

Министерство образования и науки РД
Государственное бюджетное профессиональное образовательное
учреждение РД «Автомобильно-дорожный колледж»

Федеральное государственное бюджетное учреждение высшего образования
«Московский автомобильно-дорожный государственный технический
университет (МАДИ)», Махачкалинский филиал

УЧЕБНОЕ ПОСОБИЕ

по дисциплине

«Иностранный язык» (английский)

для студентов очной и заочной форм обучения по специальности

23.02.01 «Организация перевозок и управление на транспорте»

Махачкала – 2022

УДК 811.111
ББК 81.2 Англ.

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Гусейнова М.К., Нурудинова Н.М. Иностранный язык. Учебно-
методическое пособие - Махачкала, АДК, МФ МАДИ (ГТУ), 2022. 115с.

<p>Рекомендовано к утверждению и к изданию Учебно-методическим советом АДК, протокол №14 от 30 мая 2022г., Замдиректора по учебной работе АДК, председатель Учебно- методического совета, Садыкова В.Л.</p>	<p>Одобрено Ученым советом МФ МАДИ <u>26 мая 2022г., протокол №10</u> Председатель Совета Муртузов М.М.</p>
<p>Одобрено На заседании кафедры «Иностранные языки» МФ МАДИ протокол <u>№9 от 25.05.2022г.</u> зав. кафедрой профессор Мурадов М.М.</p>	

Учебное пособие предназначено для студентов технических колледжей, вузов, обучающихся по направлению 23.02.01 «Организация перевозок и управление на транспорте». Представленные тексты также могут быть рекомендованы магистрантам, аспирантам, научным работникам и специалистам широкого круга специальностей, желающим повысить уровень владения профессиональным английским языком.

Основной целью пособия является подготовка студентов к практическому владению английским языком в сфере профессионально–ориентированного чтения и перевода соответствующей научно-технической литературы по специальности.

Практические упражнения нацелены на развитие и закрепление навыков перевода, необходимых для восприятия и понимания научно-технических текстов, подготовку устного и письменного реферирования текстов по специальности, усовершенствование дискуссионных навыков, развитие и закрепление навыков коммуникативного поведения и выполнение креативных заданий.

Печатается по решению Учебно-методического совета Махачкалинского автомобильно – дорожного колледжа, Ученого совета МФ МАДИ.

Unit One: Road Transportation

Read the text attentively, find international words, translate them into Russian. Say what you have learnt from the history of roads.

Two major modes are composing the land transport system, roads and railways. Obviously, roads were established first, as rail technology only became available by the 18th century, in the midst of the industrial revolution. Historical considerations are important in assessing the structure of current land transportation networks. Modern roads tend to follow the structure established by previous roads, as it was the case for the modern European road network (especially in Italy, France and Britain) that follows the structure established by the Roman road network centuries before.

The first land roads took their origins from trails which were generally used to move from one hunting territory to another. With the emergence of the first forms of nation-states trails started to be used for commercial purposes as trade expanded and some became roads, especially through the domestication of animals such as horses, mules and camels. The use of wheeled vehicles encouraged construction of better roads. However, a road transport system requires a level of labor organization and administrative control that could only be provided by a central government offering some military protection over trade routes. By 3,000 BC the first road systems appeared in Mesopotamia and asphalt was used to pave roads in Babylon by 625 BC. The Persian Empire had a road of 2,300 km in the 5th century BC. However, the first major road system was established by the Roman Empire from 300 BC and onwards, mainly for economic, military and administrative reasons. It relied on solid road engineering methods, including the laying of foundations and the construction of bridges. This was also linked with the establishment of pan-continental trading routes, such as the Silk Road, linking Europe and Asia by 100 BC.

Following the fall of the Roman Empire in the 5th century, integrated road transportation fell out of favor as most roads were locally constructed and maintained. Because of the lack of maintenance of many road segments, land transport became a very hazardous activity. It is not until the creation of modern nation-states in the 17th century that national road transportation systems were formally established. The French, through central government efforts, build their Royal Roads system spanning 24,000 km, over which a public transport service of stagecoaches carrying passengers and mail was established. The British, mainly through private efforts, built a 32,000 km system of turnpikes where tolls have to be paid for road usage. A similar initiative was undertaken in the United States in the 19th century and by the early 20th century, a network of 3 million km of roads, most unpaved, was in operation. 1794 marks the beginning of modern road transportation with the first mail coach service between London and Bristol, operating under a timetable.

Also of high significance were technological innovations in road engineering that permitted the construction of reliable and low cost hard surface roads. One such achievement came from the Scottish engineer McAdam who developed a process (later known as macadam) where hard and waterproof road surfaces were made by cemented crushed stone, bound together either with water or with bitumen. It provided a cheaper, durable, smooth and non-slippery pavement, which considerably improved the reliability and the travel speed on roads. Many roads could now be used year round.

Road development accelerated in the first half of the 20th century. By the 1920s, the first all-weather transcontinental highway, the Lincoln Highway, spanned over 5,300 km between New York and San Francisco. The Germans were however the first to build the modern highway (autobahn) in 1932 with specifications such as restricted access and road separation. The post World War Two era represented a period of rapid expansion of road transportation networks worldwide. The most remarkable achievement is without doubt the American Interstate highway system initiated in 1956. Its strategic purpose was to provide a national road system servicing the American economy and also able to support troop movements and act as air strips in case of an emergency. Overall, about 70,000 km of four-lane and six-lane highways were constructed, linking all major American cities, coast to coast. By the 1970s, every modern nation has constructed a national highway system, which in the case of Western Europe resulted in a pan-European system. This trend now takes place in many industrializing countries. For instance, China is building a national highway system that expanded to 25,000 km, with construction taking place at a pace of about 2,000 km per year.

Ex. 1. Mind the new words and expressions.

1. to assess — оценивать
2. domestication – одомашнивание (животных), приручение
3. emergence - выход; появление
4. emergency- чрезвычайное положение; авария
5. to follow - следовать за
6. hazardous - опасный, рискованный
7. lane - полоса движения
8. to maintain- поддерживать, обслуживать
9. maintenance - содержание и техническое обслуживание; уход; текущий ремонт
10. macadam-щебень
11. onwards - далее
12. pan-continental - пан-континентальный
13. to pave - мостить
14. to span - протянуться
15. stagecoach - дилижанс, почтовая карета
16. strip (air strip) - полоса (взлетно-посадочная полоса)
17. toll - пошлина, сбор, плата за проезд

18. trail - тропа, дорожка, след, временный путь
19. turnpike - главная магистраль; платная автодорога

Ex. 2. Answer the following questions.

1. When did trails start to be used for commercial purposes?
2. When and where did the first road system appear?
3. Why did land transport become a very hazardous activity in the 5th century?
4. What were technological innovations of high significance?
5. When did road development accelerate?
6. Every modern nation has constructed a national highway system by the 1970s, hasn't it?

Ex. 3. Substitute the words in Russian with their appropriate equivalents in English.

1. (Вслед за падением) of the Roman Empire, (объединенные дорожные перевозки) fell out of favor as most roads were locally constructed and maintained. 2. The American (федеральная система скоростных автострад) was to provide a national road system servicing the American economy and also able to (поддерживать) troop movements and act as (взлетная полоса) (в экстренных случаях). 3. The use of (колесных транспортных средств) encouraged construction of better roads. 4. By the 1920s, the first (всепогодное) transcontinental (шоссе) spanned over 5,300 km between New York and San Francisco. 5. (Дорожная транспортная система) requires a level of (организация труда) and administrative control that could be (обеспечено) by a central (правительством) offering some military protection over (торговые пути). 6. The first road systems (появились) in Mesopotamia and asphalt was used (для того, чтобы мостить дороги) in Babylon by 625 BC. 7. Technological innovations in (дорожная техника) permitted the construction of (надежный) and (с низкой себестоимостью) (дороги с твердым покрытием). 8. The Germans were the first to build the modern highway (autobahn) in 1932 with specifications such as (ограниченный доступ) and (разделение дорог). 9 Overall, about 70,000 km of (4-х полосных) (магистралей) were constructed, linking all major American cities, coast to coast. 10. Historical considerations are important (при оценке) the structure of (современная сеть наземных перевозок). 11. The Scottish engineer McAdam (разработал) a process later known as (щебенка) which considerably improved the (надежность) and the (скорость передвижения) on roads and provided a cheaper, durable, (гладкий) and (не скользкую мостовую).

Ex. 4. Translate the following sentences into Russian. Mind the use of the participles.

1. Cars and trucks have improved in numerous respects, becoming far more reliable, safer and less polluting. 2. Being an engine of commerce, the logistics industry is fueled by the health of the overall economy. 3. Transport companies earn money being engaged in freight transportation instead of writing the

accompanying documents. 4. Goods in lots which are too small for the traditional bulk transport can be moved using containers. 5. Indices showing cost developments for different kinds of road transport have to be published regularly. 6. The 1939 World Fair had exhibits indicating that almost everything in transport would operate automatically. 7. Vehicles travelling on the network include automobiles, bicycles, buses, trains, people and aircraft.

Ex. 5. Translate the following sentences into Russian. Mind the use of the emphatic constructions.

1. It is not until the creation of modern nation-states in the 17th century that national road transportation systems were formally established. 2. It was in the 1950s that the introduction of containerization gave massive efficiency gains in freight transport, permitting globalization. 3. It is only in recent years that traditional practices have started to be questioned in many places. 4. It is the density of development that spends on mode' of transport, with public transport allowing for better special utilization. 5. It is different modes of transport that offer different levels of mobility and accessibility in different circumstances. 6. It is the inertial nature of transportation facility development and urban structure adjustments that make it difficult to keep up with a population's rapid shifts to motor vehicle.

Ex. 6. Give the main points of the text in 4-7 sentences. Use the following clichés:

The text deals with... . The author points out that... . It is pointed out that... . It should be noted that... . The author comes to the conclusion that... . I find the text rather/very...

GRAMMAR: Present Indefinite (Simple)

1. Write the he, she forms of these verbs.

- 1) I work in the Insurance Company.
- 2) They go to the office every day.
- 3) I'm tired.
- 4) I come to school on time.
- 5) We get up early.
- 6) I don't drink coffee in the morning.
- 7) You don't speak French.
- 8) I don't know his telephone number.
- 9) We don't like classical music.
- 10) They don't play tennis.

2. Supply the correct form for the verbs in brackets.

- 1) Your father (to know) _____ that we (to be) _____ here.
- 2) Those cameras (to cost) _____ too much for me.
- 3) The bus (to stop) _____ at the corner.
- 4) The children (to learn) _____ Spanish at school.
- 5) His parents (to live) _____ in Chicago.

- 6) You (to get up) _____ when the alarm-clock (to ring) _____.
- 7) My friend (to like) _____ apples but I (to prefer) _____ pears.
- 8) She (to have) _____ a nice house in the country where we (to spend) _____ every summer.
- 9) In spring nature (to return) _____ to life.
- 10) Kate (to arrive) _____ home from work at about seven every evening.
- 11) I (to sleep) _____ eight hours every night.
- 12) On Saturday my friends and I (to go) _____ to the cinema.
- 13) She (to teach) _____ mathematics to children.

3. Write the negative.

- 1) I play the piano very well.
- 2) They spend a lot of money.
- 3) The children are in the garden.
- 4) She speaks fluent English.
- 5) The train leaves at nine o'clock.
- 6) We work six days a week.
- 7) Mr. Brook's son wants to go to college.
- 8) You look like a happy man.
- 9) He knows the way.
- 10) I drive to the office every morning.
- 11) These shoes are expensive.
- 12) It snows much this winter.

4. Write the interrogative.

- 1) The students read a lot of interesting English books.
- 2) He listens to the radio in the evening.
- 3) They go to the disco every Saturday.
- 4) In winter it snows in Moscow.
- 5) We have many classes every day.
- 6) You wear too much make-up.
- 7) I spend the weekend in the country.
- 8) Carol does the shopping on Thursday.

4. Complete the sentences with do, does, is, are.

- 1) Where _____ she live?
- 2) Where _____ your parents spend their vacation?
- 3) What _____ your father do in his spare time?
- 4) What _____ the weather like today?
- 5) What _____ you think of me?
- 6) What sports _____ they fond of?
- 7) When _____ your brother go to work?
- 8) Why _____ your sister go shopping on Saturdays?
- 9) What time _____ you get up?

- 10) What time _____ Tom come back home?
- 11) How often _____ they go swimming?
- 12) How often _____ Dan come to the club?
- 13) How much _____ your sweater cost?
- 14) How much _____ your trousers cost?
- 15) _____ his wife in France now?

5. Complete the sentences.

- 1) He's late (always).
- 2) We go by bus (sometimes).
- 3) I watch television (seldom).
- 4) It rains in London (often).
- 5) The sun rises in the east (always).
- 6) Diamonds are expensive (always).
- 7) Italians have black hair (usually).
- 8) Triangles have four sides (never).
- 9) They answer letters (never).
- 10) It is hot in December (never).

6. Choose the correct variant.

1. A) I not usually have lunch at home.
B) I usually have not lunch at home.
C) I doesn't usually have lunch at home.
D) I usually have lunch at home.
2. A) How you often play basketball?
B) How do you often play basketball?
C) How often do you play basketball?
D) How often you play basketball?
3. A) My brother never waits for us.
B) My brother doesn't never wait for us.
C) My brother don't never wait for us.
D) My brother does never wait for us.
4. A) We always go abroad for our holidays.
B) Always we go abroad for our holidays.
C) We go always abroad for our holidays.
D) We go abroad always for our holidays.
5. A) Who does always speak English in class?
B) Who always speaks English in class?
C) Who speaks always English in class?
D) Who always does speak English in class?

7. Use these sentences to make questions. Begin your question with the words in italics.

- 1) *The swimming-bath* opens at 9 o'clock.

- What time _____ ?
- 2) He only works at weekend.
When _____ ?
- 3) I like football and tennis.
Do _____ ?
- 4) My father smokes a lot.
How many cigarettes a day _____ ?
- 5) Some boys want to come with us.
Which _____ ?
- 6) His parents often go to the theatre.
Whose _____ ?
- 7) The Pearsons like to work in the garden.
Where _____ ?
- 8) Pete always travels to work by bus.
How _____ ?
- 9) I sometimes spend the weekend in the country.
Where _____ ?
- 10) Sam goes to the cinema every Sunday.
How often _____ ?

8. Supply the correct form for the verbs in brackets. Ask 6-8 questions.

Kate Fox (to get up) _____ at 6.45. She _____ (to work) at an employment agency in London.

But she _____ (to live) in Surrey. Kate _____ (to have) breakfast at 7.10. She _____ (to

leave) the house at 7.30. She _____ (to travel) to work every day by train. It _____ (to take)

her about half an hour. She _____ (to start) her work at 8.15. Kate _____ (to see) a lot of

young people every day and she _____ (to help) them to find a job. The girl _____ (to tell) her

friends that she _____ (to be) a very happy girl.

9. Translate the following quotes.

1) The old believe everything, the middle-aged suspect everything, the young know everything. (Oscar Wilde)

2) I am where I am because I believe in all possibilities. (Whoopi Goldberg)

3) Wisdom comes with winters. (Oscar Wilde)

4) Beauty is power; a smile is its sword. (Charles Reade)

5) People do not lack strength; they lack will. (Hugo)

6) Success doesn't come to you... you go to it. (Marva Collins)

7) An investment in knowledge always pays the best interest. (Benjamin Franklin)

8) I have nothing to declare except my genius. (Oscar Wilde)

9) Knowledge speaks, but wisdom listens. (Jimi Hendrix)

10) The human race has one really effective weapon, and that is laughter. (Mark Twain)

10. Open the brackets using the Present Simple verbs.

1. Alice (to have) a sister. 2. Her sister's name (to be) Ann. 3. Ann (to be) a student. 4. She (to get) up at seven o'clock. 5. She (to go) to the institute in the morning. 6. Jane (not to be) fond of sports. 7. She (to do) her morning exercises every day. 8. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 9. After breakfast she (to go) to the institute. 10. Sometimes she (to take) a bus. 11. It (to take) her an hour and a half to do her homework. 12. She (not to speak) English well. 13. Her friends usually (to call) her at about 8 o'clock. 14. Ann (to take) a shower before going to bed. 15. She (to go) to bed at 11 p. m.

**Unit Two: Road - the Lifetime of the European
Single Market**

Read the text and say what you have learnt about European roads.

Day and night, hundreds of thousands of lorries travel across Europe's main arteries. This mode of transport has two major and obvious advantages: its flexibility and its ability to carry goods and passengers door-to-door. This is the reason why European companies clearly prefer the road network to distribute their products throughout the Union.

Road transport is clearly an important factor underpinning the development of the European internal market. The more this market opens up and becomes unified, the more the sector benefits in terms of its own growth.

Every operator in the sector has the right to settle and freely exercise his activities throughout the Union. The specific rules governing European road transport, in particular with regard to taxation and charges, tolls and levies for the use of infrastructure, are made up by distinct national legislations. This regulatory mosaic is composed of numerous elements with unequal costs, distorting competition. It prevents the optimum allocation of resources and hampers competitiveness in this area of economic activity. The overall aim of the EU rules worked out in this sector has been to strive for clarity and open up the market in a balanced manner to the benefit of a large number of transport operators.

The road haulage sector is the victim of its own success. Its steady growth — together, of course, with that of car traffic — contributes to the increasingly frequent saturation of the capacity of Europe's roads. The need to share infrastructure with other road users also raises the important question of road safety. Another consequence of fundamental importance for the community is the impact on the environment, in particular in connection with greenhouse gas emissions and climate change. It is not that freight carried by road, using diesel, which is not the most polluting fuel, is the central element of this problem, but the ever growing number of vehicles operating in European road transport, now over 20 million, is undeniably a contributing factor.

The sector of passenger transport by road shares with the road haulage sector a number of identical rights and obligations: freedom of establishment, access to the market, compliance with conditions of competition, vehicle safety and safe driving. Consequently, many EU rules applying to lorries also concern buses and coaches. From 1991 to 2001 their activity, measured in millions of passenger-kilometers, rose by about 10 %. Their modal share is limited to approximately 9 % of overall passenger transport (including cars, railways and air traffic). A significant percentage of these is made up of vehicles used for urban or interurban transport that are operated by transport companies under the supervision of the public authorities.

In a sector where safety is of crucial importance, the Union has codified and simplified the common administration procedures relating to various passenger transport scenarios: national authorization for regular services, possession of a contract for specific regular services (school transport, personnel transport, etc.), holding a road map for occasional services and a certificate for own-account services.

The Interbus agreement is a key instrument for liberalizing the important passenger road transport market between the Union and the countries of central and Eastern Europe. The agreement comprises social, fiscal and technical measures based on non-discrimination among the various contracting parties. It governs not only traffic between the EU and nonmember countries but also among the nonmember countries themselves. As such, it is a major step towards harmonising, within the Europe the rules and procedures which transport operators have to comply with.

Road transport plays a direct role in developing the European internal market. Moreover road transport also has to meet challenges connected with its success: network safety and saturation impact on the environment. The future of road haulage should therefore be viewed in the framework of an overall medium-term vision of the Union's transport policy as analyzed in the White Paper (European Transport Policy for 2010).

Ex. 1. Mind the new words and expressions

1. agreement - соглашение, договор
2. allocation - размещение, распределение
3. authorization - санкционирование, разрешение
4. charge - расходы, издержки, налог, сбор
5. coach - пассажирский автобус, вагон
6. to codify - систематизировать
7. to comply - выполнять, осуществлять
8. crucial - наиболее значительный, важный
9. distorting - искажающий, деформирующий
10. to exercise - использовать, осуществлять, проявлять, применять
11. flexibility - гибкость
12. to hamper - препятствовать, мешать

13. haulage - перевозка, транспортировка
14. impact - сильное воздействие, удар, толчок
15. legislation - законодательство
16. levy (v, n) - сбор, взимание пошлин, налогов
17. in regard to - в отношении, что касается
18. saturation — насыщение
19. to settle — регулировать, устанавливать
20. to strive — бороться, прилагать усилия
21. taxation - налогообложение, размер налога
22. toll (v, n) - пошлина, облагать платой за перевозку
23. to underpin - поддерживать, подкреплять
24. victim – жертва

Ex. 2. Match the word with the appropriate definition

legislation, operator, safety, toll, allocation, traffic, transport cafe

1. a person who owns or operates an industrial or commercial establishment.
2. an inexpensive eating place on a main route, used mainly by longdistance lorry drivers.
3. the act or process of making laws.
4. an amount of money levied for the use of certain roads, bridges, etc., to cover the cost of maintenance.
5. accounting a system of dividing overhead expenses between the various departments of a business.
6. freedom from danger or risk of injury.
7. the movement of vehicles, people in a particular place or for a particular purpose.

Ex. 3. Answer the following questions.

1. What are the major advantages of lorries?
2. What problems does the road sector have?
3. What procedures has the Union codified?
4. What is the Interbus agreement?
5. What challenges does road transport have to meet?

Ex. 4. Substitute the words in Russian with their appropriate equivalents in English.

1. The steady growth of (сектора дорожных перевозок) contributes to the (насыщенность) of the capacity of Europe's roads.
2. The Union has (систематизировал) and simplified the (обычные) administration procedures in a sector where (безопасность) is of (чрезвычайно важна)
3. The specific (правила) governing European road transport include (налогообложение) and charges, (пошлины) and (сборы) for the use of infrastructure,
4. Many EU (правила) applying to (грузовики) also concern buses and (пассажирские автобусы).
5. The

ever-growing number of (транспортные средства) operating in European road transport, now over 20 million, is a contributing factor of the (воздействие) on the (окружающая среда), in particular in connection with (парниковый) gas (выбросы) and climate (изменение). 6. The Interbus (соглашение) comprises social, (финансовые и технические меры) based on nondiscrimination among the various (договаривающиеся стороны), it is a major step towards harmonizing, within the Europe (правила и процедуры) which transport operators have to (выполнять). 7. The sector of (пассажирский транспорт) by road shares with the road (перевозки) sector a number of identical (права и обязательства): (доступ) to the market, (безопасность транспортного средства) and (безопасное вождение). 8. The need to (делить) infrastructure with other road (пользователи) raises the important question of (дорожная безопасность).

Ex. 9. Fill in the blanks with the suitable prepositions.

1. The aim of the EU rules worked ... in this sector has been to strive ... clarity and open up the market in a balanced manner to the benefit ... a large number of transport operators. 2. Day and night, hundreds of thousands ... lorries travel ... Europe's main arteries. 3. Road transport has the capacity ... carrying goods door ... door. 4. The Interbus agreement is a key instrument ... liberalizing the important passenger road transport market ... the Union and the countries ... central and Eastern Europe. 5. This agreement governs not only traffic ... the EU and non-member countries but also ... the nonmember countries themselves. 6. The Interbus agreement is a major step ... harmonising, ... the Europe the rules and procedures which transport operators have to comply with. 7. The modal share ... EU rules is limited to approximately 9 % ... overall passenger transport (including cars, railways and air traffic). 8. The need to share infrastructure ... other road users raises the important question ... road safety. 9. A significant percentage ... overall passenger transport is made up ... vehicles used ... urban or inter-urban transport that are operated ... transport companies ... the supervision ... the public authorities. 10. European companies prefer the road network to distribute their products ... the Union.

Ex. 11. Translate the following sentences into Russian. Mind the use of the modal verbs.

1. Quality assurance must be built into the system, deviations must be detected and corrected before the consignee recognizes the problem, not afterwards. 2. The transport operator has to be able to predict and keep to time windows at both pick-up and delivery locations. 3. The transport market may be characterized as a highly regulated market with primitive mechanisms to match supply and demand. 4. There is little information on how road users might respond to a complex structure of charges and hence how effective a complex system might be. 5. In order to know where you need to get to, you must know where you were presently situated. 6. The challenge is to develop a masterplan on European transport, containing an overall vision on what should be achieved and how it should be achieved. 7. The

shift from private car to public transport can be encouraged by a more efficient and comfortable transport system. 8. The role of the taxi in avoiding traffic jams should and could be enlarged.

Ex. 12. Give the main points of the text in 4-7 sentences. Use the following clichés:

The text deals with... . The author points out that... . It should be remembered that... . The author comes to the conclusion that... .

GRAMMAR: Past Indefinite (Simple)

1. Write the negative and interrogative.

- 1) He did the translation yesterday.
- 2) We had a very good time at the party.
- 3) My sister helped me with the homework.
- 4) William Shakespeare died in 1616.
- 5) She forgot the meaning of that word.
- 6) Our friends bought a new house a month ago.
- 7) She lost her purse last night.
- 8) She opened the door carefully.
- 9) Charlie Chaplin was a famous film star.
- 10) He lived in Moscow last year.
- 11) They spoke very good English.
- 12) We went to the cinema last Sunday.

2. Give complete answers to these questions using the words in brackets.

- 1) What time did you come? (at 10)
- 2) How long did it take them to finish this experiment? (a week)
- 3) When did you last see John? (last month)
- 4) Who did she tell about her engagement? (her friends)
- 5) What was she good at school? (at maths)
- 6) When did Alice speak about her last trip? (when she was there)
- 7) What did they sell in those shops? (all kinds of rubbish)
- 8) How long ago did your father leave the job? (five years ago)
- 9) When did the film begin? (at 4)
- 10) When did she hurt her arm? (last Friday)

3. Complete the sentences: spend, hurt, buy, drink, cost, sell, be, enjoy, catch, bring, teach, throw, take, give, feel, send, get, go, fall

1. Mike was short of money so he _____ his car.
2. Kate _____ the ball to George and he _____ it.
3. She _____ him some medicine and he _____ better.
4. Mary's mother _____ her how to cook cakes.
5. A boy _____ down the stairs and _____ his hand.
6. Yesterday we _____ a lot of money. We _____ a new car which _____ fifty thousand dollars.
7. They _____ us some books and we _____

_____ them home. 8. Tom _____ me a letter three weeks ago but I _____ it only yesterday. 9. George _____ to the cinema but he _____ the film much. 10. We _____ thirsty so we _____ some mineral water.

