Завершенное длительное время.

I. Read and translate the text:

STRENGTH OF MATERIALS

Mechanics of materials, also called strength of materials, is a subject which deals with the behavior of solid objects subject to stresses and strains. The complete theory began with the consideration of the behavior of one and two dimensional members of structures, whose states of stress can be approximated as two dimensional, and was then generalized to three dimensions to develop a more complete theory of the elastic and plastic behavior of materials. An important founding pioneer in mechanics of materials was Stephen Timoshenko.

The study of strength of materials often refers to various methods of calculating the stresses and strains in structural members, such as beams, columns, and shafts. The methods employed to predict the response of a structure under loading and its susceptibility to various failure modes takes into account the properties of the materials such as its yield strength, ultimate strength, Young's Modulus, and Poisson's ratio; in addition the mechanical element's macroscopic properties (geometric properties), such as its length, width, thickness, boundary constraints and abrupt changes in geometry such as holes are considered.

Air-Conditioning.

The term air-conditioning is often used loosely to describe any ventilation system with fan and heater.

Ventilating is the process of "changing" or replacing air in any space to provide high indoor air quality (i.e. to control temperature, replenish oxygen, or remove moisture, odors, smoke, heat, dust, airborne bacteria, and carbon dioxide). Ventilation is used to remove unpleasant smells and excessive moisture, introduce outside air, to keep interior building air circulating, and to prevent stagnation of the interior air.

Ventilation includes both the exchange of air to the outside as well as circulation of air within the building. It is one of the most important factors for maintaining acceptable indoor air quality in buildings. Methods for ventilating a building may be divided into mechanical/forced and natural types.

"Mechanical" or "forced" ventilation is used to control indoor air quality. Excess humidity, odors, and contaminants can often be controlled via dilution or replacement with outside air. However, in humid climates much energy is required to remove excess moisture from ventilation air.

Ventilation increases the energy needed for heating or cooling, however heat recovery ventilation can be used to mitigate the energy consumption. This involves heat exchange between incoming and outgoing air. Energy recovery ventilation additionally includes exchange of humidity.

Kitchens and bathrooms typically have mechanical exhaust to control odors and sometimes humidity. Kitchens have additional problems to deal with such as smoke and grease (see kitchen ventilation). Factors in the design of such systems include the flow rate (which is a function of the fan speed and exhaust vent size) and noise level. If ducting for the fans traverse unheated space (e.g., an attic), the ducting should be insulated as well to prevent condensation on the ducting. Direct drive fans are available for many applications, and can reduce maintenance needs.

Ceiling fans and table/floor fans circulate air within a room for the purpose of reducing the perceived temperature because of evaporation of perspiration on the skin of the occupants. Because hot air rises, ceiling fans may be used to keep a room warmer in the winter by circulating the warm stratified air from the ceiling to the floor. Ceiling fans do not provide ventilation as defined as the introduction of outside air.

Natural ventilation is the ventilation of a building with outside air without the use of a fan or other mechanical system. It can be achieved with openable windows or trickle vents when the spaces to ventilate are small and the architecture permits. In more complex systems warm air in the building can be allowed to rise and flow out upper openings to the outside (stack effect) thus forcing cool outside air to be drawn into the building naturally through openings in the lower areas. These systems use very little energy but care must be taken to ensure the occupants' comfort. In warm or humid months, in many climates, maintaining thermal comfort solely via natural ventilation may not be possible so conventional air conditioning systems are used as backups. Air-side economizers perform the same function as natural ventilation, but use mechanical systems' fans, ducts, dampers, and control systems to introduce and distribute cool outdoor air when appropriate.

II. Present Perfect или Past Simple.

Одной из самых распространенных трудностей английского языка для русскоговорящего человека является различие Present Perfect и Past Simple. А так ли это важно? Есть ли разница между следующими предложениями?

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- Иван Тараскин **пошел** в школу в 1976 году.

- Иван Тараскин **был** в Лондоне 3 раза.

Родился, пошел, был – все три глагола стоят у нас в прошедшем времени. Поэтому я употребляю Past Simple для всех 3 предложений и сначала возмущусь, когда мне скажут, что по-английски они будут звучать следующим образом.

- Ivan Taraskin **was born** in 1970. (Past Simple)
- Ivan Taraskin **went** to school in 1976. (Past Simple)
- Ivan Taraskin **has been** to London 3 times.

Представьте себе, что если бы Вы сказали:

- Ivan Taraskin went to London 3 times

Эта ошибка стоила бы ему жизни! Почему? Да потому что в английском языке прошедшее время употребляется, когда действие уже не может повториться в указанный период времени. А в нашем случае оно не может повториться только если человека уже нет на свете.

- Ivan Taraskin **has been** to London 3 times (к настоящему моменту он был в Лондоне 3 раза и может туда еще поехать)
- Ivan Taraskin **went** to London 3 times (больше не может туда поехать)

Когда Вы хотите сказать, что посмотрели (к моменту речи) 4000 фильмов, съели 50 кг шоколада или познакомились с 100 людьми, нужно употреблять Present Perfect, то есть have/has(для he/she/it)+ 3 форма глагола.

- Настоящее завершённое время – это камень преткновения для многих изучающих английский язык. Во-первых, потому, что оно не так прозрачно и понятно, как Simple или Continuous. Действительно: простое время –, однократные, регулярные простые действия; продолженное время – протяженные, длительные действия. А вот завершённое время – это отнюдь не всегда законченное действие. Поэтому это тот нередкий случай, когда нужно просто вызубрить случаи употребления времени. Во-вторых, само время называется НАСТОЯЩЕЕ завершённое, а обозначает оно действия в ПРОШЛОМ.

И в-третьих, между *Present perfect* и Past simple проходит очень тонкая грань, и ее тоже нужно соблюдать.

Итак, давайте разберем каждое из этих трёх противоречий в отдельности.

1. Какие действия мы называем завершёнными? Это действия обязательно в прошлом, которые были завершены недавно, только что и т.д. То есть те действия, которые относительно недалеки от настоящего времени. Поэтому оно так и называется – НАСТОЯЩЕЕ завершённое, потому что имеет связь с настоящим и должно быть завершено к настоящему моменту времени.

2. Как мы только что договорились, настоящее завершённое время называется так, потому что обозначает действия в прошлом, тем или иным образом связанные с НАСТОЯЩИМ временем:

Эти действия могут иметь осязаемый результат или доказательство в настоящем времени: Anna has graduated from university. (Анна закончила университет. Результат – в настоящее время у Анны есть диплом, Вы его можете потрогать, например).

Это действие – новость, новая информация, которую вы кому-либо сообщаете: The police have caught the thief. (Полиция поймала вора. Это новость).

I have prepared for the seminar in biology. (Я приготовился к семинару по биологии. Результат – сейчас у меня в голове содержится какая-либо информация по биологии, вы ее можете услышать).

The grandfather has painted the roof. (Дедушка покрасил крышу. Результат – крыша теперь другого цвета, вы это можете видеть).

Jack has finally got his driver license! (Джек наконец-то получил права! Это новая информация, которую вы сообщаете другу, коллеге и т.д.)

3. Какая же разница между *Past simple* и *Present perfect*, если оба эти времени передают действия в прошлом? Схематически *Past simple* можно изобразить так:

Такой рожицей в нашем графике обозначено само действие. То есть Вы видите, что оно происходит в определенное, четкое время: *in 1970, last Friday, yesterday etc...*



А теперь давайте посмотрим, как расположено действие во временном пространстве в *Present perfect*.



Видите разницу? Действия в настоящем завершеном – только те, которые ооооочень близки к настоящему моменту времени, имеют связь с ним и НЕ ОБОЗНАЧЕНЫ ОПРЕДЕЛЕННЫМ ВРЕМЕНЕМ.

Каково же строение *Present perfect*? В этом времени у нас есть вспомогательный глагол – *have*. Это значит, что после местоимений *he/ she/ it* оно меняется на *has*. Основной же глагол идет с окончанием *-ed* (если он правильный), либо в третьей форме/ форме причастия (если он неправильный). Так что не зря все-таки учился наш внушительный список неправильных глаголов! Рассмотрим примеры сначала с правильным глаголом:

- Дедушка покрасил крышу. - The grandfather has painted the roof.
- Дедушка не покрасил крышу. – The grandfather has not painted the roof. – The grandfather hasn't painted the roof.
- Дедушка покрасил крышу? – Has the grandfather painted the roof? – Yes, he has. / No, he hasn't.

А теперь с неправильным:

- Мы купили машину (это новость). – We have bought a car.
- Мы не купили машину. – We have not bought a car. - We haven't bought a car.
- Вы купили машину? – Have you bought a car? – Yes, we have. / No, we haven't.

Exercise: Раскройте скобки, употребляя глаголы в *Present Perfect*, *Past Simple*, *Past Continuous* или *Past Perfect*.

1. I just (to see) Jack.

2. She (to wash) the dishes from five till six.
- . Look! She (to draw) a very nice picture.
4. At this time yesterday I (to talk) to my friend.
5. The TV programme (to begin) before I (to come) home.
6. I (not to eat) icecream since summer.
7. I understood that she (not to read) my letter.
8. She (to do) the rooms when I (to come) home.
9. It's all right: she (to find) the way out of the situation.
10. He (to come) home late yesterday.
11. She is very glad: she (to finish) her composition at last.
12. He (to translate) the whole text by eleven o'clock.
13. I never (to be) to Rome.
14. Last year we (to work) very much.
15. When I (to have) breakfast, I went to school.
16. I (not to see) you for ages! I am very glad to see you.
17. When you (to see) the "Swan Lake"?
18. My sister already (to graduate) from the institute.
19. He repaired the toy which his brother (to break) the day before.
20. I (to see) an interesting TV programme this week.
21. You ever (to be) to Trafalgar Square?
22. They (to cook) the whole day yesterday.

Практическая работа №56

Тема 9.5. Техника безопасности.

Цель работы: Введение и закрепление новой лексики по теме: Техника безопасности; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Техника безопасности. Будущее завершённое время.

I. Read and translate:

SAFETY INFORMATION

When people or animals are present in buildings, ventilation air is necessary to dilute odors and limit the concentration of carbon dioxide and airborne pollutants such as dust, smoke and volatile organic compounds (VOCs). Ventilation air is often delivered to spaces by mechanical systems which may also heat, cool, humidify and dehumidify the space. Air movement into buildings can occur due to uncontrolled infiltration of outside air through the building fabric (see stack effect) or the use of deliberate natural ventilation strategies. Advanced air filtration and treatment processes such as scrubbing, can provide ventilation air by cleaning and recirculating a proportion of the air inside a building.

II.

Future Perfect Tense.

Действие, которое будет закончено до определенного момента или другого действия в будущем.

Future Perfect описывает действие, которое уже будет завершено до определенного момента в будущем, или до того, как начнется другое действие, при этом часто могут употребляться такие выражения времени, как, например: **by the time ...** - к тому моменту, времени, как ...; **by that time, by then** - к этому времени, к тому времени; **before** – прежде, чем; **after** – после того, как; и т.п.

Например:

By next November, I **will have received** my promotion.

К следующему ноябрю я *получу* повышение.

By the time he *gets* home, she **will have cleaned** the entire house.

К тому времени, когда он придет домой, она *приберется* во всем доме.

I **will not have finished** this test by 3 o'clock.

Я *не закончу* этот тест к 3 часам.

Will she **have learned** enough Chinese to communicate before she *moves* to Beijing?

Она уже *сможет* общаться на китайском, до того, как переедет в Пекин?

Sam **will probably have completed** the proposal by the time he *leaves* this afternoon.

Скорее всего, Сэм *закончит* план до того, как он уйдет после полудня.

By the time I *finish* this course, I **will have taken** ten tests.

К тому моменту, когда я закончу этот курс, я *пройду* десять тестов.

How many countries **will you have visited** by the time you *turn* 50?

Сколько стран ты *посетишь* к тому времени, когда тебе исполнится пятьдесят лет?

Обратите внимание, что действия в придаточных предложениях (такие действия *выделены курсивом*) выражены в **Simple Present**, а не в **Simple Future**. Это объясняется тем, что эти действия находятся в придаточных предложениях времени, в которых не используется будущее время (см. объяснение ниже).

Длительное действие, которое завершится до определенного момента или другого действия в будущем **Future Perfect** используется с глаголами недлительной группы и с глаголами смешанной группы, которые не могут использоваться в длительном времени, для обозначения длительного действия, которое завершится до определенного момента или другого действия в будущем. Это действие могло начаться еще в прошлом, и может продолжаться вплоть до указанного момента в будущем, либо оно может начаться лишь в будущем, и закончиться до другого момента в будущем.

Например:

I **will have been** in London for six months by the time I leave.

Я *буду находиться* в Лондоне шесть месяцев к тому моменту, когда я его покину.

By Monday, Susan **will have had** my book for a week.

К понедельнику Сьюзан *будет держать* мою книгу уже неделю.

Несмотря на то, что использование **Future Perfect** в данном значении ограничено глаголами неопределённой группы и глаголами смешанной группы, которые не могут использоваться в длительном времени, глаголы **live, work, teach и study** тоже иногда могут использоваться таким образом, хотя они и **не являются** глаголами неопределённой группы.

Будущее время не употребляется в придаточных предложениях времени

Future Perfect, как и все будущие времена, не используется в придаточных предложениях, начинающихся с наречий времени, как, например: **when** - когда; **while** – когда, пока; **before** - прежде; **after** - после; **by the time** – к тому времени, как; **as soon as** – как только; **if** - если; **unless** – если не; и т.п. Вместо Future Perfect в таком случае используется Present Perfect.

Например:

I am going to see a movie when I **will have finished** my homework. (*Неверно.*)

I am going to see a movie when I **have finished** my homework. (*Верно.*)

Я посмотрю фильм, когда *закончу* свои домашние задания.

