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**ИНОСТРАННЫЙ ЯЗЫК
АНГЛИЙСКИЙ ЯЗЫК**

TECHNOLOGICAL MACHINES AND EQUIPMENT

**Учебно-методическое пособие
для студентов заочной формы обучения**

**Санкт-Петербург
2023**

Министерство науки и высшего образования Российской Федерации
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

**«Санкт-Петербургский государственный университет
промышленных технологий и дизайна»
Высшая школа технологии и энергетики**

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Утверждено Редакционно-издательским советом ВШТЭ СПбГУПТД

Санкт-Петербург
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Учебно-методическое пособие соответствует программам и учебным планам дисциплины «Иностранный язык. Английский язык» для студентов заочной формы обучения по направлению подготовки 15.03.02 «Технологические машины и оборудование».

Учебно-методическое пособие содержит контрольные задания и пояснения по их выполнению, тексты для устного перевода, грамматические и лексические материалы. В пособии представлены зачетные и экзаменационные требования.

Учебно-методическое пособие предназначено для развития навыков чтения и перевода специальной литературы и для проверки усвоенных знаний.

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ВВЕДЕНИЕ

Учебно-методическое пособие предназначено для студентов заочной формы, обучающихся по направлению подготовки 15.03.02 «Технологические машины и оборудование».

Пособие содержит контрольные задания, тексты для устного перевода, грамматические таблицы и словарь. В пособии подробно излагаются требования для получения зачета / экзамена по английскому языку на 1 и 2 курсах, а также представлены образцы выполнения заданий и требования по их оформлению и исправлению на основе рецензии. В учебно-методическом пособии содержатся рекомендации по подготовке перевода текстов для устного ответа на консультациях.

Четыре контрольных задания представлены в 4 вариантах. Каждому контрольному заданию предшествует перечень входящих в него грамматических тем. Для изучения грамматики студенту рекомендуется использовать любой учебник по грамматике английского языка, содержащий курс в пределах программы технического вуза. Рекомендуется также использовать грамматические материалы, содержащиеся в данном пособии.

Каждое контрольное задание содержит образцы выполнения обязательных упражнений. Прежде чем делать упражнения из вариантов задания, внимательно изучите образцы их выполнения и соответствующие грамматические таблицы, указанные в этих образцах. Грамматические материалы имеют целью наглядно представить на примерах основные грамматические явления, входящие в программу курса, и тем самым обеспечить их усвоение.

Терминологический словарь содержит основные слова, встречающиеся в пособии в их контекстуальном значении.

Требования для сдачи зачета / экзамена

1-й семестр – зачет. Для сдачи **зачета** студенты должны:

- 1) выполнить **Контрольное задание № 1**. На основе полученной рецензии исправить ошибки, выучить грамматический материал в объеме контрольных заданий и быть готовыми к устному ответу на зачете;
- 2) сдать устно на консультациях чтение и перевод любых двух текстов из **Раздела 1** данного пособия, что составляет примерно 4000-4500 п. з.

2-й семестр – зачет. Для сдачи **зачета** студенты должны:

- 1) выполнить **Контрольное задание № 2**. На основе полученной рецензии исправить ошибки, выучить грамматический материал в объеме контрольных заданий и быть готовыми рассказать его;
- 2) сдать устно на консультациях чтение и перевод любых двух текстов из **Раздела 2** данного пособия, что составляет примерно 4000-4500 п. з.

3-й семестр – зачет. Для сдачи **зачета** студенты должны:

- 1) выполнить **Контрольное задание № 3**. На основе полученной рецензии исправить ошибки, выучить грамматический материал в объеме контрольных заданий и быть готовыми рассказать его;
- 2) сдать устно на консультациях чтение и перевод любых двух текстов из **Раздела 3** данного пособия, что составляет примерно 4000-4500 п. з.

4-й семестр – экзамен. Для допуска к **экзамену** студенты должны:

- 1) выполнить **Контрольное задание № 4**. На основе полученной рецензии исправить ошибки, выучить грамматический материал в объеме контрольных заданий и быть готовыми рассказать его;
- 2) сдать устно на консультациях чтение и перевод любых двух текстов из **Раздела 4** данного пособия, что составляет примерно 4000-4500 п. з.;
- 3) на **экзамене**, кроме этого, студенты должны в присутствии преподавателя письменно перевести незнакомый текст по специальности со словарем.

Пояснения к выполнению контрольной работы

Для выполнения контрольной работы необходимо изучить изложенные ниже указания, ознакомиться с требованиями, предъявляемыми к технической стороне оформления работы. В каждом семестре студентам Института заочного и вечернего обучения необходимо выполнить одну контрольную работу. В пособии представлены 5 вариантов контрольных работ по направлению подготовки 15.03.02 «Технологические машины и оборудование» по дисциплине «Иностранный язык. Английский». Студент выполняет один вариант в соответствии с последней цифрой своего студенческого шифра, а именно:

- 1, 2 или 3 – вариант 1,
- 4, 5 или 6 – вариант 2,
- 7 или 8 – вариант 3,
- 9 или 0 – вариант 4.

Перед тем как приступить к выполнению контрольной работы, студентам следует изучить те грамматические и лексические темы, которые предлагаются в контрольной работе. Необходимые грамматические разделы представлены кратко в виде таблиц в данном пособии. Список рекомендуемой дополнительной литературы для выполнения контрольных заданий представлен в Приложении к пособию.

Перед выполнением контрольных заданий студентам необходимо внимательно ознакомиться с образцами выполнения каждого упражнения.

Выполнять и сдавать контрольные работы необходимо только в электронном виде, в текстовом редакторе Word (иные форматы не принимаются). Готовый вариант высылается на сайт информационно-образовательной среды университета <http://student.gturp.spb.ru/> на курс «Иностранный язык. Английский» в течение семестра до начала сессии. Если контрольная работа выполнена без соблюдения сроков, указаний или не полностью, она не принимается для проверки. Контрольная работа обязательно должна иметь титульный лист (см. Приложение), где указывается название учебного заведения, названия дисциплины, иностранный язык, на котором выполняется работа, номер контрольной работы и номер выполняемого варианта, номер зачетной книжки, номер группы, курс и фамилия, имя и отчество студента. Контрольные работы должны выполняться в той последовательности, в которой они даны в настоящем пособии.

В контрольной работе должны быть отражены: номер задания, формулировка задания, английское предложение или текст, перевод на русский язык и комментарий, требующийся по заданию.

Левая сторона страницы	Правая сторона страницы
Формулировка задания	
Текст задания на английском языке	Выполненное студентом задание на русском языке
Комментарий студента к выполненному заданию	

После проверки преподавателем на сайте появится отметка:
«Допущен» / не допущен».

Если допуск не получен, преподаватель также оставляет отзыв:

«для исправления» – требуется исправить ошибки и вновь отправить работу на проверку.

«не соответствует требованиям» – работа не проверена, так как выполнена с нарушением требований или сроков, или не полностью.

По возвращении проверенной рецензентом контрольной работы необходимо внимательно ознакомиться с замечаниями рецензента и проанализировать допущенные ошибки. Все, что нужно исправить, рецензент отмечает красным цветом, замечания и комментарии также выделяются красным.

Руководствуясь указаниями рецензента, необходимо проработать еще раз учебный материал. Все предложения, в которых были обнаружены орфографические и грамматические ошибки или неточности перевода, необходимо переписать в конце данной контрольной работы (том же файле!), после чего контрольную работу нужно снова поместить на электронный ресурс университета <http://student.gturp.spb.ru/>. Таким образом, на повторную проверку необходимо присылать не только работу над ошибками, но и первоначальный вариант с ошибками и замечаниями. Замечания рецензента удалять нельзя.

Электронная платформа позволяет письменно общаться с рецензентом и сообщать ему о затруднениях, возникших при самостоятельном изучении материала и выполнении контрольных заданий. Сообщая о своих затруднениях и задавая вопросы, студенту необходимо указать название учебника или учебного пособия, по которому он/она занимается, издательство, год издания, страницу учебника, номер упражнения.

Во время зачета и экзамена производится проверка усвоения материала, вошедшего в контрольные работы.

Пояснения к подготовке текстов для устного ответа

Для устного ответа на консультациях переводятся тексты из **Разделов 1-4** данного пособия. Во время перевода текстов студент должен выписывать в отдельную тетрадь незнакомые слова с транскрипцией и переводом, пользуясь **общим англо-русским словарем и терминологическим словарем**, прилагаемым в конце данного пособия, а также другими англо-русскими словарями, например, <https://www.multitran.com/>.

При ответе студент **читает и устно переводит** отдельные отрывки из **всех** подготовленных текстов по указанию преподавателя. При чтении и переводе текстов студенты могут пользоваться своей тетрадью, где выписаны слова с транскрипцией и переводом. Использование письменных переводов текстов категорически **не допускается!**

КОНТРОЛЬНОЕ ЗАДАНИЕ № 1

Для того чтобы правильно выполнить контрольное задание № 1, необходимо усвоить следующие разделы курса английского языка:

- 1) Имя существительное. Существительное в функции левого определения (цепочки слов) и его перевод.
- 2) Имя прилагательное, степени сравнения прилагательных и наречий.
- 3) Видовременные формы глагола. Активный залог: формы Simple (Present, Past, Future), Continuous (Present, Past, Future), Perfect (Present, Past, Future).
- 4) Многофункциональные глаголы “to be”, “to have”, “to do”.
- 5) Модальные глаголы и их эквиваленты:
 - а) модальные глаголы, выражающие возможность: can, could, may, might и эквивалент глагола can – to be able to.
 - б) модальные глаголы, выражающие долженствование: must, should, ought to, эквиваленты глагола must – to have to, to be to.

Используйте следующие образцы выполнения заданий.

Образец выполнения к упр. № 1

1) This scientist works at some problem of low temperature physics.	Этот ученый работает над одной проблемой физики низких температур.
<i>low temperature physics: physics</i> – последнее слово, определяемое; <i>temperature</i> – определение к нему, <i>low</i> – определение к слову <i>temperature</i> .	
2) My father works at a pulp and paper mill.	Мой отец работает на целлюлозно-бумажном заводе.
<i>pulp and paper mill: mill</i> – последнее слово, определяемое; <i>pulp and paper</i> – определение к нему.	

Образец выполнения к упр. № 2. См. табл. № 14

1) This room is smaller than that one.	Эта комната меньше, чем та.
<i>smaller</i> – сравнительная степень прилагательного <i>small</i>	
2) This is one of the most interesting books.	Это одна из самых интересных книг.
<i>the most interesting</i> – превосходная степень прилагательного <i>interesting</i> .	
3) The longer the night, the shorter the day.	Чем длиннее ночь, тем короче день.
оборот <i>the longer... the shorter</i> – переводится как «чем..., тем...»	

4) Most students work well.	Большинство студентов работает хорошо.
Most перед существительным переводится как «большинство».	

Образец выполнения к упр. № 3

1) The machine uses a mixture of raw materials.	Машина использует смешанное сырье.
“uses” – Present Simple Active глагола “to use” (использовать).	
2) The mill will process the wood more quickly.	Завод будет обрабатывать древесину быстрее.
“will process” – Future Simple Active глагола “to process” (обрабатывать).	
3) The laboratory was testing new compounds.	Лаборатория тестировала новые соединения.
“was testing” – Past Continuous Active глагола “to test” (тестировать)	

Образец выполнения к упр. № 4. См. табл. № 1, 2

1) The data are accurate.	Данные точны.
Глагол “to be” – глагол связка в составном именном сказуемом.	
2) They have developed a new test system.	Они разработали новую систему.
Глагол “to have” – вспомогательный глагол, используется для образования времен группы Perfect.	
3) I do enjoy studying at the university.	Мне действительно нравится учиться в университете.
Глагол “to do” усиливает значение глагола “like”.	

Образец выполнения к упр. № 5. См. табл. № 15

1) He <u>can</u> speak English.	Он умеет говорить по-английски.
Глагол “can” выражает способность.	
2) They <u>had to</u> solve this question.	Они должны были решить этот вопрос.
Глагол “had to” выражает долженствование в прошедшем времени.	

Образец выполнения к упр. № 6

Текст на английском.	Текст на русском.
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Вариант № 1

Упражнение № 1. Перепишите и переведите предложения, комментируя особенности перевода определений, выраженных существительными (цепочка слов) и стоящих перед определяемым существительным (левое определение).

1. Our laboratory designs paper making machines.
2. Photon computers are quite possible in the not so far future.
3. The modification increases the machine speed.
4. The increases in pulp production at different mills are possible with the new paper machines.

Упражнение № 2. Перепишите и переведите предложения, комментируя особенности перевода степеней сравнения прилагательных и наречий.

1. The thermonuclear reactors absorb more energy than they generate.
2. Most of the energy produced in our history and in the world today comes from these subsurface hydrocarbons.
3. The exact expressions are almost as easy to evaluate as the approximate ones.
4. The bigger the mass, the bigger the weight of the body.
5. The diamond is considered to be the hardest mineral.

Упражнение № 3. Перепишите и переведите предложения. Определите в них временные формы глаголов, укажите их инфинитив.

1. In future most people will move to large cities.
2. A decade describes a period of ten years.
3. Manufacturers constructed their factories close to coal mines.
4. Currently engineers are studying physical and electronic properties of new materials.
5. Young scientists will have developed incredible things by 2050.

Упражнение № 4. Перепишите и переведите предложения. Определите функции глаголов “to be”, “to have”, “to do”.

1. Automation today is an important factor of chemical industrial production.
2. These machines are to replace the old equipment of our laboratory.
3. Each industry has its own concept of automation that meets its particular production needs.
4. The specialist will have to explain this problem.
5. I do believe that mathematics is the language of the universe.

Упражнение № 5. Перепишите и переведите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Укажите тип значения, выражаемый данным глаголом.

1. When are we to visit the laboratories of the Institute?
2. Insufficient observations may possibly lead to false generalizations.

3. He must have the necessary material to accomplish his model
4. Everything is clear and you don't have to go into detail.
5. We can customize the program for your needs.

Упражнение № 6. Перепишите и письменно переведите текст.

1. Paper is a felted sheet of fibers formed on a fine screen from a water suspension. When the water drains away, the remaining fibers must be removed from the screen and dried. Sheets of paper were made from disintegrated fibers upon a flat mould before the time of Christ and paper is still formed in this fashion. The only difference is between the construction of the moulds and the treatment of the fiber. Thus the fundamental principle of papermaking involves 2 basic factors: the fibers and the mould.

2. From ancient times, Chinese papermakers had wisely selected almost all kinds of plants known to the modern paper industry. These plants give the best fibers for the papermaking and are most economical in cost. The application of chemical agents for sizing, loading, coating, coloring, and dyeing was also known to them. The use of cheap water contributed not only to the swelling and bonding of the fibers. Water also increased the mechanical strength of the paper. Vat, mould and presses used many centuries ago in China are still basic to modern papermaking. It also refers to the process of maceration, washing, lifting, pressing and drying. Historians of paper agree that ancient principles and practice of papermaking are the basis upon which modern paper making machines are designed and operated.

Упражнение № 7. Выпишите из второго абзаца предложение, содержащее прилагательные в одной из степеней сравнения.

Упражнение № 8. Прочитайте первый абзац текста. Из приведенных вариантов ответа укажите номер предложения, содержащего правильный ответ на поставленный вопрос.

Упражнение № 9. Письменно ответьте на вопросы к тексту.

Did the manufacture of paper change over the years as compared to the beginning of its development?

1. It did not change at all.
2. It changed fundamentally.
3. The treatment of the fibers and the construction of mould changed, but the basic technique remained unchanged: paper is still formed as it was before the time of Christ.

Упражнение № 10. Перепишите первое предложение первого абзаца. Определите функцию глагола "to be".

Вариант № 2

Упражнение № 1. Перепишите и переведите предложения, комментируя особенности перевода определений, выраженных существительными (цепочка слов) и стоящих перед определяемым существительным (левое определение).

1. The mill will modify the dryer section and install a new headbox.
2. The stock preparation system includes several stages.
3. Our industry workers fulfilled their plan last year.
4. The increases in pulp production at different mills are possible with the new paper machines.

Упражнение № 2. Перепишите и переведите предложения, комментируя особенности перевода степеней сравнения прилагательных и наречий.

1. Most of their work is concentrated on a new theme.
2. We will be given farther information.
3. The more we study nature the more we know about it.
4. Metals as well as minerals are of great importance in industry.
5. Japan has the most crowded railways in the world.

Упражнение № 3. Перепишите и переведите предложения. Определите в них временные формы глаголов, укажите их инфинитив.

1. The paper will be calendered to improve its smoothness.
2. The graduate will have developed certain skills and competences at the end of the program.
3. Manufacturers constructed their factories close to coal mines.
4. Currently engineers are studying physical and electronic properties of new materials.
5. Many scientists are searching for life in other parts of the universe.

Упражнение № 4. Перепишите и переведите предложения. Определите функции глаголов “to be”, “to have”, “to do”.