4. Supply the correct form for the verbs in brackets. Retell the text.

Howard Hughes

Howard Hughes (to be) _____ one of the richest and most powerful men of his time. He (to have) _____ everything: good looks, charm, success, power and a lot of money. All his life he (to use) _____ money to control everything and everyone around him. In the end he (to lose) _____ control of everything, even himself.

Howard Hughes (to be) _____ born in 1905 in Houston, Texas. His father (to start) _____ the Hughes Tool Company. He (to be) _____ a workaholic and (to make) _____ a lot of money. He (to buy) _____ everything he (to want) _____. From his father the boy (to learn) _____ to be a successful but ruthless businessman. Howard's mother, Allene, also (to have) _____ a big influence on his life. She (to protect) _____ the boy and (to give) _____ him everything. Unfortunately, Allene (to have) _____ mental problems. She (to be) _____ afraid of germs and disease. She (to be) _____ obsessed with her son's health, and he (to become) _____ obsessed with it too.

Allene _____ (to die) when Howard (to be) _____ 16 years old. Two years later his father (to die) _____. The young man (to inherit) _____ Hughes Tool Company. Then he (to marry) _____ Ella Rice. He and Ella (to move) _____ to Los Angeles. It (to be) _____ there that Howard Hughes (to begin) _____ to become a legend.

Hughes (to begin) _____ to invest his money in movies. He (to own) _____ a lot of businesses, including airplane companies, a movie studio, hotels, gold and silver mines, radio and television stations.

Hughes (to love) _____ the wild Hollywood life and (to date) _____ many famous movie stars. Of course, his marriage (to end) _____ very quickly. Howard Hughes (to love) _____ fast cars and airplanes. He (to be) _____ in many crashes. Because of these accidents the man (to have) _____ serious physical and mental problems. As Hughes (to get) _____ older, his behaviour (to become) _____ even more strange.

Once he (to run) _____ away. The rich and handsome businessman (to change) _____ his name and (to work) _____ at simple jobs for a while. Then he (to return) _____ home. He (to have) _____ the same dinner every night: a steak, a baked potato and 12 peas. Howard Hughes (to die) _____ on an airplane in 1976. He (to be) _____ on the way to see a doctor. He (to be) _____ very sick from living such a strange life. Sadly, the famous playboy (to lose) _____ his mind, his health and his dignity.

5. Expand the brackets using the verbs in Past Indefinite.

1. I (to be) in Moscow last week. 2. The weather (to be) terrible. 3. It (to be) very cold and rainy. 4. The children (to be, not) at home. 5. The house (to be) clean. 6. There (to be) nothing in the fridge. 7. My friend (to be) at the library two hours ago. 8. She (to be) very tired and hungry yesterday. 9. I (to be) a pupil last year. 10. Where (to be) you two years ago? – I (to be) in the country with my parents.

6. Translate into English using verbs in Past Indefinite.

1. Это было в мае. Погода была прекрасная. Я проснулась рано утром. 2. Дети играли в саду. 3. Вечером мальчики слушали громкую музыку. 4. Мама была на кухне. Она готовила обед. 5. Куда выходили вчера? 6. На автобусной остановке мы встретили нашу тетю. 7. Она возвращалась с работы. 8. Ее муж был дома, он не ходил на работу в тот день. 9. Он болел. 10. Мы прекрасно провели время вместе.

Unit Three: London's Congestion Charge

Read the text for more information about technology described.

London's Congestion Charge was introduced on 17 February 2003 with the aims of reducing congestion, improving bus services, improving journey time reliability and improving the efficiency of freight distribution and other services. Drivers entering the centre of the city during working hours must pay a flat, once-a-day fee. It is an electronic road pricing system which operates without road-side transponders or on-board units. Vehicles are tracked entering the charged area by video-surveillance cameras, using automatic number plate recognition technology.

This technology is employed for enforcement in urban and truck charging systems. Drivers entering the charged area between 7 a.m. and 6:30 p.m. Monday to Friday must pay 5 pounds (7 Euro), in advance or before the end of the day. Over half a million payments are made each week. Payments may be made by Internet, mobile phone SMS messages or at some petrol stations and shops. On payment, the vehicle's registration number is entered onto a computerized list and cross-checked against the video camera records. Fines are sent out to drivers of cars entering the zone without payment. Persistent non-payers are identified and their vehicles clamped, or in a few extreme cases their vehicles have been crushed.

The impacts of the system have been carefully monitored. The main results reported after the first complete year of operation are as follows, and closely in line with the results of the modeling on which the system was designed:

- Congestion within the zone has reduced by 30%, and the volume of traffic within the zone has reduced by 15%;
- Public transport is successfully accommodating displaced car users;

- There have been significant improvements to bus services in the zone and more widely throughout London;
- Comparative analysis of the many influences on the central London economy suggests that the direct impact of congestion charging on business activity has been small;
- Road traffic emissions and fossil fuel consumption in the zone have been reduced.
- Traffic entering the charging zone during charging hours has been reduced by 18%, and traffic circulating within the zone has been reduced by 15% (vehicles with four or more wheels). As predicted, there have been small increases in traffic on the inner ring road, just outside the charging zone, but this is being managed without significant additional congestion. There are no indications of significant increases in traffic outside the charging zone

Improvements to the bus network made in conjunction with the charging scheme have seen increased ridership both inside the charging zone and more widely. Reduced congestion on the roads has enabled more busses to be run with much more reliable journey times. Average bus occupancy has increased but overcrowding has been avoided. Most of the net revenues generated by the charge are being invested in bus services.

By reducing overall volumes of traffic within the charging zone, and smoothing traffic flows, charging is estimated to be directly responsible for an approximate 12% reduction in emissions of both NO_x and fine particles (PM 10) from road traffic.. The reduction in CO₂ emissions from traffic is estimated to be 19%.No significant changes in noise levels have been recorded.

Generally the congestion charge has been accepted by the public and by business. The success of the charge has resulted in the Mayor proposing to extend the charged area to cover all of central London. The charging system and level of charge would stay the same and be applied to a single zone roughly double the size of the present charging area.

Ex. 1. Mind the new words and expressions

1. bus occupancy - загруженность (вместимость) автобуса
2. clamp (v, n)- фиксировать, зажим
3. congestion - затор, пробка на дороге
4. flat fee -фиксированная оплата
5. fine - штраф, плата
6. fossil fuel - ископаемое топливо
7. enforcement - принудительное применение закона
8. net revenue - чистый годовой доход
9. persistent - стойкий, постоянный, продолжительный
- 10.ridership - (ж. д) пассажирские перевозки
- 11.surveillance - наблюдение
- 12.to track - следить, прослеживать
- 13.transponder- ретранслятор, радиомаяк

Ex. 2. Answer the following questions.

1. Why was London's Congestion Charge introduced?
2. What technology is employed for enforcement in urban and truck charging systems?
3. What were the main results after the first year of charging system operation?
4. How has the ecological situation been improved within the charging zone?
5. What has the success of charge resulted in?

Ex. 3. Match the word with the appropriate definition.

route, congestion charging, cost, to levy, profit, congestion, revenue

1. the state of being overcrowded, especially with traffic or people.
2. a way of reducing traffic in city centres by charging drivers money to enter.
3. the price paid or required for acquiring, producing, or maintaining something, usually measured in money, time, or energy.
4. to say officially that people must pay a tax or charge.
5. excess of revenues over outlays and expenses in a business enterprise over a given period of time, usually a year.
6. money that a business or organization receives over a period of time, especially from selling goods or services.
7. a way between two places that buses, planes, ships, etc. regularly travel.

Ex. 3 Match the words with the similar meaning.

- | | |
|-----------------|----------------|
| 1) fine | a) decrease |
| 2) fee | b) charge |
| 3) track | c) trace |
| 4) reduce | d) release |
| 5) emission | e) observation |
| 6) payment | f) revenue |
| 7) income | g) penalty |
| 8) surveillance | h) expense |

Ex. 4. Choose the right variant for each word combination. Mind the use of the word "charges".

- | | |
|-----------------------------------|------------------------------------|
| 1) all charges borne | a) комиссионные |
| 2) all charges included | b) транспортные расходы |
| 3) back charges | c) накладные расходы |
| 4) basis for charges | d) расходы на погрузку и разгрузку |
| 5) bill of charges | e) обратные расходы |
| 6) capital (depreciation) charges | f) плата за хранение |
| 7) charges for delivery | g) расходы будущих лет |
| 8) charges from salary | h) включая все затраты |
| 9) commission charges | i) за покрытием всех расходов |
| 10) contracting charges | j) плата за перевозку груза |

- | | |
|-----------------------|-----------------------------------|
| 11) customary charges | к) основание для платежей |
| 12) deferred charges | 1) затраты на доставку |
| 13) freight charges | м) расходы, оговоренные договором |
| 14) handling charges | п) обычные расходы |
| 15) overhead charges | о) счет расходов |
| 16) storage charges | р) амортизационные отчисления |
| 17) transport charges | q) удержания из зарплаты |

Ex. 6. Substitute the words in Russian with their appropriate equivalents in English.

1. Road (выбросы транспорта) and fossil (потребления топлива) in the zone have been reduced. 2. (Водители) entering the centre of the city during (в рабочее время) must pay a (фиксированную однодневную плату). 3. Generally the (затоп) charge has been accepted by the public and by business. 4. The (влияние) of the electronic (система дорожных сборов) have been carefully monitored. 5. Vehicles are (отслеживаются) entering the (платная область) by (камеры видео наблюдения) using automatic (технология распознавания номерного знака). 6. Reducing (затопов на дорогах) has enabled more busses to be run with much more (надежный) journey times. 7. No (значительных изменений) in (уровень шума) have been recorded. 8. (Затоп) and the (интенсивность движения) within the zone has (уменьшены). 9. (Штрафы) are sent out to drivers of cars entering the zone (без оплаты). 10. Average (наполняемость автобусов) has increased but (переполненность) has been avoided. 11. Most of the (чистая прибыль) generated by the charge are being invested in (автобусной службы). 12. By (уменьшения) overall volumes of (движения) within the charging zone, and (сглаживания) traffic (потоков), charging is estimated to be directly (ответственный) for (уменьшение выбросов) from road traffic.

Ex. 7. Give the main points of the text in 4-7 sentences. Use the following clichés:

The text deals with... . The author points out that... . Attention is drawn to the fact that... . It is pointed out that... . It should be noted that... . The author comes to the conclusion that... . I find the text rather/ very... .

GRAMMAR: Future Indefinite (Simple)

1. Put the verbs in brackets into the Future Indefinite Tense.

Tomorrow I (not to go) _____ to the University because it (to be) _____ Sunday. My parents (not to be) _____ at home. They (to go) _____ to their friends, the Browns, who got a new flat last week. My father and mother (to go) _____ to see it. I (to be) _____ at home and (to stay) _____ with my friends. I (to invite) _____ my groupmates and we (to have) _____ a good time. Sam (to bring) _____ some discs and we (to listen) _____ to music and (to dance) _____.

_____. I (to make) _____ some tea and (to cook) _____
_____ something very delicious. It (to be) _____ exciting to spend
time with my friends.

2. Write the negative and interrogative.

- 1) Our friends will go sightseeing tomorrow.
- 2) They will stay at that hotel tonight.
- 3) He will arrive next week.
- 4) I'll be back at 6 o'clock.
- 5) We shall know the result in a week.
- 6) They will go to the restaurant next Saturday.
- 7) I'll leave for Australia in four days.
- 8) Mary will visit her friends in Canada next year.

3. Make questions using the words in brackets.

- 1) My sister will wear her new blouse. (Who?)
- 2) Pat will go to the theatre with Mary. (With whom?)
- 3) He will join us later. (When?)
- 4) The children will be very tired after school. (Who?)
- 5) Tomorrow my parents will celebrate their wedding anniversary. (What?)
- 6) We'll be back at 8 o'clock. (What time?)

5. Supply the correct form for the verbs in brackets.

- 1) I'll help you if I (to have) _____ time.
- 2) Marry must eat her breakfast before she (to go) _____ away.
- 3) If you (to learn) _____ English you will get promoted.
- 4) We'll go to England after we (to pass) _____ our exams.
- 5) As soon as I (to graduate) _____ I'll start working.
- 6) You'll have an accident if you (not to be) _____ careful.
- 7) Will you call on us when you (to come) _____ back from London?
- 8) He won't answer your questions until he (to finish) _____ work.
- 9) He'll show you the new magazines when you (to have) _____ some free time.
- 10) They will go and see Venice as soon as they (to reach) _____ Italy.

6. Put the verb into the correct form, the Present Indefinite or the Future Indefinite.

- 1) If the weather (to be) _____ nice tomorrow we (to go) _____ for a picnic.
- 2) Where (to live) _____ you _____ when you (to get) _____ married.
- 3) He (to become) _____ an architect after he (to graduate) _____
_____ the University.
- 4) I (to have) _____ to stop my daughter before she (to get) _____ into trouble.
- 5) Everybody is curious if Lena (to marry) _____ Ronald when
he (to propose) _____ to her.

- 6) Life (to seem) _____ wonderful to you again as soon as all your worries (to be) _____ over.
- 7) The doctor can't say now when the patient (to recover) _____.
- 8) If Martin (not to win) _____ it (to be) _____ he end of his sportcareer.
- 9) Little Fred (not to be able) _____ to leave the house ill his mother (to come) _____ back and (to unlock) _____ the door.
- 10) The weather certainly (to change) _____ for the better after the rain (to stop) _____ and the sky (to clear) _____ up.

7. Read the situations and complete the sentences using *will* or *going to*.

Explain your choice.

- 1) I can't find my book. — Don't worry. I (to give) _____ you mine.
- 2) Why have you sold your car? — I (to buy) _____ a new one.
- 3) The weather forecast says it (to snow) _____ tomorrow.
- 4) Fred is in the front yard. He (to cut) _____ the grass there.
- 5) Do you think it (to rain) _____ tonight?
- 6) Oh, I have just realised. I haven't got any money. Well, don't worry. I (to lend) _____ you some.
- 7) Why are you filling that bucket with water? I (to wash) _____ the car
- 8) I've decided to repaint this room. Oh, have you? What colour (to paint) _____ it?
- 9) I don't know how to use this camera. It's quite easy. I (to show) _____ you.
- 10) What would you like to eat? — I (to have) _____ a sandwich, please.
- 11) Did you post that letter for me? Oh, I'm sorry. I completely forgot. I (to do) _____ it now.
- 12) Has George decided what to do when he leaves school? Oh, yes. Everything is planned. He (to have) _____ a holiday for a few weeks and then (to do) _____ a computer course.

Unit Four: Rush Hours

Look at the title and say what information the text gives. Read the text attentively for the details.

Rush Hours

The higher the speed of a vehicle, the more difficult collision avoidance becomes and the greater the damage if a collision does occur. Therefore, many countries of the world limit the maximum speed allowed on their roads. Vehicles are not supposed to be driven at speeds which are higher than the posted maximum.

To enforce speed limits, two approaches are generally employed. In the USA, it is common for the police to patrol the streets and use special equipment (Typically a RADAR Gun) to measure the speed of vehicles, and "pull over" any vehicle found to be in violation of the speed limit. In Brazil and some European countries, there are computerized speedmeasuring devices spread throughout the city, which will automatically detect speeding drivers and take a photograph of the license plate (or number plate), which is later used for applying and mailing the ticket.

Another interesting mechanism that was developed in Germany is the Grime Welle, or green wave, which is an indicator that shows the optimal speed to travel for the synchronized green lights along that corridor. This encourages drivers to travel at the posted limit in order to minimize stopping.

During business days in most major cities, traffic congestion reaches great intensity at predictable times of the day due to the large number of vehicles using the road at the same time. This phenomenon is called rush hour, although the period of high traffic intensity may exceed one hour.

Some cities adopt policies to reduce rush-hour traffic and pollution and encourage the use of public transportation. For example, in SSo Paulo, Brazil each vehicle has a specific day of the week in which it is forbidden from traveling the roads during rush hour. The day for each vehicle is taken from the license plate number, and this rule is enforced by traffic police and also by hundreds of strategically positioned traffic cameras backed by computerized image-recognition systems that issue tickets to offending drivers.

In the United States and Canada, several expressways have a special lane (called an "HOV Lane" - High Occupancy Vehicle Lane) that can only be used by cars carrying two (some locations-three) or more people, and several cities offer a public telephone service where citizens can arrange rides with others depending on where they live and work. The purpose of these policies is to reduce the number of vehicles on the roads and thus reduce rush-hour traffic intensity. Uncontrolled traffic occurs in the absence of lane markings and traffic control signals. On roads without marked lanes, drivers tend to keep to the appropriate side if the road is wide enough. Drivers frequently overtake others. Obstructions are not uncommon.

In large cities, moving from one part of the city to another by means of ordinary streets and avenues can be time-consuming since traffic is often slowed by at-grade junctions, tight turns, narrow marked lanes and lack of a minimum speed limit. Therefore, it has become common practice for larger cities to build expressways or freeways, which are large and wide roadways with limited access, that typically run for long distances without at-grade junctions.

The words expressway and freeway have varying meanings in different jurisdictions and in popular use in different places; however, there are two different types of roads used to provide high-speed access across urban areas:

The freeway (in USA usage) or motorway (in UK usage) is a divided multi-lane highway with fully-controlled access and grade-separated intersections (no stops). Some freeways are called expressways, superhighways, or turnpikes, depending on local usage. Access to freeways is fully controlled; entering and leaving the freeway is permitted only at grade-separated interchanges.

The expressway (when the name does not refer to a freeway or motorway) is usually a broad multi-lane avenue, frequently divided, with some grade-level intersections (although usually only where other expressways or arterial roads cross).

Motor vehicle drivers wishing to travel over great distances within the city will usually take the freeways or expressways in order to minimize travel time. When a

crossing road is at the same grade as the freeway, a bridge (or, less often, an underpass) will be built for the crossing road. If the freeway is elevated, the crossing road will pass underneath it.

Minimum speed signs are sometimes posted (although increasingly rare) and usually indicate that any vehicle traveling slower than 40 mph (-65 km/h) should indicate a slower speed of travel to other motor vehicles by engaging the vehicle's four-way flashing lights. Alternative slower-than-posted speeds may be in effect, based on the posted speed limit of the highway/freeway.

Ex. 1. Mind the new words and expressions

1. approach - подход; подъезд
2. avoidance - избежание, уклонение
3. to back - поддерживать, подкреплять
4. collision - столкновение
5. to encourage - поощрять, поддерживать
6. to enforce - обязывать, вводить в действие
7. grade -уровень, степень
8. image-recognition - распознавание изображений
9. interchange - пересечение (дорожно-транспортное)
- 10.intersection - перекресток, пересечение
11. grade-separated intersection - дорожная развязка в двух уровнях
- 12.junction - перекресток, пересечение дорог
- 13.grade junction - пересечение дорог на одном уровне
14. lane - полоса движения;
- 15.HOV -High Occupancy Vehicle - машина, в которой едут два и более человека, включая водителя;
HOV lane - полоса движения, выделенная для машин, в которых едут два и более человека включая водителя
- 16.obstruction - препятствие, затруднение продвижению
17. offending - нарушающий
- 18.rush hour - час пик
19. ticket -<дд): квитанция за нарушение правил уличного движения
- 20.to issue ticket - печатать квитанцию
- 21.time-consuming - отнимающий много времени
- 22.tumpike road - главная магистраль
- 23.underneath - под
24. underpass - подземный переход, тоннель, путепровод
- 25.overtake -обгонять

Ex. 2. Provide answers to the questions below.

1. What is the first approach employed in the USA?
2. What mechanism was developed in Germany to enforce speed limits?
3. How do the authorities in Sao Paulo, Brazil reduce rush-hour traffic and pollution?
4. What is HOV Lane?

5. What is difference between freeway and expressway?

Ex. 3. Match the word with the appropriate definition.

highway (AmE), rush hour, junction, collision, motorway (BrE), ticket

1. a wide main road that joins one town to another.
2. a main road for fast-moving traffic, having limited access, separate carriageways for vehicles travelling in opposite directions, and usually a total of four or six lanes.
3. a period at the beginning and end of the working day when large numbers of people are travelling to or from work.
4. a violent impact of moving objects; crash.
5. a piece of paper, cardboard, etc., showing that the holder is entitled to certain rights, such as travel on a train or bus, entry to a place of public entertainment, etc.
6. a point on a motorway where traffic may leave or join it.

Ex. 4. Match the words and word combinations with (he similar meaning.

- | | |
|---------------------|---------------------|
| 1) to back | a) crash |
| 2) to ride | b) offending driver |
| 3 intersection | c) to drive |
| 4) ticket | d) to support |
| 5) license plate | e) coach |
| 6) business day | f) carpool lane |
| 7) to encourage | g) receipt |
| 8) HOV lane | h) working day |
| 9) collision | i) junction |
| 10) bus | j) number plate |
| 11) speeding driver | k) to cheer |

Ex. 5. Replace the words in Russian with their appropriate equivalents in English.

1. (Цель) of these policies is to (уменьшить) the number of vehicles on the roads and thus reduce (интенсивность движения в час пик). 2. (Знаки ограничения минимальной скорости) are sometimes posted and usually indicate that any (транспортное средство) traveling slower than 40 mph (~65 km/h) should indicate a slower (скорость) of travel to other motor vehicles by engaging the vehicle's (аварийные огни). 3. In some European countries there are (компьютеризированные устройства измерения скорости) spread throughout the city, which will automatically (определяют) speeding drivers and take a photograph of the (номерной знак) which is later used (для предъявления квитанции). 4. The freeway is a divided (многополостная) highway (с полностью контролируемым доступом) and (с дорожной развязкой в двух уровнях) (no stops). 5. Many countries of the world (ограничивают) the

maximum (разрешенная скорость) on their roads. 6. The police patrol the streets and use special (оборудование) to detect any vehicle found to be in (нарушение скоростного режима). 7. Uncontrolled traffic occurs (при отсутствии разметки) and traffic control signals. 8. When a crossing road is (на том же уровне) as the freeway, (мост) or (тоннель, путепровод) will be built for the crossing road. 9. (Зеленая волна) or the Grime Welle in Germany is an indicator that shows (оптимальная скорость движения) for the synchronized green lights along that corridor. 10. This rule is enforced by traffic police and also by hundreds of (стратегически расположенными) traffic cameras (поддерживаемые) computerized image-recognition systems that (печатают квитанция) to (нарушающим) drivers. 11. (Доступ) to freeways is fully controlled; (въезд и выезд с автострადы) is permitted only at grade-separated interchanges. 12. In large cities, moving from one part of the city to another by means of ordinary streets and (проспектами) can be (отнимающим много времени) since traffic is often (замедляется) by at grade (перекрестках), tight (поворотах), narrow marked lanes and lack of a minimum (ограничение скорости).

Ex. 9. Fill in the blanks with the appropriate prepositions.

1. Several cities offer a public telephone service where citizens can arrange rides others depending..... where they live and work. 2. Vehicles are not supposed to be driven..... speeds which are higher than the posted maximum. 3. Freeways are large and wide roadways..... limited access, that typically run long distances at-grade junctions. 4. Motor vehicle drivers wishing to travel..... great distances..... the city will usually take the freeways or expressways in order to minimize travel time. 5. If the freeway is elevated, the crossing road will pass..... it. 6.business day s.....most cities, traffic congestion reaches great intensitypredictable times.....the day the large number.....vehicles using the road the same time. 7. In some cities each vehicle has a specific day the week which it is forbidden traveling the roads..... rush hour.

Ex. 10. Give the main points of the text in 4-7 sentences. Use the following cliches:

The text deals with... . The author points out that... . Attention is drawn to the fact that... . It is pointed out that... . It should be noted that... . The author comes to the conclusion that... . I find the text rather/ very... .

GRAMMAR: Present Continuous

1. Choose the right form of the verbs: Present Simple or Present Continuous.

1. Water ... at 0 degrees Celsius. (freeze)
2. I ... to my sister at the moment. (talk)
3. How often ... you ... them? (visit)
4. Kelly ... chocolate. She is allergic to it. (eat)
5. Hurry up! Everybody ... for you. (wait)

2. Choose the right form of the verbs: Present Simple or Present Continuous.

1. boil
 - a) Water Can you turn the kettle off?
 - b) Water ... at 100 degrees Celsius.
2. go to bed
 - a) It is very late. I ... now.
 - b) My little sister usually ... at 9 o'clock in the evening.
3. work
 - a) John ... very hard. He is a great specialist.
 - b) You always Can you do something else?
4. live
 - a) I ... with my cousin until I find my own accommodation.
 - b) My brother ... in a big city.
5. think
 - a) What ... he ... about?
 - b) I ... it is a brilliant idea.

3. Ask different types of questions to the next sentences:

1. I always drink coffee with milk.
2. Dave is reading a very interesting book right now.
3. It snows in winter.
4. My parents finish work at 5 o'clock in the evening.
5. They are still arguing with each other.

