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Самарской области
«ПОВОЛЖСКИЙ СТРОИТЕЛЬНО- ЭНЕРГЕТИЧЕСКИЙ КОЛЛЕДЖ
ИМ. П. МАЧНЕВА»**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ
ДЛЯ СТУДЕНТОВ ПО ВЫПОЛНЕНИЮ
ПРАКТИЧЕСКИХ ЗАНЯТИЙ**

дисциплины
Иностранный язык (английский)
программы подготовки специалистов среднего звена
специальности
08.02.01 Строительство и эксплуатация зданий и сооружений
студентов очной формы обучения

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ОДОБРЕНО

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Методические указания для студентов по выполнению практических занятий дисциплины Иностранный язык (английский) предназначены для студентов 4 курса специальности 08.02.01 Строительство и эксплуатация зданий и сооружений. Методические указания являются частью образовательной программы ГАПОУ «ПСЭК им. П. Мачнева» ППССЗ по специальности 08.02.01 Строительство и эксплуатация зданий и сооружений и разработаны в соответствии с требованиями ФГОС СПО и рабочей программы

РЕКОМЕНДОВАНО

к использованию в образовательном процессе

на заседании методического совета

Протокол № ____ от « ____ » _____ 2017 г.

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ВВЕДЕНИЕ

УВАЖАЕМЫЙ СТУДЕНТ!

Методические указания по дисциплине Иностранный язык (английский) для выполнения практических занятий созданы для работы на занятиях и подготовки к ним. Приступая к выполнению практического задания, Вы должны внимательно прочитать цели и задачи занятия, ознакомиться с требованиями к уровню Вашей подготовки в соответствии с примерной программой дисциплины Иностранный язык (английский), вспомнить правила, необходимые для выполнения заданий практического занятия.

Для выполнения практических занятий Вам необходимы:

- 1) тетрадь в клетку;
- 2) ручка, простой карандаш;
- 3) учебно-методическая и справочная литература (см. Учебные и справочно-информационные материалы, интернет-ресурсы, используемые на практических занятиях);
- 4) англо-русский и русско-английский словарь.

В ходе выполнения практических заданий студент должен уметь:

- 1) работать с текстом (выделить основную мысль, выбрать главные факты из текста, пользоваться в процессе работы с текстом словарем.);
- 2) использовать знания фонетики и орфографии в упражнениях;
- 3) употреблять изученный лексический и грамматический материал в письменной речи.

Пособие поможет Вам понять характер изучаемых грамматических явлений и научит практическим навыкам перевода текстов с целью извлечения информации из иноязычных источников. Материал занятия включает в себя тему практического занятия, краткий теоретический материал по теме занятия и практические задания, которые вы должны сдать преподавателю в письменном виде. В основу изложения материала положен принцип "от теоретического объяснения к практическим упражнениям". В целях снятия трудностей задания к упражнениям на начальном этапе даны на русском языке. Методические указания также содержат тексты, рекомендуемые для развития умения переводить с английского языка на русский.

В результате выполнения практических занятий, в соответствии с требованиями ФГОС СПО обучающийся должен **уметь**:

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

Обучающийся должен **знать**:

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

Наличие положительной оценки по практическим работам необходимо для получения зачета по дисциплине, поэтому в случае отсутствия на уроке по любой причине или получения неудовлетворительной оценки за практическую работу Вы должны найти время для ее выполнения или пересдачи.

Если в процессе выполнения практических занятий у Вас возникнут вопросы, разрешить которые самостоятельно не удастся, необходимо обратиться к преподавателю для получения разъяснений или указаний в дни проведения дополнительных занятий

(консультаций). Время проведения дополнительных занятий можно узнать у преподавателя.

**Учебные и справочно-информационные материалы, интернет-ресурсы,
используемые на практических занятиях**

1. Безкоровайная Г. Т., Койранская Е. А., Соколова Н. И., Лаврик Г. В. Planet of English: учебник английского языка для учреждений СПО. — М., 2014.
2. Голубев А. П., Коржавый А. П., Смирнова И. Б. Английский язык для технических специальностей = English for Technical Colleges: учебник для студ. учреждений сред. проф. образования. — М., 2014.
3. Агабекян И.П. Английский язык. – Ростов н\Д: Феникс, 2010.
4. Голицынский Ю.Б., Голицынская Н.А. Грамматика английского языка. Сборник упражнений./ Ю.Б. Голицынский – Санкт-Петербург: Каро, 2013.- 506с.
5. Грамматика современного английского языка) / под ред. А.В.Зеленщикова, Е.С.Петровой. – СПб.: Филологический факультет СПбГУ; М.: Издательский центр «Академия», 2013.
6. [www. macmillandictionary. com/dictionary/british/enjoy](http://www.macmillandictionary.com/dictionary/british/enjoy) (Macmillan Dictionary с возможностью прослушать произношение слов)
7. www. britannica. com (энциклопедия «Британника»)
8. www. ldoceonline. com (Longman Dictionary of Contemporary English)

Практическое занятие №60 «Чтение и перевод текста "Television and radio".

Для чтения и перевода вам предлагаются следующие тексты. Выберите один из них и выполните его перевод в письменном виде. Затем выполните задания после текстов.

Text 1 Additional text

Young people in America have their own style, their own language, and, of course, their own magazines that are unlike any others. Read the text below and answer the question:

What are the most read teen magazines and what kind of information do teens get from them?

Teens will always be concerned with the same stuff - fashion, movie stars, music and sports. But life today is not that simple. AIDS (when the body's immune system is not working), drugs, drinking and the weakening of the ozone layer are some of the problems that concern young people today. So what does it take for American teens to be in on the latest trends and fashions? What do they read to keep up to date?

Readers of Seventeen are usually high-school or college girls who are more concerned about learning how to have a relationship with a normal guy than about what their favourite TV star had for breakfast. In its pages, you can find articles like "Planet Power" (how to save the Earth); "Body Ecology" (natural make-up, healthy hair); "Great Sports".

There are a lot more ads for fashion and less for skin creams. There isn't any star-gazing here, and not much confidential chatter. Indeed, where Sassy and Teen try to act as pal, parent, fashion consultant and doctor, Seventeen gives greater independence to its audience. It's for the teen in transition, girls who are preparing to read Vogue, Cosmopolitan and other more mature women's magazines.

So far it seems like girls are the only ones who read magazines. But look in the opposite direction and you'll find Sports Illustrated For Kids. This is one of the most popular youth magazines to be published in years. It covers top athletes and top sports, with short and colourful articles. It is a combination of magazine and colourful book.

So just what are American teens learning from these magazines? Sassy editor Jane Pratt says, "Being a teenager is such a troubling time... At the same time, there's that feeling that anything is possible and that you will live forever." Idealism is practically synonymous with being a teenager. This is what makes being a teen so exciting, confusing and dangerous.

But there's the reality of the 1990s - drugs, fatal drunk-driving accidents and AIDS. So behind all the make-up hints and movie reviews, there are serious things too. These magazines educate and inform teens about health care, because after all, AIDS does not care about your clothes or your dreams for the future.

Text 2 Television and radio

Radio and TV are mass media which keep people informed on the topical issues of the day. Both on radio and TV you can listen to a programme on sports, art, news, music and weather. The difference is that on TV you can see everything you've heard about. And it's an important advantage. Besides, there are a lot of entertaining programmes on TV, a lot of feature, documentary films which provoke hot discussions. But watching TV is often a waste of time.

Radio is preferable to TV when you are at work and need information or have to focus your attention on something else. For example, when you drive a car, it's better to listen to radio than to watch TV.

But both radio and TV play an important role in our life as well as newspapers. They give the full coverage of the latest events, comment on the most important developments, political and domestic affairs. They acquaint us with different views and opinions. Thus, they contribute to the development of the information network.

That's why in the recent years there has been the increase in the amount of time spent watching TV. Though it depends on the season, the age of the viewers and social class. For example, TV

viewing is less popular in summer than in winter. It is more popular with old people than with other age groups. Professional and managerial classes watch less than the unskilled. Besides, women watch more than men.

Text 3 Radio and Television

Today there are about 9.000 individual radio stations operating in the United States. Of this number over 1.000 are non-commercial, meaning that no advertising or commercials of any type are permitted. These public and educational radio stations are owned and operated primarily by colleges and universities, by local schools and boards of education, and by various religious groups.

At the same time, there are almost 1.200 individual television stations. Under 300 of them are non-commercial.

The non-commercial TV and radio stations are supported by individual donations, grants from foundations and private organizations, and funds from city, state and federal sources.

Millions of people set up their activities and lifestyle around a TV program's schedule. In the average American household the television is watched seven hours a day.

All radio and TV stations must be licensed to broadcast by the Federal Communications Commission (FCC), an independent federal agency. Each license is given for a few years only. There are several regulations which should be noted.

Anyone who wishes to build his own satellite receiving antenna may simply do so. No permission is needed and no fees are paid. Laws prohibit any state or federal government from owning or operating radio and TV stations. "Voice of America" may only be broadcast overseas. There are no governmental boards which control any radio or TV broadcasting. The FCC regulates media ownership: no newspaper may own a radio or TV station in its own area, nor may a radio station also have a TV station in the same area. No company may own more than 12 stations nationwide.

Another FCC regulation is that equal time is given to opposing views at no charge. All commercial stations are required to give some broadcasting time to "public service" announcements and advertising. With this "something-for-everyone" policy, even communities with only 10.000 people often have two local radio stations. They may broadcast local stories and farming reports, weather conditions, city council meetings, church activities, sports events and other things of interest to the community. They carry national and international news taken from the larger stations. The big cities are served by a large number of local radio and TV stations. 90% of all American homes can receive at least six different TV stations without paying a fee.

The largest television network is PBS (Public Broadcasting Service) with over 250 stations.

Questions for Discussion

1. Are there any laws abridging the freedom of speech or of the press in the USA?
2. Is mass media shaping the values and culture of American society today?
3. Is there a national newspaper in the USA?
4. Which papers have the largest circulation?
5. Which papers are mostly read by scholars and officials?
6. Which magazine would you read if you were interested in fashion?
7. Which magazine is the most widely read?
8. What professional journals can you name?

Tasks for Self-Control

1. Make a list of the most popular American newspapers and magazines.
2. Find information concerning American newspapers and magazines for children and teenagers.
3. Name the sources of information for a typical American office worker.
4. Name the main TV networks.
5. Explain the reasons for absence of a national newspaper in the USA.
6. Explain how non-commercial TV and radio stations are supported.

7. Be ready to discuss the role of TV in the everyday life of an average American. What values and beliefs of the Americans do their mass media reflect?

Writing Topics

1. It is sometime said that borrowing money from a friend can harm or damage the friendship. Do you agree? Why or why not? Use reasons and specific examples to explain your answer.
2. Every generation of people is different in important ways. How is your generation different from your parents' generation?
3. In the future students may have the choice of studying at home by using technology such as computers or television or of studying at traditional schools. Which would you prefer? Use reasons and specific details to explain your choice.

Практическое занятие №61 «Сложное дополнение (Complex Object)»

Краткие теоретические материалы по теме практического занятия.

Сложное дополнение –это сочетание существительного или местоимения в объектном падеже с инфинитивом или причастием I. Существует в трех основных вариантах:

Вариант 1: с инфинитивом без частицы to или с причастием I после глаголов восприятия **see, watch, notice, feel, hear**

I saw him **enter** the house. (факт)

I saw him **entering** the house.(процесс)

Вариант 2: с инфинитивом без частицы to после глаголов **let, make**

Don't **let** them **play** in the street.

Don't **make** me **laugh**.

Вариант 3: с инфинитивом с частицей to после глаголов **want, expect, believe, know, advise, consider, order, allow, like, find**

Повторите тему «Объектный падеж местоимений»

Им.п.		Объект.п.
I	я	me
you	ты	you
he	он	him
she	она	her
it		it
we	мы	us
they	они	them

Практические задания

1. Read the sentences, point out the Complex Object, translate them into Russian.

- 1) I heard him sing a song. 2) He saw her walk along the street. 3) She made him do it. 4) We know him to study here. 5) We consider formal education to be the instruction given at different kinds of schools, colleges, universities. 6) I want them to come to me. 7) Teachers expect learners to come to school regularly and on time. 8) The parents made him enter this university. 9) I heard Mr. Brown congratulate Jane on her birthday. 10) I want you to help me.

