



**Дагестанский государственный
институт народного хозяйства**

**АБДУЛЛАБЕКОВА УМСАЛИМАТ БАГАВУТДИНОВНА
МУРСАЛОВА САИДА АЛИЕВНА**

**УЧЕБНОЕ ПОСОБИЕ
по дисциплине
«ИННОСТРАННЫЙ ЯЗЫК»**



Махачкала 2012

УДК 811.111

ББК 81.2 Англ.

Составители: Абдуллабекова Умсалимат Багаутдиновна, старший преподаватель кафедры английского языка Дагестанского государственного института народного хозяйства, Мурсалова Саида Алиевна, к.ф.н., доцент кафедры английского языка Дагестанского государственного института народного хозяйства

Внутренний рецензент: Гусейнова Диана Шахбутдиновна, к.ф.н., доцент кафедры английского языка Дагестанского государственного института народного хозяйства

Внешний рецензент: Гаджиева Наргиля Азадиевна, к.ф.н., доцент кафедры английской филологии Дагестанского государственного педагогического университета.

Учебное пособие разработано в соответствии с «Требований к минимуму содержания дисциплины согласно Федеральному государственному образовательному стандарту по специальности 080802 «Промышленное и гражданское строительство», утвержденному приказом Министерства образования и науки Российской Федерации от 18 января 2010г. № 54»

Абдуллабекова У.Б.Я, Мурсалова С.А. Учебное пособие по дисциплине «Иностранный язык» для направления подготовки «Математика и компьютерные науки», профиля «Математическое и компьютерное моделирование» – Махачкала, ДГИНХ, 2012. – 125 с.

Рекомендовано к утверждению и к изданию Учебно-методическим советом ДГИНХ проректор по учебной работе ДГИНХ, председатель Учебно-методического совета, профессор Казаватова Н.Ю. 25 января 2012г.	Одобрено Советом факультета «Строительный», председатель Совета Магомедов М.Г. 16 января 2012г
Одобрено кафедрой английского языка, протокол №6 от 11 января 2012г. зав. кафедрой, к.ф.н., доцент Батырмурзаева У.М.	

Печатается по решению Учебно-методического совета Дагестанского государственного института народного хозяйства.

СОДЕРЖАНИЕ

Введение.....	4
1. Перечень тем и заданий по дисциплине «Иностранный язык».....	5
1.1. 1 курс 1 семестр.....	5
1.2. 1 курс 2 семестр.....	18
1.3. 2 курс 3 семестр.....	33
1.4. 2 курс 4 семестр.....	55
2. Ситуации	79
3. Деловые игры	79
4. Устные разговорные темы.....	82
5. Тестовые материалы по дисциплине.....	82
6. Тематика рефератов.....	102
7. Перечень видеофильмов, видеокурсов на CD по дисциплине ..	104
8. Задания для итогового контроля усвоения материала.....	104
8.1. Перечень контрольных вопросов по дисциплине.....	104
8.2. Тестовые задания для проведения контроля знаний.....	106
9. Задания для самостоятельной работы студентов.....	121
9.1. Материал по дисциплине для самостоятельного изучения...	121
9.2. Материал для самостоятельного тестирования по дисциплине.....	125
9.3. Темы для написания эссе.....	131
10. Рекомендуемая литература.....	132
10.1. Основная учебная литература.....	132
10.2. Учебно-методическая литература.....	133

Введение

Настоящее учебное пособие предназначено для студентов 1,2 курсов факультета «Строительный» направления «Промышленное и гражданское строительство».

Учебное пособие ставит своей целью – развитие фонетических, грамматических и лексических навыков; обучение студентов строительного факультета навыкам устной и письменной речи, развитию разговорной речи (диалогической и монологической), обучение навыкам перевода и анализа литературы по специальности для последующего использования в практике делового общения и одновременное развитие у студентов навыков самостоятельной работы.

Учебное пособие состоит из 4 разделов, которые включают в себя: задания для текущего и итогового контроля усвоения материала, задания для самостоятельной работы студентов и информационное обеспечение дисциплины.

За время прохождения курса студенты изучают весь фонемный состав английского языка, а также получают основные сведения о словесном ударении и интонации. Данное учебное пособие включает в себя широкий диапазон речевых штампов диалогов, специализированных заданий. По итогам курса студент должен приобрести навыки правильного английского произношения и овладеть устной и письменной речью на иностранном языке в пределах пройденной лексики и грамматики.

Учебное пособие составлено в соответствии с требованиями Федерального государственного образовательного стандарта высшего профессионального образования по направлению «Промышленное и гражданское строительство».

Учебное пособие по иностранному языку обсуждено и одобрено на заседании кафедры английского языка от 11.01.2012г. протокол №6 и методическим советом ДГИНХ от 25 января 2012г. и рекомендовано к изданию.

Учебное пособие по иностранному языку разработано к.ф.н., старшим преподавателем кафедры английского языка У.Б. Абдуллабековой, к.ф.н., доцентом кафедры английского языка С.А.Мурсаловой.

1. ПЕРЕЧЕНЬ ТЕМ И ЗАДАНИЙ ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

1.1. 1 КУРС 1 СЕМЕСТР

Тема № 1. Фонетика: Алфавит. Грамматика: Побудительные предложения.

Задание 1. Расставьте эти слова в алфавитном порядке.

Grandmother, umbrella, ice-cream, xylophone, box, puppy, apple, seven, duck, vase, zebra, rat, orange, chair, teddy-bear, egg, monkey, family, house, wolf, jam, yellow, kite, quail, nine, lion.

Задание 2. Расположите (на скорость) слова так, как они расположены в словаре, т.е. в алфавитном порядке с учетом второй, третьей и т.д. буквы:

Inner	inflect	instead	jest
install	installment	instance	jury
inflict	ingrate	ingratiate	just
intense	jag	jalousie	

Задание 3. Каждой букве алфавита соответствует своя цифра. Расшифруйте эти слова.

	1	2	3	4	5	6	7	8	9	10
11	12	13								
	A	B	C	D	E	F	G	H	I	J
K	L	M								
	14	15	16	17	18	19	20	21	22	23
24	25	26								
	N	O	P	Q	R	S	T	U	V	W
X	Y	Z								
	1) 4, 9, 19, 8			2) 7, 18, 5, 5, 14			3) 4, 21, 3, 11			4)
	20, 9, 7, 5, 18									

Задание 4. Используя шифр из задания 2, расшифруйте эти слова и составьте из них предложение.

	1) 5, 14, 10, 15, 25	2) 5, 14, 7, 12, 9, 19, 8	3) 12, 5, 1, 18, 14, 9, 14,
7	4) 23, 5		

Задание 5. Перепишите побудительные предложения в отрицательной форме.

1. Speak Russian at the lesson.
2. Tell him about our visit.
3. Take this chair to that room.
4. Put you thing here.
5. Go to this concert.
6. Leave me here alone.
7. Take little Mike with you.
8. Show me city now.
9. Discuss these questions with Mr. Brown.

Задание 6. Прочитайте повествовательные предложения и образуйте от них побудительные предложения.

А) в утвердительной форме:

1. We look up new words in the dictionary.
2. The clerk doesn't polite with customers.
3. Mary often picks me up for walks.
4. My son reads very little.
5. Diana sleeps not enough.

Б) в отрицательной форме:

1. Dan eats too many sweets.
2. Nick's children often take matches.
3. Tom goes to bed too late.
4. Your children are often naughty at the lessons.
5. Our daughter is often late for lessons.

Задание 7. Прочитайте предложения и найдите незавершенные по смыслу и форме.

1. Have a good flight!
2. Look!
3. Listen!
4. Let!
5. Come here!
6. Take it easy!
7. Don't
8. Shut the door
9. Go out.
10. Call me back.

Задание 8. Переведите с русского языка на английский.

1. Найдите мой галстук.
2. Познакомьтесь с Беном.
3. Пришлите мне семь галстуков.
4. Пришлите Бесс семь ручек.
5. Пришлите мне мою ручку.
6. Разыщите Петра

Тема № 2. Фонетика: Правила чтения согласных букв s, z, c, g; буквосочетаний ee, ea, ss. I, II типы чтения. Ударение. Грамматика: Род и число имен существительных. Понятие о дополнении.

Задание 1. Отработайте чтение следующих скороговорок:

[æ]

Fat cat sat on a mat and ate a fat rat.

[ei]

The rain in Spain falls mainly on the plain.

[e]

It's best to rest, said the vet to the pet.

[i:]

Steve keeps cheese in the freeze.

[b]

Betty bought a tub of butter.

[d]

David's daughter didn't dance, but David's dad did.

[r]

The rabbit raced right around the ring

Задание 2. Прочитайте вслух следующие слова, объясните, по каким правилам они читаются.

Bee, dene, bet, dent, beet, end, men, bede, peep, dell, bent, den, mete.

Задание 3. Прочитайте следующие слова и назовите, в каких окончаниях читается [s], а в каких [z].

lamps, cats, days, feelings, roads, telephones, notes, rooms, plays, plates, pens, sets, beds, tips, bees, pits, lips, lies, bibs, nets, seeds, tests, lids.

Задание 4. Выберите из списка слова со звуками [s], [k] и запишите их в два столбика.

Nice, can, came, cake, civil, place, icy, clean, face, mice, space, pact, cat.

Задание 5. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения:

mine, type, bid, did, fine, pit, five, vine, me, meet, lend, mete, eve, seem, pep, beef, ebb, see, send, pie, type, tin, fine, pin, lip, pile, line, sit, fit, set, best, sin, fist, miss, pens, less, lends, Bess, seems, size, zest, send, pale, date, ban, tape, fate, mad, say, same, fat, day, Sam, lane, land, tame, leave, bede, beat, deed, lean, mean, seat, nice, line, pin, pine, dene, fine, man, dent, Ann, nice, bet, bed, dine, did, May, fit, style, vet, bay, sat, till, file, ease, pet, tin, veal, slip, she, meek, reel, grim, happy, pony, sack, lad, got, pond, mule, butter, ugly, rudder, sink, mill, fuss, hobby, fly, cube, seep, stove, made, pane, sand, plate, mean, heat, pine, sty, teach, close, clock, shelf, cock, tape, tone, bud, fun, fume, tube, icy, free, peg, gent, peck, skin, single, note, lot, lone, nod, code, cot, tone, cope, dot, sock, hot, pope, doll, hop, bone, lead, steel, meat, bet, lest, tip, tiny, type, mice, cell, cod, spin, cap, can, ice, came, nice, cat, neck, mice, fast, fact, space, peck, pace, kin, keen, pact, face, gate, gem, gas, age, gym, page, egg, gin, game, beg, gag, jam, Jim, Jack, Jane, sky, teem, fee, wee, bee, feel.

Задание 6. Выпишите следующие слова в два столбика: исчисляемые существительные и неисчисляемые существительные. Используйте словарь в случае затруднения.

Company, firm, computer, envelope, money, debt, loan, creditor, administration, country, discount, telex, investment, manufacturer, strategy, shelf, passer-by, box, salesman, roof, datum, looker-on, half, woman doctor, key, glass, leaf, advice, college, wife, child, mouse, leaf, son-in-law, fish, woman, day, city, potato, piano, man, roof.

Задание 7. Дайте соответствующие существительные женского рода.

A lion, a tiger, an actor, a poet, a man, an uncle, a husband, a brother, a grandfather, a son, a master, a baron, a count, a shepherd, a host.

Задание 8. Образуйте множественное число от следующих существительных. Прочтите вслух во множественном числе:

A match, a foot, a page, a patch, a passer-by, a wife, a dish, a cage, a mass, a bench, a baby, a lady, a deer, a bag, a tie, a test, a bed, a swine, a city, datum, a day, a man, a page, a mouse, a match, an army, a cage, a party, a child, a tooth, a man, a father-in-law, fruit, a pen, a class, a story, a road, a day, a cat, a bush, a desk, a table, a plate, a fox, a room, a lady, a knife, a chair, a bus, a hero, a match, a way, a house, a family, a flag, a town, a wolf, a country, a lion, a park, a play, a dictionary, a thief, a key, A baby, a plant, a lemon, a peach, a banana, a brush, a star, a mountain, a tree, a shilling, a king, the waiter, the queen, a man, the man, a woman, the woman, an eye, a shelf, a box, the city, a boy, a goose, the watch, a mouse, a dress, a toy, the sheep, a tooth, a child, the ox, a deer, the life, a tomato, a secretary, a crowd, the airport, a theatre, the tornado, a shop, the tragedy.

Тема 3. Фонетика: Правила чтения буквосочетаний ai, au, ea.
Грамматика: Глагол to be. Понятие об артикле.

Задание 1. Определите сколько букв и сколько звуков в каждом из следующих слов.

name, day, please, nice, fine, deep, beat, Spain.

Задание 2. Напишите транскрипцию следующих слов, прочтите их вслух и объясните правила чтения.

Say, faint, ease, veal, stay, aim, May, leave, mean.

Задание 3. Вставьте артикль, где необходимо.

A) My ... aunt and my ... uncle are ... doctor. They work at ... hospital. They get up at seven o'clock in ... morning. They go to ... bed at eleven o'clock. 2. I work in ... morning and in ... afternoon. I don't work in ... evening. I sleep at ... night. 3. When do you leave ... home for ... school? – I leave ... home at ... quarter past eight

in ... morning. 4. What does your mother do after ... breakfast? – She goes to ... work. 5. Is there ... sofa in your ... living room? — Yes, there is ... cosy little ... sofa in ... living room. — Where is ... sofa? — It is in ... corner of ... room to ... left of ... door. I like to sit on this ... sofa in ... front of ... TV set in ... evening. 6. There is ... nice coffee table near ... window. There are ... newspapers on ... coffee table. 7. There is ... tea in ... cup. 8. When do you watch ... TV? — I watch ... TV in ... evening. We have ... large colour TV set in our ... room. There is ... beautiful vase on ... TV set. There are ... flowers in ... vase. 9. I have ... large writing desk in ... study. There is ... paper on ... writing desk. My ... books and ... exercise books are on ... writing desk, too.

Задание 4. Переведите с русского языка на английский

Я студент. Я в институте. Мой брат художник. Он не инженер. Моя сестра на работе. Моя сестра не дома. Мы не на улице. Мы дома. Моя мама не учительница. Она врач.

Тема 4. Фонетика: Правила чтения звуков [k,g]; буквосочетаний ch,sh,tch, th. Грамматика: Указательные местоимения this, that, these, those.

Задание 1. Выпишите слова в два столбика. В первый напишите слова со звуком [k], во второй со звуком [g].

This, that, than, thus, theme, thin, myth, three, thing, thick, these, mother, bother, the, those, weather, think, thank, faith.

Задание 2. Напишите транскрипцию следующих слов.

Fetch, catch, chick, fish, shine, shape, that, than, patch, dish, fish, bench, shop, chess, change, chest, thin, short.

Задание 3. Переведите с русского языка на английский следующие предложения.

Это черный карандаш. Эта сумка черная. Дайте мне ту сумку, пожалуйста. Это шапка. Возьмите эту шапку. Дайте мне эту спичку, пожалуйста. Дайте Джейн эти карандаши. Дайте мне эти ручки и эту сумку. Возьмите эти плохие спички. Это ручка. Это черная ручка. Эта ручка черная. Это сумка. Это моя сумка. Эта сумка толстая. Бен, дайте мне ту тонкую ручку. Эта квартира чистая. Это чистая квартира. Дайте Бену эти ручки и эти карандаши. Эта квартира большая. Прочитайте этот текст, пожалуйста. Пожалуйста, дайте Джейн этот текст. Возьмите эти тексты, пожалуйста.

Тема 5. Фонетика: правила чтения звуков [a:, h, j, r, ŋ]; буквосочетаний ar, ng,nk. Грамматика: Общие вопросы.

Задание 1. Напишите транскрипцию следующих слов.

Dray, bread, rung, wink, joy, try, think, far, hot, hale, bring, hell, car, large, red, park, march, room, farmer, drill, gang, sling, prank, pink, link, drink, bark.

Задание 2. Прочитайте и переведите следующие предложения. Подчеркните в них слова, с сочетанием букв ar, ng, nk и объясните их правила чтения.

1. This is my car. 2. It is not large, but clean and comfortable. 3. It is now at the bank of the river at the far end of the city. 4. Roads in our city are not perfect.

Задание 3. Заполните пропуски соответствующей формой глагола to be и поставьте предложения в вопросительную и отрицательную форму.

1. This...a note. 2. These ...long texts, and those...short. 3. ...this book good? 4. Those doors... black. 5. That pencil ...not black. It...red.

Задание 4. Поставьте следующие предложения в вопросительную и отрицательную формы и переведите на русский язык.

1. Vera and Natasha are programmers.
2. This is a blackboard.
3. I am an economist.
4. They are pupils.
5. Their rooms are large.

Задание 5. Работа в парах. Ответьте на следующие вопросы. Составьте аналогичные вопросы и задайте вашему собеседнику.

1. Is that a note?
2. Is this a text?
3. Is it long?
4. Are those pencils?
5. Are they good?
6. Is this a cap?
7. Is that a tie?

Задание 6. Соедините слова 1-10 с их соответствующим переводом А-**Ж**.

- | | |
|----------|---------------------------|
| 1. Thin | А. спичка |
| 2. Black | В. встречать, знакомиться |
| 3. This | С. чистый |
| 4. Match | Д. шапка |
| 5. These | Е. эти |
| 6. Clean | Ф. посылать |
| 7. Cap | Г. прекрасный |
| 8. Fine | Н. черный |
| 9. Send | И. этот(а,о) |
| 10. Meet | Ж. тонкий |

Тема 6. Фонетика: правила чтения звуков [и:, и, ои]. Грамматика: Альтернативные вопросы.

Задание 1. Напишите транскрипцию следующих слов.

Look, took, tool, bone, hop, note, code, dot, pope, doom, shook, cook, cope, choose.

Задание 2. Прочитайте и переведите следующие предложения. Подчеркните в них слова со звуками [u:, ʌ, ou] и объясните их правила чтения.

1. Please, take that book, Tom. 2. Are those pencils short too? – No, they aren't. 3. Is it a good book? 4. Please go to the door. 5. Open the book, Tom, and read Note five. 6. Close the book and go to the blackboard. 7. This is a room. 8. That is a blackboard. Look at it. 9. Good morning! 10. Please don't go to the granny.

Задание 3. Переведите на английский язык следующие предложения.

1. Это потолок или пол? 2. Та дверь желтая или зеленая? 3. Это мой или его галстук? 4. Он хороший или плохой? 5. Это или то его карандаш? 6. То карандаши или ручки? 7. Его зовут Петр или Иван? - Петр. 8. Саратов большой или маленький город? - Большой. 9. Эта ручка красная или синяя? 10. То или это - карандаши?

Задание 4. Работа в парах. Ответьте на следующие вопросы. Составьте аналогичные вопросы и задайте вашему собеседнику.

1. Are these pencils long or are they short?
2. Is this a map or a plan?
3. Is this a note or a text?
4. Is this a tie or a cap?
5. Is it his or my tie?
6. Is his name Tom or is it Ted?
7. Are those books thick or are they thin?
8. Is this page ten or page nine?

Задание 5. Поставьте альтернативные вопросы к выделенным словам

1. My pen is *thin*. 2. That note is *short*. 3. Those matches are *bad*. 4. *This* film is good. 5. His *pencil* is red.

Задание 6. Поставьте альтернативные вопросы к следующим предложениям, используя слова, данные в скобках.

1. Fred is a doctor (teacher) 2. Ann is my friend (Kate). 3. They are teachers (students) 4. Those cups are brown (yellow). 5. These pencils are short (long). 6. Vera and Natasha are programmers (teachers). 7. This is a blackboard (spoon). 8. I am an economist (Sasha). 9. They are schoolboys (students). 10. Their rooms are large (small).

Тема 7. Фонетика: правила чтения буквосочетаний oi, ou, ow, oi.
Грамматика: Предлоги места и направления.

Задание 1. Напишите транскрипцию следующих слов.

Bow, poison, joy, wow, voice, toy, boil, oil.

Задание 2. Прочитайте и переведите следующие предложения. Подчеркните в них слова с буквосочетаниями oi, ou, ow, oi и объясните их правила чтения.

1. We are in my room now. 2. Is that boy a schoolboy or a student? He is a schoolboy. 3. Is it your cow? 4. Boil me two eggs, please. 5. Please, go out of the room. 6. He is standing there now. 7. How do you do? 8. Join us, please. 9. It's too noisy today. 10. Please give the toy to the boy.

Задание 3. Переведите на английский язык следующие словосочетания, употребляя предлоги in или at.

В кухне, в порту, в парке, в лесу, в театре, в саду, в библиотеке, в магазине, в стакане, в комнате, в кино, в снегу, в школе, в классе, в доме, в чашке, в музее, в океане.

Задание 4. Переведите на английский язык следующие словосочетания, употребляя предлоги on или at.

На полке, на скамейке, на заводе, на стене, на вокзале, на полу, на крыше, на выставке, на земле, на концерте, на доске, на уроке на стадионе, на снегу, на траве, на работе.

Задание 5. Переведите предложения на английский язык, обращая внимание на используемые предлоги.

1. Английский журнал лежит на круглом столе.
2. Круглый стол стоит в углу гостиной.
3. Новый коричневый стул стоит рядом с его письменным столом.
4. Наша кошка сидит под круглым столом в гостиной.
5. Сервант находится рядом с кухонным окном.
6. Моя кухня поставила цветы в вазу. Теперь они стоят в вазе.
7. Тетрадь находится в папке, а папка – на письменном столе.
8. Над круглым столом висит красивая люстра.
9. На стене висит картина моего отца.

Тема 8. Фонетика: правила чтения буквосочетаний wa, wh. Третий тип чтения. Грамматика: Специальные вопросы. Настоящее продолженное время.

Задание 1. Прочитайте и переведите следующие предложения. Найдите в тексте слова с буквосочетанием wh. Подчеркните одной чертой слова, в которых wh читается [w], двумя чертами когда оно читается как

[h].

1. Where is he? He is in the garden. 2. Who is this girl? She is Mash Ivanova. 3. Whose name is Vasya? My friend's is. 4. What kind of man is he? He is a very good person. 5. Whom do you want to ask your question? Petrov does. 6. What do you think about today's weather? I think it's perfect. Where are you going to? I'm going to the University.

Задание 2. Раскройте скобки, употребляя глаголы в Present Continuous.

1. My book (to lie) on the table. 2. They (to work). 3. The doctor and her patient (to talk). 4. We (to cook) dinner. My mother (to make) a salad. 5. A young man (to drive) a car. He (to listen) music. 6. My grandfather (to read) a book. 7. The pen (to lie) on the floor. 8. You (to have) a break? 9. She still (to sing). 10. My book (to lie) on the table. 11. They (to work). 12. The doctor and her patient (to talk). 13. We (to cook) dinner. My mother (to make) a salad. 14. A young man (to drive) a car. He (to listen) music. 15. My grandfather (to read) a book. 16. The pen (to lie) on the floor. 17. You (to have) a break? 18. She still (to sing). 19. The boys (to run) about in the garden. 20. I (to do) my homework. 21. John and his friends (to go) to the library. 22. Ann (to sit) at her desk. She (to study) geography. 23. A young man (to stand) at the window. He (to smoke) a cigarette. 24. The old man (to walk) about the room. 25. The dog (to lie) on the floor. 26. You (to have) a break? 27. What language you (to study)? 28. Who (to lie) on the sofa? 29. What they (to talk) about? 30. It still (to rain).

Задание 3. Поставьте вопросы к выделенным словам.

1. *My friend* is a teacher (3). 2. This is *a map* (1). 3. It's *a good map* (1). 4. That's *a bad cap* (2). 5. It's *his cap* (1). 6. The match is *on the table* (1). 7. *Her name* is Mary (2). 8. *Bess* is a good pupil (2).

Задание 4. Переведите следующие предложения на английский язык.

1. Эта девушка – моя сестра. Ее зовут Мэри. Она инженер. 2. Ваш сын инженер или рабочий? – Он рабочий. 3. Кто ваша подруга? – Катя моя подруга. – Кто она (по профессии)? – Она преподавательница. 4. Где ваш преподаватель? – Он здесь. 5. Моя сестра сейчас в Минске. Моя подруга тоже там. 6. Петр и Анна в Киеве? – Да, в Киеве навещают своих друзей. – Их сын тоже в Киеве? – Нет, он сейчас здесь. – Что он делает? 7. Кто это мальчик? – Он мой сын. 8. Кто эта девушка? – Она инженер. 9. Этот человек врач? – Да. Как его фамилия? – Его фамилия Петров. 10. Кто ваша жена? – Она инженер. 11. Кто этот человек? – Он мой друг. 12. Кто он врач или инженер? 13. Кто эта девушка? Она ваша сестра? 14. Кто эта девушка? Она студентка или преподавательница? 15. Какого цвета те двери? – Они белые. 16. Чья это квартира? – Это их квартира? 17. Какая это книга? – Это большая книга. 18. Какие это тетради? – Это тонкие тетради. 19. Какая это комната? – Это большая комната. 20. Где ваши сестры? – Они дома.

Тема 9. Фонетика: правила чтения буквосочетаний wor, eer, air, our.
Четвертый тип чтения. Грамматика: Притяжательные местоимения.

Задание 1. Напишите транскрипцию следующих слов.

Care, fare, mare, stare, bare, rare, pure, cure, during, fire, mire, tire, shire, here, sere, mere, here, tyre, cure, store, lore, worm, worship, worthy, sere, our, air, fired, store, shire, during, pair, faint, flour, world, pioneer, there, here, where.

Задание 2. Выберите из списка предложенных глаголов те, которые не употребляются в форме Continuous. Объясните почему.

Believe, watch, think, see, listen, hear, understand, think over, forget, do, translate, solve, hate.

Задание 3. Заполните пропуски притяжательными местоимениями.

1. We're students. This is ...classroom. The door in ...classroom is white.
2. I'm at home now...room is small, but it's light and clean. There are ...sisters....names are Mary and Ann.
3. Open...books, please.
4. Sit down, Peter. ...mark is 'good'. Is she a teacher? Are these boys and girls... pupils?
6. This man is an engineer. His name's Petrov.

Задание 4. Переведите текст с русского языка на английский.

Меня зовут Петр Иванов. Мне 17 лет. Я студент 1 курса Дагестанского государственного института народного хозяйства. Мой отец, мать, моя сестра и я живем в Махачкале. Мой отец бухгалтер. Ему 40 лет. Моя мама врач. Ей 38. Мою сестру зовут Нина. Она учится в школе. Ей 15 лет. Моего лучшего друга зовут Андрей. Мы сейчас посмотрим с ним кино.

Тема 10. Фонетика: правила чтения буквосочетаний all, alk, wr, ew, igh.
Грамматика: Выражение отношений родительного падежа с помощью предлога of.

Задание 1. Напишите транскрипцию следующих слов.

New, calk, chalk, hew, wring, bright, all, small, tall, call, walk, talk, chalk, stew, wry, wreck, wrap, pewter, hewn, wrung, wring, high, might, tight.

Задание 2. Напишите в орфографии следующие слова.

[ræp, tait, fju:, wɔ:l, hai, rait, ring].

Задание 3. Переведите с английского языка на русский.

1. The book of this author.
2. The crew of the ship was small.
3. Do you like the poetry of Eliot?
4. This is a book of this author.
5. The floor of the room is brown.
6. This is the smartest girl of the group.

Задание 4. Переведите с русского языка на английский

Слова четвертого урока, страницы той книги, новые слова тех уроков, три куска мела, цвет этой сумки, стены нашей аудитории, рабочие Киева, ножка стола.

Задание 5. Замените, где возможно, существительное с предлогом of существительным в форме притяжательного падежа:

The bag of my brother, the father of Nancy and Ann, the book of my younger sister, the hand of the clock, the leg of the table, the hand of the friend, the clothes of the boys, the watch of my friend Peter, the parents of the boys.

Тема 11. We learn foreign languages. Грамматика: The Present Indefinite Tense. Наречия неопределенного времени. Вопросы к подлежащему. Оборот to be going to. Место наречий образа действия и степени.

