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Кременчуцький льотний коледж

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АНГЛІЙСЬКА МОВА ДЛЯ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Навчально-методичний посібник

Частина 1



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Навчально-методичний посібник з англійської мови призначений як для роботи в аудиторії, так і для самостійної роботи курсантів технічних спеціальностей. Посібник укладено згідно з вимогами навчальної програми дисципліни «Іноземна мова (за професійним спрямуванням)», він містить необхідний базовий лексичний мінімум.

Посібник може використовуватися курсантами льотного та інженерно-технічного складу Повітряних сил Збройних Сил України.

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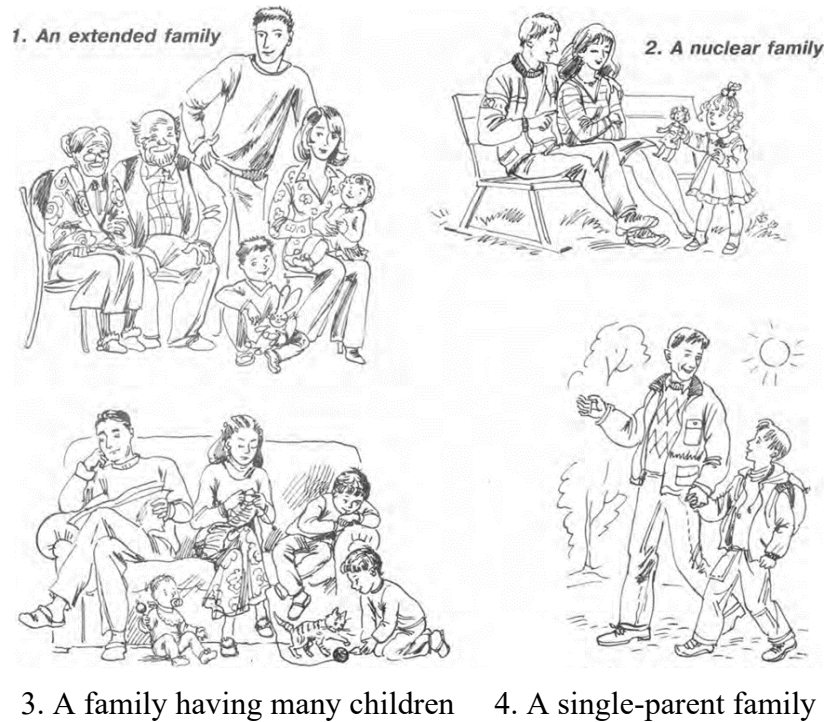
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UNIT 1. MY PROFESSION. FAMILY



Exercise 1.1. Read the sentences below. Decide which sentence goes with each photo. More than one answer is possible.

- a) All the members of my family have close relations. We live together.
- b) The only child is the centre of attention.
- c) We are many. We share our parent's attention.
- d) In a big family you have much love and support.
- e) We enjoy doing many things together.
- f) We love to celebrate holidays together. We have a lot of great parties.
- g) There are only two of us. We do everything together.
- h) I have my own room. I have a lot of privacy.
- i) When I have a problem I can always find a person to discuss it frankly.
- j) Sometimes I feel lonely. I wish I had a brother/sister.
- k) Sometimes I feel a lack of one parent badly.
- l) The advantage of having a big family is that you always have a baby-sitter in the house.
- m) I'm a twin. It's an advantage. We are very close.
- n) The problem of being the oldest child in the family is that you should take care of the younger ones.
- o) I have young parents. It's an advantage.
- p) Mother/father is my best friend.

1.	a,
2.	
3.	
4.	

*What do you think the advantages and disadvantages of each type of family are? Use the following: **I think It can be I don't think...***

Exercise 1.2. Translate the sentences into English paying attention to the underlined words.

1. Наша сім'я дуже дружна. Ми ніколи не сваримося.
2. Моя мама дуже сердиться, коли я з нею сперечаюся.
3. «Не дратуй свою сестру, Роджере!»
4. Ви з братом не повинні конкурувати, треба допомагати один одному.
5. Ми з сестрою (я і сестра) дуже близькі, ми ділимося всіма секретами.
6. Мене назвали на честь дідуся, кажуть, я на нього схожий.
7. Моїй тітці приблизно 35, вона на десять років молодша за маму.
8. У мами багато домашніх клопотів, ніхто не хоче їх з нею розділити.
9. Мені не дозволяють довго теревеніти по телефону.

Exercise 1.3. Think what you are allowed to do and what you have to do. Choose and tick the ideas that are true for you. Write sentences using the phrases from the box.

Model: In our family we all have household chores. I have to wash the dishes.

be allowed to
have to do

do household chores
come home late pre-
pare meals
watch TV
talk on the phone
use the bath
take out the garbage
wash the car
water the flowers
walk the dog



Talk to the group about the rules in your family

Exercise 1.4. Answer the questions. Choose at least five questions to discuss with your partner.

1. What's your family like?
2. What type of family do you come from?
3. What's something unusual or special about your family?
4. What are some rules that people have to follow in your family?
5. How does your family celebrate birthdays?
6. Is there a holiday your family always celebrate together?

7. Who do you talk to in your family when you have a problem?
8. What's the best thing about spending time with your family?
9. What's the worst thing?
10. If you have any brothers or sisters, what things do you enjoy doing together?
11. Do you have a close relationship with the other members of your family?
12. What's an advantage of being close to one's family?
13. Who takes care of the children in your family?

WORD LIST

1. *name (first name) – ім'я*
2. *surname – прізвище*
3. *birthday – день народження*
4. *teenager – підліток*
5. *three years older / younger – на 3 роки старше / молодше*
6. *relative – відносини*
7. *parents – батьки*
8. *aunt – тітка*
9. *uncle – дядько*
10. *nephew – племінник*
11. *nièce – племінниця*
12. *close relations – тісні стосунки*
13. *generation – покоління*
14. *get along well – добре ладнати*
15. *argue (with smb about smth) – сперечатися*
16. *compete (with smb for smth) – змагатися*
17. *share (a room) – спільна (кімната)*
18. *be divorced – бути розлученими*
19. *do household chores – займатися хатніми справами*
20. *a family having many children – родина, де багато дітей*
21. *a single-parent family – родина де тільки батько, або мати*
22. *a nuclear family – повна сім'я*
23. *an extended family – велика родина (батьки, дідуся та бабусі)*
24. *take out the garbage – виносити сміття.*

GRAMMAR

Артикль (The Article)

В англійській мові перед іменниками вживається особливе службове слово – артикль: **означений the** і **неозначений a (an)**.

Неозначений артикль (The Indefinite Article)

1. Форма неозначеного артикля **a** вживається перед іменниками, що починаються з приголосного звука, а форма **an** – перед іменниками, що починаються з голосного.

a	an
a book, a map, a shop	an apple, an engineer, an arm
a university	an umbrella

2. Зазвичай артикль ставиться перед іменниками, але якщо іменник має одне або кілька означень, то артикль ставиться перед ними:

a toy, a good toy, a good new toy.

3. Неозначений артикль походить від числівника *one*, тому він уживається зазвичай з обчислюваними іменниками в однині.

4. Неозначений артикль уживається:

а) коли називають будь-який предмет з усього класу однорідних:

Take **a book**. – Візьміть, будь ласка, книгу.

(будь-яку книгу, не конкретну)

б) коли йдеться про особу або предмет, що належать до певного класу (подібних до них осіб, предметів):

My father is **a worker**.

в) з іменниками, які означають одиниці вимірювання часу, ваги, відстані:

The car made 40 kilometres **an hour**.

г) зі словами dozen, hundred, thousand, million:

He saw **a dozen** films.

д) зі словами **few, little**, коли розуміється «небагато»:

We had **a few** books.

Уживання означеного артикля (The Use of the Definite Article)

Випадки вживання the	Приклади та їх переклад українською мовою	
1	2	
Означений артикль із загальними назвами вживається: 1) якщо із ситуації або попереднього досвіду зрозуміло, про яку особу, предмет, явище чи речовину йдеться	The milk in the glass has turned sour. The light is on in the kitchen. How did you like the play? – Have you seen her new flat? – Yes, I have. The flat is large and comfortable	Молоко у стакані прокисло. На кухні увімкнене світло. Як тобі сподобалася п'єса? – Чи бачив ти її нову квартиру? – Так. Квартира велика і за-тишна.

<p>2) перед іменником з обмежувальним означенням, що вказує, про який саме предмет йдеться</p>	<p>This is the house where I live. He is the student you wanted to speak to. Paris is the capital of France</p>	<p>Це дім, де я живу. Він той студент, з яким ви хотіли поговорити. Париж – столиця Франції</p>
<p>3) перед іменником в однині, що означає не окремий предмет, а весь клас предметів у цілому</p>	<p>The rose is my favourite flower. The telephone was invented in the 19th century. The dog is a friend of a man</p>	<p>Троянда – моя улюблена квітка. Телефон було винайдено у XIX сторіччі. Собака – друг людини</p>
<p>4) перед іменником з означенням, вираженим прикметником у найвищому ступені порівняння або порядковим числівником</p>	<p>Our planet is the most beautiful planet in the space. The first spaceman was Yuri Gagarin</p>	<p>Наша планета – найгарніша планета у космосі. Першим космонавтом був Юрій Гагарін</p>
<p>5) перед іменниками, що позначають предмети та явища, єдині у своєму роді (<i>the sun, the sky, the Acropolis, the moon, the world, the universe</i> тощо)</p>	<p>I like to look up at the stars in the sky. When we went out, the moon was shining</p>	<p>Мені подобається дивитися на зірки у небі. Коли ми вийшли, світив місяць</p>
<p>6) перед іменниками, що стоять після слів <i>most of, one of, some of, many of, each of, none of</i></p>	<p>Most of the stories are very interesting. Each of the boys took part in the competitions. None of the children wanted to leave the party</p>	<p>Більшість оповідань дуже цікаві. Кожен із хлопчиків брав участь у змаганнях. Жоден з дітлахів не хотів залишати дитяче свято</p>

<p>7) перед іменниками з означеннями, вираженими словами <i>same</i> (той самий), <i>wrong</i> (не той), <i>right</i> (той), <i>very</i> (саме той), <i>following</i> (такий), <i>next</i> (наступний за порядком), <i>last</i> (останній)</p>	<p>They belong to the same family. You are the very person I need. The right man in the right place. Remember the following rules. The last month of the year was full of events. I hope the next task won't be so difficult</p>	<p>Вони належать до тієї ж самої сім'ї. Ти саме та людина, яка мені потрібна. Людина на своєму місці. Запам'ятайте такі правила. Останній місяць року був насичений подіями. Сподіваюся, що таке завдання не буде таким важким</p>
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Означений артикль **the** вживається у сталих словосполученнях:

the other day	<i>нещодавно</i>
to tell the truth	<i>правду кажучи</i>
by the way	<i>між іншим</i>
on the whole	<i>в цілому</i>
in the original	<i>в оригіналі</i>
the more the better	<i>чим більше, тим краще</i>
the sooner the better	<i>чим швидше, тим краще</i>

Уживання артикля з власними назвами

З означеним артиклем уживаються:

а) назви країн, що складаються із загальної назви та означального слова, що стоїть перед нею:

the United States of America, the United Kingdom of Great Britain and Northern Ireland;

б) назви морів, океанів, річок, пустель, груп островів та гірських хребтів:

the Atlantic Ocean, the Black Sea, the Dnipro, the Desna, the Alps, the Carpathian Mountains,

the Sahara, the Cook Islands.

Але: Lake Ontario, Mount Snowdon;

в) назви газет і журналів:

The Guardian, the Times;

г) назви готелів:

the Metropol, the Savoy.

Артикль не вживається перед:

а) прізвищами та іменами людей, а також кличками тварин:

Petrenko, Mykola, Victor, Mukhtar, Pussy, Murka.

Але: якщо перед прізвищем у множині стоїть означений артикль, це означає, що йдеться про всіх членів сім'ї: *the Browns* – Брауни;

б) назвами континентів, країн, міст, сіл:

Europe, Ukraine, Poland, Kharkiv.

Винятки: the Netherlands, the Philippines;

в) назвами вулиць:

Baker Street. *Але:* the High Street.

Використання артикля у деяких усталених сполученнях

a/an a lot of, a great deal of, a great number of – багато

a few – небагато (обчислюв.)

a little – небагато (необчисл.)

all of a sudden – раптом

as a matter of fact – фактично, насправді

as a result of – в результаті

at a speed of – зі швидкістю

for a short (long) time – недовго (довго)

in a loud (low) voice – голосно (тихо)

it is a pity – на жаль

to be in a hurry – поспішати

to have a good time – гарно провести час

to have a cold – застудитися

to go for a walk – піти на прогулянку

to take a seat – сісти

in the morning – вранці

in the afternoon – удень

in the evening – увечері

in the country – за містом

on the one (other) hand – з одного (іншого) боку

on the whole – в цілому, загалом

the day before yesterday – позавчора

the day after tomorrow – післязавтра

the other day – на днях

to go to the theatre (the cinema) – ходити у театр (кіно)

to play the piano – грати на піаніно

to tell the truth – говорити правду

What is the time? – Котра година?

Інфінітивні звороти (Infinitive Constructions)

Інфінітив у сполученні з іменником або займенником в об'єктному відмінку може утворювати комплекси, які виконують роль складних членів речення.

Називний відмінок з інфінітивом (Nominative with the Infinitive) виконує в реченні роль складного підмета і складається з іменника або особового займенника у називному відмінку та інфінітива.

Цей зворот уживається у таких випадках.

1. Коли присудок виражено дієсловами to ask, to say, to think, to know, to expect, to suppose, to hear, to see, to report, to describe, to advise, to order. У таких реченнях дієслово-присудок уживається у пасивному стані:

He is said to be a good singer. – Говорять, що він добрий співак.

They were advised to come in time. – Їм порадили прийти вчасно.

He was ordered not to go there. – Йому було наказано не йти туди.

2. Коли присудок виражено дієсловами **to seem, to appear, to happen, to turn out**. У таких реченнях дієслово-присудок уживається в активному стані:

Roman seems to know English well. – Здається, Роман добре знає англійську мову.

He seemed to have forgotten the poem. – Він, здавалось, забув вірша.

3. Коли іменну частину присудка виражено прикметниками **sure, certain, likely**:

He is likely to have received my parcel. – Він, певно, вже одержав мою посылку.

He is sure to come to Kyiv. – Він, напевно, приїде до Києва.

! Запам'ятайте випадки, в яких інфінітив уживається без часточки «to»:

- після модальних дієслів;
- після дієслів *to let* і *to make*;
- в складних додатках після дієслів сприйняття (*to see, to hear, to feel, etc.*);
- після висловів: *I would rather...*, *You had better...*

Уживання інфінітивної частки **to**

1. Інфінітив у більшості випадків уживається з часткою **to**, яка є його граматичною ознакою.

My friend wants **to become** a teacher. – Моя подруга бажає стати вчителем.

He began **to play** chess at the age of seven. – Він почав грати у шахи в сім років.

2. Слід запам'ятати найбільш поширені випадки вживання інфінітива без частки **to**.

Без частки **to** інфінітив уживається:

а) після модальних дієслів **can, may, must, shall, should, will, would**:

We **can meet** him at the railway station. – Ми можемо зустріти його на залізничному вокзалі.

We **shall go** to the theatre on Sunday. – Ми підемо в театр у неділю.

Примітка: Після модальних дієслів **ought, to have** і **to be** у модальному значенні інфінітив уживається з часткою **to**:

I shall **have to go** there tomorrow. – Я змушений буду піти туди завтра.

б) у спеціальних конструкціях після деяких дієслів, що виражають сприймання за допомогою органів чуття: **to hear, to see, to feel, to observe, to notice, to perceive**:

I heard him repeat it several times. – Я чув, що він повторював це багато разів.

I saw her come in. – Я бачив, як вона зайшла.

в) після словосполучень **had better, would sooner, would rather** (краще б):

You had better speak English. – Тобі краще б говорити англійською мовою.

I would rather stay at home. – Я краще залишуся вдома.

3. Якщо в реченні стоять поряд два інфінітиви, поєднані сполучником *and* або *or*, то частка *to* перед другим із них зазвичай не вживається.

! Запам'ятайте такі сталі вислови з інфінітивом:

to cut a long story short – коротше кажучи

to tell (you) the truth – сказати (вам) по правді (правду кажучи)

to say nothing of – не кажучи вже про...

to put it mildly – м'яко кажучи

to say the least of it – меншою мірою

to begin with – почнемо з того, що...

**Наказовий спосіб
(The Imperative Mood).**

Уживання та утворення наказового способу

1. Дієслова у наказовому способі виражають спонукання до дії, тобто наказ, прохання, пораду, заборону тощо.

2. Стверджувальна форма другої особи наказового способу збігається з формою інфінітива, але без частки **to**:

To write – Write! (Пиши / пишіть!)

To go – Go! (Йди / йдіть!)

3. Заперечна форма другої особи наказового способу утворюється з допоміжного дієслова **to do**, заперечної частки **not** та інфінітива основного дієслова без **to**. В усному мовленні замість *do not* зазвичай вживається скорочена форма **don't**:

Don't close the door! – Не зачиняй двері!

Don't play in the room! – Не грай у кімнаті!

4. Для утворення форм наказового способу першої і третьої особи однини й множини вживається дієслово **let** у сполученні з відповідним особовим займенником в об'єктному відмінку або іменником у загальному відмінку та інфінітивом основного дієслова без частки **to**:

Let us (let's) go to the cinema now. – Ходімо зараз у кіно.

Let them do this work. – Нехай вони виконують цю роботу.

Let this boy answer. – (Не)хай цей хлопець відповідає.

5. Заперечна форма першої і третьої особи утворюється за допомогою **don't let (do not let)**:

Don't let the boys play in the room. – Не дозволяйте хлопчикам грати в кімнаті.

Don't let her read late at night. – Не дозволяйте їй читати пізно ввечері.

Don't let them speak Ukrainian at an English lesson. – Не дозволяй(те) їм розмовляти українською на уроці англійської мови.

	Форми наказового способу	Приклади
Стверджувальна форма	$\text{Let } * + \left. \begin{array}{l} \text{me} \\ - \\ \text{him} \\ \text{her} \\ \text{it} \\ \text{us} \\ \text{them} \end{array} \right\} + V^0$ $V^0!$	<i>Let me read – Дозвольте, я прочитаю (Нехай читатиму)</i> <i>Let him read – Нехай він читає</i> <i>Let her read – Нехай вона читає</i> <i>Let us read – Читайтемо</i> <i>Let them read – Нехай вони читають</i> <i>Read! – Читайте! Читайте!</i>
Заперечна форма	$\text{Let } + \left. \begin{array}{l} \text{me} \\ - \\ \text{him} \\ \text{her} \\ \text{it} \\ \text{us} \\ \text{them} \end{array} \right\} \text{not } V^0$ $\text{Don't } V^0!$	<i>Let me not read – Дозвольте, я не читатиму (Нехай не читатиму)</i> <i>Let him not read – Нехай він не читає</i> <i>Let her not read – Нехай вона не читає</i> <i>Let us not read – Не читайтемо</i> <i>Let them not read – Нехай вони не читають</i> <i>Don't read! – Не читайте! Не читайте!</i>

READING

Read and translate the text.