4. Write the negative form of Present Simple or Present Continuous.

1. I ... my laptop at the moment. You can borrow it. (use)
2. It ... in summer. (snow)
3. He ... English, he only speaks Russian. (speak)
4. Last week they rented a nice flat, so now they ... for a place to live. (look)

They moved to another neighbourhood. We ... each other very often now. (see)

5. Complete the sentences

- A.** 1. I ___ (watch) a reality show on TV. 2. My favourite team ___ (win)! 3. Someone ___ (swim) in the sea. 4. Two people ___ (cook) dinner on the beach. 5. We ___ (not watch) a soap opera. 6. I ___ (not do) my homework. 7. Mum ___ (read) a magazine. 8. My brother ___ (not listen) to the radio. 9. Dad ___ (not cook) dinner. 10. Tara ___ (talk) by phone. 11. Joe ___ (play) on the computer. 12. Who ___ (watch) TV? 13. Tina ___ (do) grammar exercises. 14. I ___ (eat) a pizza. 15. We ___ (sit) in the classroom. 16. I ___ (not write) an email. 17. Amy ___ (not go) to school today. 18. We ___ (not have) fun today. 19. My team ___ (not win) the match. 20. My parents ___ (drive) to work now. 21. ___ they ___ (read) magazines? Yes, they are. 22. ___ you ___ (learn) English? Yes I am. 23. ___ Helen ___ (write) a letter? No, she isn't. 24. ___ Sarah ___ (play) the guitar? Yes, she is. 25. We ___ (not play) basketball.
- B.** 1. Trina ___ (walk) past the supermarket. 2. Where are you? We ___ (wait) for you! 3. I'm on a bus and it ___ (not move). 4. When ___ you ___ (come) to see me? 5.

I ___ (sit) on a bus. 6. Pete's mother ___ (not have) a burger. 7. John's friends ___ (play) football at the Sports Centre. 8. My best friend ___ (sit) next to me. 9. I ___ (not wear) something blue. 10. My teacher ___ (not stand) behind me. C. 1. I ___ (learn) how to swim. 2. I ___ (eat) my lunch. 3. I ___ (watch) television. 4. She ___ (read) a book. 5. Dad ___ (bake) a cake. 6. My sister ___ (listen) to music. 7. Peter ___ (clean) his car. 8. The dog ___ (bark) in the garden. 9. We ___ (sing) our favourite song. 10. My brother and I ___ (play) a computer game. 11. The teachers ___ (show) us a film. 12. They ___ (bring) a TV in the classroom. 13. She's bored. Her friend ___ (watch) TV again. 14. Martin's excited. Chelsea ___ (win) the match. 15. I'm scared. A big dog ___ (stand) in front of me. 16. She's happy. She ___ (not work) today. 17. I'm worried. It ___ (rain) and I haven't got an umbrella. 18. The teacher is annoyed. We ___ (not listen). 19. What ___ you ___ (wait) for? I'm ___ (wait) for John. 20. ___ it ___ (snow)? No, it ___ (rain). 21. What ___ you ___ (do) today? We ___ (go) to the park. 22. ___ you ___ (listen) to me? No, I ___ (listen) to the radio.

6. Make sentences in Present Continuous.

1. in the classroom / am / I / standing / now.
2. Pete / reading / not / a book / now / is.
3. listening / now / the pupils / are / to the teacher.
4. now / playing / they / are / games.
5. me / helping / now / my / not / friend / is.
6. dancing / with / is / she / now / Fred?

7. Complete the sentence using the words given in brackets.

1. Why _____ (you / look) at me like that?
2. Jen is a student at a university. Is he? What _____ (he / study)?
3. How is your Japanese? (it / get) _____ better?
4. I'm tired. I _____ (go) to bed now. Goodnight!
5. We can go out now. It _____ (not / rain) any more.
6. Mike has just started his evening classes. He (study) English.

8. Read about the people working in the office.

Lillian is talking on the phone at the moment, and Sam and Carla are looking at some posters. Benny is reading a report. Bruce and Loretta are working on their computers, and Ed is doing some photocopying.

b) *What are they doing in the office? Ask and answer.*

- Benny / work / on his computer?
- Bruce and Loretta / talk on the phone?
- Ed / do / some photocopying?
- Lillian / read / I a report?
- Sam and Carla / look / at some posters?

c) *What are the people in the office doing? Can you remember? Ask and answer.*

What / Bruce and Loretta / do?

What / Sam and Carla / look at?

What / Ed / do?

What / Lillian / do?

What / Benny / read?

9. Put the verb into the correct form, the Present Indefinite or the Present Continuous.

1. Her father (not to watch) TV at the moment. He (to sleep) because he (to be) tired.
2. Where your uncle (to work)? – He (to work) at school.
3. Your friend (to do) his homework now?
4. When you usually (to come) home from school? – I (to come) at four o'clock.
5. My sister (not to play) the piano now. She (to play) the piano in the evening.
6. You (to read) a magazine and (to think) about your holiday at the moment?
7. I (to sit) in the waiting room at the dentist's now.
8. When you (to listen) to the news on the radio?
9. You (to play) chess now?
10. My father (not to work) at the shop.
11. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer.
12. I (not to drink) coffee in the evening. I (to drink) coffee in the morning.
13. What your friend (to do) now? – She (to wash) the dishes.
14. Your grandfather (to work) at this factory?

Unit Five: Transport, Energy and Environment

Read the text attentively and learn how scientists try to solve ecological problems produced by transport.

Transport is a major use of energy, and transport burns most of the world's petroleum. Transportation accounts for 2/3 of all U.S. petroleum consumption.

The transportation sector generates 82 percent of carbon monoxide and 56 percent of NOx emissions and over one-quarter of total US greenhouse gas emissions. Hydrocarbon fuels also produce carbon dioxide, a greenhouse gas widely thought to be the chief cause of global climate change, and petroleum-powered engines, especially inefficient ones, create air pollution including nitrous oxides and particulates (soot).

Although vehicles in developed countries have been getting cleaner because of environmental regulations, this has been offset by an increase in the number of vehicles and more use of each vehicle.

Other environmental impacts of transport systems include traffic congestion and automobile-oriented urban sprawl, which can consume natural habitat and agricultural lands. Toxic runoff from roads and parking lots can also pollute water supplies and aquatic ecosystems.

Alternative propulsion can reduce pollution. Low pollution fuels may have reduced carbon content, and thereby contribute less in the way of carbon dioxide emissions, and generally have reduced sulfur, since sulfur exhaust is a cause of acid rain. The most popular low-pollution fuels at this time are biofuels: gasoline-

ethanol blends and biodiesel. Hydrogen is an even lower-pollution fuel that produces no carbon dioxide, but producing and storing it economically is currently not feasible. Plug-in hybrids are energy-efficient vehicles that are going to be in the massproduction.

Another strategy is to make vehicles more efficient, which reduces pollution and waste by reducing the energy use. Electric vehicles use efficient electric motors, but their range is limited by either the extent of the electric transmission system or by the storage capacity of batteries. Electrified public transport generally uses overhead wires or third rails to transmit electricity to vehicles, and is used for both rail and bus transport. Battery electric vehicles store their electric fuel onboard in a battery pack. Another method is to generate energy using fuel cells, which may eventually be two to five times as efficient as the internal combustion engines currently used in most vehicles. Another effective method is to streamline ground vehicles, which spend up to 75% of their energy on air-resistance, and to reduce their weight. Regenerative braking is possible in all electric vehicles and recaptures the energy normally lost to braking, and is becoming common in rail vehicles. In internal combustion automobiles and buses, regenerative braking is not possible, unless electric vehicle components are also a part of the power train; these are called hybrid electric vehicles.

To achieve real environmental objectives, attention should be focused on all motor vehicles, not just new vehicles. Features such as on board diagnostics systems can monitor engine output, while regular technical inspection reveals if vehicles are well-maintained and operating under optimal conditions.

It takes about ten years for the national vehicle fleet to be renewed. Providing incentives to replace old gas-guzzling vehicles with newer, fuel-efficient models, for instance payouts to scrap old vehicles, would speed up the process of fleet renewal and help reduce carbon gas emissions.

Oil companies are improving their petrol and diesel products, such as lowering sulfur content, to increase fuel efficiency, comply with the new environmental regulations and respond to new developments in engine technology.

Alternative fuels such as natural gas produce lower CO₂ emissions. On the other hand, some experts think that plant-based fuels may not provide the answer to CO₂ emissions because of their negative overall energy and environmental performance from cultivation to final use.

Motor vehicles achieve optimal performance where traffic flow is most fluid. Ways of improving traffic fluidity, reducing congestion and hence lowering fuel consumption are:

- building new road infrastructure where necessary;
- improving current infrastructure;
- installing road signs providing both directions and information on the road network to allow tourists to choose the best route.

In the United States, for example, Intelligent Transport Systems (ITS) are being installed in 75 of the largest urban areas, an investment that should help reduce journey times by 15%.

Shifting travel from automobiles to well-utilized public transport can reduce energy consumption and traffic congestion.

Walking and bicycling instead of traveling by motorized means also reduces the consumption of fossil fuels. While the use of these two modes generally declines as a given area becomes wealthier, there are some countries (including Denmark, Netherlands, Japan and parts of Germany, Finland and Belgium) where bicycling comprises a significant share of trips. Some cities with particularly high modal shares of cycling are Copenhagen (33%) and Groningen (50%). A number of other cities, including London, Paris, New York, Sydney, Bogota, Chicago and San Francisco are creating networks of bicycle lanes and bicycle paths, but the value of such devices for utility cycling is highly controversial.

Ex. 1. Mind the new words and expressions

1. to account for- объяснять, служить причиной
2. aquatic - водный
3. consumption - потребление, расход, издержки, затраты
4. controversial - спорный, сомнительный
5. feasible - вероятный, возможный, осуществимый
6. fluid - подвижный, изменчивый, нестабильный
7. to guzzle -потреблять что-либо чрезмерно
8. incentive - стимул, мотив
9. to offset - возмещать, компенсировать
10. particulate - твёрдая частица
11. payout - выплата
12. perform апсе-эксплуатационные характеристики
13. to plug in - подключать, включать в сеть
14. powertrain - силовая передача, трансмиссия
15. regenerative braking - рекуперативное торможение
16. runoff - отходы(промышленные)
17. sprawl - разрастание города (застройка прилегающих территорий)
urban sprawl - неконтролируемая застройка прилегающих к городу территорий
18. soot - сажа, копоть
19. streamline - (гл) упрощать, модернизировать, рационализировать; (сущ) линия обтекания, линия воздушного потока, обтекаемая форма
20. utility - полезность, выгода
21. vehicle fleet - парк транспортных средств

Ex. 2. Answer the following questions.

1. What is thought to be the chief cause of global climate change?
2. What are the other environmental impacts of transport system?
3. How can pollution be reduced?
4. What are the most popular low-pollution fuels?
5. What is another strategy to make vehicle more efficient?

6. What is the most effective way to generate energy?
7. How can real environmental objectives be achieved?
8. What are the major ways of improving traffic fluidity?
9. Do you know any other alternative ways to reduce the consumption of fossil fuels?

Ex. 3. Substitute the words in Russian with their appropriate equivalents in English.

1. Shifting travel from automobiles to well-utilized public transport can reduce (потребление энергии) and (пробки на дорогах). 2. Although vehicles in (развитых странах) have been getting cleaner because of (нормативы по окружающей среде), this has been (компенсировать) by an (увеличение) in the number of vehicles. 3. Ways of improving (подвижность трафика), (уменьшение заторов) and lowering (потребление топлива) include building new (дорожная инфраструктура), (улучшение) current infrastructure and (установка дорожных знаков). 4. (Характеристики) such as on board diagnostics systems can (контролировать) (КПД двигателя). 5. (Нефтяные) companies are (улучшают) their (бензиновый) and diesel products, such as (снижение содержания серы), to (увеличить эффективность топлива) and respond to new (разработки) in engine technology. 6. Hydrocarbon (топливо) produce carbon dioxide, a (парниковый газ) thought to be the chief (причина) of (глобальное изменение климата), and (бензиновые двигатели) create (загрязнение воздуха). 7. (Для достижения) real environmental (целей), (внимание) should focus on all (моторные транспортные средства), not just new vehicles. 8. Motor vehicles achieve optimal (эксплуатационных характеристик) where (транспортный поток) is most (оживленный).

Ex. 4. Fill in the blanks with the appropriate prepositions.

1. To achieve real environmental objectives, attention should be focused all motor vehicles. 2. Regular technical inspection reveals if vehicles are well-maintained and operating optimal conditions. 3. Electric vehicles use efficient electric motors, but their range is limited.....either the extent.... the electric transmission system or the storage capacity batteries. 4. Toxic runoff..... roads can pollute aquatic ecosystems. 5. It takes ten years the national vehicle fleet to be renewed. 6. Installing road signs providing both directions and information..... the road network allows tourists to choose the best route. 7. Shifting travel automobiles well-utilized public transport can reduce energy consumption and traffic congestion. 8. A number cities are creating networksbicycle lanes, but the value such devices..... utility cycling is highly controversial.

Ex. 5. Translate the following sentences into Russian. Mind the use of the passive voice.

1. In mass production industries, most of the production plans are based on the estimation of market demand. 2. The project, Noise Innovation Program is being carried out by the Dutch Road Laboratory, which is expected to cost 55 million

Euro. 3. Importance is placed on making use of each others' expertise and special equipment. 4. Voices are now heard calling for a significant and lasting way to reduce the consumption of energy by transport. 5. Transport is not viewed in isolation, but is closely linked with policies including those covering the environment, energy and safety. 6. Most seaport, inland waterways and pipelines networks are designed and realized specifically for movement of freight. 7. A comparison has been made between the transportation of containers by rail in the US and in Europe.

Ex. 6. Give the main points of the text in 4-7 sentences. Use the following clichés:

The text is concerned with..... are considered. It should be noted that... . The fact that... is stressed. It should be remembered that... . The author draws the following conclusion that... .

GRAMMAR: Present Perfect

1. Identify sentences in which verbs are used in the present perfect.

1. My name is Lisa.
2. Sally has a lot of questions to ask.
3. Molly has never been to Tanzania.
4. I had a good holiday last year.
5. Have Sally and Molly ever been to North Africa?

2. Translate the sentences into English.

1. Ты купил подарок бабушке?
2. Мередит еще не видела этот фильм.
3. Я только что разбил вазу.
4. Вероника только что вернулась из Парижа.
5. Петр уже сделал домашнее задание.

3. Write the verbs in brackets in the Present Perfect.

He _____ (finish) training.

She _____ (score) twenty points in the match.

We _____ (watch) all the Champions League matches this season.

That's amazing! She _____ (run) fifteen kilometers this morning!

She _____ (buy) some really nice rollerblades!

Oh, no! I _____ (lose) my money!

My mum _____ (write) shopping list. It's on the kitchen table.

Dad, you _____ (eat) my biscuit!

I'm tired. I _____ (watch) three X-Files videos.

Hurry up! They _____ (start) the film!

Mary _____ (study) hard this year, so she'll pass her exams.

Oh no! She _____ (drop) the plate!

The garden is very green. It _____ (rain) a lot this month.

These are my favourite trousers. I _____ (have) them for five years.
Tom's my best friend. I _____ (know) him for three years.
They _____ (live) in Miami for two years.
Jo has earache. He _____ (have) it since 7 o'clock.
Brad _____ (live) in Chicago since 1998.

4. Complete the sentences. Use for or since.

1. I've lived in Washington _____ 1997.
2. Ben has studied English _____ three years.
3. They haven't visited their grandparents _____ months.
4. Julie's ill. She's been in bed _____ Tuesday.
5. My dad has had his car _____ sixteen.
6. It's been ten years _____ we moved to Oxford.

5. Using the supporting words, as well as the words for and since, make sentences in Present Perfect Simple.

1. Kate/be/in bed/a long time.
2. She / not eat / anything / this morning.
3. She / not see / her friends / a week.
4. She / stay / at home / Tuesday.
5. She / have / a red nose / three days.
6. She / not play / basketball / last weekend.
7. She / not do / any school work / Monday.

6. Use the verbs in Present Perfect or Present Perfect Continuous.

1. I (not to see) him for ages.
2. He (to do) his lessons since lunch.
3. I (not to hear) about him for a long time.
4. I (to drive) since I was 17.
5. Jack (to fail) his driving test three times because he doesn't know how to park.
6. I think he (make) a lot of improvement.
7. Alice (not/pass) her driving test because she doesn't know the rules well.
8. She (worry) about this for two months.
9. She (study) the driver's manual for hours every day.
10. She (not/take) another test yet.
11. I (to have) a headache since I got up.
12. He is my friend, I (to know) him for a long time.
13. Ivan has a stomachache. He (to eat) junk food all day.
14. I (never to hear) that song before.

7. Correct the mistakes if any.

1. They are discussing the problem for hours, but has not solved it yet.
2. Somebody has been playing tennis since 2 o'clock.
3. Is it still raining? No, it have stopped.

4. John has been winning the championship two times.
5. The boys have fished for 3 hours.
6. How many books have you written?
7. Mike has invited many friends to his birthday party.
8. He has been hating oranges since his childhood.
9. They have been taken the dog for a walk.
10. Irene has left for the airport.

8. Fill in have to/has to, don't / doesn't have to, etc

1. Sandy_____ buy any milk. Her sister melody has already bought it.
2. I don't have a pencil. I _____ ask somebody for a pencil.
3. Nick is studying literature. He_____ read a lot of books.
4. _____ you_____learn the poem by heart? No, I know it.
5. I _____ clean the blackboard. Tim has already cleaned it.

Unit Six: Transport in Cities

Read the text attentively for more information about different aspects of transport and transportation.

Transport or transportation is the movement of people and goods from one place to another. The term is derived from the Latin *trans* ("across") and *portare* ("to carry"). Industries which have the business of providing equipment, actual transport, transport of people or goods and services used in transport of goods or people make up a large broad and important sector of most national economies, and are collectively referred to as transport industries.

Transport is more than just another sector of the economy. Transport is the core of society. It gives a structure to space and our concept of space. It shapes and reflects our ways of life and our cultures. It contributes to economic development, whereas the economy depends on goods transportation. The functioning of society largely depends on the quality and design of the transportation system. A defective system will hurt society badly.

The field of transport has several aspects: infrastructure, vehicles, and operations. Infrastructure includes the transport networks (roads, railways, airways, waterways, canals, pipelines, etc.) that are used, as well as the nodes or terminals (such as airports, railway stations, bus stations and seaports).

An automobile is a wheeled passenger vehicle that carries its own motor. Different types of automobiles include cars, buses, trucks, and vans. Some include motorcycles in the category, but cars are the most typical automobiles. As of 2002 there were 590 million passenger cars worldwide (roughly one car for every ten people), of which 170 million in the U.S (roughly one car for every two people).

The automobile was thought of as an environmental improvement over horses when it was first introduced in the 1890s. In 2006, the automobile was recognized as one of the primary sources of world-wide air pollution and a cause of substantial noise pollution and adverse health effects.

Because of the much higher densities of people and activities, environmental, economic, public health, social and quality of life considerations and constraints are important in cities.

Urban transport has been led by professional transport planners and traffic experts. This has led in most cities to a substantial overbuilding of the road and supporting infrastructure, which has maximized throughput in terms of the numbers of vehicles and the speeds with which they pass through and move around in the built-up areas.

Too much infrastructure and too much smoothing for maximum vehicle throughput means that in many cities there is too much traffic and many – if not all – of the negative impacts that come with it.

The situation is most critical in the urban transport sector. Here, it is not just a matter of constraints on comfort and freedom to choose the means of transport - human safety and even freedom of movement are involved. Although urban networks are neither permanently nor totally log-jammed, congestion is a general phenomenon affecting all types of traffic and means of transport. Traffic jams - now inseparable from the urban scene - complicate the use of cars, buses and trams. Whatever the mode of transport, getting round in certain urban areas is becoming an increasingly time-consuming, difficult, uncomfortable, hazardous and stressful activity. Congestion is a daily fact on major roads, motorways, and at important traffic intersections. Although statistics shows a fall in accidents, the absolute numbers involved are still unacceptably high. In reality, the theoretically faster ride on the motorway is frequently cancelled out by congestion. Moreover, safety conditions created to cope with fewer and slower vehicles are inadequate to deal with present conditions. The quality of freight and passenger transportation and the economic function are affected.

The most common negative factors here are:

Lack of safety. The safety aspect in transportation is often – and wrongly – played down. It is highly relevant, particularly to road transport. Every year, 50,000 people are killed and a further 1,500, 000 are injured on European roads. The economic cost aside, this is totally unacceptable in human and social terms. Although figures have fallen in the long term, the annual body count is still far too high. The quality of safety on European roads is low.

Noise: Transport is a prime source of noise and vibration. These factors grow fast with traffic volume. In certain areas the noise levels now hinder normal work and living. Hence, instead of uniting people, transport can actually drive them apart. Indeed, it has actually transformed some residential areas into human deserts, particularly where these adjoin major urban arteries,, highways, railway lines and airports. The quality of life in dormitory towns is affected.

Traffic density. Paradoxically, above a certain threshold, traffic density also hinders social relations. Very busy roads through villages and built-up areas can make trip hazardous and actually restrict free movement.

Ex. 1. Mind the new words and expressions

1. adverse - неблагоприятный, вредный
2. to affect - наносить вред, влиять
3. to cancel out - свести на нет
4. constraint - ограничение
5. to drive apart - отдалять друг от друга
6. dormitory - спальный пригород (район)
7. hazardous - опасный, рискованный
8. to hinder — мешать, препятствовать, задерживать, затруднять
9. intersection - перекресток, пересечение
10. log-jam - узкое место
- 11 .node - узел, узловая точка
12. to play down - преуменьшать, умахлять
- 13.relevant - существенный, важный
- 14.substantial - существенный, важный, значительный
- 15.smoothing - сглаживание, выравнивание
- 16.threshold - порог; ворота, вход
- 17.throughput - пропускная способность

Ex. 2. Scan the text to find answers to the following questions.

1. What is the origin of the term ‘transportation’?
2. What aspects does the field of transportation have?
3. What is important in cities to help public transport perform properly?
4. What are the main problems of urban transport sector?

Ex. 3. Match the word with the appropriate definition, congestion, cost, agent, rush hour, interstate, transport, traffic jam.

1. a person who acts on behalf of another person, group, business, government, etc.; representative.
2. the state of being overcrowded, especially with traffic or people.
3. the amount of money that you have to pay in order to buy, do or produce something.
4. a wide road that goes between states, on which cars can travel fast.
5. the time of day, when the roads, buses, trains etc are most full, because people are travelling to or from work.
6. the business or system of transporting goods or people.
7. a long line of vehicles on a road that cannot move or can only move very slowly.

Ex. 4. Match the words with the similar meaning.

- | | |
|----------------|-----------------|
| 1. hazardous | a) prerequisite |
| 2. substantial | b) unfavourable |
| 3. impact | c) insufficient |
| 4. inadequate | d) crossing |
| 5. condition | e) dangerous |

- | | |
|-----------------|------------------------------|
| 6. play down | f) substantial |
| 7. intersection | j) influence |
| 8. relevant | h) underestimate, understate |
| 9. adverse | i) essential, important |

Ex. 5. Substitute the words in Russian with their appropriate equivalents in English.

1. (Затор) is a daily fact on major roads, (автомагистралях), and at important traffic (перекрестках). 2. The quality of (безопасности) on European roads is low. 3. Getting round in certain (городских) areas is becoming an increasingly (отнимающий много времени), difficult, uncomfortable, (опасный) and stressful activity. 4. The (качество) of life in (спальных районах) is affected by. 5. The (качество) of (грузоперевозок) and passenger transportation and the economic function are (на носится вред). 6. The (безопасность) aspect in transportation is highly (существенный) particularly to road transport. 7. In 2006, the automobile (был признан) as one of the primary sources of world-wide (загрязнение воздуха) and a (причина) of (существенное) noise pollution and (вредное влияние на здоровье). 8. Transport is a prime (источник шума) and vibration. 9. (Городские транспортные пробки) - now (неотделимы) from the (городских) scene - (усложняют) the use of cars, buses and trams. 10. In reality the theoretically faster ride on the motorway is frequently (сводится на нет) by congestion. 11. Too much infrastructure and too much smoothing for maximum (пропускной способности автомобилей) means that in many cities there is too much traffic and many negative (воздействия).

Ex. 6. Translate the sentences into Russian. Mind the use of the verbs in passive voice.

1. The automobile was thought of as an environmental improvement over horses when it was first introduced in the 1890s. 2. In 2006, the automobile was recognized as one of the primary sources of world-wide air pollution and a cause of substantial noise pollution and adverse health effects. 3. Urban transport has been led by professional transport planners and traffic experts. 4. Production logistics can be applied in existing as well as new plants. 5. The term is primarily intended to be used when goods are to be carried by rail or road, but it may be used for any mode of transport. 6. The term DDP - Delivered Duty Paid may be used irrespective of the mode of transport.

Ex. 7. Give the main points of the text in 4-7 sentences. Use the following cliches:

The text deals with... . The author points out that... . Attention is drawn to the fact that... . It is pointed out that... . It should be noted that... . The author comes to the conclusion that... . I find the text rather/ very... .

GRAMMAR: Past Continuous.

1. Uncover brackets using Past Continuous verbs.

1. Around me people (to talk) Russian, Italian and English.
2. Arnold (to talk) to some of the other guests on the terrace when Hardy came.
3. Alex (to look) at his watch.
4. All night long the stars (to glitter).
5. Elizabeth (to eat) and didn't raise her head.
6. He drank some of the wine and ate several chunks of bread while he (to wait) for his dinner to come up.
7. The family (to prepare) for the party.
8. She (to argue) that only Belinda knew how to treat men.
9. A few minutes later Edward (to hurry) through the streets to his bus stop.
10. They moved across the room, which (to start) to fill up, to a vacant corner.

2. Uncover brackets using Past Continuous verbs (all sentences refer to the past).

1. They (to write) the test at this time yesterday.
2. He (to work) in the garden from six till nine o'clock.
3. We (to watch) television the whole evening.
4. You (to play) chess at six o'clock?
5. You (to drink) tea at seven o'clock?
6. He (to draw) from three till five o'clock?
7. Who (to listen) to the radio at this time?
8. It (to rain) the whole day yesterday?
9. They (to skate) at five o'clock?
10. She (not to help) mother about the house from two till seven.

3. Expand brackets using verbs in Future Continuous, Present Continuous, Future Simple or put the construct to be going + to inf.

