

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

Учреждение образования

“Витебский государственный технологический университет”

## **АНГЛИЙСКИЙ ЯЗЫК**

**Практикум**

**для студентов специальности**

**1-50 02 01 «Конструирование и технология изделий из кожи»**

**заочной формы обучения**

**на базе среднего специального образования**

Витебск

2014

УДК 802.0 (075.8)

Английский язык : Практикум для студентов специальности 1-50 02 01 “Конструирование и технология изделий из кожи” заочной формы обучения на базе среднего специального образования.

Витебск: Министерство образования Республики Беларусь, УО “ВГТУ”, 2014.

Составитель: ст. преп. Хотькин Г.П.

Данное издание содержит материал для самостоятельной работы студентов заочной формы обучения на базе среднего специального образования специальности: “Конструирование и технология изделий из кожи”.

Одобрено кафедрой иностранных языков УО “ВГТУ”.  
Протокол № 9 от 4 марта 2014 г.

Рецензент: ст. преп. Степанов Д.А.  
Редактор: ст. преп. Яснова Н.П.

Рекомендовано к опубликованию редакционно-издательским советом УО “ВГТУ”. Протокол № 4 от “ 6 ” мая 2014 г.

Ответственная за выпуск: Старцева Л.Н.

Учреждение образования  
“Витебский государственный технологический университет”

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Подписано к печати \_\_\_\_\_ Формат \_\_\_\_\_ Уч.-изд. лист. \_\_\_\_\_  
Печать ризографическая. Тираж \_\_\_\_\_ экз. Заказ № \_\_\_\_\_

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Отпечатано на ризографе учреждения образования “Витебский государственный технологический университет”.  
Свидетельство о государственной регистрации издателя, изготовителя, распространителя печатных изданий №1/172 от 12.02.2014.  
210035, г. Витебск, Московский проспект, 72.

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## *LESSON I*

### **VITEBSK TECHNOLOGICAL UNIVERSITY**

Vitebsk State Technological University is one of four state higher academic institutions of Vitebsk. It began as a Technological Institute of Light Industry in 1965. The Institute was founded to train skilled professionals for sewing, knitwear, footwear and other branches of consumer goods manufacture. The first rector of the institute was Stepan Savitsky who headed it for 23 years. Professor Bashmetov heads the University now.

Then, about 50 years ago, there were only 250 students at the Institute. They were trained only in 5 specialities. The teaching staff included 50 people who worked at 6 departments. In the course of time the student enrolment plan was increased, there appeared new specialities, new faculties and departments, the material and technical base enlarged. In 1995 the Institute received the status of a University. At present the University is an entire academic-scientific-production complex. It has six faculties in which more than 7 thousand students take full-time and part-time courses in 19 specialities. Each faculty is headed by a dean. The Correspondence Faculty we study at was organized in 1965. The University has five academic buildings which house laboratories, lecture halls, classrooms, computer centres. Students have at their disposal two hostels, a canteen, a stadium, an experimental works. There is a large library with a rich collection of books, textbooks, instructions, periodicals. During the period of its existence the University has trained more than 20000 specialists who work as general directors, managers, chief engineers, leading specialists of light industry enterprises, industrial-trading firms, teachers of the University.

#### **Пояснения:**

1. Higher academic institution – высшее учебное заведение.
2. Skilled – квалифицированный.
3. Knitwear – трикотаж.
4. Footwear – обувь.
5. Consumer goods – потребительские товары.
6. To train – обучать, готовить.
7. Manufacture – производство.
8. Staff – штат, персонал.
9. Department – кафедра.
10. To head – возглавлять.
11. Dean – декан.
12. Academic building – учебный корпус.
13. A tone's disposal – в чьём-либо распоряжении.
14. Correspondence – заочный.
15. Hostel – общежитие.
16. Experimental works – экспериментально-опытное предприятие.
17. Enterprise – предприятие

## Лексико-грамматические упражнения

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. The institute was founded to train skilled specialists for the light industry.
2. Only 50 teachers began to work at the Institute.
3. The student enrolment plan didn't change till 1995.
4. There are six faculties at the University.
5. The University is headed by dean.

II. Вставьте вместо точек соответствующую форму глагола **to be**. Переведите предложения.

1. My brother ... an assistant professor of the physics department.
2. ... you married? – No, I ... not.
3. Why ... you absent at the lessons yesterday? – I ... ill.
4. Our University ... founded in 1965.
5. I ... not sure she ... in the university tomorrow.
6. There ... 20 students in our group.
7. It ... necessary to know English nowadays.

III. Выберите правильный ответ. Переведите предложения.

1. Do you know that man? – Yes, I work with ...  
a) him;      b) his;      c) her.
2. They want to start ... own business.  
a) theirs;    b) them;    c) their.
3. Can I use your telephone? ... is out of order.  
a) my;                      b) ours;    c) our.
4. The dean is in ... office, I've just talked with ....  
a) his, his;    b) his, him;    c) him, his.

IV. Поставьте глаголы, стоящие в скобках, в **Present, Past** или **Future Indefinite Active**.

1. Jane's mother (to teach) mathematics at school.
2. My working day (to begin) early so I usually (to get) up at 6.
3. Which of you (to know) English well?
4. I (to finish school) some years ago.
5. John (to buy) a new car last month.
6. (To speak) you French? – No, I don't.
7. Tomorrow our group (to go) to the museum in the University.

