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Издание содержит аутентичные тексты на английском языке, посвященные широкому кругу вопросов, связанных с защитой человека и соблюдением норм безопасности в разных производственных сферах; упражнения, направленные на развитие навыков чтения и устной речи по профессиональной тематике; грамматический справочник с блоком контрольных заданий для самопроверки.

Предназначено для аудиторной и самостоятельной работы студентов 1-2-го курсов по направлению подготовки 20.03.01 «Техносферная безопасность» очной и заочной форм обучения.

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ВВЕДЕНИЕ

Учебное пособие разработано в соответствии с рабочей программой по дисциплине «Иностранный язык (английский)» для студентов 1-2-го курсов, обучающихся по направлению подготовки 20.03.01 «Техносферная безопасность».

Издание содержит аутентичные тексты на английском языке, посвященные широкому кругу вопросов, связанных с защитой человека и окружающей среды; упражнения, направленные на развитие навыков чтения и устной речи по профессиональной тематике; грамматический справочник с блоком контрольных заданий для самопроверки. Материал распределяется по 12 модулям: модуль 1 «Моя семья»; модуль 2 «Мой город (Красноярск)»; модуль 3 «Образование в России (Мой университет)»; модуль 4 «Образование в стране изучаемого языка»; модуль 5 «Анализ рабочего места»; модуль 6 «Техногенные опасности»; модуль 7 «Система управления безопасностью»; модуль 8 «Культура безопасности жизнедеятельности»; модуль 9 «Чрезвычайное происшествие»; модуль 10 «Управление чрезвычайными ситуациями»; модуль 11 «Управление по охране и гигиене труда в США и Великобритании»; модуль 12 «Защита работников». Каждая тема пособия содержит аутентичные тексты, тренировочные упражнения, словарь и грамматический блок с тестами, направленные на организацию аудиторной и самостоятельной внеаудиторной работы студентов по изучению иностранного языка в рамках будущей профессиональной деятельности.

Цель пособия – формирование у студентов навыков устной и письменной речи в ситуациях профессионального общения, умения оперировать основными терминами, извлекать профессионально значимую информацию из источников.

Module 1 MY FAMILY

Vocabulary

Nouns:	
dancing	танцы
family	семья
holiday	праздник
knitting	вязание
orchard	фруктовый сад
pensioner	пенсионер
Adjectives:	
caring	заботливый
favourite	любимый
hard-working	трудолюбивый
intelligent	умный
Verbs:	
to be busy	быть занятым чем-либо
to be fond of	увлекаться чем то
to be good at	хорошо разбираться в чем-либо
to become a designer	стать дизайнером
to grow vegetables, berries and flowers	выращивать овощи, ягоды и цветы
to listen to music	слушать музыку
to tell jokes	рассказывать шутки
Word combinations:	
close friend	близкий друг
delicious pie	вкусный пирог
good sense of humour	хорошее чувство юмора
land cadastre	земельный кадастр
pretty and calm girl	красивая и спокойная девушка
summer house	летний дом, дача

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

close

first-year

languages

weekends

foreign
summer
family

holidays
friends
student

Exercise 2. Find the synonyms of the following words:

- 1) hard-working, caring, bad, calm, pretty, big, young, busy, fantastic;
- 2) fussy, beautiful, large, industrious, quiet, old, awesome, unpleasant, solicitous.

Exercise 3. Read the text and find out:

1. How many children are there in the family?
2. What does the father do?
3. What is the mother like?
4. Where do they spend summer weekends?
5. What are the favourite family holidays?

Text: My Family

My family is quite big. We are five: my mother, my father, my younger sister and I.

My sister's name is Lera, she is 3 years younger than me. She is a schoolgirl. Lera is a pretty and calm girl. She is good at dancing and knitting. She says she is going to become a designer after school. My sister and I are very close friends. As for me, I'm a first-year student of Krasnoyarsk State Agrarian University, my hobbies are listening to music, swimming and travelling. Moreover I am also fond of learning foreign languages and I'm going to become a good specialist in the field of land cadastre.

Our dad's name is Alex. He is the head of agricultural company. He is tall and strong. We all adore his good sense of humour. He loves telling jokes and it always helps us when we are in a bad mood. Dad loves playing tennis, going fishing and hunting. Besides he can repair almost everything in our house. By the way my sister and I look like our dad.

My mother's name is Maria. I think she is very beautiful and intelligent. Mum is a bit serious but she is very popular among her colleagues and her friends. They really respect her. She is fond of reading and going

to theatres. Mother has worked as a manager in a company for 20 years already.

My parents are very kind, caring and hard-working. They are always busy but they try to give us everything we need and deserve.

We have a summer house and an orchard in the country and we spend our summer weekends there. Our grandparents love gardening, growing vegetables, berries and flowers. Our favourite family holidays are New Year's Day and Easter. We usually invite our friends, cook fantastic food and have fun. I really enjoy the time that we spend with our family together [3-7].

Exercise 4. Complete the following sentences with the correct prepositions.

1. I'm going to become a good specialist ... the field ... land cadastre.
2. She is fond ... reading and going ... theatres.
3. Mother has worked ... a manager in a company ... 20 years already.
4. She says she is going ... become a designer ... school.
5. ... for me, I'm a first-year student ... Krasnoyarsk State Agrarian University.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: The family has a summer house and an orchard in the country. – Yes, I agree, it is true.

The family has a summer house and an orchard abroad. – No, I don't agree, it is false, because the family has a summer house and an orchard in the country.

1. Moreover I am also fond of learning foreign languages.
2. By the way my sister and I look like our dad.
3. Mother has worked as an accountant in a farm for fifteen years already.
4. Our favourite family holiday is Dad's birthday.
5. Lera is five years younger than me.

Exercise 6. Match the parts of the sentences.

- | | |
|---|---|
| 1. We are five: my mother, my father, | a) her colleagues and her friends; |
| 2. He loves telling jokes and it always helps us when | b) my younger sister and I; |
| 3. Mum is a bit serious but she is very popular among | c) we need and deserve; |
| 4. They are always busy but they try to give us everything | d) we spend our summer week-ends there; |
| 5. We have a summer house and an orchard in the country and | e) we are in a bad mood. |

Exercise 7. Match the words and their definitions:

- | | |
|----------------|--|
| 1) family; | a) a girl or woman who has the same parents as you; |
| 2) sister; | b) an educational institution at the highest level, where you study for a degree; |
| 3) university; | c) something that you say or do to make people laugh, especially a funny story or trick; |
| 4) joke; | d) a group of people who are related to each other, especially a mother, a father, and their children; |
| 5) friend. | e) someone who you know and like very much and enjoy spending time with. |

Exercise 8. Translate the following sentences from Russian into English.

1. Мама младше отца на 6 лет.
2. Мой брат также увлекается плаванием и путешествиями.
3. Моя сестра собирается стать хорошим специалистом в области земельного кадастра после школы.
4. Мой отец работает главой сельскохозяйственной компании уже на протяжении 10 лет.
5. Мои бабушка и дедушка всегда очень заняты.

Exercise 9. Read and translate the dialogue.

Dialogue

Jane: What is your name and where are you from?

Sarah: I am Sarah and I'm from Canada.

Jane: What are you and how old are you?

Sarah: I'm a student and I'm twenty.

Jane: Sarah, do you have a family?

Sarah: Certainly. I have my parents and a younger sister Jennifer. She is seventeen. She goes to senior high school. I also have grandparents on my mother's side. So, I have a big family.

Jane: What does your father do?

Sarah: My father has a café. It is our family business. He runs this café for more than twenty years.

Jane: How old is he now?

Sarah: My father is fifty-six.

Jane: And what about your mother?

Sarah: My mother is fifty-one and she is a painter. She is painting beautiful landscapes.

Jane: And what about your younger sister which is seventeen now? Is she doing well?

Sarah: Yes. She is a very clever and self-sufficing girl. I suppose she will succeed in life.

Jane: Does your sister show her respect to you?

Sarah: She enjoys being together with me.

Jane: You are happy.

Exercise 10. Choose the correct response.

1. What is your name and where are you from? a) Yes. She is a very clever and self-sufficing girl.
2. What does your father do? b) I am Sarah and I'm from Canada.
3. And what about your younger sister which is seventeen now? c) I'm a student and I'm twenty.
4. What are you and how old are you? d) My father is fifty-six.
5. How old is he now? e) He runs this café for more than twenty years.

Exercise 11. Work in pairs. Make up your own dialogue.

Exercise 12. Read and translate the text.

Many Ways to Make a Family

A classic definition of family, according to anthropologist George Murdock, is “a social group characterized by **common residence**, economic cooperation, and It includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, ... or **adopted**, of the sexually **cohabiting** adults.”

But the old definition of what a family is – that of the **nuclear family** – no longer seems ... to cover the wide diversity of **household** arrangements we see today. The family is changing shape and we can claim that the days of the ... nuclear family are long gone. Kids today grow up in all sorts of family situations:

A child living with mom and dad (parents by birth) represent the traditional family. The term **nuclear family** was developed in the western world to ... the family group consisting of parents and their children, usually a father, mother, and children, from what is known as an **extended family**.

- A child ... by grandparents.

- A child of a **single parent**.

- A child of **separated** or **divorced** parents, living with one parent (reconstituted family). If the parent ... or enters a new relationship, the child gains a **stepmother/father**, **stepbrothers/sisters** and **half-brothers /-sisters**.

- A **foster child**, with both foster parents and biological parents. Foster children who are moved from one foster home to another (very common) have had a series of foster parents.

- An **adopted child** has two ... of parents: biological parents and adoptive parents. The child often knows her birth parents and has contact with them. Children **adopted** from abroad know little of their roots. Some older **adoptees** who never knew their birth parents ... to find them and know more about themselves, their birth family and, in transcultural **adoption**s, their birth culture.

- A **joint family** (or **extended family**) is also known as a complex family, parents and their children's families often live under a single roof. This type of family often includes ... generations in the family. In India,

the family is a patriarchal society, with the sons' families often staying in the same house [3-7].

Exercise 13. Discuss the following topics:

1. Family is the most important thing in our life.
2. Mother/Father is my best friend.
3. In a big family you have much love and support.

Module 2 KRASNOYARSK

Vocabulary

Nouns:	
artist	художник
bridge	мост
confluence	слияние
enterprise	предприятие
mountain	гора
landscape	пейзаж
writer	писатель
Verbs:	
to be situated in	располагаться в
to develop	развивать
to distinguish	отличить
to find the place on the Earth	найти место на земле
to include	включать
to justify	оправдывать
to see the sunset	увидеть закат
Word combinations:	
artistic and talented people	артистичные и талантливые люди
mechanical engineering	машиностроение
sight of the city	достопримечательность города
troop leader	лидер войска
well-known Nature Reserve	хорошо известный национальный заповедник

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

Krasnoyarsk
industrial
cultural
Communal
remarkable

people
cultural traditions
city
Territory
Bridge

Exercise 2. Find the antonyms of the following words:

- 1) sunset, earth, mountain, city, confidence, rich, unique;
- 2) plain, ocean, poor, usual, sunrise, diffidence, country.

Exercise 3. Read the text and find out:

1. Where is Krasnoyarsk situated?
2. What famous people were born in Krasnoyarsk?
3. What do you know about the Railway Bridge over the Yenisei?
4. How many educational institutions are there in Krasnoyarsk?
5. Do you like Krasnoyarsk?

Text: Krasnoyarsk

Krasnoyarsk is the largest industrial and cultural centre of Eastern Siberia, and capital of Krasnoyarsk Territory, the second largest region in Russia by area. It is situated in the centre of Russia at the confluence of the small river Kacha and mighty Yenisei. The town was founded in 1628 by Cossacks under troop leader Andrey Dubenskiy's command and was originally named "Krasniy Yar".

The city is distinguished by its unique landscapes, mountain views, majestic Siberian forest and well-known Stolby Nature Reserve. The territory of the reserve totals 47 000 hectares.

Today's Krasnoyarsk is a modern industrial city with unique architecture, a capital of artistic and talented people of Siberia and one of the most beautiful cities in the country.

Krasnoyarsk is a city with actively developing business infrastructure. Over 44 000 enterprises, including 522 large and medium enterprises and organizations, are situated in Krasnoyarsk. Alongside the traditional industrial sectors for the region, such as metallurgy, power engineering and mechanical engineering, new areas are developing more and more actively.

The city has rich cultural traditions. Great Russian artist, Vasiliy Surikov, writer Victor Astafyev, and opera singer Dmitry Khvorostovskiy were all born, educated and worked here. There are 5 professional theatres in Krasnoyarsk. Mikhail Godenko's State Academic Dance Company of Siberia is known to spectators of more than 50 countries worldwide. 40 municipal cultural institutions are situated in Krasnoyarsk.

Krasnoyarsk is well known in Russia for its Paraskeva Pyatnitsa Chapel, for an architectural ensemble of office buildings on Karl Marks

Street, as well as for its Clock Tower. Krasnoyarsk bridges are among the main sights of the city. The Railway Bridge over the Yenisei, constructed in 1899 by mechanical engineer E.K. Knorre as part of the project by known Russian engineer L.D. Proskuryakov, was awarded with gold medal at the World Fair in Paris in 1900 as the highest achievement of technical idea. Communal Bridge is one of the symbols of our city.

Significant scientific potential is concentrated in Krasnoyarsk. There are many educational institutions in Krasnoyarsk: Siberian Federal University, Krasnoyarsk State Agrarian University, Medical University, etc.

Krasnoyarsk justifies its reputation of sports center of Siberia. 13 children and youth sport schools of the Olympic reserve, 83 federations of various kinds of sports, 70 sport clubs, 8 organizations of adaptive physical training and sports, work in the city.

Everyone wishes to find the place on Earth where he would desire to live, meet dawn and see the sunset, study, work, build a house and bring up children. Krasnoyarsk is exactly such a place for its citizens. It is the city providing confidence in tomorrow, a city famous for its remarkable people and a unique history [4].

Exercise 4. Complete the following sentences with the correct prepositions.

1. Krasnoyarsk is the capital ... Krasnoyarsk Territory, the second largest region ... Russia by area.

2. The town was founded in 1628 ... Cossacks ... troop leader Andrey Dubenskiy's command.

3. The traditional industrial sectors ... the region, such ... metallurgy, new areas are developing more and more actively.

4. The Railway Bridge over the Yenisei was awarded ... gold medal as the highest achievement ... technical idea.

5. Everyone wishes to find the place ... Earth where he would desire to live, build a house and bring ... children.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: Krasnoyarsk is a city with actively developing business infrastructure. – Yes, I agree, it is true.

Krasnoyarsk is a city with actively developing small enterprises. – No, I don't agree, it is false, because Krasnoyarsk is a city with actively developing business infrastructure.

1. Krasnoyarsk is situated in the centre of Russia at the confluence of the small lake Kacha and mighty Yenisei.
2. The territory of the reserve totals fifty hectares.
3. Great Russian artist, Vasiliy Surikov, writer Victor Astafyev, and opera singer Dmitry Khvorostovskiy were all born, educated and worked here.
4. There are many educational institutions in Krasnoyarsk.
5. It is the city providing confidence in yesterday, a city famous for its remarkable people and a unique history.

Exercise 6. Match the parts of the sentences.

- | | |
|---|--------------------------------------|
| 1. The city is distinguished by its unique landscapes, mountain views, majestic Siberian forest and | a) sports center of Siberia; |
| 2. Krasnoyarsk is a city with actively developing | b) 50 countries worldwide; |
| 3. Mikhail Godenko's State Academic Dance Company of Siberia is known to spectators of more than | c) business infrastructure; |
| 4. Krasnoyarsk justifies its reputation of | d) for its citizens; |
| 5. Krasnoyarsk is exactly such a place. | e) well-known Stolby Nature Reserve. |

Exercise 7. Match the words and their definitions.

- | | |
|------------|--|
| 1) bridge; | a) an area of countryside or land of a particular type, used especially when talking about its appearance; |
| 2) river; | b) the style and design of a building or buildings; |
| 3) leader; | c) a natural and continuous flow of water in a long line across a country into the sea; |

- 4) landscape; d) a structure built over a river, road etc that allows people or vehicles to cross from one side to the other;
- 5) architecture. e) the person who directs or controls a group, organization, country etc.

Exercise 8. Translate the following sentences from Russian into English.

1. Знаменитый национальный заповедник находится в Красноярске.
2. Наш город является одним из самых красивых городов в стране.
3. Красноярск оправдывает свою репутацию культурной столицы Сибири.
4. Город славится своими замечательными людьми и уникальной историей.
5. Часовня Параскевы Пятницы хорошо известна в Красноярске.

Exercise 9. Read and translate the dialogue.

Dialogue

- You are from Moscow, aren't you?
- Yes, I am.
- Is it your first visit to Krasnoyarsk?
- Oh, no. I was here 5 years ago. But I had no time to walk around the city and to see its sights. I saw only some of them.
- Can you tell me what you visited 5 years ago?
- Only the centre of the city, the Drama theatre, the Surikov museum and the embankment.
- How do you like it?
- It's a great city! Now I want to learn it better.
- You should see the chapel. It's a symbol of our city. It's there, on the hill. Can you see it?
- Oh, yes! I'll go there.
- Then you can visit the Organ Hall, the Pokrovskiy Cathedral, the Musical Theatre and other places.

- Thank you. Krasnoyarsk is an interesting city. I'm ready to go.
- Good luck!

Exercise 10. Choose the correct response.

- | | |
|---|--|
| 1. You are from Moscow, aren't you? | a) It's there, on the hill. |
| 2. Is it your first visit to Krasnoyarsk? | b) Yes, I am. |
| 3. Can you see it? | c) Oh, no. I was here 5 years ago. |
| 4. How do you like it? | d) Oh, yes! I'll go there. |
| 5. Where is the chapel? | e) It's a great city! Now I want to learn it better. |

Exercise 11. Work in pairs. Make up your own dialogue.

Exercise 12. Read and translate the text.

New York

New York is one of the largest cities in the world. Its population is over 11 million people. New York is an industrial and cultural centre of the country. Most business is centred in Manhattan Island. The whole area is very small, that's why the sky-scrapers were invented in New York and, especially, in Wall Street. Wall Street is a narrow street with big houses, but it is well known all over the world as the busiest street in the USA. People do business there. There are two more world-famous streets – Broadway and Fifth Avenue. Broadway is the centre of the theatres and night life. It is known as “The Great White Way” because of the electric signs which turn night into day.

It is the city that never goes to sleep. Buses and sub-way run all night. There are many drugstores and restaurants which never close their doors. There are cinemas with films that start at midnight. Fifth Avenue is the great shopping, hotel, and Club Avenue.

New York is the largest port in America. More than half the trade of the United States goes through this city.

There are many places of interest in New York. They are: the Statue of Liberty, the United Nations Building, Empire State Building, Columbia University, City Hall, New York Public Library and others. When you come to New York you see lots of cars, big and small, black and yellow,

old and modern; you do not see any trees or flowers in the streets, but only cars. You'll see and hear advertisements everywhere. There is no getting away from them. Advertisements fill the newspapers and cover the walls, they are on menu-cards and match-boxes, and they are shouted through loud speakers and shown in the cinemas [3-7].

Exercise 13. Discuss the following topics:

1. My native town.
2. Krasnoyarsk is the best place for living.
3. My dream is to live in a megapolis city.

Module 3 KRASNOYARSK STATE AGRARIAN UNIVERSITY

Vocabulary

Nouns:	
bachelor	бакалавр
branch	отрасль
master	магистр
opportunity	возможность
vacation	каникулы
Verbs:	
to be founded	быть основанным
to be responsible	быть ответственным
to choose	выбирать
to enroll	зачислять
to study	учиться
Word combinations:	
academic year	учебный год
administrative center	административный центр
Agricultural Engineering	сельскохозяйственное машиностроение
educational program	образовательная программа
well-equipped laboratory	хорошо оборудованная лаборатория

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

one of the biggest
agro-industrial
qualified
spacious
student

bachelors
life
universities
complex
classrooms

Exercise 2. Find the synonyms of the following words:

1) opportunity, responsibility, branch, specialist, agriculture, vacation, improvement;

2) enhancement, possibility, farming, duty, affiliate, professional, holiday.

Exercise 3. Read the text and find out:

1. What university did Evgeniy choose to study?
2. When was KSAU founded?
3. How many institutes are there at the University?
4. How long will he have to study?
5. What is the Student Union Committee?

Krasnoyarsk State Agrarian University

My name is Evgeniy Smirnov. I'm 19 years old. I would like to say some words about my university. I live and study in Krasnoyarsk. It is a large city in Siberia. It is located on the Yenisei and is the administrative center of Krasnoyarsk region. There are many universities and colleges in Krasnoyarsk and the city is full of students. However, I chose to study in one of the biggest universities in the city, Krasnoyarsk State Agrarian University. My branch is Safety Engineering and I'm going to become a good specialist in the field of land cadastre.

KSAU was founded in 1953. Since then it has trained a lot of specialists for agro-industrial complex of our country. Today it gives students an opportunity to choose higher and post-graduate educational programs for 47 professions. The university trains qualified bachelors, masters and specialists for different branches of agriculture. The education is provided by qualified specialists, professors and doctors. There are 7 institutes at the University which enroll more than 6000 students. I had to study hard to become a student of this university. It will be a long course – four years of hard and constant studies: lectures, seminars, practical classes and test periods. The academic year lasts for 10 months and there are vacations twice a year: in winter and summer. The University includes 8 academic buildings with spacious classrooms, a modern library, a reading-room, well-equipped laboratories and workshops, computer rooms, gymnasiums and canteens.

At the moment, I'm also a member of Student Union Committee and I take active part in everyday student life. Our Committee is responsible for the improvement of student facilities, coordinating such student events as concerts, sport events, fund-raising activities, volunteer work, etc.

I'm very proud to be a student of this university.

Exercise 4. Complete the following sentences with the correct prepositions.

1. There are many universities and colleges ... Krasnoyarsk and the city is full ... students.
2. Since then it has trained a lot ... specialists ... agro-industrial complex of our country.
3. The university trains qualified bachelors, masters and specialists ... different branches ... agriculture.
4. The academic year lasts ... 10 months and there are vacations twice a year: ... winter and summer.
5. I'm also a member ... Student Union Committee and I take active part ... everyday student life.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: There are many universities and colleges in Krasnoyarsk. – Yes, I agree, it is true.

There are some universities and colleges in Krasnoyarsk. – No, I don't agree, it is false, because there are many universities and colleges in Krasnoyarsk.

1. I live and study in Krasnoyarsk. It is a large city in Alaska.
2. My branch is Agricultural Engineering and I'm going to become an engineer.
3. Today it gives students an opportunity to choose higher and post-graduate educational programs for forty professions.
4. There are seven institutes at the University which enroll more than six thousand students.
5. I had to study hard to become a student of this school.

Exercise 6. Match the parts of the sentences.

1. It is located on the Yenisei and is the administrative center of a) professors and doctors;
2. I chose to study in one of the biggest universities in the city, b) lectures, seminars, practical classes and test periods;

3. The education is provided by qualified specialists, c) a student of this university;
4. It will be a long course – four years of hard and constant studies: d) Krasnoyarsk region;
5. I'm very proud to be e) Krasnoyarsk State Agrarian University.

Exercise 7. Match the words and their definitions:

- | | |
|---------------|---|
| 1) college; | a) a person who has received a degree from a college, university, or professional school usually after four years of study; |
| 2) student; | b) a school for advanced education, especially in a particular profession or skill; |
| 3) bachelor; | c) a faculty member of the highest academic rank at an institution of higher education; |
| 4) master; | d) someone who is studying at a university, school; |
| 5) professor. | e) a person holding an academic degree higher than a bachelor's but lower than a doctor's. |

Exercise 8. Translate the following sentences from Russian into English.

