МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«СЕВЕРО-КАВКАЗСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ»

КАФЕДРА «ЛИНГВИСТИКА И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ»

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АНГЛИЙСКИЙ ЯЗЫК

Учебное пособие для обучающихся 1 курса
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Учебное пособие состоит из 5 циклов-уроков. Каждый цикл объединен единой тематикой и содержит основной текст, назначением которого является обучение чтению технической литературы по специальности, дополнительные тексты для ознакомительного чтения, активизации грамматических структур и лексики по специальности; письменные и устные грамматические и лексические упражнения коммуникативной направленности.

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ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для студентов, изучающих строительство. Цель пособия – подготовить студентов к чтению специальной научно-технической литературы для извлечения информации, а также привить им навыки устной речи по специальной тематике.

При организации учебного материала автор ставил перед обучающимися задачи повторения и обобщения основных грамматических тем и лексики, пройденных в средней школе, а также углубленного изучения тех грамматических явлений, которые необходимы студентам для профессионального общения на английском языке. Тексты пособия отобраны из оригинальных американских источников с учетом их информативности и соответствия изучаемой специальности.

Пособие состоит из уроков и приложения. В каждом уроке представлены три текста, объединенных общей тематикой, и англо-русский словарь основных терминов. Все эти тексты предназначены для обучения различным видам чтения. Первый текст урока является основным и подлежит тщательной проработке и анализу для изучения грамматических и лексических явлений урока. Второй, третий и четвертый тексты служат развитию навыков чтения и извлечения необходимой информации, что способствует закреплению лексико-грамматического материала, проработанного в первом тексте. Каждый урок начинается с предтекстовых упражнений для преодоления лексических и грамматических трудностей текста, включает в себя упражнения, направленные на выработку навыков чтения и перевода литературы по специальности, ведения поиска нужной информации в тексте и развитие навыков устной речи в пределах представленной тематики. Упражнения на словообразование содержат в основном активную лексику. Эти упражнения рекомендуется выполнять в аудитории под руководством преподавателя.

Работа над пособием под руководством преподавателя позволяет овладеть навыками перевода текстов по специальности, а также знаниями по основным разделам грамматики. Для снятия трудностей, возникающих в процессе овладения грамматическими навыками и при чтении и переводе текстов, в пособие включено приложение, содержащее следующие разделы: “Правила чтения”, “Наречие”, “Союз”, “Фразеологические сочетания”, “Предлог”, “Порядок слов в английском предложении”, “Система времен глагола в действительном залоге”, “Система времен глагола в страдательном залоге”, “Неличные формы глагола”, “Неправильные глаголы”.

UNIT 1

Глаголы to be, to have
Времена группы Indefinite Active, Passive
Оборот there + to be
Порядок слов в предложении
Суффиксы существительных
Text A. My future specialty
Text B. From the history of human dwellings.
Text C. Careers in construction

Как выучить английский язык с нуля?
https://youtu.be/N-l4Ska7tQ0

1. Write the sentences in Past or Future Indefinite, adding the words, where necessary: *last/next week, last/next year, last/next month, tomorrow, yesterday*.

1. We are first-year students now.
2. The students of our group are very busy today.
3. We have three or four lectures every day.
4. Mary is our monitor.
5. She is good at mathematics.
6. She is in the reading-room now.
7. It is quite possible for us to help him.
8. Today we have time to go to the cinema.
9. My knowledge of English is very poor. But my friend is a good student. His knowledge is better.
10. We are good friends.
11. There are twenty-five students in my group.
12. It is a warm and sunny day today.
13. There is no sun in the sky and there are many clouds there.
14. There is a strong wind today and it is cold outside that's why it is pleasant to stay indoors.
15. There is a good canteen on the ground floor.
16. There are many well-equipped laboratories at our University.

2. Translate the sentences into Russian:

1. I am a first year student of the North Caucasian State Academy.
2. There are many computer classes here.
3. I study six days a week.
4. 1 go to the Academy every day.
5. Usually I get up at seven o'clock.
6. My studies begin at eight o'clock.
7. After the third period, my friend and I go to the canteen.
8. As a rule, I leave the University after the fourth period.
9. At home, I do my homework for the next day.
10. It takes me two or three hours to get ready for my practical classes.
11. On weekdays, I watch television or read.

3. Write all types of questions:

1. The academic year in higher schools begins on the first of September.
2. Students take exams at the end of each semester.

4. Write the sentences in Past and Future Indefinite:

1. University graduates are offered a wide choice of jobs.
2. This matter will be discussed only tomorrow.
3. We hope a solution will be found soon.
4. He was asked about his opinion of the new trends in software design.
5. The seminar was attended by all the students of our group.
6. At the university lectures and seminars are followed by examinations.

5. Translate the sentences:

It is impossible... Невозможно...
It is necessary... Необходимо...
It is late... Поздно...

It is difficult for them... Им трудно...
It is easy for us... Нам легко...
It is quite possible for me... Вполне возможно, что я ...

1. It is necessary to work at the language every day.
2. It is difficult for me to translate this text because I do not know the words.
3. It is impossible to answer your question.
4. It is quite possible for him to forget her telephone number.
5. It is easy for us to get to the University by tram or trolleybus.
6. It is late to go to the canteen because the lecture will begin in five minutes.

MY FUTURE SPECIALITY

Engineering is an activity other than purely manual and physical work which brings about the utilization of the materials and laws of nature for the good of humanity.
R.E. Hellmurd

6. Read out the following words and memorize them:

a table	таблица
an expansion	расширение
an introduction	введение
true	истинный
a staff	персонал

an appliance	приспособление
a device	прибор
a poster	плакат
a report	доклад
a defence	защита
an effort	усилие
vague	неясный
an item	вопрос
a site	площадка

7. Read out these phrases several times and remember their meaning:

to deal with – иметь дело с;
to be interested in – интересоваться;
to be busy with – быть занятым;
to be equipped with – быть оборудованным;
to go hand in hand with – идти в ногу с;
to be at one's disposal – быть в чьем-либо распоряжении;
to experiment on – проводить эксперименты по;
to take part in – принимать участие в;
to make a report about – сделать доклад о;
to read up for – готовиться к;
to get acquainted with – знакомиться с;
to get ready for – подготовиться к;
to provide with – обеспечить чем-либо;
to look for – искать;
to prepare for – готовиться к;
to carry out – выполнять;
to consult on – консультировать по;
to graduate from – закончить (вуз).

8. Text A. MY FUTURE SPECIALTY

I am a first-year student of the North Caucasian State Academy. I study at the Engineering Institute. This institute trains Civil Engineers. The whole process of studying deals with mastering new construction methods and progressive technology of production of building structures and materials.

While at school, I was interested in physics and mathematics and after finishing school, I decided to become a civil engineer. Everybody knows that it is a very useful and interesting profession nowadays. Our builders and civil engineers are busy with the expansion and modernization of the building materials industry, the introduction of new building machines and progressive speedy methods of construction.

We begin to master our specialty from the first year of studying at the Academy. Besides physics and mathematics, special engineering subjects such as

strength of materials, descriptive geometry, theoretical mechanics, building materials, geodesy and architecture are taught at our faculty. A true engineer must also know a foreign language and use it in his future work.

Our Academic Staff goes hand in hand with the latest development in science. Many brilliant lecturers deliver lectures to us. The students in the laboratories, which are equipped with modern apparatus, appliances, machines and devices, do much work. Different stands, diagrams, tables and posters are at our disposal. We do laboratory tests and experiments on building materials and building structures. In this way, we take part in scientific research. Many of us carry out research work and make reports about our experimental work at students 'scientific conferences. Much of our time is spent in the reading halls of our library where we prepare for our seminars, full term tests and examinations. In summer, many students of our faculty have their labor term.

According to the academic plan, the forth-year students of our faculty have their technological field training either in Cherkessk or in other towns and cities.

They are sent to work at different construction sites according to their specialty. This is of great use for them as they get acquainted with their future work and learn to employ in practice the knowledge they gained at the Academy.

The most important period in students' life is the defense of graduation project in the presence of the State Examining Board. Prior to it, one must choose a topic for it first. The work at the graduation project needs much time and effort.

After graduating from the Academy, we'll work at building material factories, on construction sites, in design and research institutions. Besides, our Academy provides us with everything necessary to prepare for a scientific career through a post-graduate course. In a word, we do not look for a job, the job looks for us.

9. Answer the following questions:

1 Where do you study?
2 What institute do you study at?
3 Are you a second-year student?
4 What were you interested at school?
6 What are our builders and civil engineers busy with?
7 What subjects are taught at your institute?
8 Why is it necessary to know a foreign language for an engineer?
9 Who delivers lectures in your Institute?
10 What do you do in the laboratories?
11 What are the laboratories equipped with?
12 Where do you read up for your seminars?
13 When do students have their field training?
14 What does it look like?
15 What do students do at the end of their studies at the University?
16 17 Where will you work after graduating from the University?
18 In what way can graduates continue their studies?

10. Translate into English:

Я учусь на первом курсе Северо-Кавказской Государственной Академии, в Инженерном Институте. Студенты первого курса изучают философию, математику, историю, информатику, иностранный язык и некоторые другие предметы. Учиться на первом курсе трудно, потому что мы еще не умеем планировать свое время.

Обычно у студентов дневного отделения нашего института бывает две лекции в день или две лекции и лабораторная работа.

Учебный год состоит из двух семестров. Каждый семестр завершается экзаменационной сессией, состоящей из зачетов и экзаменов.

Студенты сдают экзамены дважды в год - обычно в декабре и июне. Как правило, студенты сдают не более пяти экзаменов во время сессии.

Старшекурсники изучают предметы по выбранной специальности. Уровень преподавания в Инженерном Институте очень высок, поэтому нашим выпускникам легко найти работу. Лучшие выпускники, занимающиеся научными исследованиями, становятся аспирантами и продолжают учебу в аспирантуре.

11. WRITING

Write a passage in the third person singular. Use the information you have learned about Steve Jobs. You can watch the full video here: Stanford University channel on YouTube: http://www.youtube.com/stanford

KEY TERMS

12. Words to learn:

a dwelling	жилище
a cave	пещера
to shelter	укрываться
a hut	хижина, лачуга
a branch	ветка (дерева)
a pole	столб, шест, жердь
a courtyard	внутренний двор
a covered walk	аллея
a pillar	колонна, столб
a quarter	помещение
to plaster	штукатурить
a clay	глина
a hearth	очаг
a mud	глинистая масса
a castle	замок
huge	огромный
a dugout	землянка

13. Read and translate the text, get ready to speak about the history of human dwellings:

TEXT B

FROM THE HISTORY OF HUMAN DWELLINGS

Most of the time of a modern man is spent within the walls of some buildings. Houses are built for dwelling. Large buildings are constructed for industrial purposes. Theaters, museums, public and scientific institutions are built for cultural activities of the people. The purpose of modern buildings differs widely but all of them originate from the efforts of primitive men to protect themselves from stormy weather, wild animals and human enemies.

Protection was looked for everywhere. In prehistoric times men looked for protection under the branches of trees. Some covered themselves with skins of animals to protect themselves from cold and rain but others settled in caves.

When the Ice Age had passed, Europe remained very cold, at least in winter, and so the people of the Old Stone Age had to find some warm and dry place to shelter from bad weather. They chose caves, dwelling places that storm and cold could not destroy. On the walls of their caves ancient people painted pictures. Such decorated caves are found in Europe, Asia and Africa.

When man began to build a home for himself, caves were imitated in stone structures. Trees were taken as a model for huts built of branches. Skins were raised on poles and formed tents.

Primitive stone structures, huts and tents are the earliest types of human dwellings. They were lost in the prehistoric past but serve as prototypes for structures of later historic times.

In the country ordinary people lived in simple one-storey cottages which did not differ much from the mud and stone huts of an earlier age. The rich people in the country, on the other hand, built huge castles with thick walls and narrow windows. These castles were built not only as dwellings, but also to stand up to enemy attack and to be strong bases in time of war.

In the days of early civilization, when men had learnt how to build simple houses for their families, they began to feel a need to have a number of different kinds of houses in one place. At first, the difference was mainly in size: the chief or leader had a larger hut or tent than the rest of the people. Much later, when men began to build towns, there grew up a difference between town houses and country houses. The streets in towns were very narrow and there was not much place for building within the town walls, and therefore houses had to be built higher than they were in the country. A typical town house consisted of a shop opening on the street where the man did his work or sold his goods, with a kitchen behind and a bedroom above.

The earliest houses of which something is known are those of ancient Egypt. They were built of bricks dried in the sun. Some of them were built around a courtyard or garden with rooms opening into it. Greek houses, too, had a courtyard in the middle and round their courtyard ran a covered walk, its ceiling supported by pillars. There were special women’s quarters, usually upstairs on the second storey.

In Rome bricks were used for building and houses were often finished with plaster over bricks on both inside and outside walls. The centre of family life was a garden-courtyard, surrounded by columns and with rooms opening out into it.

The earliest houses in Britain were round, built of wood or wicker basket work plastered over with clay. In the centre of the house there was the hearth and light came in through the hole in the roof above it and through the door because there were no windows.

14.Заполните пропуски соответствующими предлогами.

1**.** Large buildings are constructed ….. industrial purposes.

2. When man began to build a home ….. himself, caves were imitated …. stone structures.

3. Trees were taken as a model ….. huts built ….. branches.

4. The earliest houses …...which something is known are those …...ancient Egypt.

5. They were built …..bricks dried in the sun.

15. Find the ending in the text:

1. Theatres, museums, public and scientific institutions are built for ……

2. In prehistoric times men looked for …….

3. Some covered themselves with skins of animals to …….

16. Give the three forms of the following verbs:

To spend, to build, to construct, to look, to find, to begin, to take, to lose, to learn, to grow, to do, to dry, to choose, to know, to run, to sell.

17. Answer the following questions:

1. Where does a man spend most of the time?
2. What is the aim of building houses?
3. What buildings are built for cultural activities of the people?
4. Why did primitive men build their houses?
5. Where did primitive men look for protection?
6. What was the weather like after the Ice Age?
7. Why were caves chosen?
8. Where did the ancient people paint their pictures?
9. Where can you find such decorated caves?
10. Where were caves imitated?
11. What was taken as a model for huts built of branches?
12. Where were skins raised?
13. What is the earliest type of human dwellings?
14. What was lost in the prehistoric past?
15. Where did people live in the country?
16. What did rich people build in the country?

17. What did these castles serve?
18. When did a man feel a need to have a number of different kinds of houses in one place?
19. What was a dwelling of the chief like?
20. Why was it necessary to build higher houses in towns than in countries?
21. What was a typical town house like?
22. What material did ancient people use in Egypt for building?
23. What were the houses like in Greece?
24. What materials were used in Rome?
25. Where was the center of family life concentrated?
26. Were the earliest houses in Britain small?
27. What was in the center of their houses?
28. How did the light come into early English houses?

18. Comprehensive check.
Choose the best alternative according to the text:
1. Most of the time of a modern man is spent … .
a) at his work;
b) within the walls of some educational establishments;
c) within the walls of some buildings.

2. Primitive men protected themselves from … .
a) earthquakes and their enemies;
b) cold weather, wild animals and all sorts of invasions;
c) stormy weather, wild animals and human enemies.

3. In prehistoric times men … .
a) hunted on wild animals;
b) looked for protection under the branches of trees;
c) fought with neighbouring tribes all the time.

4 … to protect themselves from cold and rain but others settled in caves.
a) Some built small and simple huts;
b) Some covered themselves with handmade blankets;
c) Some covered themselves with skins of animals.

5. When the Ice Age had passed,… .
a) Europe remained very cold, at least in winter;
b) Europe remained very cold, at least in summer;
c) Europe remained very warm, at least in winter.

6. At that time primitive people chose caves … .
a) which served them as dwelling places;

b) where it was very warm;
c) where it was comfortable to live.

7. Caves were chosen by people because … .
a) there was a lot of place to live for every family;
b) storm and cold could not destroy them;
c) wild animals could not get into them.

8 … ancient people painted pictures.
a) On the floor of their caves;
b) On the skins of animals;
c) On the walls of their caves.

9. When man began to build a home for himself, … .
a) caves were of no need for him;
b) caves were imitated in stone structures;
c) caves were used for storage skins of animals.

10 … and formed tents.
a) Branches of the trees were raised on poles;
b) Skins were raised on poles;
c) Old clothes were raised on poles.

11 …. are the earliest types of human dwellings.
a) Primitive stone structures, huts and tents;
b) Caves and deep pits coved with skins;
c) Small houses made from branches of the trees.

12. The mud and stone huts of an earlier age didn't differ much from … .
a) simple small houses where primitive people lived;
b) simple one-storey cottages where ordinary people lived;
c) simple dugouts where ordinary people lived in the country.

13. The rich people in the country built … .
a) huge castles with thick walls and decorative windows;
b) huge cottages with painted walls and wide windows;
c) huge castles with thick walls and narrow windows.

14. These castles were built … .
a) to gather all relatives in them;
b) to live in comfort;
c) to stand up to enemy attack.

15. When men had learnt how to build simple houses, they began to feel a need ….

a) to build many-storied houses in one place;

b) to have a number of different kinds of houses in one place.

c) to design a new model of houses.

16. When men began to build towns, … .

a) there grew up a difference between town houses and country houses;

b) there appeared a need to involve highly qualified workers;

c) there grew up a problem to design new houses.

17 … and there was not much place for building within the town walls.

a) The streets in towns were very narrow;

b) The streets in towns were very crowded;

c) The streets in towns were full od transport.

18. A typical town house consisted of a shop opening on the street … .

a) where it was convenient for people to buy goods;

b) where the man did his work or sold his goods;

c) where there were a lot of goods made by the owner of the house.

19. In ancient Egypt the houses were … .

a) small but very beautiful;

b) built of bricks dried in the sun;

c) built of timber and granite.

20. Greek houses had a courtyard in the middle and … .

a) round their courtyard ran a covered walk;

b) small kitchen-garden behind them;

c) big fence round them.

21 …, usually upstairs on the second storey.

a) There were ordinary workshops;

b) There were two bedrooms and a room for children;

c) There were special women's quarters.

22. The centre of Rome's family life was a garden-courtyard, … .

a) surrounded by exotic trees and flowers;

b) surrounded by small statues of famous architects;

c) surrounded by columns and with rooms opening out into it.

23. The earliest houses in Britain were round, … .

a) built of stone or granite;

b) built of wood or wicker basket work plastered over with clay;

c) built of concrete or wicker basket work plastered over with clay.

24 … and light came in through the hole in the roof above it.

a) In the centre of the house there was the hearth;

b) Near the wall of the house there was the hearth;

c) In the centre of the house was the fire-place.

25. The earliest houses in Britain were round, … .

a) their shape was very original;

b) there was a lot of light in them;

c) there were no windows in them.

19. Read and translate the text, get ready to speak on careers in construction.

TEXT C

CAREERS IN CONSTRUCTION

Construction trades workers are employed in a large variety of occupations that are involved in all aspects of the construction industry.

Bricklayers build and repair walls, floors, partitions and other structures with bricks, panels, concrete blocks, stone, and other materials. Carpenters construct, erect, install, or repair structures made of wood, putting in doors and windows, building stairs, and laying floors. Electricians install, connect, test, and maintain building electrical systems which can also include lighting, climate control, security, and communications. Glaziers are responsible for selecting, cutting, installing, replacing, and removing all types of glass. Insulation workers line and cover structures with insulating materials. Painters stain, varnish, and apply other finishes to buildings and other structures and apply decorative coverings to walls and ceilings.

Plumbers install, maintain, and repair many different types of pipe systems. They may also install heating and cooling equipment and mechanical control systems. Roofers repair and install roofs. Finally, construction labourers perform a wide range of physically demanding tasks at construction sites, such as excavation, waste removal, and demolition.

Supervisors, managers oversee trades workers and helpers and ensure that work is done well and safely. They plan the job and solve problems. Those with good organizational skills may get a promotion to construction management including project manager, field manager or superintendent. These workers are responsible for getting a project completed on schedule by working with the architect's plans, making sure that materials are delivered on time, assigning work, and ensuring that every phase of the project is completed properly. They also resolve problems and make sure that work proceeds without interruptions and within the budget.

Construction managers determine the best way to get materials to the site and the most cost-effective plan for completing the project. Construction managers also selection of general contractors and trade contractors to complete specific phases of the project which could include everything from structural metalworking and plumbing to painting, installing electricity and carpeting. Managers might travel considerably when the construction site is not close to their main office or when they are responsible for activities at two or more sites.

20. Read the text again and answer the questions.

1 What are the main responsibilities of bricklayers, carpenters, electricians, glaziers, insulation

workers, painters, plumbers and roofers?

2 What do construction labourers do?

3 What are the main duties of the senior staff on the construction site?

4 How can construction employees get a promotion?

5 What are construction managers responsible for?

UNIT 2

Степени сравнения прилагательных

Суффиксы прилагательных и наречий

Времена группы Continuous Active, Passive

Безличные предложения

Text A. CONSTRUCTION

Text B. RESIDENTIAL AND INDUSTRIAL BUILDINGS

Text C. WEATHER PROBLEMS ON CONSTRUCTION SITES

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1. Приведите недостающие степени сравнения:

newer, more, (the) greatest, less, (the) worst, longer, (the) hardest, faster, (the) hottest, (the) shortest, lower, (the) heaviest, thinner, narrower, (the) biggest, thicker, easier, (the) widest, older, better, colder.

2. Вставьте *more* или *the most:*

1. ...of all I liked this report.
2. Mathematics is ... interesting for me than chemistry.
3. This subject is ...difficult than strength of materials.
4. She is ...beautiful girl here.
5. New classification is ... precise than the old one.
6. Life is becoming ... expensive.

3. Выберите правильную степень сравнения:

1. Last year the enrolment to this University was (larger/the largest) of all the Universities.

2. Pete is (better/the best) student in our group. His term papers are always (better/the best) than yours.

3. This subject is (more interesting/the most interesting) of all subjects in this faculty. But it is (more difficult/the most difficult) than other subjects.

4. This student does not work at all. He is (worse/the worst) of all the students of our group.

5. Her term paper is (worse/ the worst) than yours.

4. Прочтите и переведите, обращая внимание на устойчивые словосочетания:

the ... the - чем ... тем; *as ... as...* - такой же ... как;
less.. .than - меньше.... чем; *not so... as* - не такой... как.

The more we study, the more we know. The more we know, the more we forget.

The more we forget, the less we know. The less we know, the less we forget. The less we forget, the more we know. So, why study?

