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«Кунгурский колледж агротехнологий и управления»



**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ РАБОТ
ПО ДИСЦИПЛИНЕ
ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК**
по специальности 35.02.03 «Технология деревообработки»
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СОДЕРЖАНИЕ

1.ПОЯСНИТЕЛЬНАЯ ЗАПИСКА	6
2.ПЕРЕЧЕНЬ ТЕМ ПРАКТИЧЕСКИХ ЗАНЯТИЙ.....	7
3.КРИТЕРИИ ОЦЕНИВАНИЯ	9
ПРАКТИЧЕСКАЯ РАБОТА № 1	11
ПРАКТИЧЕСКАЯ РАБОТА № 2.....	12
ПРАКТИЧЕСКАЯ РАБОТА № 3.....	16
ПРАКТИЧЕСКАЯ РАБОТА № 4.....	17
ПРАКТИЧЕСКАЯ РАБОТА № 5.....	20
ПРАКТИЧЕСКАЯ РАБОТА № 6.....	22
ПРАКТИЧЕСКАЯ РАБОТА № 7.....	24
ПРАКТИЧЕСКАЯ РАБОТА № 8.....	25
ПРАКТИЧЕСКАЯ РАБОТА № 9.....	27
ПРАКТИЧЕСКАЯ РАБОТА № 10.....	29
ПРАКТИЧЕСКАЯ РАБОТА № 11.....	30
ПРАКТИЧЕСКАЯ РАБОТА № 12.....	32
ПРАКТИЧЕСКАЯ РАБОТА № 13.....	34
ПРАКТИЧЕСКАЯ РАБОТА № 14.....	36
ПРАКТИЧЕСКАЯ РАБОТА № 15.....	38
ПРАКТИЧЕСКАЯ РАБОТА № 16.....	39
ПРАКТИЧЕСКАЯ РАБОТА № 17.....	39
ПРАКТИЧЕСКАЯ РАБОТА № 18.....	40
ПРАКТИЧЕСКАЯ РАБОТА № 19.....	42
ПРАКТИЧЕСКАЯ РАБОТА № 20.....	43
ПРАКТИЧЕСКАЯ РАБОТА № 21.....	43
ПРАКТИЧЕСКАЯ РАБОТА № 22.....	45
ПРАКТИЧЕСКАЯ РАБОТА № 23.....	46
ПРАКТИЧЕСКАЯ РАБОТА № 24.....	47
ПРАКТИЧЕСКАЯ РАБОТА № 24.....	50
ПРАКТИЧЕСКАЯ РАБОТА № 26.....	52
ПРАКТИЧЕСКАЯ РАБОТА № 27.....	55
ПРАКТИЧЕСКАЯ РАБОТА № 28.....	56
ПРАКТИЧЕСКАЯ РАБОТА № 29.....	58
ПРАКТИЧЕСКАЯ РАБОТА № 30.....	60

ПРАКТИЧЕСКАЯ РАБОТА № 31	62
ПРАКТИЧЕСКАЯ РАБОТА № 32	64
ПРАКТИЧЕСКАЯ РАБОТА № 33	65
ПРАКТИЧЕСКАЯ РАБОТА № 34	67
ПРАКТИЧЕСКАЯ РАБОТА № 35	68
ПРАКТИЧЕСКАЯ РАБОТА №36	71
ПРАКТИЧЕСКАЯ РАБОТА № 37	71
ПРАКТИЧЕСКАЯ РАБОТА № 38	73
ПРАКТИЧЕСКАЯ РАБОТА №39	76
ПРАКТИЧЕСКАЯ РАБОТА №40	77
ПРАКТИЧЕСКАЯ РАБОТА 41	78
ПРАКТИЧЕСКАЯ РАБОТА № 41	81
ПРАКТИЧЕСКАЯ РАБОТА № 43	82
ПРАКТИЧЕСКАЯ РАБОТА №44	85
ПРАКТИЧЕСКАЯ РАБОТА № 45	86
ПРАКТИЧЕСКАЯ РАБОТА № 46	87
ПРАКТИЧЕСКАЯ РАБОТА №47	88
ПРАКТИЧЕСКАЯ РАБОТА № 48	89
ПРАКТИЧЕСКАЯ РАБОТА №49	89
ПРАКТИЧЕСКАЯ РАБОТА № 50	92
ПРАКТИЧЕСКАЯ РАБОТА № 51	93
ПРАКТИЧЕСКАЯ РАБОТА №52	94
ПРАКТИЧЕСКАЯ РАБОТА №53	96
ПРАКТИЧЕСКАЯ РАБОТА № 54	97
ПРАКТИЧЕСКАЯ РАБОТА № 55	98
ПРАКТИЧЕСКАЯ РАБОТА № 56	99
ПРАКТИЧЕСКАЯ РАБОТА № 57	101
ПРАКТИЧЕСКАЯ РАБОТА № 58	102
ПРАКТИЧЕСКАЯ РАБОТА № 59	104
ПРАКТИЧЕСКАЯ РАБОТА № 60	105
ПРАКТИЧЕСКАЯ РАБОТА № 61	109
ПРАКТИЧЕСКАЯ РАБОТА № 62	111
ПРАКТИЧЕСКАЯ РАБОТА № 63	113
ПРАКТИЧЕСКАЯ РАБОТА №64	113
ПРАКТИЧЕСКАЯ РАБОТА № 65	114

ПРАКТИЧЕСКАЯ РАБОТА № 66.....	116
ПРАКТИЧЕСКАЯ РАБОТА № 67.....	117
ПРАКТИЧЕСКАЯ РАБОТА № 68.....	119
ПРАКТИЧЕСКАЯ РАБОТА №69.....	121
ПРАКТИЧЕСКАЯ РАБОТА № 70.....	122
ПРАКТИЧЕСКАЯ РАБОТА № 71.....	123
ПРАКТИЧЕСКАЯ РАБОТА № 72.....	125
ПРАКТИЧЕСКАЯ РАБОТА № 73.....	125
ПРАКТИЧЕСКАЯ РАБОТА № 74.....	126
ПРАКТИЧЕСКАЯ РАБОТА № 75.....	128
ПРАКТИЧЕСКАЯ РАБОТА № 76.....	129
ПРАКТИЧЕСКАЯ РАБОТА №77.....	131
ПРАКТИЧЕСКАЯ РАБОТА № 77.....	133
ПРАКТИЧЕСКАЯ РАБОТА № 79.....	135
ПРАКТИЧЕСКАЯ РАБОТА № 80.....	137
ПРАКТИЧЕСКАЯ РАБОТА №81.....	139

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

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

Согласно учебного плана на 2-4 курсы отводится 162 часа практических занятий.

Содержание программы дисциплины «Иностранный язык» направлено на достижение следующих целей:

- дальнейшее развитие иноязычной коммуникативной компетенции;
- развитие способности и готовности к самостоятельному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний.

В результате освоения дисциплины обучающийся должен

уметь:

- 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;

знать:

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

2. ПЕРЕЧЕНЬ ТЕМ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Название раздела, темы	Номер, название практического занятия
Раздел 1. Поездка за границу	
Тема 1.1 Выезд за границу	1. Почему люди путешествуют. 2. Состав выездных документов. 3. Диалоги «Заказ билетов», «В турагенстве». 4. Местоимения.
Тема 1.2 В пути	5. В аэропорту. Паспортный контроль. Таможенный досмотр. 6. На борту самолета. 7. Прибытие в Лондон 8. Модальные глаголы и их эквиваленты.
Тема 1.3 В гостинице	9. Современные гостиницы. 10. Регистрация в гостинице. 11. Гостиничные услуги. 12. Способы выражения будущего времени.
Тема 1.4 Британские СМИ	13. Британские газеты и журналы. 14. Известные молодежные издания. Придаточные предложения времени и условия. 15. Британское телевидение. 16. Контрольная работа
Раздел 2. В Великобритании	
Тема 2.1 Достопримечательности Лондона	17. Достопримечательности Лондона. 18. Королевский Лондон. 19. Сложноподчиненные предложения
Тема 2.2 Культурная программа	20. Что такое театр. 21. Музеи и театры Лондона. 22. Посещение театра. 23. Картинные галереи 24. Страдательный залог.
Тема 2.3 Посещение доктора	25. Заболевания и их признаки. 26. Вызов доктора на дом. 27. Медицина в Великобритании. 28. Сложное дополнение.
Тема 2.4 Молодежь в современном мире	29. Проблемы молодежи 30. Молодежные субкультуры. 31. Условные предложения 2 типа.
Тема 2.5 Образование в России и за рубежом.	32. Система образования в России. 33. Система образования в Великобритании 34. Оксфорд и Кембридж. 35. Система образования в США. Условные предложения 3 типа 36. Контрольная работа
Раздел 3. Дерево и древесина	
Тема 3.1 Леса	37. Леса Российской Федерации и их значение. Повелительное наклонение. 38. Леса США и Великобритании. 39. Значение тропических лесов.
Тема 3.2 Дерево	40. Классификация деревьев 41. Анатомия дерева. Инфинитив и инфинитивные обороты.

Тема3.3 Древесина	42. Причастие 1,2 и способы передачи значения на родном языке. 43. Структура древесины. Основные характеристики древесины 44.Классификация древесины. 45.Пористая и непористая древесина. Химический состав древесины. 46.Пороки древесины. 47.Использование древесины. 48. Контрольная работа
Раздел 4. Обработка древесины.	
Тема4.1 Деревообработка	49. Что такое деревообработка? 50.Использование древесины. 51.Оборудование, используемое в деревообработке. 52.Механическая обработка древесины . 53.Сушка. Ее виды 54.Отделка древесины. 55.Гидротермическая обработка древесины 56.Склеивание древесины. Клеи и их применение. 57.Оборудование по изготовлению мебели 58. Времена английского глагола (активный залог)
Раздел 5. Деревообрабатывающее предприятие	
Тема 5.1 Лесозаготовительное оборудование и машины	59. Этапы лесозаготовки. 60.Лесозаготовительная техника. 61.Лесозаготовительное оборудование 62. Времена английского глагола (страдательный залог) 63. Контрольная работа
Тема 5.2 Деревообрабатывающие механизмы	64.Высокопроизводительные пилы 65.Дереворежущие инструменты 66.Круглопильный обрезающий станок 67.Фрезерно-брусующий станок 68. Времена английского глагола
Тема 5.3 Древесные строительные материалы	69. Конструкционные материалы. 70. Облицовочные материалы. 71. Прямая и косвенная речь 72. Контрольная работа
Раздел 6 Деловой английский	
Тема 6.1 Деловая корреспонденция	73. Виды деловой корреспонденции. 74.Структура делового письма. 75.Деловое письмо. 76.Письмо-запрос о страховании. Письмо-жалоба. 77.Телефонный разговор. 78.Контракт. Основные пункты контракта. 79.Договор купли-продажи 80.Маркетинг и его инструменты. 81. Дифференцированный зачет

3. КРИТЕРИИ ОЦЕНИВАНИЯ

Критерии оценки выполнения фонетических 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 И\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.

ПРАКТИЧЕСКАЯ РАБОТА № 1

Тема: Почему люди путешествуют.

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме

Уметь: 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 tothe most memorable trip was to I liked it because There I saw, and we went toThe 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.

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

ПРАКТИЧЕСКАЯ РАБОТА № 2

Тема: Состав выездных документов.

Цель: Формирование лексических навыков чтения и письма

Студент должен

Знать: Названия документов на английском языке

Уметь: Письменно заполнять формуляр, читать с целью извлечения конкретной информации

ХОД ЗАНЯТИЯ

1. Read the text and find out what documents are necessary for any person, who wants to travel to any other country.

Traveling can be loads of fun. But organizing the trip and necessary documents can be stressful and time consuming and losing your sensitive documents while travelling abroad can be disastrous. Many things can happen when you are on the road. Somebody can steal your smartphone or wallet or you could lose y
may
even find yourself in a situation where you need an insurance document, but you realize that you don't have it. That's why we advise you to store electronic copies of important documents in a place where you can access them anytime, and from anywhere.

So, let's check out the documents you need while traveling abroad, and how to keep them safe and accessible.

Documents You Need

A Valid Passport: You will always need a valid passport while traveling abroad. Most countries require your passport to be valid for a minimum of 6 months. Check with the consulate of the country you are going to travel to.

A Valid Ticket: This could be a paper ticket or an eTicket. For eTickets, a printout is always good.

Photo IDs: Take your driver's license or other photo IDs. You will need them while boarding your flight, renting cars, checking in to hotels etc.

Travel/Work Visa: You may need a travel or work visa. Make sure you have the original with you.

Hotel and Car Rental Information: If you have booked any hotels and cars, make sure you have the relevant

Credit Cards, Debit Cards, Traveler's Checks: Keep them safe. You're going to use them to pay the bills.

THE APPLICATION FOR DELIVERY OF THE PASSPORT

1. name, patronimic, surname _____

If had others a surname, a name, a patronymic earlier, specify them

2. Day, month, year of a birth _____

3. Sex _____ (male, female)

4. The birthplace _____

Republic, territory, krai, region, area, settlement

5. A residence

Flat, house, street, index, town, Perm Region

6. Citizenship _____ If simultaneously is present citizenship of underlined, which _____

7. The basic document certifying the person (passport) of the citizen of the Russian Federation:

A series	Number	Is given (date)
----------	--------	-----------------

To specify whom it is given

8. The purpose of reception of the passport

for time trips abroad, for residing abroad (in what country)

9. Reception of the passport: primary, instead of used, spoiled, lost (necessary to emphasize).

10. Whether was on you for the period of work (study, services) it is made out the admission to data special importance or it is perfect to the classified information related to the state secret?

 (if yes, by what organization and in what year)
 Whether you have the contractual, contract obligations interfering trip abroad?

 (if yes, with what organization and in what year are made out)
 11. Whether you are called on military service or whether are directed on
 alternative civil service? _____

(for men 18 -27 years old)

12. Whether you are condemned for fulfilment of a crime or involved as accused?

13. Whether you evade from execution of the obligations imposed

14. I ask to bring to the passport of data on my children, citizens of the Russian Federation, at the age of till 1
 I ask to give out passports for travel abroad to my children (unnecessary to cross out)

Surname, name, patronymic	Day, month, year and the birthplace

15. An extract from a work-record card about labour activity for last 10 years
 (including study in educational institutions and military service):

Month and year		Post and place of work with the instruction The ministries (department), without reductions	Place a present address
Receipts	Leaving		The enterprises, establishments, the organizations

The data specified in the application, are verified with the basic document certifying the person of the citizen of the Russian Federation, the identity card and a work-record card.

« _____ » 2014

 The signature, surname of the official the enterprises, establishments, the organizations phone

16. I have the passport (foreign) series _____, given

 By whom it is given

I KNOW, THAT OBVIOUSLY FALSE DATA IN THE APPLICATION CAN ENTAIL REFUSAL
 IN DELIVERY OF THE PASSPORT FOR TRAVEL ABROAD

« _____ » 2017 _____ (the signature of the applicant)

Date of reception of documents « _____ » 2017__

Registration number _____

The signature, surname of the employee who has accepted th

The passport of a series number is given « _____ » 2017 (date of its delivery)

The passport has received (the signature of the applicant)_____

Fill in the application form in BLOCK LETTERS

VISA APPLICATION FORM FOR FOREIGNERS, WISHING TO ENTER THE COUNTRY

Country for which visa is required the United Kingdom

Name of any sponsoring organization Russian Bank Department

Surname (in capital letters) _____

First name _____

Patronymic _____

Full maiden name (for women) _____

Day, month, year and place of birth _____

Present citizenship _____

State sex, and whether married, single, widowed or divorced _____

What is your profession? _____

Where are you employed _____

What type of work do you do? _____

How long do you wish to stay in the country? _____

What is the purpose of your visit? _____

Do you intend to seek _____

(a) employment, _____

(b) permanent residence? _____

If a business or professional visit, give names and addresses Maggie Taylor 118 Regent Street, London W1C 37D UK

to be visited. _____

If staying in a hotel give the name and address Savoy, Strand, London WC2R OEU

Date of departure, route and date of arriving in the country _____

How much money is available for your visit? _____

Have you ever visited the country? _____

If yes, give the dates of visits
If married, give the full name, date and place of
birth of: husband / wife

any children

give the full name, date and place of birth of
your father

your mother

What is their address?

State your present address.

Telephone number

Passport number

Place and date of issue

Date of expiry

Exit visa number

Date of issue

Period of validity

I declare the above to be a full and true statement

ПРАКТИЧЕСКАЯ РАБОТА № 3

Тема: Диалоги «Заказ билетов», «В турагенстве».

Цель: Формирование лексических и грамматических навыков чтения, говорения, аудирования

Студент должен

Знать: Разговорные клише по теме, правило образования множественного числа, исключения.

Уметь: Запрашивать и сообщать фактическую информацию (кто? что? как? куда? когда? с кем? и
позиции спрашивающего на позицию отвечающего;

ХОД ЗАНЯТИЯ

Translate the dialogues

A VISITOR	AN OFFICE WORKER

Good morning. May I come in?	Good morning. Come in, please.
Thank you.	Take your seat.
I need a visa to enter your country	What can I do for you?
For twelve days	For what period?
My name is ...	What is your name?
I am Russian	Your nationality?
I am from Russian Federation	What country are you from?
Business	What is the purpose of your trip?
In thirty days	When are you going to leave?
Here you are	Your passport, please
OK	Leave your passport here.
OK. When will the visa be ready?	Fill in this form in two copies, please.
OK. Thank you. Good bye	Come for it in twenty-five days
	You are welcome. Good bye.

B) Travel agent: What can I do for you?

Diana: I'm going to reserve flight tickets for a group of schoolchildren to Manchester.

Travel agent: All right. When are you going to leave?

Diana: A day after tomorrow. And what about flight time?

Travel agent: It'll be a direct flight and it'll last two hours and ten minutes.

Diana: We would like to leave in the afternoon. Is it possible?

Travel agent: You can take a Swiss Air flight departing from Helsinki.

Diana: Fine. It's O.K.

Travel agent: I suppose you are going to travel economy? How many tickets do you need?

Diana: Yes, of course. We need twenty economy tickets.

Travel agent: Let me see. Unfortunately we have only eighteen seats left. The rest two seats you can book in the first class.

Diana: It's not a problem. I take two tickets in the first class. How much shall I pay for it?

Travel agent: Well, six thousand and sixty pounds.

Diana: Fine. Here is my credit card.

Travel agent: Could you give me your name and address?

Diana: Certainly, Diana Ross, 3 Park Street, Helsinki.

Travel agent: Could you give me your day-time phone, please?

Diana: +0112223334.

Travel agent: Thank you. Would you like to get the tickets now or to pick them before departure?

Diana: I would like to pick them up before departure.

Travel agent: You can pick them up at any time after eight o'clock a.m.

Diana: Thank you very much. It's very nice of you.

Travel agent: Not at all. You are welcome!

2. Make up your own dialogue.

3. Learn the dialogue and prepare for acting.

ПРАКТИЧЕСКАЯ РАБОТА № 4

Тема: Местоимения.

Цель: Формирование грамматических навыков чтения и письма

Студент должен

Знать: местоимения.

Уметь: применять местоимения в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Вставьте личные местоимения.

1. My friend Mike lives in Oxford. This is a letter from _____.
2. The children are hungry. Give _____ something.
3. We are thirsty. Can you give _____ some juice?
4. I don't know this woman. Do you know _____?
5. I never drink milk. I don't like _____.
6. These flowers are for my sister. Can you give _____ to _____?
7. I need some help. Please, help _____.
8. I have just seen a mouse. Have you seen _____?
9. Meg is talking to you! Listen to _____!
10. The scissors are very sharp. Be careful with _____.

2. Заполните пропуски притяжательными местоимениями в нужной форме.

1. Winter is coming. I like _____ beauty.
2. I wash _____ hair twice a week.
3. Can you lend me a pen? I've lost _____.
4. Some girls are not happy with _____ looks.
5. Are you happy with _____ success, Ann?
6. There is a mouse under the table. I can see _____ tail.
7. My friend and I like Literature. It's _____ favourite subject.
8. This book is very old. _____ pages are yellow.
9. We usually go to the country with some friends of _____.
10. He has a bad memory. He can't remember even _____ own phone number!

3. Выберите правильную форму притяжательного местоимения.

1. (Mine, my) task is easier than (your, yours).
2. It is not (their, theirs) house. (Their, Theirs) is bigger.
3. Are (your, yours) hands warm? (Mine, My) are quite cold.
4. (My, Mine) keys are in the pocket. Where are (your, yours)?
5. Meet Mr. Bean. He is a friend of (our, ours).
6. Whose keys are these? Are they (your, yours)? — No, they are not (my, mine).
7. Can we use (your, yours) telephone? (Our, Ours) is out of order.
8. I told her (my, mine) life story and she told me (her, hers).
9. Will you check (my, mine) paper and I shall check (your, yours) test?
10. Now we are going to open (our, ours) presents, and then we shall look at (their, theirs).

4. Вставьте возвратные местоимения.

1. I opened the door and found ___ facing a stranger.
2. Go and see it for ___ if you like.
3. Would you mind keeping your words to ___, Bob?
4. We protect ___ from the cold with warm things.
5. She burnt ___ ironing a dress.
6. Don't blame ___, boys. It is not your fault.
7. They have nobody to thank but _____.
8. She dried ___ with a blue towel.
9. We soon understood that we had lost _____.
10. Soon I found _____ in a strange place.

5. Вставьте правильную форму указательного местоимения.

1. Listen to _____ song. You'll enjoy it.
2. Who is _____ over there?
3. Let's meet one of _____ days.
4. I'd like to thank _____ people who helped me yesterday.
5. I'll never forget _____ morning when it all happened.
6. Do you remember _____ days when we were happy?
7. Do you think _____ trousers suit me?
8. Could you show me _____ book on the upper shelf?
9. Let's call _____ children playing in the garden.
10. Take _____ kids out of here.

6. Вставьте местоимения *some, any* или *no*.

1. Have you got _____ English books at home? — Yes, I have _____.
2. There are _____ beautiful pictures in the magazine. Look at them.
3. There is _____ ink in my pen: I cannot write.
4. I haven't got _____ exercise books. Give me _____, please.
5. You can occupy _____ room you like.
6. There are _____ people in the park because it is cold.
7. I saw _____ boys in the garden, but Mike was not among them.
8. There are _____ mistakes in your test. — Mistakes? I can't see _____.
9. I've just baked _____ cookies. Would you like _____?
10. here is _____ juice left. Could I have _____ more?

7. Вставьте местоимения *some, any, no, every* или их производные.

1. I can see _____ on the snow, but I don't know what it is.
2. I didn't eat _____ because I wasn't hungry.
3. 'Did he say _____ about it?' 'No, he said _____.'
4. Is there _____ here who knows this man?
5. She said _____, but I didn't understand it.
6. I went to the shop but I didn't buy _____.

7. ____ has broken the window. I don't know who.
8. There are ____ books on this desk, but there are ____ exercise books.
9. 'What's wrong?' 'There's ____ in my eye.'
10. 'Do you know ____ in London?' 'Yes, I've got a few friends there.'
11. 'What's in that box?' '____. It's empty.'
12. Here are ____ books by English writers. Take ____ book you like.
13. 'What shall I do now, Mom? I have done my homework.'
'You can do ____ you like.'
14. Have you got ____ books on Dickens? I want to read ____ about him.
15. 'Can ____ tell me how to get to the Public Library?'
'Yes, take ____ bus that goes from here.'

8. Вставьте в пропуски количественные местоимения *a lot of, many, much, few, a few, little, a little*.

These days 1) _____ people are learning to use computers. Very 2) _____ of them have to do it because of their work, some just want to play games and only 3) _____ people are really interested in computing. These days you don't need 4) _____ money to buy a computer and often just 5) _____ knowledge is required to use one. There are so 6) _____ different ways of using computers, such as letter writing and keeping accounts. But the main problem is that people start spending too 7) _____ time sitting at the computer and too 8) _____ time doing sports. Not 9) _____ people now are fond of reading traditional paper books. They often prefer to download at least 10) _____ electronic books to read on their way to work.

ПРАКТИЧЕСКАЯ РАБОТА № 5

Тема: В аэропорту. Паспортный контроль. Таможенный досмотр.

Цель: Развитие лексических навыков.

Студент должен

Знать: Лексические единицы по теме.

Уметь: читать с целью извлечения детальной информации, говорить на основе прочитанного.

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. 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.

Translate into Russian.

им следует прибыть в аэропорт _____
посадка заканчивается _____
регистрация на международные рейсы _____
пассажиры хотят лететь самолётом _____
пассажиры могут выбрать любой самолёт _____
за двадцать минут до отправления _____
лететь первым классом _____
лететь бизнес классом _____
лететь эконом классом _____
посадка на международные рейсы _____
заполнить бланк таможенной декларации _____
перечень товаров, которые подлежат декларированию _____
если всё в порядке _____
проверяет багаж _____
офицер таможни подписывает бланк таможенной декларации _____
если у них есть, что подлежит декларированию _____
показать багаж, если их попросят _____
где он указывает места _____
офицер таможни проверяет багаж _____
пассажиры могут провозить багаж _____
багаж движется в багажное отделение _____
пассажиры бизнес класса _____
ручная кладь включает _____
деловая документация _____
пассажирам следует идти к служащему _____
багаж пассажира _____
офицеры обычно очень вежливы _____
несколько килограммов сверх разрешённого веса _____
пассажиры идут в зал вылета _____
офицер проверяет паспорт и визу _____
диктор объявляет посадку _____
пассажирам следует идти к офицеру паспортного контроля _____
офицер ставит особую отметку _____
пассажиры идут к воротам _____
пассажирам следует быть спокойными и вежливыми _____
у дверей самолёта _____
багаж до пяти килограммов _____
пассажиры могут провезти _____
пальто или плащ _____
чтобы зарегистрировать свои билеты _____

3. 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?

ПРАКТИЧЕСКАЯ РАБОТА № 6

Тема: На борту самолета.

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме

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

ХОД ЗАНЯТИЯ

1. 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 ...

ПРАКТИЧЕСКАЯ РАБОТА № 7

Тема: Прибытие в Лондон.

Цель: Формирование лексических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексические единицы по теме

Уметь: Делать выписки из прочитанного, говорить на основе прочитанного

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 _____

ПРАКТИЧЕСКАЯ РАБОТА № 8

Тема: Модальные глаголы и их эквиваленты.

Цель: Формирование грамматических навыков чтения и говорения.

Студент должен

Знать: значение модальных глаголов.

Уметь: применять модальные глаголы в устной и письменной речи.

ХОД ЗАНЯТИЯ

1. Вставьте подходящий модальный глагол (**can / may**)

1. _____ you see anything in this dark room?
2. _____ I borrow your rubber, please? Yes, of course you _____.
3. Kate _____ speak English.
4. Mike has got many books so he _____ read them.
5. _____ I borrow your pen?
6. Only a person who knows the language very well _____ answer such a question.
7. Most children _____ slide on the ice very well.
8. You _____ find any kind of information on the Internet.
9. British Parliament _____ issue laws and form the budget.
10. _____ I try on this coat?
11. You _____ not talk loudly in libraries.
12. He _____ read and write in English.

2. Complete the sentences with the correct modal verb. Use **must, mustn't, or don't have to**.

I _____ (1) go to school from Monday to Friday. We _____ (2) wear a uniform, so I normally wear sports clothes. We _____ (3) arrive late, and we _____ (4) go to every class. In class, we _____ (5) shout, play or sing. We _____ (6) have lunch at school, so I sometimes go home. When school finishes, I _____ (7) look after my little sister. When my parents come home I _____ (8) stay in, so I usually go out with my friends. When I get home, I _____ (9) do my homework. I _____ (10) go to bed late, except on Fridays, when I _____ (11) go to bed before midnight.

3. Подчеркните правильный вариант употребления модального глагола.

1. You *must / should / shouldn't* be 18 before you can drive in Spain.
2. You *don't have to / mustn't / shouldn't* go to bed so late. It's not good for you.
3. You *don't have to / mustn't / shouldn't* wear a school uniform in most Spanish state schools.
4. You *must / mustn't / needn't* come. I can do it without you.
5. You *don't have to / must / mustn't* copy during exams.
6. You *don't have to / mustn't / shouldn't* be very tall to play football.
7. You *must / mustn't / needn't* be a good writer to win the Pulitzer Prize.

4. Вставьте подходящий модальный глагол (**must / may / need**)

1. _____ I invite Nick to our house?
2. It _____ rain soon.
3. You _____ not make notes in the books.
4. You _____ pay your bills in restaurants.
5. The baby is sleeping. You _____ not shout.
6. That diamond bracelet is very elegant but it _____ have cost a fortune.
7. You _____ not say anything if you don't want to.

8. I can hear you quite well. You _____ not shout.
9. He has left the army and doesn't _____ to wear a uniform any more.
10. I've bought everything, so you _____ not go shopping.
11. Tim gave me a letter to post. I _____ not forget to post it.

5. Complete the sentences with the positive or negative forms of **must** or **have to**.

1. Brilliant! I _____ study tonight because I've finished my exams.
2. You _____ use a mobile phone on a plane.
3. You can go out, but you _____ be home by midnight.
4. Jo _____ go to school by bus. She lives nearby.
5. We _____ cook tonight. We can get a pizza.
6. She _____ get up early. She's on holiday.
7. You _____ study harder or you are going to fail.
8. You _____ drive faster than 120 km/h on the motorway.

6. Choose the correct modal verb in italics:

1. I *can* / *can't* / *might* go out tonight. I'm too busy.
2. I haven't studied enough. *I may* / *may not* / *might* pass my exams.
3. They say it *must* / *need* / *might* snow tomorrow.
4. She *can* / *might not* / *won't be able* to help us. She's not available.
5. *Can* / *May* / *Might* you come to my party?
6. We should run or we *can* / *might* / *might not* miss the bus.

7. Complete the sentences with the correct modal verb in italics:

1. You *couldn't* / *mustn't* / *shouldn't* eat so many hamburgers. They're not good for you.
2. You *can't have* / *don't have to* / *mustn't* study at the weekends, except when you have exams.
3. You *may not* / *might not* / *needn't* Everything will be OK.
4. You *don't have to* / *might not* / *mustn't* use your mobile phone in class.
5. Diana looks happy. *She can* / *can have* / *must have* heard some good news.
6. I *can't* / *may not* / *might not* have left my mobile phone at school on Friday afternoon – I had it on Friday night.
7. It *can* / *could* / *couldn't* rain tomorrow.

8. Вставьте подходящий модальный глагол (**must** / **can** / **should** / **may**)

1. I have some free time. I _____ help her now.
2. I _____ drive Susan's car when she is out of town.
3. _____ I have a glass of water?
4. Anyone _____ become rich and famous if they know the right people.
5. You _____ go to this party. It's very important.
6. Bird _____ be known by its song.
7. He is coming here so that they _____ discuss it without delay.
8. It's late. You _____ go to bed.
9. He _____ have told me about it himself.

9. Complete the sentences with a suitable modal verb. Use **must**, **don't have to**, **might**, **should**, **must have**, **mustn't**, **can't have** and **shouldn't**.

1. You _____ drive on the pavement. It's illegal.
2. You _____ say that. It's not nice.
3. I _____ go to work tomorrow because it's a public holiday.
4. I _____ buy this CD, but I'm not sure.
5. He's not here. He _____ gone out.
6. She didn't study enough. She _____ passed her exam.
7. You _____ eat more vegetables. They're good for you.
8. You _____ be 18 before you can buy alcohol.

ПРАКТИЧЕСКАЯ РАБОТА № 9

Тема: Современные гостиницы.

Цель: Развитие лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания, ставить глаголы в правильную временную форму.

ХОД ЗАНЯТИЯ

to reserve a room in advance to include standard facilities basic accommodation equipment resort a reception desk a receptionist a keyboard a lounge a news-stand to register a room maid private home depending on various levels of service dry cleaning a beautician's round-the-clock a twin-bedded room a suite to check out a doorkeeper a floor attendan	забронировать номер заранее включать обычные удобства основное жильё, помещение оборудование курорт регистрационный стол администратор щиток с ключами холл гостиницы газетный киоск регистрировать горничная частное жильё в зависимости от различные уровни обслуживания химчистка косметический кабинет круглосуточный номер с двуспальной кроватью номер «люкс» выписывать швейцар дежурный по этажу
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HOTELS

When travelling people prefer to stay at a hotel.

The best way is to reserve a room in advance.

There are several types of hotels:

- five star hotels include almost everything;
- four star hotels are very good;
- three star hotels have standard facilities;
- one or two star hotels are cheaper, have basic accommodation.

Accommodations are also classified as follows:

- motels are for motorists; they are situated on main roads;
- commercial hotels are in the town centre for business people;
- conference hotels include meeting and exhibition facilities, audio-visual equipment, banquet rooms;
- resort hotels are at tourist resorts for people on holiday;
- bed and breakfast (B&B) is accommodation in private homes.

Depending on the hotel, one can receive various levels of service: all meals, breakfast in bed, dry cleaning.

The hotel may have a hair saloon, a beautician's, various souvenir shops, a business centre, several restaurants and bars. Resort complexes may also have round-the-clock snack-bars, shops, cinemas, swimming pools.

Every hotel has different rooms:

- a single room is a bedroom for one person;
- a double room is a bedroom for two people;
- a twin-bedded room has twin beds;
- a suite is a set of rooms.

Many rooms have fridges and tea or coffee making facilities.

Every hotel has a reception desk and a receptionist, a keyboard at the reception desk, a lounge, a news-stand selling newspapers, magazines, best-sellers, postcards and telephones.

The receptionist registers arrivals and checks out those who are leaving.

Some hotels have doorkeepers and porters (usually 4-5 star hotels) who carry the luggage and take you to your room.

The better hotels also have floor attendants and room maids

II. Complete the following sentences:

1. Motels are for _____
2. One receives various levels of _____
3. Commercial hotels are for _____
4. Three star hotels have standard _____
5. Bed and breakfast is accommodation in _____
6. Five star hotels include almost _____
7. Resort complexes may also have round-the-clock _____
8. A suit is a set of _____
9. A twin-bedded room has _____
10. A single room is a bedroom for _____

III. Answer the questions:

1. Where are commercial hotels situated?
2. What kinds of rooms can hotels have?
3. Where are resort hotels situated?
4. What do conference hotels include?
5. How many beds do twin-bedded rooms have?
6. What should every hotel have for the guests?
7. What types of hotels are there?
8. What does a receptionist do?
9. What is Bed&Breakfast?
10. What is a single room?
11. What facilities do many rooms have?
12. What hotels have standard facilities?
13. What is the best way to reserve a room?
14. What is a suite?
15. What do porters do at the hotel?

4. Booking a room at the Hotel

Jane: Good morning! Is that the Savoy Hotel?

Receptionist: Yes, that's right. What can I do for you?

Jane: I would like to book a double room with air conditioner, bath and phone.