Exercise 1. Вставьте глагол во времени Future Perfect:

1. I _____ a Londoner for five and a half years by next September. (be)
2. By Tuesday Jill _____ these novels by O'Henry. (finish)
3. Next year is Fred and Kate's 10th wedding anniversary. They _____ happily married for ten years. (be)
4. Molly thinks the film _____ by the time she gets to Fred's. (to start)
5. They _____ the plans by then. (to finish)
6. Before his holiday Tom _____ all his money. (to spend)
7. The train _____ by the time the couple get to the station. (to leave) I _____ dinner by then. (cook) I _____ my chemistry homework before Jillian comes home. (finish)
8. Fernando _____ his operation by August and should be much fitter. (have)
9. Before Lisa arrives, I _____ dinner. (finish)
10. Johnny _____ this document by 7pm o'clock this afternoon. (translate)
11. Helen _____ this awesome doll by her daughter's birthday. (make)
12. Steven _____ his lesson by tomorrow. (not/learn)
13. This test is so arduous, that I _____ it in a day's time. (not/complete)
14. You _____ over half a thousand words when you finish this English book (learn).
15. The commission _____ to a definite decision in a month. (come)
16. I won't see Molly on the 1st of August since I _____ to the South by that time. (go)

Практическая работа №57

Тема 9.6. Строительное искусство.

1. Автоматизация.

Цель работы: контроль знаний студентов

Ход работы: выполнение упражнений

І вариант

1. Раскройте скобки, употребляя глаголы в Present Continuous: (NOW)

1. The boys (to run) about in the garden. 2 I (to do) my homework. 3. John and his friends (to go) to the library. 4. Ann (to sit) at her desk. She (to study) geography. 5. A young man (to stand) at the window. He (to smoke) a cigarette. 6. The old man (to walk) about the room. 7. The dog (to lie) on the floor. 8. You (to have) a break? 9. What language you (to study)? 10. Who (to lie) on the sofa? 11. What they (to talk) about? 12. It still (to rain).

2. Переведите на английский язык и раскройте скобки, употребляя глаголы в Present Continuous: (NOW)

1. Мы пишем.
2. Они не читают.
3. Она не работает .
4. Вы смотрите телевизор?
5. Он не читает.
6. Они не играют на пианино.

3. Выберите правильный вариант

1. I shall go/ shall be going to the party when my brother arrives.
2. Will you pass / will you be passing me the books from him tomorrow?
3. I'm sure Tom will give up/ is giving up the job.
4. Jack isn't free on Monday. He will write/ will be writing at home.
5. Jim is going to study from 7 till 10 this evening. So at 8.30 this evening he will learn/ will be learning new words.

ІІ вариант.

1. Раскройте скобки, употребляя глаголы в Present Continuous: (NOW)

1. The old man (to walk) about the room. 2. The dog (to lie) on the floor. 3. You (to have) a break?. 4. What language you (to study)? 5. Who (to lie) on the sofa? 6. What they (to talk) about? 7. It still (to rain).

2. Переведите на английский язык и раскройте скобки, употребляя глаголы в

Present Continuous: (NOW)

1. Я не читаю.
2. Он не играет в теннис.
3. Мы рисуем картину.
4. Она убирает квартиру.
5. Майкл чинит машину.

3. Выберите правильный вариант:

1. While I shall read/ shall be reading this poem she will play/ will be playing the piano.
2. When you call him he will sleep/ will be sleeping.
3. I hope the next mail will bring/ will be bringing news from home.
4. Her homework is not finished. She will work/ will be working at it.
5. At what time will you be/ will you being at home?

Практическая работа №58

Тема 9.6. Строительное искусство.

2. Строительное искусство.

Цель работы: Введение и закрепление новой лексики по теме: Строительное искусство; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Строительное искусство.

I. Read and translate the text:

СТРОИТЕЛЬНОЕ ИСКУССТВО

Architecture might be considered properly commencing between 4000 & 2000 BC in ancient Egypt and Mesopotamia. When humans started to abandon nomadic existence, thus causing a need for the construction of shelter.

During this time transportation became increasingly important leading to the development of the wheel and sailing. The construction of Pyramids in Egypt (2700-2500 BC) might be considered the first instances of large structure constructions later appears the Parthenon in ancient Greece (447-438 BC), the Appian way by Roman engineers (312 BC) and the Great Wall of China (220 BC). The Romans developed civil structures throughout their empire including especially aqueducts insulated harbors, bridges, domes and roads. Architecture as such appears only with dividing of human society into classes. That's why, it always reflects the spirit of epoch, character and traditions of the nation creating architecture. Architecture is the art and science of designing and building structures or ensembles according to aesthetic and functional criteria.

Architecture is the application of physical and scientific principles and its history is intricately linked to advances in understanding of physics and mathematics through the history.

It is a wide ranging profession, including several separate specialized sub disciplines and its history is linked to knowledge of structures, materials, science, geography, geology, soils, hydrology, environment, mechanics and other fields.

Практическая работа №59

Тема 9.7. Строительство известных зданий.

Цель работы: Введение и закрепление новой лексики по теме: Строительство известных зданий; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Строительство известных зданий.

I. Read and translate the text:

The house is unusual for its roof in the shape of stairs. One can access the top of the house from the garden. There are perforations between each pair of stairs that provide the space with enough of natural sunlight.

The owners of this unique house is a young couple with their children, twins. The parcel is located right on the coastline. In the winter, strong and cold wind blows and there is not a lot of sunlight comparing to summer period when it is very hot and the building is exposed to direct sunlight. The final design was modified considering the mentioned climate conditions but it is still very original. The entire staircase is made from porcelain tiles that are not hard to maintain.

The final appearance is magic, in the night when you are looking inside from the outside, you can see through perforations on the stairs what is going on inside, but it does not affect the privacy of the owners. During the day, on the other hand, the owners have a great view of what is going on outside the house and still keeping their privacy.

Earth houses, as their name suggests, are dwellings built under the earth, and along with caves, are probably the oldest method of house construction on the planet.

There are several modern constructions today, going by the name of eco - friendly earth dwellings, but the design is a centuries old idea found all over the world.

This particular state of the art eco - house is located in Germany.

GRASS HOUSE.

The grass house is really another type of earth or underground house that utilizes a roof of dried grass. This particular grass house has been built in a similar fashion to an iron age round house, with a chimney hole at its roof's pinnacle. This particular example is an old grass dwelling found in Galecia, Spain.

TENT HOUSES.

Tents are a popular means of shelter for lovers of the outdoors and are regularly used for quick erection of shelter in disaster areas. Large tents, generally made from animal skins have been used as a regular dwelling by many civilisations down the ages, the most common being those of the AmerIndian people.

Today tent dwellings are used mainly by nomadic people, such as the Bedouin tribes of Arabia and Mongolian herdsmen whose shelter the Yurt (pictured above) have been in existence for generations.

Раздел 10. История зданий и сооружений.

Практическая работа №60

Тема 10.1. История зданий и сооружений.

Цель работы: Введение и закрепление новой лексики по теме: История зданий и сооружений; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: История зданий и сооружений.

I. Введение и закрепление новой лексики по теме: История зданий и сооружений.

dwel [dwel] – жить, проживать

sun-dried mud –

brick [brik] – кирпич

...pyramid of Khufu [ku'fu:] – пирамида Хуфу

erect [i'rekt] – возводить, строить

pillar – столб, колонна

the art of building – искусство строить

dome – купол

pile – свая, столб

to withstand the Thames current... - ...чтобы противостоять течению Темзы

find [faɪnd] – обнаружить, найти

concrete [kɒkri:t] – бетон

borrow [bə'raʊ] – () занимать, заимствовать

embody [ɪm'bɒdi] – олицетворять, воплощать

lime [laɪm] –

remains [ri'meɪnz] – остатки

they were the first to use... – они первыми использовали

...on a pretty large scale - в довольно широких масштабах

I. Read and translate the text:

Many thousands of years ago there were no houses such as people live in today. In hot countries people sometimes made their homes in the trees and used leaves to protect themselves from rain and sun. In colder countries they dwelt in caves. Later people left their caves and trees and began to build houses out of different materials such as mud, wood or stones.

Later people found out that bricks made of mud and dried in the hot sunshine became almost as hard as stones. In ancient Egypt especially people learned to use these sun-dried mud bricks. Some of their buildings are still standing after several thousand of years.

The ancient Egyptians discovered how to cut stone for building purposes. They erected temples, palaces and huge tombs. The greatest tomb is the stone pyramid of Khufu, king of Egypt. The ancient Egyptians often erected their huge constructions to commemorate their kings or pharaohs. The ancient Greeks also understood the art of building with cut stone and their buildings were beautiful as well as useful. They often used pillars, partly for supporting the roofs and partly for decoration. Parts of these ancient buildings can still be seen today in Greece.

The Romans were great bridge, harbor and road builders. In road works the Romans widely used timber piles. They also erected aqueducts, reservoirs, water tanks. Lime is a basic building material. It is known that the manufacture of lime is one of the oldest industries used by man. Marcus Porcius Cato gave an idea of a kiln for lime production: its shape and dimensions. They are rough cylindrical or rectangular structures built of stone in a hillside with an arched opening at the front to enable the fire to be made and the lime to be withdrawn. There are many remains of kilns in some places of Great Britain as well as roads and the famous Hadrian wall which was erected to protect the Romans from the Celtic tribes in the first century A.D.

Hadrian, the Roman emperor, was also the one who suggested the absolutely new for that time idea of building the Pantheon with a dome. He constructed it and alongside with a number of other outstanding buildings such as the Colosseum and the baths of Caracalla, it is still there in Rome. Buildings combined the Roman arch and the steep peaked roof of Northern Europe. Roman traditions were continued in the architectural form known as Romanesque.

Bridge, finished in 1209, took thirty-three years to build. It consisted of nineteen irregular pointed arches with its piers resting on broad foundation which was designed to withstand the Thames current. During the last hundred years many new methods of building have been discovered. One of the most recent discoveries is the usefulness of steel as a building material. Nowadays when it is necessary to have a very tall building, the frame of it is first built in steel and then the building is completed in concrete. Concrete is an artificial

kind of stone, much cheaper than brick or natural stone and much stronger. The earliest findings of concrete building fragments belonging to prehistoric times were discovered in Mexico and Peru.

The Egyptians in the construction of bridges, roads and town walls employed concrete. Ancient Greeks also used concrete in the building purposes. The use of concrete by the ancient Romans can be traced back as far as 500 B.C. They were the first to use it throughout the ancient Roman Empire on a pretty large scale and many constructions made of concrete remain till nowadays thus proving the long life of buildings made of concrete. It consisted of mud, clay and pure lime which were used to hold together the roughly broken stone in foundations and walls. It was the so-called “pseudo concrete”. The idea of such building material might have been borrowed from the ancient Greeks as some samples of it were found in the ruins of Pompeii.

II. Ответьте на вопросы:

What did the ancient Egyptians discover?

Who used pillars for decoration?

What is cheaper concrete or natural stone?

Where did people live when there were no houses?

What is the one of the most recent discoveries?

III. Закончите предложения:

Later people began to build houses .

The greatest tomb is .

The ancient Greeks also understood .

During the last hundred years many new methods .

Concrete is an artificial kind of stone .

Практическая работа №61

Тема 10.2. Известные сооружения мира.

Цель работы: Введение и закрепление новой лексики по теме: Известные сооружения мира; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Известные сооружения мира. Формы инфинитива.

I. Прочтите и переведите текст:

If you dream of travelling the world, trust me when I say that your dream will stay a dream until you visit the buildings discussed in this list. This list talks about ten of the most

beautiful man-made structures in the world. Of course, the list is based on popular opinion. Let us know if you think some other building deserved a spot in this list. Enjoy the read!

EMAM MOSQUE

This particular mosque is located in Isfahan, Iran. It was built during the Safavid period and it is an excellent example of Islamic architecture. It is considered as one of the masterpieces of Persian Architecture. This particular mosque is listed as a UNESCO World Heritage Site. The construction of the Mosque started in the year 1611. It is also featured as one of the treasures in Around the World in 80 Treasures. You can see the mosque on a 20,000 rial banknote in Iran. Emam Mosque is affiliated with Shia Islam.

POTALA PALACE

Potala Palace is located in Lhasa, Tibet Autonomous Region in China and it is named after the Mount Potalaka. It was the residence of Dalai Lama until the 14th fled to Dharamsala in India during the Tibetan Rising in 1959. The construction of the palace began with the fifth Dalai Lama in the year 1645. It is comprised of thirteen stories and has around 1,000 rooms, 10,000 shrines and 200,000 statues. The palace measures around 400 meters by 350 meters with surrounding walls around 3 meters thick. The palace overlooks the valley and is absolutely beautiful.

TAJ MAHAL

I am sure you are aware of this particular building. It is situated in Agra, India and was built by Mughal emperor Shah Jahan. He built it in the memory of his third wife by the name of Mumtaz Mahal. It is considered as ‘the jewel of Muslim art in Indian and one of the universally admired masterpieces of the world’s heritage’. It is the finest example of Mughal architecture and in 1983 was enlisted as a UNESCO World Heritage Site. The construction began in 1632 and was completed around 21 years later in 1653.

The Taj Mahal was built in the 17th century, and can be found in India. This white marble mausoleum is known all around the world, and is regarded as one of the most stunning masterpieces of architecture on the planet. Thirty years ago, it has become a UNESCO

World Heritage Site. It is immensely popular as a tourist attraction, as millions of people visit it annually. The Taj is regarded as the best example of Mughal architecture in the world.

EIFFEL TOWER

This one does not need any introduction; the famous place atop which Tom Cruise proposed to Katie Holmes. It is located on the Champ de Mars in Paris. It was built as an entrance arch to the World's Fair in 1889. It is one of the most famous structures of the world and is the tallest building in Paris. It stands around 320 meters high; that's almost the same as 81-storey building. The tower has three levels for visitors. The construction started in 1887 and it completed in 1889.

II. Кратко изложите содержание текста на английском языке.

III. Формы инфинитива.

Инфинитив (англ. *bare infinitive*) — традиционное в английской грамматике название разновидности инфинитива без предшествующей частицы «to».

Стандартная форма инфинитива в английском языке образуется при помощи базовой (словарной) формы глагола, которой предшествует частица *to*. В ограниченном количестве случаев, однако инфинитив употребляется без неё. Это происходит:

- после вспомогательного глагола *do* и большинства модальных глаголов (*can, may, shall, will* и других);
- в конструкциях с глаголами восприятия (*see, watch, hear, feel* и других); в этих конструкциях вместо «голого» инфинитива может употребляться герундий;
- с рядом глаголов разрешения и побуждения (*make, bid, let, have*).