TEXT A «ABOUT MYSELF»

Hello, friends. Let me first introduce myself. My name is Ann or Anya for my friends. My surname or last name is Sokolova. I was born on the 2nd of October in Kyiv. This is the most beautiful city in Ukraine situated on the Dnipro river. Now I am a first-year student at the Technical Academy. In five years I'll be an engineer.

Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes. My friends say that I am pretty. I think I am just good-looking. I love sports and music. I was very serious about a career in gymnastics when I was in the 5th form. But then I broke my arm and doctors didn't let me go in for gymnastics. I love to listen to modern music and dance. I dance a lot and I hope I am good at it. I also love swimming. I always swim in the Dnipro when I visit my parents, my dear family.

I would like to tell you about my family. There are five people in our family. My father's name is Vladimir Stepanovich. He is a mathematician by education and businessman by profession. My mother's name is Tatyana Petrovna. She is a housewife. She has much work about the house because I have a younger sister. She is a pupil. My sister Natasha is in the fifth form. My grandmother, my mother's mother, lives with us. She is very kind and helps us a lot.

Our family is very friendly, we have many friends. In summer many relatives come to visit us. And, of course, they use a chance to spend several weeks in beautiful Kyiv.

In May I have finished school No 5 in Sochi. I did well in all the subjects but my favourite subjects at school were Physics and Computer Science. I also enjoyed English lessons.

I am very interested in learning English because I always wanted to become a programmer or maybe a businesswoman. I also think that the knowledge of foreign languages helps in everyday life and career.

Two years ago I travelled much around Europe. I have visited France, Germany, Belgium, the Netherlands and the United Kingdom. There the knowledge of English helped me a lot.

As you see, my biography isn't very long yet. See you later...

WORD LIST

1. *to introduce* – знайомити
2. *a first-year student* – студент(ка) першого курсу
3. *region* – область
4. *appearance* – зовнішність
5. *slim* – стрункий(а)
6. *career* – кар'єра
7. *housewife* – домохозяйка
8. *several* – декілька
9. *to do well* – встигати
10. *chance* – випадок, шанс
11. *tall* – високий
12. *short* – маленького зросту
13. *stout* – приземкуватий, кремезний
14. *slim* – стрункий
15. *fat* – товстий
16. *plumpry* – огрядний
17. *fair hair* – світле волосся
18. *blonde* – білявець(ка)
19. *brunette* – брюнет(ка)
20. *gray hair* – сиве волосся
21. *bold headed* – лисий
22. *short sighted* – короткозорий
23. *smart, clever, bright* – розумний(а)
24. *stupid* – тупий, дурник
25. *boring* – нудний
26. *fun to be with* – веселий
27. *easy to go along* – легкий у спілкуванні
28. *quiet* – спокійний
29. *impulsive* – імпульсивний
30. *aggressive* – агресивний
31. *rude* – невічливий, грубий
32. *shy, confused* – сором'язливий
33. *active* – активний
34. *talkative* – балакучий
35. *enthusiastic* – ентузіаст.

Exercise 1.5. Look at this questions. Do your own topic about yourself.

1. What is your name?
2. Where and when were you born?
3. How old are you?
4. Have you got a family?
5. How many people are there in your family?
6. Do you have brothers, sisters, grandparents in your family?
7. Where do you live?

8. Did you study well at school?
9. What school did you finish?
10. Did your teacher of English help you to choose your future profession?
11. What was your favourite subject?
12. What do you like to read?
13. What sport do you go in for?
14. What are you going to be?
15. Do you still live with your parents?

Exercise 1.6. Insert «to» with Infinitive where it is necessary:

1. I like ... play the guitar. 2. My brother can ... speak French. 3. We had ... put on our overcoats because it was cold. 4. They wanted ... cross the river. 5. It is high time for you ... go to bed. 6. May I ... use your telephone? 7. They heard the girl ... cry out with joy. 8. I would rather ... stay at home today. 9. He did not want ... play in the yard any more. 10. Would you like ... go to England? 11. You look tired. You had better ... go home. 12. I wanted ... speak to Nick, but could not...find his telephone number. 13. It is time ... get up. 14. Let me ... help you with your homework. 15. I was planning ... do a lot of things yesterday. 16. I'd like ... speak to you. 17. I think I shall be able ... solve this problem. 18. What makes you ... think you are right? 19. I shall do all I can ... help you. 20. I like ... dance. 21. I'd like ... dance. 22. She made me ... repeat my words several times. 23. I saw him ...enter the room. 24. She did not let her mother ... go away. 25. Do you like ... listen to good music? 26. Would you like ... listen to good music? 27. That funny scene made me -... laugh.

Exercise 1.7. Match a sentence (1–7) with a response (a–j). Not all the responses are used. One example has been given.

- | | |
|--|---|
| 1. Bye! I'm going out now. | a) Not long. Your directions were very clear. |
| 2. Shall we go for a drink after work? | b) It's twenty-five past nine. |
| 3. I'm going to the bar. What would you like to drink? | c) Mind your own business! |
| 4. What a beautiful watch! Where did you get it? | d) Oh, OK. Have a nice time! |
| 5. How long did it take you to find the house? | e) I've been waiting for my boyfriend for ages. |
| 6. Did I see you with a new boyfriend last night? | f) No, put your money away. It's my round. |
| 7. I'm so fed up with all this work! | g) Oh, me too! I'll be glad when the exams have finished. |
| | h) Never mind! You'll find a job soon. |
| | i) That's a good idea! I'll meet you in the pub at half past eight. |
| | j) It was a birthday present from my parents. |

Exercise 1.8. In each question, only one of the three answers is correct. Choose the correct answer and mark it on your answer sheet.

a. a; b. the; c. no article.

1. Jason's father bought him ... bicycle that he had wanted for his birthday.
2. The Statue of Liberty was a gift of friendship from ... France to the United States.
3. Rita is studying ... English and ... math this semester.
4. The judge asked the witness to tell ... truth.
5. Please give me ... cup of coffee with cream and sugar.
6. ... big books on the table are for my history class.
7. No one in the Spanish class knew the correct answer to ... Mrs. Perez's question.
8. My ... car is four years old and it still runs well.
9. When you go to the store, please buy a bottle of chocolate milk and ... dozen oranges.
10. There are only ... few seats left for tonight's musical at the university.
11. John and Marcy went to ... school yesterday and then studied in the library before returning home.
12. ... Lake Erie is one of the five Great Lakes in North America.
13. On our trip to Spain, we crossed ... Atlantic Ocean.
14. ... Mount Rushmore is the site of a magnificent tribute to four great American presidents.
15. What did you eat for ... breakfast this morning?
16. Louie played ... basketball and ... baseball at Boys' Club this year.
17. Rita plays ... violin and her sister plays ... guitar.
18. While we were in ... Alaska, we saw an Eskimo village.
19. Phil can't go to the movies tonight because he has to write ... essay.
20. David attended ... Princeton University.
21. Harry has been admitted to ... School of Medicine at a midwestern university.
22. Meld's grandmother is in the hospital, so we went to visit her ... last night.
23. The political science class is taking ... trip to the Soviet Union in spring.
24. Queen Elizabeth II is the monarch of ... Great Britain.
25. ... Declaration of Independence was drawn up in 1776.
26. Scientists hope to send ... expedition to Mars during 1980s.
27. Last night there was ... bird singing outside my house.
28. ... chair that you are sitting in is broken.
29. ... Civil War was fought in the United States between 1861 and 1865.
30. Florida State University is smaller than ... University of Florida.

READING

Read and translate the text.

TEXT B «THE FLIGHT ENGINEER IS AN INTEGRAL PART OF THE CREW»

In some States flight engineers are recruited from among aircraft maintenance personnel while in others they are recruited from among the junior pilots. More recently, entrants with no aviation background have been trained specifically for flight engineer's duties, gaining knowledge, skill and the experience required on training courses designed for the purpose. Many airlines also train their junior pilots to qualify as

flight engineers and require them to acquire substantial flying experience in that capacity before assigning them co-pilot functions.

In some airlines it is the practice, with the approval of their State Licensing Authority, to assign some ground maintenance duties to the flight engineer. Such duties may involve actual maintenance of the airplane at aerodromes where the airline has no other maintenance facilities. However, such functions are not a flight engineer's recognized duties since such work would require the holding of an Aircraft Maintenance (Technician/Engineer/Mechanic) Type II License. In other airlines, the flight engineer may be called upon to assist the personnel engaged in the maintenance of aircraft. The degree of assistance expected of the flight engineer may vary. At all but main base of the airplane, it is usual for the operating flight engineer to be present and on the road to co-operate during at least the early phase of inspection and rectification and provide information on any malfunctions or faults encountered during flight. However, it is not common participation.

It is important to stress that flight engineers as crew members are responsible to the pilot-in-command not only for the technical functioning of the airplane, but also for assistance and advice on any technical maintenance problems that may occur. An essential characteristic of the flight engineer's duty is that he always functions as an integral part of the crew and under the authority of the pilot-in-command. There is no primary task which a flight engineer performs outside the field of responsibility of the pilot-in-command of an airplane. The specific duties to be performed are in accordance with those specified for the flight engineer in the Airplane Flight Manual.

Flight engineers are members of flight crews who make sure the mechanical and electrical devices aboard airplanes work properly. They assist the pilot and co-pilot in making pre-flight checks of instruments and equipment. Flight engineers watch instruments in the air and operate controls to regulate the performance of the engines, air conditioning and other equipment. He also keeps records of engine performance and fuel consumption.

WORD LIST

1. *to recruit* – *поповнювати*
2. *maintenance* – *експлуатація*
3. *personnel* – *персонал*
4. *junior* – *молодший*
5. *recently* – *нещодавно*
6. *entrant* – *той, що вступає*
7. *background* – *підготовка*
8. *specifically* – *особливо*
9. *to gain* – *отримувати*
10. *skill* – *уміння*
11. *experience* – *досвід*
12. *to require* – *вимагати*
13. *design* – *проект*
14. *to qualify* – *отримати спеціальність*
15. *to acquire* – *опанувати*

16. *substantial* – суттєвий
17. *capacity* – можливість
18. *to assign* – призначити
19. *approval* – ухвалити
20. *license* – дати ліцензію
21. *authority* – влада
22. *facilities* – обладнання
23. *to recognize* – визнавати
24. *to assist* – допомагати
25. *to cooperate* – співпрацювати
26. *malfunction* – несправність
27. *fault* – дефект
28. *to encounter* – стикатися
29. *responsibility* – відповідальність
30. *participation* – (брати) участь
31. *to stress* – підкреслювати, наголошувати
32. *advice* – порада
33. *specified* – визначений.

READING

Read and translate the text.

TEXT C «DUTIES OF A FLIGHT ENGINEER»

I'm a flight engineer. I fly TU-154. I do much work on the ground and in the air. Before the flight I walk around the aircraft and make an inspection. I inspect the nose wheel, I check the ground locks, inspect the main gear, nacelles N1 and N 2. Then I walk under the fuselage to the tail and inspect the rudder and elevators. I check it according to the special list for the flight. I start up and run up the engines and check the fuel pressure. During the flight I sit between the captain and the co-pilot (behind the navigator) and look at the engine instruments. I handle the controls for the landing gear and the wing flaps at take off and landing. I retract and lower the landing gear.

After landing I write my technical report and brief the station engineer about the problems (snags) on the aircraft in flight.

WORD LIST

1. *according to* – згідно з, відповідно до
2. *snag* – проблема
3. *to start up* – запускати двигун
4. *flight engineer* – бортінженер
5. *to inspect* – оглядати
6. *nose wheel* – переднє колесо
7. *to check* – перевіряти
8. *ground locks* – колодки
9. *main gear* – основне шасі
10. *nacelle* – гондола

11. *tail* – хвіст, хвостова частина
12. *rudder* – кермо напрямку
13. *elevator* – кермо висоти
14. *on board* – на борту
15. *to run up* – прогрівати
16. *fuel pressure* – тиск палива
17. *captain* – командир ПС
18. *co-pilot* – другий пілот
19. *navigator* – штурман
20. *engine* – двигун
21. *instrument* – прилад
22. *to handle* – керувати
23. *run up the engines* – опробувати / прогрівати двигуни
24. *flaps* – закрилки
25. *take off* – зліт
26. *landing* – посадка
27. *to lower* – випускати
28. *to retract* – прибирати
29. *to brief* – інструктувати
30. *technical report* – технічний звіт.

Exercises

Exercise 1.9. Answer the following questions:

1. Are you a flight engineer (a mechanic)?
2. Do you fly?
3. What aircraft (helicopter) do you fly?
4. Do you work much on the ground before flight?
5. Have you got much work in flight?
6. What do you do before the flight?
8. What parts of the plane do you inspect?
9. Where do you sit in flight?
10. What do you do in flight?
11. What instruments do you watch?
12. Who handles the controls for the landing gear?
13. What do you write after the flight?
14. Who do you brief about the snags? небезпеку
15. Who starts up the engines?

Exercise 1.10. Put the words in the correct order.

1. my I landing report after write technical.
2. the ground much before you work flight Do on?
3. up the engine Who starts?
4. flight inspect the nose When wheel does engineer the?
5. the instruments Who flight the watches during?
6. the at the handle for I at gear take off controls landing and landing.

Exercise 1.11. False (-) or True (+)?

1. During the flight the flight engineer sits behind the captain. –
2. He briefs the station engineer about the problems in flight. +
3. The captain starts up the engines. –
4. The co-pilot makes an inspection of the aircraft before the flight. –
5. The flight engineer is responsible for landing gear extension and retraction. +
6. The captain is responsible to the flight engineer. +

Exercise 1.12. Make alternative questions:

1. *He's a pilot (a mechanic).* ... – **Is he a pilot or a mechanic?**
2. She learns English (French). –
3. I fly TU-154 (IL-86). –
4. There are 10 stewardesses in the plane (5). –
5. There is much fuel in the tanks (oil). –
6. They are flight engineers (mechanics). –
7. This is a passenger plane (a cargo plane). –
8. They have much baggage there (cargo). –
9. We replace the wheels (repair).

Exercise 1.13. Insert prepositions where necessary.

1. How many people are there ... your crew?
2. There is much time ... flight.
3. How many crew members are there ... the cockpit?
4. ... landing I write my technical report.
5. How much cargo is there ... the cargo hold?
6. I brief the station engineer ... the problems ...flight.
7. How many lights are there ... London?
8. I sit ... the captain and the co-pilot.
9. A lot of aircraft fly ... Kyiv.

Exercise 1.14. Use “do/does”:

1. ... you fly? – Yes, I
2. ... your son fly? – No, he ...not.
3. What ...you do? – I'm a flight engineer.
4. Where ...you fly? – We fly to Kyiv.
5. ... you speak English? – Yes, I
6. ... your crew speak English? – Yes, it... .
7. Where ...your crew fly? – It flies to Kyiv.

Exercise 1.15. Use “have, has, do, does, am, is, are”:

1. ... you a pilot? – No, I ... not.
2. What ...you do? – I ... a flight engineer.
3. What ... your wife do? – She ... a flight attendant.
4. ... she an engineer? – Yes, she
5. ... you write a technical report? – Yes, I

6. ... you a flight engineer? – Yes, I
7. ... you much work in flight? – Yes, I
8. ... a flight engineer brief the station engineer? – Yes, he
9. Where ... he sit in flight?
10. What ... he do after landing?

Exercise 1.16. Use “when, where, what, how, who, whom”:

1. ... do you do? 2. ...does your wife do? 3. ... do you do before the flight? 4. ... do you sit in flight? 5. ... are you? 6. ... do you brief after landing? 7.... report do you write after flight? 8.... parts do you inspect? 9...do you need? 10. ...are the main parts of the helicopter? 11. . . do you inspect? 12. ...is the central body of the plane? 13. ... starts up the engine? 14. ... do you fly? 15. ... checks the locks?

Exercise 1.17. Complete this text. Write a letter from A – L in each space.

Safety equipment for aeroplane passengers

Every seat on the aeroplane has a seat belt. This belt is made of (1)_____, which have good (2)_____. The seat belt is designed (3)_____. The plane has six emergency exits, which will allow you (4)_____. The plane carries ten first aid kits. The purpose of these kits is (5)_____. There is (6)_____. This will provide you with breathing gas if the air pressure in the cabin suddenly (7)_____. There is a lifejacket under (8)_____. If the plane lands on water in an emergency, you (9)_____. Then you fill it with air by (10)_____. When the lifejacket is filled with air, (11)_____. This will prevent you (12)_____.

- A put the lifejacket on
- B your seat
- C from sinking in the water
- D tensile strength
- E decreases
- F pulling a cord or by blowing air into it
- G to hold you securely in your seat
- H it floats in water
- I to allow cabin crew to treat injuries quickly and safely
- J an oxygen mask above every seat
- K materials such as nylon or polyester
- L to leave the plane quickly in an emergency.

READING

Read and translate the text.

TEXT D «AIRBORNE AND GROUND PERSONNEL»

Pilots fly airplanes. They are airmen. Pilots are members of the air crew. Pilots must know all about their airplanes and also about flying. All pilots like to fly. They like their profession. Flying is an interesting and difficult job. Pilots do not prepare airplanes for flight, they fly them.

Aircraft technicians, mechanics and other specialists are the people who prepare airplanes for flight. These people are members of the ground crew. They maintain aircraft. Aircraft maintenance is also an interesting and difficult job. The members of the ground crew do not fly. Their job is to prepare airplanes for flight. They are the people who make flying possible.

WORD LIST

1. *airborne personnel* – льотний склад (екіпажу ПС)
2. *ground personnel* – наземний склад (екіпажу ПС)
3. *pilot* – льотчик
4. *to fly (flew , flown)* – літати, експлуатувати у повітрі
5. *airman* – авіатор
6. *air crew* – льотний екіпаж
7. *flying* – льотна справа
8. *flight* – політ, рейс (цивільного літака)
9. *aircraft technician* – авіаційний технік
10. *aircraft mechanic* – авіамеханік
11. *ground crew* – наземний екіпаж
12. *to maintain* – здійснювати технічне обслуговування (ПС)
13. *aircraft maintenance* – технічне обслуговування і ремонт ПС, технічна експлуатація ПС
14. *to prepare for flight* – готувати ПС до польоту.