Receptionist: For how long you require this accommodation?

Jane: I need accommodation for four nights.

Receptionist: When will you arrive here?

Jane: I will arrive a day after tomorrow in the early morning. I think I'll be at the hotel at about six a.m.

Receptionist: All right. And what floor would you like to book a room on?

Jane: I always prefer the first floor.

Receptionist: All right. I book a room in the first floor for you.

Jane: Thank you very much. And what is the charge?

Receptionist: It is ninety pounds a night.

Jane: Fine, thank you.

6. Make up your own dialogue and learn it by heart.

ПРАКТИЧЕСКАЯ РАБОТА № 10

Тема: Регистрация в гостинице.

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: Разговорные фразы по теме.

Уметь: Воспринимать на слух информацию в деталях, обратиться с просьбой и выразить готовность/отказ ее выполнить.

ХОД ЗАНЯТИЯ

1. Read and translate the following dialogues

1)

- Good afternoon, my name's Johns. I've got a reservation.
- Sorry, sir. I can't find you in the computer.
- Here's the confirmation of my reservation.
- All right, sir. You've got a double room. May be you want a single room?
- No, I'll have a double. My wife's arriving tomorrow.
- O.K. Do you want a twin or a double room?
- A double bed and a smoking room, please.
- Fill out the registration form. What newspaper do you want in the morning?
- The Times, please.
- Your continental breakfast is included.
- English breakfast and buffet are extra.
- O.K.
- Take your key. Here's your guest card.
- Can I ask for another key for my wife?
- Certainly, sir.
- Can I ask the bellboy to take my luggage to my room?
- Certainly, sir. Your credit card, please.

2)

A: Good morning, Astoria Hotel. What can I do for you?

B: I'd like to book a double room.

A: What date?

B: For a week beginning next Monday.

A: In whose name shall I book it, please?

B: In Voronin's name. I'd like a room with a bath.

A: How will you pay?

B: By credit card.

2. Translate into English:

1. Добрый день.
2. Добрый день. Чем могу быть полезен?
 1. Мне нужен номер, пожалуйста.
 2. Вы хотели бы одноместный номер или двухместный?
 1. Одноместный, пожалуйста.
 2. С ванной или с душем?
 1. С ванной, пожалуйста.
 2. На сегодня? (tonight)
 1. Да, на сегодня.
 2. На сколько дней?
 1. На три дня.
 2. У Вас есть кредитная карточка?
 1. Да, конечно.
 2. Распишитесь здесь, пожалуйста. Хорошо.
 1. Спасибо. Я бы хотел кофе в номер утром.
 2. Замечательно. Вот Ваш ключ от номера.

4. Make up your own dialogue about getting a room at the hotel on the next situation: You did not book a room beforehand and you would like to get a single room with a bath for three days. You don't want to live on the top floor. you would like to know whether you can put your valuables and money anywhere while you are going on an excursion.

ПРАКТИЧЕСКАЯ РАБОТА № 11

Тема: Гостиничные услуги.

Цель: Формирование лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Разговорные клише по теме, правило образования длительных времен.

Уметь: Запрашивать и сообщать информацию (кто? что? как? куда? когда? с кем? и т. д.), переходя с позиции спрашивающего на позицию отвечающего

ХОД ЗАНЯТИЯ

1. Read the text, translate it. Answer the question: where can tourist have breakfast in England?

MEALS AT THE HOTELS

Hotels in Great Britain are rather expensive. The price of staying at the hotel often contains the price of breakfast. There are two kinds of breakfast: continental breakfast and English breakfast. Continental breakfast includes juices, toast, tea or coffee, milk, rolls, butter and marmalade, cornflakes. English breakfast includes juices, toast, tea or coffee, fried eggs, cereals, bacon, sausages, tomato, mushrooms. One can have a snack in cafes and Fast Food Shops. Cafes usually offer sausages and mashed potatoes. Fast Food Shops usually offer pizza and hot sausages and sandwiches.

Dinner at the restaurants is very expensive. Some dishes cost from 15-20 to 90-100 pounds. Pubs are very popular for evening spare time. Pubs work from 11a.m. till 11p.m. Pubs offer a wide choice of juices and sweet cocktails.

At the hotel guests can call room service and hand their breakfast order to the chambermaid if they want to have breakfast in the room. The guests should fill in a special form. In this form the guests should point their room number, required time, date, the number of persons and choose the needed meal. The guests can place the order on outside of door handle before 2 a.m. Extra 50 pence is charged for meals served in the room.

2. Read and translate the dialogues

ORDERING BREAKFAST IN THE ROOM

- Reception, how can I help you?
- Can I order breakfast in my room?
- Yes, sir. There are forms on your door.
- Yes, I've got them.
- Fill one out, ticking the items you want.
- Then put it outside your door before midnight.
- What about the time?
- You tick the time you need your breakfast.
- OK. Is it extra?
- The delivery charge is one pound fifty.
- Thank you very much.

AT THE HOTEL RESTAURANT

- Good morning, sir. Can I have your room number?
- Three hundred and thirty.
- Tea or coffee, sir?
- Coffee with milk and toast, please
- Do you want English breakfast?
- Yes, please, two boiled eggs.
- Sorry, sir, we have only fried or scrambled eggs.
- Two fried eggs, please.
- Sausages, bacon, mushrooms, fried tomatoes?
- Speak slower, please.
- I'm sorry, sir. Sausages, bacon, mushrooms, fried tomatoes?
- Two rashers of bacon and mushrooms.
- Anything else, sir?
- No, thank you.

3. While living at the hotel, you may have some problems in the room. Read and remember how to say in English about those problems.

The TV doesn't work.	Не работает телевизор.
The TV remote control doesn't work.	Не работает пульт телевизора.
The air conditioner doesn't work.	Не работает кондиционер.
The kettle doesn't work.	Не работает чайник.
The light doesn't switch on.	Не горит свет.
The bulb has burnt out.	Перегорела лампочка.
The wardrobe doesn't close.	Не закрывается шкаф.
The bed's broken.	Сломана кровать.
The window doesn't close.	Не закрывается окно.
The window doesn't open.	Не открывается окно.
The window pane's broken.	Разбито стекло в окне.
The shower doesn't work.	Не работает душ.
The bath tap doesn't work.	Не работает кран в ванне.
The sink tap doesn't work.	Не работает кран в раковине.
There's no hot water.	Нет горячей воды.
There's no cold water.	Нет холодной воды.
Change the bed linen, please.	Поменяйте постельное белье.
Change the towels, please.	Замените полотенца, пожалуйста.
There's no soap in my room.	В моем номере нет мыла.
Can I ask for some?	Можно попросить?

Bring another blanket, please.
It's cold in my room.
Can you bring a heater?
My telephone doesn't work.
My fridge doesn't work.
I've forgotten the code for the mini safe.
I've lost the mini bar key.
I can't open the door to my room.
Can I ask for an adapter for
a continental plug?
The door handle's broken.
The socket's broken.

Принесите еще одно одеяло, пожалуйста.
В номере холодно.
Вы можете принести обогреватель?
У меня не работает телефон.
У меня не работает холодильник.
Я забыла код от мини сейфа.
Я потерял ключ от мини бара.
Я не могу открыть дверь в номер.
Могу я попросить адаптер для
континентальной вилки?
Сломана ручка двери.
Сломана розетка

AN EARLY MORNING CALL

Peter: Hello.
Receptionist: Reception desk. How can I help you?
Peter: I'd like to arrange an early morning call for rooms number 321 and 352, please.
Receptionist: Of course, Mr. Noble. What time do you want the calls for?
Peter: Well, I think 7:45.
Receptionist: OK, Mr. Noble. I'll ring you and Mr. Ford tomorrow morning at 7:45.
Peter: Thanks. Bye.

SUIT PRESSING

Jason: Hi, is that the front ... em, reception desk?
Receptionist: Yes, sir. How can I help you?
Jason: Well, I need a suit pressing.
Receptionist: That can be arranged. When do you need your suit for, Mr ...?
Jason: Oh yeah, sorry, it's Mr Ford here from room 352. Could you get it done for this evening?
Receptionist: Consider it done, Mr Ford. I'll send somebody up for it now.
Jason: Thanks.

ПРАКТИЧЕСКАЯ РАБОТА № 12

Тема: Способы выражения будущего времени.

Цель: Развитие лексических и грамматических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Обратиться с просьбой и выразить готовность / отказ ее выполнить, пригласить к действию / взаимодействию и согласиться / не согласиться принять в нем участие.

ХОД ЗАНЯТИЯ

THE FUTURE INDEFINITE (SIMPLE) TENSE

Будущее неопределенное (простое) время

УПОТРЕБЛЕНИЕ

Будущее неопределённое время (**Future Indefinite**) употребляется для обозначения:

1) какого-либо факта в будущем.

The Mayor **will open** a new stadium **tomorrow**. Мэр откроет завтра новый стадион.

2) какого-либо решения или намерения в будущем, принятого в момент речи.

I**ll go** to the theatre with you. Я пойду в театр с тобой.

3) для выражения предложения о помощи.

I**ll do** the shopping. Я сделаю покупки.

ОБРАЗОВАНИЕ

Утвердительная форма		Отрицательная форма		Вопросительная форма
I, we	will go	I, we	will not go	will I (we) go ?
He, she, it, you, they		He, she, it, you, they		Will he (she, it, you, they) go ?

shall not = shan't

will not = won't

Примечание.

В современном английском языке существует устойчивая тенденция употреблять **will** для всех лиц, а в разговорной речи употребляется, как правило, только сокращённая форма вспомогательного глагола с личным местоимением.

I **will come (I'll come)** to see you tomorrow. Я навещу вас завтра.

СПОСОБЫ ПЕРЕДАЧИ БУДУЩИХ ДЕЙСТВИЙ.

1. **Present Continuous** может выражать действия, относящиеся к ближайшему будущему, которое обозначается обстоятельствами времени:

tonight – сегодня вечером;

next week – на следующей неделе;

in a day or two – через день-другой и др.

What **are you doing** tonight ? Что ты делаешь сегодня вечером ?

2. Сочетание **to be going** + инфинитив всегда передаёт будущее действие часто с оттенком намерения.

He **is going to take part** in the competition. Он собирается принять участие в соревновании.

Be going or Future Simple

1. The phone is ringing, I _____ (answer).
2. _____ that dress ? (buy/I).
3. Peter and Sarah _____ to London next week (move).
4. It's cloudy. I think it _____ (rain).
5. It is sure. We _____ something for you (do).
6. It is so hot in here. _____ the window ? (open/I).
7. The kettle is boiling. I _____ some tea (make).
8. What will you do when you _____ 18 ?
9. Don't worry. They _____ (not/get) lost, they know the road.
10. I am upset, I _____ (cry).

Be going or Future Simple

10. I _____ have a pint of lager after work.
1. In the restaurant I _____ have a glass of red wine.
2. I think we _____ have a cold winter this year.
3. What are your plans for tomorrow ? - I _____ have a quiet evening at home.
4. Look at this man on a ladder. He _____ fall.
5. It's so hot in here. I _____ open the windows.
6. I _____ sell my car. Do you want to buy it ?
7. Have you got my notebook ? - Sorry, I still need it. I _____ bring it back tomorrow.
8. I think the company _____ increase the sales by 10% next year.
9. I _____ never do it again. I promise !

Future Continuous or Perfect

1. Don't come before 5pm, _____ (I/ work) at my office.
2. Come at 5.30pm, _____ (I/ finish) working.

3. Do you think _____ (you/ still/ live) in the same house next year?
4. If you can, come to see me, _____ (I/ stay) at the Beach Hotel until Saturday.
5. In my dreams, tomorrow _____ (I/snuggle up) to you and not taking my exam !
6. I'm visiting Australia at the moment, at the end _____ (I/ travel) more than 6000 km.
7. I'll come to join you around 7pm, _____ ; (my meeting/ end) by then.
8. I can imagine that tomorrow _____ (the holiday/ finish), it's sad.

Future Continuous or Perfect

1. Jonathan _____ (work) on his invention for three hours before he finally goes to bed.
2. Jack _____ (work) at the post office for 20 years by the time he's 50.
3. I'm afraid Jack _____ (not/recover) from the accident by the time his football training begins.
4. I _____ (grow) my own vegetables for 2 years by the end of the year.
5. _____ (you/ mail) the invitations before Friday?
6. We _____ (convert) the rooftop of our apartment into a garden by the end of the week.
7. Scientists hope they _____ (solve) the world's food shortage problem by the end of the century.
8. By June, Mr. Patterson _____ (teach) music at school for ten years.
9. By November, Harry _____ (sell) his products to local stores for 2 years.
10. Are you sure you _____ (clean) the living room before the guests arrive?

ПРАКТИЧЕСКАЯ РАБОТА № 13

Тема: Британские газеты и журналы.

Цель: Формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Лексические единицы по теме.

Уметь: Высказываться целостно как в смысловом, так и в структурном отношении, читать / понимать на слух с целью извлечения детальной информации.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Everywhere, everyday exiting things are happening. Each day is filled with news. How are people kept informed? The press, radio and television keep people informed on all topical issues of the day.



The press has a great political influence. You can get a lot of useful information from newspaper reports. If you are a regular reader of the press, you will be well informed about all matters. Newspapers publish articles on home and foreign affairs. Reports by political observers and commentators help us to get useful information on international and domestic issues.

The British are great newspaper readers. All British papers can be classified as either “quality” or “popular” papers. A “quality” paper is a serious national paper that aims at the educated reader. The “qualities” give serious accounts of the news and reports on business matters, industry and culture. They are usually large-sized. The “quality” papers, like The Times (<https://www.thetimes.co.uk/>), The Guardian (https://www.theguardian.com/uk?INTCMP=CE_UK) and others, are directed at readers who want full information on a wide range of public matters.



The Sunday Telegraph

“Popular” newspapers appeal to people wanting news of a more entertaining character. They are usually with lots of illustrations. Some “populars”, like The Sun (<https://www.thesun.co.uk/>), are note for their sensational stories and photographs.

Some newspapers come out only on Sundays: “Qualities” – The Sunday Telegraph (<https://www.telegraph.co.uk/>), The Sunday Times; “Populars” – Sunday Express, Sunday Mirror. Many newspapers are printed in color, as the part of Sunday or Saturday paper. They provide reading material about clothes, cooking, diet, the house and home.

There is a wide variety of magazines in Britain. They titles show that cater for tastes and interests: British Chess Magazine (<https://www.britishchessmagazine.co.uk/>), Country Life (<https://www.countrylife.co.uk/publication/country-life>), Homes and Gardens (<https://www.homesandgardens.com/>), Do-it-yourself (<https://www.bhg.com/decorating/do-it-yourself-magazine/>), etc.

a. You may have noticed that the text mentions two types of newspapers: quality and popular ones. **What other types of newspapers are there?** You can find the information here: <https://www.english-online.at/media/newspapers/newspapers.htm>. **Using genially, create an interactive image on this topic.**

b. **Make another interactive image on the contents of a newspaper, using the same sites.**

c. **Describe any newspaper mentioned in the text (or any other) using these questions:**

- What is the title of this paper?
- What kind is it? Daily or Sunday?
- Is it large or small (broadsheet)?
- When was it founded?
- Where is it published? What is its address?
- Does it have an online edition?

4. Read the text and answer the questions below.

Magazines

Magazine is one of the major mass media. Magazine is a collection of articles and stories. Usually magazines also contain illustrations.

The earliest magazines developed from newspapers and booksellers catalogs. Magazines provide information on a wide range of topics such as business, culture, hobbies, medicine, religion, science, and sports. Some magazines entertain their readers with fiction, poetry, photography or articles about TV, or movie stars.

Magazines are designed to be kept for a longer time in comparison to newspapers and that is why they are printed on a better paper and have covers. Magazines, unlike newspapers, do not focus on daily, rapidly changing events.

There are specialized magazines intended for special business, industrial and professional groups (they are called journals), and consumer magazines intended for general public. There are several kinds of consumer magazines.

Children's magazines contain stories, jokes, and articles on subjects especially interesting for children and instructions for making games or useful items.

Hobby magazines are intended for collectors of coins, stamps, and other items; people interested in certain sports or games; photography enthusiasts.

Intellectual magazines provide analysis of current cultural and political events. Many of them publish fiction and poetry as well.

Men's magazines focus on such topics as adventure, entertainment, men's fashion and sports.

Women's magazines deal with child-raising, fashion trends, romance. They offer ideas on cooking and home decorating. Many of the monthlies with big circulations are women's magazines.

- 1) What does the magazine provide us with?
- 2) What are the main types of magazines?
- 3) What is a special word for magazines oriented to professional groups?
- 3) What are the differences in layout between newspapers and magazines?
- 4) What are the differences in content between newspapers and magazines?

5. Work in pairs or small groups.

Exchange your opinions on the matter

a)

1

Newspapers and magazines should have only online edition. Nobody reads them in print.



2

The Internet is a totally different format for presenting information. Print media will still be in demand.

b)

1

Glossy magazines should be banned for environmental reasons. There are Instagram and beauty-bloggers on YouTube.



2

Glossy magazines are a phenomenon that shapes our daily culture in many ways. They can't be reduced to beauty and relationship advice.

6. Choose a short article from a newspaper or magazine and translate it into Russian, paying attention to the peculiarities of the language.

ПРАКТИЧЕСКАЯ РАБОТА № 14

Тема: Известные молодежные издания. Придаточные предложения времени и условия.

Цель: Формирование лексических навыков чтения и говорения, аудирования.

Студент должен

Знать: Лексический и фактический материал по теме.

Уметь: Говорить на основе прочитанного, выделять главное при прослушивании.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Newspapers in Britain

If you get on a bus or catch a train in Britain, especially during the morning and evening «rush hour», you'll see a lot of people reading newspapers. The press tells us about various political views, interest and levels of education.

Papers are usually divided into «quality» papers which are serious with long, informative articles and «popular» which have smaller size. They are less serious and contain more human interest stories than news.

More daily newspapers, national and regional are sold in Great Britain than in most other developed countries.

There are about 135 daily papers and Sunday papers, 2000 weekly papers and about 100 papers produced by members of ethnic groups.

A lot of people buy a morning paper, an evening paper and a couple of Sunday papers. On an average day two out of three people over the age of 15 read a national morning paper, about three out of four read a Sunday paper. So it's not surprising to learn that national newspapers have a circulation of 15.8 million copies on weekdays and 19 million on Sundays.

Newspapers are almost always financially independent of any political party.

However, during general election campaigns many papers recommend their readers to vote for a particular political party.

Ownership of the national London and regional daily newspapers is concentrated in the hands of large press publishing groups.

2. Questions:

1. What does press tell us?
2. What kind of papers do you know?
3. «Popular» papers are usually smaller than «quality ones, aren't they?
4. What can be read in «quality» newspaper?
5. Who is the owner of newspapers in Britain?

Vocabulary:

rush hour — час пик

level of education — уровень образования

ethnic group — этническая группа

election — выборы

3. Open the brackets

1. Before John (to start) for London he (to come) to my place to say good-bye.
2. You (to invite) Tom to our party when you (to see) him?
3. Your granny (to be amazed) when you (to see) the view.
4. I (to catch) the train if I (to take) a taxi?
5. You (not to go) until I (to know) the truth.
6. You (to phone) me as soon as you arrive in London?
7. If Ann (to look after) the luggage, I (to buy) the tickets.
8. What he (to do) if he (to fail) his exam?
9. You (to have) a bicycle of your own when you (to be) older.
10. If a beggar (to ask) you for money, you (to give) him any?
11. What you (to do) when you (to graduate from) your University?
12. Let's go to the cafe when the concert (to be over).
13. I hope we (to see) before you (to leave).
14. You (to forgive) Tom if he (to apologize) to you?
15. Stay at home until your husband (to return). Give him the note as soon as he (to come).
16. What you (to do) if you (to want; to hire) a taxi?
17. If I (to meet) Mary today I (to speak) to her.
18. The child (not to improve) unless his elder brother (to set) him a good example.
19. You (must; to help) him if he (to be) in trouble.
20. Henry (to be busy) when we (to return) home?
21. I (not to go) to the party unless you (to come) with me.
22. You (can; to play) the piano if you (to like).
23. The boy (to complain) if I (to punish) him?
24. Don't get off the bus until it (to stop).
25. You (can; to do) this work if he (to fail) you?
26. I (not to express) an opinion until I (to know) the facts.
27. If he (to make) another attempt, he (to succeed)?
28. The river (not to begin; to rise) until some rain (to fall).
29. I (to write) to you when I (to leave) England.
30. As soon as Henry (to spend) that money He (to try; to borrow) some more.
31. We (to go) to the country tomorrow if the weather (to be) fine?
32. The train (not can; to move) until the the snow (to fall).
33. If you (to take) more interest in the language you (to succeed).
34. Don't leave the house until you (to wash) your face.
35. What

you (to do) if your children (to behave) badly? 36. When John (to grow) a beard, even his closest friends (not to recognize) him. 37. You (to go) with us to the ZOO tomorrow if you (to be) a good boy. 38. You (to help) me if I (to need) you? 39. If you (to leave) the letter on the table, my sister (to post) it for you. 40. What you (to do) if you (not to share) your companion's opinion?

ПРАКТИЧЕСКАЯ РАБОТА № 15

Тема: Британское телевидение.

Цель: Развитие лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексический материал по пройденным темам.

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

ХОД ЗАНЯТИЯ

TELEVISION IN GREAT BRITAIN

Britain's first regular television service opened in 1932, when the British Broadcasting Corporation (BBC) began transmitting four short late-night programmes a week. The development of television was interrupted by the Second World War, but resumed after it, making its first real impact in 1953 when the BBC televised the coronation of Queen Elizabeth II.

In 1955 Independent Television (ITV) began transmitting, at first only in the London area. Unlike the BBC, который финансировали большую its broadcasting with the revenue from radio and television licences, I TV derived its main income from its commercial advertising. This arrangement remains today.

In 1964 the BBC began transmitting on two channels, BBC 1 и BBC 2, the latter being mainly for drama, arts and sports programmes. BBC 2 first broadcast in colour in 1967, and BBC 1 and ITV followed suit two years later. A second commercial station, Channel 4, opened in 1982. Like BBC 2, it was intended as a mainly arts and 'cultural' service, but with the specific task of catering for minority interests.

ITV programmes are produced by a number of regional companies. A national company, TV-am, broadcasts news, current affairs and entertainment programmes every morning. National news programmes on ITV are produced by a separate company Independent Television News (ITN).

BBC 1 broadcasts a schedule of news, information programmes, documentaries, plays, films and light entertainment (such as comedies and quiz shows) from early morning to late at night. ITV's schedule is similar, but its presentation is generally slicker and more 'glossy'. Its programmes are cast round the clock.

Until the end of 1990, ITV's programmes and their schedules were under the supervision of the Independent Broadcasting Authority (IBA). The IBA ceased to exist in 1991, television when its responsibilities were taken over by a new body, the Independent Television Commission (ITC). Commercial radio services were taken over at the same time by the new Radio Authority. When this change took place, the former ITV channel was renamed Channel 3.

Both the BBC and ITV broadcast educational programmes, including broadcasts for schools. The BBC also transmits programmes for Open University students.

Despite the increasing popularity of satellite television, the non-satellite (also called 'terrestrial') channels form the main part of most

people's viewing. During last 10 years, Britain's most watched channel was ITV, with 27 per cent of all regular viewers. Next was BBC 1, с 21 per cent.

All viewers must hold an annual television licence. The income from it is used by the government to fund the BBC.

VOCABULARY

to *resume* [ri'zju:m] - восстанавливать; продолжать
impact ['ɪmpækt] - влияние, действие
revenue [revɪnju:] - прибыль
to *derive* [di'raɪv] - получать, приобретать
transmitting [trænz'mɪtɪŋ] - передача, трансляция
to *broadcast* ['brɔ:dka:st] - транслировать по радио или телевидению
to *cater* ['keɪtə] - обслуживать (кого - for), угождать
schedule [ʃedju:l] - график, расписание, план
slicker ['slikə] - более развлекательный
to *cease* [si:s] - прекращать; положить конец (чему-то)
Open University [ju:nɪ'vɜ:sɪti] - «открытый университет» (в отличие от обычных университетов не имеет определенной программы и точного учебного плана)
satellite television - спутниковое телевидение

QUESTIONS

1. When did Britain's first regular television service open?
2. Why was the development of television interrupted?
3. What is the difference between ITV and the BBC?
4. When did BBC 2 first broadcast in colour?
5. What companies produce ITV programmes?
6. What company supervises ITV's programmes and their schedules?
7. What do the BBC and ITV broadcast?
8. What were Britain's most watched channels?

ПРАКТИЧЕСКАЯ РАБОТА № 16

Тема: Контрольная работа (см. КОС)

Цель: Контроль уровня развития речевых умений.

ПРАКТИЧЕСКАЯ РАБОТА № 17

Тема: Достопримечательности Лондона.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический и фактический материал по теме

Уметь: Писать и читать с целью извлечения детальной информации, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

London

London is the capital of Great Britain, its political, economic and commercial centre. It's the main port of Great Britain. It is one of the greatest cities of the world. Its population is about 9 million people.

The city was founded by Romans in the 1st century AD and it was called Londinium. The English are very proud of the long history of their capital. The city became very rich in the 16th century. Then in 1665 and 1666 two catastrophes occurred: epidemic of plague which killed 100,000 citizens, and the Great Fire which destroyed the City.

London is a real museum of architecture. Traditionally London is divided into: the City, the West End, Westminster and the East End.

The City is the heart of London, its financial and business centre. Few people live in this part of London but over a million come here to work. There are a lot of famous ancient buildings in the City, for example **St. Paul's Cathedral**.

Westminster is one of the most famous historic areas in London as it contains both the seat of Government (**the Houses of Parliament**) and the crowning place of kings and queens (**Westminster Abbey**).

The West End is the centre of London. There are historical palaces, museums, **beautiful parks**, large department stores, hotels, restaurants, theatres and concert halls in this part of London. One of the most beautiful palaces is **Buckingham Palace**, the official residence of the Queen. The oldest of all the royal residences in London is **the Tower of London**. The broad Mall leads from Buckingham Palace to **Trafalgar Square**.

If you go to the east of the City, you'll find yourself in the East End. This is an industrial part of London. The Port of London is also in the East End.

Tasks

1. Translate into English

Коммерческий центр, главный порт, был основан, стал очень богатым, эпидемия чумы, разделен, сердце Лондона, мало людей, старинные здания, содержит, официальная резиденция королевы.

2. Your friend, who has never been to London, wants to learn more about it. Answer his/her questions.

1. What is the population of London?
2. Who founded London?
3. What was the first name of London?
4. What catastrophes occurred in the 17th century?
5. What parts is London divided into?
6. Where is St.Paul's Cathedral situated?
7. What is the official residence of the Queen?
8. What sights of interest is London famous for?
9. What is the oldest royal residence in London?

3. Finish the sentence...

1. London is the main port of ...
2. It was founded by ...
3. The Great Fire destroyed ...
4. London is divided into ...
5. There are a lot of ... in the City.

4. Ask questions to the given answers.

1. 9 million people
2. Londinium
3. in the 16th century
4. the seat of Government
5. Buckingham Palace

ПРАКТИЧЕСКАЯ РАБОТА № 18

Тема: Королевский Лондон.

Цель: Формирование лексических и грамматических навыков говорения.

Студент должен

Знать: названия достопримечательностей, правила образования совершенных времен

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

LONDON SIGHTSEEING TOUR

Hello, ladies and gentlemen. We welcome you to London. London is one of the largest cities in the world. About seven million people live here. London is more than two thousand years old. London's most famous sights are Tower Bridge, Big Ben and the Houses of Parliament, Trafalgar Square and St. Paul's Cathedral. You'll see all these places and much more of London from our red double-decker.

We start from Trafalgar Square. On the column in the centre there is a statue of Admiral Nelson who defeated the French at the Battle of Trafalgar in 1806. To the left of us you can see the National Gallery. It has a fine collection of European paintings.

Now we are coming to Piccadilly Circus. It is the meeting point of six streets.

We've just passed Piccadilly Circus and now we are making our way to Buckingham Palace. Look right. We are passing Hyde Park. In the park anyone can stand up and say what they want. It is a very democratic park.

Now we are at Buckingham Palace. It is the London home of the Queen. When the flag is flying on the top she is at home. Look, they are changing the Guard. It happens every day at 11.30 a.m.

We have just turned left and you can see St. James's Park. It is one of the royal parks. Here you can see pelicans and ducks. There are a lot of parks and gardens in London. In Regent's Park there is the London Zoo. It is one of the biggest zoos in the world.

In front of you you can see the Houses of Parliament and Big Ben. The Houses of Parliament is the seat of the British government. Big Ben is one of the most famous clocks in the world.

In a moment you will see Westminster Abbey. It is a royal church. Here you can see the tombs of many British kings and queens and other famous people and the beautiful Henry VII Chapel.

Now we are crossing Tower Bridge over the river Thames. From here you can see the Tower of London. (It was a fortress, a royal palace and later a prison. It is a museum now.) There are a lot of interesting collections in the Tower of London. The ravens are another famous sight. The legend says that without them the Tower will fall. The Raven Master is the person who gives them food. Earlier in our tour we saw a famous royal church, Westminster Abbey. We are now making our way to the second famous church, St. Paul's Cathedral. It is the greatest work of the architect Sir Christopher Wren.

We are now going along Fleet Street to the Strand. On the right you'll see Covent Garden. It was a big fruit and vegetable market. It is now a tourist shopping centre with cafes and restaurants.

We'll stop here so that you can go shopping. Our tour has finished. I hope very much that you have enjoyed this tour of London. Thank you and goodbye.

1. Translate into English

1. Лондон делится на четыре части.
2. Вестминстер – административный центр.
3. Сити – финансовый и деловой центр.
4. Уэст-Энд – символ богатства и роскоши.
5. Ист – Энд – промышленный район.
6. Лондон – огромный транспортный центр.
7. Площадь Сити 2,5 кв. км.
8. Национальная галерея имеет прекрасную коллекцию европейской живописи.
9. Тауэр Лондона – музей сейчас.
10. Букингемский дворец – лондонская резиденция королевы.
11. Площадь Пикадилли – место встречи шести улиц.
12. В Риджент парке находится лондонский зоопарк.
13. Гайд парк – очень демократичный парк.
14. Собор святого Павла – величайшая работа сэра Кристофера Рэна
15. Ковент Гаден – туристический торговый центр
16. В центре Трафальгарской площади стоит статуя адмирала Нельсона

3. Complete the sentences

1. Piccadilly Circus is the meeting point of
2. Buckingham Palace is
3. Westminster Abbey is
4. Hyde Park is
5. The National Gallery has
6. Tower Bridge is over the
7. The Tower of London was

8. The Tower of London is
9. The East End is
10. Westminster is

ПРАКТИЧЕСКАЯ РАБОТА № 19

Тема: Сложноподчиненные предложения

Цель: Развитие навыков построения сложноподчиненных предложений и перевода их на русский язык.

Студент должен

Знать: порядок слов в предложении, союзы.

Уметь: переводить предложения на русский язык.

ХОД ЗАНЯТИЯ

1. Составьте из двух предложений одно, используя who /that / which:

1. A book was written 5 years ago. It is very popular.
2. There is a book on the table. Take it.
3. He paid for the house 100,000\$. It is now worth 150,000\$.
4. A policeman stopped our car. He wasn't very friendly.
5. A boy broke the window. He ran away.
6. I met a woman. She can speak six languages.
7. What's the name of the river? The river goes through the town.
8. A coffee-maker is a machine. The machine makes coffee.
9. Ann took some photographs. Have you seen them?
10. I gave you some money. Where is it?
11. You have bought some oranges. How much are they?
12. We met some people. They were very nice.
13. They invited the Browns to dinner. They didn't come.
14. Linda is dancing with a man. What is his name?
15. John works in a factory. The factory is the biggest in town.

2. Вставьте подходящие по смыслу союзы: Since, even if, who, before, while, when, as though, that, wherever, after, and, so that, as soon as, if, that

1. Darryl looked after my dog ... I was away.
2. ... the curtain accidentally fell during her speech, the actress forgot her lines.
3. A statue ... was sculpted by Rodin is on display at the museum.
4. ... the queen rode in the parade, she gave a speech.
5. She doesn't know ... he'll return.
6. Many brave soldiers fought in the war ... they received medals.
7. ... we were early, we had to wait.
8. Peter is a famous baseball player ... lives in a beautiful house in Miami.
9. ... we get off the train, we will see our parents.
10. We believe ... the statement may be true only from a theoretical perspective.
11. He just cancelled his meeting ... he can come tonight.
12. Tom was welcome ... he went.
13. Our boss devotes us time ... he is busy.
14. Regional directors are invited to participate ... they are in New York.
15. It feels ... the air becomes fresher.

3. Расставьте запятые:

1. I know that it will be not easy.
2. As Henry needs to learn English I will teach him.
3. Gillian did not like to read and she was not very good at it.
4. Yvonne played golf extremely well when she was young.
5. If it rains a lot I put the chairs on the patio in the garage.
6. I really enjoyed the concert although the music was too loud.

7. The black dog has won many prizes but it doesn't know many tricks.
8. James grilled burgers and Patrick made a salad.

ПРАКТИЧЕСКАЯ РАБОТА № 20

Тема: Театр

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

THE GLOBE THEATRE

In 1949 an American actor Sam Wanamaker came to London and decided to visit the site of the famous Globe Theatre where Shakespeare had staged his plays. All he found, however, was a plaque on the wall of a brewery: «Here stood the Globe Playhouse of Shakespeare». Wanamaker was so shocked that he decided to rebuild the Globe.

It took many years to raise the money, get permission and find out exactly what the place looked like in the old days.

On June 12, 1997, Her Majesty the Queen opened the International Shakespeare Globe Centre, the recreation of Shakespeare's theatre. Unfortunately, Sam Wanamaker died in 1993 and wasn't in the audience to see his dream finally come true.

Today you can visit the beautiful new Globe, and in summer you can even see a play performed as it would have been in Shakespeare's days.

Shows at the new Globe are staged in much the same way as they were then - with no scenery, spotlights or microphones. And as in Shakespeare's time, the crowd is free to join in, calling out to the actors and getting involved in the story.

Women now play on the stage of the Globe, but on special occasions you can experience Shakespeare's plays the way his audience would have: an all-male performance in original clothing and without interval. If it rains you'll be given a rain hat so that you wouldn't get wet to the skin.

The theatre's artistic director Mark Rylance, says that his dream is «to reawaken a love of words - a theatre for the heart, not just the intellect».

2. QUESTIONS

1. When was the Globe event log?
2. Whose idea was to recreate the theatre?
3. Is new. Globe today different from what it was many years ago?
4. Do women play On the stage?

3. Retell the text.

ПРАКТИЧЕСКАЯ РАБОТА № 21

Тема: Музеи и театры Лондона.

Цель: Развитие лексических чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

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 Tussaud'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.

