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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
для обучающихся

по выполнению практических работ
по учебной дисциплине

ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК
В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

2 курс

Тема 1. Система образования в России и за рубежом

Практическая работа 1. Введение лексики по теме «Образование». Чтение и перевод текста «Образование в России»

Education in Russia

Children start school at the age of six in Russia. The course of studies at school is eleven years now: four years of primary school and seven years of secondary school. Previously it was only ten years: three years of primary school and seven years of secondary school. Children under the age of six are taken to creches and nursery schools.

There is a wide choice of schools nowadays: state schools, private schools, lyceums and gymnasiums. The majority of schools is free of charge, but in some (usually private ones) parents have to pay for the education of their children. In ordinary schools parents sometimes pay for additional subjects in the curriculum, such as a foreign language or arts. Though it is generally not a demand, most children can already read and write when they start their school: this makes education much easier for them.

In primary school there are three or four lessons a day, they usually are Reading, Writing and Arithmetic. A lesson lasts forty minutes. During the first term children get used to learning and adapt to school regulations. Beginning with the second term of the first year at school, children also take Handicrafts, Drawing, Music and Physical Education. The list of subjects under study is further extended during the second, third and fourth years and includes the World History of Arts, Fundamentals of Security, History, Geography, and others. At primary schools all lessons are usually conducted by one teacher.

At the age of ten children pass to the second stage of education, known as secondary school. In secondary school there is a wide variety of subjects under study, and teachers specialize. The transition from primary to secondary school is sometimes difficult for children. After finishing the ninth form and getting the Certificate of Basic Secondary Education, schoolchildren may either continue their education in the tenth form, or leave school and go to technical (vocational) schools and colleges.

After eleven years at school the school leavers take examinations and get the Certificate of Complete Secondary Education. Those who have only excellent marks in the Certificate get a gold medal, which gives the right to enter higher school taking only one examination. The admission to higher school is competitive and based on the system of entrance examinations, usually three or four. During the examinations the school leavers must show their abilities in the chosen field. Young people also have an option to get specialized secondary education in vocational schools after leaving the eleventh form.

Among higher educational establishments are institutes (colleges), academies and universities. The term of studying in higher school is from four to six years. Students can be involved in scientific research while studying. At the end of their final year at college, university or academy they take final examinations and get a diploma. Besides, they can take postgraduate courses in the chosen field.

Практическая работа 2. Работа с текстом «Образование в России». Выполнение лексических упражнений. Грамматика: Разряды существительных.

1. Give the Russian equivalents of the following words and word combinations:

the course of studies; primary school; secondary school; previously; creche; lyceum; gymnasium; free of charge; curriculum; demand; to adapt; to extend; to conduct; transition; vocational school; higher school; competitive; ability; to be involved in; postgraduate courses

2. Use the words and phrases of exercise 1 in the sentences of your own.

3. Give the English equivalents of the following:

детский сад; большой выбор; государственная школа; большинство школ; дополнительные предметы; первая четверть; школьные правила; включать; изучаемые предметы; выпускники; академия; выпускные экзамены

4. Use the words and word combinations of exercise 3 in the sentences of your own.

5. Find in the text and read the information about

- the course of studies in Russian schools;
- pre-primary educational establishments;
- types of schools existing in Russia;

- lessons in primary school;
- secondary education;
- school-leaving examinations;
- the admission to higher school;
- higher educational establishments.

6. Translate the words in brackets into English.

1. (*Курс обучения*) is eleven years.
2. Children (*младшие шести лет*) are taken to creches and nursery schools.
3. (*Большинство школ*) are free of charge.
4. At the age of six children start (*ходить в начальную школу*).
5. After (*базовой средней школы*) young people can enter (*технические училища*).

7. Make up ten questions on the text.

8. Make up the outline of the text.

9. Retell the text using the outline.

10. Choose one point of the outline to make an extended report.

11. Translate into English.

В России в настоящее время существует несколько типов школ, как государственных, так и частных. Родители могут по своему усмотрению отдать детей в гимназию, лицей или частную школу. Иногда при поступлении в такие учебные заведения дети проходят тестирование или сдают экзамен. Стандарт образования — общий для всех школ, однако школы могут сами выбирать методы работы и учебники. Как правило, до школы дети ходят в ясли и детские сады, где приобретают навыки работы в коллективе, что делает учебу в школе легче.

Практическая работа 3. Работа с текстом «Школы в Соединенном Королевстве». Выполнение лексических упражнений.

Schools in the United Kingdom

Education in the United Kingdom is compulsory from the age of five to sixteen. Children under five go either to nursery schools, or to playgroups. Both types of pre-primary educational establishments are non-state; the difference is that a child spends the whole day in a nursery school, while he or she can stay in a playgroup only for some hours a day. Anyway, the main aim of such kind of establishments is to make the children ready for primary schools. Children play, draw, model things from clay and learn to work together.

Compulsory education for all children begins at the age of five. There are 35,000 state schools in Britain. All of them are the responsibility of the Local Educational Authorities (LEA). The LEA caters for the curriculum and exams in each region; they also appoint head teachers and held assessment tests at schools.

Primary school is for children from five to eleven. At first the studies are more like playing than working; English teachers say that this is the best way for children to get used to school. Probably they are right: children learn better when they play. Lessons usually last from nine in the morning till four or five in the afternoon with a long break at the lunchtime.

At the age of eleven pupils go to comprehensive schools. Children usually wear a uniform; it is different in different schools. They study Maths, English, Arts, English Literature, Geography, one or two foreign languages, usually French, Italian or German, PE (Physical Education), IT (Information Technology), Religion, Science, Biology, Sex Education and other subjects.

At the end of their studies they take General Certificate of Secondary Education examinations (GCSE) O-level, and then they either leave school and start working or continue their studies at school or at college for two more years. This is called the sixth form at school or the sixth form college, and the students take only the subjects they need for entering the university of their choice.

At the age of eighteen they take GCSE A-level. They usually take three or four A-levels. There are no entrance exams to universities, so the students can enter a university or a college on the results of their A-level examinations.

Speaking about education in the UK it is necessary to say that there is a great difference between state education and private education. State schools are free, and about ninety per cent of all children attend them. Private, or public schools are very expensive. These are usually boarding schools, where children stay while they study, coming home only on vacations. These schools are for children between

thirteen and eighteen. Before entering a public school children are usually educated at home. State schools are usually mixed, while private schools are typically single-sex, with a few exceptions.

EXERCISES

12. Give the Russian equivalents of the following words and word combinations:

Local Educational Authorities; primary school; comprehensive school; secondary school; Art; English Literature; Information Technology; General Certificate of Secondary Education examinations; A-level; O-Level; state education; private education; public schools; boarding schools; mixed

13. Give the English equivalents of the following words and word combinations:

обязательный; до пяти лет; или ... или; детский сад; лепить; учебный план; директор; больше похоже на ... ; школьная форма; иностранные языки; продолжать обучение; подготовительный класс колледжа; бесплатный; каникулы

14. Answer the following questions:

1. From what age is education in the United Kingdom compulsory?
2. What are the establishments for pre-primary education?
3. What is the difference between nursery schools and playgroups?
4. How many state schools are there in Great Britain?
5. What does the LEA do?
6. At what age do children go to primary schools?
7. What subjects do children take in secondary schools?
8. What kind of exam do the pupils take at the age of sixteen?
9. When do the pupils take GCSE A-level?
10. Are there any entrance exams in British universities?

Практическая работа 4. Множественное число существительных. Притяжательный падеж существительных. Выполнение грамматических упражнений.

The Plural Form of the Nouns

1. Read the nouns in singular and plural forms.

[z]

a chair — chairs
a rule — rules
a party — parties
an exam — exams

[s]

a cup — cups
a book — books
a break — breaks
a subject — subjects

[iz]

a fox — foxes
a place — places
a class — classes

2. Make the nouns plural.

a tooth, a man, a foot, a woman, a postman, a child

The Possessive Case

3. Read and translate into Russian.

mother's bag
Julia's ring
my friend's book
the teacher's register
the boys' notes
the children's toys

But

**the leg of the table
the page of the book**

4. Translate the word combinations into English using the Possessive Case where necessary.

1) журнал учителя; 2) книги учителей; 3) дверь моей спальни; 4) сумки почтальонов; 5) машина отца; 6) имена детей; 7) слова песни; 8) тетрадь Сэма; 9) ответ ученика; 10) тренер моего брата

5. Complete the sentences given below, making use of the family tree:

Sam + Mary

Ann + John

Carrie

Jessica

David + Kate

Stephen

1. Ann is ... wife.
2. Stephen is ... and ... son.
3. Ann is ... aunt.
4. Sam is ... husband.
5. Mary is ... , ... , and ... grandmother.
6. Carrie and Jessica are ... cousins.
7. David is ... and ... uncle.
8. Jessica is ... and ... granddaughter.
9. Carrie is ... and ... niece.
10. Jessica is ... and ... daughter.

Практическая работа 5. Чтение текста «Этон – частная школа Великобритании» с полным пониманием прочитанного.

The Eton Public school in Great Britain

Eton is one of the oldest public schools in Great Britain. It is a single-sex school. Today it is a secondary school for approximately 1,280 boys between the ages of 13 and 18, all of whom are boarders.

Boys live in Houses. There are about fifty boys in each House. Every House has its House Master. For academic purposes, the School is divided into five Blocks, from F to B. Boys normally spend one year in each block, moving up in September. On arrival in the School, a boy is assigned a Tutor by his House Master. The Tutor's principal function is to assist House Masters in monitoring academic performance; he also fosters his pupils' personal, cultural, and social development. His pupils come to him in small groups once a week for a Tutorial, in which they follow a programme of Study Skills, Personal-Social-Health Education (PSHE — designed to raise a boy's awareness of moral, social, and health issues), and topics chosen by the Tutor. When the boy becomes a Specialist, i.e. when he enters C and embarks on A-level work, he chooses a new Tutor. This will normally be a Master who teaches what is likely to be the boy's principal A-level subject. There are thirty-seven scheduled schools (i.e. lessons) a week in which formal teaching takes place, but almost all boys have one or more reading schools (i.e. free periods). Boys are taught in divisions (i.e. sets or forms) normally containing about ten or twelve boys of broadly similar ability in the case of Specialists and about twenty in the case of Non-Specialists. In each block, a programme of regular out-of-school work is laid down.

There are a lot of facilities in Eton. Computing (along with Design and Technology, Music, Drama, and Art) forms a compulsory part of the syllabus during the first year and is an optional subject thereafter. In the Design Centre there are facilities for woodwork, metalwork, silverwork and electronics. A huge number of boys have music lessons, and there are numerous bands, orchestras, and small groups. Most departments have a building of their own where the boys are taught.

Практическая работа 6. Работа с текстом «Образование в США». Выполнение лексических упражнений.

Education in the United States

There is no federal educational standard in the USA. Schooling and educational programmes are the responsibility of each state; this is why one can find great differences in education from state to state. No uniform demands exist on education in schools or universities throughout the nation. In most states attending school is obligatory for children between six and seventeen. Secondary education institutions include elementary schools and high schools.

Higher education in the USA is not nation-wide. Colleges differ a lot from each other in scale and level of education as well as in the "quality" of diplomas given. There are private and state universities.

Private education is considered more prestigious. The most famous private university is Harvard. Higher education is rather expensive in the USA.

A typical American university has two levels of education: two years of undergraduate classes and two more years of graduate classes. The undergraduate years are called the freshman and the sophomore year.

During the first and the second year the students take subjects of general education: Science, Humanities, Arts. The specialization begins at the third and the fourth years, named the junior and the senior year respectively. After the fourth year at college, students get a Bachelor's degree. Graduates may specialize further and do research. They get a Master's Degree.

EXERCISES

1. Give the English equivalents of the following words and word combinations:

федеральный стандарт образования; учебные и образовательные программы; универсальные требования; начальная школа; средняя школа; считается более престижным; самый известный; довольно дорогое; первый курс; второй курс; третий курс; четвертый курс; общеобразовательные предметы; специализация; степень бакалавра; степень магистра

2. Agree or disagree:

1. The system of education in the USA works according to the national standard.
2. Admission to elementary and high schools is free.
3. State universities are more prestigious than private ones.
4. The course in a typical American university lasts five or six years.
5. Sophomore is the second year in a university.
6. The specialization begins at the first year of studies in a university.

3. Make up ten questions on the text.

4. Compare education in the United States and in Russia.

5. Speak about education in the United States.

Тема 2. Здоровье и спорт

Практическая работа 7. Введение лексики по теме «Спорт». Работа с диалоговыми материалами.

Active Words and Word Combinations

athlete ['æθli:t] n спортсмен
attempt [a'tempt] n попытка
хорошей физической форме
energetic энергичный
entertainment развлечение
route for ['ru:t fo:] v болеть за
rule [ru:l] n правило
frame [freim] n рамка
stadium ['steidiom] n стадион
handle ['haendl] v обращаться
keep record вести запись
knock down ['nok 'daun] v сбивать
winner победитель

participate участвовать
bowling ['baʊlɪŋ] n боулинг physically fit в
dozen [dxzn] n дюжина
a pin [pm] n кегля
point [point] n очко
fan [faen] n болельщик
runway дорожка (в боулинге)
score [sko:] n счет
try [traɪ] n попытка
"strike" [straɪk] «сбито»
training centre спортивный центр
major главный, значительный

Text

Sports

Stepan decided to have his birthday party at a new bowling club, and he invited Vlad and some other guys to come. Vlad has never played bowling and so he wants to ask his father about the rules of the game.

Vlad: Dad, have you ever been to the new bowling club that was opened in our city not long ago?

Father: Yes, of course, I have been there several times, and I must say that I enjoyed the quiet and friendly atmosphere there.

Vlad: So you say you like it, don't you?

Father: I do. And why?

Vlad: Stepan has invited us to join him there for his birthday party.

Father: It is a very nice idea to have a birthday party in a place like that, isn't it?

Vlad: But I am a little confused. I have never played bowling in my life. Frankly speaking, I have a very vague impression of what it is and how it is played.

Father: Ah, it is rather simple. You will understand everything after a couple of minutes watching the other people play.

Vlad: Could you give me some hints? I don't want to look stupid.

Father: Well, certainly. Bowling is quite an old game. In fact, it is rather entertainment than sport. Everybody despite of the age and physical fitness can play it. Players roll balls along a runway called a lane, attempting to knock down ten pins.

Vlad: What is a runway?

Father: Well, it is a long path on which the balls are rolled. At the end of the path there are the pins, they form a triangle. The balls are rather heavy; you will choose the ball for yourself. Choosing a bowling ball is the first step toward successful bowling. You should select a ball that is easy to handle. It should not be too heavy or light, and should feel comfortable and natural in the hand. Now to the game itself.

Vlad: As far as I understand, the task is to knock down the ten pins. Is it difficult?

Father: Rather, I must say. Each game has ten frames. At the beginning of each frame the player tries to hit all the ten pins. If one manages to do it, it is called "strike", and it is very good. If one doesn't, there is the second attempt. If all the pins are down after the second strike, it is called "spare".

Vlad: And what if some pins are left?

Father: Then the frame is called "open" and the player gets only the amount of points equal to the amount of pins that fell.

Vlad: So, if I hit only one pin, I will have only one point.

Father: In this frame, yes.

Vlad: And if I have a "spare"?

Father: Then you will get ten points plus the amount of points that you get during the first strike in the next frame.

Vlad: For example, if I get a "spare" and knock down 3 pins in the next frame, I'll get 13?

Father: Right. And if you have "strike", you'll get ten points plus the sum of two strikes in the next frame. The maximum possible score in a strike frame, therefore, is 30: the strike followed by two more strikes on subsequent throws ($10 + 10 + 10 = 30$).

Vlad: I must remember this.

Father: You needn't. There is a computer calculating it for you. It keeps the records of the bowlers' names, the frame, the number of pins knocked down with each ball, and the final score.

Vlad: Then can you give me any hints on how I must throw the ball?

Father: There are two holes in the ball so you will see how to throw it the best way. Bowling is the sport based on timing and coordination, so it is very difficult to explain how you should behave when playing. The only advice I'd give you is to relax and to watch other people playing.

Vlad: This makes sense. Thanks a lot, Dad, now I think I'll feel more comfortable when playing.

Father: Have a nice time at the club tonight.

Практическая работа 8. Порядковые и количественные числительные. Обозначение дат. Дробные числа (простые и десятичные)

1. Напишите по-английски

1. Количественные числительные:
3, 5, 11, 12, 13, 24, 69, 325, 1005, 530 425
2. Порядковые числительные:
1, 2, 15, 23, 84, 149, 150, 208, 1000, 2 000 000.

2. Напишите цифрами следующие даты

1. The first of March nineteen seventy-six.
2. The fifth of December two thousand.
3. The sixteenth of May nineteen five.
4. The third of July nineteen hundred.

3. Напишите по-английски

1) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1911 года; 4) 11 марта 1951 года; 5) 12 декабря 2024 года.

4. Напишите цифрами дробные числа

Простые:

1) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

Десятичные:

1) Zero (nought/ou) point two 2) two point four five 3) four point five 4) three four (thirty four) point one zero two 5) nought point nought one 6) six point three five 7) fifty eight point three nought five.

Практическая работа 9. Выражения, связанные со временем. Как сказать о времени по-английски

Запомните следующие слова и выражения:

a watch — часы (наручные, карманные)

a clock — часы (стенные, настольные)

My watch is five minutes fast. — Мои часы спешат на 5 минут.

My watch is five minutes slow. — Мои часы отстают на 5 минут.

What day is it today? — Какой сегодня день (недели)?

What date is it today? — Какое сегодня число?

What time is it now? — Который час?

What is the time? — Который час?

Выражения, связанные со временем:

yesterday — вчера

the day before yesterday — позавчера

today — сегодня

tonight — сегодня вечером

tomorrow — завтра

the day after tomorrow — послезавтра

a fortnight — две недели

from 10 till 12 — с 10 до 12

half an hour — полчаса

10 days ago — 10 дней назад

It's time to ... — пора (делать что-л.)

in an hour's time — в течение часа

in time — вовремя (не слишком поздно; так, чтобы успеть)

on time — вовремя (точно по плану)

in the middle of ... — в середине

this week (month, year) — на этой неделе (в этом месяце, году)

next week — на следующей неделе

last week — на прошлой неделе.

1. Скажите по-английски время

А) 8:05, 8:10, 8:15, 8:20, 8:25, 8:30, 8:35, 8:45, 8:50, 8:55, 9:00.

Б) 1. Ровно двенадцать часов.

2. Без четверти три.

3. Половина пятого.

4. Четверть седьмого.

5. Десять минут второго.

6. Без двадцати двенадцать.

2. Переведите на английский язык

1. В году 365 дней.
2. На митинг пришли почти 1500 человек.
3. В библиотеке 20 545 книг.
4. Я прочитал около 100 страниц.
5. Первый автобус приходит в 6:00.
6. Рисунок находится на второй странице.
7. Миллионный посетитель пришел сегодня на выставку.

Практическая работа 10. Работа с текстом «Олимпийские игры» The Olympic Games

The Olympic Games were held on Greek land in the ancient times. The first Olympic Games took place in 776 B.C. The Olympic Games took place every four years at Olympia and were a part of a religious festival. The four-year interval was called an Olympiad. The games were so important that even wars were stopped during Olympic Games.

At first, the athletes took part only in race (the sprint). Later, they threw the discus and javelin, then broad jumping and wrestling were added. The Olympic Games were held for more than 1,000 years. The Byzantine Emperor Theodosius abolished them in 394 A.D.

The Games were revived in 1896 to support understanding and friendship among nations. The first modern games were held in Athens, Greece. Young men and women come from all over the world to compete in various sports and represent their country. They live in an Olympic Village at the site of the games.

The Olympic Games are organized and governed by the International Olympic Committee (IOC). It sets the program of the games, chooses the city where the games are to be held, and determines the standards of games. Each country has a National Olympic Committee.

The opening ceremony of each Olympic Games is held in a major stadium. The president of the host country usually opens the games. Athletes from Greece march the first and athletes from other countries march after them around the stadium in the parade of Nations. Then, looking at the Olympic Flag, the athletes take the Olympic Oath:

We swear that we will take part in these Olympic Games in the true spirit of sportsmanship, and that we will respect the rules that govern them, for the glory of sport and the honor of our country.

The Olympic Flame is lit with a torch that is brought by a relay of athletes from the ruins of ancient Olympia in Greece. When the Games are finished, the flag is lowered and the flame extinguished.

Questions:

1. When did the first Olympic Games take place?
2. How often did the Olympic Games take place in the ancient times?
3. What were the first competitions?
4. Who abolished the Olympic Games?
5. Where and when were the first modern Olympic Games held?
6. Who organises the Olympic Games now?
7. Who usually opens the games?
8. Athletes of which country march the first around the stadium in the parade of Nations?
9. Who lights the Olympic Flame?

Практическая работа 11. Посещение врача. Работа с диалоговыми материалами AT THE DOCTOR'S

1. Susan has a bad cold, a cough and a temperature. She has been feeling ill for two days. She makes an appointment and goes to the doctor's.

Doctor: Come in, Miss Brown. Sit down. What is troubling you?

Susan: I've got a bad cold and a cough. I think I've got a running temperature and I feel quite ill.

Doctor: Let me look at your throat. Say "Ah."

Susan: Ah.

Doctor: Oh yes. Your throat's quite swollen and very red. Could you cough for me while I listen to your chest. ... Yes, that sounds all right. There's nothing wrong with your lungs.

Susan: Good.

Doctor: Do you have any other symptoms?

Susan: I've got a terrible headache and I feel hot and cold sometimes.

Doctor: You've got quite a bad throat infection, Miss Brown. I'm going to write you a prescription for some tablets and some cough mixture. Take the tablets three times a day after meals and the cough mixture at night when your cough is bad. Take the prescription to the chemist's and they will give you your medicine. And stay in bed for a couple of days.

Susan: Thank you very much, doctor. I feel better already!

2. Patric fell off his bicycle. He's in the casualty department at the local hospital. Doctor Jones is examining him.

Doctor: Hello, Mr. Smith. You've had a fall. What were you doing? Going too fast?

Patric: Yes, doctor. I fell off going round a corner.

Doctor: You'd better get undressed then, and we'll take a look at you. Mm. That's a nasty cut. I'll have to put a couple of stitches in that.

Patric: I've got a cut here too, doctor.

Doctor: It looks worse than it is. It's only a graze. The nurse will clean it up for you. It'll sting, but that's all. Now, does it hurt anywhere else?

Patric: I've got a pain in my arm. It's very sore, and it feels stiff.

Doctor: Well, there's nothing broken, but you've bruised your shoulder. It'll sore for a few days. Now, did you bang your head at all?

Patric: Yes, I did. I fell onto the bike. But it doesn't hurt now.

Doctor: Did you feel dizzy?

Patric: No, not at all.

Doctor: Look up there; I'm just going to shine this light in your eye. No, that's fine. I'll just do the stitches and the nurse will put a dressing on it. Then you can go home.

Практическая работа 12. Чтение текста «Роль витаминов в нашей жизни». Выполнение лексических упражнений

1. You are going to read about vitamins. Before you read, mark the statements true (T) or false (F). Then read the text and check your answers.

1. Vitamins make people healthy.
2. We get vitamins doing sports.
3. People don't need vitamin C.
4. If you want to be healthy you should eat less fruit and vegetables.
5. There are about ten vitamins extremely necessary for the people.

People need vitamins to stay healthy. "Vita" means life in Latin. People get vitamins from the food they eat. There are a lot of vitamins in fruit and vegetables. But you can hardly find any useful vitamins in Coke, chips and other fast food. Each vitamin is responsible for different things in the human body. There are about ten major vitamins. They are usually named by a letter of the alphabet (A, B, C, D, etc.)

- Vitamin A is in green and yellow vegetables, milk and eggs. It's necessary for seeing in the dark.
- Vitamin B, is in meat, porridge and bread. It is responsible for the nervous system. Lack of this vitamin leads to serious illnesses and even death.
- Vitamin C is in every fruit and vegetable. You can find this vitamin in black currants, strawberries, oranges and grapefruits, onions, cabbages and green peppers. Vitamin C is important for building bones and teeth. It helps to prevent colds.
- Vitamin D is in eggs. People can also get it from sunlight. It makes our bones strong.
- Vitamin E is necessary for skin and body. It's in the wheat and nuts.

- Vitamins B6 and K are necessary for human blood. You can find B6 in beans and milk; K — in potatoes, tomatoes and carrots.

Vitamins make people healthy, optimistic and strong. Remember: I eat to live, but I don't live to eat. Choose healthy food.

2. Complete the sentences using the text.

1. If a person has some problems with her / his skin, he / she should have
2. If you have got a bad cold, you need vitamin which is in
3. To make your bones strong you should
4. If you can hardly see in the dark, you should have ... every day.
5. You should have ... to make your nervous system work.
6. People need vitamins to

Практическая работа 13. Здоровый образ жизни. Развитие навыков аудирования. Выполнение лексических упражнений

1. Read the information and find out how people keep fit.

To keep fit most people do sports. Some of them join a sports club. The most popular individual sports are walking, swimming, cycling and aerobics.

People work hard. They come home late and are busy at weekends. They have no time to go to a sports club or a sports centre which isn't quite near their homes. They can hardly do sport seriously. They just want to relax.

People of all ages and types do exercises at home to improve their health and to keep fit. In the morning they switch on the TV and follow fitness classes (оздоровительные занятия) at home or go jogging in the park in the evening.

2. Discuss and name:

- a) at least three purposes to keep fit;
- b) at least five ways to keep fit.

3. Work in pairs. Ask each other questions.

Start with these:

- What do you do to keep fit?
- Are there any fitness clubs in your place (village, town, city)?
- Have you ever gone to a fitness club?
- Do you do any sports?
- What sport is it?
- How often (regularly) do you do sports?
- Where do you usually do it (at home, at the stadium, at the school sports ground)?
- What sport is popular in your family?
- Do you take part in any competitions?
- Have you ever won a prize or medal there?

4. Listen, read and act out:

- Hi, Helen! How nice to meet you here!
- Hello. I'm really glad to see you too.
- What are you doing here?
- You know, I don't do sports at my college now. And I'm getting out of shape. So I've decided that every week I will do at least one sporty thing.
- That's great! You can join me. I do aerobics here. The only problem is that aerobics classes are really popular, so a lot of people go to them.
- I'm afraid, I prefer smaller classes. It's not so embarrassing (не так стыдно) when you make mistakes. If there are a lot of people in your class, I'll try something else.
- OK. What are your favourite sports?
- Oh, many of them. I love athletics. But I love to watch it — not to do it myself! I think I will go swimming. Is there a swimming pool here?
- Sure. It's over there. Shall I show you the way?
- No, thank you. I'll find it myself. You were very helpful. Bye-bye.

5. Make up your own dialogues.

Use:

How nice to see you here!

I'm afraid, I'm getting out of shape.

Lots of people go there.

It's not so embarrassing when you make mistakes.

It's over there.

You were very helpful.

Write the word combinations in two columns.

eating fruit and vegetables walking with a dog smoking
going to bed after 11 p.m. getting up at noon
jogging in a park eating hamburgers and "hot dogs"
sleeping not less than eight hours a day
doing some gymnastics in the morning
eating too many sweets, cakes, and chips
doing lessons late at night
having the latest meal not later than 7 p.m.



Практическая работа 14. Перевод текста «Спорт в США»

Going in for Sports in the USA

Americans consider themselves the nation of sports fans. A visitor to the USA may be really amazed at seeing how much attention is paid to different kinds of sports. The major sporting events are widely discussed in newspapers and magazines, and the names of famous sportsmen are known to everyone. Special TV channels broadcast championships all over the country. Hundreds of stadiums are built every year.

Physical training is a very important subject at school, high school and college. Preference is given to team games, such as American football, football (called soccer by Americans), baseball, and basketball. In every city one may find a cafe with a dozen of large TV sets showing different sports events. People go to those cafes to route for their favorite team and to talk to friends. It is a very popular way to spend an evening.

Great attention is paid on keeping oneself physically fit. Companies spend money on building gyms and arranging sports facilities for their employees. A company staff may have an option of going to a swimming pool, a training centre or a golf course for a symbolic fee. The companies are pragmatic doing this. If a person goes in for sports he or she will be healthier and more energetic, and this will do good for the company he works for. Besides, medical care is very expensive, and it is often easier to prevent a disease by giving a person an opportunity to look after oneself than to pay the insurance afterwards.

Тема 3. Путешествия

Практическая работа 15. Введение лексики по теме «Путешествия. Транспорт». Обучение диалогической речи по теме «Путешествия. Транспорт».

Travelling. Transport

It is early spring now, but the Volkovs are already making plans for their summer holidays because it is always better to arrange everything beforehand than to make a fuss the last minute. Vlad has already decided to go to St. Petersburg with Lena and his friends from college. They want to visit the Hermitage and Petergof and many other places of interest. They will go there by bus. Nina and Boris are planning to go abroad to Prague or to Warsaw for a week or two, if

they are through with their repairs. Now Alexei and his parents are discussing where to go.

Father: Well, Alexei, what are your plans for summer holidays?

Alexei: It is difficult to say anything for sure now, but I think I will spend the whole July in the sports camp, if nothing changes. My coach has already included me in the list of the people who go there.

Mother: What are you planning to do in June and August, then?

Alexei: I think I'll either stay in town or go to the country to live with grandmother and grandfather. Besides, we have a tournament in football in June. Our team has strong chances to win.

Father: So far as I understand, you've already made plans for June and July. What about August? Would you like to go with us somewhere?

Alexei: Most willingly. Where are you planning to go?

Father: We are thinking about going to the seaside, if you have nothing against it.

Mother: We can spend a month by the sea, sunbathing, swimming, diving, and having nothing to do.

Alexei: Which is the best place to go, in your opinion?

Father: What would you both say about going to the Crimea?

Alexei: Why, I was there when I was a little boy, and I don't remember much except a tiresome journey by train. I wouldn't go there if I were you.

Father: Going by train in summer is very uncomfortable. But this time we won't go by train. We can fly there, if you want to. It will take no more than three hours to get to Sochi. You will enjoy wonderful views while we go. Or we might go there by bus with air-conditioning: buses are comfortable. If we buy a voucher to a resort or a holiday centre, we won't have to take trouble about meals and accommodation.

Mother: I must say I am airsick.

Alexei: Resorts are boring. I can suggest you doing a more exciting thing: why don't we go by car? We can travel as much as we want to, visiting as many places as we like. We won't have to book tickets and hotel rooms in advance, or to queue in a booking office. We will visit all the towns along the coast, provided that we have time.

Father: When I come to think about it, it seems a very attractive idea, except for the fact that you don't drive and I will have to drive all the way there and back. But still I have nothing against it: we can travel all over the Crimean coast or stay in one place for the whole month, if we like.

Alexei: And we don't have to carry the luggage. Just put everything you want to take into the car, and that's all!

Mother: Now we must decide on where to stay during our journey.

Father: There are plenty of opportunities: we may take a tent, or stay in a hotel, or rent a room or a cottage.

Alexei: Living in a tent is a bad idea. What if it rains? And, besides, it will occupy too much room in the car if we take it.

Mother: All right, dear. We will rent a room or stay in a hotel, then.

Father: Now we'd better take a map and choose the best route for our journey.

Active Words and Word Combinations

accommodation размещение	place of interest достопримечательности
advantage преимущество	railway ['reilwei] n железная дорога
arrange устраивать	resort [ri'za:t] n курорт
route [ru:t] n маршрут	book [buk] v бронировать, заказывать
sunbathe загорать	take trouble волноваться, заботиться
booking office билетная касса	tent [tent] n палатка
coast побережье	tiresome ['taiasam] a утомительный
travel/go by bus путешествовать на автобусе	comfortable удобный
disadvantage недостаток	travel/go by car путешествовать на машине
dive [daiv] v нырять	drive [draiv] v вести машину
travel/go by plane путешествовать на самолете	enjoy наслаждаться
go abroad уезжать за границу	travel/go by train путешествовать на поезде
go by air лететь на самолете	go by water путешествовать по морю
trip [trip] n небольшое	journey путешествие экскурсия
holiday centre дом отдыха	luggage багаж
uncomfortable неудобный	make a hiss суетиться, беспокоиться
view [vju:] n вид	map [maep] n карта
voucher ['vautfə] n путевка	

Практическая работа 16. Местоимения: личные и притяжательные, указательные и вопросительные, возвратные.

1. Вставьте подходящие по смыслу личные местоимения

1. ... am sitting on the sofa.
2. ... are watching TV.
3. Are ... from England?
4. ... is going home.
5. ... are playing football.
6. ... is a wonderful day.
7. ... are speaking English.
8. Is ... your sister?
9. ... are swimming in the pool.
10. ... they in the cinema?

2. Замените выделенные слова личными местоимениями

Образец: *The pupils learned the new words. — They learned them.*

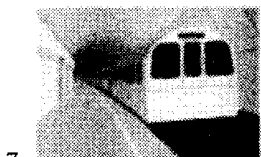
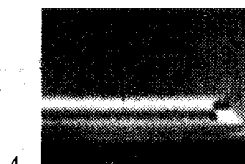
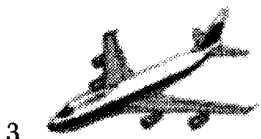
1. The teacher helped the pupils to translate the text.
2. Mother asked Mary to wash the plates.
3. My friend writes a letter to his sister.
4. Jane took three books from Jim.
5. His cousins live in Moscow.
6. Their grandfather and grandmother will come tomorrow.
7. Mary works in a shop.

3. Выберите правильные притяжательные местоимения

1. Is this (your / yours) book?
2. It's (their / theirs) door, not (our / ours).
3. They're new pupils and I don't know (their / theirs) names.
4. (My / Mine) flat is bigger than (her / hers), but (her / hers) is nicer.
5. That's not (my / mine) book. (My / Mine) is new.
6. They took (our / ours) books and we took (their / theirs).
7. Are these pencils (her / hers)?
8. Is this (your / yours) house or (their / theirs)?

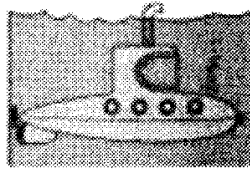
4. Назовите транспортные средства с помощью указательных местоимений

Образец:  This is a van.





9.



10.

- a. ship
- b. bicycle
- c. lorry (амер. truck)
- d. plane
- e. underground (амер. subway)

- f. submarine
- g. high speed train
- h. car
- i. motorcycle
- j. bus (double-decker)

5. Прочитайте и переведите на русский язык

1. What is this? — It's a pen.

What kind of pen is it? — It's a black ball pen.

Is it an expensive pen? — No, it isn't. It's a cheap pen.

2. What is that? — It's a bird.

Is it a big bird? — Yes, it is. It's a very big bird.

3. What are these? — They are schoolchildren.

Are they American schoolchildren? — No, they're not. They're Russian schoolchildren.

4. What are those? — They are trees.

What are these? — They are keys.

What are those? — They are clouds.

6. Вставьте нужное возвратное местоимение

1. Do you ever talk to ... ? 2. They want to do it ... 3. She washed ...
 4. Will you answer the letter ... ? 5. I looked at ... in the mirror. 6. We shall tell her ... 7. They have done the task ... 8. She doesn't like to speak about ... 9. The story ... is very good, but not the translation. 10. Children, do it ... 11. I shall ask him ...

Практическая работа 17. Неопределенные местоимения some, any, отрицательное местоимение no и их производные

1. Изучите таблицу, переведите местоимения на русский язык

NO/NONE	SOME	ANY	EVERY
no one	someone	anyone	everyone
nobody	somebody	anybody	everybody
nothing	something	anything	everything
nowhere	somewhere	anywhere	everywhere
nowhere	someplace	anyplace	every place

2. Вставьте somebody, anybody, nobody или everybody.

1. The question is so difficult that ... can answer it. 2. ... left his bag in our classroom yesterday. 3. Has ... in this group got a dictionary? 4. It is too late. I think there is ... in the office now. 5. ... knows that plants like water. 6. Is there ... here who knows English? 7. You must find ... who can help you. 8. ... knew anything about our home task. 9. The question is very easy. ... can answer this question. 10. There is ... in the next room. I don't know him. 11. Please, tell us the story. ... knows it. 12. Is there ... you want to tell me? 13. Has ... here got a red pencil?

3. Сделайте предложения отрицательными

1. There is some milk on the floor.
2. There is some water in the refrigerator.
3. Someone is at the door.
4. Everyone is tired after the trip.

4. Сделайте предложения утвердительными.

1. There isn't anything good on TV tonight.
2. No one is at home.
3. There aren't any books on the shelf.

5. Заполните пропуски местоимениями *any, some, no* или *none*.

Образец:

Are there ... books on the shelf? No, there aren't ...

Are there any books on the shelf? No, there aren't any.

1. Do ... foreigners work in your company? Yes, there are ...

2. She hasn't ... clothes to wear to the party. No problem, I can give her ...

3. Mary, there is ... sugar in the sugar bowl. We had better get ...

4. Are there ... good movies this weekend? No, there are ...

5. I want to take a shower; is there ... hot water? I'm sorry, there is ... hot water.

Практическая работа 18. Обучение монологической речи по теме «Путешествия»

On Travelling

People started travelling in the ancient times. The first travellers were pilgrims, nomads and explorers. Travelling was really dangerous in those days, but there were always brave and daring people who went on discovering new lands, in search of wealth and fame.

Nowadays things have changed significantly. Hundreds of companies are willing to help you if you are planning to go somewhere. You are free to choose where to go: you may want to spend a vacation in the mountains or by the sea, and a plane will take you to the place of your choice in a matter of hours. A lot of people will cater to the needs of the travellers in hotels and holiday centres all over the world. Visitors are amused and taken care of in any possible way.

Holidaymaking has become one of the most profitable industries, and the budget of many countries, such as Turkey, Egypt and Greece depends on tourism a lot. Travelling has become easier — and maybe less exciting.

Практическая работа 19. Обучение диалогической речи по теме «Погода»

DIALOGUES

1. — This weather is really getting me down! Rain, rain, rain ...

— Yes, this rain is killing me too.

2. — What was the weather like in Scotland last month?

— It was snowing the whole of January. And it was rather cold.

3. — It was quite warm yesterday it seems to me?

— Oh, wasn't it cold?

— No, I'm quite sure it was warm.

— Oh!

4. — What is the weather forecast for tomorrow?

— They say it will be cloudy with rain.
 — Oh, rain again!
 — But they also say there will be sunny intervals. And it will be quite warm.
 5. — It's a lovely day, isn't it?
 — Yes, isn't the day fine!
 — The sun... not a cloud in the sky...
 — It's so nice and warm.
 — Isn't it wonderful?

WORDS AND PHRASES

changeable <i>adj</i> —переменчивый	dry <i>adj</i> — сухой
change <i>v</i> — меняться	shine <i>v</i> — сверкать
average <i>adj</i> — средний	clear <i>adj</i> — ясный, безоблачный
below/above zero —ниже/выше нуля	the weather forecast —прогноз погоды
5°C (five degrees Centigrade) —5° по Цельсию	to forecast the weather - предсказывать погоду
warn [wo:n] <i>v</i> —предупреждать	
F (Fahrenheit) — по Фаренгейту (кипение воды при 212°)	
safe topic for conversation — безопасная тема для разговора	
cool <i>adj</i> — прохладный	mild <i>adj</i> — мягкий
at a time — подряд	wet <i>adj</i> — сырой
a dull day — пасмурный день	
wear (wore, worn) <i>v</i> —носить (об одежде), быть одетым в ...	
(What were you wearing at the party yesterday? — I was wearing a long black dress.)	
This weather is getting me down — Эта погода просто убивает меня (действует угнетающе)	
to carry an umbrella — идти под зонтиком	
What is the weather like today? — Какая сегодня погода?	
I'm quite sure — Я абсолютно уверен	
Практическая работа 20. Работа с диалоговыми материалами по теме «В аэропорту. В самолете»	

Situation 1: At the check-in desk

Agent: Good afternoon! Where are you flying to today?
 You: Los Angeles.
 Agent: May I have your passport, please?
 You: Here you go.
 Agent: Are you checking any bags?
 You: Just this one.
 Agent: OK, please place your bag on the scale.
 You: I have a stopover in Chicago – do I need to pick up my luggage there?
 Agent: No, it'll go straight through to Los Angeles. Here are your boarding passes – your flight leaves from gate 15A and it'll begin boarding at 3:20. Your seat number is 26E.
 You: Thanks.

Situation 2: Going through security

There are two pieces of equipment in security: you put your bags through the X-ray machine, and you walk through the metal detector. The Xray machine has a conveyor belt that moves your bags automatically through the machine. You can put small items like keys or money into plastic bins.
 Agent: Please lay your bags flat on the conveyor belt, and use the bins for small objects.
 You: “Do I need to take my laptop out of the bag?”
 Agent: Yes, you do. Take off your hat and your shoes, too.
 (you walk through the metal detector)
 [BEEP BEEP BEEP BEEP]
 Agent: Please go back. Do you have anything in your pockets – keys, cell phone, loose change?
 You: I don't think so. Let me try taking off my belt.
 Agent: Okay, come on through.
 (you go through the metal detector again)
 Agent: You're all set! Have a nice flight.

Situation 3: At the gate

Airports are divided into terminals (the major sections of the airport) and each terminal has many gates. The gate is the door you go through to enter the airplane. Here are a few announcements you might hear while you are at the gate, waiting for the plane to board.

Situation 4: On the plane

The people who work inside the airplane serving food and drinks are called flight attendants. Both men and women who have this job are called flight attendants.

Flight attendant: Chicken or pasta?

You: Sorry?

Flight attendant: Would you like chicken or pasta?

You: I'll have the chicken.

Flight attendant: Anything to drink?

You: What kind of soda do you have?

Flight attendant: Coke, Diet Coke, Sprite, Orange, and Dr. Pepper.

You: A Diet Coke, no ice, please.

Flight attendant: Here you go.

You: Thanks.

Практическая работа 21. Обучение диалогической речи по теме «В отеле»

A Receptionist and A Client

Receptionist: Hi, welcome to the GrammarBank Hotel. How can I help you?

Client: Hi, I would like a room for tonight. Do you have any vacancies?

Receptionist: Yes sir, would you like a single room, or a double room?

Client: A single room, please.

Receptionist: How long will you be staying?

Client: For three nights.

Receptionist: Okay, would you like a king size bed or a queen size?

Client: Well, king size bed, please.

Receptionist: Smoking, non-smoking?

Client: Non-smoking.