Regarding English, the term "infinitive" is traditionally applied to the unmarked form of the verb when used as a non-finite verb, whether or not introduced by the particle *to*.

Hence *sit* and *to sit*, as used in the following sentences, would each be described as an infinitive:

- I can **sit** here all day.
- I want **to sit** on the other chair.

The form without *to* is called the *bare infinitive*; the form introduced by *to* is called the *full infinitive* or *to-infinitive*.

The other non-finite verb forms in English are the gerund or present participle (the *-ing* form), and the past participle – these are not referred to as infinitives. Moreover the unmarked form of the verb is not regarded as an infinitive when it is used as a finite verb: as a present indicative ("I *sit* every day"), subjunctive ("I suggest that he *sit*"), or imperative ("*Sit* down!"). (For some irregular verbs the form of the infinitive coincides additionally with that of the past tense and/or past participle, as in the case of *put*.)

Certain auxiliary verbs are defective in that they do not have infinitives (or any other non-finite forms). This applies to the modal verbs (*can*, *must*, etc.), as well as certain related auxiliaries such as the *had* of *had better* and the *used* of *used to*. (Periphrases can be used instead in some cases, such as *(to) be able to* for *can*, and *(to) have to* for *must*.) It also applies to the auxiliary *do*, as used in questions, negatives and emphasis as described under *do-support*. (Infinitives are negated by simply preceding them with *not*. Of course the verb *do* when used as a main verb can appear in the infinitive.) However, the auxiliary verbs *have* (used to form the perfect) and *be* (used to form the passive voice and continuous aspect) both commonly appear in the infinitive: "I should **have** finished by now"; "It's thought **to have** been a burial site"; "Let him **be** released"; "I hope **to be** working tomorrow."

A matter of controversy among prescriptive grammarians and style writers has been the appropriateness of separating the two words of the *to*-infinitive (as in "I expect *to* happily *sit* here"). For details of this, see split infinitive. Modern linguistic theories typically do not consider the *to*-infinitive to be a distinct constituent, instead regarding the particle *to* as operating on an entire verb phrase; so, *to buy a car* is parsed as *to [buy [a car]]*, not as *[to buy] [a car]*.

Huddleston and Pullum's *Cambridge Grammar of the English Language* (2002) does not use the notion of the "infinitive", only that of the infinitival clause, noting that English uses the same form of the verb, the *plain form*, in infinitival clauses that it uses in imperative and present-subjunctive clauses.

Uses of the infinitive[edit]

The bare infinitive and the *to*-infinitive have a variety of uses in English. The two forms are mostly in complementary distribution – certain contexts call for one, and certain contexts for the other; they are not normally interchangeable, except in occasional instances such as after the verb *help*, where either can be used.

The main uses of infinitives (or infinitive phrases) are as follows:

- As complements of other verbs. The bare infinitive is used as complement of the dummy auxiliary *do*, most modal auxiliary verbs, verbs of perception such as *see*, *watch* and *hear* (after a direct object), and the verbs of permission or causation *make*, *bid*, *let*, and *have* (also after a direct object). The *to*-infinitive is used after many intransitive verbs such as *want*, *aim*, *like*, *fail*, etc., and as a second complement after a direct object in the case of verbs such as *want*, *convince*, *aim*, etc.
- In various particular expressions, such as *had better* and *would rather* (with bare infinitive), *in order to*, *as if to*, *am to/is to/are to*.
- As a noun phrase, expressing its action or state in an abstract, general way, used as the subject of a clause or as a predicative expression: "**To err** is human"; "**To know** me is **to love me**". The bare infinitive can be used in such sentences as "What you should do is **make** a list." A common construction with the *to*-infinitive involves a dummy pronoun subject (*it*), with the infinitive phrase placed after the predicate: "It was nice **to meet you**."
- Adverbially, to express purpose, intent or result – the *to*-infinitive can have the meaning of "in order to ..." or "so as to ...".

- As a modifier of a noun or adjective. This may relate to the meaning of the noun or adjective ("a request **to see** someone"; "keen **to get** on"), or it may form a type of non-finite relative clause, as in "the man **to save** us"; "the method **to use**"; "nice **to listen** to".
- In elliptical questions (direct or indirect): "I don't know where **to go**." After *why* the bare infinitive is used: "Why **reveal** it?"

In many (though not all) uses of the *to*-infinitive, it can be given a subject using the preposition *for*: "**For him to fail now** would be a great disappointment"; "[In order] **for you to get there on time**, you'll need to leave now."

The infinitive is also the usual dictionary form or citation form of a verb. The form listed in dictionaries is the bare infinitive, although the *to*-infinitive is often used in referring to verbs or in defining other verbs: "The word 'amble' means 'to walk slowly'"; "How do we conjugate the verb *to go*?"

For further detail and examples of the uses of infinitives in English, see Bare infinitive and To-infinitive in the article on uses of English verb forms.

XI. Use the appropriate form of the infinitive.

1. They want (to take) to the concert by their father.
2. I am glad (to do) all the homework yesterday.
3. This plant is known (to produce) tractors.
4. He wants his son (to become) a lawyer.
5. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
6. He seems (to know) French very well: he is said (to spend) his youth in Paris.
7. You had better (to call) our distributors at once.
8. We are happy (to invite) to the party.
9. That firm is reported (to conduct) negotiations for the purchase of sugar.
10. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
11. He didn't hear me (to knock) at the door.
12. I want (to inform) of her arrival.
13. Our sportsmen are proud (to win) the cup.
14. He is known (to work) on the problem for many years.
15. The representative of the firm asked for the documents (to send) by air mail

Практическая работа №62

Тема 10.3. Дворец Тадж-магал.

Цель работы: Введение и закрепление новой лексики по теме: Дворец Тадж-магал; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: История великого сооружения. Выполнение упражнений по тексту: Известные сооружения мира

I. Read and translate the text:

Tajmahal mausoleum.

TajMahal mausoleum-mosque, located in Agra, India, on the bank. Yamuna Inside the mausoleum are two tombs - Shah and his wife. In fact, the place of their burial is in the same place and the tomb, but under the ground. Construction period is approximately 1630-1652 gg. TajMahal is a pyatikupolnoe building height of 74 m. on a platform with 4 minarets at the corners (they are slightly tilted away from the tomb so that in case of loss will not hurt her), to which adjoins a garden with fountains and swimming pool. The walls of polished marble, translucent (brought by the construction of 300 km) with inlay of semiprecious stones. We used turquoise, agate, malachite, carnelian, etc. Marble has a feature that in bright daylight, it looks white in the early days, it looks pink, and silver in the moonlight.

On the left side of the tomb is a mosque of red sandstone. Right replica of the mosque. The entire complex has axial symmetry. The Shrine has a central symmetry with respect to the tombs of MumtazMahal. The only violation of this symmetry is the tomb of Shah Jahan, which they built after his death.

Tajmahal mausoleum

Tajmahal of India - "the epitome of love", "a monument of immeasurable beauty". The beauty of this magnificent monument is such that it is beyond the scope of words. The thoughts that come into the mind while watching the TajMahal of Agra is not just its phenomenal beauty, but the immense love which was the reason behind its construction. Mughal Emperor Shah Jahan got this monument constructed in the memory of his beloved wife MumtazMahal, with whom he fell in love at the first sight. The very first sight of the TajMahal, the epitome of love and romance leaves one mesmerized. Standing majestically on the banks of River Yamuna, the TajMahal is synonymous with love and romance. It is believed that the name "TajMahal" was derived from the name of Shah Jahan wife MumtazMahal and means "Crown Palace". The purity of the white marble, the exquisite ornamentation, precious gemstones used and its picturesque location, all make TajMahal travel gain a place amongst the most popular ones. However, unless and until, one knows the love story behind the Tajmahal of India, it will come up as just a beautiful building. But, the love behind this outstanding monument is what has given a life to this monument.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Задайте 10 вопросов к тексту.

IV. Кратко изложите содержание текста на английском языке.

V. Выделите ключевые фрагменты текста: Известные сооружения мира (слова, словосочетания, предложения).

VI. Выберите из приведенных предложений те, которые содержат:

Present Perfect, Past Simple Passive, Past Continuous Tense, Modal verbs, Simple Present:

1. The construction of the Mosque started in the year 1611.
2. You can see the mosque on a 20,000 rial banknote in Iran.
3. Imam Mosque is affiliated with Shia Islam.
4. The palace overlooks the valley and is absolutely beautiful.
5. It was built as an entrance arch to the World's Fair in 1889.
6. . It is one of the great iconic buildings of the 20th century, an image of great beauty that has become known throughout the world – a symbol for not only a city, but a whole country and continent'

VII. Задайте 10 вопросов к тексту.

Практическая работа №63

Тема 10.4. Постройки мира.

Цель работы: Введение и закрепление новой лексики по теме: Постройки мира; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: История великого сооружения. Выполнение упражнений по теме: Формы инфинитива.

I. Read and translate the text:

SYDNEY OPERA HOUSE

This is a performing arts center in Sydney, Australia. The building was built by a Danish architect called Jorn Utzon and it opened in 1973. The building received the Pritzker Prize in 2003 and the citation of the award stated: 'There is no doubt that the Sydney Opera House is his masterpiece. It is one of the great iconic buildings of the 20th century, an image of great beauty that has become known throughout the world – a symbol for not only a city, but a whole country and continent'. The opera house was enlisted as a UNESCO World Heritage Site in 2007.

GRESHAM PALACE

The said palace is located in Budapest, Hungary and is one of the best examples of Art Nouveau architecture in all of Europe. The building was built during the early 1900s. The palace is now managed by the Four Seasons Hotel and is owned by an Irish company called Quinlan Private. This building originally served as a home to wealthy aristocrats belonging to Britain. After the World War II occupation, Soviet soldiers resided in the palace. It has also been used as an apartment building. Now it serves as a luxurious hotel in Hungary.

BURJ AL ARAB

I am sure you are familiar with this particular building and also the one that follows. It is a luxury hotel that is located in Dubai. It stands at a height of 321 meters and happens to be the fourth tallest hotel in the world. It is built on artificial island which is a marvel in itself and the shape of the building is designed to mimic the sail of a ship. The construction of the hotel started in the year 1994 and it was completed five years later in 1999 at a cost of USD 650 million. It is considered to be the only seven-star hotel in the world.

BURJ KHALIFA

This happens to be the tallest building in the world. It stands at around 829.84 meters. The construction began in the year 2004 and it was opened to public in the January of 2010. The entire project cost around \$ 1.5 billion. It was designed by Skidmore, Owings and Merrill of Chicago and Adrian Smith was the chief architect. It is a beautiful structure and an unbelievable one at that.

TURF HOUSES.

Turf houses were once common place all over northern Europe, but these days are only seen in parts of Scandinavia and Iceland. These types of dwellings have a wooden frame and are then overlaid with turf which help to keep the interior warm. These particular houses are Icelandic turfhouse.

II. THE INFINITIVE.

Переведите на русский язык, обращая внимание на Active Infinitive и Passive Infinitive:

- 1 To play chess was his greatest pleasure.
2. The child did not like to be washed.
3. Isn't it natural that we like to be praised and don't like to be scolded?
4. Which is more pleasant: to give or to be given presents?
5. Nature has many secrets to be discovered yet.
6. To improve your pronunciation you should record yourself and analyse your speech.

7. This is the book to be read during the summer holidays.
8. To be instructed by such a good specialist was a great advantage.
9. He is very forgetful, but he doesn't like to be reminded of his duties.

Translate the sentences and comment on the forms of the infinitives:

1. You have **to be prepared** to look after a car that will need a lot of maintenance.
2. People fear not being able **to look after** themselves and being a burden on others.
3. Whether art scholars can **come** to an agreement on the subject remains **to be seen**.
4. It remains **to be seen** how long they will accept taxation without representation.
5. Good luck to all of you out there who would have reason **to be reading** this page.
6. I can't **tell** you much about the book because you're supposed **to be reading** it.
7. The city also encourages employees **to consider** taking the bus or biking to work.
8. We always have **to consider** the evidence if we want **to know** what reality is like.
9. It suggested that I must **have read** all of the Belgian artist and writer's books.
10. In all probability Assange must **have been pleased** at the comparison with Gandhi.

1. Translate into Russian:

- 1 . The buyers want to know our terms of payment.
- 2 . This is for you to decide.
- 3 . The plan of our work will be discussed at the meeting to be held on May 25.
- 4 . To walk in the garden was a pleasure.
- 5 . Jane remembered to have been told a lot about Mr. Smith.
- 6 . I felt him put his hand on my shoulder.
- 7 . This writer is said to have written a new novel.
- 8 . She seems to be having a good time at the seaside.
- 9 . They watched the boy cross the street.
- 10 . To advertise in magazines is very expensive.
- 11 . He proved to be one of the cleverest students at our Institute.
- 12 . He knew himself to be strong enough to take part in the expedition.
- 13 . To see is to believe.
- 14 . He is sure to enjoy himself at the disco.
- 15 . To tell you the truth, this company has a very stable position in the market.

2. Put "to" before the infinitive where it is necessary:

- 1 . My son asked me ... let him ... go to the club.
- 2 . You must make him ... practice an hour a day.
- 3 . She was made ... repeat the song.
- 4 . He is not sure that it can ... be done, but he is willing ... try.
- 5 . Let me ... help you with your work.
- 6 . She asked me ... read the letter carefully and ... write an answer.
- 7 . You ought ... take care of your health.
- 8 . I looked for the book everywhere but could not ... find it.
- 9 . He was seen ... leave the house.
- 10 . We had ... put on our overcoats because it was cold.
- 11 . The man told me not ... walk on the grass.
- 12 . Have you heard him ... play the piano?
- 13 . You had better ... go there at once.

- 14 . I would rather not ... tell them about it.
15 . We shall take a taxi so as not ... miss the train.