2. Put the verbs in brackets in the correct form.

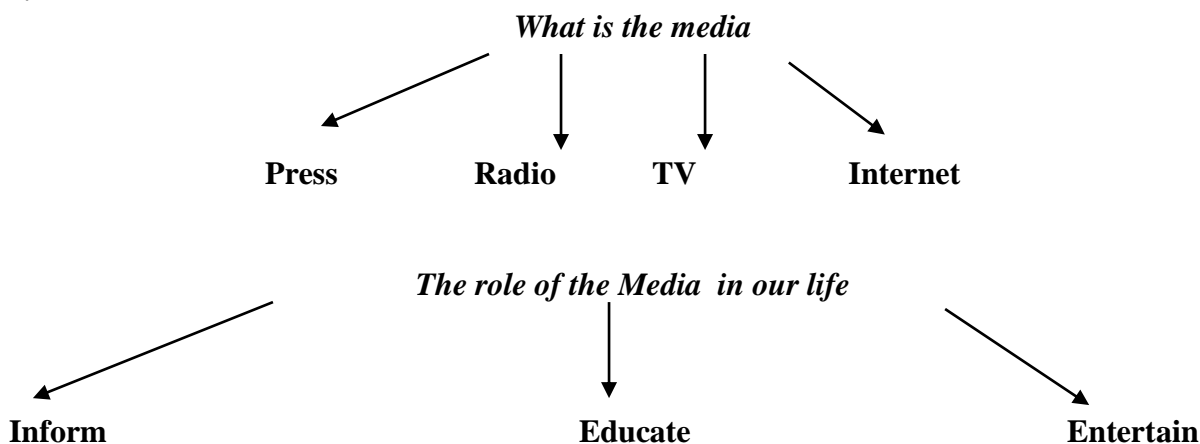
- 1) Her father made her (learn) the lessons. 2) If you want us (make) the work quickly you should let us (start) at once. 3) He wouldn't let the children (play) in his study. 4) He made us (wait) for two hours. 5) Please let me (know) the results of your exams as soon as possible. 6) I'd like him (enter) the university but I can't make him (do) it. 7) The teacher advised us (use) dictionaries. 8) Her father doesn't allow her (go) to the cinema alone. 9) We expect our team (win) next game. 10) That is too difficult for you to do, let me (help) you.

3. Переведите на английский язык.

- 1) Я хочу, чтобы ты мне помог. 2) Я надеюсь, он придет вовремя. 3) Не смей меня. 4) Он не слышал, как она вошла в комнату. 5) Я знаю, что он учится здесь. 6) Никто не заметил, как он вышел. 7) Не разрешайте детям играть на улице. 8) Я слышал, как открылась дверь. 9) Отец посоветовал мне поступить в этот университет. 10) Давайте я вам помогу.

**Практическое занятие №62 Обучение монологической речи: сообщения на тему
«Средства массовой информации в России»
("The mass media in Russia")**

1.



2. Study the words.

Types of films:

- thriller
- science fiction
- musical
- history
- fantasy
- adventure
- animation
- western
- romance
- action
- superhero
- horror

commenting on films:

- interesting
- excellent
- entertaining
- funny
- exciting
- scary
- romantic
- boring
- disappointed
- impressed
- a must-see
- a waste of time

3. Which type of film do/don't you like? Why?

Образец: I prefer *action films* because they are *exciting*. I don't like *thrillers*. They are *scary*.

4. Read the text. Study the underlined words.

Mass Media

Nowadays information communication is an important part of our life. Mass media has become an integral part of modern people's life. People live with a constant necessity of getting new information. People need information in order to keep up with the whole world around them — with vogue, new trends of life, discoveries and inventions.

Let's concentrate on one of mass media branches — television. As we know, it appeared much later than such kinds of mass media as radio, newspapers and magazines. Nowadays almost everybody has got at least one TV-set at home. Television now plays an important role in our life. It takes a steady place in our daily timetable.

On the one hand, TV keeps people informed of current events; TV gives us wonderful possibilities for education. We can choose any programme according to our interests, mood

and needs. There is a great amount of channels which are specialized in various spheres. It can be the sphere of politics, news, sports, animals, soap operas, art, talk-shows, cartoons, educational programmes, music, fashion and many others. Such channels as "Discovery", "Animal Planet", "365", enrich our knowledge in different fields.

The second advantage of watching television is that it gives families an opportunity to spend some time together. Nowadays adults are often too busy to give enough attention to their children. When they come home from work in the evening, so tired and exhausted, — the only possible way to relax for many is just lay on the sofa in front of TV. In such situations it's high time to choose a family comedy and see it together. So, watching TV helps us to relax and forget about it all — work, worries and problems.

Television is a great source of entertaining. Every day there is a wide choice of films and serials on TV — detectives, dramas, comedies, action films, thrillers, horrors, cartoons and others. If you have some spare time, switch on your TV-set and see a good movie with famous and talented actors or actresses, like Johnny Depp, Robert De Niro, Nicole Kidman, Julia Roberts or Dakota Fanning. Nowadays you are not limited in your choice, for even if there is no film you'd like to see in a TV-programme, you can always see it on DVD or download it in the Internet.

However, watching television has its negative side. It is well-known that television may turn to be harmful for our health. Spending too much time in front of a TV screen may affect our eyesight badly. There are many cases when children become TV-addicted. Every spare minute they try to switch the TV on. Nowadays some TV programmes and films include a lot of violent scenes that can have a negative influence on a child's psychic development.

Answer the questions.

1. What advantages of watching television can you name?
2. What kinds of mass media do you know?
3. Name the negative sides of watching television.
4. What kinds of mass media do you prefer?
5. What kind of TV-programme do you watch?

Практическое занятие №63 «Модальные глаголы (Can, May, Must)»

Краткие теоретические материалы по теме практической работы:

Для работы с данной практической работой пользуйтесь учебным изданием Агабекян И. П. Английский язык. Ростов на Дону «Феникс» 2008 г. стр.140-142

Modal verbs (Модальные глаголы)

Модальный глагол	Модальное значение	Примеры
Can	1. Способность, возможность, умение	He can speak English. Can you do it?
	2. Сомнение, предположение.	It can rain. Can they be home?
May	1. Возможность, разрешение.	May I come in? – Yes, you may.
	2. Сомнение, предположение.	It may rain. They may come soon.
Must	1. Необходимость.	You must know your subject. He must try to do the work.
	2. Предположение (уверенность).	She must be still working. This must be your coat.

Mustn't	3. Запрещение.	You mustn't go out today.
----------------	----------------	---------------------------

1. Прочитайте и переведите следующие предложения:

1. They **must** study English. 2. He **can** play the piano very well. 3. You **may** read this book. 4. **Must** we discuss the price now? 5. **Can** I speak to Mr. Belov? 6. - **Can** your son speak English? - Yes, he **can**. 7. - **May** I sit down? - Yes, please. 8. - **May** I open the window? - No, you **mustn't**. 9. - Who **can** translate this letter? - I **can**. 10. - **Must** I answer the letter now?

2. Сделайте данные предложения отрицательными.

1. You must go to bed now. 2. You must read this book. 3. I must go. 4. You must use a calculator. 5. He can speak Spanish. 6. They can use a computer.

3. Сделайте данные предложения вопросительными.

1. You must cross the street when the light is red. 2. He can play hockey. 3. My father can drive a car. 4. He may open the window. 5. Dan can play the piano.

4. Составьте предложения из следующих слов.

1. Bill/ here/ stay/ can. 2. Children/ must/ after/ you/ small/ look. 3. they/ come/ soon/ may? 4. school/ to/I/ go/ must. 5. the/ must/ after/ children/ not/ midnight/ watch TV. 6. I/ come in/ may?

5. Вставьте по смыслу must/ mustn't в правила поведения на уроке.

1. The students ... shout in the classroom. 4. They ... do their homework every day. 5. They ... eat at the lessons. 6. They ... be punctual: they ... be late, they ... come on time. 7. They ... tell the teacher if they don't understand the lesson. 8. They ... listen to their teacher. 9. They ... talk with each other during the lesson.

6. Используя данные ситуации, выразите просьбу с помощью глагола can.

Образец: Ask a friend if you can use his telephone. - Can I use your telephone?

1. Ask your friend to phone you back tomorrow. 2. Ask your friend to help you. 3. Ask your father if you can drive his car. 4. Ask your aunt to look after your younger brother.

7. Вставьте вместо точек глаголы can, may, must.

1. I'm feeling cold. ... you turn the fire on? 2. The restaurant is full today. ... I sit here at your table? 3. I must phone home. ... I use your telephone? 5. It is very hot. ... I open the window? 6. Sorry, I'm late. ... I come in? 7. On weekends we ... go to the parks, theatres, museums. 8. We ... do our homework. 9. We ... help our parents. 10. He ... read and paint.

8. Переведите предложения на английский язык, используя модальные глаголы.

1. Ты можешь открыть этот ящик. Ты сильный. 2. Я не умею плавать. 3. Я должен идти в колледж. 4. - Можно курить здесь? - Нет, нельзя. 5. Я могу читать очень быстро. 6. Я должен хорошо учиться. 7. Том не может прийти к нам, он болеет. 8. Вы должны прочитать эту книгу.

Практическое занятие №64 “Чтение и перевод текста „Foreign languages in modern life“

- 1. Look at the list of words in A,B,C, columns. Give the title to each column choosing from the following: Countries, People, Capitals.**

A	B	C
The USA	Germans	Wellington
Belgium	New Zealanders	Berlin
Canada	Australians	Canberra
Denmark	Dutch people	Amsterdam
Greece	Danes	Copenhagen
Germany	Americans	Brussels
The Netherlands	Greeks	Athens
Australia	Canadians	Ottawa
New Zealand	Belgians	Washington

The information about countries is completely mixed up. Match the words from the A,B,C, columns correctly.

2. Tick the reasons why you study English, write them and translate into Russian.

- I study English because I'll need it for my future education.
- I study English because my parents want me to study this foreign language.
- I study English because I want to have good marks.
- I study English because I want to read English books in the original.
- I study English because it is very useful for traveling.
- I study English because I want to watch TV programmes on the BBC channel.
- I study English because I want to make friends in different countries.
- I study English because I want to be able to order meals in a restaurant when I am abroad.

3. Прочитайте текст. Выпишите из него предложения, в которых встречаются следующие слова и выражения, переведите их на русский язык.

to know foreign languages, absolutely necessary, one of the official languages, need for work, people from other countries, native speakers, a mother tongue, world's scientific literature, learning a foreign language, take a lot of time, educated man, good specialist

Foreign languages in our life.

Learning a foreign language isn't an easy thing. Nowadays it's especially important to know foreign languages.

Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a long and slow process that takes a lot of time and efforts. Over 300 million people speak it as a mother tongue.

The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology.

The great German poet Goethe once said, «He, who knows no foreign language, doesn't know his own one ». That's why in order to understand oneself and environment one has to learn foreign languages.

I think, that to know English today is absolutely necessary for every educated man, for every good specialist.

Практическое занятие №65 “Заменители модальных глаголов (ought to, have to, to be allowed, would, need, should).”

Модальные глаголы	Заменители
Can -1) физическая способность 2) разрешение или запрет 3) просьба Could- прошедшее время + вежливая форма	to be (am, is, are) able to - быть в состоянии will be able to- в будущем
May -1) разрешение или запрет, данные другим человеком, законом 2) вероятность или предсказание Might- прошедшее время – меньшая вероятность того, что событие произойдет или произошло	will be allowed to – получить разрешение (в будущем)
Must – 1) обязанность, настоятельная	have to- должен (по обстоятельствам),

рекомендация 2) уверенность в происходящем	пришлось сделать had to - прошедшее время ought to\should (употребляется чаще) - 1) обязанность, совет 2) уверенность 3) – сожаление, упрек
Would – 1) вежливая просьба 2) повторяемость действий в прошлом 3) нежелание совершить действие («он никак не хотел»)	
Need – нужно, надо (в отрицательных предложениях «вам не нужно»)	

Задание 1. Переведите предложения на русский язык.

1. We have to stay at home. 2. He was allowed to take this book. 3. Who is able to do this work? 4. He had to leave for Moscow earlier. 5. Am I allowed to visit you? 6. They were able to do this work in time. 7. I have to come in time. 8. Are you able to drive a car? 9. We are allowed to stay at home. 10. I have to see him. 11. She had to stay at home because she did not feel well. 12. You needn't do it. 13. Could you help me with the translation? 14. You should work more seriously. 15. He had to go.

Задание 2. Вставьте необходимые модальные глаголы.

1. I ... not go to the theatre with them last night, I ... revise the grammar rules and the words for the test. 2. My friend lives a long way from his office and ... get up early. 3. All of us ... be in time for classes. 4. When my friend has his English, he stay at the office after work. He ... not stay at the office on Tuesday, Thursday and Saturday and ... get home early. 5. ... you ... work hard to do well in your English? 6. "... we discuss this question now?" "No, we We ... do it tomorrow afternoon." 7. I'm glad you ... come. 8. "... you come and I have dinner with you tomorrow?" "I'd love to." 9. "Please send them this article." "Oh, ... I do it now?"

При выполнении заданий 3-4 рекомендуется пользоваться учебным пособием *Безкоровайная Г. Т., Койранская Е. А., Соколова Н. И., Лаврик Г. В. Planet of English: учебник английского языка для учреждений СПО. — М., 2014. с. 198-200*

Задание 3. Преобразуйте предложения с модальными глаголами в прошедшее время, начиная с данных слов. Используйте **could, had to, was to, was allowed to**.