1. Automation today is an important factor of chemical industrial production.
2. These machines are to replace the old equipment of our laboratory.
3. Each industry has its own concept of automation that meets its particular production needs.
4. The specialist will have to explain this problem.
5. I do believe that mathematics is the language of the universe.

Упражнение № 5. Перепишите и переведите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Укажите тип значения, выражаемый данным глаголом.

1. When are we to visit the lecture of a new professor?
2. Special materials have to be developed.

3. He must have the necessary material to accomplish his model.
4. Studies are to be carried out.
5. We can find a new article in this magazine.

Упражнение № 6. Перепишите и письменно переведите текст.

1. The introduction of wood as a source of paper-making fibers at the end of 19th century was a great success which changed the future course of the pulp and paper industry and paved the way for mass production of paper on modern high-speed machines. The availability and relatively low cost of wood compared to materials used before for paper making opened up new markets and laid the basis for the modern pulp and paper industry.

2. Now wood is the principal raw material for pulp. Pulp is the raw material of which paper, paper-board, some plastics and many other products are made. All wood consists of the same basic parts: cellulose, fibers, lignin, sugars, resins, mineral salts, and other substances. The task of the papermaker is to separate the fibers and to rearrange them in new patterns and in new combinations with other substances for making different products. This may be done by several methods: mechanical, chemical, semi-mechanical and thermo-mechanical. The method chosen depends upon the type of wood used and the requirements of the end-product.

3. Historically softwoods have been preferred to hardwoods because of their greater fiber length. Up to the present time, supplies of softwoods have been adequate for pulp demand. So the main task of the pulp industry was to improve the pulping of softwoods. This resulted in a high level of technology in softwood pulping. The recent shortage of softwoods has made it necessary to use more hardwoods. Today they are in all pulping processes.

Упражнение № 7. Письменно ответьте на вопросы к тексту.

What type of wood is used more often now in the paper manufacturing?

1. Softwood because its fiber length is greater.
2. Hardwood as well as softwood.
3. Hardwood because of the shortage of softwood.

Упражнение № 8. Из первого абзаца выпишите прилагательные в положительной степени сравнения. Укажите сравнительную и превосходную степень сравнения данных прилагательного и переведите их.

Упражнение № 9. Перепишите первое предложение второго абзаца. Определите функцию глагола “to be”.

Вариант № 3

Упражнение № 1. Перепишите и переведите предложения, комментируя особенности перевода определений, выраженных существительными (цепочка слов) и стоящих перед определяемым существительным (левое определение).

1. The mill will modify the dryer section and install a new headbox.
2. The stock preparation system includes several stages.
3. Our industry workers fulfilled their plan last year.
4. The increases in pulp production at different mills are possible with the new paper machines.

Упражнение № 2. Перепишите и переведите предложения, комментируя особенности перевода степеней сравнения прилагательных и наречий.

1. Most of their work is concentrated on a new theme.
2. We will be given farther information.
3. The more we study nature the more we know about it.
4. Metals as well as minerals are of great importance in industry.
5. Japan has the most crowded railways in the world.

Упражнение № 3. Перепишите и переведите предложения. Определите в них временные формы глаголов, укажите их инфинитив.

1. The paper smoothness will be improved by calendering.
2. In our country each child goes to school when he is about seven years old.
3. The designers of the XX century often experimented with form.
4. The scientist is observing the reaction.
5. He has already finished filling in the research paper.

Упражнение № 4. Перепишите и переведите предложения. Определите функции глаголов “to be”, “to have”, “to do”.

1. Do you like ice cream?
2. The smallest unit of a substance is an atom.
3. This device is to be tested by the specialist.
4. The doctor will have to explain your diagnosis.
5. I do believe that one day we will have flying cars.

Упражнение № 5. Перепишите и переведите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Укажите тип значения, выражаемый данным глаголом.

1. When is the train to start?
2. The researches have to be done.
3. Will he be able to perform this experiment?
4. This spaceship can fly to the moon and back.
5. The requirement may have been met in the previous experiment.

Упражнение № 6. Перепишите и письменно переведите текст.

1. Man has always had a strong wish to express his thoughts in written form and in pictures. But he has not always had a satisfactory material on which to do this. The primitive man drew pictures on the walls of his cave. The ancient Babylonians, who lived in the land we call Iraq, wrote messages on heavy clay tablets and carried them from place to place. The Egyptians wrote on strips of a native plant called papyrus from which the modern paper gets its name. The Persians split the skins of animals, soaked them, scraped smooth, dried them, and made parchment.

2. In China, in 105 AD a young scholar named Ts'ai Lun added something new in the paper making progress. At this time the Chinese used silk and bamboo as writing material. Ts'ai Lun began to experiment with the inner bark of the mulberry tree. He transformed this material into pulp and added water. The mixture dried in the form of flat fiber sheets on which messages could be written. It was the first real paper.

3. The knowledge of papermaking was a secret closely guarded by the Chinese for several centuries. But eventually it spread to the Arabs. It reached Europe by about the twelfth century. By this time, rags were used for pulp instead of mulberry bark, but every sheet of paper was still made by hand. Only in 1799 the first machine for making a continuous sheet was invented by Robert in France.

Упражнение № 7. Письменно ответьте на вопросы к тексту.

Прочитайте первый абзац текста. Из приведенных вариантов ответа укажите номер предложения, содержащего правильный ответ на поставленный вопрос.

What material did the Egyptians use to write?

1. They wrote on the walls of the caves.
2. They wrote on parchment.
3. They wrote on papyrus.

Упражнение № 8. Из первого абзаца выпишите прилагательные в положительной степени сравнения. Укажите сравнительную и превосходную степень сравнения данных прилагательного и переведите их.

Упражнение № 9. Перепишите первое предложение второго абзаца. Определите функцию глагола “to be”.

Вариант № 4

Упражнение № 1. Перепишите и переведите предложения, комментируя особенности перевода определений, выраженных существительными (цепочка слов) и стоящих перед определяемым существительным (левое определение).

1. Some young engineers had a ten per cent wage increase.
2. Scientists have used the temperature control system.
3. The study provides one of the most valuable means of improving production efficiency.
4. The increases in pulp production at different mills are possible with the new paper machines.

Упражнение № 2. Перепишите и переведите предложения, комментируя особенности перевода степеней сравнения прилагательных и наречий.

1. Most the people in the audience were wearing masks.
2. He will be given further information by the teacher.
3. The more we don't sleep the more we get stressed.
4. It's not as simple a problem as it seems.
5. The storm caused the most damage to the cars nearest the field.

Упражнение № 3. Перепишите и переведите предложения. Определите в них временные формы глаголов, укажите их инфинитив.

1. When I received the e-mail, I couldn't understand who had sent it.
2. I knew I had received a virus when I run the anti-virus program.
3. This is just the start of our vision and we will be developing our community links further over the coming years.
4. She develops programs, resources, and trainings for volunteers and educators to engage students in engineering.
5. Many scientists are still searching for life in other parts of the universe.

Упражнение № 4. Перепишите и переведите предложения. Определите функции глаголов "to be", "to have", "to do".

1. The plant has to be protected against any accident.
2. Investigations can be performed using new equipment.
3. Each industry has its own concept of automation that meets its particular production needs.
4. He does the homework every day.
5. I do believe that English is the universal language.

Упражнение № 5. Перепишите и переведите предложения, подчеркните в каждом из них модальный глагол или его эквивалент. Укажите тип значения, выражаемый данным глаголом.

1. We had to find a safe place for the equipment.

2. All the effects will have to be studied.
3. She must have the necessary staff to go to her training.
4. This procedure might often help to solve the problem more efficiently.
5. He cannot have made such a serious mistake in his experiment.

Упражнение № 6. Перепишите и письменно переведите текст.

1. The paper industry dates from the beginning of the Christian era. It was Ts'ai Lun, a Chinese minister of agriculture, who invented the first paper in 105 AD. He beat silk and mulberry bark together and screened the fibers from water with a bamboo mold. This technique was refined by the Chinese and kept as a secret until the 8th century when it eventually spread to Arabs and was used in Samarkand.

2. The art of papermaking then spread through Central Asia, Asia Minor and Egypt into Europe where it established by 1400. During this period the basic techniques remained unchanged. Fiber from many different sources were separated and suspended in a vat of water. A screen was dipped into the water, lifted out, separating the fibers from the water. After the sheet of paper was formed, it was pressed between felts and placed on a smooth surface to dry.

3. Many developments increased the production rate of papermaking, but the most important was the invention of papermaking machines around 1800. From that date to the present, the same techniques have been made more efficient, but not substantially changed from Ts'ai Lun's original concepts.

4. The development of the paper manufacturing is closely parallel to the development of Western civilization. Paper became an integral part of the development of our culture.

Упражнение № 7. Письменно ответьте на вопросы к тексту.

1 Прочитайте второй абзац текста. Из приведенных вариантов ответа укажите номер предложения, содержащего правильный ответ на поставленный вопрос.

Did the manufacture of paper change over the years as compared with Ts'ai Lun technique?

1. It changed fundamentally.
2. It did not change at all.
3. The basic techniques invented by Ts'ai Lun remained unchanged.

Упражнение № 8. Из первого абзаца выпишите прилагательные в положительной степени сравнения. Укажите сравнительную и превосходную степень сравнения данных прилагательного и переведите их.

Упражнение № 9. Перепишите первое предложение второго абзаца. Определите функцию глагола "to be".

КОНТРОЛЬНОЕ ЗАДАНИЕ № 2

Для того чтобы правильно выполнить контрольное задание № 2, необходимо усвоить следующие разделы курса английского языка:

- 1) Видовременные формы глагола. Страдательный залог (Passive Voice): формы Simple (Present, Past, Future), Continuous (Present, Past, Future), Perfect (Present, Past, Future). Особенности перевода с страдательного залога на русский язык.
- 2) Грамматические функции и значения многофункциональных слов “it”, “one” (“one’s”), “that”, “those”.
- 3) Формы и функции причастия Participle I (Present Participle) и Participle II (Past Participle) в предложении.
- 4) Независимый причастный оборот.

Используйте следующие образцы выполнения заданий.

Образец выполнения к упр. № 1. См. табл. № 3

1) I was told about it only yesterday. <i>was told</i> – Past Simple Passive от глагола “to tell”.	Мне рассказали об этом только вчера.
2) The new discovery is being much spoken about. <i>is being spoken about</i> – Present Continuous Passive от глагола “to speak about”.	Об этом новом открытии много говорят.
3) Theoretical course will be followed by practical training. <i>will be followed</i> – Future Simple Passive от глагола “to follow”	За теоретическим курсом последует практическая подготовка.
4) Recently the engineers have developed a new production line. <i>have developed</i> – Present Perfect Active от гл. “to develop”.	Недавно инженеры разработали новую производственную линию.

Образец выполнения к упр. № 2. См. табл. № 11-13

1) One must do this work in time. “one” – формальное подлежащее в неопределенно-личном предложении.	Нужно сделать эту работу вовремя.
2) This integrated pulp and paper mill is the biggest one in the world. “one” – словозаменитель ранее упоминавшегося существительного “mill”. В данном случае в переводе опускается.	Этот ЦБК – самый большой в мире.
3) – Where is my book? – It is on the table.	– Где моя книга? – Она на столе.
4) It was at our plant that the new equipment was tested. “it” – личное местоимение, заменяющее неодушевленное существительное.	Именно на нашем заводе было проверено новое оборудование.
“it” – входит в состав выделительной конструкции it is...that (which). Вся конструкция переводится “именно”.	

Образец выполнения к упр. № 3. См. табл. № 4

1) The student <u>reading</u> a newspaper is my friend.	Студент, читающий газету, – мой друг.
<i>reading</i> – Participle I от глагола “to read” в функции определения.	
2) <u>Having read</u> this article we learned many new facts.	Прочитав эту статью, мы узнали много новых фактов.
<i>having read</i> – Perfect Participle I Active от глагола “to read” в функции обстоятельства.	
3) The letter was <u>written</u> by my brother.	Письмо было написано моим братом.
<i>written</i> – Participle II от глагола “to write”. Входит в состав сложной глагольной формы для образования Past Simple Passive.	

Образец выполнения к упр. № 4. См. табл. № 5

1) <u>The work being over</u> , we went home.	<u>Когда работа закончилась</u> , мы пошли домой.
Независимый причастный оборот стоит в начале предложения, переводится придаточным обстоятельственным предложением с союзами «когда», «так как».	
2) Petrov helps me with my English, <u>I helping him with mathematics</u> .	Петров помогает мне с английским, <u>а я помогаю ему по математике</u> .
Независимый причастный оборот стоит в конце предложения, переводится самостоятельным предложением в составе сложносочиненного предложения.	

Образец выполнения к упр. № 5

Текст на английском.	Текст на русском.
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Вариант № 1

Упражнение № 1. Перепишите и переведите предложения, определите в них залог и временные формы глагола. Укажите их инфинитивы.

1. Many newspapers and magazines were published last year.
2. Scientists are successfully using radioactive isotopes for food conservation.
3. This problem will be discussed at the next meeting.
4. The date of the event was agreed upon at last.
5. These data will be referred to in the next paper.

Упражнение № 2. Перепишите и переведите предложения, обращая внимание на особенности перевода слов “it”, “one (one’s)”, “that”, “these”, “those” в разных значениях, укажите их функции.

1. It is copper which is one of the most widely used conductors.
2. At the seminar he solved his own problem and that of his friend.
3. One has to study a lot to become a professional in one's field.
4. One must pass all exams well to enter a university.
5. It is a new subject. It is very important for our future specialization.

Упражнение № 3. Перепишите предложения. Подчеркните в них причастия, определите их форму и функцию. Предложения переведите.

1. The scientist using this technique will be able to achieve good results.
2. Having been tested the computer system was installed at a plant.
3. When condensing the steam gives up heat to the water.
4. Having stated the laws of gravity Newton was able to explain the structure of the Universe.
5. The experiment followed by data processing produced accurate results.

Упражнение № 4. Перепишите предложения. Подчеркните в них независимый причастный оборот. Переведите предложения, комментируя особенности перевода указанной конструкции.

1. The conference being over, the participants went on an excursion.
2. The experiment having been made, everybody was interested in the results.
3. With the structure of various companies being different, the model is often inadequate in each particular case.
4. Many scientists worked in the field of mechanics before Newton, the most outstanding being Galileo.

Упражнение № 5. Перепишите и письменно переведите текст.

Chipping

1. Chipping in the forest has many advantages. There are tree chippers which lift up the tree, swallow it at one end and spew chips at the other end. But at the same time there are a few disadvantages in this operation. In the swallowing of the whole tree, the bark which is undesirable for pulping is also ground up into chips. This

causes darker and dirtier pulp and makes the bleaching problem more difficult. Nevertheless, the disadvantage is overcome by the greater yield.

2. But the manufacturers prefer to chip logs at a saw and woodworking mills. The chipper MD-05 is one of the recent models which cut wood into accepted (отсортированный) chips. The main parts of the chipper are a chipping mechanism and a drive. The chipping mechanism consists of a cutter disc with twelve chipping knives on it. The cutter disc is driven by electric motor. The wood is fed by a conveyor into the chipping zone where it is cut into chips. The quality of the chips is affected by a special mechanism which discharges the chips without shocks. The chips pass through the slots under the knives to the back (тыльная сторона) of the disc and then through the window located on the back side of the chipping mechanism and the chute to the receiving conveyor.

Упражнение № 6. Прочитайте первый абзац, перепишите вопрос и письменно ответьте на него.

What is the disadvantage of chipping in the forest?

Упражнение № 7. Из первого абзаца выпишите причастие. Определите его форму и функцию в предложении.

Упражнение № 8. Из второго абзаца выпишите предложение, в котором используется многофункциональное слово “it”. Определите его функцию.

Упражнение № 9. Из третьего абзаца выпишите предложение, сказуемое которого стоит в страдательном залоге. Определите его временную форму.

Вариант № 2

Упражнение № 1. Перепишите и переведите предложения, определите в них залог и временные формы глагола. Укажите их инфинитивы.

1. We are developing land and building faster than our industry can handle.
2. Population means a number of people who live in a particular area.
3. This problem will be discussed at the next meeting.
4. The date of the event was agreed upon at last.
5. These data will be referred to in the next paper.

Упражнение № 2. Перепишите и переведите предложения, обращая внимание на особенности перевода слов “it”, “one (one’s)”, “that”, “these”, “those” в разных значениях, укажите их функции.

1. It is copper which is one of the most widely used conductors.
2. This solid is denser than that one.
3. One has to study a lot to become a professional in one's field.
4. He was given one hour for the exam.
5. We used materials that contained lead.

Упражнение № 3. Перепишите предложения. Подчеркните в них причастия, определите их форму и функцию. Предложения переведите.

1. The man delivering this lecture is our professor of mathematics.
2. The results of the experiment discussed yesterday will be published.
3. When condensing the steam gives up heat to the water.
4. Having been heated the substance changed its properties.
5. The experiment followed by data processing produced accurate results.

