

Государственное бюджетное
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«Кунгурский колледж агротехнологий и управления»



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ**

ПО ДИСЦИПЛИНЕ

ОГСЭ.04 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ


для студентов специальности

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1.ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Методические рекомендации к выполнению практических работ по дисциплине «Иностранный язык в профессиональной деятельности» предназначены для организации учебных занятий студентов 2-4 курсов очного отделения на уроке.

Согласно учебного плана максимальная учебная нагрузка составляет 166 часов практических занятий: 2 курс – 70 часов; 3- 60 часа; 4 курс – 36 часов.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания

Код ОК	Умения	Знания
ОК 01 ОК 02 ОК 04 ОК 09	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.	– лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Результаты (основные общие компетенции)	Основные показатели результатов подготовки
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам	- проявлять интерес к различным сферам профессиональной деятельности, -определять цели деятельности, задавать параметры и критерии их достижения; - выявлять причинно-следственные связи и актуализировать задачу, выдвигать гипотезу ее решения, находить аргументы для доказательства своих утверждений, задавать параметры и критерии решения;
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	- владеть навыками получения информации из источников разных типов, самостоятельно осуществлять поиск, анализ, систематизацию и интерпретацию информации различных видов и форм представления; - оценивать достоверность, легитимность информации, ее соответствие правовым и морально-этическим нормам; - владеть навыками распознавания и защиты информации, информационной безопасности личности

<p>ОК 04. Эффективно взаимодействовать и работать в коллективе и команде</p>	<ul style="list-style-type: none"> - понимать и использовать преимущества командной и индивидуальной работы; - принимать цели совместной деятельности, организовывать и координировать действия по ее достижению: составлять план действий, распределять роли с учетом мнений участников обсуждать результаты совместной работы; - координировать и выполнять работу в условиях реального, виртуального и комбинированного взаимодействия; - осуществлять позитивное стратегическое поведение в различных ситуациях, проявлять творчество и воображение, быть инициативным. - принимать мотивы и аргументы других людей при анализе результатов деятельности
<p>ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках</p>	<ul style="list-style-type: none"> - совершенствование языковой и читательской культуры как средства взаимодействия между людьми и познания мира; - способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания; - овладение видами деятельности по получению нового знания, его интерпретации, преобразованию и применению в различных учебных ситуациях, в том числе при создании учебных и социальных проектов; - формирование научного типа мышления, владение научной терминологией, ключевыми понятиями и методами; -осуществлять целенаправленный поиск переноса средств и способов действия в профессиональную среду

2. ПЕРЕЧЕНЬ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Раздел 1. Развивающий курс Тема 1.1. Повседневная жизнь, условия жизни	1. Повседневная жизнь, условия жизни. 2. Имя существительное. Множественное число. 3. Артикль: определенный, неопределенный, нулевой
Тема 1.2. Необычные виды спорта в Великобритании	4. Экстремальные виды спорта 5. Модальные глаголы и их эквиваленты. 6. Времена группы Simple.
Тема 1.3. Проблемы города, деревни	7. Жизнь в городе и сельской местности 8. Проблемы города и села. 9. Способы выражения будущего времени.
Тема 1.4. Досуг	10. Придаточные предложения времени и условия. 11. Увлечения подростков в России. 12. Увлечения подростков в Великобритании и США.
Тема 1.5. Средства массовой информации	13. Роль СМИ в нашей жизни. 14. СМИ в Великобритании. 15. Местоимения: указательные, количественные, вопросительные, объектные. 16. Контрольная работа № 1
Тема 1.6. Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	17. Общественная жизнь подростка. 18. Профессиональные навыки и умения 19. Страдательный залог.
Тема 1.7. Научно-технический прогресс	20. Научно-технический прогресс 21. Необычные изобретения 21 века. 22. Современные гаджеты в моей жизни. 23. Сложное дополнение.
Тема 1.8. Отдых за границей	24. Почему люди путешествуют. Сложноподчиненные предложения. 25. Заказ (покупка билета). 26. В аэропорту. 27. На борту самолета. 28. Прибытие в Лондон. 29. Размещение в гостинице. 30. Сервис в отелях.

Тема 1.9. Искусство	31.Музеи и картинные галереи Лондона. 32.Театр Глобус. 33.Библиотеки Лондона. 34.Совершенные времена в активном и страдательном залогах. 35.Контрольная работа № 2
Раздел 2. Профессионально-ориентированный курс	
Тема 2.1. Цифры, числа, математические действия, основные математические понятия и физические явления	36.Цифры, основные математические понятия и физические явления. 37. Инфинитив и инфинитивные обороты.
Тема 2.2. Транспорт	38. Классификация транспорта. 39. Классификация автомобильного транспорта. Причастие 1.
Тема 2.3. Промышленность	40. Виды промышленности. 41.Российское автомобилестроение (ВАЗ). 42. Причастие 2 и способы передачи его значения на родном языке.
Тема 2.4. Внешнее и внутреннее устройство автомобиля	43. Внешнее устройство автомобиля. Причастие 1, 2 44. Внутреннее устройство автомобиля
Тема 2.5. Работа автомобиля	45. Двигатели. Работа двигателя внутреннего сгорания . 46. Трансмиссия: коробка передач, сцепление 47.Рулевое управление 48.Система смазки 49.Система зажигания 50.Тормозная система 51.Контрольная работа № 3
Тема 2.6. Эксплуатация автомобиля	52.Дорожные знаки и разметки. 53.Дорожные знаки и разметки. 54.На станции технического обслуживания автомобиля. 55.На автозаправочной станции. 56.В автосервисе. Названия инструментов. 57.Тестирование автомобиля. 58.Прямая и косвенная речь.

<p>Тема 2.7. Современный автомобиль</p>	<p>59. Автомобиль будущего 60. Компьютер в автомобиле 61. Применение пластмасс в автомобиле 62. Безопасность и автомобиль 63. Современный автомобиль 64. Прямая и косвенная речь. 65. Контрольная работа № 4</p>
<p>Тема 2.8. Дорожно-строительное оборудование и машины</p>	<p>66. Времена английского глагола (активный залог) 67. Дорожно-строительное оборудование. 68. Классификация дорожно-строительных машин. 69. Бульдозеры. Технические характеристики. 70. Грузовики. Технические характеристики. 71. Экскаваторы. Технические характеристики. 72. Краны. Типы кранов. Технические характеристики. 73. Дорожные катки. Технические характеристики. 74. Контрольная работа № 5</p>
<p>Тема 2.9. Документы и инструкции</p>	<p>75. Времена английского глагола (страдательный залог). 76. Структура и оформление делового письма. 77. Структура и оформление делового письма. 78. Инструкции, руководства. 79. Контракт. Пункты контракта 80. Договор купли-продажи. 81. Договор на оказание транспортных услуг. 82. Грамматический обзор 83. Дифференцированный зачет</p>

3. КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценки выполнения письменных лексических и грамматических упражнений

- Отметка «5»** Задания выполнены на 90-100%
- Отметка «4»** Задания выполнены на 75-89%
- Отметка «3»** Задания выполнены на 50-74%
- Отметка «2»** Задания выполнены менее чем на 50%

Критерии оценки письменных развернутых ответов

Отметка «5» Коммуникативная задача решена полностью, применение лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи

Отметка «4» Коммуникативная задача решена полностью, но понимание текста незначительно затруднено наличием грамматических и/или лексических ошибок.

Отметка «3» Коммуникативная задача решена, но понимание текста затруднено наличием грубых грамматических ошибок или неадекватным употреблением лексики.

Отметка «2» Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста.

Критерии оценки техники чтения

«5» Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х фонетических ошибок;

«4» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры практически без нарушений нормы; допускается от 3 до 5 фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл;

«3» Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5 до 7 фонетических ошибок, в том числе 3 ошибки, искажающие смысл;

«2» Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров ИЛИ 8 и более фонетических ошибок.

Критерии оценки перевода текста

Оценка «отлично»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, не содержит фактических ошибок. Терминология использована правильно.

Перевод отвечает системно-языковым нормам и стилю языка перевода.

Адекватно переданы культурные и функциональные параметры исходного текста.

Допускаются некоторые погрешности в форме предъявления перевода.

Оценка «хорошо»

Перевод полный, без пропусков и произвольных сокращений текста оригинала, допускается одна фактическая ошибка, при условии отсутствия потерь информации и стилистических погрешностей на других фрагментах текста.

Имеются несущественные погрешности в использовании терминологии.

Перевод в достаточной степени отвечает системно-языковым нормам и стилю языка перевода.

Культурные и функциональные параметры исходного текста в основном адекватно переданы.

Коммуникативное задание реализовано, но недостаточно оптимально.

Допускаются некоторые нарушения в форме предъявления перевода.

Оценка «удовлетворительно»

Перевод содержит фактические ошибки.

Низкая коммуникативность и плохая «читабельность» текста затрудняют его понимание рецептором.

При переводе терминологического аппарата не соблюден принцип единообразия.

В переводе нарушены системно-языковые нормы и стиль языка перевода.

Неадекватно решены проблемы реализации коммуникативного задания.

Имеются нарушения в форме предъявления перевода.

Оценка «неудовлетворительно»

Перевод содержит много фактических ошибок.

Нарушена полнота перевода, его эквивалентность и адекватность.

В переводе грубо нарушены системно-языковые нормы и стиль языка перевода.

Коммуникативное задание не выполнено.

Грубые нарушения в форме предъявления перевода.

Критерии оценки монологического и диалогического высказываний:

«5»

Соблюден объем высказывания. Высказывание соответствует теме, отражены все аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация на уровне, нормы вежливости соблюдены.

Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач.

Лексика адекватна поставленной задаче и требованиям данного года обучения языку.

Использованы разные грамматические конструкции в соответствии с задачей и требованиям данного года обучения языку. Редкие грамматические ошибки не мешают коммуникации.

Речь звучит в естественном темпе, нет грубых фонетических ошибок.

«4»

Не полный объем высказывания. Высказывание соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи соответствует типу задания, аргументация не всегда на соответствующем уровне, но нормы вежливости соблюдены.

Коммуникация немного затруднена.

Лексические ошибки незначительно влияют на восприятие речи учащегося.

Грамматические незначительно влияют на восприятие речи учащегося.

Речь иногда неоправданно паузирована. В отдельных словах допускаются фонетические ошибки (замена, английских фонем сходными русскими). Общая интонация обусловлена влиянием родного языка.

«3»

Незначительный объем высказывания, которое не в полной мере соответствует теме; не отражены некоторые аспекты, указанные в задании, стилевое оформление речи не в полной мере соответствует типу задания, аргументация не на соответствующем уровне, нормы вежливости не соблюдены.

Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы.

Учащийся делает большое количество грубых лексических ошибок.

Учащийся делает большое количество грубых грамматических ошибок.

Речь воспринимается с трудом из-за большого количества фонетических ошибок. Интонация обусловлена влиянием родного языка.

«2»

Учащийся не понимает смысла задания. Аспекты указанные в задании не учтены.

Коммуникативная задача не решена.

Учащийся не может построить высказывание.

Учащийся не может грамматически верно построить высказывание.

Речь понять не возможно.

Практическое занятие № 1

Тема: Повседневная жизнь, условия жизни

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Student's Life

It's great to be a student. Many colleges and universities offer great opportunities for studying and for social life.

There are a lot of reasons why student life is exciting. First of all, students learn what they need for their future profession. They learn subjects, which they are interested in.

Secondly, being a student means not only studying. You have enough time for hobbies and different activities.

Thirdly, student's social life is very interesting. You meet lots of new people, even from other countries.

For many people student years are the best in life.

While you study, lots of things start changing: your thoughts, your ideas, people who surround you. You stop being a child. You realize that you've grown. You start earning your first money. Lots of students nowadays work and study at the same time. Eventually you understand that it's great to have the job you like. High education may help a lot in getting your dream job in future.

My Daily Routine

As a rule, I get up at half past six. I put on my dressing-

gown, go into bathroom and turn on the bath taps. Good health is better than wealth, so I do my morning exercises. I get breakfast at seven-

thirty and listen to the news over the radio. I like to begin the day well, so my breakfast is always

a good one. For breakfast I usually have hard-boiled eggs or an omelette, bread and butter, tea or coffee; I read my newspaper with my last cup of coffee before I leave home. Then, I say «Good-bye» to my mother, take my school-bag and go to school. I don't live far from my school, so it doesn't take me long to get there. The lessons start at half past eight. Each lesson lasts for 45 minutes. The classes are over at two o'clock. I come back home, have dinner, wash up and go shopping. I buy foodstuffs for the family. Coming back I begin to clean the house and get the vegetables ready for supper. We have supper at seven.

I do my homework for the next day. It usually takes me several hours to prepare well for the lessons. In the evening, I always try to spend at least an hour at the piano.

As a rule my parents and I sit and talk, watch a film on TV, read newspapers and magazines. Sometimes, we go to the cinema or to the theatre. Once or twice a month, I visit exhibitions in my home town.

I go to bed at about eleven o'clock, but my parents like to sit up late and write letters or read.

Questions:

1. When do you get up as a rule?
2. Why do you do your morning exercises?
3. What do you have for breakfast?
4. How long does each lesson last?
5. When do you begin to clean the house?

Практическое занятие № 2

Тема: Имя существительное. Множественное число.

Цель: формирование грамматических навыков говорения и чтения.

Студент должен

Знать: правила образования множественного числа, исключения.

Уметь: образовывать множественное число от имен существительных в ед. числе.

ХОД ЗАНЯТИЯ

1. Translate into Russian.

1. The firm stated that a license was required for the export of these goods.
2. Russia has the world's largest deposits of oil.
3. We have received some important information on the state of the wool market.
4. Mathematics forms the basis of many other sciences.
5. Coal is extracted in many districts of our country.
6. A new glass works has been built near the village.
7. He is the father of my sister's husband.
8. A woman of her intelligence would make a good Supreme Court justice.
9. His clothes were wet as he had been caught in the rain.
- 10 The "Neva's" cargo consisted of wheat and barley.
11. In this article you will find the figures of Italian exports and imports for the last three months.
12. Scientists have been collecting data on air pollution levels.

2. Paraphrase the following sentences using the Possessive Case.

1. The office of our manager is very big.
2. They will consider the proposals of Mr. Black at their next meeting.

3. This is, in the opinion of the critics, their best record for years.
4. The computer of Tom and Helen is modern.
5. We have not yet received the answer of buyers.
6. The working day of our Commercial Director begins at 9 o'clock in the morning.
7. Do you know the telephone number of the Petrovs?
8. My husband knows a lot about detective novels of Agatha Christie.
9. She put the wet boots of the boys near the stove.

3. Make the nouns in bold plural. Change sentences if necessary.

1. A **copy** of the contract was sent to London.
2. The last **leaf** fell from the **tree**.
3. The **woman** standing by the window is our **secretary**.
4. This **shoe** is too large for my **foot**.
5. "Is this **worker** an **Englishman** or a **German**?" — "He is a **Frenchman**".
6. The **mouse** was caught.
7. What is the **child's name**?
8. The **roof** of the **house** was covered with snow.
9. A **potato** is a **vegetable** and a **cherry** is a **fruit**.

4. Make the nouns in bold singular. Change sentences if necessary.

1. These **factories** produce furniture.
2. The **wives** of the **sailors** came to the shore.
3. I have hurt my **feet** and **hands**.
4. In the farmyard we could see **oxen, sheep, cows** and **geese**.
5. Do your **teeth** still ache?
6. These are my **friends' studies**.
7. He keeps his **toys** in the **boxes**.
8. These **ladies** are those **gentlemen's wives**.
9. The **children** are sitting on the **benches**.

5. Make sentences in plural

1. She's a pretty girl.
2. A hen is a bird.
3. Here's a pen and a pencil.
4. He's a pilot.
5. There's a car behind you.
6. A lazy boy isn't a good pupil.
7. There's a bird on the tree.
8. A woman is busier than a man.
9. Where's the key of the door?
10. The tooth is broken.

6. Translate into English

1. Её волосы совсем темные. Они очень красивые.
2. Эти новости очень интересные.
3. Ваши деньги на столе. Возьмите их.
4. У нее достаточно знаний для того, чтобы выполнить эту работу.
5. Она делает успехи в английском языке.

6. Ваши брюки слишком длинные.
7. Мои очки на столе. Подайте их мне, пожалуйста.
8. В этом году фрукты очень дешевые.
9. На столе апельсины, бананы, виноград и другие фрукты.
10. Какие новости? – Я не удовлетворен своими успехами в английском языке.

Практическое занятие № 3

Тема: Артикль: определенный, неопределенный, нулевой.

Цель: формирование грамматических навыков говорения и чтения.

Студент должен

Знать: правила использования артикля.

Уметь: применять артикли в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Поставьте артикли с именами собственными там, где необходимо:

1. We climbed ... Mount Everest in ... Himalayas.
2. It is washed by ... Atlantic ocean in ... east.
3. She lives in ... Irkutsk, near ... Lake Baikal. It's ... deepest lake in ... world.
4. ... Canada is not in ... USA.
5. ... Great Britain is situated to ... west of ... Europe.
6. ... Paris is ... very beautiful city.
7. ... Germans drink much beer.
8. He is in ... Netherlands now.
9. I'd like to visit ... North Pole ... next year.
10. ... University of ... Oxford is very famous.

2. Поставьте артикль “a”, “an” или “the” там, где необходимо:

1. I like ... chocolate and ... sweets.
2. Does he listen to ... jazz music in ... evenings?
3. ... bus over there is moving too fast.
4. There is ... oval carpet on ... floor.
5. I had ... lunch in ... café. ... café was quite nice.
6. I'd like ... cup of ... coffee with ... sugar and ... milk.
7. ... David can play ... guitar but he can't play ... golf.
8. She bought ... new pair of shoes.
9. Is there ... bookstore near here?
10. Helen has got ... parrot. – What's ... parrot's name?
11. We are going to ... beach by ... car on ... Friday.
12. ... weather is nasty today and ... sky is gloomy.
13. On ... 14th of February ... lot of people celebrate ... St.Valentine's Day.
14. My ... teacher's name is ... Robert.
15. Do you remember ... woman we saw last week?
16. My son is ... schoolboy, he goes to ... school in ... Manchester.
17. Can you pass me ... mustard, please?
18. People can't live on ... moon.
19. I really enjoyed ... book you gave me.

20. What's ... longest river in ... Russia? – I don't know. I'm not good at ... geography.
21. Look! ... cheese costs 50 \$... kilo.
22. This is ... second day of our trip.
23. ... carrots are good for your ... eyes.
24. ... euro is stronger than ... dollar today.
25. Diana has ... sore throat. ... throat makes it hard to talk.
26. You should turn ... left and go straight.
27. ... Jacksons live next door to us.
28. We are meeting ... tomorrow at ... noon.
29. I saw ... elephant at ... zoo.
30. ... battery in ... my smartphone is dead.

3. Поставьте артикль “a”, “an” или “the” там, где необходимо:

1. There was ... collision between ... car and ... cyclist at ... crossroads near ... my house early in ... morning. ... cyclist was taken to ... hospital with ... concussion. ... driver of ... car was treated for ... shock. ... witnesses say that ... car was going at ... seventy miles ... hour.
2. Professor Jones, ... man who discovered ... new drug that everyone is talking about, refused to give ... press conference.
3. Peter Piper, ... student in ... professor's college, asked him why he refused to talk to ... press.
4. We're going to ... tea with ... Smiths today, aren't we? Shall we take ... car? ~ We can go by ... car if you wash ... car first. We can't go to ... Mrs Smith's in ... car all covered with ... mud.
5. He got ... job in ... south and spent ... next two years doing ... work he really enjoyed.
6. It is ... pleasure to do ... business with such ... efficient organization.
7. ... day after ... day passed without ... news, and we began to lose ... hope.
8. Would you like to hear ... story about ... Englishman, ... Irishman and ... Scotsman? ~ No. I've heard ... stories about ... Englishmen, ... Irishmen and ... Scotsmen before and they are all ... same.
9. But mine is not ... typical story. In my story ... Scotsman is generous, ... Irishman is logical and ... Englishman is romantic. ~ Oh, if it's ... fantastic story I'll listen with ... pleasure.
10. My aunt lived on ... ground floor of ... old house on ... River Thames. She was very much afraid of ... burglars and always locked up ... house very carefully before she went to ... bed. She also took ... precaution of looking under ... bed to see if ... burglar was hiding there.
11. ' ... modern burglars don't hide under ... beds,' said her daughter. 'I'll go on looking just ... same,' said my aunt.
12. One morning she rang her daughter in ... triumph. 'I found ... burglar under ... bed ... last night,' she said, 'and he was quite ... young man.'
13. ... apples are sold by ... pound. These are forty pence ... pound.
14. It was ... windy morning but they hired ... boat and went for ... sail along ... coast. In ... afternoon ... wind increased and they soon found themselves in ... difficulties.

Практическое занятие № 4

Тема: Экстремальные виды спорта

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: названия видов спорта, новые слова

Уметь: применять слова в речи, Высказываться логично и связно

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Sport in Great Britain

Most people in Great Britain are real sport-lovers. Even if they don't go in for sport, they like to talk about it. Perhaps, you didn't know, but many kinds of sport have taken the origin in Great Britain. Cricket, football, rugby, tennis, table tennis, badminton, squash, canoeing and snooker were invented in Britain.

Britain's national sport is football or soccer. It was played there as far back as medieval times. Nowadays it has become the most popular game all over the world. There is no national football team in Great Britain. England, Scotland, Wales and Northern Ireland have their separate football clubs, which compete in European and World Cup matches.

English football fans are fond of most exciting games which are held between teams from the same city. For example, between Manchester United and Manchester City, Arsenal and Chelsea from London.

There are plenty of amateur association football clubs. Many schools form their own football teams, offering students an opportunity of entering prestigious universities according to their sport achievements.

There is a certain type of football called rugby. The game is called so because it was originated at Rugby — a well-known English public school. As well as common football it is a game played by two teams of fifteen players each. The game takes place on a field 100 metres long and 80 metres wide. There are goal posts at both ends of the field. Rugby is played with an oval or egg-shaped ball which can be carried by hands and kicked. The ball is passed from hand to hand in order to be thrown across the goal line. It is a rather violent game, that is why the players must be big and strong. Another requirement for the players is to wear helmets, masks and chest and shoulder padding.

Cricket is a popular summer sport in Britain. There are many cricket clubs in the country. Cricket players wear a certain uniform — white boots, a white T-shirt and white trousers. One cricket game takes a terribly long time. There are two teams of 11 players each and test matches between national teams can last up to 5 days. The spectators have to be very patient. The game is played on a pitch with a wicket at each end. The rules of the game have changed over the years. It is a game which is associated with long sunny summer afternoons, the smell of new-mown grass and the sound of leather ball beating the willow cricket bat. Cricket is more popular among men, but it is also played by women and girls.

Tennis is another favourite sport of the Englishmen. People all over the world know Wimbledon which is the centre of lawn tennis. It is the oldest tennis tournament in the world considered by many people to be the most prestigious. It takes place over two weeks in late June and early July. Wimbledon is known for its traditions — strict white dress code for competitors, the absence of sponsor advertising around the courts and some others. Every tennis player dreams of taking part at this tournament.

Golf is a game of business community. In Great Britain it is very common to establish good business relations playing golf. The equipment for this game is quite expensive as well as the entrance to a prestigious golf club, so not everyone can afford it. Golf is a ball and golf stick game played on a natural field. In this game one has to knock a ball into a hole.

There are a lot of other popular sports in Great Britain, for example, horseracing, croquet, swimming, running, cycling and rowing.

Questions:

1. The Englishmen love sports, don't they?
2. Which sport do you associate with Britain? Why?
3. What sports have taken the origin in Britain?
4. Do you know any English football clubs?
5. What is rugby?
6. What equipment do you need to play rugby?
7. Cricket is a popular winter sport in England, isn't it?
8. Have you learnt any interesting information about cricket?
9. Why does every tennis player dream of taking part at Wimbledon?
10. Do you think golf is an exciting game?

Vocabulary:

sport-lover — любитель спорта
to take the origin — происходить
cricket — крикет
rugby — регби
squash — сквош
snooker — снукер (вид игры на бильярде)
to invent — изобретать
soccer — футбол
medieval times — Средние века
separate — отдельный
to compete — соревноваться
tournament — турнир
to be fond of — любить
to hold — проводить
opportunity — возможность
according to — в соответствии с
achievement — достижение
field — поле
goal post — ворота
violent — жёсткий, суровый
requirement — требование
helmet — шлем
padding — защитная накладка
uniform — форма одежды
spectator — зритель
patient — терпеливый
pitch — поле
wicket — ворота («калитка»)
to be associated with — ассоциироваться с

new-mown grass — свежескошенная трава
willow — ива
dress code — форма одежды
absence — отсутствие
sponsor advertising — спонсорская реклама
court — теннисный корт
business community — бизнес сообщество
to establish good business relations — установить хорошие деловые отношения
equipment — оборудование, снаряжение
entrance — вход
to afford — позволять
to knock — закатывать
horseracing — скачки
croquet — крокет
running — бег
cycling — велогонки
rowing — гребля

Практическое занятие № 5

Тема: Модальные глаголы и их эквиваленты

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: названия модальных глаголов и их эквивалентов.

Уметь: применять в устной и письменной речи модальные глаголы и их эквиваленты

ХОД ЗАНЯТИЯ

1. Выберите в скобках правильный вариант модального глагола. Переведите предложения.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. Liz doesn't ... (ought to/have to) keep to a diet anymore.
10. Lara ... (can/might) get a playstation for her birthday.
11. You ... (must not/needn't) read in the dark.
12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we ... (must not/needn't) go shopping.
14. Our employees ... (can/must) sign this agreement.
15. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
16. I ... (can't/needn't) believe it! You ... (have to/must) be joking.

17. Ann ... (must/is to) finish school next year.
18. Sorry, I'm late. I ... (needed to/had to) wait for the plumber.
19. What time do we ... (should/have to) be at the railway station?
20. Don't wait for me tonight. I ... (might/must) be late.
21. I ... (maynot/can't) watch this film. It's too boring.
22. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
23. You look very pale, I think you ... (need/should) stay at home.
24. ... (Could/Might) you, please, pass me the mustard?

2. Преобразуйте предложения с модальными глаголами в прошедшее время, начиная с данных слов. Используйте could, had to, was to, was allowed to.

Н-р: Bob **can't** dive. (Боб не умеет нырять.) – Last year Bob **couldn't** dive. (В прошлом году Боб не умел нырять.)

1. You **must** show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night ...
2. We **can't** buy a new car. (Мы не можем купить новую машину.) – Last summer ...
3. Mike **may** take my laptop computer for a couple of hours. (Майк может взять мой ноутбук на пару часов.) – This morning ...
4. Victor **has to** call his mother. (Виктору нужно позвонить своей маме.) – Yesterday ...
5. You **don't need to** paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday ...
6. She **is to** be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday ...
7. You **must not** tell lies. (Ты не должен лгать.) – Last night ...

3. Преобразуйте предложения с модальными глаголами в будущее время, начиная с данных слов. Используйте will be able to, will be allowed to, will have to.

Н-р: The baby **can** talk. (Малыш умеет разговаривать.) – Soon the baby **will be able to** talk. (Скоро малыш сможет разговаривать.)

1. He **can't** get the tickets. (Он не может достать билеты.) – I'm afraid ...
2. You **may** use my camera. (Ты можешь пользоваться моей камерой.) – Tomorrow ...
3. I **am to** wait for him at the airport. (Мне нужно подождать его в аэропорту.) – Next Sunday ...
4. You **must** tell me the truth. (Ты обязан рассказать мне правду.) – Very soon ...
5. I **have to** take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow ...
6. I **can** read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years ...

4. Переведите английские пословицы, обращая внимание на модальные глаголы. Постарайтесь вспомнить русские эквиваленты пословиц, где это возможно.

1. A man **can** do no more than he **can**.
2. Anyone who **has to** ask the price **cannot** afford it.
3. People who live in glass houses **should** not throw stones at their neighbours.
4. You **must** learn to walk before you **can** run.
5. He who falls today **may** rise tomorrow.
6. A bird **may** be known by its song.
7. He who laughs at crooked men **should need to** walk very straight.
8. Talk of the devil and he **is to** appear.
9. A tree **must** be bent while young.
10. The wind **can't** be caught in a net.

5. Дайте совет, используя модальный глагол should. (Возможны несколько советов.)

Н-р: My eyes are tired. (Мои глаза устали.) – You **should** go to bed. (Тебе следует поспать.)

1. I am cold. (Мне холодно.)
2. I am thirsty. (Я хочу пить.)
3. I am hungry. (Я голоден.)
4. My life is too hectic. (Моя жизнь слишком насыщенная.)
5. I've caught a cold. (Я простудился.)
6. Somebody has stolen my purse. (Кто-то украл мой кошелек.)

6. Составьте предложения с модальными глаголами, расставив слова в нужном порядке. Переведите получившиеся предложения.

Н-р: don't / to / I / answer / have / questions / your. – I **don't have to** answer your questions.

(Я не обязан отвечать на ваши вопросы.)

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.
11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain.

Практическое занятие №6

Тема: Времена группы Simple

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: правила образования простых времен английского глагола

Уметь: применять простые времена в устной и письменной речи.

ХОД ЗАНЯТИЯ

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. Выпишите из текста глаголы в форме Present Simple, Past Simple и Future Simple.

Переведите текст.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

4. Превратите утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

Практическое занятие №7

Тема: Жизнь в городе и сельской местности

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: говорить о жизни в городе, читать с целью извлечения конкретной информации и детального понимания содержания

ХОД ЗАНЯТИЯ

1. Read, translate and complete the text

1. _____

Litter is garbage – like food, paper and cans - on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and it spoils the view. The wind blows papers far away. Often they are difficult to catch. When they blow against a fence, they stay there. This fence is a wall of garbage. Litter is a health problem, too. Food and garbage attract animals, which sometimes carry disease.

Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on the streets. They usually pay a fine, and occasionally go to jail. Two famous sayings in the United States are: "Don't be a litterbug!" and "Every litter bit hurts!"

Match the words on the left with the definitions on the right:

1) litter	a) garbage on the ground or on the street
2) fence	b) a special can for garbage
3) jail	c) everything that a person can see
4) garbage can	d) a wall that separates two places
5) view	e) sickness
6) fine	f) to make or to stop
7) litterbug	g) a number of people
8) disease	h) money people pay as punishment
9) control	i) a place people stay as punishment
10) group	j) a person who throws litter

2. _____

Heavy traffic is one of the most serious problems that our cities have to deal with nowadays. What can we do then to reduce traffic in our city centres?

To begin with, it is important to improve 1)_____ public transport and to encourage people to use it to commute to work and to school. The result would be fewer cars in the city and consequently fewer traffic 2)_____.

Another solution is to encourage people to participate in car sharing 3)_____. This means several employees would share one car to work instead of each coming in their own car. Again, this would reduce the number of cars on the streets.

Finally, it would be a good idea to create more cycling lanes. If this was done, people would be encouraged to 4)_____ instead of taking their car.

To sum up, there are many ways to reduce 5)_____ in the city. Applying just some of these ideas would result in a lot less traffic in our cities.

3. _____

Noise pollution prevention

Below are a few things people and governments can do to make our communities and living places quieter:

- People should construct soundproof rooms for noisy machines.

Noisy machines should be installed far from sleeping and living rooms, like in a basement or garage.

■ Use of horns with jarring sounds, motorbikes with damaged exhaust pipes, noisy trucks should be banned.

■ Noise producing industries, airports, bus and transport terminals and railway stations should be placed far from living places.

■ Community law enforcers should check the misuse of loudspeakers, outdoor parties and discos, as well as public announcements systems.

■ Community laws must silence zones near schools / colleges, hospitals etc.

■ Trees along roads and in residential areas is a good way to reduce noise pollution as they absorb sound.

Практическое занятие №8

Тема: Проблемы города и села

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: говорить о жизни в селе и городе, читать с целью детального понимания содержания

ХОД ЗАНЯТИЯ

1. Read, translate and complete the text

Living in the country

Today some people sell their small flats in the cities, buy houses in the countryside and move to live there in order to change their lifestyle. But before you make this decision, let us consider advantages and disadvantages of the living in the village.

On the living one hand, there are plenty of benefits in village life.

First of all, the environment is much healthier in the village. The air is fresh, there are no traffic jams and the number of cars is much smaller. The noise level is also lower and usually after 10 p.m. it becomes very quiet.

Secondly, the house in the country can be far cheaper than a flat in the city. So you can have a very spacious place to live with some private territory around it and maybe even a couple of sheds. The price also depends on how far the place is from the city and whether it has schools, hospitals and shops. So it can be very convenient for a family with children.

Besides, your private plot of land gives you freedom to organize it the way you like. Some people choose to grow vegetables, others use this place to construct a playground for children or organize a nice place for barbecue. It will be more pleasant for you to spend time outdoors on your own land.

But on the other hand there are also some drawbacks in the life of a villager.

First of all, if you have a private house, you should understand that trouble with leaking roof, electricity, heating system, water supply and so on is now your responsibility and you should take good care of your property to avoid possible problems.

Moreover, it may be difficult to find a job in the village. And if you want to work in the city and live in the village, you should think over all possible transport problems. It may take you several hours to get to your workplace or you may face traffic congestion.

It is also important to check what facilities are there in the village. If the family has small children, it is important to have a good kindergarten and a school nearby. If you love sports, you'll want to have a swimming-pool or a gym near your house.

All in all, life in the country is a great opportunity to lead a healthy lifestyle and live in a spacious house, but before you make your choice think carefully about all pros and cons.

Vocabulary:

advantages and disadvantages

benefits and drawbacks - преимущества и недостатки

to avoid - избегать

carefully - внимательно, тщательно

choice - выбор

to consider — рассматривать, учитывать

convenient — удобный, подходящий

countryside - сельская местность, деревня

facilities - здесь сооружения, условия

heating system — система отопления

kindergarten - детский сад

leaking roof- протекающая крыша

lifestyle - образ жизнь, стиль жизни

noise - шум

outdoors - на воздухе, на улице, вне дома

playground — площадка для игр

possible - возможный

property — собственность

pros and cons - плюсы и минусы, за и против

shed - сарай, навес

spacious - просторный

traffic jam - «пробка», затор

water supply — водоснабжение

workplace - рабочее место

Answer the questions

1. Why do some people want to live in the country side?
2. What are the advantages of living in a private house?
3. What problems can you have with a house?
4. What transport problems can a villager have?
5. How can you use territory around your private house?
6. Where would you prefer to live - in the countryside or in the city -and why?

Find 3 pros and cons in life in the village for each group.

- A family with small children
- An old lady
- Teenagers

Практическое занятие №9

Тема: Способы выражения будущего времени.

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: правила образования простых времен английского глагола

Уметь: применять Present and Future Simple, To be going to.. в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple.

1. I (to go) to bed at ten o'clock every day. 2. I (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.

2. 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.

3. 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.

4. Превратите утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

Практическое занятие №10

Тема: Придаточные предложения времени и условия

Цель: развитие грамматических навыков говорения и чтения.

Студент должен

Знать: правила образования простых времен английского глагола

Уметь: применять в речи придаточные предложения времени и условия

ХОД ЗАНЯТИЯ

ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ

условия <i>при каком условии?</i>	времени <i>когда?</i>
if = если even if = даже если unless = если не on condition that = при условии, что	When = когда Before = до определенного момента After = после определенного момента Until/till = до того времени, как By the time = к тому времени как As soon as = как только

В придаточных предложениях условия и времени вместо будущего времени (Future Tense) используется настоящее (Present Tense) .


Will + V1 (+3 л.ед.ч. S)

If I *go* (P.S.) to the park, my little brother *will stay* (F.S.) with my granny.

Если я *пойду* (буд.) в парк, мой маленький брат *останется* (буд.) с бабушкой.

Alice *will buy* (F.S.) a dog when her mother *lets* (P.S.) her.

Алиса *купит* (буд.) собаку, когда мама ей *позволит*. (буд.)

1. Open the brackets.

1. Tell him everything if he (ask). _____
2. I _____(visit) Martin when I _____(go) to London.
3. If you _____(read) in bed, you _____ (ruin) your eyes.
4. If it _____(rain) , we _____(stay) at home.
5. As soon as he _____(leave) the room _____(be) empty.
6. He _____ (wash up) before he _____(go) to bed.
9. The train _____(not/leave) until all the passengers _____(take) their places.
10. As soon as she _____ (write) a letter, she _____(go) for a walk.
11. We _____(sing) a song after we _____(learn) it.
12. Unless it _____ (rain), we _____(play) football.

2. Find the mistakes.

1. He will wait for you until you will come back.
2. Please, call us when you will come back.
3. I'm going to tell her before she leave.
4. We stay here till she will come.
5. I don't know when the party starts.
6. I won't see him again if he won't come.
7. You will have a chocolate if you be good.
8. If he will have time, he comes with us.
9. I stay here until it get warmer.
10. We'll go swimming as soon as school be over.

3. Translate the sentences.

1. Если я получу хорошую отметку, мама будет очень рада.

2. Если я поеду в Москву, я буду кататься на метро.

3. Он простудится, если съест пять мороженых.

4. Как только они прочитают книгу, они будут ужинать.

5. Мы знаем, когда он придёт.

6. Они построят новый дом, когда у них будут деньги.

7. Я не понимаю, когда они будут учиться хорошо.

8. Позвони мне, когда придёшь домой.

9. Лиза поедет на автобусе, если будет опаздывать.

4. Выберите в скобках верный вариант союза времени. Переведите предложения.

1. Please, call me ... (while/as soon as/till) you arrive at the station.
2. ... (Until/After/Before) going to sleep, she likes reading a book for an hour or so.
3. Don't sit down ... (until/after/while) we ask you.
4. The house became empty ... (after/before/until) they left.
5. I won't start my journey ... (when/while/until) he pays all my expenses.
6. ... (As soon as/While/Before) he was making a fire, it started raining.
7. ... (While/Till/As soon as) we get married, we'll move to another place.
8. Turn off the light ... (before/when/while) the lesson is over.
9. You should read this paper ... (before/until/while) you express your opinion.
10. We won't start our dinner ... (after/until/as soon as) Richard arrives.

5. Соедините два простых предложения в одно сложное, используя предложенный союз в скобках.

Например: Don't call your uncle. First I'll tell you. (till) – Don't call your uncle **till** I tell you.
(Не звони своему дяде, пока я не скажу тебе.)

1. Tom will come in a minute. Then I will go to the chemist's. (as soon as)
2. I will come home soon. I want to have a foam bath. (when)
3. We are moving to Miami. Then we'll invite you to our house. (after)
4. You will need my car. But first let me know. (before)
5. Alice will be picking up the berries. Sam will be cutting the grass. (while)
6. She will have finished her homework in half an hour. Then she will go for a walk. (after)
7. Dad will have repaired the van by Saturday. Then we'll travel to the lakes. (as soon as)
8. You must clean your teeth. Then you may go to bed. (until)
9. I will get my salary next week. Then I will buy a new smart phone. (when)
10. First wait for the green light on. Then you can cross the street. (before)

6. Make up conditional 1 sentences with if-clauses.

Example: Molly leave now / catch the bus .

— If Molly leaves now, she'll catch the bus.

1. stay in bed / feel better
2. work hard / get a job
3. go shopping / spend much money
4. ride a bike / get there quickly —
5. eat carrots/see well in the dark .
6. come now/go out together

7. Connect the sentences with when or if to form the first conditional.

Jack will come. We shall play chess. — When Jack comes, we shall play chess.

1. All the pupils will come to school tomorrow. We shall write a test then.
2. I'll meet Ann after school. I'll give her my album.
3. You'll not do your homework. The teacher will be angry.