## LESSON II

### THE REPUBLIC OF BELARUS

Belarus is a small beautiful country situated in the centre of Europe. It borders on Russia, the Ukraine, Poland, Lithuania and Latvia. By the size of its territory, 207.6 thousand square kilometres, Belarus ranks 13<sup>th</sup> among the European states. The forests cover about 40% of its territory. Belarus is by right called “the country of blue lakes” because there are more than 11 thousand of them in it. The largest lake is the Naroch. The most important rivers are the Dnieper, the Western Dvina, the Nieman. The capital of the country is Minsk with a population about two million. The largest cities of the country are Gomel, Vitebsk, Brest, Moguiliev and Grodno.

Belarus’ population is about 9.5 million. Two thirds are urban dwellers. Belarus is a multinational state. About 84% of the population are Belarusians, 8% are Russians, and 8% are other nationalities. The state languages are Belarusian and Russian. There are two major religions in Belarus – Orthodox and Catholic. The majority of believers (nearly two thirds) belong to Eastern Orthodox Church.

At the beginning of the 20<sup>th</sup> century Belarus was a backward province of the Russian Empire. About 80% of the population was illiterate. The October Revolution gave our people an opportunity to found their own state. During World War II Belarus suffered greatly. It lost more than half of its national wealth and about a third of its population. But despite all this, Belarus restored its cities, rebuilt its economy. After the disintegration of the Soviet Union Belarus became a sovereign independent state.

At present Belarus is rather a highly developed industrial country. The industry produces nearly 70% of GNP (great national product). A great amount of goods Belarusian industries and agriculture produce is exported to Russia, other countries of CIS. The main branches of industry are machine-building, instrument-making, chemical, light, wood- and food-processing industries. The agriculture specializes in milk and meat production. The main crops which the country cultivates are potatoes, flax, grain, vegetables.

Belarus possesses a great scientific and technical potential the basis of which constitute the Academy of sciences, numerous scientific research institutes and laboratories. Belarus is a country with a high education level. There are more than 40 higher education institutions, dozens of colleges, more than four thousand various schools.

#### **Пояснения:**

to be situated – быть расположенным;  
to border – граничить;  
state – государство;  
orthodox – православный;

to lose (lost, lost) – терять;  
GNP – ВВП;  
wood-processing – деревообработка;  
research – исследование

believer – верующий;  
backward – отсталый;  
illiterate – неграмотный;

crop – с/х культура;  
flax – лён;  
instrument-making – приборостроение;

### Лексико-грамматические упражнения

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. Belarus is a big European country.
2. There are thousands of lakes in our country.
3. More people live in towns than in the countryside.
4. At the beginning of the last century nearly all the population of Belarus was literate.
5. Belarus exports a great number of its goods.

II. Поставьте прилагательное в нужную степень сравнения. Переведите предложения.

1. The Dnieper is (long) than the Nieman.
2. Polotsk is the (ancient) town of Belarus.
3. Our country is not so (rich) in mineral resources as Russia.
4. It was the (bad) time of my life.
5. Health is (important) than money.
6. John is (good) student of his group.

III. Выберите правильный вариант. Переведите предложения на русский язык.

1. The company has ... offices in other towns.  
a) much;            b) a little;            c) a few.
2. How ... money have you got with you?  
a) much;            b) many;            c) few.
3. There aren't ... mineral resources in our country.  
a) much;            b) little;            c) many.
4. He has got very ... work but too ... time to complete it.  
a) many, little;    b) much, few;        c) much, little.

## LESSON III

### ENGLAND

England is the largest of four political countries that make up the United Kingdom. Its inhabitants account for more than 83% of the total UK population.

England occupies most of the southern two thirds of the island of Great Britain and shares land borders with Scotland to the north and Wales to the west. The North Sea and English Channel separate England from the continental Europe. The capital of England is London the largest urban zone of the United Kingdom.

The first invaders, the Celts, settled in the British Isles more than 2,500 years ago. They were followed by Romans, Angles (from whom England takes its name), Saxons (саксы), and Normans (норманны). Each group added its own traditions to English civilization. In 927 England became a unified state. Most English people take pride in their country's history and have respect for their customs and traditions.

English is the official language of Great Britain. It developed mainly from the Anglo-Saxon and Norman-French languages. Today English is the international language of science and technology. English is also used throughout the world in business and diplomacy.

England's economy is the second largest economy in Europe (after Germany) with an average GDP per capita of about 23 thousand pounds. 100 of Europe's largest corporations are based in London. British factories are known for cars, ships, and textile. England is a leader in the chemical, and pharmaceutical sectors and in key technical industries, particularly aerospace and arms industry. English clothing is famous for its quality. England created many new fashions, especially in men's clothing.

England is one of the world's largest centres of education, science, and arts. There are over 90 universities in England, all but one of which are public. The University of Cambridge, the University of Oxford, and University College London are among top 10 universities of the world.

### **Пояснения:**

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 1. inhabitant – житель;         | 10. per capita – на душу населения; |
| 2. island – остров;             | 11. border – граница;               |
| 3. to share – делить;           | 12. to develop – развивать(ся);     |
| 4. urban – городской;           | 13. language – язык;                |
| 5. invader – захватчик;         | 14. science – наука;                |
| 6. to settle – поселяться;      | 15. pound – фунт стерлингов;        |
| 7. to unite – объединять;       | 16. clothing – одежда;              |
| 8. to take a pride – гордиться; | 17. fashion – мода.                 |
| 9. custom – обычай;             |                                     |



## Лексико-грамматические упражнения

I. Укажите номера предложений, которые соответствуют содержанию текста

1. England is the largest part of the United Kingdom.
2. England borders on Scotland and Ireland.
3. The Romans gave England its name.
4. English factories produce cars, ships, arms, textile, and many other articles.
5. All English universities are private institutions.