3. Use the appropriate form of the infinitive:

- 1 . They want (to take) to the concert by their father.
- 2 . I am glad (to do) all the homework yesterday.
- 3 . This plant is known (to produce) tractors.
- 4 . He wants his son (to become) a lawyer.
- 5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
- 6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.
- 7 . You had better (to call) our distributors at once.
- 8 . We are happy (to invite) to the party.
- 9 . That firm is reported (to conduct) negotiations for the purchase of sugar.
- 10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
- 11 . He didn't hear me (to knock) at the door.
- 12 . I want (to inform) of her arrival.
- 13 . Our sportsmen are proud (to win) the cup.
- 14 . He is known (to work) on the problem for many years.

Раздел 11. Пластиковые окна

Практическая работа №64

Тема 11.1. Пластиковые окна.

Цель работы: Введение и закрепление новой лексики по теме: Пластиковые окна; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Пластиковые окна.

I. Введение и закрепление новой лексики по теме: Пластиковые окна.

impact on the quality of life – влияние на качество жизни

subjected – подвергаются

exposure – излучение

It is well worth investing the time and money – стоит вкладывать время и деньги

to install – устанавливать

awning – навес

doublehungs –

sash – скользящая рама в подъёмном окне, оконный переплёт

Jamb – косяк (двери, окна)

to tilt – наклонное положение

recess – углубление

inconspicuous – незаметный

hamper – мешать, затруднять

rails – рейка,

II. Make up some sentences with the words.

Практическая работа №65

Тема 11.2. Виды пластиковых окон.

Цель работы: Введение и закрепление новой лексики по теме: Виды пластиковых окон; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Виды пластиковых окон. Формы инфинитива.

I. Read and translate the text:

Window, Types.

Windows have a bigger impact on the quality of life in a home than almost any other building component. They affect heating and cooling costs, natural lighting levels, ventilation quality, and the comfort of occupants year-round.

Subjected to high ultraviolet (UV) exposure, extremes of weather, and hundreds of operations over their service lives, windows must be well-engineered from durable materials if they are to provide satisfactory service.

It is well worth investing the time and money to select the right windows for the job and to install them properly.

The most common types of operable windows are double-hung, casement, and sliding.

Awning-style windows are commonly used either near grade to let light into basements or high on a wall for privacy.

Tilt-turn windows, European imports that swing inward like a door on hinges, are often used in large sizes as emergency exits.

Windows with compression-type seals are the tightest, and windows that swing open provide the best ventilation.

Single- and Double-Hung Windows

The most common windows in the United States, double hungs have upper and lower sash offset so both can slide up and down. Only the lower sash moves in the less common single-hung window. In older homes, the operable sash were connected by rope to heavy iron counterweights to hold the upper sash in place and to assist with raising the lower sash.

Modern double-hung windows ride up and down in metal or plastic tracks called jamb liners and use hidden springs in place of sash weights.

On many of the newer models, the sash are designed to tilt in for easy cleaning.

Because the top sash overhangs the bottom, and both are recessed in the frame, double-hung windows shed rain well and can be left open at the bottom in a light rain. They use exterior screens that are out of the way and inconspicuous. However, ventilation is limited to half the area of the frame, and visibility is somewhat hampered by the meeting rails, which often sit near eye level.

Also, because they rely on slide-by rather than compression-type weather-seals, many double-hungs have air leakage rates nearly twice that of casements. With improvements in materials and designs in high quality units, however, the performance gap has narrowed, at least when the windows are tested (with brand-new weather seals).

Although probably not the tightest windows in a high wind location, in general, double-hungs offer a versatile, moderately priced, and trouble-free option.

Sliding Windows: design features

Sliders can offer large horizontal expanses of glass and operable sash that do not interfere with interior or exterior space. They are more common in western states, while double-hungs and casements prevail on the East Coast.

Our photo (left) shows sliding windows (photo-right) and casement windows (photo-left) in a cabin in Two Harbors, MN.(DF)

Designing a window that slides sideways presents a few challenges.

First, the lower track must rely on weep holes to drain away water, and second, any grit that collects in the lower track tends to impair the sliding action.

If the weeps clog up, water may find its way into the sill or framing over time. Also, pushing a stuck window sideways is an awkward motion that tends to strain the back. As with double-hung windows, ventilation is limited to 50% of the framed opening, and slide-by weather-seals are less effective than compression seals.

To avoid problems with sliders, look for high-quality windows that slide freely. Also, consider alternatives such as a picture window with a casement along one side for ventilation.

Casement Windows - Natural Building Ventilators

Casement windows provide a more contemporary look than traditional double-hungs and can provide large uninterrupted views. If oriented to open into the prevailing winds, the sash acts like a big wind scoop, directing breezes into the house. And when closed, the compression seals create a tight fit that only gets tighter with oncoming winds.

Casement windows are not without problems, however. The outward swinging sash is vulnerable to water damage if the top is not fully clad, and the sash can clash with screen doors or encroach on deck spaces.

Or worse. Our casement window photo at left (DF) shows spectacularly poor planning: these windows cannot open more than a few inches without jamming against the soffit overhang!

Also, hardware problems such as stripped crank handles or broken linkages are not uncommon, particularly on lower-end units or large units with heavy sash. An occasional squirt of lubricant on the crank mechanism and hinges can go a long way toward preventing problems.

Large, heavy sash can also rack slightly out of square over time, requiring a push from the outside to fully close. Sometimes this can be fixed by tweaking the hardware, but a new sash may be required.

For best results with casement windows, choose units with sturdy sash construction, heavy-duty hardware, and sash that are protected on top from the elements.

Awning Windows and Hopper Windows: design features

Awning windows swing outward from top hinges, and hopper windows swing inward from bottom hinges. Awning windows are useful for privacy windows and other high-up locations like clerestories, while hoppers are often used in basements.

A principal advantage of awning windows is that they can be left open for ventilation with less risk of water entry should a rain shower occur. Our photo (left) shows a modern awning-style window in a newly-renovated building in Buenos Aires, Argentina (-DF).

Both awnings and hoppers can be combined with fixed glazing to add ventilation below a picture window.

Because they rely on cranking mechanisms, these windows have some of the same problems as casements.

But without the heavy vertical sash, they are less prone to malfunction.

For hard-to-reach locations, a pole, pull-chain, or motorized operators can be used to open and close awning or hopper style windows.

Tilt-Turn Windows & Emergency Exit or Egress Windows for Basements

Developed in Europe, tilt turn windows rely on intricate hardware controlled by a single lever that allows the windows to either swing in like a door or tilt in at the top like a hopper.

In tilt mode, the sash are open only a few inches, allowing the windows to provide ventilation in a locked house.

When closed, the lever locks the window tightly in four to six locations, providing the tightest fitting windows available as well as excellent security against would-be thieves.

And with their easy-to-operate in-swinging mode, large-sized tilt-turn windows often do double duty as emergency exits.

Our photo at left illustrates a hinged casement type window in use as an emergency exit for a building's basement. Inside the builder provided steps to provide access to this window from the basement floor level.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Задайте 10 вопросов к тексту.

IV. Кратко изложите содержание текста на английском языке.

V. Формы инфинитива.

Инфинитив (англ. *bareinfinitive*) — традиционное в английской грамматике название разновидности инфинитива без предшествующей частицы «to».

Стандартная форма инфинитива в английском языке образуется при помощи базовой (словарной) формы глагола, которой предшествует частица *to*. В ограниченном количестве случаев, однако инфинитив употребляется без неё. Это происходит:

- после вспомогательного глагола *do* и большинства модальных глаголов (*can, may, shall, will* и других);

- в конструкциях с глаголами восприятия (*see, watch, hear, feel* и других); в этих конструкциях вместо «голового» инфинитива может употребляться герундий;
- с рядом глаголов разрешения и побуждения (*make, bid, let, have*).

Regarding English, the term "infinitive" is traditionally applied to the unmarked form of the verb when used as a non-finite verb, whether or not introduced by the particle *to*.

Hence *sit* and *to sit*, as used in the following sentences, would each be described as an infinitive:

- I can **sit** here all day.
- I want **to sit** on the other chair.

The form without *to* is called the *bare infinitive*; the form introduced by *to* is called the *full infinitive* or *to-infinitive*.

The other non-finite verb forms in English are the gerund or present participle (the *-ing* form), and the past participle – these are not referred to as infinitives. Moreover the unmarked form of the verb is not regarded as an infinitive when it is used as a finite verb: as a present indicative ("I *sit* every day"), subjunctive ("I suggest that he *sit*"), or imperative ("*Sit* down!"). (For some irregular verbs the form of the infinitive coincides additionally with that of the past tense and/or past participle, as in the case of *put*.)

Certain auxiliary verbs are defective in that they do not have infinitives (or any other non-finite forms). This applies to the modal verbs (*can, must*, etc.), as well as certain related auxiliaries such as the *had* of *had better* and the *used* of *used to*. (Periphrases can be used instead in some cases, such as *(to) be able to* for *can*, and *(to) have to* for *must*.) It also applies to the auxiliary *do*, as used in questions, negatives and emphasis as described under do-support. (Infinitives are negated by simply preceding them with *not*. Of course the verb *do* when used as a main verb can appear in the infinitive.) However, the auxiliary verbs *have* (used to form the perfect) and *be* (used to form the passive voice and continuous aspect) both commonly appear in the infinitive: "I should **have** finished by now"; "It's thought **to have** been a burial site"; "Let him **be** released"; "I hope **to be** working tomorrow."

A matter of controversy among prescriptive grammarians and style writers has been the appropriateness of separating the two words of the *to*-infinitive (as in "I expect *to* happily *sit* here"). For details of this, see split infinitive. Modern linguistic theories typically do not consider the *to*-infinitive to be a distinct constituent, instead regarding the particle *to* as operating on an entire verb phrase; so, *to buy a car* is parsed as *to [buy [a car]]*, not as *[to buy] [a car]*.

Huddleston and Pullum's *Cambridge Grammar of the English Language* (2002) does not use the notion of the "infinitive", only that of the infinitival clause, noting that English uses the same form of the verb, the *plain form*, in infinitival clauses that it uses in imperative and present-subjunctive clauses.

Uses of the infinitive.

The bare infinitive and the *to*-infinitive have a variety of uses in English. The two forms are mostly in complementary distribution – certain contexts call for one, and certain contexts for

the other; they are not normally interchangeable, except in occasional instances such as after the verb *help*, where either can be used.

The main uses of infinitives (or infinitive phrases) are as follows:

- As complements of other verbs. The bare infinitive is used as complement of the dummy auxiliary *do*, most modal auxiliary verbs, verbs of perception such as *see*, *watch* and *hear* (after a direct object), and the verbs of permission or causation *make*, *bid*, *let*, and *have* (also after a direct object). The *to*-infinitive is used after many intransitive verbs such as *want*, *aim*, *like*, *fail*, etc., and as a second complement after a direct object in the case of verbs such as *want*, *convince*, *aim*, etc.
- In various particular expressions, such as *had better* and *would rather* (with bare infinitive), *in order to*, *as if to*, *am to/is to/are to*.
- As a noun phrase, expressing its action or state in an abstract, general way, used as the subject of a clause or as a predicative expression: "**To err** is human"; "**To know** me is **to love me**". The bare infinitive can be used in such sentences as "What you should do is **make** a list." A common construction with the *to*-infinitive involves a dummy pronoun subject (*it*), with the infinitive phrase placed after the predicate: "It was nice **to meet you**."
- Adverbially, to express purpose, intent or result – the *to*-infinitive can have the meaning of "in order to ..." or "so as to ...".
- As a modifier of a noun or adjective. This may relate to the meaning of the noun or adjective ("a request **to see** someone"; "keen **to get** on"), or it may form a type of non-finite relative clause, as in "the man **to save** us"; "the method **to use**"; "nice **to listen** to".
- In elliptical questions (direct or indirect): "I don't know where **to go**." After *why* the bare infinitive is used: "Why **reveal** it?"

In many (though not all) uses of the *to*-infinitive, it can be given a subject using the preposition *for*: "**For him to fail now** would be a great disappointment"; "[In order] **for you to get there on time**, you'll need to leave now."

The infinitive is also the usual dictionary form or citation form of a verb. The form listed in dictionaries is the bare infinitive, although the *to*-infinitive is often used in referring to verbs or in defining other verbs: "The word 'amble' means 'to walk slowly'"; "How do we conjugate the verb *to go*?"

For further detail and examples of the uses of infinitives in English, see Bare infinitive and To-infinitive in the article on uses of English verb forms.

Практическая работа №66

Тема 11.3. Производство пластиковых окон.

Цель работы: Введение и закрепление новой лексики по теме: Производство пластиковых окон; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Производство пластиковых окон.

I. Read and translate the text:

Plastic window profile.

Modern wooden framed window fitted in the 14th century Lyme Regis watermill, UK.

Windows can be a significant source of heat transfer. Therefore, insulated glazing units consist of two or more panes to reduce the transfer of heat.

Grids or muntins, These are the pieces of framing that separate a larger window into smaller panes. In older windows, large panes of glass were quite expensive, so muntins let smaller panes fill a larger space. In modern windows, light-colored muntins still provide a useful function by reflecting some of the light going through the window, making the window itself a source of diffuse light (instead of just the surfaces and objects illuminated within the room). By increasing the indirect illumination of surfaces near the window, muntins tend to brighten the area immediately around a window and reduce the contrast of shadows within the room.

Frame and sash construction

Frames and sashes can be made of the following materials:

Glazing and filling

Low-emissivity coated panes reduce heat transfer by radiation, which, depending on which surface is coated, helps prevent heat loss (in cold climates) or heat gains (in warm climates).

High thermal resistance can be obtained by evacuating or filling the insulated glazing units with gases such as argon or krypton, which reduces conductive heat transfer due to their low thermal conductivity. Performance of such units depends on good window seals and meticulous frame construction to prevent entry of air and loss of efficiency.

Modern double-pane and triple-pane windows often include one or more low-e coatings to reduce the window's U-factor (its insulation value, specifically its rate of heat loss). In general, soft-coat low-e coatings tend to result in a lower solar heat gain coefficient (SHGC) than hard-coat low-e coatings.