Упражнение № 4. Перепишите предложения. Подчеркните в них независимый причастный оборот. Переведите предложения, комментируя особенности перевода указанной конструкции.

1. The fuel burnt out, the engine stopped.
2. The sun is a source of radiations, many of which producing important effects on the atmosphere. experiment
3. A new technique having been worked out, the yields rose.
4. Simple substances consist of atoms, each substance having its own special kind of atom.

Упражнение № 5. Перепишите и письменно переведите текст.

Groundwood

1. Any process of pulp preparation begins with barking. Bark is removed in big steel cylinders called barking drums. Logs tumble against each other and as a result bark is stripped. Another common method is using powerful jets of water.

2. If bark is not removed, we get darker and dirtier pulp. The bleaching of such pulp is very difficult, but this disadvantage is overcome by greater yield of the pulp. The technology utilizing the whole tree is already known and is used at many mills.

3. But at the majority of pulp and paper mills bark is removed. After barking (in the mechanical process) the grinding stones grind logs in large quantities of water and reduce the logs to fibrous state. The composition of the mechanical pulp (groundwood) is practically identical with that of the wood. Groundwood made from fresh wood is of light yellow colour. One disadvantage of groundwood pulping is that the grinding of fibers weakens them. The pulp produced by the mechanical process is inferior to that produced by the chemical process: it is used in making those kinds of paper where the highest quality is not demanded and the price is principal consideration.

4. Mechanical pulp is much cheaper to make than any other form of paper pulp. In the first place, only about 2 % of raw material is lost, as compared to 50 % in the chemical processes. Secondly, there are no chemicals required. Finally, the equipment necessary for making mechanical pulp is much cheaper.

Упражнение № 6. Прочитайте второй абзац, перепишите вопрос и письменно ответьте на него.

What is the disadvantage of the presence of the bark in the groundwood?

Упражнение № 7. Из первого абзаца выпишите причастие. Определите его форму и функцию в предложении.

Упражнение № 8. Из второго абзаца выпишите предложение, в котором используется многофункциональное слово “it”. Определите его функцию.

Упражнение № 9. Из третьего абзаца выпишите предложение, сказуемое которого стоит в страдательном залоге. Определите его временную форму.

Вариант № 3

Упражнение № 1. Перепишите и переведите предложения, определите в них залог и временные формы глагола. Укажите их инфинитивы.

1. Different forms of energy are dealt with in the present article.
2. Such an approach was followed for the areas of mathematics, geography, and history.
3. Matter is constantly changing and is constantly moving.
4. This equipment has been designed for speeding up production.
5. The study of theory will be accompanied by practical training.

Упражнение № 2. Перепишите и переведите предложения, обращая внимание на особенности перевода слов “it”, “one (one’s)”, “that”, “these”, “those” в разных значениях, укажите их функции.

1. It is important to understand the basic principle of this process.
2. The simplest materials are those which have only one kind of atoms.
3. One has to accept one’s responsibility.
4. There are many diagrams here. The most interesting ones are on that wall.
5. It is the invention of an engine that started the first industrial revolution.

Упражнение № 3. Перепишите предложения. Подчеркните в них причастия, определите их форму и функцию. Предложения переведите.

1. The students studying at the university passed their entrance exams in summer.
2. Being designed by a talented scientific worker the device was a success.
3. The materials collected served as valuable information.
4. Having been employed in many industrial processes computers show a notable example of progress.
5. The experiments referred to in the article are of particular importance.

Упражнение № 4. Перепишите предложения. Подчеркните в них независимый причастный оборот. Переведите предложения, комментируя особенности перевода указанной конструкции.

1. The book being translated into many languages, everybody will be able to read it.
2. The session was over, with many aspects of the problem left unsolved.
3. With the current being switched on, the machine automatically starts operating.
4. All factors considered, we believe that the mechanism is the most likely.

Упражнение № 5. Перепишите и письменно переведите текст.

Semi-chemical process

1. Semi-chemical process of making wood pulp combines mechanical and chemical methods. It was developed particularly for the pulping of hardwoods and has many variations. The pulpwood chips are cooked in a mild chemical solution and

the fibers are separated mechanically. Semi-chemical pulps are used in making corrugated paper boards and other items.

2. In each of the chemical methods logs must be chipped before they are cooked. Rotating knives cut off chips and a conveyor belt carries them either to storage or to the digesters. These digesters operate on the same principle as a kitchen pressure cooker. Wood chips in chemical solution are cooked with steam, until reduced to wet pulpy mass. It is this cooking which dissolves the resins and lignin and causes the fibers to separate.

3. The digester is a cylindrical vessel with top and bottom conical heads. It is mounted in vertical position on four support columns. The upper charging pipe is provided with an easily removable mechanized cover. For preventing clogging of the circulation system, the digester has three screening zones. The digester equipment also includes a steam chip packer, a collector for digester washing and a special collector for pulp washing out.

Упражнение № 6. Прочитайте третий абзац, перепишите вопрос и письменно ответьте на него.

What does the digester equipment include?

Упражнение № 7. Из первого абзаца выпишите причастие. Определите его форму и функцию в предложении.

Упражнение № 8. Из второго абзаца выпишите предложение, в котором используется многофункциональное слово “it”. Определите его функцию.

Упражнение № 9. Из третьего абзаца выпишите предложение, сказуемое которого стоит в страдательном залоге. Определите его временную форму.

Вариант № 4

Упражнение № 1. Перепишите и переведите предложения, определите в них залог и временные формы глагола. Укажите их инфинитивы.

1. The study of theory will be accompanied by practical training.
2. That problem was discussed at our meeting last year.
3. They were building a high-tech research laboratory to realize the project.
4. They had been told to do their work quickly.
5. These data are not accounted for by the existing theory.

Упражнение № 2. Перепишите и переведите предложения, обращая внимание на особенности перевода слов “it”, “one (one’s)”, “that”, “these”, “those” в разных значениях, укажите их функции.

1. It is well known that a solid expands when we heat it.
2. One must pass all exams well to enter a university.
3. It is industrialization that is making ecological problems very serious.
4. The qualities of the new alloy are better than those of the old one.
5. The new laboratory is equipped better than the old one.

Упражнение № 3. Перепишите предложения. Подчеркните в них причастия, определите их форму и функцию. Предложения переведите.

1. Comparing these preliminary results, we came to the following conclusion.
2. The new equipment being developed at this plant will be tested in two weeks.
3. The engine tested showed that it needed no further improvement.
4. Having been published in 1687 Newton’s laws of motion are still the basis for research.
5. The observations accounted for by this model are worth mentioning.

Упражнение № 4. Перепишите предложения. Подчеркните в них независимый причастный оборот. Переведите предложения, комментируя особенности перевода указанной конструкции.

1. The temperature being raised, the kinetic energy is increased.
2. With the structure of various companies being different, the model is often inadequate in each particular case.
3. The proper conditions created, we could study the particles possessing tremendous energy.
4. Their work completed, the laboratory assistants left.

Упражнение № 5. Перепишите и письменно переведите текст.

Chemical process

1. In the chemical paper making process, wood fibers are separated from their lignin binder by cooking chips in any of the chemical solutions. The most common chemical processes are: the sulfite process, the sulfate process and the soda process.

2. Paper made from hardwoods by the soda process has good printing qualities. Hardwood fibers are much shorter than softwood fibers. When pulped by this process and mixed with longer fibers, hardwoods make high quality magazine and book papers.

3. The sulfite process is not so popular now. The sulfate process was originally used mainly for the pulping of softwoods, especially pine. Now this process is used in pulping both softwoods and hardwoods for papers which are used for wrappings, bags and other durable papers requiring strength.

4. No matter which of the chemical processes is used, wood pulp requires additional treatment, washing, screening and sometimes bleaching before it can be converted into paper. Washing removes left-over chemicals and non-fibrous substances. Screening removes dirt, uncooked or unbroken pieces of wood and separates fibers according to size. Bleaching gives pulp the desirable degree of whiteness.

Упражнение № 6. Прочитайте четвертый абзац, перепишите вопрос и письменно ответьте на него.

What are the functions of washing, screening and bleaching?

Упражнение № 7. Из первого абзаца выпишите причастие. Определите его форму и функцию в предложении.

Упражнение № 8. Из четвертого абзаца выпишите предложение, в котором используется многофункциональное слово “it”. Определите его функцию.

Упражнение № 9. Из третьего абзаца выпишите предложение, сказуемое которого стоит в страдательном залоге. Определите его временную форму.

КОНТРОЛЬНОЕ ЗАДАНИЕ № 3

Чтобы правильно выполнить контрольное задание № 3, необходимо усвоить следующие разделы курса английского языка:

- 1) Инфинитив, его формы и функции: а) подлежащего, б) составной части сказуемого, в) определения, г) обстоятельства цели. Способы перевода инфинитива.
- 2) Субъектный и объектный инфинитивные обороты (сложное подлежащее и сложное дополнение).
- 3) Условное предложение: типы условных предложений, их перевод.
- 4) Признаки сослагательного наклонения; глагол *to be (were)* при подлежащем в единственном числе; инверсия в бессоюзном условном предложении. Обороты *I wish/If only*.

Используйте образцы выполнения упражнений.

Образец выполнения к упр. № 1. См. табл. № 7

1) He was <u>to come</u> at 5.	Он должен был <u>прийти</u> в 5 часов.
<i>to come</i> – Simple Infinitive Active в составе составного модального сказуемого.	
2) Here is the letter <u>to be sent</u> at once.	Вот письмо, <u>которое надо отправить</u> сразу же.
<i>to be sent</i> – Simple Infinitive Passive в роли определения.	
3) He was the first <u>to solve</u> the problem.	Он первым решил задачу.
<i>to solve</i> – Simple Infinitive Active в роли определения после выражения “He was the first...”.	

Образец выполнения к упр. № 2. См. табл. № 8

1) We expect <u>her to come</u> tomorrow.	Мы ожидали, что она придет завтра.
<i>her to come</i> – сложное дополнение после сказуемого <i>expect</i> .	
2) <u>She</u> is expected <u>to come</u> tomorrow.	Ожидают, что она придет завтра.
<i>She...to come</i> – сложное подлежащее после сказуемого <i>is expected</i> .	

Образец выполнения к упр. № 3. См. табл. № 9, 10

1. Союзные – употребляются с союзами <i>if</i> – если, <i>provided (that)</i> , <i>providing (that)</i> , <i>supposing (that)</i> , <i>on condition (that)</i> – при условии (что), <i>unless</i> – если не.	
1) If he <u>goes</u> to bed early, he <u>will get up</u> early.	Если он <i>ляжет</i> спать рано, то и <i>встанет</i> рано.
После союза <i>if</i> в придаточной части – Present Simple, в главной части – Future Simple – I тип (реальное условие)	
2) If he <u>were</u> free, he <u>would help</u> you.	Если <u>бы</u> он <u>был</u> свободен, он <u>помог бы вам</u> .
После союза <i>If</i> в придаточной части – Past Simple в форме <i>were</i> (независимо от лица и числа), в главной части – <i>would</i> + bare infinitive – II тип (не вполне реальное условие).	
3) If he had gone to bed early yesterday, he would have got up early.	Если бы он лег спать рано вчера, то и встал бы рано.
После союза <i>If</i> – Past Perfect, в главном – <i>would</i> + <i>have</i> + Participle II - III тип (нереальное условие).	
2. Бессоюзные условные (с инверсией – в начале предложения: <i>had</i> , <i>were</i> , <i>could</i> , <i>should</i>).	
4) <u>Had</u> he <u>known</u> about it before, he <u>would have spoken</u> to him.	Если <u>бы</u> он узнал об этом раньше, он <u>поговорил бы</u> с ним.
<u>Should</u> he come, ask him to wait.	Если он <u>подойдет</u> , попросите его подождать.

Образец выполнения к упр. № 4

1) I wish/I only I <u>knew</u> the answer.	Хотелось бы мне <i>знать</i> ответ.
После оборота I wish в придаточной части употребляется время Past Simple, которое выражает маловероятную ситуацию в настоящем.	
2) I wish/If only he <u>hadn't said</u> it.	Жаль, что он это <i>сказал</i> .
После оборота I wish в придаточной части употребляется Past Perfect, которое обозначает действие в прошлом.	
3) I wish/I only he <u>would tell</u> me everything.	Я бы хотел, чтобы он мне все <i>рассказал</i> .
После оборота I wish/If only в придаточной части употребляются модальные глаголы would (could) с инфинитивом – действие придаточного предложения следует за действием главного предложения.	

Вариант № 1

Упражнение № 1. Перепишите предложения. Подчеркните инфинитив и укажите его залогово-временную форму и функцию. Письменно переведите предложения.

1. To increase the production capacity of nonwovens a new machine is being installed.
2. Parameters to be measured in a control experiment include density and temperature of the pulp.
3. The stock is sent through screens to remove foreign materials.
4. The mill learned to control the emissions of unpleasant smelling gas.
5. To overcome pollution problems is the main goal of the industry.

Упражнение № 2. Перепишите предложения. Переведите их, обращая внимание на особенности перевода сложного подлежащего и сложного дополнения. Подчеркните указанные конструкции.

1. The winder is considered to consist of three sections.
2. We know the factory to have improved the methods of quality control.
3. The engineers of that plant are said to have constructed a new device.
4. We want you to see the new university building.
5. The company is believed to have lost a lot of money last year.

Упражнение № 3. Перепишите и переведите предложения, определите типы условных предложений.

1. If the fibers were not diluted they would make a very lumpy paper.
2. In case you had used this valve, the direction of the flood would have been changed.
3. If this grade of paper has the necessary treatment, it will be perfectly usable.
4. Were the losses of fibers less significant, we could use this new refiner.
5. Should the primary objective of the pulping process be attained, the improvements in delignification and refining would be great.

Упражнение № 4. Перепишите и переведите предложения, содержащие сослагательное наклонение. Подчеркните признаки сослагательного наклонения.

1. Had the factory process required steam at a specific pressure, an automatic extraction turbine would be necessary.
2. If coal were not used as fuel, we should get more valuable products.
3. I wish I saw it with my own eyes!
4. I wish you had used that equipment

Упражнение № 5. Перепишите и письменно переведите тексты.

Bark removal. Barker

1. The equipment designed to remove bark from the logs are called barkers. They are of 2 types: hydraulic and mechanical. Hydraulic barkers require the use of water to remove the bark from the tree. The water is pumped by high-pressure pumps into jet squirters which impinge on the surface of the tree or log and blast off the bark.

2. The hydraulic barker does a very efficient job with very little damage to the wood and is most suited to the barking of logs that are large in diameter and very long. This type of barker has therefore found application in operations where a lumber mill and a pulp mill are operating together, or in other applications where tree length logs need to be handled.

3. Mechanical barkers can be divided into major categories: those that handle a large number of logs at the same time, and those that treat individual logs. The type that treats a large number of logs at a time is called a drum barker. The drum barker is a large cylinder open at both ends. Logs with bark on their surface are loaded into the higher end of the drum. The drum is rotated, causing the logs to tumble over one another creating a rubbing action that strips the bark from the logs. The initial part of the drum barker may be closed to retain water, soften the bark and remove it from the tree.

Упражнение № 6. Выпишите из первого абзаца инфинитив. Укажите его функцию и переведите.

Упражнение № 7. Прочитайте третий абзац. Укажите классификацию корообдирок, описанные в данном абзаце текста.

Вариант № 2

Упражнение № 1. Перепишите предложения. Подчеркните инфинитив и укажите его залогово-временную форму и функцию. Письменно переведите предложения.

1. Simple heating of the water is common to help break down the paper.
2. The basic function to be performed by the wet end is to separate the fibers and water and form the web of paper.
3. To increase the potential operating speed of the machine, it is desirable to have the press felt moisture content as low as possible.
4. To ensure a continuous flow of pulp it is generally necessary for a mill to have several digesters.
5. To achieve this effect is impossible without extracting water from the top wire.

Упражнение № 2. Перепишите предложения. Переведите их, обращая внимание на особенности перевода сложного подлежащего и сложного дополнения. Подчеркните указанные конструкции.

1. These refiners are supposed to consume less energy per ton of pulp.
2. We expect the new machine to produce 75 t/24 hr of quality tissue.
3. The plant is likely to go into operation in recent years. engineers of that plant are said to have constructed a new device.
4. We know the mill to have improved its methods of quality control.
5. The type of anion does not seem to influence strength.

Упражнение № 3. Перепишите и переведите предложения, определите типы условных предложений.

1. If the sheet became lighter or heavier the sound of the wire would change.
2. In this case the paper would become too light and dry.
3. If this grade of paper has the necessary treatment, it will be perfectly usable.
4. Were the surface of the earth uniform, there would be three parallel zones of precipitation higher than average.
5. Should a plant be located at a point favourable both to the obtaining of raw material and the market for the paper, it would be ideal.

Упражнение № 4. Перепишите и переведите предложения, содержащие сослагательное наклонение. Подчеркните признаки сослагательного наклонения.