Topical Vocabulary:

- to see the sights- осматривать достопримечательности
- an art gallery- художественная галерея
- to be world-famous- быть известным во всем мире
- one of the best-known art galleries - одна из известнейших художественных галерей
- to be founded- быть основанным
- to house smth.- вмещать, содержать что-либо
- Britain's leading art gallery- известнейшая галерея Великобритании
- to be noted for smth.- быть известным чем-либо
- to represent smth.- представлять что-либо
- with the financial support of smb.- при финансовой поддержке кого-либо
- to be particularly well represented- быть особенно полно представленным
- fine and applied arts- изобразительное и прикладное искусство
- an antiquity- древность
- to cover the history of smth.- иллюстрировать историю чего-либо
- from its foundation to its present day- от основания до наших дней

2. 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 painters are particularly well represented in the Tate Gallery?

5. What kind of museum is Victoria and Albert Museum? Why is it named so?
6. What are the two departments of the British Museum?
7. What museums besides art museums and galleries can you find in London?

ПРАКТИЧЕСКАЯ РАБОТА № 22

Тема: Посещение театра.

Цель: Развитие речевых навыков

Студент должен

Знать: Лексический материал по теме.

Уметь: Вести диалог с обменом мнениями

ХОД ЗАНЯТИЯ

1. Read and translate the following dialogues

An evening at the theatre.

John: What sort of a show do you prefer, Edward, a musical like "Blood Brother", perhaps?

Edward: No, nothing like that. I find musical and variety shows hard to follow.

John: Well, that cuts out quite a lot of shows. Let me see, there's "The Royal Baccarat Scandal" at the Royal Theatre. It's a gripping performance and the critics have given it a good write-up.

Edward: Is there any Shakespeare running at moment? I think I'd prefer that.

John: Yes, at the Barbican Theatre. They're playing "Henry VI". We'll have to book in advance, though, or we'll never get a seat.

Edward: What seats would you like to have?

John: In the stalls, I think. We'll have a good view of the stage from there.

Edward: Yes, you're right. Let's hurry to the box-office then

In the interval.

Peter: Well, how do you like the play?

Ann: The play is interesting but I don't like the production.

Peter: What's wrong with it?

Ann: I don't like when there's no or little scenery on the stage.

Peter: Why, I like it. It helps the audience to concentrate on the acting. I believe it's more difficult for the actors to play as their acting is the most important thing then. You can't have a lot of scenery in Brecht's play, can you?

Ann: I don't quite understand Brecht.

Peter: I'm sorry to hear it. I'm fond of him. I've seen all his plays that are running at Moscow theatres.

Ann: Yes, you have, haven't you?

Peter: And what about the actor who plays the leading part? How do you find him?

Ann: Oh, he's marvelous. His acting is wonderful. You believe every word he says.

Peter: That's just what I was going to say. He's my favourite actor. By the way, I don't quite like the actress who plays the leading part. You can't be carried away by her actid can you? She's too melodramatic, I think.

Ann: You are quite right. I wonder why the producer has given her part. I heard some people say they were also displeased with her acting. There's the bell. We must hurry.

After the performance

Ann: Well, how did you find the performance?

Jane: Fantastic! The cast was excellent!

Ann: No wonder, with so many stars in it. You can call it an all-star cast.

Jane: I'm fascinated by N's acting. He is always very good, to my mind, but today he was at his best. Don't you think so?

Ann: I am with you here. I greatly enjoyed the last scene of the second act where he finds out the truth about his brother. From my point of view his acting was very convincing.

Jane: It seems to me that the actress who played his wife was not bad either, was she.

Ann: I believe, she might have been a bit more natural. There was something stilted about her acting.

Jane: Was there? I'm afraid, I can't agree with you. And did you like the scenery?

Ann: It was splendid. It contributed much to the success of the play.

Jane: I'm very thankful to you for this lovely evening. After all, it was your idea to see this play.

Ann: Nothing to speak of.

2. Read the sentences and divide them into two groups – the ones, that you will say about the performance that you liked and those, which you will use to express your negative opinion about the performance.

1. In my opinion the play was a complete failure. 2. I should say that the singers were at their best today. 3. Well, I must say that the problems touched upon in the play are not worth discussing. 4. I believe, the performance was first-rate from beginning to end. 5. To my mind, the dancing left much to be a bore. 7. The way I see it, the play is full of humour. 8. From my point of view the orchestral passages were superb. 9. In my view, this horror film is a sheer waste of time. 10. I think the actor playing the title role was stilted.

ПРАКТИЧЕСКАЯ РАБОТА № 23

Тема: Картинные галереи

Цель: Развитие лексических чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

1. The twists and turns of heart affairs.	5. Honour and respect.
2. The contribution to science.	6. A possible witness of wedding.
3. The way to the throne.	7. Elizabeth's mode of life.
4. Honour and respect.	8. Moscow traces of Elizabeth's era.

A) The Tretyakov Gallery has recently opened an exhibition to Elizabeth as a rather late celebration of her 300th birthday which was in December 1709. This is one of several places where you can remember the Moscow legacy of the educational empress. Although by the time Elizabeth came to power her father had already moved the capital to St. Petersburg, there are still a few places in Moscow where you can see echoes of the baroque splendour she commissioned there.

B) Moscow University is one of the more enduring aspects of Elizabeth's legacy. The finest of the old buildings on Mokhovaya Ulitsa was designed by Matvei Kazakov. A statue of the university's founder, Mikhail Lomonosov, sits outside a neighbouring building and the round pillared chapel is dedicated to St. Tatyana. The traditional day of students, St. Tatyana's, is on January 25, because that was the date on which the empress signed the decree ordering the creation of Moscow State University in 1755.

C) Like her father, Peter, Elizabeth was born at Kolomenskoye in the huge rambling palace erected by her grandfather, Tsar Alexei. This wooden labyrinth of medieval luxury, famous in its day as the «eighth wonder of the world», was demolished in the 18th century and recently reconstructed (near to Kashirskaya metro station, on the far side of the park from its original site). There are engravings and models of Kolomenskoye in the Tretyakov's exhibition, along with portraits of Elizabeth's parents.

D) Three hundred years ago, on March 6, 1711, Elizabeth was proclaimed a tsarevna (princess). She was a beautiful princess, a great dancer, fluent in Italian, French and German. Ironically her

own education was erratic and she was not particularly literate, preferring outdoor pursuits and pleasures. Her love of horse riding and hunting is reflected in a dedicated section of the exhibition which includes an original 18th-century saddle, bridle and weaponry. A small painting by Georg Grooth from the Tretyakov Gallery's permanent collection, a contrast to the more formal portraits with full imperial regalia, is one of many to show the empress on horseback.

E) Three hundred years ago, on March 6, 1711, Elizabeth was proclaimed a tsarevna (princess). She was a beautiful princess, a great dancer, fluent in Italian, French and German. Ironically her own education was erratic and she was not particularly literate, preferring outdoor pursuits and pleasures. Her love of horse riding and hunting is reflected in a dedicated section of the exhibition which includes an original 18th-century saddle, bridle and weaponry. A small painting by Georg Grooth from the Tretyakov Gallery's permanent collection, a contrast to the more formal portraits with full imperial regalia, is one of many to show the empress on horseback.

F) Elizabeth was not always in military or hunting gear. Many of the portraits show her with her serene face and fair hair, wearing a succession of fine dresses and gems. The Tretyakov exhibition has reconstructed one of her dresses of peach-coloured silk, lace and gold embroidery. Beautiful and vivacious as she was, very few princes would dare approach Elizabeth while her sister Anna was in power. Anna banished one of Elizabeth's suitors to Siberia, having cut out his tongue. In the 1730-s, Elizabeth fell in love with a Cossack choirboy, Alexei Razumovsky, and later secretly married him.

G) The church where they supposedly got married was the Resurrection in Barashakh, on the corner of Ulitsa Pokrovka and Barashevsky Pereulok. The church once had a crown on the dome lending support to the legend but has not been restored to use as a church since the Soviet era. The Moscow Architectural Preservation Society report from 2009 does not speculate about the marriage but confirms that the Resurrection church is 'an excellent example of the mature Baroque style of the reign of the Empress Elizabeth.'

ПРАКТИЧЕСКАЯ РАБОТА № 24

Тема: Страдательный залог.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Фактический и лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

THE PASSIVE VOICE

Страдательный залог

Действительный и страдательный залогов в английском языке совпадают со значением соответствующих залогов в русском языке.

Глагол в действительном залоге (**Active Voice**) показывает, что *действие совершает лицо или предмет, выраженный подлежащим.*

He often asks questions. Он часто задаёт вопросы.

Глагол в страдательном залоге (**Passive Voice**) означает, что *действие направлено на предмет или лицо, выраженное подлежащим.*

He is often asked questions. Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола **to be** в соответствующей форме и **Participle II** (Причастие II) смыслового глагола.

to be + Participle II

Действительный залог	Страдательный залог
He often writes letters.	Letters are often written by him.
He wrote the letter yesterday.	The letter was written by him yesterday.

He will write the letter.	The letter will be written by him.
He has written the letter.	The letter has been written by him.
He is writing the letter.	The letter is being written by him.

Страдательный залог после модальных глаголов

Образование мод. глагол + <i>be</i> + <i>V₃</i>	Примеры
can	The work can be done easily.
may/might	The letter might be written later.
must	The room must be cleaned at once.
should	Teeth should be cured on time.
have/has/had to	The test had to be written yesterday.
ought to be	Adults ought to be respected .

Сказуемое в страдательном залоге может переводиться на русский язык:

- а) кратким страдательным причастием;
- б) глаголом на –ся;
- в) неопределённо-личным глаголом.

The house is built. а) Дом построен. б) Дом строится. в) Дом строят.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге.

Наиболее распространённые из этих глаголов:

- | | |
|--|-------------------------------|
| hear of – слышать о | laugh at – смеяться над |
| look after – присматривать за (кем-либо) | |
| look at – смотреть на | rely on – полагаться на |
| send for – посылать за | speak of (about) – говорить о |
| pay attention to – обращать внимание на | |
| take care of – заботиться о | |

The book **is much spoken about**. Об этой книге много говорят.

He **can't be relied on**. На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

- | | |
|---|-------------------------------|
| to listen to – слушать что-либо, кого-либо | to look for – искать что-либо |
| to provide for – обеспечить кого-либо, чем-либо | |
| to explain to – объяснять кому-либо | |

	Present	Past	Future
	am/is/are + <i>v₃</i> Letters <i>are written</i> every week.	was/were + <i>v₃</i> The letters <i>were written</i> last week.	will be + <i>v₃</i> The letter <i>will be written</i> next week.
Perfect	have/has been + <i>v₃</i> The letters <i>have already been written</i> .	had been + <i>v₃</i> The letters <i>had been written</i> by 5 o'clock.	will have been + <i>v₃</i> The letters <i>will have been written</i> by noon.

He **was listened to** with great attention. Его слушали с большим вниманием

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.

ПРАКТИЧЕСКАЯ РАБОТА № 24

Тема: Заболевания и их признаки.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: новые лексические единицы по теме

Уметь: применять слова в устной и письменной речи, правильно переводить на русский язык

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Illnesses and their treatment

Nobody likes visiting a doctor. However, when people feel sick they make an appointment with a doctor, send for a doctor or, in most serious cases, call an ambulance. For such illnesses as flu, cold, hay fever, food poisoning, you can buy either some medicine from the chemist, or have a prescription made up. Undoubtedly, all of the illnesses have different symptoms. For instance, if you have a sore throat, sneezing and cough, it is obvious that you have caught a cold. But when you are running a high temperature and have symptoms for cold, you've got flu. Let us try to make another diagnosis. If you feel sick, want to vomit and have a stomachache, you must have got a food poisoning.

Many people are afraid of dentists. However, it is essential to see your dentist for a regular checkups and cleaning. It will help to prevent dental caries. Besides, doctors recommend that people should brush their teeth each time after meals. Anyway, when people have a toothache they should make an appointment with a doctor as soon as it is possible. The doctor will use a local anesthetic to the area around the tooth and fill the cleaned out cavity or pull it out. Sometimes after the treatment you will have to take some anti-inflammatory drugs or pain-killers. So, if you follow all of your doctor's recommendations, you'll recover very soon.

The most common childhood diseases are measles, pneumonia, flu, scarlet fever and sore throat. If the disease is catching, the sick child is usually isolated and should keep the bed. Doctors usually recommend that the patients should drink a lot of hot tea with lemon and honey as well as taking some pills for curing.

The most serious diseases include heart attacks, asthma, multiple sclerosis, sepsis and many others. In case of unbeatable illness most people need special medical attention and are under care of a doctor in hospital. Anyway, any hospital stay, any treatment or any surgical operation is stressful. That is why visitors may see the patients. Moreover, experts say that visitors can be good medicine for patients because they can help, support and distract them from disturbing problems.

Taking into consideration all mentioned above, I think that all people should take care of their health and go for regular checkups. Undoubtedly, sooner or later all people are sick and have health problems. So, for speedy recovery it is essential to follow the doctor's advice.

Vocabulary:

- 1) illness / sickness — болезнь, нездоровье
- 2) disease [di'zi:z] — болезнь, заболевание
- 3) catching disease — заразная, инфекционная болезнь
- 4) untreatable disease — неизлечимая болезнь
- 5) to be ill / to be sick — болеть
- 6) to fall ill / sick — заболеть
- 7) to feel sick — чувствовать тошноту
- 8) to vomit [Vomit] — страдать рвотой
- 9) to make an appointment [a'pointmant] with a doctor — записаться на прием к врачу
- 10) to catch a cold — простудиться

- 11) cold — простуда
- 12) flu — грипп
- 13) hay fever — сенная лихорадка (аллергический насморк)
- 14) pneumonia [ш'ш'тэшпэ] — воспаление легких, пневмония
- 15) bronchial ['brɔŋkiəl] pneumonia — бронхиальная пневмония
- 16) bronchitis [brɔŋ'kɪtɪs] — бронхит
- 17) food poisoning [fpDɪz(9)nɪrj] — пищевое отравление
- 18) measles [fmi:zlz] — корь
- 19) sore throat — боль в горле
- 20) quinsy ['kwɪnzi] — ангина
- 21) asthma — астма
- 22) sepsis ['sepsɪs] — сепсис
- 23) multiple sclerosis [skta'raʊsɪs] — рассеянный склероз
- 24) heart attack — сердечный приступ; инфаркт (разг.)
- 25) infarction — инфаркт
- 26) cough [kof] — кашель
- 27) sneezing — чихание
- 28) runny nose — насморк
- 29) to have / suffer from a headache ['hedeɪk] — иметь / страдать от головной боли
- 30) stomachache ['sʊmskeɪk] — боль в желудке
- 31) toothache — зубная боль
- 32) to hurt — болеть (e.g. My leg terribly hurts. — У меня болит нога.)
- 33) injury [ɪn'fɜ:(3)n] — рана, ушиб
- 34) wound [wu:nd] — рана, ранение
- 35) painful — болезненный
- 36) to take blood pressure — измерять артериальное давление
- 37) to faint [feɪnt] — терять сознание
- 38) to make an appointment with a doctor — записываться на прием к врачу
- 39) to send for a doctor — вызывать врача на дом
- 40) to call an ambulance ['æsmbjəʊldn(t)s] — вызывать скорую помощь
- 41) chemist's / drugstore — аптека
- 42) to prescribe (a) medicine ['medɪsɪn] — прописывать лекарство
- 43) to take a medicine (for cold, flu, etc.) — принимать лекарство (от простуды, гриппа и т.д.)
- 44) to make diagnosis [.daɪəg'nauzɪs] — поставить диагноз
- 45) to keep the bed — соблюдать постельный режим
- 46) to go for regular checkups — ходить на регулярный медосмотр
- 47) (hygienist) cleaning — гигиеническая чистка зубов
- 48) dental caries ['keəri:z] — кариес
- 49) to fill a tooth — пломбировать зуб
- 50) to pull a tooth out — удалять зуб
- 51) (medical) treatment ['tri:tmənt] — лечение
- 52) cure [kjua] — лечение, курс лечения; средство излечения
- 53) anti-inflammatory drug — противовоспалительное средство
- 54) pain-killer — болеутоляющее средство
- 55) drug — таблетка; наркотик
- 56) medicine ['medɪsɪn] — лекарство, медикамент
- 57) to follow a doctor's advice / recommendations — следовать советам / рекомендациям врача
- 58) to recover [n'kʌvə] — выздоравливать
- 59) to be under (the) care of a doctor — находиться под наблюдением врача
- 60) hospital stay — пребывание в больнице

- 61) patient — пациент
 62) visitor — посетитель
 63) ward [wo:d] — больничная палата
 64) surgeon ['s3:d[5(9)n] — хирург
 65) (hospital) nurse — медсестра

ПРАКТИЧЕСКАЯ РАБОТА № 26

Тема: Вызов доктора на дом.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: вести диалог по образцу.

ХОД ЗАНЯТИЯ

1. Read and translate the text into Russian.

Фраза	Перевод
I would like to make an appointment with Dr. House, please.	Я бы хотел назначить встречу с доктором Хаусом.
When will the doctor be free?	Когда врач будет свободен?
I'd like to see Dr. House on Monday.	Я бы хотел назначить встречу с доктором Хаусом понедельник.
A: Hello! I would like to make an appointment with a doctor, please.	A: Здравствуйте! Я бы хотел назначить встречу доктором.
B: Hello! Do you need urgent care? What seems to be the problem?	B: Здравствуйте! Вам нужна срочная помощь? Что случилось?
A: Yes, I do. I have a terrible pain in my left arm and my wrist is swollen.	A: Да, это срочно. У меня ужасно болит левая рука и запястье отекло.
B: Do you have private medical insurance?	B: У вас есть медицинская страховка?
A: Yes, I do.	A: Да, есть.
B: Ok, I can fit you in today at 3 p. m. Does that suit you?	B: Я могу Вам назначить встречу с врачом на 3 часа дня сегодня. Вам подходит?
A: That's great, thank you.	A: Отлично, спасибо.
B: Ok, I will write you in for today at 3 p. m.	B: Хорошо, я запишу вас на сегодня на 3 часа дня.
A: Thank you for your help!	A: Спасибо за вашу помощь!
Can I have a look?	Могу я взглянуть?

Does it hurt when I press here?	Вам больно, когда я сюда нажимаю?
Could you roll up your sleeve?	Не могли бы вы закатать рукав?
I'm going to take your blood pressure/temperature/pulse.	Я собираюсь померить ваше давление/температуру/пульс.
Your blood pressure is low / normal / rather high / very high.	Ваше давление низкое / нормальное / довольно высокое / очень высокое.
Your temperature is normal / a little high / very high.	Ваша температура нормальная / повышенная / очень высокая.
Open your mouth, please.	Откройте рот, пожалуйста.
Cough, please.	Покашляйте, пожалуйста.
Take a deep breath, please.	Сделайте глубокий вдох, пожалуйста.
Breathe out.	Выдохните.
Don't breathe.	Не дышите.
Take your clothes off.	Раздевайтесь.
Lay down over here.	Ложитесь сюда, пожалуйста.
a carrier	носитель
a case	случай
a spreader	распространитель
a patient zero	нулевой пациент
a spike	резкий скачок
a face mask	маска для лица
an incubation period	инкубационный период
an outbreak	вспышка (начало распространения)
the death toll	жертвы
the mortality rate	уровень смертности
respiratory difficulty	проблемы с дыханием

extremely highly contagious	infectious	острозаразный
to confirmed		подтверждать
to test positive		проходить тест с положительным результатом
to peak		достигать пика/максимума
to put/place in quarantine		помещать на карантин
to put/place on/in lockdown		закрывать (о поселках и городах)
to close borders		закрыть границы
to contract a virus		заразиться вирусом
to control/contain the spread of		контролировать распространение
to develop a vaccine		разрабатывать вакцину
to diagnose		диагностировать
to self-quarantine		домашний карантин (самоизолироваться)
to show/display symptoms		обнаруживать симптомы
to suspend flights		прекращать авиасообщение

Пример диалога

A: Hello! What seems to be the problem?

B: Hello! I have a nagging pain in my left arm and my wrist is swollen.

A: When did the symptoms start?

B: About two hours ago and it still hurts.

A: Can I have a look? Please, roll up your sleeve. Does it hurt when I press here?

B: Yes, it hurts.

A: Well, I want to send you for an X-ray.

B: OK.

A: Well, it's not a fracture. You have only sprained your wrist.

B: Ok, what are your recommendations? Could you prescribe something?

A: I'm going to apply a bandage and prescribe you some anti-inflammatory ointment. Do you have any allergies?

B: No, I don't.

A: OK, here is your prescription. You should apply your ointment three times a day.

B: Thank you very much!

A: Not at all!

ПРАКТИЧЕСКАЯ РАБОТА № 27

Тема: Медицина в Великобритании.

Цель: Развитие лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока, перевод сложного дополнения на русский язык.

Уметь: читать текст с целью детального изучения, переводить сложное дополнение.

ХОД ЗАНЯТИЯ

1. Read the text and check your comprehension:

The National Health Service provides free treatment for people living in Britain and gives emergency treatment for visitors. The greater part of the cost is met from taxes taken from people's wages. People also pay some money every month as a sort of insurance.

The National Health Service consists of three main parts: the general practitioners, the specialist hospital and services, and local health services authority. Local health authorities are responsible for medical education, hospital building environmental health vaccination and service so on.

The centre of National Health Service is the general practitioner (GP). Each person is registered with a certain doctor in his or her area. The GP diagnoses, gives medical certificates, prescribes medicines. Dentists and opticians usually have separate clinics. They are not parts of health centers. There is also a medium-level hospital staff. District nurses give injections, physiotherapy exercises at people's homes. Ward nurses take care of the ill in the hospital.

Regular medical inspections are held at schools. Children receive various vaccinations and are examined by different specialists. There also exists a school dental service in every school.

Much attention is paid to the educational programs. The Department of Health provides anti-smoking education programs, alcohol education programs, cancer prevention programs and so on. Much attention is paid to the AIDS and drug programs. Great Britain pays much attention to the qualification of doctors. They are trained at 16 universities. Besides, they get practice during their work at teaching hospitals.

Questions:

1. What does the National Health Service provide?
2. What do people pay every month?
3. What does the National Health Service consist of?
4. What are local health authorities responsible for?
5. What is in the centre of National Health Service?

ПРАКТИЧЕСКАЯ РАБОТА № 28

Тема: Сложное дополнение

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: перевод сложного дополнения на русский язык.

Уметь: переводить сложное дополнение.

ХОД ЗАНЯТИЯ

Подлежащее + глагол (в активном залоге) + объект действия + инфинитив + остальная часть предложения.

- Глагол используется только в активном залоге.
- Объект действия может быть выражен местоимением в объектном падеже (her вместо she, him вместо he, us вместо we, them вместо they) или существительным.
- Инфинитив может быть с частицей to или без нее.
- Инфинитив может быть в форме Simple Infinitive Active или Passive, то есть простой инфинитив в активном или пассивном залоге.

Таблица: варианты оборота Complex Object

Основные варианты оборота “объектный падеж с инфинитивом” представлены в этой таблице:

Подлежащее	Глагол	Объект	Инфинитив	Ост. часть
1. I	want	you	to help	me
2. Jim	saw	her	enter	the train
3. You	made	me	regret	my decision
4. We	believe	them	to be	right
5. Tomas	ordered	the car	to be washed	
6. She	waited for	us	to calm down	

Основная разница между ними в том, какого типа используется глагол. Рассмотрим каждый случай подробнее.

1. Глаголы, выражающие желание:

“I want you to help me. – Я хочу, чтобы вы помогли мне.”

Оборот употребляется с рядом глаголов, выражающих желание и симпатию\неприязнь:

- **Want** – хотеть,
- **Need** – нуждаться,
- **Wish** – желать,
- **Desire** – страстно желать,
- **Would like (d’like)** – хотел бы,
- **Like** – любить, нравиться,
- **Hate** – ненавидеть.

I’d like them to come with us. – Я бы хотел, чтобы они пошли с нами.

2. Глаголы восприятия

“Jim saw her enter the train. – Джим видел, как она вошла в поезд.”

Оборот “объектный падеж с инфинитивом” может использоваться с глаголами восприятия, например:

- **See** – видеть,
- **Watch, observe** – наблюдать,
- **Hear** – слышать,
- **Feel** – чувствовать.

Важно: в обороте с глаголами восприятия частица *to* перед инфинитивом опускается.

Примеры:

I saw your dog **chase** my cat. – Я видел, как ваша собака гналась за моей кошкой.

1. В данном варианте оборота (то есть в варианте с глаголом восприятия) вместо инфинитива может использоваться причастие настоящего времени (форма глагола на -ing). При этом возникает небольшая, зачастую незначительная разница в смысле: инфинитив обычно выражает законченное действие, а причастие – длительное. Возьмем пример:

- Anna saw Jim **enter** the house.
- Anna saw Jim **entering** the house.

В первом случае Анна увидела, как Джим зашел в дом. Во втором случае Анна видела, как Джим вошел в дом, то есть, грубо говоря, не просто зафиксировала факт, а наблюдала процесс в его развитии.

2. В обороте с глаголом восприятия не используется инфинитив в пассивном залоге. Вместо него используют причастие прошедшего времени (3-я форма глагола):

I saw your car **towed away** by a tow-truck. – Я видел, как твою машину увез эвакуатор.

I heard a tree **fallen down**. – Я слышал, как дерево упало.

3. Глаголы **hear** и **see** могут использоваться не в прямом смысле “слышать” и “видеть”, а в переносном: **hear** – узнавать о чем-то, **see** – понимать, замечать. В этом случае с ними используется не объектный падеж с инфинитивом, а придаточное предложение-дополнение.

Lara heard **that Ron had broken up** with his girlfriend. – Лара слышала (узнала), что Рон расстался со своей девушкой.

3. Глаголы **Make, Let**

“You made me regret my decision. – Ты заставил меня пожалеть о моем решении.”

Сложное дополнение может использоваться после глагола **let** – позволять, а также глаголов, выражающих принуждение:

- **Make** – заставлять,
- **Have** – заставлять, просить, добиваться чего-то (см. примеры).

Важно: в обороте с этими глаголами частица *to* перед инфинитивом опускается.

Never let her **go**. – Никогда ее не отпускай.

She let her dog **play** with a ball. – Она позволила своей собаке поиграть с мячом.

4. Глаголы предположения

“We believe them to be right. – Мы полагаем, что они правы.”

Объектный падеж с инфинитивом употребляется после глаголов, выражающих предположение, например:

- **Think** – думать,
- **Believe** – полагать, верить,
- **Suppose** – полагать,
- **Know** – знать,
- **Consider** – считать,
- **Find** – находить (напр. “нахожу это интересным”),
- **Expect** – ожидать.

5. Глаголы приказания, просьбы, разрешения

“Tomas ordered the car to be washed. – Томас приказал, чтобы машина была помыта.”

- **Order** – приказывать,
- **Tell** – в значении “велеть, говорить сделать что-то” (у глагола *tell* есть более известное значение – “говорить”),
- **Command** – командовать, приказывать,
- **Ask for** – просить (не “спрашивать”),

- **Allow** – разрешать, позволять.
Этот вариант оборота используется, как правило, с инфинитивом **в пассивном залоге**:
The police officer told the suspect **to be detained**. – Полицейский сказал задержать подозреваемого.

6. Глаголы **wait for, rely on, count upon**

“She waited for us to calm down. – Она ждала, когда мы успокоимся.”

Эти глаголы объединяет то, что они используются обязательно с предлогом.

- **Rely on** – полагаться на кого-то, что-то,
- **Wait for** – ждать кого-то, чего-то,
- **Count upon** – рассчитывать на кого-то, что-то.
Maria counts upon you **to keep** your promise. – Мария рассчитывает на то, что вы выполните свое обещание.

1. **Fill in the gaps with to where necessary. Translate the sentences into Russian.**

1. I want you ___ understand that you are in trouble.
2. The boy watched his mother ___ his favourite pie.
3. The policeman saw a strange looking woman ___ cross the street and followed her.
4. My knowledge lets me ___ cope with this task quickly.
5. The old lady felt the doors ___ close behind her.
6. I would like you ___ talk quietly – the baby is asleep.
7. He was made ___ put on his old coat.

1. **Put the pronouns in the brackets into the right form to complete the sentences.**

1. Jane didn't want (they) to see her boyfriend.
2. My parents made (I) drink hot milk every evening.
3. I felt (she) touch my hand tenderly.
4. The director expected (he) to come as soon as possible.
5. I heard (you) quarrel.
6. The designer didn't let (we) change the colour of the walls.

1. **Write sentences with the words below. Use the Complex Object.**

1. I, to write a letter, them, expect.
2. He, want, a teacher, me, to become, doesn't.
3. Joan, make, this dress, did, buy, you?
4. Let, me, fall down, don't.
5. My parents, I, leave, saw, the house.

1. **Translate the sentences into English.**

1. Кто заставил её сказать правду?
2. Она хотела, чтобы Чарли потанцевал с ней.
3. Мама не разрешила Лене надеть новое платье на вечеринку.
4. Джонни видел, как ребёнок разбил чашку.
5. Погода была плохая, и её заставили остаться дома.
6. Я бы хотел, чтобы вы пришли ко мне на ужин.
7. Я не ожидал, что работа будет такой трудной.

ПРАКТИЧЕСКАЯ РАБОТА № 29

Тема: Проблемы молодежи

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

Young People's Problems

Everybody says your youth is probably the best time of your life, that being young means romance, love, new discoveries and so on. But it is also the most difficult time because you have to make some very important decisions which will influence all your future life. Things are not easy nowadays even for adults, but for teenagers who have to find their own place in society, it's very difficult. It is necessary not only to adapt to your society, but also to feel confident about your position in five, ten or twenty years' time. For your future it is essential to have a good job. And in order to get a really good one you have to be well educated. Every girl or boy leaving secondary school should choose an institution of higher education or, if he or she doesn't want to study any more, choose a job straight away. Planning your future, you have to think about the possibility of finding a job after finishing your education.

But even if you are studying, you need some money of your own. Your parents probably will surely provide you with home, food and necessary clothes, but you will have your own tastes, and your parents are unlikely to pay for them. To pay for fashionable clothes, books, things necessary for your hobbies, you have to work, and in our country it is very difficult for a teenager to find a job without any qualification. You're lucky if you can do something that others can't; for example, if you're good at Maths or English, you can give lessons. Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that «nobody understands him». The parents often continue to treat their teenage children as if they were infants, when the children probably consider themselves to be grown-ups.

Youth is also the time to meet your first love. It is, of course, wonderful, but, as it is widely known that first love often has an unhappy end, this also increases young people's problems. Even friends cannot always stay friends. When young people begin to understand themselves a little bit better, old friends sometimes just grow apart. So, as you see, it is very difficult to be young nowadays, as, indeed, it has always been. But you can only be young once, and some wonderful things can happen only when you're young, so it is better to enjoy youth while it lasts.

Vocabulary:

to adapt - адаптироваться
adult, grown-up - взрослый
essential - необходимый
to grow apart - начать расходиться (в интересах)
infant - младенец, ребенок
influence - влиять
to last - длиться
to make a decision - принимать решение
qualification - зд. диплом
to provide with - обеспечивать чем-либо
secondary school - средняя школа
to treat - обращаться с кем-либо
well-educated - хорошо образованный
youth - молодежь, молодость

Answer the questions

1. Would you like to get a good education? Why? Where?
2. Is it easy for a teenager to earn some money?
3. Have you ever tried to get a job?
4. Would you like to have more money? How could you earn it? What do you need money for?
5. Do you always understand your parents?
6. What are the possible reasons for misunderstanding between teenagers and their parents?
7. Are your friends the same as five years ago?

8. Do you spend much time with your friends? How do you spend your time together?
9. How do you choose your friends?
10. Are you thinking about planning your career?
11. Translate the underlined words and use them in your own sentences.

ПРАКТИЧЕСКАЯ РАБОТА № 30

Тема: Молодежные субкультуры.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:

- to show themselves as individuals (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life) ;

- it's a way to create (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join different groups) ;

- when it's nothing to do else (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom) ;

- when you want to find companions for some actions (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim) ;

- to copy somebody (for example, stars of TV-screens, or friends who do the same. Psychologists name it "emotional addiction" – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

Questions.

What are the main values of people?

What are the main reasons why people choose **subcultures**?

Why do some people want to show themselves as individuals?

Can **subculture** be a possibility to create? Why?

Do you agree that some people choose subculture not to die from boredom? Why?

What subcultures and movements have the aim to do some actions?

Why do the skinheads have their hair cut and wear heavy boots?

What is "emotional addiction"?

Vocabulary.

in different ways – по-разному

appreciate – ценить

to die from boredom – умереть от скуки

benefit – польза

orphans – сироты
aim – цель
emotional addiction – ЭМОЦИОНАЛЬНАЯ ЗАВИСИМОСТЬ
habits and traits – привычки и черты.

About Subcultures.

Some people think that only teenagers choose subcultures as a life way. But some grown-ups become the members of subcultures, too. Why does it happen?

Brains of people work in different ways. While we live – we choose a number of values for ourselves. Very often the main things for people are love, family, salary and health. When everything is good in these spheres, we needn't anything other to feel happy. But sometimes we want more things to make life more interesting. Subculture is one of such ways.

The main reasons why people choose subcultures are:



- **to show themselves as individuals** (firstly, it's a wish of people who are unhappy or have some problems in communication. Demonstration of their own style, philosophy is one of possibilities not to be "grey" in the life);

- **it's a way to create** (some subcultures like to create new things, for example write poems, songs, make definite styles of music, and members of the group are like a big family which can appreciate and understand your creations. It's often the reason for grown-ups to join

different groups);



- **when it's nothing to do else** (it's not so difficult to understand the ideology of punks. There is no future – it's their answer for all questions. If the world is so bad and there is no wish to make something for own life – shocking style and aggressive behaviour it's the only chance not to die from boredom);

- **when you want to find companions for some actions** (actions may be as good as bad. It's good when you bring benefit to the world protecting plants, animals, helping orphans and elders, but some groups gather to fight using elements of their style for comfort – skinheads have no hair and wear heavy boots just for this aim);

- **to copy somebody** (for example, stars of TV-screens, or friends who do the same. Psychologists name it "emotional addiction" – it's special behaviour when a person become to live by the life of another person, taking from him or her all the habits and traits).

Questions.

1. What are the main values of people?
2. What are the main reasons why people choose subcultures?
3. Why do some people want to show themselves as individuals?
4. Can subculture be a possibility to create? Why?
5. Do you agree that some people choose subculture not to die from boredom? Why?
6. What subcultures and movements have the aim to do some actions?
7. Why do the skinheads have their hair cut and wear heavy boots?
8. What is "emotional addiction"?

ПРАКТИЧЕСКАЯ РАБОТА № 31

Тема: Условные предложения 2 типа.

Цель: Развитие грамматических навыков чтения и говорения.