Modern windows are usually glazed with one large sheet of glass per sash, while windows in the past were glazed with multiple panes separated by *glazing bars*, or *muntins*, due to the unavailability of large sheets of glass. Today, glazing bars tend to be decorative, separating windows into small panes of glass even though larger panes of glass are available, generally in a pattern dictated by the architectural style at use. Glazing bars are typically wooden, but occasionally lead glazing bars soldered in place are used for more intricate glazing patterns.

Other construction details.

Many windows have movable window coverings such as blinds or curtains to keep out light, provide additional insulation, or ensure privacy. Windows allow natural light to enter, but too much can have negative effects such as glare and heat gain. Additionally, while windows let the user see outside, there must be a way to maintain privacy on the inside. Window coverings are practical accommodations for these issues.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

Практическая работа №67

Тема 11.4. Деревянные окна.

1. Выполнение упражнений по тексту: Производство пластиковых окон.

Цель работы: Введение и закрепление новой лексики по теме: Деревянные окна; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Деревянные окна. Выполнение упражнений по тексту: Производство пластиковых окон.

I. Прочтите и переведите текст:

Doors and windows in the construction industry in recent years, plastic profile and the use of wood has been in fierce competition. When the high-quality wood products more and more people favor, wood products, more and more popular in the city when the rates of deforestation, more and more fast depletion of natural resources, the crisis about to wake-up call. Fortunately, the plastic profile industry, largely replaced the wooden doors and windows, to some extent alleviate the ecological crisis, but still brought some unavoidable shortcomings, such as texture and color of plastic profiles and so cannot beyond the wood products, the cost naturally is greatly reduced. Is it possible to combine plastic and wood to produce a cost-effective and environmentally friendly, practical and high-quality products, plastic or wood products to replace it? Wood plastic composites manufactured by the extrusion process of the look and feel exactly like wood, and has and wood processing performance as construction performance.

Products between 600 ~ 1000kg/m³ density, according to the amount of wood fiber filled and foam-out rate is different, generally around 600 ~ 800kg/m³, and wood is very close. Moisture content of about 2%, while the wood moisture content of 12% ~ 13%, compared with the wood plastic composite profile has better resistance to water, corrosion resistance and other functions, and there is no natural timber defects such as cracking, warping, scar knot, obvious color and so on. We also know that wooden doors and windows except the mechanical, physical and chemical damage, there is a caused by joint weakness, that is, the damage pests such as termites, beetles and other pests, and wood-plastic composite profiles contain a variety of chemical agents, to resist pests. In addition, the extrusion products section design flexibility to design decorative, decorative structures and functional structure, and functional structure of wood products and decorative structures are often limited by the

processing methods, many decorative effect difficult to achieve. Obviously, these are superior to wood-plastic composite products, wood products out of the place, and almost without exception, and the Department.

Wood plastic composite profile extrusion products with the most common advantages, such as flame retardant, anti-aging, but also has not a substitute for ordinary plastic profiles of other advantages, such as color, texture and quality performance and light weight, can be nailed, drilling, sawing, planing, the paint, bonding, and other processing performance. However, WPC extrusion products, welding performance is poor, basically not suitable for welding, therefore, doors and windows take the form of screw assembly to be used, which is a big shortage. However, the use of wood-plastic composite extrusion products in the field construction, transportation and installation of windows and doors can give a great convenience can be considered to some extent make up for shortcomings it. Wood plastic composite profiles can be used in large part to save energy and reduce the loss of non-renewable resources, maintain natural ecological balance, work can be described best thing.

Having said that, since the wood-plastic composite profile has a wood and plastic profiles and incomparable advantages, but also energy saving, environmental protection, is bound to have broad application prospects. We can believe that as the wood-plastic composite extrusion products, production technology and production processes to further enhance the promotion of large-scale, wood-plastic composite profile will be able to gradually replace the position of plastic and wood products.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

IV. Задайте 10 вопросов к тексту.

V. Finish the sentences:

1. Modern wooden framed window fitted.....
2. Windows can be.....
3. Insulated glazing units consist of.....
4. Large panes of glass were.....
5. In modern windows, light-colored muntins still provide.....
6. Frames and sashes can be made of.....

7. Performance of such units depends on.....
8. Modern windows are usually glazed with.....
9. Glazing bars are typically.....

VI. Make up some sentences:

be a significant source of; consist of; light-colored muntins; insulated glazing units; large panes of glass; low-emissivity coated panes; glazing bars;

Практическая работа №68

Тема 11.4. Деревянные окна

2. Выполнение упражнений по теме: Формы инфинитива.

Цель работы: Введение и закрепление новой лексики по теме: Производство пластиковых окон. Развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по теме: Формы инфинитива.

Do some exercises:

1. Вставьте частицу "to" перед инфинитивом, где необходимо:

1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your telephone?
7. They heard the girl ... cry out with joy.
8. I would rather ... stay at home today.
9. He did not want ... play in the yard any more.
10. Would you like ... go to England?
11. You look tired. You had better ... go home.
12. I wanted ... speak to Nick, but could not... find his telephone number.
13. It is time ... get up.
14. Let me ... help you with your homework.
15. I was planning ... do a lot of things yesterday.

2. Замените части предложений инфинитивными оборотами:

E.g. The boy had many toys which he could play with. The boy had many toys to play with.

1. I have no books which I can read.
2. Is there anybody who will help you with your spelling?
3. Don't forget that she has a baby which she must take care of.
4. Have you got nothing that you want to say on this subject?
5. There was nothing that he could do except go home.
6. I have only a few minutes in which I can explain these words to you.
7. I have an examination which I must take soon, so I can't go to the theatre with you.

8. King Lear decided to have a hundred knights who would serve him after he had divided up his kingdom.
9. Here is something which will warm you up.
10. Here is a new brush which you will clean your teeth with.
11. Here are some more facts which will prove that your theory is correct.
12. Here is something which you can rub on your hands. It will soften them.
13. Here are some screws with which you can fasten the shelves to the wall.
14. Here are some tablets which will relieve your headache.
15. Here are some articles which must be translated for tomorrow.

3. Замените придаточные предложения инфинитивными оборотами:

E.g. He is **so old that he cannot skate**. He is **too old to skate**.

1. The problem is **so difficult that it is impossible to solve it**. 2. The box is **so heavy that nobody can carry it**. 3. The baby is **so little that it cannot walk**. 4. He is **so weak that he cannot lift this weight**. 5. She is **so busy that she cannot talk with you**. 6. She was **so inattentive that she did not notice the mistake**. 7. The rule was **so difficult that they did not understand it**. 8. He was **so stupid that he did not see the joke**. 9. She has got **so fat that she cannot wear this dress now**. 10. The accident was **so terrible that I don't want to talk about it**. 11. They were **so empty-headed that they could not learn a single thing**. 12. The window was **so dirty that they could not see through it**. 13. She was **so foolish that she could not understand my explanation**. 14. I have **very little wool: it won't make a sweater**.

Запомните следующие застывшие словосочетания с инфинитивом:

to cut a long story short — короче говоря to tell (you) the truth — сказать (вам) по правде

to say nothing of — не говоря уже о to put it mildly — мягко выражаясь to say the least of it — по меньшей мере to begin with — начнем с того что

Запомните следующие предложения:

The book leaves much to be desired. — Книга оставляет желать лучшего.

He is difficult to deal with. — С ним трудно иметь дело.

He is hard to please. — Ему трудно угодить.

She is pleasant to look at. — На нее приятно смотреть.

4. Раскройте скобки, употребляя требующуюся форму инфинитива:

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. I want (to take) you to the concert.
6. I want (to take) to the concert by my father.
7. She hoped (to help) her Mends.
6. She hoped (to help) by her friends.
9. I hope (to see) you soon.

10. We expect (to be) back in two days.
11. He expected (to help) by the teacher.
12. The children seem (to play) since morning.
13. I am glad (to do) all the homework yesterday.
14. She seems (to work) at this problem ever since she came here.
15. I am sorry (to break) your pen.

Раздел 12. Строительство домов из блоков.

Практическая работа №69

Тема 12.1. Строительство домов из блоков.

Цель работы: Введение и закрепление новой лексики по теме: Строительство домов из блоков; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Строительство домов из блоков.

I. Translate the following words and memorize them:

- to influence
- to choose
- to erect
- to demand
- to solve
- to reinforce
- to represent
- to improve
- to require
- precast slabs
- living standards
- concrete arches
- residential area
- to erect
- to consist of
- footing and foundation
- basement
- roof
- partition
- to prevent
- to carry

- to cover
- to tie
- to divide into
- to be capable of smth
- hollow
- solid
- ferro-concrete
- to support
- flight of stairs

II. Make up some sentences with the words.

Практическая работа №70

Тема 12.2. Дом из блоков.

Цель работы: Введение и закрепление новой лексики по теме: Дом из блоков; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Дом из блоков. Выполнение упражнений по тексту: Дом из блоков. Герундий.

I. Read and translate the text:

A towerblock

A **tower block**, **high-rise**, **residential towers**, **apartment tower**, **office tower**, **apartment block**, or **block of flats**, is a tall building or structure used as a residential and/or office building. In some areas they may be referred to as "MDU" standing for "Multi Dwelling Unit".

High-rise buildings became possible with the invention of the elevator (lift) and cheaper, more abundant building materials. The materials used for the structural system of high-rise buildings are reinforced concrete and steel. Most North American style skyscrapers have a steel frame, while residential blocks are usually constructed of concrete.

There is no clear difference between a tower block and a skyscraper, although a building with fifty or more stories is generally considered a skyscraper. High-rise structures pose particular design challenges for structural and geotechnical engineers, particularly if situated in a seismically active region or if the underlying soils have geotechnical risk factors such as high compressibility or bay mud.

They also pose serious challenges to firefighters during emergencies in high-rise structures. New and old building design, building systems like the building standpipe system, HVAC systems (heating, ventilation and air conditioning), fire sprinkler system and other things like stairwell and elevator evacuations pose significant problems. Studies are often required to ensure that pedestrian wind comfort and wind danger concerns are addressed.

Apartment buildings have technical and economic advantages in areas of high population density, and have become a distinctive feature of housing accommodation in virtually all densely populated urban areas around the world. In contrast with low-rise and single-family houses, apartment blocks accommodate more inhabitants per unit of area of land and decrease the cost of municipal infrastructure.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

IV. Задайте шесть вопросов к тексту

V. The Gerund
Герундий

Герундий — это неличная форма глагола, которая выражает действие как процесс и образуется прибавлением окончания -ing к основе глагола. Герундий является промежуточной формой между глаголом и существительным и поэтому обладает свойствами и глагола, и существительного.

Употребление герундия:

Герундий употребляется после следующих глаголов без предлогов: a) to begin, to start, to finish, to stop, to continue, to keep (продолжать) и др.

Please keep sending us letters at this address. — Пожалуйста, продолжайте посылать нам письма по этому адресу.

b) to like, to enjoy, to prefer, to mind, to excuse, to remember, to forget, to suggest, to avoid, to need, to want, to require и др.

The results need being checked. — Результаты необходимо проверить.

После глагола с предлогами:

to apologize for, to thank for, to look forward to, to congratulate on, to insist on, to depend on, to object to, to be interested in, to be responsible for и др.

We insised on continuing the experiment. — Мы настаивали на продолжении эксперимента.

После существительного с предлогом:

way of, programme of, reason for, process of и др.

The way of using is indicated in the instructions. — Способ использования указан в инструкциях.

После составных предлогов и словосочетаний:

on account of — ввиду, из-за

because of — из-за

due to — благодаря, из-за

with a view to — с целью (для того чтобы)

despite — несмотря на/

We could not continue the work because of no raw materials being supplied. — Мы смогли продолжать работу из-за отсутствия поставки сырья.

Свойства глагола у герундия.

Герундий имеет следующие формы времени и залога:

	Active	Passive
Indefinite	writing	being written
Perfect	having written	having been

Indefinite Gerund выражает процесс в наиболее общем виде и действие, одновременное с действием глагола в личной форме.

We prefer using new methods of work. — Мы предпочитаем использовать новые методы работы.

We prefer new methods of work being used. — Мы предпочитаем, чтобы использовались новые методы работы.

Perfect Gerund выражает действие, которое обычно предшествует действию, выраженному глаголом в личной форме.

/ remember having given this instruction. — Я помню, что дал (давал) это указание.

/ remember having been given this instruction. — Я помню, что мне давали это указание.

Чаще всего формы пассивного герундия на русский язык переводятся придаточными предложениями.

Свойства существительного у герундия:

Герундий может определяться притяжательным местоимением или существительным в притяжательном падеже:

I insist on his (the inspector's) coming as soon as possible. — Я настаиваю на том, чтобы он (инспектор) приехал как можно скорее.

Перед герундием может стоять предлог:

On receiving a letter we shall immediately take action. — По получении письма мы немедленно примем меры.

Герундий употребляется:

В качестве подлежащего:

Reading is useful. — Чтение полезно.

Как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.

He started reading the book. — Он начал читать книгу.

Как предложное дополнение:

/ am fond of reading. — Я люблю читать.

Как прямое дополнение:

Do you mind my reading here? — Вы не против моего чтения здесь?

Как обстоятельство времени:

After reading he closed the book. — После чтения он закрыл книгу.

Как обстоятельство образа действия:

Instead of reading he went to the movies. — Вместо чтения он пошел в кино.

Перевод герундия на русский язык

Герундий может переводиться на русский язык:

1. Существительным:

We are interested in buying these goods. — Мы заинтересованы в покупке этих товаров.

Инфинитивом:

Everybody went on working. — Все продолжали работать.

Деепричастием:

On coming to the laboratory he got down to work. — Придя в лабораторию, он принялся за работу.

Придаточным предложением:

We regretted having done it. — Мы сожалели о том, что сделали это.

Задание:

Найдите в предложениях герундий и определите время, залог и его функцию.

Переведите предложения:

Smoking costs a lot of money.

I will call you after arriving at the office.

Please have a drink before leaving.

I am looking forward to meeting you.

Do you object to working late?

Mary always dreams about going on holiday.

Please excuse us for waiting too long.

My favourite occupation is reading.

We are interested in buying these goods.