II. Переведите следующие предложения, обращая внимание на функции **Причастия II**.

1. Trains painted in different colours run throughout the country.
2. London founded as a seaport by the Romans became one of the world's oldest cities.
3. The country produces about one-tenth of the computers made in Europe.
4. Horseraces held 170 days a year attract many spectators.

III. Переведите предложения, сказуемое которых стоит в **страдательном залоге**.

1. Cricket is often called England's national game.
2. Many camps and roads were constructed by the Romans.
3. England is divided into counties and districts.
4. English spoken in the eastern part of London is called cockney.
5. He will be a good manager, he is spoken of well.

## *LESSON IV*

### **HISTORY OF LEAHER**

Leather has played an important role in the development of civilization. From prehistoric times man has used the skins of animals to satisfy his basic needs. From leather man made footwear, belts, clothing, containers for liquids, boats and even armor. The principal protective armor of the Roman soldier was a heavy leather shirt.

Primitive societies in Europe, Asia, and North America all developed the technique of turning skins into leather goods independently one of another. It included tanning, tawing and chamoising and these processes produce different kinds of leather. Tanning is the most important method in which the skins are prevented from putrefaction by the chemical properties of tannin found in vegetable matter. Many ancient peoples tanned skins by placing layers of bark, leaves and fruit over

them and adding water. This process took months and in the case of thick skins even years.

As early as 800 B.C. people discovered the mineral salt alum and began using it as a tanning agent. This mineral method called tawing was widely used in ancient Egypt, India and even in the Middle Ages in Europe. Chamoising was a process using oil, which produces soft leather.

In 1809 Samuel Parker, an American inventor, patented the leather splitting machine. This machine allowed workers to make two skins out of one, thereby doubling production. Fleshing and unhairing machines were invented shortly after the splitting machine. Augustin Schultz, an American dye salesman, invented a chrome tanning process in 1884. The method was perfected about 10 years later by Martin Dennis. Chrome tanning allowed more attractive and flexible leather to be produced at a much faster rate.

### Пояснения:

- |                              |  |
|------------------------------|--|
| 1. tanning – дубление;       | 9. splitting machine – расслаивающая машина; |
| 2. to double – удваивать;    | 10. chrome tanning – хромовое дубление;      |
| 3. tannin – танин;           | 11. fleshing machine – мездрильная машина;   |
| 4. alum – квасцы;            | 12. unhairing machine –                      |
| 5. tawing – квашение;        | обезволашивающая машина;                     |
| 6. chamoising – замшевание;  | 13. salesman – продавец;                     |
| 7. oil – масло;              | 14. flexible – гибкий;                       |
| 8. vegetable – растительный; | 15. to perfect – усовершенствовать.          |

### Лексико-грамматические упражнения

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. Ancient people tanned skins using chrome.
2. From leather man made footwear, belts, and many other things.
3. Chrome tanning process was invented by Augustin Schultz.
4. Chamoising was a process using bark, leaves, and fruit.
5. Fleshing machine appeared later than splitting machine.

II. Вставьте вместо точек соответствующую форму глагола **to have**. Переведите предложения на русский язык.

1. The University ... five academic buildings.
2. Students ... a 15 minutes' break between lessons.
3. I usually ... dinner at home but yesterday I ... dinner at the university canteen.
4. Tomorrow we ... only three lessons.
5. Last week David ... an interview for a job at the bank.
6. ... your brother got a car?

### III. Переведите предложения со сказуемым во временах группы **Perfect**

1. Modern science has considerably shortened the process of tanning.
2. This year the factory has developed some new shoe styles.
3. I have known this engineer for five years.
4. The manufacture of shoes and boots has tremendously changed since man began to produce them.
5. He had worked at a plant before he entered the University.
6. The engineer is sure that the workers will have repaired the machine by the end of the shift.

## **LESSON V**

### **LEATHER**

Leather is one of the oldest natural materials known to man. Raw skins were used by primitive man for warmth and its use has progressed into a world- wide industry covering footwear, fashion garments and many types of accessories and furnishings. Cattle hides provide the source of most leathers, but deer, goat, pig, and sheep skins are also widely used. Special leathers are made from alligator, shark, and snake skins.

Leather is a fibrous substance comprising a closely interwoven system of fibres that have natural elasticity. It is strong and durable. Leather can be made as flexible as cloth or as stiff as wood. Some kinds of leather are thick and heavy, but others are thin. Leather is used to make shoes, boots, belts, gloves, jackets, hats, shirts, trousers, skirts, purses, and many other things.

The chief kinds of leather are shoe sole leather, shoe upper leather, chamois, suede, and nappa leather. Shoe sole leather is produced from the thick skins of cattle and other large animals. Shoe upper leather is obtained from the thinner skins of calves, goats, and other smaller animals or by splitting heavy hides into thin layers. About eighty per cent of all tanned leather is made into shoes. There is also a great amount of other kinds of leather which are used for making a great variety of objects.

Chamois is the softer side of the skin of sheep or lamb, shaved away from the outer hide. It is tanned by fish oil Suede leather is made by gently abrading the flesh side of the skin. Suede is usually obtained from sheep skins. Nappa leather is a soft gloving or clothing leather made from unsplit sheep, lamb, goat or kid skin. It is usually tanned with alum and chromium salts.