4. Mike won't come today. We'll play football without him.
5. I'll finish school with good marks. My father will take me to the seaside. .
6. My school record may not be very good. Mom will be very upset.

Практическое занятие № 11

Тема: Увлечения подростков в России

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: новые лексические единицы

Уметь: применять слова в устной и письменной речи, говорить о прочитанном

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

My Leisure

I find it very difficult to speak about my free time. And not only because now I have practically no leisure. The thing is that I was brought up in a family where there was a motto: «It's an early bird that catches the worm».

And speaking about spare time now, it seems like recollecting or even making up pleasurable but still fantastic stories. It's because these «hot» days I've got absolutely no free time. But I can dream of it and come back to it in my memory.

Most of all I like reading. I really love it. Books of different genres give me pleasure, provided they are good. I adore reading books on history. They are very informative and make me proud of my motherland. Books about the lives of famous people suggest the idea that anyone can make his / her life honorable and worthy. Detective stories help to relax, they are so catching. And now, when I'm deeply interested in English, I try reading books in English. Recently, I've read a book of Oscar Wilde called «The Happy Prince and some other tales». I dream of reading his «Portrait of Dorian Gray». I was surprised to find out that his real fairy tales differ so much from their Russian versions.

In the evening I adore watching TV. It makes my life scheduled. I sometimes laugh at soap operas, but I should confess I watched «Santa Barbara» and «The Bold and the Beautiful».

On winter weekends, I enjoy going to the forest with my family. We go there to ski. And though I am not a pro in skiing, it is extremely pleasant, because nature is fascinating, air is invigorating and I have a rest from the fuss of the city. Sometimes we go to the theatre. I am fond of Opera and Ballet Theatre, it's so beautiful inside, and the staff is wonderful. I like both opera and ballet, but operetta is not my cup of tea. Wonderful music carries me away, and every visit to the theatre is a kind of holiday for me. But I like pop music too. I often meet with my friends. Either I call on them, or they drop in. So you can see, my entertainments in my leisure time are not very sophisticated. But now I miss my free time, and hope to have some deserved rest soon.

Questions:

1. Do you like to speak about your free time?
2. Is it pleasant to think about it?
3. Why do you like to read?
4. What kinds of book do you prefer to read?

5. Why do you like it?
6. Do you think it is interesting to be a famous person?
7. Detective stories help to relax, don't they?
8. What kind of books have you read?
9. When were you surprised?
10. What do you do in the evening?
11. Where do you enjoy skiing?
12. Do you like operetta?
13. How do you spend your free time with your friends?

Vocabulary:

to find находить
practically практически
recollecting воспоминания
to dream мечтать
genres жанры
to be proud of гордиться
motherland родина
to suggest предлагать
original оригинал
recently недавно, на днях
enjoy получать удовольствие
invigorating бодрящий
to сапу увлекать
sophisticated сложное, затейливое

Практическое занятие № 12

Тема: Увлечения подростков в Великобритании и США

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: новые лексические единицы по теме

Уметь: применять в устной и письменной речи слова, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

A Hobby Makes Your Life Much More Interesting

Our life would be hard without rest and recreation. People have quite different ideas of how to spend their free time. For some of them the only way to relax is watching TV or drinking beer. But other people use their spare time getting maximum benefit from it. If you enjoy doing some activity in your free time, than you have a hobby. A person's hobbies are not connected with his profession, but they are practiced for fun and enjoyment. A hobby gives one the opportunity of acquiring substantial skill, knowledge and experience. A hobby is a kind of self-expression and

the way to understand other people and the whole world. A person's hobbies depend on his age, intelligence level, character and personal interests. What is interesting to one person can be trivial or boring to another. That's why some people prefer reading, cooking, knitting, collecting, playing a musical instrument, painting, photography, fishkeeping or playing computer games while others prefer dancing, travelling, camping or sports.

Collecting things is a very popular hobby and it may deal with almost any subject. Some people collect stamps, coins, badges, books, clocks or toys. Other people collect beer cans, key rings, stones, matchboxes, thimbles and all sorts of things. Once you've got a small collection you keep adding to it. Some people don't even remember how their collection started but now their house is crammed full of different knick-knacks which they can't use but keep for the sake of having them. But some people collect valuable and rare things as they consider it to be a good investment of their money.

If you are active and tired of town life, if you long for changes and want to get away from civilization, than camping is for you. It is a cheap way to rest, to improve your health, to train yourself physically and to enjoy nature. Some people prefer more extreme camping when they have to survive out-of-doors, orient themselves, obtain food from the wild, build shelters and adapt themselves to extremely cold weather. They learn to overcome any obstacles and become strong and self-reliant.

Ecotourism is becoming popular and fashionable all over the world, especially with people who try to damage the environment as little as possible. Tourists visit places of natural beauty and they usually travel on foot, by bicycle or boat so that there is no pollution. They stay in local houses or hotels and eat local food. Their aim is to enjoy nature, to experience the local culture and to get unforgettable impressions without polluting and wasting or destroying natural resources. They must keep places that they visit clean and safe. The principles of eco-tourism are 'Leave nothing behind you except footprints and take nothing away except photographs' and 'Take as much care of the places that you visit as you take of your own home'. If people remember these simple rules, we will be able to save our planet and to conserve the wildlife.

A hobby plays a very important educational, simulational and psychological role, makes you stronger physically and mentally, helps you escape from reality, improve your knowledge, broaden your mind, develop your skills and gain a better understanding of how the world works.

1. Complete each sentence (A— H) with one of the endings (1—8):

- A. If you enjoy doing some activity in your free time, than
 - B. A hobby gives one the opportunity of
 - C. A person's hobbies depend on his
 - D. What is interesting to one person
 - E. Some people collect valuable and rare things as they consider it
 - F. Camping is a cheap way
 - G. Ecotourism is popular with people who
 - H. A hobby plays a very important
1. age, intelligence level, character and personal interests.
 2. educational, simulational and psychological role.
 3. acquiring substantial skill, knowledge and experience.
 4. try to damage the environment as little as possible.

5. you have a hobby.
6. can be trivial or boring to another.
7. to rest, to improve your health, to train yourself physically and to enjoy nature.
8. to be a good investment of their money.

2. Give the definitions of the following words

- recreation • self-reliance
- self-expression • pollution
- knick-knack • simulation

3 Answer the questions

- 1) How does a hobby influence a person's life?
- 2) What kinds of hobbies do you know?
- 3) Why do people collect different things?
- 4) What is your attitude to extreme camping?
- 5) Why is ecotourism fashionable today?
- 6) What are the principles of eco-tourism?
- 7) Why is it important to everybody to have a hobby?
- 8) How do you spend your spare time?

4. Read what other people say about their hobbies and fill in the table below

Kate, 43, bank manager

I can say that my hobby is dog training. I have a dog Jerry and we are best friends. Jerry follows all my commands and performs some simple tricks. We understand each other perfectly. I spend 2-3 hours a day training Jerry and it takes me a lot of effort but it's so much fun! Dogs are very devoted and understanding creatures and it is a great pleasure and entertainment to communicate with them. When Jerry is disobedient I never punish him but ignore his bad behaviour. And I often give him sweets and cookies as a reward.

Adam, 72, pensioner

I started collecting milk-jugs 12 years ago. At first my collection was small but today I have more than 200 items in it. I like drinking tea with milk and I have all sorts of milk-jugs in my collection. Most of them are attractively displayed on the shelves in my living-room. My relatives and friends know about my passion and they often add to my collection. My granddaughter often travels abroad on business and for pleasure and she always presents milk-jugs to me. I also collect antique clocks and icons, but my collection is still very small.

Daniel, 63, cook

My favourite pastime is amateur astronomy. When a school boy I liked physics and astronomy and dreamt of becoming astronaut. Observing and studying celestial objects is very interesting and romantic. Viewing the night sky you can see stars, the Moon, planets, comets and meteor showers. Of course you won't see much looking at the sky with the naked eye, that's why I use optical telescopes. I often keep records of my observations and share useful information with other amateur astronomers. Now my dream is to discover a new comet and to make some useful

contribution to astronomy.

Simon, 25, messenger

Parkour teaches you to move quickly and efficiently and to overcome obstacles such as concrete walls, high fences or rocks. It has no set of rules or competitiveness. Parkour helps me develop my body and mind and gives me much energy. I learn to trust myself and to be strong. Parkour teaches me to overcome everyday difficulties and to approach problems differently. My friends and I practice in parks and abandoned structures. We try to avoid injuries but of course everything happens. You need no particular equipment: just a T-shirt, light trousers and comfortable athletic shoes. I think parkour has changed my life and my attitude to everything.

HOBBY FOR AGAINST

Dog training

Collecting

Amateur astronomy

Parkour

5. Read the quotations below. Choose any statement and comment on it

- 'Life's a hobby.' (Joshua Lederberg)
- 'A hobby a day keeps the doldrums away.' (Phyllis McGinley)
- 'Making money is a hobby that will complement any other hobbies you have, beautifully.' (Scott Alexander)
- 'People are spending more on their hobbies to make their free time more enjoyable.' (Steve Wagner)

Make the most of today. Get interested in something. Shake yourself awake. Develop a hobby. Let the winds of enthusiasm sweep through you. Live today with gusto.' (Dale Carnegie)

Choose any topic and make up a short composition on it. Find some extra information on the subject.

1. My hobby.
2. As many people as many hobbies.
3. Strange hobbies.

A. Look at the pictures below and say what kind of hobby you would prefer. Explain your choice using the words and word combinations in brackets.

1. cooking
2. gardening
3. yoga
4. painting
5. dancing
6. playing violin
7. fishing
8. playing chess
9. photography
10. camping
11. reading
12. knitting

(the way to relax, creativeness, to get maximum benefit from, to enjoy doing something, for fun, to acquire substantial skill, knowledge and experience, aesthetic pleasure, a kind of self-expression, effective medium in education, to derive inspiration/pleasure/enjoyment, to improve one's health, to train oneself physically, to make friends, to become a team, to become strong and self-reliant, to broaden one's mind, to involve mental/physical stimulation)

Практическое занятие № 13

Тема: Роль СМИ в нашей жизни

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: новые лексические единицы

Уметь: говорить по заданной теме, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Vocabulary. Write them down and learn by heart.

Mass media	-средства массовой информации
To meet eminent people	-встречаться с выдающимися людьми
To shape public opinion	-формировать общественное мнение
Means of communication	-средства связи
To influence a very large audience	-оказывать влияние на очень большую аудиторию
Public relations	-связи с общественностью
To play a crucial role in smth	-играть решающую роль в чем-либо
Forming public opinion	-формировать общественное мнение
To be made up of smth	-состоять из чего-либо
Newsgathering	-сбор новостей
To provide news output	-обеспечивать выпуск новостей
To force attention to smth	-привлекать внимание к чему-либо
To build up a public image	-создавать имидж
Capacity to act autonomously	-способность к самостоятельным действиям
Impartial	-объективный, беспристрастный

2. Read the text and translate it into Russian.

Mass Media

To live in the modern world is impossible without expanding your knowledge in all spheres. There are several ways of communicating the world of individuals-mass media, books, travelling, museums, meeting eminent people. Of all the existing ways, there are two which are the easiest, those are mass media and travelling. It's not a secret the different media are used to communicate news and entertainment. They include print media and electronic media.

Mass media play an important role in our life. They are usually defined by encyclopedias as any of the means of communication, such as radio, television, newspapers, magazines, etc. that reach and influence a very large audience, at least as large as the whole population of a nation. I believe mass media are so influential because they can be used for various purposes: popularization, education, entertainment etc.

Mass media play a crucial role in forming public opinion. But how much do the media influence the modern society? Early critiques suggested that the media destroys the individual's capacity to act autonomously. Later studies, however, suggest a more complex interaction between the media and society. People actively interpret and evaluate the media and the information it provides.

3.Fill in the blanks. The first letter of each missing word has been given.

The mass media refers to the people and organizations that provide news and i.....(1) for the public. Until recently these were mainly n.....(2), t.....(3), and r.....(4). Today, computers play a very big part. The I.....(5) is a computer system that allows millions of people around the world to receive and exchange information about almost everything. Ordinary post has been taken over by e.....(6) which stands for e.....(7) mail because it is sent m.....(8) to each other quickly and cheaply. Ordinary p.....(9) is now referred to as “snail-mail” and one wonders if the p.....(10) is a job in danger of extinction!

4.Translate into English.

- a) Средства массовой информации-это средства коммуникации, такие как радио, телевидение, газеты, журналы, которые создают очень большую аудиторию.
- b) Средства массовой информации играют ведущую роль в формировании общественного мнения, так как они, во-первых, доносят до людей информацию о мире, во-вторых, воспроизводят созданный современным обществом его собственный имидж.
- c) Они создают аудиторию, которая поддерживает их в финансовом отношении.

TV or not TV?

Vocabulary

Entertainment -- развлечение

Opportunity -- возможность

To educate -- обучать, развивать

Broaden one's mind -- расширять кругозор

Hard day's work -- тяжелый трудовой день

To escape from reality -- уходить от реальности

Documentary --документальный фильм

Feature film -- художественный фильм

Professional skill -- профессиональное мастерство

Waste of time -- бесполезная трата времени

Whatever's on -- чтобы не показывали (по телевизору)

Second-rate -- посредственный, низкосортный

Commercial -- телереклама

Violence -- насилие

To rob -- грабить

To shoot -- стрелять

To poison -- отравить, отравлять

Intelligently -- с умом

Whether we realize it or not, TV plays a very important part in our lives. It's the main source of information and a cheap form of entertainment for millions of people. It's the window on the world which gives us an opportunity to “travel” all over the world, to “meet” different people and learn about their customs and traditions. It has the power to educate and broaden our minds. It helps us to relax after a hard day's work and escape from reality.

There's always a great variety of programmes on TV: news and sports programmes, talk shows and TV games, documentaries and feature films, concerts and theatre performances... Of course, not all programmes are good. But many are made in good taste and with great professional skill. Some people argue that television is a terrible waste of time. It makes us lazier. We stay at home instead of going out. We read less. We think less. We even talk less. It's true that some TV addicts spend hours watching whatever's on – from second-rate soap operas to silly commercials.

Violence on TV is another problem that worries people, as TV teaches us “how to kill, to rob, to shoot and to poison”. The same can be said about computer games and many films and books. And if you don't like a certain programme, why watch it?

Questions:

1. How often do you watch TV?
2. What are your favourite programmes?
3. What is your favourite channel?
4. Why is TV often called “the window on the world”?
5. Do you agree that television has the power to educate?
6. What do you think of commercials? Do they annoy you?
7. Do you think that there's too much violence on TV?
8. Do you believe that violence on TV may turn people into criminals?
9. Do you use TV intelligently?

Практическое занятие № 14

Тема: СМИ в Великобритании

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: лексические единицы по теме

Уметь: использовать ЛЕ в устной и письменной речи, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Mass media

The most popular sources of entertainment and information are the press, radio and TV. The press plays an important part in the life of society. Millions of Americans in their free time read newspapers. In the USA daily newspapers are published in 34 different languages. The daily newspapers are of two kinds: quality and popular. A quality paper is a serious newspaper which publishes articles and commentaries about politics. A popular paper contains many photographs; its articles are often sensational and mostly deal with private life of famous people.

The radio does not interfere in your activity. You can listen to the radio while doing some work about the house, reading a book or driving a car. On the radio you can hear music, plays, news and different discussions. A peculiar feature of the American radio is soap opera. It is a sentimental dramatic serial that describes domestic problems. Soap opera is usually broadcast every day. There are a lot of games on the radio. Radio has also cultural and educational programs. Many programs consist of classical music.

Television is a "chewing gum for ears and eyes". There are many serials on TV in the USA. They appeared in the 1950s. TV games attract a large audience. During TV quiz programs

viewers answer different questions. There are many educational programs on television. Educational TV films and programs are shown in schools and colleges as a part of the curriculum.

2. Дополните предложения словами из текста.

1. The most popular sources of entertainment and information are... .
2. A quality paper is a serious newspaper which publishes
3. You can listen to the radio while doing... .
 1. On the radio you can hear
 2. A peculiar feature of the American radio is
 3. Radio has also
 4. There are many serials on
 5. Educational TV films and programs are shown in
 6. TV games... a large
 7. Many programs ... of... music.

3. Определите, верное утверждение или нет.

1. The press doesn't play an important part in the life of society.
2. Millions of Americans in their free time read newspapers.
3. In the USA daily newspapers are published in 14 different languages.
4. A popular paper contains many songs.
 1. The radio interferes in your activity.
 2. You can listen to the radio while doing some work about the house.
 3. On the radio you can hear music, plays, the news and fairy- tales.
 4. A peculiar feature of the American radio is a fable.
 5. There are a lot of games on the radio.
 6. Many programs consist of pop music.

4. Исправьте допущенные ошибки в предложениях, следуя тексту.

1. The books play an important part in the life of society.
2. Millions of Englishmen in their free time read books.
3. The press does not interfere in your activity
4. Soap opera is usually broadcast every week.
5. There are a lot of stories on the radio.
6. Radio has also cultural and sports programs.
7. There are many serials on the radio in USA.

5. Составьте предложения из данных слов так, чтобы они соответствовали предложениям в тексте.

1. often, are, popular, a, many, paper, life, people, articles, contains, of, famous ,with, its, private, deal, photographs, sensational, and, mostly;
2. a, is , problems, that, it, sentimental, serial, domestic, dramatic, describes;
3. music, many, classic, programs, of, consist.

Практическое занятие № 15

Тема: Местоимения: указательные, количественные, вопросительные

Цель: развитие грамматических навыков говорения и письма.

Студент должен

Знать: названия местоимений

Уметь: использовать местоимения в устной и письменной речи

ХОД ЗАНЯТИЯ

1. Используйте «much» или «many» для выражения «Сколько...?».

1. How ... days?
2. How ... sugar?
3. How ... cigarettes?
4. How ... work?
5. How ... petrol?
6. How ... children?
7. How ... theatres?
8. How ... juice?

2. Поставьте «a lot of» (много) в необходимом месте в предложении. Переведите.

1. We met interesting people at the party.
2. I ate fish for lunch.
3. She bought nice shoes for the next summer.
4. They have problems in their business
5. There is water in the bath.

3. Перепишите вопросы, заменив some на «a little» или «a few».

1. Would you like some cheese?
2. Would you like some mineral water?
3. Would you like some strawberries?
4. Can I offer you some black coffee?
5. Can I offer you some bread?
6. Shall I bring you some biscuits?
7. Shall I bring you some plums?
8. Would you like some meat?

4. Поставьте подходящее слово из скобок.

1. There is too ... (much/many/a few) salt in the soup.
2. There are ... (much/a little/a few) sky-scrapers in our city.
3. I've got ... (much/a few/a little) albums of this singer.
4. My job allows me to travel ... (much/many/a few).
5. We've got ... (little/many/few) free time.
6. I have never seen so ... (much/little/many) stars in the sky.
7. Anna spent ... (much/a few/a little) days in Rome.
8. I'd like just ... (much/a few/a little) tea.
9. There was very ... (little/few/many) rain last autumn.
10. Very ... (few/little/much) Russian tourists are staying at our hotel.

5. Вставьте количественное местоимение

1. How ___ students are in the class right now?
2. ___ is that person next to you?
3. ___ do you do for living?

4. ___ this book belong to?
5. ___ do you expect to be in five years?
6. ___ did you meet at the conference?
7. ___ pattern do you like? Both dresses look great.
8. ___ is your brother going to do with his job?
9. ___ did you go for the holiday? — We went to Spain.
10. ___ is responsible for guest accommodation in your hotel?
11. ___ are you planning to leave?
12. ___ are you writing a letter to?
13. ___ is the reason for your visit? We haven't seen each other for a while.
14. ___ are you going after graduation?
15. ___ color do you prefer most?

6. Fill in the gaps with this, that, these, those.

1. _____ people over there are waiting for the bus
2. The day I first came to London was wonderful. I will remember _____ day for ever.
3. _____ summer I'm pretty busy.
4. I'm working as a receptionist _____ days.
5. _____ were the days!
6. Do you remember _____ winter when we all went to Egypt?
7. Hello! _____ is Alan. Can I speak to Harry, please?
8. _____ is a new cathedral and _____ one over there was built 900 years ago.
9. Will you come over at five o'clock? I'll be at home at _____ time.
10. The summer of 1999 I spent in the country. I remember we had a lot of rain _____ year.
11. _____ are my sisters. They have just arrived from London.
12. Who was _____ girl I saw you with last night?
13. Do you want to sit on _____ chair here or on _____ one over there?
14. _____ sweets you gave me last night were very nice.
15. Look at _____ colourful air balloons in the sky!
16. Clyde and Nancy have decided to buy a house _____ year.
17. _____ trees over there were planted by the pupils of our school
18. _____ buildings just in front of you were erected in the 18th century.
19. Hello, Mrs Swift. _____ is Mr Willis from Globe & Co speaking
20. I wish I would have bought _____ woolen sweater last Sunday.
21. You'd better take _____. The others we saw don't match your dress.
22. I couldn't forget _____ beautiful girl I had met in the park.
23. Do you know _____ little boy? He says he has been lost in the shop
24. Can you reach _____ old books on the top shelf?

Практическое занятие № 16

Тема: Контрольная работа № 1 (см. КОС)

Цель: контроль знаний и умений по пройденному материалу

Практическое занятие № 17

Тема: Общественная жизнь подростка

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: лексические единицы по теме

Уметь: использовать ЛЕ в устной и письменной речи, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочитайте и повторите слова и словосочетания, изученные вами.

Living in a society:

living by the rules – жизнь по правилам;

community – сообщество;

scientific study/research – научное исследование;

the lack of rules – недостаток правил;

result in disorder – приводит к нарушению нормального течения жизни, к беспорядкам, расстройству;

cheating or antisocial behaviour – ложь или асоциальное поведение;

enforcing - укрепление;

dictate acceptable behaviour – диктовать приемлемое поведение;

follow the rules – следовать правилам;

be treated unfairly – испытывать несправедливое отношение к себе;

implemented by an authority – навязанный властью;

rewards and punishments – награды или наказания;

job promotions – продвижение по службе;

awards and praise – награды и похвала;

finances - штрафы; imprisonment – заключение под стражу

behave in orderly, fair, and predictable ways – вести себя в соответствии с правилами и нормами, честно и предсказуемо

serious consequences – серьезные последствия;

subordination/ chain of command – субординация.

2. Составьте монолог по теме «Жизнь в обществе».

PLAN

Introduction

I'd like to give you my own vision of living in a community/society. I'll cover formal social, working relationships, and private life. I'll compare Russian specific features and character to the mentality of foreigners.

Main Body

Point 1

I'll start with relationships people have to maintain at work...

Point 2

Keeping private relationships is different...

Point 3

My personal experience of communicating with foreigners/living abroad allows me to say that.....

Conclusion

To sum up, I ... /I think that ...

3. В качестве опоры перед составлением своего монолога, можете воспользоваться приведенным ниже текстом. Помните, что вашей задачей является составить свой монолог, поэтому постарайтесь не копировать текст.

Living by the rules

What would life be without rules? A recent study by Turner, Szell and Sinatra (2012) examined the behaviour of avatars in an online world with no rules and found, perhaps, surprisingly, that the lack of rules did not result in disorder. There was very little cheating or antisocial behaviour. People organized themselves into groups and traded, communicated and moved around much like people in the real world.

However, almost every community in the real world has some form of rules and some way of enforcing them. A community is a group of people who are united by a number of factors, including geography, language, and values that dictate acceptable behaviour. So why do we have rules, and what makes us follow them? Studies have suggested that the reason we don't like cheating and rule-breaking is because fairness is programmed into our brains. Tricomi et al (2010) have found that the brain reacts in a particular way when we feel we are being treated unfairly. The study identified a reaction in a specific part of the brain when test subjects were given less money than others. A fair situation makes our brains respond in ways that lead to feelings of comfort and even happiness, but unfairness causes our brains to respond with negative feelings such as anger and pain. The study found that this also happened when subjects saw other people being treated unfairly. They concluded that fairness is a basic human need along with food and social contact.

Our sense of fairness depends on the influences in our culture, the immediate situation we are in, and our own self-interest. Arriving at a feeling of fairness means considering different, often conflicting points of view. Regardless of the disagreement, people almost always need to compromise. But it can be difficult to arrive at the compromise when there are conflicting interests. This is why communities have rules that everyone must follow.

Social controls are an important factor in setting and following rules. They influence the way we behave, and can be internal or external. Internal controls come from within and are based on our values and fears. Most of us do not steal, for example, because we believe that theft is unfair and wrong. We also don't want to disappoint our family and friends. In other words, our internal controls keep us from behaving in ways that cause conflict.

External controls include rewards and punishments. They do not come from within but are implemented by an authority – this could be the national or local government, the police, a manager, a teacher or parents, depending on the situation. Rewards, such as job promotions, awards, and praise, are designed to encourage people to behave and act in the interest of the whole community. Punishments, such as public embarrassment, fines, and even imprisonment can prevent people from acting against the community's best interests, regardless of their values. People need their communities to function smoothly. Because of this, humans most often behave in orderly, fair, and predictable ways. If there were no rules, the majority of people would probably continue to interact positively, like the subjects in the online avatar study. However, there would always be a minority who would not, with serious consequences. This is why a society without rules is unlikely to become a reality any time soon – at least not in the real world.

Практическое занятие № 18

Тема: Профессиональные навыки и умения

Цель: развитие лексических навыков говорения и чтения.

Студент должен

Знать: лексические единицы по теме

Уметь: использовать ЛЕ в устной и письменной речи, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

What Skills Do You Need to Get a Good Job?

Making a positive career choice is a problem which worries many people nowadays. What am I good at? How can I find a well-paid job? What kind of knowledge and what traits of character should I have to succeed? These are the questions that people often ask themselves. Nowadays employers demand perfect knowledge, work experience, a range of transferable skills and such qualities as efficiency, punctuality, practicality, creativity and many others. If you want to get a good job, you must convince your employer that you are the best candidate for it. Choosing your future job you should take into consideration your interests, abilities and opportunities. Besides, you should know your employer's requirements.

If you want to become a good specialist, to keep your job and to get a promotion, you should be competent. Competence is a requirement for a person to properly perform a specific job. In other words, it is a combination of knowledge, skills and behavior, the ability to perform a specific role. Today executives and managers don't only speak of skills and qualifications of their employees, but of their competencies that measure a person's appropriateness for a particular job. There are a lot of competencies but as a rule they are divided into two large groups: technical competencies and personal competencies. Technical competencies comprise the skills and knowledge that are essential in order for a person to do a particular job appropriately (for example word processing). Personal competencies include characteristics that people use together with their technical competencies in order to do their work well (for example, initiative and sociability). Competence development is a long process that requires training and personal development. Competence grows through experience.

The ability to make the right decision is crucial in the world of business. A well considered decision will lead your team to success; a poor decision can result into failure. A good employee should demonstrate problem-solving capability and think about what is to be achieved and how it is to be achieved. Many companies need people who can work effectively in different countries and cultures, in other words, people who can function in a global context. Therefore it is important to develop intercultural competence. This requirement stems from the mass globalization of business and the development of cross-cultural contacts. Intercultural competence is the ability to understand people of other cultures and to work effectively with them. A person must remember that the traditions and customs that he or she is used to may be inadmissible in another country. That is why one should be aware of intercultural differences to avoid mistakes, misunderstanding or offence and to achieve one's business goals.

Negotiating is part and parcel of working life that is why negotiating skills are essential no matter what kind of job a person has. The most important thing is to take into consideration your personal style and your partner's expectations and reaction. You should be calm, reasonable, self-confident and convincing. You should try to win your partner's favour and make him trust you. It is useful to take into account all details: your speech, body language, physical contact, eye contact, etc.

Relationship-building is a new popular term that means building good relationships with partners and clients. You should understand their needs and respect their rights. You should also maintain good relationships with supervisors and peers. It is very important to handle appropriately criticism and complaints, to deal respectfully with cultural and racial diversity and never to engage in harassment of any kind.

Modern life is full of stress that is why it is essential to be able to cope with stress and fatigue. When a person is busy achieving his aspirations, he often forgets about work-life balance. Many people suffer from the conflict between work and family. They are too much preoccupied with their career and they have no time for rest, pleasure and spiritual development. Don't forget that if you want to make a career, you should be healthy and happy. And if you want to be healthy and happy, you should not forget a simple rule: don't overwork, take breaks and remember that we work to live but not vice versa.

1. Complete each sentence (A—H) with one of the endings (1—8):

- A. Nowadays employers demand
- B. Competence is
- C. Today executives and managers don't only speak of skills and qualifications of their employees, but of
- D. Competence development is a long process that requires
- E. A good employee should demonstrate problem-solving capability and think about
- F. Intercultural competence is the ability
- G. Relationship-building is a new popular term that means
- H. Modern life is full of stress that is why it is essential to be able

- 1. their competencies that measure a person's appropriateness for a particular job.
- 2. to understand people of other cultures and to work effectively with them.
- 3. a combination of knowledge, skills and behavior, the ability to perform a specific role.
- 4. what is to be achieved and how it is to be achieved.
- 5. to cope with stress and fatigue.
- 6. perfect knowledge, work experience, a range of transferable skills and such qualities as efficiency, punctuality, practicality, creativity and many others.
- 7. building good relationships with partners and clients.
- 8. training and personal development.

2. Make a short summary of the text (5—7 sentences)

2. Answer the questions

- 1) Why is it difficult to make a positive career choice?
- 2) What should a person do if he or she wants to get a good job?
- 3) What should you take into consideration choosing your future job?
- 4) Why is it important to be competent?
- 5) How many groups of competencies do you know? Say a few words about them.
- 6) Why is the ability to make the right decision crucial in the world of business?
- 7) What does the expression 'to function in a global context' mean?

- 8) Why is it important to develop intercultural competence?
- 9) Are negotiating skills essential in business/in everyday life? Why?
- 10) What are the secrets of successful negotiating?
- 11) What does the term 'relationship-building' mean?
- 12) Why do many people suffer from the conflict between work and family nowadays? What are the ways to solve this problem?

Практическое занятие № 19

Тема: Страдательный залог, Indefinite Passive.

Цель: развитие грамматических навыков говорения, чтения, письма.

Студент должен

Знать: правило образования страдательного залога, Indefinite Passive.

Уметь: использовать Indefinite Passive в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Выберите правильную форму.

1. I ... (like / am liked) this place.
2. What books by Charles Dickens ... (translated / are translated) into Belarussian?
3. Who ... (protects / is protected) animals?
4. This city ... (is visited / visited) by many people.
5. Who ... (gives / is given) bad marks in your class?
6. Our house ... (made /is made) of wood.
7. Our holiday ... (is begun / begins) next week.
8. Pupils ... (are given / give) textbooks by the teacher.
9. The holiday ... (celebrated / is celebrated) every year.

2. Измените предложения по образцу:

Н-р: Shakespeare **wrote** "Romeo and Juliet". (Шекспир написал «Ромео и Джульетту».) –
 "Romeo and Juliet" **was written** by Shakespeare. («Ромео и Джульетта» была написана Шекспиром.)

1. Popov invented radio in Russia. (Попов изобрел радио в России.)
2. Every four years people elect a new president in the USA. (Каждые 4 года народ выбирает нового президента в США.)
3. The police caught a bank robber last night. (Полиция поймала грабителя банка прошлой ночью.)
4. Sorry, we don't allow dogs in our safari park. (Извините, но мы не допускаем собак в наш сафари парк.)
5. The postman will leave my letter by the door. (Почтальон оставит мое письмо у двери.)
6. My mum has made a delicious cherry pie for dinner. (Мама приготовила вкусный вишневый пирог на ужин.)
7. George didn't repair my clock. (Джордж не отремонтировал мои часы.)
8. Wait a little, my neighbor is telling an interesting story. (Подожди немного, мой сосед рассказывает интересную историю.)
9. My son can write some more articles about football. (Мой сын может написать еще немного статей о футболе.)

10. You must clean your bedroom tonight. (Ты должен убраться в своей спальне сегодня вечером.)

3. Превратите предложения в отрицательные и переведите.

1. Ann was bitten by a homeless dog.
2. The zoo is being reconstructed at the moment.
3. The luggage must be checked at the customs.
4. Souvenirs are sold everywhere.
5. The job will be finished at 3 o'clock.

3. Дайте полные ответы на следующие вопросы.

1. Are the Olympic Games held every 10 years? (Олимпийские игры проводятся каждые 10 лет?)
2. Is bread made from flour or potatoes? (Хлеб готовят из муки или картофеля?)
3. Was the Eifel Tower built in Moscow? (Эйфелева башня была построена в Москве?)
4. Will the final exams be taken in summer or in winter? (Выпускные экзамены будут сдаваться летом или зимой?)
5. When is Christmas celebrated in Europe? (Когда празднуется Рождество в Европе?)

4. Раскройте скобки, поставьте глаголы в Indefinite Passive.

Mushroom and Ham Salad

First, 5 mushrooms ... (1 – cut) into small pieces and ... (2 — mix) with two cut spring onions. Then, 100 g cooked ham ... (3— cut) into fine cubes. Now, mushrooms, onions and ham ... (4 — mix) in a bowl. Finally, 2 tablespoons of lemon juice ... (5 — mix) with 1 tablespoon of soy sauce and the mixture... (6 — add) to the salad mixture. Enjoy your salad!

B)

The news reporter and a camera operator _____ (1 – send) to investigate a news story.

People _____ (2 – interview) by a reporter and the interviews _____ (3 – film) by a camera operator. The film _____ (4 – take) back to the TV studio, and the best parts of the film _____ (5 – choose) by the news editor. Finally, the news report _____ (6 – send) to televisions in people's homes and the news _____ (7 – watch) by people all over the country.

C)

My motherland is the Republic of Belarus. My country (1 – situate) in the centre of Europe. It (2 – make up) of six regions: Brest, Vitebsk, Gomel, Grodno, Minsk and Mogilev. Belarus (3 – not wash) by any seas or oceans, so it (4 – not separate) from other countries by seas and oceans. Belarus (5 – border) by five countries.

Belarus is mostly flat (плоская). Some uplands can (6 – find) near Minsk and in some districts of Mogilev and Grodno regions. Most of Belarus (7 – cover) by forests. It is a beautiful country with a lot of lakes.

5. Составьте предложения

1. in a lot of schools / are / used / Computers
2. of plastic / made / are / CDs
3. seen / The information / on a screen/can be
4. are / very quickly / The answers / calculated
5. played / The game / is / on a computer
6. with a modem / are / sent / E-mails
7. is / on a disk / Information / stored
8. sent / Text messages / are / using mobile phones

9. to get information / used / is / The Internet

6.Образуйте отрицательные предложения

Example:

Cars are made at this factory, (bicycles)

— But bicycles are not made at this factory.

1. Bread is sold in this shop, (milk)
2. Our house is built of wood, (their house)
3. My books are kept on the shelf. exercise-books)
4. My younger sister is usually given fruit and milk for supper, (my elder brother)
5. Apples are grown in Belarus, (oranges)
6. Glass is made of sand, (paper)
7. My dresses are made by my mother, (jackets)
8. Films are watched by many people, (sports programmes)
9. This apple-tree is planted by me. (that cherry-tree)
10. All the words are always learnt by the pupils. (rules)

Практическое занятие № 20

Тема: Научно-технический прогресс

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, говорить на основе прочитанного текста

ХОД ЗАНЯТИЯ

- 1. Read the text and translate it into Russian.**

Scientific and technical progress

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly.

New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

These processes affect social structures and values.

It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first lead to unemployment, but later create even more workplaces especially for highly qualified professionals. While the hardest work can be performed by robots and routine calculations by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises, but on the other hand there is a danger of total control of private life unless special laws are enforced by the government.

Another danger is «intellectual terrorism» when computer viruses block important programs. There are other directions of technical and scientific progress of today. One of them is the development of new ecologically clean sources of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today. Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life. All these innovations may have influence on our life, social relations and globally on our Earth. The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations. But the most difficult problems the humanity faces are global problems. The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet. Other crucial problems include wars, epidemics, and demographic problems. The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the common good. The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Vocabulary:

access - доступ

affect - влиять

breakthrough - открытие, достижение, научный прорыв

calculation - вычисление

common good - общее благо

crops - зерновые культуры

crucial - важнейший, ключевой

database -базаданных

development - развитие

to develop - развивать

to enforce - зд. приводить в силу (закон)

to face - сталкиваться

genetic - генетический

global - глобальный, всемирный

to harm - вредить, наносить вред

highly qualified - высококвалифицированный

humanity - человечество

to lead - вести к чему-то

otherwise - иначе, в противном случае

peculiarities - особенности

postpone - откладывать, переносить (во времени)

properly - как следует, должным образом

quantity - количество
rapidly - быстро
to regenerate - восстанавливаться, возрождаться
renewable natural resources - возобновляемые природные ресурсы
routine - обычный, стандартный
software - программное обеспечение
to solve a problem - решать проблему
solution - решение
source - источник
survive - выживать
transmit - передавать, переслать
unemployment - безработица
up-to-date - новейший, современный
values - ценности

Answer the questions

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?
4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?
7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?
11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?
14. Translate the underlined words and use them in your own sentences.

Практическое занятие № 21

Тема: Необычные изобретения 21 века

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, говорить на основе прочитанного текста

ХОД ЗАНЯТИЯ

1. **Read the text and translate it into Russian.**

Find English equivalents:

1. ежедневная жизнь, 2. принтер, 3. паровоз, 4. сравнительно новое изобретение,
5. просто невозможно представить, 6. все поколения, которые выросли, 7.
свет мог быть превращен, 8. связано с известным именем, 9. впервые
совершили полет, 10. первая машина на бензине.

Answer the questions:

Which inventions do we use in everyday life?

Who invented the computer?

When was television invented?

Does the invention of electricity date back to eighteenth century?

Can you imagine your life without computers?

When was the first petrol-driven car produced?

Find English equivalents:

1. ежедневная жизнь, 2. принтер, 3. паровоз, 4. сравнительно новое изобретение,
5. просто невозможно представить, 6. все поколения, которые выросли, 7.
свет мог быть превращен, 8. связано с известным именем, 9. впервые
совершили полет, 10. первая машина на бензине.

Answer the questions:

1. Which inventions do we use in everyday life?

2. Who invented the computer?

3. When was television invented?

4. Does the invention of electricity date back to eighteenth century?

5. Can you imagine your life without computers?

6. When was the first petrol-driven car produced?

Inventions

Over the years scientists have invented a great number of things, which we now use in everyday life, for example, computers, printing machines, telephones, radio, television, automobiles, photography, electricity, steam engine, planes etc. One of the most useful and handy devices today is the computer. It is a comparatively new invention, which came into use in the 20th century. However, the form of computer was designed already in the mid- 1830s by the British mathematician Charles Babbage. Today, people simply can't imagine their lives without computers. There is a whole generation which has grown up with calculators, computer games, word processor, Internet and else. Another vital device is the TV. This invention has truly changed the leisure habits of millions of people worldwide. Television was pioneered in the 1920s by Scottish electrical engineer John Logie Baird. He was the first to realize that light could be converted into electrical impulses, which are then transmitted over a distance. Electricity, perhaps, is even more important. We wouldn't be able to use computers and TVs without it. The invention of electricity dates back to the 19th century and is connected with such renowned names as Michael Faraday, Alessandro Volta, Humphry Davy and Andre Marie Ampere. For the invention of telephones we should be grateful to Alexander Graham Bell. He is an Edinburgh-born scientist who patented the invention of telephone in 1876. A year later a great American scientist Thomas Edison produced the first working telephone. The invention of different types of transport has also changed the world, for example, airplanes and motor cars. Planes have brought distant lands within easy reach of ordinary people. American-born Wright brothers were the first to make the flight in 1903. The first petrol-driven car was produced in 1885 by the German engineer Carl Benz. Whether we like them or not, cars have given people great freedom of travel.