Exercises

Exercise 1.18. Answer the questions:

1. What must pilots know? 2. What is the job of the ground crew? 3. Do the members of the ground crew fly? 4. Is flying an interesting job? 5. Do pilots prepare airplanes for flight? 6. Is the job of aircraft maintenance difficult? 7. Who are members of the air crew? 8. Do pilots like their profession? 9. Who are the members of the ground crew? 10. How do you call people who make flying possible?

Exercise 1.19. Complete the sentences:

1. I am a student. My job is to 2. My friend is a pilot. His job is to 3. The job of an aircraft technician is to 4. Every airman must know all about 5. Every member of the ground crew must know all about 6. Aircraft mechanic is a specialist who 7. The people who make flying possible are 8. The members of the ground crew do not fly. They ...

Exercise 1.20. Translate the following words combinations:

1. avionics technician; 2. next in importance; 3. aircraft hydraulic mechanic; 4. instrument technician;	
---	--

- | | |
|--|--|
| 5. root mean square “value;”
6. recent technological advances;
7. airframe mechanic;
8. industrial know-how;
9. who is who in aviation;
10. flight engineer | |
|--|--|

Read and translate the text.

TEXT E «I AM AN AIRCRAFT TECHNICIAN»

I work at an airfield. My job is to maintain, overhaul and repair big wide body airplanes. It takes a lot of time to prepare an airplane for flight. Modern aircraft and aero engines are made in modular form. Modular construction facilitates the rapid replacement of worn assemblies. Special handling equipment makes it possible to replace complete modules without removing the engine from the aircraft. Modular construction and on-condition maintenance make the job of an aircraft technician easier. I am proud to be an aviation specialist.

WORD LIST

1. *to overhaul and repair* – виконувати профілактичний та поточний ремонт ПС
2. *widebody airplane* – широкофюзеляжний літак
3. *modular construction* – модульна конструкція
4. *to replace* – замінити
5. *on-condition maintenance* – тех. обслуговування за станом
6. *handling equipment* – підйомно-транспортне обладнання
7. *worn* – зношений.

Read and translate the dialogue.

«MEET THE PEOPLE WHO MAKE FLYING POSSIBLE»

PRACTITIONER PUPILS VICTOR(V), PAUL(P) AND NORMAN(N) ARE VISITING A BIG AIRPORT. THEIR PRACTICE INSTRUCTOR (PI) HAS INVITED THEM TO A PROGRAMMED INSTRUCTION CABINET TO DISCUSS THEIR FUTURE JOBS.

PI: Today I am going to show you how airplanes are prepared for flight and what ground personnel is doing. I'll also answer all your questions about aviation.

N: My brother is a civil aviation pilot. He sometimes tells us about accidents. Is it really dangerous to fly a modern jet liner?

PI: It is no more dangerous than walking in the street. But the airplane must be very thoroughly prepared by the ground crew.

N: What are these people?

PI: They are aircraft maintenance technicians, mechanics and other aviation specialists who maintain the major parts, systems and controls of an aircraft.

V: Does this personnel actually repair the plane?

PI: The ground crew usually does only minor repairs. Their main duty is to keep the plane trimmed and ready for flight.

P: But who does major repairs?

PI: Major repairs and overhauls are done by technicians and engineers in the overhaul hangar, which we are going to visit later on. But in the meantime let us go to the parking places and see what is going on there.

WORD LIST

1. *practitioner pupil* – *учень, що проходить виробничу практику на підприємстві*
2. *airport* – *аеропорт, аеродром з допоміжними службами*
3. *practice instructor* – *інструктор з виробничої практики*
4. *programmed instruction cabinet* – *кабінет програмного навчання*
5. *civil aviation pilot* – *пілот цивільної авіації*
6. *accident* – *авіакатастрофа*
7. *jet liner* – *реактивний лайнер*
8. *aircraft maintenance technician* – *технік з обслуговування літака*
9. *powerplant* – *силова установка*
10. *controls* – *органи керування літаком*
11. *to repair* – *виконувати ремонтні роботи, ремонтувати*
12. *minor repairs* – *дрібні ремонтні роботи*
13. *to keep the plane trimmed and ready for flight* – *підтримувати літак у стані готовності*
14. *major repair(s)* – *капітальний ремонт*
15. *overhaul* – *профілактичний ремонт*
16. *overhaul hangar* – *ангар для тех. обслуговування та ремонту*
17. *parking place* – *стоянка (літака).*

Exercises

Exercise 1.21. Answer the questions (according to the dialogue):

1. Where are major repairs and overhauls done?
2. How do you call people who maintain an aircraft?
3. What is the job of the ground crew?
4. Who does major repairs and overhauls?
5. What types of repairs are usually done by the ground personnel?
6. Is flying a modern airplane really dangerous?
7. By whom are major parts and systems of an aircraft maintained?
8. Who usually does minor repairs?
9. What place is the group of pupils going to visit later on?
10. Where are they going to right now?

Exercise 1.22. Complete the sentences:

1. Airplanes are prepared for flight by
2. Flying a modern jet liner is no more dangerous than... .
3. Major repairs and overhauls are done by
4. The main duty of the ground crew is to
5. Minor repairs are done by
6. The major parts and systems of an aircraft are maintained... .

TEST UNIT 1

1. *Read the text and match statements 1–7 to speakers A–E. There are two extra statements that you do not need.*

- | | | |
|--|--------------------------|--------------------------|
| 1. You don't need a lot of money to look good. | <input type="checkbox"/> | |
| 2. I surprise people with my appearance. | | <input type="checkbox"/> |
| 3. I always wear the same clothes. | | <input type="checkbox"/> |
| 4. How I dress is important for my work. | | <input type="checkbox"/> |
| 5. Other people decide how I look. | | <input type="checkbox"/> |
| 6. I'm never very smart or elegant. | | <input type="checkbox"/> |
| 7. There are no compromises with how I look. | | <input type="checkbox"/> |

You and your look

Is how you look how you really are?

Check out the results of our surprise street survey below

A

Steve I'm a doctor so I have to look smart and professional to give the right impression. I wear conservative clothes, usually a shirt and tie and I could never wear jeans or trainers to work. Is that how I really am? Definitely not! I don't like things too neat and tidy at home – in fact my place is usually a bit of a mess – and I usually dress in pretty casual clothes, especially if I'm working in my garage fixing my motorbike, which is what I like to do in my spare time.

B

Katie I hope so. I spend a long time choosing clothes and doing my hair and make-up because I think the way you look tells people a lot about you. I'm a student so I can't go to the most expensive shops but I think that makes you more creative because you have to look for good clothes in different places. It can take a long time but it can be a lot of fun – actually, going round markets and second-hand shops is how I like to spend my free time. I choose bright colours and patterns and I think I'm a lively and enthusiastic person so, yes, I think how I look matches how I am pretty well.

C

Ken To be honest, I don't really pay any attention to how I look. My wife buys most of my clothes so I don't need to do it, fortunately, and I'm a policeman so I wear a uniform at work. When I'm not wearing the uniform I usually look a bit of a mess. Is that how I really am? I don't think I'm a very tidy person but I don't think I'm especially messy either so it's quite hard to say really.

D

Anne Appearances are very important for me and always have been. I like my house to be tidy, my car to be clean, my desk to be neat and my clothes to be smart, but I don't like to wear the same thing every day so I put on something different every morning. I always look my best because if I don't then I feel very uncomfortable. I

just think how we look is a reflection of our values and it doesn't matter if it's clothes, your home or your work, you should be smart and elegant at all times.

E

Aisha I change the way I look all the time so my friends never know what they're going to see! Last week I had long straight dark hair and now it's short, curly and blonde! It's the same with clothes, I can wear dark serious clothes one day and then bright colourful ones the next, or quite formal ones for a few days then casual or sporty ones after that. I just get bored with the same look all the time. Funnily enough, I'm very consistent in everything else: I hardly ever change how I work or where I go or who my friends are because I like my routines.

2. Read the text again. Are the statements true (T) or false (F)?

- 1.** Two people wear different clothes at work and at home.
- 2.** Aisha's habits with clothes are similar to her other habits.
- 3.** All of the speakers think about other people's opinions when they choose clothes.
- 4.** Ken doesn't like shopping.
- 5.** Anne changes her clothes regularly.

UNIT 2. AT THE AIRPORT. FRIENDS AND FRIENDSHIP

Exercise 2.1. Complete the following sentences with the words and phrases below.

- a. made
- b. true friends
- c. made friends with
- d. met him through
- e. pleased
- f. friendly with
- g. got to know
- h. introduced.

1. How do you know Susan?

Rachel and Peterme to her.

2. How do you know Paul?

ISteve and Peter.

3. I really enjoyed my time at university. I.....so many new friends.

4. People say that Philip is a bit reserved but I..... him quite well when we had to work on that report together.

5. We had a great time on holiday in Spain. Wea nice couple who were staying in the apartment next to ours.

6. I didn't know you were the people next door to us. I saw you there last night.

7. It's when you are having a difficult time that you know who your..... really are.

8. Anna, can I introduce you to an old friend of mine? This is Zoe. We were at college together.

Hi, Anna,.....to meet you.

Exercise 2.2. Match the beginnings and ends of the sentences.

- a. similar backgrounds.
- b. in common.
- c. in touch.
- d. each other's company.
- e. a long way.
- f. very well.
- g. her.
- h. each other whenever we can.

1. I didn't like Jenny at first but now we get on

2. We live in different towns now but we still try to see

3. Mark and I get on very well. We've got so much

4. Lucy's my best friend. I know I can always rely on

5. Even if we move to different countries, we'd always stay

6. Mike and I do everything together. We really enjoy

7. I think we're friends because we come from

8. I've known Susan since we were at school. We go back.

Exercise. 2.3. Fill in the chart. What character traits should these persons have? Use should be / shouldn't be.

should be	shouldn't be

--	--

A

teacher

patient, impatient, friendly, unfriendly, fair, unfair, intelligent, silly, strict.

1. a boyfriend / girlfriend

loyal, true, self-centered, selfish, egoistic, in love with me, pretty.

2. a parent

mean, generous, fair, unfair, broke, rich, strict, easy-going, handy.

3. a policeman(woman)

brave, courageous, afraid, fair, cruel, ruthless, reliable, careful.

4. a scientist

brilliant, practical, reasonable, stupid, foolish, aimless.

5. a shop assistant

honest, dishonest, polite, courteous, rude, impolite.

Choose any other people to describe them.

Exercise 2.4. What would you say of a person? Answer the following questions using the words in the right column. Fill in the answers.

a) honest	b) selfish	c) kind	d) shy
e) brave	f) generous	g) sociable	h) modest
i) bright	j) reliable	k) cruel	l) careful

1. Who never boasts? (хизуватися)
2. Who is always ready to share what he has with others?
3. Who makes friends easily?
4. Who understands things easily?
5. Who is uncomfortable in the presence of others?
6. Who is not afraid to face danger?
7. Who works a lot?
8. Who can be always trusted?
9. Who is pleasant and friendly?
10. Who never tells lies, never cheats?
11. Who thinks only about himself?
12. Who is ready to give pain to others?

<i>l</i>											
<i>h</i>											

WORD LIST

1. *friendly* – доброзичливий
2. *honest* – чесний
3. *reliable* – надійний
4. *stupid* – дурний

5. *polite* – ввічливий
 6. *loyal / disloyal* – лояльний / нелояльний
 7. *sly* – хитрий
 8. *sociable* – товариський
 9. *good-natured* – добродушний.

GRAMMAR

Займенник (The Pronoun)

Займенник – частина мови, що лише вказує на предмети, ознаки та кількість, але не називає їх.

В англійській мові займенники поділяються на особові, присвійні, зворотні, вказівні, питальні, відносні, взаємні та неозначені.

Особові займенники (the Personal Pronouns): *I, you, he, she, it, we, they*.

Присвійні займенники (the Possessive Pronouns): *my, his, her, its, our, your, their; mine, his, hers, its, ours, yours, theirs*.

Зворотні займенники (the Reflexive Pronouns): *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

Вказівні займенники (the Demonstrative Pronouns): *this (these), that (those), such, same*.

Питальні займенники (the Interrogative Pronouns): *who, whom, whose, what, which*.

Відносні займенники (the Relative Pronouns): *who, whom, whose, which, that, what*.

Взаємні займенники (the Reciprocal Pronouns): *each other, one another*.

Неозначені займенники (the Indefinite Pronouns): *some, any, no, every* (та їх похідні), *none, much, many, little, few, all, both, either, neither, each, other, one*.

Одні займенники мають окремі форми однини й множини, напр.: **this** (одн.) *цей*, **these** (мн.) *ці*, **that** (одн.) *той*, **those** (мн.) *ті*. Інші займенники мають ту ж саму форму однини й множини, напр.: **all** *увесь, все*, **which** *який, які*. Треті займенники мають значення лише одного числа: однини – **each** *кожен*, **somebody** *хтось*, або множини – **both** *обидва*, **many** *багато*.

Одні займенники мають, як і іменники, форми загального відмінка і присвійного відмінка, напр.: **somebody** (загальний відмінок), **somebody's** (присвійний відмінок), **each other** (загальний відмінок), **each other's** (присвійний відмінок).

Інші займенники мають форми називного відмінка і об'єктного відмінка, напр.: **I** (називний відмінок) *я*.

Особові займенники (The Personal Pronouns)

1. Особові займенники мають два відмінки: називний та об'єктний.

Число	Особа	Називний відмінок	Об'єктний відмінок
Однина	1-а	I – я	me – мене, мені
	2-а	you – ти	you – тебе, тобі
	3-я	he – він she – вона	him – його, йому her – їй, їй
Множина	1-а	it – воно (він, вона)	it – його, йому, їй, їй
	2-а	we – ми	us – нас, нам
	3-я	you – ви they – вони	you – вас, вам them – їх, їм

I am speaking to **him**. – Я розмовляю з **ним**.
 He is speaking to **me**. – Він розмовляє зі **мною**.
 You see **them**. – Ви бачите **їх**.
 They see **you**. – Вони бачать **вас**.

2. Особові займенники в називному відмінку виконують функцію підмета:
 I (he, she, we, you, they) went to school.

3. Особові займенники в об'єктному відмінку виконують функцію додатка. Після прийменників особові займенники вживаються лише у формі об'єктного відмінка. Українською мовою об'єктний відмінок перекладається різними непрямыми відмінками з прийменниками і без них.

He gave **me** a red pen. – Він дав **мені** червону ручку.
 He showed the book to **her**. – Він показав **їй** книжку.

4. Займенник **it** замінює іменники – назви неістот, тварин, а також іменник **baby** немовля. На українську мову особовий займенник **it** залежно від роду відповідного іменника перекладається словами **він, вона, воно**.

The pencil is on the table. It is red. – Олівець на столі. **Він** червоний.
 The bag is under the table. It is black. – Сумка під столом. **Вона** чорна.
 The window is small. It is open. – Вікно маленьке. **Воно** відчинене.

Вказівні займенники (Demonstrative Pronouns)

1. Вказівні займенники мають такі граматичні категорії:

Число (The Number)	Вказівні займенники (Demonstrative pronouns)	Українські еквіваленти
Однина (Singular)	this	цей, ця, це
	that	той, та, те
Множина (Plural)	these	ці
	those	ті

2. **This (these)** вказує на особу, поняття, подію, предмет або дію, близькі за місцем або часом.

That (those) вказує на те, що є більш віддаленим у просторі або часі.

Вказівні займенники *this (these), that (those)* у реченні виконують функції підмета, іменної частини складеного присудка, додатка й означення.

This is what I think (підмет). – Ось що я думаю.

Do you know these people? – Чи знаєш ти цих людей?
 (означення)

That won't do (підмет). – Воно так не вдасться (так справа не піде).

That is true (підмет). – Це правда.

Who is that man at the window? (означення) – Хто той чоловік біля вікна?

Tell me how you did this (додаток). – Скажи мені, як ти це зробив.

3. *That (those)* може вживатися як слово-замінник (замісник), що заміщує раніше згаданий іменник, щоб уникнути його повторення:

He hung his daughter's portrait – Він повісив портрет своєї доньки
beside that of his wife's. біля портрета своєї жінки.
She was a good teacher. – Вона була хорошою вчителькою.

4. Займенники *this (these)* і *that (those)* часто вживаються з іменниками, що вказують на час. *This (these)* вказує на майбутній або недавно минулий час. *That (those)* вказує на давно минулий час.

5. Вказівні займенники *this* і *that (those)* уживаються в сталих словосполученнях.

THIS	THAT (THOSE)
this much – <i>так багато</i>	and all that – <i>тощо, і таке інше</i>
this long – <i>так довго</i>	by that like – <i>таким чином, подібно до</i>
this side of midnight – <i>до півночі</i>	that won't do – <i>так справа не піде</i>
this way like this – <i>так, ось так</i>	now that – <i>тепер, коли</i>

Ступені порівняння прикметників (The Degrees of Comparison of Adjectives)

1. В англійській мові прикметники не змінюються ні за родами, ні за числами, ні за відмінками. Вони змінюються лише за ступенями порівняння. Якісні прикметники мають **звичайну форму** (the Positive Degree), **вищий ступінь порівняння** (the Comparative Degree) і **найвищий** (the Superlative Degree).

2. Форми вищого і найвищого ступенів порівняння прикметників можуть бути, як і в українській мові, простими і складеними.

3. Прості форми ступенів порівняння утворюються додаванням до звичайної форми закінчення **-er** у вищому ступені та **-est** у найвищому. В англійській мові прості форми ступенів порівняння мають такі ступені:

Звичайна форма Вищий ступінь Найвищий ступінь

а) усі односкладові прикметники:

short shorter the shortest

б) двоскладові прикметники, що закінчуються на **-y, -er, -le, -ow**:

easy easier the easiest

clever cleverer the cleverest

narrow narrower the narrowest

simple simpler the simplest

в) двоскладові прикметники з наголосом на другому складі:

polite politer the politest

4. Під час утворення простих форм ступенів порівняння дотримуються таких правил орфографії:

а) якщо прикметник закінчується на **-e**, то перед закінченнями **-er, -est** воно випадає:

brave brav-er the brav-est

б) в односкладових прикметниках перед закінченнями **-er, -est** кінцева приголосна подвоюється, якщо перед нею стоїть короткий голосний звук:

big bigger the biggest

в) якщо прикметник закінчується на букву **-y** з попереднім приголосним, то перед **-er, -est** у змінюється на **i**:

busy – busier – the busiest.

Прислівник (The Adverb)

Ступені порівняння прислівників

Прислівник називає ознаку дії, процесу, стану та якості або вказує на обставини, за яких відбуваються подія чи явище.