1. Should it be interesting to calender at higher temperatures, such operations would have consequences both for paper and the calender design.
2. If it were possible to design new ,there would be possibility for cost reduction.
3. I wish I do it with my own hands!
4. I wish you had carried out the new experiment.

Упражнение № 5. Перепишите и письменно переведите текст.

Chipping, grinding

1. The equipment designed to remove bark from the logs are called barkers. They are of 2 types: hydraulic and mechanical. Hydraulic barkers require the use of water to remove the bark from the tree. The water is pumped by high-pressure pumps into jet squirters which impinge on the surface of the tree or log and blast off the bark.

2. The hydraulic barker does a very efficient job with very little damage to the wood and is most suited to the barking of logs that are large in diameter and very long. This type of barker has therefore found application in operations where a lumber mill and a pulp mill are operating together, or in other applications where tree length logs need to be handled.

3. Mechanical barkers can be divided into major categories: those that handle a large number of logs at the same time, and those that treat individual logs. The type that treats a large number of logs at a time is called a drum barker. The drum barker is a large cylinder open at both ends. Logs with bark on their surface are loaded into the higher end of the drum. The drum is rotated, causing the logs to tumble over one another creating a rubbing action that strips the bark from the logs. The initial part of the drum barker may be closed to retain water, soften the bark and remove it from the tree.

Упражнение № 6. Выпишите из первого абзаца инфинитивы. Укажите их функцию и переведите.

Упражнение № 7. Прочитайте второй абзац. Укажите, что является первым шагом в производстве химической целлюлозы.

Вариант № 3

Упражнение № 1. Перепишите предложения. Подчеркните инфинитив и укажите его залогово-временную форму и функцию. Письменно переведите предложения.

1. A very interesting problem is to produce a practically limitless source of energy.
2. To develop the supercomputer highly developed electronics and new materials were required.
3. We know many human activities to have contributed to scientific inventions.
4. That assistant was to compare the resistance of the two conductors.
5. To solve this problem is extremely important.

Упражнение № 2. Перепишите предложения. Переведите их, обращая внимание на особенности перевода сложного подлежащего и сложного дополнения. Подчеркните указанные конструкции.

1. We observed the temperature rise gradually.
2. Recommendations from physicists will allow the necessary measures to be taken to protect the air from pollution.
3. He is considered to be an experienced engineer.
4. We would like you to tell us about the experiment in more detail.
5. They believe the substance to have dissolved.

Упражнение № 3. Перепишите и переведите предложения, определите типы условных предложений.

1. If you think that a computer never makes mistakes, you are wrong.
2. In case you had tried to apply new technique, you would have seen the data changed.
3. If the scientists had tested this material, we would have used it in our future work.
4. Were the values known, we could finish our experiment.
5. Had they identified the substance at that time, they could have finished the experiment long ago.

Упражнение № 4. Перепишите и переведите предложения, содержащие сослагательное наклонение. Подчеркните признаки сослагательного наклонения.

1. Unless a very high pressure is used, electrons produce only a small number of ions.
2. I wish you had bleached these fibers using new method.
3. If safety measures had been followed, the accident would never have happened.
4. I wish I could change the quality of this material.

Упражнение № 5. Перепишите и письменно переведите тексты.

Pulping. Digester

1. Methods for cooking the chips can be divided into two basic types of operation: batch and continuous. The batch operations are carried out as sequential cooking steps and the continuous are carried out in a special tank that allows the chips to be fed in at one end and cooked pulp to be discharged at the other.

2. For the batch operation, the chips are loaded into a tank called a digester. The digester is sealed, the cooking liquor is charged into the digester and the pulping operation is carried out. At the conclusion of the cook, the digester is emptied and refilled for the next cycle. To ensure a continuous flow of pulp for the subsequent operations it is generally necessary for a mill to have several digesters mounted side by side on the digester or cooking room floor and operated with one chip supply and one liquor supply system. The chips are delivered to the chip bin from the chip storage area following the necessary screening operations. When it is desired to charge, or fill, a digester, the lid is removed from the digester, the chute placed in position to fill it and the chips dumped into the digester. It is desirable to use a chip distributor to spread the chips out to ensure level filling of the digester and prevent bridging, or formation of dome-shaped piles, in the digester.

3. It is necessary for the chips to be presteamed to heat them or to increase their moisture content. The presteaming usually takes place in the digester by opening the steam valve leading to it and blowing live steam in amount of the chips.

Упражнение № 6. Выпишите из первого абзаца инфинитив. Укажите его функцию и переведите.

Упражнение № 7. Прочитайте второй абзац. Укажите основные операции, описанные в данном абзаце текста, проводимые с щепой при периодической варке.

Вариант № 4

Упражнение № 1. Перепишите предложения. Подчеркните инфинитив и укажите его залогово-временную форму и функцию. Письменно переведите предложения.

1. To construct an experiment of this kind seems nearly impossible.
2. Signals to be measured must be strong enough.
3. One way of obtaining hydrogen is to pass electric current through water.
4. His aim is to demonstrate the results of his experiment.
5. To prevent corrosion metal must be covered with paint.

Упражнение № 2. Перепишите предложения. Переведите их, обращая внимание на особенности перевода сложного подлежащего и сложного дополнения. Подчеркните указанные конструкции.

1. The laser is known to be a device producing an intensive beam of light.
2. We suppose the construction of that building to be completed in a week.
3. Electricity proved to be able to travel instantly over a long piece of wire.
4. We would like you to join our research group.
5. They expect this law to hold for all the cases.

Упражнение № 3. Перепишите и переведите предложения, определите типы условных предложений.

1. Unless the temperature rises, the speed of the molecules will not increase.
2. In case you had used this parameter, the brightness of the paperboard would have been changed.
3. If this softwood pulp has the necessary treatment, it will be ideally suitable.
4. Were silver not so expensive, it could be used as a conductor.
5. Had we modified the conditions at the very beginning, we would have obtained better results.

Упражнение № 4. Перепишите и переведите предложения, содержащие сослагательное наклонение. Подчеркните признаки сослагательного наклонения.

1. Had they warned us of the possible changes in advance, there would have been fewer problems.
2. I wish we could have finished the experiment long ago.
3. I wish I could solve this problem earlier.
4. If we bought a new software package, we could estimate the experimental error.

Упражнение № 5. Перепишите и письменно переведите тексты.

Pulping and refining

1. All the operations necessary for preparing the fibers begin with pulping and proceed through refining, metering and blending to dilution and cleaning.

2. The pulping operation has to liberate the fibers from the raw material being used by process. The fibers liberated from the wood by a pulp mill are formed into thick sheets of paper and bundled into bales. The pulp is not dried completely, but retains about 20 % moisture to prevent the fibers from bonding to one another or callapsing.

3. The machine used for pulping is called pulper. The pulper is equipped with rotating blades in the bottom, which serve to break the pulp into individual fibers. It may be operated as a continuous pulper, water and bales of pulp being added to maintain the desired volume and defibered stock being removed through the strainer plate in the bottom. However, the pulper is more likely to operate as a batch operation, because it is used to different types of pulp and sends them to separate storage tanks.

Упражнение № 6. Выпишите из второго абзаца инфинитив. Укажите его функцию и переведите.

Упражнение № 7. Прочитайте третий абзац. Укажите режимы, описанные в данном абзаце текста, при которых может работать гидроразбиватель.

КОНТРОЛЬНОЕ ЗАДАНИЕ № 4

Чтобы правильно выполнить контрольное задание № 4, необходимо усвоить следующие разделы курса английского языка:

- 1) Герундий и его формы и функции а) подлежащего, б) составной части сказуемого, в) определения, г) обстоятельства, д) дополнения. Перевод герундия.
- 2) Сложный герундиальный оборот.
- 3) Бессоюзное подчинение в определительных и дополнительных придаточных предложениях.
- 4) Различные значения слов: *as, because, because of, due to, for, since, both ... and, either ... or, neither ... nor*.

Используйте образцы выполнения упражнений.

Образец выполнения к упр. № 1. См. табл. № 6

1) <u>Reading</u> books is useful.	Читать книги (чтение книг) полезно.
<i>reading</i> – Simple Active Gerund от инфинитива “to read” в функции подлежащего.	
2) We enrich our knowledge by <u>reading</u> books.	Мы обогащаем наши знания, читая книги (с помощью чтения книг).
<i>reading</i> – Simple Active Gerund от инфинитива “to read” в функции обстоятельства.	
3) The final temperature depends upon the method of <u>firing</u> and classes of coal.	Конечная температура зависит от способа сжигания и видов угля.
<i>firing</i> – Simple Infinitive Active от инфинитива “to fire” в роли определения.	

Образец выполнения к упр. № 2

1) We know of <u>silver and copper being good conductors</u> of electricity.	Мы знаем, что серебро и медь – хорошие проводники электричества.
<i>silver and copper being good conductors</i> – герундиальный оборот в роли дополнения.	
2) I know of this <u>engineer's having learned</u> German.	Я знаю, что этот инженер изучал немецкий.
<i>engineer's having learned</i> – герундиальный оборот в роли дополнения.	

Образец выполнения к упр. № 3

Here is the book <u>you gave me on Monday</u> .	Вот книга, <u>которую вы дали мне в понедельник</u> .
<i>...you gave me on Monday</i> – определительное придаточное предложение, переводится союзом <i>которую</i> .	
I know <u>he has brought a new dictionary for you</u> .	Я знаю, <u>что он принес вам новый словарь</u> .
<i>...he has brought a new dictionary for you</i> – дополнительное придаточное предложение, переводится союзом <i>что</i> .	

Образец выполнения к упр. № 4

Союз as	
1) I have done the work <u>as</u> it was required.	Я сделал работу, <u>как</u> это требовалось.
2) <u>As</u> there were many new words in the text, I used a dictionary.	<u>Так как</u> в тексте было много новых слов, я пользовался словарем.
3) <u>As to (as for)</u> air heater, it can pass much water per second.	<u>Что касается</u> воздухоподогревателя, он может пропускать много воды в секунду.
Союз because и предлог because of	
1) We use this apparatus <u>because</u> it is reliable.	Мы используем этот аппарат, <u>так как</u> он надежен.
2) We use apparatus <u>because of</u> its reliability.	Мы используем этот аппарат <u>из-за (вследствие)</u> его надежности.

Предлог due to	
1) Plastics are in wide use <u>due to</u> their light weight.	Пластмассы находят широкое применение <u>благодаря</u> их легкому весу.
Предлог for	
1) <u>For</u> a long time wood was being applied for construction. 2) We could not translate this text <u>for</u> it contained unknown terms.	<u>В течение</u> долгого времени дерево использовалось для строительства. Мы не могли перевести этот текст, <u>так как</u> он содержал незнакомые термины.
Since - предлог и союз	
1) Man used wood for construction <u>since</u> ancient times. 2) <u>Since</u> the experiment was finished we left the laboratory.	Человек использовал дерево для строительства <u>с</u> древних времен. <u>Так как</u> эксперимент был закончен, мы покинули лабораторию.
Сложный союз both...and; местоимение both	
1) Electronics helps us to study <u>both</u> the atomic nucleus <u>and</u> elementary particles. 2) I bought two books, <u>both</u> were interesting.	Электроника помогает нам изучать <u>как</u> атомное ядро, <u>так и</u> элементарные частицы. Я купил две книги, <u>обе</u> были интересными.
Сложный союз either...or	
1) Motors run on <u>either</u> direct <u>or</u> alternating current.	Двигатели работают <u>или</u> на постоянном, <u>или</u> на переменном токе (как...так и...)
Сложный союз neither...nor	
1) There is <u>neither</u> oil, <u>nor</u> coal in this region.	В этом районе нет <u>ни</u> нефти, <u>ни</u> угля.

Вариант № 1

Упражнение № 1. Перепишите предложения. Подчеркните в них герундий и определите его залогово-временную форму и функцию. Предложения переведите.

1. Reading journals on pulp and paper is necessary.
2. The work could not be finished without carrying some necessary experiments.
3. This is done by employing the latest equipment.
4. They know of this scientist having determined the density of the substance.
5. Paper testing was accomplished by using standard tests.

Упражнение № 2. Перепишите предложения. Подчеркните в них герундиальный оборот. Предложения переведите, обращая внимание на форму герундия.

1. Kramskoy is also known for his having painted the portraits of his famous contemporaries.
2. These substances are alike in having high melting points.
3. Besides being important for the maintenance of life oxygen is also important for industry.
4. We know of this professor having made a new kind of paper.
5. Newton's having stated his laws of motion is very important science.

Упражнение № 3. Перепишите предложения. Переведите их, обращая внимание на бессоюзное подчинение. Подчеркните придаточное предложение.

1. This means the machine can be placed at the end of a production line.
2. The products the pulp and paper industry produces are very important for the growth of our economy.
3. We know we can begin to control formation of the web.
4. The exhibition shows great progress has been made.
5. Low chemical consumption is one of the benefits the mill employs.

Упражнение № 4. Перепишите предложение и переведите их, обращая внимание на различные значения выделенных слов.

1. All the finishing techniques give additional variability and choice to both manufacturer and purchaser of coated grades.
2. As for the winder every machine has at least two winder reels.
3. The sheet of paper was pressed between felts and either hung or placed on a smooth surface to dry.
4. Because of large number of dryer cans the arrangement of the web is sometimes vertical.
5. Each disc carrying the moving blades is perforated thus maintaining the same pressure on both sides of the wheel.

Упражнение № 5. Перепишите и письменно переведите текст.

Paper making

1. Paper is made on a paper machine. Paper making involves refining various types of pulps (mechanical work to improve bonding tendencies) individually, and then blending them together in combination with specific additives. This stock is then screened and cleaned to remove any dirt, and is diluted to a very lean pulp slurry before being ejected onto a moving drainage medium known as “the wire”, fourdrinier or former where a sheet of wet paper is formed. This wet paper is then pressed, dried, and calendered (pressed between smooth polished surfaces) to produce a smooth final product with a specific basis weight (weight per unit area), moisture content, thickness, smoothness, brightness, color, ash content and many other properties.

2. Hardwood and softwood stocks are stored in High Density storage tank at about 15 % consistency (mass percentage of pulp in a slurry). As the stock is pumped from the High Density tank it is diluted to 4 % and refined. Paper machine refiners have rotating discs which fibrillate the fiber, thereby giving it better bonding strength. The hardwood and softwood stocks are then blended together in a desired ratio in a blend chest, and sent to the machine chest, the final source of stock for the paper machine. From here the stock is diluted with white water (filtrate which has drained through the forming section), and is sent to the headbox (a pressurized compartment with a wide orifice which allows the stock to be ejected as a wide jet).

Упражнение № 6. Выпишите из первого абзаца герундий в функции подлежащего. Переведите предложение целиком.

Упражнение № 7. Перечитайте первый абзац текста и ответьте на вопрос: What does paper making involve?

Вариант № 2

Упражнение № 1. Перепишите предложения. Подчеркните в них герундий и определите его залогово-временную форму и функцию. Предложения переведите.

1. There is no possibility of making any experiment in this laboratory.
2. The best way to solve this problem is experimenting.
3. Newton made his most important discoveries before reaching the age of thirty.
4. It is no use trying to perform the experiment without up-to-date device.
5. The work could not be finished without carrying out some necessary research.

Упражнение № 2. Перепишите предложения. Подчеркните в них герундиальный оборот. Предложения переведите, обращая внимание на форму герундия.

1. I have never heard of his having taught at that university.
2. The apparatus has the advantage of being relatively cheap.
3. Besides being important for the maintenance of life oxygen is also important for industry.
4. We know of this writer having written an amazing novel.
5. Newton's having stated his laws of motion is very important science.

Упражнение № 3. Перепишите предложения. Переведите их, обращая внимание на бессоюзное подчинение. Подчеркните придаточное предложение.

1. Experts say we must more reuse fibers.
2. We thought we only had to learn how to form the sheet still better at the higher machine speed.
3. One of the best indications of the success of a control system such as this is the amount of time the operators use it.
4. He pointed out Canada must use the wood supply more efficiently.
5. The amount of time the operator uses for the treatment is a very important characteristic.

Упражнение № 4. Перепишите предложение и переведите их, обращая внимание на различные значения выделенных слов.

1. Because of large number of dryer cans the arrangement of the web is sometimes vertical.
2. As for the winder every machine has at least two winder reels.
3. These rolls both keep the wire level and remove water.
4. Because of the high temperature of the water in the forming section the removal of water in the press is increase
5. The drum barker is a large cylinder open at both ends.

Упражнение № 5. Перепишите и письменно переведите текст.

Stock preparation operations

Pulping and refining

1. All the operations necessary for preparing the fibers begin with pulping and proceed through refining, metering and blending to dilution and cleaning.

2. The pulping operation has to liberate the fibers from the raw material being used by process. The fibers liberated from the wood by a pulp mill are formed into thick sheets of paper and bundled into bales. The pulp is not dried completely, but retains about 20 % moisture to prevent the fibers from bonding to one another or callapsing.