1. At 5 o'clock tomorrow he _____ (work).
2. He can't come at noon tomorrow because he _____ (give) a lesson at that time.
3. She _____ (read) an interesting book the whole evening tomorrow.
4. At 10 o'clock tomorrow morning he _____ (talk) to his friend.
5. You will recognize her when you see her. She _____ (wear) a yellow hat.
6. He _____ (have a party) on Saturday 4th December in London at 10 pm.
7. In the next days you _____ (visit) famous sights.
8. Jeanne and Paul _____ (move) to London next month.
9. Leave the washing up. -I _____ (do) it later.
10. This time tomorrow I _____ (lie) on the beach.
11. Look out! You _____ (spill) your tea!

4. Expand the parentheses using verbs in Present Simple, Future Simple, Present Continuous, or put the construct to be going + to inf.

1. When you _____ (know) your examination results?

2. Kathy _____ (travel) to Caracas next month to attend a conference.
3. Do you have any plans for lunch today? — I _____ (meet) Shannon at the Sham Cafe in an hour. Do you want to join us?
4. I _____ (buy) a bicycle for my son for his birthday next month. Do you know anything about bikes for kids? — Sure. What do you want to know?
5. How do you like your new job? — I don't start it until tomorrow. I _____ (give) you an answer next week.
6. I suppose he _____ (talk) about his new invention.
7. Why are you packing your suitcase? — I _____ (leave) for Los Angeles in a couple of hours.
8. My regular doctor, Dr. Jordan, _____ (attend) a conference in Las Vegas next week, so I hope I _____ (meet) her partner, Dr. Peterson, when I _____ (go) for my appointment next Friday.
9. What time class _____ (begin) tomorrow morning? — It _____ (begin) at eight o'clock sharp.
10. The coffee shop _____ (open) at seven o'clock tomorrow morning. I'll meet you there at 7:15. — Okay. I'll be there.

5. Put the verbs in the correct tense form (Present Simple, Present Perfect, Present Continuous, Past Simple, Past Continuous).

1. Alice ... (not to take) the bus to school every day. She usually ... (to walk) to school...
2. (to take) ... you the bus to get to school or ... (to walk) you?
3. Who is this man? I ... (to think) that I ... (to know) him, but I ... (to forget) his name.
4. The children ... (to have) a good time in the park yesterday. They ... (to give) small pieces of bread to the ducks. Then they ... (to take) pictures of themselves.
5. Where are the children? They ... (to watch) TV in the room now. Some minutes ago they ... (to play) a game.
6. Now I am in my class. I... (to sit) at my desk. I always ... (to sit) at the same desk.

6. Put the verbs in brackets in the correct tense form (Past Simple or Past Continuous):

Dear Peter,

I'm writing to tell you about what happened to me last week while I 1) ___ my aunt who lives by sea (visit). One afternoon I 2) ___ her dog for a walk by the cliffs when I 3) ___ a girl who 4) ___ a tree by the edge of the cliff (take) / (notice) / (climb). As she 5) ___ there, the branch suddenly 6) ___ and the girl 7) ___ over the edge (hang) / (break) / (fall). I 8) ___ to the edge, but although the girl 9) ___ for help, I 10) ___ see her (run) / (shout) / (not / be able to). 11) ___ about what to do when a man 12) ___ the cliff path (think) / (come along). I 13) ___ what had happened and while he 14) ___ for help I 15) ___ to the girl (explain) / (go)

/ (talk) . Well, everything 16) ___ happily (end). The girl was rescued and her parents 17) ___ me by giving me a large bunch of flowers (thank). The story 18) ___ in the newspaper too (be)! That's all my news – write and tell me yours soon.

Unit Seven: Transportation and Logistics

Read the text attentively and say what you have learnt about transportation, logistics and electronic auctions.

Logistics is the art and science of managing and controlling the flow of goods, energy, information and other resources like products, services and people from the source of production to the marketplace. It is difficult or nearly impossible to accomplish any international trading, global export/import processes, international repositioning of raw materials/products and manufacturing without a professional logistical support. It involves the integration of information, transportation, inventory, warehousing, material handling, and packaging. The operating responsibility of logistics is the geographical repositioning of raw materials, work in process and finished inventories where required at the lowest cost possible.

Logistics is an idea considered to have transformed from the military's need to supply them as they moved from their base to a forward position.

Logistician is the profession in the logistics & transport sectors, including sea, air, land and rail modes.

Logistics management is that part of the supply chain which plans, implements and controls the efficient, effective forward and reverse flow and storage of goods, services and related information between the point of origin and the point of consumption in order to meet customers' requirements. A professional working in the field of logistics management is called a logistician.

Supply Chain can be defined as having the right item in the right quantity at the right time at the right place for the right price and is the science of process and incorporates all industry sectors. The goal of logistics work is to manage the fruition of project life cycles, supply chains and resultant efficiencies.

The main functions of a qualified logistician include inventory management, purchasing, transportation, warehousing, consultation and the organizing and planning of these activities. Logisticians combine a professional knowledge of each of these functions so that there is a coordination of resources in an organization. There are two fundamentally different forms of logistics. One optimizes a steady flow of material through a network of transport links and storage nodes. The other coordinates a sequence of resources to carry out some project.

* * * * *

Traditionally, logistics and transportation are extremely important for successful operating of any company as well as the whole market at large. As a rule, the main goal of producers and sellers, as well as buyers, is to minimize costs for transportation and logistics and deliver goods to customers in possibly shorter terms. In the current situation, a variety of tools is used to achieve this goal. Innovative technologies, especially IT, computing, Internet, etc., are playing

increasingly more important role and are commonly used to facilitate transportation and logistics.

As a result, auctions, using an electronic reverse auction platform, are growing to be popular and widely spread. It is necessary to point out that electronic reverse auctions have a lot of advantages compared to conventional auctions. Primarily, electronic reverse auctions may lead to a successful cooperation between producers of different goods to transport to various destinations and carriers. It is logical to wonder what both producers and carriers benefit from such cooperation which may lead to increasing of speed of transactions since producers receive not only the possibility to sell their goods but, at the same time, they have got a possibility to find a carrier that can deliver the goods to the destination. In such a way, two operations could be run simultaneously that seems to be extremely beneficial for sellers, i.e. producers.

Furthermore, the reverse auction provides producers with the possibility to choose from a large amount of carriers. In such a situation, the essential conditions for open and fair competition are created since producers can choose carriers on the basis of objective principles identical for all participants of the auction. On the other hand, carriers can supply their services to a large number of sellers and, consequently, can also easily find their potential customer.

Moreover, the open competition stimulates carriers to the improvement of their services and it may also result in certain decrease of costs of transportation for producers. Implementation of new technologies, notably electronic reverse auctions leads to the implementation of high technologies in transportation and logistics at large. It also opens new perspectives for reverse auctions since, being based on electronic platform, they can involve unprecedented amount of participants. Consequently, the probability that producers will find their clients and carrier, which will transport the goods to the destination at possibly lower costs, increases

Thus, taking into account all above mentioned, it is possible to conclude that the implementation of electronic reverse auctions leading to better cooperation between producers and carriers perfectly demonstrates the possibilities of new technologies applied to business at large and transportation and logistics in particular.

Ex. 1. Mind the new words and expressions

1. auction - аукцион, торг; продавать с аукциона;
2. to accomplish - выполнять, совершать
3. carrier- транспортное средство, перевозчик
4. destination - пункт назначения;
5. to facilitate - содействовать, способствовать, облегчать
6. implementation - выполнение, реализация, внедрение
7. inventory - материально-техническая база
8. item - продукт, изделие, отдельный предмет, пункт, статья
9. life cycle - жизненный цикл (изделия), период эксплуатации

10. logistics - материально-техническая база
- 11 .notably - особенно, в особенности
- 12.probability - вероятность, возможность
- 13.repositioning - изменение положения, переустановка
14. reverse auction - обратный аукцион(аукцион, в котором участвует один покупатель и несколько конкурирующих продавцов)
- 15.simultaneously - одновременно, совместно
- 16.supply chain - логистическая цепочка, цепочка поставок, сеть поставок
- 17.transaction - сделка, соглашение
- 18.warehousing – складирование

Ex. 2. Scan the text to find answers to these questions.

1. What does logistics management do?
2. What are the main functions of a qualified logistician?
3. What are the goals of producers and sellers in transportation?
4. What are the advantages of electronic reverse auctions compared to conventional auctions?
5. What is the effect of open competition in electronic reverse auctions?

Ex. 3. Match the word with the appropriate definition.

consumer, producer, auction, client, contract, carrier

1. a person or business enterprise that generates goods or services for sale.
2. a person, thing, or organization employed to carry goods, passengers, etc.
3. someone who gets services or advice from a professional person, company or organization.
4. someone who buys and uses products and services.
5. an official agreement between two or more people, stating what each will do.
6. a public sale of goods or property, esp. one in which prospective purchasers bid against each other until the highest price is reached.

Ex. 3. Match the words and word combinations with the similar meaning.

- | | |
|-------------------|---------------------|
| 1) goal | a) usual |
| 2) to facilitate | b) partaker |
| 3) to benefit | c) rivalry |
| 4) simultaneously | d) at the same time |
| 5) decrease | e) forwarder |
| 6) conventional | f) aim |
| 7) competition | g) to profit |
| 8) participant | h) realization |
| 9) implementation | j) to assist |
| 10) carrier | k) decline |
| 11) transaction | l) storehouse |

12) warehouse

m) deal

Ex. 4. Substitute the words in Russian with their appropriate equivalents in English.

1. Logistics management is that part of the (цепочки поставок) which implements and controls (прямой и обратный поток товаров) between the point of origin and (пунктом потребления) in order to meet (запросы потребителей). 2. It is necessary to point out that electronic reverse auctions have a lot of (преимуществ) compared to (обычный) auctions. 3. The main (цель) is to minimize (затраты) for transportation and logistics and deliver goods to customers (в возможно короткие сроки). 4. The main functions of a qualified (логиста) include inventory management, (покупку), transportation, (складирование), consultation and the organizing and planning of these activities. 5. (Внедрение) of electronic reverse auctions leads to better (сотрудничество) between producers and carriers. 6. The open (конкуренция) stimulates carriers to the (улучшение) of their services and it may also result in certain (уменьшение расходов) of transportation for producers. 7. Two operations could be run (одновременно) that seems to be extremely (выгодно) for sellers. 8 The essential conditions for (открытая и честная) competition are created. 9. (Перевозчики) can (поставлять свои услуги) to a large number of sellers and, (следовательно), can also easily find their potential (потребителя). 10. Professional (логистическая поддержка) involves the integration of information, transportation, (материально-техническая база), material handling, and packaging. 11. (Логистическая цепочка) can be defined as having the (соответствующий предмет) in the (соответствующем количестве) at the (соответствующее время) at the (соответствующем месте) for the (соответствующую цену) and is the science of process and incorporates all industry sectors. 12. It is difficult or nearly (невозможно) to (совершать) any international (торговлю) global export/import process, international (изменения положения) of (сырьевых) materials and manufacturing without professional (логистическая поддержка).

Ex. 5. Translate the following sentences into Russian. Mind the use of the infinitive.

1. In order to respond to random orders from consumers and to stabilize the production process, inventories are maintained at sections of the production process. 2. The ability to communicate almost instantaneously, large amounts of information and data to suppliers, customers and transport providers has allowed firms to operate with increased efficiency. 3. It is critical to predict how a particular shift in logistics will affect the demand for transport services and how a shift in transport production will affect the infrastructure system. 4. To keep costs down and avoid an increase in the number of trucks on the roads, shipments must be consolidated. 5. For the European economy to operate as a single market there has to be presence of common transport policy. 6. The purpose of the cooperation is to make it possible to support research and development activities on road traffic

noise of common interest to the two parties. 7. To protect their own market share the national companies will not compete with other smaller and regional companies.

Ex. 6. Give the main points of the text in 4-7 sentences. Use the following clichés:

The text is about... . It is shown that... . In the opinion of the author it is Of special interest is his argument that... . The author concludes by saying that...

GRAMMAR:English tenses

1. Supply the correct form for the verbs in brackets.

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) to chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. I (to miss) your excellent cooking! 14. You ever (to buy) presents? 15. You (to think) it (to be) easy or difficult to choose the right presents for people? 16. What present your mother (to receive) for her next birthday? 17. The weather (to be) unpredictable three days. 18. Well, maybe it (to be) warm and sunny. 19. It (to get) cold and damp. 20. You (to be right). It (to get) cold. My feet (to freeze). You (to know), it might be snow. 21. You never (to know). They (to say) fog (to cover) the area early tomorrow morning. It (to clear) and (to become) sunny by noon.

2. Ask questions to suggestions.

1. I've been to Mir. — When
2. I've read this book. — When
3. I've just come from village. — How long
4. I've broken a vase. — What
5. I've met Kate. — Where

3. Complete the sentences using Past Continuous.

1. When my mother came home, I
2. On Saturday at 9 o'clock my brother
3. When the telephone suddenly rang, we still
4. When I met my friend yesterday, he
5. From 2 till 5 o'clock yesterday I

4. Insert last night, ever, just, yet, always in the right place:

1. My uncle went to Bosnia.
2. Scot has come back from America.

3. Have you been to Yemen?
4. You haven't visited your granny.
5. I clean my teeth two times a day.

5. Choose the correct word.

1. Why (do, have) you bought so much sugar?
2. What foreign language (have / do) you know?
3. Where (do, have) you celebrate New Year?
4. Why (do, have) you broken this toy?
5. What (do, have) you do every day?

6. Complete the tail questions.

1. The book is very interesting, _____?
2. You haven't seen The Lost World: Jurassic Park yet, _____?
3. You can go to granny tomorrow, _____?
4. My brother thinks adventure stories are exciting, _____?
5. Kate really likes eating ice-cream, _____?

7. Ask questions.

1. Greg finished repairing his bicycle yesterday. — When _____?
2. Yesterday Nelly was working at her English from 5 till 7. — How long ?
3. My sister is in the kitchen. — Where ?
4. Little Millie is brushing her teeth at the moment. — What ?
5. Aunt Pam got a postcard from her cousin two days ago. — When ?

Unit Eight: FIATA

Read the text attentively for more information about FIATA.

FIATA, in French "Federation Internationale des Associations de Transitaires et Assimiles", in English "International Federation of Freight Forwarders Associations" was founded in Vienna/Austria on May 31, 1926.

FIATA, a non-governmental organisation, represents today an industry covering approximately 40,000 forwarding and logistics firms, also known as the "Architects of Transport", employing around 8-10 million people in 150 countries.

FIATA has consultative status with the Economic and Social Council (ECOSOC) of the United Nations, the United Nations Conference on Trade and Development (UNCTAD), and the UN Commission on International Trade Law (UNCITRAL).

It is recognised as representing the freight forwarding industry by many other governmental organisations, governmental authorities, private international organisations in the field of transport such as the International Chamber of Commerce (ICC), the International Road Transport Union (IRU), the World Customs Organization (WCO), the World Trade Organization (WTO), etc.

In summary FIATA is the largest non-governmental organization in the field of transportation. Its influence is worldwide.

Objectives

FIATA's main objectives are: to unite the freight forwarding industry worldwide; to represent, promote and protect the interests of the industry by participating as advisors or experts in meetings of international bodies dealing with transportation; to familiarise trade and industry and the public at large with the services rendered by freight forwarders through the dissemination of information, distribution of publications, etc.; to improve the quality of services rendered by freight forwarders by developing and promoting uniform forwarding documents, standard trading conditions, etc.; to assist with vocational training for freight forwarders, liability insurance problems, tools for electronic commerce including electronic data interchange (EDI) and barcode.

Congresses

Each year, FIATA holds a World Congress. This international event brings together the freight forwarding industry and transport world. It serves to conduct the business of the Federation, is a social occasion and last but not least acts as a meeting place to conduct business. Participation is between 800 - 1500 persons.

Organisation FIATA is structured into Institutes, Advisory Bodies, and Working Groups each in their turn dealing with every aspect that affects the international movement of freight.

The Institutes, which usually meet twice a year, carry out the technical work of the Federation. Currently FIATA has three, namely the Airfreight Institute (AFI); Customs Affairs Institute (CAI); Multimodal Transport Institute (MTI).

Some of the Institutes have some permanent Working Groups; e.g. the MTI has three for Sea, Rail and Road Transport, and the AFI one for LATA matters. Working Groups report to their respective Institutes and meet according to necessity.

For matters that affect the whole of the freight forwarding industry there are five Advisory Bodies:

- Advisory Body Dangerous Goods (ABDG)
- Advisory Body Information Technology (ABIT)
- Advisory Body Legal Matters (ABLM)
- Advisory Body Public Relations (ABPR)
- Advisory Body Vocational Training (ABVT)

They co-operate with the Institutes and Working Groups, if required, and meet according to necessity.

Regional Meetings

FIATA National Association members are divided into 4 regions worldwide. These are: Africa/Middle East, Americas, Asia/Pacific, Europe.

Each Region meets twice every year; during the HQ Session in Zurich and at the FIATA World Congress. The prime target of these regional meetings is to bring forward the specific issues of regional concern and interest, and if necessary

submit them to the Institutes and Advisory Bodies of FIATA, the intention being *to* identify and assist regional members in solving the local difficulties. Another important topic is to gain synergies between the member countries of the regions and to import and export these benefits to other national associations.

Documents

FIATA has created several documents and forms to establish a uniform standard for use by freight forwarders worldwide. The documents are easily distinguishable as each has a distinctive colour and carries the FIATA logo.

- FIATA FCR (Forwarders Certificate of Receipt) - сертификат экспедитора о получении груза
- FIATA FCT (Forwarders Certificate of Transport) – сертификат экспедитора о транспортировке груза
- FWR (FIATA Warehouse Receipt) – складское свидетельство
- FBL (negotiable FIATA Multimodal Transport Bill of Lading) – тмультимодальный транспортный коносамент
- FWB (non-negotiable FIATA Multimodal Transport Waybill) – необоротная мультимодальная транспортная накладная
- FIATA SDT (Shippers Declaration for the Transport of Dangerous Goods) – декларация грузоотправителя о транспортировке опасных грузов
- FIATA SIC (Shippers Intermodal Weight Certificate) – интермодальный весовой сертификат грузоотправителя
- FFI (FIATA Forwarding Instructions) - форма экспедиторских инструкций

FIATA documents have an excellent reputation and are recognised as documents of tradition and trust. They have greatly contributed in the past to the facilitation of international exchanges and will continue in the future to be valuable instruments in the service of world trade.

Ex.1. Mind the new words and expressions.

1. barcode - штрих код
2. to bring forward - выдвигать (предложение)
3. dissemination, - распространение
4. distribution - распространение
5. distinctive - отличительный, характерный
6. distinguishable - различимый, отличимый
7. to enhance - увеличивать, улучшать, усиливать
8. to evaluate - оценивать
9. to familiarise - ознакомлять
10. forwarder (forwarding agent) -экспедитор, перевозчик
11. freight - груз, фрахт
12. HQ headquarter - штаб
13. institute - (зд.) ассоциация
14. liability insurance - страхование ответственности
15. logo (сокр.от logotype) - логотип, фирменный или товарный знак
16. objective, target - цель

17. to submit - представить на рассмотрение
18. synergy - совместная деятельность (успешная)

Ex. 2. Scan the text to give the answers to the following questions.

1. What does the abbreviation FIATA stand for?
2. What does FIATA represent today?
3. What are the main objectives of FIATA?
4. Why has FIATA created several documents and forms?
5. There are five Advisory Bodies of FIATA, aren't they? Name them.

Ex. 3. Match the word with the appropriate definition, container, logistics, agent, toll, carrier, barcode

1. a person or company that represents another person or company especially in business.
2. a group of thin and thick lines printed on products you buy in a shop and which a computer can read. It contains information such as the price.
3. a company that moves goods or passengers from one place to another.
4. a large cargo-carrying standard-sized box that can be loaded from one mode of transport to another.
5. the management of materials flow through an organization, from raw materials through to finished goods.
6. the money you have to pay to use a particular road, bridge, etc.

Ex. 4. Match the words with the similar meaning.

- | | |
|-----------------------|--------------------|
| 1. benefit | a) appreciate |
| 2. advisor | b) expeditor |
| 3. objective | c) load, cargo |
| 4. freight | d) association |
| 5. freight dispatcher | e) trade mark |
| 6. freight forward | f) shipper |
| 7. distribution | g) distinguishing |
| 8. bring forward | h) advantage |
| 9. distinctive | i) realization |
| 10. logo | j) goal, target |
| 11. implementation | k) dissimilation |
| 12. forwarder | l) consultant |
| 13. institute | m) come forward |
| 14. evaluate | n) freight prepaid |

Ex. 5. Substitute the words in Russian with their appropriate equivalents in English.

1. FIATA's main (цель) is to unite (транспортно экспедиционную) industry worldwide.
2. FIATA is structured into Institutes, (консультативные органы) and

working groups dealing with the international (движение грузов). 3. FIATA assists with (проблемами страховой ответственности) and electronic (обмен данными) and (штрих кодами). 4. FIATA documents are easily (отличимые) as each carries the FIATA (фирменный знак) at the head of the page. 5. The prime (цель) of the HQ Session held in Zurich twice every year is to (выдвигать) specific (вопросы) and (предоставлять на рассмотрение) them to (консультативные органы) of FIATA. 6. FIATA tries to (улучшить) the quality of services rendered by (экспедиторами) by promoting uniform (экспедиторские) documents. 7. FIATA documents are recognized as documents of tradition and (доверие) which have contributed to the (облегчение международных обменов).

Ex. 6. Substitute the words in Russian with their appropriate equivalents in English.

1. FIATA's main (цель) is to unite (транспортно экспедиционную) industry worldwide. 2. FIATA is structured into Institutes, (консультативные органы) and working groups dealing with the international (движение грузов). 3. FIATA assists with (проблемами страховой ответственности) and electronic (обмен данными) and (штрих кодами). 4. FIATA documents are easily (отличимые) as each carries the FIATA (фирменный знак) at the head of the page. 5. The prime (цель) of the HQ Session held in Zurich twice every year is to (выдвигать) specific (вопросы) and (предоставлять на рассмотрение) them to (консультативные органы) of FIATA. 6. FIATA tries to (улучшить) the quality of services rendered by (экспедиторами) by promoting uniform (экспедиторские) documents. 7. FIATA documents are recognized as documents of tradition and (доверие) which have contributed to the (облегчение международных обменов).

GRAMMAR: English adjective

1. Choose an adjective or an adverb to make sentences grammatically correct.

Examples: It is clear. I see it clearly.

1. It is (correct, correctly).
2. Spell the word (correct, correctly).
3. You know it (good, well).
4. Of course it is (good, well).
5. It is (cold, coldly) in the room.
6. Don't look so (cold, coldly) at me.
7. It is (easy, easily).
8. I can do it (easy, easily).
9. It is (warm, warmly) today.
10. He always greets us (warm, warmly).

2. Give the Comparative and Superlative Degrees.

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

3. Put adjectives into correct forms.

1. John is (young) of the 3 brothers.
2. The Sun is (bright) the Moon.
3. Is the diameter of Jupiter (big) than that of the Earth?
4. That room is (light) than yours.
5. This room is (large) than the one upstairs.
6. It doesn't take (much) than four days to cross the Atlantic, does it?

4. Choose the correct form of an adjective.

1. Jane is the (taller — tallest) of the 2 girls.
2. Father was the (eldest — elder) of seven sons.
3. Albert is (elder — older) than John.
4. I think your plan is the (best — better) of the two.
5. This is the (most large-largest) power — station, I've ever seen.
6. Henry is the (oldest — eldest) of the 3 brothers.

5. Put the adjectives in parentheses in superlatives.

1. Everest is.....(high) mountain in the world.
2. A whale is.....(big) animal on our planet.
3. He is the.....(good) student in our class.
4. This is.....(interesting) story by Dickens.
5. I am.....(happy) man in the world.

6. Correct the errors in the sentences.

1. He is the most oldest student in his group.
2. You are taller then me.
3. My car is beter than his.
4. It is one of most beautiful lakes in the world.
5. These flowers are more cheap than those ones.

7. Put the adjective in brackets in the desired form.

1. The Volga is.....(long) river in Europe.
2. Life in the country is.....(relaxing) than in the city.
3. He is one of.....(rich) people in the world.
4. My house is.....(modern) than yours.
5. The weather today is.....(good) than it was yesterday.

Unit Nine: TIR

Read the article attentively for more detailed information

about the TIR Customs transit system.

The TIR Convention of 1975 came into force in 1978. Since that time the TIR Convention has proved that it is one of the most successful international transport conventions and is in fact the only universal Customs transit system in existence. The idea behind the TIR Convention and its transit regime has formed the basis for many regional transit systems and has thus, directly and indirectly, contributed to the facilitation of international transport, especially international road transport, not only in Europe and the Middle East, but also in other parts of the world, such as Africa and Latin America.

Anyone who has ever traveled on European roads will recognize the familiar blue and white TIR plate borne by thousands of lorries and semi-trailers using the TIR Customs transit system. For the driver, the transport operator and the shipper, this plate stands for fast and efficient international transportation by road. Work on the TIR transit system started soon after the Second World War. The first TIR Agreement was concluded in 1949 between a small number of European countries.

The experience gained in the first 10 to 15 years of operating the system was thus used to make the TIR system more efficient, less complex and at the same time more Customs secure. Another reason why the original TIR system had to be modified was that in the early 1960's a new transport technique emerged: the maritime container. It was followed a little later by the inland container used by the European railways and by the swap-body introduced for improving the efficiency of road/rail transport.

These new combined or multimodal transport techniques necessitated the acceptance of the container, under certain conditions, as a Customs secure loading unit. It meant also that TIR regime no longer only covered road transport, but was extended to rail, inland waterways and even maritime transport, although at least one part of the total transport operation still has to be made by road.

The advantages of the TIR Convention to commerce and transport interests are obvious. Goods may travel across national frontiers with a minimum of interference by Customs administrations. By easing traditional impediments to the international movement of goods, the TIR system encourages the development of international trade. By reducing delays in transit, it enables significant economies to be made in transport costs.