The car went **quickly** – Машина їхала швидко.

Утворення прислівників

1. За формою прислівники поділяються на прості, похідні, складні та складені.

Прості: **here** – тут; **there** – там, туди; **now** – зараз, тепер; **soon** – невдовзі, незабаром; **late** – пізно; **very** – дуже тощо.

Похідні, які утворюються від прикметників і деяких іменників за допомогою суфікса **-ly**: **badly** – погано; **slowly** – повільно; **happily** – щасливо; **daily** – щодня тощо.

Складні: **somewhere** – де-небудь, куди-небудь; **nowhere** – ніде, нікуди тощо.

Складені: **since then** – відтоді, з тих пір; **till now** – дотепер, досі, **at once** – відразу, **for ever** – назавжди тощо.

Деякі прислівники (**fast, loud, long, far, little, much, late, straight, early, daily, weekly, monthly, friendly**) збігаються за формою з прикметниками і відрізняються від них лише за функцією, яку вони виконують у реченні. Прислівники стосуються дієслова, а прикметники – іменника:

Прикметник

He returned from a **long** journey.

Він повернувся з довгої мандрівки.

Прислівник

Will you stay here **long**?

Ви надовго тут залишитесь?

It is a **daily** newspaper. – Ця газета виходить щодня.

I see him **daily**. – Я бачу його щодня.

2. Прислівники поділяються на:

а) прислівники часу (**adverbs of time**): *today, then, now, yesterday, before* тощо;

б) прислівники місця (**adverbs of place**): *here, there, back, everywhere, outside* тощо;

в) прислівники способу дії (**adverbs of manner**): *well, slowly, hard, fluently* тощо;

г) прислівники міри ознаки і ступеня (**adverbs of degree**): *very, almost, much, too, little, just* тощо.

Sentence Structure. Порядок слів у реченні.

Declarative sentence. Розповідне речення

Для англійської мови є характерним сталий порядок слів у реченні. Його зміна може спричинити перекидання змісту речення. У розповідному реченні типовим є прямий порядок слів, коли підмет стоїть перед присудком, після якого вживається прямий додаток:

Ann likes sweets. (Енн полюбляє цукерки).

Між присудком та прямим додатком ставиться непрямий додаток:

He will give you the book. (Він дасть вам книжку).

Після присудка або після прямого додатка ставиться прийменниковий додаток:

We received a letter from him. (Ми отримали від нього листа).

Зазвичай обставини вживаються після додатків або, якщо додатків немає, – після присудка:

Ann does her homework in the evening. (Енн готує домашнє завдання ввечері).

Обставини різних типів вживаються у такій послідовності:

– обставини часу після обставини місця:

He was at home yesterday. (Він був вдома вчора).

– обставини способу дії перед обставинами місця й часу:

He worked well yesterday. (Він працював гарно вчора).

Просте речення (The Simple Sentence)

Залежно від мети висловлювання розрізняють три основні типи речень: розповідні, питальні та спонукальні.

Кожне з них може бути стверджувальним і заперечним.

У разі певної емоційної забарвленості, що передається інтонацією, будь-яке речення може перетворитися на окличне. Після окличних речень ставиться знак оклику.

Розповідні речення

He reads books every day. – Він читає книжки щодня.

He does not read books every day. – Він не читає книжок щодня.

Питальні речення

Does he read books every day? – Чи читає він книжки щодня?

Does he not (Doesn't he) read books every day? – Хіба він не читає книжок щодня?

Спонукальні речення

Open the book. – Розгорніть книжку.

Do not (Don't) open the book. – Не розгортайте книжку.

Окличні речення

What an interesting book you have brought! – Яку цікаву книжку ви принесли!

How well she sings! – Як гарно вона співає!

Oh, isn't that interesting?! – О, хіба це не цікаво?!

Stand up! – Встань(те)!

Питальні речення (Interrogative Sentences)

В англійській мові розрізняють чотири типи питальних речень: загальні, спеціальні, роз'єднувальні й альтернативні.

Загальні запитання (General Questions)

У загальних запитаннях допоміжне або модальне дієслово, що входить до присудка, ставиться на початку речення перед підметом.

Якщо в складі присудка немає допоміжного або модального дієслова, то перед підметом ставиться допоміжне дієслово **do (does)** або **did**, а після нього – основне дієслово у формі інфінітива без частки **to**. Решта членів речення стоять у такому ж порядку, як і в розповідному реченні.

Присудок ставиться на початку речення, якщо він виражений дієсловами **to be** або **to have**. Проте в сучасній англійській мові спостерігається тенденція уживати допоміжне дієслово **do**, хоча присудок виражено дієсловом **to have**:

Have you a dictionary? = Do you have a dictionary?

На загальні запитання зазвичай даються стислі відповіді, що складаються зі слів **yes** або **no**, підмета, вираженого відповідним особовим займенником, і допоміжного або модального дієслова, вжитого у запитанні.

У заперечних відповідях частка **not** зазвичай зливається з допоміжним або модальним дієсловом:

Do you speak English? Yes, I do. No, I do not (No, I don't.)

Is she reading? Yes, she is. No, she is not (No, she isn't.)

Will Nick go to school tomorrow? Yes, he will. No, he will not (No, he won't.)

Заперечна форма загальних запитань

Слід звернути увагу на заперечну форму загальних запитань, яка утворюється за допомогою частки **not**, що ставиться після підмета перед основним дієсловом. Такі запитання виражають здивування і відповідають українським, що починаються словами *хіба, невже*:

Don't you know him? – Невже (хіба) ти його не знаєш?

У відповідях на заперечні запитання в українській і англійській мовах уживання слів **yes**, **no** не збігається. Якщо в англійській мові у ствердній відповіді завжди вживається **yes**, а в заперечній – **no**, то в українській **ні** може вживатись в обох випадках:

Didn't you read this book? – Yes, I did. No, I didn't.

Хіба ти не читав цю книгу? – Ні, читав. Ні (так), не читав.

READING

Read and translate the text.

TEXT A «MY WORKING DAY»

Hi again... As you already know, I am a first-year student of the Technical Academy. My parents live in Kyiv and I study in Rostov-on-Don so I need some housing. There are two opportunities for me: I can live in a dormitory (a student's hostel), or to rent a flat (an apartment).

I decided to rent a flat. To make the rent smaller, I also decided to share my flat with another girl – Natasha Kozlova. She studies at the Academy, too, and she is my best friend now. I'll tell you more about her later.

Now, let me describe my usual working day. My classes begin at 8:30. So on weekdays I have to get up at 7:15. I don't have an alarm clock and usually my roommate wakes me up and my working day begins. I turn on the radio and do my morning exercises while Natasha takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), brush my teeth. After that I go back to our room and get dressed. I brush my hair

and put on a light make-up. Then we have breakfast. Natasha makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Natasha prefers light music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live rather far from the Academy and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the Academy. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end.

Usually I don't miss my classes because I want to pass my exams successfully. But sometimes I do, especially when the weather is fine and the classes are boring.

At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the Academy. At 12:30 we have to be back to our classes. During the working day we also have several short breaks that last for ten minutes.

Occasionally I have to stay at the Academy till 5 or even 6 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule I have no free time on week-days. So by the end of the week I get very tired.

We come home at about 7 o'clock in the evening. We eat supper together and share the latest news.

After supper we wash dishes, drink coffee or tea and watch TV. I prefer old comedies and Natasha likes serials or films about travelling. Sometimes Natasha and I go for a walk in the park or visit our friends.

At about eleven at night I go to bed. I like to read something before going to bed .

WORD LIST

- 1. housing – житло***
- 2. opportunity – можливість***
- 3. dormitory, students hostel – гуртожиток для студентів***
- 4. to rent a flat (an apartment) – арендувати квартиру***
- 5. to share – ділитися***
- 6. week-days – будні дні***
- 7. roommate – сусід по кімнаті***
- 8. rather – досить***
- 9. to turn on (off) – вмикати, вимикати***
- 10. enough – достатньо***
- 11. completely – повністю***
- 12. to get dressed – одягатися***
- 13. to serve – обслуговувати***
- 14. while – поки що, тоді як***
- 15. to prefer – віддавати перевагу***

16. *healthy* – здоровий, корисний
17. *to miss* – пропускати
18. *successfully* – успішно
19. *boring* – нудний
20. *to gossip* – пліткувати
21. *to have to be back* – має повернутися
22. *break* – перерва
23. *report* – звіт
24. *to share* – ділитися
25. *canteen* – столова
26. *to brush one's hair* – зачісувати волосся
27. *cloakroom* – гардероб
28. *upstairs* – нагорі, вгору сходами
29. *downstairs* – внизу, вниз сходами
30. *to miss classes* – пропускати заняття
31. *to pass exams* – скласти іспити
32. *to do well* – досягати успіхів, добре навчатися
33. *for the first (second) course* – перший (другий) курс
34. *to get ready* – підготуватися
35. *to get tired* – втомитися
36. *to take pleasure in* – отримувати задоволення від...
37. *to look forward to* – чекати з нетерпінням
38. *acquaintance* – знайомий.

Exercise 2.5. Translate into English:

<ul style="list-style-type: none"> • бути студентом (студенткою) денного відділення • розказати вам про... • у будні дні • прокидатися-вставати о 7:30 ранку • вмикати магнітофон • приймати душ • чистити зуби • одягатися • їздити автобусом (тролейбусом) • запізнюватися на заняття • закінчуватися о 15:50 вечора • пропускати заняття • добре скласти іспити • час від часу • підготуватися до занять • зазвичай 	
--	--

<ul style="list-style-type: none"> • втомитися • приходить додому • бути вдома • мати вільний час 	
---	--

Exercise 2.6. Tell about your typical day. The following questions will help you:

1. Do you get up early?
2. Is it easy for you to get up early?
3. Do you wake up yourself or does your alarm-clock wake you up?
4. Do you do your morning exercises?
5. What do you prefer: a hot or a cold shower in the morning?
6. How long does it take you to get dressed?
7. What do you usually have for breakfast?
8. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
9. When do you usually leave your house?
10. Do you work? If yes, where?
11. How long does it take you to get to your Academy (Institute)?
12. Do you go there by bus/trolley-bus or walk?
13. Where do you usually have lunch (dinner)?
14. What time do you come home?
15. How long does it take you to do your homework?
16. How do you usually spend your evenings?
17. Do you have a lot of free time?
18. Do you play any musical instrument?
19. Are you fond of listening to music?
20. What kind of music do you prefer?

READING

Read and translate the text.

TEXT B «THE AIRPORT»

Aerodrome – *A defined area on land or water (including any buildings, installations and equipment) intended to be used either wholly or in part for the arrival, departure and surface movement of aircraft.*



Pic. 1



Pic. 2

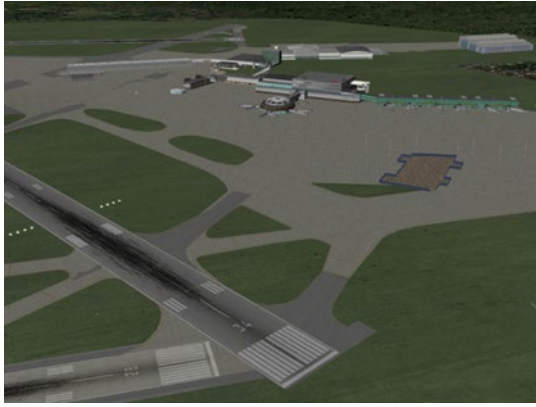
Runways – *A defined rectangular area on a land aerodrome prepared for the landing and take-off of aircraft.*



Pic. 3

Taxiway – *A defined path on a land aerodrome established for the taxiing of aircraft and intended to provide a link between one part of the aerodrome and another*

- **Taxiway strip.** *An area including a taxiway intended to protect an aircraft operating on the taxiway and to reduce the risk of damage to an aircraft accidentally running off the taxiway.*
- **Aircraft stand taxi lane.** *A portion of an apron designated as a taxiway and intended to provide access to aircraft stands only.*
- **Apron taxiway.** *A portion of a taxiway system located on an apron and intended to provide a through taxi route across the apron.*
- **Rapid exit taxiway.** *A taxiway connected to a runway at an acute angle and designed to allow landing aeroplanes to turn off at higher speeds than are achieved on other exit taxiways thereby minimizing runway occupancy times.*



Pic. 4 (Taxiway)



Pic. 5 (Aprons)

Aprons – A defined area, on a land aerodrome, intended to accommodate aircraft for purposes of loading or unloading passengers, mail or cargo, fuelling, parking or maintenance.

There are airports in every country.

In theory, an aircraft can fly an infinite number of paths through the air from any surface point to any other. In practice, paths of flight lead from airport to airport. Aircraft not only need proper landing and takeoff facilities. Moreover, those who use aircraft need services and accommodations which the airport must provide.

In the early days of aviation when airplanes were small a cow pasture could be used as a “flying field”. But with the continuous increase of air traffic and the introduction of high-capacity aircraft it became necessary to expand airport facilities, to build new terminal buildings and to construct new airports.

In the interest of aviation safety and air traffic assistance and control air traffic rules were established. The rules relate chiefly to weather minima, flight altitudes and traffic patterns which are to be used under different circumstances. Much can be learned about the nature of a specific airport from aeronautical charts which pilots use. For example, the chart reveals the type and size of an airport, the radio facilities it uses and its altitude and location.

The modern airport is a complex structure, a centre of most diversified services. Millions of passengers and thousands of tons of airfreight are handled by modern airports. Thousands of people are working at airports.

In practical any airport can be divided into two main parts: the landing area (runways and taxiways) and the terminal area (aprons, buildings, car parking areas, hangars, etc.). There is also a third part – terminal air traffic control. The landing area includes runways and taxiways. The number of runways, their length and location depend on the volume and character of traffic, the prevailing wind direction and other factors.

The runways and taxiways should be arranged so that to prevent delays on landing, taxiing and take off operations.

Aprons are required for aircraft to make final checks prior to departure. The main function of the terminal buildings is to handle the departing and arriving passengers and their baggage.

Among the airport services are: flight assistance service, air traffic control services – airport traffic control, approach control, air route traffic control, radio communications and weather observation and forecasting service.

At every airport there is a number of supplementary services such as rescue and security services, an airport clinic, a fire brigade, special vehicles and equipment units (water trucks, tow tractors, etc.).

Other services include maintenance, overhaul and repair of stationary and mobile equipment, the supply of electricity, water, heat and air conditioning.

The facilities include runways, air navigational aids, passenger and cargo terminals. The airport has a hotel, a post office, bank offices, restaurants, car rental firms, etc. In the terminal there is everything for quick passenger handling: check-in desks, electronic flight information board of departure and arrival times, the baggage claim carousel and many others.

Nowadays there exists one more pressing problem – that of air piracy. The number of acts of unlawful interference resulted in deaths and injuries of some hundreds of persons. So the ICAO Council has adopted Amendment 8 to Annex 17 (Security). The Amendment covers security screening and inspecting passengers, checked baggage, security control over cargo, courier and express parcels and mail. Every airport has new specific detection systems capable to screen airline passengers and their baggage within less than 8 seconds.

WORD LIST

1. *wholly* – повністю, цілком
2. *runway* – злітно-посадкова смуга
3. *rectangular* – прямокутний
4. *taxiway* – рульова доріжка
5. *stand taxi lane* – стоянка
6. *acute angle* – гострий кут
7. *apron taxiway* – рульова доріжка
8. *rapid exit taxiway* – швидкісна рульова доріжка
9. *taxiing* – вирулювання (рулювання)
10. *taxiway strip* – рульова смуга
11. *intend* – призначений
12. *aircraft stand taxi lane* – лінія рулювання повітряного судна в зоні стоянки
13. *portion* – ділянка
14. *apron* – бетонований майданчик для стоянки літаків
15. *thereby* – так, у такий спосіб
16. *occupancy* – зайнятість, заповнення
17. *to accommodate* – пристосовувати, розмістити
18. *the path* – траєкторія (польоту), курс руху
19. *moreover* – крім того
20. *pasture* – пасовище
21. *to relate to* – належать до
22. *traffic pattern* – схема польотів
23. *aeronautical charts* – польотні карти
24. *to reveal* – указувати
25. *diversified* – різноманітний
26. *airfreight* – перевезення вантажу

27. *landing area* – посадкова площа
28. *terminal area* – зона терміналу
29. *handling* – управління
30. *flight assistance service* – служба допомоги під час надзвичайних ситуацій
31. *air traffic control service* – служба контролю повітряними рухами
32. *approach control* – управління в зоні заходу на посадку
33. *air route traffic control* – управління повітряним рухом на маршруті
34. *radio communications* – радіозасоби
35. *forecasting service* – служба прогнозів
36. *weather observation* – контроль спостереження за погодою
37. *rescue and security service* – служба пошуку та рятування
38. *tow tractor* – буксировщик
39. *fire brigade* – пожежний підрозділ
40. *the supply* – забезпечення
41. *air navigational aids* – засіб літаководіння
42. *to handle* – керувати
43. *baggage claim carousel* – конвейєрник-транспортер для вантажу в аеропорту
44. *air piracy* – повітряне піратство
45. *injury* – тілесне ушкодження
46. *amendment* – коригування
47. *courier* – кур'єр.

Exercises

Exercise 2.7. Answer the questions:

1. Why was it necessary to build new terminal buildings and construct new airports?
2. Why were air traffic rules established?
3. What do these rules relate to?
4. What does the aeronautical chart reveal?
5. What are the main two parts of the airport?
6. What is the third part of the airport?
7. What factors influence the number of runways, their length and location?
8. What does the aircraft crew do on the apron?
9. What is the main function of the terminal building?
10. What airport services do you know?
11. What supplementary services are there at the airport?
12. What does the electronic information board indicate?
13. What equipment is used at the airport for preventing piracy?
14. How can you get to the airport?
15. Is there an airport in your native city?

Exercise 2.8. Translate the words paying attention to the word building:

continue – continuation – continuous – continuously
 introduce – introduction – introductory
 necessary – necessity – necessitate

divide – division – divider
 depend – dependent – dependence
 prevent – prevention – preventive
 detect – detection – detective – detector
 depart – departure
 arrive – arrival.

Exercise 2.9. Find the equivalents in the text:

Засоби приземлення та зльоту, правила керування повітряним рухом, схема руху, радіозасоби, зона посадки, напрям вітру, служби аеропорту, контроль підходу, спостереження за погодою, служба пошуку та рятування, обслуговування пасажирів, вантажний термінал.