1. Я работаю и учусь в Красноярске.
2. Красноярский государственный аграрный университет – один из крупнейших университетов в городе.
3. Красноярский ГАУ готовит квалифицированных бакалавров, магистров и специалистов для различных отраслей сельского хозяйства.
4. Я отвечаю за свою учебу.
5. Евгений гордится, что учится в этом университете.

Exercise 9. Read and translate the dialogue.

Dialogue

- Hello, Anna!
- Hi, Mary!
- Haven't seen you for ages. How's life?
- Fine, thanks. And what about you?
- I'm OK. What do you do, Anna?
- I'm a second-year student of the Krasnoyarsk State Medical University.
- And I am a student too. See me tonight, will you?
- I'm afraid I can't. I'm as busy as a bee. Though I get up early in the morning I am short of time.
- When does your working day begin?
- The alarm-clock wakes me up at 6.30. But I'm not an early riser.
- Neither am I. How long does it take you to go to the University?
- It doesn't take me long to get there. But I'm afraid to be late for the first lecture so I never go on foot. I go there by bus.
- As far as I know students spend much time at the University. What about you?
- So do I. After classes I usually go to the library to read special literature and to get ready for the lectures and seminars.
- As for me sometimes I have to stay at the University till 5 or 6 o'clock in the afternoon.
- And what do you do during the intervals between the lectures?
- As a rule I go to the students' canteen or to the nearest cafe to have lunch.
- I usually come back home at 3 p.m. And you?
- If I am busy with my social work, I come back home much later.
- In the evenings I usually find time for listening to the latest news on the radio or watching my favorite TV programs.
- As for me I do nothing. I mean I have a rest.
- The student's day is very busy, isn't it?
- Of course, it is. And I always look forward to have a rest on weekends.
- So do I.
- Sorry, I must go now. Good bye.
- Bye.

Exercise 10. Choose the correct response.

- | | |
|---|--|
| 1. How do you go to the University? | a) The alarm-clock wakes me up at 6.30. |
| 2. When do you come back home? | b) It doesn't take me long to get there. |
| 3. When does your working day begin? | c) Sometimes I have to stay at the University till 5 or 6 o'clock. |
| 4. How long does it take you to go to the University? | d) I never go there on foot. |
| 5. What do you do after classes? | e) I come back home much later. |

Exercise 11. Work in pairs. Make up your own dialogue.

Exercise 12. Read and translate the text.

Yale University

Yale University is an American private Ivy League research university in New Haven, Connecticut. Founded in 1701, it is the third-oldest institution of higher education in the United States and one of the nine Colonial Colleges chartered before the American Revolution.

Chartered by Connecticut Colony, the "Collegiate School" was established by clergy to educate Congregational ministers. It moved to New Haven in 1716 and shortly after was renamed Yale College in recognition of a gift from British East India Company governor Elihu Yale. Originally restricted to theology and sacred languages, the curriculum began to incorporate humanities and sciences by the time of the American Revolution. In the 19th century, the college expanded into graduate and professional instruction, awarding the first Ph.D. in the United States in 1861 and organizing as a university in 1887. Its faculty and student populations grew after 1890 with rapid expansion of the physical campus and scientific research.

Yale is organized into fourteen constituent schools: the original undergraduate college, the Yale Graduate School of Arts and Sciences and twelve professional schools. While the university is governed by the Yale Corporation, each school's faculty oversees its curriculum and degree programs. In addition to a central campus in downtown New Haven, the University owns athletic facilities in western New Haven, a campus in West

Haven, Connecticut and forest and nature preserves throughout New England. The university's assets include an endowment valued at \$29.4 billion as of October 2018, the second largest endowment of any educational institution in the world. The Yale University Library, serving all constituent schools, holds more than 15 million volumes and is the third-largest academic library in the United States.

Yale College undergraduates follow a liberal arts curriculum with departmental majors and are organized into a social system of residential colleges. Almost all faculties teach undergraduate courses, more than 2,000 of which are offered annually.

As of October 2018, 61 Nobel laureates, 5 Fields Medalists and 3 Turing award winners have been affiliated with Yale University. In addition, Yale has graduated many notable alumni, including five U.S. Presidents, 19 U.S. Supreme Court Justices, 20 living billionaires and many heads of state. Hundreds of members of Congress and many U.S. diplomats, 78 MacArthur Fellows, 247 Rhodes Scholars and 119 Marshall Scholars have been affiliated with the university [3-7].

Exercise 13. Discuss the following topics:

1. Krasnoyarsk State Agrarian University gives a chance to become a good specialist.
2. Would you like to change anything in the university?
3. If I have a possibility to study abroad I will choose

Module 4 HIGHER EDUCATION IN THE UNITED KINGDOM

Vocabulary

Nouns:	
accommodation	проживание
distinction	различие
establishment	учреждение
requirement	требование
Verbs:	
to disappear	исчезать
to enhance	повышать
to find out	узнать
to make up	составлять
to learn on full-time courses	обучаться на дневном отделении
to regard	рассматривать, считать
to run similar courses	запустить аналогичные курсы
to spread out	располагаться
Word combinations:	
degree level	степень бакалавра
examination grade	экзаменационная отметка
General Certificate of Secondary Education	общее свидетельство о среднем образовании
higher education	высшее образование
lecture theater	лекционный зал
specialized field of study	специализированная область исследования
vocational (work-related) education	профессиональное образование (связанное с работой)
wider area	более широкая область

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

full-time
higher
Master of
professional
Cambridge

Science
University
area
full-time courses
education

Exercise 2. Find the synonyms of the following words:

- 1) distinction, standard, identity, facility, requirement, certificate, faculty, opportunity, tradition;
- 2) possibility, license, sameness, difference, unit, exigencies, academic staff, norm, custom.

Exercise 3. Read the text and find out:

1. There are many academic institutions in the U.K., aren't there?
2. What is a campus university?
3. What is the difference between the lecture and the seminars?
4. What titles of Master degree level do you know?
5. What Universities dominated the British education?

Text: Higher Education in the United Kingdom

There are many academic institutions in the U.K. that make up the system of higher education.

The universities have traditionally been regarded as centres of academic learning, in contrast to polytechnics, which have focused on vocational (work-related) education. However, this distinction has gradually disappeared. Nowadays both types of institutions run similar courses to equally high academic standards.

You can also study at degree level at colleges of higher education. These institutions are generally smaller than universities, and tend to concentrate on more specialized fields of study, such as education, art and design, music and drama.

Each UK university and college has its own identity and traditions. There may be campus and non-campus universities. In a campus university the accommodation, libraries, lecture theaters and seminar rooms are concentrated in one area of the town or city. At a non-campus university or college, the departments and facilities are spread out across a wider area.

Entry to the institutions of higher education is by selection, usually based on examination grades, and is competitive in most subjects. The most common requirements for entry into establishments of higher education are General Certificate of Secondary Education (GCSE) and A-levels.

The general pattern of teaching and learning on full-time courses of higher education is a mixture of lectures, seminars and tutorials, essays, exercises and tests.

A lecture is given to a large group of students. It is a talk on a certain topic of study which lasts about an hour. The titles of lectures are usually available at the beginning of each term, so that students have a chance to find out about the subject before the lecture. Seminars usually consist of a group discussion of ideas and opinions about a particular field of study. Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress.

The first degree titles are Bachelor of Arts (BA), Bachelor of Science (BS). First degree courses are called undergraduate courses. Many students wish to enhance their first degree with further study in a particular vocational or professional area. In Britain there are thousands of postgraduate courses.

A great number of courses are taught at Master degree level. The title of the degree may change depending on the subject studied. The most common are MA (Master of Arts), MS (Master of Science), MBA (Master of Business Administration) and others. These courses normally last for a full calendar year and include coursework (lectures, seminars, tutorials).

For seven hundred years Oxford and Cambridge Universities dominated the British education. Oxford has 38 ordinary colleges for men, 1 for women. Each college has a dining-hall, a chapel and residential rooms. At the beginning of each term (there are three terms in the Oxford academic year) a list is published showing all the lectures being given during the term within each faculty. Every student can choose which lectures he will attend. Attendance at lectures is not compulsory.

Cambridge University has more than 30 colleges today. The oldest of them is Peterhouse which was founded in 1284, and the most recent is Robinson College which was opened in 1977. The University was exclusively for men until 1871 when the first woman's college was opened. Almost all colleges are mixed now; they open their doors to both men and women.

So, the variety of educational opportunities in the UK is enormous [3-7].

Exercise 4. Complete the following sentences with the correct prepositions.

1. The universities have traditionally been regarded as centres ... academic learning, which have focused ... vocational (work-related) education.

2. The titles of lectures are usually available ... the beginning of each term, so that students have a chance to find out about the subject ... the lecture.

3. The title ... the degree may change depending ... the subject studied.

4. The variety ... educational opportunities ... the UK is enormous.

5. ... the beginning of each term a list is published showing all the lectures being given ... the term within each faculty.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: You can also study at degree level at colleges of higher education. – Yes, I agree, it is true.

You can also study at degree level at school. – No, I don't agree, it is false, because you can also study at degree level at colleges of higher education.

1. These institutions are not generally smaller than universities.

2. In a campus university the accommodation, libraries, lecture theaters and seminar rooms are concentrated in one area of the town or city.

3. For seventy hundred years Oxford and Cambridge Universities dominated the British education.

4. Attendance at lectures is compulsory.

5. The oldest of them is Peterhouse which was founded in 1284, and the most recent is Robinson College which was opened in 1977.

Exercise 6. Match the parts of the sentences.

1. Nowadays both types of institutions run similar courses to

a) General Certificate of Secondary Education (GCSE) and A-levels;

2. The most common requirements for entry into establishments of higher education are

b) 1 for women;

3. The first degree titles are

c) the first woman's college was opened;

- | | |
|---|---|
| 4. Oxford has thirty eight ordinary colleges for men, | d) Bachelor of Arts (BA), Bachelor of Science (BS); |
| 5. The University was exclusively for men until 1871 when | e) to equally high academic standards. |

Exercise 7. Match the words and their definitions:

- | | |
|-----------------|---|
| 1) campus; | a) a long talk on a particular subject that someone gives to a group of people, especially to students in a university; |
| 2) library; | b) something that you write, make, do etc in order to try and win a competition; |
| 3) lecture; | c) the grounds and buildings of a university, college, or school; |
| 4) entry; | d) a spoken or written test of knowledge, especially an important one; |
| 5) examination. | e) a place in which literary, musical, artistic, or reference materials (such as books, manuscripts, recordings, or films) are kept for use but not for sale. |

Exercise 8. Translate the following sentences from Russian into English.

1. Политехнические институты рассматриваются как центры профессионального образования.
2. Колледжи высшего образования, как правило, меньше, чем университеты.
3. Лекция – общение по определенной теме исследования, которое продолжается около часа.
4. Каждый студент может выбрать, на каких занятиях он будет присутствовать.
5. 1 раз в семестр студенты сдают зачет.

Exercise 9. Read and translate the dialogue.

Dialogue

Ajay: I can't believe this, but now one of my cousins is applying to college in the U.S. Actually, most of his application is completed, and he's starting to set up interviews with a few colleges.

Lucía: That's awesome! By the time the semester is over, all of us will have family members coming here to study.

Ajay: That would be really funny. Did you have a college interview before you were accepted here? I didn't, and I'd like to give my cousin some interview tips.

Lucía: I did. I know some people find them nerve-wracking, but I didn't. I practiced a lot beforehand though.

Ajay: So my cousin should role-play the interview scenario with someone else?

Lucía: It definitely helps. Also, before the interview, your cousin should know a lot about the college and be prepared to ask a couple of questions about the college.

Ajay: That's good advice. He's pretty curious, so I'm sure he'll have no trouble coming up with some good questions.

Lucía: Oh, and don't forget that you never get a second chance to make a first impression. He should dress appropriately.

Ajay: Right. I'll let him know not to dress like a slob.

Lucía: Most importantly, tell him to be himself during the interview. He shouldn't just give answers that he thinks the interviewer wants to hear.

Ajay: Thanks, Lucía. This is really helpful.

Exercise 10. Choose the correct response.

- | | |
|--|--|
| 1. Did you have a college interview before you were accepted here? | a) I'll let him know not to dress like a slob. |
| 2. What about a first impression? | b) Oh, and don't forget that you never get a second chance to make a first impression. |
| 3. What about you? | c) Not too good. |
| 4. So my cousin should role-play the interview scenario with someone else? | d) It definitely helps. |
| 5. What else should he know? | e) Yes, I did. |

Exercise 11. Work in pairs. Make up your own dialogue.

Exercise 12. Read and translate the text.

Tertiary Education in Australia

Tertiary education in Australia consists of both government and private institutions. A higher education provider is a body that is established or recognized by or under the law of the Australian Government, a state, or the Department of Education, Employment and Workplace Relations.

There are 43 universities in Australia: 40 public universities, two international universities, and one private specialty university.

The flagship Australian universities are Go8 universities. Australian universities are modeled from the British system, so learning is comparatively challenging, but there are other intermediate options to take as preparatory steps and very research-oriented starts early from the similar American freshman year (there is no liberal arts requirement in the first year, so many of them only have three years to graduate), and generally sets international research-ready standards throughout the entire learning experience to evaluate students' academic performances.

Decision-making, regulation and governance for higher education are shared among the Australian Government, the state and territory governments and the institutions themselves. Some aspects of higher education are the responsibility of states and territories. In particular, most universities are established or recognized under state and territory legislation. States and territories are also responsible for accrediting non-self-accrediting higher education providers [3-7].

Exercise 13. Discuss the following topics:

1. Higher Education in the United Kingdom.
2. Higher Education in Russia.
3. Higher Education in Australia.

Module 5 WORKSITE ANALYSIS

Vocabulary

Nouns:	
installation	установка
Verbs:	
to affect worker health	влиять на здоровье рабочих
to implement	осуществлять
to measure	измерять
to prohibit	запрещать
to provide	обеспечивать
to recognize	признавать
to research	проводить исследование
Word combinations:	
appropriate corrective action	соответствующая мера по исправлению положения
confining work operation	ограничение рабочей операции
eliminating toxic chemical	ликвидация токсичного химического вещества
engineering control	техническое средство контроля
industrial hygienist	промышленный гигиенист
particular chemical	отдельное химическое вещество
personal protective equipment	средства индивидуальной защиты
reducing employee exposure	уменьшение воздействия на работников
safety goggle	защитные очки
situation hazardous to health	опасная для здоровья ситуация
source of potential problem	источник потенциальной проблемы
worksite analysis	анализ рабочего места

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

worksite
industrial
physical
protective
ventilation

hygienist
hazards
equipment
systems
analysis

Exercise 2. Find the synonyms of the following words:

1) to measure, to identify, to include, to affect, to discover, to recommend, to control, to reduce, to remove;

2) to find out, to assess, to decrease, to impact, to contain, to determine, to suggest, to check, to eliminate.

Exercise 3. Read the text and find out:

1. What is a worksite analysis?
2. What are the duties of the industrial hygienist?
3. What do engineering controls include?
4. What do administrative controls include?
5. What should personal protective equipment do to be effective?

Text: Worksite Analysis

A worksite analysis is an essential first step that helps an industrial hygienist determine what jobs and work stations are the sources of potential problems. During the worksite analysis, the industrial hygienist measures and identifies exposures, problem tasks, and risks. The most-effective worksite analyses include all jobs, operations, and work activities. The industrial hygienist inspects, researches, or analyzes how the particular chemicals or physical hazards at that worksite affect worker health. If a situation hazardous to health is discovered, the industrial hygienist recommends the appropriate corrective actions.

Industrial hygienists recognize that engineering, work practice, and administrative controls are the primary means of reducing employee exposure to occupational hazards.

Engineering controls minimize employee exposure by either reducing or removing the hazard at the source or isolating the worker from the hazard.

Engineering controls include eliminating toxic chemicals and substituting non-toxic chemicals, enclosing work processes or confining work operations, and the installation of general and local ventilation systems.

Work practice controls alter the manner in which a task is performed. Some fundamental and easily implemented work practice controls include:

1) changing existing work practices to follow proper procedures that minimize exposures while operating production and control equipment;

- 2) inspecting and maintaining process and control equipment on a regular basis;
- 3) implementing good housekeeping procedures;
- 4) providing good supervision;
- 5) mandating that eating, drinking, smoking, chewing tobacco or gum, and applying cosmetics in regulated areas be prohibited.

Administrative controls include controlling employees' exposure by scheduling production and tasks, or both, in ways that minimize exposure levels. For example, the employer might schedule operations with the highest exposure potential during periods when the fewest employees are present. When effective work practices or engineering controls are not feasible or while such controls are being instituted, appropriate personal protective equipment must be used. Examples of personal protective equipment are gloves, safety goggles, helmets, safety shoes, protective clothing, and respirators. To be effective, personal protective equipment must be individually selected, properly fitted and periodically refitted; conscientiously and properly worn; regularly maintained; and replaced, as necessary [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. Industrial hygienists recognize that engineering, work practice, and administrative controls are the primary means ... reducing employee exposure ... occupational hazards.

2. Engineering controls minimize employee exposure ... either reducing or removing the hazard ... the source or isolating the worker from the hazard.

3. Administrative controls include controlling employees' exposure ... scheduling production and tasks, or both, ... ways that minimize exposure levels.

4. For example, the employer might schedule operations ... the highest exposure potential ... periods when the fewest employees are present.

5. Some fundamental and easily implemented work practice controls include changing existing work practices ... follow proper procedures that minimize exposures ... operating production and control equipment.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: The most-effective worksite analyses include all jobs, operations, and work activities. – Yes, I agree, it is true.

The most-effective worksite analyses don't include all jobs, operations, and work activities. – No, I don't agree, it is false, because the most-effective worksite analyses include all jobs, operations, and work activities.

1. A worksite analysis is an essential first step that helps an industrial hygienist determine what jobs and work stations are the sources of potential problems.

2. The industrial manager inspects, researches, or analyzes how the particular chemicals or physical hazards at that worksite affect worker health.

3. Engineering controls include eliminating toxic chemicals and substituting non-toxic chemicals, enclosing work processes or confining work operations, and the installation of general and local ventilation systems.

4. Administrative controls include controlling employees' exposure by scheduling production and tasks, or both, in ways that minimize exposure levels.

5. Work practice controls alter the manner in which a task isn't performed.

Exercise 6. Match the parts of the sentences.

- | | |
|--|---|
| 1. The most-effective worksite analyses include | a) appropriate personal protective equipment must be used; |
| 2. For example, the employer might schedule operations with the highest exposure potential during periods when | b) gloves, safety goggles, helmets, safety shoes, protective clothing, and respirators; |
| 3. When effective work practices or engineering controls are not feasible or while such controls are being instituted, | c) the appropriate corrective actions; |
| 4. Examples of personal protective equipment are ... | d) all jobs, operations, and work activities; |

5. If a situation hazardous to health is discovered, the industrial hygienist recommends ... e) the fewest employees are present.

Exercise 7. Match the words and their definitions:

- | | |
|----------------|---|
| 1) health; | a) a person, company, or organization that employs people; |
| 2) employee; | b) a piece of equipment that you wear over your nose and mouth to help you breathe in a place where there is harmful gas, smoke etc.; |
| 3) employer; | c) something that may be dangerous, or cause accidents or problems; |
| 4) respirator; | d) the general condition of your body and how healthy you are; |
| 5) hazard. | e) someone who is paid to work for someone else |

Exercise 8. Translate the following sentences from Russian into English.

1. Промышленный гигиенист измеряет и определяет воздействия, проблемные задачи и риски.

2. Административные элементы управления являются основным средством уменьшения воздействия профессиональных рисков на работников.

3. Элементы управления практикой работы изменяют способ выполнения задачи.

4. Технические средства контроля включают ликвидацию токсичных химических веществ, ограждение рабочих процессов, а также установку местных систем вентиляции.

5. Примерами средств индивидуальной защиты являются перчатки, защитные очки, шлемы, защитная обувь, защитная одежда и респираторы.

Exercise 9. Read and translate the text.

Controlling the Risks

One of the most important aspects of your risk assessment is accurately identifying the potential hazards in your workplace.

A good starting point is to walk around your workplace and think about any hazards (things that may cause harm). In other words, what is it about the activities, processes or substances used that could injure your employees or harm their health?

When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

- Check manufacturers' instructions or data sheets for chemicals and equipment as they can be very helpful in explaining the hazards and putting them in their true perspective.
- Look back at your accident and ill-health records – these often help to identify the less obvious hazards.
- Take account of non-routine operations (e.g. maintenance, cleaning operations or changes in production cycles).
- Remember to think about long-term hazards to health (e.g. high levels of noise or exposure to harmful substances).

There are some hazards with a recognized risk of harm, for example working at height, working with chemicals, machinery, and asbestos. Depending on the type of work you do, there may be other hazards that are relevant to your business.

Who might be harmed?

Then think how employees (or others who may be present such as contractors or visitors) might be harmed. Ask your employees what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks.

For each hazard you need to be clear about who might be harmed – it will help you identify the best way of controlling the risk. That doesn't mean listing everyone by name, but rather identifying groups of people (e.g. 'people working in the storeroom or 'passers-by'). Remember:

- Some workers may have particular requirements, for example new and young workers, migrant workers, new or expectant mothers, people with disabilities, temporary workers, contractors, homeworkers and lone workers (see Your workers).

- Think about people who might not be in the workplace all the time, such as visitors, contractors and maintenance workers.
- Take members of the public into account if they could be harmed by your work activities.
- If you share a workplace with another business, consider how your work affects others and how their work affects you and your workers. Talk to each other and make sure controls are in place.
- Ask your workers if there is anyone you may have missed.

Having identified the hazards, you then have to decide how likely it is that harm will occur, i.e. the level of risk and what to do about it. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things you need to do to manage them responsibly. Generally, you need to do everything reasonably practicable to protect people from harm [1, 2, 8-15].

Module 6 TECHNOLOGICAL HAZARDS

Vocabulary

Nouns:	
accident	несчастный случай
contamination	загрязнение
environment	окружающая среда
failure	неудача
flutter	вибрирование
hazard	опасность
vehicle	транспортное средство
waste	отходы
Verbs:	
to abuse	злоупотреблять
to be aggravated by	усугубляться
to be caused by	являться причиной
to be considered as	следует рассматривать как
to burn	жечь, гореть
to define	определить
to detonate	взорвать
to increase	увеличивать
to irradiate	облучать
to provide tools	предоставлять инструменты
Word combinations:	
accessible emergency exit	доступный аварийный выход
death and injury	смерть и травма
fire extinguisher	огнетушитель
human negligence or arson	человеческая халатность или поджог
inadequate emergency preparedness	недостаточная подготовленность к чрезвычайным ситуациям
nuclear weapons	ядерное оружие
release of hazardous substances	выброс опасных веществ
prevention and mitigation of disasters	предотвращение и смягчение последствий стихийного бедствия

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

technological	tools
organizational	failures
engineering	habitation
human	accident
aviation	hazards

Exercise 2. Find the synonyms of the following words:

1) to provide, to produce, to burn, to intensify, to maintain, to occur, to contaminate, to define, to range;

2) to blaze, to support, to take place, to vary, to determine, to supply, to create, to strengthen, to pollute.

Exercise 3. Read the text and find out:

1. What are technological hazards?
2. What kinds of disasters do you know?
3. When can airborne radioactive particles scatter and irradiate large areas?
4. How could chemical contamination affect human health or the environment?
5. What can be generally started by lightning?

Text: Technological Hazards

Technological hazards are an increasing source of risk to people and their environment. This is an effect of the globalization of production, an increase of industrialization and a certain level of risk of accidents connected with production, processes, transportation and waste management. Severe accidents have happened which afflicted thousands of people. These have found expression in the public demand to provide technical and organizational tools for the prevention and mitigation of disasters.

Structural collapse

Structural collapses are often caused by engineering failures. Bridge failures may be caused in several ways, such as under-design (as in the

Tay Bridge disaster), by corrosion attack (such as in the Silver Bridge collapse), or by aerodynamic flutter of the deck (as in Tacoma Narrows Bridge).