#### **Пояснения:**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. garments – одежда;             | 9. shoe upper – верх обуви; |
| 2. sole – подошва;                | 10. chamois– замша;         |
| 3. cattle – крупный рогатый скот; | 11. suede– велюр;           |

- |   |                            |
|---|----------------------------|
| 4. to abrade – стирать; шлифовать;        | 12. napra – наппа;         |
| 5. fibre – волокно;                       | 13. calf– телёнок;         |
| 6. to interweave – переплетать;           | 14. variety– разнообразие; |
| 7. flexible – гибкий;                     | 15. to shave– брить;       |
| 8. furnishings – домашние принадлежности; | 16. shark – акула.         |

### **Лексико-грамматические упражнения**

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. Cattle is the main source of leather.
2. Only few per cents of leather is made into shoes.
3. Leather is a strong flexible material.
4. Skins of calves and goats are used for shoe upper leather.
5. Chamois is tanned by fish oil.

II. Переведите предложения, обращая внимание на функции **Причастия I**.

1. The man answering journalists' questions is a famous inventor.
2. Chamoising was a process using oil which produces soft leather.
3. When the chief engineer came into the shop the workers were repairing a machine-tool.
4. Having little time we decided to go to the shoe factory by tram.
5. Having completed their experiment the engineers left the laboratory.

III. Переведите предложения со сказуемым, стоящим во временах группы **Continuous**.

1. Don't enter this room, please. The students are taking an exam there.
2. The Greeks were using leather garments in the age of Homeric heroes.
3. Tomorrow the director of our factory is leaving for Germany.
4. When we came into the hall some problems were being discussed there.
5. Yesterday from 10 to 12 our group was carrying out an experiment in the chemical laboratory.

## **LESSON VI**

### **SHOE**

Shoe is an outer covering for the foot. Shoes have a sole, and most shoes have a heel. The upper part of most shoes extends no higher than the ankle. Boots are

footwear that reaches beyond the ankle. People wear shoes to protect their feet from cold weather, sharp objects, and uncomfortable surfaces.

Shoes are also an important part of people's clothing. As a result, fashion often determines the style of shoes that individual wears. He desire to be fashionable has led to many unusual shoe styles. For example, many European men of the 1300's wore shoes which had an extremely long toe.

Most shoes are made of leather. But many other materials may be used, including canvas, velvet, and such synthetic substances as plastics. Shoe materials and styles vary somewhat, depending on climate, custom, or other differences. For example, farmers in the Netherlands often wear heavy wooden shoes that protect their feet from the damp ground.

Shoes and health. Shoes that have been poorly fitted can cause such problems as backaches, sore muscles, fatigue and poor posture. Shoes that are too tight may result in corn, hammertoes, and ingrown toenails. Such problems can be avoided by taking special care when buying shoes.

Shoes should have a space of 0.5 to 0.75 inch (13 to 19 millimeters) between the top of the big toe and the shoe. Shoes with high, hard soles can prevent flexible movement of the feet. Hot feet can result from shoes that do not breathe. Most shoes made of synthetic materials do not breathe as well as leather ones.

### **Пояснения:**

- |                                      |   |
|--------------------------------------|---|
| 1. sole – подошва;                   | 12. to fit – пригонять, подходить (по размеру); |
| 2. heel – каблук, пятка;             | 13. backache – боль в спине;                    |
| 3. ankle – лодыжка;                  | 14. posture – состояние;                        |
| 4. fashion – мода;                   | 15. fatigue – усталость;                        |
| 5. toe – палец на ноге; носок обуви; | 16. corn – мозоль;                              |
| 6. canvas – холст, парусина;         | 17. hammertoe – палец-молоточек;                |
| 7. velvet – бархат;                  | 18. ingrown toe nails – вросшие ногти;          |
| 8. to vary – отличаться;             | 19. to take care – заботиться;                  |
| 9. custom – обычай;                  | 20. to breathe – дышать.                        |
| 10. damp – сырой, влажный;           |   |
| 11. health – здоровье;               |   |

### **Лексико-грамматические упражнения**

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. Shoes are footwear that reach beyond the ankle.
2. Fashion influences the style of shoes.
3. Leather is the main material for shoes.
4. Corns and hammertoes are the result of tight shoes.
5. Shoes made of natural leather don't breathe well.

II. Переведите следующие предложения со сказуемым, выраженным модальным глаголом.

1. You can buy these shoes in the shop in Victory Square.
2. Could you tell me the way to the shoe factory "Marco"?
3. You must work hard to master your speciality.
4. You may take my tennis shoes. I don't need them any longer.
5. I'm not sure but the dean may be in his office now.

III. Выберите правильный вариант. Переведите предложения на русский язык.

1. He gave me ... time to think over his offer.  
a) some;                    b) something;            c) any.
2. Do you know ... good hotels in London?  
a) anything;            b) every;                c) any.
3. We'll find ... who knows the subject better than you.  
a) someone;            b) any;                 c) every.
4. ... was at the meeting except you.  
a) some;                b) everybody;        c) every.

## ***LESSON VII***

### **KINDS OF SHOES**

There are four main kinds of shoes depending on their use: (1) casual, and dress shoes, (2) sport shoes, (3) work shoes, and (4) corrective shoes.

Casual shoes and dress shoes are made for almost all everyday occasions. Most casual shoes are based on such low-heeled styles as the loafer, moccasin, oxford, and pump. Most dress shoes, or evening shoes for women are based on the pump or sandal style and have high or medium heels. Materials used for these shoes include brocade, satin, silk, tapestry, and velvet. Most men's dress shoes are pump and are made of leather or patent leather.