Receptionist: Sure, and would you rather have a room with a view of the ocean or the forest? Client: It doesn't really matter to me, whichever one is cheaper.

Receptionist: Sure, it's going to be \$55 per night. Can I have your ID, please?

Client: Here it is.

Receptionist: Alright, Could you sign here, please?

Client: No problem. Do you accept American Express?

Receptionist: Sure, any Visa, Master Card or American Express.

Client: Perfect, here is my card.

Receptionist: Thank you. Is there a phone number where you can be contacted?

Client: Yes, it is 333-3333.

Receptionist: Okay. Here's your key. Your room number is 276. It's on the 2nd floor, you can take the elevators behind us. If you need anything, just dial 9 for the reception.

Client: Thank you for your help.

Receptionist: My pleasure. Enjoy your stay!

Практическая работа 22. Обучение диалогической речи по теме «Как спросить дорогу, если ты потерялся»

A Police Officer And A Tourist

Tourist: Excuse me officer, I think I am lost. Can you help me find my hotel, please?

Officer: Certainly, What's the name of your hotel?

Tourist: It's the GrammarBank Hotel.

Officer: Hmm, I think I know where it is.

Tourist: Is it far?

Officer: No, not really. Do you have a car, are you driving?

Tourist: No, I don't have a car.

Officer: Okay, actually it's only about 10 minutes walk. But if you want, I can call you a cab.

Tourist: No, thank you. I don't mind walking.
 Officer: Okay then, let me give you the directions.
 Tourist: Thank you. I appreciate that.
 Officer: Now, go along this street until you get to the Bank. Do you see the tall building?
 Tourist: Yeah.
 Officer: So, at the traffic lights there, turn left to Great Sheva Avenue.
 Tourist: Okay, I will turn left.
 Officer: Correct. Then go straight on, take the second right and that should take you to the GrammarBank Hotel.
 Tourist: Okay, I will take the second left.
 Officer: No, it's the second right.
 Tourist: Ah, right. The second right.
 Officer: Yes sir, left at the traffic lights near the bank and then the second right.
 Tourist: Got it, thank you very much for your help.
 Officer: No problem, have a nice day.

Тема 4. Моя будущая профессия, карьера

Практическая работа 23. Обучение диалогической речи по теме «Устройство на работу» An Interviewer And An Interviewee

Interviewer: Welcome to ABC Controls, David. I am Tom.
 Interviewee: Hello, it's nice to meet you.
 Interviewer: Nice to meet you too, how are you doing today?
 Interviewee: I am doing well, and yourself?
 Interviewer: Great, thanks. I hope we didn't keep you waiting for long?
 Interviewee: No, I had the chance to talk to one of your engineers while waiting.
 Interviewer: That's good. David, shall we start?
 Interviewee: Yeah, sure.
 Interviewer: First of all, let me introduce myself. I am the manager of our engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.
 Interviewee: Yes sir, I read about the position on your website, and I think I am a good fit.
 Interviewer: We currently have several ongoing projects and the team is working hard. We are hoping to keep busy for a long time.
 Interviewee: What are the essential qualifications required for the position?
 Interviewer: This is an entry-level engineering position, we do provide a lot of training here. But we do require that you have at least a bachelors degree in computer engineering. Previous experience in the field is a plus.
 Interviewee: What kind of experience would you count as a work in the field?
 Interviewer: Even though we provide training, it would be great if you had some hands-on programming experience, knowledge of database systems or skills on developing applications.
 Interviewee: My final school project was actually developing a mobile application, so I am fairly competent in developing mobile and web applications.
 Interviewer: That's good to hear, which school did you graduate from?
 Interviewee: I was a student at DEF University, and I graduated with a bachelor degree in computer science. I worked as a computer lab tutor in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.
 Interviewer: What are you looking for in a job?
 Interviewee: The job should definitely help me grow in my career. I will be happy to learn and grow as I work in a passionate company like yours.
 Interviewer: You are right. There is plenty of room for advancement in our company. What are your strengths? Why should I hire you?
 Interviewee: I am a diligent person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.
 Interviewer: Very well. Now, do you mind working overtime?

Interviewee: No, I do not.

Interviewer: Because, sometimes we get overwhelmed with heavy workload.

Interviewee: I understand that's the nature of the job. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Interviewer: Do you have any questions for me?

Interviewee: No, I think I have a pretty good understanding of the requirements. I believe that I can handle it with ease, and the fact that you provide all the training sounds excellent. I hope to have the opportunity to work for you.

Interviewer: David, It is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too. Thank you for your time.

Interviewer: Thank you for coming.

Практическая работа 24. Чтение и обсуждение текста «Моя будущая профессия»
MY FUTURE PROFESSION

It is not an easy thing to choose a profession of more than 2000 existing in the world. Some people do this still at the industrial training centers, some follow the advice of their parents, others can't decide even after leaving school. As for me I made my choice three years ago after leaving school where I studied 8 years. Since that time I knew that I would become a good specialist and went to higher education to the Technical Oil School. My future profession is an automation operator. After four years studying at school I will be a qualified automation operator and I am going to work on the factories of our town. And now I try to do all my best in study.

There are many subjects in our school. My favorite subject is computer training. Computer industry is developing fast. No business is possible without computers. Computer engineering is a general, the most rapidly growing field. It deals with both electric and electronic industries. There are two trends in computer engineering: to fit greater and greater numbers of circuit elements onto smaller and smaller chips and another to increase the speed of computer operations. As you see, there are a lot of employment opportunities in this field and engineers in the field of electric and automation are concerned, with all aspects of electrical communications. I hope to find a good job after finishing technical school and earn much money.

Answer the questions:

1. Is there a great variety of jobs in our country?
2. Can young people choose any profession they like?
3. Is it easy to choose a profession?
4. When did you decide to become an electrician/automation operator?
5. Who helped you to make your choice?
6. What other professions do you know?

Практическая работа 25. Работа с текстом «Что такое сельское хозяйство?» Выполнение лексических упражнений

Read and translate the text:

What is agriculture?

Agriculture is an important branch of economy. Economic growth of any country depends on the development of agriculture which supplies people with food and clothing and industry with raw materials.

The word "agre" is a Latin word. It means the cultivation of fields in order to grow crops. Now agriculture also includes the use of land to breed farm animals.

We do not know when people began to grow crops. It was many thousand years ago. Now crop production and animal husbandry are highly developed branches of agriculture.

Life is impossible without plants. They play a highly, important role in everyday life of people. Plants that are grown by farmers are known as farm crops. They are used for many different purposes. Most of them are used directly as food for people, some are consumed by farm animals, others are used in industry and medicine.

In order to increase crop yields and animal products our collective and state farms apply widely intensive technologies.

Learn the words.

agriculture – сельское хозяйство
apply – применять
crop – культура
develop – развивать
farm – ферма, хозяйство
food – пища
growth – рост
plant – растение
use – использовать

animal – животные
breed – разводить
cultivation – обработка
development – развитие
field – поле
grow – расти, выращивать
increase – увеличение
supply – снабжать
yield – урожай

1. Call equivalents following international words:

region, climate, machine, tractor, combine, bulldozer, to mechanize, tendency, tradition, traditional, industrial.

2. What questions are answered in the text:

Из каких отраслей состоит сельское хозяйство?

Когда люди начали выращивать сельскохозяйственные культуры?

Может ли человек жить, не выращивая культуры?

О каких интенсивных технологиях говорится в тексте?

3. Answer the following questions:

1. Why is agriculture very important?
2. What are the two branches of agriculture?
3. What does the Latin word "agre" mean?
4. Is life possible without plants?
5. Where are farm crops used?
6. How do people increase crop yields?

Практическая работа 26. Работа с текстом «Две ветви сельского хозяйства». Выполнение лексических упражнений

Read and translate the text:

Two branches of agriculture

There are two main branches of agricultural production — crop production and animal husbandry.

Crop production is the practice of growing and harvesting crops. The most important crops grown by man are grain crops, vegetables and grasses. In order to obtain high yields crops are grown under favorable soil and climatic conditions.

Animal husbandry is a branch of agriculture including the breeding of farm animals and their use. Dairy and beef cattle, hogs, sheep, and poultry are widely bred throughout the world. Farm animals are highly important sources of food for man. They are kept for the production of such nutritious products as meat, milk and eggs.

Many crops grown by man are used in feeding livestock. At the same time manure produced by farm animals is an important source for the maintenance of soil fertility. Most of the nutrients taken by plants from the soil are thus returned. Applying manure, farmers improve the physical condition of the soil.

Thus, crop production and animal husbandry are closely connected with each other.

Explanations to the text:

Under... conditions – при (в) ... условиях

With each other – друг с другом

Notes:

Some – несколько, некоторый

The same – тот же самый, один и тот же

Learn the words.

beef cattle - мясной скот

egg – яйцо

grain – зерно

hog – свинья

dairy cattle – молочный скот

favourable - благоприятный

grass - трава

improve - улучшать

to keep – содержать	manure - навоз
meat – мясо	milk - молоко
nutrient – питательное вещество	poultry – домашняя птица
to produce – производить	sheep – овца, овцы
soil fertility – плодородие почвы	

1. Answer the following questions:

1. What are the two branches of agriculture?
2. What is crop production?
3. What are the main farm crops?
4. What does animal husbandry include?
5. What products do farm animals produce?
6. What is manure used for?
7. How do farmers improve the physical condition of the soil?

2. Translate the sentences (pay attention to the words some and same):

1. Some farmers keep poultry in poultry houses in summer and in winter.
2. All grain crops take the same nutrients from the soil.
3. Some cultural practices are highly effective in controlling weeds.
4. These two farmers use the same methods in growing vegetables.
3. Make a dialogue.
4. Find 3 adjectives and form three degrees of comparison.

Практическая работа 27. Спряжение глаголов to be (быть) и to have (иметь). Выполнение грамматических упражнений

1. Вставьте нужную форму глагола to be

1. He ... born in 1985.
2. We ... students now.
3. We ... good friends in our class.
4. It ... an interesting book.
5. Who ... absent today?
6. He ... a student.
7. What ... he?
8. ... he a doctor ?
9. These ... my pencils.
10. Where ... this book? It ... on the table.
11. What ... their names?
12. Mary ... a girl.
13. Who ... he?
14. What ... you?
15. This man ... in the room.
16. How ... she?
17. How ... you? I ... fine.
18. How ... your friend?
19. ... he your son?
20. Tomorrow we ... at home.
21. ... you a sportsman?
22. There ... no book on the table.
23. It ... my parents' car.
24. There ...
25. pupils in our class now.

2. Вставьте нужную форму глагола to be

1. Mathematics ... very difficult.
2. Our football team ... winners.
3. There ... many birds in the tree.
4. The dishes ... on the table.
5. My teeth ... white.
6. How many boys and girls ... there in your class?
7. ... my shirts washed yet?
8. Not many cities ... as big as Moscow.
9. There ... many problem in this exercises.
10. There ... six libraries in our school.

3. Заполни пропуски глаголом have got / has got.

1. The child a new beautiful toy.
2. They eight beautiful flowers.
3. Ann a nice black piano.
4. You two beds in your room.
5. The woman a very nice dress.
6. Tim three bananas.
7. I seven cousins.
8. Diana and George four children.
9. Jane two uncles.

10. We five English books.

4. а) Запиши предложения в отрицательной форме.

б) Составь вопросительные предложения.

1. Mary has got a long green skirt.
2. The dog has got a big bone.
3. You have got a nice sister.
4. My niece has got a husband.
5. Henry and Mark have got a grandmother.
6. Alice has got a father.
7. The man has got a car.
8. They have got three little dolls.
9. I have got green apples.
10. The cat has got a little fish.

Практическая работа 28. Оборот there is/there are. Выполнение грамматических упражнений

1. Вставьте глагол to be в нужной форме.

1. There ... a telegram on the table. 2. ... there any telegrams from Moscow? Yes, there ... some. 3. ... there ... a flight for Moscow tomorrow? Yes, there ... 4. There ... much snow last winter. 5. There ... a lot of stars and planets in space. 6. ... there ... a lift in your future house? Yes, there ... 7. Some years ago there ... many old houses in our street. 8. ... there any lectures yesterday? No, there ... 9. ... there a lamp over the table? Yes, there ... 10. ... there any interesting stories in this book? 11. ... there a test last lesson? No, there ... 12. Soon there ... a new film on.

2. Поставьте вопросы к следующим предложениям.

1. There are some new books in our library. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are 7 days in a week. 9. There is something on the shelf. 10. There are many places of interest in London. 11. There are many beautiful flowers in our garden. 12. There was much work last week.

3. Напишите следующие предложения в прошедшем и будущем времени

1. There is much snow in winter. 2. There are 5 theatres in our city. 3. There is no lift in our house. 4. There are many new books in our library. 5. There is little milk in the bottle. 6. There are 3 rooms in our flat. 7. There is a map on the wall.

**Практическая работа 29. Работа с диалоговыми материалами по теме «Мы идем на ферму»
We go to the state farm**

I.

Alexei: Hello, everybody, grand news! We're going to work on the kolkhoz just like real kolkhozniks do. There'll be a school team and we'll get paid for our work.

Vasily: Shall we? But we have got to learn how to work. It's not so easy with all the modern machinery. We'll make poor workers. I'm afraid.

Alexei: Never mind, we'll manage.

Vasily: You are a young naturalist, and a gifted one, You've got some knowledge of farming, but we haven't.

Grisha: I'm terribly keen on becoming a tractor-driver!

Vasily: Better be a combine-driver, but you never will.

Gnsa: Won't I? And why, if I may ask?

Alexei: Because your favourite mark in physics is «two»

Grisha: That has nothing to do with my wish to work as a tractor-driver!

Vasily: Hasn't it? Look at him, comrades, he... . Hush, the headmaster's coming, he'll tell us everything about our work on the kolkhoz.

II.

Andrei: Hello, Misha, everything's all right!

Masha: What is all right? What are you talking about?

Andrei: You know that Dad wants me to work on the hog farm, but I do not want to.

Misha: Yes, I know that you've quarrelled because of that.

Andrei: I think a man isn't much use on a farm now if he does not know everything about machines.

Mechanization is what I'm interested in.

Misha: I know that. You'd better tell me what's happened.

Andrei: Well, Mum came home upset because something had gone wrong with the milking machine at the dairy-farm.

Misha: But there is Vlasov who does all the repairs.

Andrei: He is gone to town. And I asked Mum to let me have a go. I saw she didn't believe I could do it, but she took me to the dairy-farm and I repaired the machine in half an hour. Now it works all right.

Misha: Does your father know about it?

Andrei: Oh, yes. He said "Congratulations" and not a word about the hog farm.

1. Learn the dialogue by heart .

2. Find English equivalents.

Комбайнёр, что случилось, школьная команда, молочная ферма, механизация – вот чем я интересуюсь, всё в порядке, знания о фермерстве, работать в колхозе, современные машины, что ты скажешь об этом.

Практическая работа 30. Работа с текстом «Растения, их части и функции»

Read and translate the text:

Plant, its parts and their functions

Plants are highly important sources of food for man and farm animals. They also supply people with clothing, shelter and many other things as well.

To obtain high yields of farm crops it is necessary to study the principal parts of the plant and their functions.

The principal parts of a plant are the root system and the above ground portion¹ consisting of stems, leaves, flowers and seeds.

The root performs two main functions. It absorbs plant nutrients as well as water from the soil and anchors the plant. There are two types of roots: fibrous roots and tap roots. All grain crops have fibrous roots, while tap roots are typical of legumes and root crops. Alfalfa and sugar beets are examples of crops having tap roots.

As to stems and leaves they are usually above the ground. To support leaves and to conduct water and nutrients from the roots to the leaves are the main functions of the stem. The food used by green plants is produced in the leaves through the process known as photosynthesis. .

A flower is the part of the plant where seeds are produced. Thus, to produce seeds the plant must have flowers.

All parts of a plant must be developed well in order to function properly, If conditions for plant growth are not favourable the plant will be weak to develop its parts well.

Notes:

1. above ground portion – надземная часть

1. Найдите и переведите предложения в тексте, в которых говорится 1) почему важно знать части растений и их функции, 2) каковы функции корня, 3) какие культуры имеют стержневой корень, 4) почему стебель является важной частью растений, 5) какие растения могут давать семена.

2. Answer the following questions:

1. What do roots absorb from the soil?
2. Which crops have fibrous roots?
3. Have legumes fibrous roots?
4. What are the functions of the stem?
5. Where are seeds produced?

6. Why must all parts of a plant be developed well?

Практическая работа 31. Работа с текстом «Классификация полевых культур»

Read and translate the text:

Classification of field crops

Crops are variously grouped and classified. They may be classified as **cultivated** crops such as **potatoes** and corn or as non-cultivated crops such as wheat or barley.

Crops may also be grouped according to the duration of their growth. **Annual** crops complete their life cycle in one **growing season**. **Biennials** require *two* seasons to produce seed. **Perennials** grow for more than two seasons, producing seed each year.

According to their use field crops may be classified into many groups. The most important of them are:

1. **Cereal** or **Grain Crops**. A cereal is a grass grown for its edible grain.

Wheat, corn, **rye**, barley, **oats** and rice are to be mentioned as the most important grain crops.

2. **Legumes for Seed**. The principal legumes grown for seed are field peas, field beans and soybeans. Sometimes the aim of growing them is to improve soil fertility because they are able to fix atmospheric nitrogen through the bacteria living on their roots.

3. **Forage Crops**. These are the crops used as **feed** for farm animals in the form of **pasture**, **hay** or **silage**. Most of them are perennials.

4. **Root Crops**. Unlike cereals root crops are grown because of the food value of their roots. There are many root crops grown by man. They are sugar beets, carrots, radishes and others. They are biennials.

5. **Tuber Crops**. The most important tuber crop cultivated throughout the world is **potatoes**. Like root crops they are biennials but people grow them as annuals.

1. Answer the following questions

1. Is wheat a cultivated crop?
2. What is a biennial crop?
3. For how many years does alfalfa grow?
4. Do perennial crops produce seed each season?
5. Why do legumes increase soil fertility?
6. What root crops do you know?
7. Is potato a biennial crop?

2. Complete the sentences:

1. Some crops are grown during one season. They are
2. Crops providing grain are known as
3. Soil fertility is increased by growing
4. Winter feeds for cattle are hay and
5. In summer cattle should be kept on
6. Forage crops grow for many seasons; they are ...

Практическая работа 32. Чтение и перевод текста «Практика сельского хозяйства»

Read and translate the text:

The practice of farming

The practice of farming, including the cultivation of the soil (for raising crops) and the raising of domesticated animals. The units for managing agricultural production vary from smallholdings and individually owned farms to corporate-run farms and collective farms run by entire communities or by the government.

Crops . For successful production, the land must be prepared (ploughed, cultivated, harrowed, and rolled), seed must be planted and the growing plants nurtured. This may involve fertilizers, irrigation, pest control by chemicals, and monitoring of acidity or nutrients. When the crop has grown, it must be harvested and, depending on the crop, processed in a variety of ways before it is stored or sold. Greenhouses allow cultivation of plants in cold climates. Hydroponics allows commercial cultivation of crops using nutrient-enriched water instead of soil. Special methods, such as terracing, may be adopted to allow cultivation in steep regions and to retain topsoil in mountainous areas with heavy rainfall.

Animals are raised for wool, milk, leather, dung (as fuel), or meat. They may be semidomesticated, such as reindeer, or fully domesticated but nomadic (where naturally growing or cultivated food supplies are sparse), or kept on a farm. Animal farming involves rearing, feeding, breeding, gathering the produce (eggs, milk, or wool), slaughtering, and further processing such as tanning.

Тема 5. Экологические проблемы сельскохозяйственных предприятий
Практическая работа 33. Введение лексики по теме «Экология». Выполнение лексических упражнений

WORDS AND PHRASES

pollution of the environment — загрязнение окружающей среды

safety *n, u* — безопасность

put up with — смириться с (чем-л.)

rummage *v* — копаться, рыться

rubbish — мусор

pipe — труба

a whaling ship — китобойное судно

come true — осуществиться

a water supply station — водопроводная станция

fine — штраф

notification — уведомление

master a profession — овладевать профессией

1. Complete the following statements using the information from the text and your imagination.

a) The profession of an ecologist is getting popular because ...

To become a good ecologist you need such qualities as.....

c) A future ecologist shouldn't be afraid of ...

d) Such dreams as ... will come true if you choose the profession of an ecologist.

2. Make up as many word combinations as possible using words from A and B:

Example : comfortable living /future.

A

Comfortable

Global

Good

Perspective

Industrial

Established

Environmental

Mental

Ecological

experienced

B

profession

ecologist

living

warming

department

future

companies

problems

income

3. Add some other professions which are connected with the environment and its protection, e. g. a biologist, a forester, etc.

Практическая работа 34. Работа с текстом «Глобальное потепление»
Global Warming

Global warming is an increase in the earth's temperature due to the use of fossil fuels and other industrial processes leading to a build-up of "greenhouse gases" (carbon dioxide, methane, nitrous oxide) in the atmosphere. It has been known since 1896 that carbon dioxide helps stop the sun's infrared radiation from escaping into space and thus functions to maintain the Earth's relatively warm temperature (this is called the greenhouse effect). The question is whether the increasing levels of carbon dioxide in the atmosphere will lead to elevated global temperatures, which could result major climatic changes, and have serious problems for agricultural productivity.

Since 1850 there has been a mean rise in global temperature of approximately 1° C (1.8° F), but this rise could just be part of a natural fluctuation. Such fluctuations have been recorded for tens of thousands of years.

The potential consequences of global warming are so great that many of the world's top scientists have urged immediate action, and have called for international cooperation on the problem.

Questions:

1. What gases are called "greenhouse gases"?
2. What is a "greenhouse effect"?
3. What can be the potential consequences of global warming?

Практическая работа 35. Чтение и перевод текста «Защита окружающей среды»

PROTECTION OF THE ENVIRONMENT

You've probably already heard about the profession of ecologist. Nowadays this profession has become remarkably popular in connection with the fact that the pollution of the environment continues to grow enormously. It is not easy to become an ecologist, so it seems that so many young people are trying to obtain this qualification. At many universities the competition to get a place at the faculty of ecology is growing rapidly. The proportion of students applying to places available is about 6:1. Why? Why are so many people trying to become ecologists?

Most people say that an ecologist is a very perspective profession because now some big Russian enterprises and factories have opened their own departments dealing with industrial health and safety. Lots of businesspeople have already realized how important the protection of the environment is and for many established companies this is a matter of prestige and making a famous name. They will employ with great pleasure a young and experienced ecologist who, in his turn, will be able to earn a secure and comfortable living. A young ecologist can provide a successful future for himself by devoting himself to the protection of the environment and also make a good income.

So, now let's look at what you need to become a professional ecologist. Firstly, you shouldn't be afraid of difficulties — there are a lot of things you will have to put up with: to rummage in rubbish, to explore poisonous pipes and many more things which seem to be not very pleasant. Secondly, think carefully if you are fond of sciences such as chemistry, physics and biology — these are three main subjects on which your university course will be based, and also whether you are interested in complicated computer calculations. Thirdly, be sure that all your dreams to become a secret agent of an ecological police force, to make an attack on a whaling ship with Greenpeace and so on will come true. But now you should be ready to start working in somewhere like a water supply station or in a local environmental department, sending different

notifications about pollution fines to companies. Finally, you should take care of Nature and love it, because this is the main component of your success and all this should motivate you. The love of Nature is the main feeling which you should listen to while mastering your new profession!

Go the way you've chosen bravely and do not stop, because an ecologist is the profession of the future, which is in your hands now and you are here to save our future and our planet!!!

Практическая работа 36. Работа с текстом «Парниковый эффект»

Greenhouse Effect

Greenhouse effect is the term for the role the atmosphere in warming the earth's surface. The atmosphere is largely transparent to incoming short-wave solar radiation, which heats the earth's surface. Much of this radiation is reflected back by gases such as carbon dioxide, methane, nitrous oxide and ozone in the atmosphere. This heating effect is at the root of the theories concerning global warming.

The amount of carbon dioxide in the atmosphere has been increasing by 0.4 per cent a year because of the use of fossil fuels such as oil, gas, and coal. The cutting of tropical forests has also been a contributing factor in the carbon cycle. Other gases that contribute to the greenhouse effect, such as methane and halocarbons, are increasing even faster. The net effect of these increases could be a worldwide rise in temperature, estimated at 2° to 6° C (4° to 11° F) over the next 100 years. Warming of this magnitude would alter climates throughout the world, affect crop production, and cause sea levels to rise significantly. If this happened, millions of people would be badly affected by flooding.

Words:

greenhouse effect — парниковый эффект

surface [ˈsɜːfɪs] — поверхность

transparent [trænsˈpæərənt] — прозрачный

to absorb [əbˈsɔːb] — поглощать

root — корень

fossil — ископаемый

amount — величина, количество

carbon dioxide [ˈkɑːbən daɪˈoksaid] — двуокись углерода, углекис-
лый газ

methane [ˈmiːθeɪn] — метан

nitrous oxide [ˈnaɪtrəsˈoksaid] — окись азота

ozone [ˈəʊzəʊn] — озон

halocarbons [ˈhæloʊkɑːbən] — хлороуглероды

to contribute — содействовать, способствовать

heating effect — эффект нагревания

to alter [ˈɔːltə] — изменять

to estimate — оценивать

net effect — суммарный эффект

to cause — послужить причиной/поводом для чего-л.

level — уровень

magnitude — величина

to affect — повлиять

to be affected — быть затронутым чем-л.

flood [flʌd] — наводнение

Questions:

1. How is the surface of the Earth heated?
2. What gases reflect heat back in the atmosphere?
3. Why is amount of carbon dioxide in the atmosphere increasing?
4. What will be a worldwide rise in temperature in the next 100 years?

Практическая работа 37. Употребление предлогов места, времени и направления

Задание 7.1. Ознакомьтесь с предлогами места и переведите предложения с примерами их употребления.

above	над	The sun is above the clouds.
after	за, позади	The boy ran after the ball.
against	напротив, рядом с	The sofa is against the wall.
among	между, посреди, среди	The house was among the trees.
around	вокруг, около	He walked around the table.
behind	за, сзади, позади; после	Passengers sit behind the driver.
below	ниже	His shorts are below his knees.
beneath	ниже, под	The pen was beneath the books.

beside	рядом с; близ, около	The bank is beside the cinema.
between	между	Mary sat between Tom and Jane .
by	у, при, около	Our house is by the river.
close to	близ, около	The school is close to my house.
in front of	перед	The car was in front of the bus.
in	в, во, на, у	The pen is in the drawer.
inside	внутри	The bird is inside the cage.
near	рядом с	The school is near my house.
next to	рядом с	The bank is next to the cinema.
on	на	The cup is on the table.
opposite	напротив	Eva sat opposite Tom at the table.
outside	снаружи	The garden is outside the house.
over	над	The plane flew over the Atlantic.
	на	She put a cloth over the table.
underneath	под	There was dust underneath the carpet.
within	внутри	The offices are within the building.
	в пределах	It will be ready within a week.

Задание 7.2. Ознакомьтесь с предлогами направления и переведите предложения с примерами их употребления.

across	поперек, через	It's dangerous to run across the road.
along	вдоль, по	She walked along the street.
down	(вниз) по; вдоль по	The town is situated down the river.
from	от, из, с, по	The wind is blowing from the north.
into	в	He went into the shop.
off	с	He fell off the horse.
onto	на	Put the books onto the shelf.
out of	из	He got out of the taxi.
past	мимо	She went past the shop.
round	вокруг	The Earth moves round the Sun.
through	через	The Moskva River flows through Moscow.
to	к, на	I met him on the way to the station.
towards	к	The child ran towards her father.
under	под	Water flows under a bridge.
up	вверх	She went up the stairs.

Задание 7.3. Ознакомьтесь с предлогами места и переведите предложения с примерами их употребления.

about	около	It's about ten o'clock.
after	после	We arrived after ten o'clock.
all	весь, целый	I work all year/week/day.
almost	почти	It is almost 7:00.
at	в	The show begins at ten o'clock.
before	до, перед, раньше	We must come back before dinner.
by	к	We must arrive by 7:00.
during	в течение во время	I worked during the vacation. We arrived during the show.

for	в течение, в про- должение	We lived in London for two weeks.
from	с, от, начиная с	I learn English from this year.
in	в, во время	I work in the summer.
	в течение	I will work in December.
	через	I'll see you in a week.
on	в, по	We work on Saturdays,
throughout	на всем протя- жении	We have vacation throughout the summer.
until	до	Wait until ten o'clock.

Практическая работа 38. Фразовые глаголы. Выполнение грамматических упражнений

1. Переведите предложения с фразовыми глаголами

1. I woke up with the alarm clock.
2. Don't wait for me, I'll come back late.
3. Grandpa doesn't hear, turn up TV, please.
4. Put on your coat, it's raining.
5. Please, turn your radio down.
6. My son took after me.
7. They came in through the back door.
8. It isn't easy to bring up children.
9. Fill out this application form, please.
10. The terrorists tried to blow up the railroad station.
11. Go back to your place, please.
12. Go on reading, please.
13. Pupils must get up when they answer.
14. She filled up the sugar-bowl with sugar.
15. Don't forget to give the book back.
16. My sister found out that her letter was not sent.
17. My mother promised to look after my dog.
18. The sportsman tried to keep on running after he fell down.
19. I'm looking for my book.
20. I always look forward to the holidays.
21. Turn on the CD player so we can dance.
22. We turned off the lights.
23. My elder sister took care of me.
24. They picked up the flowers in the field.
25. It was so hot that I had to take off my shirt.
26. What are you looking for?

2. Выберите подходящий по смыслу вариант предлога.

There is a tradition in Russia – to pick (up, on, off) garbage and collect old leaves in spring to make lawns and streets clean.

“Please, turn (on, off, around) very slowly, so that I could take a good look at you.”

I was looking (after, for, of) my keys for half an hour in the morning.

He had to sit (up, down, on) to have a better view of a picture.

Their car has broken (down, off, up) so that they had to take a taxi.

“These are the shoes that I’ve been looking for! I need to try them (of, in, on) immediately!”

He felt nervous to come (on, in, out) and see what was behind the door.

She wanted to find (up, out, in) the truth about her friend as soon as possible.

The lecture was called (off, of, after) and students went to the nearest café.

Everyone knows that it is not easy to bring (for, of, up) children nowadays.

“Hey, come (in, after, on), or we are going to be late!”

If you give (up, off, in) now, there is no way back.
 They walked (out, in, away) without looking back.
 Everyone stood (on, down, up) to meet the president of a company.
 To run (after, for, away) from problems is not the best way to solve them.
 I decided to carry (up, for, on) with my studying.
 "Hold (on, of, in) a minute, I'll ask him to come here."
 He had to get (in, for, up) very quickly in the morning not to be late for the meeting.
 Please, turn (off, up, on) the light, it's too dark already, and turn (on, off, in) TV, let's talk.
 If you are sure that you are right – then go (on, after, for) talking.

Практическая работа 39. Чтение и перевод текста «Влияние окружающей среды на сельское хозяйство»

Environmental impact of agriculture

The **environmental impact of agriculture** is the effect that different farming practices have on the ecosystems around them, and how those effects can be traced back to those practices. The environmental impact of agriculture varies based on the wide variety of agricultural practices employed around the world. Ultimately, the environmental impact depends on the production practices of the system used by farmers. The connection between emissions into the environment and the farming system is indirect, as it also depends on other climate variables such as rainfall and temperature.

There are two types of indicators of environmental impact: "means-based", which is based on the farmer's production methods, and "effect-based", which is the impact that farming methods have on the farming system or on emissions to the environment. An example of a means-based indicator would be the quality of groundwater, that is effected by the amount of nitrogen applied to the soil. An indicator reflecting the loss of nitrate to groundwater would be effect-based. The means-based evaluation looks at farmers' practices of agriculture, and the effect-based evaluation considers the actual effects of the agricultural system. For example, means-based analysis might look at pesticides and fertilization methods that farmers are using, and effect-based analysis would consider how much CO₂ is being emitted or what the Nitrogen content of the soil is.

The environmental impact of agriculture involves a variety of factors from the soil, to water, the air, animal and soil variety, people, plants, and the food itself. Some of the environmental issues that are related to agriculture are climate change, deforestation, genetic engineering, irrigation problems, pollutants, soil degradation, and waste.

Практическая работа 40. Повторение изученного материала

1. Вы услышите пять высказываний.

Установите соответствие между высказываниями каждого говорящего А–Е и утверждениями, данными в списке 1–6. Используйте каждое утверждение из списка 1–6 **только один раз**. В задании **есть одно лишнее утверждение**. Запишите свои ответы в таблицу.

1. The speaker explains why he/she likes the city life.
2. The speaker talks about a local tourist attraction.
3. The speaker talks about unusual houses.
4. The speaker describes the area where he/she lives.
5. The speaker explains how to get to the city centre.
6. The speaker describes his/her room.

Говорящий	A	B	C	D	E	F	G
Утверждение							

Speaker A

I live in the country but I've always wanted to move to a big city. I think that there are more career opportunities there, more jobs, people can get a better education and better medical services there. There is more entertainment in the city, too. You can go to theatres, cinemas and clubs, there are lots of people everywhere – you'll never get bored. I'll move to the city as soon as I get an opportunity to do so.

Speaker B

I live in a big city, in a new fast-developing area. Most of the buildings were built not long ago, so the area has a modern look and is comfortable to live in. There are shops, cinemas, schools, hospitals, sports centres and parks within easy reach of my house. Right in front of my house there's a bus stop, so I have no problem getting to the centre or any other part of the city.

Speaker C

We've just moved house and now I live in a new modern building in the centre of the city. My window has a view of a busy street but the interior creates a nice and peaceful atmosphere. The walls are painted light green and the furniture is in warm brown and creamy colours. There's a plasma TV and a portable audio centre. I like drawing and there are several of my pictures on the walls. I think they look nice there.

Speaker D

Everybody wants their home to be a safe, nice and comfortable place but their ideas of comfort and beauty are very different. In hot climates people sometimes make their homes underground. Living underground, however, doesn't mean living in dark, dirty and damp caves. Modern underground homes are light. They are beautifully designed, nicely furnished and very comfortable to live in.

Speaker E

When we were walking along the main street, the guide pointed to an ordinary looking house and said that the place had a history. During the war a famous doctor lived there. He arranged a hospital in his own home and saved lots of people. Now nobody lives in the house, there's a museum of science and medicine there. The museum has very interesting exhibits on the history of medical science.

2. Используя реплики под чертой, восстановите и запишите диалоги; переведите их.

Диалог 1

A.: Have you ever been to Stratford-upon-Avon?

B.:

A.:

B.: Yes, the Royal Shakespeare Theatre was opened in Stratford in 1932. Only Shakespeare's plays are performed here.

- I know that there is a famous theatre in this town.

- Yes, I have. Stratford-upon-Avon is a small town which is associated with Shakespeare, the greatest English poet and playwright.

Диалог 2

- Here we are in London. I'm glad the trip is over.

.....

- Only 3 days. I'd like to visit the British Museum, the National Gallery and Buckingham Palace.

.....

- Let me accompany you. I know the city well. I'll show you all interesting places in London.

- How long are you planning to stay in London?

3. Установите соответствие между текстами 1–5 и заголовками А–F. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок

1. Food Industry

2. Home-cooked Food

3. We are What We Eat

4. Definition of Food

5. Food in Britain

6. Fast Food

7. A Sweet Tooth

8. Food in the USA

A. Food is any substance or materials eaten or drunk to provide nutritional support for the body and/or for pleasure. It usually consists of plant or animal origin that contains essential ingredients, such as carbohydrates, fats, proteins, vitamins and is ingested and assimilated by an organism to produce energy, stimulate growth and maintain life. The right to food is a human right derived from the International Covenant on Economic, Social and Cultural Rights.

B. Packaged foods are manufactured outside the home for purchase. Early food processing techniques were limited by available food preservation, packaging and transportation. This mainly involved salting, drying, pickling, curdling, fermentation and smoking. Food manufacturing arose during the industrial revolution in the 19th century. This development took advantage of new mass markets and emerging new technology such as milling, preservation, packaging, labeling and transportation.

C. People who have busy work or social schedules don't have much time for cooking at home. Takeout meals from restaurants, pizza parlors and delicatessens have become a regular part of everyday life. Food can be picked up at a café, or people call in orders by phone and the takeaway meal is delivered to their homes. Ready-to-eat and instant processed foods that are quick to prepare are very popular. Snacks and junk food like doughnuts, popcorn, cookies, or potato chips are also easy to prepare.

D. The expression "as American as an apple pie" means something that is typically American, but even apple pie came from somewhere else. The only true American foods are those that the Native Americans gave the first settlers, including corn, squash, pumpkin, turkey, sweet potatoes, and pumpkin pie which are still eaten at Thanksgiving. Immigrants have brought all kinds of dishes with them from their home countries. A typical family may eat tacos (originally from Mexico), pizza (from Italy), or apple pie (from England).

E. How much food do you think you will eat by the time you are seventy-nine? The average Frenchwoman, for example, will eat 25 cows, 40 sheep, 35 pigs, 1200 chickens, 2.07 tones of fish, 5.05 tones of potatoes, 13 000 eggs, 50 000 loaves of bread, 1.37 tones of apples, 768 kg of oranges, 430 bags of carrots, 720 kg of tomatoes, 1300 lettuces, hundreds of packages of coffee, sugar, spaghetti, and 8 kg of dirt. How many cows and pigs have you swallowed already?

F. Although Britain is quite a small country, it offers a wide choice of food and drink. The types of food people eat have changed a lot over the years for several reasons. People have come to Britain from different parts of the world, bringing their favourite food with them and often opening restaurants. In Britain you can find traditional food like roast beef or fish and chips and vegetarian food for those who do not eat meat. As well as foods from different parts of Britain, you can buy Italian, Mexican and West Indian food.

G. Cakes, chocolate ice-cream... The British love them all. A meal is not a meal without some kind of dessert and sweet things are very popular as a snack too. Chocolate is the most popular sweet snack and the British eat more than 8 kg per person per year of it. Chocolate is almost eaten anywhere, any time but is very popular at Christmas and Easter. Ice-cream is eaten as a snack, a dessert, or with another dessert (like a piece of hot apple pie).

Тексты	A	B	C	D	E	F	G
Заголовки							

3 курс

Тема 6. История развития сельскохозяйственной техники

Практическая работа 1. Введение лексики по теме «Сельскохозяйственная техника».

Выполнение лексических упражнений

Exercise 1

Before you start working with the materials of this Unit, study the following words that we have chosen for you from the text.

- 1) a hoe - *мотыга*;
- 2) a plough (a plow) - *плуг*;
- 3) tillage - *вспашка*;
- 4) machinery - *техника (машины)*;
- 5) animal power - *тягловая сила животных*;
- 6) steam - *пар*;
- 7) a chaff-cutter - *соломорезка*;
- 8) a root-cutter - *корнерезка*;
- 9) a corn-mill - *зерновая мельница*;
- 10) a source - *источник*;

- 11) available - *доступный*;
- 12) to grind - *молоть, тонко измельчать*;
- 13) a self-binder - *сноповязка*;
- 14) a churn - *маслобойка*;
- 15) to shear - *стричь*.

Exercise 2

You are offered a typical phone dialogue of two engineers, who are employed as managers for large agricultural businesses and are starting negotiations concerning future transactions.

A) Put the enbracketed verbs in the context-required forms.

A: Hello, (to be) that John Deere Co.? I'd like (to speak) to Joshua Brames, please.

B: Yes, Brames (to speak).

A: Good afternoon, Mr. Brames. This (to be) Thomas Alfredson of Case. We (to see) your new models of 130 horsepower tractors, and we (to be) interested in (to buy) them. (Can) you (to send) us your offer?

B: Oh, you (to know) Thomas, I (to believe) we (to send) you our offer already. You (to receive) it?

A: Not yet. When you (to send) it?

B: I (to mail) it a week ago.

A: Then we (must) receive it today or one of these days.

B: I (to think) so. How many tractor units would you like to buy?

A: Between six and a dozen.

B: Good. And when you (to require) them?

A: In April or in May this year would be perfect.

B: I (to trust) we (can) ship you the machines early in April.

A: When I (to receive) your offer, I surely (want) to clear up some points. When we (to meet)?

B: I (to be) glad to see you any time on Friday.

A: You (to think) the contract (be) ready by that time?

B: I (to hope) that, for I (to leave) for Leeds, Britain, on the 15th of June.

A: I (to guess) that is next Sunday. You (to join) me for dinner on Saturday?

B: Yes, with my pleasure. I (to call) you at the hotel at about six then.

A: Thank you. See you then, Joshua.

B: Good bye, Thomas.

B) Analyze the logic behind the use of certain word-patterns in this dialogue, and the reasons for behaviour of the speakers.

C) Now learn and reproduce the dialogue in pairs.

Практическая работа 2. Чтение и перевод текста «История развития предметов сельского хозяйства»

Text

From the early ages man tried to cultivate soil using the most elementary method of modifying soil conditions. He broke up the surface and prepared a seed-bed with the most primitive cultivating device, a digging implement - a hoe.

The greatest mechanical advance in the early days of agriculture was the evolution of the plough from the primitive hoe. The use of the plough replaced manual labour by labour of animal power. This is one of the landmarks of agricultural process. It began, thousands years ago, with simple devices for harnessing the power of man himself; then progressed with the construction of implements and machines designed to make use of the greater power of domesticated animals, mostly horses and oxen.

The plough still rests to be the most important tillage tool. It has been changed and improved during the centuries. In the 18th century there was an attempt to improve agricultural implements. New methods and inventions were applied to farming operations. By the 19th century a variety of agricultural implements appeared, which were now called "agricultural machinery". In agriculture, the use of water-power and then of steam greatly stimulated the invention of machinery, replacing manual labour.

A threshing machine was invented in the second half of seventeen hundreds, and productively used in the 19th century. It was driven by water and wind, sometimes by horse labour, and later by steam.

Later on, in 1860, the internal-combustion engine was invented. It was used to drive stationary machines, as chaff-cutters, root-cutters and corn-mills in the barn. Steam engines, though widely used on the road, suffered the disadvantage in the use on the land. Then the internal-combustion engine was perfected, and agricultural tractors appeared.

But a still newer source of power on the farm is electricity. It was firstly used for lighting. When it became available at low cost, it came into use on the farm.