Fire

Bush fires, forest fires, and mine fires are generally started by lightning, but also by human negligence or arson. They can burn thousands of square kilometers. If a fire intensifies enough to produce its own winds and “weather”, it will form into a firestorm. Casualties resulting from fires, regardless of their source or initial cause, can be aggravated by inadequate emergency preparedness. Such hazards as a lack of accessible emergency exits, poorly marked escape routes, or improperly maintained fire extinguishers may result in many more deaths and injuries than might occur with such protections.

Radiation contamination

When nuclear weapons are detonated or nuclear containment systems are abused, airborne radioactive particles (nuclear fallout) can scatter and irradiate large areas. Not only is it deadly, but it also has a long-term effect on the next generation for those who are contaminated. Ionizing radiation is hazardous to living things, and in such a case much of the affected area could be unsafe for human habitation. During World War II, United States troops dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. As a result, the radiation fallout contaminated the cities’ water supplies, food sources, and half of the populations of each city were stricken with disease.

Chemical contamination

Many technological risks are associated with the release of hazardous substances which could affect human health or the environment by contamination in accident condition or with the production of such substances under certain conditions as fire.

Considering the amount and distribution of facilities using hazardous materials throughout the world, the risks posed by them to societies and the environment it has to be considered as an increasing global problem.

Transportation accidents

An aviation accident is defined as an occurrence associated with the operation of an aircraft in which a person is fatally or seriously injured, the aircraft sustains damage or structural failure or the aircraft is missing or is completely inaccessible.

The category of the vehicle can range from a helicopter, an airliner, or a space shuttle [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. This is a certain level ... risk of accidents connected ... production, processes, transportation and waste management.
2. Bridge failures may be caused ... several ways, such as under-design or ... aerodynamic flutter of the deck.
3. If a fire intensifies enough ... produce its own winds and 'weather', it will form ... a firestorm.
4. It also has a long-term effect ... the next generation ... those who are contaminated.
5. The category ... the vehicle can range ... a helicopter, an airliner, or a space shuttle.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: Severe accidents have happened which afflicted thousands of people. – Yes, I agree, it is true.

Bush fires have happened which afflicted thousands of people. – No, I don't agree, it is false, because severe accidents have happened which afflicted thousands of people.

1. These have found expression in the public demand to abuse technical and organizational tools for the prevention and mitigation of disasters.
2. Bush fires, forest fires, and mine fires are generally finished by lightning, but also by human negligence or arson.
3. Ionizing radiation is hazardous to living things, and in such a case much of the affected area could be unsafe for human habitation.
4. Considering the amount and distribution of facilities using hazardous materials throughout the world, the risks posed by them to societies and the environment it has to be considered as an increasing global problem.
5. An aviation accident is defined as an occurrence associated with the operation of an aircraft in which a plane is fatally or seriously injured.

Exercise 6. Match the parts of the sentences.

- | | |
|---|---|
| 1. Technological hazards are an increasing source of risk to | 1) scatter and irradiate large areas; |
| 2. Bush fires, forest fires, and mine fires are generally started by lightning, | 2) people and their environment; |
| 3. During World War II, United States troops dropped atomic bombs on | 3) but also by human negligence or arson; |
| 4. Considering the amount and distribution of facilities, the risks posed by them to societies and the environment it has to be considered as | 4) the Japanese cities of Hiroshima and Nagasaki; |
| 5. When nuclear weapons are detonated or nuclear containment systems are abused, airborne radioactive particles can | 5) an increasing global problem. |

Exercise 7. Match the words and their definitions:

- | | |
|--------------------|--|
| 1) accident; | a) to hurt yourself or someone else, for example in an accident or an attack; |
| 2) disaster; | b) a nuclear weapon is an explosive device that derives its destructive force from nuclear reactions, either fission (fission bomb) or from a combination of fission and fusion reactions; |
| 3) injure; | c) a situation in which someone is injured or something is damaged without anyone intending them to be; |
| 4) nuclear weapon; | d) the crime of deliberately making something burn, especially a building; |
| 5) arson. | e. a sudden event such as a flood, storm, or accident which causes great damage or suffering. |

Exercise 8. Translate the following sentences from Russian into English.

1. Очень важно предоставлять технические и организационные средства для предупреждения и смягчения последствий стихийных бедствий.

2. Число жертв в результате пожаров может увеличиться из-за плохой готовности к чрезвычайным ситуациям.

3. Радиоактивные осадки загрязнили водоснабжение городов и источники питания.

4. Использование материалов, опасных для общества и окружающей среды, должно рассматриваться как растущая глобальная проблема.

5. Транспортное происшествие определяется как происшествие, в котором человек получает серьезные или смертельные ранения.

Exercise 9. Read and translate the text.

Text: What are Hazardous Materials?

From industrial chemicals and toxic waste to household detergents and air fresheners, hazardous materials are part of our everyday lives. Affecting urban, suburban and rural areas, hazardous materials incidents can range from a chemical spill on a highway to groundwater contamination by naturally occurring methane gas.

Hazardous materials are substances which, because of their chemical, physical or biological nature, pose a potential risk to life, health or property if they are released. Hazards exist during production, storage, transportation, use and disposal.

Chemical plants are one source of hazardous materials, but there are many others. Your local service station stores gasoline and diesel fuel, and hospitals store a range of radioactive and flammable materials. There are about 30,000 hazardous materials waste sites in the United States.

Federal laws enable local governments and interested citizens to become aware of possible hazardous material incidents and prepare for them. Many communities have a Local Emergency Planning Committee (LEPC) consisting of local planners, industry and members of the community that identifies industrial hazardous materials and keeps the community informed of the potential risk. The public is encouraged to participate in the process as well [1, 2, 8-15].

Module 7 SAFETY MANAGEMENT SYSTEM

Vocabulary

Nouns:	
approach	подход
assurance	гарантия
promotion	продвижение
reduction	сокращение
training	обучение
Verbs:	
to achieve	достигать
to be woven into	вплетать в
to comprise	составлять
to describe	описывать
to establish	устанавливать
to evaluate	оценить
to improve	улучшать
to meet safety goals	достигать цели в области безопасности
to provide	обеспечить
Word combinations:	
acceptable level	приемлемый уровень
assessing the risk	оценки риска
explicit and comprehensive	явный и всеобъемлющий
goal setting	установка цели
measuring performance	измерение производительности
safety management system	система управления безопасностью

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

acceptable
goal
measuring
safety
supports

performance
management
reporting
setting
levels

Exercise 2. Find the synonyms of the following words:

1) to achieve, to establish, to improve, to compose of, to evaluate, to provide, to weave, to define, to base;

2) to supply, to reach, to found, to ameliorate, to consist of, to estimate, to set up, to determine, to entwine.

Exercise 3. Read the text and find out:

1. What is a safety management system?
2. How can safety be defined?
3. How many functional components is SMS comprised of?
4. What does promotion include?
5. What does risk management compose of?

Text: Safety Management System

Safety management system (SMS) is a systematic and continuous management process based on proactive identification of hazards, and analyses of their risk. The essential idea of any SMS is to provide for a systematic approach to achieving acceptable levels of safety risk. SMS can be defined as: a businesslike approach to safety. It is a systematic, explicit and comprehensive process for managing safety risks. As with all management systems, a safety management system provides for goal setting, planning, and measuring performance. A safety management system is woven into the fabric of an organization. It becomes part of the culture, the way people do their jobs. For the purposes of defining safety management, safety can be defined as: the reduction of risk to a level that is as low as is reasonably practicable. SMS is comprised of four functional components:

- Policy is established to improve safety; defines the methods, processes, and organizational structure needed to meet safety goals.
- Risk Management composes of: describing the system, identifying the hazards, assessing the risk, analyzing the risk, controlling the risk.
- Assurance evaluates the continued effectiveness of risk control strategies; supports reporting, investigations, audits, identification of new hazards.

- Promotion includes learning, training, communication, and other actions to create a positive safety culture [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. The essential idea ... any SMS is to provide ... a systematic approach to achieving acceptable levels of safety risk.
2. As ... all management systems, a safety management system provides ... goal setting, planning, and measuring performance.
3. The reduction ... risk to a level that is as low ... is reasonably practicable.
4. Safety management system (SMS) is a systematic and continuous management process based ... proactive identification of hazards, and analyses ... their risk.
5. A safety management system is woven ... the fabric ... an organization.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: The essential idea of any SMS is to provide for a systematic approach to achieving acceptable levels of safety risk. – Yes, I agree, it is true.

The essential idea of any SMS is to provide for a systematic approach to achieving unacceptable levels of safety risk. – No, I don't agree, it is false, because the essential idea of any SMS is to provide for a systematic approach to achieving acceptable levels of safety risk.

1. Safety management system (SMS) is a systematic and continuous management process based on proactive identification of hazards, and analyses of their risk.
2. It is a nonsystematic, explicit and comprehensive process for managing safety risks.
3. Risk Management composes only of describing the system.
4. Assurance evaluates the continued effectiveness of risk control strategies; supports reporting, investigations, audits, identification of new hazards.

5. Policy is established to improve safety; defines the methods, processes, and organizational structure needed to meet safety goals.

Exercise 6. Match the parts of the sentences.

- | | |
|--|---|
| 1. SMS can be defined as: | a) identification of new hazards; |
| 2. It becomes part of the culture, | b) four functional components; |
| 3. SMS is comprised of | c) to create a positive safety culture; |
| 4. Promotion includes learning, training, communication, and other actions | d) the way people do their jobs; |
| 5. Assurance evaluates the continued effectiveness of risk control strategies; supports reporting, investigations, audits, | e) a businesslike approach to safety. |

Exercise 7. Match the words and their definitions:

- | | |
|---------------|---|
| 1) goal; | a) a promise that something will definitely happen or is definitely true, made especially to make someone less worried; |
| 2) reduction; | b) the regular paid work that you do for an employer; |
| 3) assurance; | c) when someone or something is safe from danger or harm; |
| 4) job; | d) something that you hope to achieve in the future; |
| 5) safety. | e) a decrease in the size, price, or amount of something, or the act of decreasing something. |

Exercise 8. Translate the following sentences from Russian into English.

1. Система управления безопасностью базируется на основе активного выявления опасностей и анализа их риска.

2. Все системы управления предусматривают постановку целей, планирование и измерение эффективности.

3. Безопасность – снижение риска до уровня, который является настолько низким, насколько это практически возможно.

4. Политика определяет методы, процессы и организационную структуру, необходимые для достижения целей безопасности.

5. Необходимо поддерживать отчетность, расследования, аудиты, выявление новых опасностей.

Exercise 9. Read and translate the text.

What is Safety Management System (SMS) on Ships?

What is included in the safety management system (SMS)? Every safety management policy should satisfy some of the basic functional requirements to ensure safety of every ship. They are:

- Procedure and guidelines to act in an emergency situation.
- Safety and environmental protection policy.
- Procedure and guidelines for reporting accidents or any other form of non-conformities.
- Clear information on level of authority and lines of communication among ship crew members, and between shore and shipboard personnel.
- Procedures and guidelines to ensure safe operations of ships and protection of marine environment in compliance with relevant international and flag state legislations.
- Procedures for internal audits and management reviews.
- Vessel details.

In short, a safety management system would consist of details as to how a vessel would operate on a day to day basis, what are the procedures to be followed in case of an emergency, how are drills and trainings conducted, measures taken for safe operations, who is the designated person etc.

Safety management plan is mainly the responsibility of the owner of the vessel, or the designated person, or the person appointed by the owner. However, the ship's master and the crew are the best people to make an SMS as they know the vessel inside-out [1, 2, 8-15].

Module 8 SAFETY CULTURE

Vocabulary

Nouns:	
assessment	оценка
attitude	отношение
behavior	поведение
development	развитие
improvement	улучшение
tool	инструмент
Verbs:	
to correspond	соответствовать
to determine	определять
to evaluate	оценивать
to identify	выявлять, определять
to influence	влиять
to provide	предоставлять
to relate	связывать
Word combinations:	
overriding priority	главный приоритет
safety culture	культура безопасности жизнедеятельности
shared value	общая ценность
strength	сильная сторона
survey questionnaire	вопросник-обследование

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

safety
shared
overriding
survey
workplace

values
priority
questionnaire
observation
culture

Exercise 2. Find the synonyms of the following words:

1) influence, standard, improvement, indicator, evaluation, priority, observation, promotion, issue;

2) advancement, appraisal, impact, sample, watching, problem, amelioration, feature, antecedence.

Exercise 3. Read the text and find out:

1. What is a safety culture?
2. What does it provide?
3. How many parts are there to the assessment process?
4. What aims of the assessment do you know?
5. What is the safety culture assessment tool?

Text: Safety Culture

The prevailing health and safety culture within an organization i.e. the way it approaches health and safety issues, is a major influence on the health and safety related behavior of people at work. The development of a positive safety culture is important if high standards of health and safety are to be achieved and maintained. The Safety Culture Assessment (SCA) tool is an easy to use tool for assessing the shared values within an organization which influence the attitudes and behaviors of employees, supervisors and managers in relation to health and safety. It provides an evaluation of whether or not the existing culture emphasizes safety as the overriding priority.

There are four parts to the assessment process:

1. Analysis of health and safety related documentation.
2. Workplace observation.
3. Employee safety culture survey questionnaire.
4. Management and Health & Safety Representative interviews.

The Safety Culture Assessment tool is designed to help companies determine some important aspects of their safety culture and aid the promotion of employee involvement in health and safety issues. The aims of the assessment are:

- to evaluate the key components of safety culture;
- to identify strengths (areas where safety culture is strong and safety performance is highly effective);

- to identify areas for improvement (areas which do not correspond to the indicators of a positive safety culture);
- to recommend strategies for improvement [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. The prevailing health and safety culture within an organization is a major influence ... the health and safety related behavior of people ... work.
2. It provides an evaluation ...whether or not the existing culture emphasizes safety ... the overriding priority.
3. The Safety Culture Assessment tool is designed to help companies aid the promotion ... employee involvement ... health and safety issues.
4. The aims ... the assessment are to identify areas ... improvement.
5. There are four parts ... the assessment process: analysis ... health and safety related documentation, etc.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: The development of a positive safety culture is important. – Yes, I agree, it is true.

The development of a positive safety culture isn't important. – No, I don't agree, it is false, because the development of a positive safety culture is important.

1. The development of a positive safety culture is important if high standards of health and safety aren't to be achieved and maintained.
2. The Safety Culture Assessment tool is an easy to use tool for assessing the shared values within an organization which influence the attitudes and behaviors of employees, supervisors and managers in relation to health and safety.
3. There are forty parts to the assessment process.
4. The Safety Culture Assessment tool is designed to help companies.
5. The aim of the assessment is to identify weaknesses.

Exercise 6. Match the parts of the sentences.

- | | |
|--|---|
| 1. The prevailing health and safety culture within an organization is a major influence on the health and safety related | a) to be achieved and maintained; |
| 2. The aims of the assessment are to identify areas for improvement | b) the overriding priority; |
| 3. The development of a positive safety culture is important if high standards of health and safety are | c) (areas where safety culture is strong and safety performance is highly effective); |
| 4. It provides an evaluation of whether or not the existing culture emphasizes safety as | d) behavior of people at work; |
| 5. The aims of the assessment are to identify strengths | e) (areas which do not correspond to the indicators of a positive safety culture). |

Exercise 7. Match the words and their definitions:

- | | |
|----------------|--|
| 1) standard; | a) someone whose job is to manage part or all of a company or other organization; |
| 2) supervisor; | b) something set up and established by authority as a rule for the measure of quantity, weight, extent, value, or quality; |
| 3) manager; | c) a careful examination of something in order to understand it better; |
| 4) analysis; | d) a planned series of actions for achieving something; |
| 5) strategy. | e) someone who supervises a person or activity. |

Exercise 8. Translate the following sentences from Russian into English.

1. Культура охраны труда и техники безопасности оказывает значительное влияние на поведение людей на работе.

2. Инструмент оценки культуры безопасности является простым в использовании инструментом, необходимым для оценки общих ценностей в организации.

3. Ее цель – оценить ключевые компоненты культуры безопасности.

4. Наблюдение за рабочим местом – одна из четырех составляющих процесса оценки.

5. Инструмент оценки культуры безопасности предназначен для того чтобы помочь компаниям вовлечь сотрудников в изучение вопросов охраны здоровья и безопасности.

Exercise 9. Read and translate the text.

11 Steps to Improving Safety Culture in the Construction Industry

1. **Start with upper management.** From the CEO on down, safety needs to be a core value of your company and management should lead by example by participating in safety meetings and trainings.

2. **Make safety an integral part of the job.** The use of safety committees, which include both managers and rank and file workers, can be an effective way to improve safety. But if the job is large enough to justify it, the budget should also include an on-site safety manager.

3. **Create accountability at all levels.** All employees need to be held accountable for safety and safety rules should be consistently enforced.

4. **Take safety into account during the project planning process.** Your project planning process should include conducting a Job Safety Analysis of each component of the project so that proper controls are implemented before work begins.

5. **Make sure your contractors are pre-qualified for safety.** You should review the safety performance of your potential sub-contractors as part of your procurement process. This could include reviewing OSHA recordable rates and conducting an audit of their safety management systems.

6. **Make sure your workers are properly trained.** Train your workers on use of safety equipment, safety expectations, and any safety risks and precautions relevant to their job duties.

7. **Focus on fall protection.** Falls are one of the leading causes of injuries and deaths, so make sure your fall protection program is effective. You should have a specific fall management plan for each project where the risk of falls is present.

8. **Prevent substance abuse.** Make sure you have drug and alcohol policies to prevent impaired personnel from working on your site.

9. **Make safety part of everyday conversation.** Make sure safety is addressed at shift changes, weekly meetings, and anytime there is a job change.

10. **Review accidents and near misses.** Investigate all accidents and near misses to determine their root causes and use that information to improve safety procedures and prevent future incidents.

11. **Conduct regular field safety inspections.** This is one of the best management tools out there to improve safety. Inspections can uncover safety risks caused by worn equipment, unsafe behaviors, or misplaced tools and give you a chance to correct them before they can cause an accident [1, 2, 8-15].

Module 9 EMERGENCY

Vocabulary

Nouns:	
aftermath	последствие
emergency	чрезвычайное происшествие
environment	окружающая среда
impact	воздействие
property	недвижимость
worsening	ухудшение
Verbs:	
to cause	вызывать
to define	определять
to involve	включать
to pose	создавать
to prevent	предотвращать
to protect	защищать
to require	требовать
to threaten	угрожать
Word combinations:	
animal welfare	благополучие животных
mitigation of damage	уменьшение ущерба
natural disaster	стихийное бедствие
oil spill at sea	разлив нефти на море
urgent intervention	срочное вмешательство

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

urgent
mitigation of
natural
animal
oil spills

disaster
welfare
at sea
damage
intervention

Exercise 2. Find the synonyms of the following words:

1) to prevent, to pose, to offer, to require, to decide, to involve, to extend, to mean, to reflect;

2) to broaden, to represent, to demand, to solve, to entail, to avert, to express, to propose, to signify.

Exercise 3. Read the text and find out:

1. What is an emergency?

2. What kind of emergencies do you know?

3. When should the incident be defined as an emergency?

4. What are the duties of emergency organizations?

5. Why won't some agencies mount an emergency response where it endangers wild animals or environment?

Text: Emergency

An emergency is a situation which poses an immediate risk to health, life, property or environment. Most emergencies require urgent intervention to prevent a worsening of the situation, although in some situations, mitigation of damage may not be possible and agencies may only be able to offer help for the aftermath.

While some emergencies are self-evident (such as a natural disaster which threatens many lives), many smaller incidents require the subjective opinion of an observer (or affected party) in order to decide whether it qualifies as an emergency.

The precise definition of an emergency, the agencies involved and the procedures used, vary by jurisdiction, and this is usually set by the government, whose agencies (emergency services) are responsible for emergency planning and management.

In order to be defined as an emergency, the incident should be one of the following:

- immediately threatening to life, health, property or environment;
- have already caused loss of life, health, property or environmental damage;
- have a high probability of escalating to cause immediate danger to life, health, property or environment.

Whilst most emergency services agree on protecting human health, life and property, the environmental impacts are not considered sufficiently important by some agencies. This also extends to areas such as animal welfare, where some emergency organizations cover this element through the ‘property’ definition, where animals which are owned by a person are threatened (although this does not cover wild animals). This means that some agencies will not mount an emergency response where it endangers wild animals or environment, although others will respond to such incidents (such as oil spills at sea which pose a threat to marine life). The attitude of the agencies involved is likely to reflect the predominant opinion of the government of the area [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. Mitigation of damage may not be possible and agencies may only be able ... offer help ... the aftermath.
2. Many smaller incidents require the subjective opinion of an observer ... order to decide whether it qualifies ... an emergency.
3. In order to be defined ... an emergency; the incident should be one ... the following.
4. The precise definition ... an emergency, the agencies involved and the procedures used, vary ... jurisdiction.
5. This also extends to areas such ... animal welfare, where some emergency organizations cover this element through the ‘property’ definition, where animals which are owned ... a person are threatened.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: An emergency is a situation which poses an immediate risk to health, life, property or environment. – Yes, I agree, it is true.

An emergency is a situation which doesn’t pose an immediate risk to health, life, property or environment. – No, I don’t agree, it is false, because an emergency is a situation which poses an immediate risk to health, life, property or environment.

1. Most emergencies require urgent intervention to prevent a worsening of the situation.

2. Some emergencies are self-evident (such as a natural disaster which threatens many lives).

3. The incident shouldn't have already caused loss of life, health, property or environmental damage.

4. Whilst most emergency services agree on protecting human health, life and property, the environmental impacts are considered sufficiently important by some agencies.

5. This means that some agencies will not mount an emergency response where it endangers wild animals or environment, although others will respond to such incidents.

Exercise 6. Match the parts of the sentences.

- | | |
|--|---|
| 1. An emergency is a situation which poses an immediate risk to | a) life, health, property or environment; |
| 2. This is usually set by the government, whose agencies are responsible for | b) (although this does not cover wild animals); |
| 3. The incident should have a high probability of escalating to cause immediate danger to | c) reflect the predominant opinion of the government of the area; |
| 4. This also extends to areas such as animal welfare, where animals which are owned by a person are threatened | d) emergency planning and management; |
| 5. The attitude of the agencies involved is likely to | e) health, life, property or environment. |

Exercise 7. Match the words and their definitions:

- | | |
|----------------|---|
| 1) incident; | a) the group of people who govern a country or state; |
| 2) property; | b) an event, especially one that is unusual, important, or violent; |
| 3) oil; | c) physical harm that is done to something or to a part of someone's body, so that it is broken or injured; |
| 4) government; | d) the thick dark liquid from under the ground from which petrol is produced; |
| 5) damage. | e) the thing or things that someone owns. |

Exercise 8. Translate the following sentences from Russian into English.

1. Большинство чрезвычайных ситуаций требует срочного вмешательства для предотвращения ухудшения ситуации.

2. Много мелких инцидентов требует субъективного мнения наблюдателя для того чтобы решить, квалифицируются ли они как чрезвычайная ситуация.

3. Данный инцидент угрожает жизни, здоровью, имуществу или окружающей среде.

4. Этот инцидент должен привести к потере жизни, здоровья, имущества или к ущербу окружающей среде.

5. Некоторые учреждения не считают воздействия на окружающую среду достаточно серьезными.

Exercise 9. Read and translate the text.

How Does the Thames Barrier Stop London Flooding?

A map released by its operator, the Environment Agency, in December showed how London would look if sea levels continued to rise and there was no barrier. The Houses of Parliament, the O2 arena, Tower Bridge, and areas including Southwark, the Isle of Dogs, Whitechapel and West Ham were shown to be flooded. The barrier, built in 1982 on the Thames on the eastern side of the capital at Woolwich, was designed to protect 48 sq miles (125 sq km) of central London from flooding caused by tidal surges.