Практическое занятие № 22

Тема: Современные гаджеты в моей жизни

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, говорить на основе прочитанного текста

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Gadgets in my life.

I cannot imagine my life today without gadgets. My phone is my best friend, organizer, navigator, vocabulary and so on. I use it every day and almost everywhere. If I go out I always take my phone with me. It helps me to find the right place, any schedule, to buy a ticket and many other useful things.

Another important function of my phone is contact with my friends and family. Today everyone has a profile on Facebook, vkontakte, Twitter, Instagram, viber, Telegram. Through these networks I can send pictures and videos, play games, make video call and send any important information in couple of minutes. Besides I can always call my mom and tell her that I am fine and I will be at home soon. Everyone has today a phone but we never think how much useful this thing is for us.

Another my important gadget is my laptop. It is almost same like my phone, but with bigger screen and it has more memory. I stopped to watch TV, but look for any important information on my PC. It is also so much useful for school and homework. If I need to make any presentation my laptop is my best helper. Technologies today are so much important.

My headphones help me to relax and forget about any problems. If I have to travel somewhere, I always take them with me. I like to listen to music or audio books or trainings, so I put my headphones in my ears and I am not bothering anyone.

I can speak about gadgets forever and describe how much useful these things are today. Every person has preferences and we got used to have what we have. And we can not imagine even one day without these gadgets.

1. What is the gadget?

2. What kinds of gadgets do you know?

3. What is the use of gadgets in our life?

4. How many gadgets do you have? Which one is the most used?

5. How much time do you spend every day?

6. Do you agree that gadgets are bad for our health? Why?

Практическое занятие № 23

Тема: Сложное дополнение

Цель: развитие грамматических навыков говорения, чтения, письма.

Студент должен

Знать: правило образования и случаи использования

Уметь: использовать предложения со сложным дополнением в устной и письменной речи

ХОД ЗАНЯТИЯ

1. *Переведите предложения с английского.*

ПРИМЕР. I would like you to help me. – Я хотел бы, чтобы ты помог мне.

1. Granny would like us to visit her.
2. Would you like him to invite you?
3. I want you to understand me.
4. He wants me to come on Sunday.
5. I don't want you to tell him about it.
6. What do you want me to do now?
7. The teacher doesn't want us to speak Russian in class.
8. I expect them to come.
9. You can't expect us to come so early.
10. They don't expect children to study all day.

2. *Перефразируйте предложения по образцу.*

ОБРАЗЕЦ. Teacher: «Come in time, Tom!» – Входи, Том. —

The teacher wants him to come in time. Учитель хочет, чтобы Том вошел.

1. «Speak English, Jane!»
2. «Answer the question, Mary!»
3. «Learn the words, boys.»
4. «Read the text, Linda.»
5. «Take part in the competition, children.»
6. «Translate the sentence, Pete.»
7. «Work in pairs, boys.»
8. «Girls, listen to the dialogue!»
9. «Ann, copy the words.»
10. «Sam, you should work hard.»

3. *Дополните предложения по образцу и переведите их.*

1. Его кот хочет, чтобы он *to give him some fish*.
2. Ее собака хочет, чтобы она *to take him for a walk*.
3. Его девушка хочет, чтобы он *to invite her for a party*.
4. Родители хотят, чтобы их дети *to study well*.
5. Они хотят, чтобы родители *to buy them new books*.
6. Я не хочу, чтобы бабушка *to be nervous*.
7. Учитель не хочет, чтобы его ученики *to ask so many questions*.
8. Ты хочешь, чтобы я *to tell you the truth?*
9. Она хочет, чтобы я *to come home early?*

3. *Поставьте «to» там, где необходимо.*

1. We heard the lorry ... stop near the house.
2. I want my elder sister ... take me to the zoo.
3. I believe the Internet ... be the greatest invention ever.
4. The teacher doesn't let us ... use our mobile phones.
5. They didn't expect her ... be late.
6. The police officer made him ... tell the truth.

7. I would like you ... admit your fault.
8. Swan believes Vicky ... be the best manager in our store.
9. Nick persuaded me ... go in for sports.
10. We saw Jacob ... break the window.
11. I consider this sculpture ... be a masterpiece.
12. She noticed Mary suddenly ... turn pale.

Практическое занятие № 24

Тема: Почему люди путешествуют

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, высказываться логично и связно.

ХОД ЗАНЯТИЯ

1. Read the text and make a list of reasons for travelling.

Travelling huge distances is no longer the miracle it once was. Millions of people travel around the globe to see other countries and continents, modern cities and ruined ancient towns. They travel to enjoy picturesque places, to explore the world or just for a change of scene. They can cross half the globe only to hear the same song in the clubs that they hear back home, watch the same film in the cinemas, have the same hamburger in the fast-food restaurants and the same "free smile". Travelling has become easier, but there seems to be no less reason to travel.

Those who live in the country go to big cities and spend their time visiting museums and art galleries, or just going window shopping and dining at exotic restaurants. Those who live in the cities like holidays by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travelers and holiday-makers have a camera with them and take pictures of everything that interests them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests and what not. Each journey brings cups, T-shirts and enough photographs to decorate a huge palace: you in New York, you in Trafalgar Square, in Scotland, etc. When they return from journeys they stick a drawing pin into the places they've visited on the map of the world in the bedroom. The best way to study geography is to travel, and the best way to get to know and understand the people is to meet them in their own homes.

When it comes to exciting journeys, there is a country that attracts lots of tourists. Yes, it's Russia! The great thing about Russia is that not many people want to go there, at least not beyond the Hermitage and the Golden Ring. It's too cold they say. But they are wrong! There are quite a lot of beautiful places around Russia. Some tourists like to travel further, to other famous Russian cities such as Kazan, Samara, Nizhniy Novgorod, Novosibirsk and others. They can enjoy the endless tundra and taiga, fish in crystal-clear lakes, breathe clean air, and warm themselves by a fire in the evening. Then they can live and not just visit museums and churches. There they discover the real nature of the Russians.

Every Russian believes that there is no place like home.

2. Find the words and the word combinations in the text which have a similar meaning to the following:

- 1 a person on holiday -
- 2 unusual -
- 3 looking at the goods in shop windows -
- 4 an event that can not be explained by the laws of nature -
- 5 food that is quickly and easily prepared -

3. Work in groups.

a) Think of an interesting place to visit in your area. Write a tourist poster about this place.

Use the following guidelines:

- 1 Welcome to a beautifulwhere.....
- 2 There are lots to do for everyone. There are
- 3 There is a wide choice of.....
- 4 People there are
- 5 Welcome to..... where you' ll have a fantastic holiday!

b) Introduce your poster to the class and choose the best place to go.

4. Complete the story. Use the facts from your own experience.

It is always great to travel to other countries. My dream country is.....I'd like to go there because.....

To date, I have been to the most memorable trip was to I liked it because There I saw, and we went **to**The people were really nice, and the local food was delicious. I would recommend all of my friends to go there one day.

2) Who do you like going with?

- a) your best friend
- b) a group of friends
- c) on your own
- d) with your family

3) What do you hate doing on vacation?

- a) being alone all the time
- b) being in a crowd of people all the time
- c) meeting new people every day
- d) being just with your family

4) How do you like having your meals on vacation?

- a) cooking your own meals
- b) having all the meals in the same café every day
- c) eating in different places every day
- d) going without regular meals

5) What do you enjoy doing during the day?

- a) lying in the sun all day long
- b) swimming
- c) walking
- d) lying in bed reading

6) What do you enjoy doing in the evenings?

- a) going to a disco
- b) listening to music on the radio
- c) going to symphony concerts
- d) having parties

4. Add up the number of times you score 'a', 'b' 'c' or 'd'. Now work with your partner and find out what kind of person he is. If you get mainly²:

- 1) 'a' You are shy. You find it difficult to have a lot of friends. You enjoy the arts.
- 2) 'b' You are serious, master of your feelings. Your head rules⁴ your heart, but you have a friendly nature.
- 3) 'c' You are romantic and imaginative. You are kind, but you find it difficult to make a lot of friends.
- 4) 'd' You are a happy person. You are impatient, but you enjoy life and its pleasures. You like to be the center of attention.

6. Discuss the results of the test and say what kind of person you are.

Практическое занятие № 25

Тема: Заказ (покупка) билета

Цель: развитие лексических навыков говорения

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, высказываться логично и связно.

ХОД ЗАНЯТИЯ

1. Read and learn by heart

КАК СПРОСИТЬ БИЛЕТЫ

Do we need to book?

Мы должны
забронировать?

What tickets do you have
available?

Какие билеты у вас есть в
наличии?

I'd like two tickets, please

Мне, пожалуйста, два
билета

I'd like two tickets for ...

Мне, пожалуйста, два
билета на ...

tomorrow night

завтрашний вечер

next Saturday

следующую субботу

I'd like four tickets to see ...

Мне, пожалуйста, четыре
билета на ...

Les Misérables	«Отверженные»
I'm sorry, it's fully booked	Извините, всё уже забронировано
Sorry, we've got nothing left	Извините, у нас ничего не осталось
How much are the tickets?	Сколько стоят билеты?
Is there a discount for ...?	Есть ли скидка ...?
students	студентам
senior citizens	пенсионерам
the unemployed	безработным
children	детям
Where would you like to sit?	Где бы вы хотели сидеть?
Near the front	Впереди
Near the back	Сзади
Somewhere in the middle	В центре
ОПЛАТА	
How would you like to pay?	Как вы желаете заплатить?
Can I pay by card?	Могу я заплатить карточкой?
What's your card number?	Какой у вас номер карты?
What's the expiry date?	Когда у неё истекает срок действия?
What's the start date?	Когда у неё начало срока действия?
What's the security number on the back?	Какой секретный код на обратной стороне?

Please enter your PIN Пожалуйста, введите ваш
PIN-код

Where do I collect the Где я могу получить
tickets? билеты?

The tickets were very cheap Билеты были очень
дешевыми

The tickets were expensive Билеты были дорогие

ОБОЗНАЧЕНИЯ, КОТОРЫЕ МОГУТ ВСТРЕТИТЬСЯ

Ticket office Билетные кассы

Box office Билетные кассы

2. Read and translate dialogues

a)

- Are there any planes to Zurich on a Sunday?
- If you'll excuse me for a second, I'll check.
- By the way, I don't want a night flight.
- There's a Swissair DC-9 out of London at 09.20.
- When am I supposed to check in?
- If you're going to the airport, you must be there before 08.20.

b) – What flights are there from London to Vienna tomorrow?

- If you'd like to take a seat, I'll find out for you.
- I'd like to travel first class, please.
- BA Flight BA 561 takes off from Heathrow at 09.25, and flies direct.
- What time have I got to get there?
- You'll have to be at Victoria Coach Station by 07.45.

c) Buying Airplane Tickets

- Good afternoon. What can I do for you?
- Hi. I would like to buy airplane tickets for me and my wife for the 7th of April.
- OK. And what is your destination?
- We are going to Rome, Italy. It will be our honeymoon trip.
- Oh, my congratulations! By the way our company gives a 10 per cent discount to the newly-weds.
- That sounds great. Thank you.
- Well. Let me check what flights are available on that date. ... There are 2 flights: early in the morning and late at night. Which one do you prefer?
- We want a morning flight, please. And in Business class if possible.
- I'm sorry but the tickets for Business class have been sold out already. So only Economy class is available. Is that all right?
- OK then. Are there any seats by the window, preferably in a non-smoking section?

- Well, you can choose your seats when you check in at the airport. And don't worry about the smoking. It's prohibited on board.
- That's really good news for us! So what time are the departure and the arrival for the flight?
- Yes, you leave at 8 a.m. and arrive in Rome at 11 a.m. But, please, check in at the airport 2 hours before your departure time. Do you want a return ticket or an open-date ticket? When will you be leaving Rome?
- We would like round-trip tickets, of course. We are going to fly back on the 15th of April.
- OK. The problem is that there is only one flight available on that day. And it's not a direct flight, so you will have to change the planes in Amsterdam. Is that OK?
- All right, no problem. Here are the passports and my credit card to pay.
- Thanks. Well, you should confirm your reservation in a week and you can get your tickets after that.

2. Make up your own dialogue and learn by heart

Практическое занятие № 26

Тема: В аэропорту

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, высказываться логично и связно.

ХОД ЗАНЯТИЯ

1. Read and understand the text

BEFORE THE FLIGHT AT THE AIRPORT

If passengers want to fly by plane they should come to the airport 2 or 3 hours beforehand. Check-in on the international flights is closed 40 minutes before departure. Boarding on the international flights is closed 20 minutes before departure. Passengers can choose any plane of the British Airways or Airflot. They can be TU, IL, Airbus, Concord or Boeing. Passengers can fly by first class, business class, economic class. First of all passengers must go through the customs. All the passengers must fill in the customs form if they have something to declare. There is a list of goods to declare in front of the customs. The customs officer checks the luggage and the Customs form. If everything is in order the customs officer signs the Customs form. The passengers should be calm and polite and show their luggage if they being asked. Then passengers should go to the clerk to register their tickets, to get a boarding pass where he points the seats. The clerk weighs the bags and suitcases and puts baggage claims on them. The clerk gives the passengers their baggage claim checks. Then the luggage moves into the luggage compartment. Passengers can carry luggage up to 25 kg for international flights, business class passengers can carry 30 kg. Luggage up to 5 kg can be transported as a hand luggage. Each passenger can take his hand luggage on board. A hand luggage includes a lady's handbag, a coat or a raincoat, an umbrella or a walking stick, business documentation. If passenger's luggage is some kilos over the permitted weight he has to pay extra. Then the passengers should go to the passport control officer. The officer checks the passport and visa and puts a special mark.

Officers are usually very polite. Then the passengers go to the departure lounge. When the announcer declares the boarding the passengers go to the gates. The stewardesses meet the passengers at the plane's door.

2. Complete the sentences

1. Passengers should come to the airport 2 or 3 hours _____
2. Passengers can choose any _____
3. Boarding is closed 20 minutes before _____
4. There is a list of goods to declare in front of _____
5. Passengers get a boarding pass where the clerk points _____
6. The luggage moves to the _____
7. The customs officer signs the _____
8. Passengers must go through the _____
9. The clerk weighs the _____
10. Luggage up to 5 kg can be transported as a _____
11. The passport control officer checks _____
12. Officers are usually very _____
13. The stewardesses meet the passengers at _____
14. Each passenger can take his hand luggage _____
15. All the passengers must fill in _____
16. Passengers should go to the clerk to _____
17. The customs officer checks _____
18. A hand luggage includes _____
19. The announcer declares _____
20. The passengers go to the departure _____

4. Answer the questions

1. What types of planes can the passengers choose?
2. What is there in front of the customs?
3. When is check-in on the international flights closed?
4. How many kilogrammes can passengers carry for international flights?
5. What does a hand luggage include?
6. In what case does the passenger have to pay extra?
7. What does it mean to register the tickets?
8. Where do the passengers go when the formalities are over?
9. What do the passengers do before they go through the customs?
10. When do the passengers go to the gates?
11. Where does the luggage move to?
12. Where does the clerk point the seats?
13. What does the clerk weigh?
14. When do the passengers should come to the airport?
15. What class can the passengers fly by?
16. Where should the passengers go to have their passport checked?
17. What can each passenger take on board?
18. Are the officers usually polite?

Практическое занятие № 27

Тема: На борту самолета.

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, высказываться логично и связно.

ХОД ЗАНЯТИЯ

at last – наконец
a cabin – салон
to pass formalities – пройти формальности
to board – садиться
to permit – разрешать
personal belongings – личные принадлежности
to have meals – принимать пищу
to press the button – нажать на кнопку
to invite – пригласить
altitude – высота
individual means of saving – индивидуальные средства спасения
to fasten seat belts – пристегнуть ремни
get comfortable – удобно устроиться
to wish – желать
to divide into – делить, делиться на
to contain – содержать
a folding table – складной стол
to ask for – просить
medicine – лекарство
a blanket – одеяло
to take off – взлетать
speed – скорость
to go along the passage – идти по проходу
to bring hand-carts – везти ручные тележки
items – наименования
tax – пошлина

2. Read and translate the text

On board the plane

At last the passengers have passed all the formalities. They board the plane.

Passengers are permitted to take only some personal belongings with them into the cabin. These items include handbags, briefcases, umbrellas, coats and souvenirs bought at the tax free shops at the airport.

The stewardesses help the passengers get comfortable in the seats and wish them a pleasant trip. The cabin of the plane is divided into three parts.

Each part contains three comfortable armchairs. Each passenger can make a folding table before him for reading and having meals. Besides, each passenger has a personal magazine about travelling by air. If a passenger needs something he can press the button to invite the stewardess for helping.

For example, a passenger can ask for some medicine, a blanket if it is cold.

Before the plane takes off, the stewardess gives all the information about the flight, the speed and the altitude. Then two stewardesses show how to use individual means of saving. Then all the passengers fasten seat belts and the plane begins to pick up speed. In half an hour two stewardesses go along the passage and bring hand-carts with some drinks as fresh water, pepsi or cola, juice, wine. In an hour the stewardesses bring dinner in special plastic boxes.

The menu can be ham, sausage, boiled meat, cheese, tomatoes, cabbage, a bun and greens for the beginning. Then it can be fried potatoes or mashed potatoes with boiled meat or fish with green peas and different spice. Then it goes hot tea or coffee with a cake and a Swiss roll. In some time the stewardesses take the boxes and glasses. Then the stewardesses bring some goods for the passengers, such as, perfume and cosmetics, gold things, a wide choice of souvenirs. On board the plane the passengers can read a magazine or a newspaper, listen to music using headphones and watch TV. On board the plane passengers should watch the electric sign flashes and obey all the signals and listen to the announcements. At the end of the flight passengers are requested not to forget their personal belongings when leaving the plane

3. Make up the sentences, using the given words:

to pick up the plane speed begins
has magazine each personal passenger a
hand-carts drinks stewardesses some bring with
a folding each make passenger table can
divided parts of the plane into the cabin is three
fasten all belts the passengers seat
boxes bring plastic dinner in special the stewardesses
watch TV on board can the passengers the plane
part contain armchairs each of the cabin comfortable three
in the seats help the stewardesses comfortable the passengers get

4. Answer the questions

What can passengers ask a stewardess for?
Who shows how to use the individual means of saving?
What can the menu be on board the plane?
What goods can the stewardesses bring for the passengers?
What drinks can the stewardesses bring for the passengers?
What should the passengers watch on board the plane?
What do the stewardesses do before the plane takes off?
What should all the passengers do before the plane begins to pick up speed?
What can the passengers read on board the plane?

5. Complete the sentences

The passengers board the ...
The stewardesses help the passengers ...
The cabin of the plane is divided into ...
Two stewardesses show how to use ...
All the passengers fasten ...
A passenger can ask for ...
The stewardesses bring dinner in ...
On board the plane the passengers can read ...
Two stewardesses go along the ...
The stewardess gives all the information about ...

Практическое занятие № 28

Тема: Прибытие в Лондон

Цель: развитие лексических навыков говорения, чтения, письма.

Студент должен

Знать: лексические единицы по данной теме

Уметь: использовать ЛЕ по теме в устной и письменной речи, высказываться логично и связно.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

ARRIVING IN LONDON

At last the plane lands at the air terminal in Heathrow. London has four airports: Heathrow in the west, Gatwick in the south, Stansted in the north and City Airport in the City of London. Heathrow airport is the busiest international terminal in the world. More than 1000 planes take off and land every day at Heathrow airport.

The passengers take their belongings and leave the plane. Then the passengers go through the passport control one at a time and answer the officer's questions. The passengers go to the baggage claim and get their luggage. Then the passengers go to the sign **Way Out** and take a bus or a taxi. Our group is met by the representative of the company which is the organizer of the programme. The group comes up to the coach and the driver helps the guests put the luggage into the luggage compartment. Everybody takes the seats and the coach starts its way to London. In an hour the coach brings the group to the hotel. It is the Sherlock Holmes Hotel in the centre of London. The group gets off the coach, picks up the suitcases and goes into the hotel. The head of the group comes up to the Receptionist and informs him about the group's arrival. The receptionist asks all the guests to fill in the forms in English. The company made the reservations including single rooms and double rooms. The head of the group returns all filled in forms to the receptionist and gets the electronic keys to the rooms with the room number and the name of the guest written on the key. The guests get the keys and go to their rooms.

2. Complete the sentences

1. London has four _____
2. The passengers take their _____
3. At last the plane lands at the _____
4. The passengers go through the passport control _____
5. More than 1000 planes take off and _____
6. Heathrow airport is the _____
7. The passengers go to the sign _____
8. The passengers answer _____
9. Heathrow airport is the _____
10. Our group is met by the _____
11. Heathrow airport is the _____
12. The group comes up to the _____
13. The passengers take _____
14. The driver helps the passengers _____

3. Replace with a word.

1. a person who organizes the guests' staying at the hotel _____
2. light and small things which passengers take on board the plane _____
3. a place of ending a plane's flight _____
4. a kind of air transport _____

5. people who travel by any kind of transport_____
6. a special card for opening the door of the room at the hotel_____
7. paper where the guests write their data when they come to the hotel_____
8. the process when the plane leaves the airport_____
9. a tourist bus_____
10. a place where many travellers live for some time_____

Практическое занятие № 29

Тема: Размещение в гостинице

Цель: Совершенствование речевых навыков

Студент должен

Знать: Лексический материал по теме.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Types of Hotel

There are many types of hotel, big and small. Big hotels, which are part of a 'group', offer guests a standard that does not vary from one location to another. Hotels can be awarded 'Stars' if their facilities match the Tourist Boards specifications. The more stars, the higher the standards. There is also a 'Red Star' accolade awarded for excellent cuisine.

People expect rooms with ensuite facilities. There is also a choice of single, double or family rooms to book. Hotels in large busy cities often have triple glazed windows to help reduce the noise of passing traffic.

When you stay in a hotel, the facilities are reflected in the price of the accommodation. Many establishments have swimming pools, squash courts, health clubs, gymnasiums and indoor play areas for young family members. Some of these activities can be used by non-residents, providing they pay the subscription fee. There are hotels with golf courses in their grounds. Some have lakes that are offered to guests who wish to fish or take out a boat to fill their leisure time.

A good hotel with pleasant helpful staff contributes to making a holiday enjoyable and encourages return visits. Christmas cards are sent to regular guests from the hotel management. A varied choice of fresh food beautifully presented in a dining area with lovely views, all add to the holiday experience.

If the guests do not wish to dine in the restaurant, room service is an alternative. A menu is supplied in the room from which guests can order. When the food is ready, a member of staff will bring it to the room. If the guests have to leave early in the morning before the dining room is serving breakfast, an order can be placed the night before leaving and breakfast will be delivered to the room at the desired time. There is always a list of the restaurant opening times in the room.

Most hotels ask their guests to vacate their rooms by 10 o'clock on the day of their departure. This is so the staff have enough time to clean the room, make up the bed and generally tidy the area, before the next occupants arrive. New visitors to a hotel do not usually have access to their room until after mid-day.

Reading comprehension questions that go with the above reading passage.

- 1) Why are hotels awarded stars?
 - A) They indicate the number of rooms in the building.
 - B) The stars are a way of knowing what facilities they offer.
 - C) They tell guests the hotel is open all year.
 - D) The stars indicate the size of the grounds.
- 2) Why do hotels in busy cities have double and triple glazed windows?
 - A) It helps to reduce noise levels.
 - B) To stop the sun shining in.
 - C) To keep the window cleaners busy.
 - D) They give a clearer view.
- 3) What facilities are offered to non-residents?
 - A) Only the bedrooms.
 - B) Non-residents are not welcome.
 - C) Only play areas for children.
 - D) The dining room, adjacent golf courses and the fitness areas.
- 4) What does room service mean?
 - A) Food and drink can be delivered to your room.
 - B) The guests have to leave.
 - C) An electrician comes to turn off the lights.
 - D) The room is ready for cleaning.
- 5) Why are guests asked to vacate their rooms by 10 am on departure day?
 - A) To check nothing has been stolen.
 - B) So that the room can be cleaned ready for the next occupants.
 - C) So the room can be repainted.
 - D) To let the staff sit in it when they are tired.

3) Checking in

RECEPTIONIST: Welcome to "Travelodge". May I help you?

CLIENT: I'd like to check in. I have a reservation.

RECEPTIONIST: What's your name, please?

CLIENT: Andrew Swenson.

RECEPTIONIST: Yes Mr. Swenson. You requested a single room for four nights, is that correct?

CLIENT: Yes, that's right.

RECEPTIONIST: Could you fill in the registration form, please. Thank you. Your room number is 1409. Here's your key. Enjoy your stay at "Travelodge". Would you like assistance with your bags?

CLIENT: No thanks, I only have one. I can manage.

Практическое занятие №30

Тема: Сервис в отеле

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: Читать с разными стратегиями,

ХОД ЗАНЯТИЯ

1. Read the dialogues and translate

1) Hotel Services

ROOM SERVICE: Hello. Room service.

CLIENT: Hello, I'm calling from room 113. I would like to order dinner.

ROOM SERVICE: What would you like to order?

CLIENT: I'd like the roast beef dinner, with mashed potatoes and green beans.

ROOM SERVICE: Would you care for something to drink with dinner'?

CLIENT: Ah, yes a large glass of milk.

ROOM SERVICE: Any dessert?

CLIENT: A dish of vanilla ice cream

2) Can I help you?

- Good morning. This is room 365. Could you send breakfast to my room, please?

- Certainly, madam. What would you like to have?

- A glass of orange juice, one serving of bacon and eggs, a toast with some butter and marmalade and a cup of black coffee, please. How long will it take?

- Well, about 15 minutes.

- That would be fine. I'm going to take a nap after breakfast. So is it possible to get a wake-up call at noon, please?

- Sure. I'll call you at 12 o'clock. Would you like anything else?

- Yes. I'd like to know which floor the swimming-pool is here.

- The swimming-pool, the sauna and the gym are on the first floor.

- Great. Thanks. And do you have laundry service? Could you send someone to pick up the laundry from my room?

- Sure. I'll ask the housekeeping staff to pick it up right now.

- Sounds good. And another thing is - my room is quite messy. Could you, please, clean it and change the bed sheets?

- OK. We shall do it after lunch then.

- Thank you very much. Is it possible to have an extra blanket, please? It was quite cold at night.

- No problem, madam. I'll send it to your room right now.

- Thanks a lot. I appreciate your help.

- You are welcome.

2. Make up your own dialogues and learn them by heart

Практическое занятие №31

Тема: Музеи и картинные галереи Лондона

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: Читать с разными стратегиями,

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

London Museums and Art Galleries

London is visited by millions of tourists every year. They come there to **see the sights** of London and to visit London's museums. There is quite a number of museums and **art galleries** in London which **are world-famous**.

The National Gallery is situated in Trafalgar Square and is **one of the best-known art galleries** in the world. It **was founded** in 1824 and **houses** one of the most **important collections** of Italian **paintings** outside Italy. It is also famous for its Dutch collection, particularly for paintings by Rembrandt. The National Portrait Gallery is situated near the National Gallery. It is **Britain's leading art gallery** of **portraits** of famous people in British history. The National Portrait Gallery **is noted for representing various kinds of portraits** - from **traditional oil paintings** to photographs. Founded in 1856, in 1984 it contained over 800 **original portraits** and more than 500 000 photographs.

The famous Tate Gallery was opened in 1897 **with the financial support of** Sir Henry Tate. He also gave a collection of 65 paintings. The Gallery **contains a unique collection** of British painting from the 16th century to the present day. Turner and Blake are **particularly well represented** in the collections. The Gallery also has many drawings and **modern sculpture**.

Victoria and Albert Museum is a collection of **fine and applied arts**. It contains a great collection of **miniature**, too. It was opened in 1857 and **was named after** Queen Victoria and her husband, Prince Albert.

The British Museum was founded in 1753. It contains one of **the world's richest collections of antiquities**. It also houses the main collection **covering the history of** plants, minerals and the animal world. There is also the Reading room of the British Library in the museum.

There is a number of museums in London which are neither art museums or galleries. Nevertheless, they **attract tourists** from different parts of Great Britain and of the world. You are sure to know about Madame Tussseau's Museum. It contains hundreds of **wax figures** which are **sculpture portraits of famous personalities - political figures**, painters, musicians, sportsmen and even **criminals**. The Museum of London represents the history of the city **from its foundation to its present day**. The Museum of Moving Image illustrates the history of cinema.

In other words, any visitor can find a museum **to his taste** in London.

Answer the questions:

1. What collections does the National Gallery house?

2. What is the National Portrait Gallery noted for?

3. What painters are particularly well represented in the Tate Gallery?

4. What kind of museum is Victoria and Albert Museum? Why is it named so?

5. What are the two departments of the British Museum?

6. What museums besides art museums and galleries can you find in London?

Практическое занятие №32

Тема: Театр Глобус.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

2. Read the text and translate it into Russian.

Theatre

The interior of a theatre consists of the stage and the house. They are divided from each other by a curtain. Between the stage and the seats there is the orchestra. The public occupies the stalls, the boxes, the dress-circle, the balconies and the gallery. The back rows of the ground floor are called the pit stalls. The small compartments near the stage are called the boxes. We get tickets at the box-office. We leave our clothes in the cloak-room. When we go to the theatre to see a performance, we usually buy the programme to see what the cast is. We can see what is on at the theatre on the bills outside the theatre. Day performances usually begin at 12 o'clock in the afternoon, and evening performances start at 7.00 p.m. When the third bell ring, the lights go out, the curtain goes up (rises) and the performance begins. During the interval the spectators walk in the foyer or go to the buffet. If the performance is a success and the actors and actresses play their parts well, they get many curtain calls. The theatre-goers applaud and cry "Encore". At the theatre we can see classical dramas, tragedies, comedies, operas and ballets and modern plays of different countries.

2. Finish the sentences

1. The interior of a theatre consists of ...
2. The public occupies ...
3. We get tickets at ...
4. We can see what is on at the theatre on ... outside the theatre.
5. Day performance usually begins at ...
6. If the performance is a success and the actors and actresses play their parts well, ... applaud and cry "Encore".
7. When the third bell ring, the ... rises and the ... begins.
8. The small compartments near the stage are called...
9. We usually buy the to see what the cast is.

3. People have different opinions about different theatrical performances. *What performances do these people like and dislike?*

- a. I can't say that I like opera very much. The music is usually marvelous but it is dull to watch it. Usually it is very complicated and it is difficult to find your way in it.
- b. I do like theatre. I prefer comedies. They put me in a joyful mood. Usually I am so involved in the action that I forget that I am watching a play.

- c. I should say that I enjoy ballet very much. When you watch ballet you understand the beauty of human body. Some people say that it is a drag but I don't agree with them. It is most exciting thing in the world. It does make a great impression.
- d. As for me I do enjoy operettas. It is so cheerful, magnificent and splendid. Some people say it is light-minded but I don't think so. It teaches sincerity and makes me happy.

4. Do you know the history of the Bolshoi Theatre? Put in the missing words in the right form. There are two extra words.

(Dance, comedy, opera, drama, sing, dancer, ballet, singer)

The first building of the Bolshoi Theatre was built in 1776. The modern building of the theatre was created by the architect O.Bovet in 1825. In the theatre (1)...and ...of M.Glinka, a(2) ... Dargomyzhsky, P.Tchaikovsky are performed. In the theatre famous Russian (3)... I.Kozlovsky, E. Obraztsova, A. Pirogov (4)... . The most outstanding (5) ...G. Ulanova, M. Plisetskaya, V. Vasiliev, M. Liepa (6)

Практическое занятие № 33

Тема: Библиотеки Лондона

Цель: Совершенствование речевых навыков

Студент должен

Знать: Лексический материал по теме.

Уметь: Читать с целью извлечения конкретной информации и детального понимания содержания, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ LONDON LIBRARIES

London is one of the most literary-minded cities in the world. It would be hard to think of a subject which has not got a library devoted especially to it.

Let us start with the highest library in London, the Capitular Library of St. Paul's Cathedral. To reach it, you must be prepared for a long climb, for it is situated right up near the Whispering Gallery which encircles the base of the cathedral dome.

The origin of the library dates back to the seventh century, but all its books, with the exception of some books printed before 1500 and six manuscripts, were destroyed in the Great Fire of London in 1666. The archives, however, were preserved. The Library was refounded after the Fire and the collection was built up again by gift and purchase during the 17th and 18th centuries.

From the highest library in London to the biggest - which, of course, is that of the British Museum. The British Museum Library contains about six million books and the large circular Reading Room is in the centre of the Museum building. In the Reading Room is a reference section of 30,000 volumes on open shelves and also the catalogues for the whole library.

In 1841 the London Library in St. James Square was founded - a library of about 600,000 volumes, mainly devoted to the humanities and fine arts. Guildhall Library founded in 1425, maintained by the City of London Corporation, is the largest

public general library in London. It has a very extensive collection, including many thousand original records, relating to every aspect of London history and topography.

Each of the London boroughs maintains a public library service. Holborn's Central Library, for example, is housed in a fine new building which was opened in 1960 and has attracted interested visitors from all parts of the world. It has over 150,000 books (lending and reference), as well as over 5,000 gramophone records of musical works and language instruction. 1960 also saw the opening of Kensington's new Central Library, the largest municipal public library building in London.

3. Ask 10 questions

Практическое занятие № 34

Тема: Совершенные времена

Цель: развитие грамматических навыков говорения, чтения, письма.

Студент должен

Знать: правила образования совершенных времен

Уметь: использовать глаголы в совершенных временах

ХОД ЗАНЯТИЯ

Упражнения "Времена группы Perfect".

Выберите правильную временную форму глагола.

№1

1. We this film before.
a) had seen b) saw c) have seen
2. I it by that time.
a) will do b) will have done c) will be doing
3. She her lessons by the evening.
a) have done b) has done c) had done
4. We ... a new house by the end of next year.
a) will build b) will have built c) have built
5. Shethis music.
a) didn't hear b) has never heard c) had not heard
6. He ...his room by five o'clock.
a) had cleaned b) has cleaned c) cleaned
7. I a new book this month.
a) had written b) wrote c) have written.
8. Mother... dinner when we come home.
a) will cook b) will have cooked c) has cooked
9. We to him before the meeting.
a) had spoken b) have spoken c) spoke
10. They..... their work yet.
a) didn't finish b) have not finished c) had not finished

№2

1. He his parents.
a) have not met b) had not met c) has not met
2. Ithe text before the bell.

- a) have translated b) had translated c) translated
3. He a letter by the time she comes.
a) has written b) will write c) will have written
4. Mother dinner by seven o'clock.
a) has cooked b) had cooked c) cooked
5. Alan ... his breakfast.
a) didn't have b) had not have c) has not have
6. She ... a dress before party.
a) has not made b) had not made c) didn't make
7. ... you... your homework by seven o'clock?
a) will...have done b) will...do c) have...done
8. Her son the home task by nine o'clock.
a) didn't do b) has not done c) had not done
9. Peter up yet.
a) have not got b) has not got c) had not got
10. Who..... the exercise before the bell?
a) has not written b) had not written c) have not written

№3

1. Why...you... the floor before your mother's coming?
a) had not... swept b) have not... swept c) didn't sweep
2. Martin up yet.
a) had not got b) has not got c) have not got
3. They by the evening.
a) will not arrive b) don't arrive c) will not have arrived
4. When the police arrived, the car
- a) has gone b) had gone c) went
5. I by this time through all the magazines.
a) will not look b) would not look c) will not have looked
6. Georgedoing his homework before eight o'clock.
a) had finished b) has finished c) finished
7. Healready.... his examination.
a) had....taken b) has...taken c) have...taken.
8.Jane at the theatre this week?
a) Have...been b) Had...been c) Has...been
9. Hea letter by seven o'clock tomorrow.
a) will write b) will have written c) writes
10. Look! John his car.
a) have washed b) had washed c) has washed

№4

1. He by seven o'clock.
a) will come b) will have come c) comes
2. Janethe article yet.
a) has not translated b) had not translated c) translated
3. When I came, I saw that mother..... dinner.
a) have cooked b) had cooked c) has cooked

4. Shejust dinner.
a) had....had b) have.....had c) has...had
5. My friend English before he entered the institute.
a) had studied b) studied c) has studied
6. you everything by this evening?
a) Will...finish b) Will... have finished c) Do...finish
7. She is free now. She.....her final exam.
a) had passed b) has passed c) passed
8. The car when I looked into the street.
a) went b) had gone c) has gone
9. Look! Somebody.....my window.
a) broke b) had broken c) has broken
10. Wewashing up by the time mother comes.
a) will have done b) will do c) do

№5

1. I where to go tonight.
a) didn't decide b) have not decided c) had not decided
2. Brian..... dinner by the time mother comes.
a) will have b) have c) will have had
3. He..... the decision before I came.
a) have taken b) had taken c) took
4. He..... translating by the evening.
a) will have finished b) finishes c) will finish
5. Nick..... from office by seven o'clock.
a) returned b) has returned c) had returned
6.John to London?
a) Did... be b) Has...ever been c) Have...ever been
7. We went to the stadium at four o'clock but the game
a) started b) has started c) had started
8. By the time we get to Chicago this evening, we..... more than four hundred miles.
a) drive b) will drive c) will have driven
9. He is sure that we..... him.
a) had not recognized b) have not recognized c) didn't recognize
10. He the text and now he can retell it.
a) read b) has read c) had read

№6

1. They.... us by the time they have to leave Ukraine.
a) will meet b) will have met c) meet
2. I all the new words. Now I can translate this text.
a) have learnt b) had learnt c) learnt
3. The ship in the open sea by the time the storm broke out.
a) have been b) had been c) was
4. Meg said that she..... in this city.
a) had been b) was c) has been

5. We..... home but our children came home an hour ago.
a) have just come b) had come c) has just come
6. Janeat the cinema this week.
a) had not been b) has not been c) have not been
7. Come over to my house around 9 o'clock. By then, I my history essay and we can go to see a movie.
a) complete b) will complete c) will have completed
8. The doctor arrived by the time we him.
a) had helped b) helped c) have helped
9. When did he see you? – He me this week.
a) had seen b) has seen c) saw
10. Jake.... the letter by five tomorrow.
a) will finished b) will have finished c) finishes

Практическое занятие № 35

Тема: Контрольная работа (см.КОС)

Практическое занятие № 36

Тема: Цифры, основные математические понятия и физические явления

Цель: формирование лексических навыков говорения и чтения.

Студент должен

Знать: значение и правописание новых лексических единиц по теме

Уметь: использовать новые слова в речи, читать с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

Цифры на английском от 1 до 10

Английская цифра прописью	Перевод	Транскрипция	Примерное русское произношение
one	1	wʌn	уан
two	2	tu:	ту
three	3	θri:	сри
four	4	fɔ:r	фо
five	5	faɪv	файв
six	6	sɪks	сикс
seven	7	'sev.ən	севен
eight	8	eɪt	эйт
nine	9	naɪn	найн
ten	10	ten	тен

Цифры от 11 до 20

Цифры от 13 до 19 имеют окончание -teen и ударение на этот слог.

Число прописью	Перевод	Транскрипция	Примерное русское произношение
eleven	11	ɪ'lev.ən	илэвэн
twelve	12	twelv	твэлв
thirteen	13	θɜ:'ti:n	сэтин
fourteen	14	ˌfɔ:'ti:n	фотин
fifteen	15	ˌfɪf'ti:n	фифтин
sixteen	16	ˌsɪk'sti:n	сикстин
seventeen	17	ˌsev.ən'ti:n	севентин
eighteen	18	ˌeɪ'ti:n	эйтин
nineteen	19	ˌnaɪn'ti:n	найтин

Числа от 20 до 100 + тысяча

Десятки от 30 до 90 аналогичны числам от 13 до 19, с той лишь разницей, что окончание меняется на -ty и ударение падает на первый слог. Отдельно даны числа 100 и 1000.