Agricultural implements are now very numerous. They are subdivided into six groups:

- machinery and equipment movers, i.e. engines of all kinds, tractors, etc.;
- cultivating machinery: ploughs of all sorts, harrows, rollers, cultivators, etc.;
- harvesting machinery, such as mowers, self-binders, threshing machines, combines, elevators, potato-diggers, etc.;
- field supplementary equipment: manure and fertilizer distributers, sprinkling installations, sprayers and many others.
- stationary (or barn) equipment, including such food-preparing machines as chaff-cutters, grinding-mills, root-cutters, manure-scrappers, distributing belts, etc.;
- dairy-machinery, including milking machines, separators, churns, sterilizing machines, etc.

In addition, there is a number of other machines and devices that find intensive use in agricultural production, and sheep-shearing units, rearing chambers, grain conveyers, farm repair shop mechanized equipment, lifting and loading machines being among them.

Практическая работа 3. Выполнение лексических упражнений к тексту «История развития предметов сельского хозяйства»

Exercise 1

Write down the underlined words, translate them. Learn by heart.

Exercise 2

Read the text one more time. Translate it, so that to generalize periods of the history of agricultural implements' development. Present agricultural progress time-line, following the given table-pattern:

Date of Invention or Introduction	The Implement's Name	The Implement's Designed Purpose

Exercise 3

Ask 10 different questions to the text

Exercise 4

Suggest, what the driving force of agricultural equipment's progress in time can be. Your statement will be considered an allegation, unless you prove it with reasonable facts, and explain the logic behind your conclusion.

Практическая работа 4 - 5. Степени сравнения односложных прилагательных. Степени сравнения многосложных прилагательных. Исключения. Выполнение грамматических упражнений.

Упр. 1. Образуйте сравнительную и превосходную степень следующих прилагательных.

Small, long, strong, thick, short, clever, tall, cold, silly, great, red, black, green, wide, thin, fat, nice, weak, warm, merry, dirty, high, heavy, deep, dry, clean, brave.

Упр. 2. Переведите на английский язык.

Майкл старше Питера.

Мария самая красивая девочка в классе.

Мой старший брат умнее меня.

Мой старый друг самый добрый человек в мире.

У Марии самые длинные волосы в школе.

Упр. 3. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. Which is (large): the United States or Canada?
2. What is the name of the (big) port in the United States?
3. Moscow is the (large) city in Russia.
4. The London underground is the (old) in the world.
5. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia.
6. St. Petersburg is one of the (beautiful) cities in the world.
7. The rivers in America are much (big) than those in England.
8. The island of Great Britain is (small) than Greenland.
9. What is the name of the (high) mountain in Asia?
10. The English Channel is (wide) than the straits of Gibraltar

Упр. 4. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. I am _____ (tall) my sister.
2. My mum thinks that cats are _____ (good) pets than dogs.
3. Cycling is one of _____ (dangerous) sports.
4. I want to have _____ (big) car.
5. A blue whale is _____ (heavy) twenty-five elephants.
6. You look _____ (thin) last month. Have you lost weight?
7. Bicycles are _____ (slow) cars.
8. She is _____ (nice) person I know.
9. What is _____ (good) film you've seen?
10. Computers are _____ (cheap) mobile phones.
11. Is your brother _____ (tall) you?
12. I think Spanish is _____ (easy) Japanese.
13. Our dog is _____ (nice) your dog.
14. Glass bottles are _____ (good) plastic bottles.
15. I think Rafael Nadal is _____ (good) tennis player in Spain.
16. Sharks are _____ (dangerous) other fish.
17. This situation is _____ (serious) the last one.
18. He is _____ (smart) his brother.
19. My brother wanted _____ (expensive) trainers in the shop.
20. Today is _____ (good) day of the year.
21. Daniela is _____ (funny) me.
22. My house is _____ (larger).
23. Mount Everest is _____ (high) mountain in the world.
24. The sea is _____ (large) a lake.
25. My job is _____ (easy) yours.
26. London is _____ (big) city in England.
27. This car is _____ (comfortable) yours.
28. He is _____ (rich) man in town.
29. I am _____ (strong) you.
30. A baby blue whale gets _____ (big) a great white shark.

Практическая работа 6. Сравнительные конструкции с союзами в английском языке.

Выполнение грамматических упражнений

1. Поставьте "so", "such" или "such a/an". Переведите предложения.
 1. It was ... hard nut that I couldn't crack it.
 2. The wine was ... cold that we couldn't drink it.
 3. She was ... nervous that she phoned her doctor.
 4. Susan cooked ... delicious food.
 5. We arrived ... late that we missed the train.
 6. His son is ... clever boy.
 7. Monkeys are ... funny animals.
 8. Alice danced ... beautifully!

9. "Harry Potter" is ... interesting book.

10. Our teacher always wears ... pretty dresses.

2. Перефразируйте предложения, используя конструкции «as ... as» или «so ... as».

Н-р: Russia is bigger than India. (Россия больше Индии.) – India isn't **so big as** Russia. (Индия не так велика, как Россия.)

1. He is very tall and she is very tall too. (Он очень высокий, и она тоже очень высокая.) – He is her.

2. Jane and Tim are both good swimmers. (Джейн и Тим – оба хорошие пловцы.) – Jane swims

3. Sara is stronger than me. (Сара сильнее меня.) – I'm not

4. Our hotel is more expensive than yours. (Наш отель дороже, чем ваш.) – Your hotel isn't ours.

5. His blue suit is very smart and his black suit is also very smart. (Его синий костюм классный, и черный костюм тоже классный.) – His blue suit is his black suit.

6. My cat is younger than my dog. (Моя кошка младше собаки.) – My dog isn't my cat.

3. Поставьте в предложения подходящие по смыслу фразы.

as red as a beet (красный как свекла), as slow as a turtle (медленный как черепаха), as sweet as honey (сладкий как мед), as busy as a bee (занятой как пчела), as clumsy as a bear (неуклюжий как медведь), as black as coal (черный как уголь), as cold as ice (холодный как лед), as slippery as an eel (изворотливый как угорь), as free as a bird (свободный как птица), as smooth as silk (гладкий как шелк)

1. Your friend is so unemotional, he is

2. I got embarrassed and I was

3. Tom and Anna have got six children and they are always

4. Sorry, Bob, but I've spilled the milk on the carpet. I'm

5. I like my skin after a bath, it is

6. The exams are over and I can go anywhere I want. I am

7. He asked me to forgive him and his words were

8. Can you drive faster? Your car is

9. Don't sign any papers with that man. He is

10. After playing in the mud all day, the kids were

4. **Вставьте as ... as, so ... as или than.**

1. Mike is ... tall ... Pete.

2. Kate is not ... nice ... Ann.

3. My room is ... light ... this one.

4. The house I live in is ... old ... the one my sister lives in.

5. Sergei is... old ... Michael.

6. Nevsky Prospect is more beautiful ... our street.

7. My composition is not ... long ... yours.

8. She is ... young ... Tom's brother.

9. This woman is ... good ... that one.

10. Exercise No.2 is easier ... Exercise No.3.

11. Nick's English is not ... good ... his friend's.

12. This woman is ... young ... that one.

13. Kate is ... lazy ... her brother.

14. The new cinema in our district is much bigger ... the old one.

15. This child is not ... small ... that one.

Практическая работа 7. Работа с текстом «История развития плуга». Выполнение лексических упражнений

History of the plow

First steel plows came to the fields of America in 1937. First plows were of the "walking" type, that is, the operator walked behind the plow while horses pulled it.

Some decades later the first riding plow was developed. The plow was mounted on wheels and pulled by two to four horses. It had a place for the operator to sit. The operator could plow two acres per day, as compared to about one acre with the walking plow.

Today there are tractor-drawn plows that can plow an acre or more per hour.

Learn the words.

steel – стальной

behind – идти за

some decades later – спустя несколько десятилетий

riding plow – едущий плуг

wheel – колесо

tractor-drawn – на тракторной тяге

1. Скажите по-русски:

а) о каких трёх видах плугов говорится в тексте; б) какой плуг является экономичным и более выгодным?

2. Complete the sentences:

Plows and various cultivators are used

Self-propelled machines are those that

Silage unloader and milking machines are powered

Cereals are planted

a. are not powered by tractors.

b. with tractor-drawn drills.

c. to till the soil.

d. with electricity.

3. Find English equivalents and make your own sentences with them.

Плуг, получить развитие, колесо, сегодня, акр, день, лошади, в сравнении, тянуть, место, поле, тип.

Практическая работа 8. Работа с материалами по теме «Оборудование для жатвы»

Harvesting Machinery

Harvesting machinery or equipment is a mechanical device used for harvesting. There are several types of harvesting machines which are generally classified by crop. Reapers are used for cutting cereal grains, threshers for separating the seed from the plant; whereas corn or maize harvesting is performed by employing a specially designed mechanical device 'mechanical corn pickers.' A typical harvesting machine comprises of a traveling part, a reaping part, and a baler part.

Harvesting machines are also used for controlling the production of weeds. Machines like field choppers, balers, mowers, crushers and windrowers are the common examples of this category. A forage harvester is used for cutting and chopping of almost all silage crops.

Types	of	Harvesting	Machinery
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Following is a brief description of major harvesting machines used all around the globe:

Crop Harvesting Machine: The mechanical device which harvests forage crops cultivated in upland/paddy field and forms roll bale simultaneously was developed, is termed as crop harvesting machinery. It comprises of traveling, reaping and a baler part.

Grain Harvesting Machine: This machine is used to harvest grains, the edible brans or fruit seeds of a cereal crop.

Root crop Harvesting Machine: Traditionally root crops are harvested with diggers and digger-pickers. Nowadays, several machines are available in the market. Modern sugar-beet harvester is one of the most popular examples of the root crop harvesting machine.

Threshers: Threshers or threshing machine is used for the separation of grain from stalks and husks.

Vegetable Harvesting Machine: Nowadays, machines are also available for the harvesting of vegetables. These 'vegetable harvesting machines', are quite common among the global vegetable farmers. Tomato harvesting machine is the most common example of this.

Learn the words.

thresher – молотилка

whereas – в то время как

mechanical corn pickers – механические сборщики кукурузы
a reaping – жатва
a baler – пресс-подборщики
a weed – сорняк
a mower – косилка
a crushers – жатка
a windrower – дробилка
a forage harvester – кормоуборочный комбайн
a brief description – краткое описание
crop Harvesting Machine – машина для сборки урожая
grain Harvesting Machine – зерноуборочная машина
root crop Harvesting Machine – машина для уборки корнеплодов
a digger-picker – экскаватор-сборщик
a stalk – стебель
a husk – шелуха

1. Answer the following questions:

- 1) What is Harvesting Machinery?
- 2) What types of harvesting machinery do you know?
- 3) What is crop Harvesting Machine?
- 4) For what purposes is used grain Harvesting Machine?
- 5) Give an example of root crop Harvesting Machine.
- 6) Call vegetable Harvesting Machine.

2. Make a plan to the text.

3. Find English equivalents.

В наши дни, механическое устройство, рисовое поле, типичная машина для сборки урожая, пример из этой категории, использоваться, сбор овощей.

Практическая работа 9. Чтение и перевод текста «Важность экономической механизации»

Text

Mechanization of agriculture is a progressive development of steadily increasing scope and importance, and it continues with more and more exploitation of mechanical and electrical power for almost every farming task.

More and more machines and equipment of all sorts are used on farms today, replacing hand labour and increasing labour productivity. Since the 1930s, progress has been revolutionary. A rapid acceleration in the use of tractors and other engine-driven field machinery has been followed by the development of a wide range of sophisticated equipment for carrying out essential operation better and cheaper. With machines and power available, farmers may not only do more work and do it more economically; they can also perform higher-quality work, and the work may be finished in a shorter and more favourable time.

Many machines are known to be powered by tractors. Implements such as plows, cultivators and planters may be mounted on, or pulled by, a tractor. However, through economic reasons, an increasing number of farm machines are now self-propelled. Among these machines we may name grain combine harvesters, cotton pickers, forage harvesters, and many other specialized farm machines.

There are certain machinery service parameters that need to be paid attention to in terms of economic optimization of farming practices. Economics and statistics prompt that less monies will be spent in agriculture if, say, efficient power of a tractor grows, engine's specific fuel consumption goes down, machine's efficiency and reliability become higher. Also, lower maintenance costs, including service costs, as well as decreased fuel and grease costs allow extra financial means to be saved for other - most of the time more important - farm-related expenses and the business expansion. And it goes without saying that the higher is the durability and the wear-proof ability of the equipment employed, the brighter are the economic perspectives of the enterprise exploiting it.

The scope for future development is limited only by the necessity for mechanization to be economic. Already much of the new equipment includes automatic control devices, and these are certain to play an ever-increasing part in agricultural mechanization in the future. They open up whole new fields of development, such as automatic control of environment for both crops and livestock. Also, because

electricity is considerably cheaper than liquid and gas fuels, machines that do not require mobility are usually driven with electric motors. Such installations include silage unloaders, livestock feeding equipment and milking machines.

To illustrate the arguments cited above, let's take Great Britain as a sound example. Mechanization, supported by other scientific advances, has transformed the place of agriculture in the national economy. In the mid-nineteenth century about a quarter of the working population of Britain were engaged in agriculture, and farming produced about one fifth of the country's wealth. Today, about 5.5 per cent of the gross national product is produced by less than 3 per cent of the gainfully employed population - a labour use considered to be the lowest in the world of today. Current national trends of spreading and growing in volume use of mechanical equipment on farms are reflected in statistical reports dealing with it.

Практическая работа 10. Выполнение лексических упражнений по тексту «Важность экономической механизации»

Exercise 1

Translate the questions given below.

1. *С какого времени начался наиболее интенсивный процесс механизации сельского хозяйства в Великобритании?*
2. *Какая часть населения Англии была занята в сельском хозяйстве в середине XIX века?*
3. *Какое направление механизации сельского хозяйства считается наиболее перспективным?*
4. *Какой фактор ограничивает развитие механизации сельского хозяйства?*
5. *Что повлияло на изменение роли сельского хозяйства в национальной экономике Англии?*

Now, Translate the text in order to find and copy to your notebook its parts, which answer these questions asked by the Head of your Mechanical Department, who gave you this text for consideration. When looking for the required information, pay attention to the key words in questions themselves.

Exercise 2

Fill-in you're the table below, and tell your "colleagues", which machines - of the number mentioned in the text - are driven with tractors, which are self-propelled, which are powered with electrical motors. Explain what factors determine the choice of the driving power in each of the said cases.

Tractor-driven	Self-propelled	Electrically-driven

Exercise 3

Not resorting back to the textual materials of Exercise 2, answer the following questions, consulting the prompts given in brackets.

Making up your responses, use the combinations given in the following list.

As far as I remember ...; If I am not mistaken ...; I am not quite certain, but it seems to me that ...; Frankly speaking, I don't remember, but ...; I guess ...

1. *What kind of process is mechanization of agriculture?*
(a development of increasing scope and importance)
2. *What are the latest achievements in the field of mechanization?*
(automatic control devices)
3. *What limits the scope for future development of mechanization?*
(economic)
4. *Who produces 5.5 per cent of GNP in Great Britain?*
(seasonal)
5. *Where are current national trends reflected?*
(statistics)

Практическая работа 11. Работа с диалоговыми материалами по теме «Тестирование оборудования». Обучение диалогической речи

You are given a dialogue in which equipment testing is discussed by two specialists.

A) Read the dialogue given below.

A: *Good morning, Dr. Bruce.*

B: *Nice to hear you again, Mr. Allen. I wonder if I could make arrangements with you about new tests of the livestock feeding equipment we are buying from you.*

A: *Certainly you can. This is just what Mr. Evans wanted me to talk to you about. When would you like us to have the tests made?*

B: *Well, as soon as possible. But I'd like you to make a few wear-sustainability tests of the frames as well.*

A: *This is just what we are going to do now.*

B: *I think, there are some defects in the engine too. The quality of the conveyer belts isn't quite up to standard either.*

A: *Isn't it? Then we'll try and do our best to improve it. Is there anything else you want us to replace?*

B: *No, nothing but the engines and belts. The rest is just fine. I'm glad that you are so easy to deal with in terms of testing. Thank you. See you soon.*

A: *It is our pleasure to assist such loyal clients. Good-bye.*

B) Translate this dialogue, paying attention to the Complex Object constructions.

C) Reproduce the dialogue with your partner.

Практическая работа 12. Работа с текстом «Советские трактора». Выполнение лексических упражнений

Soviet tractors

The tractor industry in our country is highly developed. Many different types of tractors are being produced for doing various agricultural practices on soils, including the K-701 wheeled tractor powered by a 300 horse power engine the T-150 crawler tractor, MTZ-80 wheeled tractor and many others. These tractors are used with different mounted and trailed farm machines for plowing, cultivating, harrowing, sowing and harvesting agricultural crops.

At present millions of tractors are working in the fields of the state and collective farms. With the modern Soviet tractors all the main field operations have been fully mechanized in our country.

Learn the words.

wheeled tractor – колёсный трактор

engine – двигатель

crawler tractor – гусеничный трактор

1. Answer the following questions:

1) Is the tractor industry highly developed in our country?

2) For what used tractors?

3) What kinds of tractors do you know?

2. Find English equivalents.

полностью механизированы, 300 лошадиных сил, сельхоз. культуры, коллективные фермы, в настоящее время.

3. Insert necessary word (industry, at present, used with)

1. Tractors are _____ different mounted and trailed farm machines.

2. The tractor _____ in our country is highly developed.

3. _____ millions of tractors are working in the fields.

Практическая работа 13. Работа с материалами по теме «Результаты механизации сельского хозяйства Америки»

Effects of mechanization on American agriculture

The dominant trend in American agriculture in the past years can be summarized in two words - increased productivity.

The increased productivity is a result of technological revolution¹. The principal components of this revolution in crop and livestock production have been greater use of fertilizers, improved crop varieties, better breeding and feeding practices, better skills in management, mechanization and automation being the most important among them.

Mechanization and application of other scientific developments to farming have increased the output per farm worker. Hand labour required for farming has markedly decreased while the production per person has increased.

The increase in production is greater in crop farming than in livestock breeding because crop production has been mechanized to a greater extent² than in livestock production.

About 50 years ago 27 per cent of the total population of the country was engaged in agriculture, now the employment in this sector of the economy is about 2.5%.

In 1955 labour made up 32 per cent of the cost of farming; by 1980 it only 3.1 per cent. The machinery cost in farming, on the other hand, has continued to increase.

The organization of agriculture in the years to come will use less land, less labour, fewer but better managers and much more capital, machines and various types of technology. These trends have been in progress for decades and it is unlikely³ that there will be any change from this direction.

Notes:

technological revolution – научно-техническая революция

to ... extent – в... степени it is unlikely – вряд ли, маловероятно

Learn the words.

employment – занятость

manager – управляющий

population – население

skill – мастерство, умение

trend – тенденция

1. Find and translate the sentences, which says:

о факторах научно-технической революции;

о снижении ручного труда в сельском хозяйстве;

о более высокой продуктивности растениеводства;

об основных тенденциях развития сельского хозяйства в будущем.

2. Answer the following questions:

1. What is the trend in American agriculture?

2. What are the most important components of the technological revolution?

3. What has increased the output per farm worker?

4. Why is the produce increase in crop production greater than in livestock breeding?

5. What is the employment in agriculture now?

6. What will the trend of the development of agriculture be in future?

Практическая работа 14. Чтение и перевод текста «Роботы сегодня и завтра». Выполнение лексических упражнений

Robots today and tomorrow

Robots are ideal workers not only for industry but for agriculture as well. In the Soviet Union robotization is a young branch of agricultural mechanization. It is highly important because of both certain lack of working hands in the country and the necessity to eliminate hand labour, which is one of the main social and economic problems of the day.

If robots were widely used in agriculture, labour productivity would be raised greatly, crop, meat and milk yields would be increased and the product quality would be improved due to more timely performing of farm operations.

Robot-type agriculture is used now in irrigation systems where people are no longer needed to apply and control water or move irrigation pipelines.

Intensive work has been started on the development of various types of robots designed specially for agriculture. New robots are likely to appear for doing work on fields. Such electronic farmers will be able to till the soil, to sow seeds and to harvest crops. They will be able even to see weeds and control them. The farmer will only press the necessary buttons on the control panel and then leave the machine which will work unattended.

Time is not very far when many labour-consuming operations on farms will be performed by robots.

Learn the words.

working hands – рабочие

due to – благодаря
no longer – больше не
are likely – вероятно
control panel – пульт управления
labour-consuming – трудоёмкий
to appear – появляться
lack – недостаток
robot – робот
robotization – роботизация
labour – труд

1. Translate the sentences (note *if* – «если» или «если бы»):

1. Milk yields will be higher if proper amounts of high-quality feeds are fed to cows.
2. Milk yields would be higher if proper amounts of high-quality feeds were fed to cows.
3. Less time and labour will be needed if feeds are mixed automatically.
4. Less time and labour would be needed if feeds were mixed automatically.
5. If there were robots for controlling weeds, this labour-consuming operation would be performed by them.

2. Complete the sentences:

1. Robots are machines that
 2. All operations in crop growing would be timely performed
 3. There are few robots
 4. No hand labour is required
-
- a. when robots are used.
 - b. specially developed for agriculture.
 - c. can perform work unattended.
 - d. if different robots were used in this branch of agriculture.

3. Answer the questions:

1. Will robotization in agriculture eliminate hand labour?
2. Where are robots used now?
3. What will robots do on fields?
4. What will farmers do to make robots work?
5. Do robots work unattended?

Тема 7. Сельскохозяйственная техника

Практическая работа 15. Чтение и перевод текста «Современная полевая техника»

MODERN FIELD MACHINERY

A wide range of tractors and implements in America are available from local farm machinery dealers. Most of the larger machines and equipment sold are manufactured in the USA, while many of the smaller tractors - particularly diesel ones - are imported from abroad, mostly from Western Europe. Garden tractors are designed primarily for light estate duty and are not intended for continuous heavy services.

It is important to manage machine properly. This includes planning the use of machinery for timely and productive operations, selecting proper types and sizes, replacing worn-out machinery at the right time. Improvements in farm machinery are continually being made to increase their efficiency and to reduce manual labour.

These changes are coming so rapidly that innovations may become common practice in a remarkably short time.

Most manipulations involve several different crops with specific tillage, planning, pest control and harvesting requirements. Ideally, each crop should have its own set of specialized implements to produce maximum yields. More equipment in turn means higher overhead costs. Lack of adequate equipment can delay getting crops planted or harvested in time, reducing yields and product quality. Thus, the most crucial progress, now seen on many farms, is in combining of various operations and universal plant-species treatments in one machine. For instance, this has been done in the combine for harvesting and threshing wheat and other grains, and in the grain drill that in one trip over the field does the work of preparing the seedbed, planting seed and applying fertilizers and herbicides.

Among the advantages of farm mechanization we might mention first, that the production and income per person engaged in farming have been markedly increased, that farm tasks can be done more rapidly and with better quality when weather and soil conditions are the least favourable, and, then, modern

machinery enables crops to be planted, cultivated and harvested in a considerably shorter time than in the past, and the same is largely true in case of livestock production operations.

Keeping farm machinery in top mechanical condition is one of the best ways to improve field working efficiency. Machines should be technically maintained properly, i.e. serviced regularly and adjusted correctly. Neglecting this can result in expensive repair procedures or cause complete overhauls.

Практическая работа 16. Обучение навыкам перевода с листа по тексту «Техническое переоснащение современного сельского хозяйства»

TECHNICAL RE-EQUIPMENT OF MODERN AGRICULTURE

The need for technical re-equipment of modern agriculture is becoming evident for the specialists and the community today, especially if the former is analyzed within the scope of current change in the population of the Earth, economic transitions in the developing countries, accompanied by meaningful structural modifications of agriculture worldwide.

To secure per capita increase of agricultural production it is necessary to raise the level of its overall mechanization, first and foremost being that of livestock and poultry farms. Some kinds of livestock equipment are almost completely automatic, including those used to provide water and forage, to collect and transport farm manure, remove silage from the silo and drop it into the conveyer that carries the fodder to the feed troughs. A cluster of machines is now required that would permit a better digestion of various feeds by livestock and poultry, such as grain grinders, feed mixers, forage cutters and blenders that increase the feeding value of grain, roughages and other feeds. These measures, alone with the advanced meat and milk processing equipment introduction, allow meaningful increase of agricultural production.

Among the main tasks, agricultural engineers are expected to find an efficient solution for how to design and make vast series of productive mobile power systems - combine harvesters and high-capacity crop tractors, - those of smaller sizes and lower emission for the specific types of work in greenhouses and cattle-barns. Forage loaders together with harvesting combines answer these modern challenges, and easily compete in the farm market.

Then, production of the entire set of machines and implements for those harvesters and tractors, which would feature technical and economic characteristics conforming to present-day demands. It is also thought necessary to organize the extended production of self-propelled windrow harvesters and at the same time to expand the production of combined and multipurpose soil cultivating, sowing and fertilizing machines, as well as the manufacture of new ones for application of hard and liquid chemical plant protection substances.

Having in mind the interests of successful advancement of our civilization, it is highly important to continue the re-tooling of agriculture on the basis of new technologies. Among the principle innovations to be introduced, it is worth mentioning computerization of agricultural machines, technological processes in agriculture and overall farming practice.

Практическая работа 17. Работа с текстовыми материалами «Трактора в сельском хозяйстве»

TRACTORS USED IN FARMING

The history of tractor development is really long. The first use of an internal combustion engine in a tractor in the United States goes back as far as 1890. Today, tractor construction industry is highly developed in Russia, the USA, Great Britain and some other countries, a number of types of tractors being produced for doing various agricultural practices on soil and in the livestock barn, including wheeled and crawler ones.

In recent years the diesel engine has become the accepted power unit for all British tractors. The most important development is the increase of engine capacity.

Wheeled tractors in the 100 horsepower (hp) class have been introduced by most of the British and other countries' tractor manufacturers, and are increasingly used.

But today a 200-300 hp tractor, like *Fendt Farmer 300LS* or *John Deere 8850*, is the main power source for large farm operations in agriculturally advanced countries. With the increase in engine power, four-wheel-drive ones have become common. Large tractors tend to be used for a limited range of operations, the chief being tillage, combined tillage and sowing and yield harvesting.

Most modern farm tractors are truly "all purpose", and they can operate a range of mounted, semi-mounted, and trailed implements and machines, and have hydraulic devices to provide easy and accurate control of the equipment from the tractor driver's seat. Among the typical operations performed by the latest tractors there are plowing, cultivating, harrowing, sowing, harvesting and transporting agricultural crops, livestock and poultry feeds distribution, barn cleansing and others.

Inefficient machinery management turns to be a considerable problem too. Say, data of the research conducted in 2,000 show, that a good share of farmers in America, having large tractors, only use them 400 hours per year or even less, while smaller tractors are long proved and recommended to be in use 1,000 or more hours - and still doing good work. Farmers should not purchase larger tractors than they need, for heavier machines consume far more fuel, which makes them uneconomic.

It has now become normal practice to provide electric starting, lights and light signaling. Other developments that have rapidly become common include such items as multi-speed gear-boxes, power take-off (PTO), lock differential, power steering and various devices for transferring weight from mounted implements to the tractor's drive wheels.

Практическая работа 18. Простое настоящее время. Выполнение грамматических упражнений

1. Open the brackets and put the verbs in the correct form. — Раскройте скобки и поставьте глагол в правильную форму:

I _____ (to like) apples.

Ann _____ (to play) computer games every weekend.

We _____ (to go) to work by train.

You _____ (not to work) very hard.

My friend and I _____ (to spend) time together in the evenings.

They _____ (to visit) their relatives once a week.

I _____ (not to swim) in the sea on summer.

Food _____ (to become) cold in the fridge.

My cat _____ (not to enjoy) fish.

Her parents _____ (not to take) her to school every day.

We _____ (not to invite) our friends at the weekend.

You _____ (to know) Math.

Sarah and Andrew _____ (not to go) to dancing classes on Sundays.

We _____ (to have) our English lessons twice a week.

He _____ (not to have) blue eyes.

I _____ (to have) dark hair.

2. Complete the sentences with DO or DOES. — Заполните предложения do или does:

What colour _____ you like?

Where _____ she work?

Where _____ your parents live?

What kind of films _____ you prefer?

_____ he play football at the weekends?

How _____ your friends spend their free time?

_____ Allan have green eyes?

What time _____ she get from work?

What school _____ you study at?

_____ you have breakfast in the morning?

Where _____ they put their key?

_____ your son go to the school in the city?

_____ this cat and that dog get on well?

_____ your friend know any celebrities?

What subject _____ you study at the university?

3. Make up the affirmative, negative and interrogative sentences using the prompts. — Составьте утвердительные, отрицательные и вопросительные предложения используя слова:

I/to play/computer games/every day

My friend / to swim / in the pool / every Saturday

Water / to boil / at 100 C
 Men / to like / cars
 That woman / to look / sad
 I / to like / vegetables
 We / to eat / junk food
 My parents / to visit / me / twice a year
 You / to cook / in the kitchen
 She / to work / every day
 You / to enjoy / reading
 4. Give short Yes/No answers for the questions:
 Do they use air conditioning? —
 Does the water boil at 100 C? +
 Does the sea freeze in winter? +
 Do animals speak? —
 Do they communicate? +
 Does his sister go to school? +
 Do they prefer working from home? —

Практическая работа 19. Настоящее длительное время. Выполнение грамматических упражнений

1. Переведите предложения в настоящем продолженном времени.

Хелен покупает помидоры на рынке.

Маленький Том плачет в спальне.

Идет дождь.

Мы играем в теннис с друзьями.

Мама готовит куриный суп.

Обезьянки едят бананы на дереве.

Мой брат учит стишок.

Куда идет твой отец?

Что ты читаешь?

Почему он спит сейчас?

Где играют твои дети?

Поезд не движется.

Мальчики не танцуют.

Джек и Джейн не помогают мне.

Учитель не смотрит на нас.

2.. Составьте из слов предложения.

Н-р: the – I – beach – going – to – am. – I am going to the beach. (Я иду на пляж.)

Anna – juice – is – orange – drinking.

not – sun – shining – the – is.

are – parents – the – in – my – sitting – garden.

dress – she – long – is – a – today – wearing.

we – playing – not – violin – are – the.

3.. Напишите утвердительные (+), отрицательные (-) или вопросительные (?) предложения в настоящем продолженном времени.

Н-р: George/drive very fast. (+) - George is driving very fast. (Джордж едет очень быстро.)

I/learn Russian. (-) - I am not learning Russian. (Я не учу русский.)

It/snow. (?) - Is it snowing? (Снег идет?)

George/drive very fast. (+)

I/learn Russian. (-)

It/snow. (?)

They/walk in the park. (+)

Sophie/eat berries. (-)

Mother/vacuum-clean. (?)

Jenny/write a postcard. (+)

We/swim in the swimming-pool. (-)
I/listen to music. (+)
Kevin/work. (?)
The nurse/feed the patient. (+)
The wind/blow. (?)
She/sing a lullaby. (-)
The boys/ride horses. (?)
They/build a new house. (-)

Практическая работа 20. Выражение будущего времени в английском языке. Конструкция «Собираться что-то сделать». Выполнение грамматических упражнений

1 Finish up the following sentences using the phrases in brackets and referring their verbs to the future.

- 1 Tomorrow his brother and he ... (to come to see us).
- 2 In the morning the doctor ... (to visit her child).
- 3 Next summer our family ... (to live in the country).
- 4 Tonight my neighbors ... (to come to tea with me).
- 5 Very soon I ... (to go to the seaside).
- 6 The day after tomorrow my mother and I ... (to go shopping).

2 Give full answers to the following questions making use the phrases in the margin.

go home; to work at the university; to have dinner; to the country; in Moscow; go to the cinema; to have a cup of tea; to go somewhere else; to read pages of the novel; to ring them up the next day.

- 1 What will you do when the lectures are over?
- 2 Where will they live when they are married?
- 3 What will she do when she graduates from the university?
- 4 Where will they go when summer comes?
- 5 What will he do when he comes home tonight?
- 6 What will she do when she doesn't find them at home?
- 7 What will we do before we go to the library?
- 8 What will we do if you don't get tickets to the concert?
- 9 What will we do if you if you come early?

3 Translate into Russian.

- 1 В январе мы вместе с другом поедem отдыхать в гости к моей бабушке.
- 2 Я уверена, что они будут хорошими друзьями.
- 3 Кто купит завтра молоко, хлеб, овощи?
- 4 После обеда он пойдет в библиотеку.
- 5 Ты придешь ко мне на день рождения?
- 6 А когда он будет дома?
- 7 Перед экзаменом мне придется много работать.
- 8 Через год она окончит университет и станет экономистом.
- 9 Он не придет к тебе вечером, так как будет занят.

4 Ask several questions to a sentence:

- 1 We are going to study a new topic next week. It's "Technology".
- 2 I am not going to get to Europe by bus in a week.
- 3 She is going to prepare a tasty lunch today, because our parents are going to come.
- 4 They are not going to live near the beach at the sea next summer.
- 5 He works much and he is not going to work over time.

5 What are you going to do today, tomorrow? Write sentences.

- 1 I am going to ...
- 2 I and my family ...
- 3 I and my friends ...

6 Translate from Russian into English:

- 1 Мы не собираемcя покупать в этом году новую машину.
- 2 Кто собирается сделать доклад в следующую среду?
- 3 Ее дети намереваются изучать французский в школе, когда пойдут в 7 класс.

- 4 Моя мама собирается найти высокооплачиваемую работу.
- 5 Когда она собирается пойти в кино? Я хочу пойти с ней.
- 6 Если он собирается пригласить ее в гости, то я не приду.
- 7 Кто намерен прочитать все книги Агаты Кристи за лето?
- 8 Как ты собираешься провести свой отпуск?
- 9 Ее учитель не собирается ставить ей за ответ хорошую оценку.
- 10 Что ты собираешься изучать в следующем году – немецкий или французский?
- 11 Где ты собираешься работать через месяц, если тебя уволят?
- 12 Если ты намерен постоянно брать оплачиваемые больничные, то руководство тебе выпишет штраф.
- 13 Ты намерен получить высшее образование и получить продвижение?
- 14 Почему никто не собирается в отпуск зимой в этом году?

Практическая работа 21. Простое прошедшее время. Правильные и неправильные глаголы в английском языке

Упражнение 1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Past Simple.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

Упражнение 2. Раскройте скобки, употребляя глаголы в Past Simple.

1. Alice (to have) a sister.
2. Her sister's name (to be) Ann.
3. Ann (to be) a student.
4. She (to get) up at seven o'clock.
5. She (to go) to the institute in the morning.
6. Jane (to be) fond of sports.
7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Упражнение 3. Раскройте скобки, употребляя глаголы в Past Simple.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

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

Обратите внимание, в какой форме должно стоять предложение

(утвердительной, вопросительной или отрицательной).

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

Упражнение 5. Вставьте глагол "to be" в требуемой форме Past Simple.

1. I ... a student.
2. My father ... not a shop-assistant, he ... a scientist.
3. ... your aunt a nurse? - Yes, she
4. ... they at home? - No, they ... not. They ... at school.
5. ... you an engineer? - Yes, I ...
6. ... your friend a photographer? No, she ... not a photographer, she ... a student.
7. ... your brothers at school? - Yes, they
8. ... this her watch? - Yes, it
9. Max ... an office-worker.
10. We ... late, sorry!

Практическая работа 22. Настоящее совершенное время. Выполнение грамматических упражнений

Упражнение 1. Поставьте глаголы в скобках в Present Perfect.

1. He _____ (finish) training.
2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!
9. I'm tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

Упражнение 2. Поставьте глаголы в скобках в Present Perfect negative.

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week.
6. It's my birthday party today. I _____ (not invite) many people.
7. He _____ (not wash) his hands. They're very dirty.
8. Mum's really angry. We _____ (not tidy) our room!

9. I can't play with my friends this evening. I _____ (not finish) my homework.
10. I _____ (not visit) New York for three years.
11. Where's Alison? We _____ (not see) her since yesterday.
12. Dad _____ (not take) a holiday since last August.
13. John _____ (not play) the violin since he was school.

Упражнение 3. В письме есть 4 ошибки на использование *for* и *since*. Найдите и исправьте их. *These are some sentences from Nigel's letter home from Africa. He has made four mistakes in using 'for' and 'since'. Correct his mistakes.*

Dear Mum and Dad,

I've lived in Africa since two weeks and I love it! Africa is beautiful! I haven't travelled to any faraway place for last summer. I'm so happy now!

I've already seen Mr. Rambler. He is working for WWF here and taking photos of wild animals. I haven't seen any lions yet. I think I'll see them later.

Thank you for the trip. I've dreamed of Kenya for my childhood. I haven't seen you since ages! I miss you so much!

Love, Nigel.

Упражнение 4. Дополните предложения словами *for* или *since*. Complete the sentences. Use *for* or *since*.

1. I've lived in Washington _____ 1997.
2. Ben has studied English _____ three years.
3. They haven't visited their grandparents _____ months.
4. Julie's ill. She's been in bed _____ Tuesday.
5. My dad has had his car _____ sixteen.
6. It's been ten years _____ we moved to Oxford.

Упражнение 5. Пользуясь опорными словами, а также словами *for* и *since* составьте предложения в *Present Perfect Simple*.

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

Практическая работа 23. Прошедшее совершенное время. Выполнение грамматических упражнений

1. Choose the correct verb from the list below to complete the following sentences. Put the verb in the past perfect tense (had & past participle). make start write leave forget fly escape close give ring eat change go see

- 1 When I got to the house, Mary wasn't there. She _____ already _____.
- 2 I didn't recognize my old classmate because she _____ so much.
- 3 We were late for the show last night. By the time we got to the theater, the movie _____ already _____.
- 4 Yesterday I went on my first plane trip. I was very nervous because I _____ never _____ before.
- 5 I couldn't eat much dinner last night because I _____ such a big lunch.
- 6 I couldn't buy any groceries last night because when I got to the supermarket, it _____ already _____.
- 7 Last week our teacher gave back the essays we _____ the week before.
- 8 The house was quiet when Andrew got home. Everyone _____ to bed several hours earlier.
- 9 They got to school late yesterday. The bell _____ already _____.
- 10 Sheila couldn't come to my house last night because she _____ already _____ other plans.
- 11 We couldn't find the house. It was clear that he _____ us the wrong add

address.

12 Annie didn't want to come to the movie with us because she _____
it the week before.

13 By the time the police arrived at the bank, the robber _____ already
_____.

14 I couldn't get into my apartment when I came home from work last night because I
_____ to take my key.

2. Make sentences with the past perfect and the words provided. Follow the example below.

Ex. I missed my plane. (airport/ plane take off)

By the time I got to the airport, the plane had already taken off.

1 I missed the show. (theater/ movie start)

2 I couldn't get my prescription. (drugstore/ close)

3 I couldn't say goodbye to my friends. (call their house/ they leave)

4 I didn't get the job. (I apply/ they hire someone else)

5 We couldn't buy the house. (we see/ someone else make an offer)

6 The house was destroyed. (the firemen arrive/ house burn down)

7 I didn't get to taste her chocolate cake. (I arrive/ her children eat whole thing)

8 I didn't see her when she was sick. (I go/ hospital/ she go home)

9 I didn't see the game. (I turn on the TV/ game finish)

10 I missed my daughter's performance. (I arrive concert/ my daughter finish her song)

Практическая работа 24. Работа с материалами по теме «Механизация в животноводстве».
Выполнение лексических упражнений

Mechanization in livestock raising

Further increase in animal productivity is achieved both by the introduction of new machinery and by wider electrification and automation of different processes on livestock farms.

Some kinds of livestock equipment are almost completely automatic, thus eliminating most of the hand labour. Many farms are using now automatic waterers which provide water to livestock at all times. At the press of the button silage unloaders remove silage from the silo and drop it into the conveyer that carries the silage to the feed troughs. The feeding of grain and hay to dairy cattle has also been almost completely mechanized on some farms. On most farms manure is collected and transported automatically.

Different machines are now being used which permit a better digestion of various feeds by livestock. For instance, grain grinders, feed mixers, forage cutters increase the feeding value of grain, roughages and other feeds.

Milk pipelines connected to milking machines carry the milk to milk tanks where it is automatically cooled to the proper temperature.

In some poultry houses time clock devices are installed so that chickens can be fed automatically at the desired time of the day. On many poultry farms eggs are cleaned, graded and packed primarily by automation.

Learn the words.

automatic waterer - автопоилка

to carry - тащить, перевозить

digestion - переваривание, усваивание

feed mixer – кормосмеситель

feed trough - кормушка

forage cutter – корморезка

to grade – сортировать

grain grinder – зернодробилка

milk pipeline - молокопровод

milk tank - цистерна для молока

to remove - вынимать, удалять

silo – силосная башня, яма

1. Say in Russian:

что даёт механизация в области животноводства?

какие процессы наиболее полно механизированы в животноводстве?

Обоснуйте свои ответы предложениями из текста.

2. Answer the following questions:

1. How is higher productivity achieved?
2. Does mechanization eliminate hand labour?
3. What do silage unloaders do?
4. Is manure collected automatically?
5. What machines increase the feeding value of feeds?
6. What processes are mechanized in poultry breeding?

Практическая работа 25. Чтение и перевод текста «Механизация советских ферм». Выполнение лексических упражнений

Mechanization of Soviet farms

Soviet farms have an adequate number of tractors and other farm machinery. But quantitative growth is not all that is important. The quality of farm machines is the problem which should be paid much attention to.

Today such processes as soil tillage, planting, harvesting and transportation are all performed by machinery. One can say that the level (уровень) of mechanization in crop growing is high.

The mechanization of animal husbandry is a more difficult problem. The USSR has started to use the industrial methods in this branch of agriculture by developing large livestock-breeding complexes. These complexes are now often called meat and milk factories. The level of mechanization is the same there as in industry. The same conveyer system is used at such factories but they produce animal products.

1. Say in Russian:

- a) какая проблема существует сейчас в области механизации сельского хозяйства?;
- b) какая отрасль сельского хозяйства более полно механизирована?

2. Make singular from plural

Farms, tractors, machines, processes, methods, complexes, factories, products.

3. Make a dialogue.

Практическая работа 26. Перевод и обсуждение текста «Сельскохозяйственные машины»

Farm machines

Every collective farm has various types of machines that plow the soil, plant the seeds, cultivate the plants, harvest the crops and transport the products harvested.