At the moment, with so much rainfall travelling down the Thames, there is a danger during high tide that the extra water will be pushed back up river by the sea and cause flooding in the capital and to the west.

To prevent this, the barrier has been used at record levels, says Eamonn Forde, one of its controllers. It has closed 28 times since 6 December. This represents one fifth of all the closures – about 150 – since it was inaugurated.

Some years it hasn't been used at all. The barrier, made up of 10 steel gates, reaches 520 m (1,700 ft) across the river. When open, the gates lie flat on the river floor and close by being rotated upwards until they block the river. The four main gates span 61.5 m (200 ft) and weigh more than 3,000 tonnes each. The barrier is closed just after low tide to create an

empty “reservoir” for the river flow to fill up. It takes 75-90 minutes to close it, starting with the gates on the outside until the middle gates are shut.

With no barrier, at high tide, the sea would normally flow up the estuary and into London, pushing the river water back. With all the extra rainfall, this could worsen the flooding. The barrier prevents this from happening. The gates are left shut and the river water is held until the tide turns. Staff wait for the water on both sides to “equalize” – reach the same level – and then the gate is opened and the river water can rush out into the estuary.

There is no danger that the water will overwhelm the barrier. Storm surge from the North Sea, high tides and exceptional fluvial (river) flow are the three factors that make it necessary. At the moment the major factor is the amount of water flowing down the Thames.

For most of its history, London lacked such protection. In 1928, 14 people drowned when a swollen Thames overflowed between the City and Southwark to the east and Putney and Hammersmith to the west. According to contemporary reports, the streets were filled with water up to 4 ft (1.2 m) deep.

The 1953 North Sea flood, which resulted in one London death and flooding at Silvertown, in the east, prompted calls for a mechanism to protect the capital. Construction on the Thames Barrier began in 1974 and it was officially opened a decade later.

The barrier was originally designed to last up to the year 2030. Recent analysis suggests that even with sea level rise from anticipated climate change the barrier will be sufficient protection until 2060-70 [1, 2, 8-15].

Module 10 EMERGENCY MANAGEMENT

Vocabulary

Nouns:	
advantage	преимущество
equipping	оснащение
firefighter	пожарный
legislation	законодательство
preparedness	готовность
solution	решение
stockpiling	накопление запасов
Verbs:	
to develop	развивать
to differ	отличаться
to eliminate risk	устранять риски
to improve	улучшать
to obey	повиноваться
to reduce	сокращать
to restore	восстанавливать
Word combinations:	
casualty prediction	предсказание несчастного случая
flood dam	плотина от наводнения
land-use planning	планирование землепользования
long-term measure	долгосрочная мера
mitigation effort	усилие по смягчению последствий
recovery effort	усилие по восстановлению

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

mitigation
long-term
flood
casualty
recovery

dams
prediction
efforts
measures
efforts

Exercise 2. Find the antonyms of the following words:

1) to develop, to reduce, to restore, to obey, to differ, to include, to refuse, to accept, to focus;

2) to lower, to knuckle under, to vary, to admit, to perfect, to reconstruct, to reject, to contain, to concentrate.

Exercise 3. Read the text and find out:

1. What is the most cost-efficient method for reducing the effect of hazards?
2. What are the aims of mitigation efforts?
3. What common preparedness measures do you know?
4. What is the preparedness?
5. When are citizens more likely to accept more mitigation changes?

Text: Emergency Management

Mitigation efforts are attempts to prevent hazards from developing into disasters altogether or to reduce the effects of disasters. The mitigation phase differs from the other phases in that it focuses on long-term measures for reducing or eliminating risk. Mitigation measures can be structural or nonstructural. Structural measures use technological solutions like flood dams. Non-structural measures include legislation, land-use planning (e.g. the designation of nonessential land like parks to be used as flood zones), and insurance. Mitigation is the most cost-efficient method for reducing the effect of hazards although not always the most suitable. Mitigation includes providing regulations regarding evacuation, sanctions against those who refuse to obey the regulations, and communication of risks to the public.

Preparedness is a continuous cycle of planning, managing, organizing, training, equipping, exercising, creating, monitoring, evaluating and improving activities to improve capabilities of organizations to prevent, protect against, respond to, recover from natural disasters, acts of terrorism, and other man-made disasters.

Common preparedness measures include:

- communication plans with easily understandable terminology and methods;
- proper maintenance and training of emergency services, including mass human resources such as community emergency response teams;

- development and activity of emergency population warning methods combined with emergency shelters and evacuation plans;
- stockpiling, inventory, streamline foods supplies, and maintain other disaster supplies and equipment;
- develop organizations of trained volunteers among civilian populations.

Another aspect of preparedness is casualty prediction, the study of how many deaths or injuries to expect for a given kind of event. This gives planners an idea of what resources need to be in place to respond to a particular kind of event.

The response phase includes the mobilization of the necessary emergency services and first responders in the disaster area in order to provide the first aid and quick rescue efforts. This is likely to include a first wave of core emergency services, such as firefighters, police and ambulance crews. They may be supported by a number of secondary emergency services, such as specialist rescue teams.

A well-rehearsed emergency plan developed as part of the preparedness phase enables efficient coordination of rescue.

There is a need for both discipline (structure, doctrine, process) and agility (creativity, improvisation, adaptability) in responding to a disaster.

The aim of the recovery phase is to restore the affected area to its previous state. It differs from the response phase in its focus; recovery efforts are concerned with issues and decisions that must be made after immediate needs are addressed. Recovery efforts are primarily concerned with actions that involve rebuilding destroyed property, re-employment, and the repair of other essential infrastructure. Efforts should be made to “build back better”, aiming to reduce the pre-disaster risks inherent in the community and infrastructure. An important aspect of effective recovery efforts is taking advantage of a ‘window of opportunity’ for the implementation of mitigation measures that might otherwise be unpopular. Citizens of the affected area are more likely to accept more mitigation changes when a recent disaster is in fresh memory [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. Mitigation efforts are attempts to prevent hazards ... developing ... disasters altogether or to reduce the effects of disasters.
2. Mitigation is the most cost-efficient method ... reducing the effect ... hazards although not always the most suitable.

3. This gives planners an idea ... what resources need to be in place to respond ... a particular kind of event.

4. There is a need ... both discipline and agility in responding ... a disaster.

5. Citizens of the affected area are more likely ... accept more mitigation changes when a recent disaster is ... fresh memory.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: Structural measures use technological solutions like flood dams. – Yes, I agree, it is true.

Structural measures use technological solutions like fire. – No, I don't agree, it is false, because structural measures use technological solutions like flood dams.

1. The mitigation phase differs from the other phases in that it focuses on short-term measures for reducing or eliminating risk.

2. Preparedness is a continuous cycle of planning, managing, organizing, training, equipping, exercising, creating, monitoring, evaluating and improving activities to improve capabilities of organizations to prevent, protect against, respond to, recover from natural disasters, acts of terrorism, and other man-made disasters.

3. The response phase includes the mobilization of the necessary emergency services and second responders in the disaster area in order to provide the first aid and quick rescue efforts.

4. Recovery efforts aren't primarily concerned with actions that involve rebuilding destroyed property, re-employment, and the repair of other essential infrastructure.

5. An important aspect of effective recovery efforts is taking advantage of a 'window of opportunity' for the implementation of mitigation measures that might otherwise be unpopular.

Exercise 6. Match the parts of the sentences.

1. Mitigation measures can be a) the community and infrastructure;
....

2. Mitigation includes providing b) structural or nonstructural;
regulations regarding evacuation,

sanctions against those who refuse to obey the regulations,

3. They may be supported by a number of secondary emergency services, such as

4. The aim of the recovery phase is

5. Efforts should be made to 'build back better', aiming to reduce the pre-disaster risks inherent in

c) and communication of risks to the public;

d) specialist rescue teams;

e) to restore the affected area to its previous state.

Exercise 7. Match the words and their definitions:

1) team;

a) someone whose job is to stop fires burning;

2) evacuation;

b) a form of punishment that can be used if someone disobeys a rule or law;

3) firefighter;

c) the use of violence such as bombing, shooting, or kidnapping to obtain political demands such as making a government do something;

4) terrorism;

d) a group of people who have been chosen to work together to do a particular job;

5) sanction.

e) sending people away from a dangerous place to a safe place.

Exercise 8. Translate the following sentences from Russian into English.

1. Неструктурные меры включают в себя законодательство, планирование землепользования и страхование.

2. Коммуникационный план, имеющий понятные терминологию и методы, является одним из общих мер по обеспечению готовности.

3. Общие меры по обеспечению готовности включают создание организаций с добровольцами из гражданского населения, прошедшими специальное обучение.

4. Необходимо проявлять дисциплину и оперативность в реагировании на стихийные бедствия.

5. Целью этапа является восстановление пораженного участка до его прежнего состояния.

Exercise 9. Read and translate the text.

Emergency Management in Canada

Public Safety Canada helps Canadians and their communities protect themselves from emergencies and disasters related to all kinds of hazards – natural, human-induced and technological – through national leadership in the development and implementation of policies, plans and a range of programs.

The Emergency Management Act recognizes the roles that all stakeholders must play in Canada's emergency management system. It sets out the leadership role and responsibilities of the Minister of Public Safety and Emergency Preparedness, including coordinating emergency management activities among government institutions and in cooperation with the provinces and other entities. Responsibilities of other federal ministers are also set out in the Act.

The federal government is dedicated to working collaboratively with provinces and territories to support communities when disasters strike. To this end, An Emergency Management Framework for Canada was revised and approved by Federal/Provincial/Territorial Ministers in 2017. The Framework establishes a common approach for a range of collaborative emergency management initiatives in support of safe and resilient communities.

Building on the Framework, the Emergency Management Strategy for Canada: Toward a Resilient 2030 identifies federal, provincial and territorial priorities that will strengthen Canada's resilience by 2030. Approved and released at the Federal/Provincial/Territorial Ministers Meeting in 2019, the Strategy is a collaborative, whole-of-society roadmap to strengthening Canada's ability to assess risks, prevent/mitigate, prepare for, respond to, and recover from disasters.

The Department maintains a network of partnerships with other federal government institutions, provincial and territorial emergency management organizations, first responders and voluntary organizations, and other stakeholders and communities, supporting a whole-of-society approach to emergency management that leverages resources and capacities at all levels across the country. All Canadians also have a role in building resilient communities, helping to keep hazards from becoming disasters, and in recovering from disasters when they do happen “Be Prepared”.

The Government Operations Centre, housed at Public Safety Canada, is a Government of Canada asset which supports response coordination across the federal government in collaboration with provinces and territories and other key players concerning/related to emerging or occurring events of national significance.

The Department’s regional offices are located in all provinces and in the North. They play an important role in building and maintaining partnerships for emergency management and in supporting our communities [1, 2, 8-15].

Module 11 OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION IN THE USA AND IN THE UK

Vocabulary

Nouns:	
affiliation	принадлежность
employer	работодатель
hazard	опасность
implementation	осуществление
injury	травма
law	закон
workplace	рабочее место
Verbs:	
to assure	обеспечивать
to be responsible for	быть ответственным за
to comply	соответствовать
to cover	охватывать
to enforce standards	соблюдать стандарты
to keep	сохранять
to prevent	предотвращать
to provide	обеспечивать
Word combinations:	
life-threatening accident	несчастный случай, угрожающий жизни
occupational safety and health	безопасность и гигиена труда
safety regulation	правило техники безопасности
work safety organization	работа по безопасности организации

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

occupational
work safety
safety
life-threatening
construction

regulations
accidents
company
organizations
safety and health

Exercise 2. Find the antonyms of the following words:

1) mission, workplace, accident, outreach, outreach, idea, principle, implementation, law, hazard;

2) encouragement, task, mishap, statute, danger, thought, fulfillment, working space, regulation.

Exercise 3. Read the text and find out:

1. What is the Act 1974 – Health and safety at work about?

2. What are employers responsible for?

3. What do work safety organizations provide?

4. Is it a good idea to have a 43 affiliation with work safety organizations?

5. Do you know the secondary types of legislation implementation of specific laws adopted by Parliament?

Text: Occupational Safety and Health Administration in the USA and in the UK

Work safety organizations provide services to nearly every kind of workplace. Whether you run a construction company or a nail salon, most businesses must comply with safety regulations in some form or another. It's always a good idea to have a 43 affiliation with work safety organizations since they help prevent small injuries, like carpal tunnel syndrome, or life-threatening accidents and even death. Under the Occupational Safety and Health (OSH) Act, employers are responsible for providing a safe and healthful workplace. OSHA's mission is to assure safe and healthful workplaces by setting and enforcing standards, and by providing training, outreach, education and assistance. Employers must comply with all applicable the Occupational Safety and Health Administration (OSHA) standards. Employers must also comply with the General Duty Clause of the OSH Act, which requires employers to keep their workplace free of serious recognized hazards.

Act 1974 – Health and safety at work is the main piece of legislation covering occupational health and safety in the UK. The Act lays down general principles for the management of health and safety at work. Normative documents are secondary types of legislation implementation of specific laws adopted by Parliament. They cover a wide range of issues,

ranging from the control of asbestos at work, diving, evacuation and rescue of mines, ionizing radiation and working at height. Since the accession of the UK to the European Union in 1972, much health and safety regulation has needed to comply with the law of the European Union [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. Whether you run a construction company or a nail salon, most businesses must comply ... safety regulations ... some form or another.
2. Employers must also comply ... the General Duty Clause of the OSH Act, which requires employers ... keep their workplace free of serious recognized hazards.
3. Act 1974 – Health and safety ... work is the main piece of legislation covering occupational health and safety ... the UK.
4. They cover a wide range of issues, ranging ... the control of asbestos at work, diving, evacuation and rescue of mines, ionizing radiation and working ... height.
5. ... the OSH Act, employers are responsible ... providing a safe and healthful workplace.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: Work safety organizations provide services to nearly every kind of workplace. – Yes, I agree, it is true.

Work safety organizations provide services to nearly every kind of life. – No, I don't agree, it is false, because work safety organizations provide services to nearly every kind of workplace.

1. It's always a good idea to have a forty affiliation with work safety organizations since they help prevent small injuries, like carpal tunnel syndrome, or life-threatening accidents and even death.
2. OSHA's mission is to assure safe and healthful workplaces by setting and enforcing standards, and by providing training, outreach, education and assistance.
3. Employers must also comply with the General Duty Clause of the OSH Act, which requires employers to keep their workplace free of serious recognized hazards.

4. Normative documents aren't secondary types of legislation implementation of specific laws adopted by Parliament.

5. Since the accession of the UK to the European Union in 1972, much health and safety regulation has needed to comply with the law of the European Union.

Exercise 6. Match the parts of the sentences.

- | | |
|---|--|
| 1. Work safety organizations provide services to | a) safety regulations in some form or another; |
| 2. Employers must comply with | b) nearly every kind of workplace; |
| 3. The Act lays down general principles for the management of | c) all applicable OSHA standards; |
| 4. Since the accession of the UK to the European Union in 1972, much health and safety regulation has needed to | d) health and safety at work; |
| 5. Whether you run a construction company or a nail salon, most businesses must comply with | e) comply with the law of the European Union. |

Exercise 7. Match the words and their definitions:

- | | |
|------------------|---|
| 1) organization; | a) the process of teaching and learning, usually at school, college, or university; |
| 2) mission; | b) a law or set of laws; |
| 3) education; | c) the way in which the different parts of a system are arranged and work together; |
| 4) employer; | d) an important job that someone has been given to do; |
| 5) legislation. | e) a person, company, or organization that employs people. |

Exercise 8. Translate the following sentences from Russian into English.

1. Большинство предприятий должны в той или иной форме соблюдать правила безопасности.
2. Работодатели несут ответственность за обеспечение безопасности на рабочем месте.
3. Закон требует от работодателей, чтобы они следили за безопасностью рабочих мест.
4. Нормативные документы являются вторичными видами законодательства по реализации конкретных законов, принятых парламентом.
5. Работодатели должны соблюдать все применимые стандарты закона профессиональной безопасности и охраны здоровья.

Exercise 9. Read and translate the text.

Emergency Medical Services in Canada

Emergency medical services in Canada are the responsibility of each Canadian province or territory. The services, including both ambulance and paramedic services, may be provided directly by the province, may be contracted to a private provider, or may be delegated to local governments, which may in turn create service delivery arrangements with municipal departments, hospitals or private providers.

Responsibility for emergency medical services (EMS), as a part of health care in general, lies with the provinces and territories of Canada. With the exceptions of British Columbia and Alberta, which operate their EMS services directly. Typically, the provincial/territorial government provides enabling legislation, technical standards, accreditation or licensing, and oversight to a variety of operators, including municipalities, hospitals, and private companies. Municipalities or hospitals may also, in turn, elect to provide EMS service directly, as a branch of another municipal department, such as the fire department or health department, or may contract out this responsibility to a private company.

Canadian provinces are also served by air ambulance services. These arrangements may come in a variety of forms, including direct service provision, contracts between private companies and the provincial government, or “brokerage” arrangements in which one private company takes

the lead on service provision, perhaps even operating some of their own aircraft and providing dispatch services, but subcontracting many of the operations to smaller air charter services. In some cases, the inter-facility transport of high-acuity patients may be a mix of air-based and ground-based resources. Canada is a vast country, and its sheer size dictates that in many cases a helicopter-based air ambulance service is impractical as the distances required exceed the flight range of the aircraft. For this reason, the use of fixed wing aircraft is commonplace. In some jurisdictions not all air ambulance calls are emergencies, since distances to tertiary care centres mean that some patients with lower-acuity medical conditions are also flown [1,2,8-15].

Module 12 WORKER PROTECTION

Vocabulary

Nouns:	
chemical	химическое вещество
danger	опасность
duty	обязанность
employee	сотрудник
employer	работодатель
exposure	воздействие
Verbs:	
to be killed	быть убитым
to create	создавать
to harm	пострадать
to ensure	обеспечивать
to give the right	давать право
to maintain	сохранять
to participate	участвовать
to require	требовать
Word combinations:	
personal protective equipment	средства индивидуальной защиты
sharp edge	острый край
worker protection	защита работника

Exercise 1. Make up word combinations with the following words. Make up your own sentences with the word combinations:

worker

personal protective

safe

sharp

falling

workplace

edges

objects

protection

equipment

Exercise 2. Find the antonyms of the following words:

1) to harm, to require, to create, to participate, to create, to ensure, to maintain, to exist, to select, to minimize;

2) to produce, to hurt, to keep, to subsist, to choose, to demand, to take part in, to keep, to provide.

Exercise 3. Read the text and find out:

1. What is the duty of employers?
2. What important rights does OSH Act give workers?
3. What do you know about different forms of hazards in every workplace?
4. What is the personal protective equipment?
5. Who has the right to a safe workplace?

Text: Worker Protection

You have the right to a safe workplace. The Occupational Safety and Health (OSH) Act of 1970 was passed to prevent workers from being killed or otherwise harmed at work. The law requires employers to provide their employees with working conditions that are free of known dangers. The OSH Act created the Occupational Safety and Health Administration (OSHA), which sets and enforces protective workplace safety and health standards. Workers' Rights under the OSH Act gives workers the right to safe and healthful working conditions. It is the duty of employers to provide workplaces that are free of known dangers that could harm their employees. This law also gives workers important rights to participate in activities to ensure their protection from job hazards.

Hazards exist in every workplace in many different forms: sharp edges, falling objects, flying sparks, chemicals, noise and a myriad of other potentially dangerous situations. When engineering, work practice and administrative controls are not feasible or do not provide sufficient protection, employers must provide personal protective equipment (PPE) to their employees and ensure its use. Personal protective equipment, commonly referred to as "PPE", is equipment worn to minimize exposure to a variety of hazards. 47 All PPE clothing and equipment should be of safe design and construction, and should be maintained in a clean and reliable fashion. Most protective devices are available in multiple sizes and care should be taken to select the proper size for each employee [1, 2, 8-15].

Exercise 4. Complete the following sentences with the correct prepositions.

1. The Occupational Safety and Health (OSH) Act ... 1970 was passed to prevent workers ... being killed or otherwise harmed at work.
2. Workers' Rights ... the OSH Act gives workers the right ... safe and healthful working conditions.
3. This law also gives workers important rights to participate ... activities to ensure their protection ... job hazards.
4. Hazards exist ... every workplace in many different forms: sharp edges, falling objects, flying sparks, chemicals, noise and a myriad ... other potentially dangerous situations.
5. Most protective devices are available ... multiple sizes and care should be taken to select the proper size ... each employee.

Exercise 5. Agree or disagree with the following sentences according to the information of the text. Correct the false ones.

Model: Every person has the right to a safe workplace. – Yes, I agree, it is true.

Only employers have the right to a safe workplace. – No, I don't agree, it is false, because every person has the right to a safe workplace.

1. It is the duty of employers to provide workplaces that are free of known dangers that could harm their employees.
2. The OSH Act created the Occupational Safety and Health Administration (OSHA), which sets and enforces protective workplace safety and health standards.
3. When engineering, work practice and administrative controls are feasible or provide sufficient protection, employers must provide personal protective equipment (PPE) to their employees and ensure its use.
4. Impersonal protective equipment, commonly referred to as "PPE", is equipment worn to minimize exposure to a variety of hazards.
5. Forty seven All PPE clothing and equipment should be of safe design and construction, and should be maintained in a clean and reliable fashion.

Exercise 6. Match the parts of the sentences.

- | | |
|--|--|
| 1. You have the right to | a) select the proper size for each employee; |
| 2. The OSH Act created the Occupational Safety and Health Administration (OSHA), | b) a safe workplace; |
| 3. This law also gives workers important rights to participate in activities to | c) which sets and enforces protective workplace safety and health standards; |
| 4. Personal protective equipment, commonly referred to as "PPE", is equipment worn to | d) ensure their protection from job hazards; |
| 5. Most protective devices are available in multiple sizes and care should be taken to | e) minimize exposure to a variety of hazards. |

Exercise 7. Match the words and their definitions:

- | | |
|----------------|--|
| 1) worker; | a) something that you have to do because it is morally or legally right; |
| 2) duty; | b) a substance used in chemistry or produced by a chemical process; |
| 3) protection; | c) when someone is in a situation where they are not protected from something dangerous or unpleasant; |
| 4) chemical; | d) someone who does a job, especially a particular type of job; |
| 5) exposure. | e) when someone or something is protected. |

Exercise 8. Translate the following sentences from Russian into English.

1. Каждый человек имеет право на безопасное рабочее место.
2. Закон обязывает работодателей обеспечивать своим работникам безопасные условия труда.
3. Права трудящихся дают им право на безопасные условия труда.
4. Большинство защитных устройств имеет несколько размеров.
5. Средства индивидуальной защиты – средства, которые используются для минимизации воздействия различных видов опасности.

Exercise 9. Read and translate the text.

Federal Laws That Protect Employees

These days, the Department of Labor enforces roughly 180 worker protection laws, ranging from pay requirements to parental leave benefits. Other protections are supervised by agencies such as the U.S. Equal Employment Opportunity Commission. Below are some of the key federal protections offered to employees.

The Fair Labor Standards Act ensures that American workers receive a minimum wage for their work. Since 2009, most private and public employers have had to pay staff members at least \$7.25 per hour, although some legislators have tried to increase that amount. In addition, the FLSA assures that non-exempt workers receive time-and-a-half for any overtime they perform.

The law offers special protections for minors as well. For non-agricultural positions, it limits the number of hours that children under the age of 16 can work. Additionally, the FLSA prohibits businesses from hiring those under 18 for certain high-risk jobs.

When health coverage was first passed in 2010, the Affordable Care Act promised to make health insurance a right for workers at most medium- and large-sized businesses. The “Employer Shared Responsibility Payment” provision requires that companies with 50 or more full-time workers offer them a minimal level of health insurance – or pay a substantial penalty. To qualify as a “full-time” employee, an individual must work at least 30 hours a week on average.