1. The more you read, the faster you'll learn to understand books and papers in foreign language.

2. The more we knew them, the less we liked them.

3. The less you talk the better.

4. The more I thought about it, the less I understood.

5. His speech was as long as it was dull.

6. This text is not so difficult as that one.

7. The English language is not so difficult as the German language.

8. During the holidays the students are not so busy as during the academic year.

9. There are not so many mistakes in his dictation as in hers.

5. Переведите следующие пословицы на русский язык и подберите для каждой из них русский эквивалент.

Better late than never, but better never late. Say well is good, do well is better.

Those do least who speak most. East or West home is best. All is well that ends well.

The truth does not come at once. Once bitten, twice shy. One cannot be in two places at once. Score twice before you cut once.

6. Прочтите и переведите на английский язык следующие предложения:

1. Чем скорее ты выучишь неправильные глаголы, тем тебе будет легче переводить.

2. Новый проект гораздо сложнее, чем старый.

3. Он говорит по-немецки так же хорошо, как по-английски.

4. Чем больше человек имеет, тем больше ему хочется.

5. Она читает так же быстро, как я.

6. Чем больше человек знает, тем больше он понимает, что знает мало.

7.Объясните употребление времен группы Continuous, переведите предложения:

1 I am sitting at the table and reading an English text.

2. The teacher is listening to me. She is not sitting; she is standing. She is looking at us. She is holding a pen in her hand, but she is not writing.

3. It is getting cold now, isn't it? Look out. Is it raining now?

4. When I came home my brother was watching TV.

5. She usually gets up at seven o'clock. But today she got up at half past seven. Her parents were having breakfast.

6. Yesterday when I was having dinner a friend of mine rang me up.

7 .1 hope they will be waiting for me when I come back.

8. They will be translating this difficult article the whole day tomorrow.

9. In June the students will be taking their exams for the whole month.

8. Преобразуйте следующие предложения в вопросительные и отрицательные:

1. The students are listening to the lecturer.

2. At the last lecture professor N. was encouraging us to ask questions.

3. A new teacher training computer program is being developed by our programmers.

4. The computer was being repaired when they entered the computer class.

5. They were working all day yesterday.

6. Teachers are discussing merits and demerits of the new approach in language teaching.

7. The Prime Minister will be staying three days in France.

9. Выберите правильную форму глагола:

1. He (is reading/reads) now.

2. She usually (is reading/reads) English books in the evening.

3. Now they (are translating/translate) a technical text.

4. They usually (do not translate/are not translating) stories.

5. He (looked/was looking) through the newspaper when I rang.

6. The students (were having/had) an interesting discussion when their teacher came in.

7. The students often (have/are having) interesting discussions after lectures.

8. What problems (will be being discussed/will be discussed) at the meeting?

9. We (will be taking/ will take) a test next month.

10. Раскройте скобки и поставьте глагол в форме Present или Past Indefinite, или Continuous по смыслу:

1. What you (to do)? - I (to translate) an article.
2. Where you (to get) this magazine? - A friend of mine (to give) it to me yesterday.
3. Last week I (to get) two letters from my brother.
4. He (to show) me their new flat when the letter was brought.
5. When I (to translate) the article I (to use) a dictionary.
6. What you (to do) at 8 o'clock in the evening yesterday? I (to want) to come to see you.
7. It (to rain) from 2 till 4 o'clock yesterday.
8. We (to watch) TV when a friend of mine (to come).
9. The hall (to be) full of people when we (to come) in.
10. It (to rain) still? I am afraid to be late.

11. Переведите следующие предложения на английский язык:

1. Не мешайте ему. Он работает над своим дипломным проектом.
2. На следующей неделе мы уезжаем на конференцию.
3. Члены комиссии ждут вас в 403-й аудитории.
4. Когда они вошли в комнату, мы обсуждали результаты зимней сессии.
5. Этот преподаватель никогда не прерывает студентов, когда они выступают на семинаре. 6. Пока декан говорил, старосты внимательно слушали его.
7. Она всегда опаздывает.

12. Переведите *it* в различных функциях:

1. It is interesting to study at the University.
2. It is a new subject. It is very important for our future profession. We shall study it for two years.
3. We found it necessary to control the whole process.
4. It is no use to dispute the truth.
5. The supposition was correct. It was scientifically proved.
6. It is the development of computer technologies that will solve some very complex problems of industry.
7. It is evident that research is becoming more specialized now.
8. It is the invention of computers that accelerated the industrial progress.
9. It is industrialization that is making ecological problems very serious.
10. It is possible that the problem will be solved.

13. Переведите *one* в различных функциях:

1. One can easily understand why the profession of an engineer requires special college training.
2. We must translate only one text.
3. One cannot translate such a text without a dictionary in the first year.

4. One must pass all the exams well to enter the University.

5. You may take my dictionary. - Thank you, I have one, the one that my friend gave me yesterday.

6. One is never old to learn.

7. The new technologies that are being developed must be connected with traditional ones.

8. The use of an analogue computer permits one to obtain such results quite rapidly.

9. The problem that has become the most important one in the modem world is the problem of terrorism.

14. Переведите следующие производные слова:

industry — industrial; profession — professional; person — personal;
evidence — evidential; influence — influential; confidence— confidential;
fame — famous; variety — various; number — numerous;
monotony — monotonous; autonomy — autonomous;
anonymity — anonymous;
to excel — excellent; to confide — confident; innocence — innocent;
to access — accessible; to rely — reliable; to consider — considerable;
to avail — available;
to conserve — conservative; progress — progressive;
effect — effective; intensity — intensive;
power — powerful; success — successful; skill — skillful;
change — changeless; water — waterless, help — helpless;
end — endless; fruitful — fruitless; limit — limitless.

15. a) Образуйте от приведенных ниже глаголов прилагательные с суффиксами -able; -ible согласно образцу и переведите их:

to move — movable: to comfort, to change, to compare, to control, to program, to measure, to drink, to eat, to understand, to access, to suit, to obtain, to win, to reuse, to wash, to transfer, to value, to convert.

b) Образуйте от приведенных ниже слов прилагательные с суффиксами: *-less и/или -ful* согласно образцу и переведите их:

color - colorless, colorful: taste, father, home, sleep, use, hope, help, tact, joy, care, respect.

16. Запомните суффиксы наречий:

Суффикс	Примеры
-ly	badly, monthly, weekly
-ward, wards	upward, backwards
-wise	clockwise

17. Образуйте наречия от следующих прилагательных и переведите их на русский язык:

nice, slow, easy, attentive, expressive, correct, open, ready, comfortable, clear, certain.

18. Поставьте наречия в нужное место:

1. I don’t understand you. (frankly)
2. Please, do your work, (carefully)
3 .1 do it like this, (always)
4. They are on time, (never)
5. I am busy, (always)
6. With a notebook a programmer can work, (even), (outside)
7. Have you been there before? (ever)
8. I’m late for my appointment, (seldom)
9. They had left when you called, (just).
10. Have you seen this movie? (yet) - Yes. We’ve seen it. (already)

19. Наречия, значение которых отличается от значения соответствующих прилагательных и которые представляют трудность для перевода

Наречие	Значение
hardly	едва
nearly	почти
readily	легко, охотно
mainly, mostly, chiefly	главным образом
largely	широко, в значительной степени
heavily	сильно, усиленно
highly	очень, весьма, чрезвычайно
increasingly	все более и более
successfully	успешно
lately	недавно
greatly	значительно
shortly	вскоре, короче говоря
likely	вероятно
similarly	подобным образом
properly	должным образом, как следует
unlikely	невероятно
necessarily	обязательно
readily	легко
repeatedly	многократно
successively	последовательно
ultimately	в конечном счете
easily	легко

KEY TERMS

20. Запомните следующие слова:

convenient	удобный
to remain	оставаться
to exist	существовать
flat	плоский
slanting	покатый
instead of	вместо
improved	улучшенный
to flourish	расцветать
thick	толстый
an invasion	нашествие
to manufacture	производить
advanced	прогрессивный
to assemble	собирать

21. Прочтите и переведите текст на русский язык.

TEXT A

Read the text and get ready to speak about construction:

CONSTRUCTION

Man has always been a builder. The kind of house he built in the beginning depended on the climate, on his enemies and on the building material at hand. The first houses in many parts of the world were made of wood, for in those days the greater part of the earth was covered with forests. In other regions the most convenient building material was stone. Although houses were built without cement, the remains of a few of them still exist. The ancient Egyptians built very simple houses by present standards.

Having dried the bricks in the sun they put up four walls and above these they placed a flat roof. The roof was flat because there was very little rain in Egypt. Although their buildings were simple in construction, the Egyptian art of building was very beautiful. Their pyramids and monuments, sphinxes and palaces arouse our wonder to this day. The first lessons in the art of making columns were given to the world in ancient Egypt.

In our country architecture flourished for the first time in Kiev Russ. Unfortunately, only a few of the church buildings of that period have remained. The churches of the time were strong buildings with thick walls and small

windows. They often had to serve as fortresses during enemy invasions. Tourists from all over the world come to see the famous Cathedral of St. Sophia in Polotsk the cornerstone of which was laid in 1037 to commemorate the victory over the Pechenegs.

Since then the architecture and structural materials have been greatly changed. A very advanced construction technique today is the use of precast concrete. According to this method the reinforced concrete units are manufactured at a factory and are then simply assembled at the construction site. This method helped our country to restore its economy after the Second World War, when many residential as well as industrial buildings were destroyed. The first blocks made of prefabricated units appeared in the villages in the Volgograd and Moscow regions.

Builders use many new materials such as reinforced concrete, precast concrete, light weight concrete, gas concrete, many decorative materials, oil paints, wall paper. Synthetics are among them. Such traditional materials as stone, brick, wood are in great use as well. Various elements and components are assembled on the site.

Now everywhere vibro-rolled panels are being widely used in construction. The assembly method is developing into the main method of apartment and industrial construction.

All the working processes are mechanized. Modern construction can't be imagined without building machinery. Lorries, cranes, bulldozers, excavators are available at all construction sites of our country. Prefabricated structures are transported by lorries and immediately hoisted into position.

Finished blocks of prefabricated flats with interior decoration are assembled on many construction sites. Transport brings a complete flat to the prepared foundations of a building. A powerful gantry-crane lifts the 18 – 20 ton flat and carefully sets it on the foundation. After the final inspection, electricians, plumbers and gas-men can begin their work.

The building industry is paid much attention in our country as it affects greatly the general level of living.

22. Complete the sentences according to the text:

1. The kind of house a man built in the beginning depended on the climate ...
2. The first houses in many parts of the world were made of wood because ...
3 ... the remains of a few of them still exist.
4. Egyptians dried the bricks in the sun and … .
5. The roof in Egypt was flat because ... .
6. Egyptian pyramids and monuments, sphinxes and palaces arouse our wonder to this day because ... .
7. In our country architecture flourished … .
8. Tourists from all over the world come to see ... .
9. A very advanced construction technique today is ... .
10. According to the new method the reinforced concrete units ... and are then simply assembled … .

11. The building industry holds an important place in ... .
12. Builders use many new materials such as ... .
13 ... are in great use aswell.
14 ... are available at all construction sites of Belarus.
15. Finished blocks of prefabricated flats with interior decoration ... .
16. ... the 18 – 20 ton flat and carefully sets it on the foundation.
17. Thanks to special government's programmes ... .

23. Answer the following questions:

1. What did the kind of house depend on?
2. What materials were the first houses made of?
3. Were they strong?
4. What country was the first to use brick to build houses?
5. What houses were built in ancient Egypt?
6. Why did Egyptians use a flat roof?
7. The Egyptian art of building was very beautiful, wasn't it?
8. What arouse our wonder to this day?
9. Where were given the first lessons in the art of marking columns?
10. Where did architecture flourish for the first time in our country?
11. In what way can you describe the churches of the old time?
12. What purposes did they often serve?
13. What do tourists come to see usually?
14. What new materials help to speed up the rate of building?
15. What method helped our country to restore its economy after the Second World War?
16. Who are engaged in construction nowadays?
17. What new materials are used by our builders?
18. Do they use any traditional materials?
19. What sort of panels is being widely used in construction in Belarus?
20. What is the main method of apartment and industrial construction?
21. What machines are used at all construction sites?
22. Where are the finished blocks of prefabricated flats with interior decoration assembled?
23. With the help of what a complete flat brings to the prepared foundations of a building?
24. What is the role of a powerful gantry-crane?
25. Who begins to work after the last inspection?
26. Why is the building industry paid great attention in our country?

24. Comprehensive check.

Choose the best alternative according to the text:

1. The kind of house a man built many years ago depended on ….

a) the climate, on his enemies and on the building material at hand;

b) the weather, on his family and on the building material at hand;
c) the climate, on the surroundings and on the money he had.

2. The greater part of the earth was covered with forests that's why ...
a) the first houses in many parts of the world were made of wood;
b) all the houses in many parts of the world were built in the forests;
c) the first houses were built near these forests.

3. The ancient Egyptians put up four walls and ... .
a) above these they placed a decorative roof;
b) above these they placed a straight roof;
c) above these they placed a flat roof.

4. The roof was flat because ... .
a) there was very little rain in Egypt;
b) it looked very nice;
c) it was very hot in Egypt.

5. The first lessons in the art of marking columns ... .
a) were given to the world in ancient Greece;
b) were given to the world in ancient Egypt;
c) were given to the world in ancient Russia.

6. The churches of that time were ... .
a) small buildings with thin walls and round windows.
b) strong buildings with high walls and big windows;
c) strong buildings with thick walls and small windows.

7. The churches often had to ... .
a) serve as fortresses during enemy invasions;
b) serve as dwellings to poor people;
c) serve a place for meetings.

8. The famous Cathedral of St. Sophia ... .
a) was famous for its architecture;
b) was built by slaves;
c) was built in Polotsk.

9. A very advanced construction technique today is ... .
a) the use of prefabricated units;
b) the use of precast concrete;
c) the use of a reinforced concrete and wood.

10. According to the modern method the reinforced concrete units ... .
a) are assembled at a building plant;
b) are manufactured at a factory;
c) are produced at a construction site.

11. The first blocks made of prefabricated units ... .
a) appeared in the villages near the Polotsk and Mogilev regions;
b) were very expensive for building houses;
c) appeared in the villages in the Volgograd and Moscow regions.

12. Such traditional materials as stone, brick, wood are ... .
a) in great use nowadays;
b) used only to build small houses;
c) used as secondary materials.

13. The assembly method is developing into … .
a) the progressive method in our country;
b) the main method of scientific investigation;
c) the main method of apartment and industrial construction.
14. Modern construction can't be imagined ... .
a) without prefabricated units;
b) without skilful workers;
c) without building machinery.

15. Prefabricated structures are transported by lorries and ... .
a) immediately hoisted into position;
b) hoisted by a big crane;
c) hoisted into position with the help of modern mechanisms.

16. ... electricians, plumbers and gas-men can begin their work.
a) After the final inspection;
b) After the house is built;
c) After the final cleaning the territory.

17. The building industry is paid much attention in our country as ... .
a) it is of great importance for everybody;
b) it gives possibility to get new flats for people;
c) it affects greatly the general level of living.

Text B.

RESIDENTIAL AND INDUSTRIAL BUILDINGS

To every bird, its own nest is beautiful.

English proverb

25. Read these international words and try to guess their meaning:

Technique, designer, proportion, National Economy, political, industry, factor, method, standardization, ventilation, refrigerator, modern, type, laboratory, office building.

26. Read out the following words and memorize them:

to advocate	пропагандировать
to design	проектировать
an advance	развитие
housing	жилищный, жилье
a site	строительная площадка
a storage	хранение
an advantage	преимущество
available	доступный, имеющийся в распоряжении
an issue	проблема
to affect	воздействовать
an amenity	удобство
to afford	позволить (себе)
a furnishing	меблировка
a mine	шахта
a tenant	квартиросъемщик
a hangar	ангар, склад
a fraction	доля
to acquire	достигать, приобретать
offsite	вне строительной площадки
precast	предварительно отлитый, сборный

27. Read out these phrases several times till you remember their meaning:

a standard of living – жизненный уровень;
a managerial staff – управленческий аппарат;
the prefabricated structures – сборные конструкции;

a present-day design – современное проектирование;
the technological advance – технический прогресс;
a heating system – система отопления;
a hot-water supply – горячее водоснабжение;
washing machines – стиральные машины;
the storage facilities – складские помещения;
a site planning – планирование работ на строительной площадке;
a building industry – строительная промышленность;
a housing – жилищное строительство;
large-scale – широкомасштабный.

28. Give the three forms of the following verbs:

To develop, to grow, to constitute, to carry, to pay, to bring, to classify, to demonstrate, to substitute, to enlarge.

29. Read the text and get ready to speak about residential and industrial buildings:

RESIDENTIAL AND INDUSTRIAL BUILDINGS

In technically developed countries the building industry, comprising skilled and unskilled workers in many trades, building engineers and architects, managerial staff and designers employs a considerable proportion of the available labour force.

Building industry, including residential public and industrial construction, holds a considerable place in the National Economy and is being carried on a large scale. It is the largest single industry in the country. The problems of construction have grown into major, political issues in most countries.

Housing is prominent among the factors affecting the level of living. The improvement of the housing represents a concrete and visible rise in the general level of living. In many countries, residential construction has constituted at least 12 per cent and frequently more than 25 per cent of all capital formation. Since the USSR, home building industry is the concern of the state. The research and development in housing technology is carried out on a national scale and is being paid much attention to.

The ever-growing housing demands have brought to life new methods of construction with great emphasis upon standardization, new levels of technological advance, utilizing such techniques as offsite prefabrication, precutting, use of reinforced concrete panels and large-scale site planning.

At present, prefabricated structures and precast elements may be classified into two principal groups – for residential houses and industrial buildings. Present-day design for residential construction envisages all modern amenities for a dwelling. They advocate larger, better built and better equipped flats and houses. Steel was gradually substituted for iron and permitted wider rooms and larger windows. Windows can be enlarged to the extent that they constitute a large fraction of the wall area. There is a marked improvement in the heating and

ventilating systems as well as in hot-water supply, kitchen and sanitary fittings. Many tenants now can afford better furnishings, refrigerators, washing machines, etc. A house, which is a physical environment where a family develops, is acquiring a new and modern look.

Industrial buildings comprise another significant type of construction. This type of construction involves factories, laboratories, food processing plants, mines, office buildings, stores, garages, hangars and other storage facilities, exhibition halls, etc. Modern industrial buildings have demonstrated the advantages of reinforced concrete arches, metal frames, glass walls and prefabricated standardized mass produced parts.

30. Complete the sentences according to the text:

1. Building industry, … holds a considerable place in the National Economy.
2. This industry is … .
3. … have grown into major, political issues in most countries.
4. Housing is prominent among the factors … .
5. … has constituted at least 12 per cent of all capital formation.
6. … is being paid much attention to.
7. At present, … may be classified into two principal groups – for … .
8. Present day designs … envisage all modern amenities for a dwelling.
9. There is a marked improvement in … .
10. A house … where a family develops is acquiring … .
11. … another significant type of construction.
12. … the advantages of reinforced concrete arches, metal frames, glass walls and … .
13. Windows can be enlarged to the extent that … .

31. Answer the following questions:

1. What does building industry employ?
2. Why does building industry hold a considerable place in the National Economy?
3. What is prominent among the factors affecting the level of living?
4. Is building industry the concern of the state?
5. Why is it so?
6. What is being paid much attention to?
7. What new building methods are now used in building industry?
8. How many principal groups of prefabricated structures and precast elements do you know?
9. What changes have taken place in present day designs for residential structures? 10. Is there any improvement in heating and ventilating systems?
11. Who can afford better furnishings, refrigerators, washing machines, etc.?
12. What industrial buildings are mentioned in the text?

32. Comprehensive check.
Choose the best alternative according to the text:
1. In many countries the building industry, comprising … employs a considerable proportion of the available labour force.
a) skilled and unskilled workers in many trades, building engineers and architects, managerial staff and designers;
b) workers in many trades, building engineers and building engineers;
c) skilled and unskilled workers in many trades, managerial staff and designers.

2. Building industry includes … .
a) a present-day design;
b) residential public and industrial construction;
c) technological advance.

3. The problems of construction have grown into … .
a) the most important factor in most countries;
b) major, political issues in most countries;
c) one of the frequently discussed issues in most countries.

4. Housing is prominent among the factors … .
a) making life of a man better;
b) spoiling the level of living;
c) affecting the level of living.

5. In many countries residential construction has constituted at least …
a) 12 per cent and frequently more than 35 % of all capital formation;
b) 12 per cent and seldom less than 25 % of all capital formation;
c) 12 per cent and frequently more than 25 % of all capital formation.

6. The research and development in housing technology … .
a) is being paid much attention to;
b) is given the first place in the National Economy;
c) is of great importance for everybody.

7. New methods of construction concentrate on … .
a) the usage of the new materials;
b) new levels of technological advance, use of reinforced concrete panels etc.;
c) the rise in the general level of living.

8. Our builders utilize such techniques as … .
a) offsite prefabrication, precutting and large-scale site planning;
b) prefabricated structures and standardization;

c) offsite prefabrication hand labour of workers.

9. Present day design for residential construction envisages … .

a) all modern amenities for a dwelling and a garage near it;

b) all modern amenities for a dwelling;

c) storage facilities near a dwelling.

10. A house is … .

a) a tower where a family develops;

b) a physical environment for a comfortable living;

c) a physical environment where a family develops.

11. All new houses … .

a) are similar for the first sight;

b) have their own image;

c) acquire a new and modern look.

12. Industrial buildings comprise … .

a) another significant type of construction;

b) another significant type of image;

c) the same type of construction.

13. Modern industrial buildings have demonstrated the advantages of …

a) reinforced concrete units and decorated materials;

b) metal frames, vibro-rolled panels and glass walls;

c) reinforced concrete arches, metal frames and glass walls.

14. Steel was gradually substituted for iron and … .

a) gives possibility to build wider kitchens;

b) permitted wider rooms and larger windows;

c) permitted wider rooms and larger doors.

30. Read the text and get ready to speak about residential and industrial buildings:

WEATHER PROBLEMS ON CONSTRUCTION SITES

A wide variety of construction projects may be damaged by snow, ice, extreme cold, strong winds, hurricanes, tornadoes, flooding or wildfires. Some weather risks are obvious, as well as precautions taken against damage, while others may surprise those who manage the construction site. Construction best practice, however, is based upon risk awareness and the implementation of suitable precautions to minimize the risk of damage.