Задание 1. Прочитайте текст.

The long-distance teacher

Mr. Frank Garret is 65, is a schoolteacher. He is English, but he lives in France, in the village of Yerville. Mr. Garret lives in France, but he works in England.

Every Monday he leaves home at 2.30 in the morning and drives 101 miles from his village to Bouogne, where he leaves his car and goes by boat to England. He teaches French from 9.00 in the morning to 3.30. in the afternoon, and then he leaves school. He arrives home at 9.30. in the evening. The journey there and back isn't expensive.

Mr Garret works in England only one day a week.

And what does he do on the other days? He teaches English! He has a class of French students in Yerville. He says: "I love my job in England and I love my hone in France. I'm a happy man".

Правда или ложь, что:

1. Mr Garret is 65 years old.
2. Mr Garret is French.
3. Mr Garret has a house in France.
- 4 Mr Garret goes by bus to Boulogne.
5. Mr Garret learns French in England.
6. Mr Garret leaves school at 9.30.
7. Mr Garret's journey is cheap.
8. Mr Garret works in France one day a week.
- 9 Mr Garret. teaches French in Yeville.

Задание 2. Прочитайте текст.

My name's Bruno Bonetti and I'm from Italy. I'm a student at Milan University. Here, I'm with brother, Antonio, and his wife. Her name's Irena. She isn't from Italy. She's from Slovenia. Antonio and Irena aren't students. Antonio's a doctor and Irena's a teacher.

Являются ли следующие утверждения правдой или ложью:

1. Bruno is from Italy.
2. He is married
3. Claudia isn't a student
4. Bruno is her boyfriend.
5. Irena is from the USA.
6. Antonio is her brother.
7. He's a doctor. They're at a restaurant

Задание 3. Вставьте соответствующую форму глагола to be.

1. My name ___ Maria, and I ___ a student at London University. My husband ___ a student here, too. We ___ from Britain. We ___ from Argentina.

2. Susie and Joshua ___ from South America. They ___ from Cape Town in South Africa.

3. Anya and Costas ___ from Europe. Ania ___ from Warsaw in Poland. Costas ___ from Poland. He ___ from Athens in Greece. I and I'm from Italy, I'm a student at Milan University. Here, I'm with my girlfriend. Her name's Claudia, and she ___ a student too.

Задание 4. Образуйте отрицательную и вопросительную форму предложений.

1. I visit my parents very often.
2. They live in Great Britain.
3. He goes to school by bus.
4. She lives in this house.
5. He wants to be a doctor.
6. They play tennis every Sunday.
7. We work every day.
8. My sister goes to bed at nine.
9. Usually I have dinner very late.
10. My brother watches TV every evening.
11. She likes classical music.
12. We go to the theatre once a month.

Задание 5. Раскройте скобки, используя правильную форму глагола

1. My parents (not to live) in Moscow. 2. He (not to like) Chinese food. 3. Your cousin (to speak) Italian? 4. You (to help) your brother with the homework? 5. I'm a flight attendant. I (to travel) a lot.

Задание 6. Переведите предложения на английский язык.

1. Он никогда не выходит из дома (to leave the house).
2. Он всегда дома.
3. Он редко бывает дома.
4. Она редко смотрит телевизор (to watch TV).
5. Он никогда не просыпается поздно (late).
6. Мой кот всегда умывается.

7. Кто дает вам английские книги? – Мой преподаватель.
8. Кто из них работает в той компании? – Петров.
9. Кто приходит сюда утром? – Мы.
10. Чей сын изучает английский язык? – Наш сын.
11. Кто из вас изучает немецкий язык? – Иванов и Петров.
12. Кто разговаривает с вашим преподавателем сейчас? – Мой приятель.

Задание 7. Задайте все возможные вопросы к данному предложению.
I'm going to have my English in the evening.

Задание 8. Составьте ситуации, используя данные слова и словосочетания.

1. *In the morning*: to live, in the centre, to go, the office, to meet friends.
2. *Before classes*: to have one's English, in the evening, to go into the classroom, to speak to smb., to speak Russian.
3. *In class*: to have one's English, in the morning, to do exercises, a lot of, to have a dictation, sometimes.
4. *At home*: usually, to speak Russian, to do exercises, to copy out the new words, to learn the new words, often.

Задание 9. Напишите эссе на тему: «Is it important to learn foreign languages?».

Задание 10. Напишите реферат на одну из предложенных тем

Тема 1. World Languages

Introduction

1. Genealogical classification of languages

2. Major language families of the world

Conclusion

References

<http://www.erudition.>

<http://www.wikipedia.ru>

Тема 2-7. Great Britain (or The USA, New Zealand, Australia, Ireland, Canada)

Introduction

1. The history of Great Britain (or The USA, New Zealand, Australia, Ireland, Canada)

2. Geo position

3. Political system

4. Industry and agriculture

5. Culture and science

6. Traditions and holidays

7. Conclusion

References

<http://www.erudition.>

<http://www.wikipedia.ru>

Else, David (2005). *Great Britain*. Lonely Planet.

Kaufman, Will; Slettedahl, Heidi Macpherson (2005). *Britain and the Americas: Culture, Politics, and History*. ABC-Clío.

Сухоруков А. В. Британское содружество наций: прошлое и настоящее // Новая и новейшая история. 2006. № 5

Шевченко Л.М. и др. “Страны и народы”; 1979

Народы мира. Энциклопедия / под науч. ред. Минца Л. М.; науч.-ред. совет: Чубарьян А. О., Фурсенко А. А. и др.; ав. кол.: Анчабадзе Ю. Д., Арутюнов, С. А., Ветюков, В. А., Власова, И. В. и др.. — цв.ил., фото.цв. — М.: ОЛМА Медиа Групп, 2007.

1.2. 1 КУРС 2 СЕМЕСТР

Тема 12. The working day of an engineer. Грамматика: Объектный падеж личных местоимений. Much, many, little, few

Задание 1. От основы какой части речи образованы следующие слова? Переведите их на русский язык.

translation discussion week-end hourly

receiver translator walker giver

Задание 2. Раскройте скобки, употребляй личные местоимения в объектном падеже.

1. These are very good exercises. Do (they) at home, please. 2. This engineer works with (I). I know (he) well. 3. Write these words out in your exercise-book, please, and learn (they). 4. Read this letter and translate (it) into English, please. 5. I know this girl. She works with (we).

Задание 3. Вставьте much или many.

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mother says I eat too ... French fries and drink too ... beer. She wants me to be healthy. 7. There is not too ... space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not ... of them are men. 10. Not ... of these books are new. 11. Thanks awfully for the books you sent me yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He has got so ... pairs of socks. 14. Please don't put ... pepper on the meat. 15. There were too ... plates on the table. 16. I never eat ... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these students don't like to look up words in the dictionary. 20. Do you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not 21.

Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

Задание 4. Вставьте *little* или *few*.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you. 9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14. The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

Задание 5. Переведите на английский язык.

Моя сестра преподавательница. Она преподает английский язык. Мой приятель и я тоже изучаем английский язык, но многие студенты упорно работают над двумя иностранными языками. Мы всегда вовремя приходим на занятия и хорошо выполняем (делаем) домашние задания. Мы часто читаем английские газеты и журналы дома. Мне нравится читать английские книги, и я много читаю. Мы занимаемся (у нас бывают уроки) по понедельникам, средам, четвергам и пятницам. Мы делаем много упражнений в классе и иногда пишем диктанты. Мы читаем тексты, переводим их, отвечаем на вопросы и переводим русские предложения на английский. Часто после уроков мы идем домой вместе. Мы разговариваем по-английски и обсуждаем свою работу.

Задание 6. Переведите на английский язык следующие пары слов.

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много мальчиков, много девочек, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин, Мало домов, мало чая, мало чашек, мало яблок, мало окон, мало бумаги, мало кофе, мало статей, мало радости, мало супу, мало деревьев, мало травы, мало детей, мало игрушек, мало света, мало парт, мало колбасы, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало дворцов.

Задание 7. Составьте ситуации, используя данные слова и словосочетания.

1. *My Friend Works Hard at the Office*

to receive, to discuss, to answer, a lot of articles, to finish work

2. / *Like Walking*

a long way from, to walk (to), to go for a walk, in the evening

3.1 'm Going to Stay at Home over the Week-end

in the morning, in the afternoon, to go for a walk, to take out, together

4. My Brother Reads a Lot

to like reading, to take books from, to learn (from books), to do well, to return (to give back).

Задние 8. Напишите эссе на тему: «How do you understand the Russian proverb: Time is money?»

Тема 13. My friend is a children's doctor now. Грамматика: Основные формы глаголов. The Past Indefinite Tense. Прошедшее время группы Indefinite глагола to be. Падежи имен существительных. Притяжательный падеж. Числительные.

Задание 1. Прочитайте и переведите текст

My friend's name is Peter. He and I are doctors now, but eleven years ago we were students at a Medical college in Moscow.

We lived in a long way from the college, but we liked to walk there in fine weather.

Our classes usually lasted till four o'clock in the afternoon, and then we worked hard at home. We sometimes stayed after classes to play volley-ball, but on week-days we were usually at home by 9 o'clock. We received a lot of medical journals and often discussed interesting articles in them.

In his third year Peter decided to be a children's doctor, and now he works at a children's hospital in Kiev. He loves his work and often writes to me about it.

Ответьте на вопросы

Whose name is Peter? What does he do? Was he a doctor eleven years ago? When did he decide to be a children's doctor? Does he like his work?

Задание 2. Переведите на английский язык следующие правильные глаголы, поставьте их в форму Past Indefinite, расположив их в три колонки по типу произношения окончания, прочитайте их вслух.

Благодарить, открывать, смотреть, закрывать, жить, работать, изучать, учить, переводить, ходить (*пешком*), возвращаться, оставаться, продолжаться, получать, заканчивать, обсуждать, отвечать, повторять, переписывать.

Задание 3. Установите соответствие между определением и названием профессии.

1) someone who studies or works in physics	a programmer
2) someone who designs clothes	b manager

3) someone who works at the reception desk of a hotel	c physicist
4) someone who changes spoken words from one language to another	d architect
5) someone whose job is to manage a company	e receptionist
1) 6) someone who gets cash or pays out money in a shop	f interpreter
2) 7) someone who writes computer programs	j cashier
3) 8) someone who can count well and keeps the money records of a business	h accountant
4) 9) someone whose job is to design buildings	i fashion designer

Задание 4. Поставьте следующие предложения в отрицательную и вопросительную формы.

1. He opened the window before classes. 2. Ann translated a lot of foreign letters at the office last week. 3. I finished work at five o'clock the day before yesterday. 4. He lived in Kiev five years ago. 5. They returned home in the evening. 6. They discussed a lot of articles from these French magazines last week-end.

Задание 5. Напишите следующие предложения в прошедшем времени, добавив к одному из них нужное по смыслу обстоятельство времени.

1. My working day lasts eight hours. 2. Do you often get letters from your friends? 3. Does he do well in French? 4. We discuss a lot of questions. 5. They don't often stay at the factory after six o'clock.

Задание 6. Переведите следующие сочетания слов на английский язык, употребляя порядковые числительные.

Первый час, третья тетрадь, второе письмо, четвертая телеграмма, девятый день, пятый урок, шестой вопрос, восьмая неделя, двенадцатый месяц, двадцатый день, двадцать пятый журнал, сорок второй день двадцать восьмой текст, тринадцатое примечание, третья статья, сороковой урок, четвертое упражнение, четырнадцатый текст, тридцать шестой урок, пятнадцатое упражнение, комната сорок пять, комната двадцать три.

Задание 7. Переведите, обращая внимание на форму глагола to be в Past Indefinite (was / were).

1. Они были здесь час назад. 2. Он вовремя пришел на урок вчера? 3. Вы были дома в понедельник утром? - Нет, я был в министерстве. 4. Его не было

дома в среду вечером.

Задание 8. Переведите предложения на английский язык, обращая внимание на время глагола-сказуемого.

1. Я посмотрел на доску и переписал новые слова. 2. Где вы жили в прошлом году? — Я жил в Минске. 3. Вы поблагодарили его за книги? 4. Мы не обсудили многих вопросов вчера. 5. Когда вы в последний раз повторяли это правило? — Мы повторяли его только позавчера. 6. Они ответили на многие письма в прошлом месяце. Переведите предложения на английский язык, используя активную лексику урока. Я очень люблю детей. 7. В будни вечером я редко бываю дома. 8. Мой сын очень любит играть в футбол. 9. Сын моей сестры собирается поступить в институт в этом году, а мой сын уже учится в институте. 10. Когда вы ответили на письмо вашего друга? — Позавчера. 11. Вчера была прекрасная погода. 12. Мы решили прочитать эту статью и обсудить ее. 13. Пять лет назад я жил в Минске. Тогда я работал на заводе. 14. Последний раз я играл в волейбол пять лет назад. 15. Когда он решил лечь в больницу? — На прошлой неделе. 16. Где он был в прошлом месяце? — Он был в больнице. 17. Сколько времени продолжался фильм? — Он продолжался два часа.

Задание 9. Ответьте на вопросы.

1. What do Peter and his friend do now?
2. What did they do eleven years ago?
3. Where did they live then?
4. What did they like to do in fine weather?
5. How long did their classes last?
6. What did they do after classes?
7. What did Peter decide to do in his third year?
8. Where does he work now?
9. Does he like his work?
10. Did you do well at college?
11. Was your college in Moscow?
12. When were you usually at home on weekdays?
13. Do you like to play volley-ball?
14. Did you play volley-ball yesterday?
15. When did you last play volley-ball?
16. Which of you often plays tennis?
17. Do you play tennis (football) on weekdays or at the week-end?
18. 1. Do students at medical colleges work at hospitals?
19. When do they work at hospitals?
20. Is work at a hospital interesting for a medical student?
21. What was the weather like yesterday?
22. What is the weather like now?
23. What kind of weather do you like?

Задание 10. Напишите эссе на тему: “My future profession”.

Задание 11. Примерная тематика рефератов по теме:

“The man whose ideas changed the world”.

“The man who made affordable cars”

“The heroine of the Salvation Army”.

Content

Introduction

Short biography

Main achievements

Conclusion

References

<http://www.e-reading.co.uk/>

<http://100grp.ru/>

Тема 14. My last weekend. Грамматика: прошедшее время группы Indefinite неправильных глаголов. Место прямого и косвенного дополнения в предложении.

Задание 1. Прочитайте вслух следующие слова.

Ail, hay, dew, moon, task, cow, stout, voice, took, rude, space, ear, rain, ounce, meak, last, steep, stool, moist, knock, want, wash, wasp, past, sail.

Задание 2. Прочитайте и переведите текст.

Every weekend is important to the Taylor family. During the week they don't have very much time together, but they spend a lot of time together on the weekend. Mr Taylor works at the shoe store downtown during the week, but he doesn't work there on the weekend. Mrs Taylor works in the city hospital during the week, but she doesn't work there on the weekend. Nick and Pete Taylor go to school during the week, but they don't go there on the weekend. On Saturday and Sunday the Taylors spend all their time together. On Saturday morning they clean the house together. On Saturday afternoon they work in the garden. And on Saturday evening they sit in the living room and watch TV together. They watch adventure films, comedies and cartoons. On Sunday morning they go to church. On Sunday afternoon they have a big dinner. And on Sunday evening they listen to music. They usually listen to jazz and rock'n'roll. As you can see, every weekend is special to the Taylors. It's their only time together as a family.

Является ли правдой или ложью, что:

1. During the week Taylor and his family have very much time together
2. Mrs Taylor works in the city hospital
3. On Saturday afternoon Taylors clean the house together
4. Mrs Taylor doesn't work there on the weekend
5. Taylors don't like to listen to jazz and rock'n'roll

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

1. He (to look) at her for a moment with surprise.
2. She (not to smile) when she (to see) him.
3. On the way home she usually (to buy) a slice of honey cake at the baker's.
4. The stranger (to climb) into his car and (to drive away), and when he (to notice) later that his speedometer (to indicate) seventy-five, he (to laugh) at himself but (not to slow down).
5. When he (to arrive) he (to find) the patient to be a small boy of nine years of age.
6. A quarter of an hour later he (to hear) voices.
7. A little before nine o'clock I (to descend) to the ground floor.
8. On the fifteenth of October Andrew (to set out) alone for London.
9. Clapper (to stare) at the photograph without a change of expression for at least half a minute.
10. When Eddy (to leave) in the morning he (to take) her photograph with him.
11. Their children (to clean) the yard and then they (to play) basketball.
12. They (to wait) for the bus. The bus (to arrive) at 8 o'clock.
13. Last Monday they (to visit) their friends.
14. What your neighbours (to do) yesterday?
15. The little girl (to cry) a little and then (to smile).

Задание 4. Раскройте скобки, употребляя глаголы в Present Simple или Past Simple.

1. They (to have) a nice weekend last week.
2. What your sister (to do) every Sunday? – She (to meet) with her friends.
3. His brother (to come) yesterday? – No, he (not to come). He (to be busy).
4. You (to get) up early on Sunday? – Yes. But last Sunday I (to sleep) till ten o'clock.
5. How many lessons you (to have) every day?
6. Your brother (to be) a teacher? – Yes, he (to become) a teacher two years ago.
7. She (not to understand) the teacher at the last lesson.
8. You (to go) to the theatre? – Not very often. Usually we (to go) there once a month.
9. He usually (to sleep) well. But last night he (to sleep) badly.
10. As a rule I (to walk) to the institute but yesterday I (to take) a bus.
11. She (to buy) a new dress yesterday? – No, she (not to buy) it.
12. They (to sell) their house a week ago? – I (not to know).
13. She (to be) ill now. She (to eat) an ice-cream yesterday.
14. When you (to leave) the office yesterday?
15. They (to be) happy to see you now?

Задание 5. Поставьте вопросы к выделенным словам.

1. *He was in Kiev last week.* (3) 2. *My friend wrote to me very often last year.* (4) 3. *They were at their office yesterday morning.* (3) 4. *Our students read a lot of English books last year.* (4) 5. *He took his son out on Monday evening.* (2)

6. Comrade Petrow spoke to us about the plan yesterday. (4) 7. The students usually go home after classes. (3)

Задание 6. Переведите на английский язык.

Моя приятельница Анна пришла ко мне в субботу после работы. Мы решили повторить перед диктантом слова (из) первых пяти уроков. Мы начали работать в семь вечера. Я люблю заниматься с Анной. Она много читает и хорошо знает английский язык. Мы повторили слова и прочитали тексты. Мы также повторили грамматические правила и сделали много упражнений. Потом Анна задала мне много вопросов, и я ответила на них. Мы потратили на это много времени. Мы закончили работать в девять часов. «Я хочу пойти в кино (и) посмотреть новый фильм. Хочешь пойти со мной?» — спросила Анна. «С удовольствием», — ответила я. — «Моя сестра смотрела его на прошлой неделе, и он ей очень понравился». Мы пошли в кино в десять вечера. Фильм продолжался два часа и кончился в 12. Мы пришли домой поздно, и Анна осталась у нас. В воскресенье мы решили поехать за город. Погода была хорошая, и мы провели за городом три часа. Мы приехали домой в пять часов вечера. После обеда мы пошли к друзьям Анны. Мы хотели пойти с ними погулять вечером, но потом решили пойти в театр.

Задание 7. Ответьте на вопросы, используя активную лексику урока.

1. Do you often go to see your friends?
2. How often do your friends come to see you?
3. How often do you spend the week-end with your friends?
4. How often do you go to the theatre (to the cinema) together?
5. When did you last go to the theatre? -
6. When did you begin learning English?
7. Do you spend much time on your English?
8. How much time do you usually spend on your homework?
9. How many questions does the teacher usually ask you in class?
10. How well do you usually know your lesson?
11. When do you usually get up "on weekdays?
12. What do you do then?
13. Do you wake up your children early in the morning?
14. Do they wake up at once?
15. Do they go to bed early or late?
16. When do you usually have dinner (breakfast, supper)?
17. Do you have dinner at home or at your office?
18. Where are you going to have dinner today?
19. Did you go to the country for the last week-end or did you stay in town?
20. How often do you spend the week-end in the country?
21. When did you last go to the country?
22. Where do you want to spend next week-end?
23. Are you going to the country again?

24. What's the weather like today?
25. What kind of weather do you like?
26. Do you like to go for walks in bad weather?
27. When are you going to take your children (son) out (for a walk)?
28. Which of you likes skiing (skating)?
29. Do you ski (skate)?
30. Which of your friends plays chess well?
31. Which games do you play?
32. Who did you last play chess with?
33. Where do your parents live?
34. Do you often go to see them?
35. When did you last see them?

Задание 8. Составьте короткие рассказы на темы.

1. My Last Day Off.
 2. How I Usually Spend the Week-end.
 3. Last Sunday Evening.
 4. Yesterday (Tomorrow) Morning.
- (примерный объем 10-12 предложений)

Тема 15. My friend's family. Грамматика: Глагол to have (has) got.
Неопределенные местоимения some, any.

Задание 1. Прослушайте, а затем прочтите следующие слова.

a) child, find, wild, mild, kind, old, bold, cold, told, other, mother, brother, another, come, love, son, ton;

b) knit, rude, storey, clear, blast, cask, bleak, fit, bite, hurt, bark, right, knight, night, sink, skill, step, stern, tusk, tune.

Задание 2. Прослушайте, прочитайте и переведите текст

My friend's family

My friend's name is Lavrov. He lives in Moscow. His family is not very large. He has a wife and two children. His wife's name is Mary and his children's name are Ann and Nick. Lavrov's wife is a young woman. She is twenty nine years old. She's a lecturer. She teaches English at the Institute of Foreign Languages. She's got very many students. She hasn't got bad students. Her students do well as a rule. My friend's daughter is a girl of ten. She goes to school. She does a lot of subjects at school. She is also learning English. She works hard and knows the language well. She doesn't make many mistakes in English. She likes reading. She also helps her mother at home. Lavrov's son is a little boy. I think he was born five or six years ago. His father takes him to a nursery school every morning.

My friend's got a sister. She's going to be a doctor, and she's leaving her Institute this year. She's married. Her husband's an engineer. My friend hasn't got any brothers. My friend's wife usually takes the children to the country in summer to stay

with their grandfather and grandmother. They love their grandchildren very much. She's going to take them to the country again this summer

Ответьте на следующие вопросы:

- Has Lavrov got any children?
 - Have his children got any toys?
 - What is Lavrov's sister?
 - How old is Lavrov's girl?
- Where does Lavrov live?

Задание 3. Поставьте следующие предложения в отрицательную и вопросительную формы.

1. Mary has got a family. 2. Jane has got a lot of children. 3. I've got a wife. 4. My children have got a lot of friends. 5. They have their English in the morning. 6. They had a dictation yesterday. 7. He's having dinner now. 8. I often have a lot of work to do. 9. I've got a lot of work to do today. 10. She had a lot of work to do last week.

Задание 4. Переведите на английский язык, обращая внимание на употребление неопределенных местоимений.

1. Вы знали *какой-нибудь* иностранный язык пять лет назад? 2. Вы прочитали *какие-нибудь* английские книги в прошлом месяце? 3. *Некоторые* студенты готовят здесь свои уроки. 4. У меня дома нет (*никаких*) немецких журналов. 5. У вас есть (*какие-либо*) друзья в Ленинграде? 6. У меня нет *никаких* вопросов. 7. Есть ли у вас *какие-нибудь* вопросы? — Да, есть *несколько*. 8. Я не вижу (*никаких*) ошибок в этом предложении. 9. Ваш отец говорит на *каком-либо* иностранном языке? 10. У кого-нибудь из вас есть дети? — Да, у многих из нас есть. 11. У кого из вас есть вопросы? — У некоторых из нас есть вопросы. 12. Трое из наших инженеров хорошо играют в теннис. 13. Двое ваших студентов сейчас здесь. 14. Многие из них любят кататься на коньках.

Задание 5. Переведите на английский язык.

Пять лет назад я был студентом. Я учился в Институте иностранных языков и жил с родителями в Москве. Я изучал два иностранных языка: английский и французский. Уроки в институте начинались в восемь часов, и я обычно вставал очень рано. Я проводил много времени в институте. Я читал много английских и французских книг. Сейчас я не живу в Москве. Я окончил институт в 1975 году и уехал в Тулу. Теперь я преподаватель английского языка. Я работаю в школе. Мне нравится учить детей. У меня много учеников. Учатся они хорошо. Моя семья невелика, у меня двое детей: сын и дочь. Моя жена сейчас не работает. Она остается дома с нашим сыном. Он родился только год назад. Моей дочери пять лет. Она не ходит в школу, каждое утро я отвожу ее в детский сад. Моя жена — инженер. Она очень любит свою работу и хочет снова начать работать. Мои родители очень любят своих внуков. Они часто пишут нам и всегда приезжают к нам летом. Я, как правило, езжу в Москву

навестить родителей зимой.

Задание 6. Переведите предложения на русский язык и объясните употребление неопределенных местоимений some, any.

1. Some children don't like to play. 2. Please give me some chalk. 3. Have you got any friends here? 4. I haven't got any questions. 5. I don't think we've got any time left. 6. Please take any magazine you like.

Задание 7. Выберите нужное местоимение из данных в скобках.

1. Do you learn (some, any) foreign languages? 2. Has your friend got (some, any) English magazines? 3. I didn't get (some, any) letters yesterday. 4. Please take (some, any) German book you like. 5. I don't think we've got (some, any) time today to discuss this question.

Задание 8. Заполните пропуски артиклями, где это необходимо, и перескажите текст.

My brother Peter lives in ... Kursk. He's ... young doctor. He's got... family. He's got... wife and two children. His wife Helen is ... teacher. She works at ... school. She hasn't got... mother, but she's got ... father. Helen's father is ... engineer. He lives in ... country now.

... Peter's office is near his house. He goes there in ... morning and comes ... home for ... dinner, then he goes back to ... office. Peter's son goes to ... school. He's ... pioneer. Peter's daughter is ... girl of five. She goes to ... nursery-school.

Задание 9. Спросите вашего товарища о его семье, задав 10 общих, 10 альтернативных и 10 специальных вопросов. В специальных вопросах используйте следующие вопросительные слова:

who, what, whose, which of, where, when, how, how many, how much, how often, how well, how long

Тема 16. My sister's flat. Грамматика: Модальный глагол can и оборот to be able to

Задание 1. Прочитайте и переведите текст.

My sister's flat

My sister left her Institute two years ago and went to work to Norilsk. She is an engineer and works at a factory. She got a very comfortable flat last month in a new block-of-flats. It's on the third floor. I got a letter from my sister on the fifth of March with several pictures of the city and her flat.

This is a picture of my sister's flat. Look at it. There's a study and a bedroom in it? But there isn't a sitting-room or a dining-room. She has a living-room and she uses it as a sitting-room and a dining-room. There is also a kitchen and a bath-room in her flat, but you can't see them in this picture-

This is her living-room. The walls in the room are yellow. The ceiling's white and the floor's brown. You can see a square table in the middle of the room. There's a

vase of flowers on it. There's an armchair and a lamp in the corner. There's also a piano in the room. My sister plays the piano very well. She loves music.

To the right of the piano you can see a door. It's open.

- Can you see a writing-table? - Yes, I can.

- Are there any books on it?

- Yes, there are some. - What else is there on the writing table?

- There is a telephone and a radio set on it.

- Is the television set on the table too? - No, I can't see it.

- Is there a sofa in the room? - No? There isn't a sofa, but there's a bookcase in the corner.

- Which room's this? - It's the study.

To the left of the piano you can also see a door. It's open too.

- Are there many things in that room?

- No, there aren't

- Which room's that? - It's the bedroom.

- Is my sister's flat comfortable?

- How many rooms are there in her flat?

Задание 2. Переведите предложения на английский язык, обращая внимание на употребление модального глагола can.