Sport shoes have different features for various sports. Basketball shoes and tennis shoes have rubber soles that keep the player from slipping. These shoes also prevent the shoes from damaging the playing surface. Baseball shoes have metal or synthetic-rubber spikes that enable the wearer to start and stop quickly. Football shoes have synthetic, rubber cleats for the same purpose.

Work shoes are worn for safety and comfort in many kinds of jobs. Most types of work shoes are sturdy and long wearing and are made of leather. Workers in some factories wear shoes equipped with a steel section inside the toe for protection against injury. People in many trades require shoes especially designed to prevent slipping.

Most mail carriers, restaurant workers, and others who must stand or walk for long periods wear shoes that have a cushioned sole.

Corrective shoes are designed to provide relief from such foot conditions as bunions and corns. They also are used for hammertoes and other disorders. Some corrective shoes are ready-made products that have built-in corrections for the most common foot problems. Other corrective shoes are specially made for one person.

### **Пояснения:**

- |   |                                 |
|---|---------------------------------|
| 1. casual shoes – повседневная обувь;       | 12. to slip – скользить;        |
| 2. dress shoes – модельная обувь;           | 13. spike – шип;                |
| 3. corrective shoes – ортопедическая обувь; | 15. sturdy – прочный;           |
| 4. pump – туфля лодочка;                    | 16. injury – травма;            |
| 5. loafer – обувь типа ”парко”;             | 17. trade – профессия, ремесло; |
| 6. brocade – парча;                         | 18. cushion – прокладка;        |
| 7. satin – атлас;                           | 19. bunion – натоптыш;          |
| 8. tapestry – гобелен;                      | 20. corn – мозоль;              |
| 9. velvet – бархат;                         | 21. built-in– встроенный;       |
| 10. patent leather – лаковая кожа;          | 22. relief – облегчение.        |
| 11. feature – особенность;                  |                                 |

### **Лексико-грамматические упражнения**

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. Most casual shoes are based on high-heeled style.
2. Tennis players wear shoes which keep them from slipping.
3. Men’s dress are made of satin and velvet.
4. Mail carriers wear shoes with a cushioned sole.
5. The purpose of corrective shoes is to provide relief from bunions and corns.

II. Определите в следующих предложениях эквиваленты модальных глаголов. Переведите предложения на русский язык.

1. I think I shan’t be allowed to take part in this experiment.
2. Will you be able to do this work by Monday?
3. The testing of the new machine is to begin at 5 sharp.
4. We had to repeat the experiment again.
5. One should take special care when buying shoes.

## *LESSON VIII*

### **HISTORY OF SHOES**

No one knows when people first began to wear shoes. The first known footwear used in warm surroundings consisted of sandals made of plant fibre or leather. The ancient Egyptians wore such sandals as early as 3700 B.C., and the ancient Greeks and Romans also wore sandals.

Throughout history, shoes have been worn not only for protection but also for decoration and to indicate social status. Shoe styles have gone in and out of fashion, just as they do today. For example, the fashion in women's shoes changed to rounded toes in the 1500s, low heels by the late 1500s, and high heels in the 1600s.

Until the mid-1800s, despite the many changes in shoe styles, shoemaking itself involved chiefly the use of simple hand tools. Most people wore homemade shoes or bought shoes from a shoemaker who lived nearby or travelled from house to house.

Improved sewing machines were developed in the mid-1800s, and shoemaking became a factory operation. These machines had special devices to stitch shoe parts that previously had required stitching by hand. In 1882 the shoe-lasting machine was invented. This and other new shoemaking machines led to the mass production of shoes by 1900.

The mass production of footwear brought a great reduction in the price of these products. Today, many shoe-manufacturing operations are automated. For example, shoes may be designed on a computer. In addition, components may be cut by a laser and stitched by computer-controlled stitchers. Such improvements enable manufacturers to respond to style changes quickly and with reduced cost.

#### **Пояснения:**

- |                                   |  |
|-----------------------------------|--|
| 1. surrounding – среда;           | 11. to require – требовать;                    |
| 2. to indicate – указывать;       | 12. shoe-lasting machine –<br>затяжная машина; |
| 3. just – совсем;                 | 13. to lead (led, led) – вести;                |
| 4. to involve – включать в себя;  | 14. to reduce – снижать;                       |
| 5. hand tool – ручной инструмент; | 15. price – цена;                              |
| 6. shoemaker – сапожник;          | 16. to design – проектировать;                 |
| 7. sewing – швейный;              | 17. stitcher – швейная машина;                 |
| 8. to develop – разработать;      | 18. improvement – усовершенствование;          |
| 9. device – устройство;           | 19. cost – стоимость, цена.                    |
| 10. to stitch – сшивать;          |  |



## Лексико-грамматические упражнения

I. Укажите номера предложений, которые соответствуют содержанию текста.

1. In warm climate the principal footwear was sandal.
2. Styles didn't change greatly hundreds of years ago.
3. In the 19<sup>th</sup> century people bought their shoes in the shops.
4. The invention of shoemaking machines led to the mass production of shoes.
5. At present the production of shoes is automated.

I. Переведите следующие предложения, обращая внимание на функции инфинитива.

1. The chief task of light industry is to meet man's needs.
2. The equipment to be installed in our shop was bought in Germany.
3. To carry out this experiment we need some more instruments.
4. To modernize its equipment is very important for every enterprise.
5. The factory began to produce a new style of winter boots.