Construction sites are at higher risk than regular buildings during disaster times for a number of reasons. First, the standard measures that would protect a building from a disaster, such as earthquake-proof structures or internal fire reduction systems, are not yet in place. This means the damage could be far more extensive to a building under construction than for the same building after the construction is complete.

Every construction site needs to identify the risks that are dominant in the area, whether they are hurricanes or floods. They then need to create an emergency plan to help reduce the risk associated with these threats. Finally, construction site managers need to ensure that their team members are properly trained and know what to do in a disaster. With these three steps, the cost of a natural disaster will be much lower, and everyone on the site will be protected.

When you live near a coast, being prepared for hurricanes is essential. Hurricanes cause widespread damage by the storm. The damage estimates around $30 billion per year. After a hurricane, while companies try to recover from a disaster, the cost of building materials can increase, and it can be difficult to cover all the costs and get back on track. Large equipment can be damaged or completely destroyed due to the high winds of a hurricane.

Lightning strikes can also cause damage to construction equipment and construction sites. While most finished buildings have a plan for lightning, those plans may not be in place at the beginning of the project. Many construction managers forget about the realities of lightning, but every year there are about 25 million lightning strikes in the USA. That's a significant number, and the tall equipment on a construction site is at high risk.

Hurricanes and lightning storms often have some warning, but earthquakes do not. Every day, between 50 and 80 earthquakes occur around the globe. Thankfully most of these are either under the water or are mild enough not to cause problems, but each year there are around 100 earthquakes around the globe strong enough to cause damage. While seismologists do try to predict coming earthquakes, they cannot predict them accurately enough for construction sites to plan ahead.

31. Find the words in the text that mean the following.

1. a disaster when an area is covered with a large amount of water
2. actions taken to prevent some unpleasant or dangerous situations
3. loss or harm resulting from injury to a person or property
4. reduce something to the least possible level or amount
5. a dangerous situation that happens unexpectedly and needs fast actions to avoid negative or harmful consequences.
6. a situation happening in the nature such as a flood, a hurricane, or an earthquake that causes a lot of damage
7. return to a normal state after being damaged or having problems
8. be the reason for something, especially something bad
9. a scientist studying the sudden and violent movements of the earth connected with earthquakes
10. make a plan in advance

32. Ask 10questions to the text

LESSON 3

Модальный глагол can
Времена группы Perfect
Active, Passive Voice
Подлежащее, сказуемое
Суффиксы глаголов и числительных
Text A. TYPES OF BUILDINGS
Text B. BUILDING A HOUSE
Text C. FOUNDATIONS

PRE-TEXT EXERCISES

1. Объясните употребление времен группы Perfect, переведите:

1. She has been absent this week. She has been ill.
2. We have already written our term papers.
3. We have never been to England.
4. The rain had begun before we arrived home.
5 .1 have not seen my friend since the holidays.
6. He asked me if I had been invited to the party.
7. This term has been used for a long time.
8. Before the exhibition closes eighty to ninety thousand people will have attended it.
9. The once insoluble problems have been easily resolved by the research team.
10. Has she graduated from the University yet?
11. By the end of March the project will have been realized.
12. The project has already been submitted to the commission.
13. Easton and Pall had found that the quality of the model was improved.
14. The system had been installed before we finished.
15. Have you already finished your diploma work? - No, I shall have finished it by the end of May.

2. Выберите правильную форму сказуемого:

1. He (has graduated/graduated) from the NCSA this year. He (graduated/ will have graduated) from the NCSA in 5 years.
2.I (read/ have read) this article in the morning yesterday. I (read/have read) this article this morning.
3. We (saw/have seen) this film last year. We never (had seen/have seen) it before.
4. The title of the article (will be changed/will have been changed) by the author.
5. This method (is used/has been used) since 1999. This method (was used/ had been used) yesterday.

3. Раскройте скобки, поставив наречия в нужное место в предложении:

1. We have passed our examination (just).
2. They have finished their research work (already).
3. My sister has been a good student (always). She has been late for classes (never).
4. The dean has changed the time of our meeting (just).
5 .1 have not heard the news (yet).
6. He has told us about his scientific work (never).

4. Переведите следующие предложения на английский язык:

1. Мы изучаем английский язык уже давно. Еще до того, как мы поступили в университет, мы занимались языком больше пяти лет. Мы будем заниматься им и дальше.

2. Вы приготовили домашнее задание? - Да. – Когда Вы его приготовили? - Вчера. А мой товарищ еще не приготовил его. Он сейчас в читальном зале готовит его. Он обычно готовится к занятиям в читальном зале.

3. Приходи ко мне завтра в 3 часа. В это время я буду переводить статью и объясню тебе все сложные места. Я думаю, что к трем я закончу все свои другие задания.

5. **Compare the following pairs of the sentences and translate them into Russian (Active Voice vs Passive Voice).**

1. Charles Babbage invented the first computer in 1838.	The first computer was invented by Charles Babbage in 1838.
2. People in Singapore speak Chinese.	Chinese is spoken in Singapore.
3. They ask the passengers not to speak to the driver.	The passengers are asked not to speak to the driver.
4. A well-known scientist will address the conference.	The conference will be addressed by a well- known scientist.
5. A loud noise woke us up yesterday morning.	We were woken up by a loud noise yesterday morning.
6. They will check up the results of the experiment tomorrow.	The results of the experiment will be checked up tomorrow.
7. Somebody will tell you where to go.	You will be told where to go.
8. Mr. Smith will teach English to us.	We will be taught English by Mr. Smith.
9. Shakespeare wrote "Hamlet".	"Hamlet" was written by Shakespeare.

6. Use the following sentences in the negative and interrogative forms. Translate them into Russian.

1. A new concert-hall is being built in our street.
2. The students will be explained how to solve this problem.

3. The program was written three days ago.

4. These complex calculations were carried out with the help of the computer.

5. The program will be loaded soon.

6. He was asked to speak at the meeting.

7. The builders are reconstracting the zoo at the moment.

8. The results of computations will be recorded in the form of tables.

9. Some students are given a scholarship from the local education authority.

10. The combinations of two or more different materials are called composite materials.

7. Rewrite the following active sentences as passive ones paying attention to the appropriate tense form.

Example:

A good education gives people the best chance of getting a job.

The best chance of getting a job is given to people by a good education.

1. I wrote a report on the computer this morning.
2. Students study a large number of subjects.
3. He will type the name of the file.
4. They will discuss the problems of artificial intelligence.
5. Large-scale integration technologies reduced the size of computers.
6. The ancient Egyptians built very simple houses by present standards.
7. Large universities put most emphases on research.
8. He put his favorite programs on the desktop.
9. The desktop will only show a small number of icons.
10. Most computers run the Microsoft Windows operating system.

8. Complete the following sentences. Use the passive form (Present, Past or Future Simple) of the verbs in brackets.

1. How many languages _____ (speak) in Switzerland?
2. This examination _____ (take) tomorrow.
3. People often want to know what my progress in studies is. I _____ often _____ (ask) this question.
4. The lecture on computer science _____ (attend) by all the students yesterday.
5. The letter _____ (post) a week ago.
6. This is a big factory. Five hundred people _____ (employ) there now.
7. The company is not independent. It _____ (own) by a much larger company.
8. The students of my group _____ (examine) in classroom 5 in two hours.
9. The book _____ (write) in Spanish and a few years ago it _____(translate) into English.
10. The conference _____ (hold) next week.

WORD BUILDING

9. Запомните суффиксы глаголов!

Суффикс	Примеры
-en	to shorten, to strengthen, to widen
-ize	to organize, to liberalize, to utilize, to terrorize
-fy, -ate	to fortify, to intensify, to satisfy, to unify, to illuminate, to regulate

10. Переведите следующие производные слова:

Computer - to computerize; special - to specialize; ideal - to idealize; crystal - to crystallize; central - to centralize; light - to lighten; bright - to brighten; deep – to deepen; less - to lessen; magnification - to magnify; occupation - to occupy; satisfaction - to satisfy; qualification - to qualify; ratification - to ratify; identity – to identify.

11. Образуйте глаголы от следующих слов согласно образцу:

Usage — to use: subdivision, indication, complication, production, systematization, difference, appearance, changeable, measurable, large, active.

12. Запомните суффиксы числительных:

Суффикс	Употребление	Примеры
-th	порядковые числительные, кроме: the first, the second, the third	the seventh, the twenty sixth
-teen	количественные числительные от 13 до 19	thirteen, seventeen
-ty	десятки	sixty

13. Запомните арифметические знаки:

+ — plus; = — equals/is equal to; — divided by; > — is greater than; — minus;

X -times; % - percent; < — is less than.

14. Прочтите:

1) 5000 workers; 398 computers; 620 students;
2) 5.7%; 25%; 109%; 0.04%;
3) 0.75; 62.359; 9,995; 3.638; 5.67; 1.234;
4) June 10, 1946; September 21, 1912; 1799; 1147; 1823; 2005;
5)32x3=; 0,25:25 =; 1002 + 8=; 56 >12; 145 <693.

15. Определите, к какой части речи относятся следующие слова и переведите их:

a) to produce—producer—product—production—productive—productivity; overproduction—underproduction—reproduce—reproducible—reproducibility; to act — actor — actress — acting — active — activist — activity — inactivity; reactivity — activator — activate — activated — activation — reactivation; to use — useful — useless — usefulness — uselessness; resistant — resist — resistance — resistor; theory — theorist — theoretical — theorize; physics — physicist — physical — physically; to explain — explainable — explanation; to satisfy — satisfactory — satisfaction;

Text A. TYPES OF BUILDINGS

The house shows the owner.

English proverb

16. Read these international words and try to guess their meaning:

Social, function, activity, condition, technique, technological, evolution, minimum, stimulate, industry, standardization, production, mechanization, bulldozer, decoration.

17. Read out the following words and memorize them:

an apartment	многоквартирный дом
recreational	развлекательный
a permanence	постоянство, прочность
to tend	направлять
an assemblage	сборка, монтаж
to erect	сооружать, воздвигать, устанавливать
a built-in	вставка, встроенность
a load	нагрузка
to conceal	скрывать, маскировать
a search	поиск
expressive	выразительны
meaningful	многозначительный
to suit	удовлетворять
resultant	результативный
private	частный
an excavation	земляные работы, выемка грунта
an excavation	Производительность

18. Read out these phrases several times till you remember their meaning:

at once – одновременно;
to depend upon – зависеть от;
interchangeability of smth – взаимозаменяемость чего-либо;
modular design – блочная конструкция (модульное проектирование);
to classify according smth – классифицировать согласно чему-то;
a minimum of materials – минимальное использование материалов;
to protect smb from smth – защищать кого-то от чего-то;
the methods by which – методы, с помощью которых;
at lower cost – при наименьших затратах;
carefully think of smth – тщательно продумывать что-то;
in order to do smth – для того, чтобы сделать что-то;
to form from – производить из.

19. Match the English words with their Russian equivalents:

1. recreational	a. многозначительный
2. resultant	b. скрывать
3. a load	c. встроенность
4. meaningful	d. выемка грунта
5. an apartment	e. удовлетворять
6. to conceal	f.развлекательный
7. a permanence	g. поиск
8. a built-in	h. результативный
9. a search	i. выразительный
10. an assemblage	j. постоянство, прочность
11. to erect	k. частный
12. a permanence	l.многоквартирный дом
13. to suit	m. сооружать
14. private	n. сборка
15. an excavation	o. Нагрузка

20. Combine the words with the help of the preposition of.
Translate these word combinations:

1. types	a. materials
2. permanence	b. elements
3. character	c. techniques
4. technological development	d. the construction

5. the evolution	e. mechanization
6. maximum	f. buildings
7. combinations	g. built-in cabinets
8. standardization	h. better structures
9. interchangeability	i. society
10. output	j. an apartment
11. the high degree	k. stability
12. a variety	l. a structure
13. the upper part	m. a fixed unit
14. the built-in space	n. parts
15. the extent	o. construction methods

21. Read the text and get ready to speak about the types of buildings:

TYPES OF BUILDINGS

Types of buildings depend upon social functions and may be classified according to the role in the Community. The types of buildings may be domestic, educational, office, industrial, recreational, etc. The common and necessary conditions are:

a) its suitability to use by human beings in general and its adaptability to particular human activities;

b) the stability and permanence of its construction.

Speaking of residential construction we must say that the apartment houses are mostly built to suit urban conditions. Group housing provides home for many families and is at once public and private. The techniques of construction or the methods by which structures are formed from particular materials are influenced not only by the availability and character of materials but also by the total technological development of society.

The evolution of techniques is conditioned by two factors:

1) one is economic – the search for a maximum of stability and durability in building with a minimum of materials, labour and time;

2) the other is expressive – the desire to produce meaningful form. Large housing programmes have tended to stimulate technological change in the building industry.

Modular design (i.e. design in which the elements are dimensioned in combinations of a fixed unit) has led to standardization of elements, interchangeability of parts and increased possibilities for mass production, with resultant economies. Entire apartment assemblages are available and are being used to an increasing extent. These techniques aim at a higher output of better structures at lower cost. The high degree of mechanization and standardization is successfully achieved by reinforced concrete blocks and units. Reinforced concrete

homes are produced by a variety of construction methods. Various methods of constructing reinforced concrete houses involve extensive use of large sections manufactured in heavily mechanized factories and erected at the site.

In order to build a house first an excavation is dug by bulldozers. Then a foundation is laid to carry the load of a structure and to keep the walls and the floors from the contact with soil. Floors divide a building into storeys and carry the loads too. The upper part of a structure is a roof; it ties a building, gives the firmness to the structure and protects people from rain, wind, snow, etc. Doors, windows, stairs, lifts are integral elements of a building and they are always precast or prefabricated.

When a structure is ready builders start to decorate it. When decoration work is over a building is considered to be finished. The built-in space of an apartment should be carefully thought of as well. There is a considerable trend toward built-in furniture. Rooms should be both efficient and visually satisfying. The extent of built-in cabinets must be determined.

Drawers and shelves can often be concealed behind walls, freeing valuable floor space.

22. Answer the following questions:

1. What do types of buildings depend upon?
2. In what way may be they classified?
2. What are the common and necessary conditions?
4. What is the function of group housing?
5. The evolution of techniques is conditioned by several factors, isn't it?
6. What is modular design?
7. Why is it used?
8. What is the aim of entire apartment assemblages?
9 .What methods are used to produce reinforced concrete homes?
10. Where are large sections manufactured and erected?
11. What is necessary to first in order to build a house?
12. Why is the foundation laid?
13. What is the upper part of a structure?
14. What elements are integral?
15. Who starts to decorate the structure?
16. When is a building considered to be finished?
17. What do we call the built-in space of an apartment?
18. Should rooms be both efficient and visually satisfying?
19. What must be determined?
20. Where can be drawers and shelves concealed?

23. Complete the sentences according to the text:

1. … upon social functions.
2. The types of buildings may be … .
3. The apartment houses are mostly built … .
4. Group housing provides … and is at once public and private.

5. The methods by which structures are formed from particular materials are influenced by the total …. .

6. Large housing programmes have tended to … .

7. Modular design is … of a fixed unit.

8. … are available and are being used to … .

9. … is successfully achieved by reinforced concrete blocks and units.

10. Various methods of constructing … use of large sections.

11. In order to build a house first … .

12. Floors divide a building into … .

13. Doors, windows, stairs, lifts are integral elements of … .

14. … toward built-in furniture.

24. Comprehensive check. Choose the best alternative according to the text:

1. Types of buildings may be classified according to … .

a) the place in the Community;

b) the role in the Community;

c) the position in the Community.

2. The stability and permanence of the construction are … .

a) the obligatory and necessary conditions;

b) the widely spread and common conditions;

c) the common and necessary conditions.

3. … to suit urban conditions.

a) The apartment houses are mostly built;

b) The new blocks of flats are mostly built;

c) The houses for one family are mostly built.

4. … and is at once public and private.

a) Group housing provides home for families with children;

b) Group housing provides home for poor families;

c) Group housing provides home for many families.

5. The techniques of construction are influenced by … .

a) the amount of the building materials;

b) the quality of the materials at a site;

c) the total technological development of society.

6. The economic factor in the evolution of techniques deals with … .

a) the search for the new building materials which are better in quality and more expensive in price;

b) the search for a maximum of stability and durability in building with a minimum of materials, labour and time;

c) the seat for the new talented engineers, designers and architects.

7. Large housing programmes have tended to … .
a) stimulate technological change in the building industry;
b) improve the process of building in the country;
c) accelerate technological change in the building industry.

8. Modular design has led to interchangeability of parts and … .
a) increased possibilities for mass production;
b) increased residential construction in the country;
c) increased availability of materials.

9 … and are being used to an increasing extent.
a) Group housing buildings are available;
b) Domestic and recreational buildings are available;
c) Entire apartment assemblages are available.

10. These techniques aim at a … .
a) stable output of better structures at acceptable cost;
b) higher output of better structures at lower cost;
c) new output of better materials at lower cost.

11. The high degree of mechanization and standardization is successfully achieved by … .
a) the usage of the new methods of building;
b) reinforced concrete blocks and units;
c) reinforced units formed from particular materials.

12. sections manufactured in heavily mechanized factories … .
a) are erected at the site;
b) are transported to the site;
c) give a great economic effect.

13 In order to build a house … .
a) first an excavation is dug by bulldozers;
b) first some necessary documentation is worked out;
c) first is necessary to receive the permission to do this.

14. … and to keep the walls and the floors from the contact with soil.
a) Necessary materials are used to carry the load of a structure;
b) Ground works are done to carry the load of a structure;
c) A foundation is laid to carry the load of a structure.

15. The upper part of a structure is a roof which … .

a) considers the main part of a house;
b) protects people from rain, wind and snow;
c) protects people from different accidents.

16. When a structure is ready … .
a) tenants can move into their flats;
b) builders start to decorate it;
c) builders start to improve some defects.

17. There is a considerable trend toward built-in furniture because …
a) rooms should be both efficient and visually satisfying;
b) it makes rooms both efficient and visually satisfying;
c) it makes rooms modern and comfortable.

18. … , freeing valuable floor space.
a) Built-in wardrobes can often be concealed behind walls;
b) All furniture can often be concealed behind walls;
c) Drawers and shelves can often be concealed behind walls.

20. Group work:
Express your opinion on the contents of the English proverb given above. Discuss all your pros and cons with your group-mates.

Text B. BUILDING A HOUSE

Don't build a bigger house
than you may set roof on.
Swedish proverb

25. Read these international words and try to guess their meaning:
Person, consult, expert, zone, specification, contract, information, code, skeleton, material, idea, factory, form, architect, design.

26. Read out the following words and memorize them:

a lot	участок земли (амер.)
to check	проверять
to permit	разрешать
a frame	каркас, станина,
a footing	нижняя часть фундамента
to supervise	руководить
to bolt	скреплять, закреплять
a sill	лежень

a joist	брус
a beam	балка, перекладина
midway	середина расстояния
a plywood	фанера
to nail	прибивать
a lumber	лесоматериал
a stud	стойка
a plate	пластина, планка
a carpenter	плотник
to brace	скреплять
a sheathing,	обшивка, опалубка
a fiberboard	древесно-волокнистая
a plasterboard	гипсокартон
to tack	соединять
a tar pape	рубероид
a siding	обшивка, облицовка
slanted	наклонный, скошенный
a rafter	стропило
a ridgeboard	коньковый брус (на крыше)
a ridge	конек
a shingle	кровельная плитка
a flashing	слив, фартук (элементы
a chimney	дымоход
a slate	сланец
to insulate	защищать, изолировать

27. Read out these phrases several times till you remember their meaning:
around which – вокруг которой;
to place directly – непосредственно присоединить;
about midway – примерно в середине;
to place directly – размещать непосредственно;
at the top of smth – на верху чего-то;
a building felt – строительный тряпичный картон (войлок);
to prevent smth from smth – предотвращать что- то от чего-то;
to protects smb in both the present and the future – защитить кого-то как в настоящем, так и в будущем.

28. Match the English words with their Russian equivalents:

1. a chimney	a.кровельная плитка
2. a plywood	b.лесоматериал
3. a siding	c.брус
4. a shingle	d. фартук
5. a sill	e.балка,
6. a joist	f.дымоход
7. to nail	g.стойка
8. a flashing	h.гипсокартон
9. a lumber	i. лежень
10. a rafter	j.пластина
11. a stud	k. фанера
12. slanted	l. прибивать
13. a plate	m. наклонный
14. a beam	n. обшивка, облицовка
15. a plasterboard	o. стропило

29. Combine the words with the help of the preposition of. Translate these word combinations:

1. knowledge	a. factories
2.the construction	b. the outside wall
3. the value	c. the joists
4. top	d. the roof
5. the bottom layer	e. the floor
6. vertical pieces	f. sheet metal
7. inner layer	g. the floor
8. the bottom ends	h. lumber
9. the ridge	i. the house
10 the weight	j. asphalt
11 the final layer	k. the rafters
12 strips	l. these codes

30. Give the three forms of the following verbs:

To form, to attach, to nail, to raise, to brace, to build.

31. Read the text and get ready to explain what is necessary to begin with if you want to build a house:

BUILDING A HOUSE

Planning a house. If a person decides to build a house, he or she must first select a lot or piece of land. The next step is to consult an architect or builder. This expert will check local zoning laws and electrical, building and plumbing codes. Knowledge of these codes protects the buyer in both the present and the future. For example, the zoning law in the area may permit the construction of factories near the new house. Such construction might well decrease the value of the house.

The architect then designs the house, according to the buyer's ideas. He or she makes specifications and blue prints that become the basis forthe contract between the builder and the buyer. They provide information on size, materials, and how the house is to be built. The architect also supervises the construction of the house.

The frame is the skeleton around which the rest of the house is built. After the footings and foundation have been formed, workers bolt wooden sills or base plates to the foundation. The sills support the outside walls.

Floor joists or support beams are attached to the sills about 16 inches (41 centimeters) apart. A joist runs from one sill and joins with another joist from the opposite sill. They meet at a main support beam or basement wall about midway between the house's sides. Floorboards or plywood nailed on top of the joists make the bottom layer of the floor. The structure then is solid enough to hold the wall frames of the house. Wall frames include vertical pieces of lumber called studs and horizontal pieces called plates. Carpenters assemble and nail together each wall frame separately before attaching it to the sill. Then they lift each frame into place and brace it temporarily. When all the outside walls have been raised, they are nailed together and braced permanently.

The sheathing or inner layer of the outside wall may be wood, fiberboard, or plasterboard nailed to the studs. Sometimes builders tack tarpaper to the sheathing before adding the siding or outer layer. Siding may be aluminium, brick, stone, or wood placed directly over the sheathing or tarpaper.