1. Кто может перевести это предложение? 2. Кто из вас может пойти в кино завтра утром? — Никто из нас не может. 3. Можно войти? 4. Можно взять на минуту (for a minute) ваш учебник? — Пожалуйста (конечно). 5. Можно оставить у вас на часок моего ребенка? — Конечно! 6. Не могли бы вы мне помочь? — Пожалуйста. 7. Кто из вас может читать английские книги? — Боюсь, никто из нас не может. 8. Я тоже хотел пойти в кино, но не смог. 9. Я не могу остаться здесь сегодня. 10. Кто может ответить на мой вопрос? 11. Вы сможете обсудить эти вопросы в понедельник утром? 12. Можно задать вам вопрос? — Конечно.

Задание 3. Заполните пропуски предлогами, где это необходимо.

1. We're going to have a test ... the 3rd ... December. Some ... my friends are coming this evening and we're going to revise the grammar rules ... the test. 2. "Could you come to see me ... Saturday evening?" "I'd love to." 3. We live ... a block ... flats ... the centre ... Leningrad. Our flat's ... the ground floor. There are three rooms ... it. 4. There isn't a table ... the middle ... our living-room. The table's ... the corner. There's a piano ... the left ... the table and a small table ... a radio set ... it ... the right. 5. My daughter likes (loves) playing ... the piano.' Some ... her friends often come to listen ... her ... the evening. 6. "Where's the Ministry ... Foreign Trade?" "Go ... the right. It's ... the corner ... the street." 7. I'm going to speak ... him ... the telephone tonight. 8. What did you hear ... the radio yesterday? 9. When I watch TV or listen ... the radio I usually sit... my new arm-chair, it's very comfortable. 10. What can you see ... this picture?

Задание 4. Переведите на русский язык.

1. Mike can run very fast. 2. They can understand French. 3. Kate can speak English well. 4. My brother can come and help you in the garden. 5. Can you speak Spanish? 6. Can your brother help me with mathematics? 7. His little sister can walk already. 8. The children cannot carry this box: it is too heavy. 9. My friend cannot come on time. 10. This old woman cannot sleep at night. 11. His sister can cook very well. 12. I can sing, but I cannot dance. 13. Can't you wait till tomorrow morning? — I can wait, but my toothache can't. 14. Can I borrow your pencil for a moment? 15. Her grandmother can knit very well. 16. I can answer the questions. They are very easy. 17. This trip is too expensive for me. I can't afford it. 18. She can type. She can speak well on the telephone. She hopes she can find the job she's looking for.

Задание 5. Переведите на английский язык, употребляя модальный глагол can.

1. Я умею говорить по-английски. 2. Мой папа не умеет говорить по-немецки. 3. Ты умеешь говорить по-французски? 4. Моя сестра не умеет кататься на коньках. 5. Ты можешь переплыть эту реку? 6. Я не могу выпить это молоко. 7. Она не может вас понять. 8. Я не могу перевести это предложение. 9. Никто не мог мне помочь. 10. Где тут можно купить хлеб? 11. Я умею пользоваться компьютером.

Задание 6. Переведите на английский язык, употребляя выражение to be able to.

1. Она не сможет вовремя добраться до аэропорта. 2. Ты сможешь отправить ему электронную почту сегодня вечером? 3. Они какое-то время не смогут смотреть телевизор: с ним что-то случилось. 4. Боюсь, что он не сможет помочь мне переехать в новый дом на следующей неделе. 5. Ты сможешь сделать эту работу завтра? 6. Я думаю, она не сумеет решить эту задачу. 7. Завтра я буду свободен и смогу помочь тебе. 8. Мы сможем поехать в Нью-Йорк в будущем году? 9. Ты сможешь починить мой магнитофон? 10. Вчера я не смог повидать директора, так как он был на конференции, но сегодня после работы я смогу это сделать. 11. Он рад, что смог вовремя закончить задание.

Задание 7. Составьте небольшой рассказ, используя данные слова и слово сочетания.

How I Went to See My Friend's New Flat

to get a new flat, a week ago, a block of flats, at the corner, to go to see, to like, comfortable, a dining-room, a bedroom, a study, a kitchen, light, clean, in the middle of, the colour (of), in the corner, to the right (of), to the left (of), flowers, a picture, a radio set, a television set, near, often.

Тема 17. At the library. Грамматика: The Present Perfect Tense.

Задание 1. Прочитайте вслух следующие слова, обращая внимание на чтение гласных в неударных слогах.

a) a'gain, a'side, 'sofa, 'comrade, 'village, 'moderate, re'ceive, be'gin, re'peat,

re'buke, 'ticket, 'teacher, 'interval, 'picnic, 'army, 'pilot, 'pardon, 'institute, 'multitude, 'difficult, 'doctor, 'motor, 'grammar, 'martyr

- b) adventure stories, autobiographies, biographies, detective stories, fairy tales, fantasies, historical stories, horror stories, humorous stories, ghost stories, love stories, legends, myths, science fiction, travel stories, true stories

Задание 2. Прослушайте текст, прочитайте и переведите на русский язык

“Except a living man there is nothing more wonderful than a book! They teach us and open their hearts to us as brothers”, wrote Charles Kingsley, an English writer of the 19th century. The book is certainly one of the greatest inventions of man. It is a friend and a teacher. We learn many things by reading books. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. One can learn a lot by reading books.

There are a lot of libraries in our country, where we can choose any book we need. Everyone has the right to use public libraries. The librarian is always ready to help you to find a book on any subject, even if you do not know the title of the book you want. Those who know how to use the library catalogue can find the books without consulting the librarian.

Talks, exhibitions and other events take place in libraries. Book lists are prepared beforehand so that new interests can be developed afterwards among the visitors. Except reading special and scientific literature it is a great pleasure to read belles-lettres.

Different people like to read different kinds of it. It depends on one's taste and character. Some people prefer detectives or science fiction. Others like historical books. Girls and women prefer love stories. Children like comics very much.

Ложь или, правда, что:

1. Only few people have the right to use public libraries.
2. It's impossible to find the books without consulting the librarian.
3. Library is the place where one can only read books.
4. The book is one of the greatest inventions of man.
5. Charles Kingsley was an English writer of the 18th century.

Задание 3. Дайте четыре основные формы следующих глаголов. Переведите причастия II переходных глаголов на русский язык.

a) to repeat, to translate, to study, to answer, to discuss, to receive, to ask, to wash, to play, to stop, to decide, to dress, to love, to use, to open, to revise, to finish

b) to read, to take, to do, to begin, to give, to see, to spend, to make, to tell, to leave, to meet, to send, to hear, to find, to know, to put, to wake up

c) to go, to sit, to come, to get to, to be, to think, to speak to

Задание 4. Поставьте предложения в отрицательную и вопросительную формы.

1. I've met him before. 2. They've learned the new rule. 3. He's finished his work. 4. The boy has woken up. 5. She's made this mistake before. 6. They've had a long walk today.

Задание 5. Поставьте вопросы к выделенным словам.

I. They've never been to any foreign countries. (2) 2. He've already seen this new film. (2) 3. His friend has translated two English books into Russian. (3) 4. They've never lived here. (1) 5. They've sent us several telegrams lately. (4)

Задание 6. Переведите предложения на английский язык, обращая внимание на форму времени глагола-сказуемого.

A. 1. Сыну моей сестры только четыре года, но он уже научился читать. 2. Я никогда об этом не слышал. 3. Вы уже переехали на новую квартиру? 4. Товарищ Петров еще не говорил мне об этом. 5. Вы сделали много ошибок в диктанте. 6. Вы когда-нибудь видели этого писателя? 7. В этом месяце я прочитал три книги. 8. Мой приятель уехал в Киев неделю назад и еще не писал мне. 9. Я не видел своего брата за последнее время. 10. Вы читали сегодня в газете статью о нашем заводе?

B. 1. Вы были когда-нибудь в Лондоне? — Нет, я поеду туда в этом году. 2. Вы уже прочитали эту книгу? Как она вам понравилась? 3. Я хотел посмотреть этот фильм на прошлой неделе, но смог посмотреть его только позавчера. 4. В этом году я очень редко бывал в кино и в театре. 5. Ваш сын уже окончил институт? 6. Его дочь окончила институт и работает сейчас на заводе.— Когда она окончила институт? 7. Я слышал это по радио сегодня утром. 8. Я положил сюда свою книгу, но не могу ее сейчас найти.— Это ваша книга? — Да, где она была? 9. Вы были когда-нибудь в Риге? — Да,— Когда? — Пять лет назад.

Задание 7. Переведите на английский язык, используя активную лексику урока.

1. Вы уже были в библиотеке? — Нет еще. Я пойду туда после уроков. 2. В библиотеке было много народу, и я решил пойти туда вечером. 3. Вы читали какие-нибудь книги Оскара Уайлда на английском языке? — Нет, они слишком трудны для меня. Я читал его книги по-русски.— Я советую вам взять эту книгу. Она очень легкая и интересная. 4. Принесите, пожалуйста, почихать какую-нибудь интересную

Задание 8. Переведите на английский язык, используя активную лексику урока.

1. Вы уже были в библиотеке? — Нет еще. Я пойду туда после уроков. 2. В библиотеке было много народу, и я решил пойти туда вечером. 3. Вы читали какие-нибудь книги Оскара Уайлда на английском языке? — Нет, они слишком трудны для меня. Я читал его книги по-русски.— Я советую вам взять эту книгу. Она очень легкая и интересная. 4. Принесите, пожалуйста, почихать какую-нибудь интересную книгу.— Хорошо, я могу вам дать очень интересную новую книгу. Я уже давал ее некоторым своим друзьям, и она всем им очень понравилась. 5. Как вам понравилась последняя передача по телевизору? 6. В детстве я жил в Ленинграде, поэтому я хорошо знаю его. 7. Вы видели сегодня Анну? — Да, она недавно приходила сюда и вскоре ушла. 8. Я ухожу сейчас.

Вы можете пользоваться моими книгами и журналами. 9. Жаль, что вы не привезли с собой своих сыновей. 10. Дайте мне, пожалуйста, кусок мела.— Вот, пожалуйста. 11. Моя приятельница — библиотекарь, она работает в библиотеке Института истории. 12. Сколько лекций по географии у вас было в этом месяце? 13. Я не показал вам эту книгу, потому что она трудна для вас. 14. Я приехала вчера поздно вечером, поэтому я не пришла к вам. 15. У вас есть какие-нибудь книги по истории Англии? — Да, у меня есть несколько. 16. Все народы нашей страны знают и любят русскую литературу

Задание 9. Напишите небольшой рассказ на одну из предложенных тем, используя следующие слова и словосочетания:

1.«At the Library»

2.In the Reading-Room of the Library of Foreign Literature.

3. My Son Goes to the Library for the First Time.

literature, people, in my childhood, a book by, difficult, librarian, to show, to be sorry about, to advise, to bring, to leave

Задание 10. Напишите эссе на тему: “How do you understand the proverb: Books and friends should be few but good”

1.3. 2 КУРС 3 СЕМЕСТР

Тема №18 Civil engineering. Грамматика: The plural form of nouns. Indefinite Tenses. (Повторение)

Задание 1. Прочитайте текст. Переведите текст письменно.

Civil Engineering

The term “engineering” is a modern one. The New Marriam-Webster Dictionary gives the explanation of the word “engineering” as the practical application of scientific and mathematical principles. Nowadays the term “engineering” means, as a rule, the art of designing, constructing, or using engines. But this word is now applied in a more extended sense. It is applied also to the art of executing such works as the objects of civil and military architecture, in which engines or other mechanical appliances are used. Engineering is divided is divided into many branches. The most important of them are: civil, mechanical, electrical, nuclear, mining, military, marine and sanitary engineering.

While definition “civil engineering” dates back only two centuries, the profession of civil engineer is as old as civilized life. It started developing with the rise of ancient Rome. In order to understand clearly what civil engineering constitutes nowadays, let us consider briefly the development of different branches of engineering. Some form of building and utilization of the materials and forces of nature have always been necessary for the people from the prehistoric times. The

people had to protect themselves against the elements and sustain themselves in the conflict with nature.

First the word “civil engineering” was used to distinguish the work of the engineer with a non-military purpose from that of a military engineer. And up about the middle of the 18th century there were two main branches of engineering – civil and military. The former included all those branches of the constructive art not directly connected with military operations and the construction of fortifications, while the latter, military engineering, concerned itself with the applications of science and the utilization of building materials in the art of war.

But as time went on, the art of civil engineering was enriched with new achievements of science. With the beginning of the Industrial Revolution and later there came a remarkable series of mechanical inventions, great discoveries in electrical science and atomic energy. It led to differentiation of mechanical, electrical, nuclear engineering, etc.

It is well-known fact that with the invention of the steam engine and the growth of factories a number of civil engineers became interested in the practical application of the science of mechanics and

thermodynamics to the design of machines. They separated themselves from civil engineering, and were called “mechanical engineers”.

With the development of the science of electricity, there appeared another branch of engineering – electrical engineering. It is divided now into main branches: communications engineering and power engineering.

In the middle of the 20th century there appeared some other new branches of engineering – nuclear engineering and space engineering. The former is based on atomic physics, the latter – on the achievements of modern science and engineering.

At present there are hundreds of subdivisions of engineering, but they all, at one time or another, branched off from civil engineering.

The term “civil engineering” has two distinct meanings. In the widest and oldest sense it includes all non-military branches of engineering as it did two centuries ago. But in its narrower, and at the present day more correct sense, civil engineering includes mechanical engineering, electrical engineering, metallurgical, and mining engineering.

Here are some fields of civil engineering:

1. Housing, industrial, and agricultural construction.
2. Structural engineering comprises the construction of all fixed structures with their foundations.
3. The construction of highways and city streets and pavements.
4. The construction of railroads.
5. The construction of harbours and canals.
6. Hydraulic engineering which includes the construction of dams and power plants.

The above enumeration will make clear the vast extent of the field of civil engineering.

Задание 2. Ответьте на вопросы по тексту:

1. What explanation of the word “engineering” does the New Marriam-Webster Dictionary give?
2. What are the most important branches of engineering?
3. What are two main branches of electrical engineering?
4. What new branches of engineering did appear in the middle of the 20th century?
5. What is nuclear engineering based on?
6. What two distinct meanings does the term “civil engineering” have?
7. What does hydraulic engineering include?

Задание 3. Переведите на русский язык следующие английские словосочетания:

- | | |
|-------------------------------|------------------------------|
| 1) the practical application; | 6) the rise of ancient Rome; |
| 2) mathematical principles; | 7) branches of engineering; |
| 3) as a rule; | 8) a non-military purpose; |
| 4) in a more extended sense; | 9) nuclear engineering; |
| 5) civil engineering; | 10) space engineering. |

Задание 4. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|----------------------------|---------------------------|
| 1) силы природы; | 6) хорошо известный факт; |
| 2) достижения науки; | 7) атомная физика; |
| 3) Промышленная Революция; | 8) современная наука; |
| 4) великие открытия; | 9) паровой двигатель; |
| 5) атомная энергия; | 10) строительство шоссе. |

Задание 5. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен; функции глаголов *to be*, *to have*; усилительные конструкции; неопределенные местоимения *some*, *any*, *no* и их производные:

1. Some form of building and utilization of the materials and forces of nature have always been necessary for the people from the prehistoric times.
2. The people had to protect themselves against the elements and sustain themselves in the conflict with nature.
3. And up about the middle of the 18th century there were two main branches of engineering – civil and military.
4. In the middle of the 20th century there appeared some other new branches of engineering – nuclear engineering and space engineering.
5. At present there are hundreds of subdivisions of engineering, but they all, at one time or another, branched off from civil engineering.

Задание 6. Поставьте существительное в множественное число.

1. These (person) _ are protesting against the president.
2. The (woman) _ over there want to meet the manager.

3. My (child) _ hate eating pasta.
4. I am ill. My (foot) _ hurt.
5. Muslims kill (sheep) _ in a religious celebration.
6. I clean my (tooth) _ three times a day.
7. The (student) _ are doing the exercise right now.
8. The (fish) _ I bought is in the fridge.
9. They are sending some (man) _ to fix the roof.
10. Most (housewife) _ work more than ten hours a day at home.
11. Where did you put the (knife) _?
On the (shelf) _.
12. (Goose) _ like water.
13. (Piano) _ are expensive
14. Some (policeman) _ came to arrest him.
15. Where is my (luggage) _?
In the car!

Задание 7. Поставьте существительное в множественное число.

1. city - .
2. house - .
3. boy - .
4. family - .
5. life - .
6. photo - .
7. phone - .
8. sandwich - .
9. nurse - .
10. elf - .
11. phenomenon - .
12. criterion - .
13. village - .
14. toy - .

Тема №19 From the history of building. Degrees of comparison of adjectives and adverbs. Interrogative sentences. (Повторение)

Задание 1. Прочитайте текст. Переведите текст письменно.

From the History of Building

With the introduction of the railways and steam machinery, transportation and manufacturing costs were considerably reduced and concrete came to be more widely used, but it was still very much a neglected material. Therefore, good concrete was scarce and a great deal of poor concrete was used.

The big break-through was the discovery of Portland cement by Joseph Aspdin in 1824, a worker in an English town.

When he was working an idea came to him as to how to make his work better. He started his experiments. After some time he obtained a powder. When it was mixed with water and allowed to stand it “sets” forming a hard substance. This substance was so much like the building stone from Portland that the powder was named Portland cement. As years passed different materials were found in many countries from which Portland cement could be made.

Portland cement was first used on a large scale in the construction of the Thames tunnel in 1828.

As early as 1830 the first idea of reinforced concrete was mentioned in a publication, which suggested that a lattice of iron rods be embedded in concrete to form a roof.

Patents were taken out for all sorts of systems in all countries. The development of reinforced concrete really got under way in the 1850’s and 60’s.

Lambort, a French contractor, built a concrete boat for the Paris International Exhibition of 1855, with 2 inches sides reinforced with a skeleton of iron rods.

W. Wilkinson, who patented a method of constructing a concrete floor in 1854, is considered by many to be the inventor of reinforced concrete as well.

But many people say that a Frenchman, J. Monier, who took out a patent in 1867 for the construction of plant tubs, tanks, etc., made of concrete reinforced with a mesh of rods or wires, should be credited with the invention. Certainly Monier did a great deal to develop the use of reinforced concrete and his name came to be so closely linked with reinforced concrete that reinforced concrete was known as the Monier System.

Wilkinson, however, certainly appears to have been the first. His patent covered for concrete floor slabs reinforced with a network of flat iron rods placed on edge. One of his main claims was the good fire resistance of the floor. He appears to have understood the principles of reinforced concrete, for he stated that the reinforcement was to be placed in the concrete to take the tension.

A number of buildings were erected, using Wilkinson’s system. He also described method for the construction of pipes, reservoirs, and walls of concrete reinforced with metal sheets, bars and chains.

Freyssinet is known for his work in prestressed concrete for which he had his first ideas before First World War. With the improved materials and the new knowledge available, Freyssinet realized the advantage to be obtained from prestressing, and he used his system in prestressed works.

From now on structures became bigger, better and more exciting, and concrete steadily strengthened its position as a building material. Reinforced concrete was recognized as the best material for all types of structures.

The post-war era has given the biggest boost to concrete, both reinforced and prestressed. After the war steel was short in Europe and many architects had to use either reinforced or prestressed concrete in their structures in order to economize in steel.

Architects were perhaps a little surprised to discover that in many cases reinforced concrete structures, apart from using the minimum of steel, were also cheaper than other forms of construction, and could be erected as quickly. They also discovered that they had more freedom for planning than they had ever before, and a larger number of different solutions to each structural problem were available.

Beams could be eliminated, floor spans could be increased, and shells were available for roofing large areas.

Another big factor, which encouraged the use of concrete, was the introduction of fire regulations, which recognized the superiority of concrete over other structural materials in its fire resistance properties.

Задание 2. Ответьте на вопросы по тексту:

1. What big break-through was made by Joseph Aspdin?
2. Where was Portland cement first used?
3. When did the development of reinforced concrete get under way?
4. Who is considered to be the inventor of reinforced concrete?
5. What is Freyssinet is known for?
6. Why was reinforced concrete recognized as the best material for all types of structures?
7. Why did architects have to use concrete after the war?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|--------------------------|---------------------------|
| 1) паровое оборудование; | 6) улучшенный материал; |
| 2) большое достижение; | 7) усилить позиции; |
| 3) улучшить работу; | 8) во многих случаях; |
| 4) твердый материал; | 9) формы строительства; |
| 5) арматурная сетка; | 10) использование бетона. |

Задание 4. Write the appropriate form of the adjective in the brackets

1. The town is just as (large) as my native one.
2. The road was (long) than we had expected.
3. The girl is very (intelligent).
4. As soon as they understood that the second book was (boring) than the first one, they changed their mind.
5. The shop is (far) than the school.
6. Ventpils is (far) town in Latvia I have been to.
7. Tim is (intelligent) than Pat.
8. The heat is less (harmful) than the cold.
9. This song is (beautiful) one in the world!
10. They are as (stubborn) as donkeys!
11. The weather today is (bad) than the weather yesterday but not as (bad) as it was four days ago.
12. The story was (exciting) one I have ever heard.
13. They were less (tired) than we.

14. George bought a (new) car than he could ever imagine.
15. The mark is a (good) than I expected.
16. They are very (upset) with the results.
17. She is (polite) than me.
18. The boy is (fast) runner of all.
19. It is as (pleasant) as a greeting card.
20. The movie was (interesting) than the book.
21. The price will be less (aggressive) than the previous time.
22. The nature is (important) than making profit.
23. The cake is just as (sweet) as the ice-cream.
24. Sometimes friends are (devoted) than relatives.
25. Planes are (convenient) means of travelling of all.
26. Some cars are (expensive) than others.
27. The jeans are very (dirty) in fact they are (dirty) than the trousers.
28. A candle gives (little) than a lamp.
29. This blanket is (warm) than that blanket.
30. The dog is (angry) than its master.

Тема № 20 «Construction work». Грамматика «Modal verbs»

Задание 1. Прочитайте текст. Переведите текст письменно.

Construction Works

The first houses were built for the purpose of protecting their owners from the weather and, therefore, were very simple – a roof to keep off the rain or snow, and walls to keep out the wind.

The building erected now can be divided into two broad classifications: they are either for housing or for industrial purpose.

As far as the material is concerned, the building can be divided into stone (or brick), wood and concrete types. The brick is an artificial material made of clay then burnt to harden it. The natural stone (rubble masonry) is used for footing and foundations for external walls carrying the load. The buildings made of stone or brick are durable, fire-proof and have poor heat conductivity.

The tiers or levels which divide a building into stages or stories are called floors. These may be of timber but in stone buildings they are made of ferro-concrete details in great or small sizes.

The coverings or upper parts of buildings constructed over to keep out rain and wind and to preserve the interior from exposure to the weather, are called roofs. There should tie the walls and give strength and firmness to the construction.

Every building must be beautiful in appearance and proportional in various parts. The interior should be planned to suit the requirements of the occupants while the exterior must be simple without any excesses.

Any building should be provided with water, electricity, ventilation and heating system.

Getting water into the house is called plumbing. The plumbers have also to get the water out after it has been used. The first part of this problem is called water supply and the second one is called drainage or sewerage.

Almost everybody saw the construction of a building and followed its progress with interest. First the excavation is dug for the basement, then the foundation walls below ground level are constructed; after this the framework is erected and clothed with various finishing materials and protected by several coats of paint.

The part upon which the stability of the structure depends is the framework. It is intended for safety carrying the loads imposed. The floors, walls, roofs and other parts of the building must be carefully designed and proportioned.

The architect or designer must decide, what the size of the walls, the floors, the beams, the girders and the parts, which make up the framework, will be and how they will be placed and arranged.

Here are the main parts of a building and their functions.

Foundations serve to keep the walls and floors from contact with the soil, to guard them against the action of frost, to prevent them from sinking and settling which cause cracks in walls and uneven floors.

Floors divide the building into stories. They may be either of timber or may be constructed of a fire-resisting material. Walls are built to enclose areas and carry the weight of floors and roofs. The walls may be solid or hollow. The materials used for the walls construction can be brick, stone, concrete and other natural or artificial materials.

Roofs cover the building and protect it from exposure to the weather. They tie the walls and give strength and firmness to the structure.

Turnkey construction is the type of assistance in building different facilities. In this case the employer engages the contractor to design, manufacture, test, deliver, install, complete and commission a certain project and the contractor undertakes full responsibility for the project construction and commissioning.

The contractor then undertakes endeavors to conduct a survey and design work, as well as to work out basic and detailed engineering and supply equipment. As a rule, the contractor's highly qualified specialists are made responsible for doing part or full construction works, carrying out installation, start-up and adjustment operations.

After the construction is completed the precommissioning starts, that is testing, checking and meeting other requirements, which are specified in the technical handbooks.

As soon as all works in respect of the precommissioning are completed and the project is ready for the commissioning, the contractor notifies the engineer (Project manager) with the message. The contractor begins the commissioning immediately after the engineer does the issue of the Completion Certificate.

The contractor carries out the guarantee test during the commissioning to make sure that the project will reach the designed performance.

Operational acceptance of the project takes place when the guarantee test has been successfully completed and the guarantees met. As a rule the contractor supplies

spare parts so that the project could normally operate during the maintenance guarantee period.

Turnkey contracts are always long-term undertaking involving several parties, among them foreign and local subcontractors. They are usually won as a result of tenders where the bidders compete for the contract on the terms most favourable for the customer.

Задание 2. Ответьте на вопросы по тексту:

1. What were the first houses built for?
2. What is brick?
3. What are called floors?
4. What should any building be provided with?
5. What is framework?
6. What are roofs?
7. What is turnkey construction?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|------------------------------|--------------------------|
| 1) промышленные цели; | 6) размер стен; |
| 2) система отопления; | 7) слои краски; |
| 3) строительство здания; | 8) запасные части; |
| 4) ниже уровня земли; | 9) период гарантии; |
| 5) строительство «под ключ»; | 10) предпусковые работы. |

Задание 4. Найдите ошибки в предложениях.

1. More than two numbers are involved in subtraction.
2. In subtraction the numerators must be the same.
3. The first number is always subtracted from the second.
4. The second number should be of a larger quantity.
5. To subtract fractions you must at first subtract the numerator of the second fraction from the numerator of the first.

Тема № 21 Some building professions. Грамматика: The Passive voice.

Задание 1. Прочитайте текст. Переведите текст письменно.

SOME BUILDING PROFESSIONS

A man, who has been an apprentice for some years in a building trade and has therefore enough skill to be considered a skilled worker at his trade*, is called tradesman or craftsman.

He may be a carpenter-and-joiner, bricklayer, mason, slater-and-tiler*, plumber, electrician, house painter, glazier, floor-and-wall tiler, plasterer, paper-hanger, steeplejack, hot water fitter* and so on.

Bricklayer is a tradesman who builds and repairs brickwork, lays and joints salt glazed stoneware drains, sets, chimney pots, manhole frames and fireplaces. He renders brickwork, including the insides of manholes. A sewer and tunnel bricklayer is a specialized bricklayer. In some districts of Great Britain, bricklayers also fix wall and flooring tiles and slanting and lay plaster and granolithic floors. But elsewhere these are plasterer's specialities.

Carpenter is a man who erected wood frames, fits joints, fixes wood floors, stairs and window frames, asbestos sheeting and other wallboard. He builds or dismantles wood or metal formwork. The two trades of carpenter and joiner were originally the same, and most men can do both, but specialize in one or the other. In the USA the term "carpenter" includes a joiner. The word is derived from the French word *charpente*, which means a wood or metal framework.

Joiner is a man who makes joinery and works mainly at the bench on wood, which has been cut and shaped by the machinists. His work is finer than the carpenter's, much of it being highly finished and done in a joinery shop which is not exposed to weather*. In Scotland a joiner is a carpenter-and-joiner.

Mason is a stone worker or stone setter. In Scotland and the USA a bricklayer is usually also a mason. A fixer or a fixer mason or a builder mason is a mason who sets prepared stones in walls, whether the stone be only facing or to the full wall thickness.

Plasterer is a tradesman who may be a fibrous plasterer or a plasterer in solid work. The latter lays successive coats of plaster or rendering and fixes fibrous plaster such as mould cornices and wall pattern. He can use a horsed mould, erect lathing for plaster, and apply stucco*.