The TIR Convention has proved to be one of the most effective international instruments prepared under the auspices of the United Nations Economic Commission for Europe (UNECE). To date, it has 65 Contracting Parties, including the European Community. It covers the whole of Europe *and* reaches out to North Africa and the Near and Middle East. Countries in Asia have been informed about the facilities of this global Customs transit system and their interest has shown that they may well join the TIR Convention in the not too distant future. Already today, the United States of America and Canada are Contracting Parties as well as Chile and Uruguay in South America. The success of the TIR system may also be judged by the number of TIR Carnets distributed and issued every year. As

a result of the expanding East-West European trade, corresponding tremendous increase in international road transport, the number of TIR Carnets issued has now reached 3.2 million (2004) which represents the start of nearly 10,000 TIR transports every day in more than 50 countries and well over 50,000 TIR border crossing procedures daily.

The accession of a number of Central European countries to the European Community in 2004 may lead to a decrease in the number of TIR transport operations in this part of Europe, as, TIR Carnets cannot be used for Customs transit operations within the member countries. But the development may well be compensated by an increase in TIR transport operations in and to the countries of the Middle East and Asia.

The tremendous increase in the use of the TIR Customs transit system can be explained by the special features of the TIR regime which offer transport operators and Customs authorities a simple, flexible, cost-effective and secure Customs regime for the international transport of goods across frontiers.

The TIR Convention also provides, through its international guarantee chain, relatively simple access to the required guarantees which are a sine qua non (necessary conditions) for the transport and trade industry to benefit from the facilities of Customs transit systems.

Finally, in reducing the impediments to international traffic by road caused by Customs controls, it enables exporters and importers to select more easily the form of transport most suitable for their needs.

Traditionally when goods crossed the territory of one or more States in the course of an international transport of goods by road, the Customs authorities in each state applied national controls and procedures. These varied from State to State, but frequently involved the inspection of the load at each national frontier and the imposition of national security requirements (guarantee, bond, deposit of duty, etc.) to cover the potential duties and taxes at risk while the goods were in transit through each territory. These measures, applied in each country of transit, led to considerable expenses, delays and interferences with international transport.

In an attempt to reduce these difficulties experienced by transport operators and, at the same time, to offer Customs administrations an international system of control replacing traditional national procedures, whilst effectively protecting the revenue of each State through which goods were carried, the TIR system was devised.

As regards Customs control measures at frontiers, the TIR system clearly has advantages for Customs administrations as it reduces the normal requirements of national transit procedures. At the same time the system avoids the need – expensive in manpower and facilities – for physical inspection in countries of transit other than checking seals and the external conditions of the load compartment or container. It also dispenses with the need to operate national guarantees and national systems of documentation.

In addition, advantages arise from the fact that the international transit operation is covered by a single transit document, the TIR Carnet, which reduces the risk of presenting inaccurate information to Customs administrations.

In case of doubt, Customs authorities have the right to inspect the goods under Customs seal at any time and, if necessary, to interrupt the TIR transport and/or to take adequate measures in accordance with national legislation. In view of the strict provisions of the TIR Convention and the interest of all Customs authorities and transport operators to apply these provisions, such interventions should remain exceptional. Customs authorities can therefore reduce routine administrative Customs procedures to a minimum and devote their limited resources to specific control measures based on risk assessment and intelligence information.

Ex. 1. Mind the new words and expressions

1. accession - вступление, доступ
2. assessment - оценка
3. to avoid - избегать , отклонять
4. auspices-покровительство, протекция, содействие;
(under the auspices of - при содействии, под покровительством)
5. bond - таможенная закладная
6. carnet - карнет (таможенная лицензия на проезд автомашины через границу)
7. contracting parties - контрагенты, договаривающиеся стороны
8. compartment - купе, отделение, отсек, камера
9. to cover - включать в себя, охватывать, относиться к ч-л
10. customs - таможенные пошлины, налог
- 11 .delay - задержка, препятствие
- 12.to devise - разрабатывать
- 13.to dispense with - обходиться без чего либо
- 14.duty - налог, пошлина
- 15.expenses -расходы, издержки, затраты
16. facilitation - облегчение, помощь
17. frontier - граница
- 18.flexible - гибкий
19. impediment - преграда, препятствие
20. imposition - наложение, обложение
- 21 .interference - вмешательство
- 22.to involve - включать в себя
- 23.issue - выпуск, публикация
- 24.legislation - законодательство, закон
- 25.load - груз, партия груза
26. maritime - морской
- 27.obvious - очевидный
- 28.provision - положение, *условие (договора)*
- 29.revenue - доход

- 30.routine - стандартный, текущий
 31.sine qui non - (латинск.) обязательное, неременное условие
 32.seal - печать, пломба
 33.swap-body – сменный кузов для смешанных автомобильно-железнодорожных перевозок
 34.to utilize - использовать, употреблять

Ex. 2. Provide the answers to the questions given below.

1. What has the TIR Convention contributed to?
2. What does blue and white TIR plate stand for?
3. What is the main aim of TIR system?
4. What are the advantages of TIR to commerce and transport?
5. What countries are the members of TIR Convention?
6. How can the increase in the use of the TIR Customs transit system be explained?
7. What measures led to considerable expenses, delays and interferences with international transport?
8. Why was the TIR system devised?
9. What are the advantages of TIR Carnet?
10. What rights do Customs authorities have?

Ex. 3. Match the word with the appropriate definition.

commerce, consignment, capacity, freight, carriage (BrE), container, costs, carnet

1. a customs license authorizing the temporary importation of a motor vehicle.
2. the amount of space a container, room etc has to hold things or people.
3. the act of moving goods from one place to another or the cost of moving them.
4. the buying and selling of goods and services.
5. an object used for or capable of holding, esp. for transport or storage, such as a carton, box, etc .
6. a quantity of goods that are sent somewhere, especially in order to be sold.
7. the money that you must regularly spend in order to run a business, a home, a car.
8. goods that are carried by ship, train or aircraft and the system of moving these goods.

Ex. 4. Match the words and word combinations with the similar meaning.

- | | |
|-----------------|----------------------|
| 1) customs | a) costs |
| 2) impediment | b) help, aid |
| 3) auspices | c) formulate, invent |
| 4) accession | d) protection |
| 5) expenses | e) law |
| 6) legislation | f) toll, duty |
| 7) facilitation | g) obstacle |
| 8) frontier | h) admission |

- 9) obvious
- 10) to utilize
- 11) to cover
- 12) to devise

- i) evident
- j) to include
- k) to use
- l) boundary

Ex. 5. Substitute the words in Russian with their appropriate equivalents in English.

1. (В случае сомнения) Customs authorities have the right to inspect the (товары) under Customs (таможенная пломба) at any time and, if necessary (принимать соответствующие меры) in accordance with national (законодательство). 2. (Таможенные) procedures involve the inspection of the (груз) at each national (граница) and the imposition of national (требования безопасности), guarantee, (таможенная накладная), (депозитная пошлина), etc. to cover duties and taxes at risk. 3. National controls and procedures applied by (таможенные власти) in each country of transit led to (значительные расходы), (задержки) and (вмешательство) with international transport. 4. (Что касается) Customs control measures at frontiers, the TIR system (избегает) the need for physical inspection in countries of transit other than (проверка пломб) and the (внешних) conditions of the (грузовой вагон) or container. 5. (Товары) may travel across national (границы) with a minimum of (вмешательство) by (таможенный) administrations. 6. In reducing the (препятствий) to international traffic by road caused by Customs controls the TIR Convention provides relatively simple (доступ) to the required guarantees which are (необходимые условия) for the transport and trade industry. 7. Customs authorities can (уменьшить) routine administrative (таможенные процедуры) and (посвятить) their resources to specific control measures based on (оценке риска) and intelligence information.

Ex. 6. Fill in the blanks with the prepositions.

1. The TIR Convention provides ... its international guarantee chain access ... the guarantees ... the transport. 2. Goods may travel ... national frontiers ... a minimum of interference ... Customs administrations. 3. The TIR Convention is one of the most effective international instruments prepared ... the auspices of the United Nations Economic Commission ... Europe (UNECE). 4. The TIR system encourages the development of international trade ... reducing delays in transit. 5. The TIR Convention came ... force in 1978. 6. Customs authorities have the right to inspect the goods ... Customs seal at any time and to take adequate measures ... national legislation. 7. TIR Carnets cannot be used ... Customs transit operations ... its member countries. 8. As regards Customs control measures ... frontiers, the TIR system reduces the normal requirements ... national transit procedures. 9. These new multimodal transport techniques necessitated the acceptance ... the container... certain conditions, as a Customs secure loading unit.

Ex. 7. Translate the following sentences into Russian. Mind the use of the passive voice.

I. Since 90% of all traffic information is perceived visually, special attention must be paid to the visibility of traffic signs and systems. 2. Domestic road transport is being deregulated in most European countries. 3. Transport of goods by road is still hampered by restrictions on cabotage, empty runs and a lack of fiscal, technical and social harmonization. 4. Entrepreneurs offering transport services are being encouraged to develop door-to-door delivery systems which implies finding the ultimate balance between the existing transport modes. 5. Transport is affected by international economic shifts, by tourism and by changes in the balance of trade with Europe. 6. Road infrastructure costs have been closely examined in the UK over many years. 7. Changes in the supply of transport services are affected by new technologies, customer demand and external cost.

Ex. 8. Give the main points of the text in 4-6 sentences. You may use the following clichés:

The text deals with... . The author points out that... . Attention is drawn to the fact that... . It is pointed out that... . It should be noted that... . The author comes to the conclusion that... . I find the text rather/very... .

GRAMMAR: Passive voice. Word Formation.

1. Write the verbs in brackets in the passive voice.

The Academy Awards Presentation 1)(first/organise) in 1929 and since then, it 2) ... (hold) every year. The presentation 3)(attend) by those at the top of the film industry and 4)..... (watch) on TV by millions of viewers who want to see who 5) (present) with the golden statue which 6) (desire) by everyone in the motion picture world. The voting for the Academy Awards 7) (conduct) secretly and the results 8) (not/reveal) to anyone until the envelope 9) (open) on stage in front of the audience. Awards 10) (give) for the best individual or collective work and 11) (separate) into different categories. Up to five nominations 12) (make) in each category. The awards, which 13) (know) as Oscars, 14) (consider) to be the highest honour anyone in the film industry can 15) (give).

2. Use verbs in brackets in the passive or active voice.

Coffee 1) ... (say) to originate from Kaffa in Ethiopia and most species of coffee plant 2) ... (find) in the tropics of the Eastern Hemisphere. The species which 3) (think) to be the earliest coffee plant 4)(ever/cultivate) by man is Coffee arabica. Today it 5) (grow) mostly in Latin America. The coffee shrub 6) (reach) a height of 8-10 metres and 7) (have) white scented flowers. It 8) (produce) a red fruit which 9) (call) a cherry. The cherry 10) (contain) two seeds which 11) (join) together. These seeds, which 12) (also/know) as beans, 13) (first/roast) and then they 14)(grind) to make coffee. The grounds 15) (then/process) in a variety of different ways.

3. Translate sentences using passive voice.

1. Мне рассказали об этом вчера. 2. Его встретят завтра на автобусной остановке. 3. Говорят, что в этом году весна будет теплее обычного. 4. Курицу пожарят на обед. 5. Дом построен два года тому назад. 6. Это письмо только что получено мною. 7. Об этом ребенок никто не заботится. 8. Заврачому же отравили. 9. Эти тексты переводятся учениками во время уроков. 10. Книги куплены в магазине на прошлой неделе.

4. Pick up the prefixes un-, dis-, in-, non-, ir- to words, paying attention to the context.

Пример: His ...action will lead to no good. - His inaction will lead to no good.

1. This place was ...appealing and melancholic.
2. Don't ...member our country!
3. But it is ...sense! You can't swim across the Drake Passage by yourself.
4. You are so ...responsible! You didn't come to rehearsal yesterday.
5. She always cheats on her husband. She is a ...loyal wife.

5. From the words in the frame, form new words using suffixes. Fill in the gaps in the sentences with appropriate words.

equip, doubt, art, free, equal, Russia

Пример: equip - equipment

We need hunting ... to kill a bear. - We need hunting equipment to kill a bear.

1. ... is the most valuable thing for a person.
2. She was ... whether the new shoes will be any better.
3. They always ... their results.
4. These ... paintings are so terrible!
5. My friend from Spain likes ... cuisine.

6. Change selected nouns to verbs with conversion. Redesign your sentences accordingly.

Пример: I have a walk with his friends every day. - He walks with his friends every day.

1. My mother is standing in a queue now.
2. She pushed me with an elbow.
3. Paola is giving a call to her friend now.
4. I had plans for tomorrow.
5. We made a mistake about that book.

7. Choose the correct answer options (vocabulary). Fill in the blanks with the meaningful words.

Пример: 1. c) - airman

My husband is - My husband is an airman.

1. air	a) care
2. copy	b) sighted
3. rain	c) man
4. birth	d) coat
5. health	e) book
6. short	f) place

1. I was born in India. And what is your ...?
2. Write in your ... an essay about summer vacation.
3. My brother is
4. It's raining outside. You should put on your
5. ... in our country is at top level.

Unit Ten: Containerization

Read the text and say what you have learnt about the containerization.

Containerization is a system of intermodal freight transport cargo transport using standard ISO containers (known as shipping containers), ITUs (Intermodal Transport Units) that can be loaded and sealed intact onto container ships, railroad cars, planes, and trucks.

Although having its origins in the late 1780s or earlier, the global standardization of containers and container handling equipment was one of the important innovations in 20th century logistics.

Toward the end of World War II, the United States Army began using specialized containers to speed up the loading and unloading of transport ships. After the U.S. Department of Defense standardized an 8'x8' cross section container in multiples of 10' lengths for military use it was rapidly adopted for shipping purposes. These standards were adopted in the United Kingdom for containers and rapidly displaced the older wooden containers in the 1950s.

Even the railways of the USSR had their own small containers. The introduction of containers resulted in vast improvements in port handling efficiency, thus lowering costs and helping lower freight charges and, in turn, boosting trade flows. Almost every manufactured product spends some time in a container.

Containerization has revolutionized cargo shipping. Today, approximately 90% of non-bulk cargo worldwide moves by containers stacked on transport ships; 26% of all containers originate from China.

The widespread use of ISO standard containers has driven modifications in other freight-moving standards, gradually forcing removable truck bodies or swap bodies into the standard sizes and shapes (though without the strength needed to be stacked), and changing completely the worldwide use of freight pallets that fit into ISO containers or into commercial vehicles.

Improved cargo security is also an important benefit of containerization. The cargo is not visible to the casual viewer and thus is less likely to be stolen and the doors of the containers are generally sealed so that tampering is more evident. This has reduced the "falling off the truck" syndrome that long plagued the shipping industry.

Container capacity is often expressed in twenty-foot equivalent units (TEU, or sometimes teu). An equivalent unit is a measure of containerized cargo capacity equal to one standard 20 ft (length) x 8 ft (width) container. As this is an approximate measure, the height of the box is not considered. Similarly, the 45-ft (13.7 m) containers are also commonly designated as two TEU, although they are 45 and not 40 feet (12 m) long. Two TEU are equivalent to one forty-foot equivalent unit (FEU).

The use of Imperial measurements to describe container size (TEU, FEU) reflects the fact that US Department of Defense played a major part in the development of containers. The overwhelming need to have a standard size for containers, in order that they fit all ships, cranes, and tracks, and the length of time that the current container sizes have been in use, makes changing to an even metric size impractical.

The maximum gross mass for a 20 ft (6.1 m) dry cargo container is 24,000 kg. Allowing for the tare mass of the container, the maximum payload mass is therefore reduced to approximately 21,600 kg for 20 ft (6.1 m).

Since November 2007 48-ft and 53 ft (16 m) containers are used also for international ocean shipments. Various container types are available for different needs:

- -General purpose dry van for boxes, cartons, cases, sacks, bales, pallets, drums in standard, high or half height;
- -High cube palletwide containers for europallet compatibility;
- -Temperature controlled from -25 °C to +25 °C reefer;
- -Open top bulkainers for bulk minerals, heavy machinery;
- -Open side for loading oversize pallet;
- -Flushfolding flat-rack containers for heavy and bulky semi-finished goods, out of gauge cargo;
- -Platform or bolster for barrels and drums, crates, cable drums, out of gauge cargo, machinery, and processed timber;
- -Ventilated containers for organic products requiring ventilation;
- -Tank containers for bulk liquids and dangerous goods;
- -Rolling floor for difficult to handle cargo;
- -Gas bottle;
- -Generator;
- -Collapsible ISO;
- -Swap body.

Containers have been used to smuggle contraband. The vast majority of containers are never subjected to scrutiny due to the large number of containers in use. In recent years there have been increased concerns that containers might be

used to transport terrorists or terrorist materials into a country undetected. The U.S. government has advanced the Container Security Initiative (CSI), intended to ensure that high-risk cargo is examined or scanned, preferably at the port of departure.

Containers are intended to be used constantly, being loaded with a new cargo for a new destination soon after being emptied of the previous cargo. This is not always possible, and in some cases the cost of transporting an empty container to a place where it can be used is considered to be higher than the worth of the used container. This can result in large areas in ports and warehouses being occupied by empty containers left abandoned. However, empty containers may also be recycled in the form of shipping container architecture, or the steel content salvaged.

Ex. 1. Mind the new words and expressions.

1. to abandon - отказываться
2. approximate - приблизительный
3. to allow for - учитывать
4. bale - тюк, пакет
5. barrel -бочка; баррель (мера жидких, сыпучих и некоторых твёрдых материалов)
6. bulk - масса; большое количество (крупная партия груза, без какой-л. упаковки; напр., зерно, уголь)
7. to boost - поддерживать, форсировать
8. bolster - поддон
9. collapsible - складной; раздвижной
10. compatibility - совместимость; соответствие
11. crate - (деревянный) ящик; тара для упаковки
12. drum - барабан, цилиндрический контейнер, металлическая Бочка
13. gauge - мера, размер
14. to handle -трансп.: производить транспортную обработку (грузов)
15. intact - неповрежденный, нетронутый
16. imperial measures (measurements) - имперские меры (стандартные единицы мер, принятые в Соединённом Королевстве)
17. overwhelming - огромный, ошеломляющий
- \ 8. pallet - (грузовой) поддон для перевозки грузов
19. payload- грузоподъёмность; полезная нагрузка; трансп. Коммерческая нагрузка (груз, который транспортируется за плату)
20. to plague -беспокоить, досаждают
21. to recycle - перерабатывать
22. reefer - рефрижератор, вагон- холодильник
23. to result from - происходить вследствие, являться результатом
24. to result in - приводить к
25. to salvage -собирать и использовать утильсырьё
26. scrutiny - внимательный осмотр
27. to seal – опечатывать

28. semi-finished goods - полуфабрикаты
29. to smuggle contraband - провозить контрабандой
30. to stack - накапливать, укладывать в штабеля
31. swap body - съёмный (сменный) кузов для смешанных автомобильно-железнодорожных перевозок
32. tampering - 1) фальсификация; подделка 2) манипуляции, подкуп

Ex. 2. Provide answers to the questions below.

1. What does the containerization mean?
2. When were the standards for containers adopted in the United Kingdom and in the USA?
3. Containerization has revolutionized cargo shipping, hasn't it?
4. What is considered to be one of the important benefits of containerization?
5. How is container capacity often expressed?
6. What are the general types of container?
7. Is there any misuse of containers?

Ex. 3. Mind the following abbreviations.

1. ISO - International Organization for Standardization ИСО - Международная Организация по Стандартизации
2. ITU - Intermodal Transport Units - единицы (контейнеры) для смешанных перевозок
3. TEU - twenty-foot equivalent units - единицы, эквивалентные 20 футам
4. FEU - forty-foot equivalent unit - единицы, эквивалентные 40 Футам

Ex. 4. Match the word with the appropriate definition.

Intermodal, cargo, truck, cost, container, pallet.

1. the price paid or required for acquiring, producing, or maintaining something, usually measured in money, time, or energy; expense or expenditure; outlay.
2. a large motor vehicle designed to carry heavy loads, esp. one with a flat platform.
3. a standard-sized platform of box section open at two ends on which goods may be stacked. The open ends allow the entry of the forks of a lifting truck so that the palletized load can be raised and moved about easily.
4. using different modes of conveyance in conjunction, such as ships, aircraft, road vehicles, etc.
5. goods carried by a ship, aircraft, or other vehicle; freight.
6. an object used for or capable of holding, esp. for transport or storage, such as a carton, box, etc.

Ex. 9. Replace the words in Russian with their appropriate equivalents in English.

1. Containers have been used to (провозить контрабанду).
2. The introduction

of containers resulted in vast improvements in (эффективность обработки грузов в порту), thus lowering costs and helping lower (расходы по перевозке) and, in turn, (поддержка торговых потоков). 3. Containerization has revolutionized (грузоперевозки). 4. The use of (стандартные единицы) to describe container (размер) reflects the fact that US Department of Defense played a major part in the (разработка) of containers. 6. The (груз) is not visible to the casual viewer and thus is less likely to be stolen and the doors of the containers are generally sealed so that (фальсификация) is more (очевидна). 7. Platform or (поддон) for barrels and drums, (деревянные ящики), cable drums, out of gauge (груз), machinery, and processed timber is a type of container. 8. The widespread use of ISO standard containers has changed (съёмные кузова) into the standard sizes and shapes and changed completely the worldwide use of freight (поддоны) that fit into ISO containers or into commercial vehicles. 9. (Учитывая) the tare mass of the container, the maximum (полезная нагрузка) mass is therefore (уменьшены). 10. (Пустые) containers may be (переработаны) in the form of (транспортировочный контейнер) architecture, or the steel content (утилизировано).

Ex. 10. Fill in the blanks with the appropriate prepositions.

1. Various container types are available ... different needs. 2. Today, approximately 90% ... non-bulk cargo worldwide moves ... containers stacked ... transport ships; 26% of all containers originate ... China. 3. Tank containers are intended ... bulk liquids and dangerous goods. 4. This can result ... large areas in ports being occupied ... empty containers left abandoned. 5. The introduction of containers resulted ... vast improvements in port handling efficiency. 6. The vast majority ... containers are never subjected ... scrutiny due ... the large number of containers ... use.

GRAMMAR: English questions

1. Put the sentence in an interrogative form (general question).

Пример: Michael and Samantha live together. – Do Michael and Samantha live together?

1. They are at home now.
2. James played chess with his friend yesterday.
3. He has been waiting for me all day.
4. Mary is speaking on the phone now.
5. Usually I wake up at 6 o'clock.

2. Put the words in the correct order.

Пример: does / he / train / how / often? – How often does he train?

1. summer / Paris / to / went / last / who?
2. flowers / Mike's / grow / in / what / garden?
3. now / where / they / walking / are?

4. charge / denied / why / has / a / Lola?
5. When / visit / grandmother / will / we / our?

3. Put an alternative question to the highlighted words.

Пример: It is chilly outside (warm) – Is it chilly or warm outside?

1. He was in Liverpool last year. (New York)
2. There is a good cafe in that hotel. (building)
3. Linda wears a strange hat. (sunglasses)
4. I'm going to work in a restaurant. (eat)
5. Her mother can speak three languages. (two)

4. Choose the correct answer.

1. The view was overwhelming, ...?
a) was it b) wasn't it c) does it
2. You mustn't eat junk food, ...?
a) do you b) must you c) mustn't
3. The monkeys swim and dive in the water, ...?
a) do they b) does they c) don't they
4. We will participate in this conference, ...?
a) won't we? b) do we? c) will we?
5. My trainer is not very muscular, ...?
a) does he b) is he c) isn't he

6. Put the question to the subject.

Пример: Jane works for a law firm. – Who works for a law firm?

1. Tony has married.
2. This city was occupied by fascists.
3. Today we will attend a new museum.
4. His car needs urgent repairing.

Unit Eleven: The Spatial Economy of Road Transportation

Read the text and say what you have learnt about the spatial economy of road transportation.

Road transportation is the mode that has expanded the most over the last 50 years, both for passengers and freight transportation. Such growth in road freight transport has been fuelled largely by trade liberalization. This is the result of growth of the loading capacity of vehicle and an adaptation of vehicle to freight (e.g. perishables, fuel, construction materials, etc) or passengers (e.g. school bus) demand for speed, autonomy and flexibility. New types of problems, such as a significant growth of fuel consumption, increasing environmental externalities, traffic congestion and a multiplication of road accidents have emerged.

Road infrastructures are moderately expensive to provide, but there is a wide divergence of costs, from a gravel road to a multi-lane urban expressway. Because

vehicles have the means to climb moderate slopes, physical obstacles are less important than for some other land modes. Most roads are provided as a public good by governments, while the vast majority of vehicles are owned privately. The capital costs, therefore, are shared, and do not fall as heavily on one source as is the case for other modes. However, in many cases, governments have been inefficient custodians of road infrastructure. Consequently, a growing number of roads have been privatized and companies specializing in road management have emerged, particularly in Europe and North America. This is only possible on specific trunks that have an important and stable traffic. Unlike governments, private enterprises have vested interests to see that the road segments they manage are maintained and improved since the quality of the road will be directly linked with revenue generation. The majority of toll roads are highways linking large cities or bridges and tunnels where there is a convergence of traffic. Most roads are not economically profitable but must be socially present as they are essential to service populations.

Governments can expropriate the necessary land for road construction since a private enterprise may have difficulties to expropriate without government support. Another important aspect about roads is their economies of scale and their indivisibility, underlining that the construction and maintenance of roads is cheaper when the system is extensive, but to a limit. However, all road transport modes have limited abilities to achieve scale economies. This is due to the size constraints imposed by governments and also by the technical and economic limits of the power sources. In most jurisdictions, trucks and buses have specific weight and length restrictions which are imposed for safety reasons. In addition, there are serious limits on the traction capacities of cars, busses and trucks because of the considerable increases in energy consumption that accompany increases in the weight of the unit. For these reasons the carrying capacities of individual road vehicles are limited.