Family Leave. President Bill Clinton signed the Family and Medical Leave Act, or FMLA, into law in 1993. As a result, eligible employees are afforded up to 12 weeks of unpaid leave per year if they decide to stay home in the wake of their child’s birth, an adoption or their or a family member’s serious illness.

To receive FMLA benefits, one must have been with the company for at least 12 months and worked at least 1,250 hours during the past year. The law only applies to businesses that employ at least 50 employees within a 75-mile radius [1, 2, 8-15].

GRAMMAR

1. TOPICS: ГЛАГОЛ TO BE, ОБРАЗОВАНИЕ МНОЖЕСТВЕННОГО ЧИСЛА СУЩЕСТВИТЕЛЬНЫХ, ПАДЕЖИ, НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНИЯ, THERE IS/ARE

ГЛАГОЛ TO BE

Глагол to be в форме Present Simple

Утвердительная форма	Вопросительная форма	Отрицательная форма
I am	Am I?	I am not.
You are	Are you?	You are not.
He is	Is he?	He is not.
She is	Is she?	She is not.
It is	Is it?	It is not.
We are	Are we?	We are not.
You are	Are you?	You are not.
They are	Are they?	They are not.

Вопросительные предложения с глаголом to be (общие вопросы) образуются путем инверсии: личные формы этого глагола ставятся перед подлежащим:

Am I free? Is he a student? Are you a student?

Отрицательные предложения образуются при помощи отрицательной частицы not, которая ставится после глагола:

He is not in Moscow.

They are not sisters.

Глагол to be в форме Past and Future Simple

Прошедшее время

Утвердительная форма: I (he, she, it) was. You (we, they) were.

Вопросительная форма: Was I (he, she, it)?

Were you (we, they)?

Отрицательная форма: I (he, she, it) was not (wasn't).

You (we, they) were not weren't.

I was busy yesterday. – Я был занят вчера.

Were you at home at 5? – Вы были дома в 5 часов?

He was not ready. – Он не был готов.

Будущее время

Утвердительная форма: I (we) shall, will (I'll, we'll) be busy tomorrow.

You (he, she, it, they) will (you'll) be at home.

Вопросительная форма: Shall, will I (we) be free tomorrow?

Will you (he, she, they) be present?

Отрицательная форма: She will not be ready.

ОБРАЗОВАНИЕ МНОЖЕСТВЕННОГО ЧИСЛА СУЩЕСТВИТЕЛЬНЫХ

1. Основным способом образования множественного числа имен существительных является прибавление окончания *-s* или *-es* к форме существительного в единственном числе:

a map (карта) – maps (карты)

a bag (сумка) – bags (сумки)

a chair (стул) – chairs (стулья)

a table (стол) – tables (столы)

a glass (стакан) – glasses (стаканы)

2. Произношение окончания множественного числа зависит от того звука, на который оканчивается существительное.

-s [s] после глухих согласных	-s [z] после звонких согласных и гласных	-es [iz] после шипящих и свистящих звуков
a cat – cats кошка – кошки a cup – cups чашка – чашки	a bag – bags сумка – сумки a girl – girls девочка - девочки a boy – boys мальчик – мальчики	a rose – roses роза – розы a bus – buses автобус – автобусы a dish – dishes тарелка – тарелки

3. Имена существительные, оканчивающиеся в единственном числе на *-s*, *-ss*, *-x*, *-sh*, *-ch*, *-tch* (на шипящий или свистящий звук), образуют множественное число путем прибавления окончания *-es*, которое произносится как [iz]:

class класс – classes (классы)

box коробка – boxes (коробки)
bush куст – (bushes кусты)
watch часы – watches (часы)

Примечание

Как [ɪz] произносится также окончание множественного числа существительных, оканчивающихся на непронизносимую букву *e* с предшествующими буквами *s, c, z, g* (т.е. передающими шипящий или свистящий звук):

horse (лошадь) – horses (лошади), prize (приз) – prizes (призы),
place (место) – places (места), bridge (мост) – bridges (мосты)

4. Имена существительные, оканчивающиеся в единственном числе на – *y* с предшествующей согласной, образуют множественное число путем прибавления окончания *-es*, причем *-y* меняется на *-i*:

baby (младенец) – babies (младенцы)
army (армия) – armies (армии)
dictionary (словарь) – dictionaries (словари)

Примечание

Если же перед *-y* стоит гласная, то множественное число образуется путем прибавления окончания *-s* и *-y* не меняется на *-i*:

toy (игрушка) – toys (игрушки)
day (день) – days (дни)

5. Имена существительные, оканчивающиеся в единственном числе на *-o*, образуют множественное число путем прибавления *-es*:

tomato – tomatoes

Примечание

В некоторых случаях имена существительные, оканчивающиеся в единственном числе на *-o*, образуют множественное число прибавлением только окончанием *-s*:

1) если *-o* предшествует гласный:

radio – radios
kangaroo – kangaroos

2) если существительное, оканчивающееся на *-o*, является сокращением:

kilo – kilos
photo – photos

6. Имена существительные, оканчивающиеся в единственном числе на *-f*, образуют множественное число путем изменения *-f* на *-v* и прибавлением окончания *-s*:

leaf (лист) – leaves (листья)
half (половина) – halves (половины)
wolf (волк) – wolves (волки)

Имена существительные, оканчивающиеся в единственном числе на *-fe*, образуют множественное число путем изменения *-f* на *-v* и прибавления окончания *-s*:

knife (нож) – knives (ножи)
wife (жена) – wives (жены)

Особые случаи образования множественного числа существительных

Ряд существительных образует форму множественного числа особым образом. Такие существительные необходимо запомнить.

1. Следующие существительные образуют множественное число при помощи изменения корневой гласной:

man – men
woman – women
foot – feet
tooth – teeth
goose – geese
mouse – mice

2. Следующие существительные принимают форму:

child – children
ox – oxen

3. Ряд существительных имеет одну форму в единственном и множественном числе:

Sheep, deer, fish.

4. Ряд существительных имеет только одну форму – форму множественного числа:

spectacles – очки
glasses – очки
trousers – брюки
pajamas – пижама
tights – колготки
shorts – шорты, трусы
scissors – ножницы

5. Некоторые существительные латинского и греческого происхождения сохранили свои исходные формы множественного числа:

crisis – crises
basis – bases
analyses – analyses
datum – data
phenomenon – phenomena
formula – formulae

ПАДЕЖИ

В современном английском языке существительное имеет два падежа – общий (the Common Case) и притяжательный (the Possessive Case).

Существительное в общем падеже не имеет особого окончания и совпадает с формой существительного, данного в словаре. Так как существительное в общем падеже не имеет специальных окончаний, то его отношение к другим словам в предложении определяется местом и смыслом, например:

The teacher asked the pupil. – Учитель спросил ученика.

The pupil asked the teacher. – Ученик спросил учителя.

1. Существительное в притяжательном падеже, как правило, служит определением к другому существительному, обозначая принадлежность предмета. В форме притяжательного падежа употребляются существительные одушевленные, имена собственные и некоторые существительные неодушевленные.

2. Притяжательный падеж образуется путем прибавления окончания *s* знак апострофа ' и буква *s*) к форме общего падежа.

Например:

the boy's bag – портфель мальчика

Kate's room – комната Кати

the horse's leg – нога лошади

the children's toys – игрушки детей

Произнесение окончания притяжательного падежа зависит от того, на какой звук оканчивается существительное.

3. Существительные во множественном числе с окончанием *-s* (*-es*) в притяжательном падеже получают только апостроф ('), и на произношении это не отражается.

boys [boiz] мальчики – boys' [boiz] books книги мальчиков

Существительные во множественном числе, не имеющие окончания *-s (-es)*, в притяжательном падеже получают окончание *-s'*, которое произносится согласно правилам.

Притяжательный падеж в основном передает различные отношения принадлежности:

John's coat – пальто Джона

Mary's cat – кошка Марии

Кроме того, притяжательный падеж передает:

а) отношение части и целого:

horse's legs – ноги лошади

cat's tail – хвост кошки

б) отношение производителя действия к действию:

Chekhov's observations – наблюдения Чехова

в) авторство:

Shakespeare's sonnets – сонеты Шекспира

4. Притяжательный падеж употребляется в основном с существительными, обозначающими живые существа – человека и животных:

John's books – книги Джона

the dog's eyes – глаза собаки

Кроме этого, форму притяжательного падежа могут принимать:

1) существительные, выражающие время и расстояние: *minute* (минута), *moment* (момент, мгновение), *hour* (час), *day* (день), *week* (неделя), *month* (месяц), *year* (год), *mile* (миля), и субстантивированные наречия: *today* (сегодня), *yesterday* (вчера), *tomorrow* (завтра), например:

an hour's drive – часовая езда

a week's rest – недельный отдых

a year's absence – годовое отсутствие

today's newspaper – сегодняшняя газета

a mile's distance – расстояние в одну милю

2) названия стран и городов:

Canada's population – население Канады.

London's museums – музеи Лондона и т.д.

Примечание

Форму притяжательного падежа могут принимать также существительные: *world, country, city, ship*. Например:

chess world's championship – чемпионат мира по шахматам

my country's history – история моей страны
the city's council – городской совет
the ship's crew – команда корабля

6. Существительное в притяжательном падеже употребляется главным образом в функции определения к другому существительному.

Примечание

1. В ряде случаев существительное в общем падеже, употребляемое в функции определения, может передавать значение принадлежности, например:
cow's milk = cow milk (коровье молоко)

the city's council = the city council (городской совет)

2. Значение принадлежности может также выражаться аналитическим путем – сочетанием предлога *of* с именем существительным, например:

the boy's father = the father of the boy (отец мальчика)

Jack London's novels = the novels of Jack London (романы Джека Лондона)

НЕОПРЕДЕЛЕННЫЕ МЕСТОИМЕНЕНИЯ

Неопределенные местоимения (Indefinite Pronouns) указывают на неизвестные, неопределенные предметы, признаки, количества. Это местоимения **some / any** – какой-то, какой-нибудь, какой-либо, какая-то, какая-нибудь, какая-либо, какое-то, какое-нибудь, какое-либо, какие-то, какие-нибудь, какие-либо; местоимение **one** – любой и их производные **somebody / someone** – кто-то, **something** – что-то, **anybody / anyone** – кто-нибудь, кто-то, **anything** – что-нибудь, что-либо, что-то.

Местоимения *some, any, one*

Местоимение **some** – какой-то, какой-нибудь, некоторый, несколько, немного не имеет категорий рода, числа и падежа. Оно употребляется как определение перед существительным и самостоятельно в следующих случаях:

1. В утвердительных предложениях. Например:

There is some bread on the table. – На тарелке – немного хлеба.

2. В побудительных предложениях типа:

Pass me some bread, please. – Передайте мне, пожалуйста, хлеб.

3. В специальных вопросительных предложениях. Например:

Can I have some water?

На русский язык местоимение *some* в функции определения часто не переводится.

Местоимение **any** – какой-нибудь, несколько, немного, любой не имеет категорий рода, числа и падежа. Употребляется оно и как определение перед существительным, и самостоятельно в следующих случаях:

1) в общих вопросах. Например:

Have you any salt? – У тебя есть соль?

2) в отрицательных предложениях. Например: No, I haven't any. – Нет.

3) в утвердительных предложениях, реже в вопросительных, *any* употребляется со значением «любой». Например:

Any task is easy for him. – Любая задача для него легка.

Местоимение **one** – некто, некий, кто-то имеет категории падежа (общий и притяжательный) и числа (единственное и множественное). Форма притяжательного падежа образуется как у существительного (*one* – *one's*) и употребляется в качестве определения. Форма множественного числа образуется так же, как у существительного, – путем прибавления окончания *-s*: *ones* любые, всякие.

Местоимение **one** употребляется в следующих случаях:

1) для обозначения неопределенного лица в предложениях, соответствующих неопределенно-личным предложениям в русском языке:

One must always do one's duty. – Всегда нужно выполнять свой долг.

One never knows what to say to that. – Никогда не знаешь, что на это сказать.

2) вместо упомянутого ранее существительного, чтобы избежать его повторения:

I don't like this apple. Give me a red one, please. – Мне не нравится это яблоко. Дайте мне красное, пожалуйста.

Here are some books. Which ones would you like? – Вот несколько книг. Какие вы хотите?

Неопределенное местоимение **one**, как правило, не переводится на русский язык.

Местоимения, производные от *some* и *any*

Производные неопределенные местоимения образуются посредством присоединения к местоимениям *some* и *any* компонентов *-thing*, *-body*, *-one*. Эти местоимения не имеют категорий рода и числа.

Подобно *some* и *any*, местоимения *somebody*, *someone* и *something* употребляются в утвердительных предложениях, *anybody*, *anyone* и *anything* – в отрицательных предложениях, общих вопросах и условных предложениях.

Например: *Somebody (someone) is knocking at the door.* – Кто-то стучится в дверь.

Give me something to read, please. – Дайте мне что-нибудь почитать, пожалуйста.

There isn't anybody (anyone) in the room. – В комнате никого нет.

There isn't anything in the box. – В коробке ничего нет.

Did you see anybody (anyone) there? – Видели ли вы там кого-нибудь?

If anything happens, ring me up at once. – Если что-нибудь случится, сразу же мне позвони.

Когда эти местоимения служат подлежащими, то глагол ставится в единственном числе (как и глагол после местоимений *кто-то*, *кто-нибудь*, *что-то*, *что-нибудь* в русском языке).

Например: *Somebody has taken my book.* – Кто-то взял мою книгу.

Is there anybody in there? – Там есть кто-нибудь?

Производные неопределенные местоимения с компонентами *-body* и *-one* имеют категорию падежа: общий и притяжательный. Форма притяжательного падежа образуется так же, как и аналогичная форма существительного.

Общий падеж	Притяжательный падеж
<i>somebody</i>	<i>somebody's</i>
<i>someone</i>	<i>someone's</i>
<i>anybody</i>	<i>anybody's</i>
<i>anyone</i>	<i>anyone's</i>

Местоимения в форме притяжательного падежа в предложении могут выступать только в функции определения. Например:

I hear somebody's voice. – Я слышу чей-то голос.

Did you hear anybody's voice? – Ты слышала чей-нибудь голос?

ПРЕДЛОЖЕНИЯ С КОНСТРУКЦИЕЙ **THERE IS / ARE**

В английском языке широко употребляются предложения, начинающиеся с конструкции (оборота) *there is / are* со значением «имеется, находится, есть, существует». оборот *there is / are* начинает предложение и вводит подлежащее, выраженное существительным (реже –

неопределенным местоимением), которое непосредственно следует за ним. В таких предложениях говорится о существовании, наличии предмета, лица (явления), выраженного подлежащим и еще неизвестного собеседнику или читателю. Этот предмет (лицо) называется в данной ситуации впервые:

There are two sides to every question. – У каждого вопроса есть (имеется) две стороны.

There is no place like home. – Нет (Не существует) места лучше дома (В гостях хорошо, а дома лучше.)

Когда в предложениях с оборотом *there is /are* употребляется обстоятельство места или времени, то оно следует за подлежащим: *There is (are)* – подлежащее + обстоятельство.

Соответствующие русские предложения начинаются с обстоятельства места или времени:

There is a telephone in the hall. – В прихожей есть телефон.

There have been many apples in the garden this year. – В этом году в саду много яблок.

There will be a concert tonight. – Сегодня вечером будет концерт.

Глагол **to be** употребляется в конструкции **there is /are** в любой возможной для него форме.

В этой конструкции **there** не имеет самостоятельного значения и на русский язык не переводится. Если по смыслу требуется обстоятельство места *there* (там), то оно ставится в конце предложения:

There was nobody there. – Там никого не было.

Вопросительное предложение:

Is there a lamp on the table? – На столе есть лампа?

Have there been many apples this year? – В этом году было много яблок?

Will there be a concert tonight? – Сегодня вечером будет концерт?

Is there an apple on the plate? Yes, there is. No, there isn't.

Так как существительное-подлежащее в этих предложениях обозначает нечто еще неизвестное читателю или собеседнику, то исчисляемые существительные в единственном числе в этих предложениях употребляются с неопределенным артиклем, а во множественном – без артикля или с неопределенными местоимениями *some, any* или другими словами, обозначающими количество: *many, a lot of, few, a few, little, a little* и т.д.:

There is an apple on the plate. – На тарелке – яблоко.

There are apples on the plate.

There are some (a few) apples on the plate.

There are a lot of apples on the plate.

Сказуемое таких предложений согласуется в числе с подлежащим, которое следует непосредственно за ним. Если оно выражено существительным в единственном числе, то и глагол-сказуемое to be стоит в единственном числе, а множественное число существительного-подлежащего согласуется с множественным числом глагола-сказуемого:

There is a lamp on the table. – На столе лампа.

There are lamps on the table. – На столе лампы.

Когда в предложении имеются однородные подлежащие, глагол-сказуемое согласуется с первым из них, т.е. если первое из однородных подлежащих стоит в единственном числе, то и глагол-сказуемое употребляется в единственном числе независимо от числа следующих за ним однородных существительных-подлежащих.

There is a table and some chairs in the room. – В комнате стол и несколько стульев.

There was a teacher and a lot of pupils in the hall. – В зале был учитель и много учеников.

И наоборот, если ближайшее к глаголу-сказуемому существительное-подлежащее употребляется во множественном числе, то и глагол-сказуемое стоит во множественном числе:

There are some chairs and a table in the room. – В комнате несколько стульев и стол.

There were a lot of pupils and a teacher in the hall. – В зале было много учеников и учитель.

TEST 1

1. Look, her clothes ... brand new. Where did she get the money to buy ... ?

- a) is, it;
- b) are, it;
- c) are, them;
- d) is, them.

2. Her pajamas ... made of silk. I like ... very much:

- a) is, it;
- b) is, them;

- c) are, it;
- d) are, them.

3. These scissors ... dull! I can't cut anything with:

- a) are, them;
- b) is, them;
- c) is, it;
- d) are, it.

4. Stop! The traffic ... heavy and the traffic lights ... red. In ... time you will cross the street:

- a) is, is, two-minutes;
- b) are, are, a two-minute;
- c) are, is, a two-minutes';
- d) is, are, two-minutes'.

5. He spent ... holiday at the:

- a) a week, Richardsons';
- b) week's, Richardson;
- c) a weeks, Richardsons;
- d) week, Richardson's.

6. We want to equip our factory with ... and to install ... in the assembly shop:

- a) new machineries, them;
- b) a new machinery, it;
- c) new machines, it;
- d) new machinery, it.

7. ... always much snow in this country in winter:

- a) there is;
- b) there are;
- c) it is;
- d) this is.

8. It is snowing hard ... a lot of snow on the roofs:

- a) there are;
- b) it is;
- c) this is;
- d) there is.

9. There is too much sugar in the tea ... too sweet:

- a) this is;
- b) there are;
- c) it is;
- d) there is.

10. Don't buy this jacket. It is very dark and ... not becoming:

- a) it is;
- b) there are;
- c) there is;
- d) this is.

11. Are there ... students here from Japan?

- a) some;
- b) any;
- c) no;
- d) –.

12. There are ... students here from China, but there are not any from

India:

- a) any;
- b) no;
- c) -;
- d) some.

13. Is there ... news? – Yes, there are some letters on the desk:

- a) no;
- b) -;
- c) any;
- d) some.

14. If ... difficulties arise, let me know:

- a) any;
- b) -;
- c) no;
- d) some.

15. It is so dark here! Can you see ... in front of us?

- a) somebody;
- b) anybody;
- c) nobody;
- d) –.

16. Do you know that ... has broken the door to the gym?

- a) anybody;
- b) nobody;
- c) –;
- d) somebody.

17. Do you know ... here?

- a) anybody;
- b) somebody;

c) anybody/somebody;

d) nobody.

18. She said she could recognize ... because of their painted faces:

a) -;

b) nobody;

c) anybody;

d) somebody.

19. Did ... come in the post today?

a) something;

b) anything ;

c) nothing;

d) –.

20. I know ... of the incident. Don't ask me:

a) something;

b) -;

c) nothing;

d) anything.

2. TOPICS: МЕСТОИМЕНИЯ LITTLE / MUCH, MANY / FEW, ЛИЧНЫЕ, ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНИЯ, СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

МЕСТОИМЕНИЯ LITTLE / MUCH, MANY / FEW

Местоимения **little** и **few** могут выступать в качестве как местоимений-прилагательных, так и местоимений-существительных.

Little и **few** в качестве местоимений-прилагательных имеют значение «мало». **Little**, как и **much**, употребляется *неисчисляемыми существительными*, а **few**, подобно **many**, – перед *исчисляемыми*:

I have very little time. There is very little ink in the inkpot. He has few friends. There were very few people there.	У меня очень мало времени. В чернильнице – очень мало чернил. У него мало друзей. Там было очень мало народу.
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В утвердительных предложениях **little** и **few** часто заменяются **not much** и **not many**, если только они не определяются одним из следующих слов: **very, rather, too, so, as, how**.

I haven't got much time. (вместо: I've got little time)	У меня мало времени.
There aren't many French books in our library. (вместо: There are few French books in our library.)	В нашей библиотеке мало французских книг.

Примечание

Little употребляется также в качестве **прилагательного** со значением «*маленький, небольшой*» и **наречия** со значением «*мало*»:

I want the **little** box, not the big one. (прилагательное) *Мне нужна маленькая коробка, а не большая.*

You rest too **little**. (наречие) *Вы отдыхаете слишком мало.*

Little в качестве **местоимения-существительного** употребляется со значением «*мало, немного*» а местоимение **few** – со значением «*немногие*»

Little has been said about it. *Об этом сказано мало.*

Many people were invited but **few** came. *Много народу было приглашено, но немногие пришли.*

Little и **few** могут употребляться с неопределенным **артиклем**: **a little** – *немного* и **a few** – *немного, несколько*:

Please give me a little water.	Дайте мне, пожалуйста, немного воды.
I have a few books on this subject.	У меня есть несколько (не много) книг по этому вопросу.

A little – *немного* и **a few** – *немного, несколько* передают значение «*некоторое, хотя и небольшое количество*», в то время как **little** и **few** – *мало (недостаточно, почти нет)*:

I've got little time.	У меня мало (недостаточно) времени.
I've got a little time.	У меня есть немного времени.
He has few friends.	У него мало (почти нет) друзей.
He has a few friends.	У него есть несколько друзей.

Примечание

Неопределенный артикль перед **little** и **few** относится не к существительному, определяемому этими местоимениями, а к самим местоимениям, с которыми он составляет смысловое целое: **a little** – *немного*, **a few** – *немного, несколько*.

Little и **few** могут употребляться с определенным артиклем – **the little** со значением «то небольшое количество», а **the few** – со значением «те несколько, те немногие»:

Nearly the whole cargo of wheat has been unloaded today. The little that remains will be unloaded tomorrow morning. He has read the few English books he has.	Почти весь груз пшеницы был разгружен сегодня. То небольшое количество , которое остается, будет выгружено завтра утром. Он прочел те несколько английских книг, которые у него имеются.
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Употребление местоимений much many с существительными

Неисчисляемые	Исчисляемые	Перевод
much	many	много
little	few	мало
a little	a few	немного

ЛИЧНЫЕ МЕСТОИМЕНЕНИЯ

К личным местоимениям (Personal Pronouns) относятся следующие:

I я, you ты, he он, she она, it он, она, оно, we мы, you вы, they они.

Местоимение I пишется всегда с прописной буквы. Когда местоимение употребляется в предложении с другими личными местоимениями (или существительными), то I ставится после них.

Например: My brother and I will help you. – Мы с братом поможем вам.

Личные местоимения имеют два падежа: именительный (the Nominative Case) и косвенный, или объектный (the Objective Case). Объектный падеж местоимений соответствует в русском языке различным косвенным падежам местоимений, например: меня, мне и т.д.