3. The machine used for pulping is called pulper. The pulper is equipped with rotating blades in the bottom, which serve to break the pulp into individual fibers. It may be operated as a continuous pulper, water and bales of pulp being added to maintain the desired volume and defibered stock being removed through the strainer plate in the bottom. However, the pulper is more likely to operate as a batch operation, because it is used to different types of pulp and sends them to separate storage tanks.

Упражнение № 6. Выпишите из первого абзаца герундий и определите его функцию в предложении. Переведите предложение.

Упражнение № 7. Перечитайте первый абзац текста и ответьте на вопрос: Why does the pulp retain about 20 % moisture?

Вариант № 3

Упражнение № 1. Перепишите предложения. Подчеркните в них герундий и определите его залогово-временную форму и функцию. Предложения переведите.

1. Combining heating plants and electricity plants is an attractive approach.
2. Instead of using chlorine they took bromine.
3. The only way of overcoming the great air resistance at high velocities is flying higher.
4. Learning a foreign language is, in fact, learning another way of thinking as well.
5. It is difficult to solve some of the present-day scientific and technological problems without using supercomputers.

Упражнение № 2. Перепишите предложения. Подчеркните в них герундиальный оборот. Предложения переведите, обращая внимание на форму герундия.

1. They know of the density of the substance having been determined some time ago.
2. This is due to the reaction running at a low temperature.
3. We insist on your making a report at the conference next week.
4. The researchers objected to the data being published before all the experiments were completed.
5. Our professor insisted on that student's being sent to the conference.

Упражнение № 3. Перепишите предложения. Переведите их, обращая внимание на бессоюзное подчинение. Подчеркните придаточное предложение.

1. We thought we only had to learn how to form the sheet still better at the higher machine speed.
2. Experts say they must more reuse fibers.
3. One of the best indications of the success of a control system such as this is the amount of time the operators use it.
4. He pointed out that mill must use its wood supply more efficiently.
5. Research has shown many of the failures caused by low rates of corrosion are due to corrosive gas concentrations.

Упражнение № 4. Перепишите предложение и переведите их, обращая внимание на различные значения выделенных слов.

1. Both full chemical operations and high yield processes leave the pulp too highly colored to be used in making white paper.
2. The roll coater has been used for publication grades, but because of its limited speed is now not too widely used.

3. Since the web is held tightly against the dryer surface, it is difficult for the water to be evaporated into the air spaces present between the dryer and the web.
4. The diameter in the rolls of the calender expands due to the heat generation.
5. The sheet of paper was pressed between felts and either hung or placed on a smooth surface to dry.

Упражнение № 5. Перепишите и письменно переведите текст.

1. After cooking, the pulp may need to be bleached. The equipment used for the bleaching operations consists primarily of closed tanks into which the pulp is pumped in water suspension after being mixed with bleaching chemical. The pulp is carried by water throughout most of the bleaching operations. The washing is carried out in rotary drum washers.

2. Not all pulps are bleached with multistage bleach sequence. Groundwood pulps frequently receive only one stage bleach. If unbleached pulp is desired, the groundwood pulp will not require any further treatment. It is possible to bleach the groundwood pulp to improve the whiteness and permanence of the paper to be produced, but because of the presence of lignin in the fibers the quality can never be raised to the level of chemical pulps.

Упражнение № 6. Выпишите из первого абзаца герундий в функции обстоятельства. Переведите его.

Упражнение № 7. Перечитайте второй абзац текста и ответьте на вопрос: What kind of bleach do groundwood pulps receive?

Вариант № 4

Упражнение № 1. Перепишите предложения. Подчеркните в них герундий и определите его залогово-временную форму и функцию. Предложения переведите.

1. The flow of electrons in one direction results in producing an electric current.
2. One of the best ways of keeping the speed steady is using a computer for this purpose.
3. Putting the discovery into practice sometimes requires more effort than making.
4. Operating conditions differ widely.
5. The purpose of the method is determining system stability.

Упражнение № 2. Перепишите предложения. Подчеркните в них герундиальный оборот. Предложения переведите, обращая внимание на форму герундия.

1. Our scientists insisted on the sample being tested repeatedly.
2. This inconsistency depends upon real gases being less compressible than an ideal gas.
3. The molecules of this substance because of their being reactive combine with one another.
4. They objected to the report being published without a preliminary check.
5. Those projects have been designed without sufficient consideration having been given to programming issues.

Упражнение № 3. Перепишите предложения. Переведите их, обращая внимание на бессоюзное подчинение. Подчеркните придаточное предложение.

1. We know we can begin to control formation.
2. The exhibition shows great progress had been made.
3. Low chemical consumption is one of the benefits the mill enjoys.
4. When a solvent has dissolved all the solute it can contain, the solution is said to be saturated.
5. The speaker said the company was testing the process to determine if they would get the desired color reduction.

Упражнение № 4. Перепишите предложение и переведите их, обращая внимание на различные значения выделенных слов.

1. Calcium was originally preferred base because of its low cost and availability.
2. Due to the presence of lignin the papers do not have any degree of permanence and yellow quickly.
3. The flow of the cylinder machine is complicated since there are several forming devices operating at the same time.
4. As the web passes between the rolls, the filled roll deflects causing a slight slipping in the nip.

5. After the refining the pulps must be stored to maintain a steady supply for the next stage.

Упражнение № 5. Перепишите и письменно переведите текст.

1. Pulp and paper products are of different types. Each of these products requires certain unique properties which must derive from the raw material. For instance, photocopier paper must have excellent brightness, a good printing surface and must not curl in the photocopier. Highly bleached chemical pulp is used. This type of paper is made by blending hardwood pulp (for a very smooth printing surface) with softwood pulp (for strength).

2. Pulp and paper mills vary greatly in design because their design depends on the product being made. The simplest division is to separate pulping from papermaking. Mechanical pulping can be achieved by grinding or refining. Groundwood mills mechanically grind whole logs against an abrasive surface. The pulping action is a combination of raising the temperature, and mechanically ripping the fiber from the wood surface.

Упражнение № 6. Выпишите из первого абзаца герундий в функции обстоятельства. Переведите его.

Упражнение № 7. Перечитайте второй абзац текста и ответьте на вопрос: How is mechanical pulping achieved?

ТЕКСТЫ ДЛЯ ЧТЕНИЯ И УСТНОГО ПЕРЕВОДА

Раздел 1

Текст № 1

Family Fortunes

Scientists and psychologists agree that although many factors contribute to forming your personality, for example, your sex, class, culture, or lifestyle, one of the most important is your position in the family. So how have you been affected?

Are you a first child, a middle child, the youngest or an only child?

If you are *a first-born child*, you are probably self-confident and a good leader – you came first after all. You may also be bossy and even aggressive if you don't get what you want. You are ambitious, and good at communicating, because you learned to speak from your parents, not from brothers and sisters. On the other hand, you are the oldest and so you have to be the most responsible, and this can make you the kind of person who worries a lot.

Middle children are usually independent and competitive. You had to fight with your brothers and sisters to get what you wanted. You are also co-operative as you always had to negotiate with either your older or your younger brothers and sisters. You are sociable, as you always had someone to play with. On the other hand, you may be jealous and insecure or moody if you felt that your parents preferred your older brother or sister.

Youngest children are often very charming. You learned very quickly that you could get exactly what you want by being charming – and this can make you manipulative. You are usually affectionate and relaxed because when you arrived your parents were more relaxed themselves. But you are often not very independent, as you always had so many people to help you. This makes it hard for you to take decisions. And you may be lazy, because your parents probably pushed you less wonderful luxury of not having to share your parents' attention with anybody else. In fact you received so much attention as a child that you find it difficult to be interested in other people. On the other hand, you are usually organized and responsible, and often imaginative. But you may find it difficult to communicate with others, and are very sensitive to criticism.

2163

Текст № 2

Advantages of Living in a Big City

Do you live in a big city? It is said that living in big cities is expensive because of the high living cost. There are also pollution and traffic problems that make living in big cities unpleasant. However, many people enjoy living in big cities because they offer convenience and countless options for entertainment.

Many big cities already have good public transportation systems, which make it easy for the citizens to go anywhere around the city. This also reduces and helps

overcome the convenience of public transportation, the citizens do not have to drive everywhere and can save money as they do not have to pay for parking charges.

Staying healthy is everybody's concern and in big cities you can find the best possible medical care for any diseases, especially the severe ones. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city so you can get medical help anytime, as soon as you need it. Reaching hospitals is also easier as public transport is usually available 24 hours a day.

There is a saying that big cities never sleep. This is true for some cities in which the nightlife begins just when people in other cities are ready to go to bed. Big cities like New York, Madrid, London and Paris have vibrant nightlife. People can still find entertainment, dine out or go shopping into the early hours.

City dwellers are usually more diverse and there are many communities that hold social events or parties, which provide interesting opportunities for social interactions and social networking. The social interactions allow you to learn about other cultures and share interests with people from different backgrounds, which makes you more open minded and able to understand individuals. On the other hand, the social networking helps you to broaden not only personal but also professional relationships.

All in all, living in big cities is more convenient because of the complete facilities provided. The advanced transportation system enables the citizens to access public facilities easier, cheaper and faster. Big cities also provide better education and health service. In addition, city life is more fun and exciting because there is a wide range of entertainment to enjoy and a lot of social events to attend.

2407

Текст № 3

Leisure Time and Hobbies

Our life would be hard without rest and recreation. People have quite different ideas of how to spend their free time. For some of them the only way to relax is watching TV or drinking beer, whereas other people spend their spare time getting maximum benefit from it.

If you enjoy doing some activity in your free time, then you have a hobby. Hobbies are not connected with a person's profession, but they are practiced for fun and enjoyment. A hobby gives one the opportunity of acquiring substantial skill, knowledge and experience. A hobby is a kind of self-expression and the way to understand other people and the whole world.

People's hobbies depend on their age, intelligence level, character and personal interests. What is interesting to one person can be trivial or boring to another. That's why some people prefer reading, cooking, knitting, collecting, playing a musical instrument, painting, photography, fishkeeping or playing computer games while others are fond of dancing, travelling, camping or sports.

One of the most popular hobbies is collecting things. Collecting is a very popular hobby and it may deal with almost any subject. Some people collect stamps, coins, badges, books, clocks or

toys. Other people collect beer cans, key rings, stones, matchboxes, thimbles, etc. Once you have a small collection you keep adding to it. Some people do not even remember how their collection started but now their house is crammed full of different knick-knacks which they can't use but keep for the sake of having them. However, some people collect valuable and rare things as they consider it to be a good investment of their money.

If you are active and tired of town life, if you long for changes and want to get away from civilization, than camping is for you. It is a cheap way to rest, to improve your health, to train yourself physically and to enjoy nature.

Ecotourism is becoming popular and fashionable all over the world, especially with people who try to damage the environment as little as possible. Tourists visit places of natural beauty and they usually travel on foot, by bicycle or boat so that there is no pollution. They stay in local houses or hotels and eat local food. Their aim is to enjoy nature, get acquainted with the local culture and get unforgettable impressions without polluting, wasting or destroying natural resources. They make sure to keep places that they visit clean and safe.

A hobby plays a very important educational, stimulation and psychological role, it makes you stronger both physically and mentally, helps you escape from reality, improve your knowledge, broaden your mind, develop your skills and gain a better understanding of how the world works.

2665

Текст № 4

What Makes People Happy?

Have you ever wondered what makes people happy? Why are some people on cloud nine while others are always down in the dumps? What's the secret?

Is it pots of money, good health, loving relationships, owning the latest gadget or simply chocolate?

The latest World Happiness Report says that prosperity is not the main reason for happiness. If you suffer real hardship, you are unlikely to be happy, but once your basic needs are met, money and material things become less of a necessity. Happiness depends more on recognizing the things you have and appreciating them, rather than getting more things. Yes, money can buy you the latest smartphone, tablet or fashion item, and you might get a kick out of the ownership of these material objects, but this enjoyment is usually short-lived.

It seems that deep, long-lasting happiness comes from intangible things rather than things like chocolates and smartphones. One essential factor is human relationships. People who have the support of family members and also have strong friendships are more likely to be happy. Feeling protected and respected and knowing good trust in the people around you is vital. But happiness means you have to give and take. Performing acts of kindness and generosity on a regular basis, for example, listening to a friend in need, will make you feel on top of the world. Even a simple smile can work wonders. In fact, they say that one smile makes a person feel as eating 2,000 bars of chocolate (not all at once, of course!).

It's not surprising that health is another key contributor to happiness. Poor health will certainly make you feel down. But being healthy and staying healthy requires some effort. A healthy diet is crucial and so is regular exercise. Laziness will not make you happy. Exercising for twenty to thirty minutes a day helps to reduce stress and anxiety and makes you feel more positive and optimistic because it releases endorphins. So, if you've been feeling blue and worrying too much, get exercising. You'll also find that you sleep better.

Talking of sleep, do you often wake up feeling miserable? If so, it's probably because you haven't had enough of it. If you go to bed too late and have to get up early, you will suffer from a lack of sleep. Tiredness will certainly affect your happiness levels and put you in a bad mood. It also affects your ability to concentrate. So if you want to be happy and do well at work, try to get at least eight hours a night. Now you know the theory, it's time to put it all into practice. Smile, everyone!

2555

Текст № 5

How to Be a Good Student

Being a successful student can't be taken for granted. In many cases, you have to work hard to get there. Here are a few qualities you will need to have success and perform well at university.

First of all, you should know what kind of person you are. Look at your strengths and weaknesses. That way you will quickly find out what aspects you should concentrate on to get better.

Time management is a very important aspect of learning life. As a student, your everyday life will tend to be very stressful and organising your daily workload will surely prove to be beneficial.

Try to avoid the distractions of daily life. You should work and study in places where you aren't interrupted easily. Turn off mobile phones and other electronic devices when working. Study with groupmates who are reliable and have the same attitudes towards university as you do.

Sometimes you have to show that you are a good team player. When lecturers give you assignments that must be solved together you must prove that you can cooperate with others. Don't be bossy and arrogant. Being a good listener also helps, as others might have good ideas about a certain topic too. Contribute solutions in order to get important work done.

As a student, you should be able to balance life and education. You should take care of your health, get enough sleep and eat the right things. Start the day with a proper breakfast that gives you the energy you need. Getting exercise is important as it provides the brain with the oxygen and fresh air it needs to get things done.

1542

Раздел 2

Текст № 1

Cultural Differences

Is the sun red or yellow? Should you crack a joke in a business presentation? Are such questions important? Is it only language you need to learn?

International business people often invest time and money in improving their knowledge of foreign languages in order to be able to communicate with colleagues from around the world. Language, of course, is vital, but it is only half the problem.

There are hidden rules for playing the game of doing business with people of other cultures. It is all too easy to “put your foot in it” by making mistakes which can upset your foreign counterparts.

An American, greeting a mid-European businessman by saying ‘Hi Dieter, great to meet you!’ may not be favorably regarded in a country where more formal modes of address are usual.

In the West, business cards are given a cursory glance and pocketed. In Japan, they are highly regarded, looked at closely and left on the table during a business meeting.

In Britain, most business presentations would include a joke. In many other countries, this would be unheard of.

Will you cause offence if you refuse to eat something generally regarded as inedible in your country? Your counterpart may be watching your reaction when he offers you this local delicacy.

Small talk and relationship building are considered highly important in some parts of the world; talking about the weather, the wine and the local area come before business. In other places, people get down to business immediately.

The Japanese see the sun as red. It is an important national symbol which appears on their flag. When Japanese children paint pictures, they paint a red sun.

European and American children paint the sun yellow. When children travel and see the sun painted in a different colour, they are surprised and find it very strange.

Adults find these differences harder to accept. Both sides may feel uneasy because they are unsure of the rules of the game in the opposite culture.

It is, however, very dangerous to have stereotyped views of what the other culture is like. Such views are often narrow and can cause criticism and intolerance. “A little knowledge is a dangerous thing” and can encourage you to make predictions about what will happen in your business transactions. If your ideas are too narrow, you may be surprised at all the people you meet who do not fit into your pattern and who behave differently from the way you predicted they would.

Our ideas then, have to be flexible and constructed from thorough research and observation. We should also recognise that it is not only people’s national background that influences their behaviour and personality, but also their particular regional background, their personal background and their company culture.

2936

Application Letters and Resumes

Your application letter and resume may be the most important documents you write during your time at university – and being able to write good applications will keep on being important during your working life. Here's some advice on starting out well.

Employers say they want to hire people who can communicate clearly, handle personal interactions, and analyse complex situations. Use your application package to demonstrate these qualities.

Keep the reader's interest in mind. Your message is 'you need me', not just 'I want a job'. Know enough about the organization or company to recognize what readers will be looking for. Then the focus of your documents will be where you fit and what you can contribute. This principle will also determine your choice of emphasis and even your wording (not 'I have had four years experience' but 'My experience will help me do X').

Balance facts and claims. Your documents will be boring and meaningless if they're just bare lists of facts. They will be empty and unbelievable if they are just grand claims about yourself. Use each of the two or three paragraphs in the body of your letter to make a few key statements ('I enjoy selling aggressively'). Back up each one with some examples (e.g. 'achieved highest sales figure of 10 employees for first quarter of 2022'). Mention that the resume gives further specifications and make sure that it does.