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

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

Задание 4. Преобразуйте предложения с модальными глаголами в будущее время, начиная с данных слов. Используйте **will be able to, will be allowed to, will have to**.

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

- 1) He can't get the tickets. (Он не может достать билеты.) – I'm afraid ...
- 2) You may use my camera. (Ты можешь пользоваться моей камерой.) – Tomorrow ...

- 3) I am to wait for him at the airport. (Мне нужно подождать его в аэропорту.) – Next Sunday ...
- 4) You must tell me the truth. (Ты обязан рассказать мне правду.) – Very soon ...
- 5) I have to take these pills 3 times a day. (Мне нужно пить эти таблетки 3 раза в день.) – Tomorrow ...
- 6) I can read this book in Italian. (Я могу прочитать эту книгу на итальянском языке.) – In two years ...

Практическое занятие №66 Контрольная работа №9 Модальные глаголы

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

H-p: don't / to / I / answer / have / questions / your. – I don't have to answer your questions. (Я не обязан отвечать на ваши вопросы.)

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. not / jeans / you / must / wear / to / school.
8. better / we / find / a / should / job.
9. too much / you / salt / and / eat / sugar / shouldn't.
10. he / manners / improve / his / needs to.
11. needn't / you / complain.

2. Вставьте подходящие модальные глаголы (must, may, can, need, to have to, to be able to).

1. You ... not come to help them tomorrow: the work is done.
2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it.
3. ... you help me now? — I am afraid not: I am in a great hurry.
4. John ... not tell us the rules of the game: we know them.
5. It is already six o'clock. We ... hurry if we don't want to be late.
6. ... you translate this text into English? — I think I
7. How do you feel when you ... take a test? — I'm always a little frightened and unhappy.
8. She ... decorate a room nicely.
9. We ... not afford to pay the bill.
10. He's got a lung problem and he ... go to hospital every two weeks.
11. You ... take medicine three times a day before meals.

3. Выберите в скобках правильный вариант модального глагола. Переведите получившиеся предложения.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. Take an umbrella. It ... (may/can) rain.
6. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
7. You ... (may/must) finish the article as soon as possible.
8. Lara ... (can/might) get a playstation for her birthday.
9. You ... (must not/needn't) read in the dark.
10. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
11. The fridge is full, so we ... (must not/needn't) go shopping.

12. I ... (can't/needn't) believe it! You ... (have to/must) be joking.
13. What time do we ... (should/have to) be at the railway station?
14. Don't wait for me tonight. I ... (might/must) be late.
15. I ... (maynot/can't) watch this film. It's too boring.
16. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
17. You look very pale, I think you ... (need/should) stay at home.
18. ... (Could/Might) you, please, pass me the mustard?

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

Например: Bob can't dive. (Боб не умеет нырять.) – Last year Bob couldn't dive. (В прошлом году Боб не умел нырять.)
 You must show your identity card here. (Ты должен показать удостоверение личности здесь.) – Last night ...
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 Victor has to call his mother. (Виктору нужно позвонить своей маме.) – Yesterday ...
 You don't need to paper the walls. (Вам не нужно оклеивать стены обоями.) – Yesterday ...
 She is to be at the office at 9 a.m. (Ей нужно быть в офисе в 9 утра.) – Last Friday ...
 You must not tell lies. (Ты не должен лгать.) – Last night ...

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

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

6. Переведите на английский язык.

1. Вы должны бросить курить.
2. Ты можешь решить эту проблему.
3. Тебе следует навестить своего больного друга.
4. Не хотите еще чая?
5. Я вынужден был сделать это.
6. Я бы хотел пойти с тобой.
7. Ты можешь делать все, что хочешь.
8. Ольге нужно уделить больше внимания занятиям по английскому языку.
9. Я не уверен, но возможно он неправ.
10. Ему разрешили взять машину своего отца в прошлую пятницу.
11. Я могу считать до 50 на испанском.

Практическое занятие №67 Интернационализмы. Многозначность слова

Интернациональные слова - лексические единицы в разных языках, имеющие сходную (звуковую и/или графическую) и одинаковое значение. Очевидно, что они появились в

результате заимствования этих слов одним языком из другого, либо путем заимствования их обоими языками из какого-то третьего.

Parliament - парламент

contrast - контраст

mayor - мэр

computer - компьютер

Как правило, перевод таких слов не вызывает затруднений, наоборот, они часто выполняют в тексте роль своего рода "подсказок", с их помощью легче понять смысл целого, даже если не все слова в тексте знакомы. Проблема возникает в тех случаях, когда у интернациональных слов есть чисто русские синонимы, а выбор между двумя синонимами будет зависеть от характера текста и его адресата.

injection – инъекция, укол

hotel – отель, гостиница

image - имидж, образ

По соотнесенности значений интернациональные слова можно разделить на три основные группы:

1. слова, полностью совпадающие по значению, например: *egoism*, *party*, *physics*, *gas*, *metal*, *mineral* и многие другие. Значение этих слов можно легко понять без словаря, зная, какой частью речи они являются;

2. слова, имеющие в английском языке более широкое значение и сферу применения, чем в русском (многозначные слова). В русском языке такие слова употребляются, как правило, лишь в одном значении, например:

address — 1) адрес; 2) обращение, речь; *v* — обратиться

finish— 1) финиш (в спорте); 2) окончание, отделка; *v*— 1) заканчивать; 2) отделять

operation— 1) операция; 2) работа, действие

occupation— 1) оккупация; 2) род занятий, работа

control — 1) контроль; 2) управление, регулировка; *v* — управлять (реже -контролировать)

Таким образом, если известное значение интернационального слова не подходит в данном контексте, следует обратиться к словарю и отыскать в нем то значение, которое наиболее правильно передаст его смысл.

3. слова, сходные по звучанию, но имеющие совершенно различные значения в русском и английском языках, так называемые «ложные друзья переводчика», например:

accuracy точность (а не аккуратность)

camera фото(кино)аппарат (а не камера)

data данные (а не дата)

fabric ткань, изделие (а не фабрика)

graph график, диаграмма (а не графа)

graphic наглядный, графический (а не график)

instance пример, случай и др. (а не инстанция)

list список, перечень (а не лист)

magazine журнал, склад боеприпасов (а не магазин)

principal главный (а не принципиальный)

Семантическая структура многозначного слова, как правило, нелинейна, в ней сложно отделить значения от оттенков, дополнительных и ассоциативных значений и т. д. Принято считать, что *основным значением* слова является то, которое на данном отрезке времени чаще всего ассоциируется с данным звукографическим комплексом в сознании большинства носителей. Так, слово *room* прежде всего связывается со значением *part of a flat*, а значения *space* (*no room to drop an apple*) и *possibility* (*There's always room for improvement*) возникают только в определенных контекстуальных условиях.

1. Найдите эквиваленты интернациональных слов

Hospital

медицина

Profession

любимое занятие

Medicine	ветеран
Hobby	героизм
Guitar	медицинский
Veteran	инженер
Patriotic	технический
Heroism	лига, союз
Pensioner	больница
Medical	радио
Engineer	техник
Student	результат
Technical	кузина
League	патриотический
Radio	пенсционер
Result	студент
Cousin	профессия
Technician	гитара

2. Переведите словосочетания на русский язык

forged documents (papers), pure invention, cup final, to provide gas (for a village), great invention, carpenter's tools, domestic policy, classified information, the electorate, fabricated account, fake report, generation gap, leading paper, walking library, mass media, to shape a personality, off-hand manner, organized-crime figures, package plan (tour), process shooting, public relations officer, of fashionable cut (style)

Практическое занятие №68 Суффиксы и префиксы глаголов

Краткие теоретические материалы по теме практического занятия.

Словообразование (word formation) — это образование новых слов при помощи приставок, суффиксов, сложения основ и других способов. Если вы знаете, как устроено словообразование в английском языке, понимаете значение основных приставок и суффиксов, вам будет куда проще пополнять словарный запас, читать, понимать английскую речь, потому что значение огромного количества слов вы будете угадывать без словаря. В английском языке имеется несколько способов словообразования:

1. конверсия (образование новых слов без изменения их написания и произношения)
2. словосложение (образование слова путем сложения двух слов в одно)
3. изменение ударения в слове (и получение слова другой части речи)
4. аффиксация (прибавление к корню суффикса или префикса), хотелось бы подробнее остановиться на аффиксации.

Аффиксация — один из самых распространенных способов словообразования. Она представляет собой образование новых слов от основ существующих слов при помощи аффиксов (суффиксов и префиксов). По положению относительно корня словообразовательные аффиксы подразделяются на стоящие перед корнем — *префиксы*, после корня — *суффиксы*.

Префиксы (приставки) изменяют значение слов, но само слово при этом не переходит в другую часть речи. Зная наиболее употребительные приставки, вы сможете угадывать значение образованных с их помощью слов, если, разумеется, знаете исходное слово.

Суффиксы служат для образования одной части речи из другой. Зная какие суффиксы для какой части речи характерны, вы будете легко понимать, какая перед вами часть речи, соответственно это облегчит понимание слова.

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ СУФФИКСЫ ГЛАГОЛОВ		
СУФФИКС	ЗНАЧЕНИЕ	ПРИМЕР
(сущ. +) -ize	делать(ся) таким, как на то указывает основа	summar ize суммировать
(прил. +) -en		harden <i>делать(ся) твердым</i>
(сущ. +) -ify, -fy	превращать в, делать то, на что указывает основа	gas ify превращать(ся) в газ; electr ify электризовать
(сущ. +) -ate	подвергать воздействию, превращать в то, на что указывает основа	vaccin ate делать прививку; granul ate гранулировать
-er		whisper шептать
-ish		establish устанавливать

НАИБОЛЕЕ УПОТРЕБИТЕЛЬНЫЕ ПРЕФИКСЫ И ИХ ЗНАЧЕНИЯ				
ОТРИЦАТЕЛЬНЫЕ ПРЕФИКСЫ		ДРУГИЕ ПРЕФИКСЫ		
ПРЕФИКС	ПРИМЕР	ПРЕФИКС	ЗНАЧЕНИЕ	ПРИМЕР
un-	unable <i>неспособный</i>	re- (+ гл.)	вновь сделать то, на что указывает основа	remake <i>перделывать</i>
in-	inactive <i>бездейственный</i>			
im-	impossible <i>невозможный</i>	en-, em- (+ гл.)	придавать качество	embody <i>воплощать</i>
il-	illegal <i>незаконный</i>			
ir-	irregular <i>неправильный</i>	over- (+ гл.)	избыточная степень качества или выполнения действия	overproduce <i>перепроизводить</i>
mis-	misunderstand <i>неправильно понять</i>			
dis-	disapproval <i>неодобрение</i>	under- (+ гл.)	недостаточная степень качества или выполнения действия	underestimate <i>недооценивать</i>

Практические задания

1. Form the verbs. Translate them into Russian:

-en: light, wide,

-ate: loc(al), centre,

-ize: character, special

-ify: electr(ic)

en-, em- :joy, strength, power, able

re-: make, build

over-: come, look

under-: line, take

2. Form the nouns from the verbs using the following suffixes. Translate them into Russian:

a) с помощью суффикса - *ance*

to assist – помогать, ассистировать

to perform – представлять

to enter – входить, поступать
 d) с помощью суффикса - **age**
 to press – давить
 to leak – протекать
 to break – ломать
 to shrink – уменьшать, сокращать
 e) с помощью суффикса - **ence**
 to exist – существовать
 to depend – зависеть
 to differ – различать
 to convenient – удобный

3. Determine the part of the speech in the following words and translate them:

Achievement - achieve, assistance - assist - assistant, celebration - celebrate, develop - development, act - active - activity, contain - container, discover - discovery - discoverer, graduate - graduation - undergraduate, educate - education, act - action - activity - active, govern - governor - government.

Практическое занятие №69 «Работа с лексическим материалом по теме «Профессиональные навыки»

Vocabulary:

unemployed	vacancy	position	claim
employment	salary	qualified	calling
fill a position	find a position	apply	job
no skilled position	education	advertisement	employer
to make an appointment	experienced	department	head
responsibilities, duties	job hunting	join the company	at a salary of
to cancel an appointment	employee	insurance	skills
full-time employment			
part-time employment			
work in the capacity of			

1. Fill in the correct word.

Profession, job, career, occupation

1. Her as a dancer came to an end when she broke her leg.
2. My father has been unable to find a for the past two years.
3. You must write your name , age and On the application form.
4. John is a doctor by , and has his own practice in London.

2.Fill in with words in brackets.