Студент должен

Знать: правило построения и перевода сложного дополнения

Уметь: строить условные предложения 2 типа, переводить их на русский язык

ХОД ЗАНЯТИЯ

В отличие от реальных условий первого типа (Conditional 1), условия *второго типа* (**Conditional 2**) – нереальные. Условные предложения второго типа служат для выражения воображаемых ситуаций в настоящем и будущем; ситуаций, которые противоречат фактам. Действия, которые передают условные предложения второго типа, **нереальны** либо **маловероятны**.

Условные предложения всегда имеют две части: **условную (if-clause)** и **основную (main clause)**. Образуются условные предложения второго типа очень просто:

IF Past Simple,	WOULD V1
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Чтобы перевести эти предложения на английский, используем схему предложения:

IF Past Simple,	WOULD	V1
If I lived near the sea,	I would	sunbathe every day.
If we had a million,	we would	help the poor.
If he knew English,	he would	find a good job.

Условная часть

Кроме Past Simple, в условной части может использоваться Past Continuous, если мы представляем себе действие, происходящее в момент речи:

IF Past Continuous,	WOULD	V1
---------------------	-------	----

Если бы она сейчас шла в магазин, она бы купила тебе конфет, но она идет на работу. – If she were going to the shop now, she would buy you some sweets, but she is going to work.

Основная часть

В основной части, вместо would, можно встретить модальные глаголы could и might.

Could выражает способность (*ability*), а **might** – возможность, вероятность (*possibility*):

IF Past Simple, IF Past Continuous,	WOULD COULD MIGHT	V1
--	-------------------------	----

If people had wings, they could fly. – Если бы у людей были крылья, они могли бы летать.

Каждая конструкция имеет свои особенности и значения.

If I were you ...

Conditional 2 употребляют для того, чтобы **давать советы**. Для этого ставят себя на место другого человека: *На твоём (его/ее/вашем) месте, я бы ...*

Только в английском варианте слово "место" в предложении не присутствует, а вместо этого говорят: *Если бы я был тобой... – If I were you, ...*

If I were you, I would accept this job offer. – На твоём месте, я бы принял это предложение о работе.

Возникает вопрос! Как правильно: *If I were him/her* или *If I were he/she*?

Можно сказать, что оба варианта существуют, однако вариант с *he/she* описывается в старых грамматических справочниках, он предлагается, как формальный, "письменный" вариант. В современном разговорном английском допускается использование *him/her*.

Вместо *If I were you* можно сказать *If I were in your position*:

If I were in your position, I would stay at home. – Если бы я был на твоём месте, я бы остался дома.

Возможно также использовать инвертированный вариант, без *if*: *Were I you ...* :

Were I you, I would call them back. – На твоём месте, я бы перезвонил им.

If it were not for...

Есть также конструкция *If it were not for* (Если бы не ...) , обозначающая, почему что-то произошло или не произошло.

If it were not for your help, I would be unemployed. – Если бы не твоя помощь, я был бы безработным.

Данная конструкция может быть *инвертированной* (обратной), без *if*: *Were it not for* (Если бы не ...). Инвертированный вариант используется в формальных контекстах и, в отличие от прямого, *никогда* не использует сокращённую форму (*weren't*):

Were it not for your urgent measures, we would have problems. – Если бы не ваши срочные меры, у нас были бы проблемы.

К обеим конструкциям можно добавить *for the fact that*:

If it weren't for the fact that you helped me, I would be unemployed. – Если бы не тот факт, что ты помог мне, я был бы безработным.

1. Раскройте скобки, соблюдая правила построения условных предложений 2 типа в английском языке.

1. If I (to have) a dog, I (to be) happy
2. If she (not to have) this disease, she (to feel) well
3. If he (to know) her number, he (to call) her?
4. You (to be) smarter if you (to study) better
5. I (to think) you're joking if I (not to know) you
6. How you (to spend) one million dollars if you (to have) it?
7. If I (to have) more time, I (to read) more
8. If they (not to sleep) so much, they (to be able) to do more things
9. You (to come) if she (to invite) you?
10. What you (to do) if she (to tell) you the truth?
11. Women (not to like) him so much if he (not to be) so attractive
12. You (to do) her homework if she (to ask) you?

2. Поставьте глаголы из скобок в необходимую форму.

1. If he ... (be) my friend, I ... (invite) him to the party.
2. If I ... (be) taller, I ... (become) a basketball player.
3. If an asteroid ... (hit) our planet, it ... (cause) an ice age.
4. John ... (travel) around the world if he ... (win) a lottery prize.
5. We ... (go) to Spain this winter if we ... (have) enough money.
6. She ... (not mind) if you ... (borrow) her car.
7. If you ... (move) to another city, I ... (phone) you every day.
8. They ... (laugh) at me if I ... (sing) this song.
9. If we ... (have) free time, we ... (start) a new hobby.
10. If I ... (know) her secret, I ... (not tell) it to anyone.

3. Составьте условные предложения II типа, используя данные слова в необходимой форме. Переведите.

Н-р: the questions be so easy/ all of us pass the test. – If the questions were so easy, all of us would pass the test. (Если бы вопросы были такими легкими, мы все сдали бы тест.)

1. he be slim/ he be more attractive.
2. I pick the children up/ I am not busy.
3. you drink much wine/ you feel sleepy.
4. I am married/ I have lunch at home.
5. Peter live in a house/ he have a dog.

4. Замените условные предложения I типа (реальное условие) на условные предложения II типа (нереальное условие).

Н-р: If we **make** a fire, we **will frighten** away the wolves. (Если мы разожжем костер, мы спугнем волков.) – If we **made** a fire, we **would frighten** away the wolves. (Если бы мы разожгли костер, мы бы спугнули волков.)

1. If you leave the child alone, he will hurt himself.
2. We'll make nice pictures if Paola brings a camera.
3. If it snows, the kids will make a snowman.
4. I'll buy this laptop if I have enough money.
5. If our granny puts on her glasses, she will see the flowers.
6. If you are too busy, we'll leave you alone.
7. I will plant the tomatoes tomorrow if it rains.
8. If Bob finds his relatives, he will live with them.

ПРАКТИЧЕСКАЯ РАБОТА № 32

Тема: Система образования в России.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

The System of Education in Russia

The system of education in Russia is very much the same as in other highly developed countries. It is based on the Soviet education, but it has been gradually changing since the creation of the new Russian state. There are nurseries and kindergartens for little children aged from 2 to 6. The level of kindergartens has become considerably higher in recent years. Children play games, go for walks, have regular meals there. But the lessons of reading, arithmetic, drawing and other subjects have become more complicated than they were in the kindergartens ten years ago. There are the kindergartens where children learn foreign languages. At the age of 6 or 7 Russian children go to secondary schools. Our children are also streamed into different forms according to their abilities. There are forms A, B and so on. The forms under the first two letters of the alphabet are for the cleverest pupils. The level of education in Russian secondary schools is rather high. Children receive primary education during the first three or four years. Then they enter the middle school, usually without any examinations. The pupils of the middle schools study Russian and foreign languages, Russian literature, algebra, geometry, physics, chemistry and biology. They have their final examinations in the ninth form. Then the pupils may leave school and enter some professional college or receive full-time secondary education in the tenth and eleventh forms. The program of the last two years is the most complicated one. Besides the subjects mentioned above, it often includes trigonometry, organic chemistry and

astronomy. Pupils get the necessary knowledge for entering the universities and institutes. There are some special schools where pupils have advanced programs in physics, mathematics or foreign languages. Every city in Russia has at least one university and several institutes. The oldest Russian universities are the Moscow State University, the University of St. Petersburg and some others.

Questions:

1. Is the system of education in Russia highly developed?
2. What establishments are organized for children from 2 to 6?
3. What do children do in the kindergartens?
4. What subjects do they study?
5. Did you learn any foreign language in the kindergarten?
6. What age is the compulsory school age in Russia?
7. Are Russian children streamed into different forms as in British schools?
8. How many years does the primary school include?
9. Should children pass any examinations entering the middle school?
10. What subjects do pupils of the middle school study?
11. When do they pass examinations?
12. Can pupils leave school after the ninth form?
13. How many years do they attend school to receive full-time secondary education?
14. What subjects do they study during the final two years?
15. Are there any special schools with advanced programs in your native city?
16. Are there many higher educational establishments in Russia?
17. Is there a university in your native city?

Vocabulary:

gradually постепенно

creation создание

nursery ясли

considerably значительно

full-time secondary education полное среднее образование

besides кроме

mentioned упомянутый

trigonometry тригонометрия

organic chemistry органическая химия

entry поступление

advanced продвинутый, углубленный

at least по меньшей мере

ПРАКТИЧЕСКАЯ РАБОТА № 33

Тема: Система образования в Великобритании

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: читать текст с целью детального изучения

ХОД ЗАНЯТИЯ

1. Read the texts and check your comprehension:

A) British Schools.

Pre-school education in Britain begins at the age of 3 or 4. About half of the children at this age attend nursery schools or playgrounds mostly organized by parents. Little children need care as well as education. That's why kids play a lot, learn to listen attentively and to behave.

Compulsory primary education begins at the age of 5. Children start their school career in an infant school. They are taught «3 Rs»: reading, writing, arithmetics. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11.

They study a lot of subjects: English, Maths, Science, History, Geography along with Technology, Music, Art and Physical education. All the children are streamed into A, B, C, D classes. The most gifted attend A stream, the least talented are in D classes.

Most children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools where the fees are very high. The most notable private schools are Eton, Harrow, Winchester, Rugby. Such schools are for the representatives of the ruling class.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their children to Secondary Modern schools or to Grammar schools. Many children of working class families go to Modern schools, which give a very limited education but children get instructions in woodwork, metalwork, sewing, shorthand, typing and cooking there. Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities. The Comprehensive schools have their own «Grammar schools» classes and «Modern classes». At about 16 years old teenagers take some exams and course-work to get General Certificate of Education. Those who choose to stay on at school usually study for two more years to pass A level (Advanced level) exams. These exams will give them chance to enter the university.

B) Higher Education in Great Britain.

Young people get higher education at the universities. Not everybody can afford it because it is not free. There are about 50 universities and 350 colleges and institutes of higher education in Great Britain. The oldest and the most famous are Oxford and Cambridge Universities which were founded in the 12th and 13th centuries. They consist of a number of colleges. In Oxford, for example, there are 24 colleges for men, 5 for women and 5 more which have both men and women members. There are more than 30 colleges in Cambridge. Students spend the major part of their university life doing research.

The Tutorial system is one of the ways in which Oxford and Cambridge differ from all other universities. It is the system of individual tuition organized by the college. Each Don in a college is a tutor in his own subject; he has five or six undergraduates and plans the work for them.

Besides attending lectures, the student has chosen, once a week he comes to see his Don, who helps him in his study.

After three years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, Medicine, etc. After post-graduate courses (two more years) they get the Master's Degree and then a Doctor's Degree.

At present students may receive a grant from their local authority, which covers the cost and some living expenses. Most students live away from home, in flats or halls of residence. For a break of discipline a student can be fined a sum of money, for serious offence he may be expelled. The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxford. The most popular sport is rowing. Many great men studied at Oxford.

2. Answer the questions.

1. What are the main types of schooling in Britain?
2. At what ages do British children begin studying?
3. What privileges do Grammar schools give to pupils?
4. What Certificates of Education are children offered after graduation a secondary school?
5. Where can the British get higher education?
6. What are the most famous universities in Britain?
7. What are the Tutorial System?
8. How can students be fined and what for?
9. How do British students spend their free time?
10. What degrees are university graduated offered?

ПРАКТИЧЕСКАЯ РАБОТА № 34

Тема: Оксфорд и Кембридж.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока.

Уметь: Читать текст с целью детального изучения.

ХОД ЗАНЯТИЯ

1. Read the texts and translate it into Russian:

Oxford and Cambridge Compared

Oxford and Cambridge are the most prestigious universities in the English-speaking world. You never say Cambridge and Oxford; Oxford always comes first. They are often called Oxbridge.

To get the Degree of Bachelor of Arts (B.A.) students have to study for three years. The students wear a special uniform daily, and full academic dress at the examinations. According to the long established tradition Latin is used at public degree ceremony.

Oxford and Cambridge universities consist of a number of colleges. **Each college has its own name and its coats of arms.** On the territory there is usually a chapel, a dining hall, a library, rooms for undergraduates, fellows and the master, and also rooms for teaching.

Oxford is one of the oldest universities in Europe. It is situated at a distance of 100 km from London. It is the second largest one in Britain after London University. It dates in chronicles from 911 AD. Most colleges are made of grey stone. They have stood there for many centuries. Oxford is an aristocratic university. Now there are 27 colleges for men, 5 for women and another five which have both ones. All the students at Oxford talk in a very superior way known as the Oxford accent, which is a bit like the BBC accent.

Cambridge is situated at a distance of seventy miles from London. It is one of the most beautiful towns in England and looks more like a country town. The Cambridge University started during the 13th century (1284). It has more than twenty nine colleges. A college is a group of buildings which form a square with a lawn in the centre. The colleges line the bank of the river Cam. They have beautiful college gardens with green lawns and lines of tall trees.

The oldest college in Cambridge is Peterhouse, which was founded in 1284. The most famous is probably King's college (founded in 1441) because of its magnificent chapel and English fifteen-century architecture.

Since the year of 1970 most colleges of Cambridge are mixed. **A lot of famous people studied at Cambridge.** They are Sir Isaac Newton, Oliver Cromwell, John Milton and Sir Charles Darwin. In Trinity College, which is a very famous, there is a statue of Sir Isaac Newton, the greatest scientist in the world.

Sport is a part of students life at both universities. There is a great rivalry between the universities and they play all sorts of games between each other like cricket and rigger (rugby football). Also they compete at punting and rowing, which are the most popular sports. The Oxford team wear dark blue uniform and the Cambridge team wear light blue one.

ПРАКТИЧЕСКАЯ РАБОТА № 35

Тема: Система образования в США. Условные предложения 3 типа.

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока, правило образования условных предложений 3 типа.

Уметь: Читать текст с целью детального изучения, образовывать условные предложения 3 типа, переводить их на русский язык.

ХОД ЗАНЯТИЯ

1. Read the texts and translate it into Russian:

Schooling in the United States of America

There are two kinds of schools in the United States of America: public schools and private schools. The money for public schools is given by each state, so education in these schools is free. The system of private schools is very popular, though the cost of education in them various and not each family can afford it..

Education in the U.S.A. Is compulsory for children from 6 to 16-18, depending on the state. The general pattern of education is an 8-year elementary school, followed by a 4-year high school.

This has been called 8-4 plan organization. There are, however, some variations of this educational pattern. High school is followed by a 4-year college and professional schools.

Pre-schooling is optional. There is a network of nursery schools and day-care centers where children are looked after while their parents are at work.

Elementary schools give the basic knowledge about the world around us and people who live in it. Pupils are taught to count, read and write, to draw, sing and dance.

Secondary schools are usually named high schools and their pupils are called students. Marks given to students for their work are called grades. Pupils get A, B, C, D marks. A- for excellent work, D- for poor work. Students study a wide range of subjects which cover exact, natural sciences and humanities. In some schools students can choose between woodwork, metalwork, sewing, typing, shorthand and others. They join various school bands, chorus, sport clubs and so on.

B.) Higher Education in the U.S.A.

After high school young people either start working or continue in higher education. There are several ways to do it: universities, colleges and technical or vocational schools. The cherished desire of any U.S. School leaver is to enter one of the most prestigious educational establishments in the U.S.A., such as Harvard, Prinston, Yale or Columbia Universities.

A university in the United States usually has several different colleges in it. Each has a special subject area. There may be a college of liberal arts where humanities, social sciences, natural sciences and mathematics are taught. There may be a college of education and a college of business. A programme for undergraduates usually takes four years University students get an undergraduate degree in the arts of science. If they complete a course of study they get Bachelor of Arts or Science degree. Students may leave the university at this time. They may also go on for a graduate or professional degree.

College students usually spend four years in school too. But a college does not have graduate or professional programmes. The technical or vocational school has only job training. It has no academic programme. A course of study may take from six months to two years and more. The technical or vocational school gives training for work in areas such as electronics, carpentry and others.

2. Practise the following words from the text:

to require - требовать
quality - качество
ability - способность
to possess - обладать
creative - творческий
challenge - трудность
responsible - ответственный
skills - навыки
essential - неотъемлемый
logical reasoning - логическое мышление
to cause - вызывать, быть причиной
to deal with – иметь дело с
hard-working - трудолюбивый

3. Answer the following questions:

1. Which are the most prestigious professions today?
2. What professional field can you work in?
3. What are you good at?
4. Which of your personal qualities will help you in your future profession?
5. Would you choose your parents' professions?
6. What do you know about your future profession?
7. What are the pros and cons of your future profession?
8. Why do you think your future profession is important today?

Условные предложения 3 типа

Само условное предложение состоит из двух частей: **условная часть** (if-clause или conditional clause) и **основная часть** (main clause). Схема условного предложения третьего типа обычно выглядит так:

IF Past Perfect,	would	have V3.
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Условные предложения третьего типа передают **воображаемую, невозможную ситуацию в прошлом**. Бывает так, что вы хотели бы что-то изменить в прошлом, поступить иначе, но время уже прошло, и изменения невозможны. Или наоборот, все случилось удачно, и рассуждаете о том, что бы было, если бы условия были другими. Именно для этих целей и существуют *условные предложения третьего типа*.

1. Воображаемая ситуация в прошлом; ситуация, альтернативная реальности:

If I had bought that watch yesterday, I would have spent all my money. – Если бы я купил те часы вчера, я бы потратил все свои деньги. (Но я их не купил, поэтому деньги при мне)

2. Сожаление о действии в прошлом, желание изменить прошлое:

If I hadn't been so rude to him, we wouldn't have argued. – Если бы я не был груб с ним, мы бы не поругались. (Но я нагрубил ему, и мы поссорились, поэтому я сожалею.)

3. Критика совершенного действия. Когда говорящий как бы говорит: "Я знаю, как надо было поступить":

If you had set up an alarm clock, you wouldn't have been late. – Если бы ты завел будильник, ты бы не опоздал. (Но ты такой-сякой, не завел будильник, и опоздал.)

Давайте сравним:

Conditional 2	Conditional 3
<i>I am not cold now. If I were cold, I would wear a coat. – Мне сейчас не холодно. Если бы мне было холодно, я бы одел пальто.</i>	<i>I wasn't cold yesterday. If I had been cold, I would have worn a coat. – Мне не было холодно вчера. Если бы мне было бы холодно, я бы надел пальто.</i>
<i>He doesn't know Mary. If he knew her, he would ask her out. – Он не знает Мери. Если бы он знал ее, он бы пригласил ее на свидание.</i>	<i>He didn't know Mary. If he had known her, he would have asked her out. – Он не знал Мери. Если бы он знал ее, он бы пригласил ее на свидание.</i>

Итак, Conditional 3 обозначает воображаемое действие в прошлом, невозможное действие в прошлом, сожаление о прошлом или критику по поводу выполненного действия. Образуется *Conditional 3* следующим образом:

IF Past Perfect,	<u>would</u>	have V3.
IF Past Perfect Continuous,	could might should	

1. Раскройте скобки в условных предложениях I типа и поставьте глаголы в правильную форму.

Н-р: If it ... (rain), we ... (stay) at home. (Если пойдет дождь, мы останемся дома.) – If it rains, we shall stay at home.

- If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
- She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)
- If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
- I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)
- If Bob ... (not keep) his word, Anna ... (be angry) with him. (Если Боб не сдержит слово, Анна разозлится на него.)

2. Раскройте скобки в условных предложениях II типа и поставьте глаголы в правильную форму.

Н-р: If Susan ... (move) to Tokyo, she ... (live) near her sister. (Если бы Сюзан переехала в Токио, она бы жила рядом со своей сестрой.) – If Susan moved to Tokyo, she would live near her sister.

- If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
- My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
- I ... (go) to the police if I ... (be) you. (Я бы обратился в полицию на твоём месте.)

4. If people ... (not buy) guns, the world ... (become) safer. (Если бы люди не покупали оружие, мир стал бы безопаснее.)
5. Tom ... (not eat) much "fast food" if his wife ... (cook) at home. (Том не ел бы много «фастфуда», если бы его жена готовила дома.)

3. Раскройте скобки в условных предложениях III типа и поставьте глаголы в правильную форму.

Н-р: John ... (not have) a car accident if he ... (choose) another road. (Джон не попал бы в автомобильную аварию, если бы выбрал другую дорогу.) – John **wouldn't have had** a car accident if he **had chosen** another road.

1. I ... (visit) Sarah yesterday if I ... (know) that she was ill. (Я бы навестил Сару вчера, если бы знал, что она больна.)
2. If you ... (go) with me to Paris last month, you ... (see) the Eifel Tower too. (Если бы ты поехал со мной в Париж в прошлом месяце, ты бы тоже увидел Эйфелеву башню.)
3. We ... (not get wet) if you ... (take) an umbrella. (Мы бы не промокли, если бы ты взяла зонт.)
4. If Mum ... (not open) the windows, our room ... (not be) full of mosquitoes. (Если бы мама не открыла окна, наша комната не была бы полна комаров.)
5. Nick ... (not be) so tired this morning if he ... (go to bed) early last night. (Ник не был бы таким уставшим этим утром, если бы рано лег спать прошлой ночью.)

ПРАКТИЧЕСКАЯ РАБОТА №36

Тема: Контрольная работа (см.КОС)

ПРАКТИЧЕСКАЯ РАБОТА № 37

Тема: Леса Российской Федерации и их значение. Повелительное наклонение.

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, правило образование повелительного наклонения..

Уметь: Переводить новые лексические единицы, строить предложения в повелительном наклонении.

ХОД ЗАНЯТИЯ

1. Read and translate the text.

Being an ecological frame of the Earth's biosphere, the Russian Forests occupy 69 per cent from the total land area of the Russian Federation account for more that 20 per cent from the global forest resources. That is why ensuring sustainable and sound forest use, protection and restoration of Russian forests represents not only a national but also a global task of vital importance for the entire mankind.

As regards the amount and diversity of their ecological functions, forests are of special value as compared with other natural complexes. They provide for regulation and cleaning of water flows, soil conservancy and improvement in natural fertility, the most complete conservation of genetic diversity, and enrichment of atmosphere with oxygen, prevention of air pollution and formation of a climate.

Forests are a source of many ecologically; clean food resources for satisfying diverse needs of people, they represent a human environment conducive to maintaining people's spiritual and physical health.

Therefore, forests serve as a central link in nature conservancy and natural regulation of overwhelming majority of environmental processes. It is the forests that are a natural base contributing to human survival. Maintenance and enhancement of national forest resources, as the principal goal of efforts of the Federal Forest Service of Russia, can be attained by means of implementation of sustainable forest management. This means that forestry should ensure sound use of forest resources, functions and benefits which are of value for present and future needs of

human civilization. Of special value is the balance of interests of different population groups, industries and forest administration bodies, with respect to forest utilization within specific areas, available timber and nonwood resources, their processing, development of relevant economic structures, providing for the employment of all population groups, without causing any damage to environmental quality and biodiversity of forest.

Learn new words:

1. sustainable – обеспечивающий
2. vital importance – жизненная важность
3. natural complexes – природные комплексы
4. water flows – водные потоки
5. soil conservancy – охрана почвенных ресурсов
6. fertility – изобилие, плодородие
7. overwhelming – огромный, несметный
8. biodiversity of forest – биологическое разнообразие леса

1. Complete the sentences using adjectives:

1. The land area is ___1___.
2. The forest resources are ___2___.
3. The frame is ___3___.
4. The task is ___4___.
5. The fertility is ___5___.
6. The link is ___6___.
7. The environment is ___7___.
8. The health is ___8___.
9. The regulation is ___9___.
10. The Service is ___10___.
11. The processes are ___11___.
12. The importance is ___12___.

2. Translate into English:

- | | |
|------------------------|-----------------------------|
| 1. Именно поэтому... | 2. Они обеспечивают... |
| 3. Это означает... | 4. Что касается... |
| 5. Всё человечество... | 6. Могут быть достигнуты... |
| 7. Именно лес... | |

3. Answer the questions:

1. What area do the Russian forests occupy?
2. What are the national task and the global task of the entire mankind?
3. Why is the forest as a central link of the conservancy and regulation of national processes?
4. What is of special value in forestry for human civilization

4 Дайте ответные реплики по образцу: "Your friend wants to come at five today". "Let him come."

1. He would like to read this book.
2. Your son wants to go to the cinema today.
3. Your daughter wants to watch TV tonight.
4. My son's friends want to play chess at my place.
5. Your children want to go to the country for the weekend.

5. Составьте предложения согласно образцу, используя данные слова:

Образец: *Let's go for a walk, shall we?*

to open, to close, to go to the seaside, to go by bus, to have a game of chess, to ring up, to go to the cinema (theatre, country), to have a look at

6. Выразите просьбу:

- 1) Ask Nick not to speak so loudly.
- 2) Ask your mother not to get up early tomorrow.

- 3) Tell Ann not to read at lunch.
 - 4) Tell not to send him a telegram.
 - 5) Tell Susie not to e so late.
 - 6) Ask Janet not to waste money on sweets.
- 7. Переведите предложения на английский язык:**

- 1) Вели ей подать кофе.
- 2) Попроси ее перевести письмо.
- 3) Спроси полицейского, где почта.
- 4) Подумайте, прежде чем отвечать.
- 5) Не ешьте много на ночь.
- 6) Не откладывай на завтра то, что можно сделать сегодня.

8. Переведите предложения на английский язык:

- 1) Давайте откроем окно в комнате.
- 2) Пусть он расскажет своим английским друзьям о России.
- 3) Разрешите мне помочь вам с переводом телеграммы.
- 4) Пусть они прочитают и обсудят эту книгу.
- 5) Пусть дети тоже проведут следующую субботу и воскресенье за городом.
- 6) Давайте возьмем такси (taxi), хорошо?
- 7) Пусть он встретит делегацию (delegation).
- 8) Давайте не пойдем на лекцию по немецкой литературе сегодня вечером.
- 9) Разрешите мне взять свои книги.

ПРАКТИЧЕСКАЯ РАБОТА № 38

Тема: Леса США и Великобритании

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, перевод модальных глаголов и их эквивалентов.

Уметь: Переводить новые лексические единицы, высказываться логично, применять в речи модальные глаголы и их эквиваленты.

ХОД ЗАНЯТИЯ

1. Read and translate the text.

Two English-speaking countries across the ocean possess large forest resources. They are Canada and the USA.

The amount of timber resources of the USA is second only to Russia. Forest land occupies one third part of the United States area.

There are over one thousand species of trees in the USA. In Europe (without Russia) there are less than one hundred. England has about thirty and France thirty five. Out of the one thousand kinds of trees in America only about one hundred have much commercial value as lumber. Of these about sixty are hardwoods and about forty are softwoods, but only fifteen hardwoods and fourteen softwoods are extensively used for lumber, plywood and construction timber.

The softwoods are the oldest family of trees in the United States. The commercial softwoods of importance are: southern yellow pine, Douglas fir, hemlock, Sitka spruce, larch, and white fir. Hardwoods which are broad-leaved and usually shed leaves in autumn furnish about 20 per cent of US commercial wood products. They are oak, maple, birch, beech and others.

Most part of the forest land is privately owned and consist of small parks and farms under 5,000 acres. The care of these forests lies on the small owner. There are 146 national forests furnishing 159 million acres in the United States. The national forests are administrated by the United States Forest Service. The forest resources of Canada amount to 11,6 billion cubic meters.

The most important forest trees in Canada are the spruces. About one third of Canada's timber is spruce. Its wood is used for pulpwood, lumber and plywood.

Second only to the spruces are two-needled pines. These pines furnish 11 per cent of Canada's standing timber volume. Third in importance are the true firs, of which the most distributed is the balsam fir. Its wood is commonly cut as pulpwood and to a lesser extent, as sawngoods. Next is a family of broad-leaved deciduous trees – aspen and poplar.

Fifth among Canada's forest trees is the Hemlock. Western hemlock is a main commercial source of tannin, while the wood is used for railroad ties, lumber and pulp.

The tree, responsible, more than any other, for British Columbia's world-wide reputation for timber is the coastal form of Douglas fir. Douglas fir is used extensively for lumber, plywood and construction timber. Next in order are the cedars. Their wood is light and resistant to decay. In virgin forests they reach heights of 150-200 feet and diameters of 8 to 10³ feet. Their wood is used for lumber, poles and posts.

Finally there are the birches. Most distributed is the white birch which grows widely throughout Canada. The most important hardwood tree in eastern Canada is the yellow birch. Its wood is much in demand for flooring, furniture veneer and railroads ties. Canada is indeed fortunate to possess such a variety of useful tree species. The pine and spruce in the east, and Douglas fir, cedar and hemlock in British Columbia have won for Canada its position as the world's leading nation in forest products trade.

Learn new words:

- | | |
|--|---|
| 1. lumber – пиломатериалы | 2. plywood – фанера |
| 3. construction timber – материал для строительных конструкций | |
| 4. pulpwood – баланс | 5. Douglas fir – пихта Дугласа |
| 6. hemlock – тсуга канадская | 7. Sitka spruce – ель серебристая |
| 8. larch – лиственница | 9. aspen – осина |
| 10. poplar – тополь | 11. beech – бук |
| 12. shed leaves – сбрасывать листья | 13. small owner – мелкий собственник |
| 14. balsam fir – пихта канадская | 15. a lesser extent – наименьший размер |
| 16. sawn goods – распиленная продукция | |
| 17. deciduous – с опадающими листьями | |
| 18. tannin – дубильное вещество, танин | |
| 19. railroad ties – железнодорожные шпалы | |
| 20. pulp – целлюлоза | 21. cedar – кедр |
| 22. pole – свая, шест | 23. post – столб, подпорка |
| 24. flooring – половой настил | 25. veneer – шпон |

1. Choose the Russian equivalent.

- | | |
|-----------------|---------------------|
| 1. Softwood | a. Древесина |
| 2. Maple | b. Широколиственные |
| 3. Lumber | c. Клён |
| 4. Decay | d. Гниение |
| 5. Broad-leaved | e. Хвойные породы |

2. Составьте словосочетания и переведите их:

- | | |
|------------------------|------------------------|
| 1. the eldest family | a. the USA area |
| 2. a variety | b. trees in the USA |
| 3. one third part | c. timber resources |
| 4. the amount | d. tannin |
| 5. a commercial source | e. useful tree species |

3. Answer the questions:

- How many species of trees are in the USA?
- The spruces are four-needled pines, aren't they?
- What height has Douglas fir?
- What trees are the commercial softwoods of importance?
- What part does forest land occupy of the USA?

6. Are the national forest administrated by the land owners or by the United States Forest Service?
7. Has England about 50 species of trees?

ПРАКТИЧЕСКАЯ РАБОТА №39

Тема: Значение тропических лесов.

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме, перевод модальных глаголов и их эквивалентов.

Уметь: Переводить новые лексические единицы, высказываться логично, применять в речи модальные глаголы и их эквиваленты.

ХОД ЗАНЯТИЯ

1. Read and understand the text:

Tropical rainforests are located around the equator. This 4800 km wide area is called the “tropics”. Temperatures at the equator are high. These high temperatures cause great evaporation of water, which results in frequent rain in forested areas in the tropics. Tropical rainforests are situated in South and Central America, Africa, Southeast Asia and Australia. Temperate rainforests are situated along the Pacific coast of the USA and Canada, in New Zealand, Tasmania, Chile, Ireland, Scotland and Norway. They are less rich than tropical rainforests.

Rainforests are very dense, warm, wet forests. There are millions of plants and animals. These plants generate much of the Earth’s oxygen. Many plants are used in new drugs that fight diseases and illnesses.

It is almost always raining in a rainforest. They get over 80 inches (2m) of rain each year. This is about 1.5 inches (3.8 cm) of rain each week. The rain is evenly distributed throughout the year in a tropical rainforest. In a temperate rainforest there are wet and dry seasons.

The range of temperature in a tropical rainforest is usually between 24 - 27 degrees. Temperate rainforests rarely freeze or get over 27 degrees C.

Tropical rainforests cover about 7% of the Earth’s surface and are VERY important to the Earth’s ecosystem. The rainforests recycle and clean water. Tropical rainforest trees and plants remove carbon dioxide from the atmosphere and store it in their roots, stems, leaves and branches. Rainforests lessen the greenhouse effect.

Many kinds of foods originate from rainforests. Among them are bananas, pineapple, cucumber, cocoa (chocolate), coffee, tea, avocados, mango, vanilla, citrus fruits, rice and coconuts.

There are four “strata” or layers in a rainforest: the emergent, the canopy, the understory and the floor of the forest.

Learn new words:

- | | |
|-------------------------------------|--|
| 1. to cause – вызывать | 2. evaporation - испарение |
| 3. frequent – частый | 4. to cover - покрывать |
| 5. surface – поверхность | 6. wet (dry) - сырой, сухой |
| 7. temperate – умеренный | 8. dense - плотный |
| 9. a plant – растение | 10. oxygen - кислород |
| 11. drugs – лекарства | 12. even - ровный, даже |
| 13. to freeze – замерзнуть | 14. to recycle - перерабатывать |
| 15. to remove – удалять | 16. carbon dioxide - двуокись углерода |
| 17. to store - хранить, накапливать | 18. a root - корень |
| 19. a stem – ствол | 20. a leaf (leaves) - лист, листья |
| 21. a branch – ветвь | 22. to lessen - уменьшать |
| 23. to originate – происходить | 24. a layer – слой |

1. Find the English equivalents:

расположены (2), называется, лесные области, вдоль побережья, теплый, животные, очень важны, производят, используются, болезни (2), юго-восточный, богатый, почти всегда, колебание температуры, редко, очищать.

2. Answer the following questions:

What is a rainforest?

How many kinds (types) of rainforests exist?

Where are tropical rainforests located?

Where are temperate rainforests situated?

What seasons are there in the temperate rainforest?

What is the range of temperature in a tropical rainforest?

Are tropical rainforests important to the Earth’s ecosystem? Why?

Are there many tropical rainforests on the Earth?

How many strata are there in a tropical rainforest?

3. Choose the right variant:

Are rainforests important to the environment?

- a) no
- b) yes

Rainforests supply (give) food, medicine, oxygen, and clean water.

- a) false
- b) true

Does it ever freeze in a tropical rainforest?

- a) yes
- b) no

Rainforests get over 100 feet of rain each year.

- a) false
- b) true

Are tropical rainforests always situated near the equator?

- a) yes
- b) no

How many species of plants and animals live in rainforests?

- a) millions
- b) hundreds

ПРАКТИЧЕСКАЯ РАБОТА №40

Тема: Классификация деревьев.

Цель: Развитие умения читать с целью детального понимания.