Exercise 2.10. Translate into English in written:

1. Майже в кожному місті є аеропорт, великий або маленький.
2. Розмір аеропорту залежить від обсягу пасажирів та вантажу, що перевозять.
3. Сучасні аеропорти обслуговують мільйони пасажирів та перевозять велику кількість вантажу.
4. Зі збільшенням повітряного транспорту та введенням нових сучасних літаків старі аеропорти розширюються і реконструюються.
5. Для забезпечення безпеки польотів існують правила повітряного руху.
6. Пасажири, що прибувають і відлітають, обслуговуються у будівлі аеровокзалу.
7. Кількість ЗПС (злітно-посадкові смуги) залежить від обсягу перевозок.
8. Пілот користується аеронавігаційними картами.
9. Ці карти вказують тип і розмір аеропорту, його радіозасоби, довжину та розташування ЗПС.

Do you know the signs?



- | | |
|-------------------------------------|---|
| <input type="radio"/> EXIT | <input type="radio"/> SOUVENIRS |
| <input type="radio"/> ENTRANCE | <input type="radio"/> RESTAURANT |
| <input type="radio"/> ELEVATOR | <input type="radio"/> HAIRDRESSER |
| <input type="radio"/> POST OFFICE | <input type="radio"/> DEPARTURES |
| <input type="radio"/> INFORMATION | <input type="radio"/> LUGGAGE LOCKERS |
| <input type="radio"/> NO SMOKING | <input type="radio"/> FIRST AID |
| <input type="radio"/> EXCHANGE | <input type="radio"/> MEETING POINT |
| <input type="radio"/> TAXI | <input type="radio"/> ARRIVALS |
| <input type="radio"/> BAGGAGE CLAIM | <input type="radio"/> RESTROOM |
| <input type="radio"/> CAFE | <input type="radio"/> PORTERS |
| <input type="radio"/> BUS | <input type="radio"/> CHECK ROOM |
| <input type="radio"/> TELEPHONE | <input type="radio"/> FACILITY FOR THE DISABLED |

Give yourself a score:

More than 20 — You definitely won't have any problems at the airport
 15–20 — You probably won't have any problems at the airport, but bring your dictionary with you just in case!
 Less than 12 — Study the words again or you won't find your way out of the airport!

READING

Read and translate the text.

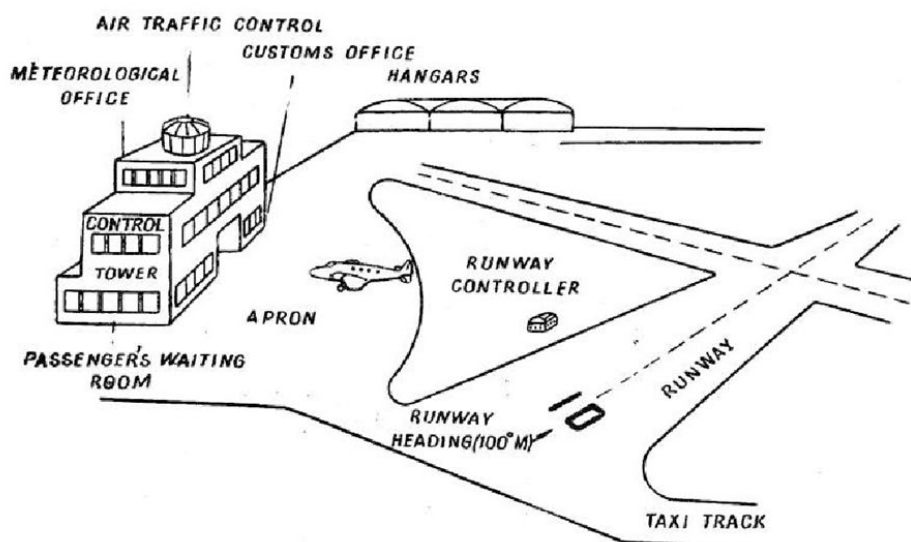
TEXT C «AT THE AIRPORT»

We are at the airport now. There are a lot of aircraft there. Some planes are standing on the apron on stands; some planes are in the air. There is a hangar. There are some aircraft there. Some mechanics are working in the hangar. They are standing on platforms. They are checking the aircraft before the flight. They are checking the devices. One mechanic is checking the fuel of No. 2 engine. The fuel pressure is high. He is adjusting the relief valve. Now he is pushing the platform away from the aircraft. The flight engineer is making an inspection. He is climbing into the cockpit. He is sitting between the pilots. He is checking instruments, all systems and equipment. He is running the engines. Now he is starting up the engines. He is checking the fuel pressure. It's normal. The aircraft is taxiing to the ramp. They are going to make a flight. Now they are taking off. They are in the air.

One mechanic is repairing the engine. A lot of engineers and mechanics are working here. There is a tractor; it is towing a plane into the hangar.

WORD LIST

1. *airport* – аеропорт
2. *away* – зетъ
3. *to climb* – підніматися
4. *from* – від
5. *hangar* – ангар
6. *to make a flight* – виконувати політ
7. *to push* – штовхати, пересувати
8. *device* – прилад, пристрій
9. *(fuel) pressure* – тиск (палива)
10. *representative* – представник
11. *to tow* – буксирувати
12. *valve* – клапан
13. *relief valve* – клапан скиду тиску
14. *ramp* – вантажна стоянка



Pic. 7

Exercises

Exercise 2.11. Answer the following questions:

1. Are there many aircraft there?
2. Who is working in the hangar?
3. Where are mechanics standing?
4. Why is the mechanic checking the fuel pump?
5. What is he checking?
6. What systems are they inspecting?
7. Who is making an inspection?
8. Who is repairing the engine?
9. Is there a tractor?
10. What is the tractor doing?
11. Who is climbing into the cockpit?
12. Where is the flight engineer sitting?
13. Who is running the engines?
14. What pressure is he checking?
15. Is the fuel pressure normal?

Exercise 2.12. Give Ukrainian equivalents:

Mechanic, to check instruments, to taxi to the ramp, to start up, the devices, to run the engine, to repair the engine, to adjust the relief valve, in the air, to check the fuel, system and equipment, to tow, on the apron, a mechanic, to make an inspection

Exercise 2.13. Give English equivalents:

Тиск палива є високим, перевіряти прилади, ремонтувати двигун, паливний насос, перон, ангар, буксирувати літак до ангара, перевіряти паливо, регулювати клапан скиду тиску, здійснювати перевірку, запускати двигун.

Exercise 2.14. Put the words in the correct order.

1. in are some the air There planes.
2. is into the What plane towing the hangar?
3. a flight Are make going to they?
4. the checking They flight before the are aircraft.
- is the No 2 pressure Who fuel engine of checking?
- standing Where mechanics are the?
- 7 away He platform is the from pushing the aircraft.
8. working hangar are mechanics many How in the?

Exercise 2.15. False (-) or True (+)?

1. Two mechanics are repairing the engine.
2. The flight mechanic is making an inspection.
3. Some mechanics are working in the aircraft.
4. The co-pilot is checking instruments, all systems and equipment.
5. A tractor is towing a plane to the terminal.
6. They are checking the aircraft after the flight

Exercise 2.16. Use “am, is, are” In each question, only one of the three answers is correct. Choose the correct answer and mark it on your answer sheet. The example shows you what to do.

Example: 1. This ... a test.

a. am; b. is; c. are.

Answer: 1. b

1. I ... a student now.
2. I ... a pupil last year.
3. Anything ... better then going to the University.
4. There ... some students at the meeting last night.
5. Her friends... on holidays now.
6. Susan ... very busy today.
7. George ... in Scotland on holidays next month.
8. Larry ... at the desk in the classroom now.
9. There ... a lot of mistakes in your dictation.
10. Economics ... a science.
11. What ... they doing? – They ... learning English.
12. What ... he replacing? – He ... replacing the pump.
13. What plane ...taking off? – TU-154....
14. Where ...you taxiing? – We ...taxiing to stand 5.
15. What plane ...landing? – IL-86....
16. Who ... sitting between the pilots? – I ...
17. Where ... you going to fly? – We ...going to fly to Moscow.
18. When ... he going to repair the engine?

Exercise 2.17. Use “to be going to” for future actions:

We fly to London. – We ’re going to fly to London.

He learns English. -

They inspect all systems. -

He locks the plane. -

I retract the gears. -

We take off. -

He starts up the engines.-

They taxi to the ramp.-

The planes stand on the apron.-

The tractor tows the plane into the hangar.-

Exercise 2.18. Use Present Continuous Tense:

He (speak) English now. – He **is speaking** English now.

1. I (make an inspection) of the main parts now. -
2. He (climb) into the cockpit now.-
3. They (inspect) all systems now. -
4. I (check) the brakes now. -
5. We (replace) the wheel now.-
6. He (go) to check the locks now.-

7. The engineer (adjust) the valve. -
8. They (repair) the rudder. -
9. The tractor (tow) the aircraft into the hangar. –

Exercise 2.19. Make up comparative and superlative forms of the listed below adjectives (прикметників) and adverbs (прислівників):

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.
2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly.

Exercise 2.20. Open the brackets using the right form of adjectives:

1. Winter is (cold) season of the year.
2. Moscow is (large) than St. Petersburg.
3. Which is (long) day of the year?
4. The Alps are (high) mountains in Europe.
5. Even (long) day has an end.
6. It is one of (important) questions of our conference.
7. Your English is (good) now.
8. Who knows him (well) than you?
9. We have (little) interest in this work than you.
10. Health is (good) than wealth.
11. Your son worked (well) of all.
12. Today you worked (slowly) than usually.

Exercise 2.21. Translate the sentences:

1. This book is not so interesting as that one.
2. The Baltic Sea is not so warm as the Black Sea.
3. The more you read, the more you know.
4. My brother is not as tall as you are.
5. The earlier you get up, the more you can do.
6. Today the wind is as strong as it was yesterday.
7. Your room is as light as mine.
8. John knows Russian as well as English.
9. Mary is not so lazy as her brother.
10. The longer the night is, the shorter the day.
11. The less people think, the more they talk.

Exercise 2.22. Put the questions to the following sentences:

1. загальні
2. спеціальні
3. розділові

1. There is a book on the table.
2. He must work hard today.
3. We are leaving for Moscow next week.
4. We were reading the whole evening.
5. They don't go to work on Sunday.
6. It is not cold today.
7. Ann has already begun to read a new book.
8. We learn English at school.
9. They will show you how to get there.
10. They finished the translation before the end of the lesson.
11. I didn't feel well that evening.
12. It wasn't difficult to do this task.

Exercise 2.23. Write down alternative questions to the following sentences:

1. Our teacher knows several foreign languages.
2. He has graduated from our University last year.
3. We shall go to Samara next week.
4. They are working in our garden.
5. I have just read this book.
6. I took this book from my friend.
7. He likes reading books.
8. She has many relatives abroad.
9. They were in many countries.
10. Russia is the largest country in the world.

TEST UNIT 2

1 Read the text and complete gaps 1–5 with sentences A–G. There are two extra sentences that you do not need.

- A Now, however, the level of competition is intense.
- B The rules are detailed and precise.
- C To put this in perspective, the next-best Olympic or Paralympic athlete has less than half of this.
- D In actual fact, this was not the first such event.
- E At the moment there are 21 different Paralympic Games disciplines.
- F This has continued ever since.
- G After the first official Paralympics the movement grew rapidly.

VERY SPECIAL OLYMPICS

A brief history of the Paralympic Games

The very beginning

The first official Paralympic Games were organised in Rome in 1960, in the week before the Olympic Games in the Italian capital. The Paralympic Games were much smaller than the Olympics but were still quite a large event, involving 400 athletes from 23 countries competing in almost 60 different events. ¹ _____ After the Second World War, in 1948, a sports competition for injured veterans had been organised in England. Initially this was only organised for wheelchair bound British veterans, but other countries joined four years later and these events are generally seen as leading to the first official Paralympic Games.

The early years

² _____ Other forms of disability were included from 1976 and the number of athletes and disciplines grew quickly. In recent decades the Paralympics have become more closely linked to the Olympics and from 1988 onwards both games have been organised in the same city, something that had not happened since Rome 1960. Since 1976 the Paralympic Winter Games have also been organised, and from 1992 the Winter Paralympics have been held in the same city as the Winter Olympics. Today the Paralympic movement is a worldwide movement which, apart from organising the games, is involved in education and science in the field of disabled sport and in publicising the achievements of disabled athletes.

A serious business

In the first Paralympic Games there were no more than three athletes in each event, meaning every athlete stood on the podium. ³ _____ Indeed, so serious is the fight for medals in the Paralympic Games that competitors have been caught cheating in various ways, including doping and even able-bodied athletes pretending to have disabilities. The Paralympic Games is without question an elite sporting competition and the Paralympic champion at three different distances, Oscar Pistorius of South Africa, a double amputee who runs with special ‘blades’ in place of his lower legs, qualified for the individual 400m at the able-bodied World Championships in 2011, reaching the second round of the competition. More remarkably still, he won a silver medal at the same games as part of his country’s sprint relay team, also breaking the national




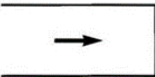
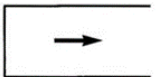
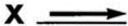
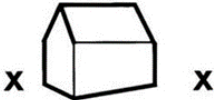








record. Several other athletes have competed in both the Paralympics and the Olympics. Probably the most famous Paralympian is Trischa Zorn of the United States, a blind swimmer. Over a period of 24 years she won an incredible 55 Paralympic medals, including 41 gold medals. ⁴ _____

The games today

The Paralympic Games have grown to an impressive size. The numbers speak for themselves: in Beijing in 2008 there were almost ten times as many athletes as there had been at the first official games in 1960. A wide range of disabilities are today included in the games and a complex classification system is used to ensure fairness. ⁵ _____ These include some variations of Olympic sports, such as wheelchair basketball, and some exclusively Paralympic sports, such as boccia (a sport similar to French boules) and goalball (similar to handball but played lying on the ground). The 2012 Paralympic Games is expected to be the largest and most extensively-broadcast in history, continuing the trend of increasing interest in the games each time they are held.

2. Use these words or groups of words to complete this page. The first or the last letter is given

- | | | | | |
|---------|-------------|---------|---------|--------|
| BETWEEN | UP | REAR | OUTER | OUT OF |
| THROUGH | IN | RIGHT | NEAR | OFF |
| OVER | ON | TOP | LEFT | CORNER |
| CENTER | IN FRONT OF | DOWN | ALONG | BOTTOM |
| FROM | AROUND | INNER | WITHIN | BEYOND |
| INTO | TO | LOWER | AFT | BEHIND |
| UNDER | AT | FORWARD | NEXT TO | UPPER |

 1. I _____	 2. _____ N	 3. A _____	 4. _____ O	 5. O _____ O
 6. _____ G	 7. I F _____ 8. B _____	 9. _____ P	 10. _____ N	
 11. _____ D	 12. _____ N	FGB ACD 13. _____ R	FGB ACD 14. N _____ T	 15. _____ F
 16. T _____	 17. _____ R	 18. U _____	... LONDON ... NEW YORK 19. _____ M 20. T _____	

<p>21. _____ 22. O _____</p>	<p>23. _____ P</p> <table border="1"> <tr> <td colspan="2">24. _____ R</td> </tr> <tr> <td>25. L _____</td> <td>26. _____ T</td> </tr> <tr> <td colspan="2">27. L _____</td> </tr> </table> <p>24. _____ R 29. B _____</p>	24. _____ R		25. L _____	26. _____ T	27. L _____		<p>32. A _____</p> <p>31. _____ R 30. F _____ 33. _____ R</p>
24. _____ R								
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<p>34. W _____</p>	<p>35. B _____</p>							

UNIT 3. THE TYPES OF THE AIRCRAFT. LEARNING a LANGUAGE

Exercise 3.1. Complete the dialogues with these words and expressions:

second language bilingual strong accent mother-tongue native speaker

1. So, Sandy, what language do you speak in Hong Kong?
– Well, of course, Chinese is my....., but for almost everyone, English is spoken as
2. So, Sven, you've been learning English for ten years. That's a long time.
– I suppose it is, but I want to keep learning until I can hold a conversation like
a.....
3. Where did you learn to speak such good Spanish, Mary?
– Well my dad's Spanish and I went to school in Madrid until I was nine so I'm basically.....
4. I find it very difficult to understand Maggie when she speaks quickly.
– Well, she comes from Liverpool and she's got quite a I'm sure you'll get used to it.....

Exercise 3.2. Use the correct form of these verbs to complete the text below:

Practice, study, say, improve, pick up, make, hold, do

When I first started learning English ten years ago, I could hardly (1).....a word 'hello,' 'goodbye', 'thank you' was just about it! I went to classes two evenings a week and I was surprised at how quickly I (2)..... progress. During the course we learned lots of vocabulary and (3).....grammar rules. The thing I enjoyed most was being able to (4) speaking with the other students in my class. After two years I went to England to a language school. It was in Cambridge. I (5).....a three-week course at a very good school and I stayed with a local family. It was a fantastic experience and I (6).....a lot of new language from speaking with my host family and with other students from all over the world. I really (7).....my pronunciation as well. When I got back to Spain, I was so much more confident. I could actually (8) . . . a conversation with my teacher in English.

Exercise 3.3. Do you agree with these statements about studying foreign languages? Discuss them with your partner, give your point.

- A good way to learn a foreign language is by studying grammar and vocabulary so that you have some knowledge before you practice speaking.
- A good way to learn a new language is by making friends with a native speaker and practicing with that person (know the rules).
- The only way to master a foreign language is to live in a country where it is spoken so that you have to speak it all the time (agree/long time).
- The best way to learn a foreign language is by taking a course because a teacher can help you (need practice).

GRAMMAR

Число іменників (The Number of Nouns)

1. Іменники в англійській мові, як і в українській, мають два числа: **однину** (Singular) і **множину** (Plural).

2. Форму множини утворюють лише обчислювані іменники:

a pen – many pens one table – three tables

one car – nine cars a tree – a lot of trees

3. Множина іменників утворюється додаванням до форми однини закінчення **-s**, яке після дзвінких приголосних і голосних вимовляється як [z], а після глухих приголосних – як [s]:

a hand – hands

a train – trains

a shoe – shoes

a table – tables

a book – books

a lamp – lamps.

4. Іменники, що закінчуються на **-s, -ss, -x, -sh, -ch, -tch** у множині мають закінчення **-es**, яке вимовляється [iz]:

a bus – buses a box – boxes a bench – benches

a class – classes a dish – dishes a watch – watches

5. До іменників, що закінчуються на **-у** з попереднім приголосним, додається закінчення **-es**, при цьому **у** змінюється на **і**. Іменники, що закінчуються на **-у** з попереднім голосним, утворюють множину додаванням закінчення **-s**:

a cherry – cherries a toy – toys

a lady – ladies a key – keys

6. У деяких іменниках, що в однині закінчуються на **-f, -fe**, у множині **-f** змінюється на **-v** з додаванням закінчення **-(e)s**, яке вимовляється [z]:

a knife – knives a shelf – shelves

a leaf – leaves a wolf – wolves

Але деякі іменники, які закінчуються на **-f** та **-fe**, утворюють множину додаванням закінчення **-s**:

a chief – chiefs a safe – safes

a roof – roofs a handkerchief – handkerchiefs

Відмінок іменників (The Case of Nouns)

1. В англійській мові іменник має два відмінки: **загальний** (the Common Case) і **присвійний** (the Possessive Case).