The roof seals the top of the house. Some roofs are flat, but most are slanted. Slanted roofs are often formed by pieces of lumber called rafters. Carpenters nail the bottom ends of the rafters to the plates at the top of the outside walls. The rafters slant from the plates and meet at the ridge-board. A board places at the ridge, or top edge of the roof. Rafters support the weight of the roof just as joists support the weight of the floor.

After carpenters nail sheathing to the tops of the rafters, they add heavy building paper or building felt to it. Then they add the final layer of asphalt or slate shingles, or roofing asphalt. Flashings, or strips of sheet metal, placed around the chimney and other roof openings, insulate the roof from the chimney and also prevent water from leaking into the house.

32. Answer the following questions:

1. What is necessary to do first if you decide to build a house?
2. Whom is necessary to consult with?
3. Why is it necessary to consult with an expert?
4. What protects the buyer in both the present and the future?
5. Who designs the house, according to the buyer's ideas?
6. Is it important to sign the contract between the builder and the buyer and why?
7. Who supervises the construction of the house?
8. What is the frame?
9. When do workers bolt wooden sills or base plates to the foundation?
10. What supports the outside walls?
11. What runs from one sill?
12. Where do they meet?
13. What is called studs?
14. What do carpenters do?
15. What materials are used for sheathing or inner layer of the outside wall?
16. What materials are used for siding?
17. What seals the top of the house?
18. What is the form of the roofs?
19. How do we call slanted roofs formed by pieces of lumber?
20. Where do carpenters nail the bottom ends of the rafters?
21. What supports the weight of the roof and the floor?
22. When do carpenters add heavy building paper or building felt to sheathing?
23. What is placed around the chimney and other roof openings?
24. Why is it necessary to do?

33. Complete the sentences according to the text:

1. … he or she must first select a lot, or piece of land.
2. Knowledge of these codes protects … .
3. … , according to the buyer's ideas.
4. The frame is … .
5. After the footings and foundation have been formed, … or base plates to the foundation.
6. A joist runs from one sill and … from the opposite sill.
7. … make the bottom layer of the floor.
8. Carpenters assemble and nail together … before attaching it to the sill.
9. … may be wood, fiberboard, or plasterboard nailed to the studs.
10. … before adding the siding or outer layer.
11. Some roofs are flat, but … .
12. Carpenters nail the bottom ends of the rafters to … .
13. After carpenters nail sheathing to the tops of the rafters, … .
14. Then they add the final layer of asphalt or … .

34. Choose a word to put into each gap:

Carpenters, a joist, lumber, the frame, rafters, the sheathing, slate shingles, plates, plywood, plasterboard, studs, the footings, nail, the roof, stone, layer, the ridgeboard, bolt, asphalt, pieces, aluminium, leaking, slanted, the siding, sill, fiberboard, wall frame, tar paper, the chimney, wood, slant, the weight.

1. … is the skeleton around which the rest of the house is built.
2. After … and foundation have been formed, workers … wooden sills or base … to the foundation.
3. … runs from one … and joins with another joist from the opposite sill.
4. Floor boards or … nailed on top of the joists make the bottom … of the floor.
5. Wall frames include vertical pieces of … called … and horizontal … called plates.
6.… assemble and … together each … separately before attaching it to the sill.
7. … or inner layer of the outside wall may be wood, … , or … .
8. Sometimes builders tack … to the sheathing before adding … or outer layer.
9. Siding may be… , brick, … , or … placed directly over the sheathing or tar paper.
10. … roofs are often formed by pieces of lumber called … .
11. The rafters … from the plates and meet at … .
12. Rafters support the weight of … just as joists support … of the floor.
13. Carpenters add the final layer of … or … , or roofing asphalt.
14. Flashings insulate the roof from … and also prevents water from … into the house.

35 Comprehensive check. Choose the best alternative according to the text:

1. If a person decides to build a house, … .

a) he or she must have enough money;
b) he or she must first select some partners;
c) he or she must first select a lot or piece of land.

2. … , according to the buyer's ideas.

a) The architect fulfils all the documents;
b) The architect designs the house;
c) The lawyer chooses everything necessary.

3. The basis for the contract between the builder and the buyer are … .

a) agreements for building the house;
b) documents selected by the lawyer;
c) specifications and blue prints.

4. The documents which are the basis for the contract provide information on … .

a) size, materials, and how the house is to be built;
b) qualification of the workers who will build the house;
c) money which is necessary to pay.

5. The frame is the skeleton … .

a) around which all the works are organized;
b) around which the rest of the house is built;
c) which is the main part of the house.

6. Workers bolt wooden sills or base plates to the foundation … .

a) after the footings and foundation have been formed;
b) after they are asked to do this;
c) before the footings and foundation have been formed.

7. Floor joists or support beams are attached to the sills about … .

a) 17 inches (41 centimeters) apart;
b) 16 inches (42 centimeters) apart;
c) 16 inches (41 centimeters) apart.

8. A joist runs from one sill and joins with another… .

a) joist from the nearest sill;
b) plate from the opposite sill;
c) joist from the opposite sill.

9. Floor boards or plywood … make the bottom layer of the floor.

a) covered the top of the joists;
b) nailed on top of the joists;
c) nailed on the bottom of the joists.

10. … separately before attaching it to the sill.

a) Carpenters assemble and nail together each wall frame;
b) Carpenters select and paste together each wall frame;
c) Builders assemble and nail together each wall frame.

11. The sheathing or inner layer of the outside wall … nailed to the studs.

a) may be wood, fiberboard, or plasterboard;
b) may be cement, fiberboard, or plasterboard;
c) is necessary to be wood, fiberboard, or plasterboard.

12. … before adding the siding or outer layer.

a) Obligatory builders tack tar paper to the sheathing;

b) Sometimes builders tack tar paper to the sheathing;
c) Sometimes builders tack clay to the sheathing.

13. Siding may be aluminium, brick, stone, or wood placed … .
a) directly above the fiberboard or tar paper;
b) directly over the sheathing or tar paper;
c) at the sides of the walls.

14. The roof seals the top of the house, they may be … .
a) flat, but most are slanted;
b) only slanted;
c) slanted, but most are flat.

15. Slanted roofs are often formed by … .
a) pieces of plasterboard called sills;
b) plates of tar paper called rafters;
c) pieces of lumber called rafters.

16. Rafters support the weight of the roof just as … .
a) beams support the weight of the whole house;
b) studs support the weight of the floor;
c) joists support the weight of the floor.

17. After carpenters nail sheathing to the tops of the rafters, … .
a) they finish their work and declare about it to a master;
b) they add heavy building paper or building felt to it;
c) they add tar paper or shingle to it.

18. Flashings or trips of sheet metal, placed around the chimney and other roof openings, … .
a) prevent water from leaking into the house;
b) prevent mud and clay from coming into the house;
c) make the roof not dangerous for living.

Text C. FOUNDATIONS

He who has not first laid his foundations may able with great ability to lay them afterwards; but they will be laid with trouble to the architect and danger to the building.
Niccolo Machiavely

36. Read these international words and try to guess their meaning:
Press, engineer, structure, perpendicular, balance, mechanics, problem, construction, column, garage, granite.

37. Read out the following words and memorize them:

to lean	наклоняться
a sinking	опускание
unevenly	неравномерно
to topple	падать
trial	пробный
a pit	карьер
undisturbed	цельный, неповрежденный
to forecast	предвидеть
a shift	изменение
hollow	пустой
a pile	столб
a load	нагрузка
a shaft	шпиндель
to float	поддерживать на поверхности
to grip	крепко держать
to bore	бурить
an ironstone	железная руда, бурый железняк
a flotation	флотация
a plant	установка
a chamber	отсек
a basement	цокольный этаж, подвальное помещение
a slab	плита
a filler	заполнитель

38. Read out these phrases several times till you remember their meaning:

to lay the foundation of smth – заложить фундамент;
to press down – прижимать;
at the same time – в то же самое время;
to begin with – для начала;
in order to – для того, чтобы;
by examining smth – путем исследования чего-либо;
as well as – так же как;
to come to the decision – принять решение;
a moisture proof paper – влагонепроницаемая (влагоустойчивая) бумага.

39. Match the English words with their Russian equivalents:

1. a shift	a. опускание
2. undisturbed	b. наклоняться
3. a shaft	c. падать
4. a pile	d. железная
5. a sinking	e. шпиндель
6. trial	f. поддерживать
7. to topple	g. крепко держать
8. a pit	h. столб
9. to lean	i. пробный
10. to forecast	j. изменение
11. to float	k. неравномерно
12. hollow	l. карьер
13. to grip	m. цельный, неповрежденный
14. unevenly	n. предвидеть
15. an ironstone	o. пустой

40. Combine the words with the help of the preposition of. Translate these word combinations:

1. the weight	a. the upper stories
2. the possibility	b. the ground
3. 14 feet out	c. a heavy structure's sinking
4. the design	d. floating a building
5. one side	e. earth
6. the foundations	f. a building
7. a thorough understanding	g. all
8. a scientific study	h. the perpendicular
9. undisturbed samples	i. foundation
10. the sort	j. two ways
11. important decision	k. small buildings
12. in one or both	l. a vast, hollow concrete box
13. a question	m. soil mechanics
14. the form	n. the Tower

41. Give the three forms of the following verbs:

To involve, to realize, to make, to topple, to begin, to alter, to dig, to find, to divide, to use, to lay, to sink, to drive, to bore.

42. These words can be used both as verbs and nouns. Make up your own sentences to show the difference in their usage:

Lean, press, shift, weigh, sink, lean, design, balance, compress, load, bore, study, bear, pit, aim, plant.

43. Read the text and try to explain the problem of foundations:

FOUNDATIONS

Why does the Learning Tower of Pisa lean? The answer is that its foundations were not soundly laid. From the earliest times, architects and engineers have been aware of the problems involved in laying a building's foundations. But they have not always realized what extent the earth can be pressed down by the weight of a building. Too little allowance has sometimes been made for the possibility of a heavy structure's sinking unevenly. (Though the Leaning Tower is 14 feet out of the perpendicular, it has never toppled. As the building began to lean over, the builders altered the design of the upper stories to balance it. At the same time as one side of it sank into the ground, the earth beneath was compressed until it became dense enough to prevent further movement.)

The foundation supports a house. If the earth is stable, laying the foundations of small buildings possess few problems. But in a tall modern structure the load may be very heavy indeed. That's why the foundation engineer has an extremely important job to do. To begin with, he must have a thorough understanding of soil mechanics, which entails a scientific study of the ground to see what load it can bear without dangerous movement.

First construction workers begin excavating, or digging holes or trenches for the footings, the lowest part of the foundation. Trial pits are dug, or holes are bored, in order to collect undisturbed samples of earth from various depths. By examining these, the engineer can forecast the probable shifts in the earth during and after building, according to the sort of foundation he designs. Thus he comes to the most important decision of all in the building's construction: he decides whether the earth is of the type that can best support each column on a separate solid block, or whether he must aim at lightness and, as it were, ″float″ the building on hollow foundations.

The footings support each wall load. They are made by pouring concrete into wood or steel forms that workers place below the frost line or the depth to which the ground freezes. This is done so that the footings will not freeze and shift. Footings usually extend from one to 6 feet (30 to 180 centimeters) beneath ground level. Builders generally use concrete or concrete block for the house's foundation. The foundation may extend from 8 inches to 3 feet (20 to 91 centimeters) above the ground.

If firm ground has been found only at great depth, the foundation engineer may use piles. These are solid shafts made either by driving reinforced, precast concrete deep into the ground, or by boring holes in the earth and pouring in the concrete. Each pile supports its load in one or both of two ways. It may serve as a column with its foot driven into solid earth or rock or it may stand firm because friction along its sides ″grips″ the column and prevents it from sinking.

The area within the foundation below the first story is the basement. Basements add to the cost of building a house, but they provide extra room. In other words, when it is a question of floating a building, the foundations take the form of a vast, hollow concrete box. This box is divided into separate chambers for the home's heating unit, ventilating plants and laundry equipment, and for storage space for the building.

Some basements also have a recreation room. Only about 40 per cent of the houses, built today, have basements. In many low or damp regions, houses are raised above the ground on concrete piers, or supports.

Sometimes a slab foundation is laid directly on the ground, especially if the earth beneath a house is hard. The ground must first be leveled. Workers then spread a filler, usually stone, and cover it with a moisture proof paper. The filler and the paper prevent moisture from coming through the slab that is made by pouring concrete, about 4 inches (10 centimeters) thick, directly on top of the paper.

Luckiest of all are those foundation engineers whose buildings stand on hard rock like granite or ironstone. For them neither piles nor flotation need to be used.

44. Answer the following questions:

1. Were the foundations of the Tower of Pisa soundly laid?
2. What ware the problems of a building's foundations from the earliest times?
3. What was difficult to realize for architects and engineers at that time?
4. Has the Tower toppled down?
5. What has been done to prevent the Leaning Tower of Pisa from this?
6. Why is it difficult to lay foundation of a tall modern structure?
7. What supports a house?
8. What is most important for the foundation engineer to know?
9. What must engineer learn before deciding what type of foundation is necessary for that soil?
10. What is necessary to do first?
11. What is necessary to do to collect undisturbed samples of earth from various depths?
12. What can the engineer forecast?
13. What is the most important decision of all in the building's construction?
14. Each wall load is supported by wood, isn't it?
15. What are the footings made by?
16. Why do workers place the footings below the frost line?
17. What is used for the house's foundation?
18. In what cases the piles are used?
19. What are piles?
20. Each pile supports its load in one or both of two ways, doesn't it?
21. In what functions a pile may serve?
22. What is a basement?
23. When do the foundations take the form of a vast, hollow concrete box?

24. Why is this box divided into chambers?
25. When a filler is used?
26. What prevents moisture from coming through the slab?

45. Complete the sentences according to the text:

1. The Learning Tower of Pisa lean because … .
2. Laying a building's foundation was a problem for … .
3. Too little allowance has sometimes been made for … by architects and engineers.
4. The Tower of Pisa has never toppled in spite of the fact that … .
5. the builders altered the design of … as the building began … .
6. The earth beneath was compressed … .
7. … the foundations of small buildings possess few problems.
8. The foundation engineer has an extremely important job to do if … .
9. The knowledge of soil mechanics, which entails … without dangerous movement.
10. First construction workers begin excavating, … .
11. In order to collect undisturbed samples of earth from various depths it is neces-sary …. .
12. … that workers place below the frost line or the depth to which the ground freezes.
13. Footings usually extend from … .
14. The foundation engineer may use piles if … .
15. A pile may stand firm because … .
16. … , but they provide extra room.
17. The foundations take the form of a vast, hollow concrete box when … .
18. … above the ground on concrete piers, or supports.
19. … especially if the earth beneath a house is hard.
20. Workers then spread a filler, … , and cover it with a moisture proof paper.
21. The filler and the paper prevent … that is made by pouring concrete, about 4 inches (10 centimeters) thick, … .
22. Neither piles nor flotation need to be used if … .

46. Comprehensive check. Choose the best alternative according to the text:

1. The Tower of Pisa leans because … .

a) its foundations were not soundly laid;
b) the ground under it is very soft;
c) weather at this region is very wet.

2. From the earliest times it was necessary to know … .

a) everything about the foundations of small buildings;
b) soil mechanics;
c) what extent the earth can be pressed down by the weight of a building.

3. … for the possibility of a heavy structure's sinking unevenly.
a) No attention was paid;
b) Too little allowance has sometimes been made;
c) A lot of allowance has been made.

4. The Tower of Pisa has never toppled … .
a) though it is 14 feet out of the vertical;
b) though it is 14 feet out of the perpendicular;
c) though it is 16 feet out of the perpendicular.

5. As the building began to lean over, … to balance it.
a) the builders built some supports;
b) the builders altered the design of the upper stories;
c) the builders reconstructed it.

6. If the earth is stable, … .
a) laying the foundations of small buildings possess few problems;
b) laying the foundations of new buildings possess few problems;
c) laying the foundations of small buildings arises many problems.

7. If the load is very heavy … .
a) it is difficult to build a big construction;
b) the foundation engineer must change the project;
c) the foundation engineer has an extremely important job to do.

8. The footings are … .
a) the main support of the foundation;
b) the lowest part of the foundation;
c) used to decorate a house.

9. The footings are made by … .
a) pouring water into wood or steel forms;
b) pouring cement into wood or iron forms;
c) pouring concrete into wood or steel forms.

10. The foundation may extend from … the ground.
a) 8 inches to 3 feet (20 to 91 centimeters) above;
b) 8 feet to 3 inches (21 to 90 centimeters) above;
c) 8 inches to 3 feet (20 to 91 centimeters) below.

11. Soil mechanics entails a scientific study of the ground … .
a) to see what load it can bear without dangerous movement;
b) to understand its structure for future building;
c) to know what weight of a building it can bear.

12. In order to collect undisturbed samples of earth from various depths … .

a) it is possible to dig some holes in the ground;
b) it is necessary to ask a geologist for help;
c) it is necessary to dig the trial pits or to bore the holes.

13. With the help of undisturbed samples the engineer can … .

a) correct his project if there are any drawbacks in it;
b) forecast the future earthquakes at this place;
c) forecast the probable shifts in the earth during and after building.

14. …, if firm ground has been found only at great depth.

a) The foundation engineer may use piles;
b) The foundation engineer may change the place of building;
c) New project is recommended to work out.

15. Piles are solid shafts made by … .

a) boring holes in the earth and pouring in the concrete;
b) driving cement deep into the ground;
c) boring holes in the foundation and pouring in these holes.

16. … with its foot driven into solid earth or rock.

a) A pile may serve as a subsidiary material;
b) A pile is used usually as a column;
c) A pile may serve as a column.

17. … because friction along its sides ″grips″ the column.

a) A pile may stand in one and the same position;
b) A pile may stand firm;
c) A building may stand firm.

18. The area within … is the basement.

a) the house below the second story;
b) the foundation below the first story;
c) the foundation below it.

19. Basements add to the cost of building a house, but … .

a) they provide extra room;
b) they are very necessary for a house;
c) they are very useful.

20. The foundations take the form of a vast, hollow concrete box when … .

a) it is necessary to have a spare place for garages;

b) it is a question of floating a building;
c) it is a question of a building's weight.

21. This box is divided into chambers that … .
a) combines house heating and ventilating plants;
b) combines some additional plants;
c) serves as location for building materials.

22. … , especially if the earth beneath a house is hard.
a) Sometimes special machines are necessary;
b) Sometimes a slab foundation is made from concrete;
c) Sometimes a slab foundation is laid directly on the ground.

23. Workers then spread a filler, usually stone, and … .
a) put it deep in the ground;
b) cover it with cement;
c) cover it with a moistureproof paper.

24. The filler and the paper prevent moisture from coming … .
a) through the ground that is made by pouring water;
b) through the slab that is made by pouring concrete;
c) through the piles that is made by pouring cement.

25. Luckiest of all are those foundation engineers … .
a) whose buildings stand on hard rock like stone or wood;
b) whose buildings stand on hard rock like granite or ironstone;
c) whose buildings on hard rock like granite or metal.

LESSON 4

Согласование времен

Дополнение, дополнительные придаточные предложения

Приставки

Текст A. INTERIOR CONSTRUCTION OF A HOUSE

Текст B. THE LAST STEPS IN FINISHING A HOUSE

Текст C. THE MOST IMPRESSIVE CONCRETE STRUCTURES AROUND THE WORLD

PRE-TEXT EXERCISES

Согласование времен

1. Переведите предложения на русский язык, учитывая правило согласования времен:

1. He knew that I never missed the seminars.
2. We thought that we should be able to see our old friends.
3 .1 knew that you were very tired.
4 .1 thought that the meeting took place that day.
5 .1 hoped that you would meet him.
6. She was sure that the lecture was going on.
7. Students were informed that they would have industrial training in the third year.
8. He said that he had already carried out his research work.
9. The students were told at the lecture that the first programmer Augusta Ada Byron was a daughter of George Byron.
10. He said he would not go to the University tomorrow.

2. Раскройте скобки, поставив глаголы в нужную форму согласно правилу согласования времен:

1. The engineer was told that he (may) test the device in the afternoon.
2. It was known that the head of our laboratory (to be) a graduate of our Academy.
3. They thought that she (to graduate) from a technical institute.
4. When I came they (to tell) me that he (to leave) half an hour before.
5. The chief engineer believed that we (to work) at the problem for a month the following year. 6. We were told that it (to be) cold on the following weekend.
7. He did it better than I (to expect).
8. He asked the students whether the ever (to see) such a book.
9. We thought that he not (to be able) to make his work in time and therefore (to offer) to help him.
10. When I came they (to tell) me that he (to leave) half an hour before.

3. Определите, чем выражено дополнение, переведите предложения на русский язык:

1. The students of our group wrote a test work yesterday. They said it was very difficult.
2. We see that the basic design of the computer has not changed much in the last few decades.
3. The company provided users to select items from menus' of choices by manipulating the mouse.
4. To copy a file from one disc to another the user could use a mouse to select and "drag" a picture that represented the file.
5. A computer will do only what it is precisely told to do.
6. They asked when they should deliver the device.
7. We did not know if he was responsible for this work.
8. We are sure it is possible to change the terms of work.
9. We do not know whether such service stations are useful and convenient in practice.
10. It was realized that large computers are capable of carrying out a lot of tasks.
11. At first it was not clear whether new telephone and teletype communication with ships via six satellites was economical and reliable or not.
12. Specialists did not know if it was possible to continue modernizing the electronic equipment of this kind - the costs were too high.
13. I did not know then if I should see him again.
14. The lecturer told me to look up this term in a good dictionary

4. Переведите на английский язык:

1. Мы полагали, что он скоро вернется.
2. Я задумался о том, что нас ждет в будущем.
3. Он не мог вспомнить, куда он положил свой учебник.
4. Он предупредил, что тест будет трудным.
5. Они сказали, что пробудут у нас только две недели.
6. Мы спросили преподавателя, когда мы будем писать словарный диктант.
7. Они сказали, что уже просмотрели статьи по этому вопросу.
8. Мы знали, что ее родственники живут в Качканаре.

5. Переведите следующие предложения из прямой речи в косвенную:

Примечание. При переводе из прямой речи в косвенную происходит замена

местоимений, наречий и т.п.: ***now*** **- then;** ***here*** **- there;** ***yesterday*** **- the day before;** ***tomorrow*** **- the next day**.

Ex: He said, "There will be some changes in the timetable tomorrow". –

He said *(told (us)/informed (us)/explained/announced/insisted)* that there would be some changes in the timetable the next day.