Студент должен

Знать: Лексические единицы по теме, конструкцию модальный глагол to be +Infinitive

Уметь: Писать с целью извлечения детальной информации, говорить на основе прочитанного,

ХОД ЗАНЯТИЯ

1. Read and understand the text

Trees show a variety of growth forms, leaf types and shapes, bark characteristics, and reproductive organs. There are more than 100,000 tree species in the world, that is 25 percent of all living plant species. The majority of tree species grow in tropical regions of the world. Many of these regions are not yet investigated by botanists. Most species of trees today are flowering plants and conifers.

A small group of trees growing together is called a grove or copse, and a landscape covered by a dense growth of trees is called a forest. Several biotypes are defined largely by the trees that exist there; examples are rainforest and taiga.

A forest of great age is called old growth forest or ancient woodland (in the UK). A young tree is called a sapling.

1. Are these sentences TRUE, FALSE or have NO INFORMATION:

	True	False	No information

1. Trees show a variety of growth forms, leaf types and shapes, and reproductive organs.			
2. The number of tree species worldwide is about 50 percent of all living plant species.			
3. The majority of tree species grow in tropical regions of the world.			
4. A lot of flowers grow in tundra.			

2. Complete the following sentences using the words from the box:

majority, plant, taiga, forms, forest, copse

A tree is a (1)... form that exist in different classes and families of plants.

There are many growth (2)... leaf shapes, bark characteristics, and reproductive organs. The (3)... of tree species live in rainforests.

A small group of trees growing close together is called a (4)... . A large area of land covered by a lot of trees is called a (5) Trees are grown mainly in rainforests and (6)

3. Translate the TREE SPECIES definitions. Put the names of the trees in ABC order:

Poplar - a tall thin tree, often grows in rows along the edge of roads or fields.

Aspen - a tall thin tree that grows in North America and Europe and has leaves that rustle (make a noise as they rub against each other) in the wind.

Mimosa - a small tree with yellow flowers that grows in hot countries. '

Willow - a tree with long thin branches and narrow leaves that grows near water.

Cherry tree - a tree that produces cherries.

Alder - a tree that grows near water and has round leaves and long thin yellow flowers called catkins.

Larch - a tree that has thin sharp leaves called needles that fall in the winter and produces brown fruits called cones.

Chestnut tree - a tall tree with large wide leaves that produces chestnuts.

Ash - a tree with a smooth grey bark.

Pine - a tall tree with thin sharp leaves called needles that do not fall off in winter.

Acacia - a tree with small white or yellow flowers that grows in warm countries.

Elm - a large tree with round leaves that fall off in winter.

Birch - a tall tree with thin branches and a white outer layer of bark that comes off in thin stripes.

Rowan - a small tree that produces bright red berries.

ПРАКТИЧЕСКАЯ РАБОТА 41

Тема: Анатомия дерева. Инфинитив и инфинитивные обороты.

Цель: Формирование лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Знать новые ЛЕ по теме. Правило использования инфинитива.

Уметь: Применять новые ЛЕ в устной и письменной речи, переводить предложения с инфинитивом.

ХОД ЗАНЯТИЯ

Learn new words:

- | | |
|---|---------------------------------------|
| 1. grow in height (width) – расти в высоту (ширину) | |
| 2. shoot – побег | 3. wood cells – клетки древесины |
| 4. terminal bud – верхушечная почка | 5. girth – обхват |
| 6. annual ring – годовичное кольцо | 7. cross-section – поперечное сечение |
| 8. tree trunk – ствол дерева | 9. pith – сердцевина |

- | | |
|---|--|
| 10. bark – кора | 11. sapwood – заболонь |
| 12. heartwood – ядровая древесина | 13. hollow tree – дуплистое дерево |
| 14. flourish – цвести | 15. bear fruit – давать плоды |
| 16. cambium layer – камбиальный слой | 17. elm – вяз |
| 18. red maple – красный клен | 19. blossom – цвести, распускаться |
| 20. chestnut – каштан | 21. mature seeds – доводить семена до зрелости |
| 22. scatter (seeds) – разбрасывать (семена) | |

A. The outer bark is the tree's protection from the outside world. Constantly renewed from within, it helps keep out moisture in the rain, and prevents tree from losing moisture when the air is dry. It insulates against cold and heat and wards off insect enemies.

B. The inner bark, or "phloem", is pipeline through which food is passed to the rest of the tree. It lives for a short time, then dies and turns into cork to become a part of the protective outer bark.

C. The cambium cell layer is the growing part of the trunk. It annually produces new bark and new wood in response to hormones that pass down, through the phloem with food from the leaves. These hormones, called "auxins", stimulate growth in cells. Auxins are produced by leaf buds at the ends of branches as soon as they start growing in spring.

D. Sapwood is the tree's pipeline for water moving up to the leaves. Sap wood is new wood. As newer rings of sapwood are laid down, inner cells die and turn into heartwood.

E. Heartwood is the central, supporting pillar of a tree. It doesn't decay or lose strength while the outer layers intact. A composite of hollow, needlelike cellulose fibres bound together by a chemical glue is called lignin, which is strong as steel.

3. Answer the following questions:

1. What is outer bark?
2. What is the difference between the outer bark and the inner bark?
3. What produces new bark?
4. What moves water up to the leaves?
5. What properties has heartwood got?

4. Complete the sentences using the following words:

(moisture, leaf buds, insect, sapwood, layer, bark, cork, wood, lignin, heartwood)

1. The outer ... is the tree's protection from the outside world.
2. It helps keep out... in the rain.
3. It insulates against cold and heat and wards off... enemies.
4. The inner bark turns into ... to become part of the protective outer bark.
5. The cambium cell ... is the growing part of the trunk.
6. It annually produces new bark and new ... in response to hormones.
7. Auxins are produced by ... at the ends of branches.
8. ... is new wood.
9. ... is the central, supporting pillar of a tree.
10. A composite of hollow, needlelike cellulose fibres bound together by a chemical glue is called

5. Choose the Russian equivalent.

- | | |
|------------------|-----------------------|
| 1) root | а) поперечное сечение |
| 2) bark | б) корень |
| 3) reproduce | в) слой |
| 4) layer | г) цвет |
| 5) heartwood | е) крылатый |
| 6) pith | ф) сердцевина |
| 7) colour | г) размножаться |
| 8) winged | д) кора |
| 9) cross-section | и) ядровая древесина |
| 10) growth | ж) рост |

6. Choose the Russian equivalent.

- | | |
|--------------|------------------|
| 1) set fruit | а) рост в высоту |
|--------------|------------------|

- | | |
|---------------------|------------------------|
| 2)annual rings | б) внутренняя часть |
| 3)bear flowers | в) верхушечная почка |
| 4)a terminal bud | г) давать семена |
| 5) grow in girth | д) клетки древесины |
| 6)scatter the seeds | е) расти в обхват |
| 7)bear seeds | ж) годовичные кольца |
| 8) height growth | з) цвести |
| 9)wood cells | и) плодоносить |
| 10)the inner side | к) разбрасывать семена |

7.Complete the following sentences using the words:

(cambium layer, terminal bud, heartwood, flowers, scattered)

- The function of the _____ is to support the growth of a tree.
- The inner side of the _____ forms new wood and the outer side forms new bark.
- Seeds of many trees being winged are easily _____ by the wind.
- Trees like many other plants bear _____ and reproduce by means of seeds.
- The growth in height is made at the _____ of the main stem.

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

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

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

- pianist - my – to – wants – a – great – son – become
 - let – car – doesn't – drive – his – Robin - me
 - to – early – I – up - need -wake –tomorrow
 - the – turn – iron - Sam - forgot – off - to
 - that – sleep – me – boring – made - film
10. Найдите в предложениях ошибки, если они имеются.
- The teacher made John to apologize. (Учитель заставил Джона извиниться.)
 - What are you planning to eat for lunch? (Что ты планируешь съесть на обед?)
 - That old car may not to cost much. (Та старая машина не может стоить много.)
 - I don't want wait any longer. (Я не хочу больше ждать.)
 - My father promised buy new shoes for me. (Мой папа пообещал купить мне новые туфли.)
 - I would like to try this shirt on. (Я бы хотел примерить эту рубашку.)
 - We must to hurry up. (Мы должны поторопиться.)
 - Mark was unable to do anything else. (Марк был не в состоянии делать что-либо еще.)
 - They couldn't to fall asleep till midnight. (Они не могли заснуть до полуночи.)
 - Sheila refused delete files and folders about cooking. (Шейла отказалась удалять файлы и папки о кулинарии.)

ПРАКТИЧЕСКАЯ РАБОТА № 41

Тема: Причастие 1, 2 и способы передачи значения на родном языке..

Цель: Формирование грамматических навыков чтения и говорения

Студент должен

Знать: Образование, способы перевода.

Уметь: узнавать в речи, переводить на русский язык.

ХОД ЗАНЯТИЯ

Participle I and II

Participle (Причастие)

Форма причастия	Переходные глаголы				Непереходные глаголы	
	Действительный залог (Active)		Страдательный залог (Passive)		Действительный залог (Active)	
	Вспом.	Смысл.	Вспом.	Смысл.	Вспом.	Смысл.
Present Participle Или Participle I	-	IV	being	III	-	IV
	<i>asking - спрашивающий; спрашивая (вообще)</i>		<i>being asked - спрашиваемый; будучи спрошен (ным), (вообще)</i>		<i>coming - приходящий, приходя (вообще)</i>	
	Обозначает действие, одновременное с действием, выраженным глаголом-сказуемым (в настоящем, прошедшем или будущем).					
Perfect Participle (I)	having	III	having been	III	having	III
	<i>having asked - спросив (ши), (уже, до чего-то)</i>		<i>having been asked - уже был спрошен (до чего-то, уже)</i>		<i>having come - придя (уже, до чего-то)</i>	
	Обозначает действие, предшествующее действию, выраженному глаголом-сказуемым.					
Past Participle или Participle II	-----	-----	-	III	-	III
	-----		<i>asked - спрошенный, спрашиваемый</i>		Эта форма самостоятельно не употр., а служит для образования времен гр. Perfect .	
	Обозначает законченное действие, произведенное над каким-либо объектом , либо действие, совершающееся обычно, вообще.					

I. Перевести на русский язык.

1. A letter sent from St. Petersburg today will be in Moscow tomorrow.

He saw some people in the post office sending telegrams.

When sending the telegram, she forgot to write her name.

2. Some of questions put to the lecturer yesterday were very important.

The girl putting the book on the shelf is the new librarian.

While putting the eggs into the basket, she broke one of them.

3. A fish taken out of the water cannot live.

A person taking a sunbath must be very careful.

Having taken a dictionary, he began to translate the text.

4. A line seen though this crystal looks double.

A teacher seeing a mistake in a student's dictation always corrects it.

Seeing clouds of smoke over the house, the girl cried: "Fire!"

5. The word said by the student was not correct.

The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.

Standing at the window, she was waving her hand.

6. A word spoken in time may have important results.

The student speaking good English must help their classmates.

The speaking doll interested the child very much.

While speaking to Nick some days ago, I forgot to ask him about his sister.

II. Перевести на английский язык.

1. приносящий; принесенный; принося; принеся; приносимый; будучи принесенным;

2. переводящий; переведенный; переводя; переводя; 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;

III. 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.

IV. Вставить причастия в нужной форме.

1. Девочка, зовущая меня, моя сестра.
The girl ... me is my sister.
2. Он смотрел на женщину, сидящую за столом.
He looked at the woman ... at the table.
3. Текст, переведенный учеником, - легкий.
The text ... by the pupil is easy.
4. Идя в школу, я встретил дядю.
... to school, I met my uncle.
5. Они увидели бегущих спортсменов.
They saw ... sportsmen.
6. Написав письмо, он пошел на работу.
... the letter, he went to work.
7. Он стоял, смотря игру.
He stood ... the game.
8. Закончив работу, он пошел домой.
... the work, he went home.
9. Уходя на работу, он забыл сумку.
... for work, he forgot to take his bag.
10. Это статья, описывающая политические события.
This is an article ... the political events.

V. Поставить глаголы в нужной форме Present Participle \ Perfect Participle.

1. (to live) in the south of our country, he can not enjoy the beauty of Moscow.
2. (to read) the story, she closed the book and put it on the shelf.
3. (to buy) some fruit and cakes, we went home.
4. (to sit) near the fire, he felt very warm.
5. (to sell) fruit, he looked back from time to time, hoping to see his friends.
6. (to sell) his fruit, he went to see his friends.
7. (to write) out and (to learn) all the new words, he was able to translate the text easily.
8. (to look) through some magazines, I came across an interesting article about UFOs.
9. (to do) homework he was thinking hard.
10. (to do) homework he went for a work.

ПРАКТИЧЕСКАЯ РАБОТА № 43

Тема: Структура древесины. Основные характеристики древесины

Цель: Формирование лексических навыков чтения и говорения

Студент должен

Знать: Лексические единицы по теме.

Уметь: Делать выписки из прочитанного, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Read and translate the text.

Roots serve to anchor and supply trees with water and essential mineral salts. The young roots furnishing water and nourishment from the soil, the older ones hold the tree in place. The roots are classified into surface roots and tap-roots, depending on their shape and the depth they go into the ground. Some trees, as the birch or the spruce, have surface roots, the others have tap-roots only. As for the roots of oak or walnut they can to a great depth if the land is too dry. Most of the trees like the maple or ash are known to have two kinds of roots.

A stem (it is also called a trunk or a bole) supports a crown and supplies it with water and mineral substances. A tree stem consists of outer bark, inner bark, cambium, sapwood, heartwood and pith. Bark serves as a protective cover to the cambium layer located between the inner bark and sapwood. Sapwood is the living wood portion to be found next to the bark layer.

A crown consists of twigs and branches which bear buds, leaves, flowers and fruit. The function of the leaves is to give oxygen off. Carbon being retained and combined with soil water, feeding substance for a tree is provided. A process of tree growth is known as assimilation. If foliage is removed or light is not provided, the tree will weaken and gradually die. Trees grow in at least three different directions height (stem), depth (roots), width (crown) to increase in volume, in quality and in value. This sort of increase is sometimes called increment: volume increment, quality increment and value increment.

Most people believe the trees to grow from early in spring till late in autumn. According to recent studies most of the growth takes place in a relatively short period. In many forests the height growth is completed in springtime in 35 days or less. Other trees, however, continue their growing in height for a longer period.

Learn new words:

1. anchor trees – удерживать деревья
2. supply with mineral salts – снабжать минеральными солями
3. furnish nourishment – доставлять питание
4. surface roots – поверхностные корни
5. tap-roots – глубинные корни
6. birch – берёза
7. spruce – ель
8. oak – дуб
9. maple – клён
10. ash – ясень
11. bole – ствол
12. protective cover – защитное покрытие
13. twig – веточка
14. foliage – листва
15. increment – прирост

1. Choose the Russian equivalents:

- | | |
|----------------|-------------|
| 1) serve | a) берёза |
| 2) ash | b) питание |
| 3) birch | c) листва |
| 4) crown | d) клён |
| 5) supply | e) ясень |
| 6) nourishment | f) веточки |
| 7) maple | g) ствол |
| 8) twigs | h) снабжать |
| 9) bole | i) крона |
| 10) foliage | j) служить |

2. Choose the Russian equivalents:

- | | |
|----------------------------|---------------------------------|
| 1) surface roots | a) снабжать древесиной |
| 2) supply with nourishment | b) состоять из ветвей и веточек |
| 3) living portions | c) удерживать дерево на месте |

- | | |
|----------------------------------|------------------------------|
| 4) consist of branches and twigs | d) сбрасывать листву |
| 5) provide with wood | f) удерживать деревья |
| 6) remove foliage | g) служить как защитный слой |
| 7) hold the tree in place | h) прирост качества |
| 8) anchor trees | i) снабжать питанием |
| 9) quality increment | j) поверхностные корни |
| 10) serve as a protective cover | k) живые части |

3. Finish the sentences.

- | | |
|--|------------------------------------|
| 1. Bark serves as _____ | a) ...the tree will gradually die. |
| 2. If foliage is removed _____ | b) ...of two kinds of roots. |
| 3. Most trees have a combination _____ | c) ...a growing tree protection. |

2. Read the text and translate it into Russian.

Wood depending on the features of macrostructure is divided into three groups - heartwood, ripewood and sapwood. Wood of *heartwood wood* species (pine-tree, cedar, larch, oak, ashwood, poplar and other) has darker coloring of central part of core and lighter peripheral part. Sapwood. The wood of all of trees consists only of sap-wood in the early age. A core appears, for example, in pine-trees in age of 30...35 years, in oak 8... 12 years. It consists of dying off cells, impregnated and stopped up by the stratum of resin, calcite, tannic and other substances. A core has an enhanced density and resistance against decay.

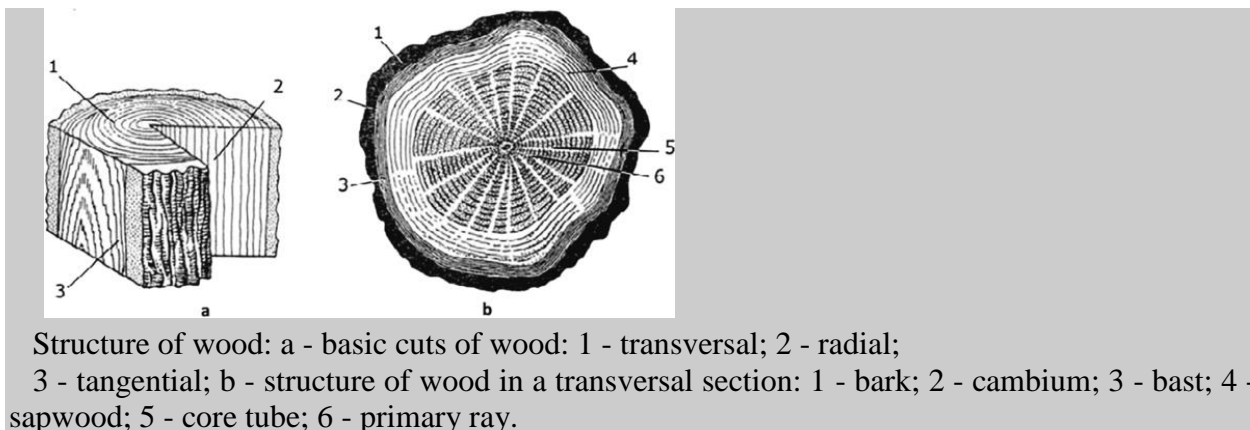
If the central part of wood has an identical color with peripheral and differs only with less humidity, it is called not a core, but *ripe wood*. The ripe wood as a core is denser part of the trunk. Ripe wood group includes spruce, abies, beech, linden, aspen, etc. Ripe wood as well as the core is more dense part of the trunk and it does not participate in the juice-feeding chain.

Sapwood consists of younger cells and is intended for movement of moisture with mineral permeates in it. With the age sapwood gradually passes to the heart or ripewood. At identical humidity many mechanical properties of the sapwood correspond to the heartwood. It's resistance to decay is less, but it is easier saturated by the antirot. To the sapwood forest trees, which practically have identical wood according to the coloring and humidity both in a center and on periphery, a lot of wood species belong (cedar, alder, hornbeam and other).

Wood consists of separate annual layers, which differ with a naked eye especially in coniferous trees. On the transversal cut of the trunk these layers have the appearance of concentric rings, surrounding a core. Annual layers include two parts - summerwood and latewood. The summerwood appears in spring, it is lighter and softer than late, that appears only at the end of summer. This difference is especially strongly imaged in coniferous trees.

Composition of latewood largely determines the physical- mechanical properties of wood integrally. The resin ducts are concentrated in late softwood. Resin, which fills them, diminishes the water absorption of wood, increases resistance to decay. The presence of rays is characteristic for all woods-lines, which radially diverge to the bark directly from a core or at some distance from it. They serve for conducting of water solutions of nutrients in horizontal direction in wood. Wood splits on primary rays easily and gives cracks at the shrinkage, because cells, which are included in these areas, are bonds between them are comparatively weak.

In the hardwood, *vessels*-tubular formations of cells with a diameter 0.1.. .0.4 mm and to 10 cm of length, directed in the line of a trunk are the weakest elements of structure, except of primary rays.



Structure of wood: a - basic cuts of wood: 1 - transversal; 2 - radial;

3 - tangential; b - structure of wood in a transversal section: 1 - bark; 2 - cambium; 3 - bast; 4 - sapwood; 5 - core tube; 6 - primary ray.

ПРАКТИЧЕСКАЯ РАБОТА №44

Тема: Классификация древесины.

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: Лексические единицы по теме.

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

ХОД ЗАНЯТИЯ

1. Read the text and translate

Timber possesses many remarkable properties and is one of the most popular materials used in the construction of furniture, fittings and general joinery *work. The advantages of the wood are: In proportion to weight, wood is stronger than other materials.

It is stronger than steel. Spruce is the strongest wood for its weight.

Wood is worked easily with tools and can be manufactured into many shapes, sizes and designs.

Wood is an excellent non-conductor of heat and it has a special value in making houses warm in winter and cool in summer.

Its grain and appearance adds to the beauty of furniture, interior and exterior finish(ing), flooring, etc.

Wood is available in many shapes and sizes and is a renewable resource. The disadvantages of wood are: Liability to split axially.

Continual movement in size and shape with any change of humidity in the atmosphere.

Failure to resist shear.

By manufacturing wood into plywood these disadvantages are overcome.

2. Learn new words:

1. furniture - мебель a conductor - проводник
2. advantage - достоинство
3. finish(ing) - обработка
4. grain - волокно
5. appearance - внешний вид
6. interior - внутренний
7. exterior - внешний
8. flooring - половое покрытие
9. renewable - возобновляемый
10. to split axially - раскалывать
11. to resist - сопротивляться
12. fitting - приспособление
13. joinery work - столярные работы
14. a tool - инструмент
15. to manufacture - изготавливать

16. a shape - форма
 17. a design - конструкция

3. Find in the text the English equivalents

главный, замечательный, свойство, производство, древесина, пропорционально весу, сталь, обрабатывается, размер, прекрасный, тепло, ценность, и так далее, имеется в наличии, способность, постоянный, влажность, фанера, преодолеваются (устраняются)

ПРАКТИЧЕСКАЯ РАБОТА № 45

Тема: Пористая и непористая древесина. Химический состав древесины

Цель: Формирование лексических навыков говорения.

Студент должен

Знать: Разговорные клеше по теме.

Уметь: Воспринимать на слух информацию в деталях, обратиться с просьбой и выразить готовность/ отказ ее выполнить.

ХОД ЗАНЯТИЯ

1. Read and understand the text.

There are several ways of classifying wood into hard and soft. One of the most common is to divide all trees into those that shed their leaves annually, such as oak, walnut, maple, ash, basswood, birch, cherry, gumwood, etc. (hardwood trees) and those that evergreen or produce cones (coniferous trees) such as fir, pine, cedar, cypress, larch, and spruce, which are called "softwoods". But in this method of classification, many "softwoods" are harder than some of the "hardwoods".

For purpose of use, wood is classified according to its actual hardness or ability to resist wear. This method is more practical for woodworking.

<i>HARD</i>	<i>MEDIUM HARD</i>	<i>SOFT</i>
Oak	Gum	Cedar
Maple	Butternut	White Pine
Yellow Pine	Chestnut	Spruce
Birch	Walnut	Beech
Georgia Pine	Mahogany	Cypress
Elm		Poplar
Ash		Basswood
Southern Pine		Fir
Rosewood		Redwood
Larch		Sycamore

Another important method of wood classification is based on its structure: the wood has open or closed grain. It is especially important for wood finishing because the open-grained woods provide greater opportunity for finishing and contrasting filler colours.

<i>OPEN-GRAINED</i>	<i>CLOSED-GRAINED</i>	
Mahogany	Birch	Poplar
Oak	Redwood	Fir
Ash	White Pine	Spruce
Walnut	Yellow Pine	Maple
Elm	Cypress	Basswood
Butternut	Holly	Georgia Pine
Chestnut	Gum	Cherry
Rosewood	Beech	Cedar
	Southern Pine	Sycamore

ПРАКТИЧЕСКАЯ РАБОТА № 46

Тема: Пороки древесины.

Цель: Формирование лексических навыков чтения и говорения.

Студент должен

Знать: Лексический и фактический материал по теме.

Уметь: Говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

Read and understand the text:

- | | |
|--------------------------------------|-----------------------------------|
| 1. a vice - порок | 17. quality - качество |
| 2. to divide - делить | 18. using - использование |
| 3. a knot - узел, сучок | 19. cause - причина, вызывать |
| 4. twisting - скручивание | 20. a board - доска |
| 5. to go through - проходить через | 21. a crack - трещина, трескаться |
| 6. breaking - разрыв(ание) | 22. along - вдоль |
| 7. drying - высыхание | 23. freezing - замерзание |
| 8. uneven - неравномерно | 24. to appear - появляться |
| 9. deflection - отклонение | 25. direction - направление |
| 10. a peep-hole - «глазок» | 26. a trace - след |
| 11. undeveloped - неразвившийся | 27. a bud - почка |
| 12. a resin pocket - смоляной карман | 28. to fill - заполнять |
| 13. a cavity - полость, дупло | 29. existence - существование |
| 14. double - двойной, сдвоенный | 30. waste - отходы |
| 15. while - в процессе, пока | 31. shooting - пророст |
| 16. to increase - увеличивать | 32. to cut out - вырезать |
| | 33. dead - мертвый |

Vices are defects of some parts of wood which make worse its quality and limit its using. Vices are divided into several groups.

A knot is a part of branch contained in the wood of a trunk. Knots are the cause of twisting of fibres and annual layers of the wood. They can be situated in the wood one by one and in groups, be on one side of the board or go through it.

A crack is breaking the wood along fibres. This defect often appears because of drying and freezing, uneven growing layers of the wood.

Defects of a structure of the wood are deflections of a direction of fibres on different causes.

Peep-holes are traces of undeveloped buds.

Resin pockets are cavities among annual rings filled with resin.

Double heartwood is existence of two piths in the trunk.

Such wood is easily cracked, while sawing it up the number of waste is increasing.

Shooting is a dead bark grown into the trunk.

Machine operators must cut out vices of wood. They must know well types of the wood, its vices, be able to find them and to take away.

2. Find in the text the English equivalents:

части древесины, ухудшают, ограничивают, несколько, ветка, волокно, годичный слой, один за другим, доска, насквозь, появляется, направление, разный, заполненный, ядровая древесина, сердцевина, ствол, пиление, количество отходов, кора, станочники, быть в состоянии, удалить.

3. Answer the questions.

1. What are vices?
2. What is a knot?
3. What causes the appearance of knots?
4. Where and how can a knot be situated?
5. What is a crack?
6. Why does this defect appear?
7. What are defects of a structure of wood?
8. What are peep-holes?
9. What are resin pockets?
10. What is the cause of double heartwood?
11. What is shooting?
12. What must machine operators do with vices? Why?

ПРАКТИЧЕСКАЯ РАБОТА №47

Тема: Использование древесины.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания

ХОД ЗАНЯТИЯ

1. Read and translate the article.

Timber belongs to one of the oldest building materials. It has been from ancient times and is still produced from cut wood. Timber has always been highly usable in construction because of its many advantages. To these belong its strength, light weight, cheapness, and high workability. Its other advantage is that it belongs to natural resources and is naturally renewable. It is the more so that about a third of the world is still considered to be covered with forests. Besides, timber is resistant to corrosion produced by chemical substances in the modern polluted atmosphere. One more advantage of timber is that it can be used for many construction purposes. But, naturally, timber has disadvantages and the main ones are that it is not fire-resistant and it easily decays; especially if it is not impregnated. Besides, freshly cut timber contains water that may cause great structural defects. Removal of water from timber is a necessary procedure that should take place before timber is used in practice. It increases strength and work-ability of the material and, of course, its durability.

What is timber mainly used for? Because of its many advantages it is highly used for producing window and floor frames, for flooring and roofing and for other various woodwork.

The two main types of timber are hardwoods and softwoods. Of them, hardwoods are popular as materials used for decorative purposes: veneering in furniture and paneling. As to softwoods, they are mainly used for producing window and door frames and other kinds of woodwork.

2. Translate the following questions.

1. What structural materials does timber belong to?
2. What is it produced from?
3. What are the main advantages (disadvantages) of timber?
4. Why is removal of water from timber useful for construction purposes?
5. What are the two main types of timber?
6. What are softwoods (hardwoods) used for?
7. How much of the world's land surface is considered to be covered with forests?
8. What countries are rich (poor) in forests?

3. Read the examples. Translate them into English.

Surface area- площадь поверхности

Floor boards- настил

Floor timber- половая балка

Roof iron- кровельное железо

Roof ventilation- потолочный вентилятор

Roofer- кровельщик

4. Choose and put down the English equivalents to the Russian word combinations given below.

Model: загрязненный воздух- polluted air

Surface waters, floor frame, roofer, chemical pollution, decorative purposes, surface cracks, strips of land, chemically polluted air, floor boards, roof iron, laminated panel.

Слоистая панель- _____

Кровельщик- _____

Поверхностные трещины- _____

Полоски земли- _____

Химически загрязненный воздух- _____

Декоративные цели- _____

Химическое загрязнение- _____

Шпангоут- _____

Поверхностные воды- _____

Настил- _____

Кровельное железо- _____

ПРАКТИЧЕСКАЯ РАБОТА № 48

Тема: Контрольная работа (см.КОС)

ПРАКТИЧЕСКАЯ РАБОТА №49

Тема: Что такое деревообработка?

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: Говорить на основе прочитанного, читать с целью извлечения конкретной информации и детального понимания содержания

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Woodworking

Woodworking is the forming and shaping of wood to make useful and decorative objects. It is one of the oldest crafts and ranks as a popular hobby and an important industry. A skilled

woodworker with a well-equipped home workshop can build items as simple as a birdhouse or as complicated as decorative furniture. Tools for a workshop can be purchased at hardware and department stores. Lumber retail stores and hobby shops sell a wide variety of wood.

The construction industry employs carpenters who construct the wooden framework of buildings. Other kinds of woodworkers include finish carpenters and cabinetmakers. Finish carpenters do the inside trim work around windows, cabinets, and other features that must fit exactly. Cabinetmakers design, shape, and assemble furniture, built-in cabinets, and stairways.

The history of woodworking goes back to about 8,000 B.C., when people first used an ax as a woodworking tool. In the Middle Ages, woodworkers and other craft workers formed organizations called guilds. The guilds were similar in some ways to today's labor unions.

II. Find English equivalents in the text:

- деревообработка - _____
декоративные предметы - _____
важная отрасль - _____
строительный магазин - _____
магазин для розничной продажи пиломатериалов - _____
магазин товаров для хобби - _____
деревянный каркас - _____
плотник-отделочник - _____
краснодеревщик - _____
внутренняя отделочная работа - _____
встроенный шкаф - _____
ремесленник - _____
сегодняшние профсоюзы - _____
хорошо оборудованная домашняя мастерская - _____

III. Give Russian equivalents to the following:

- skilled woodworker - _____
decorative furniture - _____
department store - _____
wide variety of wood - _____
must fit exactly - _____
assemble furniture - _____
stairway - _____
woodworking tool - _____
called guilds - _____
be similar in some ways - _____
other kinds - _____
shaping of wood - _____
ranks as a popular hobby - _____
framework of a building - _____

IV. Translate the text and say whether these statements are true or false:

1. Woodworking is a comparatively new industry.
2. Any woodworker can build simple and complicated items as well.
3. Wood for a workshop can be purchased at a department store.
4. You can find a wide variety of wood at lumber retail stores.
5. Carpenters are often employed in the construction industry.
6. Cabinetmakers do not deal with woodworking.
7. Finish carpenters usually do the work on the roof of the building.

8. An ax as a woodworking tool was first used long before Christ.
9. Today carpenters form organizations called guilds.

V. Choose the right variant:

1. Woodworking is the forming and shaping of wood ...
 - a) Деревообработка это формирование и моделирование дерева ...
 - б) Деревообработка это придание формы лесоматериалам ...
 - в) Деревообработка это придание формы и конфигурации дереву ...
2. Woodworking is one of the oldest crafts and ranks as a popular hobby ...
 - a) Деревообработка это одно из древнейших ремесел и считается популярным хобби ...
 - б) Деревообработка это одно из древнейших ремесел, которое считается таким же популярным, как и хобби ...
 - в) Деревообработка это одна из старейших профессий, которая стоит в одном ряду с популярным хобби ...
3. Other kinds of woodworkers include finish carpenters and cabinetmakers.
 - a) Другие типы деревообработчиков включают окончательных плотников и краснодеревщиков.
 - б) Другие типы деревообработчиков включают плотников-отделочников и оформителей кабинетов.
 - в) Другие типы деревообработчиков включают столяров-отделочников и краснодеревщиков.
4. The history of woodworking goes back to about 8000 B.C. ...
 - a) История деревообработки берет свое начало примерно с 8000 года до нашей эры ...
 - б) История деревообработки началась 8000 лет назад ...
 - в) История деревообработки возвращает нас к 8000 году до рождества Христова ...

VI. Continue the sentence:

1. A skilled woodworker with a well-equipped home workshop can ...
 - a) ... design and construct the whole project.
 - б) ... make pavements and overpasses.
 - с) ... make useful and decorative objects.
2. Wood for woodworking can be purchased at ...
 - a) ... hardware stores.
 - б) ... department stores.
 - с) ... lumber retail stores.
3. Carpenters are employed by the construction industry to ...
 - a) ... mix concrete.
 - б) ... design the modern roofs of buildings.
 - с) ... construct the wooden framework of buildings.
4. Built-in cabinets and stairways are designed ...
 - a) ... by a design team.
 - б) ... by cabinetmakers.
 - с) ... by any woodworker.
5. Finish carpenters deal with ...
 - a) ... construction of a birdhouse.
 - б) ... construction of the wooden framework of buildings.
 - с) ... the inside trim work.

VII. a) Choose the word from the table to complete the sentence:

1. The wooden framework of buildings is constructed by carpenters who are ... by the construction industry.
2. There are other kinds of woodworkers which ... finish carpenters and cabinetmakers.

3. Nowadays woodworking ... as a popular hobby and an important industry.
4. Cabinet makers design, shape and ... furniture, built-in cabinets and stairways.
5. Woodworkers form and shape wood to make useful and ... objects.
6. The inside ... work is usually done by finish carpenters.
7. You can ... tools for a workshop at a hardware store.
8. In ancient times woodworkers formed ... called guilds.
9. A wide ... of wood is sold in lumber retail stores.
10. Having good ... at a home workshop a woodworker can build simple and complicated items as well.

VIII. Scan the text and answer the questions:

1. What is woodworking?
2. When does the history of woodworking begin?
3. Where can a skilled woodworker build simple and complicated items?
4. Where can you buy tools for a workshop?
5. What do lumber retail stores sell?
6. Who constructs the wooden framework of buildings?
7. What other professions do woodworkers include?
8. What do cabinetmakers deal with?
9. Who does the inside trim work around wooden features that must fit exactly?
10. When did people use an ax as a woodworking tool?
11. When did woodworkers start forming guilds?
12. Were the guilds similar to any today's organizations?