Soviet collective farmers use tractors (in terms of 15 horsepower units), lorries, different drills, planters and harvesters. At present nearly every branch of agronomy uses specialized harvesters. Thus, we find grain combine harvesters, corn pickers, cotton pickers, tea pickers, fruit pickers, tomato harvesters. For harvesting root and tuber crops there exist various diggers such as potato diggers, carrot diggers, sugar beet diggers, onion diggers, etc.

Learn the words.

a lorry- грузовик

in terms – в пересчёте

the tubers – клубни

a digger – экскаватор

an onion – лук

1. Answer the following questions:

1. What kinds of farm machines do you know?
2. What belongs to the specialized harvesters?
3. Exist various diggers for harvesting root and tuber crops ?

2. Complete the sentences:

Every branch of agronomy uses _____.

There are various diggers such as _____.

_____ has various types of machines.

_____ use tractors, lorries, different drills, planters and harvesters.

.....
potato diggers, carrot diggers; every collective farm; specialized harvesters; collective farmers.

3. Find English equivalents.

Используются различные экскаваторы, транспортировка выращенной продукции, в настоящее время, отрасли агрономии, сбор урожая.

4. Make singular from plural:

Types, diggers, pickers, harvesters, seeds, plants, lorries, drills.

Практическая работа 27. Работа с материалами по теме «Преимущества механизации фермы». Выполнение лексических упражнений

Advantages of farm mechanization

Hard hand labour has been reduced. Production and income per person engaged in farming have been markedly increased. Land that was needed to produce feed for horses is now used for the production of food for people. Farm work can be done more rapidly when weather and soil conditions are most favourable. Crops can be planted, cultivated and harvested in a shorter time than in the past.

Learn the words.

hard hand labour – тяжёлый ручной труд

income per person – доход на душу населения

markedly – заметно

rapidly – быстро

favourable – благоприятны

1. Insert the necessary word (production, weather, reduced)

Land is used for the _____ of food for people.

Farm work depends on the _____ and soil conditions.

Hard hand labour has been _____.

2. Answer the following questions:

1. For which purposes is being used the land?

2. Of which depends the yield?

3. Why crops can be planted, cultivated and harvested in a shorter time than in the past?

3. Insert necessary letters.

Inc me, condi ons, f d, h s, p ple, ork, t me, favour le.

Практическая работа 28. Работа с материалами по теме «Недостатки механизации фермы». Выполнение лексических упражнений

Disadvantages of farm mechanization

Farmers must have more capital to be engaged in farming because of large investments in farm machines and other equipment. Farmers must have a larger and more stable income to have money for electricity and tractor fuel. Farms have to be larger in size. So, small farms are disappearing and many farmers cannot be engaged in farming. Farmers must have better knowledge and skill in operating modern farm equipment efficiently.

Learn the words.

fuel - топливо

disappearing - исчезать

equipment – оборудование

income – доход

engage – задействовать

1. Make 3 questions to the text.

2. Find English equivalents.

Стабильный доход, тракторное топливо, знания и умения, большие вложения, большие по размеру.

3. Make singular from plural:

Farmers, investments, machines.

Практическая работа 29. Прошедшее длительное время. Выполнение грамматических упражнений

Exercise 1 Look at Jane's diary. What was she doing at these times?

My diary

Monday 4.30 - 5.30 p.m have an appointment at the dentist's

Tuesday 7 - 8 p.m play tennis with Mimi
 Wednesday 8 - 10 p.m. watch the Black Widows
 Thursday 8.30 - 9.30 p.m. revise for an English test
 Friday 5 - 7 p.m. do the shopping with Carrol
 Saturday 11.30 - 12.30 a.m. cook lunch
 Sunday 9 - 10 a.m. tidy the house with mum

On Monday at 5 p.m. she an appointment at the dentist's. On Tuesday between 7 - 8 p.m. Jane and Mimi tennis. On Wednesday at 9 o'clock she the Black Widows. On Thursday from 8.30 to 9.30 she for an English test. On Friday at 6 o'clock Jane and Carrol the shopping. On Saturday between 11.30 and 12.30 she lunch. On Sunday at 9.30 Jane and her mum the house. But I don't know what she at 12 p.m. on Sunday. Was she sleeping?

Exercise 2 The Thompson family. What were they doing on Sunday at 7 o'clock?

Mr. Thompson (cook) dinner in the kitchen. Mrs. Thompson (clean) their car in front of their house. Jack and Eve (sit) in the hall near the fireplace. Jack, their 11 years old son, (read) Shakespeare's sonnets. Eve, at the age of 16, (play) with Barbies. Their grandma and grandpa (have) a good time. Their grandma (exercise) in the gym. Their grandpa (iron) shirts and socks in the living room. They also had two pets. And do you know what they (do)? Spot, the puppy, (catch) mice in the garden. And Kitty, the little cute kitten, (fight) with neighbour's dog.

Exercise 3 Julie saw Tim and Matt at the swimming pool. Make past continuous questions to complete the dialogue.

Sue: when you saw them? (what | Tim and Matt | do)

Julie: Tim was swimming in the pool, but I didn't see Matt first.

Sue: in the pool, too? (you | swim)

Julie: No, I wasn't. I was just looking. But then I saw Matt, too.

Sue: ? (what | he | do)

Julie: He was diving in the pool.

Sue: Diving, you say. to dive? (he | not | just | try) He can't dive.

Julie: You're right. He was just trying to do it. And all his friends were watching it.

Sue: ? (they | laugh)

Julie: Of course, they were. Matt was pretty funny. He splashed the water all over the place.

Sue: faces when he came up to the surface of the pool? (Matt | make)

Julie: Yes, he was. He was grinning and making faces at me.

Sue: At you? Vow! And what about Tim? Matt, too? (he | watch)

Julie: Not really. He was looking at me instead.

Sue: Oh, no! You're kidding. your new swimsuit? (you | wear)

Julie: Yes, I was. Why? Sue: Now I know why Tim and Matt were watching you, Julie.

Exercise 4 Simon and his girlfriend Sharon were at a restaurant during their lunch break. Make questions in the past continuous to ask about them.

Where? At a table by the window. What

..... ? Coffee with milk and a glass of apple juice. What

Simon ? The apple juice. anything? No,

nothing. They were not hungry. What Sharon? A white pullover and

black jeans. How she in her outfit? She was really pretty. they

..... anything special? Not really. They were just talking. What

..... about? About their friends from school. How Simon

..... at the restaurant? He was quite happy and relaxed.

Exercise 5 Complete the dialogues with negative forms of the past continuous tense.

A: Were you talking to Bob during dinner?

B: I to anybody. I was alone.

A: Were you watching a football match when I phoned you?

B: I TV. I was listening to music.
 A: Was I wearing the blue tie at the party?
 B: You any tie, as far as I can remember.
 A: Guess what I was doing between 5 and 6 o'clock.
 B: You anything, your sister told me.
 A: When I met them, Sam was buying some meat and Jill was buying drinks.
 B: I don't understand why they things together.
 A: I wasn't waiting for them when they arrived.
 B: Why for them? What happened?
 A: Eve was looking at me when we got out of the car.
 B: It's not true! She at you.
 A: You weren't looking very happy at the beginning of the English lesson.
 B: And why happy? I didn't want to write the test!

Практическая работа 30. Настоящее совершенное длительное время. Выполнение грамматических упражнений

1. Поставьте глаголы из скобок в форму Present Perfect Continuous.

1. The vegetables ... (boil) since 10 o'clock. (Овощи варятся с 10 часов.)
2. He ... (wait) for her answer for six months. (Он ждет ее ответа в течение 6 месяцев.)
3. My sister ... (send) job applications for 3 months. (Моя сестра рассылает заявления о приеме на работу в течение 3 месяцев.)
4. I ... (try) to find my documents since last Sunday. (Я пытаюсь найти свои документы с прошлого воскресенья.)
5. They ... (learn) Japanese for a couple of years. (Они изучают японский язык пару лет.)
6. Father ... (drill) holes in the wall since noon. (Папа сверлит отверстия в стене с полудня.)
7. My brother ... (play) computer games for 3 hours. (Мой брат играет на компьютере в течение 3 часов.)
8. I ... (listen) to you very carefully. (Я слушаю тебя очень внимательно.)
9. He ... (not take) his medicine for the last week. (Он не принимает лекарство в течение последней недели.)
10. We ... (save) the money for a holiday for a year. (Мы копим деньги на отпуск в течение года.)

2. Ответьте на вопросы, используя одно из предлагаемых ниже действий в Present Perfect Continuous.

Н-р: Why are you angry? (Почему ты рассержен?) – Because I've been waiting for a bus for a long time. (Потому что я долго жду автобус.)

- wait for a bus for a long time
- wash the floors
- decorate a Christmas tree
- use expensive creams for a couple of years
- peel the onions
- make a snowman in the garden
- play football on the grass

1. Why are you angry?
2. Why is she crying? (Почему она плачет?)
3. Boys, why are your shorts dirty and green? (Мальчики, почему ваши шорты грязные и зеленые?)
4. Why are you sweating? (Почему ты потеешь?)
5. Why are your hands so cold? (Почему у тебя такие холодные руки?)
6. Why are the children so excited? (Почему дети так взволнованы?)
7. Why does she look so young? (Почему она выглядит так молодо?)

3. Поставьте в предложения for или since.

1. Bob has been playing hockey ... he was a small boy.
2. She's been driving that car ... five years.

3. We have been planning our vacation ... last month.
4. He has been talking on the phone ... 8 o'clock.
5. You have been telling the same anecdotes ... many years.
6. I have been feeling ill ... a couple of days.

4. Опишите каждую ситуацию одним предложением, используя *for* или *since* и глаголы в *Present Perfect Continuous*.

Н-р: I started writing an article last month and I'm still writing it. (Я начал писать статью в прошлом месяце, и до сих пор пишу ее.) – I have been writing an article since last month. (Я пишу статью с прошлого месяца.)

1. Tom started playing chess when he was 6 and he still plays it.
2. Martha started looking for a job 4 months ago and she is still looking for it.
3. Mother started cooking chicken in the morning and she is still cooking it.
4. It started snowing 3 days ago and it's still snowing.
5. Kate went to bed last night and she is still sleeping.

Практическая работа 31. Выполнение грамматических упражнений по теме «Времена в действительном залоге»

Упражнение 1

Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect*.

1. My friend (to like) pies. He (to eat) pies every day. When I (to meet) him in the street yesterday, he (to eat) a pie. He (to tell) me that he (to buy) that pie at the corner of the street. Look at my friend now! He (to eat) a pie again. 2. I always (to come) to school at a quarter to nine. 3. Yesterday I (to come) to school at ten minutes to nine. 4. Tomorrow Nick (not to go) to the cinema because he (to go) to the cinema yesterday. He already (to be) to the cinema this week. He (to stay) at home and (to play) a computer game. 5. What your brother (to do) now? 6. My father (to work) in an office. It (to be) Sunday now. He (not to work), he (to read) at home. 7. I (not to see) you for a while! You (to be) busy at work? — I (to have) an awful week, you (to know). 8. What he (to do) at ten o'clock last night? — He (not to do) anything really. He just (to look) at some magazines. 9. We (to have) rather a difficult time at the moment. — I (to be) sorry to hear that. 10. Something awful (to happen). Her little daughter (to swallow) a coin. 11. She (to ask) me if I (to see) her backpack. 12. After the boys (to do) all the work, they (to go) to the pictures.

Упражнение 2

Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect*.

1. We (to bring) a lot of berries from the wood. Now we shall make jam. 2. Look! Jane (to swim) across the river. 3. What you (to do) at six o'clock yesterday? 4. You ever (to see) the Pyramids? 5. I (to go) to the Caucasus two years ago. 6. We (to go) to school every day. 7. Nick (to do) his homework by seven o'clock yesterday. 8. You (to help) your father tomorrow? 9. When Nick (to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen. 10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise book. 11. Yesterday grandfather (to tell) us how he (to work) at the factory during the war. 12. When Mr. and Mrs. Smith (to arrive) home, they (to discover) that someone (to break) into their house. Their video recorder and television (to disappear). They (not to know) what they (to do) to deserve this bad luck. 13. The man (to get) off the bus without paying while the conductor (to collect) fares upstairs.

Упражнение 3

Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect*.

1. Don't go to Nick's place now, he (to work). He (to finish) his homework at seven o'clock. If you (to come) after seven, he (to be) very glad. 2. Pete (to go) to the cinema? — Yes, I (to think) so. He usually (to play) in the yard at this time, and now he (not to be) there. 3. He (to read) a book at five o'clock yesterday. 4. You (to go) for a walk with me? — I (to be) sorry, I can't. I (to do) my homework. I (not yet to write) the English exercise. If you (to wait) for me, I (to go) with you in half an hour. I (to want) to go for a walk very much, because I (not to go) for a walk yesterday. 5. Yesterday the children (to do) all their homework before mother (to come) home, and when she (to come), they (to play) with the cat.

6. I (to lose) my key when I (to play) in the yard yesterday. 7. Ring me up as soon as you (to come) home.
8. Where you usually (to take) books for reading?

Упражнение 4

Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Mike (to eat) ice cream every day. Look, he (to eat) ice cream now. When I (to see) him in the morning, he (to eat) ice cream, too. He (to say) he (to eat) one ice cream already by that time. I think he (to fall) ill if he (to eat) so much ice cream. 2. They (to walk) along the street and (to talk). Suddenly Nick (to stop) and (to say), "Oh, what shall we do? I (to lose) the key to the door." "If you (not to find) it," said Pete, "we (to have) to wait for mother in the street." 3. When I (to come) to the station yesterday, I (to learn) that my train already (to leave). 4. What he (to do) when you (to see) him yesterday? 5. I (to give) you this book as soon as I (to finish) reading it. 6. When the ship (to cross) the ocean, a great storm (to break) out. 7. I never (to hear) of her. 8. To whom you just (to write)?

Упражнение 5

Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Future Simple; Present Continuous, Past Continuous; Present Perfect, Past Perfect.*

1. Let's go for a walk. The rain (to stop) and the sun (to shine). 2. If you (to help) me, I (to do) this work well. 3. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later. 4. What you (to read) now? — I (to read) Tom's book. I (to be) in a hurry. Tom soon (to come), and I (to want) to finish reading the-book before he (to come). 5. As soon as you (to see) your friend, tell him that I (to want) to see him. 6. When I (to come) home yesterday, my brother (to sleep). 7. When you (to come) to see us? — I (to come) tomorrow if I (not to be) busy. 8. I (not to like) apples. 9. He (to come) home at five o'clock yesterday. 10. I (to ring) you up as soon as I (to come) home tomorrow. 11. I (to show) you my work if you (to like). 12. He (to come) home by six o'clock yesterday. 13. Pete certainly (to help) you with your English if you (to ask) him. 14. This little boy never (to see) a crocodile. 15. Send me a telegram as soon as you (to arrive). 16. He (to know) the results before we (to meet).

Практическая работа 32. Обобщающий урок по пройденному материалу

1. Поставьте существительное во множественное число:

Flower man language country address

2. Напишите 3 формы глагола: Build lose give drive forget

3. Поставьте прилагательное в сравнительную и превосходную степень:

Old, happy, interesting, good

4. Выберите правильный вариант глагола:

- 1) ... she in the park yesterday? (were, is was)
- 2) Mike and Nick ... at 3 o'clock tomorrow. (are, were, will be)
- 3) Did you ... English last week? (has, have, had)
- 4) They ... 5 lessons tomorrow. (had, have, will have)
- 5) The teacher ... us at the next lesson. (asked, asks, will ask)
- 6) Usually our lesson ... at 8.30. (will begin, begins, begin)
- 7) He ... this book when he was a child. (has, have, had)

5. Из четырех предложенных вариантов выберите единственно правильный.

1. Mike is looking for ... job. a) a b) the c) an d) —
2. I want those books. Please give ... to me. a) they b) them c) those d) these
3. It was 10 o'clock. I ... leave. a) must b) had c) have to d) had to
4. If I don't know a word I ... in my dictionary. a) look b) look for c) look up d) look at
5. How much money do you spend ... food each month? a) on b) at c) for d) to
6. You should ... alone at night. a) not drive b) not to drive c) don't drive d) not driven
7. She is a kind of person ... likes to go to parties. a) which b) who c) whom d) where
8. Tom ... study hard but now he doesn't study very hard.
a) use b) didn't use to c) used d) used to
9. Have you ever been to England? Yes, I ... there last year.
a) was being b) had been c) have been d) was
10. He was supposed ... after the matter. a) to look b) look c) looked d) looking
11. Before you ..., don't forget to turn off the TV set.

- a) will leave b) left c) leave d) have left
 12. I heard a knock on the door but when I opened it there was ... outside.
 a) somebody b) nobody c) anyone d) anything
 13. Why is Mike late? He has ... missed the nine o'clock train or something really serious has happened to him.
 a) either b) neither c) both d) so
 14. Will you give me two ... stamps? a) else b) still c) more d) another
 15. Can you tell us ... amusing story? a) another b) other c) else d) more

6. Выберите правильный вариант ответа

1. I want to become a teacher _____.

- A. when I will leave school B. when I leave school
 C. when I am leaving school D. when I had left school

2. The Sahara is _____ desert in the world.

- A. the hottest B. hottest C. the most hot D. the hotter

3. John is not interested _____ politics.

- A. about B. in C. for D. over

4. I am sure we _____ before.

- A. have never met B. haven't never met
 C. didn't met D. had met

5. I don't know _____.

- A. where this museum B. where is this museum
 C. where this museum is D. this museum is this

6. They were in Spain last summer, _____?

- A. were they B. isn't it C. didn't they D. weren't they

7. When I came home late in the evening, _____?

- A. had already had dinner B. have already had dinner
 C. have been having dinner D. had dinner

8. New Year Day is _____ popular in Britain than Christmas.

- A. more less B. more little C. less D. little

9. _____ Michelangelo began painting the ceiling of the Sistine Chapel.

- A. At the age of 33 B. At 33 years
 C. At the age of 33 years D. At the age of 33 years

10. The cost of living in our country has _____ again.

- A. rose B. raised C. picked up D. risen

11. I want _____ at the airport.

- A. you meeting me B. that you meet me C. you to meet me D. you meet me

12. What _____ we are having!

- A. the rainy weather B. a rainy weather C. rainy weathers D. rainy weather

13. Who _____ to go to the cinema with us?

- A. want B. does want C. wants D. is wanting

14. The teacher asked me _____ for the lesson.

- A. was I ready B. if I was ready C. if was I ready D. that I was ready

15. I think that John Lennon is _____ musicians in the world.

- A. greatest one of B. the greatest C. one of greatest D. one of the greatest

4 курс

Тема 8. Основные компоненты и механизмы сельскохозяйственной техники

Практическая работа 1. Введение лексики по теме «Двигатель». Чтение и перевод текста по теме «Двигатель». Выполнение лексических упражнений

1. Vocabulary.

to make – заставлять

to be referred to as – именоваться, называться

to term – называть

to cause – заставлять, вызывать, причинять

although – хотя

to create – создавать
shaft – вал
engine – двигатель
source – источник
wheel – колесо
internal combustion engine – двигатель внутреннего сгорания
combustion chamber – камера сгорания
to take place – происходить

2. Read and translate the text.

ENGINE

The engine is the source of power that makes the wheels go around and the car move. It is usually referred to as an internal combustion engine because gasoline is burned within its cylinders or combustion chambers.

This burning, or combustion, takes place at a high speed termed as an "explosion". The high pressure thus created causes a shaft to turn or rotate.

This rotary motion is transmitted to the car so the wheels rotate and the car moves. Most automobile engines have four or six cylinders, although some eight-, twelve- and sixteen cylinder engines are in use.

3. Answer the questions:

1. What is transmitted to the car so the wheels rotate?
2. How many cylinders have most automobile engines?
3. What is the source of power?
4. What can you say about internal combustion engine?

4. Fill in missing words:

1. This burning, or combustion, takes place at (большая скорость).
2. Gasoline is (сгорает внутри цилиндров) or combustion chambers.
3. Power that makes the (колёса вращаются) and the car move.
4. The high pressure thus created causes a (вал поворачивается) or rotate.
5. Most (автомобильные двигатели) have four or six cylinders.

5. Translate into Russian:

car moves
high pressure
internal combustion engine
wheels go around
source of power
rotary motion
sixteen cylinder engines
transmitted to the car
Most automobile engines
within its cylinders

Практическая работа 2. Работа с текстом «Паровой двигатель». Выполнение лексических упражнений

1. Vocabulary.

steam chest – паросборник
the more...the more - чем больше...тем больше
mostly - главным образом, большей частью
to invent – изобретать
to boil - кипеть
pipe - труба
steam - пар
valves - клапана
piston - поршень
to reach - достигать
pressure - давление
stroke - ход

speed - скорость
opening - отверстие

2. Read and translate the text.

STEAM ENGINE

The steam engine was the first high-speed engine ever invented. The principle of the steam engine is simple. When water is boiled, it changes into steam. The more the steam is heated, the more pressure it has.

A steam engine has some important parts. One is a boiler where fire turns water into steam. The steam goes through a pipe to the other important part - the steam chest with a cylinder and a piston in it. There are valves, or openings, in the steam chest. As the piston moves in the cylinder, it opens and closes the valves automatically, so that fresh steam enters just when the piston has reached the end of its stroke. A rod from the piston is connected to a wheel.

Now steam engines are mostly used in locomotives.

3. Answer the questions:

1. What is connected to a wheel?
2. What are some important parts of a steam engine?
3. What can you say about the principle of the steam engine?
4. Are there valves, or openings, in the steam chest?
5. How now steam engines are mostly used?

4. Fill in missing words:

1. One is a boiler where _____ water into steam.
2. A rod from the piston _____ to a wheel.
3. The steam engine was the first _____ ever invented.
4. As the _____ in the cylinder, it opens and closes the _____, so that fresh steam enters just when the piston has reached the end of its stroke.

Missing words: fire turns, valves automatically, high-speed engine, is connected, piston moves.

5. Translate into English:

- пар нагревается
- поршень движется
- важные части
- огонь превращает воду
- высокоскоростной двигатель
- паросборник с цилиндром
- окончание хода
- соединяется с колесом
- большее давление

Практическая работа 3. Работа с текстом «Дизельный двигатель». Выполнение лексических упражнений

1. Vocabulary.

gallon - галлон - англ. (4,54 л); амер. (3,78 л).
besides – помимо, кроме
to last - длиться, продолжаться, сохраняться
screw – винт
like - похожий, подобный
directly - прямо, непосредственно
alone - один, только
immediately - немедленно, тотчас же
spray - брызги, струя, разбрызгивать, распылять
fuel – топливо
spark plug – искра свечи
to connect - соединять
charging – загрузка
to inject – впрыскивать

to ignite – зажигать
to use – использовать

2. Read and translate the text.

DIESEL ENGINE

A diesel engine is like a gasoline engine but simpler. Diesel engines are usually larger and can do more work. The fuel used in a diesel engine is oil. In diesel engines only air is blown into the cylinder. It does not need spark plugs. Diesel engines can be four - stroke ones and two - stroke ones.

Diesel engines use a cheaper kind of fuel and give more power for each gallon of fuel burned than gasoline engines. Besides they last much longer. In new trains and ships diesel engines run large generators which make electricity. The electricity runs motors which are connected to the wheels of the train or to the ship's screws.

The diesel engine is an internal combustion engine. It uses oil as a fuel. The fuel is introduced in the form of spray and the engine requires no special ignition device.

In the four-stroke cycle Diesel engine air alone is drawn into the cylinder on the charging stroke. This air is being compressed on the return stroke to a very high pressure. The result of the combustion is that the air is heated to a high temperature.

The heavy oil injected into the air at the end of the stroke will be immediately ignited by it. The oil burns rapidly, but without explosion. The compression pressure is much higher than that in any other oil or gas engine.

3. Answer the questions:

1. What happened at the end of the stroke?
2. Is in the four-stroke cycle Diesel engine air or petrol drawn into the cylinder on the charging stroke?
3. What is the result of the combustion?
4. What is fuel used in a diesel engine?
5. A diesel engine is like a gasoline engine but simpler, isn't it?
6. How diesel engines are used in new trains and ships?

4. Fill in missing words:

1. The _____ is an internal combustion engine.
2. This air is being _____ on the return stroke.
3. The electricity _____ which are connected to the wheels of the train or to the _____.
4. Diesel engines use a cheaper _____ and give more power for each gallon of _____ than gasoline engines.
5. In diesel engines only air _____ into the cylinder.

Bank of words: compressed, fuel burned, diesel engine, ship's screws, runs motors, kind of fuel, is blown.

5. True or false:

- In new trains and plane diesel engines run large generators which make electricity.
- The fuel used in a diesel engine is petrol.
- In the four-stroke cycle Diesel engine air alone is drawn into the cylinder on the charging stroke.
- The oil burns slowly, but without explosion.
- In new trains and ships diesel engines run large generators which make electricity.

Практическая работа 4. Чтение и перевод текста «Двигатель внутреннего сгорания». Выполнение лексических упражнений

1. Vocabulary.

detachable - съемный
secure - укреплять, прикреплять
to exert - влиять, оказывать влияние
duration - продолжительность, длительность
succession - последовательность
to comprise - включать, заключать в себе
to succeed - следовать за чем-либо
admission - поступление, доступ, вход

motion – движение
to take place – происходить, случаться
to secure – охранять, предотвращать
internal combustion engine – двигатель внутреннего сгорания
mechanical energy – механическая энергия
to consist of – состоять из.....
inside – внутри
crankshaft – коленвал
rotary – вращающийся
flywheel – маховик
inlet valve – впускной клапан
exhaust valve – выпускной клапан
camshaft – распределитель
constantly – постоянно
majority – большинство
revolution – поворот

2. Read and translate the text.

WHAT IS AN INTERNAL COMBUSTION ENGINE?

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

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

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

The internal combustion engine converts heat into mechanical energy by burning a mixture of oil fuel and air within its cylinder or cylinders. The internal combustion engine consists of the following: 1. A cylinder (there may be several). 2. A piston which moves up and down inside cylinder. 3. A crankshaft connected to the piston by a rod known as a connecting rod. The connecting rod turns the up-and-down motion of the piston into a rotary motion of the crankshaft. 4. A flywheel which keeps the crankshaft moving when the pressure is exerted upon the top of the piston. 5. Two valves known as the inlet valve and the exhaust valve. 6. A camshaft which is used to open and close the valves. 'Combustion engines may be divided into types according to the duration of the cycle on which they operate. By a cycle is meant the succession of operations in the engine cylinder which constantly repeats itself. The great majority of modern automobile engines operate on the four-stroke cycle.

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

3. Answer the questions:

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

4. Fill in missing words:

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

6. It is completed in four strokes of the (поршень) or during two (поворота) of the crankshaft.

5. Translate into Russian:

- the inlet valve and the exhaust valve
- gasoline engine
- combustion chamber
- air within its cylinder
- close the valves
- two revolutions of the crankshaft
- in two piston strokes
- connecting rod.
- great majority
- the inlet valve and the exhaust valve
- duration of the cycle

Практическая работа 5 - 6. Времена страдательного залога в английском языке. Выполнение грамматических упражнений

Exercise 1 Complete these sentences with the verbs in brackets. Use the present simple passive.

Most common internet activities E-mails and received by most internet users. (send) Information about goods and services (find) Goods and services in e-shops. (buy) Online newspapers and magazines , mostly by adult users. (read) The internet for social networking, especially by young people. (use) Telephone and video calls (make) Videos and films (watch) Listening and music streaming activities (carry out) Hotel accommodation by travellers. (search for) Financial transactions through internet banking..... . (do)

Exercise 2 Complete these sentences with the verbs in brackets. Use the present continuous passive.

Look at that! A new supermarket in this street. (build) Your car will be ready soon. It just (wash) You can't see the horses, they now. (feed) What's the problem? The film today. (not - show) Wait a minute please. The dinner for you. (prepare) Because of the fire children at their classrooms. (not - teach) I can't use my PC. A new operating system on it. (instal) The pool is now full of hair because swim caps in it. (not - use) Christmas is coming and much more goods in shops. (display) I'm sorry, it's 10 o'clock. Customers anymore. (not - serve)

Exercise 3 Use these words to make sentences in the past simple passive.

Example: two | break | glasses - Two glasses were broken.

What happened after a birthday party

tidy up | the room | not

on | sandwiches | the table | leave | some

empty | not | waste bin

with | coke | stain | the sofa

plates and forks | everywhere | leave

under | empty bottles | the bed | put

damage | flowers | some

fill | the kitchen sink | dirty dishes | with

not | most lights | switch off

close | the front door | not

Exercise 4 Use the passive voice to rewrite these sentences.

We will deliver your parcel as soon as possible. Your parcel

They won't polish the wooden floor. The wooden floor

We'll cut the grass by a hand mower.

So many presents will surprise her.

I hope the wind will not blow away our tent. I hope

Hunters will shoot more and more wolves.

They'll show the film at 8 o'clock.

He won't tell us to go away.

Your grandma will read the story.

..... Little Jane
will draw the picture.

Exercise 5 Write correct forms or words next to each sentence.

Paul has been bit | has been bitten by a dog.

Turn it off. Sue and Jill has been scared | have been scared to death.

I'm afraid we have been stopped | have stopped by a a traffic warden.

My sister has annoyed | has been annoyed with me since I was born.

We have already given | have already been given it to Liz.

I'll work in Dover. I have been offered | have offered a job by Derek.

There's nothing left. All the goods has been sold | have been sold.

Look at that. The horse has been hit by | with a stick.

The new scyscraper has grown | has been grown taller than the old one.

Our teacher has been ordered | has ordered us to come on time.

It's OK. The dinner has been paid by | with Matt.

Oh, no! I have been woken up | have woken up by your alarm-clock.

Exercise 6 Complete these sentences with the verbs in brackets. Use the past perfect passive.

Before we collected our car in a car service

A lot of things had been (do)

Worn tyres (replace)

Filters and oil (change)

The engine (clean)

The battery (charge)

Brakes (check)

All the fluids (top up)

The air conditioner (inspect)

New carpets (lay)

The car (wash)

Exercise 7 Use these words to make sentences in the passive voice.

Example: Before the river flooded the town (the new bridge | build) Before the
river flooded the town the new bridge had been built.

Before the workers went on strike (a lot of
their workmates | fire)

The house was burgled because (the door | not shut)

It was a new song. before. (it | never sing)

The rhino was dead. (it | shoot | a poacher)

Sarah was disappointed because (her plan | reject)

The film wasn't recorded even if correctly. (the
recorder | set)

The robbers escaped from the bank, but (they | see |
a security guard)

Jack had to buy a new car after (his old one | steal)

We stopped going to the corner shop because (the new supermarket | open)

My parents were late after for a while. (they | lose)

Before Debbie left for Ghana, to get vaccinated. (she | tell) The police announced yesterday that (Ronald Crump | kidnap)

Exercise 8 - Mixed tenses. Complete the conversation with Steve Hobs, the manager at Grapple Phones.

Interviewer: Your new Smartphone Z now. (sell) Does it bring any new features?

Steve Hobs: Yes, it does. Smartphone Z last week (launch) with all the revolutionary features which (develop) for the previous Smartphone Y. And two new functionalities now to generation Z. (add)

Interviewer: Could you give us more details?

Steve Hobs: There is no home button in Smartphone Z. The home screen (access) by tapping on the screen.

Interviewer: And the second functionality?

Steve Hobs: Unlocking the device (done) with a new voice recognition system. It means that your phone can recognize your voice and it unlocks if you ask it to do so.

Interviewer: It is something like the facial recognition system in other phones.

Steve Hobs: Exactly. But the voice recognition system (design) for Smartphone Z because your voice, unlike your face, never changes.

Interviewer: Are you planning any other revolutionary features for the next generation of your smartphones?

Steve Hobs: Next year we want to release a phone which, apart from other functions, (use) as a microwave oven.

Interviewer: Pardon?

**Практическая работа 7. Работа с текстом «Стартер. Как водитель заводит машину?»
Выполнение лексических упражнений**

1. Vocabulary.

STARTER MOTOR - Электрический стартер

to be put into engagement (зд.) – сцепляться

toothed ring – зубчатый венец

periphery – обод

disengagement gear – выключаемая шестерня

to project – выдаваться, выступать

moisture – влага

to arrange – встраивать

dust – грязь

driver's cabin – кабина водителя

action – действие

to release pressure on the clutch pedal -отпустить сцепление

to disengage - выключить

direct drive - прямая передача

speed – скорость

hand brake – ручной тормоз

lever - рычаг

clutch pedal – педаль сцепления

lightly – слегка

accelerator pedal – педаль газа

to press – нажимать

to increase – увеличивать

gear shift lever –рычаг переключения скоростей

2. Read and translate the text.

STARTER MOTOR

The starter motor is mounted on the left side of the engine. It is a small motor enclosed to prevent the dust and moisture from entering. The gear on the starter shaft is so arranged that. It can be put into engagement with a toothed ring cut on the periphery of the flywheel. The starter is only required to work for a few seconds. An automatic disengagement gear is used to put it out of action when the engine is started.

A steel rod connects it with the pedal that projects through the floor of the driver's cabin. All that is necessary to start the car, is to press the starting pedal.

HOW THE DRIVER STARTS THE CAR?

Low Speed. The driver releases the hand brake lever and presses on the clutch pedal in order to disengage the clutch. He moves the gear shift lever to the left and back. It is the low speed position. He releases pressure on the clutch pedal and at the same time presses lightly on the accelerator pedal. Now the car is started. He releases the second speed.

Second Speed. The driver released pressure on the accelerator and again disengages the clutch. He moves the gear shift lever through the neutral position. He returns the clutch pedal to its normal position and presses on the accelerator pedal. That is all. He engages the high speed.

High Speed. The driver disengages the clutch as before. He pulls the gear shift lever back from the second position. He increases the speed of the engine. He looks at the speedometer.

3. Answer the questions:

1. How starter motor is mounted?
2. What can you say about an automatic disengagement?
3. How the car is started?
4. Does the driver move the gear shift lever through the neutral position?
5. The driver increases the speed of the engine at the high speed, doesn't he?
6. What connects it with the pedal that projects through the floor of the driver's cabin?

4. Fill in missing words:

The gear on the _____ is so arranged that.

A steel _____ it with the pedal that projects through the floor of the driver's cabin.

The driver disengages the _____ as before.

He _____ the gear _____ lever through the neutral position.

He _____ pressure on the clutch pedal and at the _____ presses lightly on the accelerator pedal.

An automatic _____ gear is used to put it out of action when the _____ is started.

Bank of words: moves ,starter shaft, engine, clutch, releases, disengagement, rod connects, shift, same time,

5. True or false:

The gear on the starter shaft is so arranged that.

The starter motor is mounted on the right side of the engine.

It cannot be put into engagement with a toothed ring cut on the periphery of the flywheel.

He releases pressure on the clutch pedal and at the same time presses lightly on the brake pedal.

He moves the gear shift lever through the neutral position.

Практическая работа 8. Работа с текстом «Кабина водителя. Шасси и кузов». Выполнение лексических упражнений

1. Vocabulary.

burn button – кнопка сигнала

throttle lever – рычаг дроссельной заслонки

lighting switch – выключатель освещения

gear shift lever – рычаг перемены скоростей

head brake lever – рукоятка ручного тормоза

to Jet in motion - приводить в движение

drive shaft - карданный вал

according to - согласно

capacity (зд.) - величина, емкость, вместимость

steering wheel – руль

steering column – рулевая колонка

chassis - ходовая часть
frame – рама
spring - пружина
gear box – набор шестерён
propeller shaft – вал винта

2. Read and translate the text.

DRIVER'S CABIN

There are many control levers in the driver's cabin. In front of the driver's seat there are the steering column and the steering wheel. In the middle of the steering wheel there is the horn button. There is also a lighting switch on the steering wheel. What pedal is this? It is the brake pedal. What pedal is to the left of it? It is the clutch pedal. Where is the accelerator pedal? It is to the right of the brake pedal. What pedal is at the foot of the steering column? It is the starter pedal. There is a gear shift lever to the right of the driver. The hand brake lever is beside it.

THE CHASSIS AND THE BODY.

We divide the car into two capital parts: the chassis and the body. The chassis is the lower part of the car. It consists of a frame with axles, wheels and springs, and an engine which transmits the motion through, the transmission, to the wheels. The engine consists of a, cylinder block, crankcase, crankshaft and many other parts. The crankshaft sets in motion the flywheel. Transmission consists of. the clutch the gear box, drive shafts and propeller shafts. The body is the upper part of the car. It is designed according to the capacity of the frame.

3. Answer the questions:

1. What levers are there in the driver's cabin?
2. Where is the hand brake lever?
3. Where is the steering wheel?
4. Where is the lighting switch?
5. Where is the gear shift lever?
6. Into what two capital parts we divide the car?
7. What can you say about transmission?

4. Fill in missing words:

The (ходовая часть) is the lower part of the car.

The engine consists of a, (блок цилиндров), crankcase, (коленвал) and many other parts.

It is designed according to the (величина) of the frame.

It is to the (справа) of the brake pedal.

Transmission (состоит из) the clutch the gear box, drive shafts and (вал винта).

5. Translate into Russian:

- a) clutch pedal
- b) steering column
- c) brake pedal
- d) control levers
- e) driver's cabin
- f) chassis and the body
- g) wheels and springs
- h) crankshaft
- i) in motion the flywheel.

Практическая работа 9. Работа с материалами по теме «Направления в проектировании трактора». Выполнение лексических упражнений

Trends in Tractor Design

It is known that the need for more food, feed and industrial crops ¹ regularly grows. Farmers usually meet these ever increasing demands by increasing crop yields. This largely depends on the quantity and quality of the machinery supplied by tractor and agricultural engineering industry. The most important machine used on farms is the tractor. The heart of the tractor is its power unit, that is, the engine.

The main trend adopted in designing new tractors and other farm machinery is as follows:
— to increase the capacity of the engine, mainly by

increasing its power and field speed;

— to improve the design of transmission, chassis and the engine;

— to reduce fuel consumption and maintenance time;

— to improve labour conditions for tractor operators, etc.

The designers said that this trend would result in basic improvements in tractor design. As a result, for example, both the wheeled and track-type general purpose tractors T-150 used in conjunction with² trailing or mounted machines and implements are now able to perform not only a number of routine operations, such as soil cultivation, sowing and harvesting, but also land reclamation, earth-moving and other jobs. Of great importance now is³ that both the wheeled and the crawler models have up to 70% of standardized parts, which is of great importance.⁴

The most important feature of the T-150 is its high power which provides higher field speeds as compared to⁵ other general-purpose tractors. Its other important feature is the dual transmission system. The tractor is equipped with an all-metal cab which may be heated and ventilated. When tractor operators began to work on the T-150 they said the new cab had greatly improved their labour conditions.

The basic technical data (specifications) of the T-150 crawler-type tractor are as follows: engine power — 150 hp, at 200 r.p.m. fuel consumption per brake horse power — 185 gph speeds — eight forward and four reverse range of speeds — 2.68 to 15.89 km/h track — 1435 mm ground clearance — 300 mm average soil compacting pressure — 0,44 kg/cm² mass (weight) — 7400 kg

Notes:

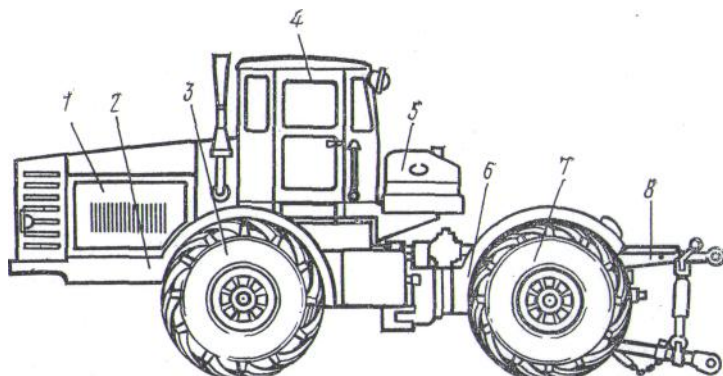
¹ for more food, feed and industrial crops - в большем количестве пищевых добавок, кормовых и промышленных культур.

² in conjunction with – в сочетании с чем-либо

³ of great importance is – очень важно то, что (большое значение имеет то, что)

⁴ which is of great importance - что имеет большое значение

1. Describe the picture:



⁵ as compared to - по сравнению с чем-л.

Fig. 1 1. engine; 2. front subframe; 3. front driving wheels; 4. cab; 5. fuel tank; 6. rear subframe; 7. rear driving wheels; 8. hitch.

2. Find 10 adjectives and form three degrees of comparison.

Практическая работа 10. Работа с материалами по теме «Система смазки». Выполнение лексических упражнений

1. Vocabulary.

seat (зд.) - гнездо

to force (зд.) - гнать

hollow - полый

water packet - водяная рубашка

entirely - полностью, всецело

as long as - пока

tubular - трубчатый

honey comb (зд.) – сотовый
 variety (зд.) – разновидность
 hexagonal - шестиугольный
 sock – спускной кран
 to drain off – спускать, осушать
 close (зд.) - кристальный
 service brakes - рабочие тормоза
 emergency brake - ручной тормоз (стояночный тормоз)
 side by side – рядом
 majority – большинство
 to fill – наполнять
 bottom – дно
 pump – насос, помпа
 to rise – подниматься
 variety – сорт, вид, разновидность

2. Read and translate the text.

HOW THE ENGINE IS WATER-COOLED?

The majority of engines are cooled by means of water. The cylinder head, the combustion chamber and the valve seats are surrounded by hollow spaces known as water jackets. They are filled with water. These jackets are connected by pipes to the top and to the bottom of the radiator. The radiator is mounted at the front of the car. There are two circulating methods: pump and thermo-syphon. In the pump system, the pump is placed in the bottom water passage. It is driven by the engine and forces the cooled water into the jackets. It forces the heated water to the top of the radiator where it is cooled again.

In the thermo-syphon system of water cooling there is no pump. The system is based on the fact; that hot water is lighter than cold water and has a tendency to rise. So when the water in the jackets of a thermo-syphon cooled engine gets hot, it rises to the top and enters the radiator through the upper pipe. Here it is cooled and goes to the bottom of the radiator and from there back to the jackets. The circulation is entirely automatic and continues as long as there is a difference in temperature between the water in the radiator and that in the jackets. There is a variety of designs in the structure of the radiators. The two main types are tubular and honey comb type.

In the tubular type a series of flat vertical tubes connect two tanks. The honey comb type is built up of short tubes placed horizontally. Their ends are soldered together, making a labyrinth of narrow spaces between the tubes. These spaces are filled with cooled water. Tubes of various shapes are used round, square, hexagonal. A cock is placed at the lowest point of the radiator to drain off water when it is necessary. Behind the radiator a fan is provided to blow cool air on the tubes containing water. It is driven by a belt from a pulley on the crankshaft.