III. Переведите предложения с инфинитивными оборотами.

1. The shoemaking process is known to comprise about three hundred operations.
2. The engineer wants the workers to install the machine as soon as possible.
3. It is very important for shoes to be light and comfortable.

## LESSON IX

### VITEBSK SHOE COMPANIES

Vitebsk is a big centre of light industry of the Republic of Belarus. There are a lot of enterprises here which produce carpets, clothing, hosiery, footwear and many other things. Among these enterprises the shoe factories "Belwest" and "Marco" take by right the leading position. "Belwest" was one of the first joint ventures on the territory of the former USSR. It was founded in 1988 on the base of the shoe factory "KrasnyOktiabr" with the participation of the German company "Salamander". Since the end of 2002 "Belwest" is a joint Byelorussian-Russian company. It produces men's, women's and children's footwear of cement and melting attaching. Within the period of its existence the enterprise has found the ability to react on all market situations in the shortest time and to satisfy quickly the needs of not only mass customers but high requirements of experienced buyers. The high quality of production is ensured by up-to-date German and native equipment, advanced manufacturing technology and experienced personnel.

Set up in 1991 the shoe factory “Marco” is a modern hi-tech manufacture which produces high quality men’s, women’, and children’s shoes and boots with the upper from natural leather using cement and melting attaching. This footwear combines high comfort, high wear-resistance and external attractiveness. About 20 million pairs made by the factory clearly show the success of footwear with trade mark “Marco” at the market of Belarus, of CIS’ countries and of some European countries.

This success is due to tremendous work done by high skilled specialists of the company. They carried out a great deal of research work in all directions which allowed to set up the greatest and efficiently working shoe factory in the Republic of Belarus. In order to ensure an increasing demand on its production the factory is constantly modernizing the manufacture. The technological process is carried out on the latest equipment produced by such firms as “DESMA”, “FAFF”, “USM”, and others which ensures the European level of quality.

### **Пояснения:**

- |   |   |
|---|---|
| 1. carpet – ковёр;                            | 12. up-to-date – современный;           |
| 2. hosiery – чулочные изделия;                | 13. native – отечественный;             |
| 3. by right – по праву;                       | 14. equipment – оборудование;           |
| 4. joint venture –<br>совместное предприятие; | 15. to set up – создавать;              |
| 5. attaching – крепление;                     | 16. wear-resistance – износостойкость;  |
| 6. cement – клеевой;                          | 17. attractiveness – привлекательность; |
| 7. melting – литьевой;                        | 18. trade mark – торговая марка;        |
| 8. existence – существование;                 | 19. tremendous – огромный;              |
| 9. need – потребность;                        | 20. research – исследование;            |
| 10. customer – потребитель;                   | 21. to ensure – обеспечить;             |
| 11. buyer – покупатель;                       | 22. level – уровень.                    |

### **Лексико-грамматические упражнения**

I. Укажите номера предложений, которые не соответствуют содержанию текста.

1. There are no enterprises of light industry in Vitebsk.
2. The company “Salamander” was one of the founders of the joint venture “Belwest”.
3. “Marco” is a sewing factory set up in 1991.
4. The company exports its footwear to many countries.
5. To ensure the European level of quality the company uses the latest equipment.

II. Переведите предложения, обращая внимание на функции герундия.

1. There are very many methods of attaching the bottom of the shoe to the upper.
2. The aim of his experiment is increasing the speed of tanning.
3. Studying chemistry is necessary for a production engineer.
4. On receiving necessary results they stopped their experiment.
5. After graduating from the university he began working as a designer at the shoe factory "Marco".
6. We know of his working at the problem of increasing productivity of this machine.
7. He insisted on his device being tested.
8. The workers stopped talking when the engineer entered the room.

## ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

### LESSON I

#### ЛИЧНЫЕ И ПРИТЯЖАТЕЛЬНЫЕ МЕСТОИМЕНЕНИЯ

| Имени-<br>тельный<br>падеж | Объектный падеж  | Притяжательные местоимения    |                                |
|----------------------------|------------------|-------------------------------|--------------------------------|
|                            |                  | Местоимения<br>прилагательные | Местоимения<br>существительные |
| I                          | Me – мне, меня   | my – мой, моя, мои            | mine – мой, моя, мои           |
| You                        | You – тебе, тебя | Your – твой, твоя, твои       | yours – твой, твоя, твои       |
| He                         | Him – ему, его   | his – его                     | his – его                      |
| She                        | Her – ей, её     | her – её                      | hers – её                      |
| We                         | us – нам, нас    | our – наш, наша, наши         | ours – наш, наша, наши         |
| You                        | you – вам, вас   | your – ваш, ваша, ваши        | yours – ваш, ваша, ваши        |
| They                       | them – им, их    | their – их                    | theirs – их                    |

### TO BE

|                 |   |
|-----------------|---|
| <b>Present:</b> | I – am, he, she, it – is, we, you, they – are           |
| <b>Past:</b>    | I, he, she, it – was, we, you, they – were              |
| <b>Future:</b>  | I, we – shall/will be, he, she, it, you, they – will be |

#### Функции **to be**

1. Смысловый глагол – находиться: We are in the classroom. – Мы в аудитории.
2. Глагол-связка: I am a worker. Я – рабочий. She is ill. – Она больна.

3. Вспомогательный глагол: to be + Participle I = Continuous; to be + Participle II = Passive Voice: They are reading a book. – Они читают книгу. The house was built last year. – Дом был построен в прошлом году.