ПРАКТИЧЕСКАЯ РАБОТА № 50

Тема: Использование древесины

Цель: Формирование лексических чтения, говорения, письма.

Студент должен

Знать: Лексический материал по теме.

Уметь: писать и читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

WOOD AS A BUILDING MATERIAL; IT'S BENEFITS AND DISADVANTAGES

Introduction

For the long term **durability** of historical wooden buildings, **constructors** and users who deal with this subject have to know wood properties exactly.

Wood is an **organic, hygroscopic and anisotropic material**. Its thermal, acoustic, electrical, mechanical, aesthetic, working, etc. properties are very suitable to use it is possible to build a comfortable house using only wooden products. With other materials, it is almost impossible. But wood has some disadvantages too. Following is some very short information about this subject.

Benefits of wood

Thermal Properties:

As we know, many, materials **change in size** and **volume** as the **temperature** changes. They expand with increasing of the temperature. This means linear and **volumetric expansion**. The expansion. The expansion causes decrease in the strength of materials. Steel, which is **inorganic and non-combustible** and therefore has an advantage against fire, but when used in buildings, it expands and collapses as a result of increase in heat.

Wood does not practically expand against heat. **On the contrary**, by the effect of heat, it dries out and gains **strength**. The only time wood expands a little is when the **humidity level** is below

0%, and this is only scientifically significant. In practice, the humidity level of wood does not drop under 5% even in the driest climate.

The **coefficient of thermal conductivity** of the wood is very low. Aluminium transmits heat 7000 times, steel 1650 times, marble 90 times and glass 23 times faster than wood. For this reason, wood is used for making matches, handles of hardware equipment, ceilings and wall coverings.

Specific heat of wood is high. That means high amount of energy is needed to increase and decrease the temperature of one-kilogram of wood. Wood requires almost twice amount of heat energy than stones and **concrete**; similarly, three times of energy is needed for heating or cooling steel.

Disadvantages of Wood:

- **Wood** energy produces green house gases.
- Transportation of **wood** to urban areas can be expensive.
- **Wood** is **hygroscopic** and it will absorb surrounding vapors **loses moisture** below the fiber saturation point.
- Biotic factors can cause decay of **wood** by mold fungi, bacteria and insects.

Задания

1. Выпишите и переведите выделенные слова и словосочетания. Выучите их.

2. Переведите:

1. is possible to build
2. Biotic factors
3. For this reason, wood is used for making matches
4. twice amount of heat energy
5. to cart materials all over the shop
6. expand against heat
7. The expansion causes decrease

5. Составьте план пересказа текста.

6. Перескажите текст

3. Составьте 10 предложений, используя максимальное количество новой лексики.

ПРАКТИЧЕСКАЯ РАБОТА № 51

Тема: Оборудование, используемое в деревообработке

Цель: Формирование лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексический материал по теме.

Уметь: писать и читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

I. Read and translate the text:

1. a moulder - калевочный станок
3. mist - туман, мгла, дымка
5. a moulding - фигурный (профилированный) лесоматериал
8. shaping - фрезерование
- Ю.to incorporate - объединять
- 12.a routing head - фрезервальная головка
- M.output - производительность
- 16.inexpensive - недорогой

- 18. reciprocating - возвратно-
поступательный
- 21. to reduce - сокращать
- 2. significant - значительный, важный
- 4. lubrication - смазка, смазывание
- 6. a router - фасонно-фрезерный станок
- 7. to involve - включать в себя
- 9. a chuck - патрон
- 11. reversible - поворотный
- 13. a station (dado) - узел (выборки
пазов)
- 15. at a time - одновременно
- 17, untrained - неопытный
- 19. rotary - вращающийся
- 20. the same - тот же самый

MANUFACTURING EQUIPMENT.

The four-sided moulder is a very significant machine. The moulder can have spindles operating at 4,200 rpm with four or six knife heads, or spindles running at 8,000 rpm with automated mist lubrication, also using round heads. Four small mouldings can be made at a time.

The router and automated power-feed version of the router are significant machines today. It is used to produce any product which involves 360° all-round shaping or cutting by addition of a vacuum chuck. This is a simple device which operates with an inexpensive vacuum pump.

The counter profiler is a wonderful machine and a very simple machine to set up, to operate and to maintain. On this machine, like any automatic shaper, the cutter head climb-cuts, so the work is much better than a hand shaper and even the untrained operator can use the machine. Profilers are available either reciprocating or rotary, in this case they are hydraulically operated.

The double-end tenoners are available in many configurations. All these variations can be incorporated in the standard double-end tenoner frame, and all stations are reversible, with back cutting, and climb-cutting possible in combination on the same machine. Routing heads at the dado station are also available on the double-end machines, but they reduce the rates of feed, and thus slow down the output of the machine.

ПРАКТИЧЕСКАЯ РАБОТА №52

Тема: Механическая обработка древесины.

Цель: Развитие лексических навыков чтения, говорения, письма.

Студент должен

Знать: Лексический материал по теме.

Уметь: Писать и читать с целью извлечения детальной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

I. Read and understand the following text;

lumber - пиломатериал

to vary - меняться

a mill - лесопилка, завод

a millpond - бассейн лесопил. завода

seasoning = drying - сушка

to prevent - предотвращать
to carry up - подвозить
to spray - опрыскивать
dirt - грязь
to load - грузить, погружать
a carriage - тележка, вагонетка
to hold - держать, удерживать
an edge - кромка, лезвие
a blade - полотно пилы
a gang saw - лесопильная рама
a band saw - ленточная пила
to speed - ускорять
to trim off - обрезать
a stock - запас, волокнистая масса
size=dimension - размер
thickness - толщина
width - ширина
length - длина
waste – отходы

CUTTING THE LOGS.

Lumbering has always been one of the most fascinating and romantic of all occupations. The actual methods of lumbering vary with the geographical location and the size of the company, but generally the procedure includes cutting the trees, transporting them to the mill, cutting the logs into lumber, and then seasoning the lumber.

At the mill the lumber is placed in a millpond to prevent it from drying out before cutting. From the millpond the logs are carried up to the mill on a conveyor. First they are sprayed with water to clean off the dirt. Inside the mill a log is loaded on a conveyor or carriage which holds it as it is being cut. Today the log is sawed into timbers, planks and boards by means of large band saws, many of which have cutting edges on both edges of the blade so that the log is cut coming and going. In some mills gang saws or multiple band saws are used, which speeds the cutting.

After the log is cut to proper size, it is carried by conveyors to other saws that trim the bark off the edges and cut the stock into standard size. All soft lumber is cut into standard dimensions in thickness, width and length, but hardwoods are cut in standard thickness only, since they are much more expensive and too much waste would result. Then, the very use of hardwoods does not require standard lengths.

II. Find in the text English equivalents;

профессия, расположение, включает, доставка, помещаются, перед, вода, внутри, с помощью, оба, возвратно-поступательное, используются, нужный размер, кора, мягкий пиломатериал, только, дорогой, слишком много, само использование, требовать.

III. Answer the following questions;

1. What does the process of lumbering include ?
2. Where is lumber transported to ?
3. Why are logs kept in a millpond for a time ?
4. Why are logs sprayed with water ?
5. What are logs sawed into ?
6. What are logs sawed by ?

7. What speeds the cutting of wood ?
8. What happens after the log is cut to proper size ?
9. How is soft lumber cut ?
10. Why is hard lumber cut in thickness only ?

ПРАКТИЧЕСКАЯ РАБОТА №53

Тема: Сушка древесины

Цель: Развитие лексических навыков чтения, письма, говорения.

Студент должен

Знать: Лексический материал по теме

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

SEASONING.

1. Read and understand the text using new words:

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. seasoning (drying) - сушка 3. excess - излишний 5. air-drying - атмосферная сушка 7. a reason - причина - to shrink - усыхать 11. thoroughly - тщательно 13. fungus - гриб 15. rapid - быстрый 17. to increase - увеличивать 19. same - такой же 21. evaporation - испарение 23. to force (to make) - заставлять 25. proper - правильный | <ul style="list-style-type: none"> 15. to contain – содержать. 4. to remove – удалять 6. kiln-drying - камерная сушка 8. to reduce - сократить - moisture content- содержание влаги 12. to rot - гнить 14. to preserve - сохранять 16. to prevent - предотвращать 18. strength - сила 20. to mean - означать 22. a surface - поверхность 24. to continue - продолжать(ся) 26. the interior - внутренняя часть |
|---|--|

Freshly cut wood often contains about half its weight of water. Before the timber is ready for general use this excess water must be removed. This process is called seasoning.

There are two widely used methods of seasoning wood - the air-drying and the kiln-drying. Air-drying usually takes several months. Kiln-drying can be done in a few days.

The main reasons for seasoning wood are:

To reduce its weight and thus (таким образом) to reduce transportation charges.

All wood shrinks with drying. It is important that the lumber before processing should have proper moisture content.

Thoroughly dry wood cannot rot as no fungus can grow in it; that is why, seasoning is a preserving process. Rapid seasoning usually prevents fungus attack.

Seasoning greatly increases strength and hardness of wood. Green wood is soft and weak in comparison with dry wood of the same species.

Drying wood means the evaporation of water in a given piece from the surface. This surface evaporation forces the moisture in the interior to move toward the surface or drier area and set up "moisture gradient" in the wood. Drying continues until the moisture content is the same in the interior and on the surface.

3. Find in the text English equivalents:

свежесрубленный, половина, вес, общее использование, называется, широко используемый, несколько (2), месяц, основной, транспортные издержки, важный, перед обработкой, расти, прочность (твердость), мягкий, слабый, порода, определенное место, двигаться к, установить, до тех пор пока.

ПРАКТИЧЕСКАЯ РАБОТА № 54

Тема: Отделка древесины.

Цель: Развитие лексических навыков чтения, письма, говорения.

Студент должен

Знать: Лексический материал по теме

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

Wood finishing

Wood finishing refers to the process of embellishing and/or protecting the surface. The process starts with surface preparation, either by sanding by hand (typically using a sanding block or power sander), scraping, or planing. Imperfections or nail holes on the surface may be filled using wood putty or pores may be filled using wood filler. Often, the wood's colour is changed by staining, bleaching, ammonia fuming and a number of other techniques. Some woods such as pine or cherry do not take stain evenly, resulting in "blotching". To avoid blotching, a barrier coat such as shellac or "wood conditioner" is applied before the stain. Gel stains are also used to avoid blotching.

Once the wood surface is prepared and stained, a number of coats of finish may be applied, often sanding between coats. Commonly used wood finishes include wax, shellac, drying oils (such as linseed oil or tung oil), lacquer, varnish, or paint. Other finishes called "oil finish" or "Danish Oil" are actually thin varnishes with a relatively large amount of oil and solvent. Water-based finishes can cause what is called "raising the grain" where surface fuzz emerges and requires sanding down.

Finally the surface may be polished or buffed using steel wool, pumice, rottenstone and other polishing or rubbing compounds depending on the shine desired. Often, a final coat of wax can be applied over the finish to add a slight amount of protection.

French polishing is not polishing as such, but a method of applying many thin coats of shellac using a rubbing pad, yielding a very fine glossy finish.

Different tools used to apply wood finishes include rags, rubbing pads, brushes, and spray guns. The processes involved and the terminology for the materials used are quite different in Britain than the processes and terms used in the USA. For instance, the process of replicating the look and feel of traditional French polished wood is more commonly done in the UK by "pulling over" pre-catalysed lacquer, within 24 hours of spraying, whereas in the US a "rubbed" finish is more common.

"=Comparison of different clear finishes as used in America="

Wood varnish is a great way to make your work look nice. Choosing a clear finish for wood involves tradeoffs between appearance, protection and durability, safety, ease of application, reversibility, and rubbing qualities. The following table compares the characteristics of different clear finishes.

"Rubbing qualities", a term of art, indicates the ease with which the finish can be sanded between coats. It does not indicate a method of application such as brush or rag.

1 - accentuates visual properties due to differences in wood grain.

Automated Wood Finish Application

Manufacturers who mass produce products implement automated flatline finish systems that run on a conveyor belt that first begin by being sanded, then dust is removed, and the wood finish is applied via spray gun. The material then can enter an oven or be sanded again depending on the manufacturer's setup. The material can also be re-entered into the assembly line to apply another coat of finish depending on the manufacture.

2. **Write out the process of wood finishing. Give short characteristics.**

3. **Ask 10 questions**

ПРАКТИЧЕСКАЯ РАБОТА № 55

Тема: Гидротермическая обработка древесины

Цель: Развитие лексических навыков чтения, письма, говорения.

Студент должен

Знать: Лексический материал по теме

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

KILN - DRYING

1. a case - случай, дело	2. to apply - применять
3. artificial- искусственный	4. to heat - нагревать
5. to operate - работать	6. skill - мастерство, навык
7. to maintain - поддерживать	8. the drier - сушильная камера
9. a deck – уровень	10. a bottom roller - нижний ролик
10. to diffuse - распределять	a chain - цепь
11. to be enclosed находится	a sprocket - зубчатое колесо
13. to drive - приводить в действие	16. flat - плоский, ровный
14. an idle roller - верхний ролик	17. to propel through - пропустить через
17. a chamber - камера	18. steam piping - паропроводы
19. necessary - нужный	20. a series - ряд
21. an air nozzle – воздушное сопло	25. loss - потеря
24. a framework - рама	27. a powerful fan - мощный вентилятор
26. constant - постоянный	29. a roll - валик
28. a coil - змеевик	31. to pass through - проходить через
30. conduction - проводимость	33. to remove - удалять, убирать

When lumber is required for more specific uses such as flooring, furniture and general interior use it must be dried to a moisture content of no more than 5 to 10 per cent. In such cases kiln-drying is used. This is a process of applying artificially heated air to the lumber. The modern dry-kiln is operated by highly skilled men who maintain the proper balance between air circulation, humidity and temperature.

The drier is divided into four decks. The bottom rollers on each deck are driven by a chain and sprocket, and above each there is an idle roller. The lumber is held tight between these rollers and thus (таким образом) propelled through the drying chamber. The system of steam piping produces the necessary temperature.

Between these pipes and the rollers there is a series of air nozzles which diffuse the air under the lumber.

The whole heating chamber is enclosed in a framework which prevents loss of heat by diffusion or radiation. The steam is kept in constant circulation by powerful fans and the lumber is additionally heated by the coils and rolls by radiation, convection and conduction. On leaving the drier the lumber passes through a cooling chamber and then removed and stacked according to size and thickness.

2. Translate into English

пиломатериал, особые цели, паркет, мебель, содержание влаги, камерная сушка, современный, сушильная камера, высококвалифицированный, правильный, равновесие, влажность, температура, делится на, каждый, над, подается, под, вся, предотвращает, излучение, пар, находится, дополнительно, покинув, в соответствии с, размер, толщина.

3. Answer the following questions;

1. When is kiln-drying used?
2. What is kiln-drying?
3. What do the kiln operators maintain?
4. What does the dry-kiln consist of?
5. Describe the process of kiln-drying using the text and the scheme.

ПРАКТИЧЕСКАЯ РАБОТА № 56

Тема: Склеивание древесины. Клеи и их применение.

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

1. Read the text and translate it into Russian.

ADHESIVES AND THEIR APPLICATION.

I. Read and understand the text:

- | | |
|----------------------------|---------------------------------|
| 1. adhesive - склеивающий | 2. application - применение |
| 3. a matter - вещество | 4. solid (firm) - твердый |
| 5. liquid (fluid) - жидкий | 6. mutual attraction - взаимное |
| 7. cohesion - сцепление | притяжение |
| 8. a body-тело | 9. adhesion - склеивание |

10. to operate - действовать	11. affinity - привязанность
12. viscous - вязкий	13. a state - состояние
14. to apply - применять	15. a glue - клей
16. to attain (to obtain) - достигать	17. to solidify (to harden) - затвердевать
18. a sound joint - крепкое соединение	19. to spread - распределять
21. to force - вдавливать, сила	20. evenly - ровно
23. to penetrate - проникать	22. a hollow space - полое пространство
25. the opening - отверстие	24. to fill in - заполнять
27. to retain - сохранять	26. a cavity - впадина
29. semi-solid - полутвердый	28. continuity - сплошная связь
31. a keying effect - эффект заклинивания	30. to anchor - закреплять
34. to twist - закручивать	32. a layer - слой
36. texture - текстура	33. a tiny tentacle - крошечный усик
	35. to bind - связывать
	37. to hold (held) – держать

All matters (solid or liquid) are built up of molecules held together through a power of mutual attraction. This force is known as cohesion. The strength of any body depends on cohesion.

The term “adhesion” means the same force operating between separate bodies.

Wood has a great affinity for moisture. In most cases adhesives in a fluid or viscous state should be applied.

The cohesion of liquids is smaller than of solids. The maximum strength of a liquid glue is attained when the adhesive solidifies.

To obtain a sound joint the glue in a fluid state is spread evenly over the wood. The two surfaces are laid together and pressed. The glue is forced into the hollow spaces between the fibres of the wood. The glue doesn't penetrate the cell walls but fills in the openings of all cavities, retaining its own continuity. It should now gel, i.e., become semi-solid, anchor firmly to the wood fibres and harden into a solid mass. A certain keying effect is obtained. From a layer of solidified glue on both surfaces appear many tiny tentacles which penetrate and twist around the wood fibres.

Good glue is stronger than the material binding the wood fibres on the growing tree together, and when the glue effectively penetrate the texture of the wood, the wood structure becomes stronger.

2. Answer the following questions:

1. What is *cohesion*?
2. What is *adhesion*?
3. Why is the glue used?
4. What does the process of applying the glue consist of?

3. Translate the following sentences into English:

1. Все вещества состоят из молекул, связанных силой взаимного притяжения.
2. Древесина очень восприимчива к влаге.
3. Сила сцепления в жидкостях меньше, чем в твердых веществах.
4. Жидкий клей наносится ровным слоем на древесину.
5. Клей вдавливается в полые пространства между волокнами древесины.
6. Хороший клей сильнее материала, связывающего волокна древесины растущего дерева.
7. Клей заполняет впадины в древесине, и структура древесины становится сильнее.

ПРАКТИЧЕСКАЯ РАБОТА № 57

Тема: Оборудование по изготовлению мебели

Цель: Развитие лексических навыков чтения, письма, говорения.

Студент должен

Знать: Лексический материал по теме

Уметь: читать с целью извлечения конкретной информации, письменно излагать собственную точку зрения.

ХОД ЗАНЯТИЯ

I. Read and translate the text;

1. growing - растущий
3. to enable - позволять
5. standards - качество
7. a frame beam - рамная заготовка
9. aid-помощь
- 11 .invariable - неизменный
- 13.to preclude - предотвращать
- 15.a blister - пузырь
- IV.consumption - потребление
- 19.complicated - (зд.) смешанный
2. rising - увеличивающийся
4. labour-consuming - трудоемкий
6. unitizing - унификация
8. to activate - приводить в действие
10. intermediate - промежуточный
12. to design - конструировать
14. inception - появление
16. a lot - пачка, пакет
18. cutting out - раскрой
20. preset - заданный, установленный

FURNITURE-MAKING EQUIPMENT.

Quickly growing production of furniture and ever rising demands for its quality make it urgent to equip furniture-making factories with highly efficient machinery, enabling to mechanize labour-consuming operations and maintain high finishing standards. Much is done to automate, whenever possible, individual operations or whole processes. There are a range of home-made tenoning machines, which have high level of unitizing (e.g. Ш015Г-5, ШД15-3) and are intended for tenoning and slotting the ends of frame beams. These machines are in great demand in the world market.

Boring machines are made either with hand- or power-operated feeds. Multispindle boring machines have unitized boring heads whose feeds are actuated pneumatically. ^

Facing operations over wooden components, including furniture panels, are mechanized with the aid of special machines, intended for painting, application of varnish, intermediate sanding of varnished surfaces, etc. Location to processed surfaces - such method of basing in intermediate sanding allows to maintain invariable operating parameters, even if the components being processed slightly differ in thickness.

Vanish-flowing machines have special heads which preclude inception of blisters in the vanished layer and make it possible to reduce the consumption of vanish down to 30 g/m.

The МОБ-1 line completely mechanizes the process of bars working, beginning

with their loading onto the line from a lot and ending with putting finished bars into a lot.

The ЦТМФ multisaw programme-controlled machine for cutting out chipboards and plywood sheets allows to perform complicated cutting to a preset programme. The entire cycle of operation, including loading, is performed automatically.

II. Find in the text and translate all international words.

III. Find in the text English equivalents of the following words:

производство, мебель, мебельный, оборудование, отделка, высокий уровень, предназначены, конец, спрос, ручная подача, автоматическая подача, приводятся в действие, крашение, лак, рабочие параметры, толщина, лаковый слой, обработка брусков, ДВП, ДСП.

IV. Find in the text and write down all й e operations. Translate them into Russian.

ПРАКТИЧЕСКАЯ РАБОТА № 58

Тема: Времена английского глагола (активный залог)

Цель: Развитие грамматических навыков чтения, письма, говорения.

Студент должен

Знать: образование и случаи использования времен

Уметь: узнавать и определять время в предложении, применять в речи.

ХОД ЗАНЯТИЯ

1. Put the verbs in brackets in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...
2. (to take) ... you the bus to get to school or ... (to walk) you?
3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.
4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.
5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.
6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.

*2. Раскройте скобки употребляя глаголы в Present Simple, Future Simple, Present Continuous или поставьте конструкцию **to be going + to inf.***

1. When you _____ (know) your examination results?
2. Kathy _____ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I _____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don't start it until tomorrow. I _____ (give) you an answer next week.
6. I suppose he _____ (talk) about his new invention.
7. Why are you packing your suitcase? — I _____ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week, so I hope I _____ (meet) her partner, Dr. Peterson, when I _____ (go) for my appointment next Friday.
9. What time class _____ (begin) tomorrow morning? — It _____ (begin) at eight o'clock sharp.
10. The coffee shop _____ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

*3. Раскройте скобки употребляя глаголы в Future Continuous, Present Continuous, Future Simple или поставьте конструкцию **to be going + to inf.***

1. At 5 o'clock tomorrow he _____ (work).

2. He can't come at noon tomorrow because he _____ (give) a lesson at that time.
3. She _____ (read) an interesting book the whole evening tomorrow.
4. At 10 o'clock tomorrow morning he _____ (talk) to his friend.
5. You will recognize her when you see her. She _____ (wear) a yellow hat.
6. He _____ (have a party) on Saturday 4th December in London at 10 pm.
7. In the next days you _____ (visit) famous sights.
8. Jeanne and Paul _____ (move) to London next month.
9. Leave the washing up. -I _____ (do) it later.
10. This time tomorrow I _____ (lie) on the beach.
11. Look out! You _____ (spill) your tea!

4. Упражнение раскройте скобки, употребляя глаголы в Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple.

1. Aren't you about to finish with the dishes? You _____ (wash) the dishes for thirty minutes or more. How long can it take you to wash the dishes?
2. We _____ (go) to the Steak House restaurant many times. The food is excellent.
3. A: What is that sound? B: A car alarm _____ (ring) somewhere down the street. It _____ (drive) me crazy —I wish it would stop! It _____ (ring) for more than twenty minutes.
4. Can you translate this note from Stockholm? I understood Swedish when I _____ (be) a child, but I _____ (forget) it all.
5. What's that dent in the side of the car? You _____ (have) an accident?
6. I'm sorry, John's not here; he _____ (go) to the dentist. He _____ (have) trouble with a tooth for some time.
7. This cassette recorder is broken. You _____ (play) about with it?
8. Your Italian is very good. You _____ (study) it long?
9. Do you mind if I clear the table? You _____ (have) enough to eat?
10. Ann never _____ (go) camping. She _____ (not sleep) in a tent.
11. Frank, where have you been? We _____ (wait) for you since 1 p.m.
12. I'm not surprised he _____ (fail) that exam. He _____ (not / work) hard recently.

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

1. Oh no! The children _____ (cook). Look at the state of this kitchen!
2. How many times Wendy _____ (be) late for work this week?
3. I'm going to give that cat some food. It _____ (sit) on the doorstep for hours. I'm sure it's starving.
4. I _____ (do) grammar exercises all morning. I deserve a treat for lunch.
5. You _____ (not / buy) your mother a present? That's really mean of you.
6. She _____ (work) in Australia for 2 years. Then she moved.
7. Now where are my keys? This is the third time I _____ (lose) them today
8. You _____ (ever/play) chess? You should try it. I'm sure it's the sort that you'd like.
9. Oh do be quiet. You _____ (grumble) all day!
10. Your tennis _____ (really / improve)! You _____ (practice) in secret?

6. Подчеркните правильно выбранное время.

1. I am writing in connection with the advertisement which appeared / has appeared on 12 April.
2. I originally studied/ have studied chemistry at university. I graduated / have been graduating with a first-class degree.
3. I now completed / have now completed a postgraduate degree in administration.
4. I've been trying / I've tried to find a permanent job for a considerable time.
5. Indeed, I have already worked / I have already been working for several companies on a temporary basis.
6. In my first job, I was / have been responsible for marketing,
7. I've been applying / have applied for several posts this year but I did not manage / have not managed to find what I'm looking for.

8. The last job I applied / have applied for required applicants to speak some Japanese,
9. I started learning / have been learning Spanish a few months ago I did not obtain / have not obtained a qualification in it yet.
10. I did not apply / have not applied for a job with your company before.
11. I hoped / have hoped that you would consider my application favourably.
12. However, I have been waiting/ have waited for a reply for weeks and I still have not received / did not receive any answer.

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

1. Today is Thursday, and John _____ (be) late twice this week; he _____ (be) late yesterday and on Monday.
2. I first _____ (meet) George a month ago, and I _____ (meet) him several times since then.
3. It is October now, and we _____ (do) a lot of work this year; we _____ (do) a lot last year too.
4. She _____ (buy) a coat last winter, but she _____ (not / buy) a new dress since 2008.
5. It's only the middle of the month, and he _____ (spend) (already) most of his salary; he _____ (spend) \$60 yesterday,
6. I _____ (break) my leg in 1991, but I _____ (break) (never) my arm.
7. He's over sixty, and he's still working. He _____ (work) hard all his life. When he _____ (be) a young man, he sometimes _____ (work) all night.
8. The postman _____ (come) at eight yesterday, but it's now half past eight and he _____ (not / come) yet.
9. Today is May 25th. Ted _____ (not / be) absent this month.
10. He _____ (feel) extremely ill when he went to hospital, but he _____ (feel) much better since he came out of hospital a month ago.

ПРАКТИЧЕСКАЯ РАБОТА № 59

Тема: Этапы лесозаготовки

Цель: Формирование лексических навыков чтения и говорения, перевода.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the texts and check your comprehension.

MECHANIZATION AND AUTOMATION OF SAWMILLS

Sawmilling is one of the world's oldest and most widespread manufacturing processes. Today sawmills are mechanizing and automating at an ever-increasing rate as new tools are adopted to solve the problems of increasing productivity and quality in the process of making lumber from logs. Automation has grown so rapidly as an industrial force that many people are not quite sure what it is. A definition of automation that has been pretty well adopted by industry is: Automation is the control of machines by other machines. For example, if two men are rolling logs onto the log deck and then onto the carriage, it is manual labour. Now suppose that these men are replaced with a deck chain, a log stop and loader, and a log turner, and only one man is used on the deck, where he pushes buttons to control the flow of logs to the carriage. This is mechanization. Finally if a machine is installed to control the deck chain and stop and loader, so that the logs move toward the carriage automatically, thereby replacing the man who pushed the buttons, it is automation.

Mechanization and automation have been making some advances, in the large sawmills since the time steam engines became available to replace water power. Excess steam was

available for use in actuating cylinders for a variety of mechanical needs: to kick logs out of a delivery trough, to move the log carriage back and forth in front of the saw, to turn logs, etc.

How with the development of small air compressors and air cylinders even the smallest sawmills can use these devices. Hydraulic power and electric motors and controls open the door to mechanization and automation to any size sawmill. Automation increases production. In most instances, when men are replaced by machines, not only the production per man goes up, but the total production of the plant increases. Where machines are used for the physical labour, the men who are placed in the control positions in the modern sawmill, i.e., sawyer, edgerman, trimmerman, can concentrate on making decisions based on their observations and judgment. Meanwhile, the machines do the actual handling and measurement - much more accurately and faster than a human being can. Automation also provides for better, more uniform quality, dimensional quality is more uniform with automation because it depends on repetition, and repetition is something a man does not do well. Setting dimensions demand a man's full attention, both mentally and physically. This is tiring, and the momentary inattentions lead to variations of thickness, width or length. But a machine, which is steel and electricity and compressed air, cannot be tired of repetition.

Notes:

sawmilling - распиловка

to install – устанавливать, монтировать

to be available – быть доступным

excess – дополнительный, избыточный

actuating cylinder – силовой цилиндр

delivery trough – подающий желоб

I. Give Russian equivalents for the following words and expressions from the text.

Sawmilling, manufacturing process, a tool, an industrial force, a loader, to push buttons, to move, advances, available, water power, a variety of mechanical needs, development, hydraulic power, to increase production, the total production of the plant, steel.

II. Find in the text English equivalents for the following words and expressions.

Увеличивать производительность, пиломатериалы, бревно, рабочая сила, использовать, устанавливать, заменять, паровой двигатель, цилиндр, пила, устройство, обеспечивать, толщина, длина, ширина.

III. Match two parts of the sentence and then translate them.

milling is one of... ss steam was available for use in actuating cylinders... mation is the control of... ... the world's oldest and most widespread manufacturing processes. ... machines by other machines. ... for a variety of mechanical needs.

IV. Are these sentences true or false? Correct the false sentences.

1. Many people don't know what automation is.
2. Hydraulic power and electric motors and controls open the door to mechanization and automation to any size sawmill.
3. When men are replaced by machines, the production per and the total production of the plant increase.
4. The machines do the actual handling and measurement much more accurately and faster than a human being can.
5. A machine can be tired of repetition.
6. Automation decreases production.

V. Give a short resume of the text, using your plan.

ПРАКТИЧЕСКАЯ РАБОТА № 60

Тема: Лесозаготовительная техника

Цель: Развитие лексических навыков чтения, письма, аудирования и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read and translate the text into Russian.

Forest machines

Harvester (forestry)

A harvester is a type of heavy forestry vehicle employed in cut-to-length logging operations for felling, delimiting and bucking trees. A forest harvester is typically employed together with a forwarder that hauls the logs to a roadside landing.



harvester is typically the logs to a roadside

History

Forest harvesters were mainly developed in today do practically all of the commercial The first fully mobile timber "harvester", the introduced in 1973 by Finnish systems engineer Sakari Pinomäki and his company PIKA Forest Machines. The first single grip harvester head was introduced in the early 1980s by Swedish company SP Maskiner. Their use has become widespread throughout the rest of Northern Europe, particularly in the harvesting of plantation forests.

Sweden and Finland and felling in these countries. PIKA model 75, was

Before modern harvesters were developed in Finland and Sweden, two inventors from Texas developed a crude tracked unit that sheared off trees at the base up to 30 inches in diameter was developed in the US called The Mammoth Tree Shears. After shearing off the tree, the operator could use his controls to cause the tree to fall either to the right or left. Unlike a harvester, it did not delimit the tree after felling it.

Uses

Harvesters are employed effectively in level to moderately steep terrain for clearcutting areas of forest. For very steep hills or for removing individual trees, humans working with chain saws are still preferred in some countries. In northern Europe small and manoeuvrable harvesters are used for thinning operations, manual felling is typically only used in extreme conditions, where tree size exceeds the capacity of the harvester head or by small woodlot owners.

The principle aimed for in mechanised logging is "no feet on the forest floor", and the harvester and forwarder allow this to be achieved. Keeping humans inside the driving cab of the machine provides a safer and more comfortable working environment for industrial scale logging.

Harvesters are built on a robust all terrain vehicle, either wheeled or tracked. The vehicle may be articulated to provide tight turning capability around obstacles. A diesel engine provides power for both the vehicle and the harvesting mechanism through hydraulic drive. An extensible, articulated boom, similar to that on an excavator, reaches out from the vehicle to carry the harvester head. Some harvesters are adaptations of excavators with a new harvester head, while others are purpose-built vehicles.

"Combi" machines are available which combine the felling capability of a harvester with the load-carrying capability of a forwarder, allowing a single operator and machine to fell, process and transport trees. These novel type of vehicles are only competitive in operations with short distances to the landing.

Felling head

A typical harvester head consists of (from bottom to top, with head in vertical position)
- a chain saw to cut the tree at its base, and also cut it to length. The saw is hydraulically powered, rather than using the 2-stroke engine of a portable version. It has a more robust chain, and a higher power output than any saw that can be carried by a human.

- two or more curved delimiting knives which reach around the trunk to remove branches.

- two feed rollers to grasp the tree. The wheels pivot apart to allow the tree to be embraced by the harvester head, and pivot together to hug the tree tightly. The wheels are driven in rotation to force the cut tree stem through the delimiting knives.

- diameter sensors to calculate the volume of timber harvested in conjunction with
- a measuring wheel which measures the length of the stem as it is fed through the head.

All of this can be controlled by one operator sitting in the cab of the vehicle. A control computer can simplify mechanical movements and can keep records of the length and diameter of trees cut. Length is computed by either counting the rotations of the gripping wheels or, more commonly, using the measuring wheel. Diameter is computed from the pivot angle of the gripping wheels or delimiting knives when hugging the tree. Length measurement also can be used for automated cutting of the tree into predefined lengths. Computer software can predict the volume of each stem based on analysing stems harvested previously. This information when used in conjunction with price lists for each specific log specification enables the optimisation of log recovery from the stem.

Harvesters are routinely available for cutting trees up to 900 mm in diameter, built on vehicles weighing up to 20 t, with a boom reaching up to 10 m radius. Larger, heavier vehicles do more damage to the forest floor, but a longer reach helps by allowing more trees to be harvested with fewer vehicle movements.

The approximate equivalent type of vehicle in full-tree logging systems are feller-bunchers.



Forwarder

A forwarder is a forestry vehicle that carries big felled logs from the stump to a roadside landing. Unlike a skidder, a forwarder carries logs clear of the ground, which can reduce soil impacts but tends to limit the size of the logs it can typically employed together with logging operations.