2. **Загальний відмінок** не має спеціальних відмінкових закінчень. Зв'язок іменника у загальному відмінку з іншими словами виражається прийменниками і місцем у реченні. Так, іменник, що стоїть перед присудком, є підметом:

The boy asks the girl. – Хлопчик запитує дівчинку.

Після присудка він є прямим додатком:

The girl asks the boy. – Дівчинка запитує хлопчика.

3. У формі присвійного відмінка вживаються головним чином іменники, що позначають людей і тварин.

4. **Присвійний відмінок** іменників в однині утворюється додаванням закінчення -'s (тобто апострофа і букви s). Присвійний відмінок іменників у множині утворюється додаванням апострофа. Якщо іменник у множині не закінчується на -s, то його присвійний відмінок утворюється так само, як і в однині, тобто додаванням -'s.

Однина

's

Множина

s' 's

her student's book – книжка її студента her students' books – книжки її студентів

the children's room – дитяча кімната his sons' flats –квартири його синів

his son's flat – квартира його сина those men's cars – машини тих чоловіків

5. Якщо іменник в однині закінчується на -s або -x, то у присвійному відмінку однини до нього додається лише апостроф або апостроф і закінчення -s, але читається, ніби -s також додано до слова:

Bess' book ['besiz 'buk] – книга Бесс;

Bess's book ['besiz 'buk] – книга Бесс.

Числівник (The Numeral)

I. Загальна характеристика числівника

1. Числівником називається самостійна частина мови, яка називає кількість предметів або порядок їх під час лічби.

2. За значенням числівники поділяються на кількісні (cardinal numerals) і порядкові (ordinal numerals).

Кількісними називаються числівники, що означають кількість предметів і відповідають на питання *скільки* – how many? (one – *один*, three – *три*, eleven – *одинадцять*, twelve – *дванадцять*, twenty – *двадцять*, thirty three – *тридцять три*, hundred – *сто*, two hundred and twenty-eight – *двісті двадцять вісім* тощо).

Порядковими називаються числівники, що означають порядок предметів під час лічби і відповідають на питання *котрий* – which? (first – *перший*, third – *третій*, eleventh – *одинадцятий*, twelfth – *дванадцятий*, hundredth – *сотий*, two hundred and twenty-eighth – *двісті двадцять восьмий* тощо).

3. За будовою числівники поділяються на:

прості (simple): one – *один*, three – *три*, eleven – *одинадцять* тощо;

похідні (derivative): thirteen – *тринадцять*, fourteen – *чотирнадцять*, thirty – *тридцять*, forty – *сорок* тощо;

складені (composite): thirty-three – *тридцять три*, one hundred and twenty-five – *сто двадцять п'ять*, seven hundred and five – *сімсот п'ять* тощо.

4. Окремою групою числівників є дробові числа (fractions), серед яких розрізняють:

прості дроби: $\frac{1}{2}$ – *один половина*, $\frac{2}{3}$ – *два треті*;

десяткові дроби: 3.27 – *три point two seven*.

II. Кількісні числівники (Cardinal Numerals)

Кількісні числівники поділяються на прості, похідні та складені:

1. Прості числівники:

1	one	один
2	two	два
3	three	три
4	four	чотири
5	five	п'ять
6	six	шість
7	seven	сім
8	eigh	вісім
9	nine	дев'ять
10	ten	десять
11	eleven	одинадцять
12	twelve	дванадцять
100	hundred	сто
1,000	thousand	тисяча
1,000,000	one million	мільйон

Перед числівниками *hundred, thousand, million* часто вживається неозначений артикль *a* замість *one*. Числівник *one* перед *hundred, thousand, million* уживається тоді, коли вони є частиною складених числівників:

a hundred, але one hundred and ten (110);

a thousand, але one thousand, one hundred and ten (1,110);

a million, але one million, one thousand, one hundred and ten (1,001,110).

2. Похідні числівники утворюються від основи простих числівників за допомогою:

• суфікса *-teen* (від 13 до 19):

13	thirteen	тринадцять
14	fourteen	чотирнадцять
15	fifteen	п'ятнадцять
16	sixteen	шістнадцять
17	seven-	сімнадцять
18	eighteen	вісімнадцять
19	nineteen	дев'ятнадцять

• суфікса *-ty* (від 20 до 90)

20	twenty	двадцять
30	thirty	тридцять
40	forty	сорок
50	fifty	п'ятдесят
60	sixty	шістдесят
70	seventy	сімдесят
80	eighty	вісімдесят
90	ninetv	дев'яносто

Зверніть увагу на похідні числівники, що зазнають змін у написанні й вимові порівняно з простими числівниками, від яких вони утворюються:

two – twelve – twenty

five – fifteen – fifty

three – thirteen – thirty

eight – eighteen – eighty

four – fourteen – forty.

3. Складеними є числівники, які складаються з десятків та одиниць, а також числа, що мають одиниці вищих розрядів (сотні, тисячі, мільйони):

21 – twenty-one

22 – twenty-two

33 – thirty-three

125 – one hundred and twenty-five

2,000,325 – two million, three hundred and twenty-five.

а) У складених числівниках між десятками і наступними за ними одиницями ставиться *defic*:

21 – twenty-one

33 – thirty-three.

б) У складених числівниках перед десятками, а якщо немає десятків, то перед одиницями в будь-якому розряді вживається слово *and*, коли ми називаємо таке число або пишемо його словами:

358 – three hundred and fifty-eight

308 – three hundred and eight

15,452,000 – fifteen million, four hundred and fifty-two thousand.

4. Числівники *hundred, thousand, million* як числа вживаються без закінчення *-s* навіть у значенні множини:

300 – three hundred books (= 300 books)

5,000 – five thousand books (= 5,000 books)

7,000,000 – seven million books (= 7,000,000 books).

а) Якщо ці числівники вживаються у значенні іменника, вони набувають у множині закінчення *-s*, а після них ставиться іменник з прийменником *of*:

hundreds of books – сотні книжок

thousands of books – тисячі книжок

millions of books – мільйони книжок.

б) В англійській мові, на відміну від української, кожні три розряди багаточислових чисел відділяються *комою*:

987,513,012 – nine hundred and eighty-seven million, five hundred and thirteen thousand and twelve.

в) Коли ми пишемо цифри словами, то *кома* ставиться після *thousand* лише тоді, коли за ним ідуть слова, що позначають числа більше ніж ninety-nine (99):

36,294 – thirty-six thousand, two hundred and ninety-four, але

36,094 – thirty-six thousand and ninety-four

5. Цифра 0 (*нуль*) читається по-різному: *oh* – у номерах телефонів, *zero* – у США, у наукових працях, показниках температури, *nought* /no:t/ – в арифметичних діях.

III. Порядкові числівники (Ordinal Numerals)

1. Усі порядкові числівники, за винятком перших трьох (*first, second, third*), утворюються від відповідних кількісних числівників додаванням суфікса *-th* (у складених числівниках *-th* додається до останнього компонента).

1 st	(the) first	<i>перший</i>
2 nd	(the) second	<i>другий</i>
3 rd	(the) third	<i>третій</i>
4 th	(the) fourth	<i>четвертий</i>
5 th	(the) fifth	<i>п'ятий</i>
6 th	(the) sixth	<i>шостий</i>
7 th	(the) seventh	<i>сьомий</i>
8 th	(the) eighth	<i>восьмий</i>
9 th	(the) ninth	<i>дев'ятий</i>
10 th	(the) tenth	<i>десятий</i>
11 th	(the) eleventh	<i>одинадцятий</i>
12 th	(the) twelfth	<i>дванадцятий</i>
13 th	(the) thirteenth	<i>тринадцятий</i>
14 th	(the) fourteenth	<i>чотирнадцятий</i>
15 th	(the) fifteenth	<i>п'ятнадцятий</i>
16 th	(the) sixteenth	<i>шістнадцятий</i>
17 th	(the) seventeenth	<i>сімнадцятий</i>
18 th	(the) eighteenth	<i>вісімнадцятий</i>
19 th	(the) nineteenth	<i>дев'ятнадцятий</i>
20 th	(the) twentieth	<i>двадцятий</i>
21 th	(the) twenty-first	<i>двадцять перший</i>
22 th	(the) twenty-second	<i>двадцять другий</i>
30 th	(the) thirtieth	<i>тридцятий</i>
33 th	(the) thirty-third	<i>тридцять третій</i>
40 th	(the) fortieth	<i>сороковий</i>
44 th	(the) forty-fourth	<i>сорок четвертий</i>
50 th	(the) fiftieth	<i>п'ятдесятий</i>
55 th	(the) fifty-fifth	<i>п'ятдесят п'ятий</i>
60 th	(the) sixtieth	<i>шістдесятий</i>
66 th	(the) sixty-sixth	<i>шістдесят шостий</i>
70 th	(the) seventieth	<i>сімдесятий</i>
77 th	(the) seventy-seventh	<i>сімдесят сьомий</i>
80 th	(the) eightieth	<i>вісімдесятий</i>
88 th	(the) eighty-eighth	<i>вісімдесят восьмий</i>
90 th	(the) ninetieth	<i>дев'яностий</i>
99 th	(the) ninety-ninth	<i>дев'яностодев'ятий</i>
100 th	(the) hundredth	<i>сотий</i>
101	(the) hundred and first	<i>сто перший</i>
1,000 th	(the) thousandth	<i>тисячний</i>
1,002 nd	(the) thousand and second	<i>тисяча другий</i>
1,000,000 th	(the) millionth	<i>мільйонний</i>

2. Деякі числівники зазнають змін у написанні і вимові перед суфіксом **-th**:

- five – fifth буква *v* змінюється на *f*, а звук /ai/ на звук /i/;
- eight – eighth кінцева буква *t* перед *-th* випадає, але зберігається звук,
- nine – ninth кінцева буква *e* перед *-th* випадає, але зберігається звук /ai/;
- twelve – twelfth буква *v* змінюється на букву *f* перед *-th*, а звук /v/ на /f/;

- числівники від 20 до 90, що закінчуються на *у*, змінюють *у* на *ie* перед *-th*:
 twenty – twentieth, seventy – seventieth,
 ninety – ninetieth тощо.

3. Перед порядковими числівниками у ролі означення, що характеризує іменник, завжди вживається означений артикль *the*:

*The first programme is more interesting than **the** second.*

Перша програма більш цікава, ніж друга.

Неозначені займенники (The Indefinite Pronouns)

1. Неозначені займенники поділяються на прості і складні. *Простими* неозначеними займенниками є: **all, each, some, any, another, other, much, many, little, few, both, one.**

2. *Складні* неозначені займенники утворюються від простих займенників **some, any, no, every** додаванням до них **-body, -one, -thing** (*somebody, anybody, nobody, everybody, someone, anyone, everyone, something, anything, nothing, everything*).

3. **Some** і похідні від нього займенники вживаються у стверджувальних реченнях, **any** і його похідні – у питальних і заперечних реченнях.

some – якийсь, дехто

somebody /someone – хтось

something – щось

somewhere – десь, кудись

any – який-небудь, якийсь

anybody /anyone – хтось, хто-небудь, абихто

anything – щось

anywhere – де-небудь, куди-небудь

no – жодний

nobody/no one – ніхто

nothing – ніщо, нічого

nowhere – ніде, нікуди

every – кожний

everybody /everyone – кожний, усі

everything – усе

everywhere – всюди, скрізь.

4. Займенник **some** перед обчислювальними іменниками у множині означає *кілька, деякі, одні, інші*:

We have **some** English books. – У нас є кілька книжок англійською мовою.

He asked **some** questions. – Він поставив кілька запитань.

5. Перед обчислювальними іменниками в однині **some** означає *якийсь, який-небудь*:

I read it in **some** book. – Я прочитав це в якійсь книжці.

6. Перед необчислювальними іменниками **some** означає *деяка кількість* і українською мовою не перекладається:

He bought **some** butter. – Він купив масла.

Безособові речення

Безособовим називається речення, в якому дія або стан мисляться як незалежні від будь-якої особи.

В англійській мові безособові речення завжди починаються із займенника **it**, який є формальним підметом таких речень і українською мовою не перекладається:

It is quiet in the room. – У кімнаті тихо.

It is not quiet in the room. – У кімнаті не тихо.

Is it quiet in the room? – Чи тихо в кімнаті?

It often rains in autumn. – Восени частенько йде дощ.

It doesn't often rain in summer. – Улітку нечасто йде дощ.

Does it often rain in winter? – Чи часто йде дощ взимку?

It is getting warmer. – Стає тепліше, теплішає.

It isn't getting warmer. – Не стає тепліше, не теплішає.

Is it getting warmer? – Чи стає тепліше? Чи теплішає?

Різновидом безособових речень є таке, де підмет, виражений інфінітивом або герундієм із залежними від них словами, ставиться після складеного іменного присудка. Такі речення починаються із займенника **it**, який українською мовою не перекладається:

It is strange seeing you here. – Дивно бачити тебе тут.

It was not easy to translate this article. – Було нелегко перекладати цю статтю.

Is it difficult for you to run? – Тобі важко бігати?

Займенник **it** виконує функцію формального підмета у безособових реченнях:

It is raining heavily. – Іде сильний дощ.

It was very cold in the room. – У кімнаті було дуже холодно.

It is six miles to the nearest

hospital from here. – Звідси шість миль до найближчої лікарні.

READING

Read and translate the text.

TEXT A «MY COLLEGE. KREMENCHUK FLIGHT COLLEGE»

On July 1, 2020, Kremenchuk Flight College celebrated its 60th anniversary. As an educational institution, it was founded in 1960 under the name of the Flight School of the Civil Air Fleet. By the Order № 231 of November 28, 1991, educational institution was integrated into the system of the Ministry of Education and Science of Ukraine. On June 24, 1993, by the Order № 97 of this Ministry, it was renamed "Flight College". According to the Order of the Cabinet of Ministers of Ukraine № 186-p of March 13, 2019 Kremenchuk Flight College was integrated into the Ministry of Internal Affairs of Ukraine by joining Kharkiv National University of Internal Affairs as an economically autonomous structural subdivision. The college is one of the leading aviation state higher educational institutions of Ukraine, and in the field of helicopter training it has no equal.

Over the years, prominent cosmonauts Oleksii Leonov, Petro Klimuk, Volodymyr Aksionov, Anatolii Levchenko, Heroes of the Soviet Union Mykola Melnyk, Borys

Lialin, Akhmatger Gardapkhadze, handed the keys to the sky in the college. Over the period of its existence, more than 60,000 specialists from the CIS countries and about 7,000 citizens from 77 other countries, including Australia, Austria, Great Britain, Germany, Yemen, India, Canada, China, Mozambique, Peru, Poland, USA, Finland, Japan, etc. have completed training in the college. The college has mastered 14 types of aircraft, 12 types of which are helicopters of the famous design bureaus Mil and Kamov, as well as ultralight helicopter AK1-3 made in Ukraine.

In 2003, the college became the part of the Unified Educational and Methodological System of the National Aviation University and was its educational and scientific unit.

From June 1, 2019, the college became a structural part of Kharkiv National University of Internal Affairs. Therefore, it is currently on the path of development and strengthens its educational and methodological as well as material base. This allows the college to expand the range and scope of training, to ensure the quality of training of cadets, students and trainees in all areas of provision of educational services.

From now, Kremenchuk Flight College of Kharkiv National University of Internal Affairs is accredited by I-II levels of higher education and according to the license () provides training at two education and qualification levels: junior specialist and bachelor, full-time and part-time studies. College graduates are awarded a diploma of Kharkiv National University of Internal Affairs of the state standard and CPL (commercial pilot license) of international standard according to JAR (pilot qualification). College graduates can continue their studies at the university to improve their educational qualification level up to a master's degree.

The college is headed by Ruslan Yakovliev.

Teaching and educational process is performed by an experienced team of scientific and teaching staff, almost 40% of whom have a scientific degree, academic title or the highest category of teacher. Flight training is conducted by instructor pilots and commanders with the highest training and qualification of a 1st class pilot.

Citizens of Ukraine, as well as foreigners and stateless persons who are in Ukraine legally and have the appropriate educational (education and qualification) level are admitted to Kremenchuk Flight College. Persons who have the education and qualification level of a junior specialist or a skilled worker may be admitted to senior courses or for a reduced period of study, provided that they enter the relevant field of training.

The college has departments of flight and technical specialties; economic specialties; extramural training; training of foreign students and refresher training of aviation specialists; educational and production practices and employment; organization, accounting and management of the educational process.

The license volume of admission of foreign citizens in accredited areas and specialties is 80 persons.

Males and females are accepted in all areas and specialties.

On the basis of basic secondary education (9 grades) boys and girls are accepted for full-time studies also in specialties 5. 03050901, 5. 03060102, 5. 07010301, 5. 07010303 and 5. 05110302.

Persons, who received training in the college in flight and technical areas and specialties, full-time studies, earn the status of "cadet". Along with the main specialty, cadets also acquire vocational (3rd category) professions of the components repairman,

fuel supply equipment repairman, electrical equipment repairman. Cadets, who study on State-requisitioned places, are provided with free meals.

In order to strengthen discipline, order and organization, the wearing of uniform for all cadets and full-time students is introduced in the college. Cadets and students who study at the state budget expense no lower than grade “good” receive an academic scholarship. Those who get grade “excellent” all the time receive the merit scholarship. Cadets and students from low-income and other social groups receive social scholarships and financial assistance. Those who successfully studied and took an active part in public life by results of the last month also receive financial assistance. Medical care for cadets and students is provided free of charge in the medical unit of the college, which is equipped with modern medical supplies and hardware.

Cadets and students have at least 11 weeks of vacation during the academic year.

To ensure the teaching and educational process and provide cadets, students and trainees with educational services, the college has a well-developed infrastructure, namely: two academic buildings, simulator center, airfield with support services, flight squadron, aviation maintenance base, motor vehicle base, medical unit, library with reading room, multimedia classrooms, training classrooms, including classrooms with Internet connection, art club with assembly hall, museum, gyms, club and stadium, tennis court, hobby clubs and sections, dining rooms and cafeterias.

Nonresident students are provided with a dormitory.

The college facilities include both customers (airfield departments, academic department, central administration) and contractors (motor vehicle base, simulator center, flight squadron) of training and economic operations, so the college has additional favorable conditions for practical training and production practices of future graduates in all specialties.