A construction manager, or CM, provides services similar to those of general constructor, but represents client's interest during all phases of the building process – design as well as construction. They are usually paid a negotiated fee for the scope of services rendered.

For example, working with the architect during design, the CM provides updates cost projections so that a client will know probable costs, which the project evolves. A general constructor, however, doesn't usually enter the scene until after the design is complete.

The CM decides who bids the job, picks up the request for invitation to bid, evaluates the bids, and awards work to the most reasonable bidder. The CM also prepares contracts and sends them out to the subcontractors. The owner signs the contracts with each subcontractor, unlike a general constructor who signs these contracts. As a result, the subcontractors are under the CM's direction.

The CM may also be responsible for the safety of workers on the construction site.

Задания 2. Найдите английские эквиваленты в тексте

Считаться искусным в своём ремесле, заниматься кирпичной кладкой, мастер по укладке черепицы, ремонтировать кровлю, собирать деревянные рамы, столярная мастерская, верхолаз, каменщик, многослойная штукатурка, быть

подверженным влиянию погоды, класть стены из готового камня, предоставлять услуги, предполагаемая стоимость, самый подходящий покупатель, подписывать контракт с субподрядчиком, отвечать за безопасность рабочих.

Задание 3. Вставьте пропущенную информацию из текста

1. ... is called tradesman or craftsman.
2. A fixer or a fixer mason or a builder mason is a mason who
3. In the USA the term
4. In some districts ... ,and slating and lay plaster and granolithic floors.
5. ... , including the insides of manholes.

Задание 4. Найдите определение к словам

- | | |
|--------------------------|---|
| 1) craftsman | a) someone whose job is to repair water pipes, baths, toilets etc |
| 2) joiner | b) someone who covers roofs, floor etc. with tiles |
| 3) plumber | c) someone whose job is making and repairing wooden objects |
| 4) glazier | d) someone whose job is to cover walls and ceilings with plaster |
| 5) slater | e) someone whose job is cutting stone into pieces to be used in buildings |
| 6) tiler | f) someone whose job is to build walls, buildings etc with bricks |
| 7) bricklayer | g) someone who is very skilled at a particular craft |
| 8) plasterer | h) someone who puts together or repairs water pipes |
| 9) carpenter | i) someone who represents client's interest during all phases of the building process |
| 10) hot water fitter | j) someone whose job is to fit glass into window frames |
| 11) mason | k) someone who makes wooden doors, window frames etc |
| 12) construction manager | l) someone who covers and repairs roofs |
- ordered it.

Задание 4. Выберите нужную форму глагола в PassiveVoice

1. Payment yesterday.
a) is received b) was received c) received
2. The company's annual accounts by the Chief Accountant.
a) is prepared b) are prepared c) prepare
3. The agent by the company last week.
a) was accredited b) were accredited c) accredited
4. The accumulated profit forward to next year today.
a) has been carried b) have been carried c) was carried
5. Our budget already.
a) have been cut b) has been cut c) were cut
6. Efforts to reduce the prices by 10% now.
a) are being made b) were being made c) is being made
7. Nowadays all the clients of the bank for a financial advisory service.
a) are provided b) were provided c) provided
8. The shares on the American Stock Exchange next week.
a) will be floated b) were floated c) is being floated
9. Soon the financial results at the annual general meeting.
a) will be announced b) will announce c) announce
10. The shipment may
a) be delayed b) was delayed c) were delayed

Тема №22,23 Modern buildings materials . «Participle», « Gerund».

Задание 1. Прочитайте текст. Переведите текст письменно.

Modern Building Materials

We have mentioned about building materials as one of the components of building. It is high time to tell about them. It is important for an engineer to know that all building materials are used in two basic ways. In the first way they are used to support the loads on a building and in the second way they are used to divide the space in a building. But it is more important to realize that building components are made from building materials.

Some of the most important building materials are: timber, brick, stone, concrete, metal, plastics and glass.

According to their usage building materials are divided into 3 groups.

1. Materials mainly used in construction under load (load-bearing construction); they are: concrete, natural and artificial stones, brick, timber, metal etc. All of them are suitable for laying out footings, foundation, loadbearing walls and roofs.

2. This group includes binding materials used for making bedding, connecting bricks and stones; they are asphalt, bituminous fields lime mortars, cements and gypsum.

3. Materials used both for interior and exterior finish including different paints, varnish, glass, states, ties, plywood, plastics, wall paper, floor covering and so on.

Timber is provided by different kinds of trees. Timbers used for building purposes are divided into two groups called softwoods and hardwoods. Timber is at present not so much used in building construction, as in railway engineering, in mining and in the chemical industry where it provides a number of valuable materials.

However, timber is still employed as a building material in the form of boards. For the interior of buildings plywood and veneer serve a number of purposes.

A **brick** is best described as a "building unit". It may be made of clay by moulding and baking in kilns, of concrete, of mortar or of a composition of sawdust and other materials. In shape it is a rectangular solid and its weight is from 6 V2 to 9 lb. There exists variety of bricks for different purposes: ordinary, hollow or porous, lightweight, multicolor bricks for decorative purposes, etc. Bricks are usually laid in place with the help of mortar. The shape and convenient size of brick enables a man to grip it with an easy confidence and, because of this, brick building has been

popular for many hundreds of years. The hand of the average man is large enough to take a brick and he is able to handle more than 500 bricks in an eight-hour working day. It is necessary, therefore, for the "would be" bricklayer to practice handling a brick until he can control it with complete mastery and until he is able to place it into any desired position. The brick may be securely handled by placing the hand over the surface of the upper part of a brick and by placing the thumb centrally down the face of the brick with *the first joints of the fingers¹ on the opposite face¹. It is better to protect the thumb and the fingers with leather pads, which also prevent the skin from rough bricks. Sometimes natural stones such as marble, granite, basalt, limestone and sandstone are used for the construction of dams and foundations. Marble, granite and sandstone are widely used for decorative purposes as well, especially with the public buildings.

Natural stone is used for foundations and for the construction of dams. The main varieties of building stone are basalt, granite, marble, sandstone and limestone.

Metals:

Aluminium, principally in the form of various alloys, is highly valued for its durability and especially for its light weight, while **brass** is frequently used for decorative purposes in facing.

Steel finds its use in corrugated sheets for roofing, for girders, frames, etc. Various shapes are employed in construction.

Plastics are artificial materials used in construction work *for a vast number of purposes.² Nowadays plastics, which are artificial materials, can be applied to almost every branch of building, from the laying of foundation to the final coat of paint. Synthetic resins are the main raw material for plastics. Plastics have some good advantages as they are lighter than metals, not subject to corrosion, *and they can be easier machined.³ Besides, they are inflammable, they can take any color and pattern, and they are good electrical insulators. More over, they possess a high resistance to

chemical action. A lot of decorative plastics, now available, have brought about a revolution in interior and exterior design. But plastics are used now not only for decoration. These materials are sufficiently rigid to stand on their own without any support. They can be worked with ordinary builders' tools.

Laminate is a strong material manufactured from many layers of paper or textile impregnated with thermosetting resins. This sandwich is then pressed and subjected to heat. Laminate has been developed for both inside and outside use. It resists severe weather conditions for more than ten years without serious deformation. As a structural material it is recommended for exterior work. Being used for surfacing, laminate gives the tough surface.

Foamed glass is a high-porosity heat insulating material, available in block made of fine-ground glass and a frothing agent. Foamed glass is widely used in prefabricated house building, to ensure heat insulation of exterior wall panels, and in industrial construction. Foamed glass has a high mechanical strength, is distinguished by moisture, vapour and gas impermeability. It is non-inflammable, offers resistance to frost, possesses a high sound adsorption, and it is easily sewn and nailed. Structural foamed glass blocks designed to fill ceilings, and for making interior partitions in buildings and rooms, to ensure heat and sound insulation. For insulation mineral wool or cinder wool is often resorted to.

Building materials are very important in the construction. But it is more important for any designer to select and adapt such building materials of construction that will give the most effective result by the most economical means. In this choice of materials for any work of constructions many factors must be considered by the civil engineer. These factors include availability, cost, physical properties of materials and others.

Practically all building materials have their advantages and disadvantages. That is why some materials are used most widely in building constructions for the purpose of binding together masonry units. Among them are lime, gypsum and cement. Last material forms very important elements in all masonry structures, such as stone, a brick. Since the time of its introduction a gradual improvement of Portland cement quality has led to the elaboration of rapid hardening Portland cement, or "high early strength". Portland cement like other materials can be modified to suit a particular application. Later developments include low heat sulphateresisting cements. The scope for such purpose – made cements has led to the development of an increasing variety such as high alumina cement, blast – furnace slag. They may be also white and coloured cements. Alumina cement has an extremely high rate of strength increase. Portland blast-furnace cement has greater resistance to some forms of chemicals.

So, cement is the most important component of concrete. Concrete may be considered an artificial conglomerate of "crushed stone, gravel or similar inert material with a mortar". A mortar is a mixture of sand, screenings or similar inert particles with cement and mortar. It is very important to know everything about proportions. The most accurate method of measuring proportions is to weigh the required quantities of each material. This may be done whether the proportions are based upon volumes or weights. This method is being extensively used in road

constructions and in many central mixing and in central proportioning plants. It is always widely used in large building constructions. Sometimes timber, steel and concrete are all vary over considerable ranges in the properties, desired by the engineer. Even steel varies considerably in its microstructure.

Задания 2. Read the text and answer the following questions:

- 1) What does depend on building materials?
- 2) What groups the building materials are divided into?
- 3) What is used to make bedding?
- 4) What do you know about building materials?
- 5) What is a modern technology?
- 6) What materials' forms are very important in all masonry structures?
- 7) What factors must the civil engineer consider?
- 8) What can you tell something about the most accurate method of measuring proportions?
- 9) What kind of material is the most widely used for the purpose of binding together masonry units such as a stone and a brick?
- 10) What material is also known to be the most important component of concrete?
- 11) What kind of material may be considered an artificial conglomerate of crushed stone?
- 12) What can you tell about an important class of cement?
- 13) What is high alumina cement?
- 14) What materials are mostly used in Russia?
- 15) What can you tell about building technology in Russia?

Задание 3. Read the text again and complete the following sentences:

- 1) Timber, steel and concrete all vary, sometimes over considerable ranges in the properties desired by ...
- 2) ... is even less uniform than many other materials.
- 3) The designer must be able to select and ... materials of construction that will give the most effective result by the most...
- 4) The gradual improvement in ... from the time of its introduction led to the elaboration of ...
- 5) High alumina cement is a ...
- 6) It has an extremely...
- 7) The most important building materials may now be considered to...
- 8) A ... of sand, screenings or similar ...
- 9) ... is a specific characteristic of this material.

Задание 4. State whether the –ing forms given in the following sentences are participles or gerunds. In the case of participles, name the noun or pronoun they qualify. In the case of gerunds, state what function they serve in the sentence.

1. Hearing a loud noise, we ran to the window.
2. The motorcyclist was fatally injured in the accident and is now fighting for his life.

3. He ruined his sight by watching TV all day.
4. We saw a clown standing on his head.
5. Asking questions is a whole lot easier than answering them.
6. Waving their hands, the audience cheered the winner.
7. Plucking flowers is forbidden.
8. Jumping over the fence, the thief escaped.
9. I was surprised at John's being absent.
10. We spent the whole day playing cards.
11. A miser hates spending his money.
12. John was angry at Alice trying to lie to her.
13. Praising all alike is praising none.
14. Are you afraid of speaking the truth?
15. Singing to herself is her chief delight.

Тема №24. Silicate industry. Direct and indirect speech. Objective with the present participle. The absolute participle construction.

Задание 1. Прочитайте текст. Переведите текст письменно.

Silicate Industry

Silicate industry is the industry processing the natural compounds of silicon. It embraces the production of cement, glass, and ceramics.

The production of ceramic goods is based on the property of clay when mixed with water to form putty, from which various articles can easily be moulded. When these are dried and then for easily moulding baked, that is, ignited at a high temperature, they become hard and retain their shape, no longer being softened by water.

In this way clay, mixed water and sand is moulded into bricks, which are then dried and baked. The materials used to make silicate bricks are white sand and slaked lime.

Cement Production. Cement is made from limestone and clay, or from their natural mixture, marls. The materials roasted in cylindrical rotary kilns are charged into a slowly rotating kiln at its upper end and travel, mixing continuously, towards the lower end, while a current of hot gases, the products of the burning of fuel, flows in the opposite direction. During the period of their movement through the kiln the clay and the limestone react chemically, and the material emerging from the kiln in lumps of a caked mass is cement, which is then grounded.

When cement is mixed with water, it forms mortar, which hardens, binding various objects, such as bricks or stones, very firmly. It is for this reason that cement is used widely as a binding material in large-scale construction, including underwater construction.

Cement is often mixed with sand or gravel, in which case we get concrete. Concrete has roughly the same coefficient of thermal expansion as iron.

Glass Production. The initial materials for the production of ordinary glass are mainly soda, limestone, and sand. A mixture of these substances is heated in a bath-shaped furnace.

When it cools, the liquid mass of glass does not become hard at once. At first it becomes viscous and readily assumes any shape. This property of glass is used in making various articles out of it. Definite portions of the cooling semiliquid mass are taken from the bath, and these are blown or pressed to make various glassware. By machine methods glass sheets, tubes, etc., can be drawn continuously from the molten mass.

Sand is the chief material used as a fine aggregate. It is required in mortar or concrete for economy and to prevent the excessive cracking. Mortar made without sand would be expensive.

The word “sand” is applied to any finely divided material which will not injuriously affect the cement or lime and which is not subject to disintegration or decay. Sand is almost the only material which is sufficiently cheap and which can fulfil these requirements.

A mixture of coarse and fine grains is very satisfactory, as it makes a denser and stronger concrete with a less amount of cement than when only fine-grained sand is used.

The following sands are used for mortars: pit or quarry sand, river sand and sea sand.

Lime is a calcium oxide. It is used in great quantities for mortar and plaster. Lime (quicklime) is a white solid that reacts violently with water to form calcium hydroxide. It is made by heating limestone in a special kind of furnace called a “kiln”. Lime must be stored in a dry place, otherwise it will absorb moisture.

Limes may be divided into three distinct classes:

1. *Rich limes* that contain not more than 6 percent of impurities, slake very rapidly, and are entirely dependent on external agents for setting power. These are widely used for interior plaster’s works.

2. *Poor limes* that contain from 15 percent to 30 percent of useless impurities and possess the general properties of rich limes, only to a lesser degree.

3. *Hydraulic limes* that contain certain proportions of impurities, which when calcinated, combine with the lime and endow it with the valuable property of setting under water or without external agents.

Lime is a basic building material extensively used all over the world, but it was not until the later years of the 19th century that a greater appreciation of the fuel-burning problems involved became apparent. Until this time the requirement for lime was largely agricultural and it was produced by farmers or by small builders who used it for making mortar and plaster.

As industrial requirements increased “running” kilns were developed. These were lined with firebrick and charged at regular intervals with stone and fuel.

Around the world there are many different types of kilns and variations in lime-burning practice.

Задание 2. Ответьте на вопросы по тексту:

1. What is silicate industry?
2. What is the production of ceramic goods based on?
3. What is cement made from?
4. What mixture is heated in a bath-shaped furnace?
5. What sands are used for mortars?
6. What is lime?
7. What three classes may lime be divided into?

Задание 3. Переведите на русский язык следующие английские словосочетания:

- | | |
|-------------------------------|------------------------------|
| 1) high temperature; | 6) molten mass; |
| 2) natural mixture; | 7) a less amount of cement; |
| 3) in the opposite direction; | 8) river sand; |
| 4) large-scale construction; | 9) calcium hydroxide; |
| 5) definite portions; | 10) industrial requirements. |

Задание 4. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|-----------------------------|----------------------|
| 1) силикатный кирпич; | 6) оксид кальция; |
| 2) подводное строительство; | 7) впитывать влагу; |
| 3) жидкая масса; | 8) внешние факторы; |
| 4) главный материал; | 9) точные пропорции; |
| 5) морской песок; | 10) во всем мире. |

Задание 5. Complete the sentences in reported speech.

1. John said, "I love this town."
John said
2. "Do you like soccer?" He asked me.
He asked me
3. "I can't drive a lorry," he said.
He said
4. "Be nice to your brother," he said.
He asked me
5. "Don't be nasty," he said.
He urged me
6. "Don't waste your money" she said.
She told the boys
7. "What have you decided to do?" she asked him.
She asked him
8. "I always wake up early," he said.
He said
9. "You should revise your lessons," he said.
He advised the students

10. "Where were you born?" he asked me.
He wanted to know

Задание 6. Turn into direct speech.

1 Mary said she was very tired. Mary said: "

2 The teacher told the boys to open their books. The teacher said to the boys:
" "

3 Tom's mother told him not to eat any icecream. Tom's mother said to Tom:
" "

4 My friend said that he was going skiing at the weekend. My friend said:
" at the weekend."

5 Bob's mates told the teacher that Bob was ill that day. Bob's mates said:
"Teacher, today"

6 Mary told Jane she would help her. Mary said to Jane: " "

7 I said I would have bought a new car if I had had the money. I said:
" "

8 My father told me to look for a job if I wanted more money. My father
said: " "

9 Tim wrote to his brother that their cat had died that day. Tim wrote to his brother:
" "

10 The teacher informed the students that the break lasted ten minutes. The
teacher said to the students: " "

Тема 25. « Asbestos». Attributive clauses.

Задание 1. Прочитайте текст. Переведите текст письменно.

Asbestos

Inhalation of broken asbestos fibers over a long period of time can lead to lung cancer. Because of its fire resistant and heat insulation qualities, asbestos was used in many building materials, prior to the 1970s, and as insulation around boilers, boiler pipes, and on furnace ducts. Many old homes may have asbestos siding or roofing. However, in our daily lives people may be exposed to small amounts of asbestos and do not develop health problems.

Asbestos Control Basics:

- The key to asbestos control is to determine if the material is in good or damaged condition. If it is in good condition, leave it alone.

- Look for damage such as tears, abrasions, flakes, or water damage.

- If planning house renovation or expansion that might disturb asbestos, have the home checked and sampled for the presence of asbestos materials, then have the repair or removal done by an asbestos professional.

- If the damaged item or area is bigger than your hand, keep it undisturbed.
- Limit access to the area as damaged asbestos fibers can be tracked to living areas by people or pets.

Asbestos Cleanup Basics--

•Get help from a professional to clean up damaged areas of asbestos in your home.

•For small items: Wear disposable plastic gloves when discarding small items (i.e., ironing board cover, hot pads and cooking mitts) into sealable plastic bags; toss; and thoroughly wash your hands with water and soap.

•Do not sweep, dust, or vacuum asbestos containing debris.

•Do not hit, rub, bump, crumble or crush, scrape, sand, or saw materials containing asbestos as released fibers can easily be inhaled.

Задание 1. Choose the correct relative pronoun or relative adverb.

1. A castle is a place a king or queen lives.
2. An actress is a woman plays in films or theatre plays.
3. This is the girl mother is from Canada.
4. This is the time of the year many people suffer from hayfever.
5. The flowers grow in the garden are beautiful.

Задание 2. Decide whether the relative pronoun is necessary or not.

1. This is the picture **that** Jane painted.
 relative pronoun is necessary
 relative pronoun is not necessary
2. Do you know the man **who** is speaking on the phone?
 relative pronoun is necessary
 relative pronoun is not necessary
3. We ate the sweets **which** my mother had bought.
 relative pronoun is necessary
 relative pronoun is not necessary
4. Is this the boy **who** plays the piano?
 relative pronoun is necessary
 relative pronoun is not necessary
5. This is the house **that** was broken into.
 relative pronoun is necessary
 relative pronoun is not necessary

Тема № 26 «Air –conditioning». Грамматика «the Infinitive»

Задания 1. Прочитайте текст. Переведите текст письменно.

Air-conditioning

Air-conditioning is the bringing of air in a building to a desired temperature, purity, and humidity throughout the year to maintain healthy and comfortable atmosphere.

Air-conditioning which the processing of different materials may be carried out with the may be divided into two main sections: one for the processing of materials in industry; the other for human comfort. It has been found that there is an optimum condition of temperature and humidity at minimum of wastage and the maximum of goods of specification quality. The system is therefore designed to produce air of predetermined temperature and moisture content and to keep it so despite all external influences. Such air is filtered free of foreign material.

Conditioning air for human comfort may also be divided into two main sections – winter and summer. Frequently, the systems installed in office buildings provide control during both seasons. Complete air-conditioning provides the following services.

First, filtration of the air both in winter and summer to remove dust.

Second, circulation of the air at low velocity and with proper diffusion to prevent draughts and maintain a uniform temperature and humidity at all parts of the inhabited space.

Third, introduction of enough fresh air from the outside atmosphere.

Fourth, heating of the air in winter.

Fifth, heating of the air in summer below the outside atmosphere.

Sixth, humidifying the air in winter to a relative humidity of at least 20-25 per cent.

Seventh, dehumidifying the air in summer to a relative humidity not exceeding 55 per cent.

The basic pieces of equipment are the filters, preheat coils, humidifiers, reheat coils, additional cooling coils, fans and controls. The control of air purity can be achieved in various degrees. As a minimum control some sort of filtering must be done near the entrance of the air-conditioning system. Possibly the most efficient filtering device is the electrostatic precipitator.

Air conditioning for human comfort is employed in both large and small installations, such as theaters, office buildings, department stores, residences, airplanes, railways, cars and submarines.

People are comfortable when they are neither too cold, nor too warm and when the air about them is neither too dry, nor too damp and is not stuffy or dusty. To bring about these desirable conditions the heating or air-conditioning apparatus must be capable of maintaining the following conditions inside the house, whatever the conditions outside may be.

To avoid stuffiness, the air should be given a certain amount of motion. Under winter conditions this must be sufficient to distribute the heat uniformly throughout the rooms. It must not be too cold at the floor, not too hot at the ceiling. A stove

causes the hot air around it to rise up toward the ceiling and cooler air to flow toward the stove. A radiator acts in this respect like a stove. Warm-air registers bring heated air into a room with a certain motion or velocity which imparts movement to the air already in the room. An outlet for this air should be provided in order to have good ventilation. In summer time much greater air motion is needed, enough to change the air in a room completely from three to ten times per hour. Sometimes a fan is placed in the attic to blow the warm air out and to cause the cooler night air to flow through open windows. When this is done, air in the house can be expected to be changed completely every two or three minutes. When air is brought into a house from outside, heated in a furnace and distributed through all the rooms, it ought to be cleaned by passing it through “filters” before it enters the furnace.

Задание 2. Ответьте на вопросы по тексту:

1. What is air-conditioning?
2. What sections may air-conditioning be divided into?
3. What sections may air-conditioning for human comfort be divided into?
4. What services does complete air-conditioning provide?
5. What is the most efficient filtering device?
6. Where is air-conditioning for human comfort employed?
7. What should be done to avoid stuffiness?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|---------------------------|------------------------|
| 1) оптимальное условие; | б) нагревание воздуха; |
| 2) обеспечивать контроль; | 7) охлаждение воздуха; |
| 3) фильтрация воздуха; | 8) увлажнение воздуха; |
| 4) циркуляция воздуха; | 9) чистота воздуха; |
| 5) низкая скорость; | 10) зимние условия. |

Задание 4. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен; функции глаголов *to be*, *to have*; усилительные конструкции; неопределенные местоимения *some*, *any*, *no* и их производные:

1. It has been found that there is an optimum condition of temperature and humidity at which the processing of different materials may be carried out with the minimum of wastage and the maximum of goods of specification quality.
2. Such air is filtered free of foreign material.
3. As a minimum control some sort of filtering must be done near the entrance of the air-conditioning system.
4. In summer time much greater air motion is needed, enough to change the air in a room completely from three to ten times per hour.
5. When this is done, air in the house can be expected to be changed completely every two or three minutes.

1.4. 2 КУРС 4 СЕМЕСТР.

Тема № 27 «Architecture: its forms and functions». Грамматика: Adverbial clauses.

Задания 1. Прочитайте текст. Переведите текст письменно.

Architecture: Its Forms and Functions

Architecture is the art or science of planning, building and structures. Without consideration of structural principles, materials, social and economic requirements a building cannot take form. But without aesthetical quality inherent in its form a building cannot be considered as a work of architecture as well.

From the very beginning of construction in human history lots of architectural skills, systems and theories have been evolved for the construction of the buildings, which have housed nations and generations of people in any kind of their activity. Writings on architecture are almost as old as writing itself. Books on the theory of architecture, on the art of buildings, and on the aesthetical view of buildings exist in great number. The oldest book, which sets forth the principles, upon which buildings should be designed and which aim is to guide the architect, is the work of Markus Vitruvius Pollio written in the first century B.C.

Architecture is an art. Its nowadays expression should be creative and consequently new. The heritage of the past cannot be ignored, but it must be expressed in modern terms. There exists an evident paradox in the coexistence of change and survival in every period of human civilization. This paradox of change and repetition is clearly illustrated in any architectural style.

Architecture is also the style or manner of building in a particular country or period of history. There are widely known examples of Gothic architecture all around the globe. During many centuries mankind admires the architecture of ancient Greece or Roman Empire as well.

Nearly two thousand years ago the Roman architect Vitruvius listed three basic factors in architecture. They are convenience, strength and beauty. These three factors have been present and are always interrelated in the best constructions till the 21st century. No true architect could think of any of them without almost automatically considering the other two as well. Thus, architectural design entails not only the necessity to study to study various solutions for convenience, structure, and appearance as three separate processes. Architectural design also includes the necessity to keep in mind the constant interaction of these factors. It's impossible for an architect first plan a building from the point of view of convenience, and then make the design of a strong construction around his plan to shelter it. Then, as a final touch, try to adjust and decorate the whole to make it pretty. Any design evolving from such kind of work will produce only a confused, incoherent, and unsatisfactory building. When speaking about any truly great building we cannot but say that every element in it has a triple implication or significance.

This triple nature of architectural design is one of the reasons why architecture is a difficult art. It needs some unique type of imagination as well as long years of training and experience to make a designer capable of getting requite in the light of these three factor – use, construction, and aesthetic effect – simultaneously. The designer must have a good knowledge as of engineering so of building materials. This knowledge will enable him to create economically strong and practical construction. The designer, in addition, must possess the creative imagination, which will enable him to integrate the plan and the construction into the harmonious whole. The architect’s feeling of satisfaction in achieving such integration is one of his greatest rewards.

Задание 2. Ответьте на вопросы по тексту:

1. What is architecture?
2. What is the oldest book to set forth the principles of construction?
3. How should mankind deal with the heritage of the past?
4. What three basic factors in architecture were listed nearly two thousand years ago?
5. Why architecture is a difficult art?
6. What can we say about any truly great building?
7. What integration must an architect achieve?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|------------------------------|-----------------------------|
| 1) экономические требования; | 6) основные факторы; |
| 2) строительство зданий; | 7) точка зрения; |
| 3) теория архитектуры; | 8) своеобразное видение; |
| 4) наследие прошлого; | 9) строительный материал; |
| 5) архитектурный стиль; | 10) чувство удовлетворения. |

Задание 4. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен; функции глаголов *to be*, *to have*; усилительные конструкции; неопределенные местоимения *some*, *any*, *no* и их производные:

1. From the very beginning of construction in human history lots of architectural skills, systems and theories have been evolved for the construction of the buildings, which have housed nations and generations of people in any kind of their activity.
2. This paradox of change and repetition is clearly illustrated in any architectural style.
3. These three factors have been present and are always interrelated in the best constructions till the 21st century.
4. No true architect could think of any of them without almost automatically considering the other two as well.

5. Any design evolving from such kind of work will produce only a confused, incoherent, and unsatisfactory building.

Тема № 28 «Bioclimatic architecture». Грамматика «Mood».

Задание 1. Прочитайте текст. Переведите текст письменно.