Теперь вы можете составлять и читать большие числа – двухзначные, трехзначные и более.

Читайте также: Продукты питания на английском языке с переводом

Число прописью	Перевод	Транскрипция	Примерное русское произношение
twenty	20	'twen.ti	туэнти
thirty	30	'θɜ:.ti	сэти
forty	40	'fɔ:.ti	фоти
fifty	50	'fɪf.ti	фифти
sixty	60	'sɪk.sti	сиксти
seventy	70	'sev.ən.ti	севенти
eighty	80	'eɪ.ti	эйти
ninety	90	'naɪn.ti	найнти
hundred	100	'hʌn.drəd	хандрид

thousand	1000	'θaʊ.zənd	саузэнд
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Примеры:

- twenty five – 25
- one hundred twelve – 112
- two thousand three hundred fifty – 2350

Порядковые числительные

Порядковые числа в английском отвечают на вопрос “Какой?”. Только четыре из них нужно запомнить – 1, 2, 3, 5. Остальные образуются по правилу – добавляем окончание -th. Одним из применений является указание дат.

Число прописью	Количественное	Порядковое	Перевод
1	one	first	первый
2	two	second	второй
3	three	third	третий
4	four	fourth	четвертый
5	five	fifth	пятый
6	six	sixth	шестой
7	seven	seventh	седьмой
8	eight	eighth	восьмой
9	nine	ninth	девятый
10	ten	tenth	десятый
14	fourteen	fourteenth	четырнадцатый
20	twenty	twentieth	двадцатый
21	twenty one	twenty first	двадцать первый
100	hundred	hundredth	сотый

Пример:

- on the tenth of May – 10 мая

Дробные числа

Дробные числа – это числа меньше единицы. Дробы бывают простые и десятичные.

Простые дроби

Простые дроби образуются из двух частей. Числитель – это количественное числительное, а знаменатель – порядковое. Знаменатель может быть во множественном числе. Есть два исключения: 1/4 обычно называется a quarter (четверть), а 1/2 – a half (половина).

1/4	a fourth (a quarter)	3/16	three sixteenths
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1/2	a half	1/32	one thirty-second
3/4	three quarters	7/9	seven ninths
1/3	a third	1/100	a hundredth or one hundredth
2/3	two thirds	12/100	twelve hundredths
3/8	three eighths	21/1000	twenty-one thousandths

Читайте также: Как говорить время на английском языке - который час?

Десятичные дроби

0.25	point two five или nought point two five, или zero point two five	8.56	eight point five six
0.5	point five, или nought point five, или zero point five	12.15	twelve point one five
0.75	point seven five, или nought point seven five или zero point seven five	17.806	seventeen point eight oh six
0.333	point three three three, или nought point three three three, или zero point three three three	384.63	three hundred and eighty-four point six three
0.6405	nought point six four oh five или zero point six four zero five	40.004	Forty point oh oh four или Forty point nought nought four, или Forty point zero zero four
1.5	one point five	117.87659	one hundred and seventeen point eight seven six five nine

1. Найдите пары: слова из первого столбика и соответствующие цифры из второго.

Н-р: 1 - d

- | | |
|-----------------|--------|
| 1. seventy-two | a) 31 |
| 2. thirteen | b) 11 |
| 3. fifty-six | c) 660 |
| 4. eighty | d) 72 |
| 5. eighteen | e) 315 |
| 6. twenty-three | f) 100 |

- | | |
|----------------------------------|--------|
| 7. eleven | g) 13 |
| 8. ninety | h) 49 |
| 9. twelve | i) 925 |
| 10. twenty | j) 18 |
| 11. nineteen | k) 80 |
| 12. forty-nine | l) 504 |
| 13. one hundred | m) 217 |
| 14. thirty-one | n) 410 |
| 15. four hundred and ten | o) 90 |
| 16. six hundred and sixty | p) 56 |
| 17. five hundred and four | q) 23 |
| 18. nine hundred and twenty-five | r) 20 |
| 19. two hundred and seventeen | s) 19 |
| 20. three hundred and fifteen | t) 12 |

2. Решите пример и напишите ответ словами.

Н-р: twenty + fifty-eight = seventy-eight (20+58=78)

- sixty-two + fourteen = ...
- fifteen + two hundred and forty-six = ...
- ninety + ten = ...
- thirty-one + nineteen = ...
- seventy-three + eighty-two = ...
- three thousand one hundred and twelve + ninety-nine = ...

3. Преобразуйте количественные числительные в порядковые.

Н-р: one (один) – the first (первый), thirty (тридцать) – the thirtieth (тридцатый), sixty-four (шестьдесят-четыре) – the sixty-fourth (шестьдесят четвертый)

- two
- eighty-three
- seven hundred and sixteen
- twelve
- eleven
- twenty-five
- ninety-six
- thirty-eight
- ten
- two thousand and nine

4. Напишите указанные в скобках даты словами.

Н-р: I was born on (13.05.1976). (Я родился) – I was born on the thirteenth of May, nineteen seventy-six.

- My son was born on (02.12.2000).
- Our dog was born on (21.08.2008).
- My granddad was born on (23.06.1900).
- My granny was born on (18.02.1910).

5. Напишите дроби словами.

Н-р: 5/6 – five sixths, 2/3 – two thirds

- | | |
|--------|----------|
| 1. 1/2 | 5. 9/10 |
| 2. 5/8 | 6. 11/12 |
| 3. 1/3 | 7. 2/5 |
| 4. 4/7 | 8. 3/4 |

Практическое занятие № 37

Тема: Инфинитив и инфинитивные обороты

Цель: формирование грамматических навыков говорения и чтения.

Студент должен

Знать: правило образования и случаи использования инфинитива

Уметь: уметь находить инфинитив в предложениях и переводить его на русский язык

ХОД ЗАНЯТИЯ

УПРАЖНЕНИЯ "ИНФИНИТИВЫ С ЧАСТИЦЕЙ TO И БЕЗ НЕЕ" (С ОТВЕТАМИ)

1. Поставьте глагол из скобок с частицей to или без нее.

1. I've decided ... (start) a new project. (Я принял решение начать новый проект.)
2. She is trying ... (learn) Italian. (Она пытается изучить итальянский язык.)
3. Can you ... (lend) me your dictionary, please? (Ты можешь одолжить мне свой словарь?)
4. Mother forgot ... (book) the tickets. (Мама забыла забронировать билеты.)
5. You shouldn't ... (argue) with your father. (Тебе не следует спорить со своим отцом.)
6. Henry promised ... (help) her. (Генри обещал помочь ей.)
7. This old photograph made me ... (cry). (Эта старая фотография заставила меня заплакать.)
8. I really hope ... (get) an interesting job soon. (Я очень надеюсь на то, что получу вскоре интересную работу.)
9. You must ... (pay) for the service. (Ты обязан заплатить за обслуживание.)
10. Let me ... (introduce) myself. (Разрешите мне представиться.)

2. Составьте из данных слов предложения, расставив их по порядку. Переведите.

1. pianist - my - to - wants - a - great - son - become
2. let - car - doesn't - drive - his - Robin - me
3. to - early - I - up - need - wake - tomorrow
4. the - turn - iron - Sam - forgot - off - to
5. that - sleep - me - boring - made - film

3. Найдите в предложениях ошибки, если они имеются.

1. The teacher made John to apologize. (Учитель заставил Джона извиниться.)
2. What are you planning to eat for lunch? (Что ты планируешь съесть на обед?)
3. That old car may not to cost much. (Та старая машина не может стоить много.)
4. I don't want wait any longer. (Я не хочу больше ждать.)
5. My father promised buy new shoes for me. (Мой папа пообещал купить мне новые туфли.)
6. I would like to try this shirt on. (Я бы хотел примерить эту рубашку.)
7. We must to hurry up. (Мы должны поторопиться.)
8. Mark was unable to do anything else. (Марк был не в состоянии делать что-либо еще.)
9. They couldn't to fall asleep till midnight. (Они не могли заснуть до полуночи.)

10. Sheila refused delete files and folders about cooking. (Шейла отказалась удалять файлы и папки о кулинарии.)

4. Выберите в скобках подходящий глагол, обращая внимание на следующий за ним инфинитив. Переведите предложения.

1. You ... (can/have) to sing this song.
2. Don't ... (allow/make) her to marry Mike.
3. Mother ... (asked/let) him to explain his words.
4. Jill ... (persuaded/made) me to play a joke on Tom.
5. We ... (saw/offered) him steal the wallet.
6. Did you ... (agree/hear) her shout at me?
7. I couldn't ... (see/convince) her to leave early.
8. Stormy weather ... (caused/must) the airline to cancel out flight.
9. Tony ... (should/seems) to know a lot about global warming.
10. The nurse ... (saw/asked) the children to roll up their sleeves.

Практическое занятие № 38

Тема: Классификация автомобилей

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности, правила использования инфинитива в речи.

Уметь: применять инфинитив в устной и письменной речи, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Translate into Russian

Different kind of land transport

What was the reaction of the people after the invention of the steam engine?

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

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

Who introduced the first cheap motor car?

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

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

When did diesel-engine Lorries become general?

The rapid development of the internal combustion engine led to its use in the farm **tractors**, thereby creating a revolution in agriculture. The use of motor vehicles for

carrying heavy loads developed more slowly until the 1930s when **diesel-engined Lorries** became general.

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

When were the trams introduced first?

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

Trams were introduced in the middle of the 19th century. The idea was that, as the rails were **smoother** than the roads, less **effort** was needed **to pull** a tram than a bus. The first **trams** were horse-drawn but the later trams were almost all driven by electricity.

The **electric motor** driving the tram was usually with electric **current from overhead wires**. Such wires are also used **by trolleybuses**, which run on **rubber tyres** and do not need **rails**.

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

London's first underground railway of the «**tube**» **type** was opened in 1863, the Moscow underground in 1935.

What do the longest oil pipe-lines connect?

The pipe-lines, which were in use by the ancient Romans for carrying water supplies to their houses, are now mainly used to **transport petroleum**. The first **pipe-line** of this kind was laid in Pennsylvania, the United States, in 1865.

Some of the longest oil pipe-lines **connect oil-fields** in Iraq and near the Persian Gulf with ports on the Mediterranean coast. A famous Pipe-line Under the Ocean was laid across the English Channel in 1944.

What are the cableways used for?

A form of transport which is quite common in some mountainous parts of the world, especially in Switzerland, is the aerial **cableway**. Cableways are used at nearly all winter sport centers to pull or carry **skiers** to the top **of the slopes**. Cableways are used by many Alpine villages which lie high up the mountain-sides for bringing up their supplies from the valley below.

Задания:

1. Распределите правильно слова, в соответствии с развитием транспорта

Omnibus, cableway, steam engines, pipe-lines, motor cars, diesel engines

2. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

Invention of the steam engines

усилие

efficient engine

дизельный двигатель

internal combustion engine.

омнибус

motor transport

изобретение парового двигателя

The rapid development

бензин для транспорта

diesel-engine	троллейбусы
Trams	продуктивный двигатель
Omnibuses	связь с нефтяной сферой
horse-driven buses.	двигатель внутреннего сгорания
Effort	моторный транспорт
The electric motor	трамваи
trolleybuses,	лошадиная сила
pipe-lines	электрический мотто
transport petroleum.	трубопровод
connect oil-fields	бензин

3. Закончите предложения, выбрав их из текста

1. People experienced a similar feeling after the....
2. The first practical internal combustion engine was introduced in the form of a gas engine by...
3. The use of motor vehicles for carrying heavy loads developed more slowly until...
4. The first trams were horse-drawn but the later trams were...
5. The first pipe-line of this kind was laid...
6. A form of transport which is quite common in some mountainous parts of the world, especially in Switzerland, is...

Практическое занятие № 39

Тема: Классификация автомобильного транспорта. Причастие 1

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

Read the text and answer the questions:

- 1) How many types of vehicles are mentioned in the text?
- 2) What is the easiest way to define a vehicle?
- 3) What is a typical example of a four-door passenger car?
- 4) Describe this sedan.
- 5) What cars do we name coupe?
- 6) Do this type of car for single riders, couples or a big family and friends?
- 7) Describe a sports car.
- 8) What type is Mazda Miata, Honda Civic?

Different Types Of Cars And Their Key Features

Vehicles, including passenger cars and truck-based SUVs, can be grouped into 20 vehicle types, from sedans to hatchbacks and pickups. It is easy to classify all types of cars. It informs and guides you to better understand the special features of your vehicle. But sometimes it can be misleading.

As useful as this classification is, its usefulness should not prevent us from understanding the value and unique characteristics of a car. The easiest way to define a vehicle is its appearance.

What is the first thing you notice when a car approaches you on the road? This is called “body style”. Big and boxy? How many low and flat doors are there? Body style is the easiest way to categorize your vehicle.



A sedan is a typical example of a four-door passenger car. Sedans often have a three-box design with the engine, passenger and cargo in separate compartments for better weight distribution and a more stable ride. In addition, the unibody structure significantly reduces the vehicle’s weight and improves fuel efficiency. This sedan does not have glass windows in the cargo

compartment, which provides good protection of the cargo against theft.

This sedan has four doors and a regular trunk. As with many car categories, they range from small (subcompacts like the Nissan Versa and Kia Rio) to compact (Honda Civic, Toyota Corolla), midsize (Honda Accord, Nissan Altima) and full-size (Toyota Avalon, Dodge



Charger). Luxury brands such as Mercedes-Benz and Lexus have similarly sized sedans.

A coupe is a type of car defined by simplicity. The word “coupe” conjures up images of compact sedans. That is, a two-door car with a trunk and a fixed roof. But the exciting attraction of this car is the sloping roofline that gives it a more stylish and sportier look. As far as looks go, coupes are usually loaded with extra bells and whistles, from sharp handling to hundreds of horsepower. This coupe takes up minimal

space and is an impressive minimalist car. Not together with family or friends. For single riders or couples who want to explore the world.

Previously, a coupe was considered a two-door car with a trunk and a fixed roof. This includes cars like the Ford Mustang and Audi A5, as well as two-seater sports cars like the Chevrolet Corvette and Porsche Boxster.

Recently, however, automakers have started using the term “coupe” for four-door cars or crossovers with low, sleek rooflines that they consider “coupe-like.” This includes vehicles as diverse as the Mercedes-Benz CLS sedan and the BMW X6 SUV. But we still think of the coupe as a two-door.



A sports car is a car designed for dynamic performance such as handling, acceleration, top speed and driving excitement. A sports car is a small luxury car that is designed for speed and minimal cargo and cabin space, and usually accommodates two people and has good handling and speed. Sports cars are usually considered luxury

cars, but they are completely designed for performance.

By definition, a sports car is a two-seater convertible that can be driven in open air and has a sporty appearance. Automakers pack great features like nimble maneuverability, better acceleration and better handling into sports cars that contribute significantly to their unmatched power and thrilling ride.

Cars like the Porsche 911 and Mazda Miata are typical sports cars, but the definition can also be extended to muscle cars like the Ford Mustang and Dodge Challenger.

Then there are the exotic dream cars like the Ferrari 488 GTB and the Aston Martin Vantage, which stop traffic with their spaceship looks and cost a whopping 1%.

Participle I and II

1. Перевести на английский язык.

1. приносящий; принесенный; принося; принеся; приносимый; будучи принесенным;
2. переводящий; переведенный; переводя; переведа; переводимый; будучи переведенным;
3. дающий; данный; давая; дав; даваемый; будучи данным;
4. делающий; сделанный; делая; сделав; делаемый; будучи сделанными;
5. говорящий; сказанный; говоря; сказав; будучи сказанным; произносимое;
6. играющий; сыгранный; играя; сыграв; играющийся; будучи сыгранным;

2. Выбрать нужную форму глагола.

1. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
2. a) The girl (washing, washed) the floor is my sister.
b) The floor (washing washed) by Helen looked very clean.
3. a) Who is that boy (doing, done) his homework?
b) The exercise (doing, done) by the pupils were easy.
4. a) The house (surrounding, surrounded) by tall trees is very beautiful.
b) The wall (surrounding, surrounded) the house was very high.
5. a) The girl (writing, written) is our best pupil.
b) Everything (writing, written) here is quite right.
6. a) Read the (translating, translated) sentences one more.
b) The pupils (translating, translated) a very difficult text are tired.

Практическое занятие № 40

Тема: Виды промышленности

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

Production

I study at the college, at the automobile-construction department. When I graduate from the college I shall become a technician. All specialists in automobile industry dealing with manufacturing automobiles (cars or trucks) must know that the production of the automobile comprises the following phases:

- 1.
1. -designing;
2. -working out the technology of manufacturing processes;
3. -laboratory tests;
4. -road tests;
5. -mass manufacturing (production).

Why is it necessary to know all these facts? It is important to know them, as before the automobile is put into mass production it should be properly designed and the car must meet up-to-date requirements. What are these requirements?

The automobile must have high efficiency, long service life, driving safety, ease of handling and maintenance, pleasant appearance. Also it must be comfortable and ecological. In order to obtain these qualities the specialists should develop up-to-date methods of designing cars using new types of resistant to corrosion light materials. Also it is important to know computer sciences because computers offer quick and optimal solutions of the problems. Besides they are used for better operation of mechanisms in cars.

Before the car is put into mass production the units of the car are subjected to tests in the Works laboratory and then the car undergoes a rigid quality control in road tests. Why are these tests required? What qualities are required of the automobile? They are needed because the modern automobile must be rapid in acceleration, have smooth acting clutch, silent gearbox, dependable braking and steering systems, dependable ignition system, low fuel consumption and be stable on the road.

technician — техник

deal with manufacturing cars - иметь дело с производством автомобилей

work out the technology of manufacturing processes —

разрабатывать технологию производственных процессов

put into mass production — запустить в массовое производство

subject to tests — подвергать испытаниям

dependable brakes - надежные тормоза

driving safety — безопасность управления автомобилем

long service life - долгий срок службы

rapid acceleration — приемистость

ease of maintenance — простота техобслуживания

meet up-to-date demands (requirements) — отвечать современным требованиям

be stable on the road — быть устойчивым на дороге

ignition system — система зажигания

fuel consumption — расход топлива

car — легковой автомобиль

truck – грузовой автомобиль

Найдите в тексте ответы на вопросы.

1. What department do you study at?
2. What will you become after graduating from the college?
3. What should automobile specialists know?
4. What phases does the production of the automobile comprise?
5. What requirements must modern automobiles meet?
6. Why are automobile units and mechanisms subjected to laboratory and road tests?
7. What qualities are required of the automobile?
8. Why are computers used in cars?

Закончите предложения, подобрав соответствующие по смыслу слова (или словосочетания), приведенные ниже.

1. I study at
2. After graduating from the college I shall become....
3. I shall deal with....
4. All specialists must know that the production of the automobile comprises
5. It is necessary to know these facts because the automobile of today must meet.....
6. The modern automobile must have.....
7. In road tests the automobile undergoes.....

A technician, a specialist in automobile industry, the production of the automobile, designing, working out the technology of manufacturing processes, laboratory tests, road tests, mass production, high efficiency, long service life, driving safety, ease of maintenance, rigid quality control, rapid acceleration, smooth-acting clutch, silent gearbox, dependable brakes, dependable steering system, the automobile construction college, up-to-date demands (requirements)

Практическое занятие № 42

Тема: Российское автомобилестроение

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности

Уметь: детально воспринимать информацию на слух.

ХОД ЗАНЯТИЯ

1. **Read the text and translate it into Russian. Answer the question: What is it about?**

Automobile production

Specialists in automobile industry deal with **designing and manufacturing cars**, so they should know that the production of the automobile comprises the following phases:

1. **Designing**
2. Working out the technology of manufacturing processes
3. **Laboratory tests**
4. **Road tests**
5. Mass production

Why is it necessary to know all these facts?

It is important to know them as before the automobile (car or truck) is **put into mass production**, it should be properly designed and the automobile must **meet-up-to-date requirements**.

What are these **requirements**?

The automobile must have **high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance**.

In order to obtain all these **qualities** engineers should develop **up-to-date methods of designing cars**, using new types of resistant to corrosion light materials. Also it is important to know computer science because it is intended to shorten the time between designing and manufacturing. Computers **offer quick and optimal solutions** of problems.

But before the car is put **into mass production** all its units and mechanisms are **subjected to tests**, first in the plant's laboratory, then the car undergoes **a rigid quality control in road tests**. Only then the car is put into mass production. Why are these tests **required**? What qualities are required of the automobile? The modern automobile must be **rapid in acceleration, must have smooth acting clutch, silent gearbox, dependable brakes and steering system**, as well as pleasant appearance. Also it must be **comfortable** and have all **conveniences**.

Задания:

а) Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

1. mechanical engineer а) долгий срок службы
2. to deal (with) б) запустить в массовое производство
3. designing cars в) подвергать испытаниям
4. to put into mass production г) плавное сцепление
5. long service life д) отвечать современным требованиям
6. driving safety е) иметь дело
7. to meet up-to-date demands ж) надёжные тормоза и рул. упр-я
8. smooth-acting clutch и) безопасность езды
9. silent gearbox й) бесшумная коробка передач
10. dependable brakes and steering system к) инженер-механик
11. to subject to test л) конструирование автомобилей

2. Ответьте на вопросы по тексту

1. What phases does the production of the automobile comprise?
2. What requirements must the automobile meet?
3. Why are cars subjected to road tests
4. What qualities are required of the automobile?
5. Why is it important for the specialists in automobile industry to know computing methods?

3. Закончите предложения, выбрав соответствующий вариант окончания:

1. **The cars are subjected to road tests in order...**
 1. to shorten the time between designing and manufacturing
 2. to meet up-to-date requirements
 3. to work out new technological processes

2. **The car must have the following units....**

1. high efficiency, long service life, driving safety and pleasant appearance
2. smooth acting clutch, silent gearbox, dependable brakes and steering system

3. **The car must have the following qualities....**

1. high efficiency, long service life, driving safety and pleasant appearance
2. smooth acting clutch, silent gearbox, dependable brakes and steering system

Практическое занятие № 42

Тема: Причастие 2 и способы передачи его значения на родном языке

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правило образования причастия 2

Уметь: образовывать причастие 2, применять его в устной и письменной речи, переводить на русский язык

ХОД ЗАНЯТИЯ

Причастие II (Past Participle)

Причастие II у правильных глаголов образуется при помощи суффикса

Ed, который прибавляется к основе глагола: asked - спрошенный, translated - переведенный, washed - вымытый, у неправильных глаголов – по таблице.

В функции определения Participle II отвечает на вопрос what? и переводится на русский язык причастием страдательного залога совершенного и несовершенного вида с окончанием на –мый, -нный, -тый,

Вшийся, -щийся.

discussed – обсуждаемый, обсуждающийся, обсуждённый, обсуждавшийся.

The book discussed by our students is very interesting. – Книга, обсуждаемая нашими студентами, очень интересная.

The books written by Simonov are translated into many languages. – Книги, написанные Симоновым, переведены на многие языки.

The broken glass was beautiful. – Разбитый стакан был красивым.

В функции обстоятельства перед Participle II иногда могут стоять союзы when, if, unless (когда, если, до тех пор). В этих случаях Participle II переводится на русский язык чаще всего безличным обстоятельственным придаточным предложением.

When asked to help he agreed at once. – Когда его попросили помочь, он тотчас же согласился.

Причастие II входит в состав сказуемого. I was asked a question.

1. Переведите словосочетания, содержащие причастие в функции определения

A smiling girl, a writing boy, a laughing baby, playing children, a falling tree, a sleeping man, people waiting for you, a walking couple, a developing country, an increasing proportion, reading audience, a trading nation, a flying bird, a dancing child.

2. Переведите слова, стоящие в скобках на русский язык

A (спящий) child. A (работающая) woman. The (растущий) child. The (открывающиеся) gate. The man (смотрящий) at me. Workers, (начинающие) their work. The boy, (ловящий) birds. The animal, (пьющие) water. The bridge, (соединяющий) the two sides of the river.

3. Прочтите предложения, определите функцию причастия. Переведите на русский язык.

1. The dean of our faculty is speaking to the students. 2. He is coming in ten days. 3. I came up to the students discussing their time-table. 4. Applying fertilizers, farmers increase crop yields. 5. Do you know the man speaking to the children? 6. They are discussing an important problem now. 7. Belarus is developing its economic contacts.

4. Образуйте причастие II от следующих глаголов.

a) to hope, to stop, to produce, to listen, to open, to study, to concentrate, to determine, to start, to develop, to play

b) to be, to have, to do, to get, to come, to meet, to know, to make, to cut, to go, to see, to buy, to begin, to choose, to say, to sell

5. Переведите словосочетания, содержащие причастие II

a) a broken cup, an unanswered letter, an opened window, a closed door, a written exercise, a developed country, a mixed economy, a discussed problem, produced goods, satisfied needs, privately owned firms, a translated text, widely used irrigation

b) Knowledge acquired by the students, the questions put to the teacher, the subjects studied by the first-year students, economic system based on private ownership, specialists trained at our university, the house built in our street

6. Определите функцию причастия II ; предложения переведите

1. The main subject studied at our university is economics. 2. Here is a letter addressed to you. 3. The machines made at our plant are exported to several countries. 4. If invited, he will come. 5. We have used the book taken from the library. 6. The contract signed last year was soon broken. 7. Have you answered all the questions asked? 8. She was always well dressed. 9. He has travelled a lot. 10. When asked, he always helped me. 11. My sweater is made in England. 12. You have made a mistake. 13. Used economically, these food supplies could last for a month.

7. Переведите на русский язык, обращая внимание на причастие I и причастие II

1. A letter sent from Minsk will be in Moscow tomorrow. 2. In the post-office he saw some people sending telegrams. 3. Some of the questions put to the lecturer yesterday were very important. 4. The girl putting the book on the shelf is a new teacher. 5. A person taking a sunbath must be very careful. 6. The word said by the student was not correct. 7. Standing at the window, she was waving her hand. 8. A word spoken in time may have very important results.

8. Переделайте предложения, используя Participle II.

Example: These are only a few of the attempts, which were made to improve the situation. — These are only a few of the attempts made to improve the situation.

1. The new job, which has been offered to me lately, seems to be very interesting. 2. He could not recognize the square, which was rebuilt, while he was away. 3. The news, which you've brought to us, is exciting. 4. The things that are left behind by passengers are usually taken to the Lost Property Office. 5. The animals, which were caught in the morning, struggled furiously. 6. The answer, which had been so long expected, came at last. 7. There was a dead silence in the room, which was broken only by his cough. 8. The sunrays lighted the magnificent house, which was built on the hill. 9. The castle, which was built many years ago, was in good order. 10. The typewriter that was bought a few days ago has gone wrong.

9. Переведите предложения, используя Participle II.

1. Полученное вчера известие взволновало всех.
2. Построенный на вершине холма дом был виден издалека.
3. Преследуемый собаками олень скрылся в чаще.
4. По дороге на аэродром проехало несколько автомашин в сопровождении мотоциклистов.

5. Недавно выпущен каталог картин этого художника, хранящихся в национальных музеях.
6. Собиравшаяся в течение многих десятков лет коллекция рукописей в этом университете является одной из самых богатых в мире.
7. Получив разрешение сделать копию знаменитой картины, молодой художник с увлечением принялся за дело.
8. Хотя книга была посвящена узкой теме, она представляла интерес не только для специалистов.
9. Некоторые вопросы, которые затрагиваются в докладе, заслуживают серьезного внимания.
10. Поскольку статья была написана трудным языком, ее нелегко было перевести.
11. Если этот рассказ адаптировать, его можно дать студентам первого курса для домашнего чтения.
12. Когда правило объяснили еще раз, оно показалось совсем легким
13. Цифры, на которые ссылается статья, взяты из отчета комиссии.
14. Завод приступил к выпуску грузовых автомашин, которые, как говорят, очень экономичны.
15. Соглашение, которое, как сообщалось, было подписано в прошлом месяце, ратифицировано обеими сторонами.

Практическое занятие № 43

Тема: Внешнее устройство автомобиля

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять слова в устной и письменной речи, читать технические тексты, используя ознакомительное чтение.

ХОД ЗАНЯТИЯ

Read the text and translate it.

Прочтите и переведите текст на русский язык.

Components of the Automobile

The automobile is made up of three basic parts: the power plant, or the engine, the chassis and the body.

The engine is the source of power that makes the wheels rotate and the car move. It includes fuel, cooling, lubricating and electric systems. Most automobile engines have six or eight cylinders

The chassis includes a power train (power transmission), a running gear, steering and braking systems as well.

The power train carries the power from the engine to the car wheels.

The power transmission, in turn, contains the clutch, gearbox, propeller or cardan shaft, final drive, differential, rear axle and axle shafts. The running gear consists of a frame with axles, wheels and springs.

The body has a hood, fenders and accessories: the heater, stereo tape recorder, windshield wipers, conditioner, speedometer and so on.

engine (power plant) — двигатель(силовая установка)

chassis — шасси

body — кузов

power train — силовая передача

running gear — ходовая часть

steering system - рулевое управление

brakes — тормоза

clutch - сцепление

gearbox — коробка передач

propeller shaft — карданный вал

final drive - главная передача

differential - дифференциал

rear axle — задний мост

axle shafts — полуоси

frame with axles — рама с осями

wheels and springs — колеса с рессорами

hood — капот

fenders — крылья

heater - отопитель

windshield wiper — стеклоочиститель

include — включать в себя

consist of — состоять из

as well — также

in turn — в свою очередь

source of power — источник энергии

fuel — топливо

cooling — охлаждение

lubricating — смазка

Найдите в тексте ответы на вопросы.

1. What main parts is the automobile made up of?
2. What is the function of the engine?
3. What systems does the engine include?
4. What does the chassis consist of?
5. What units does the power transmission comprise?
6. What assemblies does the running gear consist of?
7. What has the body?

Закончите предложения, подобрав соответствующие по смыслу слова (или словосочетания), приведенные ниже.

A:What parts does the automobile ... ?

B:It is made up of...

A: What is...?

B: The source of power is the ...

A:What systems does the engine ...?

B.:It includes ...

A: What does the chassis ... ?

B.:The chassis

A: What does the power train include?

B:The power train includes ...

A:What units does the body comprise?

B:It comprises ... and accessories such as ...

A:Thank you for your

Engine, chassis, body, power train, running gear, steering system, brakes, clutch, gearbox, propeller shaft, final drive, differential, rear axle, axle shafts, hood and fenders, heater, windshield wipers, information, conditioner, consist(s) of, the source of power, include, fuel, cooling, lubricating, electric systems.

Практическое занятие № 44

Тема: Внутреннее устройство автомобиля

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять слова в устной и письменной речи, читать технические тексты, используя чтение с детальным пониманием.

Ход занятия

1.Read, write down and try to remember these words and word combinations from the text.

a car- автомобиль

a seat-сиденье

a driver- водитель

passengers-пассажиры

a windscreen- лобовое стекло

a steering wheel - руль

steering system-рулевое управление

a brake-тормоз

windshield wipers-стеклоочистители, дворники

a gearbox-коробка передач

gear-передача

a gearlever-рычаг переключения передач

a clutch-сцепление

an engine –двигатель, мотор

chassis-шасси

a body-кузов

a hand brake-ручной тормоз

an ignition-зажигание

wheels-колёса

fenders-крылья

hood-капот

a speedometer-спидометр

a thermometer-термометр

Armrest- подлокотник,

headrest- подголовник,

seatbelt- ремень безопасности,

door lock- дверной замок;

dashboard- приборная панель,

glove compartment- бардачок
 fuel gauge- указатель уровня топлива,
 air bag- подушка безопасности.

1. Translate the following words from the text. Match a word in A with a word in B.

A	B
1. car	a. руль
2. seat	b. пассажиры
3. windscreen	с. тормоз
4. windscreen wipers	d. мотор
5. steering wheel	e. водитель
6. engine	f. сцепление
7. brake	г. дворники
8. passengers	h. лобовое стекло
9. driver	i. сиденье
10. clutch	j. автомобиль

2. Translate the following word combinations from the text. Match a line in A with a line in B.

A	B
1. to sweep the rain off the windscreen;	a. сменить направление
2. to steer the car;	b. руль
3. to brake the car;	с. ножная педаль
4. gear lever;	d. нажать на стартер
5. to start the engine;	e. включить зажигание
6. to switch on the ignition;	f. завести мотор
7. to press the starter,	г. рычаг переключения передач
8. foot-pedal;	h. тормозить автомобиль
9. steering wheel;	i. управлять автомобилем
10. to change direction	j. очистить от дождя ветровое стекло

3. Are the sentences true or false? Correct the false sentences.

1. We are inside the car.
2. There is a seat for the passenger in the front. (T- There is a seat for the driver in the front).
3. When we drive the car we steer with the steering wheel.
4. The car has a gearbox and two gears. (T- The car has a gearbox and four gears.).
5. To change direction we signal with the indicators.

3. Match a line in A with a line in B. Закончите предложения, выбрав соответствующее по смыслу окончание.

A	B
1 We are inside...	a). with the indicators

2. There is a seat for the driver in the front ...	b). and four seats for passengers in the back
3. This is the windscreen and there are also things...	c). to sweep rain off it
4. We call them the ...	d). steering wheel
5. We steer with the ...	e). windscreen wipers
6. We stop the car with...	f). the brake
7. The car has a gear-box and...	g). four gears
8. There is also a gear...	h). lever
9. To start the engine we switch on...	i). the ignition and press the starter
10. To change direction we signal...	j). the car

4. Match a line in A with a line in B .

A

1. Where is a seat for the driver?
2. What windows are to see out in the car?
3. What do we call the windscreen wipers?
4. What do we steer with?
5. What do we stop the car with?
6. How do we change gears?
7. How do we start engine?
8. What do we do with our hands?
9. What do we do with our feet?

B

- a). There is a seat for the driver in the front.
- b). All round the car are windows to see out-except in the front.
- c). The things to sweep rain off the windscreen we call the windscreen wipers.
- d). We steer with the steering wheel.
- e). We stop the car with the brake.
- f). We change gears by pushing the gear lever from one gear to the next.
- g). To start the engine we switch on the ignition and press the starter.
- h). With our hands we steer with the steering wheel, change gear with the gear lever, and put on the hand-brake.
- i). With our feet we accelerate by using the accelerator, stop by using the foot-brake and change gear by using the clutch.

5. Match a line in A with a line in B .

A	B
1. a steering wheel	a. to control the operation of the engine
2. windscreen wipers	b. to be safe
3. a brake	c. to accelerate
4. a gear lever	d. to change directions
5. a key	e. to start the engine

6. an ignition and a starter	f. to switch on the ignition
7. indicators	g. to change gears
8. accelerator	h. to stop the car
9. safety belt	i. to sweep rain off the windscreen
10. a speedometer and an oil pressure gauge	j. to steer the car

6. Answer the following questions.

1. When do we steer with the steering wheel?
2. When do we put the clutch out?
3. When do we put on the handbrake?
4. What do we do to start the engine?
5. What do we use bumpers for?
6. When do we use the spare wheel?
7. What do we use to keep the car straight or make it turn?

7. Read these dialogues. (1, 2 groups). Look at pictures and say a few words about what you can see inside the car. (3, 4 groups).

DIALOGUE 1

1. Hello! How are you?
2. Fine, thank you. And you?
1. I'm fine. I know that you've bought a new car. Let's have a look at it.
2. Now, we are inside the car. There is a seat for the driver in the front and four seats for passengers in the back.
1. Oh, and where is a key?
2. It's over there. To start the engine we switch on the ignition and press the starter. Let's start and drive to the river.
1. Let's drive.

DIALOGUE 2

- A: I know, that you've bought a new car. Do you know what parts is the automobile made up of?
- B.: Certainly. It is made up of the engine, the chassis and the body.
- A.: What is the source of power?
- B.: The source of power is the engine.
- A.: And what does the chassis consists of?
- B.: It consists of a power transmission, a running gear, steering and braking systems
- A.: And what has the body?
- B.: The body has a hood, fenders and accessories.
- A.: Thank you very much for you information.
- B.: Don't mention it. I am glad to help you.

Task 12. Do the test.

1. The pedal which is used to stop the car.
 - a). clutch; b). brake; c). gearbox.
2. The top part of a car seat that you lean on.
 - a). headrest; b). armrest c). dashboard
3. The pedal which is used to change the speed of the car.

- a). clutch; b). brakes; c). accelerator.
4. Mechanism which is used to guide the car in one or the other directions.
a). clutch; b). brakes; c). steering system.
5. Device which is designed to measure the speed of the car.
a). heater; b). windscreen; c). speedometer.
- 6). The small cupboard in front of the passenger seat of a car.
a). glove compartment; b). dashboard; c). horn.
7. The part of a door or a window that you use for opening it.
a). armrest; b). handle; c). safety belt.

Практическое занятие № 45

Тема: Двигатели. Работа двигателя внутреннего сгорания

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять слова в устной и письменной речи, читать технические тексты, используя чтение с детальным пониманием.

ХОД ЗАНЯТИЯ

Vocabulary.

detachable - съемный

secure - укреплять, прикреплять

to exert - влиять, оказывать влияние

duration - продолжительность, длительность

succession - последовательность

to comprise - включать, заключать в себе

to succeed - следовать за чем-либо

admission - поступление, доступ, вход

motion - движение

to take place - происходить, случаться

to secure - охранять, предотвращать

internal combustion engine - двигатель внутреннего сгорания

mechanical energy - механическая энергия

to consist of - состоять из.....

inside - внутри

crankshaft - коленвал

rotary - вращающийся

flywheel - маховик

inlet valve - впускной клапан

exhaust valve - выпускной клапан

camshaft - распредвал

constantly - постоянно

majority - большинство

revolution - поворот

1. Read the text and translate it.

TYPES OF ENGINES

One modern dictionary defines an engine as any mechanism or machine designed to convert energy into mechanical work. There may be steam engines, internal combustion engines, etc. A steam engine is an external combustion engine, as the fuel is burned outside it. An internal combustion engine burns the fuel inside the engine cylinder to produce expansion which is turned into power. Heat is a form of energy, and all automobiles are equipped with some form of heat engine. The source of the energy may be coal, wood, petroleum products, etc.

For convenience, it is usually petroleum products in the form of gasoline, gas or oil. Any of these materials can be used to generate steam for a steam engine.

For internal combustion engines natural gas can be used. Petroleum is the dominant fuel today for every source of motive power, as the heat energy can be converted directly from the fuel into power by burning it in a cylinder.

In a steam engine the fuel is burned to create steam from water and the steam furnishes the expansive force for the engine.

Many steam automobiles were built in the early years of the automobile. The steam cars used kerosene to heat the water to make steam and also used a small quantity of gasoline to maintain a tiny flame in the pilot, which initiated combustion of the kerosene.

Now the steam engine is rarely used in automobile business, but it is still in the use in locomotives and in other power installations.

2. Найдите ответ, соответствующий содержанию текста.

1. What is an engine?
2. What kinds of engines do you know?
3. Why is a steam engine considered an external combustion engine?
4. Where does an internal combustion engine burn the fuel?
5. What sources of energy do you know?
6. What is the dominant fuel today for every source of motive power?
7. Was the steam engine used in automobiles?
8. Where is the steam engine used now?

3. Read and translate the text.

WHAT IS AN INTERNAL COMBUSTION ENGINE?

The gasoline engine is that type of machine where power generated within the cylinders. The engine is set in motion by the explosions of a mixture of gasoline and air.

Combustion takes place above the pistons. The detachable head is secured to the top of the cylinder block. It encloses the cylinder block and forms the combustion chamber. When the fuel is burnt within the cylinders the expansion of gases is used for producing piston movement. Such a type of engine is called the internal combustion engine.

In any internal combustion engine the gas charge is drawn into the cylinder.