1. A (n) repairs car engines, whereas(n)..... Uses scientific knowledge to develop machines. (mechanic/engineer)
2. A(n)..... is responsible for the preparation and publication of a newspaper, book or magazine, while a (n)..... prints them ready to be sold/(publisher/editor)
3. Work on beaches or in swimming pools and save people from drowning, but Are hired to protect famous people.(lifeguards/bodyguards)
4. work in places from which you can buy books, whereas Work in places from which you can borrow books.(librarians/ booksellers)
5. A writes articles for newspapers or magazines, while a presents news stories on television or radio. (journalist/newsreader)
6. An is a scientist who studies the stars and planets, but an Makes predictions by studying the positions of stars and planets. (astrologer/astronomer)

7. A informs people about the weather on the TV or radio, whereas a Studies weather conditions so that the weather forecast can be given.
(weather presenter/meteorologist)
8. catch fish which are then sold to who sell them in their shops.
(fishermen/fishmongers)

3 Here's a list of adjectives describing qualities certain professions need. Read the sentences and fill in the correct adjective.

Persuasive, brave, creative, patient, intelligent, polite, accurate, fair, friendly

1. Salespeople need to be to get people to buy their products.
2. A scientist has to be in order to understand complex theories.
3. Receptionists should be in order to make people feel welcome.
4. Surgeons must be very.....as they should not make mistakes in their work.
5. A shop assistant has to be, even when dealing with a rude customer.
6. Lifeguards have to be as they often find themselves in dangerous situations.
7. Teachers need to be very as students sometimes take a long time to learn things.
8. Judges should be and give all the evidence equal consideration.
9. Fashion designers should be very so that they can come up with new designs.

4. Guess his or her job

1. He writes articles for newspapers and magazines.

A) journalist; B) newsreader; C) butler

2. She comes here in the morning to tidy up the place.

A) cleaner; B) tutor; C) librarian

3. He designs roads and bridges.

A) builder; B) engineer; C) mechanic

4. He keeps and checks financial statements.

A) yard keeper; B) accountant; C) mechanic

5. He operates on people to save their lives.

A) psychologist; B) surgeon; C) vet

6. He cries «Cut!» when shooting a film.

A) film director; B) cameraman; C) actor

7. This person makes bread and cakes for sale.

A) butcher; B) baker; C) cashier

8. This person helps people with mental disorders and human problems.

A) teacher; B) porter; C) psychologist

Практическое занятие №70 Обучение письменной речи: составление автобиографии, резюме, заявления о приеме на работу.

1. Study following words, find Russian equivalents.

good organizational skills, to work independently, using initiative, to work as part of a team, qualifications, work experience, general office administration, interests, employment, personal details, previous jobs, to be looking for a job, education, to quit, to retire, to manage a staff of 8 people, to earn, unemployed, vacancy, fee, abilities, date of birth, position, fill a position, salary, nonskilled position, applied upon request, to make an appointment, to cancel an appointment, find a position образование – education, apply, advertisement, responsibilities, duties, graduated with high honors, experienced, department, till present, job hunting, join the company, full-time employment, part-time employment, work in the capacity of, employer, marital status, married, single, divorced, widowed, language, fluent English, good French, beginning French, intermediate German, advanced English, native Russian

Автобиография – это документ, который содержит описание основных этапов жизненного пути автора. Данный документ предполагает изложение информации от первого лица единственного числа в свободной форме. Автобиография на английском соответствует общей структуре автобиографии:

- наименование документа (Autobiography);
- ФИО автора, дата и место его рождения;
- место/а учебы, работы в хронологической последовательности;
- семейное положение и состав семьи;
- сведения о судимости;
- адрес проживания;
- дата составления документа;
- подпись.

Также в текст можно добавить хобби, сведения о наградах, грамотах, достижениях в учебе / работе. **Ссылки по теме «Автобиография» :**

<http://working-papers.ru/avtobiografia-obrazec.html>

Автобиография в военкомат — <http://working-papers.ru/avtobiografija-v-voenkomat>

Автобиография в МВД — <http://working-papers.ru/avtobiografija-v-mvd>

Автобиография на госслужбу — <http://working-papers.ru/avtobiografija-na-gossluzhbu>

Автобиография студента — <http://working-papers.ru/avtobiografija-studenta>

Автобиография ученика — <http://working-papers.ru/avtobiografija-shkolnika>

Пример автобиографии на английском языке, который можно использовать в качестве шаблона для составления своей биографии:

AUTOBIOGRAPHY

My name is Tatyana Belyaeva. I was born on May 10, 1985 in Moscow. From 1992 till 2002 I studied at school № 133 in Moscow. From 2002 till 2007 I studied at Plekhanov Russian University of Economics, Department of Finance.

From 2007 till the present I have been working for Planet, LTD in position of Regional Sales manager.

Unmarried.

My father, Victor Belyaev, born in 1960, works as a director of marketing for D&G, LTD.

My mother, Elena Belyaeva, born in 1962, works as a teacher of Math in school № 141.

My address: 147 Pushkin Street, apt. 156.

30 March, 2013

Belyaeva

T. Belyaeva

Правила составления резюме на английском

В отличие от русскоязычных, резюме на английском языке имеет несколько деталей. Так, в начале справки слово «Resume» не пишется, а сразу указывается имя и фамилия. После этого пишутся контактные данные: почтовый адрес, индекс, номер телефона и электронная почта. Обратите внимание, что почтовый адрес начинается с названия улицы, а город указывается после. Пример:

Petr Sidorov

Petrova, 241, apt. 28

Moscow, 257048

(495) 658-12-43

petrsidorov@mail.com

После этого указываются персональные сведения (***Personal Data***): дата рождения, семейное положение, количество детей (если есть). К примеру:

Date of birth: 04/16/1981

Marital status: married

Затем, как правило, пишется цель (***Objective***), с которой вы устраиваетесь на работу, сфера деятельности и перечисляются интересующие должности. После в хронологическом порядке располагаются сведения об основном и дополнительном образовании. Например:

Education and Qualifications

Basic:

2002-2007: Moscow State University

Philology Department

Philologist

Additional:

2005: Professional Education College

Computer Operator – Certificate

Далее следует наиболее важный и информативный блок резюме – об опыте работе (***Work Experience***), который заполняется в следующем порядке: период занимаемой должности, компания или фирма, должность и обязанности. К примеру:

2008-2013: Sapora Inc., Logistics Manager, shipment database maintenance

Затем пишется раздел «Навыки» (***Personal skills***), где указываются различные умения, и навыки владения компьютером, языками, а также личностные качества и характеристики. К примеру:

excellent oral communication skills – отличные навыки устной коммуникации

basic English – базовый английский

expertise in human relations – знание управления персоналом

В самом конце можно рассказать о своих публикациях (***Publications***), наградах (***Awards***) и рекомендациях (***References***). Все это входит в раздел ***Additional information***

Такая последовательность представления информации не является строго регламентируемой. Это всего лишь один из удачных вариантов. Вы можете менять пункты местами. Так, если у вас нет опыта работы, но вы считаете, что большее значение для работодателя будет иметь ваше образование, то ставьте именно этот пункт ранее, чем информацию о стаже работы. А если у вас наоборот, диплом не так важен, а в приоритете богатый опыт деятельности, то лучше в первую очередь указать именно этот блок.

CV or resume?

In the UK and European countries (France, Italy, Spain) the term CV (*curriculum vitae*) is used.

In the USA, Australia and Canada the term resume is used instead of CV.

1. Study the example resume

CV

PERSONAL INFORMATION Ivan Ivanov 198, Zelenaya Street, apt. 85 St Petersburg, 191194, Russia Phone: +7 812 273 10 50 Date of Birth: 25.08.1972 Marital Status: married

OBJECTIVE Obtain employment in the field of public relations that will allow me to use my ability to work with people and take advantage of my knowledge of English.

EDUCATION St.Petersburg State University 1988-1995 Diploma in English and French. Qualified as English interpreter.

WORK EXPERIENCE Assistant, Interpreter of Director General Insurance Co.Rodina Ros.

April 1995-till now Duties: schedules of meetings, appointments and recording of the personnel, interpreting and translation of documents.

January - March 1993 Personal assistant and secretary to Mr. Ron Black at the office of Operation Carelift. Mr. Black, a former member of the Pennsylvania House of Representatives supervised the activities of this NGO in distributing humanitarian assistance in St. Petersburg. Duties: interviewing and screening Russian organization which applied for humanitarian assistance, arranging and supervising of deliveries of children's shoes and boots in St.Petersburg, scheduling of the drivers and Russian personnel.

LANGUAGES *ENGLISH* Fluent reading, writing and speaking ability. Qualified as interpreter and translator. *FRENCH* Good reading and translating ability. *GERMAN* Rudimentary conversation German acquired during several visits to Germany.

OTHER SKILLS HOBBIES & ACTIVITIES Computers, Microsoft Word and Excel Typing, fax, Xerox. Theatre, music, tourism, tennis.

REFERENCES Mrs. Elena Sidorova, Associate Mr.Homer Green, Manager professor St.Petersburg, Anglo-American School State University 11, US Consulat General Universitetskaya Nab. St.Petersburg St.Petersburg Phone: +7 812 325 63 00 Phone: +7 812 298 90 00

2. Study the example and fill in the form.

Personal details

First name(s):	Anna I.
Second name	Andreeva
Street	Paveletskaya, 45 - 78, Postal code: 123456
City	Moscow
Country	Russia
Telephone, E-mail	+7495 123 45 45, a.andreeva@yandex.ru
Date of birth	01.01.1990
Place of birth	Moscow, Russia
Nationality:	Russian

Здесь имеется ввиду Ваше гражданство. Например, если вы живете в Украине, то надо указать Ukrainian.

Languages: Russian, English

3.Study the resume ex.1 and Безкоровайная Г. Т., Койранская Е. А., Соколова Н. И., Лаврик Г. В. Planet of English: учебник английского языка для учреждений СПО. — М., 2014., p 248-249. **Write your own resume.**

Практическое занятие №71 «Чтение и перевод текста по теме»

1. Read the following international words and guess their meaning. Mind the stress.

Materials	manufacture	product
Type	composite	group
Substance	nature	plastics
Energy	biological	process
micro-structure	metal	mineral
silicate	practical	object
construction	synthetic	molecule
polymer	elastomer	original
electricity	temperature	

2. Match English and Russian equivalents.

- | | |
|------------------------------------|---------------------------------|
| 1. solid substances | a) извлеченные материалы |
| 2. natural materials | b) колебаться в пределах |
| 3. to return to the original shape | c) твердые вещества |
| 4. dimension stone | d) минеральные соединения |
| 5. extracted materials | e) содержать большое количество |
| 6. to range from | f) вернуться в исходную форму |
| 7. mineral compounds | g) природные материалы |
| 8. to contain a large amount | h) штучный камень |
| 9. railroad tie | i) цепочка молекул |
| 10. chain of molecules | j) рельсовая шпала |
| 11. semiconductor | k) проводник |
| 12. conductor | l) полупроводник |

3. Read the text carefully and translate it into Russian .

Text A. Modern Building Materials: Classification

Materials are solid substances of which manufactured products are made. A variety of materials are used in different products. Basic types of materials range from wood, which has been used for thousands of years, to composite materials, which are still under development. Materials belong to two groups: (1) natural materials and (2) extracted materials. Natural materials, which include stone, wood, and wool, are used much as they occur in nature. Extracted materials, such as plastics, alloys (metal mixtures), and ceramics, are created through the processing of various natural substances.

Natural materials generally are used as they are found, except for being cleaned, cut, or processed in a simple way that does not use much energy. Natural materials include stone and biological materials. Certain types of rock are extremely strong and hard, and are therefore used as building stone. There are two types of building stone—crushed stone and dimension stone. Biological materials are substances that develop as part of a plant or animal. Common plant materials include wood and various fibers such as cotton. Animal materials include leather and fibers such as wool. Wood is a valuable biological material because of its strength, toughness, and low density. These properties make wood an excellent material for thousands of products, including houses, sailboats, furniture, baseball bats, and railroad ties.

Extracted materials are created through processes that expend a great deal of energy or alter the microstructure of the substances used to make the materials. Extracted materials include ceramics, metals and their alloys, plastics, rubber, composite materials, and semiconductors. Ceramics include such everyday materials as brick, cement, glass, and porcelain. These materials are made from mineral compounds called silicates, including clay, feldspar, silica, and talc. People have used such metals as copper, gold, iron, and silver for thousands of years to make various practical and decorative objects. Today, metals are important in all aspects of construction and manufacturing. Plastics are synthetic materials made up primarily of long

chains of molecules called polymers. There are two basic types of plastics: (1) thermosetting plastics (usually called thermosets) and (2) thermoplastics. Rubber is made up of elastomers, polymers that stretch easily to several times their length and then return to their original shape. Engineers may artificially combine various materials to create a new composite material. Many composite materials contain a large amount of one substance to which fibers, flakes, or layers of another substance are added. Semiconductors are materials that conduct electricity better than insulators, but not as well as conductors, at room temperature.

Notes:

processing – обработка

toughness - жёсткость, прочность

porcelain – фарфор

feldspar - полевой шпат

insulator - изоляционный материал

4. Decide which statements are true and which ones are false.

1. Composite materials have been used for thousands of years.
2. Extracted materials are used much as they occur in nature.
3. Stone belongs to natural materials which are widely used in the construction industry.
- 4 Brick, cement, glass, and porcelain are natural materials which are made from mineral compounds
5. People have used such metals as copper, gold, iron, and silver for thousands of years to make various practical and decorative objects.
6. Insulators are materials that conduct electricity better than semiconductors, but not as well as conductors, at room temperature.