1. The director said, “I won’t support this idea”.
2. The programmer said, “I shall never change my mind”.
3. The chairperson said, “We shall put off the discussion of this issue till tomorrow”.
4. He said, “Whatever you say I’m right”.

6. ***WORD-BUILDING***

Запомните следующие приставки:

Приставка	Значение	Примеры
Un-	отрицательная	unhappy, uncomfortable, unreal
In-	отрицательная	indefinite, ineffective, informal
r-	отрицательная	irregular
il-	отрицательная	illegal
im-	отрицательная	impossible, immoral, impolitic
non-	отрицательная	non-standard, non-resistant
anti-	отрицательная	anti-social, anti-constitutional
dis-, de-	противоположное значение	to disorganize, to decode, demobilization, denationalization
counter-	против, контр	counteraction, counterrevolution
mis-	неправильно	mistake, misunderstanding
re-	повторность действия	to rewrite, remake, but: to replace, to remove
in-	внутри	inside
out-	снаружи	outside
inter-	между, взаимно	interplanetary, interaction
over-	сверх- пере-	overproduction
super-	сверх-, над-	superstructure
Under-	под-, ниже-	underproduction
sub-	под-	submarine, subgroup
pre-	до-	prewar
post-	после-	postwar
semi-	полу-	semiconductor
multi-	много	multinational
poly-	много	polyphony, polygamy
uni-	один	uniform, unidirectional
en-, be-	используется для образования глаголов от прилагательных и существительных	to enlarge, to belittle

7. Переведите следующие слова:

renew, renewal, renewable; reorganize, reorganization; reuse; rebuild; remake;

material, immaterial; important, unimportant; perfect, imperfect; possible, impossible, natural, unnatural; limited, unlimited;

to like — to dislike; illusion — disillusion; comfort — discomfort;

supernatural; superpower; supersonic; superconductor;

rich — to enrich; large — to enlarge; close — to enclose; to estimate — to overestimate;

subsystem; subcommittee; subdivision; subsurface;

underdeveloped; underground;

non-effective; non-essential; non-standard; non-metal; non-stop;

anti-fascist; counter-espionage; counter-attack;

ex-champion; ex-minister;

demobilization; demoralization; denationalization;

pre-capitalist; prehistoric; post-operative;

co-author; interrelation, intersection, interurban.

Текст A. INTERIOR CONSTRUCTION OF A HOUSE

Into the house where joy lives,
happiness will gladly come.
Japanese proverb

8. Read these international words and try to guess their meaning:

Metal, horizontally, finish, plastic, linoleum, asphalt, electrician, standard, volt, centimeter, aluminium, lamp, conditioning system.

9. Read out the following words and memorize them:

a lip	фланец, выступ
a groove	выемка
a slot	паз
a tongue	шип, шпунт
snugly	плотно
maple	клен
an oak	дуб
to sand	зачищать, шлифовать шкуркой
to seal	закреплять, покрывать
a filler	уплотнитель
a wax	мастика из воска, озокерит
a shellac	шеллак (природный лак)
a varnish	лак, мастика, глазурь
Vinyl	виниловый
a tile	керамическая плитка
a covering	покрытие
a partition	перегородка, внутренняя стенка

a girder	ригель, балка
a lath	дранка, рейка, обшивка
a pulley	блок, ролик
a sash	оконный переплет
to swing	открывать (дверь), пролетать
a rug	коврик (небольшой)
a threshold	порог
an outlet	розетка
an appliance	прибор, приспособление
a furnace	котел (центрального парового отопления)
a fuse	предохранитель

10. Read out these phrases several times till you remember their meaning:

tongue and groove boards – шпунтовое соединение досок;
a nail head – шляпка гвоздя;
hardwoods – древесина твердых пород;
a lumber mill – лесопилка, завод по обработке дерева;
ready-made – готовый (не требующий изготовления);
a circuit breaker – автоматический выключатель, прерыватель;
later – позже;
to cut in the proper sizes – вырезать нужного размера;
to be made of – быть сделанным из;
a lightweight steel – легковесная сталь;
to be high enough – быть достаточно высоким;
a water heater – нагреватель воды;
heavy-duty – мощный, сверхмощный.

11. Match the English words with their Russian equivalents:

1. a partition	a. прибор
2. an outlet	b. оконный
3. an appliance	c. шип, шпунт
4.a varnish	d. перегородка
5.a sash	e. лак
6. a fuse	f. дранка
7. a girder	g. фланец
8 a shellac	h. розетка
9 a threshold	i. озокерит
10. a wax	j. блок, ролик
11. a lath	k. паз
12. a pulley	l. порог
13. a lip	m. ригель
14. a slot	n. шеллак
15. a tongue	o. предохранитель

12. Combine the words with the help of the preposition of. Translate these word combinations:

1. the tongue	a. a fuse box
2. strips	b. hardwoods
3. place	c. a window
4. most parts	d. wires
5. sashes are made	e. metal or plasterboard
6. floors are made	f. circuits
7. type	g. one board
8. a series	h. wood or metal
9. each set	i. wiring
10. instead	j. plaster

13. Give the three forms of the following verbs:

To finish, to see, to make, to apply, to use, to install, to do, to buy.

14. Read the text and get ready to speak about the interior construction of a house:

INTERIOR CONSTRUCTION OF A HOUSE

Interior construction of a house includes: floors, walls, windows, and doors. Floors have two layers. The lower layer lies at an angle across the floor joists. The upper, finished layer is made from tongue and groove boards. One side of each board has a tongue, or lip, and the other side has a groove or slot. The tongue of one board fits snugly into the groove of another board. Carpenters drive nails through the groove side so that the nail heads can not be seen on the finished floor. Most finished floors are made of hardwoods, such as maple or oak, which have been finely sanded and later sealed with wood filler. The wood may then be finished with wax, shellac, varnish, or plastic. Other floors have such coverings as linoleum or rubber, vinyl or asphalt tile.

Walls. Rooms are made by building inside walls after the outside walls have been attached to the foundation. Inside walls, also called partitions, are really small-sized frames like the outside walls. They have studs and must be supported by plates, joists and girders.

If plaster is to be applied, the interior walls must first be covered with lath, or strips of wood, metal, or plasterboard. The lath is set horizontally about 3 inches (8 centimeters) apart. Wallboard, plasterboard, or plywood may be used in place of plaster.

Windows. Most parts of a window come from a lumber mill, already cut in the proper sizes. Carpenters leave space in the frame for windows and window pulleys, weights and sashes. Window sashes are made of wood or metal, usually either aluminium or lightweight steel.

Doors. Both doors and doorframes may usually be bought ready-made. Carpenters attach the doors high enough to swing over rugs or carpets. A threshold fills in the space under an outside door.

Electricity. Electrical wiring provides lighting and furnishes outlets for lamps, washing machines, and other appliances. In some houses, electricity also provides heat. Before construction starts, the builder determines the location and type of wiring. Wires vary in size, depending on the equipment in the house and how far the current must travel. Standard wiring is designed for 110 volt current. But builders often specify heavy-duty, 220-volt wiring if large electrical appliances, such as a stove and a water heater, or an air conditioning system are installed.

Electricians install wiring while carpenters build the frame. Wiring is done in a series of circuits. Each set of wires has several outlets. Electricians often place the wiring for a furnace on a separate circuit. This keeps the furnace running in ease if another circuit breaks down.

Wires become hot and can cause fires if they are overloaded, so electricians install a fuse for each electrical. A fuse box usually holds all the fuses. If too much current passes through a circuit, the wire in the fuse melts or ″blows″. Electricians often install another protective device called a circuit breaker, instead of a fuse box. If the circuit becomes overloaded, the circuit breaker automatically cuts off the current.

16. Answer the following questions:

1 What does interior construction of a house include?

2 How many layers have floors?

3 What is the upper, finished layer made from?

4 What has both sides of a board?

5 Who drives nails through the groove side?

6 What are most finished floors made of?

7 What materials are used to finish wood?

8 What is linoleum or rubber, vinyl, or asphalt tile used for?

9 When are rooms made?

10 What is called partitions?

11 In what case must the interior walls first be covered with lath, or strips of wood, metal, or plasterboard?

12 Where do most parts of a window come from?

13 What are window sashes made of?

14 May doors be bought ready-made?

15 Who attaches the doors high enough to swing over rugs or carpets?

16 What fills in the space under an outside door?

17 What provides lighting and furnishes outlets for lamps, washing machines, and other appliances?

18 Who does this?

19 What does a builder determine before construction starts?

20 Why do builders specify heavy-duty, 220-volt wiring?

21 Who installs wiring?

22 What can cause fires?

23 In what case does the wire in the fuse melt?

24 What installs instead of a fuse box.

17. Complete the sentences according to the text:

1. The lower layer of a floor lies at … .
2. … into the groove of another board.
3. Carpenters drive nails … so that the nail heads … on the finished floor.
4. … such as maple or oak.
5. The wood may then be finished with … .
6. Other floors have such coverings as … .
7. Inside walls, … , are really small-sized frames … .
8. They have studs and … .
9. … may be used in place of plaster.
10. Most parts of a window … , already cut in the proper sizes.
11. … of wood or metal.
12. Carpenters attach the doors high enough … .
13. Electrical wiring provides … , washing machines, etc.
14. … and how far the current must travel.
15. Builders often specify … if large electrical appliances, such as … are installed. 16. Electricians often place the wiring for … .
17. Wires become hot and can cause fires if … .
18. …, the circuit breaker automatically cuts off the current.

18. Comprehensive check. Choose the best alternative according to the text:

1. The lower layer of a floor lies … .

a) at an angle across the floor joists;
b) at the bottom of a house;
c) at an angle to a groove.

2. One side of each board has a tongue or lip, and … .

a) the other side has a groove or slot;
b) the other side has a pulley;
c) the other side has a filler.

3. Carpenters drive nails through the groove side … .

a) for floors to be stable and firm;
b) but sometimes they use glue instead of nails;
c) so that the nail heads can not be seen on the finished floor.

4. Most finished floors are made of hardwoods, … .

a) such as birch and ash-tree;
b) such as poplar and oak;
c) such as maple or oak.

5. Some floors have such coverings as … .

a) linoleum or rubber, rugs or carpets;

b) linoleum or rubber, vinyl or asphalt tile;
c) parquet or paper, vinyl or asphalt tile.

6. Rooms are made by building inside walls … .
a) just on the foundation;
b) after the outside walls have been attached to the foundation;
c) after the house have been attached to the foundation.

7. Inside walls have studs and … .
a) must be supported by plates, joists and girders;
b) must be supported by plates, tongs and girders;
c) must be supported by plates, laths and pulleys.

8. Most parts of a window come from … .
a) a factory, it is necessary to cut them in the proper sizes;
b) a special master, already cut in the proper size;
c) a lumber mill, already cut in the proper sizes.

9. … , usually either aluminium or lightweight steel.
a) Window sashes are made of plastic or metal;
b) Window sashes are made of wood or metal;
c) Window sashes are made of stone or metal.

10. Carpenters attach the doors … .
a) high enough to swing over animals' skins;
b) high enough to swing over rugs or carpets;
c) vary low over rugs or carpets.

11. Electrical wiring provides … .
a) heat and furnishes outlets for lamps, telephones and other appliances;
b) lighting and furnishes outlets for lamps, gas stoves and other appliances;
c) lighting and furnishes outlets for lamps, washing machines, and other appliances.

12. Wires vary in size, … .
a) depending on the equipment in the house;
b) depending on the rooms' quantity in the house;
c) depending the location of the house.

13. Builders often specify heavy-duty, 220-volt wiring if … .
a) large electrical appliances are installed;
b) there will live a lot of people in a flat;
c) a flat is very large.

14. Electricians often place the wiring for a furnace on a separate circuit because…

a) this keeps the furnace running in ease if there is no another circuit;

b) this keeps the furnace running in ease if another circuit breaks down;

c) this helps the furnace running in ease if another circuit is in a bad condition.

15. Wires become hot and can cause fires if they are overloaded, … .

a) so electricians install a fuse for each electrical;

b) that's why electricians install a telephone to call fire-brigade;

c) so electricians install a fire-shield to put out fires.

16. … , the wire in the fuse melts or ″blows″.

a) If no current passes through a circuit;

b) If too little current passes through a circuit;

c) If too much current passes through a circuit.

17. Electricians often install … , instead of a fuse box.

a) another electrical device called a circuit breaker;

b) some additional outlets;

c) another protective device called a circuit breaker.

18. If the circuit becomes overloaded, … .

a) it is necessary to telephone for an electrician for help;

b) the circuit breaker automatically cuts off the current;

c) it is necessary to switch off the light.

TEXT B

THE LAST STEPS IN FINISHING A HOUSE

True man's house stands the longest.

German proverb

19. Read these international words and try to guess their meaning:

Construction, fixture, function, ventilation, interval, cellulose, plastics, mineral, form, climate, central, system, radiator, conditioner, professional, decorator.

20. Read out the following words and memorize them:

a plumber	сантехник (водопроводчик)
a pipe	труба
a fixture	приспособление, зажим
a sink	сточная труба
a trap	затвор-ревизия(санитарных приборов)
sewage	сточные воды, нечистоты
a washbasin	умывальник, раковина
a drain	водосток, спускное отверстие
a tip	штекер
to leak	просачиваться
a cast-iron	чугун
to dissolve	растворять,разжижать
a sludge	отстой, осадок сточной жидкости
an insulation	изолирующий материал
a perlite	перлит (вулканическое стекло)
a fiberglass	стекловолокно
flaky	пластинчатый, чешуйчатый, хлопьевидный
vermiculite	вермикулит
a crumb	крошка
loose	сыпучий, рыхлый
a fan	вентилятор
to hire	нанимать
to preserve	сохранять, оберегать

21. Read out these phrases several times till you remember their meaning:

to carry away waste – избавляться от отходов;
to keep out – выводить, выбрасывать;
a disposal pipe – очистная труба;
the city sewerage system – городская канализационная система;
a septic tank – отстойник;
a dead-air space – застойная зона;
to save fuel costs – экономить тепловые затраты;
a rock wool – шлаковата;
in radiant heating – при радиантной подаче тепла.

22. Match the English words with their Russian equivalents:

1. to hire	a. растворять
2. a drain	b. крошка
3. sewage	c. нанимать
4. a fixture	d. остаток сточной жидкости
5. to dissolve	e. сточные воды
6. a fiberglass	f. сантехник
7. flaky	g. водосток
8. a crumb	h. зажим
9. a tip	i. стекловолокно
10. to leak	j. сыпучий
11. loose	k. вентилятор
12. a sink	l. штекер
13. a fan	m. чешуйчатый
14. a sludge	n. сточная труба
15. a plumber	o. просачиваться

23. Combine the words with the help of the preposition of.
Translate these word combinations:

1. the lower part	a. the land
2. a pipe	b. trees
3. the amount	c. insulation
4. the type	d. the contract
5. part	e. another material
6. the natural outline	f. the city
7. different sorts	g. heat or cold
8. outside ventilation	h. a house
9. the sewerage system	i. the air
10. walls, floors, and ceilings	j. the pipe

24. Give the three forms of the following verbs:
To use, to make, to call, to heat, to remove, to shape, to connect.

25. Read the text and get ready to speak about the last steps in finishing a house:

THE LAST STEPS IN FINISHING A HOUSE

Plumbing. During construction, plumbers install the pipes that will supply gas and water, and carry away waste. They install bathroom fixtures and sinks just before other workers add the finishing touches to the house. Plumbers also install traps to keep out sewages. The trap used for bathroom washbasins, for example a P-shaped pipe, locates directly below the drain. Water settles in the lower part of the pipe and prevents sewages from backing tip and leaking into the room. To function properly, traps must have outside ventilation of the air.

A cast-iron waste disposal pipe runs from inside the house to about 5 feet (1,5 meters) outside, where it connects with a pipe of another material, usually clay. This pipe connects home-disposal pipe with the sewerage system of the city. In areas without a city sewerage system, a septic tank near the house holds sewage until it dissolves. Water from the sewage flows through pipes into the ground. The sludge, remaining in the tank, must be removed at intervals.

Insulation reduces the amount of heat or cold that passes through walls, floors, and ceilings of a house. When the air around the house is warmer or colder than the air inside, heat passes from the warm air to the cold air. This means that in winter the heat will pass to the outside, and the house will become cold. In summer the heat outside passes into the house. Insulation fills the air spaces in walls, floors and ceilings and creates dead-air space. This helps to prevent heat from passing through. Insulation can save fuel costs in heating a house.

Insulation is made from many materials, including cellulose, rock wool, a glassy lava called perlite, gypsum, certain plastics, fiberglass, and a flaky mineral called vermiculite. Insulation comes as blankets, boards, paper and sheathing. It is also available in a loose, crumb like form. The type of insulation used depends on the climate and on whether it insulates floors, ceilings or walls.

Heating and air conditioning. Most houses have central heating systems. One furnace or heating unit, supplies heat for the entire house. Such houses are heated by warm air, steam, or hot water. In hot-air heating a fan, connected to the furnace, blows warm air through pipes into the rooms. In steam or hot-water heating the steam or hot water passes through radiators that stand throughout the house. In radiant heating, hot-water pipes run under the floors or in the ceilings or walls.

ir-conditioning units may be used to cool and heat houses. An air conditioner takes warm air from the house, cools it, removes moisture, and recirculates cool air. It also may warm cold air, add moisture and recirculate warm air.

Interior decoration. In a new house, builders usually paints the rooms and finish the floors as a part of the contract with the homeowner. The owner generally selects, buys and arranges the furnishings. But sometimes the owner hires a professional interior decorator to do this job.

Landscaping is the last step in building a house. Most builders try to keep the natural outline of the land and to preserve different sorts of trees which grow in this place.

26. Answer the following questions:

1. What do plumbers do during construction?
2. What is necessary to install to keep out sewages?
3. What is the trap used for?
4. When do the traps function properly?
5. Where does a cast-iron waste disposal pipe run from?
6. What is necessary to install in areas without a city sewerage system to hold sewage until it dissolves?
7. Where does water from the sewage flow?
8. What is the function of insulation?
9. When does heat pass from the warm air to the cold air?
10. What creates dead-air space?
11. What saves fuel costs in heating a house?
12. What is insulation made from?
13. What does the type of insulation used depend on?
14. Do most houses have central heating systems?
15. What supplies heat for the entire house?
16. What passes through radiators that stand throughout the house?
17. When may air-conditioning units be used?
18. Who paints the rooms and finishes the floors?
19. Why does the owner hire a professional interior decorator to do some jobs?
20. What is the last step in building a house?
21. Why is it important to keep the natural outline of the land?

27. Agree or disagree with the following statements:

1. During construction, plumbers install the pipes that will supply heat and ventilation.
2. These pipes carry away cold water.
3. Plumbers also install special cranes to keep out sewages.
4. The trap used for bathroom washbasins is a V-shaped pipe which locates directly above the drain.
5. To function properly, traps must have inside ventilation of the air.
6. A cast-iron waste disposal pipe connects with another pipe made of metal.
7. This pipe connects home-disposal pipe with the sewerage system of the city.
8. In areas without a city sewerage system, a sink near the households sewage until it comes into ground.
9. Insulation increases the amount of heat or cold that passes through walls, floors, and ceilings of a house.
10. In winter the cold outside passes into the house.
11. Insulation fills the air spaces in walls, floors, and ceilings and creates dead-air space.

12. Insulation is made from many materials, including cotton, wool, wadding etc. 13.The type of insulation used depends on size of a house.

14. Only some houses have central heating systems.

15. One furnace or heating unit, supplies heat for all houses in a certain region.

16. Such houses are heated by hot air or warm water.

17. In radiant heating, cold-water pipes run between the walls.

18. In a new house, the builder usually makes all repaired works as a part of the contract with the homeowner.

19. The owners move into a ready flat to live in.

20. The owners of the flats clean themselves the territory near their house.

28. Complete the sentences according to the text:

1. During construction, plumbers install the pipes which carry … .

2. ... is a P-shaped pipe directly below the drain.

3. To function properly, …

4. A cast-iron waste disposal pipe … to about 5 feet (1,5 meters) outside.

5. In areas without a city sewerage system, a septic tank … .

6. When the air around the house is … , heat passes from the warm air to the cold air.

7. This means that … , and the house will become cold. 8 Insulation is made from many materials, including … , fiberglass.

9. The type of insulation used depends on … .

10. In hot-air heating a fan, connected to the furnace, … .

11. … through radiators that stand throughout the house.

12. An air conditioner … , cools it, removes moisture and … .

13. The owner generally … .

14. Most builders try to keep the natural outline of the land and … .

29. Comprehensive check. Choose the best alternative according to the text:

1. Plumbers install the pipes that will supply … .

a) heat and water, and carry away bad smell;

b) gas and water, and carry away waste;

c) gas and heat, and carry out cold air.

2. The trap used for bathroom washbasins, locates … .

a) directly above the sink;

b) directly below the drain;

c) directly below the sewage system.

3. … and prevents sewages from backing tip and leaking into the room.

a) Water settles in the higher part of the pipe;

b) Water settles in the middle part of the pipe;

c) Water settles in the lower part of the pipe.

4. A cast-iron waste disposal pipe runs from … .
a) inside of the house to about 5 feet outside;
b) the lower ground of the house to about 5 feet to the roof;
c) the basement of the house to about 5 feet outside.

5. From outside a cast-iron waste disposal pipe connects with … .
a) a pipe of another material, usually clay;
b) another pipe made from concrete;
c) a pipe of strong material, usually steel.

6. … , a septic tank near the house holds sewage until it dissolves.
a) In areas which are rather far from a city sewerage system;
b) In village areas which have no sewerage system near their houses;
c) In areas without a city sewerage system.

7. Water from the sewage flows … .
a) through pipes into a special septic tank;
b) directly into the ground;
c) through pipes into the ground.

8. When the air around the house is warmer or colder, than the air inside, … .
a) heat passes from the cold air to the warm air;
b) heat passes from the warm air to the cold air;
c) water passes from one pipe to the other.

9. This means that … , and the house will become cold.
a) in summer the heat will pass to the outside;
b) in autumn the heat will pass to the outside;
c) in winter the heat will pass to the outside.

10. Insulation fills … and creates dead-air space.
a) the air spaces in walls, floors and ceilings;
b) all spear places in walls, floors and ceilings;
c) the air spaces in floors and ceilings.

11. Insulation is made from many materials, including … .
a) cellulose, rock wool, a glassy lava called perlite;
b) cellulose, cotton, wool, a glassy lava called perlite;
c) cellulose, rock wool, a glassy lava called vermiculite.