The internal combustion engine converts heat into mechanical energy by burning a mixture of oil fuel and air within its cylinder or cylinders. The internal combustion engine consists of the following: 1. A cylinder (there may be several). 2. A piston which moves up and down inside cylinder. 3. A crankshaft connected to the piston by a rod known as a connecting rod. The connecting rod turns the up-and-down motion of the piston into a rotary motion of the

crankshaft. 4. A flywheel which keeps the crankshaft moving when the pressure is exerted upon the top of the piston. 5. Two valves known as the inlet valve and the exhaust valve. 6. A camshaft which is used to open and close the valves. 'Combustion engines may be divided into types according to the duration of the cycle on which they operate. By a cycle is meant the succession of operations in the engine cylinder which constantly repeats itself. The great majority of modern automobile engines operate on the four-stroke cycle.

It is completed in four strokes of the piston, or during two revolutions of the crankshaft. Engines are also being built to operate on a cycle which is completed in two piston strokes. The four-stroke cycle comprises the following four phases or operations, which succeed one another in the order in which they are given: Admission of the charge to the cylinder. Compression of the charge. Combustion of the charge. Expulsion of the products of combustion.

4. Answer the questions:

1. What are the operations in the four-stroke cycle?
2. What can you say about gasoline engine?
3. Describe the internal combustion engine.
4. A camshaft which is used to open and close the valves, isn't it?
5. Why is such a type of engine called the internal combustion engine?
6. What energy does the internal combustion engine convert?
7. How many valves are there in the internal combustion engine? What are they?

5. Fill in missing words:

1. It is completed in (четыре хода) of the piston, or during two revolutions of the crankshaft.
2. In any internal combustion engine the (топливо) charge is (всасывается) the cylinder.
3. The detachable head is secured to the top of the (блок цилиндров).
4. The (двигатель) is set in motion by the explosions of a (смесь) of gasoline and air.
5. A (маховик) which keeps the (коленвал) moving when the pressure is exerted upon the top of the piston.
6. It is completed in four strokes of the (поршень) or during two (поворота) of the crankshaft.

Практическое занятие № 46

Тема: Трансмиссия: коробка передач, сцепление

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации.

ХОД ЗАНЯТИЯ

1. Прочтите слова и словосочетания и выучите их русские эквиваленты.

unit - узел, блок, агрегат

gear — шестерня

power transmission – силовая передача

gearbox - коробка передач

tractive effort — тяговое усилие

running gear — ходовая часть

driving wheels — ведущие колеса

steering system — система рулевого управления

shaft — вал

car springs — рессоры автомобиля

flywheel — маховик

rear axle — задний мост

clutch — сцепление

final drive — главная передача

friction device — фрикционное устройство

axle shafts - полуоси

crankshaft — коленчатый вал

brakes - тормоза

2. Переведите слова на русский язык, обращая внимание на суффиксы.

to transmit - **transmission**; to connect — **connection**;

to found — **foundation**; to move — **movement**.

3. Переведите на русский язык интернациональные слова.

Transmission, system, mechanism, radiator, friction, automobile, cardan, portion, final, accelerator, pedal, position.

4. Переведите предложения на русский язык, используя приведенные в упражнении 1 слова.

1. The chassis includes the running gear, the power transmission and the steering mechanism.

2. The power transmission consists of the clutch, gearbox, cardan shaft, rear axle, final drive, differential and axle shafts.

3. The clutch connects the engine with the driving wheels.

4. The gearbox changes the speed of the car movement.

5. The steering mechanism changes the direction of the car.

5. Прочтите и переведите текст, а затем выполните следующие за ним упражнения.

CHASSIS

The main units of the chassis are: the power transmission, the running gear and the steering mechanism. The power transmission includes the whole mechanism between the engine and the rear wheels. This entire mechanism consists of the clutch, gearbox, propeller (cardan) shaft, rear axle, final drive, differential and axle shafts.

At the front end of the car is the engine. On the back of it is the flywheel. Behind the flywheel is the clutch. The clutch is a friction device connecting the engine with the gears of the gearbox.

The main function of the gearbox is to change the speed of the car.

The power is always transmitted by the cardan shaft to the live back axle. The final drive reduces the high speed of the engine to the low speed of the driving wheels. The differential enables the driving wheels to turn at different speeds which is necessary when turning the car. The foundation of the automobile is the frame to which different chassis units are attached.

The rear axle is capable of moving up and down about the frame. The rear axle is an important part of the transmission. It carries the greater portion of the weight of the car.

The steering mechanism is designed for changing the direction of the car.

The brakes are used for stopping the car, for decreasing its speed and for holding the car

position.

5. Найдите в тексте ответы на следующие вопросы.

- 1.What main units does the chassis consist of?
- 2.Where is the engine located?
- 3.Where is the flywheel fixed?
- 4.Where is the clutch placed?
- 5.What is the gearbox designed for?
- 6.By what shaft is the power transmitted to the back axle?
- 7.What does the rear axle do?
- 8.. What is the function of the differential?
9. What purpose is the steering system designed for?
10. What is the function of the brakes?

6*. Переведите предложения на русский язык, обращая внимание на Complex Subject.

- 1.Transmission, running gear and steering mechanism **are known** to be the main units of the chassis.
- 2.The clutch **is known** to connect the engine with the driving wheels of the car.
- 3.The gearbox is **known** to change the speed of the car.
- 4.The steering mechanism is **known** to change the direction of the car.
- 5.Brakes **are considered** to be one of the most important mechanisms of the car.

7. Переведите на английский язык следующие предложения (при выполнении задания вы можете обращаться к тексту).

1. Основными узлами шасси являются: трансмиссия, ходовая часть и рулевой механизм.
2. Радиатор расположен в передней части автомобиля.
3. Маховик крепится на задней части двигателя.
4. Сцепление соединяет двигатель с коробкой передач.
5. Коробка передач предназначена для изменения скорости движения автомобиля.
6. Усилие передается карданным валом.
7. Главная передача снижает высокие обороты двигателя до невысоких оборотов ведущих колес.
8. Дифференциал позволяет ведущим колесам вращаться с разной скоростью при повороте автомобиля.
9. Рулевой механизм предназначен для изменения направления движения автомобиля.
10. Тормоза используются для остановки или снижения скорости автомобиля.

8. Подберите из правой колонки соответствующее описание узла или механизма автомобиля, названия, которых представлены в левой колонке.

- 1.differential
- 2.steering wheel

- 3.clutch
- 4.rear axle
- 5.steering system
- 6.speedometer
- 7.brakes
- 8.gearbox
- 9.cardan shaft
- a).mechanism used to increase the speed of the car
- b).wheel used to turn the direction of the car
- c).mechanism used to transmit power to the back axle
- d).instrument used to measure the speed of the car
- e).mechanism that slows or stops the car
- f).mechanism used to guide the car
- g).mechanism used to engage or disengage the engine with gearbox
- h).mechanism used to carry the greater portion of the car weight
- e).mechanism used to turn the wheels at different speeds

9. Прочтите диалог и разыграйте его в парах.

DIALOGUE

Transmission Mechanism

Teacher: Let's speak about the transmission mechanism. What main units does the transmission include?

Student: The transmission is the entire mechanism between the engine and the rear wheels. It includes the clutch, gearbox, cardan shaft, rear axle, final drive and differential.

T.: What does the clutch connect?

S.: The clutch connects the engine with the gearbox.

T.: And what does the gearbox do?

S.: The gearbox changes the speed of the car.

T.: What does the differential enable?

S.: The differential enables the driving wheels to move at different speeds when turning the car.

T.: For what purpose is the steering system used?

S.: The steering system is used for changing the direction of the car movement.

T.: And what is the function of the brakes?

S.: Brakes are used to slow or stop the car.

T.: That's right. You know the subject very well.

10. Переведите текст на русский язык, пользуясь словарем.

Basic Troubles of Transmission Mechanism

The transmission of the engine torque to the driving wheels of the automobile must be smooth. There should be no vibration in the operation of transmission mechanism within the range of

travelling speeds.

The indications of malfunctions in the transmission mechanism components are as follows:

- 1.incomplete disengagement of the clutch;
- 2.difficult engagement or self-demeshing of gears;
- 3.run out and vibration of the cardan-drive shaft.

What to do in these cases:

- 1.Check the free travel of the clutch pedal and adjust it.
- 2.Check the oil level in the gearbox housing and wash breather channel.
- 3.Check to see that all the fastening bolts are securely tightened and that the grunion crosses fit properly the bearings, and the bearings, in turn, the universal-joint forks.

Практическое занятие № 47

Тема: Рулевое управление

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, аудировать с извлечением конкретной информации.

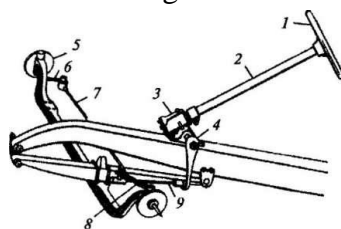
ХОД ЗАНЯТИЯ

1.Read the text and translate it into Russian.

Steering System

To guide the car, it is necessary to have some means of turning the front wheels so that the car can be pointed in the direction the driver wants to go. The steering wheel in front of the driver is linked by gears and levers to the front wheels for this purpose. The front wheels are on pivots so they can be swung to the left or right. They are attached by steering knuckle arms to the rods. The tie-rods are, in turn, attached (o he pitman arm.

When the steering wheel is turned, gearing in the steering gear assembly causes the pitman arm to turn to the left or right. This movement is carried by the tie-rods to the steering knuckle arms, and wheels, musing them to turn to the left or right.



Пис. 4. Steering System

- 1.steering wheel - рулевое колесо
- 2.steering column, steering mast — рулевая колонка
- 3.sleering gear - рулевой механизм
4. sleering arm, steering lever, (steering) pitman arm — рулевая сошка
- 5.steering knuckle — поворотная цапфа, поворотный кулак
6. sleering knuckle lever, steering knuckle arm — рычаг поворотного кулака
7. single tie-rod - неразрезная поперечная рулевая тяга
8. steering knuckle lever, steering knuckle arm — рычаг поворотного кулака

9. drag link, steering gear connecting rod, steering drag rod — продольная рулевая тяга

The steering system incorporates: the steering wheel and column, steering gear, pitman arm, steering knuckle arm, front axle, steering knuckle pivot, tie-rods.

There are several different manual steering gears in current use, such as the rack and pinion type and the recirculating ball type. The

rack and pinion steering gear is widely used. Another manual steering gear which is popular in imported cars is the worm and sector type.

The steering wheel and column are the source of injury to the driver, air bags and other devices being developed now to save the life of a driver.

Energy-absorbing columns must stop the steering wheel and column from being pushed to the rear as the front of the car is crushed in an impact.

Energy-absorbing columns must also provide the driver with a tolerable impact as he moves forward and strikes the wheel with his chest.

guide the car — управлять автомобилем

means of turning — средство поворота

front wheels - передние колеса

steering wheel — рулевое колесо

steering column — рулевая колонка

for this purpose — для этой цели

pivot — шарнир

swing (swang, swung) - поворачиваться

steering knuckle arm - рычаг поворотного кулака

tie-rod — поперечная тяга

in turn — в свою очередь

pitman arm - рулевая сошка

rack and pinion assembly — рулевой механизм с рейкой и шестерней

ball joint — шаровой шарнир

leverage — рычажный механизм

hose — шланг, рукав

steering gear assembly – рулевой механизм

rack and pinion type - реечно-шестеренчатый тип (рулевого механизма)

recirculating ball steering - рулевой механизм с шариковой гайкой

worm and sector — червяк и сектор

injury - повреждение

steering box - картер рулевого механизма

Найдите в тексте ответы на вопросы.

1. What mechanism is necessary to guide the car?
2. How is the steering wheel connected to the front wheels?
3. Why can the front wheels be swung to the left or to the right?
4. What does the manual steering system incorporate?
5. What types of manual steering gears in use do you know?

Переведите предложения на английский язык.

1. Для управления автомобилем необходима система рулевого управления.
2. Рулевое управление включает в себя: рулевое колесо и рулевую колонку, зубчатое соединение, рулевую сошку, рычаги поворотного кулака и шарнирные соединения, рычаги и поперечные тяги.
3. Существуют различные типы рулевых механизмов, а именно: реечно-шестеренчатый тип, механизм с шаровой гайкой, механизм с червяком и сектором.
4. Когда водитель поворачивает руль влево или вправо, то рулевой механизм заставляет рулевую сошку поворачиваться влево или вправо. Это движение передается поперечными тягами к рычагам поворотных кулаков и к колесам, заставляя их поворачиваться влево или вправо.

Практическое занятие № 48

Тема: Система смазки

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с детальным пониманием, аудировать с извлечением конкретной информации.

ХОД ЗАНЯТИЯ

1. Прочитайте текст и переведите на русский язык

LUBRICATION

Without the aid of the friction, an automobile could not move itself. Excessive friction in the automobile, however would mean rapid destruction. We cannot eliminate internal friction, but we do reduce it to a controllable degree by the use of friction reducing lubricant. These lubricants are usually made of the same crude oil from which we obtain gasoline.

The petroleum oils are compounded with animal fats, vegetable oils and other ingredients to produce satisfactory oils and greases for automobile use. Lubricating oils and greases are also manufactured from silicones and other materials and have no petroleum products in them.

Lubricating oil in an automobile engine has several tasks to perform:

1) to reduce the friction between the moving parts of the engine and thus to reduce the amount of destructive heat generated by excessive friction and to conserve the power that I would otherwise be wasted in overcoming excessive friction;

2) to act as a seal and thus to prevent leakage between parts such as pistons, rings and cylinders;

3) to flow between friction generating parts and thus to carry away much of the heat;

4) to wash away the abrasive metal worn from friction surfaces. The

engine oil must function whether the temperature is below zero or above 100- 60 deg.F. This is contrary to the nature of petroleum products as they tend to thicken at low temperature and thin out at high temperature.

The oil therefore goes through many processes during manufacture to reduce this tendency to "stiffen" or "thicken" at low temperatures. Light oil facilitates cold starting and attains

circulation sooner than a heavier oil. At the same time it is not desirable to use an oil so light that it cannot maintain a film of protection between the moving parts.

The moving parts in the engine are subjected to speed and pressure as well as heat. The pressure has a tendency to squeeze the oil out and permits the bearing surfaces to contact each other and produce friction and wear. The oil is required to form a film thick enough to hold these surfaces apart. The film may contain several layers of oil molecules. One layer rolls over another with a minimum of friction and also these layers hold the two surfaces apart against the pressure tending to force them together.

The oil may be supplied to the moving parts of the engine by splashing or by pump pressure. Pressure feed is the most widely used system for automobiles. Some engines use a combination of both types.

2. Закончите следующие предложения, используя текст "**Lubrication**".

1. We reduce internal friction to a controllable degree by the use of... .
2. The lubricants are usually made from... .
3. The tasks, of the lubricating oil in an automobile engine are... .
4. The moving parts of the engine are subjected to... .
5. The oil is required to form... .

3. Образуйте все возможные производные слова от данных:

thick, tend, change, reduce, nature, power; lubricate, produce, move, protect.

4. Найдите ответ, соответствующий содержанию текста.

1. How can we reduce the internal friction in the engine?
2. Of what are lubricating oils produced?
3. What are the tasks of the lubricating oil in automobile engines?
4. How can oil be supplied to the moving parts of the engine?

5. Используя схему на с. 204 и текст "**Lubrication**", опишите систему смазки двигателя.

При ответе используйте следующие выражения:

the system consists of...; the subject of the discussion is...; the main parts of the system are...; the function of... is...; I know that...; it should be noted, that...; the text deals with... .

6. Посмотрите на схему на с. 204 и скажите, какая из систем двигателя не обсуждалась в данном пособии. Назовите основные части этой системы.

7. Опишите эту систему и ее функции подобно тому, как вы описывали другие системы двигателя, используя данные в упражнениях выражения, а также глаголы:

to ignite, to wire, to distribute, to generate, to start, to accumulate

Практическое занятие № 49

Тема: Система зажигания

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: новые слова в устной и письменной речи, читать с целью извлечения конкретной информации и говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

I. Read and understand the text:

- | | |
|--|----------------------------------|
| 1. to compress – сжимать | 2. to ignite - воспламенять |
| 3. proper - нужный | 4. to produce - производить |
| 5. a spark plug - свеча зажигания | 6. to energize - заряжать |
| 1. to heat up - нагревать | 8. to depend on - зависеть от |
| 1. to get – становиться | 10. to spray - впрыскивать |
| 11. to operate - действовать | 12. to be known - быть известным |
| 13. fuel – топливо | 14. a charge - порция топлива |
| 15. combustion chamber – камера | 16. a spark - искра сгорания |
| 17. a distributor - распределитель | 18. to be timed - регулироваться |
| 21. when idle - на остановках | |
| 22. to run - двигаться, ехать | 23. to shut down - заглушать |
| 24. a mixture engine - двигатель,
работающий на смешанном топливе | 25. pressure - давление |

After the charge is in the cylinder and after it is compressed in the combustion chamber, it must be ignited. Nearly all modern mixture engines use electric ignition. It makes a hot electric spark at the proper time in the combustion chamber.

A spark is produced between the two electrodes of a spark plug, energized either from an accumulator or from an electric generator, and timed by a distributor.

When air is compressed, it heats up, and its temperature depends on the compression pressure. If it is high, the air gets so hot that oil sprayed into it ignites spontaneously. Engines that operate on this principle are known by the name of their inventor, Rudolph Diesel, who patented this idea in 1892. A Diesel engine uses no fuel when idle, only when running, because a Diesel engine can be quickly shut down and quickly started up.

I. Find in the text the English equivalents:

сжимается; должна зажечься; почти все; производит искру; производится между; свеча, заряжаемая от; воздух сжат; зависит от; достаточно высокая; воздух становится горячим; работающие по такому принципу; по имени; изобретатель; не использует топливо; может быть быстро.

II. Are these sentences TRUE or FALSE?

1. All modern mixture engines use electric ignition.
 2. A spark plug is timed by a distributor.
 3. A Diesel engine can be quickly started up.
 4. A Diesel engine uses the fuel when it doesn't work.
 5. The electric spark is produced in the combustion chamber.
1. After ... is in the cylinder and after it is compressed in . . . i t must be .
 2. ... is produced between the two electrodes o f

3. Air ... and its temperature depends on
4. If ... is high, the air gets hot and ... sprayed into it
5. A Diesel engine uses no fuel when ... , only when

IV. Answer the following questions:

1. Where is the charge ignited?
2. What type of ignition do nearly all modern engines use?
3. What ignites the oil?
4. Who invented this type of engine?
5. What are the advantages of diesel engines?

Практическое занятие № 50

Тема: Тормозная система

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочтите слова и словосочетания и запомните их русские эквиваленты.

brakes — тормоза

force the fluid — подавать жидкость

performance - работа

under pressure - под давлением

safety — безопасность

brakes are applied — тормоза срабатывают

depend — зависит

slow – замедлять

braking effort - тормозное усилие

divide - разделять

push down on the brake pedal - нажать на тормозную педаль

namely - именно

drum brakes — барабанные тормоза

band brake — ленточный тормоз

disk brakes - дисковые тормоза

shoe brake — колодочный тормоз

hydraulic assisted brakes — тормоза с гидравлическим приводом

brake shoes — колодки тормоза

brake fluid — тормозная жидкость

brake pedal - тормозная педаль

master cylinder - главный цилиндр

2. Прочтите и переведите интернациональные слова.

Mechanism, passenger, type, hydraulic, cylinder, vacuum, function, classify, classification, mechanical, electric, electromagnet.

3. Переведите слова, обращая внимание на суффиксы.

Safe — safety; to improve — improvement; to move — movement; to drive - driver; to apply - application; to attach - attachment; to arrange - arrangement; to perform - performance; name - namely; to operate — operation; to equip — equipment.

4. Прочтите текст, а затем выполните следующие за ним упражнения.

BRAKES

Brakes are used to slow or stop the car where it is necessary. It is one of the most important mechanisms of the car as upon its proper performance the safety of passengers depends. Car brakes can be divided into two types, namely: drum brakes and disc brakes. The drum type may be either a band brake or a shoe brake. Depending on their functions, the automobile has foot brakes and hand brakes (parking brakes). According to their mode of operation, the brakes are classified as: mechanical brakes, hydraulic brakes, airbrakes, electric brakes. Brakes are controlled by the brake pedal. Most braking systems in use today are hydraulic. This system consists of a master cylinder mounted on the car frame and wheel cylinders. When the driver pushes down on the brake pedal, it forces the piston to move in the master cylinder and brake fluid is delivered from it to the wheel cylinders. The piston movement causes brake shoes to move and the brakes are applied (the brake shoes are pressed against the brake drums). The air brake uses compressed air to apply the braking force to the brake shoes. Electric brakes use electromagnets to provide the braking effort against the brake shoes. Formerly brakes were applied only to the two rear wheels, but now all cars are equipped with all-wheels brakes. Today many improvements are being made in brakes.

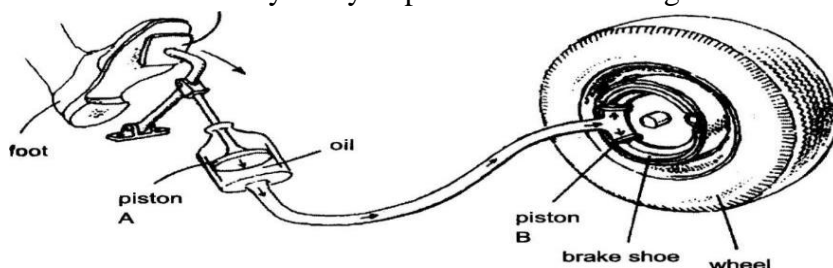


Рис. 3. Brake System

4. Найдите в тексте английские эквиваленты следующих русских терминов и выпишите их.

Тормоза, безопасность пассажиров зависит от правильной работы тормозов, барабанные тормоза, дисковые тормоза, тормоза с усилителем, гидравлический привод тормозов, жидкость под давлением, тормоза срабатывают, тормозное усилие, нажать на тормозную педаль.

5. Найдите в тексте ответы на следующие вопросы:

1. What is the function of the brakes?
2. What types are brakes divided into?
3. What brakes do you know according to their mode of operation?
4. What braking systems are used today?
5. By what are brakes controlled?
6. When are brakes applied?

6. Подберите из правой колонки соответствующее окончание для предложений из левой колонки.

- | | |
|---------------------------------|---|
| 1. Brakes are used for... | a). disc brakes and drum brakes |
| 2. Brakes are one of ... | b). the driver pushes down on the pedal |
| 3. Brakes may be of 2 types:... | c). the brake pedal |
| 4. Brakes are applied by ... | d). stopping the car |
| 5. Brakes are applied when ... | e). the most important mechanism of the car |

7. Переведите следующие предложения на английский язык.

1. Тормоза являются наиболее важным механизмом автомобиля.
2. Они используются для замедления движения или остановки автомобиля.
3. Тормоза можно разделить на два типа, а именно: барабанные тормоза и дисковые тормоза.
4. На большинстве автомобилей используется гидравлический привод или пневматический привод.
5. Тормоза срабатывают, когда водитель нажимает на тормозную педаль.
- 8. Прочтите диалог, а затем выполните следующие за ним упражнения.**

DIALOGUE

Alex: Why are brakes used?

Boris: They are used to stop or to slow the car.

A.: Well, it is one of the most important mechanisms of the car, isn't it?

B.: Of course, the safety of the passengers depends upon their proper performance.

A.: What types of brakes are used today?

B.: Drum brakes, disk brakes and others.

A.: And in what way are they applied?

B.: They are applied by the brake pedal. When the driver pushes down on the pedal they are applied.

A.: Thank you. It was very nice of you to tell me this information.

B.: Don't mention it. I was glad to serve you.

9. Расскажите на английском языке, о чем идет речь в диалоге.

10. Найдите абзацы, в которых идет речь о сцеплении и о тормозах и запишите их в две колонки.

Two stories — in one

1. Brakes are the most important mechanism of the car. They are used to slow or stop the car where it is necessary.
2. The clutch is a friction device. It connects the engine to the wheels in the gearbox. It is used for freeing the engine from the gearbox, for starting the car and for releasing the engine from the car wheels.

3. It is fixed between the flywheel of the engine and the gearbox.
4. They are divided into 2 types, namely: drum brakes and disc brakes.
5. Most cars of today use hydraulic or power assisted brakes.
6. They may be of 2 plates: friction disc and pressure disc. The friction disc is situated between the flywheel and the pressure disc.

12. Переведите текст, пользуясь словарем.

Troubles in Braking System

The basic troubles of the braking system are as follows:

1. poor braking action;
2. sticking brake shoes which would not return to the initial position after a brake pedal is released;
3. non-uniform braking of the left and the right wheels on a common axle;
4. leakage of brake fluid and air leakage in the hydraulic brake;
5. poor air tightness of the pneumatic brake control.

What to do:

1. Check the action of the foot and hand brakes and leak proofness of the brake hoses connections, components of the hydraulic and pneumatic controls of the brakes, as well as of the vacuum- power system.
2. Inspect the friction linings, wheel-brake springs, master and wheel cylinders of the hydraulic brake and the air compressor of the pneumatic brake using a test manometer to check it.

13. Переведите предложения на английский язык.

- 1.Тормоза используются для замедления движения или остановки автомобиля.
- 2.В зависимости от привода тормоза классифицируют на механические, гидравлические, пневматические и электрические.
- 3.Тормоза управляются тормозной педалью.
4. Тормоза срабатывают, когда водитель нажимает на тормозную педаль (тормозные колодки прижимаются к тормозным барабанам).
- 5.В пневматических тормозах для создания тормозного усилия используется сжатый воздух.
- 6.В электрических тормозах для создания тормозного усилия используется электромагнит.
- 7.В современных автомобилях используются тормоза с приводом на все колеса

СЛОВАРЬ УРОКА

air brakes - пневматические тормоза
bund brake - ленточный тормоз
brake drum — тормозной барабан
brake fluid — тормозная жидкость
brake pedal — тормозная педаль
brake shoe — тормозная колодка
brakes are applied - тормоза срабатывают
braking effort — тормозное усилие
common axle — общая ось

disk brakes — дисковые тормоза
 drum brakes — барабанные тормоза
 electric brakes — электрические тормоза
 fluid – жидкость
 foot brake — ножной тормоз
 force (cause) — заставлять
 hand brake - ручной тормоз (стояночный)
 hydraulic brakes – гидравлические тормоза
 leakage — утечка
 left wheel — левое колесо
 master cylinder — главный цилиндр
 mechanical brakes - механические тормоза
 proofness – стойкость
 release — отпускать, разъединять
 right wheel - правое колесо
 sticking - заедание, прилипание
 tightness — герметичность
 troubles — неисправности
 wheel cylinder — колесный тормозной цилиндр

Практическое занятие № 51

Тема: Контрольная работа (см.КОС)

Цель: контроль уровня развития речевых умений.

Практическое занятие № 52-53

Тема: Дорожные знаки и разметки

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, аудировать с извлечением конкретной информации.

ХОД ЗАНЯТИЯ

1: Соедините английские и русские эквиваленты:

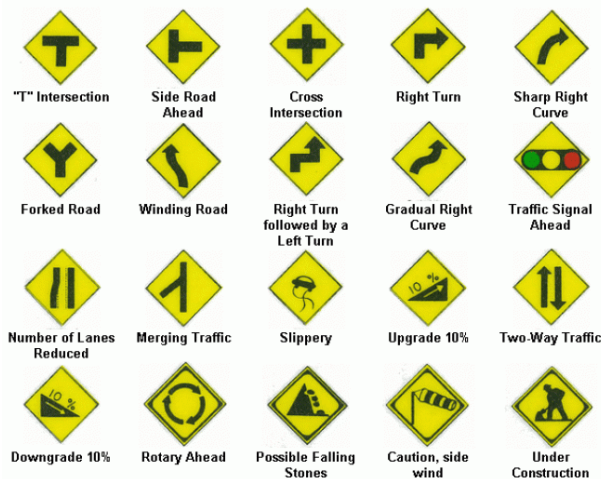
1) speed limit: 60	обгон запрещен
2) detour	уступи на перекрестке (на нерегулируемом перекрестке)
3) no overtaking	стоянка запрещена
4) overtaking permitted	ж/д переезд
5) traffic circle	левый поворот запрещен
6) do not enter	уступи дорогу
7) no left turn	одностороннее движение
8) no right turn	общественная стоянка
9) no U-turn	объезд
10) yield at roundabout	из этого ряда только направо (налево)

11) public parking	дорога закрыта
12) auto repair	вход запрещен
13) car wash	запрещен разворот
14) no parking	движение запрещено
15) yield	проход пешеходов запрещен
16) railroad crossing	мойка машин
17) road closed	обгон разрешен
18) one way	кольцевое движение
19) pedestrians prohibited	ограничение скорости 60 миль в час (равное 100 км/ч)
20) no motor vehicles	ремонт машин
21) right (left) lane must turn right (left) –	правый поворот запрещен

2: Что обозначают знаки?



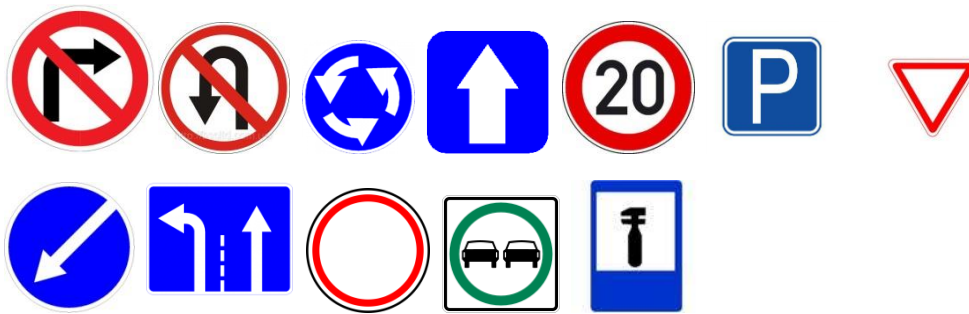
3: Переведите обозначения знаков на русский язык:



right bend , double bend, roadway narrows, stop at intersection, no entry, no U-turn, passing prohibited, direction to be followed, one-way traffic, two-way traffic, yield, priority intersection, falling rocks, overhead clearance, signal ahead, school zone, pedestrian crossing, roadwork ahead, slippery road, railroad crossing, deer crossing, steep hill, bumps, closed to bicycles, closed to motorcycles, closed to trucks, closed to pedestrians, passing prohibited, customs,

oncoming vehicles priority, sound signals prohibited, minimum safety space, end of all bans (except parking stopping), stopping and parking prohibited, no parking, mandatory right turn ahead, snow chains obligatory, parking (color indicates zone), one-way street, no through road, facilities for handicapped, garage

4: Написать обозначение знаков:



5: Переведите предложения с русского на английский язык:

1. Смотри, знак “Дорога закрыта”, поедem в объезд!
2. Перестраивайся в правый ряд! Из этой полосы движение только налево.
3. Будь осторожен! Сбавь скорость, здесь всегда много пешеходов, им приходится уступать дорогу (reduce speed).

Roads and road signs

1. Read the text and give each word in bold (ex.1) its correct meaning from the following list:

- a) to go past a moving vehicle because you are driving faster than it;
- b) a circular area where several roads meet;
- c) polite behaviour;
- d) a device which blocks the wheel of a car that is illegally parked, so that it cannot move.

Driving in Britain Britain has a very extensive network of modern motorways and roads linking all its main cities. When visiting Britain, the driver from abroad should remember a number of differences in using the roads. In contrast to other countries, cars in Britain travel on the left-hand side of the road and overtake on the right, which may cause some problems, especially if the traveller’s car has right-hand drive. It should also be remembered that priority must always be given to cars coming from the right, particularly at roundabouts. British drivers are known for their courtesy and consideration. Both drivers and front-seat passengers are obliged to wear seat-belts. There are very strict rules against drinking. The maximum permitted speed in towns and built-up areas is only 30 mph (about 50 km/h). In big cities drivers have problems with parking, especially in the centre. Infringement of parking regulations can result in fines, wheel clamps or even the removal of a vehicle by the police. Driving is more enjoyable on modern motorways on which drivers may maintain a speed of 70 miles per hour (112 km/h).

2. Fill in the gaps with the words below:

Those of you who will have to drive a car while travelling abroad should get an international driving Always keep your driving licence and ... papers on you. Remember that motoring regulations are strictly enforced. In the United States, as in the former Soviet Union, you drive In Britain, Japan and several other countries you must keep Parking in many cities can be a problem. Remember there are such things as ..., parking metres, and parking lots.
“No Parking” signs, registration, on the right, licence, to the left.

2. Skan the text and name the categories of road signs mentioned in the text.

Traffic signs or road signs are signs erected at the side of roads to provide information to road users. With traffic volumes increasing, many countries have adopted pictorial signs or otherwise simplified and standardized their signs to facilitate international travel where language

differences would create barriers, and in general to help enhance traffic safety. Such pictorial signs use symbols (often silhouettes) in place of words and are usually based on international protocols. Such signs were first developed in Europe, and have been adopted by most countries to varying degrees. Traffic signs can be grouped into several types. For example, Annexe 1 (Приложение 1) of the Vienna Convention on Road Signs and Signals (1968), which in 2004 had 52 signatory countries, defines eight categories of signs.

- A. Danger warning signs
- B. Priority signs
- C. Prohibitory or restrictive signs
- D. Mandatory signs
- E. Special regulation signs
- F. Information, facilities, or service signs
- G. Direction, position, or indication signs
- H. Additional panels

6. Match the pictures of the road signs with their names from the list.

1. Two-way traffic straight ahead.
2. Stop and give way.
3. Give way to traffic on major road (yield).
4. No U-turns.
5. Road narrows on both sides.
6. Road narrows on right.
7. Side winds.
8. Level crossing with barrier or gate ahead.
9. No stopping (clearway).
10. Turn right.
11. Motorway.

7. Describe the meanings of the road signs from exercise 6.

Example: A STOP sign informs drivers to stop.

Практическое занятие №54

Тема: На станции технического обслуживания автомобиля

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочитайте текст, переведите его на русский язык

MAINTENANCE

Any machine and device must be controlled regularly in order to avoid the risk of damage or breakdown of single parts due to long usage. Sometimes, if a proper maintenance is not done, a fault could occur, with negative consequences on the production process and on the workers' safety. The primary goal of maintenance is to avoid or mitigate the consequences of failure of

equipment. This includes performing routine actions to keep the device in working order and prevent the failure before it actually occurs (preventive maintenance), or fixing equipment after breakdown (corrective maintenance). Preventive maintenance is designed to preserve and restore equipment reliability by replacing worn components before they actually fail. It includes maintenance activities such as partial or complete overhauls at specified periods, oil changes and lubrication. The ideal preventive maintenance is a combination of technical, administrative and managerial actions to prevent all equipment failure. If carried out properly, preventive maintenance can extend the life of the equipment. Corrective maintenance, sometimes simply called 'repair', is carried out to get equipment working again. It aims at restoring the functionality of a machine so that it can continue to perform its work. This type of maintenance can be very expensive because sometimes equipment needs to be replaced, with substantial costs for the company.

Generally, maintenance is scheduled according to:

- the original equipment manufacturer's recommendations;
- codes and legislation within a country;
- consultancy advice;
- previous maintenance;
- most important measured values and performance indications.

2. Ответьте на вопросы

Why is maintenance important?

Which activities does it include?

What are the main types of maintenance?

What is maintenance called if it occurs after a failure?

Why can corrective maintenance be expensive?

What is the function of preventive maintenance?

3. Прочитайте диалог и переведите его на русский язык.

Mechanic: Good afternoon, Mrs Farrell.

Mrs Farrell: Good afternoon, John. How are you?

Mechanic: I'm fine, thank you. How can I help you?

Mrs Farrell: Well, I need a complete tune up for my car. Next week my husband and I are going on holiday by car. It's going to be a long journey all the way to Spain and I want my car to be in good condition.

Mechanic: Sure. No problem. Have you checked your car recently?

Mrs Farrell: Let me think... It must have been last year, in June, when the car wouldn't start. Anyway, it should all be written in the service book. It's in the glove compartment.

Mechanic: OK, I'll take it. Let's see. Oh, yes, it was the battery and I changed it. Are there any problems at the moment?

Mrs Farrell: Not really, but I think the engine oil needs to be replaced. **Mechanic:** Sure. I'll check the filters too.

Mrs Farrell: Yes, I think it's a good idea. Could you inspect the tyres as well? And maybe wash it; it's so dirty. Well, John, when do you think the car will be ready?

Mechanic: Actually, I'm quite busy at the moment, Mrs Farrell, so I could give it back to you next Friday. Would that be convenient for you?

Mrs Farrell^, Yes, it'd be perfect, because we're leaving on Sunday. I'll call you on Tuesday for a confirmation then.

Mechanic: All right. Goodbye, Mrs Farrell.

On Friday.

Mechanic: Good morning, Mrs Farrell. Here are your keys. I replaced the engine oil and the filters. Then I checked the tyres and the brakes too. I had to replace the spark plugs because they were fouled. I also tested the electronics and then I washed the car. Now everything is OK, you can set off with no worries.

Mrs Farrell: That's great! Thank you very much, John

4.Разыграйте диалог в паре.

Практическое занятие №55

Тема: На автозаправочной станции

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

At the gas station

- Sir, would you like full service or will you be using the self-serve pump?
- What does the full service include?
- We will clean your windshield, vacuum the inside of your car and fill up your gas tank.
- I would like the full service. What kind of gas do you have available?
- We offer regular, diesel, and premium gas at very reasonable prices.
- Please fill up my tank with the premium. Also, can you tell me how I can get to Brunswick?
- Go straight, bearing to your left. You will need the first exit off the highway.

Дополнительный материал.

Getting Around by Car – Поездка на автомобиле

9. There is no parking here at this time of day.
 10. You can get a ticket easily if you park here.
 11. It's getting dark – turn on your headlights.
 12. It's very dangerous to exceed the speed limit.
9. Здесь нет парковки в это время дня.
 10. Вы можете легко получить штраф, если припаркуетесь здесь.
 11. Темнеет – включите фары.
 12. Превышать установленный предел скорости очень опасно.

AT THE GAS STATION

Attendant: What can I do for you?

Lev Shkolnik: Fill it up, please.

A:I guess your car takes unleaded gas.
 L.S.:That’s correct. (attendant finishes pumping the gas)
 L.S.:How much gas did it take?
 A:Eight gallons.
 L.S.:Would you check the oil,please. (Attendant checks the oil)
 A:It’s below the full mark.
 L.S.:Please fill it up.
 L.S.:Will you wash the windshield for me?
 A:Okay.Should I check the tires too?
 L.S.:Please ,do. (Attendant fills the tires with air)
 L.S.:How much do I owe you?
 A:11 dollars even.
 L.S.:(pays for service)One more thing. What’s the best way for me to get to interstate highway 87?
 A:No problem,sir.(Explains the way to be taken)
 L.S.:Thank you.Next week I’ll come again for a tune-up.I need a major one.
 A:Our mechanic will be more than happy to help you.If possible, try to make an appointment with our mechanic.
 L.S.:Of course,I’ll try.

Практическое занятие № 56

Тема: В автосервисе. Название инструментов.

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

At the car-service station

At a Garage – 1

Could you book me in for a full service, please?

- Certainly, madam. I just need to know the year and model.
- I can’t remember the year but it’s a “D” registration.
- I think I can fit you in first thing tomorrow morning.
- That’d suit me fine. And while you’ve got it, could you have a look at the brakes as well?
- Yes, we always check everything thoroughly.

At a Garage – 2

- I’d like to arrange to have my car serviced.
- Yes, of course. Which year and model is it?
- It’s a 1986 model – the smallest one in the range.
- How would next Friday afternoon suit you?