3. Answer the questions:

1. What are surrounded by hollow spaces known as water jackets?
2. Is there pump in the thermo-siphon system?
3. The honey comb type is built up of short tubes placed horizontally, isn't it?
4. Is there a variety of designs in the structure of the radiators?
5. What can you say about connecting of these jackets ?

4. Fill in missing words:

These _____ are connected by pipes to the top and to the _____ of the radiator.

The system is based on the fact; that hot water is _____ than cold water and has a _____ to rise.

Here it is _____ and goes to the bottom of the _____ and from there back to the jackets.

In the _____ a series of flat _____ tubes connect two tanks.

_____ the radiator a fan is _____ to blow cool air on the tubes containing water.

Bank of words: bottom, behind, jackets, cooled, lighter, tendency, radiator, vertical, tubular type, provided.

5. Translate into English:

- через верхнюю трубку
- структура радиатора

- двигатель становится горячим
- головка цилиндра
- узкие пространства
- разница температур

Практическая работа 11. Работа с материалами по теме «Топливная система. Тормоза».

Выполнение лексических упражнений

1. Vocabulary.

to vary – изменять(ся), менять(ся)
 to meet the requirements – удовлетворять нужды, требования
 pound – фунт
 operating conditions - условия работы, режим работы, рабочие условия
 close (зд.) - кристалльный
 service brakes - рабочие тормоза
 emergency brake - ручной тормоз (стояночный тормоз)
 side by side – РЯДОМ
 to store – хранить
 to deliver – передавать, доставлять
 intake stroke – ход всасывания
 vapour – пар
 fuel – топливо
 requirement – требование
 tank – бак
 importance – важность
 ordinary – обычный

2. Read and translate the text.

FUEL SYSTEM

The fuel system is designed, to store liquid gasoline and to deliver it to the engine cylinders on the intake strokes in the form of vapour mixed with air. The fuel system must vary the proportions of air and gasoline vapour to meet the requirements of the various operations conditions. The fuel system consists of a tank in which the liquid gasoline is stored, a fuel line, or tube, through which the gasoline can be brought from the tank to the engine, a pump, which pulls the gasoline through the fuel line, and a carburetor, which mixes the gasoline with air. The carburetor is designed to mix each pound of gasoline with 9 to 15 pounds of air under various operating conditions.

BRAKES

It is not necessary to explain the importance of brakes. It is clear that without brakes the car is quite helpless. They must be well and strongly made. It is necessary to give them close and careful attention. There are two sets of brakes, one for ordinary service, called the service brakes, and the other for emergency use, called the emergency brakes. Sometimes both are mounted inside the same drum. Sometimes one is outside and the other - inside The service brake is operated by a pedal. The emergency brake is operated by a lever.

3. Answer the questions:

1. Describe the fuel system.
2. What are the functions of the carburetor?
3. Why the fuel system is used?
4. What are there are two sets of brakes?
5. Is the service brake operated by a pedal or by lever?
6. Why the car is quite helpless without brakes?

4. Fill in missing words:

1. (Топливная система) consists of a (бак) in which the (жидкий) gasoline is stored, a (топливо) line, or tube, through which the gasoline can be brought from the tank to the (двигатель).
2. The carburetor is (создан) to mix each pound of gasoline with 9 to 15 pounds of (воздух) under various operating conditions.
3. It is (необходимо) to give them close and careful (внимание).
4. Sometimes both are mounted(внутри) the same drum.
5. The (стояночный) brake is operated by a (рычаг).

6. It is not necessary to (объяснять) the (важность) of brakes.

5. True or false:

- The fuel system is designed, to store liquid gasoline and to deliver it to the engine cylinders on the intake strokes in the form of vapour mixed with air.
- Sometimes both are mounted outside the same drum.
- They must not be well and strongly made.
- The carburetor is designed to mix each pound of gasoline with 9 to 20 pounds of air.
- It is necessary to explain the importance of brakes.
- The fuel system consists of a tank in which the liquid gasoline is stored, a fuel line, or tube, a pump and a carburetor.

Практическая работа 12. Работа с материалами по теме «Силовая передача». Выполнение лексических упражнений

1. Vocabulary

driving system - силовая передача

at his will - по своему желанию

cone clutches - конусные сцепления

disc clutches - дисковые сцепления

former- первый (из перечисленных)

coil spring – спиральная пружина

multiple disc - многодисковый

single plate – однодисковый

a number of – ряд, несколько

driving – ведущий

driven - ведомый

to mesh - сцепляться

spline - продольный паз

surface – поверхность

coil – катушка

spring – пружина

outer – внешний

to revolve – поворачиваться

to attach – прикрепляться

fixed – неподвижный

to continue - продолжать

2. Read and translate the text.

DRIVING SYSTEM

When the motor - car has to be set in motion first of all it is necessary to start the engine. When the engine is running you start the car. By means of a pedal, the operator at his will, connects or disconnects the engine with the transmission. This device is called a clutch. Clutches are divided into two main groups: cone clutches and disc clutches. In the former group two cone surfaces are used to convey the drive. The cones are normally pressed into contact with one or another by means of a single powerful coil spring. This type of clutch is old and is now used only to a limited extent. There exist two types of disc clutches: the multiple disc type, and the single plate type.

There exist two types of disc clutches: the multiple disc type and the single plate type. The multiple clutch is composed of a number of driving and driven discs. The driving discs have teeth on their outer diameter. They mesh with the internal teeth of: the internal teeth of the flywheel, sliding and turning it. When the flywheel revolves these discs revolve with it. The driven discs have teeth on their inner diameter. They are attached to the clutch shaft by means of splines. They can slide on the shaft. They are so fixed that they must rotate when the clutch shaft revolves. The driving discs continue to revolve with the flywheel while the driven discs rotate at the same speed as the clutch shaft.

3. Answer the questions:

1. Into what groups are clutches divided?
2. What is the cone clutch?
3. What are the disc clutches?

4. Does the flywheel revolve these discs?
5. Is multiple clutches composed of a number of driving and driven discs?
6. They mesh with the internal teeth of the flywheel, sliding and turning it, don't they?

4. Fill in missing words:

- When the motor - ____ has to be set in motion first of all it is _____ to start the engine.
- When the _____ revolves these _____ revolve with it.
- This device is called a _____.
- They are _____ the clutch shaft by means of _____.
- Clutches are _____ two main groups: _____ clutches and disc clutches.
- The, multiple clutch _____ of a number of _____ and driven discs.

Bank of words: necessary, flywheel, divided into, splines, is composed, driving, attached to, car, discs, cone, clutch.

5. Translate into Russian:

- multiple disc type
- two main groups
- by means of splines
- outer diameter
- these discs revolve
- start the car
- at his will
- the single plate type.

Практическая работа 13. Чтение и перевод текста «Система охлаждения»

COOLING SYSTEM

The temperature of gases in the cylinders of a running engine reaches 1,800-2,000°C. Only part of the heat liberated in this process is converted into useful work. Another part of heat is to be carried away with cooling liquid, otherwise the engine parts become overheated, which drastically aggravates wear. Besides, engine overheating results in burning of lubricant.

Overcooling of the running engine is not desirable either. With the overcooled engine, its power drops because of loss of heat, the friction losses increase due to thickening of the lubricant, part of the fuel mixture condenses and washes the lubricant down from the cylinder walls thus intensifying the wear of the engine parts.

In this case, the corrosion wear of the cylinder walls is also promoted owing to the formation of sulphuric compounds. Many engines have a forced liquid cooling system. The coolant is either water or special antifreeze solutions. The liquid cooling system includes a cooling jacket of the cylinder block and head, radiator, water pump, fan, shutters, thermostat, water distributing tube, branch pipes, hoses, drain cocks.

The coolant contained in the cooling jacket picks up heat produced in the engine cylinder, flows to the radiator, where the heat is given up to the air, and returns to the cooling jacket. The coolant is circulated in the system by the water pump and cooled by intensive blowing of the radiator with air.

Pipes and rubberized-fabric hoses interconnect separate parts of the cooling system. The degree of cooling is adjusted by a thermostat, shutters or by automatic cut-in and cut out of the fan. The cooling system is filled through the filler neck of the radiator or surge tank.

The radiator gives up the heat of the coolant to the surrounding air. The radiator consists of a core, top and bottom tanks and mountings. The radiator core is made of separate vertical tubes interconnected by horizontal fins, which stiffen the radiator and increase cooling area. The tubes of the radiator core are soldered to the top and bottom tanks.

To raise the boiling point of the coolant, hence to maintain the optimum temperature conditions, the engines use a pressurized cooling system where the radiator does not communicate with the atmosphere directly but is tightly closed with a pressure cap having a pressure valve and a vacuum valve. The pressure valve opens automatically when the pressure in the system exceeds the specified limits. The vacuum valve opens at an under-pressure and admits air into the radiator.

Практическая работа 14. Будущее в прошедшем время. Выполнение грамматических упражнений

Упражнение 1. Поставьте данные в скобках глаголы в нужную временную форму, соблюдая правило согласования времен.

1. They promised that they (bring) _____ us all the necessary books.
2. He did it better than I (expect) _____ he would.
3. He said that the tractors (be) _____ there soon.
4. I think it all happened soon after the meeting (end) _____.
5. He said that he (can) _____ not do it without my help.
6. The astronomer told us that the Moon (be) _____ 240,000 miles from the Earth.
7. We asked the delegates whether they ever (see) _____ such a demonstration.
8. It was decided that we (start) _____ our work at four o'clock.
9. I told you that I (leave) _____ town on the following day.
10. I did not know that you already (receive) _____ the letter.
11. The boy did not know that water (boil) _____ at 100 degrees.
12. He wanted to know what (become) _____ of the books.
13. I was told that the secretary just (go out) _____ and (to come back) _____ in half an hour.
14. We were afraid that she not (be able) _____ to finish her work in time and therefore (offer) _____ to help her.
15. He said we (may) _____ keep the book as long as we (like) _____.
16. When I called at his house, they (tell) _____ me that he (leave) _____ an hour before.
17. It (be) _____ soon clear to the teacher that the new pupil (cause) _____ much trouble.
18. I was thinking what a pleasure it (be) _____ to see my old friend again; I not (see) _____ him since my school days.
19. I have not yet told them that I (get) _____ them those books in the nearest future.

Упражнение 2. Поставьте глаголы в соответствующую форму (Future Continuous in the Past).

1. I thought you (have) a bath at that time.
2. I thought you (watch) TV all morning.
3. He was planning how he (spin) cocktail on his vacation.
4. I (do) my homework at six o'clock tomorrow.
5. I (write) a composition the whole evening.
6. What you (do) at eight o'clock tomorrow?
7. He (do) his work from three till six.
8. We knew she (pack) next Friday.
9. They knew he (write) the article next Monday.
10. I thought we (work) all day.
11. He said he (read) at that time.

Упражнение 3. Переведите на английский язык.

1. Он сказал, что она не будет работать завтра.
2. Она думала, что он будет ждать ее возле дома.
3. Они сказали, что не будут кушать яблоки в пять часов на следующий день.
4. Том говорил, что завтра в 3 часа у него будет урок музыки.
5. Ты будешь её ждать, пока её самолет прилетит в понедельник?

Практическая работа 15. Согласование времен в английском языке. Понятие прямой и косвенной речи. Выполнение грамматических упражнений

Exercise 1. Open the brackets. Remember that you should use the rules of the Sequence of Tenses.

1. He said that he still (to be) fond of collecting stamps and coins.
2. She said that her parents (to divorce) two years ago already! – Oh, how awful! I can't believe it's true!
3. I met him at the disco yesterday and he told me that I (to dance) very well and I answered that it (to be) no wonder because dancing (to be) my hobby for many years!
4. She said her mother's hobby (to be) ballet and she (to dance) pretty well in her youth. Can you imagine? – No, hardly.

5. My great-grandparents (to be) engaged for a whole year before they (to get) married. – I believe it's impossible nowadays.

Exercise 2. Complete the sentences. Use sequence of tenses rule.

1. ... that his nephew didn't go to school yet as he is too small.
2. ... that his father had been fond of parachuting and car-racing before ...
3. His cousin ... that collecting badges ... for years until ...
4. I found out yesterday that ... until...
5. ... her mother-in-law had never been interested in such a strange thing as embroidering, it must be a mistake.
6. ... that his grandson ... at that moment.
7. She was sure that her father ... until he married.
8. My grandfather ... that playing the piano ... for all his life.
9. My uncle ... that his ancestors ...
10. ... that his parents ...

Exercise 3. Open the brackets. Remember that if you speak about the action which was a future one in the moment of speech (that is, in the past) you should use the Future in the Past Tense.

1. Did you ask Mike to take the camera to the party? – Yes, he told me that he (to come) and (to take) a lot of pictures.
2. Did you persuade your cousin in the necessity of sports? – Yes, but she promised that she (to go in for) sports) only since that summer.
3. What did you tell your little niece? – Nothing special – I only (to tell) her that I (to travel) all the summer and that it (to be) a lot of fun and now she wants to go with me.
4. Did you invite Mary to the basketball game in which you (to take part) the next week? – Yes, I did, but it turned out that she (to watch) the horseracing competitions at that moment.
5. Has your mother already finished sewing the dress for the baby? – No, but she said she (to finish) it in a couple of days.
6. Exercise 4. Complete the sentences. If you have any difficulties refer to exercise 3.
7. I hoped that my brother ... in a week.
8. ... that my niece and nephew would go hiking the next day and there would be quiet at home.
9. I told you that his mother- in-law Well, I was wrong.
10. Did he tell you that his parents ... the next year? Don't believe it.
11. Did you really think that your cousin ... in a month?
12. Did she really believe that her daughter ... in two weeks?
13. I didn't want to think that ... after a while. I am greatly disappointed with your intentions.
14. I didn't know that your grandfather ... in summer. – I didn't know myself!

Практическая работа 16. Предложения в косвенной речи. Команды и просьбы. Выполнение грамматических упражнений

Упражнение 1

Передайте следующие повелительные предложения в косвенной речи.

1. The teacher said to me, "Hand this note to your parents, please." 2. Oleg said to his sister, "Put the letter in an envelope and give it to Kate." 3. "Please help me with this work, Henry," said Robert. 4. "Please bring me some fish soup," he said to the waitress. 5. "Don't worry over such a small thing," she said to me. 6. "Please don't mention it to anybody," Mary said to her friend. 7. "Promise to come and see me," said Jane to Alice. 8. He said to us, "Come here tomorrow." 9. I said to Mike, "Send me a telegram as soon as you arrive." 10. Father said to me, "Don't stay there long." 11. Peter said to them, "Don't leave the room until I come back." 12. "Take my luggage to Room 145," he said to the porter. 13. He said to me, "Ring me up tomorrow." 14. "Bring me a cup of black coffee," she said to the waiter. 15. "Don't be late for dinner," mother said to us. 16. Jane said to us, "Please tell me all you know about it." 17. She said to Nick, "Please don't say anything about it to your sister."

Упражнение 2

Передайте следующие повествовательные предложения в косвенной речи.

1. The woman said to her son, "I am glad I am here." 2. Mike said, "We have bought these books today." 3. She said to me, "Now I can read your translation." 4. "This man spoke to me on the road," said the woman. 5. "I can't explain this rule to you," my classmate said to me. 6. The teacher said to the class, "We shall discuss this subject tomorrow." 7. Our teacher said, "Thackeray's novels are very interesting." 8. She said, "You will read this book in the 9th form." 9. Nellie said, "I read 'Jane Eyre' last year." 10. "My friend lives in Moscow," said Alec. 11. "You have not done your work well," the teacher said to me. 12. The poor man said to the rich man, "My horse is wild. It can kill your horse." 13. The rich man said to the judge, "This man's horse has killed my horse."

Упражнение 3

Восстановите прямую речь в следующих предложениях.

1. Tom said he would go to see the doctor the next day. 2. He told me he was ill. 3. He told me he had fallen ill. 4. They told me that Tom had not come to school the day before. 5. I told my sister that she might catch a cold. 6. She told me she had caught a cold. 7. He said that while crossing the English Channel they had stayed on deck all the time. 8. The woman said she had felt sick while crossing the Channel. 9. She said she was feeling bad that day. 10. The old man told the doctor that he had pain in his right side. 11. He said he had just been examined by a good doctor. 12. He said he would not come to school until Monday. 13. The man said he had spent a month at a seaside resort. 14. He said that his health had greatly improved since then.

Практическая работа 17. Вопросы и краткие ответы в косвенной речи. Выполнение грамматических упражнений

Упражнение 1

Передайте следующие общие вопросы в косвенной речи.

1. I said to Boris, "Does your friend live in London?" 2. They said to the man, "Are you living in a hotel?" 3. He said to his friend, "Will you stay at the Hilton?" 4. He said to me, "Do you often go to see your friends?" 5. He said to me, "Will you see your friends before you leave St Petersburg?" 6. Mike said to Jane, "Will you come to the railway station to see me off?" 7. She said to me, "Have you sent them an e-mail?" 8. She said to me, "Did you send them an e-mail yesterday?" 9. I said to Mike, "Have you packed your suitcase?" 10. I said to Kate, "Did anybody meet you at the station?" 11. I said to her, "Can you give me their address?" 12. I asked Tom, "Have you had breakfast?" 13. I asked my sister, "Will you stay at home or go for a walk after dinner?" 14. I said to my mother, "Did anybody come to see me?" 15. I asked my sister, "Will Nick call for you on the way to school?" 16. She said to the young man, "Can you call a taxi for me?" 17. Mary said to Peter, "Have you shown your photo to Dick?" 18. Oleg said to me, "Will you come here tomorrow?" 19. He said to us, "Did you go to the museum this morning?"

Упражнение 2

Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.

1. Where is he going? (He didn't tell anybody...) 2. Where has he gone? (Did you know...) 3. Where is he? (Did you know...) 4. When is he leaving school? (I wanted to know...) 5. Where does he live? (Nobody knew...) 6. When will he come back? (She asked them...) 7. Where did she buy this hat? (He wanted to know...) 8. How much did she pay for it? (I had no idea...) 9. Where did I put the book? (I forgot...) 10. Who has given you this nice kitten? (She wanted to know...) 11. Where can I buy an English-Russian dictionary? (He asked me...) 12. How long will it take your brother to get to Madrid? (He wondered...)

Упражнение 3

Передайте следующие вопросительные предложения в косвенной речи.

1. Kate said, "Mike, do you like my dress?" 2. Grandfather said to Mary, "What mark did you get at school?" 3. My sister said to me, "Will you take me to the theatre with you tomorrow?" 4. Mother asked me, "Did you play with your friends yesterday?" 5. "Why don't you play with your friends, Kate?" said her mother. 6. "Do you like chocolates?" my little sister said to me. 7. "Did you see your granny yesterday, Lena?" asked Mr Brown. 8. The doctor asked Nick, "Do you wash your face and hands every morning?" 9. The teacher said to Mike, "Does your father work at a factory?" 10. Mother said to us, "What are you doing here?" 11. Father said to Nick, "Have you done your homework?" 12. Tom said, "Ann, where are your friends?"

Упражнение 4

Передайте следующие предложения в косвенной речи.

1. "Did you run a race yesterday?" said Peter. "Yes, we did," said Ann. "Tamara was the first to come to the finish." 2. "Where is my bag, mother?" asked Tom. "I have put it on the chair near the door," said his mother. "Don't forget to put your dictionary into it." 3. "Why can't we play here, mother?" asked the children. "Father is sleeping," said their mother. "He has worked very hard today. Keep quiet." 4. "Why do you help her?" said Alex to us. "She is lazy. She can do everything herself." 5. "I don't want to go to the zoo. I was there last week with my cousin and saw all the animals," said Lena. 6. "Look at my stamps, father," said Nick. "When will you buy some new ones for me?" 7. "I can't do this exercise: it is too difficult," said Tanya. "Why didn't you ask your teacher to explain it?" said her brother. 8. "Can you see the lights over there in the distance?" said the lighthouse keeper. "Yes, I can," said his assistant. "A ship is giving signals."

Практическая работа 18. Обобщающий урок по теме «Косвенная речь». Выполнение грамматических упражнений

Упражнение 1

Передайте следующие предложения в косвенной речи.

1. He said, "We have forgotten to take the ball!" 2. She said, "I shall be very glad to see you." 3. "Let's go to the Philharmonic. There is a good concert there tonight," said Walter. "Oh, very good," said Robert. "I haven't been to the Philharmonic for a long time." 4. Alex asked me, "Have you ever been to the National Gallery?" "Yes, I have," I said. "I visited it last year when we were staying in London." 5. He said, "Who is this man? I don't know him." 6. I thought, "He is a very clever man: he can help me." 7. My brother said, "In two hours I shall have finished my work and then I shall go to the cinema." Then he said to me, "Let's go together." "All right," I said. 8. The teacher said, "Open your books and begin reading the new text." 9. The girl asked, "What is the price of this dress?" 10. "Please help me with this problem, I cannot solve it," I said to my father. "All right," said my father, "let's try to solve it together." 11. "Let's go to Finland for the winter holidays," said Kate. "No," said Andrew, "we have already been to Finland. Let's go to Greece. It will be very interesting to see the country we have read about so much." "All right," said Kate, "let's go." 12. Nellie said, "Yesterday I went to see Paul, but he was not at home." "Let's go to see him today," said Nick. "I think he will be at home." "No," said Nellie, "I can't go today, I am very busy."

Упражнение 2

Восстановите прямую речь в следующих предложениях.

1. He told me not to call on him the next day as he would not be at home. 2. The officer ordered the soldiers to wait for him. 3. He said that he had lived in St Petersburg for many years and knew the city very well. 4. I told my brother that I was sorry he hadn't kept his promise. 5. John told his friend that he had just come from the United States and intended to stay in St Petersburg for about a month. 6. Our monitor said that he was not satisfied with his report and was going to work on it for some more time. He said that he was to make it on the twelfth of February and so he had a few days left. 7. He said that he was quite all right. The climate hadn't done him any harm. 8. A man came up and asked me where he could buy a video cassette. 9. I asked my brother who had rung him up in the morning.

Упражнение 3

Передайте следующий диалог в косвенной речи.

Jane: May I come in?

Kate: Is that you, Jane? Come in! It is very good of you to come and see me.

Jane: I came before, but you were too ill to see anybody. Did you get the flowers?

Kate: Surely, I did. It was very nice of you to send them to me.

Jane: How are you now?

Kate: Oh, I am much better, thank you. The doctor says that I shall be allowed to go out in a few days.

Jane: Do you miss school?

Kate: Very much. I am afraid I'll be lagging behind the group in my lessons now.

Jane: Don't think about it. We shall help you.

Kate: Thank you very much.

Практическая работа 19. Работа с текстом «Обработка почвы и инструменты для обработки почвы». Выполнение лексических упражнений

Tillage and Tillage Implements

As you know tillage is used to prepare the ground for seeding or planting, to retard weed growth and to improve the physical condition of soil. Tillage includes various operations: plowing (primary tillage), harrowing (secondary tillage), deep tillage, cultivation, fertilizing, etc.

Primary tillage, or plowing, may be done by various kinds of plows, such as two-way plows, disk plows, rotary plows, etc. The plows may be both tractor-mounted and tractor-drawn.

Tractor-drawn plows are attached to the tractor by an adjustable hitch which permits horizontal adjustment of the plow and prevents "nosing" of plow points. The hitch incorporates a spring release or some other device which disconnects the plow when it strikes an obstacle. In some plows each bottom is held in working position by a heavy spring which permits the bottom to raise and pass over the obstacle. Tractor-drawn plows are provided with a lifting mechanism which raises them from or lowers them to their working position. The lifting mechanism may be either mechanical or hydraulic. There are also¹ two levers—one for regulating the depth of plowing, the other for levelling the plow.

A tractor-mounted plow is a compact unit of high maneuverability which is adjusted by means of hydraulic

Controls. Due to hydraulic controls the tractor operator can quickly connect and disconnect the implements without leaving the cabin. Tractor-mounted plows, like tractor-drawn plows, have two levers — one is used for regulating the depth, the other — for levelling the plow.

Secondary tillage, or harrowing, is done to refine the ground after plowing. Depending on the physical condition of soil ² and other factors various kinds of harrows must be used, such as, disc harrow, spike-tooth harrow, spring-tooth harrow, etc.

It goes without saying³ that all types of harrows, like plows, are either tractor-mounted or tractor-drawn.

There are other implements ' intended for retarding weed growth, such as row-crop cultivators, field cultivators, spring-tooth weeder, etc.

Notes:

¹ there are also – есть также

There are other implements – существуют (есть) и другие приспособления

² depending on the physical condition of soil – в зависимости от физического состояния почвы

³ it goes without saying – не приходится и говорить, само собой разумеется

Learn the words.

retard weed growth – замедление роста сорняков

two-way plows – двусторонние плуги

tractor-mounted and tractor-drawn – навесная и тракторная тяга

an adjustable hitch – регулируемое устройство

to prevent – предотвращать

the hitch – устройство

strikes an obstacle – удар о препятствие

a lifting mechanism – подъёмный механизм

to adjust – регулировать

a lever – рычаг

secondary tillage – вторичная обработка почвы

disc harrow – дисковая борона

spike-tooth harrow – шипованная борона

spring-tooth harrow – пружинная борона

row-crop cultivators – пропашные культиваторы

1. Answer the following questions

- 1) What kind of tillage do you know ?
- 2) What operations includes tillage?
- 3) What kind of plow do you know?
- 4) Describe a tractor-mounted plow.
- 5) How much levers have tractor-mounted plows?
- 6) What factors affect the secondary tillage?
- 7) What other implements do you know?

2. Find English equivalents.

Использоваться для подготовки, быстро соединить или разъединить, различные операции, регулировать глубину плуга, физическое состояние почвы, механический или гидравлический.

Практическая работа 20. Работа с текстом « Электричество в сельском хозяйстве».
Выполнение грамматических упражнений

Electricity in agriculture

Electricity has become highly important in our modern world. It has made our work easier and our life more comfortable.

In agriculture electricity is being used in many ways. It is especially widely applied in animal buildings for lighting and for operating different machines such as barn cleaners, feed conveyers, automatic ventilators and automatic waterers.

Electric energy is more economical than any other forms of energy. Electricity operated machines save time and labour, increase labour productivity and improve the quality of work.

Learn the words.

Comfortable – удобный
in many ways – для многих целей
to apply – использовать
to save – экономить
to improve – повышать

1. Answer the questions:

- 1) What is the role of electricity in agricultural?
- 2) For what purposes we use electricity?
- 3) Is electric energy more economical than any other forms of energy?

2. Find English equivalents.

Современный, важный, более, время, повышать, широко, освещение, сельское хозяйство, качество, различные, работа, корм, мир, автоматический.

3. Complete sentences:

- 1) In agriculture electricity is being used
- 2) ... has become highly important in our modern world.
- 3) ... machines save time and labour, ... labour productivity and improve the quality of ...
- 4) Electric energy ... economical ... any other forms of energy.
- 5) ... our work easier and our life more comfortable.

4. Find and translate the sentences, which says:

- 1) О том, что электрическая энергия самый экономичный вид энергии
- 2) Энергия делает нашу жизнь легче
- 3) Используется для многих целей
- 4) Повышает качество работы
- 5) Играет большую роль в нашей жизни.

Практическая работа 21. Работа с текстом «Механизация в добычи зерновых». Выполнение лексических упражнений

Mechanization in crop production

Tillage practices vary with soil and climatic conditions and the crop that is to be grown. Tillage includes plowing, harrowing and rolling the soil. There are some purposes of tilling the soil. They are to improve the aeration and temperature conditions, to produce a firm soil and to control weeds. Different types of plows, harrows and rollers are now available to till the soil.

Seed should be sown in a firm, moist soil and covered at a proper depth to germinate rapidly and uniformly. Many various types of grain drills and planters have been developed to suit varying farm requirements. Some modern drills are equipped with attachments for seeding legume and grass seed and for spreading fertilizers. So, seed can be sown and fertilizer spread in one operation. Fertilizers can also be broadcast before planting. Recently attachments have been added to planters for applying insecticides and herbicides to the soil.

Harvesting crops is the final field operation. Combines that harvest and thresh small grains and some other crops have displaced most threshing machines or threshers. For harvesting to be successful, one should grow a variety that is adapted to mechanical harvesting. The plants should be of uniform height and should mature uniformly. Root crops and potatoes are harvested with root lifters and potato diggers respectively.

Learn the words.

aeration – аэрация (почвы)
attachment – приспособление
to control – уничтожать, бороться
cover seed – заделывать семена
to equip – оборудовать, оснащать
moist – влажный
potato digger – картофелекопалка
roller – каток

root lifter – уборочная машина для корнеплодов
to spread – разбрасывать
to thresh – молотить
thresher – молотилка
uniform – однородный, одинаковый

1. Answer the following questions:

1. What operations does tillage include?
2. What machines are used in tilling the soil?
3. What are some drills equipped with?
4. What is the final field operation?
5. What machines are used in root crop and potato harvesting?

2. Complete the sentences of the following words and phrase:

1. tillage practices; by applying; proper; can be; improved; soils. 2. a fine oil; are used; harrows; to produce. 3. seed; in; a moist soil; rapidly, germinates. 4. in one operation; harvest; thresh; and; combines.

3. Прочитайте и переведите предложения, в которых говорится:

- а) о факторах, которые влияют на выбор приёмов обработки почвы;
- б) о целях обработки почвы;
- в) об условиях быстрого прорастания семян;
- г) о том, как можно применять гербициды;
- д) об использовании комбайнов.

Практическая работа 22. Работа с текстом «Оборудование для посева зерновых».
Выполнение лексических упражнений

Equipment for planting cereals

Broadcasting by hand was used in the USA as the main method of planting wheat and other small grains about a century ago. Later various types of grain drills and seeders have been developed.

Today, with a 12-foot (фут = 30,5 см) tractor-drawn drill one person can seed 50 to 60 acres per day at a proper rate and at uniform depth. To increase the daily acreage two or more of these drills are combined together.

Planting

The warm-season cereals are grown in tropical lowlands year-round and in temperate climates during the frost-free season. Rice is commonly grown in flooded fields, though some strains are grown on dry land. Other warm climate cereals, such as sorghum, are adapted to arid conditions.

Cool-season cereals are well-adapted to temperate climates. Most varieties of a particular species are either **winter** or **spring** types. Winter varieties are sown in the autumn, germinate and grow vegetative, then become dormant during winter. They resume growing in the springtime and mature in late spring or early summer. This cultivation system makes optimal use of water and frees the land for another crop early in the growing season.

Winter varieties do not flower until springtime because they require vernalization: exposure to low temperature for a genetically determined length of time. Where winters are too warm for vernalization or exceed the hardiness of the crop (which varies by species and variety), farmers grow spring varieties. Spring cereals are planted in early springtime and mature later that same summer, without vernalization. Spring cereals typically require more irrigation and yield less than winter cereals.

Learn the words.

- the wheat – пшеница
a drill – сеялка
an acreage – площадь
a broadcasting – посев
a lowland – низменность
flooded fields – затопленные поля
sorghum – сорго
the varieties – сорта
to become dormant during winter – становиться пассивным зимой
to resume – возобновлять

to mature – созреть
to require vernalization – требовать яровизации
an exposure – воздействие
the hardiness of the crop – морозостойкость культур
an irrigation – полив
winter cereals – озимые зерновые

1. Answer the following questions:

- 1) What is the main method of planting grain a century ago?
- 2) What equipment is used for planting crops?
- 3) What kind of cereal do you know?
- 4) Are sown winter varieties in the autumn?
- 5) When are planted spring cereals?
- 6) What kind of cereals require more irrigation?

2. Complete the sentences:

- 1) Most varieties of a particular species are either winter or spring _____.
- 2) _____ the daily acreage two or more of these drills are combined together.
- 3) Spring _____ typically require more irrigation.
- 4) Winter varieties are sown in _____.
- 5) _____ makes optimal use of water and frees the land for another crop early in the growing season.
- 6) _____ are planted in early springtime.
- 7) Rice is commonly grown in _____, though some strains are grown on dry land.
- 8) Where winters are _____ for vernalization, farmers grow spring varieties.

To increase, spring cereals, too warm, the autumn, types, flooded fields, cereals, cultivation system.

3. Write 3 forms of verbs:

To grow, to become, to have, to adapt, to make, to plant.

Практическая работа 23. Работа с текстом «Значение машин и энергии в сельском хозяйстве». Выполнение лексических упражнений

Importance of machinery and energy in agriculture

More and more machines are used on farms today replacing hand labour and increasing labour productivity. With machines and power available farmers not only can do more work and do it more economically, but (hey can do higher-quality work and the work may be finished in a shorter and more favourable time.

Machines that are used for crop production include those that till the soil, plant the crops, perform various cultural practices during the growing season and harvest the crops.

Many machines are known to be powered by tractors. Implements such as plows, cultivators and planters may be mounted on a tractor or they may be pulled by a tractor.

However, an increasing number of farm machines are now self-propelled. These machines are grain combine harvesters, cotton pickers, forage harvesters, and many other specialized farm machines.

Machines that do not require mobility are usually powered with electric motors. Such machines include silage unloaders, livestock feeding equipment and milking machines.

Farm machines we use today are quite different from those the farmers used two or even one decade ago. The tractors, tractor-drawn planters and drills were smaller and less productive. They could plant less acres per day than the machines do now.

Learn the words.

combine harvester- уборочный комбайн
cotton picker - хлопкоуборочная машина
cultivator – культиватор
drill – рядовая сеялка
equipment – оборудование
hand labour – ручной труд
implement – орудие
milking machine – доильный аппарат

mount – навешивать
planter – посадочная машина, сажалка
plow – плуг
power – энергия, приводить в движение (глагол.)
pull – тянуть
self-propelled – самоходный
silage – unloader – разгрузочная машина для силоса
to till – обрабатывать почву
tractor-drawn – на тракторной тяге

1. Complete the sentences:

1. Plows and various cultivators are used
2. Self-propelled machines are those that
3. Silage unloader and milking machines are powered
4. Cereals are planted

-
- a. are not powered by tractors.
 - b. with tractor-drawn drills.
 - c. to till the soil.
 - d. with electricity.

2. Переведите предложения, в которых говорится:

- 1) о том, что машины выполняют работу экономически более выгодно;
- 2) о машинах, приводимых в движение тракторами;
- 3) о сельхоз. Машинах в прошлом и будущем.

3. Answer the following questions:

- a. Do machines make labour more productive?
- b. Can machines do work in a shorter time?
- c. What machines are mounted on a tractor?
- d. What self-propelled machines do you know?
- e. Are milking machines powered with electricity?
- f. What do modern machines differ in?

Практическая работа 24. Чтение и перевод текста «Трактора»

TRACTORS

A tractor is a type of vehicle that is particularly constructed to efficiently deliver a tractive effort at a slow speed. The word tractor was taken from a Latin word that means “to pull”. Tractors are special vehicles which are aimed to provide the hauling of trailers and other types of machinery which are used for agricultural and construction purposes. Farm tractors first made their appearance in the nineteenth century. The earliest ones were steam-powered portable engines. These were followed by oil-burning and then gasoline-powered tractors. The steam powered engines were in use until the onset of the 20th century, when they were replaced by more reliable internal combustion engines.

A farm tractor is a distinctive, multi-purpose farm vehicle. It is perhaps the most essential of all farm machinery. Farm tractors are used to carry out different agricultural tasks: pulling or pushing machines and trailers for tilling, plowing, harrowing, planting, disking, transporting and providing power supply and other tasks. A variety of specialty farm tractors have been developed for particular uses.

Farm tractors may be divided into two groups: wheeled and track-laying. Wheeled tractors may be subdivided into standard and row-crop types. Standard wheeled tractors are used for general work and do not have the special features associated with row-crop tractors. Row-crop tractors can be used for all ordinary purposes, but in addition they are specially designed for working on root and other row crops. The tractor can pass down rows of corn, tomatoes or other crops without crushing the plants. Track-laying tractors or crawlers have the great advantage that they can be used for heavy loads on almost any class of land. They are considerably more economical in fuel than are wheel machines, but their greater initial cost and their maintenance particularly that of the tracks, may outweigh this advantage. The crawler is, however, the more efficient type of tractor and, moreover, can go on the land earlier after rain and so can work a greater number of days per year.

Modern farm tractors may have eight-wheel drive unit, caterpillar tracks, or articulated or non-articulated tracks, electrical or computer controls and are capable of multitude of different functions. Many modern farm tractors are fitted with GPS devices, auto-steer systems and other automated features. Modernized tractors may also have cabs accessorized with heated seats, automatic temperature controls, and dashboard computers. Tractors offer a lot of use and convenience for many people. Tractors are also usually associated with farm machines and general farm use. However, there is a common misconception that they can only be found on farms. In addition to pulling implements like plows and cultivators a tractor may be used for bush-cleaning, ditch filling and land-leveling. Small tractors from one to ten horse power with single or twin cylinder petrol engines may be used for garden and orchard work.

Тема 9. Инструменты и меры безопасности при проведении ремонтных работ на предприятиях АПК

Практическая работа 25. Чтение и перевод текста «Техническое обслуживание и ремонт транспортных средств АПК»

Maintenance and repair of vehicles

Regular inspection and service of agricultural vehicles is important to ensure continuity of farm work and to prevent accidents in the field and in the work shop. However, workers can be seriously and even fatally injured while performing simple maintenance tasks and repairs to agricultural vehicles such as tractors. Particularly, repair of vehicles out in the fields presents a great challenge and should be carried out with particular care.

Maintenance of tractors includes:

- Checking, maintaining and repairing brakes, clutches and drives;
- Checking and filling fluid levels (hydraulic fluid, coolants, oil);
- Charging batteries;
- Checking and repairing tyres and wheels;
- Removing/exchanging wheels;
- Checking and replacing air hoses;
- Checking, maintaining and repairing hydraulic lifts and coupling devices;
- Checking tyre pressure.

Практическая работа 26. Чтение и перевод текста «Подготовка трактора к ремонту. Предремонтная очистка»

Preparing the tractor for repair

Pre-repair cleaning

The quality of repair is largely determined by the external cleaning of the tractor and its components, which is recommended to be carried out in the premises for outdoor washing (in the cold season) or on a special site equipped with an overpass and devices for standing and trapping dirt (in the warm season). For external cleaning, it is recommended to use high-pressure washing machines, which are aggregates without a heating source and with an Autonomous heating source of the detergent solution, mounted on wheeled trolleys.

Cleaning of units of the diesel power supply system is due to the fact that the parts of the fuel equipment during operation are covered with dust, oil and mud and tar deposits, varnish films, products of wear and corrosion, carbon deposits. In the fuel filters and sedimentation tanks, air cleaner, fuel tank, on the surface of the nozzle parts, in the cards of the pump and the regulator, pollution accumulates, and the walls of the fuel channels are covered with resinous and varnish deposits. These impurities, containing solid mechanical particles and active compounds, increase the friction force in the movable joints, increase the abrasive and corrosion wear of parts, increase the resistance of the passage of fuel in the filter and air in the air cleaner.

Apply the following methods of cleaning:

- jet — hot cleaning solution; immersion of the parts and components in solvents reuse-emulsifying the solutions with the simultaneous activation of the solution;
- welding of parts in baths with solvents;
- circulation cleaning of closed cavities and channels;
- ultrasonic cleaning;

- electrochemical cleaning;
- thermal treatment in molten salts;
- mechanical cleaning with bone chips, shot, hair and wire brushes, cleaners and scrapers.

At the same time, synthetic, solvent-emulsifying and organic detergents and cleaners are used:

- MC-37 . ,
- Labomid-101, -102, -203, -315,
- Temp-109.,
- AM-15 et al.

To clean assemblies and parts of the power system using jet washing machine: OM-12078, -4610, -4267, etc. and submerged — OHM-5287, -1600, etc., For cleaning spray nozzles from fouling and removal of frozen needle spray use of ultrasonic installation OR-15702. Nagar from sprayers and other details of nozzles delete the round wire brushes and the mandrels fixed on a rotating spindle of the machine (for example, desktop drilling machine).

The following cleaning technology of the unit should be followed:

- cleaning with diesel;
- removal of the unit from the diesel;
- disassembly to nodes;
- node cleanup;
- disassembly of parts;
- parts cleaning;
- passivation (corrosion protection);
- drying;
- storage;
- cleaning parts before Assembly or disassembly;
- Assembly unit;
- degreasing before painting.

Strongly contaminated body and other parts are cleaned first by immersion in solvent-emulsifying agents, and then in a jet machine with synthetic means.

Cleaning of the diesel engine block head is carried out in a high-temperature molten salts by electrochemical method, which differs from the usual physico-chemical purification by additional influence of electric current. The cleaned part is placed in a bath, serving as an anode, with a conductive detergent — an aqueous solution of alkaline preparations or synthetic means.

Практическая работа 27. Чтение и перевод текста «Подготовка трактора к ремонту. Предремонтное диагностирование»

Pre-repair diagnostics

Pre-repair diagnostics is performed in order to determine the feasibility of repair of the Assembly unit or Assembly, i.e. to identify the possibility of further use of the component without its repair.

Goniometer KI-13909 installed on the drive wheel of the tractor and measure the total angular clearance of the entire kinematic chain in each gear, and then the gap in each final drive. If the clearance exceeds the allowable value D1 (table. 3.3), at least one of gears, open gear box and rear axle, inspect the gears, check the wear of gear teeth, splines and bearings.

Checking the wear of the gearbox components, the main differential gear and the final drive.

By manually scrolling the power transmission shafts, inspect the gears. If the teeth of the gear break on more than $\frac{1}{2}$ length of the tooth or by painting the working surface of the tooth with a total area of more than 25%, the gear is subject to culling.

Check using feeler gauges, the clearance in the mating plug gear. The permissible gap of 1.3 mm. Measure the width of the working part of the pinions of non-permanent engagement. If the wear of the crown is greater than 30 % off, then discarded gear.

In case of excessive wear of gear teeth, shaft splines, gearshift forks, as well as in the presence of fractures, chips and other damages of gear teeth, the power gear (transmission is subject to repair. When excessive wear of individual pairs, such as gears of the main transmission, replace worn parts.