Forwarders are commonly categorised on capabilities. The smallest are trailers all-terrain vehicles which can carry Agricultural self-loading trailers designed



tractors can handle load weights up to around 4 tonnes. Light weight purpose-built machines utilised in commercial logging and thinning operations can handle payloads of up to 8 tonnes. Medium sized forwarders used in clearfells carry between 12 and 14 tonnes with the largest class handling up to 20 tonnes. Forwarders also carry them at least 2 feet above the ground.

their load carrying designed for towing behind around 250 kg to 500 kg. to be towed by farm

Skidder

A skidder is any type of heavy vehicle used in a logging operation for pulling cut trees out of a forest in a process called "skidding", in which the logs are transported from the cutting site to a landing. Here they are loaded onto trucks (or in times past, railroad cars or flumes), and sent to the mill. One exception is that in the early days of logging, when distances to the timberline from the mill were shorter, the landing stage was omitted altogether, and the "skidder" would have been used as the main road vehicle, in place of the trucks, railroad, or flume. Modern forms of skidders can pull trees with a cable/winch, just like the old steam donkeys, or a grapple or a clam-bunk.

History

Early skidders were pulled by a team of oxen, horses or mules. The driver would straddle the cart over felled logs, where dangling tongs would be positioned to raise the end of the log off the ground. The team pulled the tongue forward, allowing the log to "skid" along between the rolling wheels. These were known as "slip-tongue wheels" Starting in the early 1920s, animals were gradually replaced by gasoline-powered crawlers, although some small operations continue to use horses. In other places, steel "arches" were used behind the crawlers. Similar in function to the slip-tongue wheels, arches were used to reduce friction by raising up one end of the load, which was dangled from a cable which in turn



ran down the back of the arch, & was raised or lowered by the crawler's winch. Another piece similar to the arch was the "bummer", which was simply a small trailer to be towed behind a crawler, on top of which one end of the log load would rest.

The early mechanical skidders were steam powered. They traveled on railroads, known as "dummylines" and the felled trees were dragged or "skidded" to the railroad where they were later loaded onto rail cars. Some were just steam donkeys, others were more complicated. One popular brand was the Clyde Skidder, built by Clyde Ironworks in Duluth, Minnesota. The Clyde skidder illustrated was photographed at the Marathon Lumber Company logging operations near Newton, Mississippi in the early 1920s. Although these machines appear to be large and cumbersome, they were true workhorses of their day. The Clyde was capable of retrieving logs from four different points at the same time. Each cable, or lead, was approximately 1000 feet in length. Once the logs were attached and a clearance signal was sent for retrieval, they could be skidded at a speed of 1000 feet per minute. Working conditions around these machines were very dangerous. The largest of these was the Lidgerwood skidder, which not only brought logs to the landing from the cutting site, but loaded them onto railroad cars as well, making it both a skidder & loader. In New Zealand cables were run five miles.

Modern equivalents

Contemporary skidders are tracked or four wheel drive tractors with a turbocharged diesel engine, winch and steel, funnel-shaped guards on the rear to protect the wheels. They have articulated steering and usually a small, adjustable, push-blade on the front. The operator/logger is protected from falling or flying debris (or parted cables, or rolling over) by a steel enclosure. They are one of the few logging machines that is capable of thinning or selective logging in larger timber. Forwarders can haul small short pieces out, but if mature timber is to be thinned, a skidder is one of the few options for taking out some trees while leaving others. While selective logging can be done badly in a host of ways, taking some trees while leaving some may be a preferred alternative to taking all the trees.

The skidder can also be used for pulling tree stumps, pushing over small trees, and preliminary grading of a logging path known as a "skid road".

A positive thing about the skidder is that while wood is being yarded (pulled), tree particles and seeds are cultivated into the soil.

One disadvantage of skidder logging in thinning operations is the damage to remaining trees as branches and trunks are dragged against them, tearing away the protective bark of living trees. Another concern is the deep furrows sometimes made by skidders in the topsoil, especially when using tires with chains, which alter surface runoff patterns and increases the costs of forest rehabilitation and reforestation.

Cable skidders

On a cable skidder, the cable is reeled out and attached to a pull of cut timber, then the winch pulls the load toward the skidder. The winch or grapple holds the trees while the skidder drags them to a landing area. Cable skidders are less popular than in the past. They are more labor-intensive than grapple skidders because someone (the operator or a second person) must drag the winch line out to the logs and hook them up. This is helpful where it is not possible to drive the machine close to the log (such as in steep hills).

Grapple skidders

Modern dual function grapple skidder

Alternatively, some skidders have a hydraulic grapple bucket instead of a winch, and the bucket—attached to the skidder by boom—grabs and lifts the timber.

There are three types of 'fixed boom' grapple skidders. A single-function boom type has two hydraulic cylinders, only allowing the boom to lower in one position. Dual-function



a



booms (as pictured) have four cylinders, which allows for adjusting the boom in two different places. The third type permits the grapple boom to be swung from side to side, allowing spread out trees to be grabbed at once.

In some areas, loggers have combined a hydraulic claw on the side with the blade of their grapple skidders, making it possible to pile logs in some cases. More common on cable skidders, this also permits hauling back bark and tops when returning from a landing area to a cut block.

Chippers

A tree chipper or woodchipper is a machine used for reducing wood (generally tree limbs or trunks) into smaller woodchips. They are often portable, being mounted on wheels on frames suitable for towing behind a truck or van. Power is generally provided by an internal combustion engine from 3 horsepower (2.2 kW) to 1,000 horsepower (750 kW). There are also high power chipper models mounted on trucks and powered by a separate engine. These models usually also have a hydraulic crane.

Tree chippers are typically made of a hopper with a collar, the chipper mechanism itself, and an optional collection bin for the chips. A tree limb is inserted into the hopper (the collar serving as a partial safety mechanism to keep human body parts away from the chipping blades) and started into the chipping mechanism. The chips exit through a chute and can be directed into a truck-mounted container or onto the ground. Typical output is chips on the order of 1 inch (2.5 cm) to 2 inches (5.1 cm) across in size. The resulting wood chips have various uses such as being spread as a ground cover or being fed into a digester during papermaking.

Most woodchippers rely on energy stored in a heavy flywheel to do their work (although some use drums). The chipping blades are mounted on the face of the flywheel, and the flywheel is accelerated by an electric motor or internal combustion engine. Large woodchippers frequently are equipped with grooved rollers in the throat of their feed funnels. Once a branch has been gripped by the rollers, the rollers transport the branch to the chipping blades at a steady rate. These rollers are a safety feature and are generally reversible for situations where a branch gets caught on clothing.

Feller buncher

A feller buncher is a type of harvester used in logging. It is a motorized vehicle with an attachment that can rapidly cut and gather several trees before felling them. Feller is a traditional name for someone who cuts down trees, and bunching is the skidding and assembly of two or more trees. A feller buncher performs both of these harvesting functions and consists of a standard heavy equipment base with a tree-grabbing device furnished with a chainsaw, circular saw or a shear - a pinching device designed to cut small trees off at the base. The machine then places the cut tree on a stack suitable for a skidder or forwarder, or other means of transport (yarding) for further processing (e.g., delimiting, bucking, loading, or chipping).



There are also wheeled feller bunchers with no articulated arm. Instead this type of vehicle drives close and grabs the tree.

In cut-to-length logging a harvester performs the tasks of a feller buncher and additionally does delimiting and bucking.

2. Write out the names of **Forest machines**
3. Give short characteristics of **Forest machines**

ПРАКТИЧЕСКАЯ РАБОТА № 61

Тема: Лесозаготовительное оборудование

Цель: Развитие лексических навыков чтения, письма, аудирования и говорения.

Студент должен

Знать: Лексический материал по теме.

Уметь: читать с целью извлечения конкретной информации, говорить на основе прочитанного.

ХОД ЗАНЯТИЯ

1. Read the text, translate into Russian, write out logging equipment.

Logging Equipment

the machines, mechanisms, auxiliary structures, and devices designed for production operations in logging.

Logging equipment includes motorized tools; transport facilities; machine tools, units, and semiautomatic lines for initial processing of wood (such as trimming branches, bucking and sorting tree-length logs, barking assorted pieces, and splitting blocks); and hoisting and transport machinery and devices. Among the motorized tools are gasoline engine and electromotor saws, used for felling, trimming off large branches, and bucking tree-length logs; gasoline engine and electromotor twig cutters; and tools created to work with saws and twig cutters, such as roller wedges and winches, brush trimmers, bark strippers, engine-driven drills, snowplows, pumps, and power winches. Saws using gasoline engines (see Table (1) are widely used in logging, the annual demand in the USSR being 180,000–200,000 units.

	<i>When produced</i>	<i>Engine power, kilowatts</i>	<i>Weight, kilograms</i>
¹ Unfueled			
Gasoline-powered saws			
Druzhba-60	1960–62	2.6	11.3 ¹
Druzhba-4.....	since 1963	3	124 ¹
MP-5 Ural	since 1969	4	11.6 ¹
Electric saws			
EP-K5	1949–57	1.5	9
EP-K6	since 1958	1.7	9.3
EPCh-3.....	since 1970	3	9.5

Transport facilities are subdivided into primary transport, which is used to skid (or carry) cut lumber from the felling site to the loading points near logging roads, and transport used to ship wood over logging roads. Skidding tractors equipped with loading gates, power winches, and trailer attachments (chokers) are used for initial transport. In the USSR the KT-12, the first special crawler-type skidding tractor, was developed in the late 1940's. In subsequent years more powerful and advanced skidding tractors were developed (see Table 2).

	<i>When produced</i>	<i>Power (kilowatts)</i>	<i>Weight (tons)</i>
KT-12	1947–56	26	5.6
TDT-40	1956–61	31.5	6.5
TDT-40M.....	since 1961	37.5	6.5
TDT-55.....	since 1965	44.5	8.7
TDT-60	1958–62	45	10.5
TDT-75.....	since 1962	56	10.5
TT-4.....	since 1973	81	12.5

Wheeled tractors are more maneuverable and faster than crawler-type tractors. The K-703 and T-157 transport skidding modifications were developed on the basis of series-produced general-purpose wheel tractors (prime movers). To eliminate manual coupling and uncoupling for

skidding, the tractors are equipped with hydromechanical devices instead of chokers. For example, the TB-1 and LP-11-1 (based on the TDT-55 and TT-4 tractors) are fitted with hydromanipulators, and the T-157 wheeled collector tractors are fitted with hydraulic claws. Cable units driven by LL-12, LL-14, and LL-8 skidding winches are used for transport in mountain forests and marshy forests. Logging vehicles such as the VTM-4 roller-skidding vehicle and the LP-2 roller-bundling vehicle also are used for initial transport.

The equipment for initial processing of wood is subdivided into mobile and permanent types. Mobile equipment usually is installed at logging sites or temporary lumber yards. This includes LO-25 pruning units and SM-2 and SM-55 mobile trimmers. In some cases crosscutting and bark strippers and equipment for producing industrial chips are used. Fixed equipment is used at permanent lumber yards. PSL-2M semiautomatic units and MSG-2 units for large-scale pruning, which handle 20–25 and 100–125 cu m of wood per hour respectively, are used for pruning. The bucking and sorting of tree-length logs is carried out on the PLKh-3AS and LO-15S lengthwise-feed semiautomatic lines with a capacity of 25–30 cu m per hour. The KTs-7 chopper is used to halve blocks, the GK-2 hydraulic chopper splits them into halves or quarters, and the LO-46 hydraulic chopper splits them into halves, quarters, or sixths. The sorting and shipping of lumber are carried out by lengthwise chain transporters with semiautomatic dumping units. The OK-36, OK-63, OK-40B, and LO-23 bark strippers are used for removing bark.

Logging enterprises are outfitted with specialized equipment: frame saws, railroad tie-cutting machines, various woodworking machine tools, crushers, and equipment for the production of fiberboard and particle board.

Timber loaders and stackers are used for stacking and loading wood in the logging process.

Auxiliary structures and units such as scaffold bridges, crane-ways and spur tracks, access routes, and platforms are built for the normal and efficient operation of logging equipment. Portable sheds—preventive maintenance buildings, rebuilding-repair shops, and fueling and heating units—are used for technical maintenance and repair of vehicles in the forest. There are also permanent machine shops equipped with a complement of standard machine tools and other repair equipment.

4. Ask 10 questions

ПРАКТИЧЕСКАЯ РАБОТА № 62

Тема: Времена английского глагола (страдательный залог)

Цель: Развитие грамматических навыков чтения, письма, говорения.

Студент должен

Знать: образование и случаи использования времен

Уметь: узнавать и определять время в предложении, применять в речи.

ХОД ЗАНЯТИЯ

Passive - страдательный залог

	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	am is + V3 are	am is + being + V3 are	have + been + V3 has
	Usually houses are built 8 months. <i>Обычно дома строят 8 месяцев.</i>	This house is being built now. <i>Этот дом строится сейчас.</i>	This house has been already built. <i>Этот дом уже построен.</i>
PAST	was + V3 were	was + being + V3 were	had + been + V3
	This house was built last year. <i>Этот дом был построен в прошлом году.</i>	When I came last year this house was being built. <i>Когда я в прошлом году приехал, этот дом строился.</i>	This house had been built before I came. <i>Этот дом был построен до того, как я приехал.</i>
FUTURE	will + be + V3 This house will be built next year. <i>Этот дом будет построен в следующем году.</i>	x	will + have + been + V3 This house will have been already built by January. <i>Этот дом уже будет построен к Январю.</i>

1. Переведите на английский язык.

1. Я приглашаю. – Меня приглашают.
2. Он присылает. – Ему присылают.

3. Она рассказывает. -Ей рассказывают.
4. Он вызывает. -Его вызывают.
5. Они сообщают. -Им сообщают.
6. Рабочий строит. -Дом строится.
7. Писатель пишет книгу. -Книга публикуется.
8. Школьник пишет упражнение. - Упражнение выполняется.
9. Студент помогает. -Студенту помогают.
10. Профессор читает лекцию. -Профессора спрашивают.
11. Врач советует. -Им советуют.

2. Раскройте скобки, употребляя глаголы в Present, Past или Future Indefinite Passive.

1. Moscow (to found) in 1147.
2. Football (to play) in summer.
3. Her new article (to finish) next year.
4. The letter (to receive) tomorrow.
5. That bone (to give) to her dog today.

3. Переведите на английский язык, употребляя глаголы в Present, Past и Future Indefinite Passive.

1. Ее послали учиться в Оксфордский университет два года назад.
2. Нас всегда приглашают на день рождения их сына.
3. На прошлой неделе по телевидению показали много интересных фильмов.
4. Завтра меня вызовут.
5. Об этой новой книге много говорили.
6. На выставке нам показали много хороших картин.
7. Об этом событии много говорят.
8. Это письмо ей передали вчера.
9. Меня часто об этом спрашивают.
10. Их пригласят на юбилей университета.

4. Переведите предложения с активным залогом в предложения с пассивным залогом.

Пример: I asked him about his job. / He was asked by me.

1. I asked the teacher to speak a little bit louder, as I couldn't hear anything.
2. We did all the work by the evening.
3. Recently my boss offered her to take a rest from the office.
4. Someone took my documents.
5. The fire destroyed the whole village.
6. He paid me after the concert.
7. The hostess showed us all rooms in the house.

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

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

5. 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.

2. Every four years people elect a new president in the USA
3. The police caught a bank robber last night.
4. Sorry, we don't allow dogs in our safari park.
5. The postman will leave my letter by the door.
6. My mum has made a delicious cherry pie for dinner
7. George didn't repair my clock.
8. Wait a little, my neighbor is telling an interesting story.
9. My son can write some more articles about football.
10. You must clean your bedroom tonight.

ПРАКТИЧЕСКАЯ РАБОТА № 63

Тема: Контрольная работа (см.КОС)

Цель: Контроль лексического и грамматического материала по темам

ПРАКТИЧЕСКАЯ РАБОТА №64

Тема: Высокопроизводительные пилы

Цель: Развитие навыков чтения и перевода профессиональных текстов.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: переводить тексты профессиональной направленности.

ХОД ЗАНЯТИЯ

I. Learn the following words;

1. heavy-duty - высокопроизводительный
2. interruption - прерывание
3. a crankshaft - коленвал
4. setting - развод зубьев, установка
5. remote control – дистанционное управление
6. a cutterhead - режущая головка
7. by means of - с помощью
8. bottom dead centre - нижняя мертвая точка
9. due to - благодаря
10. a gangsaw - рамная пила
11. feed(ing) - подача
12. a stroke - ход
13. a bearing - опора, подшипник
14. adjustment - устройство
15. yield - выход, выработка
16. a sideboard - боковая доска
17. curve sawing- криволинейное пиление
18. to drive - приводить в действие

II. Read and translate the text;

The heavy-duty Gangsaw, type SE, is designed for the processing of soft- and hardwood at fast speed.

The machine is of sturdy construction and easy to operate and maintain. Log feeding by means of feed rollers is driven by a central hydraulic power. The automatic feed speed interruption guarantees the free-cutting of the sawblades in the bottom dead centre and prevents cutting on the back of the teeth during upstroke.

The crankshaft is equipped with heavy-duty roller bearings. Due to the construction, any machine model of the SE-series can be mounted on the same base plate. For the processing of round logs and cants with fixed saw setting the standard machine type is used. When processing structural timber, the machine can be equipped with the remote-controlled width adjustment Bv. This allows symmetrical adjustment of two sawblade banks while the machine is working.

Curve sawing of cants is also possible, the separation of centre yield and sideboards.

Technical Data.

Model SE 500 SE 600 SE 700

Passage width mm 760 760 760

Passage height mm 710 710 710

Log length min 2.5 2.5 2.5

Length of stroke mm 500 600 700

No. of revolutions with Bv U/min 300 300 300

No. of revolutions without Bv U/min 330 330 330

Feed speed up to m/min 16 20 24

Drive power up to kw 200 200 200

Weight approx. t 13.5 17 20

ПРАКТИЧЕСКАЯ РАБОТА № 65

Тема: Дереворежущие инструменты

Цель: Развитие навыков чтения и перевода профессиональных текстов.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: переводить тексты профессиональной направленности.

ХОД ЗАНЯТИЯ

Woodcutting tools

Task 1. Read and translate the first and second paragraphs of the text in writing.

Circular saws. Development of production technologies.

According to scientists, the first tools, which can be considered the ancestors of modern saws were produced over 4 thousand. Years ago. They were jagged stones that were used by ancient people in everyday life. Tools and technology of its manufacture have been perfected in the Bronze Age, with the advent of metal working skills.

The period from the rise of Christianity to its spread in Europe is characterized by the development of the basic crafts, in turn, has entailed the development of forms and structures handsaws, including two-handed (the so-called strip saws - a prototype frame and band saws), are mainly used in the construction of houses, temples, fortresses and ships. They have spread almost all over the world to compete with the ax. The most widely used saws received in areas where logging has evolved: bandpass two-handed saws used for felling trees, as well as for longitudinal cutting of logs and produce lumber.

The first mechanized sawmill, which facilitates the work of the woodcutter, was invented in 1322 in Germany. Constructed on the basis of the saw, driven by hydraulic mechanisms, equipment (the prototype of the chainsaw) have revolutionized the methods of deforestation in Germany.

Strip saws for felling eventually became widespread in England, Scotland and Portugal. As from the introduction of different types of equipment, their use was also a negative effect: chippers have become massively lose jobs, causing a serious social tension until revolts, during which the "innovations" destroyed. So, during this uprising in the United States suffered the first in the history of steam sawmill, a predecessor of today common chainsaws (based on chain saws).

A new stage in the construction of band saws (a prototype band saws) became converted from hydraulic to a steam sawmill, which was designed in the US city of Bass (Maine) in 1821. The first tool of this type is a steel strip with a plurality of teeth arranged along one edge of the tape. Saw constantly rotating in two vertical pulleys, the teeth are directed in the feeding direction sawn timber. The first such design drank patented the British in 1808, and in 1834 a patent for a blade of this type has been issued in France. The first American, patented band saw

in 1836, he became B. Baker. Due to certain circumstances (in particular, due to the complexity of manufacturing equipment and the instability of its work, saws often slipped from pulleys and exploded due to overload.

The Russian sawmill (on the basis of water mills) received the mass distribution in the reign of Peter I in the construction of St. Petersburg and warships. Saws, mainly manual, first bought in Europe, but soon began to do in Russia. We introduced them among the peasants voluntarily-forcibly: take over immediately saw two rubles (then for the farmer it was a lot of money), and then demanded during its use even for pennies from the soul. Senate encouraged construction of saw mills. At the end of the XVIII century in the Vyatka province operated for more than forty sawmills. In the Urals, nearly all the iron works was prepared for the board itself mechanically. In the XIX century in Russia began to actively propagate steam sawmills. Ural plants - Zlatoust and Votkinsk (Votkinsk today) - began to produce various saws, mainly frame and round. Period of mass adoption in the sawmill industry circular saws can be considered the beginning - the middle of the XVIII century.

It is clear that not all but only the large, well-equipped European (as well as domestic) manufacturers perform all the items listed in the list of technological operations. Most often, when the blade is made in cooperation with several manufacturers, product quality suffers. Application of standard European tool steel instead of the original, typically proprietary, or their analogues, such as steel 75Cr1 (another name Krupp2003), produced according to DIN 68

17350, as well as cheap analogues known European manufacturers of steel, hard metal, solder and flux, and the use in the manufacture simple or worn manufacturing equipment may affect the quality of the products and their final cost.

In order to ensure high performance of the enterprise, specializing in the production of wood products, it is necessary to pay attention not only on the cost of the cutting tool, but then, where and by whom it was issued.

Saws with a step and a conical body made a little differently than a flat blade body: first cut round billet contour without teeth, which runs quenching and tempering the body, honing bore, surface grinding housing. Then the preform is milled (polished) step or taper. These operations are made to the housing of the flat blank to receive the tapered or stepped saw. The two stages are carried out in the event that a taper or step done on both sides of the saw housing. Then, the preform laser cut saw teeth and repeated surgery to remove the burr (burr) along the contour of the teeth, hardened and tempered blade housing. Further processing is carried out in accordance with the procedures set out in the list, since milling of mounting holes in the saw body and ending with packing and shipping saws to the warehouse. Stepped and conical blade pass quenching and tempering twice.

Task 2. Learn the words:

1. circular saws - круглая пила
2. to jagge- зарубать
3. strip - делянка, отводимая одному вальщику обладать
4. deforestation - корчевание леса
5. lumber - пиломатериалы
6. chainsaw - цепная пила
9. flux — течение; поток
10. cost - цена, стоимость
11. equipment – оборудование

Task 5. Read, translate and learn the following statements.

1. If you cut down a forest, it doesn't matter how many sawmills you have if there are no more trees. (Susan George)
2. Sadly, it's much easier to create a desert than a forest. (James Lovelock)
3. The death of the forest is the end of our life. (Dorothy Stang)

Task 6. Choose the proper word. Read and translate the following sentences.

1. The period from the rise of Christianity to its spread in Europe is characterized by the (resource, utilization, equipment, development).of the basic crafts .

ПРАКТИЧЕСКАЯ РАБОТА № 66

Тема: Круглопильный обрезающий станок

Цель: Развитие навыков чтения и перевода профессиональных текстов.

Студент должен

Знать: новые лексические единицы по теме.

Уметь: переводить тексты профессиональной направленности с целью детального изучения информации

ХОД ЗАНЯТИЯ

BOARD EDGER CSM80.

I. Read and understand the texts;

1. a board edger - круглопильный обрезающий станок
2. value optimizing - цена, качество, величина
3. aligning system - система выравнивания
4. high piece counts - большое количество
5. to be available - иметься в наличии
6. to carry out - выполнять, осуществлять
7. a passage - проход 8. a device - устройство
9. arrangement - расположение 10. a guide - направляющая деталь,
11. servo - вспомогательный регулятор движения
12. a rip saw - пила для продольной распиловки
13. to ensure - обеспечивать

The machine CSM 80 is used as a board edger up to 80 mm depth of cut with value optimizing in combination with semi- or fully automatic infeed- and centering systems. Together with aligning- and feeding systems and powered feed rollers at the infeed and outfeed side, the CSM can be operated at high piece counts.

Pre- and main separating wedges on the outfeed side are adjusted via linear cylinders and guarantee a reliable separation of edgings and boards.

The CSM 80 is available as one-sided or two-sided machine with top or bottom saw arbors and up to three movable saws per side. The outer sleeve can be equipped with additional sawblades.

Adjustment of the saws is carried out by linear cylinders.

Technical Data

- Depth of cut, minimum mm 15
- Depth of cut, maximum mm 80
- Board length, minimum m 1.0
- Passage width, maximum mm 750
- Cutting depth, minimum mm 18
- Cutting depth, maximum mm 450
- Sawblade diameter mm 500
- Sawblade arbor speed rpm 2800
- Drive power per saw arbor up to kW 200
- Feed speed up to m/min 350
- Weight approx. (without main drive motors) t 4.6

Circular Saws

The circular saw consists of a revolving steel disc with teeth along the periphery. The center of the saw is treated by hammering so that it develops a tensional stress which holds it firmly and enables it to withstand centrifugal action as well as the tendency to elongate when cutting. The peripheral or rim speed of circular saws is in the neighbourhood of 10.000 feet a minute, and without this periodical tensioning

treatment the rim will develop a kind of speed wobble, which will make accurate sawing impossible.

The shape of saw -teeth are varied according to whether the wood is to be cut with the grain (ripping), at right angles to it (cross-cutting), or it some intermediate angle, such as 45 degrees (metreing). The teeth of the rip-saw are generally sharper and point tore on the direction of the cut than those of the cross-cut saw.

However, saws are produced with the two types of teeth combined or with «general purpose» teeth which are capable of combining all the three operations of ripping, cross-cutting and metreing. In addition to these three main types there is a large number other shapes of teeth specially adopted for particular purposes.

Notes:

hammering – ковка; tensioning treatment – обработка на растяжение;
 tensional stress – растягивавшее напряжение; ripping – продольная распиловка;
 metreing – распиловка под углом.

I. Give Russian equivalents for the following words and expressions from the text.

A circular saw, to treat, to withstand, speed, the direction of the cut, a purpose.

II. Find in the text English equivalents for the following words and expressions.

Вращающийся стальной диск, разрабатывать, распиловка, производить.

III. Give Russian equivalents for the following words and expressions.

to consist of smth.	Быть способным на что-либо;
to enable smb. to do smth.	Состоять из чего-либо;
according to smth.	Позволять кому-либо делать что-либо;
to be capable of smth.	В дополнение к чему-либо;
in addition of smth.	Согласно чему-либо.

IV. Answer the questions.

- 1) What is circular saw?
- 2) Why is the center of the saw treated by hammering?
- 3) What can you say about the peripheral speed of the circular saw?
- 4) Is the shape of the saw-teeth one and the same in all sawing operations?
- 5) Are the teeth of the rip-saw generally sharper than those of the cross-cut saw?
- 6) What operations can saws with “general purpose” teeth fulfill?

ПРАКТИЧЕСКАЯ РАБОТА № 67

Тема: Фрезерно-брусующий станок

Цель: Развитие лексических навыков чтения, перевода и говорения.

Студент должен

Знать: значение профессиональной лексики по теме

Уметь: переводить тексты профессиональной направленности

ХОД ЗАНЯТИЯ

CHIPPER CANTER.

I. Read and translate the text;

1. a chipper canter - фрезерно-брусующий станок
2. to enable - позволять 3. uniform - ровный, однородный
4. chip(s) - щепа, стружка 5. a chipperhead - ножевая головка,
6. a knife - нож, резец ножевой диск
7. pulp- and paper industry - целлюлозно-бумажная промышленность
8. stepped - ступенчатый, секционный
9. a tungsten-carbide-tipped saw - круглая пила с пластинками из вольфрамо-карбидных сплавов
10. a segment - доля, часть, сектор 11. to offer - предлагать

- 12.a dressing knife - строгальный 13. infinitely - бесконечно
 нож 14. variable - изменяемый
 15.positioning - установка 16. in conjunction - в сочетании
 17.free-wheeling guide disc - направляющий диск холостого колеса
 18.a clamping device - зажимное устройство, закрепление
 19.through-feed - сквозная подача, на проход
 20.lumber recovery - выход пиломатериалов
 21Electrically-driven - с электроприводом

The chipper canter enables the processing of round logs and cants and a simultaneous production of accurate lumber with a smooth surface and high-quality uniform chips suitable for the pulp- and paper industry.

The chipper canter has two chipperheads with 2-5 long main knives or stepped knife groups each. For a smooth surface free of tear-outs pre-cutting tungstencarbide- tipped saw segments are used. Post-cutting saw segments or alternatively rings with dressing knives are also available.

High speed servo motors or linear cylinders can be offered for accurate and infinitely variable adjustment of the machine. The precise positioning in conjunction with the special free-wheeling guide discs in the centre of the chipperheads and the automatic hydraulic clamping device guarantee high-quality products.

For the processing of round logs and cants the centering- and feeding systems are fully automatic.

Precise log alignment (aligning) and feeding guarantee maximum lumber recovery.

A continuous through-feed of the timber can be maintained with an electrically driven and hydraulically operated outfeed roller system.

Technical Data

V18 VM30 V40

Passage height, maximum mm 300 500 650

Log diameter, minimum mm 80 90 90

Log length, minimum m 2.60 2.5 2.5

Cutting width, maximum mm 340 460 460

Cutting height, minimum mm 50 60 60

Cutting width, minimum mm 50 70 70

Cutting depth per chipperhead,
 maximum mm 125 160 160/190

No. of chipper knives per
 chipperhead 2-3 2-5 2-5

Chip length, approx. mm 16-28 16-28 16-28

Feed speed up to m/min 80 130 90

Drive power per chipperhead kW 50 132 150

Weight (without drive motors),
 approx. t 5.3 8.5 11.5

AUTOMATIC FACE-SANDING MACHINES AND THEIR USE.

I. Read and translate the text:

1. a drum sanding machine - шлифовально-цилиндровый станок
2. a drum - барабан, цилиндр
4. equalizing - оторцовка
6. plywood - клеёная фанера
7. noble veneer – благородный шпон
- Ю.a cushion - пружина, подушка
- 12.a beam-балка
- 14.various - различный
- 16.a workpiece - заготовка
- 18.by means of - с помощью

- 3. preliminarily - предварительно
- 5. chipboard - ДСП, макулатурный картон
- 8. a belt - лента, пояс
- 9. rubber-coated - покрытый резиной
- 11. uniform - ровный
- 13. to spoil (quality) - портить (качество)
- 15. suitable - подходящий
- 17. to take place - происходить
- 19. to leave - оставлять

According to its use, **the drum sanding machine** is built with one to four sanding drums for various working widths. It is mainly suitable for preliminarily sanding work. Due to its very good equalizing property it is widely used in the chipboard and plywood industries; it is also used in the furniture industry for preliminary sanding and equalizing of such workpieces that must be veneered with noble veneers afterwards and whose final dimensions must be very precise. The machine is not suitable for sanding veneered faces. '

The wide-belt sanding machine is available as one-belt or as two-belt machine, working from above or from below, for various working widths. The pressure unit is either a rubber-coated elastic roller or an elastic pressure cushion. The wide-belt sanding machine is a further development of the drum sanding machine. It provides a more uniform sanding. It is suitable for sanding certain veneered parts, e.g. inner faces of furniture parts.

The pressure cushion provides a better sanding than the pressure roller; but still the sanding quality is lower to that of automatic belt sanding machines using pressure beam and pressure segment belt. In the wide-belt sanding machine the operational movement of the workpiece is parallel with the cutting action of the sanding belt; in the pressure beam sanding machines these two movements take place at an angle of 90° to each other. Owing to (благодаря) the small width of the belt, using the pressure beam belt sanding machine it is possible to clean the sanding belt from sanding dust during the sanding process by means of a belt blasting unit.

In the wide-belt sanding machine it is impossible because of the great width of the belt. Sanding dust leaves marks on the surface. The wide sanding belt is less elastic and it also spoils the quality. That is why (поэтому) the wide-belt sanding machine is absolutely unsuitable for lacquer sanding. It is possible only with automatic belt sanding machines working with pressure beam and pressure segment belt.

ПРАКТИЧЕСКАЯ РАБОТА № 68

Тема: Времена английского глагола

Цель: Развитие грамматических навыков чтения, письма, говорения.

Студент должен

Знать: образование и случаи использования времен

Уметь: узнавать и определять время в предложении, применять в речи.

ХОД ЗАНЯТИЯ

1. Выберите подходящий вариант из предложенных временных форм.

1. When she came back from work, her sister _____ the flat.
a) already cleaned b) had already cleaned c) has already cleaned
2. The sculpture _____ in 1825.
a) was created b) created c) had created
3. She _____ her famous cake just 5 minutes ago.
a) baked b) had baked c) has baked
4. The shark _____ by fishermen.

- a) has caught b) has been caught c) caught
5. We were sure the idea _____ successful.
- a) would be b) will be c) be
6. The chocolate bars already _____ on the shelves.
- a) were put b) have been put c) are put
7. If she _____ the driving test she'll go to work by bus.
- a) doesn't pass b) won't pass c) didn't pass
8. This conference _____ by many participants last year.
- a) attended b) was attended c) is attended

2. Вставьте подходящее слово.

1. She does not like _____ dishes.
- a) washing b) watching c) getting
2. He has finally _____ me the truth .
- a) said b) told c) speak
3. Don't worry! It is ok to _____ mistakes.
- a) make b) do c) has made
4. With this dress on you look _____!
- a) beautifuler b) gooder c) better
5. Are there _____ new pupils in your class?
- a) some b) any c) much
6. May I have _____ water, please?
- a) few b) a few c) a little

3. Вставьте подходящий предлог, где это необходимо.

1. He never listens ____ music in his car.
2. He often talks ____ his neighbors.
3. I tried to speak ____ English at the meeting and I think they understood me!
4. The little girl was afraid ____ dogs.
5. Are you satisfied ____ your new job?
6. He lived ____ New York many years ago.

4. Вставьте подходящее по смыслу слово.

sold rich successful too years famous interested because proud

My uncle is a very (1) _____ person. He is (2) _____ because he earns much money. He is a (3) _____ writer. Many (4) _____ ago my uncle began to write detective stories. Now his books are (5) _____ all over the world (6) _____ many people are (7) _____ in these exciting stories! I am (8) _____ of my uncle! One day I will be famous (9) _____.

5. Соедините две части предложения.

1. Jane watches cartoons...
2. Jane is watching cartoons...
3. Jane has watched cartoons...
4. Jane watched cartoons...
5. Jane was watching cartoons...
6. Jane will watch cartoons...
- a) every Saturday.
- b) many times before.
- c) now.
- d) for two hours yesterday.
- e) next month.

6. 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.

ПРАКТИЧЕСКАЯ РАБОТА №69

Тема: Конструкционные материалы.

Цель: Формирование лексических и грамматических навыков чтения и говорения.

Студент должен

Знать: лексические единицы по теме.

Уметь: Читать с детальным пониманием, делать выписки из прочитанного.

ХОД ЗАНЯТИЯ

Construction materials

№ 1. Read and translate the article.

Materials used for construction purposes possess different properties. They differ in durability, strength, weight, fire-and decay-resistance and, naturally, cost.

Wood, timber, brick, stone, concrete, metals, and plastics belong to the most popular building materials used nowadays. They all have their advantages and disadvantages that are taken into account when designing a structure.