Initial, theoretical, practical training, refresher training, revalidation of aircraft maintenance personnel certificates is performed according to the Certificate of the State Aviation Administration of Ukraine of September 10, 2008 № MTO-06.

According to the Certificate of the State Aviation Administration of July 03, 2008 № TE-04, the college provides services for the preparation of candidates for certificates:

- private pilots;
- commercial helicopter pilots;
- flight engineers;
- aircraft observers;

to make ratings into the relevant certificates of flight instructors and crew members, as well as conduct training of flight crews flying on international airlines, and certify the flight crew for certificates revalidation.

Kremenchuk Flight College of Kharkiv National University of Internal Affairs is waiting for everyone at the Open Day, which is held on the last Saturday of each month, except the period from June to August, at 11. 00 at the address: 17/6, Peremohy Str., Kremenchuk.

Preparatory courses are organized for everyone: on the basis of 9 classes – in Ukrainian and mathematics, on the basis of 11 classes – in Ukrainian and literature, mathematics (physics). According to the license AE 636803 from June 19, 2015 courses give extra credits when entering the flight and technical field and specialties.

WORD LIST

1. *educational establishment* – навчальний заклад, заклад освіти
2. *existence* – існування
3. *Commonwealth* – Співдружність
4. *Airfield* – аеродром
5. *fleet* – парк ПС
6. *to boast* – пишатися
7. *student dorm* – гуртожиток для студентів коледжу
8. *campus* – територія коледжу, студмістечко
9. *aim* – ціль
10. *to be equipped* – оснащений
11. *favorable* – сприятливий
12. *network* – мережа
13. *spare parts* – запасні частини
14. *initial training* – початкова профпідготовка
15. *jointly* – спільно
16. *to conduct* – проводити
17. *enhancement* – підвищення
18. *conversion-training* – перенавчання
19. *to alter* – змінювати
20. *to grant* – надавати (послуги)
21. *patrolling* – огляд
22. *pipeline* – трубопровід
23. *extinguishing* – гасіння.

Exercise 3.4. General understanding. Answer the following questions:

1. When was the Kremenchuk Flight College founded?
2. Does the Flight College prepare foreign specialists?
3. What types of helicopters is Flight College specialized on?
4. What kind of facilities does Flight College supply its students with?

Exercise 3.5. Write a report about the educational establishment where you are going to enter.

Exercise 3.6. Decide which of the following nouns are countable (злічувані) or uncountable (незлічувані):

Time, water, machine, music, snow, word, coffee, money, idea, family, darkness, knowledge, sea, hour, tree, silver, meat, happiness, information, speed, book, news, house, friend, milk, student, pen, paper, clothes, picture, air, goods.

Exercise 3.7. Read and translate the sentences. Decide which of the underlined nouns (іменники) are countable or uncountable and explain why:

1. We have read all the official papers. There were some sheets of paper on the table .
2. Two coffees, please . I like strong coffee. 3. Give me two glasses . Are they made of glass or plastics? 4. Many thousands of bricks are produced at the factory. Our school is built of brick.

Exercise 3.8. Write down the following nouns in plural.

Box, sheep, place, library, photo, mouse, lady, glass, bush, dress, country, bus, party, wife, day, knife, knowledges, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish, woman, money

Exercise 3.9. Put the following sentences in plural and write them down. Pay attention to the changes of the verb (дієслова):

1. A new house is in our street. 2. This story is very interesting. 3. There was a woman, a man, a boy and a girl in the room. 4. In the farm-yard we could see an ox, a sheep, a cow and a goose. 5. Put this knife on that table. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. A yellow leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. Is this worker an Englishman or a German? – He is a Frenchman. 14. What is that child's name? 15. The cat has caught a mouse.

Exercise 3.10. Translate into English.

1. Сьогодні холодно. 2. Увесь день іде сніг. 3. Зараз ранок. 4. Було дуже приємно познайомитися з вашим другом. 5. Уже пізно. Час лягати спати. 6. Хіба це не смішно? 7. Зараз уже десята година ранку. 8. Надворі холодно? 9. Зараз рання весна, але надворі досить тепло. 10. А це далеко звідси?

Some позначає «деяку кількість»	
Стверджувальна форма	We have got <i>some</i> dictionaries.
Заперечна форма	We haven't got <i>any</i> dictionaries.
Питальна форма	Have you got <i>any</i> dictionaries?

Exercise 3.11. Insert:

- None of ____ wanted to become involved in the quarrel between two members.
A) your B) they C) her D) us E) him
- If we don't get ____ bookings, we'll have to cancel the trip.
A) a few more B) much more C) no longer D) a little more E) any longer
- They only delivered ____ our order today, but they will bring the rest tomorrow.
A) both B) half C) some D) each E) most
- Arizona State in the US is very hot, but there is usually only ____ humidity, so it is not very pleasant.
A) several B) most C) a little D) few E) much
- Of the many dresses she has shown, ____ was actually to her taste, but she had to choose one for the party.
A) both B) some C) none D) neither E) most
- Although the film was criticized favorably by ____ critics, it received ____ appreciation from the audience.
A) many / little B) some / too few C) either / less D) all / fewer E) both / neither
- A: Should I study art or philosophy?
B: ____! In my opinion, they are ____ a waste of time.
A) Both / either B) Neither / both C) All / whole D) Each / none E) None / all

8. Spanish, Italian, French are all derived from Latin, which is why there are _____ similarities between them.
 A) too much B) much less C) such a lot D) so many E) very a little
9. You can ride up hills much more easily because _____ bicycle has five more gears than _____.
 A) your / mine B) his / me C) hers / theirs D) mine / yours E) her / us
10. Almost _____ nation sends teams of selected athletes to take part in the Olympic Games, which are held _____ four years.
 A) any / all B) each / many C) every / every D) all / each E) many / a few
11. _____ of the soldiers was given two complete uniforms, _____ of which they were expected to keep spotlessly clean.
 A) All / some B) Every / either C) Each / both D) Some / all E) The whole / many
12. There is an amount of wisdom in _____ old sayings, such as “Don’t cry over spilt milk”.
 A) a number of B) a little C) a great deal of D) every E) the whole
13. When the winners arrived at the award ceremony, the mayor _____ was there to greet _____ .
 A) ourselves / him B) themselves / ours C) myself / their D) itself / ourselves E) himself / them
14. When I woke up this morning, there was _____ heavy dew covering _____ long green summer grass in our garden.
 A) the / a B) – / the C) some / a D) the / – E) a / a
15. It’s getting late. I’ll feel better when we have found _____ to stay for the night, and, at this hour, I’m not looking for a luxury place. _____ clean and tidy will do. A) somewhere / Anywhere B) everywhere / Somebody C) something / Nowhere D) nowhere / Somewhere E) anything / Something
16. I wish he would give _____ more consideration to those around him.
 A) enough B) a lot of C) a little D) several E) a few
17. This ship has _____ experienced crew, all of whom have been at _____ sea on and off for more than six years.
 A) the / the B) an / a C) an / – D) – / – E) some / the
18. Politicians from the Opposition are constantly criticizing the government, but they don’t say what they would do _____ to improve things if they were in _____ position.
 A) us / our B) themselves / our C) them / themselves D) theirs / us E) ours / theirs
19. As _____ of the proposals seems to provide a complete solution on _____ I suggest we continue working on this.
 A) both / themselves B) either / our own C) each / ourselves D) none / his own E) neither / its own
20. When _____ manager disagrees with _____, our board meetings can go on for hours.
 A) a / other B) – / the other C) the / each other D) one / another E) none / the other
21. Each of _____ will develop a revision method which will suit _____ individual strengths and weaknesses.
 A) they / theirs B) us / our C) we / ours D) you / yours E) her / hers

22. I don't think that's the only dry cleaner's around here. I think there is ____ next to the bus station.
 A) another B) others C) other D) the other E) the others
23. I think that buying ____ own photocopier would save ____ money. A) us / ours
 B) him / his
 C) ourselves / our D) themselves / theirs E) their / them
24. Since ____ seems eager to give me a hand with these, I have no other choice but to do ____ by myself.
 A) something / everywhere B) someone / anything C) no one / everything D) anybody / nowhere E) nothing / something
25. ____ has got a packed lunch, a torch and a waterproof coat, haven't ____?
 A) Everybody / they B) Everywhere / it C) No one / you D) Someone / we E) Anybody / them
26. Men, women and children in ____ part of the world wear some sort of jewelry, either as ornaments or because of superstitions.
 A) all B) every C) whole D) some E) neither
27. There are ____ ways to get from my house to work, but ____ of them is very comfortable.
 A) plenty / one B) more / several C) several / none D) a few / neither E) much / all
28. There are ____ Indian restaurants available in England, whereas in Istanbul, your options are ____.
 A) some / several B) so much / only one C) the other / little D) many / another E) a lot of / a few
29. Normally, airlines serve their passengers ____ cooked dinner during ____ flight.
 A) the / a B) – / a C) a / the D) a / some E) another / –
30. The lawyer for the people who ____ in the fire at the shopping center ____ the judge for compensation.
 A) were injured / is going to ask B) is injured / has been asking C) are injured / would ask D) was injured / are going to ask E) have been injured / have asked
31. We have 120 post-graduate students at our university, and almost two thirds of ____ from abroad.
 A) themselves / comes B) their / are coming C) theirs / were coming D) them / come E) they / has come
32. A good percentage of our time ____ at work, so we should choose an occupation that we enjoy.
 A) is spending B) are spent C) is spent D) are spending E) would spend
33. I love the company of ____ friends, but sometimes I just want to be by ____ . A) my / me B) mine / me C) me / mine D) my / myself E) mine / my own

READING

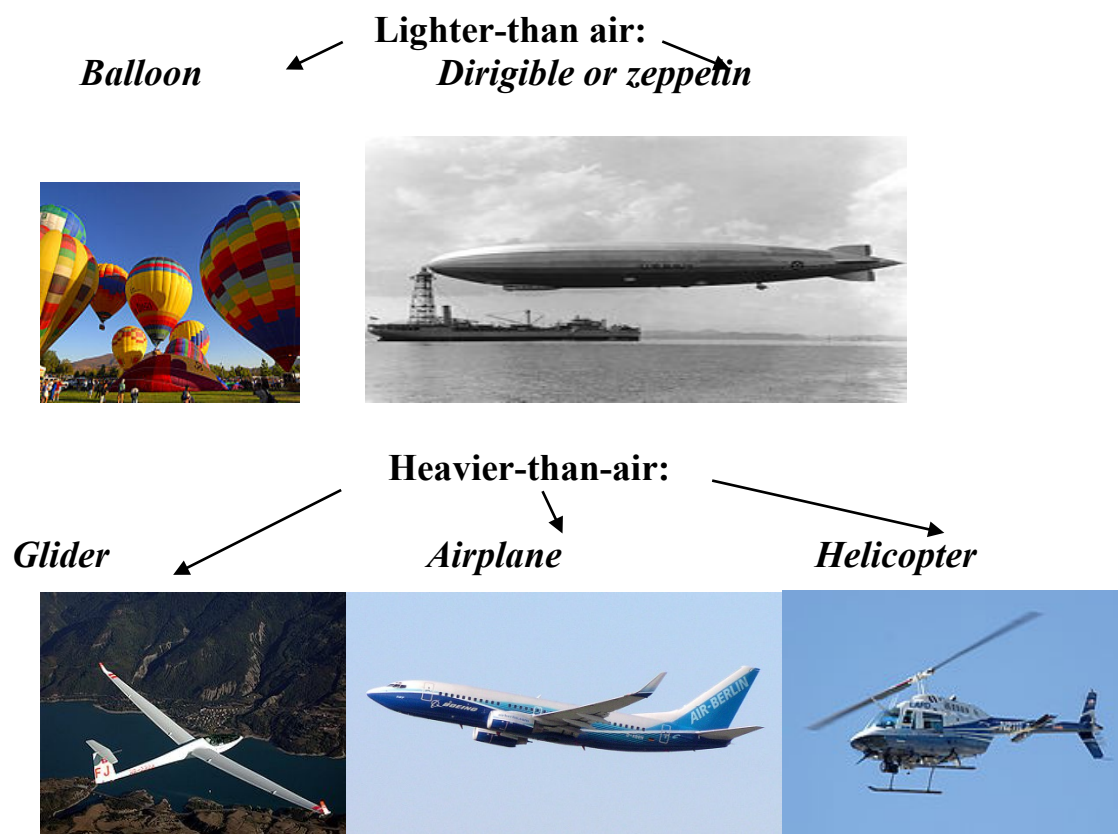
Read and translate the text.

TEXT B «THE TYPES OF THE AIRCRAFT»

What is an aircraft?

Aircraft is a vehicle which is able to fly by being supported by the air.

Aircraft can be:



An aircraft is a weight-carrying device capable of creating lift. There is a wide variety of airplane types: land planes, carrier-based airplanes, seaplanes, amphibians, vertical take-off and landing (VTOL), short take-off and landing (STOL), and space shuttles. According to the flight range airplanes can be classified as long-range, medium-range and short-range. According to the number of wings airplanes may be divided into monoplanes and biplanes. Monoplanes are airplanes with one wing; biplanes are airplanes with two sets of wings, one above the other. Monoplanes are classified as low-wing, mid-wing and high-wing. According to the purpose airplanes can be grouped into major classes, such as commercial, military, and general-aviation airplanes.

WORD LIST

1. *aircraft*
2. *weight-carrying*
3. *capable of*
4. *to create*
5. *to carry out*

повітряне судно (ПС)
той, що несе вагу (вантажно-
транспортний)
здатний
створювати
виконувати

<i>6. carrier-based airplane</i>	<i>перевізник</i>
<i>7. land plane</i>	<i>ПС звичайної схеми зльоту й посадки</i>
<i>8. seaplane</i>	<i>гідролітак</i>
<i>9. take-off</i>	<i>зліт</i>
<i>10. space shuttle</i>	<i>космічний корабель</i>
<i>11. flight range</i>	<i>дальність польоту</i>
<i>12. long-range</i>	<i>довга дистанція</i>
<i>13. medium-range</i>	<i>середня дистанція</i>
<i>14. short-range</i>	<i>коротка дистанція</i>
<i>15. monoplane</i>	<i>моноплан</i>
<i>16. biplane</i>	<i>біплан</i>
<i>17. low-wing plane</i>	<i>літак з низько розташованим крилом</i>
<i>18. purpose</i>	<i>ціль</i>
<i>19. general-aviation</i>	<i>ПС загального призначення</i>

TEXT C: «THE WORLD'S LARGEST AIRCRAFT»

(I)

Named Ruslan, after a gentle giant in Russian folklore, the Antonov An-124 is a replacement for the An-22, itself the largest Aircraft in the world at the time of its appearance. The An-124 is more advanced in its technology and has a much better performance than anyone in the West ever expected. In its first public appearance at the 1985 Paris Air Show the aircraft opened the eyes of many to the great advances made by Soviet designers and led to a reevaluation of the level of Soviet aviation science. Gross weight of the aircraft had been over-assessed and fuel fraction under-assessed by many Western experts. This was partly because they had underestimated the savings in empty weight achieved by extensive use of composites, a wet wing, and low pressurization of the cargo bay, the all-titanium cargo floor and a number of other refinements typical of this remarkable transport. With an aerodynamically efficient design and the four 23,400 kg thrust, high bypass ratio turbofan engines, the An-124 has a very good performance. Who can argue with 4,500 km range carrying a full 150-tonne payload, and 16,500 km maximum range!



(II)

Payload and range are what airlifters are about, and the An-124's capability in this area appears to be significantly superior to that of the American C-5. The Ruslan is able to haul 11,000 kg more than the US aircraft over the same distance, or to carry a similar payload 900 km farther than the C-5. The Soviet type can carry a 25 per cent greater maximum payload and has a larger cabin cross-section. All this has been achieved within a maximum take-off weight that is only 6.5 per cent above that of the C-5. The An-124 features a complex landing gear which allows operations from semi-prepared surfaces and moves the aircraft vertically for loading.

The normal flight crew comprises pilot and co-pilot, two flight engineers, a navigator and a radio operator. With the exception of one display, the cockpit uses conventional electromechanical instruments. Much of the panel area in front of the pilots is occupied by single-function warning and caution lights, which alert the pilots to a problem, which the engineers can analyze in detail, using their more comprehensive systems instruments.

Navigation systems include inertial navigation systems and two radars, for weather and mapping. The aircraft is also fitted with long range position finding systems. All in all, the Ruslan is an important milestone in the development of Soviet aviation.

WORD LIST

1. *Paris Air Show* – щорічна виставка авіаційної техніки на аеродромі Ле Бурже під Парижем
2. *fuel fraction* – вагова частка палива (fuel) у повній льотній вазі літака
3. *high bypass ratio turbofan engines* – турбовентиляторні двигуни
4. *payload and range are what airlifters are about* – корисне навантаження та дальність польоту є головними показниками транспортних засобів
5. *the An-124 features a landing gear, which ... moves the aircraft vertically for loading* – особливістю Ан-124 є наявність шасі, що ... пересуває літак по вертикалі для завантаження
6. *single-function warning and caution lights* – лампа (світлове панно) однофункціональної аварійної та попереджувальної сигналізації
7. *more comprehensive systems instruments* – прилади й інструменти, які більш повно реєструють стан бортових систем літака
8. *radars for weather and mapping* – радари для погоди і картографування
9. *long range position finding systems* – системи дальньої навігації, що дає можливість виявити місцезнаходження літака
10. *gentle giant* – велетень

TEXT D «MODERN CARGO AIRCRAFT»

A medium-range cargo aircraft is capable of operating from 1,200 m airfields with 8,000 kg payload. It has a crew of five (two pilots, navigator, flight engineer and cargo master).

The wing of the aircraft is a conventional two-spar design with integral fuel tanks located between the spars. Maximum fuel capacity is 16,000 liters. The high-lift devices consist of hydraulically-operated leading edge slats and trailing-edge flaps. There are eight spoilers.

The aircraft is powered by two turbofan engines. To obtain the short landing run each engine incorporates a thrust reverser.

The fuselage has a petal-type rear loading door and small doors in the aft part of the cabin for cargo dropping. The pressure bulkhead at the rear of the cabin is retracted rearwards when the petal door is opened.

The twin four-wheeled bogie-type main landing gear and the double-wheeled nose units all retract forwards hydraulically. The bulges on the fuselage sides, housing the main gear units, provide ample space also to locate the APU, air conditioning unit and refueling point.

Cargo aircraft feature structural integrity and ability to handle bulky and containerized cargo in most adverse conditions.