Roads are thus costly infrastructures, but also sources of income:

- **Costs.** They include rights of passage, development costs (planning), construction costs, maintenance and administration costs, losses in land taxes (urban environment), expropriation costs (money and time), and external costs (accidents and pollution).
- **Income.** They include registration, gas (taxes), purchases of vehicles (taxes), tolls, parking, and insurance fees.

Road transport, however, possesses significant advantages over other modes. The capital cost of vehicles is relatively small. This produces several key characteristics of road transport. Low vehicle costs make it comparatively easy for new users to gain entry, which helps ensure that the trucking industry, for example, is highly competitive. Low capital costs also ensure that innovations and new technologies can diffuse quickly through the industry. Another advantage of road transport is the high relative speed of vehicles, the major constraint being government imposed speed limits. One of its most important attributes is the flexibility of route choice, once a network of roads is provided. Road transport has

the unique opportunity of providing door to door service for both passengers and freight. These multiple advantages have made cars and trucks the modes of choice for a great number of trip purposes, and have led to the market dominance of cars and trucks for short distance trips.

Road transportation is characterized by acute geographical disparities in traffic. It is not uncommon that 20% of the road network supports 60 to 80% of the traffic. This observation is expanded by the fact that developed and developing countries have important differences in terms of the density, capacity and the quality of road transport infrastructures. Acute geographical variations of the inventory are therefore the norm.

Technological evolution of road transport vehicles was a continuous trend since the construction of the first automobiles. The basic technology is however very similar, as road transportation massively relies on the internal combustion engine. In the future new materials (ceramics, plastics, aluminum, composite materials, etc...), fuels (electricity, hydrogen, natural gas, etc...) and computerization (vehicle control, location, navigation and toll collection) are expected to be included in cars and improve the efficiency of road transport systems.

Urban population has increased considerably over the last 50 years and about 50% of the global population was urbanized by 2000 (about 3 billion people). It is impossible for developing countries to have rates of individual vehicle ownership similar to those of developed countries, especially compared with the United States. This will impose new or alternative methods to transport freight and passengers over roads in urban areas. The reduction of vehicle emissions and the impacts of infrastructures on the environment are mandatory to promote a sustainable environment. Under such circumstances cycling is thus to be considered an alternative to the automobile in urban areas, widely adopted in developing countries, although more for economic reasons. A symbiosis between types of roads and types of traffic with specialization (reserved lanes and hours) is to be expected.

Ex. 1. Mind the new words and expressions.

1. acute- острый, крайний, критический
2. attribute - показатель, характеристика
3. to constrain - ограничивать, сдерживать
4. convergence - схождение в одной точке, сближение
5. custodian - хранитель, смотритель
6. disparity - различия; несоответствие
7. divergence - расхождение, отклонение
8. economies of scale (scale economies) - экономия, обусловленная ростом масштабов производства; положительный эффект масштаба
9. to expropriate - лишать собственности, отчуждать
10. externalities - вид, внешность, облик, проявления
- 11 .to impose - налагать, устанавливать
12. mandatory - обязательный, принудительный

- 13.obstacle - препятствие, затруднение, помеха
- 14.perishables - скоропортящиеся грузы; скоропортящиеся товары
- 15.restriction- ограничение, помеха
- 16.slope - уклон, наклон
- 17.spatial - пространственный
- 18.sustainable - устойчивый (экологически)
- 19.traction - сила тяги; сцепление
- 20.trucking industry - грузоперевозки
- 21.trunk - магистраль; главная линия
- 22.vested - законный, принадлежащий по праву

Ex. 2. Answer the following questions.

1. What are the main problems of road transportation?
2. What are the main types of road ownership?
3. Why will the quality of the road be directly linked with revenue generation?
4. Why do all road transport modes have limited abilities to achieve scale economies?
5. Why does road transport possess significant advantages over other modes of transport?
6. What fact will impose new or alternative methods to transport freight and passengers over roads in urban areas?
7. What is considered as an alternative means of transport to the automobile in urban areas?

Ex.3. Match the word with the appropriate definition, consumption, impose, externality, goods, demand, vested, infrastructure

1. commodities that are tangible, usually movable, and generally not consumed at the same time as they are produced;
2. to establish as something to be obeyed or complied with; enforce to
3. willingness and ability to purchase goods and services
4. economics expenditure on goods and services for final personal use
5. the stock of fixed capital equipment in a country, including factories, roads, schools, etc., considered as a determinant of economic growth
6. having a present right to the immediate or future possession and enjoyment of property
7. an economic effect that results from an economic choice but is not reflected in market prices

Ex. 4 Match the words and word combinations with the similar meaning.

- | | |
|-----------------|---------------|
| 1) restrictions | a) influence |
| 2)growth | b) lessening |
| 3) costly | c) limitation |
| 4) income | d) structure |

- 5) impact
- 6) consumption
- 7) construction
- 8) restriction
- 9) attribute
- 10) reduction

- e) limitations
- f) expensive
- g) increase
- h) use
- i) revenue
- j) characteristic

Ex. 5. Substitute the words in Russian with their appropriate equivalents in English.

1. New types of problems, such as a significant (рост потребления топлива), (увеличение ущерба окружающей среде), traffic congestion and a (увеличение ДТП) have emerged. 2. (Доход) includes registration, gas (налоги), (покупка) of vehicles (taxes), (сборы), parking, and (страховые сборы). 3. Unlike governments, (частные) enterprises have (законные интересы) to see that the road segments they manage are maintained and improved. 4. In many cases, governments have been (не умелые смотрители) of road infrastructure. 5. Trucks and buses have specific weight and (ограничение по длине) which are (налагаются) (по соображениям безопасности). 6. Road infrastructures are moderately expensive to provide, but there is a (расхождение в ценах), from a (гравийная дорога) to a (городская многорядная автострада). 7. The majority of (платные дороги) are highways linking large cities or (мосты) and tunnels where there is a (схождение движения). 8. Low vehicle costs ensure that the (грузоперевозки) is highly (конкурентны). 9. (Развитые) and (развивающиеся страны) have important differences (с точки зрения) the (плотности), (мощности) - and the quality of road transport infrastructures. 10. The (сокращение выбросов транспортных средств) and the (влияние) of infrastructures on the environment are (обязательны) to promote a (устойчивая окружающая среда). 11. However, all (виды дорожного транспорта) have limited abilities to achieve (экономики масштаба) due to the (ограничения по размерам) imposed by governments. 12. The (строительство) and (содержание дорог) is cheaper when the system is extensive, but to a limit. 13. The (грузоподъемность) of (личных автомобилей) are limited. 14. (Дорожные перевозки) is the mode that has (расширен) the most over the last 50 years, both for passengers and (грузоперевозки).

Ex. 9. Fill in the blanks with the appropriate prepositions.

1. Governments can expropriate the necessary land ... road construction since a private enterprise may have difficulties to expropriate ... government support. 2. Trucks and busses have specific weight and length restrictions which are imposed ... safety reasons. 3. There is a wide divergence ... costs, ... a gravel road ... a multi-lane urban expressway. 4. Road transport possesses significant advantages ... other modes. 5. It is impossible ... developing countries to have rates ... individual vehicle ownership, especially compared ... the United States. 6. ... such circumstances cycling is to be considered an alternative ... the automobile ... urban

areas ... developing countries, although more ... eco economic reasons. 7. Road transport has the unique opportunity ... providing door ... door service ... both passengers and freight. 8. The basic technology is however very similar, as road transportation massively relies ... the internal combustion engine. 9. In addition, there are serious limits ... the traction capacities ... cars and trucks because of the considerable increases ... energy consumption.

GRAMMAR: Past Simple and Past Continuous

1. Complete the sentences by putting the verb in parentheses at the correct time - Past Simple or Past Continuous.

1. Yesterday my friend ... his exam. (pass)
2. What ... he ... at 11 o'clock last night? (do)
3. Sam ... over the phone when someone called his name. (talk)
4. Last week I ... him a letter. (write)
5. Last time I ... them was a few years ago. (see)

2. Ask a question to the selected phrase.

1. This time yesterday Mary was playing with her little brother.
2. When it stopped raining John went out for a walk.
3. My friend bought a new dress last weekend.
4. The old man fell asleep while reading a newspaper.
5. Dave was sleeping on the couch when somebody knocked at the door.

3. Make negative sentences by putting the verb in brackets at the right time - Past Simple or Past Continuous.

1. I ... there when the accident happened. (be)
2. My TV is broken. I ... any news at 8 o'clock last night. (watch)
3. Jemma ... yesterday. She was ill. (work)
4. Tourists ... the museum yesterday because it was closed. (visit)
5. They ... golf at 10 o'clock this morning. (play)

4. Finish the sentences by putting the verbs in the correct tense. All offers are affirmative.

1. I ... (break) my arm when I ... (ski) in the Alps.
2. She ... (drive) a car when her phone ... (ring).
3. The cat ... (sleep) on the chair and the dog ... (sit) next to it.
4. Fiona ... (clean) the room, ... (iron) her clothes and ... (make) the bed.
5. He ... (read) a book when he suddenly ... (hear) a strange noise.

5. Translate sentences into English using Past Simple or Past Continuous.

1. Я не разговаривала с Джеймсом вчера.
2. Дети играли на улице, когда начался дождь.
3. В 10 часов утра студенты писали тест.

4. Он читал газету, пока она смотрела телевизор.
5. Она потеряла ключи в прошлую среду.

Unit Twelve: Information Technologies in Transport

Look at the title and say what information the text gives. Read the text attentively for the details.

Information technologies in transport

Information technology (IT) is process and "act upon" information at the right time and place, makes greater market intelligence possible. IT is instrumental in supporting the basic internal and inter-company transactions associated with distribution, transport and related services, i.e.: preparation of the logistics process; planning of the process; operations and control; financial settlement; fleet maintenance and monitoring.

The benefits of all information technology innovations in road freight operations result from improved, real-time electronic exchange of, and acting upon, data and information. Information technology innovations enable or will require the electronic exchange of data and information concerning:

- cargo, vehicle and driver identification and status;
- vehicle location;
- current traffic conditions;
- optimal routing, taking into consideration the availability of loads and appropriate equipment to move them, traffic and weather conditions, the nature of the cargo being transported, using routing algorithms or "artificial intelligence" (so-called "real-time routing");
- optimal routing of cargo (package or whole shipments);
- optimal routing of load units (trailers, containers, swap bodies, etc).

Here are the main innovations in information technology:

1. **Automatic vehicle identification:** transmits vehicle information (identification, size and weight, vehicle type or class);
2. **Bar coding:** provides product & picking information (identification, size and weight, origin and destination);
3. **Electronic data interchange:** transmits business data and provides electronic business documentation (purchase order; bill of lading; packing slip; invoice; electronic funds transfer);
4. **In-vehicle navigation systems:** provides driver with information (highway and traffic conditions; location (of vehicle, destination, etc.); alternate routes; automatic vehicle spacing);
5. **On-board computer (mobile IT):** monitors vehicle and driver behavior (vehicle speed; engine idle time; engine oil temperature & pressure; vehicle stop time and distance; driver's braking habits);

6. ***Two-way communication systems:*** exchange messages between dispatcher and driver (trip and shipment information; location (of vehicle, destination, etc.) including location of maintenance and repair shops).

Technological innovation provides an excellent opportunity to integrate the transport modes, optimise their performance, make them safer and help make the European transport system compatible with sustainable transport development. Technology development in the transport field is estimated at around EUR 1.7 billion, in such areas as intermodality, energy and the technology of means of transportation, including telematics applications.

The strategic objectives deal with the reduction of greenhouse gases and pollutant emissions, the security of energy supply and the balanced use of the various transport modes. The research is focused on actions to develop renewable energy sources and on cleaner and more efficient energy use, especially in urban areas, and to develop new transport concepts that are cleaner and more energy efficient.

The development of a new generation of hybrid electric cars (electric motor combined with a heat engine) and cars which run on natural gas or, in the longer term, hydrogen fuel cells, looks very promising.

Technological developments enhance the usual methods of control and penalties, with the introduction of automatic devices and onboard driving aids. In the same context, the eventual fitting in road vehicles, as in other forms of transport, of black boxes to record parameters which help explain the causes of accidents, will make motorists more responsible and enable more effective prevention measures to be taken. The introduction of electronic driving licenses could also help with the enforcement of penalties, such as the immobilisation of vehicles whose drivers have lost their licenses.

Intelligent transport systems are another opportunity. In this context, it would be useful to encourage the introduction of active safety systems for all new vehicles. Fitted with innovative technologies, for example, in the area of traffic management and collision-avoidance systems, such vehicles hold out the prospect of road safety being improved by 50%.

Technological progress should also increase vehicles' impact resistance thanks to the development of new materials and the introduction of new advanced design processes for structural integrity. Current progress with tyres (reduced water projection for HGV tyres, improved road holding on slippery surfaces, warning system to indicate under-inflated tyres) should in the short term make for reduced fuel consumption and rolling noise while maintaining a high level of safety. This should produce a 10% saving on fuel and around 1 000 fewer deaths per year.

Protection of vehicle occupants in the event of impact is progressing remarkably. Electronic systems will enable new smart protection devices (airbags for example) to adjust for the number of vehicle occupants, their morphology and the nature of the impact so as to provide more tailored protection. Reminders to put safety belts on must become standard vehicle equipment. In Sweden, 95% of car

occupants wear their seatbelts. However, half of all those killed in accidents were not wearing their seatbelts at the time of the accident.

Finally, as the volume of traffic increases, better vehicle-speed management is an essential aspect of safety that will also help tackle congestion. In addition to improved road safety, observation of speed limits will also reduce greenhouse gas emissions significantly. The most promising prospects here are offered by new technologies that can determine optimum speed at any moment with reference to traffic conditions, road features and external conditions (such as weather) and pass the information on to drivers by way of information display boards or on-board communication systems. Roads and vehicles throughout the Union need to be equipped with these new technologies as soon as possible, and information systems made accessible to everyone.

Ex. 1. Mind the new words and expressions:

1. aids – вспомогательные средства
2. bill of lading – коносамент, транспортная накладная
3. compatible – совместимый; сочетаемый
4. driving licence – водительские права
5. enforcement – требование о соблюдении (законов, стандартов, норм, тарифов)
6. to enhance – увеличивать, усиливать, улучшать
7. electronic funds transfer (EFT) – электронный перевод средств (платежей)
8. to fit - монтировать; устанавливать;
9. fleet – парк (транспортных средств)
10. HGV - heavy goods vehicle – большегрузный автомобиль
11. idle time – время простоя
12. immobilization – потеря подвижности
13. invoice – счет-фактура, накладная
14. maintenance – техническое обслуживание; ремонт; эксплуатация
15. occupant – пассажир
16. packing slip = packing list – упаковочная ведомость
17. penalty – штраф, наказание
18. protection device – защитное устройство, предохранитель
19. purchase order – заказ на покупку, доставку
20. with reference to smb. / smth. – ссылаясь на кого-л. / что-л.
21. reminder – устройство передачи аварийных сигналов
22. road holding – держание дороги (автолюбителем); курсовая устойчивость
23. routing – выбор маршрута, схема движения;
24. smart device – интеллектуальное устройство
25. spacing – интервал, расстояние, промежуток
26. to tackle – пытаться найти решение (каких-л. вопросов)
27. telematics – интегрированные средства обработки и передачи информации

Ex. 2. Provide answers to the following questions.

1. What is ‘ information technology’?”
2. What do information technology innovations enable?
3. What are the main innovations in information technology?
4. What does technological innovation provide?
5. Protection of vehicle occupants in the event of impact is progressing remarkably, isn't it?

Ex. 3. Match the word with the appropriate definition.

Exchange, driving license, distribution, bar code, technology, telematics.

1. the application of practical sciences to industry or commerce.
2. the division of the total income of a community among its members, esp. between labour incomes (wages and salaries) and property incomes (rents, interest, and dividends).
3. to transfer or hand over (goods) in return for the equivalent value in kind rather than in money; barter; trade.
4. a machine-readable arrangement of numbers and parallel lines of different widths printed on a package, which can be electronically scanned at a checkout to register the price of the goods and to activate computer stock-checking and reordering.
5. the branch of science concerned with the use of technological devices to transmit information over long distances.
6. an official document or certificate authorizing a person to drive a motor vehicle.

Ex. 4. Choose the right variant for each word combination.

- | | |
|-----------------------------|---------------------------------------|
| 1) braking habits | a) финансовое урегулирование |
| 2) on-board computer | b) ударопрочность |
| 3) renewable energy sources | c) оптимальная маршрутизация |
| 4) vehicle spacing | d) профилактические меры |
| 5) repair shop | e) ремонтная мастерская |
| 6) financial settlement | f) стиль вождения |
| 7) optimal routing | g) возобновляемые источники энергии |
| 8) heat engine | h) пристегнуть ремни безопасности |
| 9) fleet maintenance | i) расстояние между автомобилями |
| 10) hydrogen fuel cells | j) бортовой компьютер |
| 11) onboard driving aids | к) тепловой двигатель |
| 12) prevention measures | l) обслуживание парка |
| 13) impact resistance | m) система предупреждения |
| 14) improved road holding | n) интеллектуальное устройство защиты |
| 15) slippery surface | o) водородные топливные элементы |
| 16) warning system | p) бортовые вспомогательные |

- | | |
|-----------------------------|---------------------------------|
| 17) smart protection device | q) специализированная защита |
| 18) tailored protection | s) скользкая поверхность |
| 19) to wear seatbelts | t) улучшенное содержание дороги |

Ex. 7. Substitute the words in Russian with their appropriate equivalents in English.

1. Technological innovation (обеспечивает) an excellent (возможность) to integrate the (виды транспорта), make them safer and help make the European transport system (совместимой) with (устойчивое) transport development. 2. (Бортовой компьютер) monitors vehicle and (поведение водителя): vehicle speed; engine (время простоя); (расстояние); driver's (стиль вождения). 3. In addition to improved (безопасность дорог), observation of (ограничение скорости) will also (уменьшит) greenhouse gas (выбросы) significantly. 4. The most (обещающий) prospects are offered by new technologies that can (определять) optimum speed at any moment with reference to (условия движения), (характеристиками дорог) and external conditions and pass the information on to drivers by way of information display boards or (бортовая система связи). 5. Technological (разработки) enhance the usual methods of control and (штрафов), with the introduction of automatic devices and (бортовых вспомогательных средств вождения). 6. As the (объем движения) increases, better (управление скоростью автомобиля) is an essential aspect of (безопасность) that will also help (решать проблему заторов). 7. IT is instrumental in supporting the basic (сделки) associated with (распределением), transport and (финансовое урегулирование); fleet (техническое обслуживание) and monitoring. 8. (Защита) of vehicle (пассажиров) (в случае столкновения) is progressing remarkably. 9. Information technology innovations (требуют) the electronic (обмен данных) and information concerning: (груз); vehicle location; current (условий движения); optimal (схемы движения груза). 10. The eventual (установка) in road vehicles, as in other forms of transport, of (черных ящиков) to record parameters which help explain the (причина аварий) , will make motorists more (ответственный) and enable more effective (профилактические меры) to be taken.

Ex. 8. Fill in the blanks with the appropriate prepositions.

1. Roads and vehicles ... Europe need to be equipped ... these new technologies as soon as possible. 2. It would be useful to encourage the introduction ... active safety systems ... all new vehicles. 3. Reminders to put safety belts ... must become standard vehicle equipment. 4. Protection ... vehicle occupants ... the event ... impact is progressing remarkably. 5. If... all those killed ... accidents were not

wearing their seatbelts ... the time ... the accident. 6. Information technology is instrument ... supporting the basic internal and inter-company transactions associated ... transport and related services. 7. Technological developments enhance the usual methods ... control and penalties ... the introduction of automatic devices. 8. The research is focused ... actions to develop renewable energy sources and ... cleaner and more efficient energy use, especially ... urban areas. 9. The strategic objective deals ... the security ... energy supply. 10. The benefits ... all information technology innovations ... road freight operations result ... improved, real time electronic exchange ... data and information. 11. Two-way communication systems exchange messages ... dispatcher and driver ... location ... vehicle, destination, etc.

Ex. 9. Translate the sentences into Russian, paying attention to the use of the verb 'to have' in different functions.

1. Rail has always been far safer than road. 2. A free exchange of persons, commodities and capital has far reaching implications for intra European trade and transport. 3. Around 1/3 of passengers have to change buses in the course of their actual journey. 4. With the convergence of Europe's economies, trade relations and the subsequent need for transport of goods and passengers have immensely increased. 5. Governmental authorities in charge of public works have the legal obligation to ensure road safety at any time and without restriction. 6. Road safety audits and inspections have to be implemented to guarantee continuous high safety standards and to supervise the overall road safety criteria. 7. Today containerization has become the integral part of logistics, which has revolutionized the cargo shipping. 8. To build up inventory sufficient capital has to be tied up for a length of time. 9. In business, logistics may have either internal focus (inbound logistics) or external focus (outbound logistics) covering the flow and storage of material from point of origin to point of consumption. 10. Sophisticated control systems have to be developed and used in the nearest future.

Ex. 10. Translate the sentences into Russian, paying attention to the infinitive.

1. Transport telematics is assumed to contribute to goal achievement in the transport sector in Norway. 2. Even though the drivers seem to acknowledge falling asleep as an important cause in road accidents, few drivers seem aware of the severity of sleep-related accidents. 3. Road transport growth is expected, to soar in Eastern Europe. 4. Logistics experts consider it is increasingly important for manufacturers, distributors and retailers to focus on efficiency in seeking out solutions to meet their specific transportation requirements. 5. Very few measures have been taken to provide a basic regulation of social conditions in the road transport sector. 6. What is needed is to make rail transport once again competitive enough to remain one of the leading players in the transport system in the enlarged Europe. 7. The concept of containerization is considered to be the key innovation in the field of logistics which has revolutionized freight handling in the twentieth century. 8. As the Internet and other new communication technologies are

developing, it is expected to bring more innovations which further simplify the tasks of logistics. 9. Today various mathematical and analytical methods are available to solve the problems of vehicle routing.

Грамматический справочник

1. АРТИКЛЬ

В английском языке существует два артикля — **a/an** и **the**. **A/an** — неопределенный артикль. Произшел от слова **one** и означает «один», «один из», «любой». Его используют с исчисляемыми существительными (то есть с теми, которые можно посчитать — «one apple» («одно яблоко»), «one banana» («один банан»)) в единственном числе.

- **A** ставим, если слово начинается на согласный звук;
- **An** используем, если слово начинается на гласный звук.

Обратите внимание, что именно звук, а не буква. Например:

- **A book** /bʊk/ — книга
- **An apple** /'æpl/ — яблоко
- **An hour** /aʊər/ **later** — час спустя
- **An SOS** /,es.əʊ'es/ **call** — звонок SOS

The — определенный артикль. Обозначает «этот», «эти», то есть указывает на что-то конкретное. Употребляется с любыми существительными: исчисляемыми и неисчисляемыми существительными, единственного и множественного числа.

- **The book** — эта книга
 - **The apples** — эти яблоки
- Зачем нужны артикли?

Неопределенный артикль, как уже было сказано выше, означает «один из», «какой-то», «любой». То есть артикли **a/an** относят существительные к определенному классу, обобщают их, говорят, что предмет или человек являются одним из представителей какой-то группы.

А вот артикль **the** поступают наоборот. Любому существительному, которое стоит после него, он придает индивидуальность, делает его уникальным и особенным.

В мультфильме «Кунг-Фу Панда» Панда По произносит:

- **I am not a big fat panda. I'm the big fat panda.** — Я не просто большая толстая панда. Я та самая большая толстая панда.

Что он имел в виду? Все панды — большие и толстые. Но По — не просто один из них (**I am not a big fat panda**). Он — единственная панда, овладевшая кунг-фу и ставшая воином дракона (**I am the big fat panda**).

Поэтому и в предложении, например, «**He is a doctor**» («Он доктор»), нельзя употребить определенный артикль. Если сказать, «**He is the doctor**», это будет значить, что он единственный на планете доктор. Если нужно подчеркнуть его уникальность как специалиста, всегда можно использовать определенный артикль **the** с превосходной степенью прилагательного:

He is the best doctor. — Он самый лучший доктор.

Благодаря артиклю меняется значение всего предложения. Сравните два предложения:

- **A boy saw the dog.** — Мальчик видел собаку.
- **The boy saw a dog.** — Мальчик видел собаку.

Разница между ними только в артиклях, но благодаря им значение меняется существенно. В первом случае какой-то мальчик (неважно или неизвестно какой) видел собаку. Но не просто собаку, а конкретную, собеседникам уже известную. Например, она укусила их вчера или принадлежит одному из них. Во втором случае тот самый мальчик (которого они, например, обсуждали) видел какую-то собаку. Об этой собаке собеседники ничего не знают. **The** подчеркнул информацию, которая им известна. **A** сделал акцент на новой, незнакомой информации.

В английском языке два артикля — **неопределенный (a/an)** и **определенный (the)**. Артикль является признаком существительного и ставится или непосредственно перед существительным, или перед определяющим его прилагательным.