12. The type of insulation used depends on … .
a) the weather and the building materials;
b) the climate and on whether it insulates floors, ceilings or walls;
c) the climate and on whether it insulates doors, windows or walls.

13. One furnace or heating unit, … .
a) uses for heating a house;
b) supplies heat for only one room;
c) supplies heat for the entire house.

14. In hot-air heating a fan, connected to the furnace, … .
a) blows cold air through pipes into the kitchen;
b) blows warm air through pipes into the rooms;
c) blows hot air through pipes into the bathroom.

15. An air conditioner … , and recirculates cool air.
a) takes warm air from the house, cools it, removes moisture;
b) takes hot air from the lower floor, cools it, removes moisture;
c) takes warm air from radiators, cools it, removes moisture.

16. An air conditioner may … .
a) cold hot air, add moisture and recirculate cold air;
b) moisture warm air, add cold air and recirculate warm and cold air;
c) warm cold air, add moisture and recirculate warm air.

17. In a new house, builders usually … .
a) paint the rooms and finish the floors;
b) paper the rooms and paint the floors;
c) buy everything necessary to finish flats.

18. Sometimes the owner hires a professional interior decorator … .
a) to help him to buy necessary tools for making a repair of a flat;
b) to select, to buy and to arrange the furnishings;
c) to select and to buy new wall papers for his flat.

19. … and to preserve different sorts of trees which grow in this place.
a) Professional decorators advise to keep the natural outline of the land;
b) Most builders try to keep the natural outline of the land;
c) Most builders try to clean the territory round the new house.

TEXT C

29. Read about the most impressive concrete structures around the world.

THE MOST IMPRESSIVE CONCRETE STRUCTURES AROUND THE WORLD

By far, concrete has been the number one building material. Its use has been seen for centuries where it's used for building structures such as dams, statues, and landmarks among others. The reason as to why concrete is useful to many people irrespective of the centuries is the fact that it's among the most versatile and ubiquitous building materials. It was used by ancient Greeks and ancient Romans. There are structures to testify of these facts and all around us; commercial concrete remains the one material that is continuously being used. Take a look at some of the most impressive concrete structures that are in existence today.

1. The Pentagon

This is one of the American icons of architectures. The building is huge and is one of the most popular buildings around the world being used by the US government. It's reported that up to 410,000 cubic yards of this amazing building material were used in the construction of this structure. The building has five sides and was built way back in the 1940s.

2. The Pantheon

This is one of the world's wonderful structures of concrete that was built in 126 AD and is still in existence today. This structure is located in Rome, Italy. Though built so long ago, this structure remains one of the buildings which concrete was used to build. It's a beautiful and awesome feat of history that many still wonder how it was constructed with the level of primitivism that is expected to have existed back then. It remains to be one of Rome's most popular tourist destinations to date.

3. Bank of London and South America

Also referred to as BLAS, this structure is another unique concrete structure in existence today. It's located in Buenos Aires, Argentina. It looks like a colossal skeleton that is rising from the ground when you look at it from outside.

4. Christ the Redeemer

This Brazilian structure is listed among the Seven Wonders of the World. It's located in Rio Janeiro, Brazil. The construction of the amazing structure commenced in the 1920s and was completed after 9 years. The statue is 98ft tall and was built by the use of soapstone and reinforced concrete. It weighs around 1445 tonnes.

5. The Motherland Calls

At the time of its unveiling in 1967, the Mother of Calls was recognized as the world's largest statue. The complex structure was built to commemorate the Battle of Stalingrad. The woman statue is located in Volgograd, Russia.

6. Burj Khalifa

This is the tallest man-made structure on planet earth. The primary construction material of the 2717ft tall structure is concrete. The construction of this tall structure took five years between 2004 and 2010. The unique structure was built in order to impress people all the way from its construction to design. Burj Khalifa is located in Dubai, United Arab Emirates.

7. Causeway Bridge

This frightening structure spans 24 miles over Lake Ponchartrain. The most frightening thing to most people is that when at the midpoint, you aren't able to see land on either side.

8. The Hoover Dam

The Hoover Dam is an electricity generating dam that was constructed in 1935 and it created Lake Mead. It was constructed with 4,360,000cubic yards of concrete and was the world's largest dam at the time of completion. 9 United d'Habitation This huge apartment in Marseille, France was completed in 1952. It's a reflection of the optimism of post-war ability to merge individual and collective aspirations.

10. The Panama Canal

In history, the Panama Canal remains as one of the most important structures made of concrete. It dramatically cut the times that shipping of goods across the world required. In this way, it revolutionized commerce.

The list of most impressive concrete structures around the world is quite long. These are just but the most popular of them all. It simply shows how important concrete is as a building material.

30. Find information on the Internet or in print publications about one of these structures. Make a mini report.

LESSON 5

Определения
Определительные придаточные предложения
Суффиксы и приставки

Text A. ON-SITE CONSTRUCTION
Text B. ENGINEERING ECONOMICS

PRE-TEXT EXERCISES

2. Найдите определения в следующих предложениях и переведите их на русский язык:

1. The device made in our laboratory will be used in industry.

2. Scientists working at new computer programs have a lot of different problems to solve

3. A citizen of our country was the first to circle the globe.

4. Computers of different types and sizes have appeared in every country of the world.

5. Building materials necessary to produce are sometimes difficult to make.

6. A system capable of transmitting long distance messages was developed at the end of the last century.

3. Укажите способы присоединения придаточных дополнительных и определительных предложений к главному, переведите предложения на русский язык:

1. When the mass production of bricks began, people began to use them broadly.

2. Experiments proved that a photon could greatly increase the operation of a computer.

3. It became clear computerization had a great influence on people's life.

4. Russian newspapers informed that about 2,000 satellites had been launched into the orbit.

5. People often view problems the way they want to view them.

6. Life has a purpose that must be fought for.

7. There is no particular reason why this should be so.

8. Everything comes to him who knows how to wait.

9. This is the only way by which we can distinguish which of the two events came first.

10. Most laboratories have some devices that are being used for demonstration purposes.

4. Укажите, чем выражено определение:

1. Yesterday, we watched a very late TV program of a football match.

2. It was announced that 1,000 well-equipped sport clubs could be opened in this country.

3. Mendeleev was the first to make a classification of chemical elements.

4. The experiments carried out by these scientists didn't give any positive results for a long time.

5. Communication satellites used by all countries make intercontinental television transmission possible.

6. The new methods applied in building technology were more effective.

7. The results obtained showed that this theory was right.

8. Materials new buildings depend on must be of the best quality.

5. ***WORD-BUILDING***

а) Переведите следующие слова, обращая внимание на суффиксы и приставки:

technical, vocational, optional, educational, national; guaranteed, specialized,

qualified: economics, physics, mathematics; co-education, coexistence, cooperation;

hill-time employment; post-war, post-revolutionary; post-graduate, undergraduate.

b) Переведите следующие слова, обращая внимание на отрицательные приставки *un-y in-, ir-, dis-:*

unbalanced, unequal, undone, insignificant, unnecessary, unemployed,

unbalanced, untested, unloaded, independent, inorganic, irrespective, irregular,

irreversible, impossible, underdeveloped, underline, underground; to disappear, to

displace, to discharge, to disagree; unhappiness, unexpected.

c) Переведите следующие слова, обращая внимание на суффиксы *-ize-ssion, -tion,* и приставки *sub-, re-, dis-, mis-:*

expression, equation, calculation, approximation; characterize, organize,

generalize, individualize, materialize; subdivision, subinterval, subway, subtropical,

subnormal, submarine; to rewrite, to remake, to reread, to rearrange; displacement,

disintegrate; to misunderstand, to mislead, to mispronounce, to misinform.

d) Образуйте от приведенных ниже слов прилагательные с суффиксами *-able, -ible; -less, -full* и переведите их:

to drink, to eat, to understand, to read, to access, to suit, to obtain, to win, to

reuse, to wash, to transfer, to value, to compare, to convert; color, taste, home, sleep,

use, hope, help, tact, joy, care, respect.

e) Переведите следующие слова, обращая внимание на суффиксы и приставки:

to resist — resistance — resisting — resistant; physics — physical;

to distribute — distribution — distributor — distributed — distributive;

to value — value — valuable — evaluation — devaluation;

to attract — attraction — attractive — to distract — distraction;

to modify — modifier — modification;

to arrange — to rearrange — rearrangement;

to mix — mixer — mixture.

KEY TERMS

6.

design	проект, проектировать
carry out	выполнять
cladding	покрытие, облицовка, обшивка
construction site	строительная площадка
demolition	снос, демонтаж
employee	работник, сотрудник
ensure	гарантировать, обеспечивать
finishing work	отделочные работы
follow safety regulations	соблюдать правила безопасности
ground works	земляные работы
internal fit outs	внутренние отделочные работы
investigate the conditions	исследовать условия
meet the requirements	соответствовать требованиям
operate efficiently	эффективно работать
preliminary activities	подготовительные мероприятия
provide security	обеспечивать безопасность
provide welfare	обеспечивать благополучие
risk assessment	оценка рисков
secure the site area	обеспечивать безопасность на строительной площадке
site facilities	объекты строительной площадки
structural frame	конструктивный каркас
unauthorized access	несанкционированный доступ
welfare accommodation	обеспечения проживание
design	проект, проектировать
carry out	выполнять
cladding	покрытие, облицовка, обшивка
construction site	строительная площадка
demolition	снос, демонтаж
employee	работник, сотрудник
ensure	гарантировать, обеспечивать
finishing work	отделочные работы

7. Choose the correct option a-c to complete the sentences 1-8.

1 The actual construction process starts with _____.

a. finishing work b. preliminary activities c. internal fit outs

2 The necessary excavation for utilities, power, water and sanitation lines, as well as _____for workers are prepared.

a. site facilities b. cladding c. structural frame

3 Often pre-construction activities include _____ works when old buildings or structures are destroyed.

a. construction b. ground c .demolition

4 _____ is done to protect a building against the weather or for aesthetic purposes.

a. finishing work b. cladding c. structural frame

5This construction project meets all the _____ of cost-effectiveness and energy-saving technologies.

a.requirements b. security c. welfare

6 Before starting the construction process, you need to _____ the site area to avoid accidents.

a.provide b. save c. secure

7 _____ work is a concluding stage of construction, including flooring (and parquetry), painting, wallpapering, after which the building is put into service.

a.ground b. finishing c. starting

8 The contractor should _____ suitable facilities to meet the labour protection requirements.

a. secure b. carry out c. ensure

8. Read the text and write the number of the paragraph 1-6 that give the information about the following.

1. Who works on site Paragraph _____
2. How the construction process starts Paragraph _____
3. What equipment is used on site Paragraph _____
4. How employees' welfare is provided on site Paragraph _____
5. Where the construction site is located Paragraph _____
6. What rules to follow on site Paragraph _____

9. TEXT A. Read the text .

ON-SITE CONSTRUCTION

1. Once contractors and other relevant professionals have been appointed and designs are sufficiently advanced, work may commence on the construction site. A construction site is primarily where the project of a commercial building, a housing estate or a piece of infrastructure is being built. Typically, a construction site includes a secure area to restrict unauthorized access, site access control points, office and welfare accommodation for personnel and other firms involved in the project team, and storage areas for materials, machinery and equipment.

2. A typical construction site has a range of workers onsite. They could be manual labourers, scaffolders, crane drivers, electricians, safety managers, or anyone involved in the construction project. Generally, on-site construction techniques are labour and time intensive.

3. Construction starts with geotechnical and ground works. This is when soil mechanics and rock mechanics investigate the conditions of the grounds where the structure will be placed to make sure it is safe and suitable. Sometimes, demolition of a previous structure or something inhibiting the work must be carried out. Necessary excavations, leveling, and filling can be done to prepare the site. This is followed by an inspection from the government officials.

4. Heavy construction equipment is used for various purposes in large projects. Selection of different types of heavy equipment depends on the size of the work and economy of the project. These make construction process easier and faster.

5. Because construction sites can be busy places, it is important to follow all the safety regulations to provide security on site. The site manager is responsible for employees' health and safety, completes risk assessments and ensures people onsite follow health and safety policies.

6 .In order to meet the requirements and provide welfare of the employees working on site, suitable and sufficient facilities should be ensured by the contractor and appropriately located. The minimum welfare facilities required include sanitary conveniences, washing facilities, changing rooms and lockers, facilities for rest, a canteen, and others, provided at easily accessible locations. They should have adequate ventilation and lighting. An adequate supply of drinking water is also required. If employees need to change into special clothes, separate male and female changing facilities with secure areas for storing personal clothing and protective clothing are required.

10. Read the text again. Are these statements true or false?

1 You cannot access the construction site without permission of the contractor.

2 Only manual labourers work on site.

3 On-site construction process is usually fast and easy.

4 Construction usually starts with finishing works.

5 Heavy construction equipment is used on site to perform ground and construction works.

6 It is important to follow all the safety rules to avoid injuries.

7 It is enough to provide only sanitary conveniences on site.

11. Find the words in the text that mean the following.

1. a company supplying building materials and workers to the construction site

2. a place to live, work, stay, etc.

3. a group of large machines or the parts of a machine that make it work

4. a person whose job involves physical work

5. removing earth or digging the ground, especially with a heavy construction machine

6. something that you must do or something you need

7. facilities such as toilets, sinks, showers or baths

8. an installation in a building providing a supply of fresh air

12. Word formation: suffixes

Suffixes are used at the end of certain words to form another part of speech (verbs, nouns, adjectives or adverbs).

- V → N: -tion / -sion (correct – correction)
  - er / -or (build – builder)
  - ee (employ – employee)
  - ment (develop – development)
  - ance / -ence (perform – performance)
- V → Adj: - ive (act – active)
- N → Adj: - al (industry – industrial)
  - ous (poison – poisonous)
  - ive (expense – expensive)
  - ful (harm – harmful)
  - less (harm – harmless)
  - able (reason – reasonable)
- Adj → V: - en (broad – broaden)
  - ize (modern – modernize)
- Adj→ N: -ity / ty (real – reality, safe – safety)
- Adj → Adv: - ly (efficient – efficiently)

13. Transform verbs into nouns using appropriate suffixes.

1 to construct – …

2 to direct – …

3 to excavate – …

4 to create – …

5 to move – …

6 to prepare – …

7 to demolish – …

8 to work – …

9 to excavate – …

10 to drive – …
11 to mix – …
12 to convey – …

14.Complete the sentences 1-8 with the correct form of the words in brackets.

1 The site _____ should monitor the compliance of all on-site works with the project requirements. (**MANAGE)**

2 For their own _____ visitors of the construction site are required to keep from the heavy equipment. **(SAFE)**

3 _____ equipment is essential on the construction sites. **(PROTECT)**

4 The construction site is inspected by the contractor _____. **(WEEK)**

5 Our _____ designers will perform all fitting outs to make your house look cozy and modern. **(CREATE)**

6 Significant efforts had been made in all regions to _____ all the hospitals. **(MODERN)**

7 You can visit our website to get some additional _____ about the works being done on site. **(INFORM)**

8 Students from our University helped with clearance of the construction site and _____ of structural frames for a new school. **(INSTALL)**

9. TEXT B. ENGINEERING ECONOMICS

Key Words

Economics	экономика
To seek	искать
Curriculum	учебная программа
Estimate	оценивать
To term	называть
Cost	стоимость
To discount	уменьшать цену
Inflation	инфляция
Depreciation	амортизация
Net cost	чистая стоимость
To decommission	списывать
Tax	налог

Primary	первичный
Trend	тенденция
Subset	подмножество
Viability	жизнеспособность
Examination	исследование
Salvage value	ликвидационная стоимость
Attribute	свойство
Revenue	доход
Interest rate	процентная ставка
Replacement	замещение
Depletion	уменьшение
Uncertainty	неопределенность
Accounting	учет
Tax credit	налоговая скидка
Profitability	доходность
Issue	проблема

10. Read the text .

ENGINEERING ECONOMICS

Engineering economics, previously known as engineering economy, is a subset of economics for application to engineering projects. Engineers seek solutions to problems, and the economic viability of each potential solution is normally considered along with the technical aspects.

In the U.S. undergraduate engineering curricula, engineering economics is often a required course. It is a topic on the Fundamentals of Engineering examination, and questions might also be asked on the Principles and Practice of Engineering examination; both are part of the Professional Engineering registration process.

Considering the time value of money is central to most engineering economic analyses. Cash flows are discounted using an interest rate, except in the most basic economic studies.

For each problem, there are usually many possible alternatives. One option that must be considered in each analysis, and is often the choice, is the do nothing alternative. The opportunity cost of making one choice over another must also be considered. There

are also noneconomic factors to be considered, like color, style, public image, etc.; such factors are termed attributes.

Costs as well as revenues are considered, for each alternative, for an analysis period that is either a fixed number of years or the estimated life of the project. The salvage value is often forgotten, but is important, and is either the net cost or revenue for decommissioning the project.

Some other topics that may be addressed in engineering economics are inflation, uncertainty, replacements, depreciation, resource depletion, taxes, tax credits, accounting, cost estimations, or capital financing. All these topics are primary skills and knowledge areas in the field of cost engineering.

Since engineering is an important part of the manufacturing sector of the economy, engineering industrial economics is an important part of industrial or business economics. Major topics in engineering industrial economics are:

– the economics of the management, operation, and growth and profitability of engineering firms;

– macro-level engineering economic trends and issues;

– engineering product markets and demand influences;

– the development, marketing, and financing of new engineering technologies and products .

11. Answer the questions

1. What is engineering economics?

2. What do engineers seek?

3. Is engineering economics a required course in the U.S. undergraduate engineering curricula? 4. Considering the time value of money is central to most engineering economic analyses, isn't it?

5. Are cash flows discounted using an interest rate?

6. Are there possible alternatives for each problem?

7. Must the opportunity cost be considered?

8. Are there noneconomic factors to be considered?

9. Are costs usually considered?

10. Is engineering an important part of the manufacturing sector of the economy?

11. What are major topics in engineering industrial economics?

12. Say whether it is true or false

1. Engineering economics, previously known as engineering economy, is a subset of economics for application to engineering projects.

2. Engineers do not seek solutions to problems.

3. In the U.S. undergraduate engineering curricula, engineering economics is not often a required course.

4. Considering the time value of money is not central to most engineering economic analyses.

5. Cash flows are discounted using a fixed sum, except in the most basic economic studies.

6. For each problem, there are no possible alternatives.

7. The opportunity cost of making one choice over another must also be considered.

8. Engineering is not an important part of the manufacturing sector of the economy.

13. Complete the sentences with the information from the text

1. Engineering economics, previously known as engineering economy, is …
2. Engineers seek solutions to problems, and the economic viability …
3. Considering the time value of money is central …
4. Cash flows are discounted using an interest rate, except in …
5. One option that must be considered in each analysis …
6. The opportunity cost of making one choice over another …
7. There are also non economic factors to be considered, like …
8. Costs as well as revenues are considered, for …
9. The salvage value is often forgotten, but is important, and is …

14. Make annotation of the text

ПРИЛОЖЕНИЕ

UNIT 1

1.Порядок слов в английском предложении

Английское утвердительное предложение характеризуется прямым порядком слов, т.е. подлежащее всегда предшествует сказуемому, за сказуемым следует дополнение.

Ex: I see Ann. They often play tennis. Winter is cold in northern countries.

I	I	II	III	IV
Обстоятельство	Подлежащее	Сказуемое	Дополнение	Обстоятельство
где? почему? как? когда? (либо в самом начале предложения, либо в конце)	*кто? что?*	*что делает? что делают с подлежа-щим?*	с *кем? о ком? кому? на кого? у кого? и т.д. (соотв. всем падежам русского языка, кроме именит.)*	*где? почему? как? когда?*

Примечание. Определение (какой? какая? какие? какое?) не имеет постоянного места в предложении и занимает место либо перед, либо после определяемого слова.

1) **We study English every day.**
подл. сказ. доп. обст. врем.
Мы изучаем английский язык ежедневно.

2) **The students lived in Moscow last summer**.
подл. сказ. обст. места обст. врем.
Студенты жили в Москве прошлым летом.

3) **Now I tell you the truth.**
обст. врем. подл. сказ. доп. доп.
Сейчас я говорю тебе правду.

2. Множественное число имён существительных

а) Исчисляемые существительные в английском языке образуют форму множественного числа с помощью окончания – s, которое читается по разному.

-s		
[z]	[s]	[iz]
После гласных и звонких согласных	После глухих согласных	После шипящих и свистящих звуков
film – films	desk – desks	page – pages
name – names	sport – sports	age – ages
friend – friends	pilot – pilots	match – matches

б) Запомните особые формы образования множественного числа:

Мужчина	man – men
Джентльмен	gentleman – gentlemen
Женщина	woman – women [wimən]
Спортсменка	sportswoman – sportswomen
Ребёнок	child – children
Ступня	foot – feet
Зуб	tooth – teeth

в) Множественное число некоторых существительных образуется с помощью изменения согласной.

Жена	wife – wives
Нож	knife – knives
Полка	shelf – shelves
Лист	leaf – leaves

г) Множественное число некоторых существительных совпадает с формой единственного числа.

Овца	sheep – sheep
Олень	deer – deer

д) Множественное число существительных, оканчивающихся на “y” после согласной, образуется с помощью окончания “s”, причём буква “y” меняется на “ie”.

Город	city – cities
Ребёнок	baby – babies

3. Артикль

Артикль – это грамматический определитель существительного:

а) неопределённый артикль a/an произошёл от числительного one и употребляется с исчисляемыми существительными в единственном числе. Употребление неопределённого артикля относит существительное к классу подобных, не выделяя его из этого класса (один, некий, какой-то).

Ex: It is a dog. I am a student. It is a table. You are a manager.

Если существительное начинается с гласной, то неопределённый артикль имеет форму **an**.

Ex: It is an office. I am an accountant.

б) определённый артикль the произошёл от указательного местоимения this (этот) и указывает на то, что существительное известно как говорящему, так и слушающему.

Ex: The hotel is not far from the station. The book is on the table.

Определённый артикль может употребляться с исчисляемыми и с неисчисляемыми существительными в единственном и множественном числе. Он может также употребляться с названиями:

рек – the Thames;
морей – the Black Sea;
океанов – the Atlantic Ocean;
горных цепей – the Alps;
некоторых стран – the USA;
газет – The Moscow News, The Times;
целой семьи – the Browns.

в) Имена людей, клички животных, названия городов, стран пишутся с большой буквы, и, как правило, употребляются без артикля:

America, Rome, Paris, China, John, Japan, England, London.