5. Complete the sentences.

1. Basic types of materials range from wood to
2. Natural materials, which include stone, wood, and wool, are used much as they...
3. Certain types of rock are extremely strong and hard, and are therefore used as
4. These properties make wood an excellent material for thousands of
5. Today, metals are important in all aspects of ...
6. People have used such metals as copper, gold, iron, and silver for thousands of years to make ...

6. Answer the questions on the text.

1. What are materials? 2. What groups do materials belong to? 3. How are natural materials generally used? 4. Do natural materials include alloys and plastics? 5. Extracted materials are created through processes that expend a great deal of energy or alter the microstructure of the substances used to make the materials, aren't they? 6. How long have people used such metals as copper, gold, iron, and silver? 7. What materials conduct electricity better than insulators?

Практическое занятие №72 «Условные предложения»

Краткие теоретические материалы по теме практического занятия

Типы условных предложений в английском языке:

- **Type 0** – тип условных предложений, в которых описываемые события, явления, вещи являются истиной, фактом (научным, общеизвестным). Они **реальны**.
- **Type 1** – тип условных предложений, в которых описываются события будущего времени, они **реальны и возможны**.
- **Type 2** – тип условных предложений, в которых описываемые события относятся к настоящему или будущему, но они **нереальны**.

- **Type 3** – тип условных предложений, в которых события относятся к прошедшему времени, они могли произойти, но не произошли.

Condition (условие)		Subordinate clause (придаточное предл.)	Principal clause (главное предл.)	Translation (перевод)
Real	Present/Future (Type 0)	Present Simple	Present Simple	Без частицы бы
		If (when) my uncle comes ,	we talk about poetry.	
		If I need money,	I borrow from my friend	
	Present/Future (Type 1)	Present Simple/Cont.	will + Infinitive	
		If it looks like rain,	we'll stay at home.	
		If I have more time, If he is working on Friday,	I'll come over. he won't be able to go with us.	
Unreal	Present/Future (Type 2)	Past Simple/Cont.	would/could/might + Infinitive	С частицей бы
		If I were you,	I would go there myself	
		If I had more time,	I would come over.	
		If you knew him better	you wouldn't think so.	
		If it were not raining ,	I could go out .	
	Past (Type 3)	Past Perfect	would/could/have + Participle II	
		If you had gone there, If it hadn't been so hot last summer,	you would have seen him we could have gone to the South.	

Практические задания

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

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

- 1) If he ... (practice) every day, he ... (become) a champion. (Если он будет тренироваться каждый день, он станет чемпионом.)
- 2) She ... (help) us if we ... (ask). (Она поможет нам, если мы попросим.)
- 3) If they ... (have) enough money, they ... (open) a restaurant next year. (Если у них будет достаточно денег, они откроют ресторан в следующем году.)
- 4) I ... (not talk) to you anymore if you ... (insult) me. (Я не буду с тобой больше разговаривать, если ты обидишь меня.)
- 5) 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.

Например: 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.

- 1) If you ... (have) a driving license, you ... (get) this job. (Если бы у тебя были водительские права, ты бы получил эту работу.)
- 2) My dog ... (be) 20 years old today if it ... (be) alive. (Моей собаке исполнилось бы 20 лет сегодня, если бы она была жива.)
- 3) 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.

Например: 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.)

4. Подберите к первой части условных предложений (из первого столбика) их окончание (из второго столбика). Обратите внимание на тип условного предложения. Переведите получившиеся предложения.

- | | |
|--------------------------------|--|
| 1) We would have made a cake | a) if he hadn't shouted at them. |
| 2) If it rains much | b) if she loses weight. |
| 3) If I knew English well | c) if we had bought some eggs yesterday. |
| 4) My kids wouldn't have cried | d) if I were you. |
| 5) I would call him | e) I would be an interpreter. |
| 6) She will put this dress on | f) the flowers will grow very fast. |

5. Выберите правильный вариант из двух предложенных.

- 1) If Rita *opens* / *will open* a boutique in the High Street, she'll make lots of money.
- 2) If the economy doesn't improve, lots of businesses *will close* / *would close* down.
- 3) This burglar alarm is so sensitive: it goes off if a mouse *runs* / *will run* across the floor.
- 4) The company *was* / *would be* more successful if it spent more money on advertising.
- 5) If the employees of a company *are/were* happy, they work harder.
- 6) We might sell our business if it *makes* / *would make* another loss this year.

6. Образуйте условные предложения, употребив нужную форму глагола.

- 1) Molly (be) _____ a splendid woman, if only she didn't talk so much!
- 2) The evening will be fine, if only we _____ (not have) a storm.
- 3) If you (leave) _____ at two, you will be there before dark.

- 4) You (can) _____ do it if you try
- 5) You (can) _____ do it if you tried.
- 6) You (can) _____ it if you had tried.
- 7) We (go) _____ if it does not rain.
- 8) Fred (come) _____ if he has time.
- 9) If you (take) _____ a taxi, you'll be in time.
- 10) If Mark (have) _____ enough money, he will go to the university.

Практическое занятие №73 «Сложноподчиненные предложения»

В сложноподчиненном предложении составляющие части неравноправны, одно из простых предложений поясняет другое. Второстепенное, зависимое предложение называется придаточным, а основное по смыслу – главным. Такие предложения обычно соединяются подчинительными союзами *that (что), if (если), after (после того как), because (потому что), who(кто,который), whose(чей), when (когда), where (где)*, но могут использоваться и без них:

Nobody likes people who think they know everything. - Никто не любит людей, которые, по их мнению, всё знают.

I bought the book you had liked in the shop. - Я купил ту книгу, которая тебе приглянулась в магазине.

Знаки препинания: запятая в английском языке ставится, **если придаточное стоит на первом месте**, то есть предложение начинается с союзов (слов-связок) – *if, when, as soon as, till (until), unless*.

Практические задания

1. Прочитайте предложения. Определите главное и придаточное предложения.

Переведите предложения на русский язык.

1. Be very careful. You will spoil it if you aren't careful.
2. I shan't be able to come and see you until I finish my work. I am so sorry but this work is very urgent.
3. My brother doesn't want to speak English in class. He thinks that he won't speak English unless he goes to England. I am sure he is mistaken.
4. Look at the sky. It is going to rain and the children are playing in the garden. They will get wet if it rains.
5. Unless you don't ring the bell, the servant won't come.
6. I shan't write to him unless he writes to me.
7. If you eat too much, you will be ill and fat.
8. If he works hard, he will pass his examination.
9. I shall come and see you if I have time. I think I shall be able to finish my work earlier.
10. Please don't go away until your mother comes back. Give her this letter as soon as she comes.
11. I haven't got enough money in order to buy a car. If I borrow little money I shall be able to buy a cheap car.
12. The delegation will start for London as soon as they have received their visas.
13. I shall be able to translate this text if you give me a dictionary.
14. When it gets dark, we shall turn the light on.
15. I am going away for a few weeks. I shall phone you when I come back.
16. I don't want to discuss it over the telephone, but I shall tell you about it when I get home.
17. I shall ring you up as soon as I shall arrive in London.
18. We shall not complete this work this week unless you help us.
19. Stay here till (until) the lights turn green.
20. The plane won't take off till (until) the fog lifts.

Практическое занятие №74 Контрольная работа №10 «Сложноподчиненные предложения»

1. Put the verbs into the right form.

1. If I (to know) the result now, I would phone him at once.
2. I wish I (to know) Spanish.
3. If I saw a nice T-shirt, I (buy) ... it.
4. Children will play snowballs, if it (to snow).
5. If he were in town, he (to help) us.
6. If it rains this afternoon, I (take)... my umbrella.
7. My father would have more free time if he (not to read) so many newspapers.
8. If you (study) ... for a higher qualification, you (get) ... a better job next year.
9. If you sent the letter by first class mail, it (get) ... there the following day.
10. If the weather is fine, we (go) for a picnic.

2. Finish the sentences.

1. I'll ask him to lend me the money (если я вижу его).
2. You'll be late (если не поедете на автобусе).
3. Will you help me (если мне нужна будет ваша помощь)?
4. I'd lend you the money (если бы у меня были деньги).
5. If I had her address (я бы дал вам его).
6. If they had gone by car, (они бы сэкономили время).
8. If I had more time, (я бы прочитал больше книг).
9. (если я буду чувствовать себя хорошо), I'll be in class tomorrow.

3. Translate the sentences from English into Russian

1. If the weather is fine tomorrow, we shall go to the picnic.
2. He would help you do this translation if you asked him.
3. It would be wonderful if Ann were here with us.
4. It would not do you any harm if you did this exercise a second time.
5. If my grandfather had had a chance to study, he would have been a great man.
6. The teacher suggested that we should go to the museum next week.

4. Fill in the necessary form of the verb

1. I ____ my work if you ____ me then. Thank you.

- A) shan't finish / don't help.
- B) haven't finished / don't help.
- C) shouldn't have finished / hadn't helped.
- D) don't finish / won't help.
- E) didn't finish / helped.

2. The boy ____ at home an hour before, if he ____ his school at one o'clock last Monday.

- A) would be / had left
- B) was / would leave
- C) had been / had left
- D) has been / left
- E) would have been / had left

3. If you ____ him yesterday he ____ you everything.

- A) asked / told
- B) has asked / will tell
- C) asked / would tell

D) had asked / would have told

E) would ask / would have told

4. If you ____ to me yesterday, we ____ this article.

A) came / shall translate

B) would come / should translate

C) had come / should have translated

D) come / having translated

E) were coming / should be translating

5. What would you do if a millionaire ____ you a lot of money.

A) gave

B) give

C) will give

D) giving

E) gives

6. If I ____ the car myself I ____ you use it.

A) needed / would let

B) don't need / would let

C) didn't need / wouldn't let

D) didn't need / would let

E) doesn't need / would let

Практическое занятие №75 «Количественные и порядковые числительные. Дроби»

Краткий теоретический материал по теме практического занятия.

Числительное (numerals) — часть речи, обозначающая количество либо порядок исчисляемых предметов по счету. Так же как и в русском, в английском языке числительные различают количественные (cardinal) и порядковые (ordinal).

Количественные числительные

Количественные числительные (cardinal numerals) употребляются для обозначения количества исчисляемых предметов, отвечая на вопрос «сколько?» (how many?). Примером количественных числительных являются следующие слова: **one** (один), **five** (пять), **three hundred and ten** (триста десять), **two thousands and nine** (две тысячи девять) и т.д.

Порядковые числительные

Порядковые числительные (ordinal numerals) обозначают порядковый номер предметов, отвечая при этом на вопрос «который?» (which). Такими числительными являются **first** (первый), **fourth** (четвертый), **fourteenth** (четырнадцатый) и т.п. Грамматическая форма порядковых числительных (за исключением первых трех — **first**, **second** и **third**) образуется от соответствующей количественных с помощью добавления суффикса -th: **seven** (семь, количественное числительное) — **seventh** (седьмой, порядковое числительное), **twenty-seven** (двадцать семь, количественное числительное) — **twenty-seventh** (двадцать седьмой, порядковое числительное).

Кроме того, в числительных с окончанием -ve (five, twelve) буквы указанное буквосочетание меняется на f — fifth, twelfth; к eight добавляется только «h» — eighth, а в nine опускается буква e — ninth.

Дроби

В простых дробях числитель читается как количественное числительное — **one** (часто заменяется на неопределённый артикль **a**), **two**, **three**..., а знаменатель читается как порядковое числительное — **third**, **fifth**, **eighth**... Знаменатель 2 читается как **half** (половина), а 4 как **quarter** (четверть). Если числитель больше единицы, знаменатель

будет во множественном числе, добавляя окончание -s. $1/2$ — a half, $1/3$ — a third, $1/4$ — a quarter, $1/5$ — a fifth, $3/8$ — three eighths, $5/7$ — five sevenths.

Десятичные дроби читаются просто — вместо запятой у них ставится точка и произносится **point**, последующие цифры после запятой читаются по отдельности. 1.457 — *one point four five seven*. Если перед запятой стоит ноль, он читается как **nought** [nɔ:t] — 0.789 — *nought point seven eight nine*. Если ноль после запятой, он часто произносится как «оу» — 0.805 — *nought point eight oh five*.

Практические задания

1. Read these common and decimal fractions

$1/3$; 0,23; $2/5$; 0,009; $5/8$; 10,01; $7\frac{1}{2}$; 205,35; $9\frac{5}{8}$; 79,31; $15\frac{8}{9}$; 0,0003.