4. To be to + V (инфинитив без to) – модальный глагол, выражающий долженствование с оттенком запланированности действия: We were to meet at 6. – Мы должны были встретиться в 6 часов.

## INDEFINITE TENSES (НЕОПРЕДЕЛЁННЫЕ ВРЕМЕНА)

*Indefinite Tenses* обозначают факт совершения действия в настоящем, прошедшем или будущем.

Спряжение глаголов **to work, to teach** в *Indefinite Tenses* (утвердительная форма)

|                 |  |
|-----------------|--|
| <b>Present:</b> | I, we, you, they – work, teach; he, she – works, teaches;              |
| <b>Past:</b>    | I, he, she, we, you, they – worked, taught;                            |
| <b>Future:</b>  | I, we – shall/will work, teach; he, she, you, they – will work, teach. |

Отрицательная и вопросительная форма глаголов в *Present* и *Past Indefinite* образуется при помощи вспомогательного глагола **to do (do, does, did)**.

## LESSON II

### СТЕПЕНИ СРАВНЕНИЯ ПРИЛАГАТЕЛЬНЫХ

|                              | Положительная степень               | Сравнительная степень           | Превосходная степень                           |
|------------------------------|-------------------------------------|---------------------------------|--|
| Односложные прилагательные   | Big<br>easy                         | Bigger<br>easier                | the biggest<br>the easiest                     |
| Многосложные прилагательные  | famous                              | More<br>Famous<br>less          | the most<br>famous<br>the least                |
| Особая группа прилагательных | Good<br>Bad<br>much, many<br>little | Better<br>Worse<br>more<br>less | the best<br>the worst<br>the most<br>the least |

#### Сравнительные союзы

As ... as – такой (же) ... как;  
than – чем;

not so ... as – не такой ... как;  
the ... the – чем ... тем.

## **Many, much, few, little, a few, a little**

Many – *много*, few – *мало*, a few – *немного* – употребляются с исчисляемыми существительными.

Much – *много*, little – *мало*, a little – *немного* – употребляются с неисчисляемыми существительными и в качестве наречия.

## **LESSON III**

### **THE PARTICIPLE II (ПРИЧАСТИЕ II)**

Образование:

правильные глаголы: V + ed: to work – worked;

неправильные глаголы – 3-я форма неправильных глаголов: to speak – spoken.

Функции **Причастия II**

1. часть сказуемого: to be + P.II = Passive Voice; to have + P.II = Perfect Tenses.

2. определение: может стоять перед и после существительного и переводится или страдательным причастием или сказуемым придаточного определительного предложения: the spoken English – разговорный английский; the English spoken in America – английский, на котором говорят в Америке.

### **THE PASSIVE VOICE (СТРАДАТЕЛЬНЫЙ ЗАЛОГ)**

Страдательный залог показывает, что действие глагола-сказуемого направлено на лицо или предмет, выраженный существительным или местоимением в функции подлежащего. На русский язык переводится тремя способами:

1. Глаголом, оканчивающимся на -ся, -сь.

2. Глаголом *быть* плюс краткое причастие.

3. Глаголом в действительном залоге в 3-м лице мн.ч. The house was built. – Дом строился. Дом был построен. Дом построили.

Если в предложении имеется дополнение с предлогом *by*, то оно переводится личным предложением с глаголом-сказуемым в действительном залоге: This house was built by my grandfather. – Этот дом построил мой дед.

## **LESSON IV**

### **TO HAVE**

**Present:** I, we, you, they – have; he, she, it – has;

**Past:** I, he, she, it, we, you, they – had;

**Future:** I, we – shall/will have; he, she, it, you, they – will have.

### Функции **to have**:

1. Смысловый глагол в значении *иметь, обладать*.
2. Вспомогательный глагол. Употребляется для образования сложных глагольных форм группы Perfect (в сочетании с Participle II смыслового глагола).
3. С последующим инфинитивом с частицей *to* имеет модальное значение долженствования с оттенком вынужденности.

## PERFECT TENSES (СОВЕРШЕННЫЕ ВРЕМЕНА)

Обозначают действие, которое совершилось к данному моменту в настоящем, прошедшем или будущем. Глагол-сказуемое, стоящее во временах группы *Perfect*, переводится в основном глаголом совершенного вида (что сделать?)

Спряжение глагола *to write* в Perfect Tenses:

Present: I, we, you, they – have written; he, she – has written.

Past: I, he, she, we, you, they – had written.

Future: I, we – shall have written; he, she, you, they – will have written.

## LESSON V

### THE PARTICIPLE I (ПРИЧАСТИЕ I)

Participle I образуется путём прибавления суффикса **-ing** к основе глагола: speak – **speaking**; to stop – **stopping**; to travel – **travelling**; to try – **trying**; to tie – **tying**

Функции Причастия I в предложении.

1. Совместно с глаголом *to be* служит для образования глагольных форм группы Continuous.
2. Определение. В этой функции Причастие I может стоять перед или после определяемого существительного и переводится чаще всего действительным причастием с суффиксами: -ущ, -ющ, -ащ, -ящ, иногда -вш.
3. обстоятельство. В функции обстоятельства Причастие I переводится деепричастием несовершенного вида (что делая?), существительным с предлогом *при* или сказуемым придаточного обстоятельственного предложения: *reading the book* – читая книгу ....

## CONTINUOUS TENSES (ДЛИТЕЛЬНЫЕ ВРЕМЕНА)

Длительные времена обозначают действие, происходящее в данный момент в настоящем, прошедшем или будущем.