Device KI-4850 measure axial clearance in pod-1, splines of the main drive gear of the drive axles of tractors K-701 and T-150K, the front drive axle of MTZ tractors. At t-150K and MTZ tractors at a backlash more than 0,3 mm adjust tapered bearings. At K-701 tractors at a backlash more than 0,5 mm

replace a conical double-row bearing. The lateral gap between the teeth of the gears of the main transmission is measured by the probes. If the gap exceeds 1.5 mm, the gears are defective.

If the bearing clearance of the drive axle differential exceeds 0.3 mm, tapered bearings are adjusted. From tractors K-701 when a gap larger than 0.5 mm, replace the ball bearings.

Axial clearance in the bearing of the final gear (wheel gear) more than 0.3 mm from tractors K-701 replace ball bearings wheel gears, tractor T-40AM and -40AHM replacing the bearings the spur gear, wheel gear, tractors other brands adjust tapered bearings.

Check the condition of the guide wheels, track rollers, supporting rollers and tensioners.

Make sure of absence of cracks, chips and breakages of rims of wheels, rollers and rollers, and also their unilateral wear. Check serviceability of the screws tensioning devices (not nicks thread), the health of the springs and make sure of no leakage of oil from the cavities. Non-working component parts are subject to repair or replacement.

Measure the wear of the guide wheels, support rollers, supporting rollers and compare the results with the permissible.

Can be left without repair in the busy farming season rollers, the wear exceeds the allowable, if the difference between diameters of the paired rollers is not more than 4 mm.

In tractors DT-75V, - 75MV, - 75M, - 75N, VT-100, - 175S and T-150 determine the wear of the crankshaft axis and bushings, it is allowed to increase the gap between them to 2.5 mm.

Практическая работа 28. Работа с текстовыми материалами по теме «Виды инструмента для ремонта тракторов»

Types of tools for repair of tractors

Tractor repair tools can be: manual, pneumatic, power tools and measuring tools. The tool for repair of tractors can be bought both separately, and a set. What is cheaper and more profitable? If you have almost no tool to repair the tractor, it will be better to buy a set of tools. If You have a lot of automotive tools, you can buy to repair the tractor missing items.

To hand tools for repair tractors are wrenches, extension cords, kalavade, head, pneumatic tool is an impact wrenches, jacks. An electric tool is a tool that has an electric drive. Also for repair of tractors the measuring tool is applied. The main measuring tool for tractor repair is calipers, calipers, test leads, probe sets, indicators and micrometers.

Also a tool for repairing the tractor, divided into sockets, ratchets, tap wrenches, extension cords, wheel the keys Rozhkovo-ring spanners, screwdrivers and adaptors. Each of these kinds of tractor repair tool performs its specific function. For example, end heads Unscrew and tighten fasteners (bolts, nuts, and so on). Adapters ensure the compatibility of the various tools to repair the tractor.

By the way, in engineering there is such a tendency that the entire list of operations on repair and maintenance of tractors gradually moves from the owner of the equipment to its manufacturer. This applies to imported machinery and bulldozers Promtractor. Yes, you can perform routine maintenance on tractors, but only specialized organizations can make major repairs. That is, You have no technology to repair tractors. But in any case the routine maintenance of the tractor and the short-term repair do you need.

Практическая работа 29. Работа с текстовыми материалами по теме «Как выбрать инструмент для ремонта трактора?»

How to choose a tractor repair tool?

What tool you will need to repair a particular model of tractor, you can learn from the instruction manual of this type of equipment. Usually there is a list of tools necessary for repair and maintenance of the tractor. And the more complicated the technique, the more diverse tool you need. First of all, look at the technical manual on repair and maintenance of the tractor. Find out what tool you really need to repair the tractor. For example, for large tractor will need a powerful ratchet, with large heads and a power knob.

When choosing a tool for tractor repair, in the second place, it is worth paying attention to the material from which the tool is made. Agree when Your wrench will break at the most inopportune moment, in it there is nothing pleasant. At present, the market of automotive tool and tractor repair tool is "flooded" by cheap Chinese product. After several times of application, such a tool simply becomes unusable. To avoid this, pay attention to the price of the product. As they say, miser pays twice.

How to determine the quality from which the tractor repair tool is made? Pay attention to the material from which the handle or holder is made. If with a light touch to them, they start to "fall off", whether to buy a tool to repair a tractor? The holders and handles should be tight, to eliminate the possibility of injury, and should be separated from the work area.

The tool should be made only of high-carbon steel, thanks to the properties of which Your key or screwdriver will serve you for decades. But the tools for repair of tractors from cheap alloys can break down after 2-5 uses. Most often, it is typical for the Chinese or Turkish automobile instrument.

Практическая работа 30. Сослагательное наклонение в английском языке. Условные предложения 1-ого типа. Выполнение грамматических упражнений

1 переведите

- 1) If I am late for work, my chief is angry.
- 2) A person doesn't eat meat if he/she is a vegetarian.
- 3) If I get up early, my father drives me to school.
- 4) Everything is wet if it rains.

2 переведите

1. Если ты хочешь хорошую работу, ты должен хорошо учиться.
- 2) Ты не должен много есть, если хочешь похудеть.
- 3) Если хранить кофе в морозильнике, то аромат сохраняется дольше.
- 4) Собака радуется, когда видит хозяина

3. Найдите правильный вариант

1. If it_____, we won't go to the park.
a) will rain
b) rains
c) will not rain
d) doesn't rain
2. You won't pass the exam,_____ you work hard.
a) if
b) when
c) unless
d) as soon as
3. When we _____ ready, I'll call you.
a) will be
b) are
4. You will pay back, as soon as you_____ a new job.
a) find
b) will find
5. I will see you when you_____ in Moscow next time.
a) are
b) will be
6. What will you do, when you_____ out the truth?
a) will find out
b) have find out
c) find out

4 раскройте скобки

1. If you **(to be)** free, I **(to come)** to see you.
2. If I **(to see)** her, I **(to be)** glad.
3. If you **(to be)** busy, I **(to leave)** you alone.
4. If I **(to live)** in Moscow, I **(to visit)** the Tretyakov Gallery every year.
5. If she **(to know)** English, she **(to try)** to enter the university.
6. If mother **(to buy)** a cake, we **(to have)** a very nice tea part

5 переведите

1. Если ты закончишь домашнюю работу вовремя, мы пойдем в кино.
2. Матч отменяют, если пойдет дождь.
3. Ты опоздаешь, если не поторопишься.

4. Я куплю машину, если мне повысят зарплату.
5. Если ты опоздаешь, позвони мне пожалуйста.
6. Если я увижу её, я передам ей от тебя привет

Практическая работа 31. Условные предложения 2-ого типа. Выполнение грамматических упражнений

1. Поставьте глаголы из скобок в необходимую форму.

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

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

Н-р: the questions be so easy/ all of us pass the test. – If the questions were so easy, all of us would pass the test. (Если бы вопросы были такими легкими, мы все сдали бы тест.)
he be slim/ he be more attractive.
I pick the children up/ I am not busy.
you drink much wine/ you feel sleepy.
I am married/ I have lunch at home.
Peter live in a house/ he have a dog.

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

Н-р: If we make a fire, we will frighten away the wolves. (Если мы разожжем костер, мы спугнем волков.) – If we made a fire, we would frighten away the wolves. (Если бы мы разожгли костер, мы бы спугнули волков.)
If you leave the child alone, he will hurt himself.
We'll make nice pictures if Paola brings a camera.
If it snows, the kids will make a snowman.
I'll buy this laptop if I have enough money.
If our granny puts on her glasses, she will see the flowers.
If you are too busy, we'll leave you alone.
I will plant the tomatoes tomorrow if it rains.
If Bob finds his relatives, he will live with them.

Практическая работа 32. Условные предложения 3-его типа. Выполнение грамматических упражнений

1. Найдите к каждому началу предложения его окончание. Переведите получившиеся предложения.

You could have done much better in the exam ...
If the weather had been nice ...
I wouldn't have bought that book ...
She would have gone to Japan last summer ...
If I hadn't taken an umbrella ...
That building wouldn't have fallen down ...
... if she had spoken Japanese quite well.
... if it hadn't been so old.
... if I'd known how dull it was.
... I would have got wet.
... we could have gone horse-riding.

... if you had taken private lessons.

2. Поставьте глаголы из скобок в необходимую форму.

If I ... (save) more money, I ... (go) to Australia.

If our parents ... (not argue), we ... (spend) the weekend together.

They ... (not allow) him to enter the office if he ... (not put on) a tie.

If the storm ... (not break out), the ship ... (not sink).

I ... (take) you to the airport if I ... (have) a car.

You ... (not visit) the doctor if you ... (not drink) cold milk.

She ... (not lose) her bag if she ... (be) more careful.

If the driver ... (not take) the wrong turning, we ... (not arrive) late.

3. Напишите цепочку рассуждений о жизни Софии, используя условные предложения III типа.

Н-р: If Sophie hadn't gone to France for a holiday, she wouldn't have met a nice guy Jean. (Если бы София не поехала в отпуск во Францию, она бы не встретила там хорошего парня Жана.)

Sophie went to France for a holiday – met a nice guy Jean there – fell in love with him – got married – stayed in Paris – started learning French – found a good job there – earned much money – became happy and successful

Практическая работа 33. Обобщающий урок по теме «Условные предложения 3х типов». Выполнение грамматических упражнений

Exercise 1. Complete the sentences. Here we have only real conditions.

1. If you want to be always healthy
2. You will have to consult the doctor if
3. If you have a running nose
4. You will escape the complications after a disease if
5. The doctor will surely write you a prescription if
6. The doctor will pull out your tooth if
7. Her headache won't stop if
8. You will be coughing and sneezing constantly if
9. She won't be able to continue her career if
10. If you don't cure your throat
11. If you don't take any preventive measures

Exercise 2. Open the brackets where necessary and complete the sentences.

1. If you (to take) the drops now you (feel) much better even tomorrow.
2. Your heart and lungs (to work) better if you (to live) a healthier life.
3. If you didn't consult a doctor
4. You wouldn't cough and sneeze now if
5. If she took the pills for her sore throat
6. You would be fit as a fiddle now if
7. If you consulted the ENT doctor regularly
8. You wouldn't wear your glasses now if
9. "I don't believe you. If everything you tell about your grandmother (to be) truth she (to consult) a neuropathologist!"
10. You would do morning exercises regularly if
11. If you really were quite well now
12. She wouldn't suffer from a disease so badly now if
13. If you wanted to escape any side effects of the medicine

Exercise 3. Open the brackets where necessary and complete the sentences. Here we have unreal conditions and pretty much of Mixed Conditionals.

1. If you (put on) warmer clothes yesterday, you (to catch a cold) and (to have) a high temperature.
2. The dentist wouldn't have pulled out your tooth if
3. If you (not/to be) so careless you (not /to fall ill) with flu.
4. You would have been cured already if
5. If you had followed all the doctor's instructions from the very beginning

6. If he (to fulfil) all the prescriptions of his physician, he (not/to operate) by a surgeon two weeks ago.
7. If you had agreed to have your tooth filled ...
8. But for your headache/earache/backache we ...
9. If my pain in the knee hadn't been so strong yesterday ...
10. You wouldn't have stayed in bed for so long if ...
11. If you had consulted the oculist in your childhood ...
12. If she hadn't been afraid the pediatrician in her childhood ...
13. If she had had measles, mumps and scarlet fever when being a child ...

Exercise 4. Translate into English

1. Новый помощник спрашивает старого аптекаря: «А что это за лекарство вы держите отдельно?» – «Я дам его, если не смогу разобрать, что написано в рецепте» 2 «Зачем вам снотворное, если вы проводите в баре весь вечер?» — «Если вы выпишите мне снотворное для моей жены, я смогу возвращаться домой еще позже!» 3. Врач – пожилому пациенту: «Увы, я не могу вас омолодить!» – «А мне это и не нужно; я просто хотел бы стареть помедленнее.» 4. «Вот ваши снотворные таблетки, этого вам хватит на шесть недель» – «Но, доктор, я не хотела бы спать так долго!» 5. Отец привел маленького сына к дантисту, чтобы вырвать расшатавшийся зуб. Окончив работу, врач потребовал 50 долларов. «Но вначале вы сказали мне, что это будет стоить десять долларов!» – «Так оно и было бы, если бы ваш сын не кричал так громко – он напугал четырех пациентов, и они ушли!» 6. «Послушайте, когда я покупал у вас машину, вы сказали, что если в течение года у меня что-нибудь испортится, вы обязательно все мне поменяете» — «Конечно!» – «Тогда дайте мне, пожалуйста, четыре нижних зуба, коленную чашечку и два ребра!» 7. Пациент, переживающий по поводу своего здоровья, спрашивает: «Доктор, а вы уверены, что я выздоровею? Я слышал, что иногда врачи ставят неправильный диагноз. Лечат, например, от гриппа пациентов, которые умирают потом от воспаления легких» – «Это случай не из моей практики: если я буду лечить от воспаления легких, то вы и умрете от воспаления легких, а не от кори или скарлатины». 8. К зубному врачу влез грабитель, и, не найдя ничего, потребовал денег. «Денег у меня, к сожалению, нет, но если вы не захотите уйти ни с чем, я запломбирую вам зуб» – предложил дантист. 9. Звонок врачу. «Доктор, если вы на днях случайно будете ехать мимо нашего дома, зайдите к нам, пожалуйста»- говорит мужчина. – «Но специально ехать не надо». «Хорошо», — говорит врач удивленно, — «А что у вас случилось?» «Моя жена повредила челюсть и не может разговаривать!» 10. Врач долго осматривает больного и в конце концов говорит: «Мне кажется, вы абсолютно здоровы – я ничего не могу найти у вас!» – «А если я помогу вам поставить диагноз, доктор, вы поделитесь со мной гонораром?»

Практическая работа 34. Повелительное наклонение в английском языке. Выполнение грамматических упражнений

Упражнение 1 Выразите просьбу по модели: John, shut the door, please.

- 1) Bob to give you a call after five.
- 2) Ask Mary to buy her a present.
- 3) Tell Nelly to take the book to the library.
- 4) Tell the secretary to type papers today.
- 5) Ask Peter to buy some bread to me.

Упражнение 2 Раскрывая скобки, поставьте местоимения в нужном падеже:

1. Let (we) discuss these questions this morning.
2. Let (he) translate the letters from German into Russian.
3. Let (I) go to see him after classes this evening.
4. Let (they) give the books to the library in time.
5. Let (she) revise all the words from Lesson Two.
6. Let (we) read a book about our city.

Упражнение 3 Переведите на английский язык:

- 1) Не ешь столько мороженого.
- 2) Не выходи на улицу без шапки.

- 3) Останься посмотреть телепрограмму с нами.
- 4) Попроси Ника принести словарь.
- 5) Пригласи их в гости.
- 6) Переходите улицу только на перекрестке.
- 7) Проводи меня домой.
- 8) Не ссорься с родителями.
- 9) Не перебивай меня.

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

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

Упражнение 5 Составьте предложения согласно образцу, используя данные слова:

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

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

Упражнение 6 Выразите просьбу:

- 1) Ask Nick not to speak so loudly.
- 2) Ask your mother not to get up early tomorrow.
- 3) Tell Ann not to read at lunch.
- 4) Tell not to send him a telegram.
- 5) Tell Susie not to be so late.
- 6) Ask Janet not to waste money on sweets.

Упражнение 7 Переведите предложения на английский язык:

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

Упражнение 8 Переведите предложения

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

Практическая работа 35. Чтение и перевод текста «Техника безопасности при выполнении ремонтных работ»

Safety during repair work

- Before starting work, make sure that all tools and devices are in good condition. Do not allow the use of a faulty instrument or device, or the use thereof, for its intended purpose.
- Check the status of the tool handles. The surface handles must be smooth, and not have burrs and cracks.
- At performance of any types of works application of overalls and means of protection of respiratory organs and sight is obligatory.
- Put your work clothes in order. Check the health of your personal protective equipment and safety devices.

- Carefully prepare the workplace for safe operation, it is necessary to remove unnecessary objects that interfere with the work, to ensure sufficient light.
- All noticed malfunctions in the workplace and the dangers immediately inform the organizers.
- Paint and varnish materials spilled on the floors should be collected immediately with dry, well-absorbing rags or rags. A large number of spilled materials should be covered with dry sand. Contaminated rags, rags, sand to remove in specifically allocated place.
- Perform only the work, safe ways to perform which are well known.
- To be attentive, not to be distracted by extraneous Affairs and conversations and not to distract others.
- Keep the workplace clean and avoid clutter.
- Keep wiping material, clean and dirty separately, in boxes with tightly closing lids.
- In rooms freshly painted with oil paints or nitro-paint, it is forbidden is more than 4 hours. Works are carried out at open Windows, without allowing at the same time drafts.
- Painting inside the premises, since the height of 1.3 m from the floor or ground level, should be done only with firmly established inventory podmostej.
- To prevent persons who are not related to work from entering the workplace.
- Not allowed to perform the plastering and painting work electrical not enclosed workplaces located at a height of over 1m above the ground or the ceiling in dark places.
- While working to be attentive, not to distract others, not to be distracted.
- When working for eye protection, it is necessary to use safety glasses.
- Laid on the height of materials and tools to install and fix firmly to avoid falling.
- Participants working on each other should not be located on the same vertical or in places of possible falling objects.
- Painting indoors with the use of compositions that emit harmful volatile pairs should be done in the open; the Windows or artificial ventilation.
- In places use nitrokrasok and other substances which form explosive vapors sabrewulfdante with the use of fire or causing sparking. Electrical wiring in such premises must be made in explosion-proof version.
- Noticing the violation of the user by other participants or danger to others, not to remain silent and to contact the participant to inform the organizers about the need to comply with requirements to ensure safe operation.
- It is forbidden to apply paint and varnish materials and solvents of unknown structure, to replace solvents less toxic more toxic.

Практическая работа 36. Работа с текстовыми материалами «Техника безопасности на рабочем месте»

Safety Issues In The Workplace

Safety accidents in the workplace still happen even with modern technology and sophisticated safety programs in place. It does not matter what type of work You do, there will always be risks to be aware of. Some occupations, like an industrial or oil rig electricians, are more dangerous than others. Laborers in these fields need to practice extra care and caution.

THE SHOCKING TRUTH ABOUT WORKING WITH ELECTRICITY

Working with electricity is one of the most dangerous occupations. Electricity always tries to find the most rapid route to a ground. In safe conditions, this would be along the cord or wires that contain it. If there is a fault in the cord or wire, it will find whatever it can, metal, water, wet wood or a human. Humans are excellent conductors. If you come in contact with a wire or a faulty power tool while grounded, the electrical current will pass right through your body, seeking a ground. This causes a serious, sometimes lethal consequences.

Below are stated some facts:

dry skin has the average resistance of 100 000 – 600 000 ohms

wet skin has the average resistance of approximately 1 000 ohms

As You can see, it does not take much wattage to do serious damage. One 7.5 watt Christmas decoration light has the power to kill a person if it passes close to the heart.

EFFECTS OF CURRENT ON THE HUMAN BODY

Below are stated some facts regarding currents effects on a live human body:

1mA causes no sensation, human body cannot feel it.

2-8mA causes sensation of shock, but one will not feel any pain. A person can release contact, control is not lost.

8-15mA causes painful shock, control is not lost

15-20mA causes painful shock, muscle control is lost, individual cannot let go

20-75mA results in painful shock, severe muscle contractions, breathing becomes difficult

75-200mA causes very painful, ventricular fibrillation of the heart, it is most often a lethal heart condition for which there is no known remedy or resuscitation. Most likely a person dies.

over 200mA results in severe burns, such severe muscle contractions that the chest will squeeze one's heart to the point it will stop during shock. These severe contractions actually stop ventricular fibrillation.

In many cases the victim can be revived with immediate artificial respiration

KEEP YOUR WORKING ENVIRONMENT SAFE

Most accidents in the workplace are caused by carelessness. Before beginning working with electrical equipment, check all cords and connections for possible wear. When working in wet or dirty conditions, verify that tools and extension cords are rated for these conditions. Always use circuits equipped with ground fault circuit interrupters. These are specifically designed to prevent shock. Make sure all cords are free of oil and corrosive chemicals and not warm to the touch. Never, remember never yank a cord from the socket, kink or bend cords. Always unwind them completely before using and keep cords loosely wound in a dry place. Never carry power electrician tools around by the cord. The cord should be wound around the electrician tool or in a loose circle when not in use. Make sure power tools are in the "off" position before plugging them into a power source, and before unplugging after the use. Always keep cords behind you, and away from the cutting end of the tool. When reaching inside equipment, be aware of any areas that may be energized.

To keep laborers safe, employers have introduced a lockout/tag out system. When working inside heavy equipment or large machinery, another employee might not notice you, and inadvertently turn on the power. The lockout/tag out system prevents such tragedy from happening. Others will notice the lockout sign or tag and know that somebody is in there working. Make sure you know all the guidelines and procedures applied at your workplace. Never cut corners, even in times when you think job will take just a second (it will take longer to lockout than to actually do the job). That is the reason why they are called accidents. We never intended them to happen. It is always better to be safe than sorry.

TAKE GOOD CARE OF YOUR EQUIPMENT

One of the largest safety issues in the workplace is people not caring for the equipment they use. So you dropped the power saw in a mud puddle. You do not have any time to clean it, correct? Wrong! Dirt and moisture increase the risk of electrical shock. Remember at all times to take care of your electrician equipment. Always keep them clean and dry, as well as your workspace and storage. Always make sure the electrical tool is unplugged during a cleaning, and follow the proper cleaning procedures as outlined in tool's manual.

Тема 10. Оборудование при охране труда на предприятиях АПК

Практическая работа 37. Употребление модальных глаголов в английском языке. Модальный глагол Can «Можу, умею» и его эквивалент To Be able to. Выполнение грамматических упражнений

1. Переведите на русский язык

- 1. Mike can run very fast. 2. They can understand French. 3. Kate can speak English well. 4. My brother can come and help you in the garden. 5. Can you speak Spanish? 6. Can your brother help me with mathematics? 7. His little sister can walk already. 8. The children cannot carry this box: it is too heavy. 9. My friend cannot come on time. 10. This old woman cannot sleep at night. 11. His sister can cook very well. 12. I can sing, but I cannot dance. 13. Can't you wait till tomorrow morning? — I can**

wait, but my toothache can't. 14. Can I borrow your pencil for a moment? 15. Her grandmother can knit very well. 16. I can answer the questions. They are very easy. 17. This trip is too expensive for me. I can't afford it. 18. She can type. She can speak well on the telephone. She hopes she can find the job she's looking for. 19. Could you come to my place next Friday? — I'm sorry. I can't.

Переведите на английский язык, употребляя вы-

2. *ражение to be able to.*

1. Она не сможет вовремя добраться до аэропорта. 2. Ты сможешь отправить ему электронную почту сегодня вечером? 3. Они какое-то время не смогут смотреть телевизор: с ним что-то случилось. 4. Боюсь, что он не сможет помочь мне переехать в новый дом на следующей неделе. 5. Ты сможешь сделать эту работу завтра? 6. Я думаю, она не сумеет решить эту задачу. 7. Завтра я буду свободен и смогу помочь тебе. 8. Мы сможем поехать в Нью-Йорк в будущем году? 9. Ты сможешь починить мой магнитофон? 10. Вчера я не смог повидать директора, так как он был на конференции, но сегодня после работы я смогу это сделать. 11. Он рад, что смог вовремя закончить задание.

Перепишите следующие предложения, добавляя слова, данные в скобках. Замените модальный глагол can (could) выражением to be able to, где это

3. *необходимо.*

1. They can (never) appreciate your kindness. 2. I was sure you could translate that article (after you had translated so many texts on physics). 3. You can go to the country (when you have passed your last exam). 4. We can pass to the next exercise (when we have done this one). 5. I can give you my book for a couple of days (after I have read it). 6. He can ski (for ten years). 7. We knew that she could swim (since childhood). 8. You cannot take part in this serious swimming competition (until you have mastered good skills). 9. I could not solve the problem (before he explained it to me).

Практическая работа 38. Модальный глагол May «Можно, может быть» и его эквивалент To Be allowed to. Выполнение грамматических упражнений

1. **Переведите на русский язык**

1. May I invite Nick to our house? 2. You may go now. 3. If you have done your homework, you may go for a walk. 4. Don't go to the wood alone: you may lose your way. 5. May I go to the post office with Mike? 6. May I take Pete's bag? 7. Don't give the vase to the child: he may break it. 8. May we take notes with a pencil? 9. You may not cross the street when the light is red. 10. May I shut the door? 11. It stopped raining, and mother told us that we might go out. 12. May children play with scissors? 13. They may travel by sea. It may be cheaper, but it takes a long time. 14. It may be true. 15. May I come and see you? 16. Where have you been, may I ask?

Переведите на английский язык, употребляя вы-

2. *ражение to be allowed to.*

1. Извините, но здесь курить воспрещается.
2. Ему не позволили курить у них в доме.
3. В Англии вам разрешат водить машину, если вам семнадцать лет.
4. В США вам разрешают продолжать водить машину даже в возрасте девяности лет.
5. Мне разрешают пользоваться новым папиным компьютером.
6. Дети уже большие. Им разрешают ходить в школу одним.
7. Ему не разрешают купаться в этой реке.
8. Вчера ей позволили прийти домой в десять часов.
9. Нам не позволяют разговаривать на уроках.
10. Тебе позволили взять эту книгу?
11. Я думаю, мне не разрешат поехать с тобой за город.
12. Тебе разрешат пойти гулять, когда ты сделаешь уроки.
13. Тебе разрешали ходить на озеро, когда ты был маленький?
14. Когда мне разрешат есть мороженое?
15. Парковка на газоне запрещена!
16. Вам не разрешается разговаривать на экзамене.

Вставьте модальный глагол may (might) или выражение to be allowed to. Вставляйте to be allowed to только в тех случаях, где may (might) употребить нельзя.

3.

1. He ... go home if he likes.
2. As soon as the boy ... leave the room, he smiled a happy smile and ran out to join his friends outside.
3. The doctor says I am much better. I ... get up for a few hours every day.
4. ... I bring my sister to the party?
5. He asked if he ... bring his sister to the party.
6. After the children had finished their homework, they ... watch TV.
7. He ... join the sports club as soon as he passes his medical examination.
8. Becky's mother said that everybody ... take part in the picnic.
9. If you pass your exams, you ... go to the south.
10. ... I borrow your car, please?
11. He asked if he ... borrow my car.
12. ... I have a look at your newspaper?
13. One day all his dreams ... come true.

Практическая работа 39. Модальный глагол Must «Должен» и его эквивалент To Have to.
Выполнение грамматических упражнений

1. Переведите на английский язык

1. Я должна упорно работать над своим английским.
2. Вы должны внимательно слушать учителя на уроке.
3. Ты должен делать уроки каждый день.
4. Вы не должны забывать о своих обязанностях.
5. Вы должны быть осторожны на улице.
6. Она должна быть дома сейчас.
7. Мои друзья, должно быть, в парке.
8. Вы, должно быть, очень голодны.
9. Должно быть, очень трудно решать такие задачи.
10. Я должен сегодня повидать моего друга.
11. Он, должно быть, очень устал.
12. У них даже есть яхта. Они, должно быть, очень богаты.
13. Ты должен уехать завтра утром?
14. Вы не должны опаздывать.
15. Я не должен забывать о своей матери. Я не писал ей целую вечность. Сегодня вечером я должен написать ей письмо.
16. Эта книга очень ценная. Вы не должны ее терять.
17. Неужели вам уже надо уходить?
18. Я должен признать, что я неправ. Что еще я должен сделать?

2. Переведите на русский язык

1. I had to do a lot of homework yesterday. 2. She had to stay at home because she did not feel well. 3. Pete had to stay at home because it was very cold. 4. Mike had to write this exercise at school because he had not done it at home. 5. They had to call the doctor because the grandmother was ill. 6. Why did you have to stay at home yesterday? — Because my parents were not at home and I had to look after my little sister. 7. It was Sunday yesterday, so he didn't have to be at work, but he had to do a lot at home. 8. I am sorry I couldn't come yesterday. I had to work late. 9. I haven't written my essay. I shall have to write it on Sunday. 10. We did not have to buy biscuits because our granny had baked a delicious pie. 11. Will you have to get up early tomorrow? 12. Why do you have to get up early tomorrow? 13. I had to go to the hospital to visit my aunt. 14. What did you have to learn by heart? — At school, I had to learn a beautiful poem "Leisure" by William Henry Davies. 15. I have to see him.

Практическая работа 40. Модальный глагол Need «Нужно». Выполнение грамматических упражнений

Перефразируйте следующие предложения, употребляя модальный глагол need.

1. требляя модальный глагол need.

- E.g. 1) It is not necessary to go there.
You need not go there.
- 2) It was not necessary to go there.
You need not have gone there.

1. It is not necessary to take the 8 pm (train) to London. A later train will do as well. 2. There was no necessity for her to do it herself. 3. There is no reason for you to worry: he is as strong as a horse. 4. There is no need for you to be present. 5. Is it any use our going into all that now? 6. Why did you mention all these figures? The situation was clear as it was. 7. Why do you want to press the skirt? It is not creased at all. 8. It was not necessary for you to remind me about her birthday. I remember the date very well. 9. Why do you want to do it all today? 10. It was not necessary for mother to cook this enormous dinner: we have brought all the food the children may want.

2. Переведите на английский язык

1. Мне нужно тебе помогать? — Нет, спасибо, я все сделаю сам. 2. Вы можете не ходить туда. 3. Ему незачем беспокоиться о ней. 4. Я могу и не спрашивать его: он сам мне все расскажет. 5. Вам не обязательно звонить мне: я не забуду о своем обещании. 6. Надо ли ей покупать такую массу продуктов? 7. Она может не ходить в библиотеку: я дам ей книгу. 8. Вы могли и не брать зонт: я уверен, что дождя не будет. 9. У нас много времени в запасе, и нам незачем спешить. 10. Тебе незачем делать это сейчас. Ты можешь это сделать и завтра. 11. Она может и не помогать. Все уже сделано. 12. Ему незачем было продавать свое пианино. 13. Вы могли и не кричать так на ребенка. 14. Они теперь не могут спать. — Им незачем было смотреть фильм ужасов.

3. Поставьте нужный по мысли модальный глагол (may, can, need)

1. Peter ... return the book to the library. We all want to read it. 2. Why ... not you understand it? It is so easy. 3. ... we do the exercise at once? — Yes, you ... do it right now. 4. ... you pronounce the word? 5. You ... not have bought this meat: we have everything for dinner. 6. I ... not go out today: it is too cold. 7. ... I take your pen? — Yes, please. 8. We ... not carry the bookcase upstairs: it is too heavy. 9. We ... not carry the bookcase upstairs ourselves: the workers will come and do it. 10. When ... you come to see us? — I ... come only on Sunday. 11. Shall I write a letter to him? — No, you ... not, it is not necessary. 12. ... I offer you something to drink? 13. Everything is clear and you ... not go into detail now. 14. He ... not drink alcohol when he drives. 15. Don't worry! I ... change a light bulb. 16. By the end of the week I ... have finished writing my book. 17. She ... not call the doctor again unless she feels worse.

Практическая работа 41. Модальные глаголы предположения. Выполнение грамматических упражнений

*Произнесите вслух все возможные предложения, используя приведенные подстановочные таблицы.
(Упражнение на выработку автоматизма речи.)*

1. Переведите каждое предложение на русский язык.

He	must may might can't		know your sister. be busy. be ill. be tired.
He	must may might can't	be	be hungry. sleeping. working hard. watching TV. having dinner. playing football.
He	must may might can't	have	forgotten your address. lost your book. missed the train. caught a cold. fallen ill. left the country. sold his piano. bought a car.

Переведите на английский язык, употребляя мо-

2. *дальные глаголы must, may, might или can't.*

1. Они, должно быть, работают за границей.
2. Они, может быть, работают за границей.
3. Может быть, они и работают за границей (хотя едва ли).
4. Не может быть, что они работают за границей.
5. Они, должно быть, работали за границей.
6. Они, может быть, работали за границей.
7. Может быть, они и работали за границей (хотя едва ли).
8. Не может быть, что они работали за границей.
9. Он, должно быть, на работе.
10. Он, должно быть, был на работе.
11. Он, может быть, на работе.
12. Он, может быть, был на работе.
13. Может быть, он и на работе (хотя едва ли).
14. Может быть, он и был на работе (хотя едва ли).
15. Не может быть, что он на работе.
16. Не может быть, что он был на работе.

*Вставьте модальный глагол may или might. Рас-
кройте скобки, употребляя требующуюся форму*

3. *инфинитива.*

1. ... I (to ask) you to take off your hat? 2. She asked me if she ... (to turn) on the light. 3. I am afraid it ... (not to stop) raining by the morning. 4. Don't scold her: the task ... (to be) too difficult for her, that's why she made rather many mistakes. 5. If they don't miss the train, they ... (to arrive) on time. 6. Why isn't he here yet? What has happened? — Oh, he ... (to miss) the train. 7. He ... (to do) very hard work. That's why he looks so tired now. 8. Don't throw out the rest of the birthday cake. He ... (to want) it for dessert. 9. It's raining cats and dogs. ... I (to borrow) your umbrella, please? 10. Do you know where I left the car keys? — You ... (to leave) them in the garage. 11. They don't know where the money has gone. It ... (to steal).

Практическая работа 42. Модальный глагол Should «Следует». Выполнение грамматических упражнений

Дайте совет, используя модальный глагол should

1. *и слова, данные в скобках.*

- E.g. Her diction is not very good. (to read aloud)
She **should** read aloud.

1. I have a slight irritation in my throat. (to smoke less) 2. This child doesn't want to eat soup. (not to give her sweets before dinner) 3. She makes a lot of spelling mistakes. (to copy passages out of a book) 4. The dog is afraid of him. (not to shout at the dog) 5. The students are unable to follow what I am saying. (not to speak so fast) 6. The boy is a little pale. (to play out of doors) 7. I am afraid you will miss that train. (to take a taxi) 8. There is no one in. (to try the room next door)

2. Переведите на русский язык

1. You should know how to raise your children not to be losers. 2. You shouldn't give the child everything he wants. You shouldn't satisfy his every craving for food, drink and comfort. Otherwise, he will grow up to believe the world owes him a living. 3. You shouldn't laugh at him when he picks up bad words. This will make him think he isn't cute. It won't also encourage him to pick up "cuter" phrases. 4. You shouldn't avoid use of the word "wrong". This won't condition him to believe, later, when he is arrested for stealing a car, that society is against him. 5. You shouldn't pick up everything he leaves lying around — books, shoes and clothing. You shouldn't do everything for him, otherwise, he will be experienced in throwing all responsibility onto others. Your child should know and do his duties at the expected time. He should have sense of responsibility. He should be a decent person. 6. You shouldn't quarrel frequently in the presence of your child. Otherwise, he will not be too shocked when the home is broken up later. 7. You shouldn't take his part against neighbours, teachers and policemen. They aren't all prejudiced against your child. 8. When he gets into trouble, you shouldn't apologize for yourself by saying, "I never could do anything with him."

*Вставьте модальные глаголы **should** или **had to**.*

Раскройте скобки, употребляя требующуюся форму

3. инфинитива.

1. I could not stand that noise any longer. I ... (to go) out and (to tell) them to stop shouting. 2. How can you work in this noise? You ... (to tell) the children to stop shouting. 3. I ... (to take) a taxi, otherwise I should have missed the train. 4. You walked all the way here carrying this heavy suitcase. You ... (to take) a taxi. 5. They won't be able to buy anything but lemonade on the train. You ... (to give) them some sandwiches at least. 6. Mother was coming to dinner, so I ... (to bake) her favourite cake. 7. You knew I was bringing people to dinner. You ... (to bake) a cake. 8. He was out when we came, and we ... (to wait) for over an hour. 9. It was raining hard. We ... (to wear) our raincoats. 10. She is quite an authority. You ... (to ask) her. 11. So, I used your computer. It isn't working as it You ... (to call) technical support.

Практическая работа 43. Выполнение грамматических упражнений по теме «Употребление модальных глаголов в английском языке»

1. Переведите на русский язык

1. He must have sold his piano.
2. He may have sold his piano.
3. He might have sold his piano.
4. He can't have sold his piano.
5. He should have sold his piano.
6. He shouldn't have sold his piano.
7. He needn't have sold his piano.
8. He didn't have to sell his piano.
9. He had to sell his piano.
10. He was to sell his piano.

2. Переведите на английский язык

1. Они, должно быть, уехали в Нью-Йорк.
 2. Они, возможно, уехали в Нью-Йорк.
 3. Может быть, они и уехали в Нью-Йорк (хотя едва ли).
 4. Не может быть, что они уехали в Нью-Йорк.
 5. Им следовало уехать в Нью-Йорк (а они не уехали).
 6. Им не следовало уезжать в Нью-Йорк (а они уехали).
 7. Они могли и не уезжать в Нью-Йорк (а они уехали).
 8. Им незачем было уезжать в Нью-Йорк (они и не уехали).
 9. Им пришлось уехать в Нью-Йорк.
 10. Им предстояло уехать в Нью-Йорк.
- Вставьте подходящие модальные глаголы (must, can, need).*

1. I ... not believe. I failed another test. — But you ... go to more classes and fewer parties. 2. Perhaps we ... meet next week. 3. ... he speak English in childhood? 4. My neighbours ... grow their own vegetables. 5. ... you turn the music down, please. 6. I ... not believe. I am already out of money. — You ... learn not to spend so much. — But I ... not help it, there are just things that I ... to buy. 7. If you want to improve your English, you ... work very hard. 8. ... I take this book? — Certainly, but you ... not give it to anybody. 9. Mother, ... I go to the country tomorrow? — No, you ... not. The doctor says you ... stay at home for a day or two. 10. There is something wrong with your television set. You ... call a repairman. — Oh, we ... not do it! My brother ... fix it himself. 11. ... we bring these textbooks every day? — No, you ... not: you ... take them from the library. 12. ... you go to the country with us? — No, I am afraid I ... not: I ... go to the library. 13. ... I borrow your pen for a minute? 14. She ... have seen "War and Peace" nine or ten times.

Практическая работа 44. Работа с текстом «Оборудование при охране труда на предприятиях АПК»

Since management of any company is responsible for the life and health of its staff, the organization of labor protection in the enterprise is one of the most important aspects to be considered at the stage of registration of the company as a legal entity. Its main provisions are set out in official documents, developed in such a way as to maximize each employee to protect against possible injuries of various kinds.

Organization of labor protection at the enterprise in the first place implies a preliminary briefing, a thorough study of safety at every level of management. Safety engineer instructs the heads of individual departments, who then provide training and subsequent monitoring of their subordinate officials.

In addition, to ensure safety is carried out by qualified service organization of occupational safety and health in the enterprise. The employees of this department are trained in specialized schools, including the introduction of theoretical material and practical application of knowledge in extreme conditions. As a mandatory requirement for a job put forward a clear knowledge of the safety standards that must be followed in any organization.

What labor protection? In the most general sense, is a complex of measures aimed at maximum improvement of working conditions, minimize injuries in the workplace, as well as insurance for occupational diseases or accidents. Qualitative performance of the above tasks can be guaranteed only by the formation of the relevant department of highly skilled professionals.

So, as already noted, the organization of labor protection at the enterprise involves briefing, which can be classified according to the criterion of periodicity in the introductory, primary, unscheduled and

routine. Introductory type is carried out directly in making expert for any office, he spends his safety engineer. The same should go and talk students passing practice and professionals who came to the company on a business trip. Usually, this consultation held in the conference room using the latest information technology. But before a specialist is required to develop a specific plan or program, which will follow throughout his speech. The plan is pre-approval of the trade union officers.

Primary type of instruction is conducted with each employee, passing to another job or a new position, as well as with all the staff and students first visited the concrete plant. It involves familiarization with the basic provisions of labor safety instructions. After six months of work carried out repeated instructions to help you determine how clearly the expert learned the rules and safety standards, as well as make sure that it complies with them.

Consultation on OSH held unscheduled change in the case of the principal norms and standards, the restructuring and modernization of fixed assets of production, in a situation of mass violations of established rules. Current instruction is carried out regularly at defined intervals for staff at all positions. Usually it is done en masse, that is, groups of persons performing uniform duty.

In conclusion we can say that the organization of labor protection in the enterprise is an important factor affecting the performance indicator of industrial activity. Therefore, executives need to pay special attention to the formation of the relevant departments and training experts.

Практическая работа 45. Выполнение лексических упражнений по тексту «Оборудование при охране труда на предприятиях АПК»

(A) Exercise 1. Work with a partner. Take it in turns to make true sentences, using words from each box. Use the verb active or passive.

A	B	C
Labor safety	train	labor protection services at enterprises and in organizations of the agro-industrial complex as labor protection specialists.
Our department	be	different specialized subjects.
The students of the department	study	production safety support, means of collective and individual protection.
Specialists	specialize	a very important problem in agricultural production.
Graduates	employ	labor protection engineers and engineering technologists.

(A) Exercise 2. Complete the following statements:

1. Some people choose their future professions under the influence of...
2. It's not a pleasant thing to stay...
3. It's not by chance that I...
4. Now I study at...
5. The department trains...
6. All organizations and individuals related to labor and production must observe...
7. The working places must be arranged to provide against...
8. Efficiency in safety is determined on ...
9. The students of our department are specializing in ...
10. Specialists are trained to work...

(B) Exercise 3. Here are some answers. What are the questions?

1. It's not by chance that I entered the Belarusian State Agrarian and Technical University.
2. Now I am a first year student. I study at the engineering and technological department.
3. The department trains labor protection engineers, engineering technologists for the agro-industrial complex.
4. Labor safety is a very important problem in agricultural production.
5. The labor user must periodically control and repair the machines, equipment, building structures and storage according to the norms of labor safety.
6. Such categories as injuries, equipment compatibility, work environment, personal protective equipment, fire protection determine efficiency in safety.

7. The students of our department are specializing in management structures on production safety support, means of collective and individual protection from harmful and dangerous factors of manufacturing environment.
8. Specialists are trained to work in labor protection services at enterprises and in organizations of the agro-industrial complex as labor protection specialists.

Практическая работа 46. Обучение монологической речи по теме «Оборудование при охране труда на предприятиях АПК»

Exercise 1. Complete the logical diagram with the necessary information from the text.

labor sanitation

labor safety

environment protection

Efficiency in safety

equipment compatibility

Spheres of ...

all kinds of machinery

means of ... protection

Problems of agricultural production

- (B) Exercise 2. Speak about your future profession: a labor protection specialist. Use the logical diagram.
- (C) Exercise 3. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career.
- (C) Exercise 4. Prepare a short presentation on your future profession. Compare your profession with other engineering professions. Present your idea of the role and place of your future career on the labor-market.