Write concisely. There's no space available for word-spinning.

1453

Specific Points about the Application Letter

1. Write a letter for each application, tailored for the specific situation. Even if the ad calls only for a resume, send a letter anyway. The letter makes a first impression, and it can direct the reader to notice key points of the resume.

2. Use standard letter format, with internal addresses (spell names correctly!) and salutations. Use specific names wherever possible (call the company or check its website).

3. Most application letters for entry-level jobs are one page in length – a substantial page rather than a skimpy one.

4. Start strong and clear. For an advertised position, name the job and say where you saw the ad. For a speculative letter, name a specific function you can offer and relate it to something you know about the organization.

5. Use paragraph structure to lead your reader from one point to another. Refer to specific information in terms of examples for the points you're making, and mention that your resume gives further evidence.

6. Say when you'd be available for an interview and how you can best be contacted. Finish politely.

Specific Points about the Resume/CV

1. Have more than one on hand, emphasizing different aspects of your qualifications or aims. Then you can update and revise them quickly when opportunities arise.

2. Make them easy to read by using headings, point form, and lots of white space. Look at a few current books of advice or websites to see the range of page formats available.

3. List facts in reverse chronological order, with the most recent ones first. Shorten some lists by combining related entries (e.g. part-time jobs). In general, omit details of high-school achievements.

You also don't have to include personal details or full information for references. But don't try to save space by relying on acronyms (even for degrees): they aren't always recognizable by readers or electronic searches.

1856

Текст № 4

What Skills Do You Need to Get a Good Job?

Making a positive career choice is a problem which worries many people. Nowadays employers demand perfect knowledge, work experience, a range of transferable skills and such qualities as efficiency, punctuality, practicality, creativity and many others. If you want to get a good job, you must convince your employer that you are the best candidate for it. Choosing your future job you should take into consideration your interests, abilities and opportunities. Besides, you should know your employer's requirements.

If you want to become a good specialist, to keep your job and to get a promotion, you should be competent. Competence is a requirement for a person to properly perform a specific job. In other words, it is a combination of knowledge, skills and behaviours, the ability to perform a specific role.

The ability to make the right decision is also crucial in the world of business. A well considered decision will lead your team to success; a poor decision can result into failure. A good employee should demonstrate problem-solving capability and think about what is to be achieved and how it is to be achieved. Many companies need people who can work effectively in different countries and cultures, therefore, it is important to develop intercultural competence. Intercultural competence is the ability to understand people of other cultures and to work effectively with them. A person must remember that the traditions and customs that he or she is used to may be inadmissible in another country. That is why one should be aware of intercultural differences to avoid mistakes, misunderstanding or offence and to achieve one's business goals.

Modern life is full of stress that is why it is essential to be able to cope with stress and fatigue. When a person is busy achieving his aspirations, he often forgets about work-life balance. Many people suffer from the conflict between work and family. They are too much preoccupied with their career and they have no time for rest, pleasure and spiritual development. Don't forget that if you want to make a

career, you should be healthy and happy. And if you want to be healthy and happy, you should not forget a simple rule: don't overwork, take breaks and remember that we work to live but not vice versa.

2271

Текст № 5

Business Letter Writing: Theory and Structure

A business letter is a letter from one company to another, or between such organizations and their customers, clients, or other external parties. The overall style of letter depends on the relationship between the parties concerned. Business letters can have many types of content, for example to request direct information or action from another party, to order supplies from a supplier, to point out a mistake by the letter's recipient, to reply directly to a request, to apologize for a wrong, or to convey goodwill. A business letter is sometimes useful because it produces a permanent written record, and may be taken more seriously by the recipient than other forms of communication.

Writing for a business audience is usually quite different from writing in the humanities, social sciences, or other academic disciplines. Business writing strives to be crisp and succinct rather than evocative or creative; it stresses specificity and accuracy. This distinction does not make business writing superior or inferior to other styles. Rather, it reflects the unique purpose and considerations involved when writing in a business context.

When you write a business document, you must assume that your audience has limited time to read it and is likely to skim. Your readers have an interest in what you say insofar as it affects their working world. They want to know the "bottom line": the point you are making about a situation or problem and how they should respond.

Business writing varies from the conversational style often found in email messages to the more formal, legalistic style found in contracts. A style between these two extremes is appropriate for the majority of memos, emails, and letters. Writing that is too formal can alienate readers, and an attempt to be overly casual may come across as insincere or unprofessional. In business writing, as in all writing, you must know your audience.

In most cases, the business letter will be the first impression that you make on someone. Though business writing has become less formal overtime, you should still take great care that your letter's content is clear and that you have proofread it carefully.

2165

Раздел 3

Текст № 1

Removal of evaporated water

The paper and felt travel between two rows of dryers. The paper releases steam or water vapour as it leaves the dryer on the bottom and passes up to the top dryer. The web feed is such that the web is heated from both sides alternatively. The rate of travel of the web through the machine is so great that the water is likely to be drawn in both directions at the same time, since both surfaces should be hotter than the center of the web.

Since the web is held tightly against the dryer surface, it is difficult for the water to be evaporated into the air spaces present between the dryer and the web, especially since the air trapped there will rapidly become saturated with water vapour. Accordingly, the water vapour may be released in the areas between the dryers (called dryer pockets). If the moisture-laden air is allowed to remain in these pockets, the further evaporation of water will be prevented or greatly reduced. It is therefore necessary to efficiently remove hot moist air from this area of the dryers.

The most common means for controlling the air in the dryer section is with dryer hood. The hood can be as small as a roof over the dryer section or it may be a complete building enclosing the entire dryer section, with a slot for the wet web to pass in and another slot for the dry web to pass out. Either of these designs are equipped with exhaust fans to blow the hot moist air out the top. The totally enclosed hood will also be equipped with air inlet ports to control where air is allowed to enter the hood. The feed air will usually be heated to ensure the feed of hot, dry air.

Текст № 2

Coating

Pigmented coating is one of the forms of surface treatment. The coating methods used is largely dependent on the grade of paper or paperboard being produced primarily from the bases of the coat weight desired. The speed of the paper machine is also important. The coating operation may be performed on the paper machine with the coater being an integral part of the machine, or it may be an off-machine operation.

All application systems need to perform 3 related functions: 1) the coating must be applied uniformly to the entire surface of the web, 2) the amount of coating on the surface must be metered to ensure that it is of the desired thickness of coat weight over the entire web surface, 3) the surface should be made as smooth and uniform as possible.

The first coater to be used, and still the most frequently used, is the size press. The size press can be used for coating by simple inclusion of some pigment in the starch normally applied. Size press coatings are limited to relatively low coat weights, since increasing the coat weight increases the possibility of disruption of the surface. The size press coating is also the lowest in solids content, less than 50 % and

in many cases penetrates the web rather than remaining on the surface. That's why the size press coaters are suitable only for lower quality grades of printing papers. The size press coater is part of the paper machine. It has 4 basic designs. The vertical press is traditional, but is not the best for coating application. The vertical press has the tendency to treat the two sides differently. The horizontal press allows the ponds to be equalized on both sides of the web and applies a more uniform coat on both sides. The in-lined nip design retains much of the desirable nature of the horizontal design, but simplifies the handling of the wet web. Addition of gate rolls removes the metering function from the application nip and allows higher solids and coat weights.

Текст № 3

Coating drying

The coating is dried primarily with hot air. Some use of infrared radiation to heat the web can be found, but not without hot air to finish the job. Dryer cans are also used but only after the coating has been dried enough so that it will not stick to the surface of the cans. With coaters that apply coating to only one side of the web, the web can be wrapped around a drum with wet side out, and the air blown on the coated surface. This type of dryer is called a hot air cap or hood.

If both sides are coated simultaneously, the web must be sent to a special dryer tunnel which supports the web with air. The floater type dryer tunnel is a rather special design. Tunnel dryers are also used for webs coated on only one side, but may have carrier rolls in the tunnel to transport and carry the web through. The type of dryer used has little effect on the final properties of the web unless operated improperly, causing damage to the coating.

Текст № 4

Overall coater design

The first feature of great importance in coater design is generally whether the coater is to be installed as an on – or off-machine operation. The question is primarily one of economics. The relative speeds of the coater and the paper or paperboard machine, the drying capacity of the machine and the physical space available – all influence the decision. Equally important are whether both sides need to be coated and whether it is desirable to apply more than one layer of coating to one or both sides of the web. Boxboard and label papers need coating only on one side, but may receive multiple coats on that side. Newsprint and low-cost publication grades need to be coated on both sides, but will not demand a high enough price or allow double coating. Some high-priced specialty grades may even be triple coated on both sides. The web is coming from a flying splice unwind stand so that the coater can run continually without the need to stop it to change rolls on the feed end. If the coater were installed on the machine, the unwind would be eliminated and the web would come from a dryer section of paper or paperboard machine. Most coaters apply the coating to the bottom side of the web and then raise the web up and turn it over so the web coating is on top.

In order for both sides to be coated in this manner the web must be fed first in one horizontal direction and then in the other. The selection of which side to coat first is not totally arbitrary, but is based on where the web will go after drying and how difficult it will be to feed to the second coater, as well as on the properties of the web.

Текст № 5

Super calendering and gloss development

The coated web is smoother than uncoated web, but may not show any improvement in gloss. The coated and uncalendered web is referred to as a matte coated grade, is generally low in gloss and may be used for low-cost publication or book grades. These grades are less costly to make, and the low gloss is desirable in some application; however, the surface is not as resistant to abrasion and may cause dusting or piling problems when printed. By giving the web a low degree of the right kind of finishing a little gloss can be developed while the surface is flattened and toughened. These grades are named dull finish. By using supercalendering or other gloss-developing methods high-gloss grades (known as enamels or simply high-gloss grades) can be produced.

A machine calendar with all-steel rolls may be satisfactory for paper board or low-cost publication grades, but does not allow the development of the high gloss of enamels. The supercalender is used for high-gloss coated paper. This calender has a stack of rolls alternating between steel and filled rolls. The latter are filled with either cotton or plastic materials which make them slightly softer than the steel as the web passes between these rolls, the filled roll deflects, causing a slight amount of creep or slipping in the nip. This combined with the high pressures used in the supercalender, creates a polishing effect on the surface of the web. Since the side in contact with the steel roll is polished more than the other, the stack has two filled rolls together in the middle so that both sides are subjected to this polishing effect as the web passes through.

A higher level of gloss is obtained by a process known as chrome coating.

In this process the wet coating is applied to one side of the web and then pressed against a chrome-coated dryer can. The coating is dried in contact with the chromed surface, thereby picking up a flat surface reflective of the chromed surface. This process is slower and more expensive to operate than the other process and is restricted to high-cost applications in advertising or packaging.

A gloss-developing technique similar in concept to chrome coater is currently becoming quite popular. In this device, known as gloss calender, the coating is pressed against a polished, hot surface while still damp, allowing it to dry and obtain some of the flat, shiny surface characteristics of the polished surface.

Раздел 4

Текст № 1

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ГРАММАТИЧЕСКИЕ ТАБЛИЦЫ

Таблица 1 – Глагол “to be”

Функция в предложении и значение	Пример	Перевод
1. Смысловой глагол «быть», «являться», «находиться».	Wood <u>is</u> a naturally renewable resource.	Древесина <u>является</u> естественно возобновимым сырьем.
2. Вспомогательный глагол для образования сложных глагольных времен (группа Continuous, Passive Voice). Самостоятельно не переводится.	The screen <u>is</u> separating the fibers into classes. Bark <u>is</u> collected in a conveyor.	Сортировка разделяет волокна по сортам. Кора собирается в конвейер.
3. Модальный глагол (в сочетании с инфинитивом другого глагола с частицей “to”) – «должен», «нужно».	The pulp <u>is to be</u> bleached.	Целлюлоза <u>должна</u> быть отбелена.
4. В конструкции “there is (are)” – «существует», «имеется», «есть».	<u>There are</u> two ways of preparing this liquor.	<u>Существуют</u> два способа приготовления этого щелока.

Таблица 2 – Глагол “to have”

Функция в предложении и значение	Пример	Перевод
1. Смысловой глагол «иметь».	Every sliver screen <u>has</u> a screening element.	Каждая щепколовка <u>имеет</u> механизм сортирования.
2. Вспомогательный глагол для образования сложных глагольных времен (группа Perfect). Самостоятельно не переводится.	Recently the mill <u>has</u> rebuilt the paper machine.	Недавно завод реконструировал бумажную машину.
3. Модальный глагол (в сочетании с инфинитивом другого глагола с частицей “to”) – «должен», «обязан».	This kind of paper <u>has to</u> be soft and absorbent.	Этот вид бумаги <u>должен</u> быть мягким и легко поглощать влагу.

Таблица 3 – Страдательный (пассивный) залог (to be + Participle II)

Способ перевода	Пример	Перевод
1	2	3
1. Сочетанием глагола «быть» с кратким страдательным причастием прошедшего времени с суффиксом -н или -т. Глагол «быть» в настоящем времени не переводится.	The mill is built by the workers. was built has been built had been built will be built is being built.	Завод построен рабочими. был построен был построен был построен будет построен строится.
2. Глаголом на -ся в соответствующем времени, лице и числе.	Paper <u>is made</u> on a paper machine.	Бумага <u>производится</u> на бумагоделательной машине.
3. Глаголом действительного залога в 3 лице множественного числа в неопределенно-личном предложении.	The experiment <u>was made</u> last year.	Эксперимент <u>провели</u> в прошлом году.
4. Глаголы с относящимся к ним предлогом, которые переводятся глаголами с предлогом: to deal with – иметь дело с, to depend on – зависеть от, to look at – смотреть на, to refer to – ссылаться на, to rely on – опираться на, to send for – послать за, to speak of (about) – говорить о и другие переводятся глаголами в неопределенно-личной форме, причем соответствующий предлог ставится перед подлежащим английского предложения.	This new machine <u>is much spoken of</u> .	<u>Об</u> этой новой машине много <u>говорят</u> .
5. Глаголы без предлогов, которые переводятся глаголами с предлогом: to affect – воздействовать на, to answer – отвечать на, to attend – присутствовать на, to follow – следовать за, to influence – влиять на и другие переводятся глаголами в неопределенно-личной форме, причем перевод надо начинать с предлога, поставив его <u>перед</u> подлежащим английского предложения.	The pulping operation <u>is followed by</u> the bleaching.	<u>За</u> процессом превращения в полумассу <u>следует</u> отбелка.

Таблица 4 – Причастия

Вид причастия, примеры	Функция в предложении и перевод		
	Часть сложного глагольного времени	Определение	Обстоятельство
1. Participle I, Active Voice – producing, writing.	The mill is <u>producing</u> different grades of paper. Завод производит разные сорта бумаги. (Для образования времен группы Continuous. Самостоятельно не переводится).	The mill <u>producing</u> different grades of paper is situated near the town. Завод, <u>производящий</u> разные сорта бумаги, расположен около города. The engineer examined the machines <u>showing</u> some disturbances. Инженер осмотрел машины, <u>показывавшие</u> некоторые неисправности. (Причастия на -щий, -вший).	(While) <u>producing</u> different grades of paper, the mill uses local raw material. <u>Изготавливая</u> различные сорта бумаги, завод использует местное сырье. (Деепричастие на -а, -я).
2. Participle I, Passive Voice – being produced, being written.	Different grades of paper are <u>being</u> <u>produced</u> by the mill. Разные сорта бумаги производятся на заводе. (Для образования времен группы Continuous пассивного залога. Самостоятельно не переводится).	The paper <u>being</u> <u>produced</u> by this mill is of high quality. Бумага, <u>производимая</u> этим заводом, высокого качества. (Причастия на -емый, -имый).	While <u>being made</u> the paper was carefully examined by the experts. <u>Когда ее изготавливали</u> (<u>во время</u> <u>изготовления</u>), бумагу тщательно исследовали эксперты. (Придаточное обстоятельственное предложение или обстоятельство, выраженное существительным с предлогом)

Вид причастия, примеры	Функция в предложении и перевод		
	Часть сложного глагольного времени	Определение	Обстоятельство
3. Participle II, Passive Voice – produced, written.	1). The mill has <u>produced</u> different grades of paper. Завод произвел разные сорта бумаги. (Для образования сложного времени Perfect. Самостоятельно не переводится) 2). The paper is <u>produced</u> . Бумага произведена. (Для образования пассивного залога. Самостоятельно не переводится).	The paper <u>produced</u> by the mill was sent immediately. Бумага, <u>произведенная</u> заводом, была отослана немедленно. (Причастия на -мый, -ный, -тый, -вшийся).	When <u>written</u> the article was published immediately. <u>После написания</u> (когда статья была написана) статью (ее) немедленно опубликовали. (Придаточное обстоятельственное предложение или обстоятельство, выраженное существительным с предлогом).
4. Perfect Participle, Active Voice – having produced, having written.			<u>Having written</u> the letter he sent it immediately. <u>Написав</u> письмо, он послал его немедленно. (Деепричастие на -ав, -ив).
5. Perfect Participle, Passive Voice – having been produced, having been written.			Having been written, the letter was sent. <u>После того, как</u> <u>письмо было написано</u> , его отослали. (Придаточное обстоятельственное предложение).