2. Match the numbers and the way of their reading

- | | | | |
|---------------------|--------------------------|-------------------|---------------------|
| A. 1. $\frac{3}{4}$ | a) three quaters | B. 1. 60% | a) one third |
| 2. 5.68 | b) two point two percent | 2. 2.8 | b) three and a half |
| 3. $7\frac{1}{2}$ | c) five point six eight | 3. $1/3$ | c) two point eight |
| 4. 2.2% | d) seven and a half | 4. $3\frac{1}{2}$ | d) sixty percent |

3. Choose the right answer

1. Seventeen ... thirteen equals two hundred and twenty-one.

- | | |
|--------------------------|----------|
| a) times (multiplied by) | c) minus |
| b) divided by | d) plus |

2. Eighty-one ... thirty-three equals forty-eight

- | | |
|--------------------------|----------|
| a) times (multiplied by) | c) minus |
| b) divided by | d) plus |

3. One thousand and twenty-five ... twenty-five equals forty-one.

- | | |
|--------------------------|----------|
| a) times (multiplied by) | c) minus |
| b) divided by | d) plus |

4. Find the missing numbers

Example: 4, 5, 6, ... ,8, ... seven, nine

- | | |
|--------------------------------------|--|
| 1.) 13, 15, ... , ... , 21, 23, 25. | 5.) ... , 5 555, ... , 3 333, 2 222. |
| 2.) 1%, 2%, 4%, 8%, ... , 32%, | 6.) 20, 10, 5, $2\frac{1}{2}$, ... , $5/8$, |
| 3.) ... , 1 600, 1 800, 2 000, | 7.) $1\frac{1}{4}$, $2\frac{1}{2}$, ... , 5, $6\frac{1}{4}$, ... , $8\frac{3}{4}$. |
| 4.) 1, 2, 4, 7, ... , 16, ... ,31. | 8.) 100, 10 000, ... , 100 000 000, |

5. Write these words as numbers

- | | |
|----------------------------|-------|
| three and five sixths | |
| ninety-three per cent | |
| a thousand and nine | |
| one thousand seven hundred | |
| eighteen hundred | |

Практическое занятие №76 -77 «Временные формы глагола (систематизация пройденных глагольных форм)»

Краткий теоретический материал по теме практического занятия.

ВРЕМЕНА В АНГЛИЙСКОМ ЯЗЫКЕ

THE TENSES: ВРЕМЕНА:	Simple (Indefinite) показывает действие как факт	Continuous (Progressive) показывает действие как процесс (т.е. длящееся действие)	Perfect действие, законченное до определенного момента во времени	Perfect Continuous (Progressive) длящееся действие, законченное до определенного момента во времени
Present настоящее	do / does + V (+s) + I work + He writes - I do not work - He does not write ? Do I work? ? Does he write?	am/is/are + Ving + I am working + He is writing - I am not working - He is not writing ? Am I working? ? Is he writing?	have/has + V3 + I have worked + He has written - I have not worked - He has not written ? Have I worked? ? Has he written?	have/has been + Ving + I have been working + He has been writing - I have not been working - He has not been writing ? Have I been working? ? Has he been writing?
Past прошедшее	V2 + I worked + He wrote - I did not work - He did not write ? Did I work? ? Did he write?	was/were + Ving + I was working + He was writing - I was not working - He was not writing ? Was I working? ? Was he writing?	had + V3 + I had worked + He had written - I had not worked - He had not written ? Had I worked? ? Had he written?	had been + Ving + I had been working + He had been writing - I had not been working - He had not been writing ? Had I been working? ? Had he been writing?
Future будущее	will/shall + V + I shall work + He will write - I shall not work - He will not write ? Shall I work? ? Will he write?	will/shall + be + Ving + I shall be working + He will be writing - I shall not be working - He will not be writing ? Shall I be working? ? Will he be writing?	will/shall have + V3 + I shall have worked + He will have written - I shall not have worked - He will not have written ? Shall I have worked? ? Will he have written?	will/shall have been + Ving + I shall have been working + He will have been writing - I shall not have been working - He will not have been writing ? Shall I have been working? ? Will he have been writing?

Практические задания

1. Раскройте скобки. Используйте глагол в одном из *настоящих* времен.

- Look! She (wear) the same shoes as me.
- Vegetarians are people who (not eat) meat.
- Someone (take) my bicycle.
- I often (see) him but I never (speak) to him.
- I (buy) a new carpet. Come and look at it.
- It (not rain) here since March.
- My friends (like) meat but (not like) fish.
- Where is Tom? - He (lie) under the car.

9. She's a school teacher. She (teach) Maths.
10. How long you (live) here?
11. How often you (fall) in love?
12. The postman usually (come) at 9 in the morning.
13. Hey! Somebody (drink) my coffee! My cup was full.
14. I (sit) here in the park for an hour, and I (meet) three friends of mine.
15. I already (break) two plates. Shall I go on washing up?
16. I have a car but I (not use) it very often.
17. They (talk) so loudly that we can't really hear your words.
18. Phil is happy. He (find) a new job.
19. Alice never (go) to work by bus.
20. I (lose) my key. I must look for it in my bag.
21. You (make) a lot of noise. Please, be quiet.
22. Look! The man (try) to open the door of your car.
23. What time the children (come) out of school, as a rule?
24. I (ask) you to mend this window since summer. When are you going to do it?
25. It's a lovely day. The sun (shine) and the birds (sing).

2. Раскройте скобки. Используйте глагол в одном из прошедших времен.

1. When I arrived at his house he still (sleep).
2. A few months ago they (begin) to build a new block of flats in this street.
3. They (walk) in the park for an hour when it began to rain.
4. When the door-bell (ring) he (stand up) and (go) to the door.
5. The fire still (burn) at 6 o'clock this morning.
6. Last summer I (visit) Riga. I (enjoy) my trip very much.
7. She cut her finger while she (cut) the bread and butter.
8. He (come) home by 6 o'clock yesterday.
9. When she (speak) to him? - She (speak) to him last week.
10. The car already (go) when I (look) into the street.
11. I (meet) him when he (cross) the street.
12. Last term Ann (make) good progress in her English.
13. When I (get) out the sun (shine).
14. Ann (buy) herself a new dress yesterday. She (pay) 3 pounds for it.
15. They (eat) everything by the time I (arrive) at the party.
16. Mary (work) in the shop for 5 years before she became a manager.
17. Our grandmother (cook) dinner from twelve till two yesterday.
18. They (walk) in the park for an hour when it began to rain.
19. This time yesterday I (lie) on the beach.
20. They (reach) the river by sunset.
21. Ken (smoke) for 30 years when he finally gave it up.
22. I saw Carol at the party. She (wear) a really beautiful dress.
23. He (live) in Spain when he was a child.
24. She couldn't find the book I (lend) her.
25. I saw Jim in the park. He (sit) on the grass and (read) a book.

3. Раскройте скобки, поставьте глагол в нужную видо-временную форму.

1. I (speak) German a little.
2. I hope you (come) to see us next Sunday
3. He (finish) writing his report by the end of last week.
4. At 9 o'clock tomorrow I (sit) at the lesson.
5. When I (see) them they (play) football.
6. I (look) for my glasses. Where are they?
7. He (write) his report by the end of next week.
8. This time last year he (prepare) for his entrance exams.

9. Last night someone (steal) a car in our street.
10. George (be) to India three times.
11. We can't go out. It (rain) hard.
12. He (translate) this article for 3 hours already and (not finish) yet.
13. It is autumn. Soon the leaves (change) colour.
14. As we (wait) for the bus, a man with a gun ran out of the bank.
15. The professor (review) the material before he gave the test.
16. Where were you at about three yesterday afternoon? – Oh, I (repair) my car at that time.
17. She (lose) her job last month.
18. Listen! Somebody (knock). It may be Jim.
19. We (skate) in the park when it (begin) to snow.
20. Every year she (spend) her holidays in the South.
21. Where's Susan? – She (eat) her lunch in the café.
22. By the time we left school, we (learn) English well.
23. I never (see) such a cat.
24. She (get up) early tomorrow morning.
25. Mrs Peters (have) a walk now. She (like) to walk in rainy weather.
26. This company (produce) these cars since 1978.
27. Bill awoke and saw that it was still night, and that the stars (shine) brightly in the sky.
28. Greta (walk) through the blowing snow for several minutes when a man walked directly into her.
29. I (not visit) the place yet. I (go) there tomorrow.
30. Ring up at 7 o'clock. I think by this time the typist already (type) your papers.
31. John never (go) to bed before 11 o'clock.
32. I gave her the flowers that I (buy) for her.
33. Let's go. I (lose) my appetite.
34. She looked at her husband. He (eat) salad.
35. Where is Kitty? – Susan (put) her to bed.
36. I hope, I (see) you on Monday.
37. They (sail) down the river for many hours before they (come) to the village.
38. Where is your luggage? – I (leave) it at the station. I (take) it tomorrow.
39. Please, give me a pencil. I (lose) mine.
40. The new school (begin) working last year.

Практическое занятие № 78 Работа с текстами справочно-информационного характера.

Краткий теоретический материал по теме практического занятия.

Большинство документов, создаваемых учреждениями, являются информационно - справочными. **Информационно - справочные документы** – это совокупность документов, содержащих информацию о фактическом положении дел, служащих основанием для принятия решений, издания распорядительных документов. Виды информационно - справочных документов:

- 1. акт;**
- 2. протокол;**
- 3. докладная записка;**
- 4. объяснительная записка;**
- 5. справка;**
- 6. письма;**
- 7. телеграмма, телефограмма.**

Практические задания. Read and translate

Dear Mr. Fisher,

I saw your advertisement in the "Health & Fitness" magazine and I am writing to ask you for more information about Fisher Sports Centre.

First of all, I would like to know if you have a fully-equipped gym and a large swimming-pool. Is it possible to take a personal trainer or should I join group exercise classes?

Secondly, I have a number of queries regarding your daily timetable of fitness classes. Does it include other kinds of fitness classes besides aerobics, aqua aerobics, yoga and kick boxing?

And finally, I would like to know more details about prices. I would be grateful if you could send me a booklet or if you could contact me at (777) 777-7777. I look forward to hearing from you.

Your sincerely,
John Smith

Найдите слова и фразы в тексте, которые означают следующее:

1. I want to know. –
2. Can I take a personal trainer? -
3. I have many questions concerning. -
4. I will be glad if you could. -
5. I am waiting for your letter. -

Какие фразы используют при:

1. greet your recipient

1. Dear Sir/Madam
2. Hi Mr/Mrs/Ms/Dr
3. Dear Mr/Mrs/Ms/Dr

2. give the reason for writing

1. It's really good/bad news that...
2. Guess what?
3. I am writing to...

3. tell the recipient what you would like them to do

1. I would be grateful if you...
2. Why don't you...?
3. I would like you to...

4. sign off

1. Yours faithfully
2. Yours sincerely
3. Warmly

Соотнесите слова и словосочетания:

get	at the present time
send	I will
thanks	thank you
enough	sufficient
I'll	due to the fact that
can	dispatch
job	require
now	enquire
about	occupation
try	have ability to
tell	inform
call	return
go back	attempt

come
because
ask
need

obtain
arrive
telephone
with reference to

Определите типы письма:

1. Dear Sir,

I am writing to you to enquire if there are any vacancies in your office for a bilingual secretary (Spanish - English).

I have over ten years' experience in office work, including four years with the National Bank of Mexico. At present, I am working for Automobile Maxicanos in Guadalajara but I will soon move to Mexico City to live.

I look forward to hearing from you.

Yours faithfully,

Ms. Miriam Montilla

2. Dear Sirs,

I'm interested in purchasing a large quantity of your Simplex cameras. Please could you send me details of your prices and models available.

Yours faithfully,

Paul Haskins.

3. Dear Mr. Basuki,

Re: Order 2789

It is now over seven months since we have placed the above order with you and we are still waiting for the Linton filing cabinets. I should like to remind you that we have already paid for these cabinets. We already must insist therefore, that you deliver them immediately or refund our money. Unless we hear from you within seven days, we will be forced to take legal action.

Yours sincerely,

Mr. Peter Long

4. Dear Hameed,

Thank you for your letter. I was sorry to hear that you've had some problems with the ER 26. We do all we can to make sure that our products leave our factory in perfect condition, but unfortunately sometimes a bad one does slip through. If you can arrange for it to be returned to me, I'll let you have a replacement by return.

Hoping that you are keeping well,

Regards,

Michael Wilson

Практическое занятие №79 «Работа с лексическим материалом по теме «Моя специальность»

1. Study the following pairs of derivatives. Transform as in the models.

V→N Adj→Adv

to create – creation

to construct – construction

to add – addition

to alter – alteration

to insulate - insulation

to include – inclusion

original - originally

primary – primarily

easy – easily

artificial – artificially

to occur – occurrence
to contain – container
to conduct – conductor

Vocabulary Practice

Model 1: to include stone – the inclusion of stone
to create a new composite material, to construct a building, to occur in nature, to alter the microstructure, to add another substance

Model 2: a sudden appearance – to appear suddenly
an easy stretch, an artificial combination, a primary mixture.