Спряжение глагола *to read* в Continuous Tenses:

Present: I am reading; he, she is reading; we, you, they are reading

Past: I, he, she was reading; we, you, they were reading

Future: I, we shall be reading; ye, she, you, they will be reading

На русский язык глагол-сказуемое в Continuous Tenses переводится глаголом несовершенного вида: *she is reading a book* – она читает книгу.

## LESSON VI

### MODAL VERBS (МОДАЛЬНЫЕ ГЛАГОЛЫ)

Основными модальными глаголами являются глаголы *can, may, must*. Эти глаголы всегда употребляются с инфинитивом без частицы *to*, не имеют окончания *-s* в 3-м лице ед. ч. Вопросительную и отрицательную форму образуют без вспомогательного глагола *to do*.

Present Indefinite: can            may;            must;

Past Indefinite:            could ;            might;            --

Future Indefinite            --            --            --

Глагол *can* имеет значение: обладать физической или умственной способностью, умением выполнять действие, выраженное инфинитивом, а также разрешения (в вопросительных и утвердительных предложениях), запрета (в отрицательных предложениях). *I can skate*. – Я умею кататься на коньках. – *You can take my skates*. Ты можешь взять мои коньки. *You can't skate here*. – Здесь нельзя кататься на коньках.

Глагол *may* имеет следующие значения:

1. Разрешение.

2. Предположение, сомнение: *May I ask you a question?* – Можно задать вам вопрос? *He may come tomorrow*. – Он, может быть, приедет завтра.

Глагол *must* выражает:

1. Необходимость, моральную обязанность и соответствует в русском языке словам *должен, нужно, надо*. *We must do this work in time*. – Мы должны выполнить эту работу вовремя.

2. Вероятность, и переводится в этом случае на русский язык словами *должно быть, вероятно*: *He must be at home now*. – Он, должно быть, дома сейчас.

## Неопределённые местоимения

Местоимения *some* (какой-то, некоторый, несколько), *any* (какой-нибудь) и *no* (никакой) обычно выполняют в предложении функции определения и употребляются: *some* – в утвердительных предложениях; *any* – в вопросительных и отрицательных предложениях; *no* – в отрицательных, причём глагол-сказуемое в предложении стоит в утвердительной форме. Сложные местоимения (*somebody* – кто-то, *something* – что-то, *anybody* – кто-нибудь, *anything* – что-нибудь, *nobody* – никто, *nothing* – ничто и так далее) выступают в предложении в функции подлежащего или дополнения.

## LESSON VII

### ЭКВИВАЛЕНТЫ МОДАЛЬНЫХ ГЛАГОЛОВ

Эквиваленты – это словосочетания, которые употребляются в значении модальных глаголов, а также взамен их недостающих форм.

**Can** = *to be able to* + *V* (быть в состоянии) – I shall be able to do this work only tomorrow. – Я смогу выполнить эту работу только завтра.

**May** = *to be allowed to* + *V* (быть разрешённым). – He was allowed to do this work. – Ему разрешили выполнить эту работу.

**Must** = *to have to* + *V* (см. Урок 4), *to be to* + *V* (см. Урок 1), *should* – следует. – You should visit this exhibition. – Вам следует посетить эту выставку.

## LESSON VIII

### THE INFINITIVE (ИНФИНИТИВ)

Инфинитив имеет две основные формы: *Indefinite Active* (to write) и *Indefinite Passive* (to be written). В предложении инфинитив выполняет следующие функции:

1. Подлежащее: *To smoke* is bad for health. – *Курить* вредно для здоровья. 2. Часть сказуемого: I *began to read* this book two hours ago. – Я *начал читать* эту книгу два часа назад.

3. Дополнение: My son likes *to play* tennis. – Мой сын любит *играть* в теннис.

4. Определение: He *was the last to leave*. – Он *ушёл* последним. The text *to be translated* is rather difficult. – Текст, *который нужно перевести*, довольно трудный.

5. обстоятельство: *To read* this book he went to the library. – *Чтобы* прочитать эту книгу, он пошёл в библиотеку.



## Инфинитивные обороты

Сложное дополнение: We know *him to work* at this problem. – Мы знаем, *что он работает* над этой проблемой.

Сложное подлежащее: *He is known to work* at this problem. – Известно, *что он работает* над этой проблемой.

Инфинитивный оборот с предлогом *for*: It is necessary *for this work to be done* in time. – Необходимо, *чтобы эта работа была выполнена* вовремя.

## LESSON IX

### THE GERUND (ГЕРУНДИЙ)

Герундий – это неличная форма глагола, соединяющая в себе свойства глагола и существительного. Герундий имеет следующие формы: Indefinite Active – writing; Indefinite Passive – being written.

Функции герундия в предложении:

1. Подлежащее: *Smokingkills*. – *Курение* убивает.
2. Часть именного сказуемого: *His hobby is collecting* coins. – Его любимое увлечение – *коллекционирование* марок.
3. Часть глагольного сказуемого: *They continue working* on this problem. – Они продолжают *работать* над этой проблемой.
4. Прямое дополнение: *My car needs repairing*. – Моя машина нуждается в *ремонте*.
5. Предложное дополнение: I think of *going* to England this year. – Я думаю *поехать* в Англию в этом году.
6. Определение: There are various ways *of translating* gerund into Russian.  
– Существуют разные способы перевода герундия на русский язык.
7. обстоятельство: She left the room *without saying* a word. – Она вышла из комнаты, *не говоря* ни слова.

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