Склонение личных местоимений

Именительный падеж	Объектный (косвенный)
I я you ты he он she она it оно, она, он (для неодушевленных пред- метов)	me меня, мне you тебя, тебе him его, ему her ее, ей it его, ее, ему
we мы you вы they они	us нас, нам you вас, вам them их, им

Местоимение в объектном падеже употребляется с любыми предлогами, являясь предложным косвенным дополнением и соответствуя в русском языке местоимениям в косвенных падежах с предлогами:

This letter is for you. – Это письмо для вас.

I have read about it. – Я читал об этом.

I quite agree with him. – Я совершенно согласен с ним.

We have received a letter from her. – Мы получили от нее письмо.

ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ

Личным местоимениям соответствуют следующие притяжательные местоимения (Possessive Pronouns): my – мой, моя, мое, мои, your – твой, твоя, твое, твои, his – его, her – ее, its – его, ее, our – наш, наша, наше, наши, your – ваш, ваша, ваше, ваши, their – их.

Притяжательные местоимения в предложении выражают принадлежность и отвечают на вопрос Whose? – Чей? Они имеют две формы: зависимую и независимую.

Формы притяжательных местоимений

Число	Зависимая форма	Независимая форма
Един.	my мой, моя, мое, мои	mine мой, моя, мое, мои
	your твой, твоя, твое, твои,	yours твой, твоя, твое, твои
	his его	his его
	her ее	hers ее
	its его, ее (неодушевленные предметы)	its его, ее
Мн.	our наш, наша, наше, наши	ours наш, наша, наше, наши
	your ваш, ваша, ваше, ваши	yours ваш, ваша, ваше, ваши
	their их	theirs их

Употребление притяжательных местоимений

1. Притяжательное местоимение в зависимой форме является определением и всегда стоит перед существительным, к которому относится. Являясь определителем существительного, оно исключает употребление артикля перед этим существительным. На русский язык оно либо переводится местоимением «свой», либо опускается.

Например: Take your books and let's go. – Возьми свои книги и пошли.

She took her books and went away. – Она взяла свои книги и ушла.

He has taken his things. – Он собрал (свои) вещи.

Aunt Ann shook her head. – Тетушка Энн покачала головой.

You have to wash your face. – Тебе надо умыть лицо.

2. Независимая форма притяжательных местоимений используется самостоятельно. Она может быть в предложении подлежащим, именной частью составного сказуемого, дополнением.

ВОЗВРАТНЫЕ МЕСТОИМЕНИЯ

Возвратные местоимения (Reflexive Pronouns) образуются путем прибавления к личным местоимениям в объектном падеже (him, her, it, them) и притяжательным местоимениям (my, our, your) окончаний -self в единственном числе и -selves во множественном числе.

Единственное число

myself – себя
yourself – себе
himself – собой
herself – сама
itself – само

Множественное число

ourselves – себя
yourselves – себе
themselves – сами, собой

СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

Качественные прилагательные имеют следующие степени сравнения (Degrees of Comparison): положительную (Positive Degree), которая является основной формой прилагательного, сравнительную (Comparative Degree) и превосходную (Superlative Degree).

Существует три способа образования степеней сравнения английских прилагательных: 1) при помощи прибавления суффиксов *-er* и *-est* к основной форме (синтетический); 2) за счет употребления слов *more* и *most* перед основной формой (аналитический); 3) путем образования степеней сравнения от разных корней.

1. Односложные прилагательные образуют форму сравнительной степени при помощи суффикса *-er*, а форму превосходной степени при помощи суффикса *-est*, которые прибавляются к основной форме:

green – greener – the greenest

Некоторые двусложные прилагательные: а) имеющие ударение на втором слоге и б) оканчивающиеся на *-y*, *-ow*, *-er*, *-le*, образуют степени сравнения этим же способом.

При образовании степеней сравнения посредством суффиксов *-er* и *-est* соблюдаются следующие правила орфографии:

– если прилагательное оканчивается на немое *-e*, то при прибавлении *-er* и *-est* немое *e* опускается:

large большой – larger – (the) largest

– если прилагательное оканчивается на согласную с предшествующим кратким гласным звуком, то в сравнительной и превосходной степени конечная согласная буква удваивается:

big большой – bigger – (the) biggest

hot горячий – hotter – (the) hottest

wet мокрый – wetter – (the) wettest

thin тонкий – thinner – (the) thinnest

– если прилагательное оканчивается на -у с предшествующей согласной, то в сравнительной и превосходной степени -у переходит в -i-:

dirty грязный – dirtier – (the) dirtiest

busy занятой – busier – (the) busiest

easy легкий – easier – (the) easiest

– если перед -у стоит гласная, то -у остается без изменения:

gay веселый – gaye – (the) gayest

2. Большинство двусложных прилагательных, а также прилагательные, состоящие из трех или более слогов, образуют сравнительную степень при помощи слова more (более), а превосходную – most (наиболее). Эти слова ставятся перед прилагательным в форме положительной степени:

beautiful – more beautiful – the most beautiful

3. Прилагательные good, bad, much, many, little образуют степени сравнения от разных корней:

good – better – the best

bad – worse – the worst

much, many – more – the most

little – less – the least

Примечание

1. Прилагательное old (старый) имеет две формы в сравнительной и превосходной степенях:

-older – (the) oldest

-elder – (the) eldest

Формы older старший и oldest старейший обозначают возраст. Например:
I'm older than my friend. – Я старше своего друга.

Формы elder старший и eldest самый старший означают старшинство между членами семьи, например:

My elder brother is in Moscow, but our eldest brother lives in the Far East. – Мой старший брат в Москве, а наш самый старший брат живет на Дальнем Востоке.

Форма elder никогда не употребляется в сравнительных конструкциях, в которых говорится не о старшинстве, а о возрасте членов семьи. В таких случаях употребляются формы older, (the) oldest. Например:

I'm older than my sister. – Я старше своей сестры.

2. Прилагательное far (далекий) имеет две формы в сравнительной и превосходной степени в значении дальности, расстояния:

-farther – further

Кроме того, форма further может иметь значения: 1) дальнейший, позднейший; 2) дополнительный.

3. Прилагательное *near* (близкий) имеет две формы превосходной степени: (the) *nearest* (ближайший, самый близкий) и (the) *next* (следующий (по порядку), соседний).

Например: *Where's the nearest post office?* – Где здесь ближайшая почта?

I'll get your letter by the next mail. – Я получу твое письмо со следующей почтой.

See you next week! – До следующей недели!

4. Прилагательное *late* (поздний) имеет по две формы сравнительной и превосходной степени:

late – *later* (позже) – (the) *latest* (самый поздний) – *latter* (последний) – (the) *last* (самый последний)

Формы *later* и (the) *latest* обозначают время (the *latest* – самый последний в значении самый новый, самый свежий) Например:

Have you heard the latest news? – Вы слышали последние (самые новые) известия?

Форма *latter* означает последний из двух названных, второй из упомянутых.

Например: *John and Henry came together. The latter had a coat on.* – Джон и Генри пришли вместе. Последний был в пальто.

Форма (the) *last* означает:

1) последний по порядку, например: *the last page in a book* – последняя страница книги

the last carriage of a train – последний вагон поезда;

2) прошлый по времени, например:

last year – в прошлом году

last month – в прошлом месяце

last week на – прошлой неделе

last summer – прошлым летом

Сравнительные конструкции с прилагательными

1. Если при сравнении предметов (явлений) один предмет уподобляется другому, то в таком предложении используется союз *as ... as* такой ... как, а прилагательное стоит в положительной степени.

Например: *He is as brave as a lion.* – Он храбр, как лев.

She is as fresh as a daisy. – Она свежа, как маргаритка.

2. Если сравниваемые предметы обладают одним и тем же признаком в разной степени, то в предложении употребляются либо союз *than* (чем) и прилагательное в сравнительной степени, либо союз *not so ... as* не (такой ..., как) и прилагательное в положительной степени.

Например: She is prettier than her sister. – Она более хорошенькая, чем ее сестра.

Her sister is not so pretty as she is. – Ее сестра не такая хорошенькая, как она.

TEST 2

1. This desert is ... the one you made last night:
 - a) sweeter than;
 - b) sweetest;
 - c) sweet as;
 - d) more sweeter than.
2. That was ... question in the exam:
 - a) the least;
 - b) the less;
 - c) little different;
 - d) the least difficult.
3. This was the ... test I've ever done:
 - a) easiest;
 - b) easy;
 - c) easier;
 - d) most easiest.
4. That was the ... movie I've ever seen:
 - a) worst;
 - b) bad;
 - c) worse;
 - d) worser.
5. Those shoes cost ... mine:
 - a) much an;
 - b) as much as;
 - c) more as;
 - d) as more as.
6. You live even ... from the centre than I do:
 - a) further;
 - b) far;
 - c) furthest;
 - d) more far.
7. I like Justin less than John, bit I like Terry ... of all:
 - a) less;

- b) lesser;
- c) little;
- d) least.

8. The people who arrived ... got the best seats:

- a) more earlier;
- b) most early;
- c) the earliest;
- d) much early.

9. Company A made \$ 1 million profit this year. Company B made \$ 2 million. Company A isn't doing ... company B:

- a) better as;
- b) as well as;
- c) as better as;
- d) much early.

10. I read two novels last month. "Red silk" has an exciting plot and funny characters. "West Street" has a boring plot and dull characters. "West Street" is ... interesting than "Red Silk":

- a) much more;
- b) much less;
- c) better;
- d) fewer.

11. ... different they become. Sometimes people don't even know they are twins:

- a) The bigger they get, the less;
- b) The bigger they get, the more;
- c) They get bigger and less;
- d) Less and less.

12. Susanne took ... to finish than John:

- a) long;
- b) as long;
- c) the longest;
- d) longer.

13. The smaller garden is, ... it is to look after:

- a) the easier;
- b) more easy;
- c) easier;
- d) more difficult.

14. Tom is ... friendly to me as he was once:

- a) more;

- b) as;
- c) less;
- d) least.

15. I can't hit the ball ... Bill does:

- a) more;
- b) as;
- c) less;
- d) least.

16. My left arm is ... than my right one:

- a) stronger;
- b) more stronger;
- c) more string;
- d) strongest.

17. All of ... have brown eyes:

- a) they;
- b) their;
- c) them;
- d) ours.

18. I like working by:

- a) himself;
- b) myself;
- c) me;
- d) him.

19. That isn't my key. ... is here:

- a) my;
- b) me;
- c) mine;
- d) none of me.

20. Your daughter will soon be as tall as:

- a) my;
- b) her;
- c) mine;
- d) them.

3. ТОРИС: УПОТРЕБЛЕНИЕ ОПРЕДЕЛЕННОГО И НЕОПРЕДЕЛЕННОГО АРТИКЛЯ

Артикль служит определителем существительного, он передает значение определенности и неопределенности в существительном и при этом собственного, отдельного вещественного значения не имеет.

В английском языке используется два артикля: определенный (the Definite Article) *the* и неопределенный (the Indefinite Article) *a (an)*. Определенный артикль *the* перед словом, начинающимся с согласной, произносится как [ðə], а перед словом, начинающимся с гласной буквы, – как [ði]. Например: *the book* [ðə'buk] книга, *the author* [ði'o:əθ] автор.

Неопределенный артикль *a* перед словами, начинающимися с согласной буквы, произносится как звук [ə] – *a man* [ə 'mæn] человек. Перед словами, начинающимися с гласной буквы, неопределенный артикль приобретает форму *an* и произносится как [ən]: *an answer* [ən 'a:nsə] ответ. Неопределенный артикль может сочетаться только с существительными в единственном числе.

Употребление определенного артикля с именами существительными нарицательными

Определенный артикль употребляется с нарицательными существительными, стоящими как в единственном, так и во множественном числе:

1. Когда из ситуации или контекста ясно, какое именно лицо или предмет имеется в виду:

If you happen to be in the centre, drop in at one of the big stores. – Если будешь в центре, зайди в один из больших магазинов.

(Существительное *centre* употреблено с определенным артиклем, так как в городе может быть только один центр.)

We went to the cinema yesterday. – Мы вчера были в кино.

Was the film good? – Фильм был хороший?

(Существительное *film* употреблено с определенным артиклем, так как подразумевается тот конкретный фильм, который накануне смотрел один из собеседников.)

2. Когда существительное, называющее лицо или предмет, имеет при себе определение, выделяющее это лицо или предмет из ряда им подобных.

This is the house that Jack built. – Вот дом, который построил Джек.

Обычно такое выделяющее определение стоит после существительного.

3. Когда ситуация показывает, какое лицо или какой предмет выделяется. Например:

Учитель прочитал ученикам рассказ и задал вопрос:

Have you understood the story? – Вы поняли рассказ?

4. Когда существительное обозначает предмет, единственный в своем роде или в определенной ситуации:

The Moon moves round the Earth.

The sun shines by day and the

He lives in the Far East.

5. Когда существительное, обозначающее лицо или предмет, обобщает весь класс подобных лиц (предметов). В этом значении существительное употребляется в единственном числе.

The elephant is found in Asia and in Africa. – Слоны обитают в Азии и Африке.

The horse is a useful domestic animal. Лошадь – полезное домашнее животное.

Примечание

1. Имена существительные man (человек, мужчина) и woman (женщина) в обобщающем значении употребляются без артикля.

Man is not made for defeat. – Человек создан не для поражения.

Woman is physically weaker than man. – Женщина – физически слабее мужчины.

Определенный артикль употребляется с существительными, обозначающими социальные классы в целом: the proletariat – пролетариат, the bourgeoisie – буржуазия, the aristocracy – аристократия, the workers – рабочие, the peasants – крестьяне, the intelligentsia – интеллигенция, the common people – простой народ и т.д.

2. Определенный артикль входит в ряд устойчивых сочетаний.

Например:

the other day

the day after tomorrow

the day before yesterday

in the morning

in the afternoon
in the evening
in the plural
in the singular
in the past
in the present
on the whole
on the one hand ... on the other hand
out of the question
just the same
by the way
to play the piano (guitar, etc.)
What is the time?
to tell the time
to tell the truth
to go to the cinema (theatre)

Употребление определенного артикля с именами собственными

Обычно имена существительные собственные употребляются без артикля. Некоторые имена собственные употребляются с определенным артиклем:

1. Географические названия и названия стран света:

the North Pole – Северный полюс

the South Pole – Южный полюс

the Arctic – Арктика

2. Названия рек и названия озер, если они употребляются без слова lake:

the Thames – Темза

the Nile – Нил

the Amazon – Амазонка

the Ontario – Онтарио

Но: Lake Ontario – озеро Онтарио.

3. Названия морей и океанов:

the Black Sea – Черное море

the North Sea – Северное море

the Indian Ocean – Индийский океан

4. Названия горных цепей:

the Urals – Урал

the Caucasus – Кавказ

the Alps – Альпы

Но названия горных вершин не имеют артикля: Elbrus –Эльбрус.

5. Названия пустынь:

the Sahara – Сахара

6. Названия каналов:

the Panama Canal – Панамский канал

the English Channel – пролив Ла-Манш (английское название)

7. Названия некоторых государств и республик: the USA (the United States of America) – США the United Kingdom – Объединенное Королевство

8. Названия большинства газет:

the Times

the Washington Post

the Canadian Tribune

9. Фамилии (в форме множественного числа), называющие всю семью в целом:

the Browns – Брауны

Употребление неопределенного артикля

Неопределенный артикль ставится перед нарицательными существительными (преимущественно исчисляемыми) в единственном числе. С существительными во множественном числе неопределенный артикль не употребляется. В предложении перед существительными во множественном числе неопределенный артикль либо отсутствует («нулевой» артикль), либо его заменяют неопределенные местоимения *some* и *any*.

Например: This is a lamp. – Это лампа.

These are lamps. – Это лампы.

There is a lamp on the table. – На столе лампа.

There are some lamps on the table. – На столе лампы.

Is there a lamp on the table?

Are there any lamps on the table?

Неопределенный артикль употребляется в следующих значениях: классифицирующем, обобщающем и числовом.

1. Классифицирующее значение. Наличие неопределенного артикля перед нарицательными существительными показывает, что данный предмет (лицо, животное) является представителем класса ему подобных, аналогичных предметов (лиц, животных).

2. Например: Have you a sister or a brother?

Byron is a poet and Scott is a writer. – Байрон – поэт, а Скотт – писатель.

2. Обобщающее значение. Существительное с неопределенным артиклем в этом значении обозначает любой, всякий предмет (лицо, животное) этого класса предметов (лиц, животных).

A cow gives milk. – Корова (всякая) дает молоко.

An apple is a fruit. – Яблоко (любое) – фрукт.

A ball is round. Мяч (любой) – круглый.

Существительное во множественном числе в обобщающем значении употребляется без артикля.

Cows give milk. – Коровы дают молоко.

3. Числовое значение. Неопределенный артикль может употребляться в значении «один». В этом случае неопределенный артикль сохраняет свое историческое значение, так как он произошел от древнеанглийского числительного an (one один).

Wait a minute!

An apple a day keeps the doctor away.

Неисчисляемые существительные (абстрактные и вещественные), употребленные с неопределенным артиклем в числовом значении, становятся исчисляемыми, конкретными.

ice-cream – мороженое – an ice-cream – порция мороженого

4. Неопределенный артикль входит в ряд устойчивых сочетаний, например:

a lot of

a great deal of

as a rule

as a result

for a while

in a low (loud) voice

to be at a loss

(to be) in a hurry

to go for a walk

to have a good time

to tell a lie

It is a pity.

It is a pleasure.

It is a shame!

What a shame!

Употребление «нулевого» артикля

В современном английском языке артикль отсутствует в следующих случаях:

1. Перед исчисляемыми существительными во множественном числе, когда то же существительное, стоящее в единственном числе, было бы употреблено с неопределенным артиклем:

We are pupils. – Мы ученики.

Horses are domestic animals. – Лошади – домашние животные.

Те исчисляемые существительные, которые в единственном числе употребляются с определенным артиклем (обобщающее значение) или неопределенным артиклем (классифицирующее значение), во множественном числе артикля не имеют.

Например: Dogs bark. – Собаки лают.

A monkey lives in warm climate. – Обезьяна живет в теплом климате.

Monkeys live in warm climate. – Обезьяны живут в теплом климате.

A dog barks. – Собака лает.

3. Перед именами собственными, как правило, артикль не употребляется.

Washington is the capital of the USA. – Вашингтон – столица США.

Mary is my best friend. – Мэри – моя лучшая подруга.

4. Перед существительными, употребляемыми в предложении в значении обращения.

Good morning, sweet child! – Доброе утро, малышка!

5. Перед существительными, обозначающими названия времен года и приемов пищи:

Summer is my favourite season. – Мое любимое время года – лето.

We have breakfast and supper at home, but we do not have dinner at home. – Дома мы завтракаем и ужинаем, но не обедаем.

6. Перед существительными, обозначающими общественные учреждения, такие, как:

School – школа, hospital – больница, prison – тюрьма и др.

I started school when I was seven. – Я пошел в школу, когда мне было семь лет.

When do you come from school? – Когда ты приходишь из школы?

Примечание

Если существительное обозначает здание, в котором находится соответствующее учреждение, артикль употребляется по общим правилам.

A new school will be built next year. – Новая школа будет построена в следующем году.

7. Перед существительными, называющими звания и титулы конкретного лица, артикль не употребляется.

Mr. West – мистер Уэст

Mrs. West – миссис Уэст

Dr Brown – доктор Браун

Professor Fox – профессор Фокс

8. В ряде устойчивых словосочетаний артикль отсутствует:

at breakfast (dinner, lunch, supper)

at first

at first sight

at home

at peace

at war

at school

at table

by chance

by heart

by name

by mistake

by means of

in time

to ask permission

to be in bed

to go by tram (bus, train)

to go by water (air, sea, land)

to go to school

to go to town

to tell lies

TEST 3

1. ... Smiths have a son and a daughter:
 - a) -;
 - b) the;
 - c) a;
 - d) this.
2. I know how to use ... computer:
 - a) a;
 - b) these;
 - c) -;
 - d) an.
3. She was the first woman to cross ... Atlantic in a canoe:
 - a) a;
 - b) -;
 - c) that;
 - d) the.
4. Go down ... Kingston Street and turn right into Mill Road:
 - a) the;
 - b) a
 - c) these;
 - d) -.
5. I don't like milk in ... coffee:
 - a) -;
 - b) the;
 - c) a;
 - d) these.
6. At the end of ... busy day, sleep is the best tonic:
 - a) the;
 - b) a;
 - c) these;
 - d) -.
7. We'll go for a walk if ... sun comes out:
 - a) a;
 - b) -;
 - c) the
 - d) this.
8. Could you give me ... information I asked for in my letter?
 - a) the;
 - b) a;

- c) an;
d) this.
9. ... war is a terrible thing.
a) the;
b) -;
c) a;
d) these;
10. I spent ... very interesting holiday in England:
a) the;
b) these;
c) a;
d) -.
11. ... Grants are the couple with whom are negotiating:
a) -;
b) the;
c) this;
d) some.
12. In the end there was ... war between two countries:
a) any;
b) the;
c) -;
d) a.
13. ... two missing explorers have been found safe and sound.
a) -;
b) the;
c) that;
d) Some.
14. ... President is the largest cruise ship in the world:
a) some;
b) the;
c) a;
d) -.
15. This is going to be fog and ... cold weather all next week:
a) a;
b) -;
c) the;
d) any.
16. ... number of reporters were at the conference yesterday:
a) the;
b) this;
c) a;
d) -;

17. ... number of applicants have already been interviewed:

- a) the;
- b) this;
- c) -;
- d) a.

18. Please give me a cup of coffee with ... cream.

- a) a;
- b) the;
- c) -;
- d) any.

19. Stella liked her job in London and she is hoping to find ... same sort of job in Newcastle:

- a) the;
- b) thi;s
- c) -;
- d) a.

20. Lake Erie is one of the five Great Lakes in ... North America:

- a) -;
- b) the;
- c) a;
- d) this.

4. TOPICS: ВРЕМЕНА ГРУППЫ SIMPLE, CONTINUOUS, PERFECT, PERFECT CONTINUOUS

ВРЕМЕНА ГРУППЫ SIMPLE

Настоящее простое (неопределенное) время. Настоящее неопределенное (Present Simple) употребляется для обозначения действия, относящегося к настоящему времени в широком смысле слова. Эта форма обозначает действия, относящиеся и к моменту речи, и к настоящему периоду, происходящие как бы вне времени. Она не указывает ни на длительность, ни на завершенность, ни на предшествование действия. Present Indefinite употребляется:

1. Для обозначения простых фактов и общих истин:

The coffee beans grow well in Brazil. – Кофейные бобы хорошо растут в Бразилии.

Brazil produces good coffee. – Бразилия производит хороший кофе.

Water boils at 100 degrees C. – Вода закипает при 100°C.

2. Для выражения повседневных, повторяющихся действий, привычек, обычаев:

I have a cup of coffee every morning. – Каждое утро я выпиваю чашку кофе.

We always see the New Year in at home. – Новый год мы всегда встречаем дома.

3. Для выражения будущего действия:

а) с глаголами, обозначающими движение: to come (приходить), to leave (уезжать), to go (уходить) и др. В этом случае указание на будущее действие выражено либо наречием времени (tomorrow – завтра, soon – скоро и т.д.), либо контекстом:

John leaves for Moscow next week (soon). – Джон уезжает в Москву на следующей неделе (скоро).

б) в условных и временных обстоятельственных предложениях после союзов: if (если), in case (в случае), supposing (предположим), unless (если не), when (когда), before (перед), till (until) – до, as soon as (как только), provided (если только), while (пока) и др. (В соответствующих русских предложениях глагол стоит в будущем времени.)

If I answer well, I'll get a "five". – Если я хорошо отвечу, я получу «пять».