Bioclimatic Architecture

Bioclimatic architecture is a way of designing buildings and manipulating the environment within buildings by working with natural forces around the building rather than against them. Thus it concerns itself with climate as a major contextual generator, and with benign environments using minimal energy as its target. Bioclimatic architecture aims to protect and enhance the environment and life. It is developing on many different levels from rethinking basic concepts about our need for shelter and the function of the “city” in our lives to developing recycled or sustainable building materials.

The impact of traditional building on the environment and natural resources is enormous. However, the ideal of designing and building structures that are environmentally friendly has become fairly widespread throughout the community of architects and builders in developed nations. In many areas there is the necessity of complying new regulations and standards aimed at protecting the environment. In addition, there are an increasing number of incentives for putting up buildings with more efficient energy consumption and that reduces the negative impacts on natural resources by using recycled or sustainable materials. While these vary around the world, there is awareness that our need for shelter must not jeopardize the environment.

There is growing interest in “green” building practices, which offer an opportunity to create environmentally sound and resource-efficient buildings by using an integrated approach to design. “Green” buildings promote resource conservation through energy efficiency, renewable energy, and water conservation features. They take into consideration the environmental impact of the building and minimize waste. Other goals are to create a healthy and comfortable environment, reduce operation and maintenance costs, and address issues such as historical preservation, access to public transportation and other community infrastructure systems. The entire life cycle of the building and its components is considered, as well as the economic and environmental impact and performance.

As public awareness of environmental issues increases, the construction developers are also beginning to see that “green building” can be profitable and a selling point. Market surveys are showing that a surprising number of potential buyers are interested and will pay the higher prices for a home that is environmentally friendly. In the last few years there has been much talk concerning environmentally responsible architecture, that is, architecture respectful of the earth’s resources and its natural beauty. Unfortunately, many of the architects and designers

who profess interest in the concept of sustainable architecture do not practice it in their own work for whatever reason, be it their client's lack of interest or their own lack of conviction. In fact, most architects ignore the issue altogether, preferring to regard architecture as fashion. This is a terribly irresponsible view, because in terms of energy use and visual pollution, buildings have had an increasingly severe and damaging impact on the environment, this makes the issue of sustainable architecture not only an important consideration but also a necessary one. As for a building philosophy for national parks, which were created to conserve nature for future generations, it seems that sustainable architecture, or "integrated bioclimatic architecture", is the only logical and responsible approach.

What is integrated bioclimatic architecture? It is the architecture that arises out of the landscape, with the site determining the orientation and construction of a building, not just aesthetically, but also mechanically, determining its heating, cooling, and lighting too. Thus, it is an architecture that respects nature and its resources and provides its occupants with the most comfortable and pleasing environment possible. However, this architectural approach need not be a restrictive one for imaginative practitioners. As integrated bioclimatic architecture encompasses example of vernacular architecture, like the typical "white stucco Mediterranean fishing village", as well as mimetic architecture, which draws on the materials, textures, even the plants of the surrounding landscape for its inspiration. Indeed, good integrated bioclimatic architecture should exist in harmony with the site.

Задание 2. Ответьте на вопросы по тексту:

1. What is bioclimatic architecture?
2. What is the aim of bioclimatic architecture?
3. Why is there growing interest in "Green" building practices?
4. What makes the construction developers see that "green" building can be profitable?
5. Why have buildings had an increasingly severe and damaging impact on the environment?
6. What is integrated bioclimatic architecture?
7. How can you explain the words "vernacular architecture"?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|------------------------------|--------------------------|
| 1) минимальная энергия; | 6) разрушающее влияние; |
| 2) природные ресурсы; | 7) сохранять природу; |
| 3) негативное влияние; | 8) будущие поколения; |
| 4) потенциальные покупатели; | 9) архитектурный подход; |
| 5) отсутствие убежденности; | 10) окружающий ландшафт. |

Задание 4. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен;

функции глаголов to be, to have; усилительные конструкции; неопределенные местоимения some, any, no и их производные:

1. However, the ideal of designing and building structures that are environmentally friendly has become fairly widespread throughout the community of architects and builders in developed nations.
2. As public awareness of environmental issues increases, the construction developers are also beginning to see that “green building” can be profitable and a selling point.
3. Market surveys are showing that a surprising number of potential buyers are interested and will pay the higher prices for a home that is environmentally friendly.
4. In the last few years there has been much talk concerning environmentally responsible architecture, that is, architecture respectful of the earth’s resources and its natural beauty.
5. This is a terribly irresponsible view, because in terms of energy use and visual pollution, buildings have had an increasingly severe and damaging impact on the environment.

Тема № 29 : «New trends in urban management». Грамматика: Conditional sentences.

Задание 1. Прочитайте текст. Переведите текст письменно.

New Trends in Urban Management

The environmental protection brings together social, economic, moral and political considerations. Urban management must take these considerations into account and incorporate the following principles:

Environmental limits. Uncertainty about the environmental threshold of the earth’s carrying capacity requires the adoption of the precautionary principle and calls for demanding management.

Environmental efficiency. Reducing the use of natural resources, increasing durability and closing resource loops will contribute to long-range environmentally compatible urban management.

Welfare efficiency and equity. Multiple use and social and economic diversity, as well as a fair distribution of natural resources are key elements to be considered in urban planning.

To reconcile continuing development with environmental limits mankind must choose certain types of development rather than others. Efficiency has meanings beyond maximizing the economic output of each human being. Human benefit is not necessarily identical to utility as measured by neo-classical economics. Quantity of goods should be replaced with quality of life. Environmental protection is closely connected to social equity.

Natural building materials.

Natural building has emerged as a response to an increasing concern for our built environment. Natural materials can provide an alternative to toxic substances which have led to widespread environmental illness. While interest has surged in the industrialized West, the ancient roots of natural building are being lost in many traditional areas. Ironically, builders in the industrialized countries are now turning to these very cultures for solutions to their building problems. It is to be hoped that increased interest and research into vernacular building systems will increase respect for these timeless ideas in their native lands, and through diligent efforts by a number of people, many of these techniques are indeed being revived, studied and implemented throughout the world.

As natural building and design is still in its infancy, the state of the art is in constant flux as practitioners and techniques, hitherto isolated, are identified and brought into partnership with others. Most popular natural building techniques and materials include: adobe, bamboo, compressed earth, earthen floors, light straw-clay, natural fibres, living roofs, natural plasters and finishes, paper blocks, rammed earth, straw bale construction and wood.

Many of the European city problems could be resolved by paying greater attention to the environment. Architecture and urban planning based on environmental preservation are the only option for maintaining quality of life and preventing lasting environmental damage. Pollution reduction, waste minimization and energy conservation can be furthered through environmentally friendly urban design and construction. Awareness of these issues and information on possible opportunities existing worldwide are vital to the development of new possibilities and new scopes in restructuring urban and agricultural areas, as well as human settlements in general.

Bio-architecture links the appreciation of the environment and biodiversity with urban design and planning. Bio-architecture also promotes the use of materials and techniques, which are environmentally sound, culturally sensitive and reliant on local resources and skills. A "Biopolis" functions as a model for the harmonious coevolution of humanity with the bio-environment. It is based on the application of clean energy sources (solar, wind, hydrogen, etc.), cleaner production and environmentally friendly materials, and protection of bios aims at creating a self-sufficient, aesthetically pleasing urban environment with an active participation of every member of society in the conservation of nature.

Задание 2. Ответьте на вопросы по тексту:

1. What principles must urban management incorporate?
2. What key elements are to be considered in urban planning?
3. What should replace quality of goods?
4. What alternative can natural materials provide?
5. What are the most popular natural building techniques and materials?
6. What does bio-architecture promote?
7. How do you understand the word "Biopolis"?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|---------------------------|-------------------------|
| 1) принимать во внимание; | 6) промышленные страны; |
| 2) природные ресурсы; | 7) городские проблемы; |
| 3) ключевые элементы; | 8) местные ресурсы; |
| 4) непрерывное развитие; | 9) источники энергии; |
| 5) качество жизни; | 10) активное участие. |

Задание 4. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен; функции глаголов *to be*, *to have*; усилительные конструкции; неопределенные местоимения *some*, *any*, *no* и их производные:

1. Efficiency has meanings beyond maximizing the economic output of each human being.
2. Natural building has emerged as a response to an increasing concern for our built environment.
3. Natural materials can provide an alternative to toxic substances which have led to widespread environmental illness.
4. While interest has surged in the industrialized West, the ancient roots of natural building are being lost in many traditional areas.
5. Ironically, builders in the industrialized countries are now turning to these very cultures for solutions to their building problems.

Тема № 30 «A few tips of marketing in general». Грамматика “Revision of Tenses”

Задание 1. Прочитайте текст. Переведите текст письменно.

Marketing for architects.

One of the most disheartening things to hear when conducting a debrief for a lost opportunity is, “We felt any of the last few firms could have done the work.”

If you feel strongly that your architectural firm was best suited for the project, then it’s quite possible that the message about how your firm was different and best able to help wasn’t clear enough.

It’s up to us to clearly communicate to clients what differentiates our practice from our competition. If you leave it up to selection committee members, they might or might not figure it out, and that’s a big risk to leave in their hands.

In this newsletter we’ll look at how to differentiate your firm through a carefully crafted Position Statement, and how to identify and name your Process. In the next newsletter we’ll address Professionals and Portfolio.

Having a sharply defined position for your architectural practice goes a long way in setting your firm apart from others, particularly because so few firms have a position statement that identifies who they are, what they do, for whom, and to what benefit.

The majority--I'm talking 95%--of the architectural websites I visit list a minimum of six market segments. It's not at all unusual to see sites with 10-12 tabs of market segments, followed by a tab called "miscellaneous" or "other."

The message being sent: "We can do everything for everyone, really, we can."

Doing everything for everyone seems like a great marketing strategy: we don't turn anyone away. And it goes along with the architect's mentality that design is design. It doesn't matter what the facility type is; we can figure out what's needed and come up with a solution.

The problem with this approach is that it doesn't particularly instill confidence in potential clients. Let's face it. Because of the complexity of technology and dearth of information, buildings, equipment and systems are becoming more and more specialized. As information and technology continue to expand at the fastest pace the human race has experienced, staying at the forefront of any field is becoming exponentially more difficult.

Think about your own firm. Ten or 15 years ago, was it as difficult to design a hospital operating room as it is today with the integrated diagnostic equipment and digital technology in use today? Or lets look at lighting. The fixtures, lamps and controls are infinitely more complex than they were before the influence of computerized control systems and manufacturing advances that have led to myriad equipment and source options. One architect I interviewed recently for an LD+A article (Lighting Design + Application) said he uses a Lighting Designer because it's practically a full time job to stay in front of the development in the field of lighting design pertaining to possibilities, sources, codes, sustainability and energy.

My point is that being a generalist isn't a position. It's a fear of making a commitment to a specific strategic direction for your firm. The principal architect who told me three years ago that he wanted his firm to be the last of the great generalists has been out of work since then and can't find a job.

Position Statement Part 1: Who you are

That sounds really, really easy right? You are your firm's name, right? So your Position Statement would begin, "Mondo Architects is ..." That's okay if your name has the word "architects" or "architectural" in it. Firms that have names like Design Studio, Associates, Partners, or made-up names like Arkinetics or Archimaniacs, will need to begin by defining your field of play: architecture.

Position Statement Part 2: What we do

Not too hard, right? This is your services. Or is it? This is a place where I feel architects grossly underestimate what they do. Ask an architect what they do and they say things like planning, interior design, urban design, landscape design. Or they'll talk about the kinds of projects they work, for example, "We do health care, government and parks facilities."

Demure. Just way too demure. Architects don't "do" health care buildings. That's the outcome of an architect's work. Architects are visionaries, they are future builders. They see in a way that other people can't. They see a space when it's invisible. They can think 3-dimensionally when things are only two dimensional.

They're wicked smart. They ask just the right questions to find out what they need to know to help a client get the building or space they need. In fact, architects

often during the course of their engagements end up helping clients to clarify their own business goals. I like to call this consultative architecture...but none of my clients buy that name.

What I mean by consultative architecture is that nothing happens from a design perspective until there's a thorough understanding of the client's needs, business goals, and personal goals. And getting to those answers requires intelligent and deep business questions that get to the heart of the project. It sets the foundation for every decision to be made during the design process.

That's what I'd like to see architects own in their Position Statements. Yes, the services are important, but it's much more important for you to understand clearly yourselves what you're really doing: investigating, guiding, analyzing, suggesting, giving options, solving, anticipating, etc.

Position Statement Part 3: For whom

So Part 3 identifies who your clients are. If you're currently a generalist firm, your list will be long, include everyone, and have a miscellaneous category. Let's say you really only serve 3 markets, for example, healthcare, higher education, and financial institutions. You could just say that, "We provide (fill in the blank) to healthcare, higher education, and financial institutions."

It would be okay, but not great. And certainly not a differentiator. What I'd be interested in exploring in this case is what these three market sectors have in common. For example, is it that they are all institutional? Or that they all have multi-layered management systems?

It's really worth digging down to find the common denominator of the client base you serve. It can be a very revealing experience.

Position Statement Part 4: To what benefit

What benefit does a client receive from working with your firm? A first take on this question might result in answers such as, on time, on budget, a pleasant experience, first class design, no problems, or no unexpected surprises, etc.

Once again, this doesn't really get at the heart of what architects do. These answers, actually, are benefits the client expects, and rightly so. A client should get a project that comes in on time, on budget, and so on.

Some deeper thinking here might help clients to better understand what architects are really doing for them. Aren't architects really helping clients to grow their businesses? Aren't you all influencing the way people work together, helping to encourage positive work environments, more efficiencies which translates in to enhanced profitability. I'm not saying that residential architects should say their work can save marriages. But is it too far fetched to say that you help people to create spaces that help people thrive in their home environments from lifestyle to livelihood, from interests to safe haven?

Take a look at your clients. What are they able to do better because your firm was involved in creating new or renovated space for them? Those are the kinds of benefits to site in a strong Position Statement.

A Note About Positioning

A Position Statement puts you in the strategic driver's seat. But please understand that having a clearly defined position does NOT mean you say no to work

that doesn't fit the firm's position. If your firm is slow, of course you'll say yes to work, whether it supports your position or not. You just won't be putting it up on the website. And you won't automatically create a client development strategy to pursue more of that kind of work.

I always laugh when I see an RFP that asks for a description of an architectural firm's process. Inevitably, when I review proposals, I see Concept, Schematic, DD, CD, CA. If it's written about it sounds something like, "First we have a kick off meeting, then we decide on the schedule, then we make sure we all agree to the budget, then we start meeting with your people, then we start designing." Booooooooorrrrrriiiiiinnnng. And it's boring because it's exactly what all the other proposals say.

Aside from claiming a deep and narrow expertise, describing your process is a critical component for differentiating your firm. Yes, the general process is the same across the board. Investigate, plan, design, get it built. But naming your process makes it proprietary, makes it unique to your firm, and helps your firm to see how what you do can be more clearly communicated at each phase from everyone in your firm to everyone on the team and within your client's organization

Let's look at an example from a non-architectural firm, so I don't influence your thinking up fresh ideas for your own firm.

Задание 2. Выберите правильную форму.

1. Cell phone market _____ is at 100% in many European countries.

- a)penetration
- b)penalty
- c)penance

2. I'm doing an _____ of consumer trends in cellular markets such as Japan.

- a)analysis
- b)analyze
- c)analytics

3. Every marketer should have an idea of how to build strong _____.

- a)names
- b)ideas
- c)brands

4. We plan to _____ this product in the Spring of 2009.

- a)lunch
- b)launch
- c)lynch

5. The process of gathering, recording and analyzing of data about customers, competitors and the market is called market _____.

- a)review
- b)replay
- c)research

6. Recent market _____ show that there is a considerable increase in the use of our technology in the banking sector.

- a)trends
- b)ideas
- c)trials

7. Last year we brought together a team to _____ for a completely new type of car.

- a)develop a concept
- b)make a concept
- c)start a concept

8. I don't think we'll have a problem _____ this product. It will almost sell itself.

- a)market
- b)to marketing
- c)marketing

9. Jane, could you bring me that _____ on the Brazilian biotechnology sector?

- a)rapport
- b)report
- c)note

10. The _____ (= statistics/figures) in this report cover three year trends in the manufacturing sector.

- a)matrix
- b)metrics
- c)mathematics

Задание 3. Образуй и напиши новое слово из данного так, чтобы оно по смыслу подходило в пропуск :

1. DANGER

Tom is very curious and that's why he gets in rather situations.

2. BEAUTY

My sister is very

3. CAREFUL

I take ... about my pet.

4. LOVELY

I ... my mother very much.

5. SCIENCE

My father is a

Задание 4. Open the brackets with the correct verb form.

1. She (know)_____ Ann for five years.
2. If I were you, I (go)_____ out.
3. I (read)_____ the book since Monday. It's very interesting.
4. Sometimes letters (send)_____ to the wrong address.
5. At the end of 1999, London (become)_____ home to the world's largest observation wheel.

Тема № 31 «Competition».

Задание 1. Прочитайте текст. Переведите текст письменно.

Competition, Risk, and Construction Company Failure

The construction industry has been for many years, and certainly continues to be, one on the most highly competitive of all industries. Second, risk permeates the industry in general and construction operations in particular. Third, the failure rate for construction companies is among the highest of any business.

Competition is at the heart of most contract awards in the construction industry. For many years in recent U.S. history, owners (who decide what the contract award system will be for a construction project) have employed **lump-sum competitive bidding or unit-price competitive bidding** as the primary method for awarding contracts to prime contractors. In these contract award systems, a series of documents, called the **contract documents** for the project, describes in detail the work to be done and sets forth the owner's requirements in the work. With this complete set of contract documents in place, contractors who are interested in the project will prepare proposals, or bids, wherein they set forth their proposed prices on a lump sum or unit price basis. These are the prices for which they would be willing, if selected by the owner, to enter into a contract to fulfill all of the requirements of the contract documents in constructing the project for the owner.

Contractors' proposals are submitted to the owner on a specified date and time, and in a designated location. Typically, the contractor who submits the lowest bid, or the lowest valid bid, is selected by the owner to be the contract recipient. So contractors are in competition with one another for the contract award, based on the lowest price for which they are willing to enter a contract to fulfill the contract requirements as established by the owner.

The rationale on the part of the owners in their use of this contracting method is that if the contract documents completely describe all aspects of the work to be performed, and if all of the bidding contractors prepare their proposal prices based on this same information, then the owner will receive the benefit of all of the contractors competing with one another for the contract award. The owners can then make a

decision based on the price submitted by each contractor. Thus, the owner will know what he or she will receive, that is, what the contract deliverables will be, as described in the contract documents. Additionally, the owner should be able to have the work performed at the best possible price, based on the competition by contractors for the contract award.

While other methods of contract award are frequently employed today, competitive bidding is still very commonplace. Even when methods of contract award other than competitive bidding are utilized by owners today, competition among contractors for the award of the contract from the owner remains central to the project delivery method of choice. The competition may be based on many different criteria, such as contractors' record of successful projects completed in the past, the quality of work performed, quality assurance programs, safety records, qualifications and credentials of the contractors' personnel, and so forth.

Competition among contractors for the contract from the owner remains at the heart of owners' seeking to obtain maximum value for their construction contract expenditures. Additionally, in the same fashion in which owners place contractors into competition for the award of the prime contract (the contract between the owner and the prime contractor), prime contractors typically employ a competitive methodology with subcontractors for the award of the subcontracts to the specialty contractors who will be selected to perform work on the project.

From the foregoing, it can be clearly seen that competition among contractors is, historically and today, very deeply embedded in the culture of construction contracting. Every indication is that this fact will remain a constant in the industry. Construction contractors continually are in quest of some means of achieving a competitive advantage, so as to maximize their prospects for the award of construction contracts.

Задание 2 . Перечень контрольных вопросов по теме:

1. Are you going to continue your parents' careers?
2. What were your favourite subjects at school?
3. What subjects don't you like?
4. What is your hobby?
5. Why do you think your future job will give you many opportunities?

Задание 3. Fill in the gaps with prepositions (on, in, at, to, into)

1. Where is the book? – It is ... the table. 2. Where is the tea? – It is ... the cup. 3. We didn't want to stay ... town on such a hot day, so we went ... the country. 4. It is very late. Go ... bed at once. 5. Where is your little sister? – She is ... bed. 6. Where is Peter? – He is ... institute. 7. Yesterday the father was ... work, and the mother was ... home. 8. There is a girl standing ... the bridge. Why is she crying? – She dropped her doll ... the water. 9. In summer my mother doesn't go ... work and I don't go ... school. 10. Do you like to read ... bed? 11. My friend lives ... the west. 12. Put these flowers ... the window-sill. 13. I saw many people ... the platform waiting for the train. 14. I opened the door and went ... the classroom. The teacher

was writing some words ... the blackboard. 15. There were two maps ... the wall and some flowers ... the window-sill.

Тема № 32. «Modern management practices in the competitive construction industry»

Задание 1. Прочитайте текст. Переведите текст письменно.

Trends in Modern Management

In recent years, major developments in management reflect the acceptance to various degrees of the following elements: (1) the management process approach, (2) the management science and decision support approach, (3) the behavioral science approach for human resource development, and (4) sustainable competitive advantage. These four approaches complement each other in current practice, and provide a useful groundwork for project management.

The management process approach emphasizes the systematic study of management by identifying management functions in an organization and then examining each in detail. There is general agreement regarding the functions of planning, organizing and controlling. A major tenet is that by analyzing management along functional lines, a framework can be constructed into which all new management activities can be placed. Thus, the manager's job is regarded as coordinating a process of interrelated functions, which are neither totally random nor rigidly predetermined, but are dynamic as the process evolves. Another tenet is that management principles can be derived from an intellectual analysis of management functions. By dividing the manager's job into functional components, principles based upon each function can be extracted. Hence, management functions can be organized into a hierarchical structure designed to improve operational efficiency, such as the example of the organization for a manufacturing company shown in Figure 2-2. The basic management functions are performed by all managers, regardless of enterprise, activity or hierarchical levels. Finally, the development of a management philosophy results in helping the manager to establish relationships between human and material resources. The outcome of following an established philosophy of operation helps the manager win the support of the subordinates in achieving organizational objectives.

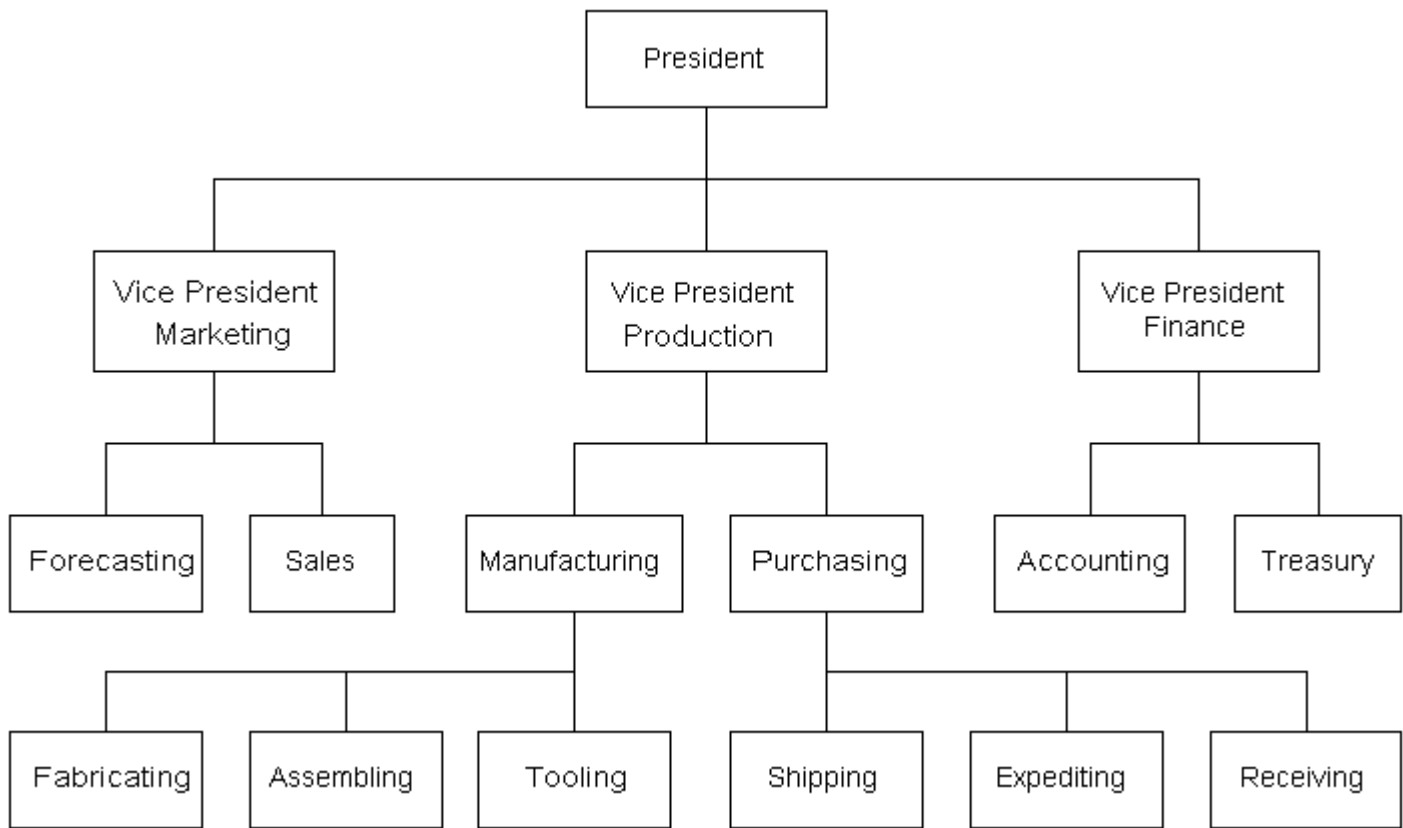


Figure 2-2: Illustrative Hierarchical Structure of Management Functions

The management science and decision support approach contributes to the development of a body of quantitative methods designed to aid managers in making complex decisions related to operations and production. In decision support systems, emphasis is placed on providing managers with relevant information. In management science, a great deal of attention is given to defining objectives and constraints, and to constructing mathematical analysis models in solving complex problems of inventory, materials and production control, among others. A topic of major interest in management science is the maximization of profit, or in the absence of a workable model for the operation of the entire system, the suboptimization of the operations of its components. The optimization or suboptimization is often achieved by the use of operations research techniques, such as linear programming, quadratic programming, graph theory, queuing theory and Monte Carlo simulation. In addition to the increasing use of computers accompanied by the development of sophisticated mathematical models and information systems, management science and decision support systems have played an important role by looking more carefully at problem inputs and relationships and by promoting goal formulation and measurement of performance. Artificial intelligence has also begun to be applied to provide decision support systems for solving ill-structured problems in management.

The behavioral science approach for human resource development is important because management entails getting things done through the actions of people. An effective manager must understand the importance of human factors such as needs, drives, motivation, leadership, personality, behavior, and work groups. Within this

context, some place more emphasis on interpersonal behavior which focuses on the individual and his/her motivations as a socio-psychological being; others emphasize more group behavior in recognition of the organized enterprise as a social organism, subject to all the attitudes, habits, pressures and conflicts of the cultural environment of people. The major contributions made by the behavioral scientists to the field of management include: (1) the formulation of concepts and explanations about individual and group behavior in the organization, (2) the empirical testing of these concepts methodically in many different experimental and field settings, and (3) the establishment of actual managerial policies and decisions for operation based on the conceptual and methodical frameworks.

Sustainable competitive advantage stems primarily from good management strategy. As Michael Porter of the Harvard Business School argues:

Strategy is creating fit among a company's activities. The success of a strategy depends on doing many things well - not just a few - and integrating among them. If there is no fit among activities, there is no distinctive strategy and little sustainability.

In this view, successful firms must improve and align the many processes underway to their strategic vision. Strategic positioning in this fashion requires:

- Creating a unique and valuable position.
- Making trade-offs compared to competitors
- Creating a "fit" among a company's activities.