4. Местоимения

а) Личные местоимения

Лицо	Число	
	Единственное	Множественное
1-е	I [ai] – я	we [wi:] – мы
2-е	you [ju:] – (ты), вы	you [ju:] – вы
3-е	it [it] – он, она, оно	they [ðei] – они

Падежи личных местоимений

Лицо	Именительны й падеж	Объектный падеж
1 л.ед. ч.	I	Me
1 л.мн. ч.	We	Us
2л.ед.ч.	You	You
3л. ед. ч.	He	Him
3л. ед. ч.	She	Her
3л. ед. ч.	It	It
3 л.мн. ч.	They	Them

б) Притяжательные местоимения отвечают на вопрос “чей?” и обозначают принадлежность.

Личные местоимения	Притяжательные местоимения
I	My [mai] – мой
You	Your [jo:] – ваш, твой
He	His [hiz] – его
She	Her [hэ:] – её
It	Its [its] – его, её
We	Our [ауэ] – наш
They	Their [ðєэ]– их
My name is Nick. Your name is Pete. His name is Victor. Her name is Helen. It is a dog. Its name is Spot.	Меня зовут Николай. Тебя зовут Пётр. Его зовут Виктор. Её зовут Елена. Это – собака. Её зовут Спот.

в) Указательные местоимения.
this – этот that – тот these – эти those – те

This is a table.	Это – стол.
These are students.	Это – студенты.
That is a desk.	Это – парта.
Those are pupils.	То – ученики.
These are our books.	Это – наши книги.
Those are their friends.	Те – их друзья.

5. Числительные

Количественные числительные

1 – one	**11 – eleven**	20 – twen**ty**
2 – two	**12 – twelve**	30 – thir**ty**
3 – three	**13 – thir**teen	40 – for**ty**
4 – four	14 – four**teen**	50 – fif**ty**
5 – five	15 – fif**teen**	60 – six**ty**
6 – six	16 – six**teen**	70 – seven**ty**
7 – seven	17 – seven**teen**	80 – eigh**ty**
8 – eight	18 – eigh**teen**	90 – nine**ty**
9 – nine	19 – nine**teen**	
10 – ten		100 – one hundred
		1000 – one thousand

Порядковые числительные

One - first	seven - seventh
Two - second	eight - eighth
Three - third	nine- ninth
Four - fourth	ten - tenth
Five - fifth	eleven - eleventh
Six - sixth	twelve - twelfth

Запомните: Today is **the** first of October.

В предложении порядковые числительные употребляются **с определённым артиклем.**

6. Повелительное наклонение.

Повелительное наклонение глагола в английском языке обозначает приказание, просьбу, совет, рекомендацию, побуждение к действию и может иметь, соответственно, утвердительную и отрицательную формы

Meet my friend, please. Познакомьтесь с моим другом.
Come to the blackboard. Идите к доске.
Say it again. Скажите снова.
Don't take it. Не берите это.
Repeat it, please. Повторите, пожалуйста.
Let me introduce myself. Разрешите представиться.
Let me introduce you to my chief. Разрешите представить вам моего шефа.
Let me introduce my colleague to you. Разрешите представить моего коллегу.
Let us do it together. Давайте сделаем это вместе.
Let us go home. Давайте пойдем домой.
Let them do it. Пусть они сделают это.

7.ГЛАГОЛ TO BE / TO HAVE

В английском языке глаголы могут быть:
самостоятельными — и описывать действие,
вспомогательными — и участвовать в образовании времен,
модальными — и выражать отношение говорящего к действию.

Глаголы to have и to be относятся ко всем этим категориям.

Глагол TO BE

Глагол to be - быть, находиться, являться - единственный глагол в английском языке, который изменяется не только по временам, но и по лицам и числам

When?	Who?	Form	Example
Base form		be	It can be simple.
Simple Present	I	am	I am here.
	You	are	You are here.
	He/She/It	is	She is here.
	We	are	We are here.
	They	are	They are here.
Simple Past	I	was	I was here.
	You	were	You were here.
	He/She/It	was	She was here.
	We	were	We were here.
	They	were	They were here.
Simple Future	I	will be	I will be here.
	You	will be	You will be here.
	He/She/It	will be	She will be here.
	We	will be	We will be here.
	They	will be	They will be here.
Progressive form		being	He is being unusual.
Perfect from		been	It has been fun.

Запоминаем

Сочетания глагол to be + глагол не существует в природе. Нельзя сказать he is drive или managers are work.

Поставьте следующие предложения в Past или Future Indefinite, добавляя, где необходимо, слова *last/next week, last/next year, last/next month, tomorrow, yesterday*.

1. We are first-year students now.
2. The students of our group are very busy today.
3. We have three or four lectures every day.
4. Mary is our monitor.
5. She is good at mathematics.
6. She is in the reading-room now.
7. It is quite possible for us to help him.
8. Today we have time to go to the cinema.
9. My knowledge of English is very poor. But my friend is a good student. His knowledge is better.
10. We are good friends.
11. There are twenty-five students in my group.
12. It is a warm and sunny day today.
13. There is no sun in the sky and there are many clouds there.

14. There is a strong wind today and it is cold outside that's why it is pleasant to stay indoors.

15. There is a good canteen on the ground floor.

16. There are many well-equipped laboratories at our University.

Глагол to be в отрицательных предложениях

Отрицательное предложение строится очень просто: нужно добавить после глагола частицу NOT. Например:

1. They are not (aren't) friends
2. It was not (wasn't)that simple
3. My sister is not (isn't)married
4. They will not (won't)be there on time
5. We were not (weren't)naughty kids

Глагол to be в вопросительных предложениях

Вопросы с глаголом to be строятся очень просто: выносим глагол в самое начало предложения и ставим перед подлежащим.

Например:

1. Am I right?
2. Were they late?
3. Was Nick your boss?
4. Is it Natasha's bag?
5. Will you be there at 6 o'clock?
6. Are we happy?

Выберите правильную форму глагола *ant/am not; is/is not; are/are not:*

1. 1 ... from Russia.
2 .1 ... a student of the North Caucasian State Academy.
3. Excuse me, how old ... you? I ... seventeen.
4. My friend ... interested in computers.
5. His parents ... around 40.
6. My father and my brother ... both programmers.
7. I ... keen on sports. But I ... rather good at basketball.
8. There ... part-time and full-time students here.
9. This ... our dean. His name ... N.N.
10. The dean's office ... on the first floor.

Глагол to have

Глагол to have означает «иметь, обладать». На русский язык предложения с to have в этом значении мы обычно переводим с помощью «у меня/тебя/него есть/был/будет».

Например:

I have an idea. — У меня есть идея.

Do you have siblings? — У тебя есть братья или сестры?

They had a long flight yesterday. — У них вчера был долгий перелет.

We'll have a piece of cheesecake and a brownie. — Мы будем кусочек чизкейка и брауни.

В некоторых случаях дополнение меняет смысл глагола to have:

to have breakfast — завтракать,

to have a shower — принимать душ,

to have fun — веселиться,

to have a sleep — спать.

Глагол to have в Present Simple

В настоящем простом времени (Present Simple) у глагола to have две формы: has в 3-м лице единственного числа и have во всех остальных случаях. **Отрицание** образуется так же, как и для других глаголов, — с помощью вспомогательных **do not / does not.**

В вопросе вспомогательные do/does выносятся на первое место.

Например:

We have $100.

We don't have $100.

Do we have $100?

Have got

В Present Simple вместо have может также использоваться have got. Этот вариант считается менее формальным и свойственным британскому английскому. Для have got вспомогательный глагол в отрицательных предложениях и вопросах не нужен. Также have и has можно сократить.

Утвердительная форма

I, you, we, they have ('ve) got

he, she, it has ('s) got

Отрицательная форма

I, you, we, they have not (haven't) got

he, she, it has not (hasn't) got

Вопросительная форма

Have I, you, we, they got?

Has he, she, it got?

Например:

You've got a new message.

You haven't got any new messages.

Have you got any new messages?

1. Выберите правильную форму глагола:

My friend Ann (have, has) a large family. She (have, has) a father, a mother, a sister and two brothers. Her sister (is, are) only five years old. Her brothers (are, is) older than Ann. They (is, are) not schoolchildren, they (is, are) students. They (have, has) a lot of friends at the Academy. Ann's family (have, has) a three-room flat. It (are, is) large and comfortable.

8.Безличные предложения

Безличные предложения (impersonal sentences) — особый тип предложений, в котором нельзя четко определить действующее лицо: (он?) холодает, (она?) холодает, (оно?) холодает.

Безличное англоязычное предложение — это по сути своей предложение с формальным подлежащим «**it**».

Например:

It's rainy. – Дождливо.
It's foggy. – Туманно.
It's sunny. – Солнечно.
It's getting better. – Становится лучше.
It's getting foggy. – Становится туманно.
It's getting hotter. – Становится жарче.

Правила образования безличных предложений (Impersonal Construction)

Утверждение	Отрицание	Вопрос
It is muddy. Слякотно.	It is not muddy. Не слякотно.	Is it muddy? Слякотно?
It is getting really hot. Становится очень жарко.	It is not getting hot. Не становится жарко.	Is it getting hot? Становится жарко?

WORD-BUILDING

9. Запомните суффиксы существительных:

Суффикс	Значение	Пример
-er; -or	аппарат, действующее лицо, профессия, химически действующее активное вещество	refrigerator, transformer, teacher, actor, transmitter, hardener, operator
-ian	специальность, национальность	Russian, Indian, Italian, technician, politician, physician
-ist	профессия, партийная принадлежность	biologist, chemist; socialist, activist
-ee	человек – объект действия	trainee, employee, addressee
-ing	процесс, действие	melting, burning, writing, reading
-ness	состояние, свойство,	usefulness, happiness, hardness

	качество	
-ity	состояние, свойство, качество	community, electricity, nationality, intensity
-ment	действие, событие	government, development, achievement, movement, requirement
-tion, -ion, -ssion	процесс, действие	administration, definition, session
-ture, -age	отвлеченное понятие	nature, future, picture, message, advantage
-th	используется для образования существительного от прилагательного	wide — width, strong — strength, long - length
-dom,-hood, -ship	отвлеченное понятие	freedom, childhood, friendship

10. Местоимения

Неопределённые местоимения some, any.

Some, any употребляются для обозначения небольшого количества предметов или вещества. **Some** употребляется в утвердительных предложениях, **any** – в вопросительных и отрицательных:

I've got some English newspapers in my bag – У меня есть несколько английских газет в портфеле.

Have you got any French books? – У вас есть французские книги?

No, I haven't any – Нет.

Неопределённые местоимения many, much – много; few, little – мало.

Many, few употребляется с исчисляемыми существительными,

much, little – с неисчисляемыми:

She has got much money – У неё много денег

He has got little time to do the work – У него мало времени, чтобы выполнить эту работу.

My brother has got many friends – У моего брата много друзей.

We have few classes today – У нас сегодня мало уроков.

В английском языке вместо many и much может употребляться a lot of:

a lot of time, a lot of work, a lot of days, a lot of students.

11. Притяжательный падеж существительных.

В английском языке существительные имеют два падежа: **общий и притяжательный.** Существительные в общем падеже не принимают никаких окончаний.

Существительное в притяжательном падеже принимает **окончание 's** и стоит перед определяемым существительным. Существительные в притяжательном падеже являются определением к другому существительному, обозначают принадлежность и отвечают на вопрос **whose? – чей, чья.**

My son's friends – Друзья моего сына.

My daughter's favorite books.	Любимые книги моей дочери.
His friend's wife.	Жена его друга.
My wife's sisters.	Сестры моей жены.
My children's books.	Книги моих детей.
Peter's test.	Контрольная работа Петра.

12. The Present Indefinite Tense / Present Simple
Настоящее неопределенное / простое время

Употребляется для обозначения обычно повторяющихся действий, совершающихся постоянно, регулярно.

Present Simple образуется с помощью инфинитива, то есть, так называемой первой, словарной формы глагола (to get, to walk, to go) без частицы to.

I get up at 7 o'clock. Я встаю в 7 часов.
You get up at 7 o'clock. Ты встаешь в 7 часов.
We get up at 7 o'clock. Мы встаем в 7 часов.
They go to the University every day. Они ходят в университет каждый день.

В 3-м лице ед. числа к глаголу добавляется окончание – s, es:

He / she gets up at 7 o'clock. Он / она встает в 7 часов.
She goes to the University every Она ходит в университет day. каждый день.

Чтобы задать **общий вопрос** в Present Indefinite надо вспомогательный глагол *do* или *does* для 3-го лица ед. числа поставить перед подлежащим.

Do I get up at 7 o'clock?- Do you get up at 7 o'clock?	Я встаю в 7 часов? Ты (вы) встаёшь в 7 часов?	Yes, I do No, I do not Yes, I you do No, I you do not	Да Нет Да Нет

В отрицательных предложениях вспомогательный глагол ***do+not*** или ***does+not*** ставится после подлежащего.

I do not get up at 7 o'clock. Я не встаю в 7 часов.

You do not get up at 7 Ты (вы) не встаешь в 7 часов.

He does not get up at 7 o'clock. Он не встает в 7 часов.

Она не встает в 7 часов. She does not get up at 7 o'clock.

Мы не встаем в 7 часов. We do not get up at 7 o'clock.

Они не встают в 7 часов. They do not get up at 7 o'clock

Запомните: do not = don't, does not = doesn't

13. Пассивный залог в английском языке (Passive Voice)

Залог глагола в английском языке нужен для того, чтобы показать отношение к действию. Есть два варианта:

Человек или предмет совершает действие сам. То есть конкретное лицо производит действие над объектом. В таком случае это называется **активный залог (active voice) или действительный:**

Я сломал свою машину. - I broke my car

В том случае, когда сам объект действие не совершает, а подвергается влиянию извне (причем объектом в предложении может быть и человек, и предмет),такое явление носит название

пассивный залог (passive voice) или страдательный.

Машина была сломана. – The car was broken

Ex: This fairy tale is written by my friend.
This fairy tale isn't written.
Is this fairy tale written by your friend?

14. Наречия неопределенного времени usually-обычно, sometimes-иногда, often-часто, seldom-редко, always-всегда.

В предложении такие наречия, как правило, стоят перед смысловым глаголом:

They often read English books.

I seldom watch TV in the morning.

He usually comes home at 6 o'clock in the evening.

She always helps her mother.

В повествовательном предложении с глаголом to be указанные наречия ставятся после глагола: His tests are always good.

Наречие sometimes может ставиться в начале предложения: Sometimes I come home at 10 o' clock in the evening.

15. Оборот there is / are

Оборот there is / are употребляется для выражения наличия или отсутствия лица, предмета или явления. Слово there в данном обороте на русский язык не переводится.

Утвердительная форма (+)

There is a desk in the room. В классе есть парта.

There are three books on the desk. На парте три книги.

Вопросительная форма (?)

Is there a desk in the room? - Yes, there is. No, there isn't.

Are there chairs at the desk? - Yes, there are. No, there aren't.

Отрицательная форма (-)

There is no TV-set in the hall.

There are no students in the classroom.

Соответствующие русские предложения начинаются обстоятельствами места:

В углу стол. - There is a table in the corner.

На нем книги. - There are books on it.

16. Types of questions

Special questions. Специальные вопросы.

Специальные вопросы начинаются с вопросительных слов:

what, when, where, why, how, how many и требуют подробного ответа.

Where do you live? – I live in Moscow.

What is your name? – My name is Olga.

How many children have you got? – I've got two children.

What does he do? – He is an economist.

When do you get up? – I get up at 6 o'clock.

Специальный вопрос с «Who».

Специальный вопрос **с who** ставится к подлежащему и по своей структуре отличается от других специальных вопросов:

Who studies at the University? – My brother does.

Who works at a plant? – My father does.

Who lives in Minks? – My relatives do.

Сравните: Where do you go every morning? Who goes to school every day? When do you usually come home? Who comes home very late?

Alternative questions. Альтернативные вопросы.

Альтернативные вопросы предлагают выбор между двумя или более предметами, действиями, качествами:

Is it a school or a college? – It's a school.

Is your friend a student or a teacher? – She is a teacher.

Do you live in Moscow or in Oral? – I live in Moscow.

Is your flat large or small? – It's small.

Have you got a dog or a cat? – I've got a dog.

Сравните: Общий вопрос: Are you a student?

Альтернативный вопрос: Are you a student or a teacher?

Disjunctive questions. Разделительные вопросы.

Кроме специальных, альтернативных и общих вопросов, в английском языке существуют разделительные или расчленённые вопросы. Эти вопросы, также, как и общие вопросы, требуют утвердительного или отрицательного ответа т.е. подтверждения или отрицания мысли, выраженной в вопросе. Они состоят из двух частей. Первая представляет собой повествовательное предложение, а вторая – краткий общий вопрос. В русском языке таким вопросам соответствуют вопросительные обороты **«не правда ли?»**, **«не так ли?»** или усилительные слова **«неужели», «ведь»:**

It is Sunday to-day, isn't it? – Yes, it is.

It isn't Sunday to-day, is it? – No, it isn't.

Your brothers are in Moscow, aren't they? – Yes, they are.

You can speak English, can't you? – Yes, I can.

They always have six classes, don't they. – Yes, they do.

He doesn't go by bus, does he? – No, he doesn't.

UNIT 2

Суффиксы прилагательных и наречий
Степени сравнения прилагательных
Времена группы Continuous Active, Passive
Функции *it, that, one*

1.Наречие и Прилагательное

Наречие в английском языке традиционно относится к глаголу, демонстрируя где, когда и как совершается то или иное действие.

She came home late. *– Она пришла домой поздно.*

I can speak English fluently. *– Я могу бегло говорить по-английски.*

Если же наречие определяет прилагательное или другое наречие, оно указывает на их признаки.

She is a very good teacher. *– Она – очень хороший учитель.*

I don't want to order this dish. It's quite expensive. *– Я не хочу заказывать это блюдо. Оно достаточно дорогое.*

Наречия в английском языке можно определить по суффиксу ***—ly***. Именно этот суффикс и является показателем такой части речи, как наречие.

- *Terrible – terribly* (ужасный – ужасно)
- *Momentary – momentarily* (моментальный – на мгновение)
- *Practical – practically* – (практический – практически)
- *Week – weekly* (неделя – еженедельно)
- *Right – rightly* (правильный – правильно)
- *Exceeding – exceedingly* (превышающий – чрезвычайно)
- *Rare – rarely* (редкий – редко, нечасто)

Но не забывайте, что это правило образования наречий в английском языке не является незыблемым. В этом языке есть много прилагательных с суффиксом ***—ly***, поэтому будьте внимательны.

- *Kindly* – добрый (наречие в такой же форме, переводится «доброжелательно», «любезно»).
- *Mannerly* – вежливый.
- *Painterly* – живописный.
- *Queenly* – царственный.

Главное – разобраться в разнице значений и грамотно употреблять как прилагательное, так и наречие: *fast – fast, hard – hard, early – early, late – late, long — long*. Чтобы различать прилагательные и наречия, одинаковые по форме, необходимо определить их функцию в предложении. Мы же помним, что наречие будет определять глагол (прилагательное или другое наречие), а вот прилагательному приходится определять существительное.

2.Степени сравнения прилагательных и наречий.

Английские прилагательные делят на две категории: качественные прилагательные и относительные прилагательные.

Качественные прилагательные описывают **качество**, например: narrow (узкий), beautiful (красивый), friendly (дружелюбный).

Относительные прилагательные называют **признак**, например: wooden (деревянный), French (французский).

French и German — **относительные прилагательные**, сравнивать их невозможно. Нельзя сказать, что какой-то предмет более немецкий или самый французский.

Образование сравнительной степени прилагательных в английском языке

Часто нужно сравнить какие-то вещи – например, сказать, что один объект лучше или хуже другого, или вообще самый лучший или самый плохой, красивей другого или самый красивый, легче или самый лёгкий и т.д.

Только у качественных прилагательных есть три степени сравнения.

– положительная (Positive),
– сравнительная (Comparative)
– превосходная (Superlative).

ПОЛОЖИТЕЛЬНАЯ СТЕПЕНЬ	СРАВНИТЕЛЬНАЯ СТЕПЕНЬ	ПРЕВОСХОДНАЯ СТЕПЕНЬ
Односложные прилагательные и наречия		
warm теплый	warmer теплее	warmest самый теплый
hot горячий	hotter горячее	hottest самый горячий
Двусложные прилагательные на -ow, -le, -er, -y		
nice приятный	nicer приятнее	nicest самый приятный
narrow узкий	narrower более узкий	narrowest самый узкний

simple простой	simpler проще	simplest самый простой
tender нежный	tenderer нежнее	tenderest нежнейший
happy счастливый	happier счастливее	happiest самый счастливый
severe строгий	severer строже	severest самый строгий

Все остальные прилагательные

modern современный	more modern более современный	most modern самый современный
terrible страшный	more terrible страшнее	most terrible самый страшный

Наречия **early** (рано) и **loudly** (громко) образуют степени сравнения только с помощью суффиксов **-er** и **-est**.

- *early → earlier → the earliest*
- *loudly → loudlier → the loudliest*

Наречия **quickly** (быстро) и **slowly** (медленно) могут иметь две разные формы степеней сравнения.

- *quickly → quicker → the quickest*
- *quickly → more quickly → the most quickly*
- *slowly → slower → the slowest*
- *slowly → more slowly → the most slowly*

Слова **less** (менее) и **the least** (наименее) используются с прилагательными и наречиями для образования их меньшей и наименьшей степени. Они используются как и слова **more** и **the most** и являются их антонимами.

Превосходная степень, как правило, используется с определенным артиклем **the**, однако перед наречиями он часто опускается.

- *He is the most powerful man in the world. – Он самый могущественный человек в мире.*
- *Kate is the cutest girl i have ever met. – Кейт – самая милая девочка, которую я когда либо встречал.*

3.Времена группы Continuous Active, Passive

Времена группы Continuous обозначают действия, которые протекают (протекали, будут протекать) в точно указанное время в настоящем, прошедшем или будущем. Дополнительными характеристиками таких действий являются их незаконченность, динамичность и наглядность.