- That'd be perfect. And could you also try to improve the starting?
- Yes, we'll do that as a matter of course.

At a Garage – 3

- Could you book my car in for a service? It's well overdue.
- That's no problem. Can you tell me the year and model?
- It's a 500 series – and it's less than a year old.
- Can you bring it in on Thursday?
- That should be OK. And perhaps you could see to the clutch – it keeps slipping.
- Yes, I'll make a special note of it.

At a Garage – 4

- My car needs servicing. Can I get it done here?
- Yes, I think we can help you. Which year and model, please?
- It's last year's model – the estate version.
- How about next Wednesday morning?
- That's fine. And at the same time, could you do something about the sunroof? It lets the rain in.
- Yes, we'll do that for you.

Hiring a Car – 1

- How much is it to rent a large estate car?
- £24 a day or £135 a week.
- Will I be able to have one next weekend?
- Have you got a current licence?
- Yes, I've been driving since I was eighteen.
- Good. All you do now is complete this form.

Hiring a Car – 2

- What's the rate for one of your medium-sized vans?
- The daily rate is £23, and the weekly £128.
- Right then. I'd like to book one for next Friday, please.
- Is yours a full licence?
- Yes, I've had one ever since 1978.
- OK. If you'll just fill up this form, I'll book you one.

Hiring a Car – 3

- Can you tell me the hire charge for minibuses please?
- You can have one for £20 a day, or £138 for a week.
- All right. I'll take one for the week starting Tuesday next.
- Is your driving licence valid?
- Yes, there's no problem there.
- Fine. We'll need some particulars and a £25 deposit.

3.- Good morning, sir. I have come for a 15 thousand kilometers servicing. I have an appointment for 10 a.m.

- OK. Please, drive your car into the garage... Let me check the car and diagnose all possible problems... Right. I will have to replace the tyres, change the brake disk and check the oil level.

- Fine. Please check why my wipers get stuck in the middle of the windshield. And I've got some other problems as well. I've noticed that the clutch is very noisy when I change gears.

- I see. The plate must be worn out. But it's a normal thing at this mileage. And I can see you have some minor problem with the radiator.

- Can I get it repaired today too?

- I'm afraid it will take a couple of days to fix it. You can leave the car some other day. I'm sorry for the inconvenience.

- Ok then. Another problem is that my car won't start in the mornings. I usually call my neighbour to jump-start it.

- Let me open the hood and check all the hoses and belts. So... I'm glad to say they are all in working order. Did you check the battery? If you need to jump-start your car, you probably have to change the weak battery. When did you buy the last one?

- Oh, I guess it was ages ago. You're right. I have to replace it.

* * *

4.- Right. There it is. Everything is in order in your car. The oil level was below the full mark, so I've filled it up. Take our 30-day warranty card, please.

- Great! How much is it?

- It's 300 \$ in total.

- Here you are. Thanks for your help. See you for a 30 thousand servicing.

Практическое занятие №57

Тема: Тестирование автомобиля

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

AUTOMATED PRODUCTION LINES

An automated production line consists of a series of workstations connected by a transfer system to move parts between the stations. This is an example of fixed automation, since these lines are set up for long production runs, making large number of product units and running for several years between changeovers. Each station is designed to perform a specific processing operation, so that the part or product is constructed stepwise as it progresses along the line. A raw work part enters at one end of the line, proceeds through each workstation and appears at the other end as a completed product. In the normal operation of the line, there is a work part being processed at each station, so that many parts are being processed simultaneously and a finished part is produced with each cycle of the line. The various operations, part transfers, and other activities taking place on an automated transfer line must all be sequenced and coordinated properly for the line to operate efficiently. Modern automated lines are controlled by programmable logic

controllers, which are special computers that can perform timing and sequencing functions required to operate such equipment. Automated production lines are utilized in many industries, mostly automobile, where they are used for processes such as machining and pressworking. Machining is a manufacturing process in which metal is removed by a cutting or shaping tool, so that the remaining work part is the desired shape. Machinery and motor components are usually made by this process. In many cases, multiple operations are required to completely shape the part. If the part is mass-produced, an automated transfer line is often the most economical method of production. Many separate operations are divided among the workstations. Pressworking operations involve the cutting and forming of parts from sheet metal. Examples of such parts include automobile body panels, outer shells of laundry machines and metal furniture. More than one processing step is often required to complete a complicated part. Several presses are connected together in sequence by handling mechanisms that transfer the partially completed parts from one press to the next, thus creating an automated pressworking line.

Vocabulary: automated production line - автоматизированная поточная линия; transfer system - система передачи; workstation - рабочее место; stepwise - пошаговый; raw work part - необработанная деталь; changeover - переключение; programmable logic controllers - программируемые логические диспетчеры.

1. Give the English equivalents: Готовое изделие (2 синонима), выбор времени, оборудование, механическая обработка, многократные действия.

2. Define the part of speech of each word according to the suffix and translate it into Russian. Production, consists, properly, units, operation, simultaneously, efficiently, programmable, controller, functions, equipment, economical, partially.

3. Match the phrases and translate them into Russian. fixed automated manufacturing transfer automobile; production automation industry process system.

4. Answer the questions:

- What does an automated production line consist of?
- What are modern automated lines controlled by?
- Where are automated production lines utilized in?

5. Say in some words what automated production line is.

Практическое занятие №58

Тема: Прямая и косвенная речь

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правило согласования времен английского глагола в прямой и косвенной речи

Уметь: переводить прямую речь в косвенную, соблюдая правила согласования времен

ХОД ЗАНЯТИЯ

1. Превратите следующие предложения в косвенную речь, сделав все необходимые изменения.

Н-р: Jack said: "I am working hard." (Джэк сказал: «Я много работаю.») – Jack said (that) he was working hard. (Джэк сказал, что много работает.)

I told her: “You can join us.” (Я сказал ей: «Ты можешь присоединиться к нам.») –
I told her (that) she could join us.” (Я сказал ей, что она может присоединиться к нам.)

1. Fred said: “I have invented a new computer program”. (Фрэд сказал: «Я изобрел новую компьютерную программу.»)
2. Mary said: “I will help my sister.” (Мэри сказала: «Я помогу своей сестре.»)
3. They told me: “We were really happy.” (Они сказали мне: «Мы были очень счастливы.»)
4. She said: “I live in a big apartment.” (Она сказала: «Я живу в большой квартире.»)
5. He told her: “I am going to the fish market.” (Он сказал ей: «Я собираюсь на рыбный рынок.»)
6. Betty said: “I found my passport.” (Бетти сказала: «Я нашла свой паспорт.»)
7. Mr. Ford said: “I don’t like pork.” (М-р Форд сказал: «Я не люблю свинину.»)
8. Little Tim told his mother: “I am sleepy.” (Маленький Тим сказал маме: «Я хочу спать.»)

2. Преобразуйте следующие просьбы и советы в косвенную речь.

Н-р: The doctor said: “Please take a deep breath, Ann.” (Доктор сказал: «Пожалуйста, сделай глубокий вдох, Аня.») – The doctor asked Ann to take a deep breath. (Доктор попросил Аню сделать глубокий вдох.)

Sara: “Don’t forget to buy some juice.” (Сара: «Не забудь купить немного сока.») – Sara reminded not to forget to buy some juice. (Сара напомнила не забыть купить немного сока.)

She said: “You should stop smoking so much, Mark.” (Она сказала: «Тебе следует прекратить так много курить, Марк.») – She advised Mark to stop smoking so much. (Она посоветовала Марку прекратить так много курить.)

1. The policeman said: “Keep the silence, please.” (Полицейский сказал: «Соблюдайте тишину, пожалуйста.») – The policeman asked
2. Mother said: “Kids, you should wash your hands before lunch.” (Мама сказала: «Дети, нужно помыть руки перед обедом.») – Mother advised
3. The dentist told me: “Don’t eat nuts anymore.” (Дантист сказал мне: «Больше не ешь орехи.») – The dentist warned
4. Tom : “Could you lend me 20 dollars, please?” (Том: «Ты не мог бы одолжить мне 20 долларов?») – Tom asked
5. Mr. Walters told his sons: “You must stay away from the lake.” (М-р Уолтерс сказал сыновьям: «Вы должны держаться подальше от озера.») – Mr. Walters warned
6. John said: “You should see a lawyer, Ted.” (Джон сказал: «Тебе следует посетить адвоката.») – John advised
7. The teacher told the students: “Don’t talk during the test.” (Учитель сказал студентам: «Не разговаривайте во время контрольной.») – The teacher warned
8. The judge said: “Mr. Brown, you must pay a big fine.” (Судья сказал: «М-р Браун, вы обязаны заплатить большой штраф.») – The judge ordered

3. Измените вопросы на косвенную речь.

Н-р: “Where does your niece live?” («Где живет твоя племянница?») – He wanted to know where the niece lived. (Он хотел знать, где живет племянница.)

“Can you type?” («Ты умеешь печатать?») – The manager asked if I could type. (Менеджер спросил, могу ли я печатать.)

1. “Where has Jim gone?” («Куда ушел Джим?») – Maria wanted to know
2. “What did the workers eat?” («Что ели рабочие?») – They asked
3. «Have you ever been to China, Sam?» («Ты когда-нибудь был в Китае, Сэм?») – I asked

4. "Are you French or Italian?" («Вы француз или итальянец?») – She wanted to know
5. "When will the next train arrive?" («Когда придет следующий поезд?») – I asked
6. "Do you grow flowers in your garden, Mrs. Smith?" («Вы выращиваете цветы в своем саду, миссис Смит?») – She wondered

4. Теперь, наоборот, измените косвенную речь на прямую.

Н-р: Peter asked me if I was free. (Питер спросил меня, свободен ли я.) – Peter asked: "Are you free?"

She wanted to know where I had bought the dictionary. (Она хотела узнать, где я купила словарь.) – She asked: "Where did you buy the dictionary?"

1. I asked him why he was tired. (Я спросил его, почему он устал.)
2. We wanted to know if Kate had broken the car. (Мы хотели узнать, сломала ли Кейт машину.)
3. He asked if they could meet on Tuesday. (Он спросил, могут ли они встретиться во вторник.)
4. I wondered how often she used the washing-machine. (Я поинтересовалась, как часто она пользуется стиральной машиной.)
5. Mother wanted to know if we would invite Kevin to the party. (Мама хотела знать, пригласим ли мы Кевина на вечеринку.)

Практическое занятие №59

Тема: Автомобиль будущего

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian. Answer the question: What is it about?

THE CAR OF THE FUTURE

What kind of vehicle will eventually dominate?

At present there is a lot of talks about electric cars, for they have the advantage of giving off no exhaust gases. The electric car has a long history. The first cars were built at the end of the 19th century, but they could not compete against the internal combustion engine. They have several disadvantages. First, we have no really suitable batteries - they are too heavy, take a long time to charge, have too small a capacity and a relatively short life. For a while the fuel cell looked very hopeful. This does not have to be charged, it generates its own energy from a chemical reaction. But this, too, proved too large and expensive. An electric car would have to run 200-250 km on, one charge to compete with the conventional car which can run about 200 km on a full tank. So scientists and engineers are looking for better storage range batteries or cells, and ways of using energy more economically.

There are about 120 different electric cars around the world. Some can run 100 km and longer on one charge. This is quite sufficient for town traffic, where cars do not cover such long distances. Electric vans can have their storage batteries recharged while being loaded or unloaded... A Japanese automobile firm has announced successful development of three-wheel electric light

van for pickup and delivery service and has started production of the car for full-scale marketing. Recently, development work on electric cars has been accelerated in Japan as a principal means of eliminating environmental damage caused by automobiles through air pollution and noise. The electric car will be the first to be used on the streets. This car will be employed mainly for delivery of newspapers, mail and milk, as well as for light loads in a limited area, such as factory premises. It has a motor and four 12-volt improved lead batteries as the power source. The vehicle, seating only the driver, has maximum speed of 40 kilometres per hour. The batteries can be charged with home electricity. With each charging, which takes eight hours, the electric van can run for 40 kilometres. The price is about twice that of conventional gasoline cars of a similar type. But will the electric car ever become a universal means of transport? Hardly. Today there are 200 million cars in the world. ... It is estimated that if these changed over to electricity, they would require six million kilowatt hours, and all the power stations in the world now generate only a little over a third of that. This means that tremendous efforts will have to be made in future to increase the power output.

2. Choose advantages and disadvantages about the car from the text.

3. Retell the text using the phrases:

this text deals with... , this text discusses... , it is expected that... , it is estimated that... , consequently и др.

Практическое занятие №60

Тема: Лексический материал по теме «Компьютер в автомобиле»

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Прочтите слова и словосочетания и запомните их русские эквиваленты.

invent — изобретать

a breaker point ignition — прерывистое зажигание

advanced — усовершенствованный

fire the spark plug – воспламенять свечой зажигания

meet emission control levels — отвечать требованиям по ограничению уровня вредных компонентов в выхлопных газах gas mileage - пробег в милях на галлон топлива

smooth operation — плавная работа

provide – обеспечить

onboard computer system – бортовой компьютер

hardware - аппаратная часть компьютера

software - программное обеспечение

CPU — Central Processing Unit - центральный процессор

integrated circuit — интегральная схема

semiconductor — полупроводник
silicon — кремний
until - пока не
specific sequence — специальная последовательность
permanent memory — постоянная память
ROM — read only memory — постоянная память, постоянное запоминающее устройство, ПЗУ
RAM - random access memory - оперативная память, оперативное запоминающее устройство, ОЗУ
PROM — programmable read only memory - программируемое постоянное запоминающее устройство, ППЗУ
trouble code — неисправный код
expensive — дорогостоящий
adaptive memory — адаптивная память

2. Прочтите слова и сопоставьте их с русскими значениями.

transform, battery, voltage, regulation, system, computer, microprocessor, transistor, diode, chip, material, electricity, magnetic, program, defective, limit, compensate, variation, code.

3. Переведите слова, обращая внимание на суффиксы и префиксы.

ignite — **ignition**, transform — **transformation**, regulate — **regulation**, break — **breaker**,
conduct — **conductor**, process — **processor**, specify - **specific**, adapt — **adapter** — **adaptive**,
expense -**expensive**, adjust — **adjustment**, connect — **disconnect**, learn - **relearn**.

4. Прочтите и переведите текст, а затем выполните следующие за ним упражнения.

USING COMPUTER

Ever since the car was first invented, a breaker point ignition has been used to transform battery voltage into 20,000 volts to fire the spark plugs. With government intervention and regulation, more advanced system was needed. This system had to meet emission control levels, gas mileage, and provide a smooth and continuous operation. The answer was found in an on-board computer system. The computer mounted on modern cars has two components. One is the hardware and the other is the software.

The computer hardware on an automobile uses a Central Processing Unit (CPU), which, when made in an integrated circuit, is referred to as a microprocessor. The integrated circuit (IC) combines transistors, diodes, and capacitors, which are placed on a tiny chip of semiconductor material that is smaller and thinner than an eraser on a pencil. The material used most of the time is silicon. Silicon, like any semiconductor, does not conduct electricity until either voltage, a magnetic field, heat, or light is directed to the semiconductor. A program instructs the microprocessor what to do.

The computer software on a car carries a program. The program tells the computer what to do, and when to do it in a specific sequence. The program is stored in a permanent memory, which is referred to as Read Only Memory (ROM). The computer knows only what is placed in its memory.

There is another variation, which is called the Programmable Read Only Memory (PROM), which can be readily removed and replaced, while the ROM cannot. This makes it less expensive if the memory becomes defective. Only the PROM has to be replaced, not the entire microprocessor. The microprocessor contains a ROM (or PROM) and a RAM. RAM stands for Random Access Memory, which can be accessed without going through a specific sequence. The technician interfaces with the RAM whenever trouble codes are accessed. Not all computerized ignition systems have trouble codes, however. Some computers have the ability to learn. This is referred to as an adaptive memory. When a value falls outside of a specified limit, due to engine wear, the adaptive memory makes a slight adjustment in the program to compensate. The car must be driven from 20 to 30 miles, as it takes the computer this long to learn. Any time that power is disconnected from the computer, it will have to relearn everything.

4. Найдите в тексте ответы на вопросы.

1. How many components has the computer on modern cars? What are they?
2. How do we call the computer hardware on the automobile?
3. What does an integrated circuit combine?
4. What material is used in the integrated circuit? Why?
5. What does the computer software do?
6. Why is the computer used on board the car?
7. What does the program tell to the computer?
8. Where is the program stored?
9. What is ROM?
10. What is PROM?
11. What is RAM?

5. Переведите на английский язык.

1. Многие современные автомобили оборудованы бортовыми компьютерными системами для лучшей работы автомобиля.
2. Программа такого компьютера имеет только два запоминающих устройства: постоянную память (ПЗУ) и оперативную память (ОЗУ).
3. Компьютерная программа сообщает компьютеру, что надо делать и когда необходимо выполнить данное действие в соответствующей последовательности.
4. Программа хранится в постоянной памяти компьютера.
5. Микропроцессор содержит в себе постоянную и оперативную память.
6. Некоторые компьютеры обладают способностью запоминать (заучивать). Это относится к адаптивной памяти.

6. Прочтите диалог, а затем выполните следующие за ним упражнения.

DIALOGUE

Anton: What is the purpose of using computers on board the car?

Vlad: You see. As I know computer is used to advance the engine operation as well as the performance of other units.

A.: What components does the on-board computer consist of?

V.: It consists of two components. One is the hardware and the other is the software.

A.: What is hardware?

V.: The computer hardware uses a Central Processing Unit (CPU) which is referred to as a microprocessor.

A.: What is software?

V.: The computer software on a car carries a program. The program tells the computer what to do and when to do it.

A.: And where is the program stored?

V.: It is stored in a permanent memory which is called Read Only Memory (ROM).

A.: And what is Programmable Read Only Memory (PROM)? What is the difference between ROM and PROM?

V.: In case the memory becomes defective PROM can be readily removed and replaced, while ROM cannot.

A.: And what is RAM?

V.: RAM is Random Access Memory (main memory), which can be accessed without going through a specific sequence. The technician interfaces with RAM whenever trouble codes are accessed.

A.: Thanks a lot for your explanation.

V.: You are welcome. See you later.

A.: Goodbye.

7. Разыграйте диалог в паре.

Практическое занятие №61

Тема: Применение пластмасс в автомобиле

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

СЛОВАРЬ УРОКА

access — 1. поступать 2. доступ
adaptive memory - адаптивная память
adjustment - регулировка
breaker - прерыватель
breaker point ignition — прерывистое зажигание
capacitor — конденсатор
carry a program — выполнять программу
defective — дефектный, неисправный
due to — из-за, благодаря
engine wear — износ двигателя
eraser — ластик
expensive — дорогостоящий
fall — падать
fire the spark plug – воспламенять свечой зажигания

gas mileage — пробег в милях на галлон топлива
hardware — программная часть компьютера
heat — тепло
however — однако
ignition — зажигание
integrated circuit — интегральная схема
invent — изобретать
light — свет (фары)
meet emission control levels — отвечать требованиям по ограничению уровня вредных компонентов в выхлопных газах
on-board computer system — бортовой компьютер
permanent memory — постоянная память
PROM - Programmable Read Only Memory - программируемое постоянное запоминающее устройство, ППЗУ
RAM — Random Access Memory — оперативная память, оперативное запоминающее устройство, ОЗУ
ROM - Read Only Memory - постоянная память, постоянное запоминающее устройство, ПЗУ
semiconductor — полупроводник
Sentral Processing Unit (SPU) - центральный процессорный узел
silicon — кремний
since — с тех пор
spark plugs — запальные свечи
specific sequence - определенная последовательность действий
the ability to learn — способность запоминать (заучивать)
tiny chip — маленький чип
trouble codes — коды, сообщающие о неисправности

PLASTIC ENGINE PARTS

1. Read the text and translate it.

To decrease an automobile's weight, and thus improve its fuel efficiency, more and more parts are now made of plastic— but usually not critical engine components. Because of high stress and heat most engine parts are still made of metal. Now, in Britain, an intake manifold — the engine-block attachment that feeds air and fuel from the carburetor to the cylinders — has been molded from plastic. Its developers are Fibeiglass, Ltd., of St. Helens, Merseyside, BTR Permali RP, Ltd., of Gloucester, and Ford Motor Co. Ltd., of Essex. The new manifold is believed to be the first major plastic engine component ever to be designed for production automobiles. It is made by polyester compound — called X52 — and is shaped exactly like an aluminum manifold currently used on the Ford Cortina's 1.3-liter engine. Since this part has a series of intricate, twisting interior chambers, a new molding technique had to be devised. The trick is to form the plastic around metal cores inside a mold. Once the manifold is set, or cured, it is placed in a hot oil bath that melts the metal cores, leaving the required hollow chambers.

The 21/2 -pound plastic manifold weighs 25 per cent less than a metal one. But its importance goes beyond this minor reduction. According to its developers, the manifold's special plastic

compound and the new molding technique may represent breakthroughs leading to additional lightweight engine parts, as well as products for other industries.

2. Make up the plan of the text.

3. Retell the text

1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

1.lustre	a. окружающая среда
2.property	b. защищать от
3.quantity	c. подвергаться
4.conductivity	d плохой проводник
5.solid state	e. количество
6.brittle	f.блеск
7.undergo	g. сплав
8.to protect from	h. свойство
9.environment	i. проводимость
10.alloy	j твердое состояние
11.poor conductor	k. хрупкий
12.distinction	l. прочность
13.strength	m. жесткость
14.hardness	n. различие

4. Read the text and translate it into Russian.

METALS AND NONMETALS

1. There are some distinctions between metals and nonmetals. Metals are distinguished from nonmetals by their high conductivity for heat and electricity, by metallic lustre and by their resistance to electric current. Their use in industry is explained not only by those properties, but also by the fact that their properties, such as strength and hardness, can be greatly improved by alloying them with other metals.

2. There are several important groups of metals and alloys. The common metals such as iron, copper, zinc, etc. are produced in great quantities.

3. The so-called precious metals include silver, gold, platinum and palladium. The light metals are aluminum, beryllium and titanium. They are important in aircraft and rocket construction.

4. Many elements are classified as semimetals (bismuth, for example) because they have much poorer conductivity than common metals.

5. Nonmetals (carbon, silicon, sulphur) in the solid state are usually brittle materials without metallic lustre and are usually poor conductors of electricity. Nonmetals show greater variety of chemical properties than common metals do.

6. Metals can undergo corrosion, changing in this case their chemical and electromechanical properties. In order to protect metals from corrosion the products made of metals and steel are coated by some films (coatings). Organic coatings protect metals and steel from corrosion by forming a corrosion-resistant barrier between metal or steel and the corrosive environment.

4. Choose the correct answer.

questions

1. By what properties are metals distinguished from nonmetals?
2. What common metals are produced in great quantities?
3. What metals are called light?
4. What properties do nonmetals have?
5. What is done to protect metals from corrosion?

answer

- a. Iron, copper and zinc.
- b. They are usually poor conductors of heat and electricity
- c. They are coated by some organic coatings.
- d. High conductivity for heat and electricity.
- e. Aluminum, beryllium and titanium.

6. Закончите предложения, выбрав соответствующий вариант окончания:

There are some different groups of metals, such as:

1. Light metals:.... a) iron, copper, zinc
2. Common metals:.... b) silver, gold, platinum
3. Precious metals:... c) aluminum, beryllium, titanium

Nonmetals are a) carbon, silicon, sulphur
b) aluminum, beryllium, titanium

Практическое занятие №62

Тема: Безопасность и автомобиль

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Automobile Safety

In 1965 Ralph Nader, an American lawyer and consumer-protection advocate, published the book *Unsafe at Any Speed*, in which he argued that poor automobile design was a major contributor to 50,000 highway deaths annually in the United States. The U.S. Congress responded in 1966 with legislation regulating automobile design for the first time and established the National Safety Bureau, later renamed the National Highway Traffic Safety Administration (NHTSA), which was empowered to set standards for cars and trucks manufactured after January 15, 1968. Among early standards were those requiring collapsible steering columns; padded instrument panels; seat belts for all passengers; recessed or breakaway switches and handles; door side-beam reinforcement bars to absorb impacts from the side; front and rear bumpers designed to absorb 8-km/h impacts without damage; side-mounted reflectors or lights enabling drivers to see other cars better at night; dual brake cylinders; and improved fuel tanks to reduce leakage in accidents.

In the 1970s the NHTSA required that cars be constructed so that passengers could survive 48-km/h impacts against immovable barriers. A “passive restraint” standard was proposed that would require manufacturers to devise automatic passenger restraint systems. Air bags that, upon impact, automatically inflate in a fraction of a second were developed as one solution, but automakers resisted installing them because of high costs and concern over reliability. A second solution was “passive” seat belts that do not require passengers to fasten the belts themselves. In 1984, after years of debate over regulatory proposals, the Department of Transportation mandated the phasing in of automatic crash protection for American-built cars to begin in 1986; by 1989, unless states representing two-thirds of the populace made the wearing of seat belts mandatory, all cars would have to be equipped with the automatic devices. Improved automotive safety features, improved highways, and a national speed limit of 88 km/h helped reduce the nation’s highway fatality rate from 5.21 per 100 million mi driven in 1969 to 3.46 a decade later.

2. Ask 5 questions

Практическое занятие №63

Тема: Современный автомобиль

Цель: развитие лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian. Answer the question: What is it about?

THE CAR

What kind of vehicle will eventually dominate?

At present there is a lot of talks about electric cars, for they have the advantage of giving off no exhaust gases. The electric car has a long history. The first cars were built at the end of the 19th century, but they could not compete against the internal combustion engine. They have several disadvantages. First, we have no really suitable batteries - they are too heavy, take a long time to charge, have too small a capacity and a relatively short life. For a while the fuel cell looked very hopeful. This does not have to be charged, it generates its own energy from a chemical reaction. But this, too, proved too large and expensive. An electric car would have to run 200-250 km on, one charge to compete with the conventional car which can an about 200 km on a full tank. So scientists and engineers are looking for better storage rage batteries or cells, and ways of using energy more economically.

There are about 120 different electric cars around the world. Some can run 100 km and longer on one charge. This is quite sufficient for town traffic, where cars do not cover such long distances. Electric vans can have their storage batteries recharged while being loaded or unloaded... A Japanese automobile firm has announced successful development of three-wheel electric light van for pickup and delivery service and has started production of the car for full-scale marketing. Recently, development work on electric cars has been accelerated in Japan as a principal means of eliminating environmental damage caused by automobiles through air pollution and noise. The electric car will be the first to be used on the streets. This car will be employed mainly for delivery of newspapers, mail and milk, as well as for light loads in a limited area, such as factory premises. It has a motor and four 12-volt improved lead batteries as the power source. The

vehicle, seating only the driver, has maximum speed of 40 kilometres per hour. The batteries can be charged with home electricity. With each charging, which takes eight hours, the electric van can run for 40 kilometres. The price is about twice that of conventional gasoline cars of a similar type. But will the electric car ever become a universal means of transport? Hardly. Today there are 200 million cars in the world. ... It is estimated that if these changed over to electricity, they would require six million kilowatt hours, and all the power stations in the world now generate only a little over a third of that. This means that tremendous efforts will have to be made in future to increase the power output.

2. Choose advantages and disadvantages about the car from the text.

3. Retell the text using the phrases:

this text deals with... , this text discusses... , it is expected that... , it is estimated that... , consequently и др.

Практическое занятие №64

Тема: Прямая и косвенная речь

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правило согласования времен английского глагола в прямой и косвенной речи

Уметь: переводить прямую речь в косвенную, соблюдая правила согласования времен

ХОД ЗАНЯТИЯ

Запомни!

Из прямой речи в косвенную произведи следующие изменения:

- косвенная речь вводится глаголом **to say** и союзом (**that**)

- кавычки опускаются;

-личные и притяжательные местоимения прямой речи заменяются по смыслу, как и в русском языке.

Robert:” Reading plays an important role in **my** life.”

Robert **says that** reading plays an important role in **his** life.

Sequence of tenses (Согласование времен)

Direct speech	Reported speech
<p>Present Simple V/Vs; am, is, are Molly said: “I like coffee” Peter: "I work in the garden."</p>	<p>Past Simple V2/Ved; was, were Molly said that she liked coffee. Peter said that he worked in the garden.</p>
<p>Present Continuous Am / is are +Ving He said : “I am playing football”</p>	<p>Past Continuous was / were +Ving He said that he was playing football.</p>
<p>Present Perfect Have / has + V3 I’ve bought you a car, he said.</p>	<p>Past Perfect had + V3 He said that he had bought me a car.</p>
<p>Past Simple V2/ed She said: “I watched the film”</p>	<p>Past Perfect had + V3 She said that she had watched the film.</p>

_____ Past Perfect had + V3 Peter: "I had worked in the garden."	Past Perfect had + V3 Peter said that he had worked in the garden.
_____ Present Perfect Continuous Has, have + been + Ving Brian said: "I've been working here for 2 years"	Past Perfect Continuous Had + been + Ving Brian said that he had been working there for 2 years.

_____ Future Simple Will + V Molly said: "I will have a coffee".	Future Simple in the Past Would + V Molly said she would have a coffee
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Измени следующие модальные глаголы

can could

I can't take part in this reality show next week. He said that he could not take part in that reality show the following week.

may might

You may watch this show. She said I might watch that show.

have to / has to had to

I have to switch to another channel. She said that she had to switch to another channel.

НЕ меняются следующие модальные глаголы :

should/could/might/had to/ought/must/need/needn't.

Измени указательные местоимения и наречия времени и места:

Direct speech (Прямая речь)	Indirect speech (Косвенная речь)
this (этот)	that (тот, этот)
these (эти)	those (те, эти)
now (сейчас)	then (тогда)
today (сегодня)	that day (в тот день)
tomorrow (завтра)	the next day (на следующий день)
the day after tomorrow (послезавтра)	two days later (через два дня, два дня спустя)
yesterday (вчера)	the day before (накануне)
the day before yesterday (позавчера)	two days before (за два дня до этого, двумя днями раньше)
ago (тому назад)	before (раньше)
next year (в следующем году)	the next year, the following year (в следующем году)
here (здесь)	there (там)

Переход прямой речи в косвенную:

- прямая речь является вопросительным предложением.

Если прямой вопрос начинается с **вспомогательного или модального глагола**, то косвенный вопрос вводится союзами **whether** или **if** (в значении -ли); порядок слов **повествовательного предложения**.

Lisa asked, "Are you leaving at midnight?" Lisa asked **if** I was leaving at midnight.

- если прямой вопрос начинается с **вопросительного слова**, то косвенный вопрос присоединяется к главному предложению при помощи того же вопросительного слова; **порядок слов прямой**, т.е. как в повествовательном предложении.

John asked, '**What** did he tell you about his trip?' - John asked **what he** had told me about his trip.

-если прямая речь является **повелительным предложением**, то при переводе ее в косвенную речь производятся следующие изменения:

а) to say **заменяется** на to tell(велеть, сказать), to recommend(рекомендовать), to ask(просить), to advise(советовать)

б) повелительное наклонение **заменяется** в косвенной речи **инфинитивом**.

Отрицательная форма **заменяется** **инфинитивом** с частицей **not**

'Will you open the window, **please**?' Melany asked. - Melany asked to open the window.

'Please don't open the window,' Melany asked. - Melany asked not to open the window.

Тренировочные упражнения.

1. Переведите предложения на русский язык, обращая внимание на употребление времен в русском и английском языках.

1. We did not know where our friends went every evening.
2. We did not know where our friends had gone.
3. She said that her best friend was a doctor.
4. She said that her best friend had been a doctor.
5. I didn't know that you worked at the Hermitage.
6. I didn't know that you had worked at the Hermitage.
7. I knew that you were ill.
8. I knew that you had been ill.
9. We found out that she left home at 8 o'clock every morning.
10. We found out that she had left home at 8 o'clock that morning.

2. Change the direct speech into reported speech. Переведите в косвенную речь.

Example "I work hard," Jillian said.

— Jillian said that he worked hard.

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.
3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.
9. "I am not married," Jimmy said.
10. "I can't read these books. I don't like them," Petra said.

3. Put these statements into Reported Speech.

1. 'I can't swim very well', I said.
2. Andrew said: 'I don't want to go swimming'.
3. 'I'll phone you later', Sarah said.
4. Annie said: 'I'm hungry'.
5. I told him: 'I don't like tea'.
6. Olaf said: 'My father does a lot of business with England'.
7. The woman said: 'I will pay you two pounds'.
8. She said to Lilian: 'You can come with me'
9. He said: 'I don't think it will be interesting'.

10. My friend told me: 'You can go there for a year'.
11. She said: 'Nothing will make me do it'
12. Mike said: 'My friend is a painter'.
13. She said: 'I am good at painting'.

4. Change the direct speech into reported speech. Переведите в косвенную речь.

A. Example 1: I have already finished the test. - He said he had already finished the test.

1. We have gone on holiday.
2. Nelly can't write; she has cut her finger.
3. The Ivanovs have travelled to many places.
4. Sam has already learnt the poem.
5. My sister has broken my pencil.
6. My dad has never travelled by plane.
7. Andrew has lost his keys.
8. Jill has never slept in a tent.

B. Example 2: The party finished late. — He said (that) the party had finished late.

1. They lived in a camp when they were on holiday.
2. My brother got up early this morning.
3. Li was a famous sportsman.
4. The couple agreed to meet at six.
5. Yesterday, I saw Mary in the street.
6. Sammy arrived by train.
7. Nicky went home early yesterday.
8. The kids played tennis in the yard.

C. Example 3: I'll meet them at school. — He said he would meet them at school.

1. The match will take place next week.
2. This work will take little time.
3. My parents will come at 3.
4. Mike will do this exercise later.
5. My friend won't be able to come.

5. Imagine that you saw your doctor yesterday because you had a bad headache. Tell your partner what questions the doctor asked.

Example: Do you sleep well?

— The doctor asked me if I slept well.

1. Is anything wrong with you?
2. Do you sometimes have headaches?
3. Are you taking any medicine now?
4. Do you spend much time out- of-doors?
5. Do you do sports?
6. Have you a good appetite?

7. Do you usually go to bed late?
8. Will you follow my advice?

6. Imagine that a reporter from the local newspaper came to your school yesterday. Report his questions.

*Example: How long have you studied at this school?
— He asked me how long I had studied at that school.*

1. What do you like about your school?
2. What school activity did you have last?
3. What good habits have you formed at school?
4. What is your favorite subject?
5. What is more important for you at school?
6. How often do you go on school trips?
7. What is your school record?

7. Report the questions.

*Example: Are you glad to be back?
— He asked me if I was glad to be back.*

1. How are you?
2. How long have you been away?
3. Are you going away again?
4. What will you do in future?
5. Why did you come back?
6. What are you doing now?
7. Have you made new friends?
8. Where are you living now?

Практическое занятие № 65

Тема: Контрольная работа (см.КОС)

Практическое занятие №66

Тема: Времена английского глагола (активный залог)

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правила образования времен, случаи использования

Уметь: определять время в тексте, образовывать, использовать их в речи.

ХОД ЗАНЯТИЯ

1. Раскройте скобки, употребляя глаголы в требуемом времени.

1. Where is your luggage? — I (to leave) it at the station. I (to take) it tomorrow when Nick (to come) to help me. 2. I (to read) about an hour when he (to come). 3. The play (not yet to begin) and the people (to talk) in the hall. 4. Yesterday I (to buy) a new pair of gloves, as I (to lose) the old ones. 5. We (to walk) in silence. He already (to tell) me all that (to be) interesting about himself, and I (to have) nothing to tell him. 6. The moon (not to rise) yet, and only two stars, like two distant lighthouses, (to shine) in the dark blue sky. 7. One night a little swallow (to fly) over the city. His friends (to fly) away to Egypt six weeks before, but he (to stay) behind. 8. What you (to do) these three months? 9. Our train starts late in the evening, so if you (to come) at seven

o'clock, we still (to pack) our luggage. 10. When you (to see) him last? 11. I (to meet) him when he (to walk) across the park. 12. You ever (to act) on the stage? — Why, yes, that's what I (to do) for the last six years. 13. Don't enter the bedroom! The child (to sleep) there, and he always (to wake) up when somebody (to open) the door.

2. Раскройте скобки, употребляя глаголы в требуемом времени.

1. What you (to do) when I (to come) in? 2. When I (to come) to his house, they (to tell) me that he (to leave) an hour before. 3. On checking up his answers he (to find) out that he (to make) several mistakes. 4. When I (to leave) home, the snow already (to stop), but a strong wind (to blow). 5. You (to read) this book? — Yes, I (to read) it. I (to think) it (to be) very interesting. 6. What the children (to do) now? — Oh, they (to play) the new table game which I (to buy) for them the day before yesterday. 7. They (to reach) the corner of the street by now and (to stand) at the bus stop. 8. After we (to walk) about two hours, we arrived at a picturesque glade covered with fresh grass.

9. We could not go out because it (to rain) hard since early morning. 10. She (to teach) at our school for twenty years now. 11. Ring me up as soon as you (to come) home. 12. He (to begin) to write his composition at three o'clock. It is already eleven, and he still (to write) it. He says he (to finish) it by twelve. 13. We (to help) our librarian to put the books in the right order for already three days, but we (to arrange) only half the books.

3. Раскройте скобки, употребляя глаголы в требуемом времени.

1. The first person whom Andrew (to see) as he (to enter) was his old nurse. She (to sit) on the sofa. During the last five years she greatly (to change) and now (to look) a very old woman. 2. She is going to read the letter she just (to receive). 5. How long you (to wait) for me? I am really very sorry. 4. Yesterday I (to meet) a friend of mine whom I (not to see) for a long time. 5. Ring me up at eleven o'clock, I (not yet to sleep). 6. You (to be) late for the concert if you (not to take) a taxi. 7. The sun (to set) a long time ago, and it (to begin) to get really cold. 8. When I (to come) home yesterday, my sister already (to return) and (to sit) at the fireplace looking through some old photographs. 9. He (to smoke) three cigarettes and (to look) through all the books on the shelf, when at last he (to hear) his friend's steps approaching the door. 10. He just (to approach) the door, when she (to enter). 11. He (to write) the composition for three hours and he (to say) he soon (to finish) it as he (to think) over the conclusion now. 12. Hardly¹ I (to go) out when I (to remember) that I (to forget) to take my umbrella. 13. Where is the baby? — The nurse (to put) it to bed. 14. He said he (to work) for a long time without achieving good results.

4. Раскройте скобки, употребляя глаголы в требуемом времени.

1. When I (to come) to Pete's house last Sunday, he (to read) a new book. He (to say) he (to give) it to me soon. Today I (to take) it from him. Now I (to read) it. I (to finish) it by Friday. If you like, I (to give) it to you on Saturday when you (to come) to see me. 2. When will he come? We (to wait) for him for already half an hour. 3. On leaving the hall the students (to thank) the professor who (to deliver) the lecture. 4. We already (to cover) about ten miles when Peter, who (to look) out of the window for the last five or ten minutes, suddenly exclaimed: "Here is the station!" 5. When morning came, the storm already (to stop), but the snow still (to fall). 6. Yesterday by eight o'clock he (to finish) all his homework, and when I (to come) to his place at nine, he (to read). 7. I (to wait) for permission to go abroad for already three weeks, but I (not to receive) the visa yet. 8. Everybody (to be) at the door of the museum, but my friend (not yet to come). 9. We (to drink) tea when the telephone (to ring). 19. Johnny noticed that everybody (to look) at him, and he (to feel) shy. Ц. Light (to travel) more quickly than sound.

5. Раскройте скобки, употребляя глаголы в требуемом времени.