4. Для обозначения действия, совершающегося в момент речи, с глаголами восприятия (to see – видеть, to hear – слышать), умственной деятельности (to understand – понимать, to know – знать и т.д.), чувства (to love – любить, to hate – ненавидеть, to like – нравиться, to prefer – предпочитать и т.д.), обладания (to belong – принадлежать, to contain – содержать, to possess – обладать, владеть и т.д.):

I see you. – Я тебя вижу.

I understand what you mean. – Я понимаю, что ты имеешь в виду.

I like strong tea. – Я люблю крепкий чай.

This book belongs to my father. – Эта книга принадлежит моему отцу.

Present Simple (Indefinite) часто употребляется с наречиями, выражающими частотность: always (всегда), often (часто), seldom (редко), sometimes (иногда), never (никогда), hardly ever (почти никогда), nearly always (почти всегда), usually (обычно), generally (как правило) и т.д. Наречия обычно ставятся перед глаголом. Например:

I always get up early. – Я всегда встаю рано.

We often go to the theatre. – Мы часто ходим в театр.

They never quarrel. – Они никогда не ссорятся.

В предложениях с глаголом to be наречия, выражающие частотность, стоят после форм этого глагола. Например:

I am never late to the class. – Я никогда не опаздываю на уроки.

She is sometimes afraid of darkness. – Иногда она боится темноты.

Образование Present Simple (Indefinite)

Present Simple (Indefinite) по форме совпадает с инфинитивом глагола (без частицы to) во всех лицах, кроме 3-го лица единственного числа, принимающего окончание *-s (-es)*. Таким образом, утвердительная форма Present Indefinite – синтетическая. Например: (to swim – плавать):

I (we, you, they) swim well.

He (she, it) swims well.

Правила написания окончания *-s (-es)*

Написание окончания 3-го лица единственного числа зависит от конечной буквы основы инфинитива.

1. Если инфинитив оканчивается на *-у* с предшествующей гласной, на звонкую или глухую согласную или на немое *-е*, то прибавляется окончание *-s*. Например:

to play (играть) – plays

to spend (тратить) – spends

to ask (спрашивать) – asks

to take (брать) – takes

2. Если инфинитив оканчивается на гласную *-о* или согласные *-sh, -ss, -x, -ch, -tch*, то прибавляется окончание *-es*. Например:

to go (идти) – goes

to wash (мыть) – washes

to pass (проходить) – passes

to catch (хватать) – catches

to teach (учить) – teaches

3. Если инфинитив оканчивается на *-у* с предшествующей согласной, то *-у* меняется на *-i-* и прибавляется окончание *-es*. Например:

to fly (летать) – flies

to carry (нести) – carries

to try (пытаться) – tries

to study (заниматься) – studies

Образование вопросительной и отрицательной форм Present (Simple) Indefinite

Вопросительная и отрицательная формы глагола образуются при помощи вспомогательного глагола to do (в 3-м лице единственного числа – does) и инфинитива знаменательного глагола (без частицы to). Это значит, что вопросительные и отрицательные формы образуются аналитически. В отрицательной форме после вспомогательного глагола употребляется частица not (краткая форма n't).

Do you swim well?

We don't swim well.

Прошедшее простое (неопределенное) время. Прошедшее простое (неопределенное) (Past Simple (Indefinite)) употребляется:

1. Для описания действий, происходивших в прошлом, как завершенных, так и не завершенных в прошлом, но не связанных с настоящим. Прошедшее действие может характеризоваться обстоятельством времени (yesterday вчера, last week на прошлой неделе, a month ago месяц назад, on Sunday в воскресенье, in 1990 в 1990 году и др.). Например:

Dr. Nixon taught at the Oxford University last year. – Доктор Никсон преподавал в Оксфордском университете в прошлом году.

I met your brother the other day. – На днях я встретил твоего брата.

2. Для описания ряда последовательных действий в прошлом. Например:

Mr. West came up to the house, took the key out of his pocket and opened the door. – Мистер Уэст подошел к дому, достал из кармана ключ и открыл дверь.

3. Для описания обычных, повторяющихся действий в прошлом. Например:

When Mr. Dance was a student, he rode his bike to classes. – Когда мистер Данс был студентом, он ездил на занятия на велосипеде.

В аналогичных случаях вместо Past Indefinite зачастую употребляется также used (to) в сочетании с инфинитивом, что переводится на русский язык глаголом несовершенного вида в прошедшем времени, часто с наречием «обычно».

Например: When Mr. Dance was a student, he used to ride a bike to classes. – Когда мистер Данс был студентом, он (обычно) ездил на занятия на велосипеде.

Образование Past Simple (Indefinite)

Форма Past Indefinite правильных глаголов образуется синтетически путем прибавления к основе инфинитива окончания *-ed*: to talk говорить – talked; to work работать – worked; to end заканчивать – ended; to open открывать – opened.

Если основа оканчивается на немое *e*, то Past Indefinite образуется при помощи *-d*. Например:

to like (нравиться) – liked

to live (жить) – lived.

Окончание *-ed* произносится как [d], [t] или [id]: lived, worked, decided. Форма Past Indefinite неправильных глаголов образуется различными другими способами: to speak (говорить) – spoke; to meet (встречать) – met; to know (знать) – knew.

Вопросительная и отрицательная формы Past Indefinite образуются аналитически при помощи вспомогательного глагола to do в Past Indefinite и инфинитива знаменательного глагола (без to):

Did you meet him yesterday? – Ты встретил его вчера?

I didn't meet him yesterday. – Я не встретил его вчера.

Будущее простое (неопределенное) время. Будущее простое (неопределенное) (Future Simple (Indefinite)) употребляется для выражения однократного или повторяющегося обычного действия или ряда последовательных действий в будущем. Например:

Next year I shall finish school. – В будущем году я окончу школу.

In winter Nick will go to the country every Sunday. – Зимой Коля будет ездить за город каждое воскресенье.

На будущее время в предложении могут указывать обстоятельства времени: tomorrow – завтра, next week – на следующей неделе, next year – в будущем году, in a week – через неделю, in a few days – через несколько дней, one of these days – на днях и т.д. Например:

One of these days we shall go to the country. – На днях мы поедем за город.

Образование Future Simple (Indefinite)

Future Indefinite образуется аналитически – при помощи вспомогательного глагола *shall* для 1-го лица единственного и множественного числа и *will* для всех остальных лиц и инфинитива без частицы *to* знаменательного глагола (*shall / will + ask*):

They will ask.

They will not ask.

Will they ask?

ВРЕМЕНА ГРУППЫ CONTINUOUS

Настоящее продолженное (Present Continuous). Настоящее продолженное (Present Continuous) представляет собой длительный вид настоящего времени и употребляется:

1. Для выражения действия, протекающего в момент речи или в настоящий период времени. В этом случае настоящее продолженное указывает на то, что действие, совершающееся в настоящий момент, началось до этого момента и будет продолжаться после него. На длительный характер действия могут указывать обстоятельства времени: *now* (сейчас), *right now*, *at this moment* (в данный момент), *today* (сегодня), *this week*, *month*, *year* (на этой неделе, в этом месяце, году) и т.д. Например: *It's raining hard today, and the children are playing inside all the time.* – Сегодня идет сильный дождь, и дети играют дома целый день.

Helen is listening to the news on radio right now. – Как раз сейчас Елена слушает последние известия по радио.

2. Для выражения будущего действия (как и настоящее время в русском языке), когда налицо намерение совершить действие или уверенность в его совершении. В этом случае на будущее действие указывают наречия *tomorrow* (завтра), *soon* (скоро) и т.д. или контекст:

Jim's plane is arriving in London at 7.00 tonight. – Самолет Джима прилетает в Лондон сегодня в 7 часов вечера.

They are leaving Moscow next week. – На следующей неделе они уезжают из Москвы.

They are going to the south. – Они едут на юг.

1. Сочетание Present Continuous глагола *to go* с инфинитивом очень часто употребляется для выражения намерения совершить действие или уверенности в его совершении.

2. Например: I'm going to work in summer. – Я собираюсь работать летом.

He is going to learn the poem by heart. – Он собирается выучить это стихотворение наизусть.

Примечание

Глаголы чувственного восприятия (to hear – слышать, to see – видеть), умственной деятельности (to know – знать, to understand – понимать, to remember – помнить, to forget – забывать), чувств (to like – нравиться, to love – любить, to hate – ненавидеть), желаний (to want – хотеть, to wish – желать), принадлежности (to belong – принадлежать, to possess – владеть) и глагол to be – быть, как правило, не употребляются в Present Continuous. Значение длительности процесса, происходящего в настоящий момент, эти глаголы передают формами Present Indefinite.

Do you hear what he is saying? – Вы слышите, что он говорит?

Do you understand what he is saying? – Вы понимаете, что он говорит?

Образование Present Continuous

Present Continuous образуется при помощи Present Simple вспомогательного глагола to be и Participle I знаменательного глагола (am/is/are + sitting).

Утвердительная форма: I am sitting

You, we, they are sitting

She, he, it is sitting

Отрицательная форма: I am not sitting

You, we, they are not sitting

She, he, it is not sitting

Вопросительная форма: Am I sitting?

Are you, we, they sitting?

Is she, he, it sitting?

Прошедшее продолженное (Past Continuous). Прошедшее продолженное (длительное) (Past Continuous) употребляется:

3. Для выражения действия, протекавшего (длившегося) в определенный момент в прошлом, который обозначен либо обстоятельством времени, либо другим действием в прошлом. При этом ни начало, ни конец длительного действия неизвестны.

4. Например: I was writing a letter at 5 o'clock. – В 5 часов я писал письмо.

I was writing a letter when you came. – Я писал письмо, когда вы пришли.

5. Для выражения длительного действия, протекавшего в определенный период времени в прошлом (from six to seven (с шести до семи), all day long last Saturday (весь день в прошлую субботу), the whole day yesterday (весь вчерашний день) и т.д.).

6. Например: I was writing a composition the whole day yesterday. – Вчера я целый день писал сочинение.

И в этом случае начало и конец длительного действия неизвестны, важно только, что оно длилось весь указанный период времени.

В обоих случаях Past Continuous употребляется, когда нужно подчеркнуть сам процесс действия, его продолжительность. Если же важен только факт совершения действия, то употребляется Past Indefinite.

Например: I wrote a composition the whole day yesterday. – Я писал сочинение вчера целый день.

Кроме того, Past Continuous может употребляться для выражения одновременных действий, протекавших в прошлом в один и тот же момент.

Например: The children were playing while their mother was watching them. – Дети играли, в то время как их мать наблюдала за ними.

As I was taking a shower, Mother was cooking breakfast. – В то время когда я принимал душ, мама готовила завтрак.

Past Continuous может выражать намерение, относящееся к прошлому, в основном с глаголами движения: to come (приходить), to go (идти), to leave (уезжать), to start (отправляться) и др.:

My friend was glad that I was leaving for the South. – Мой друг порадовался, что я собираюсь ехать на юг.

Примечание

Past Continuous не употребляется с глаголами чувственного восприятия: to hear, to see и другими глаголами, не имеющими длительного вида (См. Present Continuous).

Образование Past Continuous

Past Continuous образуется аналитическим путем из сочетания вспомогательного глагола to be в Past Indefinite и Participle I знаменательного глагола (was/were + working).

Утвердительная форма: I, she, he, it was working.

Отрицательная форма: I, she, he, it was not working.

We, you, they were not working.

Вопросительная форма: Was I, she, he, it working?

Were we, you, they working?

Будущее длительное время. Future Continuous широко используется в английском языке. Как и все времена группы Continuous, оно передает продолжительное действие, происходящее в определенный, указанный в контексте момент. Future Continuous поможет вам разнообразить речь, так как в некоторых случаях оно может быть альтернативой Future Simple или Present Continuous.

Future Continuous показывает действие, которое будет происходить в определенное время в будущем. В предложении не указывается, когда начнется или закончится событие. Мы делаем акцент на том, что в конкретный момент действие будет длиться.

В этом случае указывается время действия с помощью таких слов: *this time tomorrow / next week* (в это время завтра / на следующей неделе), *at 3 o'clock tomorrow* (в 3 часа завтра), *at 10 a.m.* (в 10 утра), *in the morning/afternoon/evening* (утром/днем/вечером), *tonight at 6 p.m.* (сегодня вечером в 6 часов), *at noon* (в полдень), *at midnight* (в полночь), *in a week/month/year* (через неделю/месяц/год).

Trevor will be watching a football match tomorrow at 8 p.m. – Тревор будет смотреть футбол завтра в 8 вечера.

I will be studying at the university in a year. – Через год я буду учиться в университете.

Future Continuous используется для того чтобы вежливо спросить человека о его планах на ближайшее будущее. В таких ситуациях мы хотим, чтобы этот человек что-то для нас сделал. Мы пытаемся узнать, не совпадают ли его планы с нашими желаниями.

Will you be going to the kitchen later? Bring me a glass of soda. – Ты пойдешь позже на кухню? Захвати мне стакан содовой.

I don't like public transport. Will you be driving a car to get to the airport? – Я не люблю общественный транспорт. Ты поедешь в аэропорт на машине?

Future Continuous используется так же, как и Present Continuous: чтобы сообщить о запланированных действиях, которые произойдут в ближайшем будущем.

They will be leaving for Chicago next week. = They are leaving for Chicago next week. – Они уезжают в Чикаго на следующей неделе.

We will be jogging with Julia in the park today. = We are jogging with Julia in the park today. – Мы бегаем с Джулией в парке сегодня.

Образование Future Continuous

Утверждение

Утвердительное предложение состоит из подлежащего, вспомогательного глагола will be и основного глагола с окончанием -ing.

I/He/She/It/We/You/They + will be + глагол-ing

I will be speaking. – Я буду говорить.

He will be building. – Он будет строить.

She will be eating. – Она будет есть.

It will be operating. – Оно будет работать.

We will be drawing. – Мы будем рисовать.

You will be thinking. – Вы будете думать.

They will be walking. – Они будут гулять.

Отрицание

В отрицательных предложениях между will и be появляется частица not.

I/He/She/It/We/You/They + will not be + глагол-ing

I will not be speaking. – Я не буду говорить.

He will not be building. – Он не будет строить.

She will not be eating. – Она не будет есть.

It will not be operating. – Оно не будет работать.

We will not be drawing. – Мы не будем рисовать.

You will not be thinking. – Вы не будете думать.

They will not be walking. – Они не будут гулять.

Глагол will обычно принимает сокращенную форму. В утверждении он объединяется с местоимением, в отрицании – с частицей not:

He'll be building.

We'll be drawing.

You won't be thinking.

They won't be walking.

Вопросительное предложение

Для того чтобы построить вопросительное предложение, мы ставим на первое место *will*, после него подлежащее, затем *be* и основной глагол.

Will I/he/she/it/we/you/they + be + глагол-ing

Will I be speaking? – Я буду говорить?

Will he be building? – Он будет строить?

Will she be eating? – Она будет есть?

Will it be operating? – Оно будет работать?

Will we be drawing? – Мы будем рисовать?

Will you be thinking? – Вы будете думать?

Will they be walking? – Они будут гулять?

ВРЕМЕНА ГРУППЫ PERFECT

Настоящее перфектное (Present Perfect). Настоящее перфектное (Present Perfect) употребляется:

1. Для выражения действия, завершившегося к моменту речи, поэтому его можно назвать преднастоящим. Время действия, как правило, не указывается, оно не имеет значения, так как важен сам факт совершения действия к настоящему моменту или его результат. Например:

I have seen the film and I think it is dull. – Я видел фильм и считаю его скучным.

(Форма *have seen* выражает действие, которое закончилось к моменту речи, до настоящего времени, т.е. преднастоящее. С настоящим его связывает результат – мнение о фильме.)

Ann has read this book. – Аня (уже) прочитала эту книгу.

Примечание

Если время действия указано, то употребляется Past Indefinite:

Ann read this book last month. – Аня прочитала эту книгу в прошлом месяце.

В этом значении Present Perfect часто употребляется с наречиями *just* только что и *already* уже, а в отрицательных предложениях – с *yet* еще. Эти наречия подчеркивают тот факт, что действие, которое началось в прошлом, завершилось очень близко к моменту речи (к настоящему моменту). Например:

The mail has just come. – Почта только что пришла.

We have already come to a definite conclusion. – Мы уже пришли к определенному заключению.

I haven't seen her yet. – Я ее еще не видел.

2. Для выражения действия, которое завершилось, но тот период, в которое оно происходило, еще продолжается и может быть обозначен обстоятельством времени *today* (сегодня), *this week* (на этой неделе), *this month* (в этом месяце), *this year* (в этом году), *this century* (в нашем веке) и др. Например:

I have seen the film twice this week. – Я дважды посмотрел этот фильм на этой неделе.

Примечание

Если время действия истекло, глагол употребляется в Past Indefinite. Так, например, днем или вечером мы можем сказать:

I wrote a letter this morning. – Сегодня утром я написал письмо.

Но если разговор происходит утром, то мы скажем: I have written a letter this morning. И в первом, и во втором предложении глагол переводится на русский язык в прошедшем времени.

3. Для выражения действия, которое началось в прошлом, продолжалось до настоящего времени и протекает в настоящем, т.е. действие охватывает целый период времени, включающий и настоящий момент (= преднастоящее + настоящее). Например:

I have known him all my life. – Я знаю его всю жизнь. (Я знал его раньше и знаю сейчас.)

Глагол в Present Perfect в этом значении переводится на русский язык глаголом в настоящем времени.

Образование Present Perfect

Present Perfect образуется аналитически при помощи вспомогательного глагола *to have* в Present Indefinite + Participle II знаменательного глагола (*have + done*).

Утвердительная форма: I, we, you, they have done

Отрицательная форма: I, we, you, they have not done

She, he, it has not done

Вопросительная форма: Have I, we, you, they done?

Has she, he, it done?

Прошедшее перфектное (Past Perfect). Прошедшее перфектное (Past Perfect) выражает прошедшее действие, предшествовавшее какому-то определенному моменту в прошлом или завершившееся до другого действия в прошлом, иначе говоря, предпрошедшее.

Past Perfect употребляется:

1. Для выражения прошедшего действия, которое уже совершилось до определенного момента в прошлом. Этот момент может быть указан обстоятельством времени: by 5 o'clock (к пяти часам), by Saturday (к субботе), by that time (к тому времени), by the end of the year (к концу года) и др. Например:

She had left by the 1st of June. – Она уехала (еще) до первого июня.

(Форма had left выражает действие, которое завершилось до определенного момента в прошлом. Это предпрошедшее действие.)

I had cleaned the apartment by 5 o'clock. – К пяти часам я убрал квартиру.

I had never seen him before yesterday. – Я его никогда не видел до вчерашнего дня.

2. Для выражения прошедшего действия, которое уже завершилось до другого, более позднего прошедшего действия, выраженного глаголом в Past Indefinite. В таких случаях Past Perfect употребляется главным образом в сложноподчиненных предложениях.

Past Perfect часто употребляется в придаточном предложении после союза after (после того как).

Например: After she had cried, she felt better. – После того как она поплакала, ей стало легче на душе.

(Здесь употребление Past Perfect подчеркивает, что действие придаточного предложения уже завершилось до наступления действия главного предложения.)

В сложноподчиненном предложении, в котором придаточное предложение начинается с союза before (прежде чем, до того как), Past Perfect употребляется в главном предложении.

Например: I had already cleaned the apartment before Mother came home. – Я (уже) убрал квартиру, до того как мама пришла домой.

Как видно из примеров, Past Perfect может употребляться как в главном, так и в придаточном предложении.

Образование Past Perfect

Past Perfect образуется аналитически путем сочетания вспомогательного глагола to have в Past Indefinite и Participle II знаменательного глагола (had + done).

Утвердительная форма

I		
she		
he		
it	had done	
we		
you		
they		

Отрицательная форма

I		
she		
he		
it	had not done	
we		
you		
they		

Вопросительная форма

	I		
	she		
Had	he		done?
	it		
	we		
	you		
	they		

Future Perfect. Время Future Perfect показывает действие, которое начнется в будущем и закончится до определенного момента в будущем. Момент в будущем передается с помощью специальных слов: by... (к какому-то времени/моменту), by the time (к тому времени как), by then (к тому времени), by tomorrow (к завтрашнему дню, до завтра), before (перед тем как), when (когда), until/till (до того как). Untill и till используются только в отрицательных предложениях.

I want to quit my job in a month. I will have worked for 5 years for this company by then. – Я хочу через месяц уволиться. К тому времени я проработаю в этой компании 5 лет.

We will have built our new house by the next year. – Мы достроим наш новый дом к следующему году.

Не забывайте, что после союзов when, before, until/till мы используем настоящее время, даже если ситуация относится к будущему.

He won't have finished arguing until you agree with him. – Он не прекратит спорить, пока ты с ним не согласишься.

He will have bought a new car before his wife comes back from a trip to London. – Он купит новую машину перед тем, как его жена вернется из поездки в Лондон.

Образование Future Perfect

Утверждение

Утвердительное предложение в Future Perfect строится с помощью вспомогательного глагола have во времени Future Simple (will have) и третьей формы основного глагола.

I/he/she/it/we/you/they + will have + 3-я форма глагола

I will have finished. – Я закончу.

He will have decided. – Он решит.

She will have painted. – Она нарисует.

It will have produced. – Оно произведет.

We will have arrived. – Мы прибудем.

You will have confirmed. – Вы подтвердите.

They will have received. – Они получат.

Отрицание

В отрицательном предложении мы ставим между will и have отрицательную частицу not.

I/he/she/it/we/you/they + will not have + 3-я форма глагола

I will not have finished. – Я не закончу.

He will not have decided. – Он не решит.

She will not have painted. – Она не нарисует.

It will not have produced. – Оно не произведет.

We will not have arrived. – Мы не прибудем.

You will not have confirmed. – Вы не подтвердите.

They will not have received. – Они не получат.

В разговорной речи вспомогательный глагол will have чаще встречается в сокращенной форме. В утвердительном предложении эта форма будет звучать как 'll have:

She'll have painted.

You'll have confirmed.

В отрицательном – won't have:

It won't have produced.

We won't have arrived.

Вопросительное предложение

В вопросе мы выносим на первое место will, затем используем подлежащее, после него – have и 3-ю форму основного глагола.

Will + I/he/she/it/we/you/they + have + 3-я форма глагола

Will I have finished? – Я закончу?

Will he have decided? – Он решит?

Will she have painted? – Она нарисует?

Will it have produced? – Оно произведет?

Will we have arrived? – Мы прибудем?

Will you have confirmed? – Вы подтвердите?

Will they have received? – Они получат?

TEST 4

1. What subjects ... she good at?

- a) do;
- b) does;
- c) are;
- d) is.

2. ... your brother got a camera?

- a) have;
- b) do;
- c) does;
- d) has.

3. ... your mother like cooking?

- a) is;
- b) are;

c) have;

d) does.

4. What floor ... your bedroom on?

a) is;

b) am;

c) do;

d) does.

5. ... your parents in France now?

a) am;

b) have;

c) are;

d) does.

6. I ... not see Andrew yesterday:

a) do;

b) did;

c) are;

d) have.

7. How long ... you lived there?

a) do;

b) did;

c) are;

d) have.

8. Why ... you learning English?

a) do;

b) did;

c) are;

d) have.

9. ... you seen anybody today?

a) do;

b) did;

c) are;

d) have.

10. What ... you think of your new teacher? To my mind she is very nice:

a) do;

b) did;

c) are;

d) have.

11. ... you angry about what happened?

- a) do;
- b) did;
- c) are;
- d) have.

12. ... you read a newspaper yesterday?

- a) do;
- b) did;
- c) are;
- d) have.

13. My mother knows Mrs. Dave better than I:

- a) do;
- b) did;
- c) are;
- d) have.

14. ... you ever forgotten about your friend's birthday?