Таблица 5 – Независимый причастный оборот

Примеры	Перевод
1. The storage and transportation of rags and straw <u>being</u> very expensive, the cost of paper was high.	1. <u>Так как</u> хранение и перевозка тряпья и соломы <u>были</u> очень дороги, стоимость бумаги была высокой.
2. The paper machine <u>being invented</u> , the manufacturing of paper made great progress.	2. <u>Когда</u> бумажная машина <u>была изобретена</u> , бумажное производство сделало большие успехи.
3. <u>With</u> the use of wood as a source of fiber <u>discovered</u> , the cost of paper was reduced.	3. <u>Когда</u> использование древесины как источника волокон <u>было открыто</u> , стоимость бумаги снизилась.
4. The first paper was made of rags and straw, every sheet <u>being manufactured by hand</u> .	4. Первая бумага делалась из тряпья и соломы, <u>при этом</u> каждый лист <u>изготавливался</u> вручную.

Таблица 6 – Герундий

Функция в предложении	Примеры	Перевод
1. Подлежащее	<u>Extracting</u> water takes about an hour.	<u>Извлечение</u> воды требует около часа. (Существительное или инфинитив).
2. Часть сказуемого	At this stage, the main task is <u>eliminating</u> admixtures.	На этом этапе главная задача – <u>удаление</u> примесей (<u>удалить</u> примеси). (Существительное, инфинитив).
3. Прямое дополнение	Chemical pulping involves chemically <u>dissolving</u> the lignin fraction.	Химическое превращение в полумассу включает <u>растворение</u> химическим способом фракций лигнина. (Существительное, инфинитив)
4. Определение (обычно с предлогом “of”, “for” после существительного)	The process <u>of removing</u> fibers from the solid wood is called “pulp”.	Процесс <u>удаления</u> волокон из твердой древесины называется дефибрированием. (Существительное).
5. обстоятельство (обычно с предлогами in – при, в то время как; on (upon) – по, после; after – после; before – перед; by – творит. падеж; instead of – вместо того чтобы; for – для и т. д.)	This type of paper is made <u>by blending</u> different sorts of pulp.	Этот тип бумаги делается <u>смешиванием</u> разных сортов массы. (Существительное, деепричастие).

Таблица 7 – Инфинитив

Функция в предложении	Примеры	Перевод
1. Подлежащее	<u>To develop</u> a new paper machine is necessary.	<u>Разработка</u> (разработать) новой бумажной машины необходима. (Существительное, инфинитив).
2. Часть сказуемого	1). Their aim (idea, purpose, problem, function) is <u>to improve</u> this paper machine. 2). Our group <u>has</u> <u>to improve</u> this paper machine.	1). Их цель (идея, цель, проблема, функция) состоит в том, чтобы <u>усовершенствовать</u> эту бумажную машину. (Инфинитив) 2). Наша группа <u>должна</u> <u>усовершенствовать</u> эту бумажную машину. (Инфинитив).
3. Дополнение	The paper mill learned <u>to control</u> the emission of malodorous gas.	Завод научился <u>контролировать</u> выбросы дурнопахнущих газов. (Существительное, инфинитив).
4. Определение	1). They have the possibility <u>to improve</u> this paper machine. 2). The new rolls <u>to be used</u> on our paper machine have just arrived. 3). The mill was <u>the first</u> <u>to begin</u> the improvement of its equipment.	1). Они имеют возможность <u>усовершенствовать</u> эту бумажную машину. (Инфинитив). 2). Новые валы, которые <u>будут</u> (должны) <u>использоваться</u> на нашей бумажной машине, только что прибыли. (Определительное придаточное со сказуемым, выражающим действие, которое <u>будет</u> или <u>должно</u> совершаться). 3). Завод <u>первым</u> <u>начал</u> усовершенствование своего оборудования. (Глагол в личной форме).
5. обстоятельство	Heating of the water is necessary <u>to defiberize</u> the pulp.	Нагревание воды необходимо, чтобы <u>распустить</u> волокнистую массу. (Инфинитив с союзом «чтобы», «для того чтобы»).

Таблица 8 – Инфинитивные обороты

I. Сложное подлежащее

Примеры			Перевод	
1	2	3	1	2
The paper machine	is known is likely is certain is found is reported is assumed is considered is expected appears seems proved	to work very efficiently.	Известно Вероятно Несомненно Обнаружено Сообщают Допускается Считается Ожидается Оказывается Кажется Доказано	, что бумагоделательная машина работает эффективно.
—			Переводится: 1) дополнительным придаточным предложением с союзами «что», «чтобы», «как». Инфинитив переводится личной глагольной формой; 2) простым предложением с вводным словом, соответствующим сказуемому английского предложения.	

II. Сложное дополнение

Примеры	Перевод
1). They want (like) the plan to be fulfilled.	1). Они хотят, чтобы план был выполнен.
2). *They see (hear) the engineer leave the room.	2). Они видят (слышат), что инженер уходит из комнаты.
3). *They order, allow (let), cause, force (make) these rolls to (–) arrive immediately.	3). Они приказывают (позволяют, заставляют), чтобы эти валы прибыли немедленно.
*После глаголов чувственного восприятия (see, hear, feel и т. д.), а также глаголов let, make, have используется инфинитив без частицы “to”	Переводится: придаточным предложением с союзами «что», «чтобы», «как». Инфинитив переводится личной глагольной формой.

Таблица 9 – Глагол “should”

Функция в предложении и значение	Примеры	Перевод
Вспомогательный глагол: 1) для образования времен Future in the Past 1 л. ед. и мн. числа; 2) в сложноподчиненном предложении с условным придаточным с 1 л. ед. и мн. числа; 3) в условных придаточных, действие которых не вполне реально и относится к будущему (со всеми лицами); 4) в бессоюзных условных придаточных предложениях (со всеми лицами); 5) в придаточных предложениях после безличных оборотов типа “it is necessary”.	1) We decided that we <u>should</u> finish the work in time. 2) If (provided, in case, unless) the task were difficult, I <u>should</u> help you. 3) If he <u>should</u> see her tomorrow, he would give her the book. 4) <u>Should</u> the machine be equipped with new rolls, its efficiency would be greater. 5) It is important that the machine <u>should</u> be equipped with a new screener.	1) Мы решили, что кончим работу вовремя (глагол в будущем времени). 2) Если бы (в случае если, если не) задача была бы трудной, я помог бы вам (глагол в прошедшем времени с «бы»). 3) Если бы он увидел ее завтра, он <u>дал бы</u> ей книгу (глагол в прошедшем времени с «бы»). 4) <u>Если бы</u> машина <u>была</u> оснащена новыми валами, ее производительность <u>была бы</u> больше (глагол в прошедшем времени с «бы»). 5) Необходимо, чтобы эта машина <u>была</u> оборудована новой сортировкой (глагол в прошедшем времени).
2. Модальный глагол со значением долженствования.	These experiments <u>should</u> be repeated.	Эти эксперименты <u>следует (следовало бы, нужно)</u> повторить.

Таблица 10 – Глагол “would”

Функция в предложении и значение	Примеры	Перевод
1. Вспомогательный глагол: 1) для образования времен Future in the Past 2 и 3 л. ед. и мн. числа; 2) в сложноподчиненном предложении с условным придаточным с 2 и 3 л. ед. и мн. числа; 3) для образования сослагательного наклонения в простом предложении, когда условие подразумевается.	1) They said that they <u>would</u> come tomorrow. 2) If (provided, in case) the task were difficult, they <u>would</u> help you. 3) It is a pity he is busy. He <u>would</u> help you.	1) Они сказали, что придут завтра (глагол в будущем времени). 2) Если бы (в случае если) задача была бы трудной, они помогли бы вам (глагол в прошедшем времени с «бы»). 3) Жаль, что он занят. Он помог бы вам (глагол в прошедшем времени с «бы»).
2. Модальный глагол: 1) для выражения повторного действия в прошлом; 2) для выражения желания или нежелания совершить действие; 3) как форма вежливости.	1) He <u>would</u> not listen to their advice. 2) He tried to start up the machine, but it <u>would</u> not. 3) <u>Would</u> you kindly help me.	1) Он обычно (часто, бывало) не слушал их советов. 2) Он попытался запустить машину, но ничего не получилось (она «не хотела»). 3) Будьте любезны, помогите мне.

Таблица 11 – Многофункциональное слово “one”

Функция и значение	Примеры		Перевод	
1. Числительное «один», «одна», «одно».	This mill is <u>one</u> of the oldest.		Этот завод – <u>один</u> из самых старых.	
2. Формальное подлежащее в неопределенно-личных предложениях. Самостоятельно не переводится.	One knows (известно) One believes (считают) One can (можно) expect One must (нужно) expect One may (можно) expect One should (следует) expect	that this mill gives good profits.	Известно Считают Можно ожидать Нужно ожидать Можно ожидать Следует ожидать	, что этот завод даст хорошую прибыль.
3. Слово-заменитель. Переводится тем существительным, которое заменяет или опускается в переводе.	The new way of transporting of raw materials differs from the old <u>one</u> .		Новый способ перевозки сырья отличается от старого (<u>способа</u>).	
4. Местоимение в форме притяжательного падежа one's. Переводится в зависимости от того, какое существительное заменяет.	One doesn't like when <u>one's</u> words are doubted.		Нам не нравится, когда нашим словам не верят. (Никому не нравится, когда его словам не верят).	

Таблица 12 – Многофункциональные слова “that”, “those”

Функция и значение	Примеры	Перевод
1. Указательные местоимения «этот», «эти», «тот», «те».	<u>Those</u> rolls are very efficient.	<u>Эти</u> валы очень эффективны.
2. Слова-заменители. Переводятся теми существительными, которые заменяют или опускаются в переводе.	The speed of this machine is high compared with <u>that</u> of our machine.	Скорость этой машины очень высокая по сравнению со <u>скоростью</u> нашей машины.
3. “That” – союзное слово «который».	The raw material <u>that</u> arrived is of high quality.	Сырье, <u>которое</u> прибыло, высокого качества.
4. “That” – союз «что», «чтобы».	One can say <u>that</u> this machine is quite modern.	Можно сказать, <u>что</u> эта машина достаточно современна.

Таблица 13 – Многофункциональное слово “it”

Функция и значение	Примеры		Перевод	
1. Личное местоимение «он», «она», «оно» (неодушевленный предмет).	A new machine arrived at the mill. <u>It</u> will be started up quickly.		Новая машина прибыла на завод. <u>Она</u> скоро будет запущена.	
2. Указательное местоимение «это».	The speed of the machine is rising. <u>It</u> means that...		Скорость машины увеличивается. <u>Это</u> означает, что...	
3. Формальное подлежащее безличного предложения. Самостоятельно не переводится.	It is essential It is impossible It is important It is expected It is necessary	to rebuild this machine.	Важно Невозможно Важно Ожидается, что необходимо	модернизировать эту машину.
4. Формальное дополнение после некоторых глаголов. Самостоятельно не переводится.	The method makes <u>it</u> possible to obtain good productivity.		Метод делает возможным получение хорошей производительности.	
5. Часть выделительной конструкции it is ... that (who, which). Вся конструкция переводится: «именно», «это», «только», «что».	<u>It is</u> in September <u>that</u> our mill ordered a new machine from V. P. firm. <u>It was not until</u> October <u>that</u> the new machine arrived at our mill.		<u>Именно</u> в сентябре наш завод заказал новую машину у фирмы V. P. <u>Только</u> в октябре новая машина прибыла на наш завод.	

Таблица 14 – Степени сравнения прилагательных и наречий

Положительная степень	Сравнительная степень	Превосходная степень
<u>Одно- и двусложные прилагательные</u>		
long – длинный easy – легкий	longer – длиннее, более длинный easier – легче, более легкий	the longest – самый длинный, длиннейший the easiest – самый легкий, легчайший
<u>Многосложные прилагательные</u>		
important – важный	more important – более важный, важнее	the most important – самый важный, важнейший
<u>Исключения</u>		
good – хороший bad – плохой little – маленький many, much – много far – далеко	better – лучше worse – хуже less – меньше more – больше further – дальше, далее	the best – наилучший, самый хороший the worst – наихудший, самый плохой the least – наименьший, самый маленький the most – больше всего the furthest – дальше всего

**Союзы сравнения: as...as – так (же)..., как; такой (же)..., как
the higher... the better – чем выше..., тем лучше.**

Таблица 15 – Модальные глаголы

Модальный глагол и его эквивалент	Значение	Времена		
		Present	Past	Future
must to have to	должен, надо, нужно	must work have (has) to work	had to work	shall (will) have to work
can to be able to	могу, умею	can work am (is, are) able to work	could work was (were) able to work	shall (will) be able to work
may to be allowed to	могу, можно, разрешено	may work am (is, are) allowed to work	might work was (were) allowed to work	shall (will) be allowed to work
to be to	должен, предстоит (обусловлено заранее намеченным планом)	am (is, are) to work	was (were) to work	
should (+ инфинитив без “to”)	должен, следует, следовало бы (совет, рекомендация)	This machine should be handled carefully. С этой машиной следует обращаться осторожно.		
ought to	должен, следует (совет, моральный долг)	The result of this experiment ought to be checked. Результат этого эксперимента следует проверить.		

Таблица 16 – Типы условных придаточных предложений

Тип условного придаточного, употребляемые времена	Пример	Перевод
1. Реальное условие После союза (if) – Present Simple, в главном – Future Simple	If you <u>give</u> him the book, he <u>will read</u> it.	Если вы <u>дадите</u> ему книгу, он ее <u>прочитает</u> .
2. Не вполне реальное условие После союза (if) – Past Simple, в главном – should, would, could, might + Infinitive	If you <u>gave</u> him the book, he <u>would read</u> it.	Если <u>бы</u> вы <u>дали</u> ему книгу, он <u>прочитал бы</u> ее.
3. Нереальное условие После союза (if) – Past Perfect, в главном – should, would, could, might + have + Participle II СМЫСЛОВОГО глагола	If you <u>had given</u> him the book yesterday, he <u>would have read</u> it.	Если <u>бы</u> вы <u>дали</u> ему вчера книгу, он <u>прочитал бы</u> ее.

GLOSSARY / СЛОВАРЬ

A		
affect (v.)	[ə'fekt]	влиять
abandoned (adj.)	[ə'bænd(ə)nd]	покинутый, оставленный
ability (n.)	[ə'bɪlɪtɪ]	способность
accept (v.)	[ək'sept]	принимать
access (n.)	['ækses]	доступ
accuracy (n.)	['ækjʊərəsɪ]	точность
achieve (v.)	[ə'tʃi:v]	достигать
achievement (n.)	[ə'tʃi:vm(ə)nt]	достижение
acquire (v.)	[ə'kwaiə]	приобретать
activity (n.)	[æk'tɪvɪtɪ]	деятельность
ad (advertisement) (n.)	[æd/əd'vɜ:tɪzm(ə)nt]	объявление
advanced (n.)	[æd'vɑ:nst]	продвинутый
affect (v.)	[ə'fekt]	влиять
affectionate (adj.)	[ə'fekʃ(ə)nət]	любящий, нежный
aim (n.)	['eɪm]	цель
alienate (v.)	['eɪliəneɪt]	отчуждать, отдалять
anxiety (n.)	[æŋ'zæɪətɪ]	беспокойство, тревожность
apologise (v.)	[ə'pɒlədʒaɪz]	извиняться
application letter	[æplɪ'keɪʃ(ə)n 'letə]	сопроводительное письмо
application package	[æplɪ'keɪʃ(ə)n 'pækɪdʒ]	комплекс предоставляемых с заявлением документов
appreciate (v.)	[ə'pri:ʃieɪt]	ценить, оценивать
appropriately (adv.)	[ə'prəʊpriətli]	соответственно, уместно
appropriateness (n.)	[ə'prəʊpriətənəs]	соответствие
arrogant (adj.)	['ærəg(ə)nt]	высокомерный
aspiration (n.)	[æspə'reɪʃ(ə)n]	стремление
assignment (n.)	[ə'saɪnm(ə)nt]	задание
assume (v.)	[ə'sju:m]	предполагать
attention (n.)	[ə'tenʃ(ə)n]	внимание
attitude (n.)	['ætɪtju:d]	отношение
available (adj.)	[ə'veɪləb(ə)l]	доступный
avoid (v.)	[ə'vɔɪd]	избегать
B		
background (n.)	['bæ,kgraʊnd]	опыт, происхождение, образование
badge (n.)	['bædʒ]	значок