Wood belongs to naturally growing materials. It is known to be the oldest construction material and is still widely used for different purposes. Wood is popular since it has low weight and is easy to work. Besides, it grows naturally and is cheap. But its usage is limited because of its disadvantages: it easily burns and decays. As to stone, it also belongs to the oldest building materials. Among its advantages there are strength, high heat insulation and fire-resistance.

Brick belongs to artificial construction materials. It has been used in many countries and in different climates. In modern times bricks vary widely with the method of production and temperature of burning.

Concrete is known to be one of the most popular building materials. It is produced by mixing cement, gravel, water, and sand in the proper amounts.

№ 2. Put these questions to groupmate.

1. Into what groups can construction materials be divided?
2. What are the advantages (disadvantages) of wood, stone, metals?
3. What two groups are metals divided into?
4. What is the difference between ferrous non-ferrous metals?

№ 3. Which of the materials listed below are natural, artificial?

Metal, stone, brick, concrete, gravel, wood, sand, timber, iron.

№ 4. Which of the properties of construction materials may be classified as advantageous? Disadvantageous?

High cost	fire-resistance	non-fire-resistance
Low resistance	low cost	high strength
High weight	durability	corrosion-resistance
Heavy weight	hardness	softness

№ 5. Which of words given below are nouns, verbs, adjectives, adverbs? Translate every word.

Height, high, deepen, depth, deeply, strength, strengthen, strong, long, highly, lengthen, length, hard, hardly, harden, hardness.

ПРАКТИЧЕСКАЯ РАБОТА № 70

Тема: Облицовочные материалы

Цель: Развитие лексических навыков чтения и говорения.

Студент должен

Знать: лексические единицы по теме.

Уметь: Читать с детальным пониманием, делать выписки из прочитанного.

ХОД ЗАНЯТИЯ

1. Read and understand the text

WOOD PANEL PRODUCTS

The manufacture of wood panel products has become very popular nowadays. The types of panels used for structural and industrial purposes include particleboard, fiberboard, waferboard, hard board and plywood. Two of the newest boards -particleboard and fiberboard are versatile in both structural and industrial uses. Particleboard, originally used to replace scarce lumber, now is widely used by furniture and cabinet makers as a cheap substitute for lumber. Particleboard, used as a generic term, represents a variety of wood panel products that are manufactured similarly but look and perform differently, depending on the shape and size of the wood particle used. Panels in this category are particleboard, fiberboard, waferboard and flakeboard. In addition there is another category of wood panels manufactured from thin sheets of wood, adhesively bonded under heat and pressure. Plywood represents this category of wood panels.

Notes:

versatile - универсальный

cabinet maker – столяр

I. Give Russian equivalents for the following words and expressions from the text.

Industrial purpose, particleboard, fiberboard, waferboard, hard board, a cheap substitute, shape, flakeboard, sheets of wood.

II. Find in the text English equivalents for the following words and expressions.

Использовать, фанера, универсальный, пиломатериалы, мебель, производить, склеивать, тепло, давление

PARTICLEBOARD

Particleboard is a wood panel product manufactured from small pieces of wood such as chips, flakes, slabs, cuttings, etc, bonded together by means of adhesive under heat and pressure.

Having smooth and wear resistant surfaces particle boards are well suited as a core for wood veneers and plastic laminates. It is available in many sizes and is widely used in furniture manufacture (for tables, desks, case goods, store displays, etc.)

Particleboard is very popular with the furniture industry because of its dimensional stability and high surface smoothness. A

smooth, clean surface of particleboard is necessary for successful veneering, lumber banding and plastic banding. Some improvements have recently been made in particleboard.

This applies especially to the very important and promising sphere of surface treatments using plastics, which give to the board some extra properties required by the modern consumer -particularly the housewife. These qualities are: bright and pleasant colours, resistance to heat, abrasion, and chemicals normally used in the house-hold: longevity and easy maintenance (e.g., just wipe with a moist cloth).

There are three main groups of particleboards, produced for building purposes: the first group of light particle boards with a specific weight of 0,25 - 0,40/cm³, which have a flexural strength of between 10 and 160 kg/cm

They are efficient and cheap acoustic insulation boards. Particle boards of medium density with a specific weight of 0,4 - 0,8 g/cm comprise the majority of the production. They have a medium sound absorption, low heat conductivity and a flexural strength of between 150 and 300 kg/cm. Owing to their excellent dimensional stability, they are used mostly as core material but also as self-supporting building elements for houses, furniture, ships and motor vehicles. Heavy particleboards represent a small proportion of the production. They are hard boards with a specific weight of between 1,0-1,2 g/cm and flexural strength of 200-350 kg/cm. These panels are used as building elements under great stresses. Flooring elements are made of these hardened particle boards, they can be used in the manufacture of containers for fragile goods, radio and television cabinets, various seats etc. This classification confirms the conclusion that the particleboard industry is one of the most progressive industries in the field of forest products.

I. Give Russian equivalents for the following words and expressions from the text.

Particleboard, a wood panel product, pieces of wood, flakes, slabs, cuttings, smooth and wear resistant surfaces, to use, industry, dimensional stability, high surface smoothness, improvement, treatment, resistance to heat, to produce, building purposes, heat conductivity, forest products.

II. Find in the text English equivalents for the following words and expressions.

Производить, стружка, склеивать, клей, тепло, давление, шпон, мебель, пиломатериалы, свойства, требовать, потребитель, долговечность, удельный вес, прочность.

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

1. Particleboard is available in many sizes.
2. Particleboard is used in furniture manufacture for tables and desks.
3. Particle boards of medium density have a medium sound absorption, low heat conductivity and a flexural strength.
4. Particle boards of medium density are used mostly as core material.
5. Heavy particleboards represent a great proportion of the production.
6. Flooring elements are not made of heavy particleboards.

4. Answer the questions.

1. What is particleboard?
2. What are three main groups of particleboards, produced for building purposes?
3. What are heavy particleboards?
4. Heavy particleboards are used as building elements under great stresses, aren't they?
5. Can heavy particleboards be used in the manufacture of containers for fragile goods, radio and television cabinets, various seats?
6. Particleboard is very popular with the furniture industry, isn't it?

5. Divide the text into logical parts and name each of them.

ПРАКТИЧЕСКАЯ РАБОТА № 71

Тема: Прямая и косвенная речь

Цель: Развитие грамматических навыков чтения, письма, говорения.

Студент должен

Знать: образование и случаи использования времен

Уметь: узнавать и определять время в предложении, применять в речи.

ХОД ЗАНЯТИЯ

КОСВЕННАЯ РЕЧЬ

1. ПОВЕСТВОВАТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

1. "My friend lives in Moscow", said Alec.
2. The poor man said: "My horse is wild. It can kill your horse".

3. "You have not done your work well", said the teacher to me.
4. "I can't explain this rule to you" said my classmate to me.
5. He said: "I have just received a letter from my uncle"
6. I said: "I can give you my address".

2. СПЕЦИАЛЬНЫЕ ВОПРОСЫ

1. They said: "What time does the train start?"
2. She asked me: "What will you do tomorrow?"
3. I asked my uncle: "How long did you stay in Moscow?"
4. He wondered: "Where did you buy this hat?"
5. He said to her: "Where do you usually spend your summer holidays?"
6. She asked me: "Why did you come here yesterday?"

3. ОБЩИЕ ВОПРОСЫ

1. The teacher said to me: "Does your father work at a factory?"
2. "Did you go shopping yesterday?", said grandmother to Mary/
3. My sister said to me: "Will you take me to the theatre with you tomorrow?"
4. The doctor asked Nick: "Do you wash your face every morning?"
5. Father said to Nick: "Have you done your homework?"
6. The man asked: "Are there any more books here?"

4. ПОВЕЛИТЕЛЬНЫЕ ПРЕДЛОЖЕНИЯ

1. "Tom, go to bed", said his mother.
2. "Don't play in the street", said the van to the boys.
3. "Give me your book, Nick", said the teacher
4. Father said to Jane: "Show me your homework, please".
5. The teacher said to the pupils: "Don't open your books".
6. Kate said to her grandmother: "Help me to cook the soup, please".

5. The following sentences are direct speech. Complete each sentence below using reported speech.

1. She said, "How many hours a day do you watch TV?"
2. She said, "Don't write a letter to Ann."
3. He asked, "What magazines do you prefer to read?"
4. She said, "Tom is leaving tomorrow night."
5. "Have you had your hair cut?", my mother asked me.
6. The chief ordered, "Go to the theatre and book the tickets."
7. She said, "Kent has visited many countries in western Europe."
8. I said, "Don't drink coffee at night, you will not sleep."
9. He read, "The south of England is warmer than the North."
10. "Are you going to pick up the phone?", Miranda asked him.
11. He said, "Bring me some water, please."
12. She was surprised, "Somebody stole my bag in the shop"
13. She asked, "Does this film about police and crime?"
14. "Please don't tell anybody what happened", Ann said to me.
15. He said, "I can't move the piano alone."
16. She said, "Dairy products are useful for little children."
17. The teacher said, "What do you do to express yourself?"
18. She said, "Doctors don't advise us to eat chips and chocolate."
19. I asked my Dad, "Did you take part in the Great Patriotic War?"
20. The girl said, "All the guys try to look really cool driving up and down in their dad's car."
21. She said, "Limit saturated fats."
22. She said, "Do you often take your blood pressure?"
23. She said, "Eat lots of fruits veggies and grain."
24. He said, "Call a doctor if you have a strong pain in the heart."
25. He said, "I am going to buy a new car."

ПРАКТИЧЕСКАЯ РАБОТА № 72

Тема: Контрольная работа № 4 (см.КОС)

Цель: Контроль лексических и грамматических навыков устной и письменной речи

ПРАКТИЧЕСКАЯ РАБОТА № 73

Тема: Виды деловой корреспонденции.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока.

Уметь: Читать текст с целью детального изучения, образовывать степени сравнения

ХОД ЗАНЯТИЯ

1. Read the texts and check your comprehension:

BUSINESS CORRESPONDENCE

1. Read, translate and retell the text

Business correspondence is the exchange of information in a written format for the process of business activities. Business correspondence can take place between organizations, within organizations or between the customers and the organization. The correspondence is generally of widely accepted formats that are followed universally.

TYPES OF CORRESPONDENCE

Business letters

Business letters are the most formal method of communication following specific formats. They are addressed to a particular person or organization. A good business letter follows the seven C's of communication. The different types of business letters used based on their context are as follows,

1. Letters of inquiry
2. Letters of claim/complaints
3. Letters of application
4. Letters of approval/dismissal
5. Letters of recommendations
6. Letters of promise.

Official letters can be handwritten or printed. Modernisation has led to the usage of new means of business correspondence such as E-mail and Fax.

Email

Email is the least formal method of business communication. It is the most widely used method of written communication usually done in a conversational style.

Memorandum

Memorandum is a document used for internal communication within an organization.

Memos may be drafted by management and addressed to other employees. And it is send with the money draft.

5. Write 10 questions.

6. What is a business letter?

Most people who have an occupation have to write business letters. But the term "business letter" makes people nervous. Many people with English as a second language worry that their writing is not advanced enough for business writing. This is not the case. An effective letter in business uses short, simple sentences and straightforward vocabulary. The easier a letter is to read, the better. A business lettershould be short and to the point. The content used in the letter should be clear and it should describe the objective of writing the letter. The letter should not have any typographical and grammatical error.

Business letters are formal paper communications usually sent through the Post Office or sometimes by courier. Business letters are sometimes called "snail-mail" (in contrast to email which is faster). Business letters also includes: letter, memo, fax, email.

Letters are written from a person/group, known as the sender to a person/group, known in business as the recipient. A business letter is written in formal language. The style of the business letter depends on the relationship that is shared between the two parties. Here are some examples of senders and recipients. The letter is written for official correspondence between two organizations, organizations and customers, clients, by job applicant to the company, between citizens and government, employer and employee, between staff members, etc.

A business letter is used for various purposes like offering a business deal to other organization, accepting an offer, rejecting an offer, applying for a job, extending the contract with a client, persuading, informing, requesting something, reminding about payment or delivery, recommending something, expressing thanks, introducing a person or a policy, inviting or welcoming people, etc

ПРАКТИЧЕСКАЯ РАБОТА № 74

Тема: Структура делового письма.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: структуру делового письма

Уметь: правильно структурировать деловое письмо

ХОД ЗАНЯТИЯ

Упражнения для подготовки к написанию делового письма.

1. Write the dates according to the rules given above.

1st March, 1947; . 2nd April, 1994; 9/3/1942 (USA)

2. 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	

3. 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 |

4. **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...

5. **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 |

6. **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

7. **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.

ПРАКТИЧЕСКАЯ РАБОТА № 75

Тема: Деловое письмо.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: Читать текст с целью детального изучения, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. 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	acknowledge	forward
hesitate	response	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

2. 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

3. 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 colleges, 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

ПРАКТИЧЕСКАЯ РАБОТА № 76

Тема: Письмо-запрос о страховании. Письмо-жалоба.

Цель: Развитие лексических и грамматических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока, правила образования простых времен

Уметь: Читать текст с целью детального изучения.

ХОД ЗАНЯТИЯ

1. Read and translate the text:

Структура и речевые клише писем с запросом

With reference to your advertisement in...	Касательно вашего рекламного объявления в...
I saw your commercial on TV...	Я видел вашу рекламу по телевидению...
You were recommended to us by...	Вы были рекомендованы нам...
Regarding your order in...	В связи с вашей рекламой в...
We were advised by...	Мы были проинформированы ...
We have heard of your products from...	Мы узнали о вашей продукции от...

Далее приводится краткая информация о фирме-отправителе письма. Изложить позицию компании помогут следующие фразы.

We specialize in...	Мы специализируемся на...
Our company is a subsidiary of...	Наша компания является филиалом....
We are interested in...	Мы заинтересованы в ...
We are one of the main producers of ...	Мы одни из ведущих производителей...
As distributors we have a large network of...	Как дистрибьюторы мы располагаем обширной сетью...
Our company is mainly concerned with...	Наша компания в большей степени связана с...
We are in the market for...	Мы готовы купить...

После этих вступительных слов излагается суть письма, т.е. все интересующие вопросы и просьбы. Приведенные клише помогут справиться с мыслями и кратко выразить свою заинтересованность.

Could you please send us...	Не могли бы вы, пожалуйста, отправить нам...
The main item we are interested in is...in	Главным образом мы заинтересованы

your catalogue.	в..., размещенном в вашем каталоге.
We are writing to enquire about...	Мы пишем с целью узнать
We would like to know more about ...	Мы хотели бы узнать больше о...
Could you tell me whether...	Не могли бы вы мне подсказать...
We would like you to advise us of discounts and delivery time.	Мы бы хотели, чтобы вы сообщили о скидках и времени доставки.
We would like more detailed information about your service.	Нам бы хотелось узнать более детальную информацию о вашем сервисе.
We would be grateful for detailed information about...	Мы будем признательны за подробную информацию о...
We would also like to know ..	Мы также хотели бы знать...
We suggest that you send us...	Мы предлагаем, чтобы вы послали нам...
Please, send us samples of...	Пожалуйста, предоставьте образцы...

Следующий абзац играет завершающую роль. В заключении используйте стандартные формулы вежливости об ожидании ответного письма.

We would be grateful for an early reply.	Будем признательны за скорейший ответ.
Thank you for your attention.	Спасибо за оказанное внимание.
We look forward to hearing from you.	С нетерпением ждем ответного письма.
Thanking in advance for your help.	Заранее благодарим за помощь.
We hope to hear from you soon.	Надеемся скоро получить обратную связь.

2. Read and translate the dialogues

1.

Mr Jack Lupin
7834 17th Street
Detroit, Michigan

Electronics Ltd
9034 Commerce Street
Detroit, Michigan
USA, 90345

April 25, 2013

Dear Sirs,

I am writing to inform you that yesterday I got my new TV set which was delivered by your delivery service. The package was undamaged so I signed all documents and paid the rest of the

sum. But when I unpacked it I found several scratches on the front panel. I would like you to replace the item or give me back my money. Please let me know your decision within 2 days.

Kind regards,
Jack Lupin

2.

Mrs Emma Trunk
9034 Nord Street
Jacksonville, Florida
USA, 90345

Travel With Us Ltd
7834 Grand Street
Jacksonville, Florida

March 30, 2012

Dear Sir or Madam

I saw your commercial on TV about weekend tours to Disneyland, Orlando, Florida. I would like to reserve a tour for my family. Could you please send me the details and additional information such as price per person (adult/child), accommodation, meals and so on. Thank you for your quick reply.

Kind regards,
Mrs Emma Trunk

3. **Make up your own dialogue and learn it by heart.**

ПРАКТИЧЕСКАЯ РАБОТА №77

Тема: Телефонный разговор.

Цель: Развитие лексических навыков чтения и говорения

Студент должен

Знать: Значения новых лексических единиц, связанных с тематикой данного урока

Уметь: Читать текст с целью детального изучения, говорить на основе прочитанного

ХОД ЗАНЯТИЯ

1. **Read and translate the text:**

Первый этап - начало проведения встречи

1. Нельзя приступать к делу непосредственно после приветствия.

Необходимо установить с партнером определенный дружеский контакт.

Обычно это так называемые “общие” или “светские” темы о погоде, общих знакомых, перелете, о визите в вашу страну (достопримечательности и т.п.). Необходимо помнить, что в разных странах процедура “светской беседы” на переговорах может быть различной. Для англичан эта часть переговоров естественна, т.к. для них в любом разговоре обычно первой темой является погода. Немцы, как правило, быстрее переходят к делу, а в странах Ближнего Востока начало встречи проходит более обстоятельно.

2. В этой части переговоров употребляются такие слова и конструкции, как:

- How are you? (как дела/здоровье?)
- I'm fine, thank you. (спасибо, хорошо)
- Nice weather, isn't it?
- I think (я думаю)
- I suppose (я полагаю)

- I believe (я считаю / верю)

- I hope (я надеюсь), и т.д.

Общепринятые фразы, которые помогают перейти к деловой части:

- Let's get down to business (приступим к делу)

- I believe we may get down to business (полагаю мы можем перейти к делу)

Второй этап - это составление диалога самими учащимися.

Участники диалога должны быть приветливыми, установить деловой контакт, предшествующий переговорам.

Диалог 1.

Mr. Brown (Br.) / Mr. Ivanov (I.)

Br.: Good afternoon, Mr. Ivanov

I.: Good afternoon, Mr. Brown. How are you?

Br.: I'm fine, thank you. Nice weather, isn't it?

I.: You're right. It's very warm today.

Br.: I hope you are having a good time.

I.: Oh, yes. I like it here very much

Br.: Have you gone sightseeing yet?

I.: Unfortunately, I haven't seen much yet. I've just been to Tower and St.

Paul's Cathedral. It made a great impression on me (it's really a masterpiece of architecture).

Br.: Glad to hear it. And what can I do for you? I believe we may get down to business.

На третьем этапе рассматривается основная задача переговоров.

Цель данной встречи – договориться о купле-продаже товара 'Model FK-15' (условное обозначение товара) и его доставке. Покупатель (г-н Иванов) уже сделал запрос на товар и заинтересован в его покупке, но находит цену слишком высокой. Продавец не снижает цену, но предлагает выгодные условия поставки (с.i.f.)

В этой части встречи/переговоров уместно употребить следующие слова и выражения:

to be interested in – быть заинтересованным в..., интересоваться

a buyer – покупатель

a seller - продавец

a representative (of) – представитель

enquiry (for)=inquiry – запрос

to enquire/inquire – запрашивать

the talks – переговоры

to have talks with – вести переговоры с...

material – материал

materials – материалы, документы

an appointment – встреча

to make an appointment – назначать встречу

to go through materials/catalogues/price-lists – просмотреть, ознакомиться с материалами/каталогами/прайс-листами

price – цена

at the price of – по цене

high/low prices – высокие/низкие цены

demand – спрос

to be in great demand – пользоваться спросом

to reduce – снижать, сокращать

to reduce the prices of the goods – снизить цены на товары

offer – предложение

to accept – принимать

to accept an offer – принимать предложение

to accept a price – принимать цену

to accept terms of delivery – принимать условия поставки

to accept terms of payment – принимать условия оплаты

acceptable – приемлемый

to require – требовать (ся)

any time you say – в любое время

Во время встреч и переговоров необходимо соблюдать рамки делового общения, сглаживать прямолинейные и резкие моменты в речевых конструкциях.

Например:

I want – I would like

I can do it – I could do it

To be afraid употребляется для смягчения категоричности высказывания.

I'm afraid you are not quite right.

I'm afraid I can't do it now.

Заключительный этап – подготовка материала к ролевой игре с использованием диалога.

Диалог .

I.: We sent you our enquiry for Model FK – 15 last month. We are interested in it because we are going to use it in our computer class.

Br.: Have you got all necessary materials?

I.: I've gone through your catalogues and price – lists. I suppose (believe) we can buy from you 6 Models FK-15 (& 6 Models FK-20). But there is one point, your prices are too high, I'm afraid.

Br.: I see. But our goods are in great demand and we usually sell them at these prices. Besides, we have sold FK-Models at these prices lately. I'm afraid we can't reduce them. But we can offer you the goods c.i.f. Moscow.

I.: Well, I'll have to contact our director and let him know your answer. I hope he'll find that your terms are acceptable to us.

Br.: When do you require the equipment?

I.: We'd like to have them in June.

Br.: That's all right. Can I see you on Tuesday?

I.: Of course. Is 11.00 convenient to you?

Br.: Any time you say.

I.: Good-bye.

Br.: Good-bye.

ПРАКТИЧЕСКАЯ РАБОТА № 77

Тема: Контракт. Основные пункты контракта.

Цель: Развитие лексических навыков чтения и говорения, письма.

Студент должен

Знать: Значения новых разговорных слов, связанных с тематикой данного урока,

Уметь: уметь запрашивать информацию

ХОД ЗАНЯТИЯ

Structure and Content of a Business Contract

Legislation lays down **fundamental norms** about the structure and content which all business contracts must comply with. For sales contracts, supply agreements and contracts of service these norms are as follows:

-goods/services must be of merchantable quality

-the seller/contracting party must have title;

-goods/services must he fit for a particular purpose;

-goods/services must be as described;

-there must be no misrepresentations.

In a more detailed way the **uniform terms and conditions** of a contract for sale of goods are as follows:

identification of the parties; these can be the name of a person or a separate business entity;

description of the goods (certain quantity and quality);

consideration (it normally consists of the mutual promises that are made by the parties to the contract; each party must make a binding promise to the other party in order to the agreement between them to be a true and enforceable contract);

-seller's obligation to tender delivem of the goods (time, place and manner of delivery);

-buyer's obligation to pay for goods (price; medium of payment time of payment);

-warranties:

-insurance;

-remedies of the parties;

-signature of the parties;

j) miscellaneous provisions (duration and termination of contract terms; delegation of performance: assignment of rights: force majeure: liquidated damages: acceleration clauses: choice of law clause.

The contract should stipulate all these different things in good time. This is very important, as otherwise large sums can be spent on litigation.

СЛОВА из текста:

legislation - законодательство

supply agreement - договор на поставку

merchantable quality - (хорошее) рыночное качество; коммерческое качество (оговорка в договорах купли-продажи, означающая, что товар должен отвечать всем целям, для которых он обычно употребляется, и соответствовать контрактному описанию)

title - право собственности; право на имущество; основание права на имущество

be fit for - соответствовать, быть пригодным для (чего-либо) misrepresentation - введение в заблуждение; искажение фактов

terms - условия соглашения, договора

consideration - материальное основание договора, встречное удовлетворение

mutual promises - взаимные обещания

binding promise - обязывающее обещание

tender delivery - выполнить условия поставки, осуществить доставку

medium of payment - средство платежа, платежное средство

warranty - гарантийное обязательство

insurance - страховка

remedies - средства судебной защиты

miscellaneous provisions - прочие положения

performance - исполнение договора

assignment of rights - переуступка прав

force majeure - форс-мажор, форс-мажорные обстоятельства, непреодолимая сила

liquidated damages - ликвидные (заранее оцененные) убытки, оценочная неустойка

acceleration clause - оговорка об ускорении, условие о сокращении срока исполнения обязательства, choice of law clause - условие контракта о выборе применяемого права

stipulate - обуславливать, оговаривать в качестве особого условия in good time - заранее, вперед; заблаговременно

2.. ЗАВЕРШИТЕ каждое из начатых предложений, опираясь на содержание прочитанного текста, и переведите получившиеся предложения.

A business contract usually contains ...

Each contracting party must...

In a business contract, goods/services must...

The contract should ...

The fundamental norms of a contract of service are ...

3. ОТВЕТЬТЕ на вопросы

1. Give the examples of miscellaneous provisions included into business contracts.

What are fundamental terms and conditions of contracts for services or sale of goods?

What does consideration usually consist of?

What regulates the structure and content, which all business contracts must comply with?

What seller's and buyer's obligations should be defined in the contract for sale of goods?

What should be written in description of the goods?

Why should a lawyer stipulate all probable consequences of the arrangement in advance when drafting a business contract?

ПРАКТИЧЕСКАЯ РАБОТА № 79

Тема: Договор купли-продажи

Цель: Развитие лексических навыков чтения и говорения, письма.

Студент должен

Знать: Значения новых разговорных слов, связанных с тематикой данного урока,

Уметь: уметь запрашивать информацию

ХОД ЗАНЯТИЯ

1. Read and translate the text:

1. Subject of the Contract

The Sellers have sold and the Buyers have bought on (FOB) _____ (port) basis the goods to the amount of _____ in the quantity, assortment, at prices and according to technical conditions as stated in Supplements No 1,2... which are the integral part of the present Contract.

2. Price and Total Amount of the Contract

The prices for the goods are fixed in _____ (currency) and are to be understood _____ (FOB, CIF...) packing and marking included.

The Total Amount of the present Contract is _____

3. Dates of delivery

Delivery of the goods under the present Contract should be effected within the dates stipulated in the Supplement No _____ to the present Contract.

The data of the Bill of Lading and/or the date of frontier station stamp of the Sellers' country stated in (rail-)way bill to be considered as the data of delivery.

4. Quality of the goods

The quality of the goods should conform to the technical conditions stated in the Supplement No _____.

5. Packing and Marking

Tare and inner packing should secure full safety of the goods and protect the goods from any damages during transportation by all kinds of transportation means taking into consideration transshipments.

Each case is to be marked with indelible paint as following:

Case N. _____

Contract N. _____

Consignor _____

Consignee _____

Gross weight _____

Net weight _____

6. Delivery and Acceptance of Goods

The goods shall be considered as delivered by the Sellers and accepted by the Buyers:
in respect of quality – according to the Certificate of Quality issued by the Seller;
in respect of quantity – according to the number of cases and weight as shown in way-bill or Bill of Lading.

7. Payment

Payment for the goods delivered is effected in _____ under an irrevocable, confirmed divisible Letter of Credit established by the Buyer with the Bank _____ .

The Letter of Credit to allow transshipment and partial shipment and to stipulate that all the expenses connected with the opening and the extension of the Letter of Credit and any other bank charges to be for the Buyers' account. The Letter of Credit is to be valid for _____ days. The terms and conditions of the Letter of Credit should correspond to the terms and conditions of the Contract; the terms which are not included in the Contract to be not inserted in the Letter of Credit.

The Letter of Credit to be available against presentation of the following documents:

1. Full set of clean on board Bills of Lading issued in the name of _____ (Buyer) for shipment of the goods to _____ (destination port);
2. Invoice in triplicate;
3. Specification in triplicate stating Contract No, Numbers of shipped cases;
4. Quality Certificate issued by the Seller in duplicate confirming that the quality of the goods corresponds to the conditions of the present Contract;
5. Master's Receipt confirming the receiving for delivery of 4 non-negotiable copies of Bill of Lading and 4 copies of specification together with the goods.

The Sellers should submit the above said documents to the Bank for payment within _____ days after loading of the goods.

Should the Seller fails to do this he is to bear the expenses for prolongation of the Letter of Credit.

8. Claims

Claims in respect of the quantity in case of shortage inside the case may be submitted by the Buyers to the Sellers not later than _____ days and in respect of the quality of the goods in case of non-conformity of same to that stipulated by the Contract not later than _____ days after the arrival of the goods at the port of destination.

Contents and ground of the claim should be certified either by Expert's Report or by a Report made up with the participation of a representative of an uninterested competent organization.

The Sellers should consider the received claim within _____ days counting the date of its receipt. In case of no reply from the Sellers after expiration of the said date the claim will be considered as admitted by the Sellers.

The Buyers have the right to return to the Sellers the rejected goods for their replacement by the goods of proper quality.

All the transport and other expenses connected with delivery and return of defective goods are to be paid by the Sellers.

9. Arbitration

All disputes and differences which may arise out of the present Contract or in connection with the same are to be settled without application to State courts by Arbitration Court at Chamber of Commerce, Moscow in accordance with the Rules of procedure of the above Court the awards of which are final and binding upon both Parties.

10. Force-majeure

Should any circumstances arise which prevent complete or partial fulfillment by any of the Parties of their respective obligations under the present Contract, namely: fire, acts of God, war, military operations of any kind, blockade, prohibition of export or import or any other circumstances beyond the control of Parties, the time stipulated for the fulfillment of such obligations shall be extended for the period equal to that during which such circumstances will remain in force.

Should the above circumstances continue to be in force for more than _____ months, each Party shall have the right to refuse any further fulfillment of the obligations under the Contract and in such case neither of the Parties shall have the right to make a demand upon the other Party for the compensation of any possible damages.

The Party for whom it becomes impossible to meet their obligations under the present Contract, shall immediately advise the other Party as regards the beginning and the cessation of the circumstances preventing the fulfillment of their obligations.

The certificates issued by the respective Chamber of Commerce of the Sellers' or of the Buyers' country shall be sufficient proof of such circumstances and their durability.

11. Other Conditions

All dues (including port and dock ones), taxes and customs duties levied in the territory of the Sellers' country connected with execution of the present Contract are to be paid by the Sellers and for their account.

The Seller is bound to obtain Export Licenses if such are required.

From the moment of signing the present Contract all the previous negotiations and correspondence connected with same are null and void.

None of the Parties has the right to assign their right and obligations under the present Contract without written consent of the other Party.

Any amendments and supplements to the present Contract are valid only if made in writing and signed by duly authorized representatives of both Parties.

The present Contract is made up in two copies both having the same value.

12. Legal Addresses of the Parties

ПРАКТИЧЕСКАЯ РАБОТА № 80

Тема: Маркетинг и его инструменты

Цель: Развитие лексических навыков чтения и говорения, письма.

Студент должен

Знать: Значения новых разговорных слов, связанных с тематикой данного урока,

Уметь: уметь запрашивать информацию

ХОД ЗАНЯТИЯ

Welcome to Marketing!

Marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy both individual and organisational objectives. In Marketing you will learn about the four P's of marketing (product, promotion, price and placement), the marketing mix and target markets.

1. The Four P's

Discussion

Discuss the questions below before reading "The Four P's".

1. What do you think of when you see the term marketing? Write down your ideas.
2. Can you list the various steps or actions that are involved in the marketing process? Think of all the steps that must take place to get goods and services to the customer.
3. Now write a definition of marketing using some of the ideas and steps listed in questions 1 and 2.

Reading

Now read "The Four P's" and answer the questions.

Reading The Four P's

Buying, selling, market research, transportation, storage, advertising - these are all part of the complex area of business known as marketing. In simple terms, marketing means the movement of goods and services from manufacturing to customer in order to satisfy the customer and to

achieve the company's objectives. Marketing can be divided into four main elements that are popularly known as the four P's:

- ◆ Product
- ◆ Price
- ◆ Placement
- ◆ Promotion

Each one plays a vital role in the success or failure of the marketing operation.

The product element of marketing refers to the good or service that a company wants to sell. This often involves research and development (R&D) of a new product, research of the potential market, testing of the product to insure quality, and then introduction to the market.

A company next considers the price to charge for its products. There are three pricing options the company may take: *above*, *with or below* the prices that its competitors are charging. For example, if the average price of a pair of women's leather shoes is \$47, a company that charges \$43 has priced *below* the market; a company that charges \$47 has priced *with* the market; and a company that charges \$53 has priced *above* the market- Most companies price with the market, selling their goods or services for average prices established by major producers in the industry. The producers who establish these prices are known as price leaders.

The third element of the marketing process - placement - involves getting the product to the customer. This takes place through the channels of distribution. A common channel of distribution is:

Manufacturer → wholesaler → retailer → customer

Wholesalers generally sell large quantities of a product to retailers, and retailers usually sell smaller quantities to customers.

Finally, communication about the product takes place between buyer and seller. This communication between buyer and seller is known as promotion. There are two major ways promotion occurs: through personal selling, as in a department store; and through advertising, as in a newspaper or magazine.

The four elements of marketing - product, price, placement and promotion - work together to develop a successful marketing operation that satisfies customers and achieves the company's objectives.

1. What is marketing?
 2. What are the four main elements of marketing?
 3. What is involved in the product element of marketing?
 4. What are the three pricing options that a company may take?
 5. Using \$275 as an average price for word processing software, what are examples of pricing above, with and below the market?
 6. What does placement involve?
 7. Do you think McDonald's provides food on a wholesale or retail basis?
 8. What are some advertising media besides magazines and newspapers?
 9. If you were to specialize in one of the marketing elements, which one would you choose - product, price, placement or promotion? Why?
- Circle the letter of the answer that best completes each of the sentences below.
1. The four main elements of marketing are popularly known as:
 - a) the movement of goods and services
 - b) the four P's
 - c) the four M's
 - d) buying, selling, market research and storage
 2. The product element refers to:
 - a) the four P's
 - b) testing of a product to insure quality -
 - c) the good or service that a company wants to sell

- d) getting the product to the customer
3. Most companies price:
 - a) with the market
 - b) below the market
 - c) beyond the market
 - d) above the market
 4. A common channel of distribution is:
 - a) wholesaler to retailer to manufacturer to customer
 - b) manufacturer to retailer to wholesaler to customer
 - c) retailer to manufacturer to wholesaler to customer
 - d) manufacturer to wholesaler to retailer to customer
 5. The two major forms of promotion are:
 - a) radio and television
 - b) personal selling and advertising
 - c) personal selling and newspapers
 - d) selling advertisements

Fill in the blanks with the most appropriate terms from the box.

vital insure retailer prices placement wholesaler
price leader take place charge channel of distribution

The most common is manufacturer to wholesaler to to consumer. Distribution can, however, through slightly modified channels.

For example, products are sometimes sold directly by the or the manufacturer: rather than by the retailer. Generally, wholesalers _____ lower _____ than retailers and sell in larger quantities. Together, these channels of distribution play a _____ role in the _____ element of marketing

ПРАКТИЧЕСКАЯ РАБОТА №81

Тема: Дифференцированный зачет (см.КОС)

Цель: Контроль лексических и грамматических навыков чтения, говорения, письма, аудирования.