Peter (to read) by the fireplace when the door (to open) and the maid (to enter). The cook (to follow) her. 2. When the mother (to satisfy) herself that the children (to sleep) peacefully in their beds, she (to take) out the Christmas presents and carefully (to put) them into the stockings which (to hang) at the beds. 3. If you (to ring) me up tomorrow, I (to tell) you all about it. 4. The lesson (not yet to begin), and the children (to talk) loudly in the corridor. 5. I (to live) in St. Petersburg since 1991. 6. By the fifteenth of January the students (to pass) all the examinations. 7. The students (to write) the paper by dinner-time. 8. They (to sail) down the river for many hours before they (to come) to the village. 9. I (not to be) to my home town for five years. 10. The rain (to stop) by the time we (to reach) home. 11. The message (to arrive) five minutes after he (to leave) the house. 12. It (to be) nearly eleven o'clock when we (to begin) doing this work. 13. At last the reply from my grandmother (to come), and my mother (to tell) me that she (to come) soon. 14. Here you (to be) at last! I (to wait) for you for twenty minutes. You (not to be) ashamed?

6. Раскройте скобки, употребляя глаголы в требуемом времени.

1. The day (to be) cold and it (to rain). When I (to reach) home, my raincoat (to be) all wet. I (to take) it off, (to shake) the water off it, (to hang) it up and (to go) into the living-room. My children (to play) on the carpet. When they (to see) me, they (to jump) up and (to run) up to me. 2. I (to hear) this song several times already, but I cannot remember the words. I (to write) them down as soon as I (to hear) this song again. 3. Hardly¹ he (to open) the suit-case, when he (to find) the tie which he (to think) he (to lose) long before. 4. Shut the door! The room (to be) full of smells which (to come) from the kitchen. Mother (not to like) kitchen smells in the room. 5. Last night he (to finish) the book which he (to begin) writing a year ago. 6. He said he (to listen) to the same stories for a long time. 7. By the evening he (to translate) ten pages. 8. You ever (to be) to the new stadium? — Yes, I (to be) there last Saturday. 9. The old lady was happy: she (not to see) her son for three years. 10. What you (to do) yesterday? 11. How many pages you (to translate) for today?

7. Раскройте скобки, употребляя глаголы в требуемом времени.

1. You always (to spend) summer at the sea side? — Yes, as a rule. Last summer I (to go) to the mountains, but I (not to find) the rest there as pleasant as near the sea. 2. When they returned, they (to tell) us many interesting things which they (to see) during their journey. 3. When I (to leave) home, it (to rain). 4. By the end of the year he (to read) about two hundred pages. 5. We were happy when the sun (to rise), for the night (to be) very cold. 6. Where you (to put) my dictionary? I cannot find it anywhere. 7. I (not yet to fall) asleep when the telephone (to ring). 8. What you (to do) from six till nine yesterday? 9. The children (to play) here at eleven o'clock, but now they (to go) home. 10. Go to see your old grandfather as soon as you (to arrive) in Novgorod. 11. At last the librarian (to give) me the book which I (to wait) for during two months. I was very glad. I (to go) home and (to begin) reading it at once. 12. Don't speak to him: he (to be) very busy, he (to do) some very urgent work. 13. I did not want him to go there: I (to be) afraid that something (to happen). 14. I did not notice that my watch (to stop), and when I (to arrive) at the station, my train (to leave) and I (to have) to ask when the next train (to come). 15. He (to wait) for fifteen minutes when at last he (to see) her at the end of the platform.

8. Раскройте скобки, употребляя глаголы в требуемом времени.

1. What you (to do) here? — I (to prepare) for my report. — How long you (to prepare) for it? — Oh, I (to work) since morning. 2. He (to teach) at school for five years when the war (to break) out. 3. She (to study) English since last year. 4. What you (to read)? — I (to read) a magazine. — How long you (to read) it? — I (to read) it for half an hour. 5. She (to live) in Moscow for ten years when her sister (to come) to live with her. 6. Our teacher (to come). Now he (to speak) with our monitor. 7. They (to speak) when I (to look) at them. 8. I (to walk) about an hour when I (to see) a little house not far from the river. 9. When he (to read) the newspaper, he (to give) it to his brother. 10. He (to leave) for Rostov in 1990 and since then he (to live) there. 11. At this time tomorrow we (to discuss) your report. 12. Now she (to read) the book which I (to give) her yesterday. 13. You ever (to be) to London? — Yes, I (to be) there last summer. 14. What your friend (to do) now? — She (to have) dinner. She usually (to have) dinner at this time. 15. I (to buy) a new dress. I (to show) it to you tomorrow when you (to come) to my place. 16. So you begin working tomorrow! And who (to take) care of your children when you (to go) to work? 17. Hello, Peter! Where you (to go)? — I (to go) to the library.

9. Раскройте скобки, употребляя глаголы в требуемом времени.

1. On entering the drawing-room he (to find) that his two friends (to get) up and (to wait) for him. 2. The sportsmen (to train) since early morning; now they (to go) over the high jump, as they (not to be) satisfied with their results. 3. Five minutes (not to pass) when the train for which we (to wait) (to appear) in the distance. 4. Tomorrow father (to come) late. We (to do) all our homework and (to drink) tea when he (to come). 5. When Mrs. Smith (to come) home yesterday, she (to see) that her daughter (to cook) supper and (to wait) for her with the table laid. 6. Where is Nick? — He (not to be) at home, he (to go) to the cinema. Wait for him, he (to come) in half an hour. 7. It was very late. I (to go) to bed and (to fall) asleep when my father (to return) home. 8. I'll join you when I (to drink) my tea. 9. When I (to come), he (to live) in the same old house where I first (to meet) him. He (to tell) me he (to wait) for me for already some time. 10. The pupils (to do) a lot of exercises before they (to learn) to write dictations well. 11. I could not hear a sound: they (to stop) talking.

Практическое занятие №67

Тема: Дорожно-строительное оборудование

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Before you start Read the words and learn them by heart.

1. crawler – машина на гусеничном ходу
2. blade – отвал
3. rubble – щебень
4. at the rear – в задней части
5. to loosen – разрыхлить
6. capability – способность
7. substantial – массивный
8. muddy – илистый

9. metal plate – металлическая пластина
10. densely compacted – компактно уплотненный
11. tracked – на гусеничном ходу
12. rough – неровный
13. to sink – тонуть
14. to evolve – развиваться
15. tree dozer – бульдозер-корчеватель, бульдозер-древовал
16. attachment – приспособление
17. hauling – перемещение
18. rubber – резина
19. tires – колеса
20. bowl – ковш
21. apron – заслонка
22. ejector – устройство для разгрузки грунта
23. elevating scraper – скрепер с элеваторной загрузкой
24. elevator – подъемник
25. crossbars – поперечные перекладины
26. pull-type scraper – прицепной скрепер

3. Read and translate the text to learn more about dozers and scrapers used for clearing the site.

Dozers and scrapers

A bulldozer is a crawler equipped with a substantial metal plate (known as a blade) used to push large quantities of soil, sand, rubble, and other materials during construction work and typically equipped at the rear with a ripper to loosen densely compacted materials.

Bulldozers can be found on a wide range of sites, including road construction site. Most often bulldozers are large and powerful tracked heavy equipment. The tracks give them excellent ground holding capability and mobility through very rough terrain. Wide tracks help distribute the bulldozer's weight over a large area, thus preventing it from sinking in sandy or muddy ground. The bulldozer's primary tools are the blade and the ripper.

Bulldozers have been further modified over time to evolve into new machines which can work in ways that the original bulldozer cannot.

In an angledozer the blade can be pushed forward at one end to make it easier to push material away to the side.

Another modification is a tree dozer which is an attachment for a tractor or bulldozer consisting of metal bars and a cutting blade, used to clear bushes and small trees.

Scrapers are large motorized machines used for digging, hauling and leveling out materials in a variety of construction jobs. Running on massive rubber tires, motorized scrapers quickly move large quantities of earth around a construction site.

Motor scraper A standard motor scraper is comprised of a bowl, an apron to drop down over a load of material in order to retain it, and an ejector to push out the load hydraulically. Due to its hydraulic system, these components can all function independently.

Elevating .Instead of an apron, these scrapers include a hydraulically- or electrically-driven elevator made of two chains equipped with a series of crossbars. The elevator's purpose is to aid in loading material into the scraper's elevating bowl.

Pull type. Pull scrapers are able to move in soft, wet soils, as well as sand. Unlike the motor scraper, pull scrapers are not motorized and must therefore be pulled by another vehicle.

4. Answer the following questions.

1. What is a bulldozer?
2. What is the function of wide tracks?
3. What are the primary tools of a bulldozer?
4. What is the angledozer?
5. Where is a tree dozer used?
6. What is a scraper?
7. What does motor scraper consist of?
8. What is the difference between motor and elevating scraper?
9. Where are pull scrapers used?
10. Where can bulldozers be found?

5. Say if the sentences concerning Text 1B are true or false.

1. Bulldozers can be motor, elevating, pull type.
2. A bulldozer is equipped with a blade and chains.
3. Bulldozers are large and powerful tracked heavy equipment.
4. An angle dozer is used to clear bushes and small trees.
5. Wide tracks prevent a bulldozer from sinking in sandy or muddy ground.
6. Scrapers are used for digging, hauling and leveling out materials.
7. Motorized scrapers quickly move large quantities of trees and rubber around a construction site.
8. Motor scraper consists of a bowl, apron and ejector.
9. Pull type scrapers have elevators.
10. Elevating scrapers can move in soft soils and sand.

6. Circle the odd word.

1. ripper blade rubble track 2. tree dozer scraper angle dozer terrain 3. soil sand quantity rubble
4. bowl site apron ejector 5. weight pull-type elevating motor

7. Give English equivalents of the following words and word combinations. Распределять вес бульдозера, основные приспособления, металлические балки, прицеп трактора или бульдозера, большие количества земли, гидравлическая система, неровный грунт, разрыхлить компактно уплотненные материалы, тяжелая техника, ряд поперечных перекладин

Практическое занятие №68

Тема: Классификация дорожно-строительных машин

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Read the words and learn them by heart.

1. to haul – перемещать
2. load carrying platform – грузовая, несущая платформа

3. wheeled-type tractor – колесный трактор
4. track-laying tractor – гусеничный трактор
5. power unit – двигатель, силовая установка
6. auxiliary device – вспомогательное устройство
7. fan – вентилятор
8. starter device – пусковой аппарат
9. fuel tank – бак горючего
10. pump – насос
11. transmission – трансмиссия, коробка передач
12. clutch – сцепление
13. speed control unit – регулятор скорости
14. universal joint – карданный вал
15. gearing mechanism – коробка передач
16. shaft – вал
17. steering mechanism – рулевой механизм
18. final drive – бортовая передача
19. axles – оси
20. steering unit – рулевой механизм
21. tractor frame – рама трактора
22. internal combustion engine – двигатель внутреннего сгорания
23. wire rope – металлический кабель

3. Read and translate the text to learn more about tractors used for clearing the site.

Tractors

Nowadays tractors are widely used in agriculture and industry. In different branches of industry tractors are used as road transport tractors hauling heavy loads. Tractors may be agricultural, special and road transport tractors.

Road transport tractors are equipped with a load carrying platform. Special tractors are usually equipped with auxiliary devices. Tractors may belong either to wheeled-type tractors or to track-laying type tractors.

The construction of a tractor includes the following main units:

1. Power unit which includes the engine with all auxiliary devices – a radiator, a fan, a starter device, a fuel tank, a pump, etc.
2. Transmission which consists of a clutch, a speed control unit, universal joints, gearing mechanisms, shafts, steering mechanisms, a final drive, axles.
3. Driver which includes driving, supporting and controlling mechanisms.
4. A steering unit.
5. The tractor frame.
6. Working and auxiliary equipment.

Tractor engines have internal combustion engines as the source of power.

Tractor engines requirements differ considerably from the requirements of the automotive engines. Automotive engines are generally unsuitable for tractors.

A cable tractor is widely used in clearing the site. It is a machine used for pulling cables which either can be an electrical cable or wire ropes.

4. Answer the following questions.

1. Where are tractors widely used?

2. What is the function of tractors?
3. How many classes of tractors are distinguished? What are they?
4. What are road transport tractors equipped with?
5. What are special tractors usually equipped with?
6. What type may tractors belong to?
7. What are the main units of a tractor?
8. Are automotive engines suitable for tractors?

Read and translate the text to learn more about the equipment used for formation of a subgrade.

Grader, shovel, dragline

To form the subgrade earth digging equipment is also used such as drag line, shovel, etc. For preparing the sub grade the following machinery is used:

Tractor □ Dozer □ Grader □ Shovel □ Drag line □ Trucks □ Rollers, etc. □

A grader, also commonly referred to as a road grader, a blade or a motor grader, is a construction machine with a long blade used to create a flat surface during the grading process. Graders are commonly used in the construction and maintenance of dirt roads and gravel roads. In the construction of paved roads they are used to prepare the base course to create a wide flat surface for the asphalt to be placed on.

A shovel is used for digging and loading earth or fragmented rock and for mineral extraction. An electric mining shovel is a bucket-equipped machine consisting of a revolving deck with a power plant, tracks, a counterweight, and a front attachment, such as a boom. The digging phase consists of crowding the dipper into the bank, hoisting the dipper to fill it, then, retracting the full dipper from the bank. The swinging phase occurs once the dipper is clear of the bank both vertically and horizontally. The operator controls the dipper through a planned swing path and dump height until it is suitably positioned over the haul unit. Dumping involves opening the dipper door to dump the load, while maintaining the correct dump height. Returning is when the dipper swings back to the bank, and involves lowering the dipper into the tuck position to close the dipper door.

The hydraulic mining shovel has been widely used for coal and rock loading since the 1970s.

A dragline excavator is a piece of equipment used in civil engineering and surface mining. In civil engineering the smaller types are used as pile driving rigs. Draglines are one the largest mobile equipment ever built on land, and weigh nearly 2000 metric tons, though specimens weighing up to 13,000 metric tons have also been constructed.

A dragline bucket system consists of a large bucket which is suspended from a boom with wire ropes. The bucket is maneuvered by means of a number of ropes and chains. The hoist rope, powered by large diesel or electric motors, supports the bucket and hoist coupler assembly from the boom. The drag rope is used to draw the bucket assembly horizontally. By skillful maneuver of the hoist and the drag ropes the bucket is controlled for various operations.

4. Answer the following questions.

1. What machinery is used for preparing the sub grade?
2. Where are graders used?
3. What is the function of a grader in the construction of paved roads?
4. What is the function of a shovel?
5. What does an electric mining shovel consist of?
6. What does the digging phase consist of?

7. Where is a dragline used?
8. What does a dragline bucket system consist of?
9. Where has a hydraulic mining shovel been used?
10. What is the function of a drag rope?

2. Translate the sentences from Russian into English using the vocabulary list

1. Бульдозер – это гусеничный или колесный трактор, оснащенный отвалом.
2. Тракторы делятся на гусеничные и колесные.
3. Скрепер состоит из ковша, заслонки и устройства для разгрузки грунта.
4. Часто прицепные скреперы используются вместе с базовыми гусеничными тракторами.
5. Источником силы является двигатель внутреннего сгорания.
6. Оборудование для дорожного строительства обеспечивает высокую скорость и качество строительства.
7. Бульдозеры могут оснащаться вспомогательным оборудованием, к примеру, рыхлительными зубьями, которые повышают эффективность работы.
8. Скреперы перемещают огромное количество земли.
9. Гусеничные бульдозеры могут перемещаться по неровным поверхностям и не тонут в песке.
10. Дорожный трактор оснащен двигателем, трансмиссией, коробкой передач, рулевым механизмом, рамой, баком горючего и т.д.

Практическое занятие №69

Тема: Бульдозеры. Технические характеристики.

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

BULLDOZERS

The first bulldozers were adapted from farm tractors. Their versatility in soft ground for logging and road building led directly to their becoming the tank in World War I.

In 1923, a young farmer named James Cummings and a draftsman named J. Earl McLeod made the first designs for a bulldozer. A replica is on display at the city park in Morrowville, Kansas where the two built the first bulldozer.

By the 1920s, tracked vehicles became common, particularly the Caterpillar 60. To dig canals, raise earth dams, and do other earthmoving jobs, these tractors were equipped with a large thick metal plate in front. This metal plate (it got its curved shape later) is called a "blade". The blade peels layers of soil and pushes it forward as the tractor advances. Several specialized blades have been developed: blades for high volume loads such as coal, rakes to remove only larger boulders, or blades with razor sharp edges to cut tree stumps. In some early models the driver sat on top in the open without a cabin. These attachments, home built or by small equipment manufacturers of attachments for wheeled and crawler tractors and trucks, appeared by 1929. Widespread acceptance of the bull-grader does not seem to appear before the mid-1930s. It had become the

preferred excavation machine for large and small contractors by the 1940s, by which time the term "bulldozer" referred to the entire machine and not just the attachment.

Over the years, bulldozers got bigger and more powerful to meet the demand for equipment suited for ever larger earthworks. Firms like Caterpillar, Komatsu, Fiat-Allis, John Deere, International Harvester, Case, Liebherr, Terex and JCB manufactured large tracked-type earthmoving machines.

Bulldozers grew more complex as time passed. Important improvements include more powerful engines, more reliable drive trains, better tracks, raised cabins, and hydraulic (instead of early models' cable operated) arms that enable more precise manipulation of the blade and automated controls. As an option, bulldozers can be equipped with rear ripper claw(s) to loosen rocky soils or to break up pavement (roads). A more recent innovation is outfitting of bulldozers with GPS technology, such as manufactured by Topcon Positioning Systems, Inc., Trimble Inc, or Mikrofyn for precise grade control.

The best known maker of bulldozers is probably Caterpillar which earned its reputation for making durable reliable machines. There are however other manufacturers of bulldozers for instance Fiat, Komatsu or Allis Chalmers. Although these machines began as modified farm tractors, they became the mainstay for big civil construction projects, and found their way into use by military construction units world-wide. Their best known model is the Caterpillar D9.

Active Vocabulary:

adapt - адаптировать, приспособливать

tracked vehicle - гусеничное транспортное средство

raise - поднимать

shape - форма

layer - слой

soil - почва, земля

forward - вперед

volume - объем

cut - резать, срезать

acceptance - принятие

contractor - подрядчик

meet the demands - отвечать требованиям

suit - подходить, соответствовать

reliable - надежный

precise - точный

option - выбор

pavement - тротуар, мощеная дорога

durable - прочный, долговечный

Exercise 1. Answer the following questions:

1. When were the first bulldozer designs made?
2. What were those machines equipped with to do earthmoving jobs?
3. What specialized blades have been developed?
4. What bulldozer manufactures do you know?
5. What do bulldozer improvements include?
6. Why is Caterpillar the best known maker of bulldozers?

Exercise 2. Translate the following sentences, paying attention to the Conditional Clauses:

1. If bulldozers had not become bigger and more powerful they wouldn't be able to do large earth work.
2. Machines are used provided there are heavy and numerous operations.
3. If one uses bulldozers with GPS technology, grade control will be more precise.
4. People had not been able to build modern houses unless they had created powerful machines.
5. If the machine were more versatile, it would be more useful.
6. This crane could be used provided its lifting capacity was larger.
7. They wouldn't have used this tractor unless it had suited their needs.
8. Had they more modern equipment, their work would be more efficient.

Exercise 3. Translate the following sentences, paying attention to the underlined words:

1. The machine provided with a powerful engine will give much energy for work.
2. The friction force is directly proportional to the speed provided the latter is not too high.
3. Bulldozers are very versatile provided they are used with numerous attachments.
4. If a tractor is equipped with a blade it can peel layers of soil and push it forward.
5. It is always necessary to determine if the stress is not too high for a given structure.
6. The work is more efficient if the building site is provided with all necessary equipment.
8. The builders wanted to know if the equipment would be delivered to the site in time.

Практическое занятие №70

Тема: Грузовики. Технические характеристики

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

DUMP TRUCK

A dump truck is a truck used for transporting loose material (such as sand or gravel) for construction. A typical dump truck is equipped with a hydraulically operated open-box bed hinged at the rear, the front of which can be lifted up to allow the contents to be emptied on the ground behind the truck at the site of delivery.

The dump truck was first made in Saint John, New Brunswick when Robert T. Mawhinney attached a dump box to a flat bed truck in 1920. The lifting device was a winch attached to a cable that ran over a sheave (pulley) mounted on a mast behind the cab. The cable was connected to the lower front end of the wooden dump box which was attached by a pivot at the back of the truck frame. The operator turned a crank to raise and lower the box. Today, virtually all dump trucks operate by hydraulics and they come in a variety of configurations each designed to accomplish a specific task in the construction material supply chain.

A standard dump truck is a full truck chassis with a dump body mounted to the frame. The dump body is raised by a hydraulic ram mounted between the truck cab (traction unit) and the dump body (semi-trailer).

A standard dump truck has one front axle, and one or more rear axles which typically have dual wheels on each side. The largest of the standard dump trucks has seven axles. The rear two axles are powered and the front axle is the steering axle. The intermediate axles are present to support the weight over the length of the chassis and sometimes to provide additional braking power. The short wheelbase of a standard dump truck makes it more maneuverable than the higher capacity semi-trailer dump trucks.

An articulated dump truck has a hinge between the cab and the dump box. Steering is accomplished via hydraulic rams that pivot the entire cab. This vehicle is highly adaptable to rough terrain.

A transfer dump is a standard dump truck which pulls a separate trailer which can also be loaded with aggregate (gravel, sand, asphalt, clinker, snow, wood chips, etc.). Transfer dump trucks typically haul between 26 and 27 tons of aggregate per load.

A semi bottom dump is a 3-axle tractor pulling a 2-axle trailer with a clam shell type dump gate in the bottom of the trailer. The key advantage of a semi bottom dump is its ability to lay material in a row. In addition, a semi bottom dump is maneuverable in reverse.

Double and triple bottom dumps consist of a 2-axle tractor pulling one single-axle semi-trailer and an additional full trailer (or two full trailers in the case of triples). These dump trucks allow the driver to lay material in rows without leaving the cab or stopping the truck. The main disadvantage is the difficulty in backing double and triple units.

A side dump truck has hydraulic rams which tilt the dump body onto its side, spilling the material to either the left or right side of the trailer. The key advantages of the side dump are that it allows rapid unloading and can carry more weight.

Dump trucks are normally built for some amount of off-road or construction site driving; as the driver is protected by the chassis and height of the driver's seat, bumpers are either placed high or omitted for added ground clearance.

Another safety consideration is levelling of the truck before unloading. If the truck is not parked on a relatively horizontal ground, the sudden change of weight and balance due to lifting of the skip and dumping of the material can cause the truck to slide, or even - in some light dump trucks - to turn over.

Active Vocabulary:

bed – дно	hinge - прикреплять на петле; висеть, вращаться на петле
sheave - шкив, блок	mast – мачта pivot - точка вращения, ось; вращаться
supply - снабжать, доставлять	chassis - шасси, рама, ходовая часть
ram - подъемник, силовой цилиндр	intermediate - промежуточный
provide - обеспечивать, снабжать	braking power - сила торможения
maneuverable – маневренный	articulated - шарнирный
via – через	clam-shell - грейфер
spill – рассыпать	ground clearance – клиренс safety безопасность

Exercise 1. Answer the following questions:

1. What is a dump truck used for?
2. What is a dump truck equipped with?
3. When was the first dump truck made?

4. How is the dump truck body raised?
5. What are the advantages of a bottom dump?
6. How does a side dump truck empty its body?
7. How is the driver protected?
8. Why is levelling of the truck before unloading necessary?

Exercise 2. Define the functions of Gerund and translate the following sentences:

1. A dump truck is used for transporting loose materials.
2. Steering is accomplished via hydraulic rams.
3. Double and triple bottom dumps allow laying the material without driver's leaving the cab or stopping the truck.
4. The main disadvantage is the difficulty in backing double and triple units.
5. Another safety consideration is levelling of the truck before unloading.
6. A side dump truck allows rapid unloading.
7. Engineers have various devices for testing building materials.
8. A more recent innovation is outfitting bulldozers with GPS technology.
9. Earthmoving is an important part of every road building.
10. Specialized blades allow using a bulldozer for high volume loads.

Exercise 3. Translate the following sentences, paying attention to ing-forms (define the part of speech and function):

1. Wide tracks help to distribute the vehicle's weight over a large area, thus preventing it from sinking in sandy or muddy ground.
2. Cranes are used for the construction of tall buildings.
3. The first mechanical power was supplied by steam engines, the earliest steam crane being introduced in the 19-th century.
4. Loader tractors were created by removing the blade and substituting a large volume bucket, thus making it useful for scooping up earth and loading it into trucks.
5. Modifications to the original bulldozer include making it smaller.
6. At present, most equipment uses hydraulics as a primary source of transferring power.
7. The use of heavy equipment has a long interesting history.
8. A bulldozer is used to push large quantities of material during construction work.
9. Light transportation of building materials, digging holes, breaking asphalt and paving roads are some of the jobs accomplished by backhoe loaders.
10. Potentially flying goods must be covered to prevent loose materials from flying outside the bed while the truck is moving.

Практическое занятие № 71

Тема: Экскаваторы

Цель: формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности, правила образования времен английского глагола.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. Read, translate and retell the text

POWER MACHINES

If one looked around a machine shop, he could see two types of machines: driven machines and driving or power machines.

Power machines are connected with driven machines by several methods. In the older workshops, belts and pulleys were much used but they are gradually disappearing. It is an electric motor that is used to drive most machines in modern workshops. Power is transmitted to the motor from the electric generators by means of insulated electric cables. Power may also come from a steam or gasoline engine.

Selection of power for a given operation is one of the first problems that must be solved in planning a new construction job. Whether the power is built into the machine, as in a tractor, or must be supplied separately, as with a pile driver, it is necessary to know what the manufacture's rating of power is in terms of performance. Too much power means spending too much money. Too little power means that the job cannot be performed. Moreover, as machine wears with time and use, power may be lost or wasted. A knowledge of fundamentals of power finds application during operation as well as in planning.

Power may be defined as the rate of producing work. Its most commonly employed unit of measurement is the horsepower. The equivalent of 1 hp is 33,000 ft-lb per minute or 746 watts (w).

Notes:

connect - соединять

gradually - постепенно

disappear - исчезать

insulate - изолировать

MECHANICAL HANDLING

At present plants, factories and building sites are equipped with various mechanisms and machinery that do the job of loading and unloading, lifting and positioning materials in place. Depending on its purpose materials handling equipment consists of the following three main groups:

1. Hoisting equipment: winches, jacks, hoists and cranes for intermittent operation.
2. Conveying equipment: intermittently acting (rope-and-bucket) and continuously acting conveyors (belt, bucket, screw, vibration type, etc.), cableways, air-operated equipment.
3. Loading equipment for intermittent and continuous operation. Load handling equipment includes rail-mounted cranes, fork lift trucks and mobile cranes.

Loads are now handled at greater speeds and at smaller costs, possible damage has been brought to the minimum. Most materials loaded and unloaded are palletized. Pallets are handled by fork lift trucks. Fork lift machines are used in ever increasing numbers to carry loads. Loads that cannot be palletized are handled by cranes.

The lifting appliances include stationary and mobile cranes. Much work is done by quay cranes. In the last few years, quay cranes have been greatly improved.

Although quay cranes have become larger and more efficient it is the mobile cranes and particularly the fork lift trucks that revolutionized the handling methods. The fork lift truck is now used to lift, convey and stack loads.

Mechanization of handling materials ensures growth of speed of loading and unloading operations.

Active Vocabulary:

position - положение, место

jack - домкрат

rope - веревка, канат

cableway - канатная дорога

fork lift truck - погрузчик с вилочным захватом

pallet - поддон

palletize - пакетировать

quay crane - порталный кран

stack - складывать, складировать

appliance - приспособление, прибор

ensure - обеспечивать, гарантировать

Exercise 1. Answer the following questions:

1. What are factories and building plants equipped with now?
2. What kind of work do various mechanisms perform?
3. How many groups of materials handling equipment are there?
4. What machines does hoisting equipment include?
5. What kinds of conveying equipment do you know?
6. What machines does load handling equipment include?
7. How are most materials handled?
8. What machines are pallets handled by?
9. What loads are handled by cranes?

Exercise 2. Define the functions of Participles and translate the following sentences:

1. There are driven machines and driving or power machines.
2. Palletized loads can be handled by cranes.
3. Machines are used to actuate the operating members employed to change properties, condition, shape or position of the material being handled.
4. Operating the crane the mechanic should be attentive.
5. The first bulldozers were adapted from farm tractors.
6. The conveyor system is positioned as required.
7. During the 20-th century diesel-powered rollers were gradually replacing their steam-powered counterparts.
8. Initial compaction is done using pneumatic-tyred rollers.
9. Self-powered rollers have replaced horse-drawn ones.

Exercise 3. Translate the following sentences, paying attention to Absolute Participle Construction:

1. The engineer testing a new type of the bridge crane, the builders helped him.
2. Prefabricated flooring is widely used, cranes being employed to lift concrete

slabs.

3. The oil being of high quality, the lubrication will be efficient.
4. Conveyors being driven by electric power, a motor is the main part of the equipment.
5. All machines have some energy loss, that energy being converted into useless heat due to friction.
6. The lifting appliances include stationary and mobile cranes, some of them being mounted on rubber-tyred wheels.
7. Cranes lifting great weights are usually operated by two motors, one motor giving the lifting power and the other moving the crane itself.
8. The structure being very high, the builders used giant cranes.

Практическое занятие №72

Тема: Краны. Типы кранов. Технические характеристики

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

CRANE

A crane is a lifting machine equipped with a winder, wire ropes or chains and sheaves that can be used both to lift and lower materials and to move them horizontally. It uses one or more simple machines to create mechanical advantage and thus move loads beyond the normal capability of a human. Cranes are commonly employed in the transport industry for the loading and unloading of weights; in the construction industry for the movement of materials; and in the manufacturing industry for the assembling of heavy equipment.

It is a very old construction equipment and one of the most useful on the building site.

The first cranes were invented by the ancient Greeks and were powered by men or animals, such as donkeys. These cranes were used for the construction of tall buildings. Larger cranes were later developed, employing the use of treadwheels*, permitting the lifting of heavier weights. In the High Middle Ages, harbor cranes were introduced to load and unload ships and assist with their construction – some were built into stone towers for extra strength and stability. The earliest cranes were constructed from wood, but cast iron and steel replaced it with the coming of the Industrial Revolution.

For many centuries, power was supplied by the physical force of men or animals, although hoists in watermills and windmills could be driven by the harnessed natural power. The first ‘mechanical’ power was provided by steam engines, the earliest steam crane being introduced in the 18th or 19th century, with many remaining in use well into the late 20th century. Modern cranes usually use internal combustion engines or electric motors and hydraulic systems to provide a much greater lifting capability than was previously possible, although manual cranes are still used where the provision of power would be uneconomic.

Cranes exist in an enormous variety of forms – each adapted to a specific use. Sizes range from the smallest jib cranes, used inside workshops, to the tallest tower cranes, used for constructing high buildings.

In using cranes we concentrate building operations on a single site, increase the speed of construction and save the building costs.

Modern cranes are used for many purposes. Most of them are convertible. Versatility is added to the crane by different attachments and devices to be hooked to the end of the hoist line to handle materials. These devices are: buckets for loose bulk material and concrete, hooks and grapples for lumber, pipes and drums.

*treadwheel – a large wheel powered by animals or men walking on a circular belt or climbing steps

Active Vocabulary:

permit – позволять, разрешать

heavy – тяжелый

assist – помогать

strength – прочность, сила

stability – стабильность, устойчивость

wood – древесина

cast iron – чугун

steel – сталь

provision – снабжение, обеспечение

exist – существовать

variety – разнообразие

range – ряд, диапазон; колебаться в пределах

single – один, одиночный

increase – увеличивать, возрастать

save – экономить

convertible – обратимый, изменяемый

concrete – бетон

grapple – захват

Exercise 1. Answer the following questions:

1. How were the first cranes powered?
2. What materials were the cranes made of?
3. What power sources for cranes do you know?
4. Why are different crane attachments and devices used?
5. What type of engine do modern cranes usually have?
6. What can be done using cranes?

TYPES OF CRANES (PART I)

Different types of cranes are used for maintenance work, recovery operations and weight loading.

Mobile Crane

The most basic type of a mobile crane consists of a steel truss or telescopic boom mounted on a mobile platform, which may be a rail, wheeled (including “truck” carriers) or caterpillar tracks. The boom is hinged at the bottom, and can be raised and lowered by cables or by hydraulic

cylinders. A hook is suspended from the top of the boom by wire rope and sheaves. The wire ropes are operated by whatever prime movers the designers have available, operating through a variety of transmissions. Steam engines, electric motors and internal combustion engines (IC) have all been used. Older cranes' transmissions tended to be clutches. The operational advantages of this arrangement can now be achieved by electronic control of hydrostatic drives, which for size and other considerations is becoming standard. Some examples of this type of crane can be converted to a demolition crane by adding a demolition ball, or to an earthmover by adding a clamshell bucket or a dragline and scoop, although design details can limit their effectiveness.

To increase the horizontal reach of the hoist, the boom may be extended by adding a jib to the top. The jib can be fixed or, in more complex cranes, luffing (that is, able to be raised and lowered).

Telescopic Crane

A telescopic crane has a boom that consists of a number of tubes fitted one inside the other. A hydraulic or other powered mechanism extends or retracts the tubes to increase or decrease the total length of the boom. These types of booms are often used for short term construction projects. The relative compactness of telescopic booms makes them adaptable for many mobile applications.

Tower Crane

The tower crane is a modern form of a balance crane. Fixed to the ground (or "jacked up" and supported by the structure as the structure is being built), tower cranes often give the best combination of height and lifting capacity and are used in the construction of tall buildings. To save space and to provide stability the vertical part of the crane is often mounted on large beams, braced onto the completed structure, being lifted from one floor to the next as the structure grows. The jib (colloquially, the 'boom') and counter-jib are mounted to the turntable, where the slewing bearing and slewing machinery are located. The counter-jib carries a counterweight of concrete blocks, and the jib suspends the load from the trolley. The hoist motor and transmissions are located on the mechanical deck on the counter-jib, while the trolley motor is located on the jib. The crane operator either sits in a cabin at the top of the tower or (rarely seen) controls the crane by radio remote control from the ground. In the first case the operator's cabin is most usually located at the top of the tower attached to the turntable, but can be mounted on the jib, or partway down the tower. The lifting hook is operated by using electric motors to manipulate wire rope cables through a system of sheaves.

In order to hook and unhook the loads, the operator works in conjunction with a signaller (known as a 'rigger'). They are most often in radio contact, and always use hand signals. The rigger directs the schedule of lifts for the crane, and is responsible for the safety of the rigging and loads.

A tower crane is usually assembled by a telescopic jib crane of greater reach. In the case of tower cranes that have risen while constructing very tall skyscrapers, a smaller crane (or derrick) will be lifted to the roof of the completed tower to dismantle the tower crane afterwards. A self-assembling tower crane lifts itself off the ground using jacks, allowing the next section of the tower to be inserted at ground level. It is often claimed that a large fraction of the tower cranes in the world are in use in Dubai.

Active Vocabulary:

maintenance – эксплуатация, уход, текущий ремонт

recovery – восстановление
truss – ферма, связь
wire rope – проволочный канат
dragline – дреглайн, скребковый экскаватор
luffing – перемещение по горизонтали, изменение вылета стрелы
decrease – уменьшать
space – пространство, место
turntable – поворотный круг
boom – стрела, укосина
slew – поворачивать(-ся), вращать(-ся)
counterweight – противовес
trolley – тележка, вагонетка, контактный ролик
schedule – расписание, график, режим
responsible – ответственный
rigger – такелажник
derrick – деррик-кран
insert – вставлять
claim – утверждать, заявлять, требовать

Exercise 1. Answer the following questions:

1. What does the most basic type of a crane consist of?
 2. How can the boom be raised and lowered?
 3. What power installations have been used in cranes?
 4. How can the horizontal reach of the hoist be extended?
 5. What features of a telescopic crane do you know?
 6. What crane is used in the construction of tall buildings?
 7. How does the crane operator control the crane?
 8. How is a tower crane dismantled?
- were difficult to start.

Практическое занятие № 73

Тема: Дорожные катки. Технические характеристики

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

ROAD ROLLERS

The first road rollers were horse-drawn, and were probably just borrowed farm implements. Since the effectiveness of a roller depends to a large extent on its weight, self-powered vehicles replaced horse-drawn rollers from the mid 1800s. The first such vehicles were steam rollers. Double-cylinder designs were preferred. Single-cylinder steam rollers were uncommon and unpopular, as the power impulses from the steam engine would produce slight waves in the road.

Some road companies in the United States used steamrollers through the 1950s, and in the UK, some remained in commercial service until the early 1970s.

As internal combustion engine technology improved during the 20th century, kerosene-, gasoline- (petrol), and diesel-powered rollers gradually replaced their steam-powered counterparts. The first internal-combustion powered road rollers were very similar to the steam rollers they replaced. They used similar mechanisms to transmit power from the engine to the wheels, typically large, exposed spur gears. Some companies did not like to employ them as the engines of the era were typically difficult to start, particularly the kerosene-powered ones.

In fact, all road rollers in commercial use now use diesel power.

Initial compaction of the substrate is done using a pneumatic-tyred roller, with two rows (front and back) of pneumatic tyres. The flexibility of the tyres, with a certain amount of vertical movement of the wheels, enables the roller to operate effectively on uneven ground.

Notes:

borrow - заимствовать

implement - инструмент, прибор

slight - легкий

counterpart - копия, двойник

spur gear - цилиндрическая шестерня

Практическое занятие №74

Тема: Контрольная работа (см.КОС)

Цель: контроль уровня развития речевых умений и навыков.

Практическое занятие № 75

Тема: Времена английского глагола (страдательный залог)

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правила образования английского глагола (страдательный залог)

Уметь: переводить предложения в страдательном залоге.

ХОД ЗАНЯТИЯ

PASSIVE VOICE

1. Раскройте скобки, употребляя глаголы в *Present, Past* или *Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

2. Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

3. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

4. Передайте следующие предложения в *Passive Voice*.

1. I bought potatoes yesterday. 2. We shall bring the books tomorrow. 3. They are repairing the clock now. 4. They sell milk in this shop. 5. I have translated the whole text. 6. They broke the window last week. 7. When I came home, they had eaten the sweets. 8. We shall do the work in the evening. 9. He wrote this book in the 19th century. 10. They were playing tennis from four till five. 11. He stole a lot of money from the shop. 12. By six o'clock they had finished the work. 13. At twelve o'clock the workers were loading the trucks. 14. By three o'clock the workers had loaded the trucks. 15. We send our daughter to rest in the south every year. 16. They will show this film on TV. 17. They are building a new concert-hall in our street. 18. They have made a number of important experiments in this laboratory. 19. Livingstone explored Central Africa in the 19th century. 20. By the middle of autumn we had planted all the trees. 21. They will stage this play at the beginning of next season. 22. They have forgotten the story. 23. Has anybody explained the rules of the game to you? 24. They haven't brought back my skates.

5. Раскройте скобки, употребляя глаголы в *Passive Voice*.

1. I am sure I (to ask) at the lesson tomorrow. 2. They told me that the new student (to speak) much about. 3. The hostess said that one more guest (to expect). 4. The newspaper said that an interesting exhibition (to open) in the Hermitage the next week. 5. This new dictionary (to sell) everywhere now. 6. All the texts (to look) through yesterday and not a single mistake (to find). 7. Two reports on Hemingway's stories (to make) in our group last month. Both of them were very interesting. 8. He said that Grandmother's letter (to receive) the day before. 9. Two new engineers just (to introduce) to the head of the department. 10. Don't worry, everything will be all right: the children (to take) to the theatre by the teacher and they (to bring) back to school in the evening.