- a) do;
- b) did;
- c) are;
- d) have.

15. How ... you get to the station when you are late?

- a) do;
- b) did;
- c) are;
- d) have.

16. ... you disappointed with you exam results?

- a) do;
- b) did;
- c) are;
- d) have.

17. ... you been abroad?

- a) do;
- b) did;
- c) are;
- d) have.

18. I ... known Jane for three years:

- a) do;
- b) did;
- c) are;
- d) have.

19. They ... a lot of crying last night:

- a) do;
- b) did;
- c) are;
- d) have.

20. You ... always making mistakes:

- a) do;
- b) did;
- c) are;
- d) have.

7. ТОПІС: МОДАЛЬНЫЕ ГЛАГОЛЫ

Модальный глагол *can* употребляется для выражения возможности или способности совершения действия, для выражения сомнения, удивления:

I can type very fast. – Я могу печатать очень быстро.

Can they arrive tomorrow? – Неужели они приедут завтра?

Модальный глагол *could* для выражения возможности, способности в прошлом; в главной части условных предложений.

I could type very fast. – Я умел печатать очень быстро.

If I had much money I could buy a new car. – Если бы у меня было много денег, я бы мог купить машину.

Модальный глагол *may* для выражения разрешения; для выражения предположения.

You may use my phone. – Вы можете воспользоваться моим телефоном.

He may know her. – Возможно, он знает ее.

Модальный глагол *might* для выражения предположения в настоящем и будущем с большей степенью сомнения.

He might know her. – Он, может быть, знает ее (а может быть, и нет).

Модальный глагол *must* для выражения долженствования, для выражения предположения, для выражения запрета.

You must do it. – Ты должен сделать это.

It must be him. – Это должно быть он.

You mustn't touch it. – Тебе запрещается трогать это.

Модальный глагол *ought to* для выражения морального долга, совета в отношении настоящего и будущего.

He ought to help me. – Он должен мне помочь.

Модальный глагол *need* для выражения необходимости. Употребляется в форме *Present Simple* в вопросительных и отрицательных предложениях.

Need I do it? – Мне нужно делать это?

No, you needn't do it. – Нет, не нужно делать этого.

Модальный глагол *to be to* употребляется для выражения необходимости совершения действия, согласно предварительной договоренности. После него употребляется частица *to*.

My friend is to call you tomorrow. – Мой друг должен позвонить вам завтра.

Модальный глагол *have to* используется для выражения совершения действия в силу определенных обстоятельств.

She had to go there. – Ей пришлось поехать туда.

Глагол *should* используется для выражения морального долга или совета.

Tom shouldn't have done it. – Тому не следовало делать этого.

Модальные глаголы в английском языке придают речи эмоциональность, передают тонкие оттенки значения и отношения говорящего к предмету разговора, вследствие чего значение модальных глаголов в английском языке велико.

TEST 5

1. ... Einstein speak English when he went to live in the USA?

- a) could;
- b) must;
- c) should;
- d) ought.

2. Mary ... swim when she was three:

- a) should;
- b) may;
- c) ought to;
- d) could.

3. ... you help me with the washing up, please?

- a) could;
- b) might;

c) should;

d) must.

4. She ... swim really well when she was just eighteen months old:

a) must;

b) had to;

c) was able to;

d) should.

5. When I was at school we ... do homework every night:

a) should;

b) had to;

c) must;

d) ought.

6. You ... be joking. No one buys two Rolls Royces:

a) have to;

b) must;

c) should;

d) are able to.

7. You ... feel relaxed after your holiday:

a) have to;

b) ought;

c) must;

d) are allowed.

8. They ... be tired. They've been travelling all night:

a) must;

b) can't;

c) shouldn't;

d) had to.

9. She ... be Scottish with a surname like McKenzie:

a) ought;

b) is allowed to;

c) must;

d) is able to.

10. A driver ... to take the test in English:

a) hasn't;

b) needn't;

c) doesn't have;

d) mustn't.

11. Jack has several books about birds and a pair of powerful binoculars. He ... be a serious bird watcher:

- a) was to;
- b) must;
- c) ought;
- d) will be able.

12. If I don't study for the next test, I ... fail it:

- a) ought to;
- b) should;
- c) might;
- d) will have to.

13. It ... be Jack. He drives a Fiat and this guy is driving a Jaguar:

- a) can't;
- b) should;
- c) ought to;
- d) might.

14. I think we will have to accept the notion that we ... have total freedom in everything:

- a) need;
- b) needn't;
- c) ought;
- d) can't.

15. He ... to go to the dentist because he has toothache:

- a) ought;
- b) must;
- c) should;
- d) have.

16. Our English lessons at school were very boring. We ... long exercises and learn a lot of grammar rules by heart:

- a) must to write;
- b) must write;
- c) had to write;
- d) to write.

17. It was a very difficult text. I ... look up a lot of words in the dictionary:

- a) must;
- b) have to;
- c) had to;
- d) must to.

18. If we ... study, we could go out:

- a) didn't have to;

- b) had to study;
- c) could;
- d) didn't have.

19. ... ride your bicycle, please, Jane?

- a) must I;
- b) should I;
- c) may I;
- d) do I have to.

20. ... use your telephone, please, Mr. Taylor?

- a) may I;
- b) should I;
- c) may I;
- d) do I have to.

ТОПІС 6: ТРИ ТИПА УСЛОВНЫХ ПРЕДЛОЖЕНИЙ

Первый тип условия

Условные предложения 1-го типа относятся к **настоящему или будущему** и выражают **реальную ситуацию**. 1-й тип относится к возможному условию и его возможному результату. В этих предложениях придаточное условия (if clause) стоит в простом настоящем времени, и главное предложение стоит в простом будущем времени.

Придаточное условия (if clause)	Главное предложение
If + простое настоящее время	простое будущее время
If this thing happens	that thing will happen.
If you don't hurry	you will miss the train.
If it rains today	you will get wet.

Второй тип условия

Условные предложения 2-го типа относятся ко времени **сейчас или любому другому времени**, ситуация в таком предложении **нереальная**. Такие предложения не основываются на фактах. 2-й тип условия относится к гипотетическому условию его возможному результату. В условных предложениях 2-го типа, придаточное условия (if clause) стоит в простом прошедшем времени, а главное предложение в настоящем условном.

Придаточное условия (if clause)	Главное предложение
If + простое прошедшее время	настоящее условное или настоящее продолженное условное
If this thing happened	that thing would happen. (but I'm not sure this thing will happen) OR that thing would be happening.
If you went to bed earlier	you would not be so tired.
If it rained	you would get wet.
If I spoke Italian	I would be working in Italy.

Третий тип условия

Условные предложения 3-го типа относятся ко времени **в прошлом**, ситуация **противоположна реальности**. Факты, на которых основаны такие предложения основаны на противоположных ожидаемым результатам. 3-й тип условия относится к нереальному условию в прошлом и его возможному в прошлом результату. В условных предложениях 3-го типа придаточное условия (if clause) стоит в прошедшем совершенном времени, а главное предложение в совершенном условном.

Придаточное условия (if clause)	Главное предложение
If + прошедшее совершенное время	совершенное условное время или совершенное продолженное
If this thing had happened	that thing would have happened. (but neither of those things really happened) OR that thing would have been happening.
If you had studied harder	you would have passed the exam.
If it had rained	you would have gotten wet.
If I had accepted that promotion	I would have been working in Milan.

TEST 6

1. If we ... out of money, we'll get a job:
 - a) will run;
 - b) would run;
 - c) run;
 - d) ran.
2. When we ... to a big city, I'll send you a postcard:
 - a) got;
 - b) will get;
 - c) would get;
 - d) get.
3. If we ... afford it, we'll buy a new car:
 - a) can;
 - b) could;
 - c) will;
 - d) will be able.
4. If the bus ... come soon, I'll be late:
 - a) doesn't;
 - b) won't;
 - c) will;
 - d) wasn't.
5. If I ... the answer, I'd tell you:
 - a) know;
 - b) would know;
 - c) knew;
 - d) had known.
6. I'd make an omelette if there ... some eggs:
 - a) are;
 - b) had been;
 - c) will be;
 - d) were.
7. If I ... clever, I'd be a doctor:
 - a) were;
 - b) will be;
 - c) would be;
 - d) am.
8. If I ... some spare time, I'd learn Russian:
 - a) had;

- b) have;
 - c) would have;
 - d) have had.
9. If you won the football match, what ... you do?
- a) did;
 - b) would;
 - c) do;
 - d) will.
10. If we had a big house, ... invite friends:
- a) we'll;
 - b) we'd be able to;
 - c) we'll be able to;
 - d) we can.
11. ... what you say provided the police are not informed:
- a) I'll do;
 - b) I would do;
 - c) I am to do;
 - d) I did.
12. In those days if you ... job, you were lucky:
- a) have had;
 - b) would have;
 - c) had;
 - d) had had.
13. If you ... driving like that, you'll have an accident:
- a) kept;
 - b) keep;
 - c) will keep;
 - d) had kept.
14. What ... if you found some buried treasure?
- a) did you do;
 - b) did you;
 - c) had you done;
 - d) would you do.
15. She wants to be a doctor:
- a) when she will leave school;
 - b) when she leaves school;
 - c) when she is leaving school;
 - d) when she left school.
16. What'll happen when the train ... ?

- a) stop;
- b) will stop;
- c) stops;
- d) stopped.

17. If you ... to Paris you'll see the Eiffel Tower:

- a) go;
- b) will be going;
- c) went;
- d) would go.

18. If anyone ... you this news don't believe it:

- a) tell;
- b) will tell;
- c) tells;
- d) had tell.

19. You can get to most places in London very quickly if you ... the Underground:

- a) will take;
- b) take;
- c) to take;
- d) taken.

20. We'll be late if the bus:

- a) doesn't arrive;
- b) won't arrive;
- c) hasn't arrive;
- d) don't arrive.

ТОРИС 7: СТРАДАТЕЛЬНЫЙ ЗАЛОГ

Значение действительного и страдательного залогов в английском языке совпадает со значением соответствующих залогов в русском языке. Глагол в действительном залоге (Active Voice) показывает, что действие совершает лицо или предмет, выраженный подлежащим:

Ann often asks questions. – Аня часто задает вопросы.

Глагол в страдательном залоге (Passive Voice) означает, что действие направлено на предмет или лицо, выраженное подлежащим:

Ann is often asked questions. – Ане часто задают вопросы.

Weak pupils must be helped. – Слабым ученикам надо помогать.

В отличие от русского языка все формы страдательного залога в английском языке образуются аналитически при помощи вспомогательного глагола to be в соответствующей форме и Participle II знаменательного глагола: be (am/is/are, was/were) + done.

Количество видовременных форм в страдательном залоге меньше, чем в действительном. В страдательном залоге имеются только два времени группы Continuous: Present Continuous и Past Continuous. Форма Future Continuous, а также все времена группы Perfect Continuous в страдательном залоге отсутствуют.

Сводная таблица видовременных форм английского глагола в страдательном залоге (для 3-го лица единственного числа)

Время	Вид	Неперфектные формы	Перфектные формы
Настоящее	Общий	It is translated	It has been translated
	Длительный	It is being translated	-
Прошедшее	Общий	It was translated	It had been translated
	Длительный	It was being translated	-
Будущее	Общий	It will be translated	It will have been translated
	Длительный	-	-
Будущее прошедшем	Общий	It would be translated	It would have been translated
	Длительный	-	-

Лицо (или предмет), производящее действие, выраженное глаголом в страдательном залоге, передается существительным в общем падеже или личным местоимением в объектном падеже с предлогом by (предложное дополнение):

The next morning I was awakened by the telephone. – На следующее утро меня разбудил телефон.

This letter was written by me, not by my sister. – Это письмо написала я, а не моя сестра.

За глаголом в страдательном залоге может стоять дополнение с предлогом *with*, выражающее орудие, при помощи которого производилось действие:

The door was bolted with a heavy bolt. – Дверь была задвинута тяжелым засовом.

В английском языке, как и в русском, страдательный залог употребляется в тех случаях, когда либо неизвестно, либо в данной ситуации не имеет значения, кто совершил действие, и поэтому чаще всего это лицо не упоминается. Например:

St. Petersburg was founded in 1703. – Санкт-Петербург был основан в 1703 г.

Способы перевода предложений с глаголом в страдательном залоге на русский язык

Есть несколько способов перевода английских глаголов в страдательном залоге на русский язык. Выбор того или иного способа перевода зависит от значения глагола и всего предложения в целом (контекста).

1. Предложение с глаголом в страдательном залоге переводится полностью аналогичным предложением:

The book was written in 1942. – Книга была написана в 1942 г.

2. Глагол в страдательном залоге переводится глаголом на *-ся*:

Chattering is not allowed at the lesson. – На уроке не разрешается болтать.

3. Глагол в страдательном залоге переводится глаголом в действительном залоге в неопределенно-личном предложении:

I have been told that you're ill. – Мне сказали, что ты болен.

4. Предложение с глаголом в страдательном залоге переводится предложением с глаголом в действительном залоге. При этом подлежащее в русском предложении соответствует в английском предложению дополнению с предлогом *by*:

A liar is believed by nobody. – Лжецу никто не верит.

Употребление страдательного залога и в русском, и в английском языках характерно для переходных глаголов (т.е. для тех глаголов, за которыми в действительном залоге следует прямое дополнение): *to build* (строить), *to see* (видеть), *to open* (открывать) и т.п. Однако в английском и русском языках нет полного соответствия переходных глаголов.

1. Некоторые переходные глаголы английского языка соответствуют в русском языке непереходным глаголам. Например:

to believe smb. (прямое до- полнение)	верить кому-либо (косвенное дополнение)
to enter smth.	входить в, куда-либо
to follow smb., smth.	следовать за кем-либо, чем- либо
to help smb.	помогать кому-либо
to join smth.	присоединяться к чему-либо
to watch smb., smth.	следить за кем-л., чем-либо

Такие английские глаголы в страдательном залоге переводятся на русский язык глаголами в действительном залоге:

Winter is followed by spring. – За зимой следует лето.

2. В английском языке есть глаголы, которые могут иметь два прямых дополнения. Например:

to answer smb., smth.	– отвечать кому-либо, что-либо
to ask smb., smth.	– спрашивать, просить кого-либо, о чем-либо
to teach smb., smth.	– учить кого-либо, чему-либо
to strike smb., smth.	– ударять кого-либо, чем-либо
to award smb., smth.	– награждать кого-либо, чем-либо
to envy smb., smth.	– завидовать кому-либо, в чем-либо

Эти глаголы могут употребляться в двух страдательных оборотах, которые на русский язык переводятся неопределенно-личными предложениями с глаголом в действительном залоге:

He was forgiven his absence. – Ему простили его отсутствие.

His absence was forgiven him. – Его отсутствие ему простили.

3. В английском языке есть, группа глаголов, за которыми следует прямое и косвенное (предложное) дополнение. Они также могут употребляться в двух страдательных оборотах:

to give smth. to smb.	– давать что-либо, кому-либо
to allow smth. to smb.	– разрешать что-либо, кому-либо
to offer smth. to smb.	– предлагать что-либо, кому-либо
to show smth. to smb.	– показывать что-либо, кому-либо
to tell smth. to smb.	– рассказывать что-либо, кому-либо

Предложения, если действующее лицо не указано, переводятся неопределенно-личными предложениями с глаголом в действительном залоге:

The pupil was given some interesting work. – Ученику дали интересную работу.

Some interesting work was given to the pupil. – Интересную работу дали ученику.

Если же производитель действия указан, то в русском языке это будет предложение с глаголом в действительном залоге:

I was shown the way by an old man. – Мне показал дорогу старичок.

The way was shown to me by an old man. – Дорогу мне показал старичок.

4. Помимо того, в английском языке есть ряд непереходных глаголов и глагольных сочетаний, которые употребляются в страдательном залоге и требуют после себя предложного дополнения.

Непереходные глаголы:

to approve of – одобрять

to depend on – полагаться

to insist on – настаивать

to laugh at – смеяться

to listen to – слушать

to look for – искать

to speak of/about to speak to – говорить о, говорить с

Глагольные сочетания:

to put an end to – положить конец

to pay attention to – обратить внимание

to take care of – заботиться и т.д.

Например:

The liar was laughed at. – Над лжецом смеялись.

Children are usually taken great care of. – О детях обычно очень заботятся.

This book was much spoken of. – Об этой книге много говорили.

Your mistakes must be paid attention to. – На твои ошибки надо обратить внимание.

Примечание

Глаголы to say (говорить) и to tell (сказать) в страдательном залоге имеют разное значение. Обратите внимание на перевод:

to be told

He is told to read English books. – Ему велят (сказали) читать английские книги.

(Это способ передачи косвенного приказа, просьбы.)

to be said

He is said to read English books. – Говорят, что он читает английские книги.

(Это предложение соответствует сложноподчиненному предложению: They say that he reads English books.)

TEST 7

1. Their engagement ... in the local paper:
 - a) was announced;
 - b) is being announced;
 - c) has been announcing;
 - d) had announced.
2. Your drinks ... in a moment:
 - a) will be brought;
 - b) will bring;
 - c) brought;
 - d) would bring.
3. The words "To be or not to be" ... Hamlet:
 - a) spoke;
 - b) were speaking;
 - c) were spoken by;
 - d) are spoken by.
4. The house ... the storm:
 - a) destroys;
 - b) is it destroy;
 - c) was destroyed by;
 - d) destroyed.
5. The railway line ... under tons of rock and earth:
 - a) was buried;
 - b) buried;
 - c) has buried;
 - d) had buried.
6. When ...?
 - a) has the letter posted;
 - b) has the letter been posted;
 - c) was the letter posted;
 - d) did the letter post.
7. I ... a letter by an unknown person yesterday:
 - a) gave;
 - b) have been given;
 - c) was given;
 - d) have given.
8. Several problems ... the committee:
 - a) were considered by;

- b) considered by;
 - c) considered were by;
 - d) considers.
9. After the volcanic eruption of 1957 the railway station:
- a) destroyed completely;
 - b) was completely destroyed;
 - c) has been destroyed;
 - d) has destroyed.
10. The new equipment ... the company:
- a) ordered;
 - b) ordered by;
 - c) ordered was;
 - d) has been ordered by.
11. Both motorways ... last year:
- a) were opened;
 - b) have been opened;
 - c) opened;
 - d) have opened.
12. The bomb ... five miles away:
- a) was heard;
 - b) heard;
 - c) hears;
 - d) has heard.
13. The World Cup at football ... in 1982:
- a) was won by Italy;
 - b) won Italy;
 - c) has been won;
 - d) won.
14. Robert Gibbs, the great plane robber ... the police yesterday:
- a) was arrested by;
 - b) arrested;
 - c) has arrested;
 - d) arrested by.
15. It ... to us how the accident had happened:
- a) is explaining;
 - b) was explained;
 - c) was explaining;
 - d) had explained.
16. The Guinness Book of Records ... in the 50's:

- a) first published;
 - b) has first been published;
 - c) was first published;
 - d) were first published.
17. The job ... to Peggy:
- a) offered;
 - b) was offered;
 - c) offers;
 - d) is offering.
18. My suitcase ... from the hotel room:
- a) stole;
 - b) has stolen;
 - c) was stolen;
 - d) was being stolen.
19. - When ... ?
- In 1950:
- a) are you born;
 - b) were you born;
 - c) have you been born;
 - d) did you born.
20. One thousand people ... by the company:
- a) employ;
 - b) are employed;
 - c) employed;
 - d) are employing.

ТОРІС 8: ПРЯМАЯ И КОСВЕННАЯ РЕЧЬ

Прямая речь (direct speech) – речь какого-нибудь лица, переданная дословно. Прямая речь заключается в кавычки (“ ”). e.g. “I’m very tired”, Mary said.

Косвенная речь (reported speech) – речь какого-нибудь лица, переданная точно по смыслу, но не дословно. Она не заключается в кавычки, при этом после глагола, который вводит прямую речь, можно либо употреблять союз that, либо опустить его. e.g. Mary said (that) she was very tired.

Глаголы Say – Tell

Мы используем глагол say:

Для того чтобы ввести прямую речь, причем если не указывается, к кому обращается говорящий, предлог *to* не употребляется. e.g. Jerry said, "I need some money". Jerry said (that) he needed some money.

Если же в предложении указывается, к кому обращена речь, то используется *to*. e.g. Jerry said to me, "I need some money". Jerry said to me (that) he needed some money.

В выражениях *say good morning/afternoon* и т.п., *say something*, *say one's prayers*, *say so* и т.п.

Мы используем глагол *tell* без предлога *to*:

Для того чтобы ввести косвенную речь, когда после "tell" указывается, к кому обращена речь. e.g. Jerry told me (that) he needed some money.

В выражениях *tell the truth*, *tell a lie*, *tell a secret*, *tell a story*, *tell the time*, *tell the difference*, *tell smb. one's name*, *tell smb the way*, *tell one from another*, etc.

Утверждение в косвенной речи

Когда мы передаем чьи-либо утверждения в косвенной речи, то в утвердительных и отрицательных повествовательных предложениях употребляем глаголы "say" и "tell". Личные и притяжательные местоимения изменяются в соответствии со смыслом.

e.g. Sophie said, "I bought a new camera yesterday".

Sophie said (that) she had bought a new camera the day before.

Если глагол, который вводит прямую речь, стоит в Past Simple, то в косвенной речи временные формы других глаголов изменяются следующим образом:

Direct Speech

Present Simple

"I want to find a better job," he said.

Present Continuous

"They're playing table tennis," he said.

Present Perfect

"I've ordered a new fridge," she said.

Past Simple

"Jack left the country," they said.

Reported Speech

Past Simple

He said he wanted to find a better job.

Past Continuous

He said they were playing table tennis.

Past Perfect

She said she had ordered a new fridge.

Past Perfect

They said Jack had left the country.

Future (will)

“I’ll send you a letter”, he said.

Conditional (would)

He said he would send me a letter.

Когда глагол, который вводит прямую речь, стоит в Present Simple или Present Perfect Simple, либо когда предложение выражает непреложную истину (general truth), временные формы глаголов в косвенной речи не изменяются:

Direct speech: She says, “I don’t like him” | “It is cold in the Arctic,” said the teacher.

Reported speech: She says (that) she doesn’t like him. | The teacher said (that) it is cold in the Arctic.

Формы глаголов в past continuous, past perfect simple и past perfect continuous не изменяются при преобразовании прямой речи в косвенную:

Direct speech: “I was watching TV while she was cooking,” he said.

Reported speech: He said (that) he was watching TV while she was cooking.

Следующие модальные глаголы: would, could, might, should, ought to в косвенной речи не изменяются при преобразовании прямой речи в косвенную.

Direct speech: “I could run fast when I was young,” Tom said.

Reported speech: Tom said (that) he could run fast when he was young.

TEST 8**Is it right or wrong?**

1. He said that he had just received a letter from his uncle.
2. He told me that he was going to the theatre that night.
3. Mike said that he will spoken to Mr. Brown that morning.
4. He told her that he would do it that day if he had time.
5. I told them that I can give them my uncle’s address.
6. Alec said that his room was on the second floor.
7. He said that he was sure she would ring him up when she was back in St. Petersburg.
8. Michael said to that he had seen them at his parents' house the year before.
9. He told to him that he had not seen his cousin that day.
10. She said that she did not go to that shop very often.

11. Tom said that he had already had breakfast and so he was not hungry.

12. The woman said that that man speaks to her on the road.

13. My classmate told to me that he could not explain that rule to me.

14. The teacher told the class that they would discuss that subject the next day.

15. The woman told her son that she will be glad she was there.

16. Mike said that they had bought those books that day.

17. She told me that now she could read my translation.

18. Our teacher said that Thackeray's novels were very interesting.

19. Nellie said that she can read "Jane Eyre" the year before. 19. Alec told to his sister that his friend lived in New York.

20. The teacher told me that I had not done my work well.

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