Project managers should be aware of the strategic position of their own organization and the other organizations involved in the project. The project manager faces the difficult task of trying to align the goals and strategies of these various organizations to accomplish the project goals. For example, the owner of an industrial project may define a strategic goal as being first to market with new products. In this case, facilities development must be oriented to fast-track, rapid construction. As another example, a contracting firm may see their strategic advantage in new technologies and emphasize profit opportunities from value engineering.

Тема № 33. Parts of a building.

Задание 1. Прочитайте текст. Переведите текст письменно.

Walls

Classification and designed of walls are divided into two categories: external and internal construction. They possess different functions. The function of external walls is to support the upper floors and roof. The units employed for construction of walls are brick, timber, or stone masonry. As to interior walls they are mostly self-supporting. Their main function is dividing the space of the construction. They divide the gross floor area of a building into smaller units – compartments, or rooms. Their next function may be to transmit floor/roof loads to a foundation. The constructional form for internal walls may be concrete block, timber frame, or stud, and demountable frame. If a high standard of fire resistance is required, brick may also be used to construct internal walls.

Interior walls and partitions have simple surfaces but materials they are made of should be carefully chosen and combined. Their function is to guarantee structural

strength, fire resistance, durability and acoustical isolation. An internal wall may be framed and the framing materials may be steel or wood studs.

Fire walls. The function of a fire wall is to form a required separation in order to restrict the spread of fire through a building.

Every fire wall should extend from the foundation of a building to its roof. Every fire wall is supplied with an opening. It is of great importance to note that openings should be strictly restricted in size. Besides they must be closed with fire doors or wired glass.

A fire separation wall, like a fire wall, forms a required separation to restrict the spread of fire through a building. But, unlike a fire wall, a fire separation wall does not extend from foundation to roof. Openings in fire separation walls are also restricted in size and must be closed with fire doors or wired glass.

Fire separation walls are used to divide a building between mixed occupancies and for enclosure of stairways and exitway corridors.

Shaft walls are used to enclose a multistory open space in a building. To shaft walls belong elevator shafts, conduits, or pipes.

Walls for elevator shafts must be strong enough to bear air pressure and loads placed on them by the movements of the elevator cars within the shaft. Also, it is of importance to note that the noise of elevator machinery must be prevented from reaching other areas of the building.

Plywood siding. Plywood siding materials are widely used in modern construction-business. They are popular because of their light weight and their relative cheapness. The cost of the material per unit area of wall is usually less than for other siding materials. Besides, the labor costs are also relatively low. The reason for it is the fact that large sheets of plywood are more quickly installed than the boards of the same area. In many cases, if it is necessary, the sheathing can be eliminated from the building if plywood is used for siding. This operation, if it is performed, leads to further cost saving.

It should be taken into account that usually plywood siding must be painted in order to save them from decay. But if they are produced from decay-resistant material, they can be left to weather effects without the surface coverage.

Wall and ceiling finish. Plaster-type finishes have always been the most popular for walls and ceilings in wood frame buildings. They are comparatively cheap. Usually they are much cheaper than other types of finish. Among their advantages there is also a high degree of fire-resistance that gives considerable protection to the combustible frame. After the Second World War gypsum board became highly popular because of its lower cost and comparative ease of installation.

As to veneer plaster systems, they came into use also not long ago. In most small buildings, all wall and ceiling surfaces are covered with plaster or gypsum board. Some buildings are known to require fire walls, or fire separation walls between living units; in such buildings a gypsum board wall for fire resistance can be installed.

Such an installation eliminates the need to put up a wall of brick or concrete masonry.

Задание 2. Ответьте на вопросы по тексту:

1. What is the function of external walls?
2. What is the function of interior walls?
3. What is the function of a fire walls?
4. What are the advantages of plywood siding materials?
5. Why should plywood sidings be painted?
6. Which plywood sidings can be used without the surface coverage?
7. What are the advantages of plaster-type finishes?

Задание 3. Найдите в тексте английские эквиваленты следующих словосочетаний:

- | | |
|---------------------------|---------------------------|
| 1) наружные стены; | 6) давление воздуха; |
| 2) внутренние стены; | 7) легкий вес; |
| 3) верхние этажи; | 8) затраты труда; |
| 4) каменная кладка; | 9) принять во внимание; |
| 5) акустическая изоляция; | 10) покрытие поверхности. |

Задание 4. Выполните анализ данных предложений, обратив внимание на следующие грамматические явления: числительные, времена групп *Continuous* и *Perfect* активного и пассивного залога; согласование времен; функции глаголов *to be*, *to have*; усилительные конструкции; неопределенные местоимения *some*, *any*, *no* и их производные:

1. Interior walls and partitions have simple surfaces but materials they are made of should be carefully chosen and combined.
2. Shaft walls are used to enclose a multistory open space in a building.
3. Plaster-type finishes have always been the most popular for walls and ceilings in wood frame buildings.
4. After the Second World War gypsum board became highly popular because of its lower cost and comparative ease of installation.
5. Some buildings are known to require fire walls, or fire separation walls between living units; in such buildings a gypsum board wall for fire resistance can be installed.

Тема № 34. «Brick»

Задание 1. Прочитайте текст. Переведите текст письменно.

«Brick»

A *brick* is best described as a "building unit". It may be made of clay by moulding and baking in kilns, of concrete, of mortar or of a composition of sawdust and other materials. In shape it is a rectangular solid and its weight is from 6 V2 to 9 lb. There exists variety of bricks for different purposes: ordinary, hollow or porous, lightweight, multicolor bricks for decorative purposes, etc. Bricks are usually laid in place with the help of mortar. The shape and convenient size of brick enables a man to grip it with an easy confidence and, because of this, brick building has been

popular for many hundreds of years. The hand of the average man is large enough to take a brick and he is able to handle more than 500 bricks in an eight-hour working day. It is necessary, therefore, for the "would be" bricklayer to practice handling a brick until he can control it with complete mastery and until he is able to place it into any desired position. The brick may be securely handled by placing the hand over the surface of the upper part of a brick and by placing the thumb centrally down the face of the brick with *the first joints of the fingers¹ on the opposite face¹. It is better to protect the thumb and the fingers with leather pads, which also prevent the skin from rough bricks. Sometimes natural stones such as marble, granite, basalt, limestone and sandstone are used for the construction of dams and foundations. Marble, granite and sandstone are widely used for decorative purposes as well, especially with the public buildings.

Задание 2. Find the Russian equivalents to the following words and memorize them:

- to be safe
- to be successful
- to a great extent
- according to
- to use
- to be suitable for
- to lay smth out
- to connect
- flyover
- stiffness
- concrete
- artificial
- timber
- interior
- exterior
- load bearing walls
- wall paper

Задание 3. Give synonyms to each word:

accomplish
build
possess
transmission
affect
general
occur
several
adequate
utilize

merely

Тема № 35 «Prestressed concrete».

Задание 1 Прочитайте текст. Переведите текст письменно.

Prestressed concrete

Contrary to popular belief, concrete and cement are not the same thing; cement is actually just a component of concrete. Concrete is made up of three basic components: water, aggregate (rock, sand, or gravel) and Portland cement. Cement, usually in powder form, acts as a binding agent when mixed with water and aggregates. This combination, or concrete mix, will be poured and harden into the durable material with which we are all familiar.

Following is a group of articles that will be helpful when trying to understand more about concrete and cement. Other items that might be of interest to you include concrete basics such as mix design, and cement information.

Components of a Basic Concrete Mix

There are three basic ingredients in the concrete mix:

1. Portland Cement
2. Water
3. Aggregates (rock and sand)

Portland Cement - The cement and water form a paste that coats the aggregate and sand in the mix. The paste hardens and binds the aggregates and sand together.

Water- Water is needed to chemically react with the cement (hydration) and to provide workability with the concrete. The amount of water in the mix in pounds compared with the amount of cement is called the water/cement ratio. The lower the w/c ratio, the stronger the concrete. (higher strength, less permeability)

Aggregates- Sand is the fine aggregate. Gravel or crushed stone is the coarse aggregate in most mixes.

Desired Properties of Concrete

1. **The concrete mix is workable.** It can be placed and consolidated properly by yourself or your workmen.
2. **Desired qualities of the hardened concrete are met:** for example, resistance to freezing and thawing and deicing chemicals, watertightness (low permeability), wear resistance, and strength. Know what you are trying to achieve with the concrete.
3. **Economy.** Since the quality depends mainly on the water to cement ratio, the water requirement should be minimized to reduce the cement requirement (and thus reduce the cost).

Take these steps to reduce the water and cement requirements:

- use the stiffest mix possible
- use the largest size aggregate practical for the job.
- Use the optimum ratio of fine to coarse aggregate.

Discuss how to achieve your goals for the concrete with your ready mix supplier.

Concrete Admixtures: Most Common Types and What They Do

Admixtures are additions to the mix used to achieve certain goals.

Here are the main admixtures and what they aim to achieve.

Accelerating admixture-accelerators are added to concrete to reduce setting time of the concrete and to accelerate early strength. The amount of reduction in setting time varies depending on the amount of accelerator used (see your ready mix supplier and describe your application). Calcium chloride is a low cost accelerator, but specifications often call for a nonchloride accelerator to prevent corrosion of reinforcing steel.

Retarding admixtures-Are often used in hot weather conditions to delay setting time. They are also used to delay set of more difficult jobs or for special finishing operations like exposing aggregate. Many retarders also act as a water reducer.

Fly Ash- Is a by product of coal burning plants. Fly ash can replace 15%-30% of the cement in the mix. Cement and fly ash together in the same mix make up the *total cementitious material*.

- Fly ash improves workability
- Fly ash is easier to finish
- Fly ash reduces the heat generated by the concrete
- Fly ash costs to the amount of the cement it replaces

Air Entraining Admixtures- must be used whenever concrete is exposed to freezing and thawing, and to deicing salts. Air entraining agents entrains microscopic air bubbles in the concrete: when the hardened concrete freezes, the frozen water inside the concrete expands into these air bubbles instead of damaging the concrete.

- Air entrainment improves concrete workability
- Air entrainment improves durability
- Air entrainment produces a more workable mix

Water reducing admixtures-reduces the amount of water needed in the concrete mix. The water cement ratio will be lower and the strength will be greater. Most low range water reducers reduce the water needed in the mix by 5%-10%. High range water reducers reduce the mix water needed by 12% to 30% but are very expensive and rarely used in residential work.

Тема № 36. Plastics

Задание 1. Прочитайте текст. Переведите текст письменно.

Plastics

Plastics play an important role in almost every aspect of our lives. Plastics are used to manufacture everyday products such as beverage containers, toys, and furniture. The widespread use of plastics demands proper end of life management. Plastics make up almost 13 percent of the municipal solid waste stream, a dramatic increase from 1960, when plastics were less than one percent of the waste stream. The largest category of plastics are found in containers and packaging (e.g., soft drink bottles, lids, shampoo bottles), but they also are found in durable (e.g., appliances, furniture) and nondurable goods (e.g., diapers, trash bags, cups and utensils, medical devices). The recycling rate for different types of plastic varies greatly, resulting in an overall plastics recycling rate of only 8 percent, or 2.7 million tons in 2011. However,

the recycling rate for some plastics is much higher, for example in 2011, 29 percent of HDPE bottles and 29 percent of PET bottles and jars were recycled.

Just the Facts

- 32 million tons of plastic waste were generated in 2011, representing 12.7 percent of total MSW.
- In 2011, the United States generated almost 14 million tons of plastics as containers and packaging, about 11 million tons as durable goods such as appliances, and almost 7 million tons as nondurable goods, such as plates and cups.
- Only 8 percent of the total plastic waste generated in 2011 was recovered for recycling.
- In 2011, the category of plastics which includes bags, sacks, and wraps was recycled at about 11 percent.
- Plastics also are found in automobiles, but recycling of these materials is counted separately from the MSW recycling rate.

How Plastics Are Made

Plastics can be divided in to two major categories: thermosets and thermoplastics. A thermoset solidifies or “sets” irreversibly when heated. They are useful for their durability and strength, and are therefore used primarily in automobiles and construction applications. Other uses are adhesives, inks, and coatings.

A thermoplastic softens when exposed to heat and returns to original condition at room temperature. Thermoplastics can easily be shaped and molded into products such as milk jugs, floor coverings, credit cards, and carpet fibers.

Plastics Recycling

According to the American Chemistry Council, about 1,800 US businesses handle or reclaim post-consumer plastics. Plastics from MSW are usually collected from curbside recycling bins or drop-off sites. Then, they go to a material recovery facility, where the materials are sorted into broad categories (plastics, paper, glass, etc.). The resulting mixed plastics are sorted by plastic type, baled, and sent to a reclaiming facility. At the facility, any trash or dirt is sorted out, then the plastic is washed and ground into small flakes. A flotation tank then further separates contaminants, based on their different densities. Flakes are then dried, melted, filtered, and formed into pellets. The pellets are shipped to product manufacturing plants, where they are made into new plastic products.

Тема № 36. «Foamed glass».

Задание 1. Прочитайте текст. Переведите текст письменно.

Foamed glass

Cellular glass – a unique material, by 100 % composed of glass cells. It has been created in 30th years last century in the USSR (MHTI Mendeleev Chemical Technological University in Moscow) and at the beginning of the fortieth years by firm Corning Glass Work. At first it was proposed to apply as a floating material. But it was soon found out, that it possesses also high heat and sound-insulating properties,

easily it is subjected to machine processing and agglutination. For the first time concrete slab with heat-insulated layer from cellular glass have been applied in 1946 at construction one of buildings in . This experience was so successful, that the material has received a general recognition at once as durable isolation for a roof, partitions, walls and floors of all kinds of constructions.

Substantially cellular glass unique properties are caused by as a chemistry of an end-product (by 100 % coincident with structure of usual glass for glass-wares, bottles or a windowpane), as and thermal process of sponging and annealing. The algorithm of technological process in brief looks as follows.

Production technology of cellular glass.

Finely crushed glass and cullet are crushed, using ball mill in mixture with gasifier (coal) in a thin powder, are loaded into forms from heatproof steel with kaolin coating. Forms are given to the tunnel furnace on trolleys by the roller conveyor. Softening of particles of a glass powder and its sintering occur under action of high heat . Gases, escaping during gasifier burning and decomposition bloat viscous glass mass. Material with cellular structure forms during cooling. Slow cooling (annealing) promotes of uniform cooling of articles whole volume, therefore there are no internal stress or crack formation in them. The cooled products are sawed up then packed.



Foam glass blocks are got as a result of the given production phases. The chemistry of foam glass by 100 % coincides with a chemistry of classical glass and includes oxides silicon, calcium, sodium, magnesium, aluminium. Atmosphere completely closed glass cells does not interact with environment atmosphere and represents, basically, oxides and compound of carbon. Gas pressure in cells by the level below than atmospheric pressure since process of foaming occurs due to gassing with coke, anthracite and soot at temperature at about 1000°C. Owing to gasification and foaming of glass its volume increases in 15 times.

Cellular construction of foam glass where walls and units of cells consist of such strong material as glass, is caused its unique durability and ability to resist to mechanical loadings. The matrix of units and communications of foam glass structure represents the optimal space-volumetric configuration capable to stand the maximal loadings at the minimal density. Critical parameters of a foam glass cell are characterized by following parameters: at average diameter of a cell 2 000 microns walls cells' thickness varies in an interval from 20 up to 100 microns.

The basic advantages of foam glass deserve more detailed consideration.

Life cycle.

The guaranteed foam glass blocks life cycle with preservation of physical characteristics values is equal to term of building operation and exceeds 100 years.

Experimental researches of the objects warmed with foam glass more 50 years ago have shown absence of essential changes in a foam glass structure. The factor of preservation of heat-shielding properties during all building existence is especially important in view of inaccessibility heat-insulated material after the end of works.

Foam glass is not subject to ageing for some reasons since its unique properties resist to active factors showing themselves eventually:

- oxidation. The active oxygen containing in atmosphere does not render influence on foam glass for the reason that this material consists exclusively of the higher oxides silicon, calcium, sodium, magnesium, aluminium;
- erosion. As foam glass has no soluble components in its structure, there is no dissolution and washout of a material with water;
- temperature drops. Foam glass has very low coefficient of linear expansion that allows to transfer daily and annual temperature perturbation without damage for structure of a material;
- freezing of water. At freezing water extends and can destroy even such strong minerals as basalt and granite, flowing in cracks. The surface of foam glass consists of hemispheres, the material represents closed cells at all excluding hit of water inside, therefore expansion of water does not destroy foam glass;
- deformation. Cellular glass is not deformable absolutely and very strong material for its density, that completely excludes an opportunity of its shrinkage, whipping, etc. consequences of gravity and mechanical long influence;
- activity of biological forms. Foam glass is not a nutrient medium for a fungus, mould and microorganisms, it is not damaged with roots of trees, therefore activity of biological forms does not harm to a material structure during the time.

Strenght.

Cellular glass is the strongest of all effective heat-insulated materials. Its compression strength in some times above than fibrous materials and polyfoam. How much important is strength, and especially compression strength for heat-insulated materials in building industry? First of all the higher compression strength the less (that is logical) material subjected to external influence shrinks. At the same time compression of heat-insulated material reduces to increase of its heat conductivity and decrease of design's heat-shielding properties. Foam glass is unique that is not compressed material absolutely. Moreover, less strong than foam glass heat-insulated material demands anchoring and pintle fastening to a bearing structure of a construction and the it less fast the more elements of fastening are used for fixing a heat-insulated layer and in that way number of foreign high-heat-conducting particulates generating additional « bridges of a cold » increase. Stronger heat-insulated material can bear a part of loading due to own physical properties, that allows do not apply additional metal fastenings reducing resistance to a heat transfer of a heat-insulated layer in some cases.

Задание 2. Задания по лексике урока.

1. Составьте вопросы по тексту.
2. Подготовьте доклады по данной теме.
3. Выпишите новые слова урока и составьте ситуации.

2. СИТУАЦИИ

1. A foreign delegation

Ask the head of the delegation you are receiving now if he liked the way he spent the weekend. Find out what else he and his colleagues would like to see during their stay in our city.

2. A Business trip

Ask your friend about his business trip. Find out where he was, what problems he discussed and if he is pleased with the trip.

3. At the theatre

Discuss with your friend the play you saw at the theatre last weekend. Ask him if he often goes to the theatre. Ask him how he gets tickets.

4. Plans for the weekend

You and your customers are discussing plans for the weekend. Tell them where you can take them, listen to their ideas about spending the weekend.

5. Meeting with a friend

You meet a friend whom you haven't seen for a long time. He is back from Poland. You've been to Poland several times too. Exchange impressions about the country, its people, its capital, changes in the way of life, etc. with your friend.

3. ДЕЛОВЫЕ ИГРЫ

You are at the library

- Explain what you need
- ask about the latest publications on this
- Find out which of these materials are in foreign languages.
- Ask the librarian about the price of photocopying services.
- Tell the librarian which journals you would like to borrow and how many pages to copy.

The Week-end

to be free, to go to the country, to go for a walk in the park (wood), to have a good time, to have a rest, the sun, a river, to go to the cinema (to the theatre), a new play (film), to play the piano, to listen to, to watch TV, to play chess (volley-ball, football), to be glad, to have to stay in town awful weather, to be unable.

My Family (My Friend's Family)

to be born, to spend one's childhood, to live far (a long way from), to get married, to have a small (large) family, parents, grandfather (grandmother), children, a woman (man) of a girl (boy) of to go to school, to take to a nursery school, to

have to, to spend a lot of time on, to go to, to graduate, an engineer, an economist, a factory (office) worker, a student, a teacher (doctor, engineer), to go (come) to see.

На деловом приеме в Минске

1. Г-н Смит и г-н Иванов представляются друг другу. Г-н Смит, английский бизнесмен, живет в Ливерпуле, изучает русский язык. Г-н Иванов, бизнесмен, живет в Минске, изучает английский язык. Каждому из них нравятся города, в которых они живут. Встретившись, они обсуждают города, в которых они проживают и особенности языков, на которых они говорят.

2. Г-н Грин приехал в ваш город для заключения контракта; пришел к вам в офис. Предложите г-ну Грину сесть; спросите его о его самочувствии, выразите сожаление по поводу того, что стоит плохая погода, и г-н Грин простудился, предложите ему чашку кофе. Спросите, не нужно ли послать ему врача.

How I Went See My Friend s New Flat

to get a new flat, a week ago, a block of flats, to like, comfortable, a dining-room, a bedroom, a study, a kitchen, light, clean, in the middle of the colour (of), in the corner, to the right (of), to the left (of), flowers, a picture, a radio set, set, a television set, near, often.

I Learned English Two Years Ago

to stay after work for one's English work hard, to answer the teacher's questions, to translate, to learn a lot in class, to know the language.

Personal Budget

Russian student A and B are talking about how young people look after their finances. Imagine that you are a student A and B and have conversation. Use the cards given below.

Role card for student A

- How much student B spends on particular things;
- What student B thinks about prices, rent, cost of transport;
- How big his income is and where it comes from (pocket money, full/part-time job etc.).

Role card for student B

The student must answer the questions and give advice how:

- to determine (определить) the needs and wants;
- to make a list of income sources;
- to set priorities, to plan expenses;
- not to overspend.

Job Opportunities

Imagine that you are exchanging views on job opportunities for graduates and postgraduates at an international workshop on human development.

The situation areas for comment are:

- public sector (not-for-profit) or private sector;
- particular skills;
- educational background (diplomas, scientific degrees, courses of training);
- ways of finding a good job (job centres, interview techniques, recruitment agencies);
- situation in your country's labour market (new jobs, types of employment);
- brain drain.

Role plays

1. Imagine that foreign friend is writing a course paper on Russian economy and asks you to give him a short structure, major branches etc. Answer his questions and add information you believe important (our dependence on oil, gas etc.).

2. You are unhappy with your job and have come to the Job Centre for advice. Talk to the job adviser.

- Explain why you have come to the Job Center
- Ask if there are any vacancies
- Find out about the salary and responsibilities of the job suggested
- Tell the job adviser that you are interested in the job
- Ask for the address and telephone number of the company which has got vacancy

3. It's a fine winter /spring day. You are visiting your friend in his /her home town. She /he takes you around the town to show places of interest.

- Ask your friend about the age of the town
- Ask if your friend knows something about the history of the town
 - Find out what places of interest there are in the town
 - Choose the sights to see on the very first day of arrival
 - Decide on the place to start your sightseeing tour and tell your friend.

4. Your friend is having a birthday party. You are discussing the party with your colleagues.

- Ask where the party will be held
- Ask if all your colleagues are invited
- Tell the colleagues what your friend like
- Decide what present to give
- Ask who will buy the present

5. Your friend has just spent a holiday in Sochi. You want to go there too.

- Ask your friend how she /he go there
- Ask how long she /he stayed there
- Ask about the weather at this time of the year
- Ask for some more details about the holiday (e.g., accommodation, prices)
- Tell your friend if you will go to Sochi too

6. You have decided to buy a computer. You are in a computer shop. Talk to a shop assistant.

- Ask what kind of computer they have
- Ask about software
- Choose one of the models and ask about the price
- Ask what country the computer was made in
- Tell the shop assistant if you will buy this model or not

4. УСТНЫЕ РАЗГОВОРНЫЕ ТЕМЫ

1. About myself
2. My flat
3. My family
4. We learn foreign languages
5. The working day of an engineer
6. My friend is a children's doctor now
7. My last weekend
8. My friend's family
9. My sister's flat
10. The climate of the UK
11. Public speaking
12. Secretaries
13. Land use planning
14. Mass Media
15. Oil and Gas of Daghestan
16. My working day
17. My friend
18. My hobby
19. My favourite subject at the institute
20. The environment protection
21. Scientific and Technological Progress
22. The achievement of the science
23. Earth entrails of Daghestan
24. General building professions
25. Building professions
26. Parts of building

5. ТЕСТОВЫЕ МАТЕРИАЛЫ ПО ДИСЦИПЛИНЕ

Test I. Choose the correct versions.

1. Meet, ten, be
 - a. [mi : t], [tən], [bi:]
 - b. [met], [ten], [bi]
 - c. [mi : t], [ten], [bi:]
2. Name, please, tell
 - a. [næim], [pli:s], [tel]
 - b. [neim], [pli:z], [tel]

- c. [neim], [pli:z], [tæl]
3. Nine, seven, exam
- a. [nain], [seven], [ik'zæm]
- b. [nain], [sevn], [ig'xæm]
- c. [najn], [seven], [ig'zæm]
4. These, thick, black
- a. [ði:z], [θik], [blæk]
- b. [θi:z], [θik], [blek]
- c. [ðiz], [ðik], [blæk]
5. Short, mark, spoon
- a. [ʃɔ:t], [ma:k], [spu:n]
- b. [tʃɔ:t], [mæk], [spu:n]
- c. [ʃɔ:t], [mʌk], [spun]
6. This is ... cap. ... cap is black.
- a. the; the
- b. a; the
- c. a; a
7. Is Kate ... teacher or is she ...doctor? She is ... doctor.
- a. a, the; the
- b. the, a; the
- c. a, a; a
8. This ... a note.
- a. are
- b. is
- c. am
9. Kate is ... teacher. Her parents were ... teachers too.
- a. a
- b. –
- c. the
- 10.... Chemistry was my favourite subject at ... school.
- a. a
- b. –
- c. the
- 11.My Granny lives on the farm. She has a lot of ...
- a. goose
- b. geese
- 12.During the storm the ...of some houses were blown away.
- a. rooves
- b. roofs
13. I must go to the dentist's and have my two ... filled.
- a. tooth
- b. teeth
14. I've seen a few ... in my country house.
- a. mice
- b. mouse

15. Three ... passed but Holmes did not appear.
 - a. dais
 - b. days
16. There were two ... in the cage.
 - a. wolves
 - b. wolfs
17. The trees stood bare. only on one of them I saw a few brown ...
 - a. leafs
 - b. leaves
18. Two ... of oranges, please.
 - a. kiloes
 - b. kilos
19. Show me the ... that you took at the party.
 - a. Photos
 - b. Photo
20. I like ... very much.
 - a. Tomatoes
 - b. tomatos

Test II. Choose the correct versions.

1. My name ... Smith. I ...an engineer and I ... also a student.
 - a. am; is; are
 - b. is; am; am
 - c. are; am; is
2. I ...very sorry I couldn't write to you a letter last week.
 - a. am
 - b. is
 - c. are
3. He ...awfully sorry you will not to be able to go with us this year.
 - a. is
 - b. are
 - c. am
4. When ...you going to have your holidays.
 - a. are
 - b. am
 - c. is
5. Mr. Smith...an old man. He ... on pension.
 - a. is; is
 - b. are; am
 - c. am; is
6. "No, I ...not very hungry," he said. "But I'll have some mineral water, salad, meat and potatoes."
 - a. am
 - b. is
 - c. are

7. His opinion differs from
- a. my
 - b. mine
 - c. me
8. He is quite right. I agree with ... completely.
- a. he
 - b. him
 - c. his
9. She had taken the advice, but the decision was
- a. her
 - b. she
 - c. hers
10. What's time is ...? – "It is half past six."
- a. it
 - b. -
 - c. this
11. I looked at ... in the mirror.
- a. me
 - b. myself
 - c. mine
12. Trees drop ... leaves in autumn.
- a. their
 - b. its
 - c. theirs
13. We don't dress ... for dinner here.
- a. ourselves
 - b. ---
 - c. by ourselves
14. go jogging every day .
- a. I and my sister
 - b. My sister and me myself
 - c. My sister and me
15. They looked as if they hadn't washed ... in days.
- a. ---
 - b. their selves
 - c. themselves
16. Does ... car use much petrol?
- a. these
 - b. those
 - c. this
17. Who is it? - "It's ..."
- a. I
 - b. me
 - c. mine
18. One has to show ... ticket at the entrance.

- a. you
 - b. his
 - c. one's
19. Have you met ... teacher?
- a. they
 - b. their
 - c. them
20. Give this book to Frank; it's
- a. his
 - b. him
 - c. he

Test III. Choose the correct versions.