6. Переведите на английский язык, употребляя глаголы в *Passive Voice*.

1. Ее отправили в больницу два дня назад. 2. Вчера нас послали в лабораторию. 3. Это сочинение было написано на прошлой неделе. 4. Эту книгу взяли из библиотеки только вчера. 5. Этим трех студентов спросили два дня тому назад. 6. Вас экзаменовали утром? 7. Эта мышь была поймана ночью. 8. Телеграмму послали поздно вечером, и он получит ее только утром. 9. Эту статью должна прочитать вся группа. 10. Это

упражнение можно написать карандашом. 11. Все ваши сочинения будут возвращены на будущей неделе. 12. Это письмо можно написать на одном листе. 13. На этой фабрике делают очень красивые сумки. 14. Письма туда можно посылать только летом, а телеграммы круглый год. 15. Мою подругу каждый год посылают за границу.

Практическое занятие № 76-77

Тема: Структура и оформление делового письма

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Give your letter a heading if it helps the reader to see at a glance what you are writing about.
2. Decide what you are going to say before you start to write.
3. Use short sentences.
4. Put each separate idea in a separate paragraph.
5. Use short words that everyone can understand.
6. Think about your reader. Your reader...
 - ... must be able to see exactly what you mean: your letters should be CLEAR;
 - ... must be given all necessary information: your letters should be COMPLETE;
 - ... is a busy person with no time to waste: your letters should be CONCISE;
 - ... must be addressed to in a polite tone: your letters should be COURTEOUS;
 - ... may get a bad impression if there are mistakes in grammar: your letters should be CORRECT.

Seven Steps in Planning a Business Letter

1. Write down your aim: Why are you writing this letter?
2. Assemble all the relevant information and documents.
3. Arrange the points in order of importance. Make rough notes.
4. Write an outline and check it through, considering these questions:
 - Have you left any important points out?
 - Can the order of presentation be made clear?
 - Have you included anything that is not relevant?
5. Write a first draft, leaving space for additions and changes.
6. Revise your first draft by considering these questions:
 - Information:
 - Does it cover all the essential points?
 - Is it correct, relevant and complete?
 - English:
 - Are the grammar, spelling and punctuation correct?
 - Style:
 - Does it look attractive?
 - Does it sound natural and sincere?
 - Is it the kind of letter you would like to receive yourself?
 - Is it clear, concise and courteous?

- Will it give the right impression?

7. Write, type or dictate your final version.

2. Look through the structure of a business letter

Structure of the Letter

1. Sender's address / Date.
2. Inside address (receiver's address).
3. Attention line.
4. Salutation.
5. Body of the letter.
6. Complimentary close.
7. Signature.

3. Analyze the following letter according to its structural points.

GIMBEL & CO Ltd 21 High Street, Blackheath, London
SE3B 5HY Tel: 01-564-8843 7th May 2002

The address of the firm sending the letter (the letterhead) is often printed on the paper The date

M. Lawson Esq, Manager, Filbury & Johns, 20
Shaftsbury Avenue, London W1A 4WW

The name, position, firm and address of the addressee

Ourref: DM/SK Dear Mr Lawson,

The reference (the initials of the person writing the letter and the person who types it)

Thank you for your letter of 4th May enquiring about our range of office equipment.

The first paragraph says why you are writing

I enclose an up-to-date price list and our latest catalogue which I hope includes something of interest to you. You will notice that we offer very favourable terms of payment.

The second paragraph says what you want or what you are doing (the real reason for writing the letter)

I look forward to hearing from you again.

The final paragraph is a polite ending

Yours sincerely

You write 'Yours sincerely', if you know the name of the addressee and 'Yours faithfully' if you don't

David Eipley Sales Manager

The signature The person writing the letter His position in the firm

Encs

Here the enclosures are the catalogue and price list

4. Use the given phrases in the business letter of your own.

Opening Phrases:

- Dear Madam
- Dear Sir
- Dear Mister Malform
- Dear Sirs
- We have received your letter of...
- We thank you for your letter of...
- We have the pleasure to inform you

- In reply to your letter of...
- To inform you... -
- We apologize for the delay in answering your letter.

Linking Phrases:

- There is no doubt that...
- It is necessary to note...
- We'd like to draw your attention to the fact
- Considering the above said...
- In this connection... -
- In connection with your request...
- Otherwise we shall have...

змушені...

- As regards your request...
- Up till now we have received no reply
- In case of delay...
- In case of your refusal...
- In case you fail to make payments...

Closing Phrases:

- We are looking forward to receiving your consent/approval/confirmation.
- Your prompt execution of our order would be appreciated
- We wish to maintain cooperation with you.
- Your early reply will be appreciated.
- We are looking forward to hearing from you.
- If we can be of any assistance, please do not hesitate to contact us.
- Yours faithfully/ sincerely

5. Read and discuss the structure of the following letter according to the given statements and rules.

D. Clark, Sales Manager, Priston & Co Ltd, 28 Kolas Court, North Middletown, NJ 07734 USA
 5th March 2001 Our ref: MP/NK Dear Mr. Clark, Thank you for your offer of 3rd March. We are favourably impressed by the quality of your commodity, but feel that the price is rather high. The prices quoted by other suppliers are, on the average, 10% lower. However, in view of the high quality of your commodity, we are ready to make a deal with you if you re-examine your prices. If you reduce your price by 5% we will place an order for some 10.000 items. We trust that in view of the size of the order you will see your way of making this concession. Your early reply will be appreciated. Yours sincerely, Mike Parson Sales Manager

6. Answer the questions.

1. Who is sending the letter?
2. Who is receiving it?
3. What is the opening phrase?
4. The company is ready to purchase the commodity, isn't it?
5. What is its requirement?
6. What quantity is it ready to buy?
7. Do you think it is worth to make this concession?

8. What is the closing phrase?

Упражнения для подготовки к написанию делового письма.

7. Write the dates according to the rules given above.

1st March, 1947; . 2nd April, 1994; 9/3/1942 (USA)

8. Match the opening of the letter on the left with its closing on the right.

Dear Gentlemen	Best wishes
Dear Miss Smith	Yours sincerely
Dear Ms. Black	Yours faithfully
Dear Sirs	
Dear Madam	
Dear Mr. Green	
Dear Ann	
Dear Mrs. Wilson	
Dear Jack	

9. Match the Russian word-combinations on the left with their English equivalents on the right.

- | | |
|--|-----------------------|
| 1. в дополнении к | a. Yours faithfully |
| 2. в целом | b. in response to |
| 3. быть благодарным | c. as requested |
| 4. в добавлении, к тому же | d. with reference to |
| 5. ожидать с нетерпением | e. Yours sincerely |
| 6. с уважением, искренне Ваш | f. enclose |
| 7. с уважением, преданный Вам | g. Best wishes |
| 8. в ответ на | h. in accordance with |
| 9. наилучшие пожелания | i. look forward |
| 10. прилагать, вкладывать в тот же конверт | j. be kind |
| 11. ссылаясь на | k. on the whole |
| 12. в соответствии с | l. in addition |
| 13. согласно просьбе | m. further to |
| 14. быть любезным | n. be obliged |

10. Phrases for personal and business letters are jumbled up. Put letter B for expressions used in business letters and letter P for personal ones.

1. I hope all is going well.
2. I will be obliged if you could
3. Thanks for your letter
4. Why don't we ...
5. I would appreciate if you could...
6. How are you?
7. Dear Uncle Pete,
8. I would be very grateful to you for ...
9. I am writing to enquire about...
10. With reference to...

11. My best regards to John.
12. Further to...

11. Find odd word or expression in the following word chains.

- | | |
|-----------------|----------------------------|
| a) Best wishes | b) Best regards |
| c) Missing you | d) Yours sincerely |
| a) further to | b) appreciate |
| c) fondly | d) in reply to |
| a) enclosed | b) as you asked |
| c) Hi | d) Thanks for your letter. |
| a) Dear Sir | b) Dear Ms Green |
| c) Gentlemen | d) Dear Alice |
| a) in addition | b) What's the news? |
| c) As requested | d) According to |

12. Choose the proper variant.

1. We have received your letter _____ 2 September.
 - a) from
 - b) of
 - c) on
2. We are _____ for your letter.
 - a) obliged
 - b) enclosed
 - c) confirmed
3. In _____ to your letter we inform the following.
 - a) accordance
 - b) addition
 - c) response
4. Please find _____ the copy of the contract.
 - a) obliged
 - b) appreciated
 - c) enclosed
5. The goods were sent _____ with our contract.
 - a) in addition
 - b) in accordance
 - c) in response
6. _____ to your letter we would ask you to send us the light of goods wanted.
 - a) In accordance
 - b) Referring
 - c) On the whole
7. I am writing in _____ with your telephone call.
 - a) reference
 - b) addition
 - c) connection
8. We very much _____ your hospitality.
 - a) appreciate
 - b) look forward
 - c) are kind

13. Fill in the blanks with the proper preposition.

1. _____ reply _____ your letter _____ 13 September we are glad to inform you that the terms of the contract have been approved. 2. The contract was signed _____ 22 February. 3. According _____ your request we sent you our price list enclosed. 4. _____ reference _____ our telephone conversation we confirm the following. 5. We are obliged _____ your letter _____ 7 May. 6. _____ accordance _____ the contract the goods will be delivered _____ 25 March. 7. Further _____ our previous letter we are glad to send samples of our goods. 8 We look _____ _____ seeing you again.

14. Read and translate the words in the box. Fill in the blanks with the corresponding words. There is one extra word in the box.

accept
hesitate

acknowledge
response

forward
sincerely

Dear Miss Mint,

In 1) _____ to your letter of January 21, I am pleased to confirm that we are ready to accept your order and to business with your company. We 2) _____ receipt of your order № 5478. It is being processed at the moment and will be delivered to you within a week.

We are looking 3) _____ to pleasant business relations with your company. If you require any further information, please do not 4) _____ to contact us.

Yours 5) _____,
Anna Black

15. There are 7 mistakes in the letter. Find the mistakes and rewrite the letter correctly.

8 Oxford St.
London 114965
United Kingdom
5th October, 2012

Dear Miss Ann Smith,

Thank you for the letter from the 23 September. We are glad to know that your sister has got married. Our best congratulations.

Further to our holiday, everything is all right. We are swimming and sunbathing a lot. Yesterday we went on an excursion to the mountains. The trip was interesting and we saw a lot of beautiful places.

We are going to return on 14 October. I hope the flight will not be tiring.

Do not hesitate to contact us.

Yours faithfully,
Helen

16. Some of the parts of the letter are omitted. Fill in the spaces with the proper variants.

Dear Mr. Barlow,

I am writing 1) _____ my forthcoming visit to London. My trip begins on 4 February and lasts till 15 February. 2) _____ our telephone conversation, I would like to add that my two colleagues, Mr. Ivanov and Mr. Petrov, will accompany me. I would be 3) _____ if you could book two single rooms for them in the same hotel I will stay in.

If you require any further information please 4) _____ .

5) _____ ,

Peter Limonov

Практическое занятие №78

Тема: Инструкции и руководства

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации

ХОД ЗАНЯТИЯ ХОД ЗАНЯТИЯ SAFETY ENGINEERING

Accidents to people in industrial enterprises are called industrial traumatism (injury). They occur when workers have not acquired the requisite for skill and lack the necessary experience in handling tools and equipment. Accidents are also caused through neglect of safety rules and regulations in the factories and training workshops.

The purpose of safety engineering is to prevent accidents and to create such conditions of work in industry which will ensure maximum productivity of labour.

When taking up new duties or when first going to work at any industrial enterprise each worker is obliged to acquaint him thoroughly with, and to master the safety instructions.

1. Ответьте письменно на вопросы

- How are the accidents to people in industrial enterprises called?
- When do the accidents to people occur?
- What must one do to prevent accidents?
- What is the purpose of safety engineering?
- What is a worker obliged to do when taking up new duties?

2. Составьте план пересказа текста.

3. Перескажите текст по плану от первого лица.

4. Составьте с новыми словами свои 6 предложений.

Have you ever created a resume for a job, prepared a presentation or written an email to your boss? Then you've already written technical documents.

Technical writing includes a wide range of documents. They include instructions, reviews, reports, newsletters, presentations, web pages, brochures, proposals, letters, fliers, graphics, memos, press releases, handbooks, specifications, style guides, agendas and so on. There are so many of them, that in order to understand the differences between them, we need to break them up into categories. In this article, we will make an attempt to do that.

General Classification

One of the main requirements for a technical document is its orientation for the intended audience. According to the target audience, technical documentation is divided into two main types:

Process Documents. These describe the development, testing, maintenance and improvement of systems. Process documents are used by managers, engineers, testers, and marketing professionals. These documents contain technical terms and industry-specific jargon. Examples of this type of documents include API, SDK and code documentation; internal development documentation, etc.

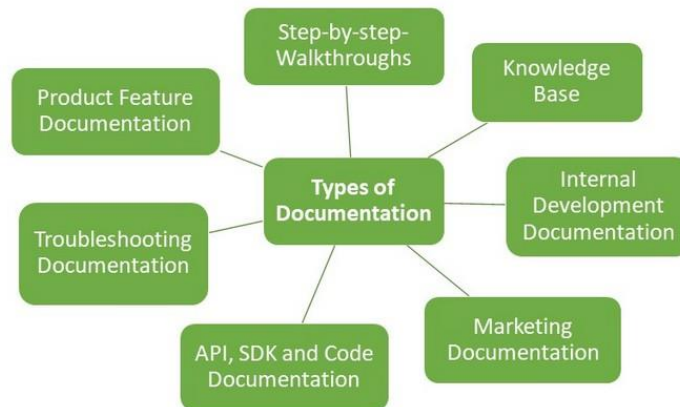
User Documents. This type of documentation provides customers with the information they need in order to use the product. User documents contain primarily instructional and explanatory materials. These documents use everyday terms instead of technical jargon so that they are clear,

concise and helpful even to novice readers. Step-by-step walkthroughs, user guides, troubleshooting documentation may serve as examples.

Our Classification

There are so many different types of technical documents that it's impossible to list all of them. However, we attempted to sort them out into several categories.

We've come up with the following scheme:



What do you think of it? Did we miss something?

Advanced Examples of Technical Documentation

The number of classifications and lists of technical documents is endless. While creation of presentations or general reports requires no specific knowledge, some technical documents are rather complicated. Below we've listed some of most advanced and widespread, in our opinion, examples for you to learn a bit about them:

User Guide (Manual) is a technical communication document (as well as the rest of this list) intended to assist users of a particular system. Mainly focuses on tasks that can be done through the GUI. The language used is matched to the intended audience, with jargon kept to a minimum or explained thoroughly.

Release Notes are technical documents distributed with software products that contain bugfixes and added features. They are usually shared with end users, customers and clients of an organization.

API (Application Programming Interface) Documentation describes what services an API offers and how to use those services, aiming to cover everything a client would need to know for practical purposes. It is traditionally found in documentation files but can also be found in social media such as blogs, forums, and Q&A websites.

SDK (Software Development Kit) Documentation is a complete set of APIs that allows you to perform almost any action you would need for creating applications as well as other tools for developing for the platform that it is for. All SDKs are/contain APIs but not all APIs are SDKs.

Market Requirements Document (MRD) is a technical document that expresses the customer's wants and needs for the product or service. It usually explains who the target audience is, what products are in competition with this one, why customers are likely to want this product.

User Requirements Document (URD) (User Requirements Specification) is a technical document that specifies what users expect the software to be able to do. The information documented in a URD is meant to spell out exactly what the software must do, and becomes part of the contractual agreement. A customer cannot demand features that are not in the URD, whilst the developer cannot claim the product ready if it misses an item of the URD.

Other examples of advanced technical documents may include Architecture and Engineering Documents (A&E Docs), help files, Standard Operation Procedure (SOP) manuals, installation guides, troubleshooting guides, system configuration guides, code documentation, how to's, reference sheets, white papers, FAQs, Q&As, reference sheets, etc.

What do you think?

Have you ever dealt with any sort of technical documentation? What categories of technical documents would you pick out? What do you think of our classification? Tell us more in the comments below!

Good Luck with your technical documentation!

[ClickHelp Team](#)

Author, host and deliver documentation across platforms and devices

Практическое занятие №79

Тема: Контракт. Пункты контракта

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Learn the words by heart.

- names of the Sides which signed the contract (имена сторон, которые подписывают контракт);
- subject of the contract (предмет контракта);
- price per unit and total price (цена и общая сумма контракта);
- delivery time and terms of delivery (сроки и условия поставки);
- quality of goods or services (качество товара или услуг);
- payment terms (условия платежа);
- claims (претензии);
- arbitration conditions (арбитраж);
- force majeure (форс-мажор);
- miscellaneous provisions (прочие условия);
- judicial addresses of the Sides (юридические адрес сторон);
- signatures of the seller and the buyer (подписи продавца и покупателя).

2. Contract

1. Subject of the Contract

The Sellers have sold and the Buyers have bought on conditions f.o.b the following equipment:

2. Prices and Total Value

The total value of the equipment, spare parts, tools, technical documentation and services in the volume of the present Contract amounts to _____

3. Terms of payment

Payments are to be effected within 30 days of the date of receipt by the Buyers of the following documents for collection: Seller's invoice and Complete set of "clean-on-board" Bills of Lading.

4. Delivery Dates

The delivery date is understood to be the date of the «clean-on-board» Bill of Lading issued in the name of the Buyers.

5. Packing and Marking

Packing should protect the cargo from any damage, corrosion and shortage during transportation by all kinds of transport involving several transshipment en route. A definite kind of packing may be indicated in the Specifications to the Contract. Each case is to contain a Packing List indication the denomination of the goods and spare parts, Contract No., Trans No., Case No., Item No.

6. Guarantee

The Sellers guarantee:

That the equipment to be supplied has been manufactured in full conformity with the description, technical specification and with the condition of the Contract.

That the completion of the equipment to be delivered and of the technical documentation supplied is in accordance with the requirements specified in the Contract.

The guarantee period of the normal and trouble-free operation of the equipment is to be 12 months from the date of putting it into operation.

7. Force Majeure

The Parties are released from responsibility for partial or complete non-fulfillment of their liabilities under the present Contract, if it was caused by the circumstances of Force-Majeure, namely fire, flood, earthquake that affected execution of the present Contract.

8. Sanctions

In the event of the Sellers' delay in the supply against the dates stipulated in the Contract the Sellers are to pay to the Buyers penalty at the rate of 0,5% of the value of goods not delivered in due time for every week of the delay within the first four weeks and 1% for every subsequent week but not more than 10% of the value of the equipment not delivered in due time.

9. Arbitration

All disputes and differences will be settled by means of negotiations between the Parties.

If the Parties do not come to an agreement the matter is to be submitted for settlement to Arbitration.

10. Insurance

The expenses for insurance are to be charged to the Sellers' account and deducted from the Sellers' invoices.

11. Transport

There are different incoterms used for definition of the terms of transport and delivery of goods. «Incoterms» - «Международные правила толкования коммерческих терминов». Разработаны Международной Торговой Палатой. Сборник «Incoterms 1980» содержит правила толкования 14 базисных условий поставки.

EXW – Ex works – франко-завод

FOA – FOB Airport – свободно в аэропорту **FAS – Free alongside ship** – свободно вдоль борта судна

FOB – Free on Board – свободно на борту судна

CFR – C and F – Cost and Freight – стоимость и фрахт

CIF – Cost, Insurance, Freight – СИФ-стоимость, страхование, фрахт

Freight/Carriage paid to – фрахт/провоз оплачен до ...

Freight/Carriage and Insurance paid to – фрахт/провозная плата и страхование оплачены до ...

Ex Ship – с судна

Ex Quay – с пристани

12. Legal Addresses of the Parties

Sellers.....

Buyers....

The present Contract is drawn up in English and in Russian in 2 copies, both texts being equally valid.

The Contract enters into force on the date of its signing.

Sellers:

Buyers:

3. *Переведите на английский следующие слова и выражения:*

Именуемые в дальнейшем; заключили контракт; общая стоимость; запасные части; техническая документация; цены не подлежат изменению; дата получения; платежи будут производиться; на инкассо; обеспечивать полную сохранность груза; несмываемая краска; поставляемое оборудование; полное соответствие; срок гарантии; бесперебойная работа; освобождаются от ответственности; обстоятельства; сроки, указанные в контракте; в срок; путем переговоров; вступить в силу.

Make up your own contract.

Английский	Перевод	Комментарии
CONTRACT №1	КОНТРАКТ №1	Пишется посередине строки.
London March 6, 2019 / 6 March 2019	Лондон 6 марта 2019	Первый вариант — американский (вначале месяц, запятая после даты). Второй — европейский (дата вначале, запятой нет).
Online English school Englishdom hereinafter called Englishdom on the one hand, and ___ hereinafter called Student on the other hand have agreed at follows.	Онлайн школа английского языка Englishdom, далее называемая Englishdom с одной стороны, и ___ далее называемый «Студент» с другой стороны достигли соглашения в следующем.	Если компанию или группу людей при заключении контракта представляет конкретный человек, то добавляем represented by [имя] [должность].
1. Subject of the contract	1. Предмет контракта	Контракт разбивается на

		блоки, пункты. Каждый следующий пункт нумеруется.
Englishdom undertakes to provide student with helpful information about English grammar and vocabulary on terms stated in present Contract.	Englishdom берет на себя обязательство предоставлять студенту полезную информацию об английской грамматике и лексике на условиях, прописанных в настоящем Контракте.	Первый пункт — общий. В нем раскрывается суть контракта, которая далее будет дополнена обстоятельствами.
2. Terms and dates	2. Сроки и даты	
Present Contract is valid until circumstances beyond the control of Parties (such as doomsday) would happen.	Настоящий Контракт действителен до тех пор, пока не случатся обстоятельства, не зависящие от обеих сторон (таких как конец света).	Помимо основных дат и оговоренных сроков в договоре прописывается схема действий, страховки и компенсации в случае форс-мажора.
3. Student's undertaking	3. Обязательства студента	
Student undertakes to learn English in the most effective way and have fun.	Студент обязуется учить английский максимально эффективным способом и получать удовольствие.	
4. Price	4. Цена	
Most of provided services, including blog posts, Youtube channel, mobile app and others are free. The prices for online lessons with personal teacher are fixed <u>in the Supplement</u> . The first lesson is free.	Большая часть предоставляемых услуг, включая посты в блоге, канал на Youtube, мобильное приложение и другие бесплатны. Цены на онлайн уроки с персональным преподавателем закреплены в <u>Приложении</u> . Первый урок является бесплатным.	

5. Claims	5. Претензии	
All claims from Student may be raised in comments on website or by e-mail.	Все претензии со стороны Студента могут быть предъявлены в комментариях на сайте или по электронной почте.	В пункте Claims также прописывается срок, в течение которого могут быть предъявлены претензии и перечень причин, согласно которым обязательства могут считаться невыполненными.
6. Other conditions	6. Другие условия	
This contract is done in public electronic version on Englishdom website.	Этот контракт выполнен в общедоступной электронной версии на сайте Englishdom.	В этом пункте, помимо того, в скольких экземплярах распечатан договор, указываются возможность передачи прав третьим лицам и прочие тонкости контракта.
Today's date	Сегодняшняя дата	
Signatures of both sides	Подписи обеих сторон	

Практическое занятие №80

Тема: Договор купли-продажи

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

CONTRACT No

... GmbH (Germany), hereinafter referred to as "Seller" and ... Company Ltd (Russia), hereinafter referred to as "Buyer" have concluded the present Contract on the following bases.

1. SUBJECT OF THE CONTRACT

1.1. The Seller sells and the Buyer buys on the terms CIP (shipment by truck)- Pushkino

Moscow region Russia (according INCOTERMS 2000), the ophthalmologic equipment, hereinafter referred to as “Equipment”, as per on terms, prices and quantity as stated in the Specification, which will be considered as an integral part of the Contract.

2. PRICE AND TOTAL AMOUNT OF THE CONTRACT

2.1. The Prices for the Equipment as stated in the Specification are not the subject to change and understood to be CIP- Pushkino Moscow region Russia, (according to INCOTERMS 2000). Prices are fixed in EUR.

2.2. The total value of this Contract is € ...and 00 eurocents, including cost of carriage and insurance.

3. DELIVERY TERMS AND CONDITIONS

3.1 The Buyer orders the Equipment according to the Contract from the Seller by e-mail (scan copy).

3.2. The Equipment under the Contract is to be delivered by truck within 4 months to the following address:

OJSC ...
3a Mezhevaya st.
141205 Pushkino Moscow region
RUSSIA
Phone/fax: 007 ...

3.3. The date of the delivery is to be considered the shipment date of the Equipment in CMR.

3.4. The Seller shall inform the Buyer by e-mail (the copy of invoice) about the Equipment ready to be shipped.

3.5 The following documents are to be shipped together with the Equipment:

- Invoice (original and copy);
- CMR to the Consignment name;
- Specified packing list (2 copies);
- Insurance certificate;

3.6. Prior shipment is allowed.

4. LIQUIDATED DAMAGES

4.1. If the agreed delivery date of the present Contract is not observed due to negligence on the part of the Seller, the Seller shall pay to the Buyer the conventional penalty at the rate of 0,5 percent of the delayed Equipment value per each week for the first four weeks and 1 percent per

each following week, but total amount of agreed and liquidated damages is not to exceed 10 percent of the delayed goods value.

4.2. If the agreed payment dates of the present Contract are not observed due to negligence on the part of the Buyer, the Buyer shall pay to the Seller the conventional penalty at the rate of 0,5 percent of the unpaid on term Equipment value per each week for the first four weeks and 1 percent per each following week, but total amount of agreed and liquidated damages is not to exceed 10 percent of the unpaid on term Equipment value.

5. QUALITY OF GOODS, PACKING AND MARKING

5.1. The quality of the sold Equipment shall be in conformity with the specifications of the manufacturing plant.

5.2. The packing of the Equipment to be shipped shall be in conformity with the standards established for this kind of Equipment and the chosen method of transportation, and shall ensure the safety of the Equipment during the transportation. Each place should be marked with address of the Buyer, name of the Seller, number of the place, size of the box (cm), net weight.

6. TERMS OF PAYMENTS

6.1. The payments as per Contract are to be transferred in the following order:

The Buyer transfers the down payment in the amount of ... EUR 00 eurocents within 10 calendar days since the date the Contract is signed.

... EUR 00 eurocents the Buyer transfers to the Seller's account within 365 calendar days by the equal payments of ...EUR 00 eurocents a month after the Equipment installation is finished and the statement of completion is signed.

6.2. The payments are effected by the Buyer by transferring sums to the Seller's account in the following bank:

6.3. The Buyer will send without delay the copies of the payment confirmation documents to the Seller by e-mail after each money transfer.

7. WARRANTY

7.1 Quality of the shipped Equipment shall be in full conformity with technical conditions and specifications of the Quotation.

7.2 The warranty period for the Equipment is 12 months since the date of putting the Equipment into operation, but no more than 13 months from the date of the shipping documents.

7.3 If delay in putting the Equipment into operation takes place through the Seller's fault the guarantee period shall be pro-longed respectively.

7.4 Should the Equipment prove to be defective through the Manufacturer's fault during the period of warranty period or should they not conform to the terms and conditions of the Contract, the Seller shall undertake at the Seller's option to remedy the defects or replace the faulty Equipment (spare parts) free of charge delivering them without delay to the country of the Buyer, the cost of transportation and insurance being at the Seller's expense.

7.5 If the Equipment was damaged during the warranty period through the Buyer's fault, the repair work should be carried out at the expense of the Buyer.

8. ARBITRATION

8.1. The parties should settle all the disputes and differences, which may arise out of the present Contract or in connection with it, in an amicable way. If the parties fail to reach an agreement, any dispute arising out of or in connection with the present Contract, including any question regarding its existence, validity or termination, shall be referred to and finally resolved by arbitration under the Arbitration Rules of the Deutsche Institution für Schiedsgerichtswesen e. V. (DIS). The tribunal shall consist of three arbitrators. The language of the arbitration shall be English. The place of the arbitration shall be Vienna, Austria.

9. FORCE – MAJEURE

9.1. The force - majeure situation should be resolved according the international trade rules for these situations.

10. OTHER CONDITIONS

10.1. The present Contract shall come into effect on the date of signing it by both Parties.

10.2 Any amendment and addendum to the present Contract shall be valid only when they are made in written form and duly signed by both Parties.

10.3. The Contract ends on 31.12.2012.

10.4. The present Contract has been made out in two copies in English and Russian in one copy for each party and both texts being authentic.

10.5. All documents transmitted by e-mail (fax) are valid till the moment of the receipt of the originals.

11. LEGAL ADDRESSES OF THE PARTIES

THE SELLER:

THE BUYER:

FOR AND ON BEHALF OF THE SELLER:

ОТ ИМЕНИ ПРОДАВЦА:

Практическое занятие №81

Тема: Договор на оказание транспортных услуг

Цель: формирование лексических навыков чтения и говорения.

Студент должен

Знать: значение и написание слов профессиональной направленности.

Уметь: применять новые слова в устной и письменной речи, читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and translate the contract into Russian.

CONTRACT #__

Chisinau 0 _____, 200

«_____», hereinafter referred to as the «**Forwarder**», in the person of _____, acting on the basis of _____, from one Party and «_____» , hereinafter referred to as the «**Customer**», in the person of the General manager Mr_____. acting on the basis of the Statute, hereinafter called the Parties have concluded the present Contract as follows:

1. SUBJECT OF THE CONTRACT

1.1. The Forwarder undertake to execute necessary services completely meeting the requirements (orders) of the Customer, both specified in the Customers Orders and other written instructions received by the Forwarder during the shipment and the Customer is obliged to pay to the Forwarder the commissions and coordinated refund of charges connected with the subject of the Contract.

1.2. Should the Customer makes clarifications concerning the addresses of loading/unloading in the Order, the addresses specified in the Order are considered to be true. The quantity of pallets may be vary in different Orders for forwarding without violating the limits in max loading of transport means.

2. SHIPMENTS TERMS

2.1. The Customer is obliged to submit the Order for shipment to the forwarder.

2.2. The Order shall be provided with the all main conditions of the forthcoming shipment. The Forwarder is obliged to acknowledge the receipt of the Order in a written form by fax and notify the Customer of the transport mean and the driver within one working day from the moment of the Order receipt at the latest.

2.3. The cargo acceptance by the Forwarder from the Customer as well as its handing in to the person being authorized for cargo receipt (consignee) are performed according to the quantity of the loading cases, and also in accordance with the Customer's Order and CMR.

2.4. The Forwarder is obliged to estimate the packing condition, check the cargo stowage and fastening in the transport. The Forwarder is to give his remarks as for packing , stowage and cargo fastening and in case of refusal of the consignor is to remedy the remarks, to state in the shipping documents.

2.5. The Forwarder is obliged to perform the shipment in a proper way (in time and without damages) and in accordance with The Customer's instructions. At involving the third Parties to execute the obligations under the Contract, the Forwarder is responsible for the actions of the third Parties as for his own. Should the Consignee finds out short delivery or cargo damages an appropriate report is to be made up. In case if loss, shortage or damage of the cargo couldn't be adjudged by common way while accepting the cargo, such act could be made unilaterally by The Customer not later then 7 calendar days from the date of acceptance of the cargo. The date of the receipt of such act by The Forwarder is the date of notification.

2.6. The forwarder shall notify the Customer of the shipment process and events making difficulties for the shipment.

2.7. The Customer is obliged to prepare the cargo for the shipment before the arrival of the transport.

2.8. The Customer shall duly provide execution of shipping documents in time.

3. TERMS OF PAYMENT

3.1. The Cost of transportation is agreed by the Parties in the Order.

3.2. All increases in rates should be coordinated between the Customer and the Forwarder not later than 7 working days prior to such changes come into force.

3.3. The custom clearance, fee for overweight and increased because of its transit due, convoy, fee for oversize, additional procedures, letters of guarantee and etc. connected with the cargo clearance are The Customer's obligation and are to be paid in addition to the cost stated in the freight Contract-Application only after the documentary confirmation of such charges. All additional charges should be preliminary approved by the Customer. The Payment of additional charges will be effected after the receipt of confirming documents.

3.4. Payment under the present Contract is effected on the basis of the Forwarder's account with granting originals CMR, the certificate of the executed work, the invoice, the account within 10 (ten) working days from the moment of appropriate delivery (in time, without damages) a cargo to Consignee. The above-stated documents should be submitted within 5 bank days from the moment of the termination of transportation.

4. RESPONSIBILITY OF THE PARTIES

4.1. In case of a delay in delivery or the vehicle fails to arrive at all or at time agreed by the Parties or the vehicle does not meet the cargo requirements and transportation conditions including sanitary, technical, etc. norms, the Forwarder pays to the Customer the penalty for each vehicle at a rate of 100 euro (one hundred euro) for each started day. Vehicle fee for loading, or time of goods delivery to destination (arrival of a vehicle) 12:00 hours after the agreed date are considered to be as a non-arrival in the agreed period.

4.2. The Forwarder is responsible for the safety of the cargo. In case of loss of the cargo or its damage the Forwarder pays to the Customer the cost of the lost cargo or cost of the recovery repair.

4.3. In case of delay in payment under the present Contract the Customer pays to the Forwarder the penalty at a rate of 0,5 % from unpaid sum per every day of the delay.

4.4. Should properly issued transport documents corresponding to transport carrying out the shipment are not submitted in time or not submitted at all (within 25 working days after performance of each concrete shipment) as well as the documents of the primary accounting report (accounts, invoices, certificates of the executed works) according to the sample of established by the legislation in the form of the original or properly certified copies (with a seal and the signature General director of the Forwarder), the Forwarder is responsible before the Customer at the rate of the penalties imposed on the Customer by the government if the activity of the latest is checked due to the absence of the above mentioned documents.

5. FORCE - MAJEURE

5.1. Any of the parties will be released from their responsibility for partial or complete non-execution of their liabilities under the present Contract should this non-execution be caused by the circumstances of force-major.

5.2. In case of force-major circumstances, the time of the execution of the obligations under the present Contract is to be extended for a period equal to that during which such circumstances will remain in force. Should the obligations can not be fulfilled within 60 days the Party that interests are not observed shall have the right to terminate the Contract according to the order stated by the present Contract in relation to the unilateral termination.

5.3. The Party which is unable to fulfill its obligations under this Contract owing to the circumstances is to immediately inform the other Party of the occurrence and cessation of the above circumstances no later than 7 days from their beginning. Should the notification of force-majeure circumstances is delayed the relevant Party will not be released from their obligations due to the above stated circumstances.

6. ARBITRATION

6.1. During the execution of Contract the Parties shall act according to Convention KDPG, TIR, other official instruments, agreements, transport rules, the present Contract, Addendums and amendments to the present Contract, and legislation of the Moldova.

6.2. Any disagreements, disputes and differences which may arise out of or in connection with the present Contract, its termination and invalidity will be settled by negotiations between the Parties. If the Parties do not come to an agreement by negotiations the matter is to be submitted for settlement in the International commercial Arbitration Court at the RF Chamber of Commerce and Industry in compliance with the existing legislation of the Russian Federation. The decision made by Arbitration Court is final and binding to both Parties.

7. CONTRACT VALIDITY

7.1. The Contract comes into force since the moment of its signing and will be valid within 1 calendar year. If neither of the Parties within 1 month before the expiration of the Contract validity does not inform in the written form the other party about their intention to cancel the Contract or prolong it on the other terms, the Contract is to be considered extended for 1 year on the same terms with further prolongation in the equal order.

7.2. Parties have the right to cancel the present Contract advising the other party in the written form 30 calendar days before the cancellation.

All commitments arising before the moment of cancellation are to be fulfilled.

8. OTHER CONDITIONS

8.1. The Forwarder shall protect Customer's interests by strict neutrality and non-disclosure of information concerning Customer's clients and by timely deliveries of cargo. The Forwarder is obliged in a strict manner refuse to directly provide the Customer's clients with forwarding service by truck or by other kind of transport; otherwise his responsibility will be 20% from the total amount of invoices for freight charges, paid by the Customer to the Forwarder during all period of their cooperation. Furthermore in case of finishing the cooperation between the Parties (irrespective of reasons), the Forwarder shall refuse to directly provide the Customer's clients with forwarding service within 3 months from the date of finishing their cooperation.

8.2. The Parties agree to inform each other management about the all orders of employers of the one Party with requests to get job and start to work as employer of another Party and settle all

questions in connection with this transferring cooperatively. In case of independent retirement of the employers from one of the Parties the other Party shall not hire these employers within one year from the date of their retirement.

8.3. The Parties shall advise each other about the changes of legal or factual addresses, telephone numbers, and settlement accounts within two days.

8.4. The Parties acknowledge the sufficient legal force of the documents signed by the authorized persons of the Parties and sent by fax with further transmission of the original copies previously sent by fax to each other.

8.5. The present Contract is made up in two languages – Russian and English in 2 copies each of them is original, one for each Party. In case of languages discrepancies the Russian version of the Contract shall prevail. All additions and amendments to the Contract shall be made up in two copies, one for each Party.

REQUISITIES AND SIGNATURES OF THE PARTIES

CUSTOMER:

FORWARDER:

Legal address:

Factual address:

INN/KPP

_____ // Mr.

Практическое занятие №82

Тема: Грамматический обзор

Цель: формирование грамматических навыков чтения и говорения.

Студент должен

Знать: правило образования времен английского глагола (активный и страдательный залог)

Уметь: определять форму и залог глагола, переводить на русский язык, использовать в речи.

ХОД ЗАНЯТИЯ

1. Поставьте глаголы в верную форму пассивного или активного залога.

- 1) The letters (type) at the moment.
- 2) Guernica (paint) by Picasso.
- 3) The parcel (not/deliver) yet.
- 4) Alpha Romeo cars (make) in Italy.
- 5) The thief (arrest) late last night.
- 6) The announcement (make) tomorrow.

- 7) Good evening ladies and gentlemen. I (be) Charles Trump.
- 8) I (report) from BBC news headquarters.
- 9) Earlier this evening an earthquake hit Cairo, Egypt. Many people (kill);
- 10) many more (injure) 11) and much of the city
..... (destroy).
- 12) Emergency teams (already/set up) all over the city.
- 13) They (help) the injured.
- 14) Firemen and local people (dig) in the wreckage 15) as many
people (still/trap).
- 16) We (expect) a special, in-depth report from our reporters at any
moment.
- 17) As soon as we (hear) from them we will release another news
bulletin.
- 18) Anyone who (wish) to enquire about family or friends should ring
the following emergency numbers - 010 888 - 38691/2/8/0 for information.
- 19) We (be back) with the special bulletin.
- 20) A BBC special news team (leave) for Cairo immediately.

2. Перепишите предложения из активного залога в пассивный.

1. Nobody has used this room for ages.

2. We will give you the keys tomorrow.

3. Someone is interviewing Dr Johnson at the moment.

4. By the time I arrived, someone had already opened all your letters.

5. We usually talk briefly about the problems of the family at dinner time.

3. Закончи предложения, используя один из приведенных глаголов в нужной форме. Arrest, wake, knock, check translate, find, drive, make, spend carry

1. A decision will not _____ until the next meeting.
2. That old building was dangerous. So it _____ down.
3. When you go through customs, your luggage _____ by the customs officer.
4. In the morning I _____ by my alarm clock.
5. Next year her new book _____ into a number of foreign languages.
6. John kicked a policeman, so he _____.
7. After a long search the missing boy _____ in the forest near the town.
8. Many people think that today too much money _____ on arms. (arms - зд.
оружие.)
9. The injured man couldn't walk, so he _____ by the hospital orderlies.
10. I don't mind driving but I like when I _____ by other people.

Практическое занятие №83

Тема: ДЗ

Цель: контроль уровня сформированности лексических и грамматических навыков чтения, говорения, письма.