СЛУЧАИ УПОТРЕБЛЕНИЯ ОПРЕДЕЛЕННОГО АРТИКЛЯ THE

№	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
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п/п		
1	Если говорится о единственном в мире предмете	<p>The sun is in the sky. <i>Солнце находится на небе.</i></p>
2	Когда говорится о предмете (или лице), единственном в данной обстановке	<p>The teacher is in the classroom. <i>Учитель в классе. (В данном классе находится только один учитель)</i></p>
3	Когда о данном предмете уже упоминалось в разговоре или повествовании	<p>"I've got a very interesting book," says Mike. "Please show me the book," says Nick. <i>«У меня есть интересная книга», — говорит Майк. «Покажи мне пожалуйста эту книгу», — говорит Ник.</i></p>
4	С <u>существительным</u> , перед которым стоит порядковое числительное	<p>We are on the fourth floor. <i>Мы на пятом этаже.</i></p>
5	С <u>существительным</u> , перед которым стоит <u>прилагательное</u> в превосходной степени	<p>He is the best student in our group. <i>Он лучший студент в нашей группе.</i></p>
6	Если говорится об определенном (по контексту) количестве вещества, например tea чай, milk молоко, bread хлеб и т. п.	<p>Is the milk on the table? <i>Молоко на столе? (т. е. именно молоко (в определённой упаковке / в определённом объёме и т. д.), подразумеваемое по контексту, а не просто молоко как вещество)</i></p>
7	Перед названиями морей, горных массивов, островов, рек, пустынь, кораблей, гостиниц, кинотеатров, театров; перед словами country за городом, sea море, seaside у моря, mountains горы (и при обобщении)	<p>I'm taking a trip to the mountains next week. <i>На следующей неделе я еду в горы.</i> Did you go to the Black Sea or to the Volga? <i>Вы ездили на Черное море</i></p>

		<i>или на Волгу?</i>
8	Перед существительным в единственном числе, обозначающим целый класс предметов, людей (т. е. при обобщении)	The whale is a mammal, not a fish. <i>Кит — это млекопитающее, а не рыба.</i>
9	После слов one of один (из), some of некоторые (из), many of многие (из), each of каждый (из), most of большинство (из) (часто после слов all все, both of оба)	Most of the stories are very interesting. <i>Большинство рассказов очень интересны.</i> Give me one of the books. <i>Дайте мне одну из (этих) книг.</i>
10	Перед названиями четырех сторон света	the Northern part of our country — <i>север нашей страны</i>
11	Перед фамилией во множественном числе (при обозначении всех членов семьи)	The Petrovs are at home. <i>Петровы дома.</i>

СЛУЧАИ УПОТРЕБЛЕНИЯ НЕОПРЕДЕЛЕННОГО АРТИКЛЯ A/AN		
№ п/п	СЛУЧАЙ УПОТРЕБЛЕНИЯ	ПРИМЕР
1	При упоминании чего-либо впервые	A man came up to a policeman. <i>Человек подошел к полицейскому.</i>
2	При обобщении	A baby deer can stand as soon as it is born. <i>Оленята могут стоять на ногах сразу после рождения.</i>
3	При обозначении неопределенного количества конкретного предмета	Pass me a piece of bread. <i>Передайте мне (немного) хлеба.</i>
4	Перед названиями профессий или должностей	He is a doctor. <i>Он врач.</i>
5	В значении ОДИН перед исчисляемыми <u>существительными</u> , обозначающими время	Will you be back in an hour? <i>Вы вернетесь через час?</i>

6	Перед исчисляемыми существительными в единственном числе, определяемыми словами such, quite, rather, most (в значении <i>очень</i>)	He is quite a young man. <i>Он совсем еще молодой человек.</i> It is a most interesting book. <i>Это очень интересная книга.</i>
N.B.	Артикль an употребляется тогда, когда следующее за ним слово начинается с <u>гласного звука</u> : an old woman <i>старуха</i> , an honest man <i>честный человек</i> .	

<u>ОТСУТСТВИЕ АРТИКЛЯ</u>		
№ п/п	СЛУЧАЙ	ПРИМЕР
1	Перед исчисляемыми <u>существительными</u> во множественном числе (в тех случаях, когда в единственном числе следует употребить неопределенный артикль)	My father and my uncle are doctors. <i>Мой отец и мой дядя врачи.</i>
2	При обобщении (обычно используется множественное число или неисчисляемое <u>существительное</u> без артикля)	Carrots are my favourite vegetable. <i>Морковь — мой любимый овощ.</i>
3	В выражениях с собственным <u>существительным</u> в притяжательном падеже	John's coat <i>пальто Джона</i>
4	Перед <u>существительным</u> в функции определения	guitar lessons <i>уроки игры на гитаре</i>
5	Перед названиями континентов, стран, штатов, городов, улиц, озер	I've been neither to South Africa nor to North America. <i>Я не был ни в Южной Африке, ни в Северной Америке.</i>
6	Перед неисчисляемыми (абстрактными) <u>существительными</u>	This is important information. <i>Это важная</i>

		<p><i>информация.</i> I need advice. <i>Мне нужен совет.</i></p>
7	<p>В некоторых сочетаниях <u>существительного</u> с <u>предлогом</u>, когда все сочетание имеет характер <u>наречия</u>. to / at / from school, university, college; to / in / into / from church; in time; at / from home; by car, bus, bicycle, plane, train, metro, boat etc.; for breakfast и т. д.</p>	<p>You can get there in time if you go by train. <i>Вы можете добраться туда вовремя, если поедете поездом.</i></p>
8	<p>Перед именами и фамилиями людей</p>	<p>My name is Bond, James Bond. <i>Меня зовут Бонд, Джеймс Бонд.</i></p>

МНОЖЕСТВЕННОЕ ЧИСЛО СУЩЕСТВИТЕЛЬНЫХ

Образование множественного числа

- Общее правило подходит большей части существительных в английском, и звучит оно так: к слову в единственном числе нужно добавить —s, и мы получим множественное число.
A spoon – spoons (ложка – ложки).
A dog – dogs (собака – собаки).
 - Если существительное заканчивается на —s, —ss, —sh, —ch, —tch, —z, —x, то мы добавляем —es.
A brush – brushes (щетка – щетки).
A torch – torches (факел – факелы).
A match – matches (спичка – спички).
 - Если существительное заканчивается на —y (и —у читается, как русская /и/), то —у исчезает, а добавляется —ies.
A country – countries (страна – страны).
A cherry – cherries (вишня – вишни).
 - Если существительное заканчивается на —ay, —ey, —oy (-у в конце читается как русская /й/), то мы просто добавляем —s.
A boy – boys (мальчик – мальчики).
A toy – toys (игрушка – игрушки).
 - Если существительное заканчивается на —o, то добавляем —es.
A tomato – tomatoes (помидор – помидоры).
A hero – heroes (герой – герои).
- НО!**
A piano – pianos (пианино – несколько пианино)
A kilo – kilos (килограмм – килограммы)

- A photo – photos* (фотография – фотографии)
A video – videos (видео – несколько видео)
A flamingo – flamingos (es) (фламинго – несколько фламинго)
A volcano – volcanos (es) (вулкан – вулканы)
6. Если существительное заканчивается на *—f* или *—fe*, то *—f* меняется на *—v* и добавляется *—es*.
A loaf – loaves (буханка – буханки).
A wife – wives (жена – жёны).
7. Некоторые существительные не поддаются никаким правилам. К сожалению, нам не остается ничего другого, как учить наизусть форму множественного числа таких существительных.
1. *A man – men* (мужчина – мужчины).
 2. *A person – people* (человек – люди).
 3. *A woman – women* (женщина – женщины).
 4. *A mouse – mice* (мышь – мыши).
 5. *A foot – feet* (нога – ноги).
 6. *A child – children* (ребенок – дети).
 7. *A tooth – teeth* (зуб – зубы).
 8. *A goose – geese* (гусь – гуси).
 9. *An ox – oxen* (бык – быки).
8. А еще есть существительные, которые имеют одинаковые формы, как в единственном, так и во множественном числе.
1. *A fish – fish* (рыба – рыбы).
 2. *A swine – swine* (свинья – свиньи).
 3. *A deer – deer* (олень – олени).
 4. *A sheep – sheep* (овца – овцы).

МЕСТОИМЕНИЯ

Личные местоимения

В английском языке личные местоимения могут использоваться в функции подлежащего и дополнения:

Подлежащее	Дополнение
I я	me меня, мне, мной
you ты	you тебя, тебе, тобой
he он	him его, ему, им, (о) нем
she она	her ее, ей, ею, (о) ней
it он, она, оно	it его, ему, им, (о) нем, ее, ей, ею, (о) ней
we мы	us нас, нам, нами
you вы	you вас, вам, вами
they они	them их, им, (о них)

- Кроме людей, которым соответствуют разные местоимения в зависимости

от пола (he или she), названия домашних животных, а также других животных, к которым испытывают какие – либо чувства или чей пол хотят подчеркнуть, могут обозначаться местоимениями he или she:

· О животных, которые рассматриваются бесстрастно и пол которых не имеет значения говорят **it**.

· Предметам и понятиям в обыденной речи обычно соответствует местоимение it. О машинах, лодках и кораблях, как правило, говорят как об относящихся к женскому роду.

- What's your rabbit's name? - *Как зовут вашего кролика?*

- **She's** called Fluffy. - *Ее зовут Флаффи.*

You don't have to kill the spider – just put **it** outside. *Вы не должны убивать паука, просто выбросьте его.*

После некоторых глаголов перед личными местоимениями могут опускаться предлоги **to** и **for**. В этом случае местоимение следует непосредственно за глаголом.

Притяжательные местоимения

Притяжательные местоимения имеют две формы: *основную* и *абсолютную*. В английском языке такие притяжательные местоимения не изменяются.

Основные формы притяжательных местоимений:

my	<i>мой (моя, мое, мои и т.д.)</i>
your	<i>твой (и т.д.)</i>
his	<i>его</i>
her	<i>ее</i>
its	<i>его, ее</i>
our	<i>наши и т.д.</i>
your	<i>ваши и т.д.</i>
their	<i>их</i>

Абсолютная форма притяжательных местоимений

Абсолютная форма притяжательных местоимений заменяет притяжательное местоимение + существительное (например, **his wife** *его жена*). За исключением **mine** и **his**, она образуется добавлением **-s** к притяжательному местоимению:

mine	<i>мои, моя, мое, моего и т.д.</i>
yours	<i>твой, твоя, твое и т.д.</i>
his	<i>его</i>
hers	<i>ее</i>
its	<i>его, ее</i>
ours	<i>наши и т.д.</i>
yours	<i>ваши и т.д.</i>
theirs	<i>их</i>

That's her house, this is ours. *Тот дом ее, этот дом наш.*

Возвратные местоимения

Возвратные местоимения в английском языке соответствуют в русском языке местоимению «себя (себе, собой)» или возвратной частичке –ся, которые ставятся после глагола:

I could cut myself.	<i>Я мог порезаться (порезать себя).</i>
You could cut yourself.	<i>Ты мог порезаться (порезать себя).</i>
He could cut himself.	<i>Он мог порезаться (порезать себя).</i>
She could cut herself.	<i>Она могла порезаться (порезать себя).</i>
It could cut itself.	<i>Он/Она/Оно мог/могла/могло порезаться (порезать себя).</i>
We could cut ourselves.	<i>Мы могли порезаться (порезать себя).</i>
You could cut yourselves.	<i>Вы могли порезаться (порезать себя).</i>
They could cut themselves.	<i>Они могли порезаться (порезать себя).</i>

Употребление возвратных местоимений

Некоторые английские глаголы, в отличие от соответствующих русских глаголов, не могут употребляться с возвратными местоимениями. К ним относятся:

concentrate	<i>концентрироваться</i>
meet	<i>встречаться</i>
move	<i>двигаться</i>
hurry (up)	<i>торопиться</i>
dress/ get dressed	<i>одеваться</i>
change/ get changed	<i>изменяться</i>
wash/ get washed	<i>умываться</i>
get ready	<i>готовиться</i>
be interested in	<i>интересоваться</i>

each other/ one another

Русским выражениям «взаимно» или «друг друга», «друг с другом», «друг о друге» в английском языке соответствуют **each other** (если речь идет о двух действующих лицах) или **one another** (при двух или большем количестве действующих лиц):

Why do they have to shout at each other? *Почему они должны кричать друг на друга?*

All the villagers helped one another during the floods *Во время наводнения все жители деревни помогали друг другу*

Указательные местоимения

· **This** (единственное число) и **these** (множественное число) указывают большей частью на кого–то или что–то, близкое к говорящему (также по времени).

· **That** (единственное число) **those** (множественное число) указывают часто на кого–то или что–то, удаленное от говорящего (также по времени).

Тем не менее выбор между **this/ these** и **that/those** часто очень субъективен:

Is this his desk? *Это (здесь) его письменный стол?*

What are **these** glasses doing here? *Что здесь делают эти стаканы?*

That's my school. *Это моя школа*

Did you water **those** plants on the window–sill? *Вы полили те растения на подоконнике.*

That или **those** могут использоваться также для того, чтобы эмоционально усилить высказывание:

I hate **those** jeans! *Я ненавижу эти джинсы!*

You should be much stricter with **that** boy! *Вы должны быть более строги к этому мальчику!*

ИМЯ ПРИЛАГАТЕЛЬНОЕ

Форма имен прилагательных

В английском языке прилагательное в положительной степени имеет всегда одну и ту же форму, независимо от того, относится ли оно к мужчине или женщине, к существительному в единственном или множественном числе:

a nice boy *приятный мальчик*

a nice girl *приятная девочка*

a nice family *приятная семья*

nice children *приятные дети*

Степени сравнения прилагательных

Односложные прилагательные образуют сравнительную и превосходную степени с помощью суффиксов **-er/ -est**. Превосходная степень употребляется обычно с определенным артиклем **the**.

soft (мягкий) – *softer* (мягче) – *the softest* (самый мягкий, мягчайший)

hard (твёрдый) – *harder* (твёрже) – *the hardest* (самый твёрдый)

Если в конце слова после краткого гласного стоит только одна гласная, она удваивается:

big (большой) – *bigger* (больше) – *the biggest* (самый большой)

fat (жирный) – *fatter* (жирнее) – *the fattest* (жирнее)

hot (горячий) – *hotter* (горячее) – *the hottest* (самый горячий)

Если в конце прилагательного стоит **-y**, а перед ней согласная, то **у** меняется на **-i**:

easy (легкий) – *easier* (легче) – *the easiest* (самый легкий)

happy (счастливый) – *happier* (счастливее) *the happiest* (самый счастливый)

Если прилагательное оканчивается на немое **-e**, то прибавляется только **-r**/**-st**:

large (большой) – *larger* (больше) – *the largest* (самый большой)

polite (вежливый) – *politer* (вежливее) – *the politest* (самый вежливый)

Многосложные прилагательные также образуют степени сравнения с помощью **more/most**:

beautiful (красивый) – *more beautiful* (красивее) – *the most beautiful* (самый красивый)

difficult (сложный) – *more difficult* (сложнее) – *the most difficult* (самый сложный)

Бывает, нужно сказать, что предмет не более красивый, умный, и т.д., а менее. Тогда перед словом ставим **less** (для сравнительной степени) или **the least** (для превосходной):

beautiful (красивый) – *less beautiful* (менее красивый) – *the least beautiful* (наименее красивый)

difficult (сложный) – *less difficult* (менее сложный) – *the least difficult* (наименее сложный)

Слова-исключения, у которых свои формы

Слово	Сравнительная степень	Превосходная степень
good (хороший)	better (лучше)	(the) best (самый лучший)
bad (плохой)	worse (хуже)	(the) worst (самый плохой, худший)
little (маленький)	less (меньше)	(the) least (наименьший, самый маленький)
much (много – с неисчисл.)	more (больше)	(the) most (больше всего)
far (далёкий)	farther (дальше – в значении физического расстояния) further (дальше – в более широком смысле)	(the) farthest (самый дальний) (the) furthest (самый дальний)
old (старый)	older (старше, старше по возрасту) elder (старше, старше по	(the) oldest (самый старый) (the) eldest (самый старый)

Слово	Сравнительная степень	Превосходная степень
Late	старшинству в семье)	
	later (более поздний – о времени)	(the) latest (самый поздний)
	latter (последний из двух упомянутых)	(the) last (самый последний по порядку)

Другие способы выражения сравнения

такой же как – as ... as

You're as clever as your father. *Вы такой же умный, как ваш отец.*

сравнительная степень + чем = than

She's taller than her mother. *Она выше, чем ее мать.*

чем ... тем = the + сравнительная степень ... the + сравнительная степень

The fatter he gets, **the more** greedy he gets. *Чем толще он становился, тем алчнее.*

все более = -er and -er/ more and more ...

His beard is growing **longer and longer**. *Его борода становилась все более длинной (длиннее и длиннее).*

ГЛАГОЛ

The Present Simple

Образование простого настоящего времени (Present Simple)

Формы простого настоящего времени совпадают с инфинитивом (без частицы to), кроме формы 3-го лица единственного числа (**he он, she она, it он, она, оно, the dog собака, my brother мой брат** и т.д.), где к инфинитиву добавляется **-s**:

talk – he talks	<i>говорить – он говорит</i>
run – she runs	<i>бежать – он бежит</i>
kick – the horse kicks	<i>лягаться – лошадь лягается</i>

Глаголы, которые оканчиваются на **-s, -sh, -ch, -o** или **-x**, образуют форму 3 – го лица единственного числа прибавлением к инфинитиву **-es**:

miss – she misses	<i>пропускать – она пропускает</i>
push – it pushes	<i>толкать – он (она, оно) толкает</i>
catch – it catches	<i>ловить – он (она, оно) ловит</i>

Глаголы, оканчивающиеся на согласные (**m, p, s, v** и т.д.) + **-y**, в форме 3 – го лица единственного числа имеют окончание **-ies**:

carry – it carries	<i>нести – он (она, оно) несет</i>
try – she tries	<i>стараться – она старается</i>

deny – he denies

отрицать – он отрицает

Если –у стоит после гласной (а, е, і, о, u), то –у остается без изменения:

buy – he buys

покупать – он покупает

say – she says

говорить – она говорит

Утвердительные предложения:

I play	We play
You play	You play
He / she / it plays	They play

Для того, чтобы построить **вопросительное предложение**, перед подлежащим нужно поставить **вспомогательный глагол**.
Время **Present Simple** используется без него, поэтому в этом случае добавляется вспомогательный глагол **do** (или **does** в 3 л. ед. ч.):

Do you like rock?

Тебе нравится рок?

Does he speak Spanish?

Он говорит по-испански?

Вопросительные предложения:

Do I play?	Do we play?
Do you play?	Do you play?
Does he / she / it play?	Do they play?

В **отрицательных предложениях** тоже используется вспомогательный глагол **do/does**, но не перед подлежащим, а перед глаголом. После него прибавляется отрицательная частица **not**. **Do/does** и **not** часто сокращаются до **don't** и **doesn't** соответственно:

I **do not like** black coffee. Я не люблю черный кофе.

She **doesn't** smoke. Она не курит.

Отрицательные предложения:

I do not play	We do not play
You do not play	You do not play
He / she / it does not play	They do not play

Употребление настоящего простого времени

Настоящее простое время описывает действия, которые происходят повторно, регулярно, по привычке или по традиции:

I eat five pieces of fruit a day. *Я ем ежедневно пять фруктов.*

She writes to all her friends. *Она пишет всем своим друзьям.*

Настоящее простое время употребляется также для описания абсолютных истин и естественных законов:

Water consists of hydrogen and oxygen. *Вода состоит из водорода и кислорода.*

The monsoon seasons starts in April. *Период муссонов начинается в апреле.*

Past Simple - простое прошедшее время

Время **Past Simple** используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло.

Для уточнения момента совершения действия в прошлом при использовании времени **Past Simple** обычно используются такие слова, как:

five days ago – пять дней назад

last year – в прошлом году

yesterday – вчера

in 1980 – в 1980 году

- *Yesterday we played the guitar.* — Вчера мы играли на гитаре.
- *She launched a new product 3 years ago.* — Она запустила новый продукт 3 года назад.
- *We chose the president in 2014.* — Мы выбрали президента в 2014 году.

Утвердительные предложения:

I played	We played
You played	You played
He / she / it played	They played

Для того, чтобы поставить английский глагол во время **Past Simple**, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed**:

examine – examined

enjoy – enjoyed

close – closed

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

*We **saw** your dog two blocks from here. – Мы видели вашу собаку в двух кварталах отсюда*

Вопросительные предложения:

Did I play?	Did we play?
Did you play?	Did you play?
Did he / she / it play?	Did they play?

В **вопросительном предложении** перед подлежащим нужно использовать вспомогательный глагол **do** в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол в начальной форме:

***Did** you **wash** your hands? – Ты помыл руки?*

***Did** they **sign** the contract? – Они подписали контракт?*

Отрицательные предложения:

I did not play	We did not play
You did not play	You did not play
He / she / it did not play	They did not play

В **отрицательных предложениях** перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not**. В разговорной речи **did not** сокращается до **didn't**:

*We **did not find** our car. – Мы не нашли свою машину.*

*I **did not understand** this question. – Я не понял этот вопрос.*

Случаи употребления Past Simple:

- Указание на простое действие в прошлом:
I saw Jeremy in the bank. – Я видел Джереми в банке.
- Регулярные, повторяющиеся действия в прошлом:
*The old man often **visited** me.* – Старик часто меня навещал.
*I **noticed** this charming shop girl each time I went to buy something.* – Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.
- Перечисление последовательности действий в прошлом:
*I **heard** a strange sound, **looked back**, and **saw** a huge cat sitting on the table.*
Я услышал странный звук, обернулся и увидел здорового кота, сидящего на столе.

Таблица неправильных глаголов английского языка

В первом столбике таблицы вы увидите глаголы в той форме, в которой они встречаются в словаре, то есть это инфинитив (*Infinitive*). Вторым столбик – глаголы во времени *Past Simple*. Глаголы из третьего столбика используйте во временах группы *Perfect*. И, конечно, все неправильные глаголы даны с переводом на русский, чтобы легче было запомнить слово.

<i>Infinitive</i>	<i>Past Simple (V2)</i>	<i>Participle II (V3)</i>	Перевод
<i>arise</i>	<i>arose</i>	<i>arisen</i>	подниматься
<i>awake</i>	<i>awoke</i>	<i>awoken</i>	пробуждать
<i>be</i>	<i>was (were)</i>	<i>been</i>	быть
<i>bear</i>	<i>bore</i>	<i>born</i>	рожать, переносить
<i>beat</i>	<i>beat</i>	<i>beaten</i>	бить

<i>become</i>	<i>became</i>	<i>become</i>	становиться
<i>begin</i>	<i>began</i>	<i>begun</i>	начинать
<i>bend</i>	<i>bent</i>	<i>bent</i>	наклонять
<i>bet</i>	<i>bet</i>	<i>bet</i>	заключать пари
<i>bind</i>	<i>bound</i>	<i>bound</i>	связывать
<i>bite</i>	<i>bit</i>	<i>bitten</i>	кусать
<i>bleed</i>	<i>bled</i>	<i>bled</i>	кровоточить
<i>blow</i>	<i>blew</i>	<i>blown</i>	дуть
<i>break</i>	<i>broke</i>	<i>broken</i>	ломать
<i>breed</i>	<i>bred</i>	<i>bred</i>	разводить животных
<i>bring</i>	<i>brought</i>	<i>brought</i>	приносить
<i>build</i>	<i>built</i>	<i>built</i>	строить
<i>buy</i>	<i>bought</i>	<i>bought</i>	покупать
<i>catch</i>	<i>caught</i>	<i>caught</i>	ловить

<i>choose</i>	<i>chose</i>	<i>chosen</i>	выбирать
<i>cling</i>	<i>clung</i>	<i>clung</i>	цепляться
<i>come</i>	<i>came</i>	<i>come</i>	приходить
<i>cost</i>	<i>cost</i>	<i>cost</i>	стоить
<i>cut</i>	<i>cut</i>	<i>cut</i>	резать
<i>deal</i>	<i>dealt</i>	<i>dealt</i>	вести дела
<i>dig</i>	<i>dug</i>	<i>dug</i>	копать
<i>do</i>	<i>did</i>	<i>done</i>	делать
<i>draw</i>	<i>drew</i>	<i>drawn</i>	рисовать, тянуть
<i>drink</i>	<i>drank</i>	<i>drunk</i>	пить
<i>drive</i>	<i>drove</i>	<i>driven</i>	водить автомобиль
<i>eat</i>	<i>ate</i>	<i>eaten</i>	кушать
<i>fall</i>	<i>fell</i>	<i>fallen</i>	падать
<i>feed</i>	<i>fed</i>	<i>fed</i>	кормить

<i>feel</i>	<i>felt</i>	<i>felt</i>	чувствовать
<i>fight</i>	<i>fought</i>	<i>fought</i>	бороться
<i>find</i>	<i>found</i>	<i>found</i>	находить
<i>flee</i>	<i>fled</i>	<i>fled</i>	сбегать
<i>fly</i>	<i>flew</i>	<i>flown</i>	летать
<i>forbid</i>	<i>forbade</i>	<i>forbidden</i>	запрещать
<i>forget</i>	<i>forgot</i>	<i>forgotten</i>	забывать
<i>forgive</i>	<i>forgave</i>	<i>forgiven</i>	прощать
<i>freeze</i>	<i>froze</i>	<i>frozen</i>	замораживать
<i>get</i>	<i>got</i>	<i>got (gotten)</i>	получать
<i>give</i>	<i>gave</i>	<i>given</i>	давать
<i>go</i>	<i>went</i>	<i>gone</i>	идти
<i>grow</i>	<i>grew</i>	<i>grown</i>	расти
<i>hang</i>	<i>hung</i>	<i>hung</i>	висеть
<i>have</i>	<i>had</i>	<i>had</i>	иметь

<i>hear</i>	<i>heard</i>	<i>heard</i>	слышать
<i>hide</i>	<i>hid</i>	<i>hidden</i>	прятать
<i>hit</i>	<i>hit</i>	<i>hit</i>	ударять, попадать
<i>hold</i>	<i>held</i>	<i>held</i>	держать
<i>hurt</i>	<i>hurt</i>	<i>hurt</i>	причинять боль
<i>keep</i>	<i>kept</i>	<i>kept</i>	сохранять, соблюдать
<i>know</i>	<i>knew</i>	<i>known</i>	знать
<i>lay</i>	<i>laid</i>	<i>laid</i>	класть
<i>lead</i>	<i>led</i>	<i>led</i>	вести, лидировать
<i>learn</i>	<i>learnt</i> (<i>learned</i>)	<i>learnt</i> (<i>learned</i>)	учиться, узнавать
<i>leave</i>	<i>left</i>	<i>left</i>	покидать, оставлять
<i>lend</i>	<i>lent</i>	<i>lent</i>	давать ВЗАЙМЫ
<i>let</i>	<i>let</i>	<i>let</i>	Позволять