Спряжение времен группы Continuous

Active Voice

Инфинитив **to be working** *работать*	
Present Continuous	
I **am working**	*я работаю*
he (she, it) **is working**	*он (она, оно) работает*
we **are working**	*мы работаем*
you **are working**	*вы работаете*
they **are working**	*они работают*
Past Continuous	
I **was working**	*я работал*
he (she, it) **was working**	*он (она, оно) работал(-а, -о)*
we **were working**	*мы работали*
you **were working**	*вы работали*
they **were working**	*они работали*
Future Continuous	
I **will/shall be working**	*я буду работать*
he (she, it) **will be working**	*он (она, оно) будет работать*
we **will/shall be working**	*мы будем работать*
you **will be working**	*вы будете работать*
they **will be working**	*они будут работать*

Passive Voice

Инфинитив **to be invited** *быть приглашенным*	
Present Continuous	
I **am being invited**	*меня приглашают*
he (she, it) **is being invited**	*его (ее, его) приглашают*
we **are being invited**	*нас приглашают*
you **are being invited**	*вас приглашают*
they **are being invited**	*их приглашают*
Past Continuous	

I **was being invited**	*меня приглашали*
he (she, it) **was being invited**	*его (ее, его) приглашали*
we **were being invited**	*нас приглашали*
you **were being invited**	*вас приглашали*
they **were being invited**	*их приглашали*

Будущего времени страдательного залога в группе Continuous нет.

Рассмотрим сводную таблицу времен группы Continuous.

to be asking *спрашивать*					
	Время	**Местоимение**	**Вспомогательный глагол**	**Смысловой глагол**	**Перевод**
Active Voice	**Present**	I	am	asking	*я спрашиваю*
	Past		was		*я спрашивал*
	Future		will/shall be		*я буду спрашивать*
Passive Voice	**Present**	I	am being	asked	*меня спрашивают*
	Past		was being		*меня спрашивали*

Вопросительная форма глаголов во временах группы Continuous образуется путем перестановки первого (вспомогательного) глагола на первое место. Возьмем глагол **to do** *делать*:

	Active Voice		**Passive Voice**	
Present	Am I doing?	*Делаю ли я?*	Is it being done?	*Делается ли это?*
Past	Was I doing?	*Делал ли я?*	Was it being done?	*Делалось ли это?*
Future	Will/shall I be doing?	*Буду ли я делать?*		

Отрицательная форма образуется с помощью отрицания **not**, которое ставится после первого (вспомогательного) глагола: *he is not speaking*; *we were not running*; *it was not being done*.

Краткий ответ на вопрос с глаголом в форме Continuous образуется по общему правилу: в ответе повторяется вспомогательный глагол вопроса:

Are you working?	**Yes, I am.** **No, I am not.**
Is he doing his lessons?	**Yes, he is.** **No, he is not. (No, he isn't.)**

4.Безличные предложения. Функции *it, that, one*

Безличные предложения (impersonal sentences) — особый тип предложений, в котором нельзя четко определить действующее лицо: (он?) холодает, (она?) холодает, (оно?) холодает.

Функции it

В качестве самостоятельного члена предложения **it** выступает:

a)в функции формального подлежащего безличного типа предложения

It is winter (Зима)

It rains (Идет дождь)

It is cold (Холодно)

Употребление безличных предложений такого типа ограничено, они относятся только к обозначению явлений природы, времени и расстояния.

В этих случаях it на русский язык не переводится.

Ex: *It is important to understand the fundamentals of this science.*

Важно понять основные принципы этой науки.

b)В функции знаменательного подлежащего: как личное местоимение со значением он, она, оно и как указательное местоимение со значением это.

В качестве вводного или предваряющего слова it выступает:

a) в функции формального подлежащего в предложениях с логическим подлежащим, выраженным инфинитивом, герундием, инфинитивным или герундиальным комплексом и придаточным предложением со сказуемым типа:

it is necessary/possible/wrong и т. п.;

it is supposed/believed/expected и т.п.;

it is likely, it seems.

В этих случаях it на русский язык не переводится.

Ex: *He said it was possible for an agreement to be reached.*

Он сказал, что достичь соглашения возможно.

b) в функции формального дополнения в тех случаях, когда за глаголом типа to make, to think, to consider, to find, to feel считать,to believe полагать и т.п. стоит сложное дополнение, состоящее из имени и инфинитива (инфинитивного комплекса или придаточного предложения). Слово it следует непосредственно за глаголом. На русский язык не переводится.

Ex: *He felt it his duty to help the Government.*

Он считал своей обязанностью помочь правительству.

c) в обороте it is (was)... who (that, when и т.п.), выполняющем эмоционально-усилительную функцию и употребляющемся для выделения любого члена предложения (кроме сказуемого). Член предложения, который необходимо выделить, ставят после it is (was). После него идет соответствующее относительное местоимение (who, whom, whose, that и т.п.)

или союз (when, where). При помощи оборота it is (was)... who (that... и т.п.) может быть выделено и целое придаточное предложение.

При переводе на русский язык для выделения соответствующего члена предложения следует использовать те средства русского языка, которые наилучшим образом передадут эту эмфазу. Она может быть передана лексически (словами именно, это или другими словами) или путем вынесения выделяемых слов в начало или в конец предложения. It is (was) и относительное местоимение или союз не переводятся на русский язык.

Ex: *It was Popov **who** invented the radio in 1895.*
***Именно** Попов изобрел радио в 1895г.*
*It was the radio **that** Popov invented in 1895.*
***Именно** радио изобрел Попов в 1895г.*
*It was in 1895 **that** Popov invented the radio.*
***Именно** в 1895 г. Попов изобрел радио.*

П р и м е ч а н и е. перед выделяемым обстоятельством на русский язык переводится обычно: только после, только когда.

Ex: *It is not until 1959 that chemists succeeded in obtaining this compound.*
Химикам удалось получить это соединение лишь в 1959 году.

Функции one

Слово ONE выступает в качестве числительного и в качестве местоимения.

В качестве местоимения оно может выполнять функцию подлежащего неопределённо-личного предложения.

***Ex**: One never knows what his answer may be.*
Никогда не знаешь, что он ответит.

Слово **one** выступает также в качестве слова-заместителя, которое употребляется вместо существительного, упомянутого ранее (one для единственного числа и ones для множественного числа). На русский язык one переводится тем существительным, которое оно заменяет, либо совсем не переводится, если смысл предложения ясен и без него.

Ex: The economic crisis is now being compounded by a political one.

Сейчас экономический кризис осложняется и политическим (кризисом).

Слово that может выступать в качестве:

а). указательного местоимения. В этом случае оно всегда стоит перед существительным и на русский язык переводится соответствующими указательными местоимениями: **тот, та, этот** и т. д.

Ex: ***That house** over there belongs to my family.*
*Вон **тот** дом принадлежит моей семье.*
*Who will come to you today? **The one** we haven't seen for a long time.*
*Кто сегодня придет к тебе? **Тот**, кого мы давно не видели.*

b). союза, вводящего придаточные предложения, дополнительные предикативные. На русский язык переводится соответствующими союзами: **что, чтобы...**

Ex: *They see* ***that*** *he is busy.*

Они видят, ***что*** *он занят.*

I know ***tha****t that book belongs to him.*

Я знаю, ***что*** *та книга принадлежит ему.*

c). союзного слова, вводящего придаточное определительное предложение. На русский язык переводится соответствующими союзными словами: **который, которая** и т. д.

Ex: *This is the company* ***that*** *I will work* ***at.***

Это компания, ***в которой*** *я буду работать.*

d). слова-заместителя, которое употребляется вместо существительного или группы слов, упомянутых раньше (that для единственного числа, those для множественного числа). На русский язык переводится заменяемым существительным или соответствующим **личным или относительным местоимением.**

Ex: *Better* ***than*** *lying here suffering… I don't think you believe* ***that*** *(that it is better than lying here, suffering), old buddy.*

Это лучше, чем лежать тут и страдать…Не думаю, что ты этому веришь, старина.

Также сочетание: now that – теперь, когда.

LESSON 3

Модальный глагол can
Времена группы Perfect
Active, Passive Voice
Подлежащее, сказуемое
Суффиксы глаголов и числительных

1. Модальные глаголы.

Модальные глаголы не обозначают действия, а выражают отношения к ним, то есть возможность, вероятность, необходимость совершения действия. Само же действие выражается инфинитивом смыслового глагола, следующего за модальным глаголом.

Ex: I swim. — Я плаваю. (Действие.)

I can swim. — Я умею плавать.

(Can — модальный глагол, выражает способность плавать; swim — смысловой глагол.)

Модальные глаголы не изменяются по лицам и числам. У них единая форма для всех лиц единственного и множественного числа. Инфинитив смыслового глагола следует за ними **без частицы to.**

Глагол **can** обозначает возможность, умение, способность и переводится, могу, умею, можно.

The Verb can

Can означает способность, умение что-то делать и переводится как «уметь, мочь». Если умение относится к прошлому, используется **could.**

*Ex: Her five-year-old son **can** read and write.*

*Ее пятилетний сын **умеет** читать и писать.*

*She **could** do a split a couple of years ago.*

*Пару лет назад она **могла** сесть на шпагат.*

I He She We You They	Can cannot (can’t)	speak English very well play football write English letters tell you the time see a very nice picture give me a book

Can	I He She We You They	speak French take a bus play tennis phone you meet you help me	yes, no,	I He She We You They	Can cannot (can’t)

Can часто используется с глаголами восприятия:

to hear — слышать,

to smell — чувствовать запах,

to see — видеть

и глаголами, которые описывают умственные и мыслительные процессы

to understand — понимать,

to imagine — представлять,

to guess — догадываться.

На русский язык при этом can никак не переводится.

В вопросе отрицательная форма can’t выражает упрек.

Ex: Can’t you just sit still?

Неужели ты не можешь просто посидеть на месте?

Что касается **could**, напоминаем: это прошедшее время глагола can, но использоваться could может и для того, чтобы выразить возможность, вероятность чего-либо в настоящем или будущем.

При этом с **глаголом could** просьба звучит более вежливо, и перевести ее можно с частицей **«бы»: «Не мог бы ты…» / «Не могли бы вы…».**

Ex: ***Could*** *you please repeat your phone number?*
Не могли бы *вы повторить свой номер телефона?*
Actually, it ***could*** *be true.*
На самом деле, это ***может быть*** *правдой. (Настоящее время.)*
The weather ***could*** *get worse.*
Возможно, погода ***станет*** *еще хуже. (Будущее время.)*

В тех случаях, когда can использовать нельзя, но нужно, например в будущем времени или после to, на помощь приходит его заменитель - **to be able to.** При этом глагол to be из этой конструкции можно поставить в любое лицо и время.

Ex: *He* ***will be able to*** *compete despite his injury.*
Он ***сможет*** *принять участие в соревнованиях несмотря на травму.*
She ***should be able to*** *translate this English text.*
Она ***должна суметь*** *перевести этот текст на английском языке.*
Will you ***be able to meet*** *them at the railway station tomorrow?*
Сможешь *встретить их завтра на вокзале?*

В настоящем времени to be able to звучит более формально, чем can.

Ex: *I* ***can't*** *give you this information.*
Я ***не могу*** *предоставить вам эту информацию. (Менее формально.)*
I ***am not able to*** *give you this information.*
Я ***не могу*** *предоставить вам эту информацию. (Более формально.)*

2. Времена группы Perfect

Времена группы Perfect выражают действия, которые уже завершены до определенного момента в прошлом, будущем или настоящем.

В данную группу входят следующие времена:

- Present Perfect
- Past Perfect
- Future Perfect

В образовании форм глаголов участвует вспомогательный глагол to have и третья форма смыслового глагола (причастия II). Вспомогательный

глагол выражает нужное время, а также участвует в образовании вопросительной и отрицательной формы.
Ниже представлены формы глагола to work во временах группы Perfect.

Время	**Форма**		
	Повествовательная	Отрицательная	Вопросительная
Present Perfect	I have worked	I have not worked	Have I worked?
Past Perfect	I had worked	I had not worked	Had I worked?
Future Perfect	I will have worked	I will not have worked	Will I have worked?

Наиболее употребительные суффиксы при образовании производных глаголов.

Суффикс	**Значение**	**Примеры и комментарии**
существительное + **-en**	использовать то, что обозначено основой для определенного воздействия на предмет	**length - lengthen** (удлинять) **threat - threaten** (угрожать) **height - heighten** (повышать) **strength - strengthen** (усиливать)
прилагательное + **-en**	переход в состояние, указанное основой	**live - liven** (оживить) **bright - brighten** (делать ярче) **ripe - ripen** (созревать) **deep - deepen** (углублять) **wide - widen** (расширять) **weak - weaken** (ослаблять)
существительное + **-ify**	производить	**beauty - beautify**

прилагательное + **-ify**	действие или сделать(ся) таким, как обозначено основой ударение всегда падает на основу	(украшать) **class - classify** (классифицировать) **simple - simplify** (упрощать) **intensiv - intensify** (усиливать) **just - justify** (оправдывать) **pure - purify** (очищать)
существительное + **-ate** прилагательное + **-ate**	подвергать воздействию при помощи того, на что указывает основа; превращать(ся) в то, на что указывает основа	**granule - granulate** (дробить, измельчать) **origin - originate** (происходить) **vaccine - vaccinate** (делать прививку) **active - activate** (активировать) **regular - regulate** (регулировать) **different - differentiate** (различать)
существительное + **-ize/-ise** **[aiz]** **AmE** (американский) **BrE** (британский)	использовать, применять что-либо; готовить к чему-либо; заниматься чем-либо	**sympathy - sympathize, sympathise** (сочувствовать) **character - characterize, characterise** (характеризовать) **apology - apoiogize, apoiogise** (извиняться) **memory - memorize, memorise** (запоминать) **theory - theorize, theorise** (теоретизировать)
прилагательное + **-ize** /**-ise** **[aiz]** **AmE** (американский) **BrE** (британский)	приобрести качество или состояние, обозначенное основой	**central - centralize, centralise** (центпализовать) **modern - modernize, modernise** (модернизировать) **national - nationalize, nationalise** (национализировать) **legal - legalize, legalise** (легализовать)
существительное **-yze/-**		**analyst - analyze, analyse**

yse **[aiz]** **AmE** (американский) **BrE** (британский)		(анализировать) **paralysis - paralyze, paralyse** (парализовать) **catalyst - catalyze, catalyse** (катализировать)

Суффиксы **-ize, -ise**, пишутся по-разному, но имеют одинаковое произношение **[aiz]**. Главная трудность для изучающих язык в том, что в британском английском многие из таких глаголов имеют два варианта написания, например,

organize - organise,

recognize - recognise, normalize - normalise.

В американском английском обычно пишутся с суффиксом **-ize.**

Примечание:

Есть глаголы, оканчивающихся на **-ise**, в которых **-ise** произносится **[is]** (в этих словах **-ise** является частью корня, а не суффиксом), например,

promise ['promis] - обещать;

premise ['premis] - предпосылать;

practice (AmE) [ˈpræktɪs] - practise (BrE) - применять на практике.

LESSON 4

The Verb must

Согласование времен

Дополнение, дополнительные придаточные предложения

Приставки

1.The Verb must

Глагол **must** обозначает необходимость, обязательность действия и переводится должен, нужно, надо.

I He She We You They	must mustn’ t	do this work at once go and see it today understand us smoke so much forget about it work hard at your English

Структура вопроса с must та же, что и глагола can:

Must I do it to-day? – Я обязательно должен сделать это сегодня?

Yes, I’m afraid you must – Да, к сожалению обязательно

Must I come in the evening? – Мне обязательно прийти вечером?

No. You needn’t. You can do it next week.– Нет, не обязательно. Вы сможете сделать это на следующей неделе.

2. Согласование времен

Согласование времен заключается в том, что в сложном предложении время в придаточной части (subordinate clause) зависит от времени в главной части (main clause).Посмотрите видео, где все времена английского языка объясняют за 12 минут на русском языке.

https://youtu.be/ULMKfIt95FY

3. Дополнение, дополнительные придаточные предложения

Придаточное предложение в английском языке не может быть самостоятельным, так как оно не выражает законченную мысль. Оно заставляет читателя думать: «Что же дальше?». Если группа слов начинается с заглавной буквы и заканчивается точкой, она должна содержать хотя бы одно главное предложение. Иначе это будет грубая грамматическая ошибка.

After Bob came home from school (После того, как Боб пришел из школы) — Что было дальше? Он стал делать уроки или пошел играть с друзьями?

Once John climbed the mountain (Когда Джон взобрался на гору) — Что потом? Он стал спускаться вниз или поставил флаг?

Until he watches his favourite film (Пока он не посмотрит свой любимый фильм) — Он не ляжет спать? Или не примется за работу?

Если придаточное предложение в английском языке стоит перед главным, нужно разделять их запятой: придаточное предложение + , + главное предложение

After Bob came home from school, he had dinner.

Once John climbed the mountain, he put up the tent.

Until he watches his favourite film, he cannot fall asleep.

Если придаточное предложение стоит после главного, знаки препинания обычно не требуются: главное предложение + Ø + придаточное предложение

Bob did poorly on his math test Ø because he did not review the material.

John went straight back to the camp Ø where his friends were waiting for him.

He turned off the TV Ø once the film was over.

LESSON 5

The Verbs may, might

Определения

Определительные придаточные предложения

Суффиксы и приставки

The Verbs may, might

1. Глагол may, так же как и can, используется для просьб (в вопросах), разрешений и запретов (в отрицательных предложениях). May в этом случае

— более формальный вариант, чем can. Переводится так же — «можно, можешь» и «нельзя» в отрицательном предложении.

Ex: ***May*** *I use your laptop?*
Можно *воспользоваться твоим ноутбуком?*
You ***may*** *take my headphones.*
Ты ***можешь*** *взять мои наушники.*

You ***may not*** *stay here after 4 p.m.*
Вам ***нельзя*** *здесь оставаться после 4 часов вечера.*

2. С помощью **may и might** выражают предположения, что что-то может произойти. **Might** указывает на меньшую степень уверенности, чем may. Переводится с помощью слов **«возможно», «может быть».**

Ex: *It* ***may/might*** *rain tomorrow.*
Может быть*, завтра пойдет дождь.*

3. **May** используется в поздравлениях и пожеланиях. В этом случае с него начинается предложение. Перевести можно как **«пусть».**

Ex: ***May*** *all your dreams come true!*
Пусть *сбудутся все твои мечты!*

4. **Might** выражает упрек.

Ex: *You* ***might*** *call me from time to time.*
Мог бы *и звонить мне время от времени.*

Если упрек относится к прошлому, используется **might have + V3.**

Ex: You **might** have texted me when your plane landed.
Мог бы отправить мне сообщение, когда самолет приземлился.

Определительные придаточные предложения

Определительные придаточные предложения в английском языке (attributive clauses) выполняют задачи определения и отвечают на следующие вопросы:

what? which? – какой?

Определительные придаточные связаны с главным предложением при помощи соединительных местоимений:

who – который;
whose – чей, которого;
whom – которого;
which, that – который;

и с помощью наречий:
when –когда;
where – где, куда;
why – почему и др.;

Например:
He is the most interesting man that I have ever met. – Он самый интересный человек, которого я когда-либо встречал.

Yesterday I met an old school fellow whom I recognized at once. – Вчера я встретил (своего) старого школьного товарища, которого я узнал сразу.

Определительные придаточные предложения классифицируют на три вида:

ограничительные определительные придаточные предложения (limiting clauses);

описательные определительные придаточные предложения (descriptive clauses);

классифицирующие определительные придаточные предложения (classifying clauses);

1. **Ограничительные определительные придаточные предложения (limiting clauses)-** данный тип определительных придаточных предложений описывает признаки, которые относятся только к данному предмету или лицу и выделяют его среди всех лиц или предметов того же класса.

Если в данных предложениях опустить ограничительное определительное, тогда общая смысловая нагрузка полностью измениться или сильно исказиться.

Например:
The man to whom I spoke was an engineer. – Мужчина, с которым я разговаривал, был инженером.

I don’t know the exact place where it happened. – Я не знаю точное место, где это произошло.

2. **Классифицирующие определительные придаточные предложения (classifying clauses)-** В данной категории определительных придаточных предложений речь идет о способности указывать к какой группе или классу относится предмет, обозначенный существительным.

Данное существительное будет использовано в единственном числе с неопределенным артиклем и без артикля во множественном числе. Отделяться от главного предложения классифицирующие определительные предложения не буду при помощи запятой. В случае если опустить классифицирующее предложение, тогда смысловой оттенок всего предложения значительно исказиться или совсем измениться.

Например:

A man who had taken me across the ferry is a boatman. – Мужчина, который перевез меня через переправу – лодочник.

Persons who break the law will be punished. – Лица, нарушающие закон, будут наказаны.

Это важно!

Whom (who) или **which** часто заменяется местоимением **that,** но ещё чаще связка просто опускается.

(например, можно сказать – The man that had taken me…)

3. Описательные определительные придаточные предложения (descriptive clauses)- В описательных определительных придаточных предложениях описывается лицо или предмет или содержится дополнительная информация о лице или предмете. Существительное, к которому относится описательное определительное предложение, может употребляться как с артиклем (определенным или неопределенным), так и без него.

Например:

He bought a dozen eggs, two of which were bad. – Он купил дюжину яиц, два из которых были испорчены.

I know a man who can help us. – Я знаю человека, который может помочь нам.

Важно знать!

В описательных определительных предложениях употребляется whom (who) или which, a that не употребляются.

Бессоюзное соединение предложений

В случаях, когда относительные местоимения **which, that, who** не являются подлежащим в придаточном определительном предложении, тогда их можно опустить и придаточное предложение присоединяется **бессоюзно.**

Эти ситуации часто можно увидеть в разговорной речи. Когда мы переводим такие предложения на русский язык, то используем подходящее по смыслу соединительное слово, как правило, слово который (-ая, ую, …):

Where is the letter (which) I gave you to read? /Где письмо, которое я дал тебе почитать?

Here is the book (that или which) we have spoken about. / Вот книга, о которой мы говорили.

Give me the book which I gave you yesterday. / = Give me the book I gave you yesterday. / Дай мне книгу, которую я дал тебе вчера.

There is the student that (whom) I saw at the theatre yesterday. / = There is the student I saw at the theatre yesterday. / Вот тот студент, которого я видел вчера в театре.

He posted the letter that (which) he had written. / = He posted the letter he had written. / Он отправил письмо, которое он написал.

The drawing the engineer gave us helped to understand the task better. / Чертежи, которые инженер дал нам, помогли лучше понять задачу.

В ситуациях, когда перед опускаемым союзным словом находился предлог, он будет перемещен в конец придаточного предложения (находится после глагола или дополнения, если оно есть).

This is the house in which we live. = This is the house we live in. / Вот дом, в котором мы живем.

Когда мы переводим предложения присоединенные к главному без союза, где находится предлог, то он относится к подразумеваемому (опущенному) союзу (which который, whom которого и т. д.), например:

The house I live in is not far from the institute. / Дом, в котором я живу, находится недалеко от института.

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