I have three shirts that need washing.

They insisted on being sent the results of tests.

What is the purpose of his going there?

This letter requires signing.

I am grateful for his helping me. I am grateful for his having helped me.

We thank you for sending us your letter.

The house wants repainting.

Практическая работа №71

Тема 12.3. Дом из кирпича.

Цель работы: Введение и закрепление новой лексики по теме: Дом из кирпича; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Дом из кирпича. Контрольная работа.

I. Read and translate the text:**HOW A SMALL BRICK HOUSE IS BUILT.**

Houses are more than just bricks and mortar. Before any bricks are laid a lot of thinking and planning has to be done. The plot of land has to be chosen, and it is then decided what kind

of house is to be built. Quite a lot of people all work together to make the house.

A surveyor measures the plot of land or site and makes a plan of it.

An architect draws pictures of what the house will look like when it is built. He draws plans to show the size of the house, the shape of the rooms and where all the fittings must go in the house.

The plan of the house is drawn on to the plan of the site, ready for the builder. Copies of the plan are made and are given to the builder. He gives a copy to the men in charge of the different work that will have to be done. The builder then marks out the shape of the house on the site. He does this with wooden pegs and tape. Everything is now ready for the workmen to start. They dig away the top-soil and cut trenches about two or three metres deep along the tapes.

The workmen mix cement, sand, pebbles and water in a cement mixer to make concrete.

They use the concrete to fill in the bottoms of the trenches. This is called laying the foundations. The walls of the house will be built on the concrete foundations.

The spaces between the foundations walls are filled with concrete. This is sometimes used as a base for the floor of the building.

The man who builds walls is called a bricklayer. The bricks are stuck together with mortar.

To make the walls stronger the bricks must overlap each other. This is called bonding.

When the walls are just above the ground a layer of waterproof felt or slate is laid. This is called a damp-proof course and stops damp in the ground passing to the rest of the house. As the bricklayer works he often looks at the plans. Then he will know where to build in the doors, windows and ventilators.

A carpenter now begins to work. He is the man who does the rough woodwork of the house.

When the walls are at the level of the first floor he puts in the wooden floor joists. These are strong wooden beams which will carry the upstairs floors and hold up the ceilings in the downstairs rooms. Then the joiner fixes the doors and other woodwork.

Nearly all the woodwork in a house used to be done by carpenters and joiners on the building site. This took quite a lot of time. Today most of the woodwork is made at a joinery works.

At the joinery works, machines plane the wood smooth and cut it to the right size. Machines also make the joints ready for the men to fit the pieces together.

Doors, window frames and even the stairs all come to the building site on lorries. They are ready to be fixed in the houses.

When the walls of the house are too high for the bricklayer to reach, the first scaffold is made. A scaffold is a platform of planks for the workmen to stand on. This is usually held up by a frame of steel tubes. Extra scaffolds are put up as the workmen need them. As soon as the men get on to the scaffold all the things they need have to be lifted up to them. Men used to carry bricks and mortar up ladders. Now there are many different ways of getting these things up to the scaffolds. Some builders use elevators. These are like moving staircases. A man at the bottom puts the materials on, and a man on the scaffold platform takes them off. On tall buildings the builder may use a lift which can be moved to different places. All these things help the workmen to build houses more quickly.

A lot of strong timber which we cannot see is used to make a roof. The highest beam is called the ridge. The sloping beams are called rafters. When the roof is on, many different workmen can come and finish off the house.

Plumbers work on all the water pipes of the house. They lay pipes to carry clean water into the house from the water main. Plumbers also lay pipes to carry waste water to the sewers. Glaziers put glass in the window frames to keep out the wind and the rain. When all the wires and pipes are in place the house is ready for the plasterers. They are the men who make the ceilings and walls nice and smooth. The joiners finish all the woodwork in the house, and leave it ready for the painters.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

IV. Задайте десять вопросов к тексту.

Раздел 13. Самые красивые здания.

Практическая работа №72

Тема 13.1. Самые красивые здания.

1. Самые красивые здания.

Цель работы: Введение и закрепление новой лексики по теме: Самые красивые здания; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Введение и закрепление новой лексики по теме: Самые красивые здания.

I. Read and translate:

The tower was designed by Skidmore, Owings and Merrill, who also designed the Willis Tower (formerly the Sears Tower) in Chicago and the new One World Trade Center in New York City. The BurjKhalifa uses the bundled tube design. Proportionally, the design uses half the amount of steel used in the construction of the Empire State Building thanks to the tubular system Its design is reminiscent of Frank Lloyd Wright's vision for The Illinois, a mile high skyscraper designed for Chicago. According to Marshall Strabala, a SOM architect who worked on the building's design team, BurjKhalifa was designed based on the 73 floor Tower Palace Three, an all residential building in Seoul. In its early planning, BurjKhalifa was intended to be entirely residential.

Subsequent to the original design by Skidmore, Owings and Merrill, Emaar Properties chose Hyder Consulting to be the supervising engineer with NORR Group Consultants International Limited chosen to supervise the architecture of the project. Hyder was selected for its expertise in structural and MEP (mechanical, electrical and plumbing) engineering Hyder Consulting's role was to supervise construction, certify SOM's design, and be the engineer and architect of record to the UAE authorities. NORR's role was the supervision of all architectural components including on site supervision during construction and design of a 6-storey addition to the Office Annex Building for architectural documentation. NORR was also responsible for the architectural integration drawings for the Armani Hotel included in the Tower. Emaar Properties also engaged GHD an international multidisciplinary consulting firm, to act as an independent verification and testing authority for concrete and steelwork.

The spiral minaret at the Great Mosque of Samarra

The design of BurjKhalifa is derived from patterning systems embodied in Islamic architecture.¹ According to the structural engineer, Bill Baker of SOM, the building's design incorporates cultural and historical elements particular to the region such as the spiral minaret. The spiral minaret spirals and grows slender as it rises. The Y-shaped plan is ideal for residential and hotel usage, with the wings allowing maximum outward views and inward natural light As the tower rises from the flat desert base, there are 27 setbacks in a spiralling

pattern, decreasing the cross section of the tower as it reaches toward the sky and creating convenient outdoor terraces. At the top, the central core emerges and is sculpted to form a finishing spire. At its tallest point, the tower sways a total of 1.5 m (4.9 ft)

As part of a study which reveals the unnecessary "vanity space" added to the top of the world's tallest buildings by the Council on Tall Buildings and Urban Habitat, it was revealed that without its 244-metre spire, the 828-metre BurjKhalifa would drop to a substantially smaller 585-metre height without any reduction in usable space. As the report states, the spire "could be a skyscraper on its own".

To support the unprecedented height of the building, the engineers developed a new structural system called the buttressed core, which consists of a hexagonal core reinforced by three buttresses that form the 'Y' shape. This structural system enables the building to support itself laterally and keeps it from twisting.

The spire of BurjKhalifa is composed of more than 4,000 tonnes (4,400 short tons; 3,900 long tons) of structural steel. The central pinnacle pipe weighing 350 tonnes (390 short tons; 340 long tons) was constructed from inside the building and jacked to its full height of over 200 m (660 ft) using a strand jack system. The spire also houses communications equipment.¹

In 2009, architects announced that more than 1,000 pieces of art would adorn the interiors of BurjKhalifa, while the residential lobby of BurjKhalifa would display the work of Jaume Plensa, featuring 196 bronze and brass alloy cymbals representing the 196 countries of the world. It was planned that the visitors in this lobby would be able to hear a distinct timbre as the cymbals, plated with 18-carat gold, are struck by dripping water, intended to mimic the sound of water falling on leaves.

The cladding system is designed to withstand Dubai's extreme summer temperatures, and consists of 142,000 m² (1,528,000 sq ft) of reflective glazing, and aluminium and textured stainless steel spandrel panels with vertical tubular fins. Over 26,000 glass panels were used in the exterior cladding of Burj Khalifa, and more than 300 cladding specialists from China were brought in for the cladding work on the tower. The architectural glass provides solar and thermal performance as well as an anti-glare shield for the intense desert sun, extreme desert temperatures and strong winds. In total the glass covers more than 174,000 m² (1,870,000 sq ft).

The exterior temperature at the top of the building is thought to be 6 °C (11 °F) cooler than at its base.

A 304-room Armani Hotel, the first of four by Armani, occupies 15 of the lower 39 floors. The hotel was supposed to open on 18 March 2010, but after several delays, it finally opened to the public on 27 April 2010. The corporate suites and offices were also supposed to open from March onwards, yet the hotel and observation deck remained the only parts of the building which were open in April 2010.

Практическая работа №73

Тема 13.1. Самые красивые здания.

2. Герундий. Выполнение упражнений.

Цель работы: Введение и закрепление новой лексики по теме: Самые красивые здания.; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Герундий. Выполнение упражнений.

Do some exercises:

Выберите правильную форму герундия:

1. I remember ... them an invitation to the wedding.

- | | |
|----------------|---------------------|
| a) sending | c) being sent |
| b) having sent | d) having been sent |

2. She likes ... to the parties by her friends.

- | | |
|-------------------|------------------------|
| a) inviting | c) being invited |
| b) having invited | d) having been invited |

3. Her ... so many mistakes in the test was quite unexpected.

- | | |
|----------------|---------------------|
| a) making | c) being made |
| b) having made | d) having been made |

4. Everybody was sure of his ... with a medal for his invention.

- | | |
|---------------------|--------------------------|
| a) decorating | c) being decorated |
| b) having decorated | d) having been decorated |

5. The book is worth

- | | |
|----------------|---------------------|
| a) reading | c) being read |
| b) having read | d) having been read |

6. Instead of ... yesterday, the document is still at the secretary.

- a) reprinting c) being reprinted
- b) having reprinted d) having been reprinted

7. Do you mind my ... the door?

- a) opening c) being opened
- b) having opened d) having been opened

8. The investigator succeeded in ... the crime.

- a) solving c) being solved
- b) having solved d) having been solved

9. He entered the class room without ... the teacher.

- a) noticing c) being noticed
- b) having noticed d) having been noticed

10. He entered the class room without

- a) noticing c) being noticed
- b) having noticed d) having been noticed

Скажите, какую форму герундия вы бы выбрали при переводе предложений на английский:

1. Простите, что перебиваю вас.

- a) interrupting c) being interrupted
- b) having interrupted d) having been interrupted

2. Простите, что прервала вас.

- a) interrupting c) being interrupted
- b) having interrupted d) having been interrupted

3. Он не любит, когда его прерывают во время беседы.

- a) interrupting c) being interrupted
- b) having interrupted d) having been interrupted

4. Ему не нравится, что его прервали во время беседы.

- a) interrupting c) being interrupted
- b) having interrupted d) having been interrupted

5. Он отрицает, что читает фантастику.

- a) reading c) being read

- b) having read d) having been read
6. Он отрицает, что ему читают фантастику.
a) reading c) being read
b) having read d) having been read
7. Он отрицает, что читал фантастику в детстве.
a) reading c) being read
b) having read d) having been read
8. Он отрицает, что ему читали фантастику в детстве.
a) reading c) being read
b) having read d) having been read
9. Меня удивляет, что ее часто спрашивают об этом.
a) asking c) being asked
b) having asked d) having been asked
10. Меня удивляет, что ее спросили об этом.
a) asking c) being asked
b) having asked d) having been asked

Образуйте правильную форму герундия вместо инфинитива, данного в скобках, прочитайте и переведите предложения:

1. I like the idea of (to organise) a contest.
2. The child can't read but he likes (to read) to.
3. We are proud of (to take part) in the Russian-American conference last year.
4. The man was accused of (to commit) a serious crime.
5. Everybody is surprised at his (to send) on business to the UK.
6. It's impossible to discuss an article without (to read) it.
7. His (to invite) to the party was quite unexpected.
8. Nobody must attend a party without (to invite).
9. Your progress in English depends on (to learn) it regularly.
10. I can't help (to laugh) at the story.

Практическая работа №74

Тема 13.2. Здания мира.

1. Самые красивые здания.

Цель работы: Введение и закрепление новой лексики по теме: Здания мира; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Самые красивые здания.

I. Read and translate the text:

The sky lobbies on the 43rd and 76th floors house swimming pools. Floors through to 108 have 900 private residential apartments (which, according to the developer, sold out within eight hours of being on the market). An outdoor zero-entry swimming pool is located on the 76th floor of the tower. Corporate offices and suites fill most of the remaining floors, except for a 122nd, 123rd and 124th floor where the *At.mosphere* restaurant, sky lobby and an indoor and outdoor observation deck is located respectively. In January 2010, it was planned that BurjKhalifa would receive its first residents from February 2010.

A total of 57 elevators and 8 escalators are installed. The elevators have a capacity of 12 to 14 people per cabin, the fastest rising and descending at up to 10 m/s (33 ft/s) for double-deck elevators. However, the world's fastest single-deck elevator still belongs to Taipei 101 at 16.83 m/s (55.2 ft/s). Engineers had considered installing the world's first triple-deck elevators, but the final design calls for double-deck elevators. The double-deck elevators are equipped with entertainment features such as LCD displays to serve visitors during their travel to the observation deck. The building has 2,909 stairs from the ground floor to the 160th floor.¹

The graphic design identity work for BurjKhalifa is the responsibility of Brash Brands, who are based in Dubai. Design of the global launch events, communications, and visitors centers for BurjKhalifa have also been created by Brash Brands as well as the roadshow exhibition for the Armani Residences, which are part of the Armani Hotel within BurjKhalifa, which toured Milan, London, Jeddah, Moscow and Delhi.¹

BurjKhalifa compared with some other well-known tall structures.

There are unconfirmed reports of several planned height increases since its inception. Originally proposed as a virtual clone of the 560 m (1,837 ft) Grollo Tower proposal for

Melbourne, Australia's Docklands waterfront development, the tower was redesigned by Skidmore, Owings and Merrill (SOM). Marshall Strabala, an SOM architect who worked on the project until 2006, in late 2008 said that BurjKhalifa was designed to be 808 m (2,651 ft) tall

The design architect, Adrian Smith, felt that the uppermost section of the building did not culminate elegantly with the rest of the structure, so he sought and received approval to increase it to the current height. It has been explicitly stated that this

stacking. Retaining-wall block is available in a variety of colors and sizes

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

IV. Задайте десять вопросов к тексту.

Практическая работа №75

Тема 13.2. Здания мира.