basis (n.)	['beɪsɪs]	основа
behave (v.)	[bɪ'heɪv]	вести себя
beneficial (adj.)	[benɪ'fɪʃ(ə)l]	благотворный, полезный
benefit from (v.)	['benɪfɪt frəm]	извлекать пользу
boring (adj.)	['bɔːrɪŋ]	скучный
bossy (adj.)	['bɒsɪ]	властный, любящий командовать
bottom line	['bɒtəm 'laɪn]	суть дела, итог
broaden (v.)	['brɔːd(ə)n]	расширить
С		
camping (n.)	['kæmpɪŋ]	поход с палатками
capability (n.)	[keɪpə'bɪlɪtɪ]	способность
casual (adj.)	['kæʒʒʊəl]	зд. неформальный, непринужденный
certainly (adv.)	['sɜːtnli]	конечно; непременно
charming (adj.)	['tʃɑːmɪŋ]	обаятельный, очаровательный
citizen (n.)	['sɪtɪzən]	горожанин
communicate (adj.)	[kə'mjuːnɪkeɪt]	общаться, сообщать
community (n.)	[kə'mjuːnɪtɪ]	сообщество
compared to	[kəm'peəd tə]	по сравнению с
complaint (n.)	[kəm'pleɪnt]	жалоба
complete (adj.)	[kəm'pli:t]	полный
complex (adj.)	['kɒmpleks]	сложный
concern (n.)	[kən'sɜːn]	интерес, забота
connect (v.)	[kə'nekt]	соединять, связывать
consider (v.)	[kən'sɪdə]	рассматривать
consideration (n.)	[kən'sɪdə'reɪʃ(ə)n]	соображение
contribute (v.)	[kən'trɪbjʊ:t]	способствовать, вносить вклад
contributor (n.)	[kən'trɪbjʊtə]	содействующий фактор
convenience (n.)	[kən'viːniəns]	удобство
conversational (adj.)	[kɒnvə'seɪʃ(ə)n(ə)l]	разговорный
convey (v.)	[kə'nveɪ]	передавать
convince (v.)	[kən'vɪns]	убеждать
cooperate (v.)	[kəʊ'ɒpəreɪt]	сотрудничать, взаимодействовать
co-operative (adj.)	[,kɒ'ɑː.pərətɪv]	сговорчивый, готовый к взаимодействию
cope with (v.)	['kəʊp wɪð]	справляться
counterpart (n.)	['kaʊntəpaːt]	коллега
countless (adj.)	['kaʊntləs]	бесчисленный

crack a joke	['kræk ə 'dʒəʊk]	пошутить
crammed full	['kræmd fʊl]	набитый до отказа
creativity (n.)	[ˌkriːɪ'tɪvɪtɪ]	творчество
crisp (adj.)	['krɪsp]	четкий
crucial (adj.)	['kruːʃ(ə)l]	решающий, ключевой
cursory (adj.)	['kɜːs(ə)rɪ]	беглый, поверхностный
customer (n.)	['kʌstəmə]	клиент
CV (Curriculum Vitae)	[kə'rɪkjʊləm 'v iːtaɪ]	резюме
D		
damage (v.)	['dæmɪdʒ]	повредить
deal with (v.)	['diːl wɪð]	иметь дело с; обсуждать что-либо
decision (n.)	[dɪ'sɪʒ(ə)n]	решение
depend on (v.)	[dɪ'pend ɒn]	зависеть от
determine (v.)	[dɪ'tɜːmɪn]	определять
different (adj.)	['dɪf(ə)r(ə)nt]	отличный; другой
dine out (v.)	['daɪn 'aʊt]	обедать вне дома
direct (v.)	[daɪ'rekt / də'rekt]	направлять
directly (adv.)	[d(a)ɪ'rektli]	непосредственно
disease (n.)	[dɪ'ziːz]	болезнь
distinction (n.)	[dɪ'stɪŋ(k)ʃ(ə)n]	различие
distracton (n.)	[dɪ'stræktʃ(ə)n]	отвлекающий фактор
diverse (adj.)	[daɪ'vɜːs]	разнообразный
diversity (n.)	[d(a)ɪ'vɜːsɪtɪ]	разнообразие
E		
effort (n.)	['efət]	усилие
emphasis (n.)	['emfəsis]	акцент
emphasize (v.)	['emfəsaɪz]	подчеркивать
employer (n.)	[ɪm'plɔɪə]	работодатель
encourage (v.)	[ɪn'kʌrɪdʒ]	поощрять, поддерживать
enjoyment (n.)	[ɪn'dʒɔɪmənt]	наслаждение
entertainment (n.)	[entə'teɪnm(ə)nt]	развлечение
escape (v.)	[ɪ'skeɪp]	убегать, уходить
especially (adv.)	[ɪ'speʃ(ə)li]	особенно
essential (adj.)	[ɪ'senʃ(ə)l]	необходимый, существенный
evidence (n.)	['evɪd(ə)ns]	доказательство
evocative (adj.)	[ɪ'vɒkətɪv]	экспрессивный, выразительный
exactly (adv.)	[ɪ'gzæktli]	точно
exciting (adj.)	[ɪk'saɪtɪŋ]	захватывающий, волнующий
executive (n.)	[ɪg'zekjʊtɪv]	руководитель

expectation (n.)	[ekspek'teɪʃ(ə)n]	ожидание
expensive (adj.)	[ɪk'spensɪv]	дорогой
experience (n.)	[ɪk'spiəriəns]	опыт
external (adj.)	[ɪk'stɜ:n(ə)l]	внешний
F		
facilities (n. pl.)	[fə'sɪlɪtɪz]	удобства, возможности
fashionable (adj.)	[ˈfæʃ(ə)nəb(ə)l]	модный
fatigue (n.)	[fə'ti:g]	усталость
favorably (adv.)	[ˈfeɪvərəbli]	благоприятно, благосклонно
fishkeeping (n.)	[ˈfɪʃ'ki:pɪŋ]	аквариумистика
fit into pattern	[ˈfɪt'ɪntə'pæt(ə)n]	вписываться в шаблон
flexible (adj.)	[ˈfleksɪb(ə)l]	гибкий
G		
gain (v.)	[ˈgeɪn]	получать
generosity (n.)	[dʒenə'rɒsəti]	щедрость
get acquainted (v.)	[get ə'kweɪntɪd]	познакомиться
glance (n.)	[glɑ:ns]	взгляд
goodwill (n.)	[gʊd'wɪl]	благожелательность; деловая репутация
greet (v.)	[gri:t]	приветствовать
H		
hardship (n.)	[ˈhɑ:dʃɪp]	трудность
hire (v.)	[ˈhaɪə]	нанимать
I		
imaginative (adj.)	[ɪ'mædʒɪnətɪv]	одаренный богатым воображением
immediately (adv.)	[ɪ'mi:diətli]	немедленно
impression (n.)	[ɪm'preʃ(ə)n]	впечатление
improve (v.)	[ɪm'pru:v]	улучшать
inadmissible (adj.)	[ɪnəd'mɪsɪb(ə)l]	недопустимый, неприемлемый
inedible (adj.)	[ɪn'edɪb(ə)l]	несъедобный
inferior to (adj.)	[ɪn'fɪəriə]	хуже
insincere (adj.)	[ɪnsɪn'sɪə]	неискренний
intangible (adj.)	[ɪn'tæŋ(d)ɪb(ə)l]	нематериальный
interaction (n.)	[ɪntər'ækʃ(ə)n]	взаимодействие
internal address	[ɪn'tɜ:n(ə)l ə'dres]	внутренний адрес
interrupt (v.)	[ɪntə'rʌpt]	прерывать, перебивать
J		
jealous (adj.)	[ˈdʒeləs]	ревнивый, завистливый
K		

knick-knack (n.)	['ni'knæk]	безделушка, украшение
knitting (n.)	['ni:tɪŋ]	вязание
L		
lack (n.)	['læk]	недостаток
laziness (n.)	['leɪznəs]	лень
legalistic (adj.)	[li:gə'listɪk]	бюрократический, формальный
living cost (n.)	['lɪvɪŋ 'kɒst]	стоимость жизни
long-lasting (adj.)	[ˌlɒŋ 'la:stɪŋ]	продолжительный, долговечный
look for (v.)	[lʊk 'fɔ:(r)]	искать, подыскивать
luxury (n.)	['lʌkʃ(ə)rɪ]	роскошь
M		
maintain (v.)	[meɪn'teɪn]	поддерживать
majority (n.)	[mə'dʒɔrɪtɪ]	большинство
make sure (v.)	['meɪk 'ʃʊə]	убедиться
manipulative (adj.)	[mə'nɪpjʊlətɪv]	манипулятивный
matchbox (n.)	['mætʃbɒks]	спичечный коробок
measure (v.)	['meʒə]	измерять, определять
medical treatment	['medɪkəl 'trɪtmənt]	медицинское обслуживание
meet a need	['mi:t ə 'ni:d]	удовлетворять потребность
memo (n.)	['meməʊ]	служебная записка, уведомление
miserable (adj.)	['mɪz(ə)rəb(ə)l]	несчастный
misunderstanding (n.)	[ˌmɪsʌndə'stændɪŋ]	недопонимание
mode (n.)	[məʊd]	способ, форма
moody (adj.)	['mu:di]	угрюмый, унылый
N		
necessity (n.)	[nɪ'sesɪtɪ]	необходимость
negotiate (v.)	[nɪ'gəʊʃieɪt]	вести переговоры, договариваться (with)
O		
occur (v.)	[ə'kɜ:]	происходить, случаться
offence (n.)	[ə'fens]	нарушение, оскорбление
offer (v.)	['ɒfə]	предлагать
omit (v.)	[ə'mɪt]	упускать, не включать
open-minded (adj.)	[əp(ə)n'maɪndɪd]	с широким кругозором, непредубежденный
opportunity (n.)	[ɒpə'tju:nɪtɪ]	возможность
option (n.)	['ɒpʃ(ə)n]	вариант
overall (adj.)	[ˌəʊvər'ɔ:l]	общий

overcome (v.)	[əʊvə'kʌm]	преодолеть
oxygen (n.)	['ɒksɪdʒ(ə)n]	кислород
P		
party (n.)	['pɑ:tɪ]	сторона
peak time	['pi:k 'taɪm]	период пиковой нагрузки
peer (n.)	[piə]	равный по уровню
perceive (v.)	[pə'si:v]	воспринимать
perform (v.)	[pə'fɔ:m]	выполнять
permanent (adj.)	['pɜ:m(ə)nənt]	постоянный
personality (n.)	[pɜ:sə' nælɪtɪ]	личность
point out (v.)	[pɔɪnt 'aʊt]	указывать, обращать внимание
politely (adv.)	[pə'laɪtlɪ]	вежливо
pollution (n.)	[pə'lu:ʃ(ə)n]	загрязнение
prediction (n.)	[pri' dɪkʃ(ə)n]	предсказание, прогноз
prefer (v.)	[pri' fɜ:]	предпочитать
preoccupied (p II)	[,pri:' ɒkjʊpaɪd]	занятый, поглощенный мыслями
probably (adv.)	['prɒbəblɪ]	вероятно
promotion (n.)	[prə'məʊʃn]	продвижение по службе
proper (adj.)	['prɒpə]	надлежащий
prosperity (n.)	[prɒ'sperɪtɪ]	процветание
protect (v.)	[prə'tekt]	защищать
prove (v.)	[pru:v]	оказываться
provide (v.)	[prə'vaɪd]	обеспечивать
psychologist (n.)	[saɪ'kɒlədʒɪst]	психолог
purpose (n.)	['pɜ:pəs]	цель
put one's foot into it		совершить бестактный поступок
Q		
qualification (n.)	[,kwɒlɪfɪ'keɪʃ(ə)n]	квалификация
quality (n.)	['kwɒlɪtɪ]	качество
R		
reason (n.)	['ri:z(ə)n]	причина
reasonable (adj.)	['ri:z(ə)nəb(ə)l]	разумный
receive (v.)	[ri'si:v]	получать
recipient (n.)	[ri'sɪpiənt]	получатель
recognizable (adj.)	[rekəg'naɪzəbl]	узнаваемый
recognize (v.)	['rekəgnaɪz]	зд. ценить
recreation (n.)	[,rekri'eɪʃ(ə)n]	отдых, развлечение
reduce (v.)	[ri'dju:s]	уменьшать, сокращать

reference (n.)	[ˈref(ə)r(ə)ns]	рекомендация
refuse (v.)	[rɪˈfjuːz]	отказываться
regard (v.)	[rɪˈgɑːd]	считать
relate (v.)	[rɪˈleɪt]	относиться
relationship (n.)	[rɪˈleɪʃəˌnʃɪp]	связь, отношение
relax (v.)	[rɪˈlæks]	расслаблять(ся)
release (v.)	[rɪˈliːs]	выпускать
reliable (adj.)	[rɪˈlaɪəb(ə)l]	надежный
reply (v.)	[rɪˈplaɪ]	отвечать
request (n., v.)	[rɪˈkwest]	просьба, запрос; просить, запрашивать
require (v.)	[rɪˈkwaɪə]	требовать
requirement (n.)	[rɪˈkwaɪəmə(ə)nt]	требование
respect (v.)	[rɪˈspekt]	уважать
respected (adj.)	[rɪˈspektɪd]	уважаемый
respectfully (adv.)	[rɪˈspektfəli]	уважительно
responsible (adj.)	[rɪˈspɒnsɪb(ə)l]	ответственный
result in (v.)	[rɪˈzʌlt ɪn]	приводить к
reverse (adj.)	[rɪˈvɜːs]	обратный
revise (v.)	[rɪˈvaɪz]	вносить исправления
rural area	[ˈrʊərə(ə)l ˈeəriə]	сельская местность
S		
salutation (n.)	[ˌsæljuˈteɪʃ(ə)n]	приветствие
self-confident (adj.)	[ˌselfˈkɒnfɪd(ə)nt]	самоуверенный
self-expression (n.)	[ˌselfɪkˈspresʃ(ə)n]	самовыражение
selfish (adj.)	[ˈselfɪʃ]	эгоистичный
sensitive (adj.)	[ˈsensɪtɪv]	чувствительный
severe (adj.)	[sɪˈviə]	тяжелый
shorten (v.)	[ˈʃɔːt(ə)n]	сокращать
skim (v.)	[skɪm]	бегло просматривать
skimpy (adj.)	[ˈskɪmpɪ]	короткий, скудный
sociability (n.)	[ˌsəʊʃəˈbɪlɪti]	коммуникабельность
sociable (adj.)	[ˈsəʊʃəb(ə)l]	общительный
solution (n.)	[səˈluːʃ(ə)n]	решение
speculative letter	[ˈspekjʊlətɪv]	письмо в свободной форме с предложением своей кандидатуры на вакансию
strength (n.)	[streŋkθ]	достоинство, сильная сторона
strict (adj.)	[ˈstrikt]	строгий
strive (v.)	[straɪv]	стремиться

substantial (adj.)	[səb'stænʃ(ə)l]	существенный
succeed in (v.)	[sək'si:d in]	добиться успеха
successful (adj.)	[sək'sesfəl]	успешный
succinct (adj.)	[sək'sɪŋ(k)t]	краткий
suffer (v.)	['sʌfə]	страдать
superior to (adj.)	[su:'piəriə]	лучше
supervisor (n.)	['su:pəvaɪzə]	руководитель
supply (n.ry)	[sə'plai]	поставка
T		
tailor (v.)	['teɪlə]	адаптировать
take care (v.)	[teɪk 'keə]	быть осторожным
take for granted	teɪk fə(r) 'grɑ:ntɪd]	принимать как данность
take into account	['teɪk 'ɪntə ə'kaʊnt]	принимать во внимание
take into consideration	['teɪk 'ɪntə kənsɪdə'reɪʃ(ə)n]	учитывать
thimble (n.)	['θɪmb(ə)l]	наперсток
tiredness (n.)	['taɪədnes]	усталость
traffic jam	['træfɪk 'dʒæm]	пробка
transaction (n.)	[træn'zækʃ(ə)n]	сделка
transferable skill	[træns'fɜ:rəb(ə)l 'skɪl]	универсальный навык
U		
uneasy (adj.)	[ʌn'i:zi]	неловкий, неудобный
unforgettable (adj.)	[ʌnfə'getəb(ə)l]	незабываемый
unpleasant (adj.)	[ʌn'plez(ə)nt]	неприятный
update (v.)	[,ʌp'det]	обновлять
V		
valuable (adj.)	['væljʊb(ə)l]	ценный
vary (v.)	['veəri]	варьироваться
vibrant (adj.)	['vaɪbr(ə)nt]	живой, полный жизни
vital (adj.)	['vaɪtəl]	существенный, жизненно важный
W		
weakness (n.)	['wi:knəs]	слабое место, недостаток
well-paid (adj.)	['wel'peɪd]	хорошо оплачиваемый
wonder (v.)	['wʌndə]	интересоваться, задаваться вопросом
workload (n.)	['wɜ:kləʊd]	рабочая нагрузка
written record	['rɪtn 'rekɔ:d]	фиксирование в письменной форме

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ПРИЛОЖЕНИЯ

Приложение 1

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ВЫСШАЯ ШКОЛА ТЕХНОЛОГИИ И ЭНЕРГЕТИКИ
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