1. I can't eat ... chips because they are cold.
 - a. this
 - b. these
 - c. it
2. James took the book and opened
 - a. it
 - b. this
 - c. that
3. ...you opening or closing a book?
 - a. are
 - b. is
 - c. do
4. ...are you doing here in my room?
 - a. what
 - b. why
 - c. when
5. ... are those men? They are my friends.
 - a. who
 - b. what
 - c. where
6. ...is that woman? She is a doctor.
 - a. who
 - b. what
 - c. where
7. ...kind of a room is this?
 - a. what
 - b. why
 - c. whose
8. It is your favourite kind of sport,?
 - a. aren't you
 - b. isn't it
 - c. are they

9. Your sister is very ill,?
- is she
 - isn't she
 - she is
 - went
10. Listen! Tom ... the piano.
- play
 - plays
 - is playing
 - will play
11. Look at these children! They ... very well.
- skate
 - are skating
 - skated
 - will skate
12. Where are the children? It's quiet at home. They on the carpet and
- are lying ; drawing
 - lying;drawing
13. ... is our classroom. It is very light and clean.
- this
 - these
 - those
14. Where are you going ...your holidays this year?
- on
 - for
 -
15. In Britain people drive ... the left.
- on
 -
 - At
16. We were sitting... the bank watching the sunset on the river.
- on
 - at
 -
17. Nora is studying taxes ...university.
- at
 -
 - on
18. The Finance Director went... the bank. He will be back after 3 p.m.
- to
 - at
 -
19. Would you like to go out ... meal tonight?
- for
 - to

- c. at
20. I worked ... Coca Cola for about three years and then changed my job.
- a. for
 - b. at
 - c. in

Test IV. Choose the correct versions.

1. Uncle Tom ... in a hotel for the summer.
 - a. is working
 - b. works
2. She at an advertising agency.
 - a. is working
 - b. works
3. We ... tennis every Friday.
 - a. usually play
 - b. are usually playing
4. Sorry. I can't joint you now. I ... for my exam.
 - a. studies
 - b. am studying
5. My son ... economics at college.
 - a. studies
 - b. is studying
6. Don't forget to take your umbrella. It ... hard.
 - a. is raining
 - b. rains
7. It ... in autumn in our city.
 - a. often rains
 - b. is often raining
8. She ... home early.
 - a. is seldom coming
 - b. seldom comes
9. Our cousin ... to spend this Christmas.
 - a. is coming
 - b. comes
10. My boss ... at the Baltimore hotel when he is in London.
 - a. always stays
 - b. always staying
11. Show me what you ... behind your back.
 - a. are hiding
 - b. hide
12. You can find Tom at the Ritz. He ... there.
 - a. stays
 - b. is staying
13. What ... you ... of that man?
 - a. do _____ think

- b. are _____ thinking
14. I am putting the exercise-book on the table.
 a. Я положил тетрадь на стол
 b. Я положу тетрадь на стол
 c. Я кладу тетрадь на стол
15. Мы переписываем текст сейчас.
 a. We copying out the text now
 b. We are copying out the text now
 c. We are copy out the text now
16. Она очень любит иностранные языки и собирается изучать французский язык в следующем году.
 a. She like language very much and going to learn French next year.
 b. She likes languages very much and are going learn French next year.
 c. She likes languages very much and is going to learn French next year.
17. Мы поговорим об этом на следующей неделе.
 a. We are going to speak about it next week.
 b. We speak about it next week.
 c. We are speaking about it next week.
18. Я знаю только английский, но собираюсь изучать немецкий
 a. I know only English but I is going to learn German.
 b. I know only English but I am going to learn German.
 c. I know only English but I want to learn German.
19. "Where ... you ... tomorrow?" "We to the park."
 a. are going; are going
 b. go; are going
 c. are going; going
20. "When ... he ...?" "He tomorrow morning."
 a. is go; goes
 b. is going; is going
 c. goes; is going

Test V. Choose the correct versions.

1. How ...does she earn at her new job?
 a. much
 b. little
2. I wondered how ...Alice had told him.
 a. much
 b. many
3. In conclusion I'd like to say ...words about our plans.
 a. few
 b. a few
4. How ...cheese should I buy?
 a. much
 b. many
5. How ...countries have you visited?

- a. much
 - b. many
6. How ...did your car cost?
- a. much
 - b. many
7. I found ...kittens near my house. They were sitting in the shoe box. I took them home.
- a. a little
 - b. a few
8. There weren't ...people in the street when the accident happened.
- a. many
 - b. a lot of
9. I'd like...mineral water. I'm terribly thirsty.
- a. some
 - b. few
10. Would you like ...cream?
- a. some
 - b. any
11. Kate ... letters every day.
- a. write
 - b. writes
 - c. writed
 - d. wrote
12. Kate ... letters every day.
- a. is not write
 - b. does not write
 - c. did not write
 - d. was not write
13. Mother ... a very tasty dinner yesterday.
- a. cook
 - b. cooked
 - c. will cook
 - d. cooks
14. Look! My friends ... football.
- a. are playing
 - b. play
 - c. played
 - d. will play
15. My son ... economics at college.
- a. studies
 - b. is studying
 - c. studied
 - d. has studied
16. Various kinds of sports ... popular in Russia.
- a. was

- b. is
 - c. are
 - d. were
17. When I ... about fifteen years old, I ... playing football.
- a. am ____ enjoy
 - b. am ____ enjoyed
 - c. was ____ enjoyed
 - d. was ____ enjoy
18. Listen! Tom ... the piano.
- a. play
 - b. plays
 - c. is playing
 - d. will play
19. I ... music very much.
- a. like
 - b. am liking
 - c. liked
 - d. will like
20. I ... to the shop yesterday. I ... to the shop tomorrow.
- a. not to go ____ go
 - b. am not going ____ am going
 - c. did not go ____ will go
 - d. do not go ____ go
21. Look at these children! They ... very well.
- a. skate
 - b. are skating
 - c. skated
 - d. will skate
22. They ... "Onegyn" by Pushkin a month ago.
- a. read
 - b. have read
 - c. are reading
 - d. were reading
23. They ... to the Hermitage last week.
- a. are going
 - b. go
 - c. went
 - d. will go
24. Where ... you...for holidays last year?
- a. did...go
 - b. are... going
 - c. do... go
 - d. _goes
25. Yesterday Nick ... his eighteenth birthday.
- a. celebrated

- b. celebrate
 - c. celebrates
 - d. celebrating
26. I ...to Spain for my holidays two years ago.
- a. gone
 - b. went
 - c. was going
 - d. go
27. We ...a new market in South Asia last year.
- a. open
 - b. opened
 - c. opening
 - d. opens
28. We ...to go for a swim, but the weather was awful.
- a. wanted
 - b. wants
 - c. wanting
 - d. want
29. They ...the company two years ago.
- a. started
 - b. start
 - c. starts
 - d. starting
30. Last year we ...manufacturing new items of office equipment.
- a. begin
 - b. began
 - c. begun
 - d. bigins

Test VI. Choose the correct versions.

1. Where's that naughty dog? We can't find him ...
 - a. somewhere
 - b. anywhere
 - c. nowhere
2. We've done ...possible. But all in vain.
 - a. something
 - b. anything
 - c. everything
3. I couldn't see...in the dark.
 - a. someone
 - b. anyone
 - c. nobody
4. Where is my wallet? I put it ...over there.
 - a. somewhere
 - b. anywhere

- c. nowhere
5. He murmured ...I could not understand.
- a. something
 - b. anything
 - c. everything
6. "Can I have an apple from this basket?"- "Yes, of course. Take...you like."
- a. some
 - b. any
 - c. no
7. Would you like ...beer, sir?
- a. some
 - b. any
 - c. every
8. We've got nothing in the fridge. I must go and get ...food.
- a. some
 - b. any
 - c. no
9. Would you like ...cream?
- a. some
 - b. any
 - c. no
- 10.Put ...salt in the soup. It's tasteless.
- a. some
 - b. any
 - c. no
- 11.The keys are in
- a. the pocket of my suit
 - b. my suit's pocket
 - c. my pocket in the suit
- 12.Bob opened the ... and entered.
- a. kitchen's door
 - b. door of the kitchen
 - c. kitchen door
- 13.This year all the apples are red .We are going out this morning to pick ...
- a. some
 - b. none
 - c. any
- 14.I hardly have ... free time.
- a. none
 - b. any
 - c. some
- 15....noticed James enter the house, did they?
- a. anyone
 - b. everybody
 - c. no one

16. Pete ... long brown hair and big blue eyes.
a. is having
b. has got
c. have got
17. He ... a wife and two children.
a. has got
b. have got
18. She ... very many students. She ... not ... bad students. Her students do well as a rule.
a. has got; has got
b. have got; have got
19. We ... not ... any milk. We can't make an omelet.
a. has got
b. have got
20. He ... no money. He can't spend his holidays in Switzerland any more and stay at luxury hotels.

Test VII. Choose the correct versions.

1. In his youth, he ... very lazy.
a. was
b. has been
c. was being
2. The children ... so much noise that we couldn't listen to the news on the radio.
a. made
b. had made
c. were making
3. ... when you came in?
a. did it now
b. was it snowing
c. was it snow
4. Our neighbors ... their house recently.
a. painted
b. were painted
c. have painted
5. When ... from his business trip?
a. has he returned
b. did he return
c. was he returning
6. How many people ... in the Second World War?
a. did die
b. have died
c. died
7. My sister ... some new clothes last week.
a. had bought
b. bought

- c. was buying
8. How long ago ...?
- a. did they marry
 - b. have they married
 - c. they married
9. When I called Frank, his mother told me that he
- a. already left
 - b. had already left
 - c. was already leaving
10. While Tom ... on his letter, the telephone
- a. worked ... was raining
 - b. was working ... was raining
 - c. was working ... rain
11. They met yesterday, ...?
- a. did they
 - b. didn't they
 - c. they did
12. When they ... me, they ... talking.
- a. had seen ... stopped
 - b. saw ... stopped
 - c. saw ... had stopped
13. He ... a cigarette two month ago.
- a. has lost smoked
 - b. was lost smoking
 - c. last smoked
14. Ken ... in the army for ten years before he retired and married.
- a. was
 - b. was being
 - c. had been
15. When they play ... the audience went home.
- a. had ended
 - b. ended
 - c. was ending
16. He ... a light breakfast and then ... to work.
- a. had ... went
 - b. had had ... went
 - c. has had ... went
17. I ... "Pygmalion" before I saw it on the stage.
- a. was reading
 - b. had read
 - c. read
18. ... smoking recently?
- a. Does he give up
 - b. Did he give up
 - c. Has he give up

19. Who ... after Kate's children all this time?
- has looked after
 - has she been looking
 - has been looking
20. The secretary ... three letters so far.
- has been typed
 - is typing
 - has typed

Test VIII. Choose the correct versions.

- Kate is ... teacher. Her parents were ... teachers too.
 - a
 - the
 -
- ... Chemistry was my favourite subject at ... school.
 - a
 - the
 -
- There is ... concert hall not far from our house. ... concert hall is ... largest in our ... city.
 - a
 - the
 -
- My friends are playing ... football now.
 - a
 - the
 -
- When I was ... child I collected ... stamps.
 - a
 - the
 -
- Mary studies ... economics.
 - a
 - the
 -
- There was ... lot of snow on ... ground.
 - a
 - the
 -
- How well can ... cat see in ... dark.
 - a
 - the
 -
- He went to ... sea when he was 18.
 - a

- b. the
c. -
10. I love ... flowers. He bought me ... few flowers.
a. a
b. the
c. -
11. John has got a lot of ... of his girlfriend on the wall.
a. photo
b. photoes
c. photos
12. Parents always tell interesting ... about their children.
a. stories
b. storys
c. storyes
13. Mathematics ... too difficult for me.
a. is
b. are
c. -
14. The other day I saw a cartoon about cats and ...
a. mouse
b. mousse
c. mice
15. ... aim of the course is to help students to understand English grammar better.
a. -
b. the
c. an
16. The ... have gone bad
a. childs
b. childrens
c. children
17. I don't often go to the theatre, only once or twice ... month
a. in the
b. a
c. in a
18. The Browns always have ... dinner at 7 p.m.
a. -
b. a
c. the
19. English ... my favourite subject.
a. -
b. are
c. is
20. Jack has got a lot of ... of his girlfriend on the wall.
a. photo
b. photos

c. photoes

Test VIII. Choose the correct versions.

1. Lit ... the sunrays, it produces an impression of something fantastic.
 - a. with
 - b. by
2. I worked ... Coca-Cola for about three years and then changed my job.
 - a. At
 - b. for
3. "Would you like some biscuit?"- No, thanks, I'm ... a diet.
 - a. at
 - b. on
4. Carol is very good ... taking photographs.
 - a. in
 - b. at
5. Don't forget to fill in the form ... block letters.
 - a. with
 - b. in
6. He can't see you now. He ... someone.
 - a. phones
 - b. is phoning
7. I ... hard at my exams now.
 - a. am working
 - b. work
8. Don't forget to take your umbrella. It... outside.
 - a. rains
 - b. is raining
9. I ... on business trip tomorrow.
 - a. go
 - b. am going
10. Water ... at 100 degrees Centigrade.
 - a. boils
 - b. is boiling
11. I ... to you attentively.
 - a. listen
 - b. is listening
12. Look! The water Let's make tea. I'm terribly thirsty!
 - a. boils
 - b. is boiling
13. Mr. Brieger and his son... their business together.
 - a. run
 - b. is running
14. I ... of starting my own business.
 - a. think
 - b. am thinking

15. He ...for the travel agency "Holidays".
a. works
b. is working
16. We ...for Spain on Monday.
a. leave
b. are leaving
17. What time ...Nick and Rosa ...for dinner tonight?
a. do...come
b. are...coming
18. I ...coffee at all.
a. don't drink
b. am not drinking
19. The children ...quite well now. They don't quarrel any more.
a. Get on
b. are getting on
20. I ...you are not right. His new book is much better than his previous one.
a. think
b. am thinking

Test IX. Choose the correct versions.

1. The keys are in....
a. the pocket of my suit
b. my suit's pocket
c. my pocket in the suit
2. Sally opened the ...and entered.
a. kitchen's door
b. door of the kitchen
c. kitchen door
3. I'm afraid I've broken...
a. the chair's leg
b. the leg in the chair
c. the leg of the chair
4. Would someone open the...
a. window of the bathroom
b. bathroom window
c. bathroom's window
5. His opinion differs from
a. my
b. mine
c. me
6. He is quite right. I agree with ... completely.
a. he
b. him
c. his
7. She had taken the advice, but the decision was

- a. her
 - b. she
 - c. hers
8. What's time is ...? – "It's half past six."
- a. it
 - b. -
 - c. This
9. I looked at ... in the mirror.
- a. me
 - b. myself
 - c. mine
10. Trees drop ... leaves in autumn.
- a. their
 - b. its
 - c. theirs
11. We don't dress ... for dinner here.
- a. ourselves
 - b. -
 - c. By ourselves
12.go jogging every day.
- a. I and my sister
 - b. My sister and me myself
 - c. My sister and me
13. They looked as if they hadn't washed ... in days.
- a. -
 - b. Their selves
 - c. Themselves
14. Does ... car use much petrol?
- a. these
 - b. those
 - c. this
15. Who is it? - "It's ..."
- a. I
 - b. me
 - c. mine
16. One has to show ... ticket at the entrance.
- a. you
 - b. his
 - c. one's
17. Have you met ... teacher?
- a. they
 - b. their
 - c. them
18. Give this book to Frank; it's
- a. his

- b. him
 - c. he
19. I can't eat ... chips because they are cold.
- a. this
 - b. these
 - c. it
20. James took the book and opened
- a. it
 - b. this
 - c. that

Test X. Choose the correct versions.

1. Does ... car use much petrol?
 - a. these
 - b. those
 - c. this
2. Who is it? - "It's ..."
 - a. I
 - b. me
 - c. mine
3. One has to show ... ticket at the entrance.
 - a. you
 - b. his
 - c. one's
4. Have you met ... teacher?
 - a. they
 - b. their
 - c. them
5. Give this book to Frank; it's
 - a. his
 - b. him
 - c. he
6. I can't eat ... chips because they are cold.
 - a. this
 - b. these
 - c. it
7. James took the book and opened
 - a. it
 - b. this
 - c. that
8. Mrs. Smith is very fat - ... weight over a hundred kilos!
 - a. her
 - b. she
 - c. it
9. Where shall ... meet, Bob?

- a. you
 - b. you and I
 - c. we
10. Moscow is famous for ... historic sights.
- a. it's
 - b. her
 - c. its
11. I spoke to Mr. Brown yesterday. ... promised to call me back .
- a. She
 - b. They
 - c. He
12. He ... his own shop.
- a. runs
 - b. is running
13. What ... you ... next weekend?
- a. do ... do
 - b. are doing
14. I ... French at Language School.
- a. learn
 - b. am learning
15. ... it often ... here in winter?
- a. does ... snow
 - b. is snowing
16. It ... me long to get to work.
- a. doesn't take
 - b. isn't taking
17. ... your mother ... listening to classical music?
- a. Does ... enjoy
 - b. Is enjoying
18. They ... lunch now.
- a. have
 - b. are having
19. "Where are Jill and Tom?" - "They ... Dad to plant flowers in the garden."
- a. help
 - b. are helping
20. He ... on the telephone. Don't disturb him. It's a very important call.
- a. speaks
 - b. is speaking

6. ТЕМАТИКА РЕФЕРАТОВ

Adam Smith

Alaska

Alaska's Wildlife: on the Verge of Extinction (Живая природа Штата Аляска на

границ исчезновения)
America under Attack
American Cinema (Кино и театры Америки)
American Federalism in 1990s
Argentina
Banking services in Russia: theory and fact
Banking s
British painting in the 17-18th centuries (Британская живопись 17-18 вв.)
British traditional holidays
Britney Spears - princess of pop
Choosing a career
Customs and traditions of Great Britain
Diana Spencer
Disneyland
Education in Moscow school
Education in the Middle Ages
Entertainment outside the home: Pubs and clubs Leisure and sports
Ernest Hemingway: Tragic Genius
Ernest Miller Hemingway
European Union
The Archangel Cathedral
The cinema in Russia today
The conflicts of the modern world. A competitive society
The face of every city is different. Washington D.C.
The fastest computers of the world
The Great Britain
The History of Alaska (история Аляски)
The History of English
The history of Old English and its development
The history of railways (История железных дорог)
The Impact of the Afghan War on soviet soldiers
The Irish and Australia
The Irish and South America
The New-York City, Places of interest
World languages
Major language families of the world
The man whose ideas changed the world
The man who made affordable cars
The heroine of the Salvation Army
Main directions in land use planning

7. ПЕРЕЧЕНЬ ВИДЕОФИЛЬМОВ, ВИДЕОКУРСОВ НА CD ПО ДИСЦИПЛИНЕ

1. Professor Higgins
2. Reward Interactive (полный мультимедийный курс английского языка) -4 уровня
3. Test your English.
4. Английский. Полный курс
5. Английский язык сдай экзамен на «5»
6. Progon naturals speaking
7. Britannica 2004
8. Письмовник. Составление и перевод писем.
9. Зорина Н.В. Современный английский язык для делового общения
10. Зорина Н.В. Videокурс делового английского. Учебное пособие
11. Ch. Johnson Videoscript “Starting Business English”
12. Leo Jones New International Business English (student’s book)
13. BBC Business English Portfolio

8.ЗАДАНИЯ ДЛЯ ИТОГОВОГО КОНТРОЛЯ УСВОЕНИЯ МАТЕРИАЛА

8.1 ПЕРЕЧЕНЬ КОНТРОЛЬНЫХ ВОПРОСОВ ПО ДИСЦИПЛИНЕ

1 семестр

1. What are you and who are you?
2. Where do you live?
3. Do you live in a house or a block of flats?
4. Which floor is your flat on?
5. Is your flat comfortable? How many rooms are there in it?
6. Where do your parents live?
7. Do you often go to see them?
8. Where do you come from?
9. What is your hobby?
10. Where do you study?
11. What are your duties at your Institute?
12. What language do you learn?
13. Is it easy or difficult for you to learn English? Why?
14. What do you do during the lessons?
15. Do you often speak English to your teacher?
16. Where do you go after classes?

2 семестр

- 1 Do you sometimes speak English before and after classes?
- 2 What are your plans for the future?
- 3 What can you say about your native town?

- 4 Have you got a close friend?
- 5 What is your favourite sport?
- 6 How many rooms are there in your flat?
- 7 Where is your friend's flat?
- 8 What is the name of your district?
- 9 What is your favourite season?
- 10 Do you often have parties?
- 11 Do you travel a lot?
- 12 Have you ever been abroad?
- 13 How do you usually spend your holiday?
- 14 What country are you going to visit?
- 15 What are the most popular holiday places in this country?
- 16 What are your plans for future?
- 17 What do you think about your institute?

3 семестр

1. Into what branches is civil engineering divided?
2. What distinct meaning has the term "civil engineering"?
3. What purpose is the natural stone used for?
4. What are the main parts of a building?
5. Do we observe a high level of living in large cities?
6. What kinds of building materials do you know?
7. Why concrete more fit for foundation?
8. What timber is considered to be the best for the window frames?
9. What kind of work does a plasterer perform?
10. What is prestressed concrete used for?
11. What materials may be used in constructing floors?
12. What's the function of the roof?
13. Which part of the building does its stability depend on?
14. What provides bases for design?
15. What are fixed structures and public works related to?

4 семестр

1. Where can plastics be applied?
2. What kind of modern technology do you know?
3. What famous Russian/English architects do you know/
4. What three basic factors in architecture were listed nearly two thousand years ago?
5. What integration must an architect achieve?
6. What is bioclimatic architecture?
7. Do most architects regard architecture as fashion?
8. Give your understanding of the word "Biopolis"
9. What principals must urban management incorporate?
10. What do construction engineers have to provide to the managers
11. What does building construction deal with?

12. What do heavy/highway construction projects include?
13. Who are the owners of industrial construction projects?

8.2. ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕДЕНИЯ КОНТРОЛЯ ЗНАНИЙ

Вставьте вместо пропусков правильный вариант ответа.

1. Выберите слово, где произношение ударного гласного соответствует звуку [æ]:

- A) plane
- Б) plan
- В) bed

2. Выберите слово, где окончание читается как [z]:

- A) lists
- Б) Bees
- В) Bess

3. Исключите « лишнее » слово:

- A) Bad
- Б) Nice
- В) Fine
- Д) Good

4. Сколько звуков в слове bee:

- A) 1
- Б) 3
- В) 2

5. The children ... in the garden.

- A) Is
- Б) Am
- В) Are

6. ... film is the best one.

- A) This
- Б) Those
- В) These

7. Образуйте множественное число от существительного a foot:

- A) feet
- Б) foots
- В) foods

8. There are stars in ... sky.

- A) a
- Б) an
- В) the

9. Can you play ... piano?

- A) the
- Б) an

B) –

10. Выберите слово, где последняя буква в слове не читается:

A) Name

Б) Let

B) Plan

11. Выберите русский эквивалент английского глагола в предложении Open the door!:

A) Открывать

Б) Открой

B) Откроют

12. Those doors ... black.

A) Am

Б) Is

B) Are

13. Is this your text?

A) Yes, it is

Б) Yes, it do

B) Yes, it was

14. Are you a doctor?

A) No, I am

Б) No, I am not

B) No, I do

15 Is this a map or a plan?

A) Yes, it is

Б) It is a map

16. Which of them was an American writer?

A) Agatha Christie

Б) Walter Scott

B) Mark Twain

17. Proverb “Still waters run deep”.

A) Тише едешь, дальше будешь.

Б) Поспешишь – дурака рассмешишь.

B) В тихом омуте черти водятся.

18. The head of State in Britain is ...

A) the President

Б) the Prime Minister

B) the Queen

19. Have a nice weekend.

A) Tastes differ

Б) I'm glad you enjoyed

B) Thanks. The same to you

20. How old ... you?

A) am

Б) are

B) is

Тест 2. Для проведения рубежной аттестации.

Вставьте вместо пропусков правильный вариант ответа.

1. Выберите слово, где окончание читается как [z]:

A) bees

Б) lists

В) Bess

2. Исключите « лишнее» слово:

A) a mother

Б) a father

В) a worker

3. Сколько звуков в слове store :

A) 3

Б) 5

В) 4

4. Образуйте множественное число от существительного a woman:

A) Women

Б) Womans

В) Womens

5. Look ... the blackboard.

A) in

Б) at

В) on

6. Go ... the room.

A) from

Б) out of

В) in

7. ... open the window.

A) Not

Б) Don't

В) Doesn't

8. We ... at the party now.

A) are dancing

Б) dance

В) is dancing

9. He ... a student.

A) am

Б) are

В) is

10. ... sun rises in the Earth.

A) A

Б) –

В) The

11. Is this your pen?

A) Yes, it is

- Б) Yes, it does
 В) Yes, it was
 12. Take your umbrella. It ... cats and dogs now.
 А) is raining
 Б) rains
 В) are raining
 13. We are engineers. ... friends are engineers, too.
 А) Our
 Б) His
 В) Their
 14. ... is she? She is a teacher.
 А) Who
 Б) What
 В) Which
 15. ... colour is this box?
 А) Which
 Б) How
 В) What
 16. is this woman? She is my grandmother.
 А) What
 Б) Whose
 В) Who
 17. Do you know ... well?
 А) him
 Б) his
 В) he
 18. Barbara plays the piano well.
 А) to
 Б) at
 В) –
 19.... Everest is the highest mountain in the world.
 А) –
 Б) the
 В) a

20. Прочитайте текст и определите, какой из заголовков соответствует тексту.

When Honduras exports bananas to Switzerland, they can use the money they earn to import Swiss chocolate – or to pay for Kuwaiti oil or a vacation in Hawaii. The basic idea of international trade and investment is simple: each country produces goods or services that can be either consumed at home or exported to other countries.

- А) The basic idea of international trade
 Б) Money
 В) Products

21. like, price

A) [laik, prais]

Б) [laike, prise]

B) [laik, praic]

22. There are many beautiful ... in Russia.

A) citys

Б) cities

B) cityes

23. Excuse my being late.

A) Don't worry about it.

Б) I'm sorry.

B) You are very kind.

24. I want to cut vegetables. Can you give me ...

A) knives

Б) knifs

B) knives

25.... Russia is washed by ... Arctic Ocean in ... north.

A) a / the / an

Б) – / the / the

B) a / the / the

26. The flag of the United Kingdom, known as ...

A) The Little Jack

Б) The Big John

B) The Union Jack

27. The full name of the UK.

A) The United Kingdom of Great Britain

Б) The United Kingdom of Great Britain and Northern Ireland

B) The United Kingdom of Great Britain and Wales

28. Look at the pumpkin! It ... the biggest one I've seen this year.

A) are

Б) is

B) am

29. These stories ... very interesting.

A) am

Б) is

B) are

30. I don't know Spanish, but I (learn) it now.

A) am learning

Б) learns

B) learn

Вставьте вместо пропусков правильный вариант ответа.

1. Выберите слово, в котором буква Uu читается как [ju]:

A) bus

B) tune

B) run

2. I'm a worker. ... name is Mike.

A) Our

B) I

B) My

3. ... she often go to the theater?

A) Does

B) Do

B) Is

4. ... Tom and Bob good football players?

A) are

B) is

B) to be

5. She ... like TV.

A) don't

B) is not

B) doesn't

6. We ... doctors.

A) am

B) are

B) is

7. I usually ... at 7 o'clock.

A) get up

B) gets up

B) got up

8. Please look ... the blackboard.

A) at

B) in

B) to

9. ...go to your table.

A) Not

B) Don't

B) Doesn't

10. Take your umbrella. It ... now.

A) is raining

B) rains

B) rain

11. We ... the room at the moment.

A) clean

B) are cleaning

B) is cleaning

12. Mary is a schoolgirl. ... marks are good.

A) Her

B) His

B) My

13. ... is your father? He is a doctor.