2. Выполнение упражнений по тексту: Самые красивые здания

Цель работы: Введение и закрепление новой лексики по теме: Здания мира; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по тексту: Самые красивые здания

I. Finish the sentences:

This particular mosque is located.....

This mosque is an excellent example of.....

The construction of the Mosque started.....

.....is also featured as one of.....

Taj Mahal was built by.....

He built it in the memory of.....

Taj Mahal is the finest example of.....

The construction began in.....

The Taj Mahal was built in.....

This white marble mausoleum is known.....

.....is regarded as one of.....

The Taj is regarded as.....

Eiffel Tower is located on.....

It was built as an entrance arch.....

.....is the tallest building in Paris.
 The tower has.....
 The construction started in.....
 Sydney Opera House is
 The building was built by.....
is his masterpiece.
is one of the great iconic buildings of the 20th century
 is an image of great beauty that has become known throughout the world.
 is a symbol for not only a city, but a whole country and continent.
 The Sydney Opera House is.....

Практическая работа №76

Тема 13.3. Фасад зданий.

1. Фасад зданий и комментарии к ней из интернета.

Цель работы: Введение и закрепление новой лексики по теме: Фасад зданий; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Чтение статьи: Фасад зданий и комментарии к ней из интернета.

I. Read and translate:

BurjKhalifa known as **Burj Dubai** prior to its inauguration, is askyscraper in Dubai, United Arab Emirates, and is the tallest man-made structure in the world, at 829.8 m (2,722 ft).

Construction began on 21 September 2004, with the exterior of the structure completed on 1 October 2009. The building officially opened on 4 January 2010 and is part of the new 2 km² (490-acre) development called Downtown Dubai at the 'First Interchange' along Sheikh Zayed Road, near Dubai's main business district. The tower's architecture and engineering were performed by Skidmore, Owings and Merrill of Chicago, with Adrian Smith as chief architect, and Bill Baker as chief structural engineer. The primary contractor was Samsung C&T of South Korea

Conception

BurjKhalifa was designed to be the centerpiece of a large-scale, mixed-use development that would include 30,000 homes, nine hotels (including The Address Downtown Dubai), 3 hectares (7.4 acres) of parkland, at least 19 residential towers, the Dubai Mall, and the 12-hectare (30-acre) man-made BurjKhalifa Lake.

The decision to build BurjKhalifa is reportedly based on the government's decision to diversify from an oil based economy to one that is service and tourism based. According to officials, it is necessary for projects like BurjKhalifa to be built in the city to garner more international recognition, and hence investment. "He (Sheikh Mohammed bin Rashid Al Maktoum) wanted to put Dubai on the map with something really sensational," said Jacqui Josephson, a tourism and VIP delegations executive at Nakheel Properties.

Records

Tallest existing structure: 829.8 m (2,722 ft) (previously KVLY-TV mast – 628.8 m or 2,063 ft)

Tallest structure ever built: 829.8 m (2,722 ft) (previously Warsaw radio mast – 646.38 m or 2,121 ft)

Tallest freestanding structure: 829.8 m (2,722 ft) (previously CN Tower – 553.3 m or 1,815 ft)

Tallest skyscraper (to top of spire): 829.8 m (2,722 ft) (previously Taipei 101 – 509.2 m or 1,671 ft)

Tallest skyscraper to top of antenna: 829.8 m (2,722 ft) (previously the Willis (formerly Sears) Tower – 527 m or 1,729 ft)

Building with most floors: 163 (previously World Trade Center – 110)

Building with world's highest occupied floor: 584.5 m (1,918 ft)

World's highest elevator installation (situated inside a rod at the very top of the building)

World's longest travel distance elevators: 504m (1,654 ft)

Highest vertical concrete pumping (for a building): 606 m (1,988 ft) World's tallest structure that includes residential space

World's second highest outdoor observation deck: 124th floor at 452 m (1,483 ft) When it first opened, the observation deck was the highest outdoor observation deck in the World, but it has since been surpassed by Cloud Top 488 on top of Canton Tower.

World's highest installation of an aluminium and glass façade: 512 m (1,680 ft)

World's highest nightclub: 144th floor

World's highest restaurant (*At.mosphere*): 122nd floor at 442 m (1,450 ft) (previously 360, at a height of 350 m (1,148 ft) in CN Tower)

World's highest New Year display of fireworks.¹

World's second highest swimming pool: 76th floor(world's highest swimming pool is located on 118th floor of Ritz-Carlton Hotel at International Commerce Centre, Hong Kong).

History of height increases

BurjKhalifa compared with some other well-known tall structures

There are unconfirmed reports of several planned height increases since its inception. Originally proposed as a virtual clone of the 560 m (1,837 ft)Grollo Tower proposal for Melbourne, Australia's Docklands waterfront development, the tower was redesigned by Skidmore, Owings and Merrill (SOM) Marshall Strabala, an SOM architect who worked on the project until 2006, in late 2008 said that BurjKhalifa was designed to be 808 m (2,651 ft) tall

The design architect, Adrian Smith, felt that the uppermost section of the building did not culminate elegantly with the rest of the structure, so he sought and received approval to increase it to the current height.^[citation needed] It has been explicitly stated that this change did not include any added floors, which is fitting with Smith's attempts to make the crown more slender

Delay

Emaar Properties announced on 9 June 2008 that construction of BurjKhalifa was delayed by upgraded finishes and would be completed only in September 2009. An Emaar spokesperson said "The luxury finishes that were decided on in 2004, when the tower was initially conceptualized, is now being replaced by upgraded finishes. The design of the apartments has also been enhanced to make them more aesthetically attractive and functionally superior." A revised completion date of 2 December 2009 was then announced. However, BurjKhalifa was opened on 4 January 2010, more than a month later.

change did not include any added floors, which is fitting with Smith's attempts to make the crown more slender.

II. Выделите ключевые фрагменты текста (слова, словосочетания, предложения).

III. Кратко изложите содержание текста на английском языке.

IV. Задайте десять вопросов к статье.

Практическая работа №77

Тема 13.3. Фасад зданий.

2. Здания мира.

Цель работы: Введение и закрепление новой лексики по теме: Фасад зданий; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Тематическая беседа: Здания мира.

I. Answer the questions:

Where is this particular mosque located?

When is this particular mosque built?

It is considered as one of the masterpieces of Persian Architecture, isn't it?

Is the particular mosque one of the treasures in Around the World in 80 Treasures?

What is Potala Palace ? Tell us about the construction of the palace?

What does the palace overlook?

Who was the Taj Mahal built?

Did he build the Taj Mahal in the memory of his third wife by the name of Mumtaz Mahal?

The Taj Mahal is the finest example of Mughal architecture, isn't it?

When was the Taj Mahal built?

What is known all around the world?

What is regarded as one of the most stunning masterpieces of architecture on the planet?

Make up some sentences about the Taj Mahal.

What is regarded as the best example of Mughal architecture in the world?

What is one of the most famous structures of the world in Paris?

What is the tallest building in Paris?

How many levels has for visitors?

When did the construction start?

Make up some sentences about Eiffel Tower.

Who was the Sydney Opera House built by?

Is the Sydney Opera House his masterpiece?

What is a symbol for not only a city, but a whole country and continent?

What is one of the great iconic buildings of the 20th century?

What is an image of great beauty that has become known throughout the world?

Раздел 14. Устраиваемся на работу.

Практическая работа №78

Тема 14.1. Устраиваемся на работу.

Цель работы: Введение и закрепление новой лексики по теме: Устраиваемся на работу; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Интервью о приеме на работу.

I. Vocabulary:

Application form [apli'keijn f:m] бланк заявления о приеме на работу

Apply for [plai]- подавать заявление

Short list of candidates(applicants) краткий список кандидатов

Letter of application=Covering letter- Interview- собеседование, заявление о приеме

Curriculum vitae=U.S.

To hire- нанимать

Recruitment agency=search firm- агентство по трудоустройству

Resume-автобиография

Series-ряд

Experience- опыт

Когда компании нужно принять на работу новых людей. Она может дать объявление в разделе газеты «ТРЕБУЮТСЯ»

Люди, которые ищут работу, могут послать заявление, или сопроводительное письмо, и биографию (в США-резюме), содержащую подробности об их образовании и опыте. Компания может попросить кандидата заполнить стандартный бланк заявления. Отдел по работе с кадрами компании выбирает наиболее подходящие заявления и готовит краткий список кандидатов, которых приглашают на собеседование. Компании могут нанимать людей, пользуясь услугами кадрового агентства, которое предоставляет список подходящих кандидатов. Растущее число компаний уже больше не удовлетворены традиционными собеседованиями при приеме на работу. Иногда они дают кандидатам ряд письменных тестов. Эти тесты не по математике или грамматике. С помощью этих тестов работодатели хотят оценить следующие качества кандидатов: -Есть ли у кандидата творческие и предпринимательские способности?-Can the candidate be a leader?-Is the candidate flexible and capable of leat^Обсуждение характеристики кандидата.-Может ли кандидат быть лидером?-Гибок ли кандидат и способен ли он к обучению?-Достаточно ли навыков и знаний имеет кандидат? Эти тесты являются частью более широкой тенденции. Компании становятся намного более осторожными при найме. Предприниматели всегда искали опытных работников- делал ли кандидат это прежде? Большинство компаний не изменило эту практику до сих пор при приеме на работу.

II. Read and translate:

Recruitment (приём на работу).

When a company needs to recruit new people, it can give an announcement in the «NEED HELP» section of a newspaper.

People who are looking for a job send a letter of application or covering letter(US-cover letter) and a curriculum vitae or CV (in US- resume) containing details of their education

and experience. A company may ask candidates to fill up a standart application form. The company's Human Resources department selects the most suitable application and prepares a short list of candidates or applicants, who are invited to attend an Interview. Companies can hire people using services of a recruitment agency (in US- search firm), which provides a list of suitable candidates.

A growing number of companies are no longer satisfied with traditional job interviews. Sometimes they give the candidates a series of written tests. These tests are not about mathematics or grammar. By these tests employers want to evaluate candidates on the following qualities:

- Does the candidate have creative and entrepreneurial abilities?

Can the candidate be a leader?-Is the candidate flexible and capable of learning?-Does the candidate have enough skills and knowledge?

These tests are all part of a broader trend. Companies are getting much more careful about hiring. Employers always looked for experienced workers- has the candidate done this before? Most companies have not changed this practice until now.

Практическая работа №79

Тема 14.2. Интервью о приеме на работу

1. Текст: Интервью о приеме на работу

Цель работы: Введение и закрепление новой лексики по теме: Устраиваемся на работу; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Интервью о приеме на работу.

Common job interview questions:

By rehearsing interview questions, you'll become more familiar with your own qualifications and will be well prepared to demonstrate how you can benefit an employer.

Most common sample questions

Tell me about yourself.

Make a short, organized statement of your education and professional achievements and professional goals. Then, briefly describe your qualifications for the job and the

contributions you could make to the organization.

Why do you want to work here? or What about our company interests you?

Few questions are more important than these, so it is important to answer them clearly and with enthusiasm. Show the interviewer your interest in the company.

Share what you learned about the job, the company and the industry through your own research. Talk about how your professional skills will benefit the company.

Unless you work in sales, your answer should never be simply: “money.” The interviewer will wonder if you really care about the job.

Why did you leave your last job?

The interviewer may want to know if you had any problems on your last job. If you did not have any problems, simply give a reason, such as: relocated away from job; company went out of business; laid off; temporary job; no possibility of advancement; wanted a job better suited to your skills.

If you did have problems, be honest. Show that you can accept responsibility and learn from your mistakes. You should explain any problems you had (or still have) with an employer, but don't describe that employer in negative terms. Demonstrate that it was a learning experience that will not affect your future work.

What are your best skills?

If you have sufficiently researched the organization, you should be able to imagine what skills the company values. List them, then give examples where you have demonstrated these skills.

What is your major weakness?

Be positive; turn a weakness into a strength. For example, you might say: “I often worry too much over my work. Sometimes I work late to make sure the job is done well.”

Do you prefer to work by yourself or with others?

The ideal answer is one of flexibility. However, be honest. Give examples describing how you have worked in both situations.

What are your career goals? or What are your future plans?

The interviewer wants to know if your plans and the company's goals are compatible. Let him know that you are ambitious enough to plan ahead. Talk about your desire to learn more and improve your performance, and be specific as possible about how you will meet the goals you have set for yourself.

What are your hobbies? or Do you play any sports?

The interviewer may be looking for evidence of your job skills outside of your professional experience. For example, hobbies such as chess or bridge demonstrate analytical skills. Reading, music, and painting are creative hobbies. Individual sports show determination and stamina, while group sport activities may indicate you are comfortable working as part of a team.

Also, the interviewer might simply be curious as to whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier and more productive.

What salary are you expecting?

You probably don't want to answer this one directly. Instead, deflect the question back to the interviewer by saying something like: "I don't know. What are you planning on paying the best candidate?" Let the employer make the first offer. However, it is still important to know what the current salary range is for the profession. Find salary surveys at the library or on the Internet, and check the classifieds to see what comparable jobs in your area are paying. This information can help you negotiate compensation once the employer makes an offer.

What have I forgotten to ask?

Use this as a chance to summarize your good characteristics and attributes and how they may be used to benefit the organization. Convince the interviewer that you understand the job requirements and that you can succeed.

Additional sample questions

Questions about your Qualifications

What can you do for us that someone else can't do?

What qualifications do you have that relate to the position?

What new skills or capabilities have you developed recently?

Give me an example from a previous job where you've shown initiative. What have been your greatest accomplishments recently?

What is important to you in a job?

What motivates you in your work?

What have you been doing since your last job?

What qualities do you find important in a coworker?

Questions about your Career Goals:

What would you like to be doing five years from now?

How will you judge yourself successful? How will you achieve success? What type of position are you interested in?

How will this job fit in your career plans?

What do you expect from this job?

Do you have a location preference?