<i>lie</i>	<i>lay</i>	<i>lain</i>	лежать
<i>light</i>	<i>lit</i>	<i>lit</i>	зажигать, освещать
<i>lose</i>	<i>lost</i>	<i>lost</i>	терять
<i>make</i>	<i>made</i>	<i>made</i>	делать, мастерить
<i>mean</i>	<i>meant</i>	<i>meant</i>	значить
<i>meet</i>	<i>met</i>	<i>met</i>	встречать, знакомиться
<i>pay</i>	<i>paid</i>	<i>paid</i>	платить
<i>put</i>	<i>put</i>	<i>put</i>	класть, ставить
<i>read</i>	<i>read</i>	<i>read</i>	читать
<i>ride</i>	<i>rode</i>	<i>ridden</i>	ездить верхом
<i>ring</i>	<i>rang</i>	<i>rung</i>	звонить
<i>rise</i>	<i>rose</i>	<i>risen</i>	возрастать, подниматься
<i>run</i>	<i>ran</i>	<i>run</i>	бежать

<i>say</i>	<i>said</i>	<i>said</i>	сказать
<i>see</i>	<i>saw</i>	<i>seen</i>	видеть
<i>seek</i>	<i>sought</i>	<i>sought</i>	искать
<i>sell</i>	<i>sold</i>	<i>sold</i>	продавать
<i>send</i>	<i>sent</i>	<i>sent</i>	посылать
<i>set</i>	<i>set</i>	<i>set</i>	устанавливать
<i>shake</i>	<i>shook</i>	<i>shaken</i>	трясти
<i>shine</i>	<i>shone</i>	<i>shone</i>	светить, сиять
<i>shoot</i>	<i>shot</i>	<i>shot</i>	стрелять
<i>show</i>	<i>showed</i>	<i>shown</i>	показывать
<i>shrink</i>	<i>shrank</i>	<i>shrunk</i>	сжиматься
<i>shut</i>	<i>shut</i>	<i>shut</i>	закрывать, затворять
<i>sing</i>	<i>sang</i>	<i>sung</i>	петь
<i>sit</i>	<i>sat</i>	<i>sat</i>	сидеть

<i>sleep</i>	<i>slept</i>	<i>slept</i>	спать
<i>slide</i>	<i>slid</i>	<i>slid</i>	скользить
<i>smell</i>	<i>smelt</i>	<i>smelt</i>	пахнуть, нюхать
<i>speak</i>	<i>spoke</i>	<i>spoken</i>	говорить
<i>spell</i>	<i>spelt</i> (<i>spelled</i>)	<i>spelt</i> (<i>spelled</i>)	произносить или писать по буквам
<i>spend</i>	<i>spent</i>	<i>spent</i>	тратить, проводить время
<i>spill</i>	<i>spilt</i> (<i>spilled</i>)	<i>spilt</i> (<i>spilled</i>)	разлить
<i>spin</i>	<i>spun</i>	<i>spun</i>	крутить
<i>split</i>	<i>split</i>	<i>split</i>	разделять, раскалывать
<i>spoil</i>	<i>spoilt</i> (<i>spoiled</i>)	<i>spoilt</i> (<i>spoiled</i>)	портить
<i>spread</i>	<i>spread</i>	<i>spread</i>	разворачивать, распространять
<i>stand</i>	<i>stood</i>	<i>stood</i>	стоять

<i>steal</i>	<i>stole</i>	<i>stolen</i>	воровать
<i>sting</i>	<i>stung</i>	<i>stung</i>	жалить
<i>stink</i>	<i>stank</i>	<i>stunk</i>	вонять
<i>strike</i>	<i>struck</i>	<i>struck</i>	бастовать, ударять
<i>swear</i>	<i>swore</i>	<i>sworn</i>	клясться, ругаться
<i>sweep</i>	<i>swept</i>	<i>swept</i>	подметать
<i>swell</i>	<i>swelled</i>	<i>swollen</i> (<i>swelled</i>)	опухать
<i>swim</i>	<i>swam</i>	<i>swum</i>	плавать
<i>take</i>	<i>took</i>	<i>taken</i>	брать
<i>teach</i>	<i>taught</i>	<i>taught</i>	обучать
<i>tear</i>	<i>tore</i>	<i>torn</i>	рвать
<i>tell</i>	<i>told</i>	<i>told</i>	рассказывать
<i>think</i>	<i>thought</i>	<i>thought</i>	думать
<i>throw</i>	<i>threw</i>	<i>thrown</i>	бросать

<i>understand</i>	<i>understood</i>	<i>understood</i>	понимать
<i>wake</i>	<i>woke</i>	<i>woken</i>	будить
<i>wear</i>	<i>wore</i>	<i>worn</i>	носить (одежду)
<i>win</i>	<i>won</i>	<i>won</i>	побеждать
<i>wind</i>	<i>wound</i>	<i>wound</i>	обматывать, изгибаться
<i>write</i>	<i>wrote</i>	<i>written</i>	писат

Future Simple - простое будущее время

Future Simple Tense (или просто Future Simple) — это простое будущее время в английском языке.

Мы используем Future Simple, чтобы высказать предположения о будущем или о событиях, которые точно произойдут и на которые мы не можем повлиять. А также, для обещаний, угроз, предупреждений и предостережений.

Узнать Future Simple можно по таким словам, как:

- *soon* (скоро)
- *later* (позже)
- *as soon as* (как только)
- *tomorrow* (завтра)
- *the day after tomorrow* (послезавтра)
- *tonight* (вечером)
- *next week* (на следующей неделе)
- *next year* (на будущий год)
- *in a month* (через месяц)
- *in three days* (через три дня)
- *in 2020* (в 2020 году)

Утвердительные предложения:

I will play	We will play
You will play	You will play
He / she / it will play	They will play

Для того, чтобы поставить глагол во временную форму **Future Simple**, нужно использовать его начальную форму и вспомогательный глагол **will**. В устной речи **will** чаще всего сокращается до формы **'ll**, которая может использоваться во всех лицах.

Примечание:

Ранее при употреблении будущего времени для первого лица (**I, we**) было принято использовать вспомогательный глагол **shall**:

I shall write to you every day. Я буду писать тебе каждый день.

Однако, в современном английском, особенно в устной речи, **will** стал использоваться для всех лиц:

I will go to Paris next summer. Следующим летом я поеду в Париж.

Вопросительные предложения:

Will I play?	Will we play?
Will you play?	Will you play?
Will he / she / it play?	Will they play?

В **вопросительном предложении** вспомогательный глагол **will** ставится перед подлежащим. Значимый глагол остается после подлежащего в своей начальной форме:

Will we go to the beach? Мы пойдём на пляж?

Will your boss agree with our conditions? Ваш босс согласится с нашими условиями?

Отрицательные предложения:

I will not play	We will not play
You will not play	You will not play

He / she / it will not play

They will not play

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица **not**. Вместе они могут быть сокращены до формы **won't**:

*I **will not** let you down. Я вас не подведу.*

*Fred **won't** agree to help us. Фред не согласится нам помочь.*

Случаи употребления Future Simple:

- Указание на простое действие в будущем:

*We'**ll** **return** in 4 hours.*

Мы вернемся через 4 часа.

*It **will not be** easy to convince him.*

Его будет нелегко убедить.

- Регулярные, повторяющиеся действия в будущем:

*I promise I'**ll** **visit** you every day.*

Обещаю, что буду навещать тебя каждый день.

- При перечислении последовательности действий в будущем:

*I cannot wait for my vacation. I **will go** to the river, **swim** and **fish** every day.*

Не могу дождаться своего отпуска. Буду каждый день ходить к речке, купаться и ловить рыбу.

Present Continuous - настоящее длительное время

Время **Present Continuous** обычно указывает на процесс, длящийся непосредственно в момент речи. На это могут указывать контекст или такие слова, как:

now – сейчас

at the moment – в данный момент

at present – в настоящее время

still – все еще

Look! – Смотри!

Listen! – Послушай!

Утвердительные предложения:

I am playing

We are playing

You are playing

You are playing

He / she / it is playing

They are playing

Для того, чтобы поставить глагол в форму времени **Present Continuous**, требуется вспомогательный глагол **to be** в настоящем времени и причастие настоящего времени (Participle I) смыслового глагола.

To be в настоящем времени имеет три формы:

- **am** – 1 лицо, ед. ч. (I am shaving.)
- **is** – 3 лицо, ед. ч. (He is reading.)
- **are** – 2 лицо ед. ч. и все формы мн. ч. (They are sleeping.)

Примечание:

Личные местоимения и вспомогательный глагол часто сокращаются до I'm, he's, she's, it's, we're, you're, they're.

Причастие настоящего времени (Participle I) можно получить, прибавив к начальной форме значимого глагола окончание **-ing**:

jump – jumping

live – living

Вопросительные предложения:

Am I playing?	Are we playing?
Are you playing?	Are you playing?
Is he / she / it playing?	Are they playing?

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

*Are you **using** this dictionary? Вы используете этот словарь?*

Отрицательные предложения:

I am not playing	We are not playing
You are not playing	You are not playing
He / she / it is not playing	They are not playing

В отрицательных предложениях за вспомогательным глаголом следует отрицательная частица **not**. Формы **is** и **are** при этом могут быть сокращены до **isn't** и **aren't** соответственно.

She is not standing. Она не стоит.

Radio isn't working. Радио не работает.

Случаи употребления Present Continuous

- Указание на процесс, происходящий непосредственно в момент разговора:
The doctor is conducting an operation now. Врач сейчас проводит операцию.
Jack is talking on the phone at the moment. В настоящий момент Джек разговаривает по телефону.
- Действие, находящееся в процессе своего развития, но необязательно происходящее в момент разговора:
Are you still working in London? Ты все еще работаешь в Лондоне?
Chicago police are investigating the case. Полиция Чикаго расследует дело.
- Описание повторяющихся действий с использованием слов **always, constantly, forever**. Как правило это относится к характерным свойствам и поведению людей, часто с негативной окраской:
Why are you always interrupting people?
Почему ты вечно перебиваешь людей?
He is constantly complaining about his brother.
Он постоянно жалуется на своего брата.

Глаголы, которые обычно не употребляются в настоящем продолженном времени

Некоторые глаголы относительно редко употребляются в настоящем продолженном времени, так как они не описывают процессы как таковые, а скорее обозначают «статические» состояния. К ним относятся следующие глаголы в указанных значениях:

believe верить	think думать
hope надеяться	understand понимать
feel чувствовать	know знать
like любить	mean значить
hate ненавидеть	remember вспоминать
want хотеть	forget забывать
wish желать	cost стоить
sound звучать	contain содержать
look выглядеть	belong принадлежать
seem казаться	own владеть
see видеть	need нуждаться

It depends. Это зависит от обстоятельств.

She smells lovely. *Она пахнет чудесно.*

You sound awful. *Вы звучите ужасно.*

This tastes strange. *Это имеет странный вкус.*

Если такие глаголы употребляются в настоящем продолженном времени, они большей частью имеют другое значение. Действие относится к будущему:

He's seeing the doctor tomorrow. *Завтра он идет к врачу.*

Настоящее продолженное время глаголов to have

Глагол **to have** не употребляется в настоящем продолженном времени, если выражает значение «иметь, владеть».

В других значениях он может употребляться в настоящем продолженном времени:

Jamie has a computer. *У Джемми есть новый компьютер.*

We're having our tea. *Мы пьем чай.*

Past Continuous - прошедшее длительное время

Время **Past Continuous** указывает на процесс, длившийся в определенный момент или период в прошлом. В отличие от времени **Past Simple**, этот момент в прошлом должен быть назван прямо (например, yesterday at 5 o'clock, when you called, when rain started) или быть очевидным из контекста.

When you called I was taking a shower.

Когда ты позвонил, я принимал душ.

Charlie and me were already driving home when the engine suddenly stopped.

Мы с Чарли уже ехали домой, как вдруг заглох мотор.

Узнать время Past Continuous можно по особым словам-маркерам, встречающимся в предложении. Обычно они отвечают на вопрос «Когда это происходило?».

- *at the moment (в тот момент)*
- *when (когда)*
- *while (в то время, как)*
- *as (так как)*
- *all night (long) (всю ночь)*
- *all morning (все утро)*
- *all day (long) (весь день)*
- *last Sunday (в прошлое воскресенье)*
- *last month (в прошлом месяце)*
- *last year (в прошлом году)*
- *from Monday to Wednesday (с понедельника по среду)*
- *at 3:15 pm*
- *at 6 yesterday*

Утвердительные предложения:

I was playing	We were playing
You were playing	You were playing
He / she / it was playing	They were playing

Для того, чтобы поставить глагол в форму **Past Continuous**, нужен вспомогательный глагол to be в прошедшем времени и причастие настоящего времени (Participle I) смыслового глагола.

To be в прошедшем времени имеет две формы:

- **was** – 1 и 3 лицо ед. ч. (I was smoking. He was eating.)
- **were** – 2 лицо ед. ч. и все формы мн. ч. (They were laughing.)

Вопросительные предложения:

Was I playing?	Were we playing?
Were you playing?	Were you playing?
Was he / she / it playing?	Were they playing?

В **вопросительном предложении** вспомогательный глагол выносится на место перед подлежащим, а значимый глагол остается после него:

Were you sleeping when I called? You sounded drowsy.

Ты спал, когда я позвонил? Ты казался сонным.

Отрицательные предложения:

I was not playing	We were not playing
You were not playing	You were not playing
He / she / it was not playing	They were not playing

В **отрицательных предложениях** за вспомогательным глаголом следует отрицательная частица **not**. Формы **was** и **were** при этом могут быть сокращены до **wasn't** и **weren't** соответственно.

We were not playing chess when you called.

Мы не играли в шахматы, когда ты позвонил.

In the morning our elevator **wasn't working**.

Утром наш лифт не работал.

Случаи употребления Past Continuous

- 1 Указание на процесс, происходивший в конкретный момент времени в прошлом:

I was sleeping when someone knocked at the door. Когда я спал, кто-то постучал в дверь.

2 Мы используем *Past Continuous*, когда говорим о двух действиях, которые происходили одновременно в прошлом. Эти действия могут соединяться союзами *and* (и, а), *while* (пока, в то время как). *My girlfriend and I were watching a film and my baby sister was playing with her new doll.* – Мы с моей девушкой **смотрели** фильм, **а** моя сестренка **играла** со своей новой куклой.

3 *Past Continuous* часто встречается в рассказах и историях. Мы используем это время, чтобы описать атмосферу, обстановку, дать общие сведения о том, что будет происходить. *I was driving to my granny's house to the suburbs. It was raining. The road was slippery. I was looking carefully not to miss the turn to my granny's house.* – Я ехал к бабушке в пригород. **Шел** дождь. Дорога **была** скользкой. Я внимательно **смотрел**, чтобы не пропустить поворот к дому моей бабушки.

Present Perfect

Present Perfect – это настоящее совершенное время формируется с помощью двух глаголов. Первый глагол – вспомогательный глагол **have**, который “действителен” только для I (я), you (ты, вы), we (мы), they (они) или **has** – для he (он), she (она), it (оно). Второй глагол – это основной глагол в **3-й форме**. В английском языке **3-я форма правильных глаголов** создается посредством присоединения к основе слова окончания –ed (to wish – wished, to blame – blamed, to clean – cleaned). **Третью форму неправильных глаголов** можно всегда найти соответственно в третьей колонке в таблице неправильных глаголов.

Здесь главное не действие в прошлом, а его результат в настоящем. Действие совершилось к моменту речи. **Переводится на русский язык прошедшем времени.**

число	лицо	утвердительная форма	вопросительная форма	отрицательная форма
Ед.ч.	1	<i>I have cooked</i>	<i>Have I cooked</i>	<i>I have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>He</i>	<i>he</i>	<i>He</i>
		<i>She has cooked</i>	<i>Has she cooked?</i>	<i>She has not cooked</i>
	<i>It</i>	<i>it</i>	<i>It</i>	
Мн.ч.	1	<i>We have cooked</i>	<i>Have we cooked?</i>	<i>We have not cooked</i>
	2	<i>You have cooked</i>	<i>Have you cooked?</i>	<i>You have not cooked</i>
	3	<i>They have cooked</i>	<i>Have they cooked?</i>	<i>They have not cooked</i>

Сокращенные формы

I have = I've

He has = He's

I have not = I haven't

He has not = He hasn't

При образовании **вопросительной формы** вспомогательный глагол **have (has)** ставится перед подлежащим. При переводе вопросительных предложений следуйте установленному порядку слов вопросительного предложения: 1 – вопросительное слово (например, **who?**, **what?**), 2 – вспомогательный глагол (have или has), 3 – подлежащее, 4 – сказуемое (в данном случае причастие)

- Have you ordered pizza? – Ты заказал пиццу? (вопросительного слова нет, поэтому вопрос начинается с have)
- Where has he put my glasses? – куда он положил мои очки?

Вопрос к подлежащему начинается со слова Who?

- Who has painted this picture? – кто нарисовал эту картину?

В вопросительных предложениях типа When..? What time...? используется Past Simple, а не Present Perfect, потому что здесь важно время (Когда? Во сколько?), а не результат.

Примеры

When did she come? — Когда она пришла?

What time did they leave? — Во сколько они уехали?

Слова подсказки: **already** (уже), **just** (только что), **yet** (уже – в вопросительных предложениях, еще не – в отрицательных предложениях), **just** (только что), **ever** (когда-либо, используется в вопросительных предложениях), **never** (никогда), **lately** (за последнее время), **recently** (недавно), **for ages** (целую вечность), **for month** (в течение месяца), **for three days** (в течение трех дней), **since childhood** (с детства), **since morning** (с утра), **this week** (на этой неделе)

Случаи употребления Present Perfect:

- Для выражения действия, которое было произведено в недавнем прошлом, но его результат важен для настоящей минуты:

I have lost my key. I cannot open the door – Я потерял ключи. Я не могу открыть дверь. (Действие произошло в прошлом, но результат потери ключей влияет на настоящее).

I have ruined the meal. It's burnt. — Я испортил еду. Она сгорела.

Children have drunk all the milk. Now I have to go to the shop – Дети выпили все молоко. Сейчас Мне надо идти в магазин (результат в том, что молока дома нет и нужно пойти в магазин чтобы его купить)

He has already published your poem in a local paper. — Он уже опубликовал ваше стихотворение в местной газете (результат в том, что сейчас это стихотворение есть в газете).

I haven't done my work yet — Я еще не сделал свою работу (результат в том, что она (работа) еще не готова, и сейчас мне приходится ее делать, чтобы закончить).

- *Present Perfect* используется, когда мы говорим о нашем личном опыте.

I have been to England but I haven't been to Scotland. – Я был в Англии, но не был в Шотландии (на данный момент моей жизни я посетил Англию и не успел посетить Шотландию, но я все еще надеюсь там побывать).

Наречия *ever* (когда-нибудь) и *never* (никогда) часто встречаются, когда мы говорим о жизненном опыте. Они показывают, что мы делали или не делали в нашей жизни.

Have you ever been to Paris? – Ты когда-нибудь был в Париже?

Have you ever seen this film? – Ты видел когда-нибудь этот фильм?

No, I have never seen this film before. – Нет, я никогда не видел этот фильм раньше.

Запомните:

been to ... — был в (но уже вернулся)

gone to ... — уехал в (еще не вернулся)

ПРИМЕРЫ.

She has been to Italy. (= Она была в Италии, но уже вернулась.)

He has gone to Italy. (= Он уехал в Италию, но еще не вернулся.)

• Если говорящему важен сам факт произошедшего действия, а не его время или обстоятельства:

I have visited the Louvre 3 times – Я посетил Лувр три раза.

• Если период, в который произошло действие, еще не закончился (то есть, *период еще не завершился, а действие уже произошло*):

He has visited two galleries today – Сегодня он побывал в двух галереях. (сегодня еще не закончилось, и он может отправиться в третью галерею)

I have not visited my grandmother this week – На этой неделе я не навещала свою бабушку (Неделя – это отрезок времени, который еще не закончился).

He has written two books this year. — Он написал две книги в этом году (год еще не закончен).

I have met her twice this week – На этой неделе я дважды ее встретил
(неделя все еще длится, а я ее уже дважды встретил).

Peter has washed his car today – Петр сегодня помыл машину (все еще сегодня, но машина уже помыта)

• Для обозначения действий, которые начались в прошлом и продолжаются в момент разговора. Переводится настоящим временем:

I have studied Spanish since childhood – Я изучаю испанский с детства (т.е. начал испанский изучать с детства и сейчас продолжаю).

She has known my brother for five years – Она знает моего брата уже пять лет

I've known her sister since 1992 — Я знаю ее сестру с 1992 года

I haven't seen you for ages – Я не видел(а) тебя целую вечность.

I have lived in Moscow since I moved there – Я живу в Москве с тех пор, как я переехал туда.

В таком случае глагол переводится на русский в настоящем времени:

For/Since

for		since	
three days	ten minutes	Monday	Wednesday
an hour	two hours	9 o'clock	Christmas
a week	for weeks	24 July	I was 10 years old
a month	six months	January	we arrived
five years	a long time (долгое время)	1985	childhood (дество)
	ages (целая вечность)		

Предлоги **Since** и **For** являются предлогами времени.

Since используется с указанием точного времени, момента во времени, с которого что-либо началось, как, например: **March 31**, или **9:19 a.m.**, или **Tuesday**.

Например:

I have been studying English **since 1993**.

Я изучаю английский *с 1993 года*.

John has helped me **since 10:00 this morning**.

Джон помогает мне *с 10 утра*.

Those people have been in Europe **since August**.

Эти люди находятся в Европе *с августа*.

Обратите внимание, что, так как действие в таких предложениях начинается в прошлом и продолжается вплоть до настоящего момента, то необходимо использовать времена группы Perfect.

For используется с указанием периода, промежутка времени, в течение которого что-либо совершается, происходит, как, например: **1 day**, или **3 hours**, или **5 years**.

Например:

John has helped me **for 8 hours**.

Джон помогает мне уже *8 часов*.

ПАССИВНЫЙ ЗАЛОГ (PASSIVE VOICE)

В английском языке существует два залога — активный (active voice) и пассивный или страдательный (passive voice). В активном залоге действие выполняет подлежащее. В пассивном залоге действие происходит над подлежащим. Давайте сравним:

*Mary **cleans** the office every morning.* — *Мэри **убирает** офис каждое утро.*

(активный залог)

Подлежащее (Мэри) выполняет действие (убирает).

*The office **is cleaned** every morning.* — *Офис **убирают** каждое утро.*

(пассивный залог)

Неизвестно, кто выполняет действие. Подлежащее (офис) подвергается действию (его убирают).

*She **asked** her students to come earlier.* — *Она **попросила** студентов прийти раньше.* (активный залог)

*The students **were asked** to come earlier.* — *Студентов **попросили** прийти раньше.* (пассивный залог)

Страдательный залог в английском языке образуется с помощью вспомогательного глагола to be и смыслового глагола в третьей форме. На

месте подлежащего в утвердительных предложениях будет стоять человек или предмет, над которым будет производиться действие.

Образование пассивного залога в разных временах представлено в таблице ниже. Времена группы Perfect Continuous, а также Future Continuous в пассивном залоге не используются.

Время	Когда используем	Формула	Пример
Present Simple	– регулярное действие – констатация факта	is/am/are + V3	Thousands of dollars are spent on coffee in America every day. — Тысячи долларов тратятся на кофе в Америке каждый день.
Past Simple	– завершённое действие в прошлом	was/were + V3	The radio was invented 150 years ago. — Радио изобрели 150 лет назад.
Future Simple	– действие произойдет в будущем	will be + V3	The letter will be sent tomorrow. — Письмо отправят завтра.
Present Continuous	– действие происходит в момент речи, прямо сейчас	am/is/are + being + V3	The car is being refueled now. — Машину заправляют сейчас.
Past Continuous	– действие происходило в определенный момент в прошлом, акцент на продолжительности действия	was/were + being + V3	The exam was being taken yesterday morning. — Экзамен сдавали вчера утром.
Present Perfect	– действие уже завершилось, акцент на результат	has/have + been + V3	The flowers have already been watered . — Цветы уже полили .
Past Perfect	– действие завершилось до определенного момента или	had + been + V3	The police had been called before the burglars ran away. — Полицию вызвали до того,

	другого события в прошлом		как воры убежали.
Future Perfect	– действие будет завершено до определенного момента в будущем	will + have + been + V3	The article will have been rewritten by tomorrow morning. — Статью перепишут к завтрашнему утру.

Для образования отрицательной формы пассивного залога необходима частица *not*. Ставим ее после вспомогательного глагола. Если вспомогательных глаголов несколько, ставим *not* после первого.

*I left my camera on the bench and it **was not stolen!*** — Я забыл камеру на лавочке, и ее **не украли!**

*The car **has not been transported** yet.* — Машины еще **не перевезли.**

Чтобы задать вопрос в пассивном залоге, необходимо поставить вспомогательный глагол на первое место.

***Will the meeting be held** next week?* — Встречу **проведут** на следующей неделе?

***Was the match canceled** because of the weather?* — Матч **отменили** из-за погоды?

Если есть необходимость указать, кем выполняется действие, в конце предложения ставим предлог *by* + того, кто выполняет действие.

*The book **was written by an unknown author.*** — Книга **была написана неизвестным автором.**

You will never be disappointed by your loyal employees. — Ты **никогда не будешь разочарован** своими верными сотрудниками.

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