2. Choose the right word or word-combination.

1. Natural materials, which include stone, wood, and ... are used much as they occur in nature.
a) alloys b) wool c) plastics
2. Biological materials are substances that ... as part of a plant or animal.
a) are formed b) grew c) develop
3. Wood is a valuable biological material because of its strength, toughness, and low....
a) stiffness b) density c) creep
4. Plastics are synthetic materials made up primarily of ... called polymers.
a) long chains of molecules b) mineral compounds c) biological materials
5. Engineers may ...combine various materials to create a new composite material.
a) primarily b) easily c) artificially

3. Insert the right words.

*a) develop b) cement c) electricity d) thermoplastics e) are used
f) processes j) various natural substances*

1. A variety of materials ... in different products.
2. Extracted materials, such as plastics, alloys and ceramics, are created through the processing of....
3. Biological materials are substances that ... as part of a plant or animal.
4. Extracted materials are created through ... that expend a great deal of energy or alter the microstructure of the substances used to make the materials.
5. Ceramics include such everyday materials as brick ..., glass, and porcelain.
6. There are two basic types of plastics: (1) thermosetting plastics and (2) ...
7. Semiconductors are materials that conduct ... better than insulators, but not as well as conductors, at room temperature.

4. Match English and Russian equivalents.

- | | |
|--------------------------------|--|
| 1. artificial material | a) внутренняя конструкция |
| 2. natural stone | b) фундамент на естественном основании |
| 3. external walls | c) несущий каркас |
| 4. to carry the load | d) искусственный материал |
| 5. load-carrying frame | e) системы отопления и охлаждения |
| 6. interior construction | f) выдерживать бурю |
| 7. heating and cooling systems | g) наружные стены |
| 8. dead load | h) ветровая нагрузка |
| 9. to withstand storm | i) свайный фундамент |

- | | |
|------------------------|------------------------|
| 10. wind load | j) природный камень |
| 11. spread foundations | k) нести нагрузку |
| 12. pile foundations | l) постоянная нагрузка |

5. Choose the right word or word combination.

- As far as the material is concerned, the building can be divided into stone (or brick), ... and concrete types.
a) gravel b) plastics c) wood
- Both the substructure and the superstructure help to support the ... of the building.
a) width b) weight c) light
- In some regions, the ... of a building is important if the structure is to withstand storms.
a) live load b) snow load c) wind load
- ... foundations are long, slender columns of steel, concrete, or wood.
a) pile b) spread c) mat
- Mat foundations are thick slabs of reinforced ... that span the whole area beneath a building.
a) asphalt b) cement c) concrete
- Pier foundations are heavy columns of ... that go down through the loose topsoil to a bed of firm rock.
a) steel b) concrete c) wood

Практическое занятие №80 «Лексические и грамматические особенности технических текстов. Особенности технического перевода»

Краткие теоретические материалы по теме практического занятия

Характерными особенностями научно-технического стиля являются его информативность, логичность, точность и объективность. Отдельные тексты данного стиля обладают указанными свойствами в большей или меньшей степени, но во всех текстах научно-технического стиля обнаруживается преимущественное использование языковых средств, способствующих удовлетворению потребностей данной сферы общения.

В области лексики это прежде всего использование научно-технической терминологии и специальной лексики. Так, под терминами понимаются слова и словосочетания, которые обозначают определённые объекты и понятия какой-либо специальной области науки, техники, искусства. В качестве терминов могут использоваться как слова, употребляемые исключительно в рамках данного стиля, так и специальные значения общенародных слов. Например, такие лексические единицы английского языка, как *byte, desktop, hard disk, hard drive, macro, motherboard, operating system, software* и др., широко употребляемые в области информационных технологий, трудно встретить за пределами научно-технических материалов. В то же время в данной области в качестве терминов могут использоваться и слова, которые имеют хорошо всем известные общепотребительные значения, например, *bit, browse, crash, density, icon, list, memory, menu, mouse, save, window, wizard* и др..

В значительной степени взаимопониманию специалистов способствует и широкое употребление так называемой специальной общетехнической лексики, включающей в себя всевозможные производные от терминов, а также слова, используемые при описании связей и отношений между терминологически обозначенными понятиями и объектами, их свойств и особенностей, и целый ряд общенародных слов, употребляемых однако в строго определенных сочетаниях и тем самым специализированных (в области телекоммуникаций, например, *power distribution system (PDS) design* – проектирование *системы разводки*

питания, the basic principles of bypass or decoupling capacitors – основные положения о развязывающих конденсаторах; в компьютерных технологиях – configuration file – конфигурационный файл, peer-to-peer protocols – пиринговые (одноранговые) протоколы, wildcard character – подстановочный символ; в физике – the voltage is applied – напряжение подается, the magnetic field is set up – магнитное поле создается и др.). Такая лексика не всегда фиксируется в терминологических словарях, но она не в меньшей степени характерна для научно-технического стиля, чем термины.

В английских научно-технических текстах отмечается широкое использование таких глаголов-операторов, как *effect, assure, perform, obtain, provide, give, involve, entail, imply, result in, lead to, to be ascribed to, to be attributed to, etc.*, значение и перевод которых всецело зависит от существительных, несущих основную смысловую нагрузку в предложении. Например, *By using multiple neurons simultaneously, the brain can perform its functions (работать, функционировать) much faster than the fastest computers in existence today. Inspired by the mechanism for learning in biological neurons, artificial neurons and artificial neural networks can perform arithmetic functions (считать, выполнять вычисления), with cells corresponding to neurons.... However, neural networks are far too simple to serve as realistic brain models on the cell level, but they might serve as very good models for the essential information processing tasks that organisms perform (выполняет).*

Стремление к номинативности приводит также к замене наречий предложно-именными сочетаниями. Так, *accurately* становится *with accuracy, very easily – with the greatest ease* или *the easy way, etc.* Упорно сопротивляются этой тенденции лишь усилительные наречия, которые выступают в научно-технических текстах в качестве основного модально-экспрессивного средства. Таковы наречия: *clearly, completely, considerably, efficiently, essentially, fairly, greatly, significantly, markedly, materially, perfectly, positively, reasonably, uniquely, etc.* *The message contains an address which uniquely identifies the slave for which it is intended. Since parasitic inductance for capacitors in a given package is essentially fixed, the inductance curve remains fixed. By comparison, a quantum computer could efficiently solve this problem using Shor's algorithm to find its factors. Several physical implementations which approximate two-level systems to various degrees were successfully realized.*

Разумеется, номинативный характер научно-технического стиля не означает, что в рассматриваемых материалах в английском языке полностью отсутствуют полнозначные глаголы в личных формах. Исследования показали, что в данном стиле отмечается преобладание пассивных форм и форм простого настоящего времени, что, несомненно, связано с основными характеристиками и целями научного изложения. Например, *In the context of neural networks, learning is defined as a process by which the free parameters of a neural network are adapted through a continuous process of stimulation by the environment. The type of learning is determined by the manner in which the parameter changes take place. The above definition implies that (1) the network is stimulated by the environment; (2) the network changes as a result of stimulation; and (3) the network responds to the environment in a new way after the occurrence of change.* Особое внимание заслуживает широко распространенное в специальных текстах использование переходных глаголов в непереходной форме с пассивным значением: *The steel forges well.*

В английских научно-технических текстах также наблюдается широкое использование простых двусоставных предложений с составным сказуемым, состоящим из глагола-связки и именной части (предикатива): *The network is two or more computers connected together. A Local Area Network (LAN) is a network in which the computers are connected directly... Computers are an essential feature of most instrumentation systems...* В качестве предикатива часто выступает прилагательное или предложный оборот: *Commercial*

packages are readily available to support PC/workstation-based instrumentation systems. The nonrandom fractals' essential failing is that they are not symmetric enough. A first failing, stated in the vocabularies of different sciences, is that it is inconceivable for a nonrandom fractal to be translationally invariant... The software component of any computerized instrumentation system can form a significant percentage of its total cost. This is especially true of on-off systems...

В стремлении к краткости и компактности изложения способствует широкое использование эллиптических конструкций. Неправильное понимание этих конструкций приводит к нелепым ошибкам в переводе, например, сочетания *a liquid rocket, a web server, a web application* – это эллиптические формы сочетаний *a liquid-fuelled rocket, a web-based server, a web-based application*.

Указанная тенденция находит отражение и в ряде других грамматических особенностей. Для научно-технического стиля характерна, например, замена определительных придаточных предложений прилагательными в постпозиции (особенно с суффиксами – *-ible, -able, -ive* и др.): *different notions of controllability available in the literature; the set of problems solvable with a polynomial-time algorithm; problems difficult with ordinary equipment; concepts are represented as a collection of the simplest elements available, surface-mount chip capacitors are the smallest capacitors available, etc.* Та же цель может достигаться и использованием в функции определения форм инфинитива: *the properties to be expected, promising cooperative and cognitive strategies to be applied within and across the layers of wireless networks, the product to be cooled, etc.*

Для научно-технического стиля в английском языке характерно также широкое употребление множественного числа вещественных существительных (*fats, oils, steels, wools, etc.*), множественного числа в названиях инструментов (*clippers, jointers, compasses, etc.*), распространенность атрибутивных сочетаний со словами *type, design, pattern, grade, etc.* Наблюдается также повышенное использование причинно-следственных союзов и логических связок типа *since, therefore, it follows that, so, thus, it implies, involves, leads to, results in, etc.* Например: *Each stand-alone instrument and add-on card requires a piece of code called a device driver so that the operating system can access the hardware resources of the card and the instrument. Therefore, the development of device drivers requires an intimate knowledge of both the hardware and the operating system.*

Отметим, что некоторые особенности научно-технического стиля, отмеченные в английском языке, наблюдаются и в научно-технических материалах на русском языке. Прежде всего это относится к информативности текстов, а следовательно высокой частотности употребления специальной общетехнической лексики, терминов и их определений. В русском языке, как и в английском, в качестве терминов используются и слова, употребляемые исключительно в рамках научно-технического стиля (*домен, интерпретатор, компилятор, конфигурация, хакеры* др.) и специальные значения общенародных слов (*память, программа, сеть, язык* и др.). При этом заметим, что строгость в употреблении терминов и привычных формулировок, в целом, более свойственна русскому научно-техническому стилю, чем английскому.

Следует также заметить, что хотя в обоих языках для научно-технического стиля характерна объективно-описательная манера изложения, лишенная эмоциональности, в отличие от русских в английских научных текстах все же встречается использование эмоциональных эпитетов, риторических вопросов, образных выражений и тому подобных стилистических приемов.

Практические задания

Английский язык/И.П.Агабекян.-изд.16-е, стер.-Ростов\Д:Феникс,2010

Стр. 160 – 161 задание 15.2, 15.3

Стр. 170 – 171 текст, задание 16.3

Стр. 180 – 182 задание 16.8, 16.10

Практическое занятие №81 Чтение и перевод текстов профессиональной направленности.

1. Match English and Russian equivalents.

- | | |
|--------------------------------|--|
| 1. artificial material | a) внутренняя конструкция |
| 2. natural stone | b) фундамент на естественном основании |
| 3. external walls | c) несущий каркас |
| 4. to carry the load | d) искусственный материал |
| 5. load-carrying frame | e) системы отопления и охлаждения |
| 6. interior construction | f) выдерживать бурю |
| 7. heating and cooling systems | g) наружные стены |
| 8. dead load | h) ветровая нагрузка |
| 9. to withstand storm | i) свайный фундамент |
| 10. wind load | j) природный камень |
| 11. spread foundations | k) нести нагрузку |
| 12. pile foundations | l) постоянная нагрузка |

2. Read the text carefully and translate it into Russian.

Elements of a Building. Types of Foundation

The first houses were built for the purpose of protecting their owners from the weather and, therefore, were very simple - a roof to keep off the rain or snow, and walls to keep out the wind. The buildings erected now can be divided into two broad classifications: they are either for housing or for industrial purpose. As far as the material is concerned, the building can be divided into stone (or brick), wood and concrete types. The brick is an artificial material made of clay then burnt to harden it. The natural stone is used for footing and foundations for external walls carrying the load. The buildings made of stone or brick are durable, fireproof and have poor heat conductivity. Materials and structural forms are combined to make up the various parts of a building, including foundations, load-carrying frame, skin and interior constructions. The building also has mechanical and electrical systems, such as lifts and escalators, heating and cooling systems, and lighting systems.

A building has two main parts, the substructure (the part below ground) and the superstructure (the part above ground). The substructure is usually called the foundation. It includes the basement walls, even though these may extend above the ground. Both the substructure and the superstructure help to support the load (weight) of the building. The dead load of a building is the total weight of all its parts. The live load is the weight of the furniture, equipment, stored material, and occupants of a building. In some regions, the wind load of a building is important if the structure is to withstand storms. The snow load and earthquake shocks may also be important factors.