Can you travel?

What hours can you work?

When could you start?

Questions about your Work Experience

What have you learned from your past jobs?

What were your biggest responsibilities?

What specific skills acquired or used in previous jobs relate to this position? How does your previous experience relate to this position?

What did you like most/least about your last job?

Whom may we contact for references?

Questions about your Education

How do you think your education has prepared you for this position?

What were your favorite classes/activities at school?

Why did you choose your major?

Do you plan to continue your education?

First Impressions

The first impression you make on the interviewer can decide the rest of the interview. It is important that you introduce yourself, shake hands, and be friendly and polite. The first question is often a “breaking the ice” (establish a rapport) type of question. Don’t be surprised if the interviewer asks you something like:

How are you today?

Did you have any trouble finding us?

Isn’t this great weather we’re having?

This type of question is common because the interviewer wants to put you at

Практическая работа №80

Тема 14.2. Интервью о приеме на работу

2. Диалог: Интервью о приеме на работу.

Цель работы: Введение и закрепление новой лексики по теме: Интервью о приеме на работу; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Диалог: Интервью о приеме на работу.

I. Read and translate the dialogue:

Employer: Good morning! How are you?

Candidate: Fine, thank you very much.

Employer: We made this appointment to speak about your personality traits and your professional skills. Please, tell us about yourself.

Candidate: I'm a very friendly person. Love to people helps me at solving different problems. I am responsible and diligent. I'm really good at working with personal computers and I'm very interested in programming (software engineering).

When I was a university undergraduate I was twice awarded the second prize in the database programming competition.

Employer: Can you explain us, why should our company hire you?

Candidate: I can work very well with other people, because I'm a real team player.

My qualification and professional skills help me to get any job done.

Employer: You mean you have never had a confrontation with your colleagues at your last place of work? Candidate: No I haven't. I always resolved difficult problems without confrontation. I'm a very hard worker.

Employer: Tell us about you main negative and positive traits.

Candidate: I am outgoing optimist. I like people and I enjoy being around them. What about my negative traits... Well, I like to discuss the newest gadgets with my friend Paul very much, because they are a very important part of my life. Often we are fully unmindful of time and depress our relatives.

Employer: Maybe this side of your character exercises significant influence on your private life but it cannot be bad for your professional abilities.

Практическая работа №81

Тема 14.3. Обсуждение условий приема на работу.

1. Обсуждение условий приема на работу.

Цель работы: Введение и закрепление новой лексики по теме: Обсуждение условий приема на работу; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Текст: Обсуждение условий приема на работу.

I. Read and translate the dialogue:

Interviewer: How are you today?

You: I'm fine, thank you. And you?

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I love this time of year.

Here are some examples of incorrect responses:

How are you today?

So, so. I'm rather nervous actually.

Interviewer: Did you have any trouble finding us?

You: As a matter of fact it was very difficult. I missed the exit and had to return via the highway. I was afraid I was going to be late for the interview.

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I can remember this time last year. Wasn't it awful! I thought it would never stop raining!

Getting Down to Business

Once the pleasant beginnings have finished, it's time to begin the real interview.

Here are a number of the most common questions that are asked during the interview. There are two examples of excellent replies give for each question.

Following the examples, you will find a comment describing the type of question and important things to remember when answering that type of question.

Interviewer: Tell me about yourself.

Candidate: I was born and raised in Milan, Italy. I attended the University of Milan and received my master's degree in Economics. I have worked for 12 years as a financial consultant in Milan for various companies including Rossi Consultants, Quasar Insurance and Sardi and Sons. I enjoy playing tennis in my free time and learning languages.

Candidate: I've just graduated from the University of Singapore with a degree in Computers. During the summers, I worked as a systems administrator for a small company to help pay for my education.

Comment: This question is meant as an introduction. Do not focus too specifically on any one area. The above question will often be used to help the interviewer choose what he/she could like to ask next. While it is important to give an overall impression of who you are, make sure to concentrate on work related experience. Work related experience should always be the central focus

Candidate: I am a trouble shooter. When there was a problem at my last job, the manager would always ask me to solve it. Last summer, the LAN server at work crashed. The manager was desperate and called me in (requested my help) to get the LAN back online. After taking a look at the daily backup, I detected the

1. Работа над лексикой по теме

Цель работы: Введение и закрепление новой лексики по теме: Обсуждение условий приема на работу

Ход работы: Работа над лексикой по теме

I. Read and translate the dialogue:

Interviewer: How are you today?

You: I'm fine, thank you. And you?

Interviewer: Did you have any trouble finding us?

You: No, the office isn't too difficult to find.

Interviewer: Isn't this great weather we're having?

You: Yes, it's wonderful. I love this time of year.

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How are you today?

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Interviewer: Did you have any trouble finding us?

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Практическая работа №83

Тема 14.4. Контракт о приеме на работу в строительную компанию.

1. Заполнение бланков о приеме на работу в строительную компанию.

Цель работы: Введение и закрепление новой лексики по теме: Контракт о приеме на работу в строительную компанию; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Заполнение бланков о приеме на работу в строительную компанию.

I. Read and translate:

Employment contract.

A **contract of employment** is a category of contract used in labour law to attribute right and responsibilities between parties to a bargain. On the one end stands an "employee" who is "employed" by an "employer". It has arisen out of the old master-servant law, used before the 20th century. Put generally, the contract of employment denotes a relationship of economic dependence and social subordination. In the words of the controversial labour lawyer Sir Otto Kahn-Freund,

"the relation between an employer and an isolated employee or worker is typically a relation between a bearer of power and one who is not a bearer of power. In its inception it is an act of submission, in its operation it is a condition of subordination, however much the submission and the subordination may be concealed by the indispensable figment of the legal mind known as the 'contract of employment'. The main object of labour law has been, and...

will always be a countervailing force to counteract the inequality of bargaining power which is inherent and must be inherent in the employment relationship

Terminology.

A contract of employment usually defined to mean the same as a "contract of service". A contract of service has historically been distinguished from a contract for the supply of services, the expression altered to imply the dividing line between a person who is "employed" and someone who is "self-employed". The purpose of the dividing line is to attribute rights to some kinds of people who work for others. This could be the right to a minimum wage, holiday pay, sick leave, fair dismissal a written statement of the contract, the right to organize in a union, and so on. The assumption is that genuinely self-employed people should be able to look after their own affairs, and therefore work they do for others should not carry with it an obligation to look after these rights.

In Roman law the equivalent dichotomy was that between *locatio conductio operarum* (employment contract) and *locatio conductio operis* (contract for services). The terminology is complicated by the use of many other sorts of contracts involving one person doing work for another. Instead of being considered an "employee", the individual could be considered a "worker" (which could mean less employment legislation protection) or as having an "employment relationship" (which could mean protection somewhere in between) or a "professional" or a "dependent entrepreneur", and so on. Different countries will take more or less sophisticated, or complicated approaches to the question.

II. Complete your Curriculum Vitae (CV):

Application for Employment.

Name:
Address:
DOB (date of birth):
Nationality:
Marital status:(single/married)
Siblings:(brothers/sisters)
Education:
Employment: Previous Employment:

Present position: Skills: (fluent in English)(other skills)
Accomplishments: (awards)
Interests:
Physical characteristics(height,weight, ets.)
References:

Application for Employment.

Name:							
Date of Birth:							
Present Address:							
Tel. Number:							
Indicate Dates you Attended School:							
Elementary, From				to			
High School, From				to			
College, From				to			
Other(Specify Type and Dates):							
List Below All Present and Past Employment, Beginning with Most Recent							
	Company Name	From Mo/Yr	To Mo/Yr	Name of Supervisor	Reason for leaving	Weekly Salary	Job description
1							
2							
3							
4							
5							
6							

May we contact the employers listed above?

Indicate which ones you wish us to contact:

Remarks:

III. Заполните анкету для работы в одной из зарубежных компаний.

Preliminary Application Form.

Name (as shown in the passport)	
Native country	
Permanent address	
Date of Birth	
Place of Birth	

Religion				
Telephone (with code)				
School number, years of study				
E-mail				
School number, years of study				
Work experience				
Native Language				
Knowledge of English	skill			
	speak			
	write			
	read			
Signature				

Customs Declaration.

Full name _____
Citizenship _____
Arriving from _____
Country of destination _____
Purpose of visit _____

(business, tourism, private, etc.)

My luggage (including hand luggage) submitted for Customs inspection consists of _____ pieces.

With me and in my luggage I have:

- I. Weapons of all descriptions and ammunition
- II. Narcotics and appliances for the use thereof
- III. Antiques and objects of art (paintings, drawings, icons, sculptures, etc.)
- IV. Russian rubles, Russian State Loan bonds, Russian lottery tickets _____

V. Currency other than Russian rubles (bank notes, exchequer bills, coins), payment voucher (cheques, bills, letters of credit, etc.). Securities (shares, bonds, etc.) in foreign currencies, precious metals (gold, silver, platinum, metals of platinum group) in any form or condition, crude and processed natural precious stones (diamonds, brilliants, rubies, emeralds, sapphires and pearls), jewellery and other articles made of precious metals and precious stones, and scrap thereof, as well as property papers:

Description	Amount / quantity		For official use
	In figures	In words	

US Dollars			
Pounds Sterling			
French Francs			
Deutschemarks			

VI. Russian rubles, other currency, payment voucher, valuables and any objects belonging to other persons.

I am aware that, in addition to the objects listed in the Customs Declaration, I must submit for inspection: printed matter, manuscripts, films, video and sound recordings, postage stamps, pictorial matter, etc., as well as items not for personal use.

I also declare that my luggage sent separately consists of _____ pieces.

(Date _____ 200__)

Owner of luggage _____
(signed)

Практическая работа №84

Тема 14.4. Контракт о приеме на работу в строительную компанию.

2. Выполнение упражнений по теме: Герундий.

Цель работы: Введение и закрепление новой лексики по теме: Контракт о приеме на работу в строительную компанию; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;

Ход работы: Выполнение упражнений по теме: Герундий.

1. Participles and Gerunds Exercise:

State whether the –ing forms given in the following sentences are participles or gerunds. In the case of participles, name the noun or pronoun they qualify. In the case of gerunds, state what function they serve in the sentence:

1. Hearing a loud noise, we ran to the window.
2. The motorcyclist was fatally injured in the accident and is now fighting for his life.
3. He ruined his sight by watching TV all day.
4. We saw a clown standing on his head.
5. Asking questions is a whole lot easier than answering them.
6. Waving their hands, the audience cheered the winner.
7. Plucking flowers is forbidden.
8. Jumping over the fence, the thief escaped.

9. I was surprised at John's being absent.
10. We spent the whole day playing cards.
11. A miser hates spending his money.
12. John was angry at Alice trying to lie to her.
13. Praising all alike is praising none.
14. Are you afraid of speaking the truth?
15. Singing to herself is her chief delight.

Put the verbs in parantheses into the correct form of the infinitve or the -ing form (gerund)

1. We were happy _____ (hear) that Altan is coming to see us.
2. Oura was the first athlete _____ (finish) the triathlon.
3. It's snowing outside. There's no point in _____ (play) football now.
4. It was so nice of Engin _____ (send) me a birthday card.
5. Fahri enjoys _____ (play) Playstation 3 after midnight.
6. Jale should _____ (tell) him the truth immediately.
7. Zeki suggests _____ (call) the theatre to find out what time the play begins.
8. Aylin and Ali rushed to the airport only _____ (arrive) as the plane was taking off.
9. Rooney was the last _____ (finish) the training.
10. It's no use _____ (cry). I won't forgive you.
11. Ersoy spent a lot of time _____ (play) computer games so he didn't finish his sales report.
12. My parents planned _____ (go) to Malta last year.
13. They saw me _____ (cry) as they walked past my car.
14. I haven't seen my daughter for 10 days. I'm looking forward _____ (meet) her tomorrow.
15. I'm really sorry but I don't know how _____ (install) this software.
16. Nesli watched the plane _____ (take off) and then she left.
17. While I was taking some notes, I noticed Mary _____ (stare) at me.
18. The chicken restaurant in Forum is certainly worth _____. (visit)
19. I'm sorry. I didn't mean _____ (hurt) you.

20. How about _____ (go) to a Turkish restaurant tonight.

Put in the correct form the following verbs: play, watch, ride, read:

I like football.

I like _____ football.

I like books.

I like _____ books.

I like bikes.

I like _____ a bike.

I like tennis.

I like _____ tennis on TV.

Choose the correct gerund or infinitive from the parenthesis at the end of the sentence:

1. She likes to get up early in the morning. (likes / dislikes)
1. Alan can't stand _____ on trains. (riding/ to ride)
2. Mr. Harris enjoys _____ people out to dinner. (inviting / to invite)
3. In the old days, gentlemen challenged their rivals _____. (fighting / to fight)
4. As the famous saying goes, there's no use _____ over spilt milk. (crying / to cry)
5. Jim stopped _____ his shoelace. Wait for him. (tying / to tie)
6. My wife always volunteers _____ cakes PTA meetings. (baking / to bake)
7. Don't waste my time _____ about your salary. (complaining/ to complain)
8. Eva is having trouble _____ on the exam. (concentrating / to concentrate)
9. Please allow me _____ your Facebook page. (joining / to join)
10. You won't forget _____ milk on your way home, will you? (picking up /to pick up)

Put the verbs in brackets into the gerund:

- 1 He gave up (gamble).
- 2 Try to avoid (make) him angry.
- 3 Stop (argue) and start (work).
- 4 The children prefer (watch) TV to (read).
- 5 I am against (make) any complaints.

- 6 It's no use (cry) over spilt milk. *{proverb}*
- 7 I suggest (hold) another meeting next week.
- 8 He finished (speak) and sat down.
- 9 He was fined for (drive) without lights.
- 10 It is difficult to get used to (eat) with chopsticks.
- 11 *if* you can't turn the key try (put) some oil in the lock.
- 12 He lost no time in (get) down to work.
- 13 You can't make an omelette without (break) eggs. *(proverb)*
- 14 We are looking forward to (read) your new book.
- 15 They escaped by (slide) down ropes made of blankets.
- 16 They don't allow (smoke) in here.

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