Практическая работа 47. Обучение диалогической речи по теме «Оборудование при охране труда на предприятиях АПК»

Exercise . You meet your friend from the agromechanical department. Ask and answer questions about the following:

- your department
- your future profession
- the spheres of your professional activity
- the ways of being employed

Практическая работа 48 - 49. Выполнение лексических упражнений по теме «Оборудование при охране труда на предприятиях АПК»

(A) Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

1. progress	7. training
2. economy	8. work

3. technologist	9. bureau
4. design	10. paper
5. application	11. installation
6. staff	12. enterprise

(A) Exercise 2. Match the words from two columns to make appropriate word combinations.

1. quality	a. sector
2. latest	b. design
3. graduation	c. enterprise
4. product	d. control
5. advanced	e. achievement
6. private	f. thesis

(B) Exercise 3. Match English phrases with Russian equivalents.

1. improve the quality of life	a. научно-технологический прогресс
2. the significance of engineer	b. важность инженера
3. conduct research work	c. интенсификация национальной экономики
4. a large and wide-array of industries	d. последние достижения науки и технологии
5. practical training	e. компьютерное проектирование
6. crop and livestock production storage and processing	f. техническое обеспечение
7. the practical application of engineering principles	g. хранение и переработка растениеводческой и животноводческой продукции
8. laboratories equipped with modern installations	h. технологические процессы на сельскохозяйственных предприятиях;
9. scientific and technological progress	i. большой список отраслей промышленности
10. technical support	j. практическое применение инженерных принципов
11. computer-aided-design	k. лаборатории, оснащенные современными установками
12. technological processes at agricultural enterprises	l. выполнять научную работу
13. the latest achievements in science and technology	m. практическая подготовка
14. intensifying the national economy	n. улучшать качество жизни

(B) Exercise 4. Complete the sentence using a derivative from the word in brackets.

- Engineers are guided by the latest (to achieve) in science and technology.
- Engineering is a complex (to consist) of inter-linked industries.
- The engineering technologist is responsible for design and (to develop).
- Technologists are (to employ) in a large and wide-array of industries.
- The work of engineering technologists focuses on the applied and practical (to apply) of engineering principles.
- Students' practical training is done in the laboratories (to equip) with modern devices.
- Students write their term papers and graduation theses on the problems (to connect) with their scientific work.
- Engineering technologists work in public and private sectors (to include) design, marketing, research and development, production control and others.

(B) Exercise 5. Match the highlighted words from the text with the meanings below.

1. to supervise or instruct
2. having control or authority
3. to fix attention, to concentrate
4. a large device, system or piece of equipment that has been installed
5. the act of storing
6. to assign a value
7. the act of applying to a particular purpose or use
8. to be concerned with

(B) Exercise 6. Fill in the gaps with the appropriate prepositions.

1. Engineers are guided ... the latest achievements in science and technology.
2. I study ... the engineering and technological department.
3. The students of our department are specializing ... technical support of crop and livestock production storage and processing.
4. Technologists are employed ... a large and wide-array of industries.
5. The work of engineering technologists focuses ... the practical application of engineering principles.
6. Our practical training is done in the laboratories equipped ... modern devices.
7. Theoretical training is combined ... practical training.
8. Engineering technologists work ... a variety of careers in both public and private sectors.

(C) Exercise 7. Complete these word-building tables. If necessary use a dictionary to help you.

Verb	Noun
achieve	
intensify	
store	
process	
develop	
apply	
train	
graduate	
maintain	
instruct	

Noun	Adjective
technology	
technique	
industry	
science	
experiment	

(C) Exercise 8. Give synonyms to the following words:

- significance
- to concentrate
- field
- dissertation
- evaluate
- society

(C) Exercise 9. Write down sentences of your own using new word combinations:

- to be guided by
- to have a good knowledge of
- to specialize in
- to be employed in a wide array of industries

- to be equipped with
- to be combined with
- to improve the quality of life.

Тема 11. Инструкции и руководства при использовании приборов и технического оборудования сельскохозяйственной техники

Практическая работа 50. Инфинитив в английском языке. Выполнение грамматических упражнений

A. Translate into English. (Переведите на английский язык.)

1. Я счастлив быть в Сан-Франциско. 2. Мне нужно работать сверхурочно. 3. Невозможно разговаривать по телефону с четырьмя людьми. 4. У тебя есть время помочь мне? 5. Шэрон хочет поехать в Канкун. 6. Питеру нужно еще время, чтобы закончить экзамен. 7. У меня нет времени смотреть телесериалы. 8. Я отказываюсь смотреть телесериалы. 9. Психологию трудно понять. 10. Фред хочет посетить Аляску.

B. Complete the following sentences by selecting the appropriate infinitive from the column on the right. (Закончите следующие предложения, выбирая подходящий инфинитив из правой колонки.)

- | | |
|---|-------------|
| 1. San Francisco is a nice place ____ | a. to cook |
| 2. The job of a teacher is ____ students. | b. to visit |
| 3. It is very easy ____ spaghetti. | c. to pay |
| 4. Sharon wants ____ to the beach. | d. to teach |
| 5. I need more money ____ for my books. | e. to go |

C. Fill in the blanks using either an infinitive or a conjugated verb as required. (Заполните пропуски, используя инфинитив или спрягаемый глагол там, где это требуется.)

need – to call – to make – to help – to go

Have you ever made plans for a vacation? There are many things to do ahead of time. For example, it's important (1) ____ hotel reservations. It is also essential (2) ____ the airline to make sure your flights are arranged. You also (3) ____ to take appropriate clothing for the climate of your destination. Sometimes, it is a good idea (4) ____ to a travel agent. They can (5) ____ you solve any problems related to your trip.

Практическая работа 51. Случаи употребления инфинитива без частицы "to". Выполнение грамматических упражнений

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

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

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

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

3. Найдите в предложениях ошибки, если они имеются.

- The teacher made John to apologize. (Учитель заставил Джона извиниться.)
- What are you planning to eat for lunch? (Что ты планируешь съесть на обед?)
- That old car may not to cost much. (Та старая машина не может стоить много.)
- I don't want wait any longer. (Я не хочу больше ждать.)
- My father promised buy new shoes for me. (Мой папа пообещал купить мне новые туфли.)

6. I would like to try this shirt on. (Я бы хотел примерить эту рубашку.)
7. We must to hurry up. (Мы должны поторопиться.)
8. Mark was unable to do anything else. (Марк был не в состоянии делать что-либо еще.)
9. They couldn't to fall asleep till midnight. (Они не могли заснуть до полуночи.)
10. Sheila refused delete files and folders about cooking. (Шейла отказалась удалять файлы и папки о кулинарии.)

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

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

Практическая работа 52. Работа с текстовыми материалами по теме «Инструкции и руководства при использовании приборов и технического оборудования сельскохозяйственной техники»

Instructions and guidelines for using devices and technical equipment of agricultural machinery

The earliest cultivations were done with a pointed piece of wood, drawn by men or oxen.

It is from these primitive beginnings that the modern plough and techniques of ploughing have developed. Ploughing is the first and possibly the most important cultivation in the process of creating a seedbed, for the extent and effectiveness of subsequent cultivation is often dependent on the quality of the initial ploughing.

When ploughing a field, the aims to achieve are:

1. To loosen the surface layers of the soil, and so allow a free movement of air and water and stimulate bacterial activity. This creates a medium in which the crop roots are able to thrive.
2. To invert the topsoil completely, to bring a fresh layer to the surface for weathering²⁾. It is important to avoid going too deep and exposing sterile subsoil.

This complete inversion is also very effective in controlling annual weeds, for these will only germinate when near the surface and many rot when buried more than a few inches. With the rainfall, which exceeds evaporation and transpiration during the winter months, some of those plant foods and very fine soil particles that tend to be washed down through the soil, are also brought back to the surface.

3. To leave as level a surface as possible, to facilitate the movement and work of subsequent machines.

The modern plough is mounted directly behind the tractor, attached to the three - point linkage, being raised and lowered hydraulically.

The function of each part of the plough must be understood, so that adjustments can be made accurately.

The typical mounted plough consists of a frame, which is attached to the tractor. The main components in contact with the soil are the coulter, the share, the mouldboard and the landside.

Практическая работа 53. Работа с текстом «На каком языке следует писать инструкции»

What language should instructions be in?

Instructions, and warnings given on products must be in the official Community language or languages of the European state(s) in which the product is placed on the market and put into service. This may require dedicated language versions for each member state the product is marketed in, or, as is often seen, multi-language instructions / warnings including all languages of all the member states the product is placed on the market. Where pictorial warnings are given on the product these, along with the meanings of any warning devices, should be explained in the Instruction Manual.

Exceptionally, parts of the machinery maintenance instructions intended for use only by specialised maintenance personnel mandated by the Responsible Person may be supplied in the one official Community language which the specialised maintenance personnel understand. However, the other general parts of the user instructions must be supplied in the language of the end user.

A copy of the original Instruction Manual should be included as part of the technical file for a product, along with any translations made into other Community languages.

Практическая работа 54. Чтение и перевод текста «Что должны содержать инструкции»

New products must be accompanied by information, most often in the form of an Instruction Manual. All European product safety Directives require information to be made available to end users to enable the safe use of products. Others, such as installers, may also need information to enable the product to be safely installed before use. User instructions should be comprehensive, easy to understand, and in the user's own language (except certain parts for specialist maintenance activity where this will not be undertaken by the user). Other information provided on the product such as warnings, which may be given in pictorial form, should be explained in the user instructions. User instructions essential for safety should normally be provided in a printed form.

What must product instructions cover?

This depends on the relevant product safety Directive, but can be summarised as sufficient detail about the product regarding:

- intended use, and ways the product should not be used
- the manner of installation
- correct use to ensure health and safety, and
- safe maintenance, including cleaning

Some Directives specify the content of Instructions for users and others such as installers in significant detail. For example, the Machinery Directive, where essential health and safety requirement (EHSR) 1.7 specifies detailed information requirements for all types of products covered, and EHSRs 2.1.2, 2.2.1.1, 2.2.2.2, 3.6, & 4.4 supplement this for specific types of machinery (eg cleaning instructions for machinery processing foodstuffs to avoid cross contamination in the processed product). Others such as the Low Voltage Directive are less specific, although, where possible key information is required on the electrical component itself so it can be used safely in the manner intended.

Instructions should cover not only intended use of a product, but take account of reasonably foreseeable misuse, warning of ways the product should not be used. Where the product is intended to be used by non-professionals instructions should be worded and laid out taking account of the level of general education and understanding that can be expected of such users.

In some cases the results of product testing should be provided in the User Instructions. For all machinery information on airborne noise emissions must be provided, and in the case of hand-held and hand-guided machinery, information concerning vibrations transmitted must also be provided. Where machinery is likely to emit non-ionising radiation information concerning the radiation emitted for the operator and exposed persons should be provided.

Where the on-going safety of a product depends on it remaining within certain parameters (eg below a certain force limit for a powered door/gate, the stopping time of a braking system, trip current of electrical equipment), this information should be specified within the maintenance, inspection or examination sections of the instructions.

In the case of partly completed machinery assembly instructions must be provided instead. Assembly instructions must contain a description of the conditions which must be met with a view to the correct incorporation of the partly completed machinery into the final machinery, so as not to compromise safety and health.

Практическая работа 55. Выполнение лексических упражнений по теме «Инструкции и руководства при использовании приборов и технического оборудования сельскохозяйственной техники»

Exercise 1

Consult technical reference books on agricultural mechanization (textbooks, manuals, etc.) to A) define the difference between “the brake power” and “the indicated power”; then, B) distinguish between the two notions of “the specific fuel consumption”.

Tell what the reasons are behind the usage of each of those engine parameters.

Exercise 2

Explain to your classmates the function of the Comparative Degree constructions in the given sentence. (You may want to consult one of the textbook recommended in the Foreword of this manual - why not?!).

The better the anti-knock properties of the fuel, the higher is the compression ratio that can be employed, and the higher is the possible efficiency.

Now draw at least four similar examples of your own. Evaluate the creativity and grammar knowledge of your school mates; don't be afraid of arguing, if you don't agree with what they say.

Exercise 3

Now you are requested to prepare a written report, basing yourselves on your suggestions and statements.

Exercise 4

Present your report (see Exercise 5) orally to "your banker, in whose power it is to decide whether his bank is interested in giving you a bank loan for your farm development".

Note this piece of advice from "The Financial Times":

*"Dealing with your banker, you would better keep it in mind that you should sound extremely **convincing** and **management competent**, or you will loose your chance of getting some monies for your business advancement".*

Тема 12. Инструкции по технике безопасности при ремонте и вождении сельскохозяйственной техники

Практическая работа 56. Перевод и обсуждение текста «Значение техники безопасности при работе на сельскохозяйственных машинах»

The value of safety

Safety is a set of rules and techniques, the implementation of which prevents accidents and injuries to people serving the machine.

The main objective of safety is to create favorable and safe working conditions in the workplace. Fire-fighting measures ensuring protection of people from fire and preservation of public values and personal property from fires are inextricably connected with safety equipment also.

Experience of operating agricultural machinery and implements in the field shows that accidents and various injuries (bruises, wounds, etc.) of the body often occur because of violation of safety rules or their ignorance. Therefore, knowledge and implementation of these rules is absolutely necessary for all service personnel.

It should be noted that the implementation of safety regulations and strict observance of fire safety requirements not only prevent accidents and occupational diseases, but also contribute to improving productivity.

For the state of safety in tractor crews are responsible primarily for the foremen. They are required to instruct the members of the team and test their knowledge of safety regulations in the workplace. The state of the art security must systematically monitor the managers of the economy.

Практическая работа 57. Работа с текстом «Общие правила и требования по технике безопасности при работе на сельскохозяйственных машинах»

General safety regulations and requirements.

For each group of machines, depending on their device and the operation performed, appropriate security rules are provided. However, there are General safety rules and requirements that must be strictly followed when working with any machine.

These requirements are as follows.

1. Only persons who have received special rights (tractor drivers, combine harvesters) are allowed to manage agricultural units.
2. Agricultural machines (tractors and machinery) must be in working order, and their components and mechanisms properly adjusted. It is forbidden to work on technically faulty machine.
3. To connect the machine to the tractor must be carefully and attentively. To apply the tractor to the machine in reverse should be on slow gear, smoothly, without jerks.
4. Before moving from a place the tractor operator is obliged to be convinced that between the tractor and the car, and also on the way of movement of the unit there are no people. It is also necessary to check whether the service personnel of the unit took their places. Then give a warning signal only when receiving a response signal to move. The manner and method of signal transmission set in advance, and all the staff Assembly shall know them.

5. During the movement and operation personnel of the machine must be on their own, specifically provided for the workplace (seats, equipped areas, etc.). It is forbidden to pass on the move from the tractor to the car, to jump off or jump on the tractor, to settle down during the movement on the places which are not provided for this purpose (ladders, rungs, trailers, etc.). It is also prohibited to transfer the control of the machine to unauthorized persons and to be on the tractor or machine.
6. People in charge of the unit, to be run in boxed clothing. Headscarves in women should be tied so that there are no developing ends and the hair does not protrude from under the handkerchief. At work in dusty conditions workers are provided with goggles, and in special cases and respirators for protection of respiratory organs.
7. Maintenance and repair of the machine should be carried out only when the engine is not running. It is also impossible to lubricate, adjust and troubleshoot the machine during operation.
8. When crossing railway tracks, highways and dirt roads it is necessary to be convinced in advance of safety of moving. When driving downhill (or uphill) be sure to move to I or II transmission with low speed motor shaft. When working or driving at night, the units must be equipped with serviceable and sufficiently reliable lighting.
9. It is forbidden to have a rest and sleep in a furrow, in haystacks, at roadsides where units work, and also at cars and under cars on Parking in the field.

Практическая работа 58. Чтение и перевод текста «Основные правила техники безопасности при работе с почвообрабатывающими машинами»

Basic safety rules when working with tillage machines.

It is forbidden to be on the trailer of the tractor or the car. Replacement coulters, plough casings, paws cultivators and tightening of fastenings are only permitted with the engine off the tractor or when uncoupled from the tractor the machine. Surface of the bodies of the plough, the jointers, clutches and other working bodies are allowed to clean from adhering soil and drooping of plant residues only on headlands. When working in dry windy weather, the tractor needs to work in protective glasses. Turns of units can be made only with the working bodies transferred to transport position.

Практическая работа 59. Работа с текстом «Основные правила безопасности работы с посевными, посадочными машинами и машинами для внесения удобрений»

Basic safety rules for working with sowing, planting and fertilizing machines

During operation, the planters must be on the bottom boards; it is forbidden to be between the seeder and the tractor, as well as to jump on the footboard and go with it on the course of the unit. Before starting the Assembly work, you should close the lid of the seed and fertilizer boxes. You can't clean the seed Cup with your hands or metal rods; it is also impossible to mix or spread the seed by hand in boxes, equipped with agitators and blowers. When driving the sowing machines and termination of sowing, it is necessary to immediately stop the unit and eliminate malfunctions. When square-cluster planting unit turns can only be made with disconnected from osmolalities dimensional wire and, of course, with a raised planter. In addition, it is impossible to be at tension stations from the side of the stretched dimensional wire. As a corn planter equipped with a coupler, it is necessary to ensure that during operation, transportation and storage of the lock pawl was zaspirtovanny. This prevents the automatic coupler from falling out of the lock.

It is forbidden to stand on the leeward side during filling of seed drills, and to eat (smoke) while working on the machine, as seeds etched by dry method can emit poisonous dust. Before eating always wash your hands.

Markers must be transferred from the working position to the transport position and back, while behind them; this work is prohibited on the go.

When working on machines for fertilizer application, the following rules must be observed. The herbicide-but-ammonia machines have to be tanks of water to be in contact with ammonia water on the skin immediately wash it off.

Working with trucks of any design, to get out of the cab and to leave the tractor is only permitted when lowered to the ground the bucket. It is impossible to seize the trucks and detach from the frozen lands of fertilizer without prior tillage. In order not to damage the power wires, bucket trucks when moving set in the transport position. When you work with trucks and machines for grinding and making dust-forming fertilizers, the operator should use protective goggles, gauze bandage or a respirator.

It is forbidden to be near scattering working bodies of cars during their work. It is possible to fill spreaders and seeders with fertilizers only at their full stop.

It shall not be possible to repair vents if the pressure in the tank is not reduced.

Special care is required when working with ammonia water. Everyone working with ammonia water should be well aware of its properties.

Persons working with ammonia water should be provided with workwear, protective goggles, rubber gloves and respirators, and gas masks are required for emergency cases.

Практическая работа 60. Чтение и перевод текста «Основные правила безопасности при работе с уборочными машинами»

Basic safety rules when working with harvesting machines

First of all, it is necessary to observe the General safety regulations.

When working with potato harvesters and especially harvesters, the following special rules must be observed.

1. For cleaning in dry and windy weather, the attendants must wear safety glasses.
2. When transporting cars, you can not make sharp turns; you must ensure that the power take-off shaft does not turn on.
3. Clean the machine from the sticky soil and plant residues can be only when the tractor is completely stopped and the PTO is switched off.
4. All gears, chains and gimbals must have protective barriers.
5. When adjusting the safety couplings in the gears, do not stand against the shaft end.
6. The activation of the working bodies of the harvester is supplied by the combiner.
7. Bulkhead platforms should be kept clean to avoid falling, slipping and injury during operation.

Практическая работа 61. Чтение и перевод текста «Основные правила безопасности при работе с силосоуборочными и кукурузоуборочными комбайнами»

At the forage and corn harvesters need to be aware of the following.

1. Before starting work check whether all the adopted safety guards and barriers, as well as reliable whether their attachment.
2. When the cutaway of the harvester from the tractor beforehand to put under the wheel lining. Installation of the sheave on the Jack does not provide reliable stability of the combine.
3. Do not open the cover of cutter drum to a complete standstill.
4. Sharpen drum knives can only be at a speed of not more than 600-800 rpm, and the grinding stone must be securely clamped in the cage. In addition, the stone should protrude above the cage with not less than 5 mm. During the grinding process the worker must be on the side of the combine.
5. It is forbidden to be in bodies of vehicles during work of the combine.
6. When operating units to closely monitor the relative position of the vehicles and harvesters. When dangerous rapprochement it is necessary to stop the machine. This rule must be observed and drivers of vehicles. In case of dangerous rapprochement, it is necessary to drive away immediately.
7. Clean the chopper can only be a hook attached to the machine. It should also be remembered that for the fastening of the chopper knives, only bolts with cross-shaped signs on the head should be used.

Практическая работа 62. Работа с текстом «Основные правила безопасности при работе с косилками»

At work with mowers it is necessary to observe the following safe receptions of works.

1. Never touch your hands to the segments of the knife with all the work involved in installing and grinding of the knife, the adjustment of the cutting unit, the transfer of the mower to the transport position.
2. Cannot be placed ahead of the operating cutting apparatus.
3. When moving the fingers of the cutting apparatus needs to be closed by the flap.
4. Adjustment and setting of the mowing can be done only when the engine off of the tractor.

When operating the baler, special care must be taken near the rotating parts and especially near the flywheel. Special care should also be taken about the knitting machine. It is activated periodically, and the details of it are moving at high Speed. Therefore, you can not touch the wire with your hands and try to

make some adjustments to the knitting machine when it works. It is forbidden to stand on the press chamber or other parts of the machine during operation.

At work of all cars on preparation of hay and straw cleaning special attention shall be paid to observance of rules of fire safety.

Практическая работа 63. Выполнение лексических упражнений по теме «Инструкции по технике безопасности при ремонте и вождении сельскохозяйственной техники»

Exercise

Your farm purchased five brand-new John Deere combine harvesters. You, as a mechanical engineer on a farm, are asked to instruct the workers and drivers of your team on the hazards arising from the use of the given type of machinery and on how to utilize it safely.

A poster with the image of the new combine is at your disposal (Fig. 9), and you should point at the referred elements as you speak.

The “*Out-line of the Standard Safety Instruction*” (below) has been provided by the manufacturer. Deliver the required speech, basing yourselves on this out-line, and employing appropriately the following linking and introductory combinations.

- *You should .../ should not ...;*
- *Mind that ...;*
- *Be particularly careful (with smth/doing smth) ...;*
- *You are recommended ...;*
- *The manufacturer advises that you ...;*
- *Our farm’s management insists that you ...;*
- *Your maximum attention must be paid to;*
- *One must not ...;*
- *Make sure ...;*
- *Remember (to do/not to do)*

Практическая работа 64. Изучение схемы типовой инструкции по безопасности

OUT-LINE OF THE STANDARD SAFETY INSTRUCTION (SSI)

(John Deere combine harvesters)

This information sheet lists some of the hazards arising from the use of combine harvesters (combines) and advises on how to use them safely.

HAZARDS:

- Operator’s falling from the combine
- Contact with overhead power lines (OHPLs)
- Being run over
- Contact with the knife, reel or stripper rotor
- Being injured by the drive mechanism
- Dust
- Fires

DON’T:

- climb or reach into the grain tank unless all augers and the engine are stopped
- let people jump on or off your combine when it is moving
- work under an unsupported header; use the table-supports provided
- carry out maintenance with the engine running
- run the combine with the protection guards raised or removed
- allow children or unauthorized personal on the combine
- overload the machine

DO:

- stop the engine (and pocket the ignition key) before you clean the grain tank, carry out any work associated with it, or when working at the rear, inside or underneath the combine
- follow correct procedures for working under the header or transferring it on and off its transport trailer

- be particularly careful when reversing; make sure you can see what is behind you; hoot before starting the engine or reversing
- wear non-slip footwear and avoid wearing loose clothing
- brake and turn cautiously on downhill and slopes
- be patient when working in laid crops or unfamiliar fibrous crops
- use your instruments and listen for impending blockages - avoidance is easier than clearing blockages
- close the cab door or use respiratory protective equipment, for the exposure to high levels of grain-dust causes ill health, which could include occupational asthma, grain fever, chronic bronchitis, allergic eye and nasal infections
- mind additional safety procedures which are laid down for combines fitted with yield measuring meters using an ionizing radiation source

Практическая работа 65. Составление списка основных инструкций при ремонте и вождении сельскохозяйственной техники

Exercise

Write down your own list of instructions for repairing and driving the agricultural machines.

Практическая работа 66. Причастие I в английском языке. Выполнение грамматических упражнений

1. Переведите на русский язык, обращая внимание на причастия

1. Everybody looked at the dancing girl. 2. The little plump woman standing at the window is my grandmother. 3. The man playing the piano is Kate's uncle. 4. Entering the room, she turned on the light. 5. Coming to the theatre, she saw that the performance had already begun. 6. Looking out of the window, he saw his mother watering the flowers. 7. Hearing the sounds of music, we stopped talking. 8. She went into the room, leaving the door open. 9. Working at his desk, he listened to a new CD. 10. Frankly speaking, he has made a terrible mistake. 11. Looking through the newspaper, she noticed a photograph of her boss. 12. Using chemicals, the firemen soon put out the fire in the forest.

Замените придаточные определительные предложения причастными оборотами.

2. ложения причастными оборотами.

1. All the people who live in this house are students. 2. The woman who is speaking now is our secretary. 3. The apparatus that stands on the table in the corner of the laboratory is quite new. 4. The young man who helps the professor in his experiments studies at our university. 5. People who borrow books from the library must return them on time. 6. There are many pupils in our class who take part in all kinds of extracurricular activities.

Замените придаточные предложения причины причастными оборотами.

3. причастными оборотами.

1. As he now felt more at ease, the man spoke in a louder voice. 2. Since he knew who the man was, Robert was very pleased to have the chance of talking to him. 3. As he thought that it was his brother at the window, Steve decided to open it. 4. As the people were afraid of falling into a ditch in the darkness at any moment, they felt their way about very carefully. 5. Since he needed a shelter for the night, Peter decided to go to the neighbours' house.

Практическая работа 67. Причастие II в английском языке. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на Past Participle.

1. She put a plate of fried fish in front of me.
2. The coat bought last year is too small for me now.
3. Nobody saw the things kept in that box. 4. My sister likes boiled eggs. 5. We stopped before a shut door. 6. Tied to the tree, the goat could not run away. 7. They saw overturned tables and chairs and pieces of broken glass all over the room. 8. This is a church built many years ago. 9. The books written by Dickens give us a realistic picture of the 19th century England. 10. The stolen money was returned to the bank. 11. It's no good crying over spilt milk.

Практическая работа 68. Сравнение употребления Причастия I и Причастия II. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на Participle I и Participle II.

1. a) A letter sent from St Petersburg today will be in Moscow tomorrow.
b) He saw some people in the post office sending telegrams.
c) When sending the telegram, she forgot to write her name.
2. a) Some of the questions put to the lecturer yesterday were very important.
b) The girl putting the book on the shelf is the new librarian.
c) While putting the eggs into the basket, she broke one of them.
3. a) A fish taken out of the water cannot live.
b) A person sunbathing on the beach must be very careful.
c) Taking a dictionary, he began to translate the text.
4. a) A line seen through this crystal looks double.
b) A teacher seeing a mistake in a student's dictation always corrects it.
c) Seeing clouds of smoke over the house, the girl cried, "Fire! Fire!"
5. a) The word pronounced by the student was not difficult.
b) The man standing at the door of the train carriage and saying goodbye to his friends is a well-known musician.

Выберите из скобок требующуюся форму при-

2. частия.

1. a) The girl (writing, written) on the blackboard is our best pupil.
b) Everything (writing, written) here is quite right.
2. a) We listened to the girls (singing, sung) Russian folk songs.
b) We listened to the Russian folk songs (singing, sung) by the girls.
3. a) The girl (washing, washed) the dishes is my sister.
b) The dishes (washing, washed) by Kate looked very clean.
4. a) Who is that boy (doing, done) his homework at that table?
b) The exercises (doing, done) by the pupils were easy.
5. a) The house (surrounding, surrounded) by tall trees is lovely.
b) The wall (surrounding, surrounded) the house was very high.
6. Read the (translating, translated) sentences once more.
7. Name some places (visiting, visited) by you last year.
8. I picked up the pencil (lying, lain) on the floor.
9. She was reading the book (buying, bought) the day before.
10. Yesterday we were at a conference (organizing, organized) by the pupils of the 10th form.
11. (Taking, taken) the girl by the hand, she led her across the street.
12. It was not easy to find the (losing, lost) stamp.
13. I shall show you a picture (painting, painted) by Hogarth.
14. Here is the letter (receiving, received) by me yesterday.
15. Do you know the girl (playing, played) in the garden?
16. The book (writing, written) by this scientist is very interesting.
17. Translate the words (writing, written) on the blackboard.
18. We could not see the sun (covering, covered) by dark clouds.
19. The (losing, lost) book was found at last.
20. (Going, gone) along the street, I met Mary and Ann.
21. Look at the beautiful flowers (gathering, gathered) by the children.
22. His hat (blowing, blown) off by the wind was lying in the middle of the street.
23. "How do you like the film?" he asked, (turning, turned) towards me.
24. When we came nearer, we saw two boys (coming, come) towards us.
25. I think that the boy (standing, stood) there is his brother.

Практическая работа 69. Формы причастия: активная и пассивная. Выполнение грамматических упражнений

1. Переведите на русский язык

1. The boy lay sleeping when the doctor came. 2. The broken arm was examined by the doctor. 3. While being examined, the boy could not help crying. 4. Having prescribed the medicine, the doctor went away. 5. The medicine prescribed by the doctor was bitter. 6. The dress bought at the department store was very beautiful. 7. While using a needle, you should be careful not to prick your finger. 8. While crossing the street, one should first look to the left and then to the right. 9. People watching a performance are called an audience. 10. Being very ill, she could not go to school. 11. The first rays of the rising sun lit up the top of the hill. 12. The tree struck by lightning was all black and leafless. 13. Being busy, he postponed his trip. 14. The door bolted on the inside could not be opened. 15. Having been shown the wrong direction, the travellers soon lost their way. 16. The room facing the garden is much more comfortable than this one. 17. Having descended the mountain, they heard a man calling for help. 18. Flushed and excited, the boy came running to his mother. 19. He stood watching the people who were coming down the street shouting and waving their hands.

Переведите следующие русские причастия и дее-

2. *причастия на английский язык.*

Приносящий, принесенный, принося, принеся, переводящий, переведенный, переводя, переводя, давая, написав, читающий, берущий, данный, прочитав, сделанный, пьющий, сказанный, будучи потерянным, нарисовав, написавший, делая, взятый, взяв, рисуя, выпитый, сделав, идя, пишущий, прочитанный, дав, рисующий, делающий, нарисованный, выпив, говорящий, беря, написанный, читая, идущий, дающий, сказав, сидевший, посмотрев, будучи забыт, строящий, строящийся, играя, поиграв, рассказанный, рассказавший, видя, принесший, будучи принесенным, построенный, продав.

Практическая работа 70. Независимый причастный оборот в английском языке. Выполнение грамматических упражнений

1. Переведите на русский язык

1. **The weather being cold**, he put on his overcoat. 2. **The weather having changed**, we decided to stay where we were. 3. You can set your mind at ease, **all being well**. 4. **There being no chance of escape**, the thief was arrested on the spot. 5. Oliver knocked weakly at the door and, **all his strength failing him**, sank near the door. 6. **The bridge having been swept by the flood away**, the train didn't arrive. 7. **There being little time left**, they took a cab to get to the theatre in time. 8. **It being cold and**

damp, a fire was lighted for the weary travellers to warm themselves by. 9. **It being pretty late**, they decided to postpone their visit. 10. **The hour being late**, she hastened home. 11. **The sun having set an hour before**, it was getting darker. 12. **The weather being very warm**, the closet window was left open. 13. **And the wind having dropped**, they set out to walk. 14. **The vessel being pretty deep in the water and the weather being calm**, there was but little motion. 15. The next morning, **it being Sunday**, they all went to church. 16. For the moment the shop was empty, **the mechanic having disappeared into a room at the back**. 17. **There being nothing else on the table**, Oliver replied that he wasn't hungry. 18. **Mrs Maylie being tired**, they returned more slowly home. 19. **Their search revealing nothing**, Clyde and she walked to a corner. 20. **The wind being favourable**, our yacht will reach the island in no time. 21. I had long tasks every day to do with Mr Mell, but I did them, **there being no Mr and Miss Murdstone here**. 22. **It being now pretty late**, we took our candles and went upstairs. 23. **He being no more heard of**, it was natural to forget everything. 24. He started about five, **Riggs having informed him** that the way would take him three hours. 25. **Our horses being weary**, it was agreed that we should come to a halt. 26. **It having been decided** that they should not go out on account of the weather, the members of the party were busy writing their notes. 27. **The wind stirring among trees and bushes**, we could hear nothing. 28. **The resistance being very high**, the current in the circuit was very low. 29. **This material being a dielectric**, no current can flow through it.

Практическая работа 71. Причастия в английском языке. Выполнение грамматических упражнений

Перефразируйте следующие предложения, упо-

1. *требляя независимый причастный оборот.*

1. **As our work was finished**, we went home. 2. **If the letter is posted today**, the news will reach them tomorrow. 3. **If mother permits us**, we shall go to the theatre. 4. **When the working day was over**, she went straight home. 5. **As a storm was arising**, the ship entered the harbour. 6. **When the packing had been done**, the girls left for the station. 7. **As the stop was a long one**, the girls got off the train. 8. **As the weather was perfect**, Lydia played tennis every day. 9. **As the last month was a very busy one**, she could not answer her friend's letter. 10. **If time permits**, we shall come a few days earlier. 11. **When the third bell had gone**, the curtain slowly rose. 12. **As the underground station was not far**, we

walked there. 13. Bill could not sleep the whole night, as there was something wrong with his eye. 14. As the rules were very strict, the doorkeeper did not permit Bill to enter. 15. As the front door was open, she could see straight through the house. 16. Rip had no desire to work on his farm, for it was to his mind the worst piece of land in the neighbourhood. 17. They stood there; the night wind was shaking the drying whispering leaves. 18. As the situation was urgent, we had to go ahead. 19. When the greetings were over, Old Jolyon seated himself in a wicker chair. 20. The town of Crewe is known to be one of the most busy junctions in England: many railway lines pass through it. 21. We set off; the rain was still coming down heavily. 22. After a private sitting room had been engaged, bedrooms inspected and dinner ordered, the party walked out to view the city. 23. Dinner was served on the terrace, as it was very close in the room. 24. Thoughtful, Andrew finished his omelette; his eyes were all the time fixed upon the microscope. 25. There was in fact nothing to wait for, and we got down to work. 26. The question was rather difficult to answer at once, and I asked permission to think it over. 27. He stood leaning against the wall, his arms were folded. 28. There was very little time left; we had to hurry. 29. Of an evening he read aloud; his small son sat by his side. 30. The new engines were safely delivered, all of them were in good order. 31. Our efforts to start the car had failed, and we spent the night in a nearby village.

Практическая работа 72. Обобщающий урок по теме «Инструкции по технике безопасности при ремонте и вождении сельскохозяйственной техники»

Exercise 1. Insert the appropriate prepositions from the list below and translate the sentences into your native language.

into for in on down for

1. Wheeled tractors are used ___ general farm work.
2. Crawlers have the great advantage that they can be available ___ heavy loads ___ any class of land.
3. Agricultural implements and machines may be divided ___ 4 main groups.
4. Applying fertilizers is necessary where soils are deficient ___ plant food elements.
5. Cultivation machinery is used to break ___ the soil before or after a crop is sown.

Exercise 2. Complete the sentences with the words given in the box.

power-operated, designed, range, implements, harrow, crops

1. Today a wide _____ of machinery can be used on a farm.
2. Agricultural _____ and machines can be divided into four main groups.
3. A _____ is an implement used to level the ground and crush the clods.
4. There are several types of cultivators _____ for special crops and conditions.
5. Planting equipment is any _____ device introduced to place seeds or plant parts.
6. _____ are harvested by different kinds of harvesting equipment.

Exercise 3. Translate into Russian paying attention to the underlined words.

- 1) The secondary tillage equipment used by the farmer includes harrows, rollers etc.
- 2) We used cultivation machinery to break down the soil before a crop is sown.

- 3) The device is to place seeds in the soil.
 - 4) Agricultural implements and machines occupy an important place on the modern farm.
 - 5) My friend works at the Minsk tractor works.
 - 6) The layers of soil have become compacted. 7) Heavy machinery compacted the soil greatly.
- Exercise 4. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.
1. This large agricultural enterprise has a wide range of _____ in its disposal. MACHINE
 2. _____ implements and machines may be designed for different tasks. AGRICULTURE
 3. Beet _____ are used to harvest beet. HARVEST
 4. Tractors are divided into two main 4 groups: _____ and crawlers. WHEEL
 5. Many kinds of harvesting _____ are used for crop harvesting. EQUIP

Тема 13. Я хочу быть техником

Практическая работа 73. Введение лексики по теме «Моя будущая профессия»

Словарь – минимум по теме «Моя будущая профессия» Active Vocabulary nouns

1. ancestor	предок, прародитель
2. application	применение, употребление
3. arrow	стрела
4. craftsman	мастер, ремесленник
5. forerunner	предвестник
6. manufacturer	фабрикант, изготовитель
7. occupation	занятия, род занятий, профессия
8. spear	копье
9. solution	решение, разрешение
10. skill	1 искусство, мастерство 2 квалификация, талант
11. technician	техник, специалист
12. theory	теория, предположение, теоретические знания
13. toolmaker	инструментальщик, слесарь- инструментальщик
* tool-making	изготовление инструментов

VERBS

1. chip	стругать, отесывать, откалывать
2. communicate	сообщать, передавать кому-либо
3. define	определять, давать определение
4. discover	обнаружить, сделать открытие
5. design	составлять план, проектировать, конструировать

- | | |
|-------------------|--|
| 6. erect | сооружать, воздвигать |
| 7. evaluate | оценивать, давать оценку,
определять качество, важность |
| 8. evolve | развивать(ся), развертывать(ся) |
| 9. have in common | иметь общее с чем-то |

Adjectives

- | | |
|----------|-------------|
| 1. civil | гражданский |
|----------|-------------|

*civil-engineer инженер-строитель

- | | |
|---------------|--|
| 2. methodical | систематический, методический,
методичный |
| 3. realistic | реалистичный |
| 4. reasonable | благоразумный, приемлемый,
недорогой |
| 5. reliable | надежный, прочный |
| 6. safe | безопасный, надежный |

nouns and noun phrases

- | | |
|-------------|--------------|
| 1. activity | деятельность |
|-------------|--------------|

*professional activity профессиональная деятельность

- | | |
|----------------|--------------------------|
| 2. bookkeeping | бухгалтерский учет |
| 3. capability | способность, одаренность |
| 4. career | профессия, специальность |

syn. profession, specialty,
occupation

- | | |
|------------------|---|
| 5. enterprise | предприятие |
| 6. establishment | учреждение |
| 7. flash | вспышка |
| 8. influence | влияние |
| 9. matter | объект |
| 10. persistence | упорство, настойчивость,
стойкость, выносливость |
| 11. purchase | покупка, закупка |
| 12. reliability | надежность |

syn. dependability

- | | |
|-----------------|-------------------------|
| 13. requirement | требование, потребность |
|-----------------|-------------------------|

*occupational requirement профессиональное требование

14. salary	зарплата
15. support	обеспечение
*logistical support syn. logistics	материально-техническое обеспечение
16. tax	налог

Практическая работа 74. Чтение и перевод текста «Моя будущая профессия – инженер» **THE ENGINEERING PROFESSION**

Engineering is one of the most ancient occupations in history. Without the skills of engineering our present day civilization never could have evolved. The first tool-makers who chipped arrows and spears from rock were the forerunners of modern mechanical engineers. The craftsmen who discovered metals in the earth and found the ways to use them were the ancestors of mining and metallurgical engineers. And the skilled technicians who erected buildings of the ancient world were the civil engineers of their time. Almost everything we use in modern life is made by engineers. For example, if a manufacturer wants a faster car, a smaller personal stereo, or a better pen, he will ask a design engineer to find a practical solution.

Engineers use theory (ideas about engineering) to produce practical answers. The design solution must be a reasonable price, safe and reliable. A new idea that is expensive, dangerous, or doesn't always work is not a good solution.

Generally, engineers solve problems in a methodical way. Engineers:

- define a problem,
- design a solution,
- test the solution,
- evaluate the solution.

If the solution isn't right, the process is repeated. When a good solution is found, the next step is to:

- communicate the solution.

Engineering is often defined as making practical application of theoretical sciences such as physics and mathematics. There are a lot of different types of engineering. The one thing they have in common is that they all use Maths and Science to improve industry and manufacturing. The whole science of engineering can be broadly divided into three main areas:

- civil engineering (building, roads, etc.);
- mechanical engineering (machines, including tool-making);
- electrical engineering (electricity, lighting, etc.).

Clearly there is a big difference between building a road and designing a computer system. When you have decided which area you are interested in and thought realistically what sort of person you are, then you can decide what sort of engineer you want to be.

Практическая работа 75. Выполнение лексических упражнений по тексту «Моя будущая профессия – инженер»

Exercise 1. Read the international words and guess their meaning. If necessary consult the dictionary.

Profession, engineer, civilization, technician, physics, mathematics, machine, design, theory, idea, problem, process, person, system.

Exercise 2. Analyze the following pairs of words to point out the words that convey more extensive concepts and those expressing more narrow, concrete notions.

engineering	tool-making
car	tractor
skill	occupation
machinery	cultivator

engine	machine
science	physics
industry	manufacture
theory	problem
fertilizer	manure
weeds	plants
maintenance	painting

Exercise 3. Supplement the following table with appropriate nouns from the text A.

verbs	nouns
-------	-------

- | | |
|-------------------|-----------|
| 1. to erect | buildings |
| 2. to find | |
| 3. to define | |
| 4. to design | |
| 5. to test | |
| 6. to evaluate | |
| 7. to communicate | |
| 8. to produce | |
| 9. to solve | |

Exercise 4. Find the word with a general meaning.

craftsman	occupation	technician
tool-making	building	engineering
mathematics	science	theory
solve	test	design
equipment	device	pump
gas	petrol	fuel
crop	rye	barley
tillage	cultivation	leveling

Exercise 5. Read the text and find the words that denote:

- names of engineering professions;
- main areas of engineering;
- the tasks the engineer undertakes while solving a problem.