A) What

B) Who

B) Which

14. He has ... friends.

A) few

B) little

B) a little

15. What ... the weather like today?

A) was

B) is

B) are

16. My friend didn't make ... mistakes.

A) many

B) much

B) some

17. Good morning, Mary. How are you?

A) How do you do?

B) Morning.

B) Fine. Thanks. How are you?

18.... birthday is it today?

- It's Janet's birthday today. She is 19.

A) Which

B) Whose

B) What

19. We are going to an art exhibition after classes. Would you like to join us?

A) I wish I could but I'm afraid I can't.

B) Come at 6 o'clock, if you can.

B) Meet my sister Helen.

20. Who is the present monarch in Great Britain?

A) Queen Elizabeth II

B) Queen Elizabeth I

B) Prince Charles

Вставьте вместо пропусков правильный вариант ответа.

1. Образуйте множественное число от существительного a man:

A) mans

B) men

B) mens

2. I usually ... to work.

A) drive

B) drives

B) am driving

3. Where ... you from?

- A) are
- Б) am
- В) is

4. I ... any letters yesterday.

- A) didn't get
- Б) doesn't get

5. ... a university in that town last year.

- A) There isn't
- Б) There aren't
- В) There wasn't

6. They haven't got ... mistakes in this sentence.

- A) any
- Б) some

7. ... people want to see this play.

- A) Many
- Б) Much

8. Will you play ... chess with me?

- A) the
- Б) an
- В) –

9. My mother ... a bad headache.

- A) has got
- Б) have got

10. Выберите правильную ответную фразу.

Your friend: Would you like to come to our house on Sunday?

You:

- A) Will you repeat it, please?
- Б) Thanks. I'd love to.
- В) Really?

11. Выберите правильную ответную фразу.

Woman: "I'm Laura Miles from London office. How do you do?"

Man: "....."

- A) Hello, everybody!
- Б) What do you want?
- В) Pleased to meet you, Ms Miles.

12. The Great Lakes are situated between Canada and

- A) Cuba
- Б) The USA
- В) Great Britain

13. Выберите правильную ответную фразу.

How are you?

- A) See you later
- Б) So long
- В) I'm fine. Thanks.

14. Прочитайте цифры, обозначающие год 1967:

- A) One nine six seven
- Б) Nineteen sixty seven
- В) Nineteen and sixty seven

15. Выберите правильное написание следующего порядкового числительного 7-ой:

- A) The seven
- Б) The seventh
- В) The seventeenth

16. Исключите «лишнее» слово:

- A) A magazine
- Б) A journal
- А letter

17. I ... work at 5 o'clock yesterday.

- A) finished
- Б) finish
- В) finishes

18. I ... English.

- A) can speak
- Б) can to speak
- В) can speaking

19. is your father? He is a doctor.

- A) Who
- Б) What
- В) Whose

20. Прочитайте текст и найдите соответствующий перевод выделенного выражения.

It is not easy to decide what profession to choose. Usually, pupil's plans for the future change many times during the school years. There are so many people who influence you in choosing your occupation. Parents and friends play a very important role in your choice. Teachers' influence on pupils' minds is also great.

My favourite subject is English. And I think this is my teacher who made it so.

- A) Проигрывать очень важную роль
- Б) Играть очень важную роль
- В) Очень важная роль в игре
- Д) Игра очень важной роли

21) Please send ... a letter.

- A) me
- Б) my
- В) mine

22) How is your Dad?

- A) Thanks, you too.
- Б) Fine. And how are you?
- В) Nice to hear that

23) Read ... words and learn ... well.

A) this / them

Б) these / they

В) these / them

24) Granny is in the kitchen. She (make) a cake.

A) is making

Б) makes

В) make

25) Ann ... at home last Sunday, she went to a party.

A) didn't stayed

Б) didn't stays

В) didn't stay

26) When ... you ... school?

A) did / left

Б) do / leave

В) did / leave

27) Why you (sit) at my desk? Could you take your place, please?

A) why you are sitting

Б) why do you sit

В) why are you sitting

28) It might be an idea to go to the theatre.

A) Great!

Б) What's the matter?

В) Take it easy.

29) ... is a person who is responsible for finance.

A) Personnel manager

Б) Financial manager

В) Sales manager

30) Good morning, Mary. How are you?

A) How do you do?

Б) Morning.

В) Fine. Thanks. How are you?

Вставьте вместо пропусков правильный вариант ответа.

1. I usually ...to work.

A) drive;

Б) drives;

В) am driving.

2. It often ... in autumn.

A) rain;

Б) rains;

В) is raining.

3. She ... at an Estate Agency.

A) is working

Б) works

- B) have worked
4. Land ... a limited resource.
 A) is
 Б) are
 B) am
5. Выберите правильный перевод слова disregard:
 A) относиться
 Б) пренебрегать
 B) отношение
6. My father ... at the factory last year.
 A) work
 Б) worked
 B) working
7. We ... at the theater yesterday.
 A) Was
 Б) were
 B) is
8. Did Julia phone you earlier?
 A) Yes, she did
 Б) Yes, she had
 B) Yes, she do
9. The USA consists of 50 ...
 A) states
 Б) districts
 B) republics
10. We ... just ... the map of the city.
 A) prepared
 Б) have prepared
 B) has prepared
11. They ... already ... this information.
 A) has seen
 Б) saw
 B) have seen
12. Land use planning is concerned with a lot of different ...
 A) sciences
 Б) subjects
 B) lessons
13. A ... is a survey with establishment on land the borders of administrative – territorial formations, the borders of land sites.
 A) land
 Б) and use planning
 B) landslide
14. ... is difficult to answer your question.
 A) This
 Б) It

- B) You
 15. ... is snowing.
 A) That
 B) It
 B) This
 16. ... estimates development of a site.
 A) A user
 B) A land use planner
 B) A proprietor
 17. A land use planner ... topographical and geodetic works.
 A) conducts
 B) works
 B) leads
 18. is the main task of a land use planner.
 A) Protection
 B) Activity
 B) Estimation of resources
 19. It is not my book, it is
 A) them
 B) theirs
 B) their
 20. The Great Lakes are situated between Canada and ...
 A) Cuba
 B) Great Britain
 B) The USA

Вставьте вместо пропусков правильный вариант ответа.

- 1. An urban cadastre is a physical description of the land and real estate tenure in a**
 A) city
 B) village
 B) country
2. I have just registered my
 A) apiary
 B) property
 B) forest
3. I spoke to Mr. Brown yesterday. ... promised to call me back.
 A) she
 B) they
 B) he
4. "Excuse me, what's the date?" – "Today is 8.11."
 A) the eight of November
 B) the eighth of November
 B) November the eight
5. Factories and works should be placed in special

- A) areas
- Б) streets
- В) squares

6. He said that the sea ... stormy.

- A) were
- Б) have been
- В) was

7. Ordnance Survey is a national mapping agency in

- A) the USA
- Б) Canada
- В) Great Britain

8. I an article at seven o'clock last night.

- A) translated
- Б) were translating
- В) was translating

9. Each city has ... cadastral maps.

- A) rural
- Б) urban
- В) unique

10. ... markets are made up of a portfolio of legal land interests and transaction types.

- A) mortgage
- Б) sale
- В) land

11. This book is that one.

- A) good
- Б) as good as
- В) so good as

12. I had a great time my working holiday.

- A) to
- Б) during
- В) at

13. Выберите слова или словосочетания слов для заполнения пропусков так, чтобы они отражали особенности оформления служебной записки:

(1).....: Purchasing & Sales Supervisor

From: (2).....

(3)..... : Drinks and Beverages Co

Date : 1 Feb

Drinks and Beverages Co recently delivered our (4)..... . Unfortunately, we ordered 75 kilos of tea and 60 kilos of coffee powder and they only sent us the tea.

Please write and ask them to deliver the coffee powder as soon as possible.

- A) order № 378

- Б) manager
- В) to
- Г) subject

14. Прочитайте текст и определите, какой из заголовков соответствует тексту.

The Empire State building is one of the world's tallest buildings. It is situated in New York City on the West side of Fifth Avenue.

Completed in 1931, in accordance with an original design first suggested by J. Raskob, the Empire State replaced a historic hotel, the first Waldorf-Astoria. Its construction set speed records; it was completed in less than two years. The building's exterior is covered by Indian limestone and granite, supported by a steel framework. For this framework 60 000 tons of metal were used.

- А) Framework
- Б) The Empire State Building
- В) New York City
- Г) Fifth Avenue

15. Прочитайте текст

Aluminium, water, oxygen, and carbone dioxide are substances. some substances are elements and some substances are compounds. Elements have only one type of atom whereas compounds have more than one type.

Отвeтьте на вопрос

How many types of atom do elements have?

- А) Elements have many types of atoms.
- Б) Elements have some types of atom
- В) Elements have only one type of atom.
- Д) Elements have more than one type of atom.

16. Переведите на английский язык слово Gazeteer:

- А) географический источник
- Б) географический справочник
- В) географический учебник

17. Что означает GPS?

- А) Global Positioning System
- Б) Global Positive System
- В) Global Photogrammetry System

18. The 22nd of December is ... day in the year.

- А) the short
- Б) the shorter
- В) the shortest

19. is an underwater part of the continent that has a geological structure similar to the adjoining land.

- А) Rocks
- Б) Platform
- В) Shelf
- Г) Base

20. Заполните пропуски в письме следующими фразами.

Dear Margery,

1..... here on July 4th on Selling in Europe.

2..... to be one of our main speakers, and can offer a fee of five hundred pounds.

Could you let me know if you are interested and available? If so, I will send you more details.

3.....

Julia Sanderson

A) We are holding a conference

B) We would like to ask you

B) Best wishes

21. You can go to the Estate Agency ... bus.

A) on

B) by

B) with

22. ... a university in that town last year.

A) there isn't

B) there aren't

B) there wasn't

23. ... I come in?

A) may

B) can

B) should

24. ... is cold today.

A) this

B) it

B) that

25. There is an easy text on land cadastre. You ... translate it without a dictionary.

A) may

B) can not

B) can

26. There is ... concert hall not far from our house.

A) –

B) the

B) a

27. My birthday is on the ... of November.

A) first

B) one

B) oneth

28. A record in the cadastral book had usually been the ... proof of property rights.

A) good

B) better

B) best

29. This is the ... project on the forest cadastre I have ever seen.

- A) magnificent
- Б) more magnificent
- В) most magnificent

30. “Every morning ... “hello” to your friends”, the young mother said to her little son.

- A) speak
- Б) say
- В) talk

9. ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТА

9.1. МАТЕРИАЛ ПО ДИСЦИПЛИНЕ ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ

ТЕХТ 1

Town Planning

(1) That cities should have a plan is now admitted in our time of large-scale construction and planmaking has become an everyday activity. The purpose of a town plan is to give the greatest possible freedom to the individual. It does this by controlling development in such a way that it will take place in the interests of the whole population.

(2) The new development absorbs or modifies an existing environment, and so before it can be designed it is necessary to find out about that environment. It is also necessary to do research of the trends of population growth, the distance from work to home, the preferences for different types of dwelling, the amount of sunshine in rooms, the degree of atmospheric pollution and so on. After the survey is complete a forecast of future development is made in the form of a map, or series of maps: the master plan or development plan. As no one can be certain when the development is to take place and since a society is an organic thing, with life and movement, the plan of a city must be flexible so that it may extend and renew its dwellings, reconstruct its working places, complete its communications and avoid congestion in every part.

(3) The plan is never a complete and fixed thing, but rather one that is continually being adapted to the changing needs of the community for whom it is designed. Until quite recent years town plans were always made as inflexible patterns, but history has shown that a plan of this description inevitably breaks down in time.

(4) The flexible plan, preceded by a survey, is one of the most revolutionary ideas that man has ever had about the control of his environment.

(5) Most towns today have a characteristic functional pattern as follows: a central core containing the principal shopping centre, business zones, surrounded by suburbs of houses. Most town planners accept the traditional town pattern. In the preparation of a master plan they are preoccupied with the definition of the town centre, industrial areas, and the areas of housing; the creation of open space for recreation, the laying

down of a pattern of main roads which run between the built-up areas (thus leaving them free of through traffic) and connect them to each other.

(6) The master plan thus has to define the ultimate growth of the town, but though the master plan is a diagram, and even a flexible one, it is the structure upon which all future development is to take place.

Task after reading:

1. Translate the following word combinations. Compose sentences with them on the topic of the text

business zone, town pattern, population growth, development plan, road system, plan making, town planner, housing area, shopping centre, business centre, public transport, recreation area.

2. Mark which sentences define the main idea of the text. Prove your opinion

1. In the preparation of the master plan it is necessary to define the town zones. 2. All cities should have a plan. 3. Before a flexible plan is made it is necessary to find out about the existing environment. 4. The master plan also defines places for active and passive recreation.

TEXT 2

Design of the Complete Town

(1) In considering the design of a town or city we must always remember that the town must be sited in a healthy position, free from dust, fogs, its layout must not encourage winds through urban spaces, and it must not pollute its own atmosphere. It must provide proper standards of space and sunlight to its buildings and open spaces, and it must be possible to move about the town easily and without danger to life. Its parts must be so arranged that it is a convenient place for dwelling, working and playing.

(2) Connected with these and many other technical problems is the problem of economy. The problem must be thoroughly examined which does not suggest that the cheapest scheme may be the best.

(3) The town must work properly but it should also give pleasure to those who look at it. When we say that a town should be beautiful, we do not mean that it should have some fine parks and noble buildings, we mean that the whole of the environment, down to the most insignificant detail, should be beautiful.

(4) If we examine a typical urban scene we see all kinds of objects like buildings, lamp posts, pavings, posters and trees. It is all of them, together with all the other kinds of objects that are found in the town, that are called the raw materials of a town design. Each of them down to the least important should be aesthetically satisfying.

(5) The town designer must think of his raw materials in terms of time. Not the time it takes to walk about them, although that is an important consideration, but their place in historical time, their effect on tradition, their immediate effect as contemporary objects, and their effect in future time.

(6) All new development takes place in an existing environment. That environment has taken centuries to form and the design must respect any features that

have visual significance. It is more than vandalism to fall a tree that has taken years to grow, or to demolish a building of fine architectural qualities.

(7) Designing in terms of past time does not imply the imitation of the existing environment but respect of the form, colour, texture, and general qualities of the existing development. That which is being constructed is for immediate use which is not to suggest that there must be an attempt to ignore the past and be "modern".

(8) Future time must also be thought of in terms of the estimated life of the objects. Objects like buildings and lamp posts grow old and become out-of-date, and the designer must select those materials that are adequate for their life, no more and no less.

(9) Until comparatively recent times the growth of cities has been without purpose in any sense. Cities must grow, for growth is a law of life. But this natural overgrowth should have aroused action to restore balance. Mere size, as such, is no index of greatness.

(10) All overgrowth means overcrowding, which is loss of space, one of the vital needs of cities. The lesson that has to be learned is that natural growth, and all the other forms of growth, have to be made subject to will and intelligence, or the city must be harmed. This is a certain lesson of history.

(11) It is now generally becoming accepted that we need to redress the balance of population between one town and another, and between towns and the countryside. Very large towns should not be allowed to absorb more of the countryside and the groups of town should be prevented from turning into amorphous built-up areas.

1. Define correct and incorrect statements. Correct wrong sentences. Prove your opinion

1. When building a town we should be very careful not to spoil what exists already. 2. The streets and buildings of existing towns will serve many future generations. 3. When designing a town we should not forget that its citizens should be able to move about it without any danger to their life. 4. The economics of a town plan and the technical problems are closely connected. 5. Scientific forecast also includes progressive methods of planning. 6. The designer should select the best building materials for the objects of his planned town. 7. Cities will grow but their growth must be controlled.

2. Put following points of a plan to the text in order. Add necessary points. Using these plan speak briefly on the topic of the text

1. The whole town, and even its details, should be beautiful.
2. A town should be a nice place to live, to work and to rest in.
3. The town designer should remember that his raw materials will exist in the future.
4. All the objects in the town are called the raw materials of town design.
5. The raw materials of a planned town influence the existing environment.
6. City growth should be controlled.

TEXT 3

Panel Heating

(1) Heating and ventilation are two branches of engineering which are very closely connected, they are therefore treated as a dual subject. Both are concerned with providing a required atmospheric environment within a space, the former with respect to heat supply to produce a desired temperature for maintaining comfort, health or efficiency of the occupants, the latter with regard to supply and removal of air frequently with emphasis on contamination of the air. Air-conditioning is closely related to both heating and ventilation and will therefore be dealt with later.

(2) It is for heating to prevent the too rapid loss of heat from the body. By heating the ambient air of walls, ceiling or floor the rate of heat loss from the body is controlled. Some old concepts of heating were gradually changed since engineers obtained more precise knowledge about how the body loses heat. Insufficient attention was paid formerly to loss by radiation, which is the transmission of energy in the form of waves from a body to surrounding bodies at a temperature. The human being also loses heat by conduction (through his clothes) and convection, the latter by air currents not only past his skin or outside clothing surface but also by evaporation of moisture from his skin (respiration). The determining of the capacity or size of the various components of the heating system is based on the fundamental concept that heat supplied to a space equals heat lost from the space. The most widely used system of heating is the central heating, where the fuel is burned in one place—the basement or a specially designed room and from which steam, hot water or warm air is distributed to adjacent and remote spaces to be heated.

(3) There are two most common systems of heating—hot water and steam. Both systems are widely used nowadays. A hot-water system consists of the boilers and a system of pipes connected to radiators suitably located in rooms to be heated. The pipes, usually of steel or copper, feed hot water to radiators or convectors which give up their heat to the room. The water, now cooled, is returned to the boiler for reheating.

(4) As for steam systems, steam is generated usually, at less than 5 pounds per square inch in the boiler and the steam is led to the radiators through or by means of steel or copper pipes. The steam gives up its heat to the radiators and the radiator to the room and the cooling of the steam condenses it to water. The condensate is returned to the boiler either by gravity or by a pump. The air valve on each radiator is necessary for air to escape. Otherwise it would prevent steam from entering the radiator.

(5) Recent efforts to completely conceal heating equipment have resulted in an arrangement whereby the fluid, whether it be hot water, steam, air, or electricity, is circulated through distribution units embedded in the building construction. Panel heating is a method of introducing heat to rooms in which the emitting surfaces are usually completely concealed in the floor, walls, or ceiling. The heat is disseminated from such panels partly by radiation and partly by convection, the relative amounts depending on the panel location. Ceiling panels release the largest proportion of heat by radiation and floor panels the smallest. The proportion

of heat disseminated by radiation and convection is also dependent to some extent upon panel-surface temperatures. The basic advantage claimed for a panel heating system is that of comfort.

(6) Application of certain panels is frequently restricted by structural details. Other factors to be considered are type of occupancy, furniture or equipment location, large glass areas, heat-storing capacity of building construction, room height, possible change of wall partitions, climate, exposure, and first cost.

As for fuels used for heating buildings they include coal, oil, manufactured and natural gases and wood. There are two other sources: electricity and steam. Nowadays gas fuel is being used on an ever increasing level.

1. Define which of these statements contain the main idea of the text

1. The human being loses heat by conduction and convection. 2. Heating is a branch of engineering which is concerned with providing heat supply to produce a desired temperature within a space. 3. A hot-water system consists of the boilers and a system of pipes.

2. Put these sentences in order according to the text

1. Fuels used for heating buildings. 2. Some old concepts of heating. 3. The principle of central heating.

8.2. МАТЕРИАЛ ДЛЯ САМОСТОЯТЕЛЬНОГО ТЕСТИРОВАНИЯ ПО ДИСЦИПЛИНЕ

Test 1

Вставьте вместо пропусков правильный вариант ответа.

1. **The damage to the car could be... ,than we expected**
A bad
B worse
C the worst
2. **I ... answer the question.**
A can
B must
C may
3. **...you see anything in this inky darkness?**
A can
B must
C may
4. **What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had.**
A may
B can
C must
5. **Honesty is ... policy.**
A the best
B better

- C more better
6. **What's the ... news of today?**
 A later
 B latest
 C last
7. **Hotels are becoming ... nowadays.**
 A more expensive
 B the most expensive
 C expensiver
8. **I think, John plays..., doesn't he?**
 A well
 B good
 C best
9. **That was ... case in his practice.**
 A the least difficult
 B the less difficult
 C the less difficulter
10. **The sea is ... unknown part of our world.**
 A the most large
 B the largest
 C the most largest
11. **... the traffic goes by the main road.**
 A the most
 B most
 C most of
12. **Man ... live by bread alone.**
 A do not
 B does not
 C is not
13. **It's ... mistake he has ever made.**
 A bad
 B worse
 C the worst
14. **Can you help me? I... the way to the market.**
 A am not know
 B not know
 C don't know
15. **How much... this sweater?**
 A is
 B does
 C do
16. **It... often rain in summer.**
 A don't
 B doesn't
 C isn't

17. **He... rich.**
 A isn't
 B doesn't
 C don't
18. **You've got a fine collection of coins. ... coin do you like best?**
 A What
 B Which
 C Whose
19. **... is the cheapest way to get to London: by plane or by train?**
 A What
 B How
 C Which
20. **That hotel... expensive.**
 A doesn't
 B isn't
 C don't

Test 2

Вставьте вместо пропусков правильный вариант ответа.

1. **That hotel... expensive.**
 A doesn't
 B isn't
 C don't
2. **Have you decided where..... for your holidays?**
 A go
 B to go
 C you go
3. **If ... any news, I ... you.**
 A will hear, will phone
 B will hear, phone
 C hear, will phone
4. **Mrs. Clay... shopping today if she... her work earlier than usual.**
 A goes, will finish
 B will go, will finish
 C will go, finishes
5. **Can you help me? I... the way to the market.**
 A am not know
 B not know
 C don't know
6. **Jack lives not far from us, but we... him often**
 A not see
 B doesn't see
 C don't see
7. **He will translate the text if he ... a dictionary at hand.**
 A will have
 B has

- C have
8. **My friend is interested ... architecture**
A in
B on
C about
9. **When I entered the room, she ... on the sofa**
A lay
B is lying
C was lying
10. **We are going for a walk. Who ... to go with us?**
A is wanting
B does want
C wants
11. **She drinks strong coffee, ... ?**
A ..., doesn't she
B ..., does she
C ..., isn't she
12. **Can you come ... next time?**
A more early
B the earliest
C earlier
13. **My room is ... in our flat.**
A the comfortablest
B more comfortable
C the most comfortable
14. **- Granny has lost her passport.**
- When ...?
A has she lost it
B had she lost it
C did she lose it
15. **This isn't my text-book, ... is at home.**
A my
B mine
C mine book
16. **Our daughter is good ... foreign languages.**
A with
B at
C in
17. **I ... here since September.**
A am
B have been
C was
18. **There isn't a cloud in the sky. Yesterday it wasn't cloudy**
A too
B also

- C either
19. **Where is Jane? I'm tired ... waiting.**
A with
B of
C at
20. **You ... a lovely song when I entered the room.**
A sang
B were singing
C had sung

Test 3

Вставьте вместо пропусков правильный вариант ответа.

1. **Hello. This is Julia. Can I ... to Mag, please?**
A talk
B speak
C say
2. **Stop Our lesson isn't over.**
A speaking
B telling
C talking
3. **Dr. Watson ... that he hated big cities.**
A said
B told
C spoke
4. **I can give Bob the message if I (see) him.**
A will see
B see
5. **If the weather (be) fine tomorrow, we are going to have a picnic.**
A is
B will be
6. **Watch the football match on TV at 11 p.m. if you (stay) at home tonight.**
A will stay
B stay
C would stay
7. **If you (be) late, I can walk your dog.**
A will be
B are
8. **My friend is interested ... architecture.**
A in
B on
C about
D for
9. **I don't know ...**
A where is your umbrella
B where your umbrella is

- C your umbrella where is
D your umbrella is where
10. **When I entered the room, she (lie) ... on the sofa.**
A lay
B is lying
C was lying
11. **We are going for a walk. Who (want) ... to go with us?**
A is wanting
B does want
C want
D wants
12. **She never drinks strong coffee, ...?**
A ..., doesn't she?
B ..., is she?
C ..., does she?
D ..., isn't she?
13. **I can't make the TV (work) ...**
A work
B to work
C working
D worked
14. **Can you come (early) ... next time?**
A more early
B the earliest
C the earlier
D earlier
15. **John asked**
A whether I was there before
B had I been there before
C if I had been there before
D if had I been there before
16. **My room is (comfortable) ... one in our flat.**
A the comfortablest
B more comfortable
C the most comfortable
D most comfortable
17. **This isn't my text-book, ... is at home.**
A my
B mine
C mine book
D mine one
18. **Ann said that he (call) ... again.**
A would have called
B called
C will call

- D would call
19. **I don't think that she is ... the truth.**
 A telling
 B saying
 C speaking
 D talking
20. **If I were you, I (buy) ... a house in the country.**
 A bought
 B would buy
 C will buy
 D would bought

9.3. ТЕМЫ ДЛЯ НАПИСАНИЯ ЭССЕ:

1. My hobby
2. Automobiles
3. The future
4. Appearance
5. All sciences are important
6. Town or village
7. My future profession
8. Land is a limited resource
9. Ecological problems
10. Organizations for the protection of the environment
11. Is it easy to learn foreign languages?
12. How do you understand the Russian proverb: "Time is money?"
13. My future profession.
14. "How do you understand the proverb: Books and friends should be few but good".
15. What does agriculture mean for people?
16. Is it possible to evaluate the real productivity of land?
17. Environmental degradation is a major world problem. What causes this problem, and what can we do to prevent it?
18. Some people believe that the Earth is being damaged by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion?
19. Humans are the most intelligent beings, so nature should be fully exploited for our betterment. What is your opinion?
20. Some people think that human needs for farmland, housing and industry are more important than saving land for endangered animals. What is your opinion?
21. Nowadays we are producing more and more rubbish. Why do you think this is happening? What can people and governments do to help reduce the amount of rubbish produced?
22. A zoo has no useful purpose. What is your opinion?

10. РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА
10.1. ОСНОВНАЯ УЧЕБНАЯ ЛИТЕРАТУРА

№ п/п	Автор издания	Название	Место, год издания, издательство
1.	Аванесян Ж.Г.	Английский язык для экономистов: учебное пособие для студентов экономических специальностей.- 7-е изд.	М.: Изд-во «Омега-Л», 2012.
2.	Бондаренко Л.П., Завьялова В.Л., Пивоварова М. О., Соболева С.М.	Основы фонетики английского языка	М.: Флинта, 2009.
3.	Мусихина О.Н.	«Английский язык для строителей	Ростов-на-дону. Феникс, 2009.
4.	Гогина Н. А.	Практическая фонетика английского языка и правила чтения слов в схемах и таблицах. Вводно-коррективный курс.	М.: Транс Лит, 2009.
5.	Ершова О.В., Максеева А. Э.	Английская фонетика: от звука к слову. Учебное пособие по развитию навыков чтения и произношения	М.: Флинта: Наука, 2011.
6.	Квасова Л.В., Сафонова О.Е., Болдырева А.А.	Английский язык в чрезвычайных ситуациях.	М.: Кнорус, 2011.
7.	Макеева М.Н.	Деловой английский для экономистов	М.: Форум, 2011.
8.	Тимошина А.А.	English on Global economics	М.: МГУ, 2010.

9.	Титаренко Н.А.	Английский язык для землеустроителей. English for land use planners.	М.: Колосс, 2010.
10.	Филиппова М.М.	Деловое общение на английском языке.	М.: Изд-во МГУ, 2010.
11.	Шевелёва С.А.	English on economics: учебное пособие для студентов вузов. – 3-е изд.	М.: ЮНИТИ-ДАНА, 2012.

10.2. УЧЕБНО-МЕТОДИЧЕСКАЯ ЛИТЕРАТУРА

№ п/п	Автор издания	Название	Место, год издания, издательство
1.	Абдуллабекова У.Б., Мурсалова С.А.	УМК по дисциплине «Английский язык». Направление подготовки – Строительство, профиль подготовки – Промышленное и гражданское строительство, квалификация – бакалавр, форма обучения – очная.	Махачкала, ДГИНХ, 2012.