Foundations are the chief means of supporting a building. They carry both the dead and live loads. There are four main types of foundations: (1) spread, (2) pier, (3) pile, and (4) mat or raft. Spread foundations are long sections and rectangular slabs of reinforced concrete that extend beyond the outer edges of the building those based on solid rock. The footing areas in contact with the soil must be of sufficient size to spread the load safely over the soil and to avoid excessive or uneven settlement that would cause walls to crack or doors to bind.

Pier foundations are heavy columns of concrete that go down through the loose topsoil to a bed of firm rock. This bed may also be sand, gravel, or firm clay. If the bed consists of firm clay, the pier is usually belled out (enlarged) at the base, to increase the bearing area. Pile foundations are long, slender columns of steel, concrete, or wood. Machines called pile drivers hammer them down as deep as 200 feet (61 meters) to a layer of solid soil or rock. These columns transmit the building load to the supporting soil. Most skyscrapers are supported by rock foundations.

Mat foundations, also called raft foundations, are thick slabs of reinforced concrete that span the whole area beneath a building. They are normally used in poor soil conditions where it is not possible or economical to drive piles or piers down to good soil or rock. In effect, they enable the building to "float" on the soft soils.

Notes:

skin - наружная обшивка

live load - временная нагрузка; подвижная нагрузка

spread foundation - фундамент на естественном основании

pier foundation - пиленный фундамент; кессонный фундамент

mat foundation - сплошной фундамент

3. Complete the sentences.

1. The building erected now can be divided into two broad classifications: they are either ...
2. Materials and structural forms are combined to make up the various parts of a building, including foundations, ...
3. Spread foundations are not so firm as those ...
4. A bed of pier foundations may also be ...
5. Long, slender columns of steel, concrete, or wood transmit the building load ...
6. Most skyscrapers are supported ...

4. Insert the right words.

a) pier b) heat c) foundation d) spread e) live load

1. The substructure is usually called the...
2. The buildings made of stone or brick are durable, fireproof and have poor ... conductivity.
3. The ... is the weight of the furniture, equipment, stored material, and occupants of a building.
4. ... foundations are not so firm as those based on solid rock.
5. ... foundations are heavy columns of concrete that go down through the loose topsoil to a bed of firm rock.

Практическое занятие №82 «Фразовые глаголы».

Краткий теоретический материал по теме практического занятия.

Фразовые глаголы (Phrasal Verbs) — одно из характерных явлений в современном в английском языке. Чаще всего они встречаются в разговорном английском языке, т.е. в повседневном общении.

1. Фразовый глагол — это глагол + частица. (Пример: We often **eat out** (глагол) **out** (частица)).
2. Частицы в составе фразовых глаголов похожи на предлоги. Но в данном случае это совсем не предлоги! И, что самое важное, они могут очень существенно изменять значение глагола. (Пример: He **ran into** a tree. (Глагол + предлог) (Он налетел на дерево.) **She ran into** her friend in the cinema. (Глагол + частица) (Она случайно встретила с другом в кино.))
3. Даже зная значение глагола и частицы, не всегда можно догадаться о значении фразового глагола. Поэтому, как говорилось в известном анекдоте: «Это нельзя понять, это нужно просто запомнить!» (Пример: The competition was **called off**. (Соревнование было отменено.))
4. Фразовые глаголы делятся на **переходные** (transitive) (с прямым дополнением) и **непереходные** (без прямого дополнения). Заметим, что большинство фразовых глаголов являются переходными. (Пример: You should **go on**. (непереходный глагол). She **looked for** a book on genetics. (переходный глагол))

Переходные фразовые глаголы (transitive) делятся на **разделяемые** (separable) и **неразделяемые** (inseparable). Т.е. в одних случаях частицу можно оторвать от глагола, а в других — нет. (Пример: She **ran into** her coworker in the museum. (неразделяемый глагол)).

5. Некоторые фразовые глаголы используются в сочетании с определенными предлогами. Как правило, эти комбинации являются неразделяемыми. (Пример: He **came up with** an excellent solution of the problem. (Он нашел отличное решение проблемы.). I **dropped out of** the university. (Меня исключили из университета.))

6. У фразовых глаголов может быть несколько значений. И для разных значений они — одни и те же глаголы — могут быть непереходными и переходными, разделяемыми и неразделяемыми. (Пример: Рассмотрим фразовый глагол **take off**. Для значения «снимать» это разделяемый глагол. Please, **take** your shoes **off**. (Пожалуйста, снимите обувь.). А для значения «взлетать» он становится неразделяемым! The plane **took off** after a short delay. (После небольшой задержки рейса самолет взлетел.)

Неразделяемые фразовые глаголы (Inseparable Phrasal Verbs)

Неразделяемые фразовые глаголы — те, в которых частица не отделяется от глагола. (Пример. He has **grown up**. (Он стал взрослым.) — Неразделяемый глагол. They often **eat out**. (Они часто обедают не дома.) — Неразделяемый глагол.)

Разделяемые фразовые глаголы (Separable Phrasal Verbs)

Разделяемые фразовые глаголы — те, в которых частица может отделяться от глагола. Если глагол разделяемый, то дополнение может стоять:

1.) После частицы (и тогда глагол выглядит, как неразделяемый) (Пример: He **worked out** the document. (Он составил документ.))

2.) Между глаголом и частицей. (Пример: He **worked** the document **out**. (Он составил документ.))

3. Если прямое дополнение — длинная фраза, то она идет после частицы. (Пример: She **dreamt up** a new recipe of chocolate cake. (Она придумала новый рецепт шоколадного пирожного.))

4. Если дополнение — это местоимение, то фразовый глагол разделяется всегда! И местоимение ставится между глаголом и частицей.

Практические задания

1. Complete the phrasal verb with correct preposition.

1. The bad weather is really beginning to get me ... (**make smb sad**)
2. It has taken me a long time to get ... the flu. (**recover from**)
3. Tom has difficulty in getting his ideas ... (**communicating**)
4. The sooner we begin to make our project, the sooner we will get it ... (**finish**)
5. Do you get ... well with your sister? (**have a good relationship**)
6. Do you get ... well with your classmates? (**have a good relationship**)
7. The sooner we start, the sooner we will get it ... (**finish**)
8. This rainy weather gets me ... (**make smb sad**)
9. He hasn't been able to get ... fact that he failed his exam. (**recover from**)

2. Match the two halves to make complete sentences.

- | | |
|---------------------------------|--|
| 1) I never thought anyone would | a) been broken into, and I hope it never will. |
| 2) He was caught on CCTV | b) ever be able to break in. |
| 3) My flat has never | c) breaking into a parked car. |
| 4) He'd used a hammer | d) to break in through the window. |
| 5) Apparently, he had actually | e) broken into his own house. |

3. Fill in the gaps with correct preposition.

1. Jane is popular ... her classmates.

2. I'm good ... swimming.
3. He isn't keen ... football.
4. My parents are very proud ... me.
5. You shouldn't be jealous ... your brother.
6. I'm not good ... English.
7. She is nervous ... her exam.
8. Mary is very close ... her parents.
9. I'm not patient ... jealous people.
10. He's very proud ... his country.

Практическое занятие №83-84 Работа с текстами профессиональной направленности

Text 1. Elements of a Building. Skin and Interior Construction

The skin of a building consists of both transparent elements (windows) and opaque elements (outside walls). Windows are traditionally glass, although plastics are being used, especially in schools where breakage creates a maintenance problem. Most parts of a window come from a lumber mill, already cut in the proper sizes. Window sashes are made of wood or metal, usually either aluminum or lightweight steel. Walls are built to enclose areas and carry the weight of floors and roofs. The wall elements, which are used to cover the structure and are supported by it, are built of a variety of materials: brick, precast concrete, stone, opaque glass, plastics, steel, and aluminum. Wood is used mainly in house construction; it is not generally used for commercial, industrial, or public buildings because of the fire hazard.

Rooms are made by building inside walls after the outside walls have been attached to the foundation. Inside walls, also called partitions, have studs and must be supported by plates, joists, and girders. If plaster is to be applied, the interior walls must first be covered with lath, or strips of wood, metal, or plasterboard. To provide for greater flexibility within buildings, movable or easily disassembled partitioning systems are used. Such partitions may be metal, prefabricated plasterboard components, accordionlike rolling curtains, or, if noise is a problem, leaded curtains that move either horizontally or vertically.

Most houses have several different kinds of doors, each designed to address a particular need. All doors are classified as either exterior or interior models.

Typical weather-tight exterior doors include the front entry door, back door, French doors, glass sliders and patio doors. Exterior doors allow access, provide security and maintain a comfortable indoor climate. They are made to be particularly strong, weather-resistant and energy efficient.

In addition, a front door is usually designed to project a handsome first impression.

Lighter-weight interior doors are used between rooms, on closets and in similar applications. They include folding doors, bypass doors, and conventional hinged doors.

Bypass door is a door that has 2 or more sections. They can slide from each direction on an overhead track. Conventional hinged doors may be either right or left handed. A door that opens toward you and has the door knob on the right is right handed. A door hinged on the opposite side is left handed.

French door – остекленная дверь

back door - черный ход; запасный выход; потайная дверь

patio door - большая стеклянная дверь на балкон или в сад

fire hazard – опасность возникновения пожара

folding doors - складывающиеся двери

hinged door - навесная дверь

Text 2. Elements of a Building. Roofs and Floors

A roof is the covering on the uppermost part of a building. Depending upon the nature of the building, the roof may also protect against heat, against sunlight, against cold and against wind. There are so many different types of roofs available. Any discussion of different types should include two aspects of roof type - the shape of the roof itself and the roofing material used to cover it. The shape is determined by the design of the house. The materials used are also quite varied and may be determined by things like cost, climate, neighborhood covenants, local building codes.

Common types of roofs include lean-to, flat, front or side gabled, cross gabled, pyramid, mansard, tent, hip and more. These are all descriptions of the roof shape, but within each shape, there are many variations as well. Another way to look at roof types is the roofing materials themselves. Examples of commonly used materials include asphalt shingle, wood shake, tile and man made versions of these materials. Tile, metal, and other man made materials tend to cost a bit more but also tend to be the most durable. Traditional materials such as asphalt shingles and wood shakes are usually less expensive but not quite as durable.

Floors divide the building into stories. They form the basic structural components of a building, together with ceilings and walls. The construction of the floors in a building depends on the basic structural frame that is used. A wide variety of materials is used in modern floors. Concrete and wooden floors are usually covered with carpets, rugs, and other floorings for aesthetic reasons and to increase durability of the surface, absorption of sound, and ease of maintenance. Wood is still extensively used in residences, especially as parquets (short, hard pieces of wood assembled in geometric patterns). Wood tiles and prefabricated parquets can easily be installed on existing floors.

Tiles also play an important role in modern buildings and homes. Of all floor coverings, they are the most resistant to water and humidity, and they are easy to clean. Glazed ceramic tiles are used wherever highly sanitary conditions are required, such as in hospitals, laboratories, swimming pools, and public toilets. In the home, tiles are used on the floors and walls of kitchens and bathrooms. Synthetic, resilient floorings include linoleum, asphalt tiles, vinyl asbestos and pure vinyl tiles and rubber

Notes:

gabled roof - остроконечная крыша

asphalt shingle - рубероидная кровельная плитка

Text 3. Constructing a Skyscraper

New methods in the design and construction of skyscrapers have been closely related to the development of computers. Engineers use computers to solve the complex mathematical problems involved in such construction projects by breaking the design down into a limited number of pre-calculated elements.

Before construction begins, engineers determine the strength of the soils that will be underneath the new building. With this information they can design the proper foundation. After the building site is cleared, leveled and drained of water, excavation begins. Ground made of rock may be excavated by blasting. Sometimes workers dig a trench of all sides of the foundation and fillin is braced and shored with wood or steel. Pumps can be used to keep water from the excavation area at all times. But if the soil becomes too watery, caissons may be built so the work can continue.

After the excavation is finished the footings and the superstructure are built. Most steel used in the superstructure, such as beams, girders, and columns, comes prefabricated. Each piece of steel should have a number indicating the exact place where it should be used. When the steel is raised into place, workers fasten the pieces together temporarily with bolts. Later, welders and riveters join these pieces together permanently.

Many kinds of derricks and cranes are used in the construction of skyscrapers. The two main kinds are mobile cranes and tower cranes. Mobile cranes can manoeuvre around the outside of

the building to hoist material and equipment from various locations. Tower cranes can only add hoist materials positioned within the maximum radius of their lifting mechanisms. Some tower cranes can add sections to increase the height of their support tower as the building goes up. Others are mounted directly on the recently constructed upper stores of the building's framework. They can use a "telescoping" tower mechanism to "jump" up with successive floors as they are constructed. A derrick, mobile crane, or even a helicopter can help in removing sections of a tower crane once the building is nearly complete. After workers complete the superstructure and outside walls, the building is ready to be finished, decorated, and furnished.

Notes:

pre-calculated – заранее просчитанный

caisson - кессон (ограждающая конструкция для создания в водонасыщенном грунте рабочего пространства)

manoeuvre - маневрировать, выводить

to fasten – скреплять, закреплять