Exercise 6. Paraphrase:

- fair or moderate, not expensive* price;
- to find* metals;
- something *shared by two or more things or people*;
- to pass* the solution *to other people*;

5. *to develop gradually or naturally* (e.g. civilization);

Exercise 7. Fill in the gaps with the suitable words given before:

1. *solution, solve, solvable, solver*

1. It may take a lot of time to find a ... to a complex problem in engineering.
2. A computer can ... a problem faster than any human being.
3. A computer has often been referred to as a problem

b) *communication, communicate, communicable, communicative, communicably*

1. A computer must be able to ... with the user.
2. Fiber optics a new development in the field of
3. Some people working in computer installations aren't very ... because they are shy.
3. *mechanic, mechanism, mechanize, mechanical, mechanically, mechanistic, mechanics, mechanization, mechanized*

1. Today's computers are less ... than they used to be.
2. The ... devices in a computer system operate more slowly than the electromagnetic devices.
3. The ... of the brain is very complicated but unlike a computer it isn't

3. *reliable, reliability, rely on, reliance, reliant*

1. He is a qualified specialist and can be
2. The ... of these materials attract the customers' attention.
3. The design solution must be safe and

Практическая работа 76. Выполнение лексических упражнений по тексту «Моя будущая профессия – инженер»

Exercise 1. Answer the “yes” and “no” questions.

1. Is engineering one of the most ancient occupations in history?
2. Is almost everything we use in modern life made by engineers?
3. Do engineers use theory to produce practical answers?
4. Do engineers solve problems in a methodical way?
5. Is the whole science of engineering divided into 2 main areas?
6. Have you decided what sort of engineer you want to become?

Exercise 2. Find in the text the information about:

- the history of engineering profession
- the tasks of the engineer while solving a problem
- the definition of engineering
- the main areas of engineering

Exercise 3. Make up the summary of the text using the following phrases:

The text is about...

A brief account is given of...

The text can be of interest to...

Exercise 4. Summarize the information from the text using the key-words.

Key words

Main idea

toolmakers, to chip arrows, forerunners, to discover, ancestors, to erect buildings

to solve, to design, to test, to evaluate, to communicate, problems, solutions

practical application, physics, mathematics, to have in common, to improve

Exercise 5. Complete the table using the information from the text and your personal background.

Engineering
specialty

Its forerunners

Its function

Mechanical engineer

Toolmakers who

To make tools

chipped arrows and and machinery
spears from rock

Civil engineer

Electrical engineer

Design engineer

Exercise 6. Choose the sentences that give the main idea of the first (second, third) paragraph.

Exercise 7. Define the key-point of each paragraph.

Exercise 8. Make up a summary of the text in English.

Exercise 9. Give the main idea of the text with the help of one sentence.

Exercise 10 Share your point of view to the following problems. Give your arguments.

Engineering is the key driver of human development.

Engineering profession saves the world.

All we have in modern life is thanks to engineering.

How would we live if there were no engineers?

Практическая работа 77. Чтение и перевод текста «Моя будущая профессия – механик»

My future profession: a mechanical engineer

There are hundreds of professions to choose from. It's a very difficult and important choice. That's why such things should be thought of in good time and we must take into account many factors. First, we must consider our personal taste and our kind of mind. Secondly, we must think of the requirements of our society and people's need in one profession or another.

My future specialty is connected with agriculture. I didn't make a blind choice. It was my father who **aroused** my interest in that field. He is an engineer. I also got interested in the matter and entered The Belarusian State Agrarian Technical University.

I'm a first year student. I study at the agromechanical department. Our department is the oldest department of the University. At present the department trains mechanical engineers. My future specialty is a mechanical engineer. Today's farming is highly developed. Many agricultural processes are mechanized and the most modern farm machinery may be used now.

Farm equipment mechanics make sure that farm machinery operates correctly. They maintain, repair and **install** machines used for planting, harvesting and other farm activities. They check equipment, clean parts and tune engines. This helps to **ensure** that farm equipment will be working correctly when it is needed. When a piece of farm equipment is not working correctly, mechanics must **figure out** what is wrong. They use testing equipment to find out where in the engine the problem is. They watch the engine while it is running to find any **loose** parts or leaks. When the problem is found, farm equipment mechanics replace the worn and broken parts.

The students of our department are specializing in technical support of farm production processes, farm machinery design and production.

They study the following specialized subjects: "Tractors and vehicles", "Agronomy", "Technology and mechanization of livestock production", "Engineering mechanics". Students are taught high technologies of plant growing and livestock production, design of agricultural and mobile power **devices**.

Specialists are trained to work at agricultural enterprises of different forms of property: industrial enterprises, processing plants, in project-design, scientific research commercial organizations and educational establishments.

During the process of studying the students have an opportunity to get professions of a driver, a tractor-driver, farm equipment metal worker.

I shall try to do my best to become quite knowledgeable in the field of agriculture.

My purpose today is to acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.

Практическая работа 78. Выполнение лексических упражнений по тексту «Моя будущая профессия – инженер»

Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

- | | |
|--------------|-------------------|
| 1. account | 6. livestock |
| 2. taste | 7. device |
| 3. process | 8. processing |
| 4. equipment | 9. knowledgeable |
| 5. activity | 10. well-educated |

(B) Exercise 2. Match the words from the columns to make appropriate word combinations.

- | | |
|---------------------|-----------------|
| 1. loose | a. plant |
| 2. manufacturing | b. organization |
| 3. to meet | c. the needs |
| 4. a project-design | d. the engine |
| 5. technical | e. parts |
| 6. agricultural | f. mechanics |
| 7. engineering | g. machinery |
| 8. to tune | h. support |

(B) Exercise 3. Complete the sentence using a derivative from the word in brackets.

1. My future specialty is (connect) with agriculture.
2. Today's farming is highly (develop).
3. This helps to ensure that farm equipment will be working (correct) when it is needed.
 4. Specialists are (train) to work at agricultural organizations and enterprises of different forms or property.
 5. I'll do my best to become quite (knowledge) in the field of agriculture.
 6. We must think of the (require) of our society.
 7. Many (agriculture) processes are (mechanize).

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

1. to guarantee, to assure
2. to put something in position and ready to use
3. something made for a particular purpose
4. to stir up a feeling in someone
5. not tight, not firmly fixed
6. work something out

(B) Exercise 5. Match the words on the left with the correct definition on the right.

- | | |
|------------------|--|
| 1. to ensure | a. machine that produces power or motion |
| 2. knowledgeable | b. a venture or a company |
| 3. vehicle | c. to gain for oneself by skill or ability |
| 4. engine | d. to keep something in good condition |
| 5. enterprise | e. to secure, to make sure of getting |
| 6. requirement | f. putting something through a special process |

7. to acquire g. a means of transporting people or goods, especially on land
8. to maintain h. well-informed, having much knowledge
9. processing i. something required or needed

(B) Exercise 6. Give English equivalents to the following word combinations.

- механик по ремонту с/х оборудования
- обнаружить утечку
- проверить оборудование
- заменить изношенные и поврежденные детали
- процессы с/х производства
- машины и оборудование в животноводстве
- теоретическая механика
- технологии и техническое обеспечение
- сельскохозяйственное предприятие
- промышленное предприятие
- перерабатывающие предприятия
- слесарь по ремонту с/х оборудования

(B) Exercise 7. Fill in the gaps with the appropriate prepositions.

1. We must take ... account many factor.
2. We must think ... the requirements of our society.
3. My future profession is connected ... agriculture.
4. I study ... the agromechanical department.
5. When a piece ... farm equipment is not working correctly, mechanics must figure ... what is wrong.
6. Mechanics use testing equipment to find ... where in the engine the problem is.
7. Specialists are trained to work ... agricultural enterprises of different forms of property.
8. I'll do my best to become quite knowledgeable ... the field of agriculture.

Практическая работа 79. Выполнение упражнений на словообразование по тексту «Моя будущая профессия – инженер»

Exercise 8. Complete these word-building tables.

Verb	Noun
maintain	
require	
mechanize	
replace	
establish	
install	
ensure	
support	
harvest	
Noun	Adjective
knowledge	
process	

science

profession

agriculture

(C) Exercise 9. Give synonyms to the following words:

- profession
- maintenance
- requirement
- engine
- to find out
- to acquire
- to ensure
- knowledgeable

(C) Exercise 10. Give antonyms to the following words:

- to harvest
- to maintain
- to acquire
- to connect
- to lose an opportunity
- well-educated
- knowledgeable

(C) Exercise 11. Write down sentences of your own using new word combinations:

- to take into account
- to be connected with something
- to arouse one's interest
- to get interested in something
- to make sure
- to figure out what is wrong
- to find out the problem
- to have an opportunity
- to meet the needs

Практическая работа 80. Обучение навыкам говорения по тексту «Моя будущая профессия – механик»

Exercise 1. Work with a partner. Take it in turns to make true sentences, using words from each box. Use the verb active or passive.

A	B	C
My future specialty	figure out	mechanized.
Many agricultural processes	connect	the worn and broken parts.
Farm mechanics	be	design of agricultural and mobile power devices.
The students of the department	replace	what is wrong
Specialists	specialize	industrial enterprises, processing plants, scientific organizations.

train to work	agriculture
teach	technical support of farm production processes

Exercise 2. Complete the following statements.

1. While choosing a future career we must consider....
2. I study at....
3. The department trains....
4. Many agricultural processes are....
5. When a piece of farm equipment isn't working correctly, mechanics must....
6. When the problem is found, farm equipment mechanics....
7. The students of our department are specializing in
8. The students of our department study the following specialized subjects....
9. Specialists are trained to work at....
10. My purpose of today is....

(B) Exercise 3. Here are some answers. What are the questions?

1. It was my father who aroused my interest in agriculture.
2. I study at the agromechanical department.
3. Farm equipment mechanics maintain, repair and install machines used for planting, harvesting and other farm activities.
4. The students of our department are specializing in technical support of farm production processes, farm machinery design and production.
5. Students are taught high technologies of plant growing and livestock production, design of agricultural and mobile power devices.
6. Specialists are trained to work at agricultural enterprises of different forms of property.
7. During the process of studying the students have an opportunity to get professions of a driver, a tractor-driver, farm equipment metal worker.
8. My purpose of today is to acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.

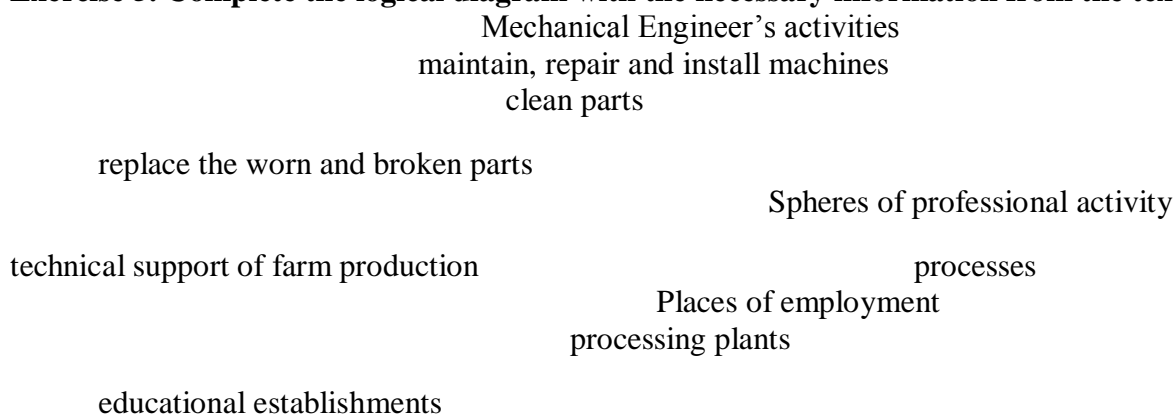
Практическая работа 81. Обучение диалогической речи по тексту «Моя будущая профессия – механик»

Exercise 4. You meet your friend from the engineering and technological department. Ask and answer questions about the following:

- your department
- your future profession
- the spheres of your professional activity
- the ways of being employed

Практическая работа 82. Обучение монологической речи по тексту «Моя будущая профессия – механик»

Exercise 5. Complete the logical diagram with the necessary information from the text.



- (B) Exercise 6. Speak about your future profession: a mechanical engineer. Use the logical diagram.
(C) Exercise 7. Summarize the information about your future profession. Advertise your specialty to the university entrants. Express your opinion on the advantages of choosing this career

Практическая работа 83. Конструкция Сложное дополнение. Выполнение грамматических упражнений

1. Закончите предложения, употребляя сложное дополнение

- E.g. "Bring me a book," said my brother to me.
My brother **wanted me to bring** him a book.

1. The teacher said to the pupils: "Learn the rule." — The teacher wanted ... 2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want ... 3. "My daughter will go to a ballet school," said the woman. — The woman wanted ... 4. The man said: "My son will study mathematics." — The man wanted ... 5. "Oh, father, buy me this toy, please," said the little boy. — The little boy wanted ... 6. "Wait for me after school," said Ann to me. — Ann wanted ... 7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ... 8. "It will be very good if you study English," said my brother to me. — My brother wanted ... 9. "Fetch me some water from the river, children," said our grandmother. — Our grandmother wanted ... 10. "Come to my birthday party," said Kate to her classmates. — Kate wanted ... 11. The biology teacher said to us: "Collect some insects in summer." — The biology teacher wanted ... 12. "Don't eat ice cream before dinner," said our aunt to us. Our aunt did not want ... 13. "Come and live in St Petersburg with me," said my mother to me. My mother wanted...

2. Переведите на английский

1. Я хочу, чтобы все дети смеялись. 2. Я хочу, чтобы все это прочитали. 3. Мне хотелось бы, чтобы доктор посмотрел его. 4. Дети хотели, чтобы я рассказал им сказку. 5. Я не хочу, чтобы она знала об этом. 6. Он хотел, чтобы его друг пошел с ним. 7. Мой брат хочет, чтобы я изучала испанский язык. 8. Я бы хотел, чтобы мои ученики хорошо знали английский язык. 9. Я не хочу, чтобы ты получил плохую оценку. 10. Мне бы не хотелось, чтобы они опоздали. 11. Я не хотела, чтобы вы меня ждали. 12. Она бы хотела, чтобы ее брат получил первый приз. 13. Я хочу, чтобы вы прочли эту книгу. 14. Мне бы хотелось, чтобы вы приехали к нам. 15. Она хотела, чтобы ее сын хорошо окончил школу. 16. Им бы хотелось, чтобы мы проиграли игру. 17. Она не хотела, чтобы я уехал в Москву. 18. Я бы не хотел, чтобы вы потеряли мою книгу. 19. Папа хочет, чтобы я была пианисткой. 20. Мы хотим, чтобы этот артист приехал к нам в школу. 21. Вам бы хотелось, чтобы я рассказал вам эту историю? 22. Хотите, я дам вам мой словарь?

Перепишите следующие предложения, употребляя сложное дополнение вместо придаточных дополни-

3. тельных предложений.

- E.g. I expect that she will send me a letter.
I expect her to send me a letter.
I know that he is a great scientist.
I know him to be a great scientist.

1. I know that my friend is a just man. 2. I expect that he will understand your problem and help you to solve it. 3. I expected that she would behave quite differently. 4. I did not expect that my brother would forget to send her flowers. 5. He knows that my mother is a very kind woman. 6. She expected that her brother would bring her the book. 7. I know that your uncle is an excellent mathematician. 8. People expect that the 21st century will bring peace on the Earth. 9. We know that it is true. 10. I never expected that he would be a politician. 11. No one expects that the President will resign. 12. We expect that the economy will grow by 2% next year. 13. I didn't expect that he knew Russian so well. 14. I expect that it will take about an hour to get home. 15. The kids know that all her pies are delicious. 16. They expect that he will have a good working knowledge of computers. 17. Nobody expected that she would win the gold medal.

Практическая работа 84. Сложное подлежащее с инфинитивом или причастием. Выполнение грамматических упражнений.

Переведите на русский язык, обращая внимание на оттенки значений сложного дополнения в зависимости от того, выражена ли его вторая часть причастием или инфинитивом.

1. He felt her arm slipping through his. 2. She felt her hands tremble. 3. Now and then he could hear a car passing. 4. He felt his heart beat with joy. 5. He felt his heart beating with joy. 6. She could hear her father walking up and down the picture gallery. 7. We saw him cross the street looking to the left and to the right. 8. I felt the wind blowing through a crack in the wall. 9. We stood on deck and watched the sun going down. 10. I heard him playing the piano in the house. 11. It is nice to see people enjoying themselves. 12. We watched the planes circling above us. 13. Nobody noticed him come in and sit down. 14. I felt Nick put his hand

on my shoulder. 15. She felt tears roll down her cheeks. 16. I was so weak that I felt my knees shaking. 17. We saw them jump with parachutes. 18. He heard a car approaching from the opposite direction. 19. In the room he could see a man sitting in an old armchair. 20. I heard the door of the entrance hall open and close softly. 21. In the little summerhouse at the bend of the garden path he saw someone sitting. 22. He went back to the window and, looking through it, suddenly saw her walking down the path. 23. They all gathered on the hill to watch the sun rise. 24. She watched her mother bending over the tea things. 25. The people living in the north do not see the sun come out for months. 26. The door creaked. He saw Irene come in, pick up the telegram and read it. 27. At the stop she saw another girl waiting for the bus. 28. I heard him tell the teacher about it. 29. I heard him telling the teacher about it. 30. She heard people walking in the corridor. 31. She heard someone walk up to her door. 32. We saw some people washing clothes in the stream.

Переведите на английский язык, употребляя сложное дополнение с причастием или инфинитивом в зависимости от смысла.

1. Я слышал, как он открывает дверь. 2. Я слышал, как он открыл дверь. 3. Я почувствовал, как он коснулся моей руки. 4. Я чувствовал, что он касается моей руки. 5. Я видел, как птицы летят к лесу. 6. Я увидел, как птицы полетели к лесу. 7. Мы увидели, что она переплывает реку. 8. Мы видели, как она переплыла реку. 9. Я не заметила, как он положил письмо на стол. 10. Я видела, как он поставил свой чемодан у двери. 11. Мы видели, как она сошла с поезда и пошла по направлению

к кассам. 12. Мы наблюдали, как он подошел к окну, остановился, открыл журнал и стал читать. 13. Я почувствовала, что кто-то смотрит на меня справа. 14. Мы видели, как она выходила из дома. 15. Он слышал, как председатель назвал его имя. 16. Он почувствовал, что здание сотрясается (дрожит) от взрыва. 17. Мы слышали, как они весело смеются в соседней комнате. 18. Я заметил, что она побледнела. 19. Я видел, что он встал со стула и пошел к окну. 20. Мать мальчика следила, как ее маленький сын чистит зубы. 21. Он наблюдал, как мама моет посуду. 22. Мы видели, что они медленно приближаются. 23. Мы увидели, что они спят. 24. Он заметил, что она вздрогнула. 25. Я слышал, как он играет на скрипке. 26. Мы слышали, как он заговорил с ней по-французски.

Практическая работа 85. Конструкция Сложное подлежащее. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на сложное подлежащее.

1. He is said to know all about it. 2. He was said to have known the whole truth about it. 3. Yuri Gagarin is known to be the first man in the world to travel into space on April 12th, 1961. 4. He is supposed to be a very good film actor. 5. He is believed to be innocent of the crime. 6. Innocent people were announced to have been murdered by terrorists. 7. The terrorist was announced to have been killed by his own bomb. 8. The exhibition of 19th-century French painting is expected to open by the end of next week. 9. Monet's painting is reported to be on exhibition until the end of the month. 10. The President of Russia was reported to speak to the nation on television tonight. 11. The American astronaut Neil Armstrong is known to be the first man to walk on the moon in 1969. 12. He is considered to be the richest man in the world. 13. She is said to borrow money but not bother to return it. 14. You are expected to be an obedient and smart boy. 15. The students were supposed to come on time and take part in the marathon. 16. You are supposed to check your change before you leave the cashier. 17. He was expected to pass the mathematics exam. 18. Mother is said to know the right thing to do. 19. Sergei is thought to have a gift for languages. His English is known to be excellent. 20. Anna Mutter is believed to be one of the finest violinists in the world. 21. Leonardo da Vinci is known to be a great Italian painter of the Renaissance. The Mona Lisa is considered to be one of his most famous works. 22. True friends are known to be like diamonds, precious but rare. False friends are said to be like autumn leaves found everywhere.

*Перепаразируйте следующие предложения, употреб-
ляя сложное подлежащее.*

- E.g. We **heard** that a car **stopped** outside the door.
A car was heard to stop outside the door.
It **is believed** that the poem was written by Byron.
The poem is believed to have been written by Byron.

1. People consider the climate there to be very healthy. 2. It was announced that the Chinese dancers were arriving next week. 3. It is expected that the performance will be a success. 4. It is said that the book is popular with both old and young. 5. It is believed that the poem was written by an unknown

soldier. 6. It is supposed that the well-known playwright is working on a new play. 7. It is reported that the flood has caused severe damage to the crops. 8. It was supposed that the crops would be rich that year. 9. It has been found that this mineral water is very good for the liver. 10. Scientists consider that electricity exists throughout space. 11. It is said that the weather in Europe was exceedingly hot last summer. 12. It was reported that five ships were missing after the battle.

Практическая работа 86. Сложные подлежащие с глаголами в активном залоге. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на сложное подлежащее.

1. This work seems to be taking too much time. 2. The operation seemed to be a complicated one. 3. Money just doesn't happen to interest me. 4. In the middle of the lecture Dr Sommerville happened to pause and look out of the window. 5. From the very first mention of Long John, I was afraid that he might turn out to be the very one-legged sailor whom I had watched for so long at the inn. 6. Clyde seemed to have been thinking of no one else but Sondra since their last meeting. 7. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta. 8. She appeared to be an excellent actress. 9. One day a Hare happened to meet a Tortoise. 10. The Tortoise seemed to be moving very slowly. 11. The Hare turned out to be the loser of the race. 12. The apparatus seemed to be in excellent condition. 13. You appear to have found in him something that I have missed. 14. The new methods of work appear to be very effective. 15. The percentage of carbon in this steel turned out to be low. 16. Irving turned out to be a long, pale-faced fellow. 17. His office turned out to be in one of the back streets. 18. He appeared to be an ideal man. 19. She doesn't seem to want to do anything I suggest. 20. He turned out to have no feeling whatever for his nephew. 21. This appeared to amuse the policeman. 22. You can easily get in through the window if the door happens to be locked. 23. The peasants did not seem to see her. 24. The Gadfly seemed to have taken a dislike to Signora Grassini from the time of their first meeting. 25. You don't seem to have done a lot of good for yourself by going away. 26. "Jim," he said at last, in a voice that did not seem to belong to him. 27. I happened to meet an old friend at the theatre. 28. Granny seems to be making a cake for my birthday.

Перефразируйте следующие предложения, употребляя сложное подлежащее.

- E.g. It **appeared** that they had lost the way.
They appeared to have lost the way.

1. It seems they know all about it. 2. It seems they have heard all about it. 3. It seemed that the discussion was coming to an end. 4. It seems that you don't approve of the idea. 5. It seemed that the house had not been lived in for a long time. 6. It appeared that he was losing patience. 7. It appeared that he had not heard what had been said. 8. It happened that I was present at the opening session. 9. It so happened that I overheard their conversation. 10. It turned out that my prediction was correct. 11. It turned out that the language of the article was quite easy.

Практическая работа 87. Герундий в английском языке. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на герундий.

1. Repairing cars is his business. 2. It goes without saying. 3. Have you finished writing? 4. Taking a cold shower in the morning is very healthy. 5. I like skiing, but my sister prefers skating. 6. She likes sitting in the sun. 7. It looks like raining. 8. My watch wants repairing. 9. Thank you for coming. 10. I had no hope of getting an answer before the end of the month. 11. I had the pleasure of dancing with her the whole evening. 12. Let's go boating. 13. He talked without stopping. 14. Some people can walk all day without feeling tired. 15. Living in little stuffy rooms means breathing poisonous air. 16. She has no hope of discussing it with him. 17. My nephew took wrestling up for a while, but soon lost interest. 18. Jane Eyre was fond of reading. 19. Miss Trotwood was in the habit of asking Mr Dick his opinion. 20. His father disliked wasting time on such trifles. 21. Avoid making mistakes if you can. 22. The neighbours saved our life by lending us that money. 23. Beethoven continued writing music after he became deaf. 24. Don't make so much fuss over losing your money. 25. Complaining is useless.

В следующих предложениях замените придаточные дополнительные герундием с предлогом of.

- E.g. She thought **she would go to the country for the weekend**.
She thought **of going to the country for the weekend**.

1. I thought I would come and see you tomorrow.
 2. I am thinking that I shall go out to the country tomorrow to see my mother. 3. What do you think you will do tomorrow? — I don't know yet; I thought I would go on an excursion, but the weather is so bad that probably I shan't go. 4. I hear there are some English books at our university bookstall now.— So you are thinking that you will buy some, aren't you? 5. I thought I would work in the library this evening, but as you have come, I won't go there. 6. We were thinking we would plant roses this year. 7. He is thinking that he will learn foreign languages in the near future.

В следующих предложениях замените придаточные времени герундием с предлогом after.

- E.g. When she had bought everything she needed, she went home.
 After buying everything she needed, she went home.

1. After she took the child to the kindergarten, she went to the library to prepare for her exam. 2. When he had made a thorough study of the subject, he found that it was a great deal more important than he had thought at first. 3. After I had hesitated some minutes whether to buy the hat or not, I finally decided that I might find one I liked better in another shop. 4. When she had graduated from the university, she left St Petersburg and went to teach in her hometown. 5. When he had proved that his theory was correct, he started studying ways and means of improving the conditions of work in very deep coalmines. 6. My son got a job after he left school.

Практическая работа 88. Формы герундия в активном и пассивном залоге. Выполнение грамматических упражнений

Переведите на русский язык, обращая внимание на герундий.

1. She has always dreamt of living in a small house by the sea. 2. She disliked living in her old house. 3. She was thinking of buying a new one. 4. Now, she enjoys living in a beautiful new house. 5. She misses seeing the neighbours of course. 6. Usually she enjoyed talking to them and didn't mind helping them. 7. She likes cooking and is very good at it. 8. But she doesn't like washing and ironing. 9. She hates getting up early, but she has to. 10. She doesn't mind working a lot, you know. 11. She enjoys driving an expensive car. 12. She has always dreamt of travelling round the world. 13. But she hates flying and she's never been overseas. 14. She has risen to be head of the company in spite of being a woman in a man's world. 15. She loves meeting people because she can't bear being alone. 16. She loves talking to the press and appearing on TV shows. 17. She enjoys being photographed because she thinks she's beautiful. 18. She hates being laughed at. 19. She likes being stared at because she thinks she's attractive. 20. But she hates being ignored.

Переведите на русский язык, обращая внимание на разные формы герундия.

1. The place is worth visiting. 2. Watching football matches may be exciting enough, but of course it is more exciting playing football. 3. She stopped coming to see us, and I wondered what had happened to her. 4. Can you remember having seen the man before? 5. She was terrified of having to speak to anybody, and even more, of being spoken to. 6. He was on the point of leaving the club, as the porter stopped him. 7. After being corrected by the teacher, the students' papers were returned to them. 8. I wondered at my mother's having allowed the journey. 9. I understand perfectly your wishing to start the work at once. 10. Everybody will discuss the event, there is no preventing it. 11. At last he broke the silence by inviting everybody to walk into the dining room. 12. On being told the news, she turned pale.

Переведите на русский язык, обращая внимание на герундий.

1. I avoided speaking to them about that matter. 2. She burst out crying. 3. They burst out laughing. 4. She denied having been at home that evening. 5. He enjoyed talking of the pleasures of travelling. 6. Excuse my leaving you at such a moment. 7. Please forgive my interfering. 8. He gave up smoking a few years ago. 9. They went on talking. 10. He keeps insisting on my going to the south. 11. Oh, please do stop laughing at him. 12. Do you mind my asking you a difficult question? 13. Would you mind coming again in a day or two? 14. I don't mind wearing this dress. 15. She could not help smiling. 16. I cannot put off doing this translation. 17. Though David was tired, he went on walking in the direction of Dover. 18. Her husband used to smoke, but he stopped smoking two years ago. But it was too late. 19. Have you finished washing the dishes yet? 20. Don't be nervous! Stop biting your nails! 21. He postponed going to New York as he fell ill.

Практическая работа 89. Герундиальные конструкции в английском языке. Выполнение грамматических упражнений

Раскройте скобки, употребляя требующуюся форму герундия.

1. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over. 2. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They frightened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold). 3. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry). 4. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.

Переведите на русский язык, обращая внимание на существительные и местоимения перед герундием.

1. I had no idea of his leaving St Petersburg so soon. 2. Aunt's coming here gives me much pleasure. 3. The librarian did not object to the reader keeping the book one day longer. 4. She said that she knew nothing about the door having been left open. 5. I was surprised at my son having tidied up the room so quickly. 6. My trying to convince him is of no use. 7. When asked why she had missed the train, she said something about her watch being slow. 8. She approached without my seeing her. 9. She stayed in town the whole summer because of her daughter being ill.

Замените придаточные предложения герундиальными оборотами, вводя их, где необходимо, предложениями, данными в скобках после предложения.

1. When they entered the house, they heard the last bell ringing. (on) 2. Thank you that you invited me to the theatre. (for) 3. The woman insisted that her husband should consult the doctor at once. (on) 4. She could not even think that the operation might

be postponed. (of) 5. There was little hope that James would return on the same day. (of) 6. The thought that he had been turned away by the doorkeeper made him feel miserable. (of) 7. The pleasant-faced middle-aged woman insisted that Olga should come to her town to teach. (on) 8. Helen suggested that they should go on a trip. 9. There is a possibility that my father will join us for the trip. (of) 10. The girls knew that the sportsman had been awarded a prize. (of) 11. I don't mind if you walk to the underground station with me.

Практическая работа 90. Отличия герундия от причастия в английском языке. Выполнение грамматических упражнений

Расположите по порядку:

а) предложения, в которых ing-форма является причастием;

б) предложения, в которых ing-форма является герундием.

1. We all listened with great interest to the speaker criticizing the new book. 2. Criticizing the work of our sports club, he said that it was not satisfactory. 3. They were criticizing the government for its failure to limit air pollution at that moment. 4. I have no objection to your criticizing me. 5. When we entered the classroom, we saw our students writing at the desks. 6. Do you mind my writing with your pen? 7. He was writing a letter when I entered the room. 8. Lydia could retell the English story she had read without looking into the book. 9. Everybody ran to meet the people returning from the city. 10. They went home quickly, protecting themselves from the rain by walking under the trees. 11. At this factory much attention is paid to protecting the health of the workers. 12. He stopped writing and looked around. 13. In this picture you can see a young man giving flowers to a girl. 14. Playing volleyball is a popular sport for young people. 15. She left the room without saying a word. 16. We had the pleasure of seeing the performance. 17. John likes studying history. 18. Never jump off a moving train. 19. Reading books out of doors is his favourite way of spending the summer holidays, but he likes swimming and going on excursions as well. 20. Running water is always better than standing water. 21. The remaining cakes were given to the children. 22. The cakes, remaining from the evening, were given to the children. 23. You can learn what the new words mean by looking them up in the dictionary. 24. Before going to meet his friend, he went home to change his clothes. 25. They went out to meet the returning women. 26. Returning home after a good holiday is always pleasant. 27. Returning home after a good holiday, he looked the picture of health.

Практическая работа 91. Сравнение герундия и отглагольного существительного. Выполнение грамматических упражнений

Расположите по порядку:

а) предложения, в которых ing-форма является герундием;

б) предложения, в которых ing-форма является отглагольным существительным.

1. The singing of those beautiful folk songs impressed me greatly. 2. Your having written is really no excuse for your not coming on the day fixed. 3. Such doings can hardly be explained. 4. The motor was carefully examined before starting. 5. I am very pleased to meet you after hearing so much about you. 6. Your hair wants cutting. 7. I shall look forward to seeing you again. 8. Building this school will cost too much money. 9. Sleeping is necessary. 10. We felt

so disappointed at your having missed nearly half the programme. 11. It was no use talking about it any longer. 12. Are you dressed for going out? 13. Then came a general lighting of pipes and cigars. 14. I hate the idea of doing it once more. 15. But you don't mind being asked to help us, do you? 16. The forest resounded with the hooting of owls and the howling of wolves. 17. She blamed herself for having been a dull companion.

Практическая работа 92. Герундий, причастие и отглагольное существительное.
Выполнение грамматических упражнений

Расположите по порядку:

а) предложения, в которых ing-форма является причастием;

б) предложения, в которых ing-форма является герундием;

с) предложения, в которых ing-форма является отглагольным существительным.

1. The driving wheel of the machine is broken.
2. Driving in a motor car, we passed many villages.
3. We have every chance of passing our exams well.
4. Having been knocked down by a passing car, the poor man was at once taken to hospital. 5. You don't know what you miss, not having the desire to listen to good music. 6. These happenings are remarkable.
7. Travelling is a pleasant way of improving one's education. 8. Happily we escaped being delayed on our way. 9. I was told of a great friendship existing between the two captains. 10. It is no use crying over spilt milk. 11. Asking him for help is useless.
12. Every company arranges for the marketing of its products. 13. There are many discoveries being made all over the world. 14. Seeing this man, I recollected perfectly having met him many years before.

1. We sat by the riverside listening to the running of the water. 2. The cleaning of the room was done by the girls. 3. Working in the garden is very good for the health of people. 4. Going home from the theatre, they were discussing the play they had seen. 5. You should think before speaking. 6. After finding the new word in the dictionary, I wrote it down and went on reading. 7. He spent so much time on reviewing his lecture notes. 8. What do you mean by saying that? 9. The students found the reading of English newspapers rather difficult at first. 10. Instead of going home after school, the girls went for a walk. 11. Chalk is used for writing on the blackboard. 12. Stop making excuses!

Практическая работа 93. Чтение и перевод текста «Моя будущая профессия: техник по обслуживанию сельскохозяйственных машин»

MY FUTURE PROFESSION: A FARM MACHINERY MAINTENANCE ENGINEER

There are hundreds of professions to choose from. It's a very difficult and important choice. That's why such things should be thought of in good time and we must take into account many factors. First, we must consider our personal taste and our kind of mind. Secondly, we must think of the requirements of our society and people's need in one profession or another.

My future specialty is connected with agriculture. I didn't make a blind choice. It was my father who aroused my interest in that field. He is an engineer. I also got interested in the matter and entered The Belarusian State Agrarian Technical University.

I'm a first year student. I study at the farm machinery service department. Our department is rather young. It was founded in January of 2000. At present the department trains farm machinery maintenance engineers and engineer-managers for the agro-industrial complex. My future specialty is an engineer. Today's farming is highly developed. Many agricultural processes are mechanized and the most modern farm machinery may be used now. The effective use of farm machinery is considerably dependent on the quality of maintenance and repair. It is impossible to keep machines available by repairs performed only when required. Otherwise the dead periods of machines during intensive field work may be too long. To ensure highly productive work a system of scheduled preventive maintenance and repair is established for farm machinery. Maintenance rounds include the following operations: disassembly, washing, troubleshooting and restoration of parts, assembly adjustment, run in and painting.

The students of our department are specializing in technologies and maintenance facilities; diagnostics and farm machinery repair; machinery, instruments and equipment of technical service enterprises; ecologically safe and resource-saving technologies.

The students of our department study the following specialized subjects: "Tractors and cars", "Machinery and equipment in plant-growing", "Machinery and equipment in livestock breeding", "Reliability of technical systems", "Agricultural engineering technologies", "Diagnostic and technical service of machinery", "Technical service organization", "Design and development of technical service enterprises", "Technical service economics" and others.

Specialists are trained to work at agricultural organizations and enterprises of different forms or property: at farm machinery maintenance enterprises, at service workshops and plants engaged in technical maintenance of farm machinery, technical centers of manufacturing plants, repair services of processing plants, in project-design, scientific research commercial organizations and educational establishments.

During the process of studying the students have an opportunity to get working professions of a driver, a tractor-driver, farm equipment metal worker, a specialist of radiometric and dosimetry control.

I shall try to do my best to become quite knowledgeable in the field of agriculture.

My purpose of today is to acquire enough knowledge to be a well-educated person in order to meet the future needs of the nation.

Практическая работа 94. Выполнение лексических упражнений по тексту «Моя будущая профессия: техник по обслуживанию сельскохозяйственных машин»

Exercise 1. Find in the text word combinations with the given words and translate them into Russian.

1. a set of	6. consulting
2. mind	7. qualified
3. management	8. enterprises
4. support	9. sector
5. trade	10. persistence

(A) Exercise 2. Match the words from the text to make appropriate word combinations.

1. occupational	a. sector
2. logistical	b. roots
3. business	c. trade
4. purchase	d. enterprises
5. retail	e. requirements
6. technical service	f. the interests
7. to put down	g. support
8. to serve	h. processes

(B) Exercise 3. Complete the sentence using a word from the word in brackets.

1. I usually try to work out a realistic set of (occupation) requirements.
2. The profession of engineer is of great need and (important) to our country.
3. The specialists (to train) to work in the system of (logistics) support for the enterprises in the agro-industrial complex.
4. He works in the consulting center on (to manage) and (market) of agricultural machinery.
5. She is expected to be a (to depend) specialist.
6. My friend is good at such specialized subjects as “Tractors and cars” and “Technical Service (reliable)”.
7. As my parents are engineers, they have made a great influence on my (to choose).

(B) Exercise 4. Match the highlighted words from the text with the meanings below.

1. buying
2. being able to do something
3. providing with the necessities
4. the power to produce an effect
5. buying, selling or exchanging goods
6. giving orders and telling people what to do, organizing people's activities

(B) Exercise 5. Match the words on the left with the correct definition on the right.

1. support	a. keeping (business) accounts
2. bookkeeping	b. payment for employment
3. wholesale	c. power, fitness or capacity
4. salary	d. something needed
5. requirement	e. provide
6. dependable	f. think or believe that something will happen or come
7. expect	g. that or who may be relied on
8. activity	h. selling of goods in large quantities to shopkeepers
9. capability	i. occupation

(B) Exercise 6. Give English equivalents to the following word combinations.

- выбор профессии
- профессиональное требование
- инженер-менеджер
- студент первого курса
- материально-техническое обеспечение
- торгово-закупочные процессы
- техническое обеспечение
- информационные технологии
- предприятия агропромышленного комплекса
- оптовая и розничная торговля
- надежный специалист

Практическая работа 95. Выполнение упражнений на словообразование по тексту «Моя будущая профессия: техник по обслуживанию сельскохозяйственных машин»

(B) Exercise 7. Fill in the gaps with the appropriate prepositions.

1. Having thought carefully what sort...person you are, try to work ... a set of professional requirements.
2. ... particular, you can answer some important questions.
3. Do you want to put ... roots or travel widely?
4. As ... me, I made ... my mind to be an engineer.
5. The profession of engineer is ... great need and importance to our country.
6. The students of our department are specializing ... logistical support planning ... enterprises ... the agro-industrial complex.

7. Our graduates can work ... wholesale and retail trade ... agricultural equipment.

8. Graduates are expected to be dependable specialists ... excellent ideas to create new business sectors ... agriculture.

(B) Exercise 8. Complete these word-building tables. If necessary use a dictionary to help you.

VERB	NOUN
to rely	
to establish	
to require	
to expect	
to protect	
to influence	
to support	
to manage	
to produce	

ADJECTIVE	NOUN
active	
capable	
dependable	
reliable	
persistent	
logistical	
realistic	
special	
industrial	
technological	

(C) Exercise 9. Give synonyms to:

- profession
- requirement
- department
- support
- reliability
- bookkeeping
- trade
- management
- to make up one's mind

(C) Exercise 10. Give the words opposite in meaning to the following:

- support
- retail
- qualified
- reliable
- capability
- to put down roots

(C) Exercise 11. Write down sentences of your own using new word combinations:

- to put down roots
- to make up one's mind
- to make a great influence on
- to come as a sudden flash

- to be of great need and importance
- to serve the interests
- to create a new sector of

Практическая работа 96. Обучение диалогической речи по теме «Я хочу быть техником»

Exercise. You meet your friend from the agromechanical department. Ask and answer questions about the following:

- your department
- your future profession
- the spheres of your professional activity
- the ways of being employed

Практическая работа 97. Обучение монологической речи по теме «Я хочу быть техником»

Exercise. Talk about the following aspects of your future career:

- factors that influenced the choice of your future profession
- the department you study at and the information you can give about it
- different kinds of jobs engineer-managers fulfill
- the peculiarities of your future profession
- the ways of being employed in the job market

Практическая работа 98. Выполнение лексических упражнений по теме «Я - техник»

Exercise 1. Match the columns.

1. Having thought carefully what sort of person you are, farm machinery maintenance engineers, and engineer-managers.
2. Nowadays the profession of an engineer-manager "Tractors and vehicles", Technical Service Organization", "Bookkeeping", "Logistics", "Management", "Finance" and others.
3. Our department trains some important qualities: great capability persistence, knowledge of science and foreign languages.
4. The students of our department are specializing in try to work out a realistic set of occupational requirements.
5. Students study the following special subjects in the system of logistical support for the enterprises in the agribusiness, in agricultural production management establishments, technical service enterprises and so on.
6. Our specialists are trained to work is of great need and importance to our country.
7. Graduates are expected to be management processes of organization and logistical support planning for enterprises in the agro-industrial complex.
8. To be a well-prepared engineer I should have dependable specialists with excellent ideas to create new business sectors of agriculture.

(B) Exercise 2. Define whether the following statements are true or false. Correct the false ones.

1. When choosing a career it is best to work to a plan.
2. Nowadays the profession of an engineer is of no importance.
3. Farm machinery service department trains mechanical engineers.
4. The students of our department are specializing in management processes of organization and logistical support planning for enterprises in the agro-industrial complex.
5. The students of our faculty study only mathematics, physics and foreign languages.
6. Our specialists are trained to work on agricultural farms.
7. Graduates are expected to be dependable specialists with excellent ideas to create new business sectors of agriculture.

(B) Exercise 3. Work out answers to the following. If possible, ask a friend the same questions.

1. What important questions should you answer when choosing a future career?
2. When did you make up your mind to be an engineer-manager?
3. What college do you study at?
4. What specialists does your department train?
5. What is your future specialty connected with?
6. What are the main subjects of your educational program? What subjects do you like best?
7. Where can engineer-managers work after graduating from the college?
8. Where are you going to work after graduating from the college?
9. What is your aim at the moment?
10. What does it mean: to be a well-prepared engineer today?

Практическая работа 99 - 100. Дифференцированный зачет

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