WORD LIST

1. *medium-range cargo aircraft* – вантажний літак середньої дальності
2. *cargo master* – офіцер з перевезення вантажів
3. *conventional two-spar design* – звичайна дволонжеронна конструкція (крила)
4. *high-lift devices* – засоби механізації крила
5. *hydraulically-operated leading edge slats* – передкрилки, що гідравлічно відхиляються
6. *trailing edge slats* – закрилки
7. *trailing edge flaps* – щитки; щитки випускаються під час заходу на посадку
8. *spoilers* – інтерцептори, засоби механізації крила, що збільшують його лобовий опір
9. *petal-type rear loading door* – вантажні двері в задній частині фюзеляжу
10. *pressure bulkhead* – герметична перегородка вантажного відсіку
11. *bogie-type main landing gear* – головне шасі типу візка
12. *auxiliary power unit (APU)* – допоміжна силова установка
13. *refuelling point* – паливозаправна точка, штуцер заправки паливом
14. *vortex (pl vortices)* – вихор, вихрове утворення
15. *tie-down point* – швартовочний вузол, точка швартовки
16. *cargo winch* – вантажна лебідка
17. *parachute-extracted load dropping* – витягування вантажів, що скидаються за допомогою парашута
18. *avionics* – бортове радіоелектронне обладнання
19. *peculiarit y*– функціональна особливість
20. *structural integrity* – міцність конструкції.

Exercise 3.12. How do you say these numbers and dates? Circle the correct form (a or b).

Example

321 *a three hundred and twenty-one*

b three hundreds twenty-one

1. Liverpool 3 – Chelsea 0 (football score)

a Liverpool three – Chelsea zero

b Liverpool three – Chelsea nil

2. 01902 (phone code)

a nought one nine nought two

b oh one nine oh two

3. 40–0 (tennis score)

a forty–love

b forty–nil

4. 7 May (date)

a the seventh of May

b the seven of May

5. 1999 (year)

a one thousand nine hundred and ninety-nine

b nineteen ninety-nine

Exercise 3.13. Are the following nouns usually countable or uncountable, or can they be both? Write C for countable, U for uncountable, and B for both.

Example silver U import C glass B 1 money

Time, honey, slave, coffee, dollar, experience, leather, fruit, tool

Exercise 3.14. How do you say these numbers aloud? Circle the correct form (a or b).

Example 13 a thirteen b thirty 1 597

a five hundred and ninety-seven

b five hundred ninety-seven

2. £29.99

a twenty-nine pounds and ninety-nine

b twenty-nine pounds ninety-nine

3. 80p

a eighty pence

b eighty ps

4. \$600

a six hundred dollars

b six hundred dollar

5. 3/4

a three fours

b three quarters

6. 1996

a nineteen hundred and ninety-six (year)

b nineteen ninety-six

7. 15%

a fifteen per cent

b fifteen percentage

8. 0181

a zero one eight one (phone code)

b oh one eight on

READING

Read and translate the text.

TEXT E «ROTARY WING AIRCRAFT»

Rotary wing aircraft are made to fly by fast-turning metal blades, or rotors. These aircraft can land in a small space, take off without running along the ground and stay still, or hover, in the air. The helicopter is a rotary wing aircraft. It depends for its support in flight on the lift generated by one or more rotors. Besides its main, or lift rotor, the helicopter usually has an auxiliary or tail rotor. This is a small rotor, mounted at the tail to counteract the torque of the main rotors. The tail rotor diverts some part of engine power and lowers the power plant efficiency. The co-axial rotor system is free from this drawback, but is not capable of high forward speed because of the drag of the widely separated rotors.

High cost of manufacture, heavy fuel consumption, restricted range and speed make the helicopter impractical for long range transportation. Even the best helicopter makes have an endurance not exceeding 3–4 hours. The helicopter is at its best mostly on short trips – city centre to airport, for instance. Sling loading is often used because it is suitable for transportation of cumbersome loads and also because it does not require a labor force on the ground.



WORD LIST

1. *are made to fly by fast-turning metal blades* – утримуються у повітрі за допомогою металевих лопатей, що приводяться до швидкого обертання
2. *to hover* – зависати, висіти у повітрі
3. *lift rotor* – несучий гвинт вертольота
4. *tail rotor* – кермовий гвинт вертольота
5. *to counteract the torque* – для того щоб компенсувати аеродинамічний момент (який утворює несучий гвинт)
6. *co-axial rotor system* – система співвісних несучих гвинтів
7. *high cost of manufacture* – висока вартість виробництва
8. *heavy fuel consumption* – велика витрата палива
9. *restricted range* – обмежена дальність польоту
10. *long range civilian passenger transportation* – комерційні перевози пасажирів на велику відстань
11. *the best helicopter makes* – найкращі моделі вертольотів
12. *endurance* – тривалість польоту
13. *short haul trips* – перевезення вантажів на малу відстань
14. *sling loading* – завантаження за допомогою підвішування вантажу на тросі (під вертольотом)
15. *cumbersome load* – громіздкий вантаж
16. *twin-rotor helicopter* – вертоліт з двома несучими гвинтами
17. *tip of the fixed wing* – закінцівка нерухомого крила вертольоту
18. *to make to fly* – утримувати у повітрі: *Fixed wing aircraft are made to fly by the dynamic action of the air upon their airfoils. Rotary wing aircraft are made to fly by fast-rotating rotors.*
19. *to make impractical* – робити непридатним: *Heavy fuel consumption and restricted range make the helicopter impractical for long transportation.*
20. *to be at one's best* – найкращим чином використовувати свої можливості: *The helicopter is at its best on short haul trip.*

Exercises

Exercise 3.15. *Find information in the text and translate the sentences with the answers for these questions:*

1. What does the helicopter depend on for its support in flight?
2. What can rotary wing aircraft do?
3. What are the advantages and drawbacks of the co-axial rotor system?
4. What factors make the helicopter impractical for long range passenger transportation?
5. What are the advantages of sling loading?
6. What is the tail rotor for? Where is it mounted?
7. What are the disadvantages of the tail rotor helicopter configurations?
8. By what are rotary wing aircraft made to fly?
9. Why co-axial helicopters are not capable of high forward speeds?

Exercise 3.16. *Complete the sentences according to the text:*

1. The helicopter depends for its support in flight on
2. Rotary wing aircraft are made to fly by
3. The co-axial rotor system is not capable of high forward speed because of
4. The helicopter is at its best mostly on
5. The helicopter is made impractical for long range transportation by

TEST UNIT 3

1. Read the film reviews and choose the best heading (1–7) for each text (A–E). There are two extra headings that you do not need.

1. A waste of time and money
2. Highs and lows... but more lows than highs
3. Clever and funny in equal measure
4. Fun for all the family
5. Stranger than fiction
6. Money well spent
7. Famous faces and a big budget are not enough

YOUR VIEWS, YOUR REVIEWS

A Sea Slickers

It has been quite a while since their last film, but award-winning writers Rasmussen and Keen return to our screens in great form with this animated tale of adventure and romance on the high seas. The plot is not especially original or clever but the action is fast-paced, the humour smart and there is an interesting combination of familiar and new names amongst the cast. Beautifully drawn and animated and with a script full of jokes to appeal to all ages, this is a sure fire summer hit for children aged 6 to 60.

B Bullet Fast

Even the star-studded cast cannot do much with this very one-paced and predictable thriller. With no twists in the tail and little attempt at characterisation, this is chewing gum for the eyes and little more. If you like watching stars in an endless succession of (very impressive, it should be said) car chases and gunfights then this is the film for you, and there's no doubt that the names on the poster are enough to guarantee success at the box

office. But if you're looking for clever dialogue and an intelligent plot then better look elsewhere.

C The Other Side

When the studio announced plans to produce a new version of this classic film many people wondered why. After all, the original is seen by many as a near-perfect example of the horror genre, still scaring viewers decades after it was first shown. Now that the remake is out, after three years and tens of millions of dollars, viewers who see it can be forgiven for asking the same question because this is a worse film in every possible way. Do yourself a favour, find a cinema showing the original film and spend your money there. You won't regret it.

D Against the Odds

This heart-warming biopic, based on real events, describes the troubles and triumphs of an autistic young man from a small town in Texas who grew up to be one of the United States' greatest writers. There are no stars in the film but, far from being a problem, this is actually beneficial as it makes the story the central element. It is a remarkable tale, a real life story more amazing than anything Hollywood could invent and watching his struggles in his early life at home and school and his refusal to give up on his dreams is both disturbing and inspiring, while the film's ending is one of

the most emotional of the year. This is not a film for somebody looking for easy laughs or simple happy endings, but if you want to see an intelligent and emotionally powerful real-life story then this is the film for you.

E Two in the Bag

Fans of Ryan Cooper and John Hill will be delighted to see them back together in this chaotic police comedy. The pair play two police officers investigating a series of disappearances but, as usual when these actors are paired together, the plot takes second place to a series of jokes and increasingly absurd situations. The film is rather a mixed bag, however, with a few genuinely hilarious moments but also many remarkably unfunny jokes along the way. Not their best film by a long way and recommended only for the pair's hottest fans.

2. Read the texts again and choose the correct answers. There is one question for each text.

1 *The actors in Sea Slickers are*

- a all very famous.
- b all not very famous.
- c a mixture of famous and not famous.
- d the same as in previous films.

2 *The thriller Bullet Fast*

- a is sure to be a commercial success.
- b is well-written.
- c is full of surprises.
- d lacks famous actors.

3 *Viewers of The Other Side*

- a were excited about the film before it was made.
- b are bored of the original film.
- c can see the original film for free.
- d still do not understand why the film was made.

4 *The biopic Against the Odds*

- a would be better if there were famous actors in the film.
- b contains a mixture of different emotions.
- c has a happy ending.
- d is a documentary.

5 *In Two in the Bag*

- a the actors appear together for the first time.
- b the jokes are more important than the story.
- c there are no funny jokes.
- d the main character disappears.

UNIT 4. HOW AIRCRAFT FLY. HOBBIES and INTERESTS

Exercise 4.1. Use do , play or collect with the following words:

- 1 coins
- 2 chess
- 3 crosswords
- 4 stamps
- 5 antiques
- 6 computer games
- 7 jigsaws
- 8 cards
- 9 postcards
- 10 old photographs
- 11 a musical instrument
- 12 an evening course

Exercise 4.2. Complete the sentences below with these prepositions:

on into with of in

1. I'm really interested photography.
2. Pm very keen gardening.
3. Claire's absolutely obsessed horses.
She doesn't think about anything else.
4. Pm a big fan old black and white horror films.
5. I never thought Pd get computer games, but since my brother bought me one for Christmas I haven't stopped playing it.
6. I like looking round secondhand bookshops my spare time.

Exercise 4. 3. Use the correct form of these verbs to complete the sentences:

*relax, take, give it up, learn,
get, spend, join, take up*

1. I am..... to play the guitar.
 2. I am all my free time doing karate. I.....a club three years ago and I have just got my black belt.
 3. I used to go windsurfing every week but I had towhen I started university because I didn't have the time.
 4. I paint most evenings and weekends. I find out of the house and it helps me.....and forget all my worries.
 5. I go fishing quite a lot.. It.....me paint most evenings and weekends. I find out of the house and it helps me.....and forget all my worries.
when I was about 40, when
 6. Igolf when I was about 40, when I had to stop playing rugby.
- Have you got a particular interest? Make a list of the things you do and the things you need.

GRAMMAR

Interrogative sentence. Питальне речення

В англійській мові розрізняють такі типи питальних речень: *загальне, спеціальне, розділове, альтернативне.*

Загальне питальне речення

Загальними називають такі питальні речення, на які можна відповісти «так» або «ні». Вони починаються з допоміжного чи модального дієслова, після якого стоїть підмет, потім – основне дієслово. Якщо присудок у реченні виражено дієсловом to be, воно стоятиме на початку речення:

Do you like chess? – Чи любите ви шахи?

Is he a pupil? – Він – учень?

Can you swim? – Ви вмієте плавати?

Утворення

Загальні питальні речення утворюються за такою схемою:

допоміжне дієслово + підмет + основне дієслово + другорядні члени речення.

Will they arrive tomorrow? – Вони приїдуть завтра?

Did you see the film I told you about? – Ти бачив фільм, про який я тобі казав?

May I use your phone? – Можна мені користуватися твоїм телефоном?

Спеціальне питальне речення

Спеціальні – це такі питання до певних членів речення, які починаються з питального слова.

What? – Що? Який?

Which? – Котрий? Який?

Whose? – Чий?

Where? – Де? Куди?

When? – Коли?

How? – Як?

Why? – Чому?

How many? – Скільки? (злічувані)

Who? – Хто?

How much? – Скільки? (незлічувані)

Утворення

Спеціальні питальні речення утворюються за такою схемою:

питальне слово + допоміжне дієслово + підмет + основне дієслово ++ другорядні члени речення:

What do you do every day? – Що ти робиш щодня?

Where will he go yesterday? – Де він ходив учора?

When your sister return home? – Коли твоя сестра повернеться додому?

Where you been recently? – Де ти був нещодавно?

Питання до підмета і його означення мають особливості. У цьому разі порядок слів є прямим, як у розповідному реченні, а допоміжні дієслова не уживаються:

Who knows his address? (Хто знає його адресу?) або Whose father is a doctor? (Чий батько лікар?)

Розділове питальне речення

Розділове питальне речення складається з двох частин. Перша – розповідне речення у стверджувальній або заперечній формах, друга – стисле загальне питання. У ньому вживаються займенник (відповідає підмету основної частини) та допоміжне чи модальне дієслово (співвідносне з присудком).

Стверджувальне речення + заперечне питання	Заперечне речення + стверджувальне питання
There is a mistake, isn't it? (Є помилка, чи не так?)	There is not a mistake, is it? (Помилки немає, чи не так?)
The boys can sing, can't they? (Ці хлопці вміють співати, чи не так?)	The boys can't sing, can they? (Ці хлопці не вміють співати, чи не так?)
It will be cold in winter, won't it? (Узимку буде холодно, чи не так?)	It won't be cold in winter, will it? (Узимку не буде холодно, чи не так?)

Зверни увагу!

Відповідь «так» означає, що правильною є стверджувальна частина, а «ні» – що заперечна частина.

Tom goes to school, doesn't he? Yes, he does. – Том ходить до школи, чи не так? Так, він ходить до школи.

Tom does not go to school, does he? Yes, he does. – Том не ходить до школи, чи не так? Ні, він ходить до школи.

Ann can sing, can't she? No, she can't. – Енн вміє співати, чи не так? Ні, вона не вміє співати.

Ann can't sing, can she? No, she can't. – Енн не вміє співати, чи не так? Ні, вона вміє співати.

Альтернативне питальне речення

Альтернативне питальне речення передбачає вибір. Воно може бути окремим чи входити до складу спеціального питання. Частини альтернативного питання з'єднуються сполучником **or**: Are you tired or ill? (Ви стомлені чи хворі?); Is she seven or eight? (Їй сім чи вісім років?)

Прийменник (The Preposition)

Уживання прийменника

1. Прийменники в англійській мові виражають різні відношення між словами у реченні чи словосполученні. Прийменники зазвичай є **багатозначними**, внаслідок чого тому ж самому прийменнику англійської мови відповідає кілька українських і навпаки.

2. На відміну від української, в англійській мові прийменник може стояти не лише перед словом, якого стосується, а й у **кінці речення**. Так, у спеціальних запитаннях прийменник зазвичай стоїть у кінці речення:

Where are you going from? – Звідки ви йдете?

Whom are you talking about? – Про кого ви говорите?

3. В означальних підрядних реченнях зі сполучними займенниками *which, whom, that* прийменник ставиться **після дієслова**, але може стояти й **перед займенником**:

The house which he lives in is situated in this street. – Будинок, у якому він живе, розташовано на цій вулиці.

4. В інфінітивних зворотах, що виконують функцію означення, прийменник ставиться **в кінці**:

He had no pencil to write with. – У нього не було олівця, яким він міг би писати.

5. В англійській мові прийменники поділяються на прийменники **місця, напрямку та часу**.

Прийменники місця (Prepositions of Place)

On	на	<i>The pencil-box is on the desk.</i>
In	в, на	<i>The books are in the schoolbag.</i>
At	у, в	<i>I study at school.</i>
Above	над	<i>The lamp is above the table.</i>
Under	під	<i>The cat is under the bench.</i>
before (in front of)	перед	<i>He is sitting before (in front of) the pupils.</i>
Near	біля	<i>The bookcase is near the door.</i>
Between	між	<i>He sat between his two sisters.</i>
Among	серед	<i>The boy was standing among the girls.</i>
across	через	<i>I live across the street.</i>

Прийменники напрямку (Prepositions of Direction)

into	в	<i>I am putting the book into the bag.</i>
out of	з	<i>I am taking the money out of my pocket.</i>
from	з	<i>I come from school at 4 p.m.</i>
to	в, у	<i>She goes to school at eight o'clock in the morning.</i>
up	вгору	<i>They are going up the stairs.</i>
down	вниз	<i>I am going down the stairs.</i>
across	через	<i>The children are running across the field.</i>
along	по	<i>I met him walking along the street.</i>

Прийменники часу (Prepositions of Time)

at	о, в	<i>The lesson begins at nine o'clock.</i>
in	в, через	<i>In summer we get up early in the morning.</i>
on	в	<i>School begins on the 1st of September.</i>
from	з	<i>Last year I stayed in the country from July to September.</i>
till (until)	до	<i>Our lessons will continue till June.</i>
before	перед	<i>Many new houses were built before the war.</i>
after	після	<i>After the examinations we shall have our summer vacation.</i>
by	протягом	<i>Our classes are over by the end of May.</i>
during	до	<i>Many children go to the country during their summer vacation.</i>
for	протягом	<i>In summer we rest for two months.</i>
between	між	<i>Come and see me between four and five.</i>

1. Форми загального відмінка іменника не мають спеціальних закінчень. Синтаксичні зв'язки іменника у реченні виражаються за допомогою прийменників. Деякі прийменники у сполученні з іменниками відповідають непрямим відмінкам в українській мові.

2. Родовому відмінку відповідає здебільшого прийменник **of**:

The streets of the city are wide. – Вулиці міста є широкими.

I like the smell of roses. – Мені подобається запах троянд.

This bank of the river is very low.

– Цей берег річки дуже низький.

3. Давальному відмінку частіше відповідають **to, for**:

The dictionary belongs to my brother.

Mother made a new dress for her daughter.

The girl often writes letters to her friend.

Словник належить моєму братові.

Мати пошила нову сукню своїй доні.

Дівчина часто пише листи своїй подрузі.

4. Орудному відмінку відповідають **by, of, on, with**:

He draws pictures with pencils. – Він малює олівцями.

The air smelt of flowers. – У повітрі пахло квітами.

I like to read works written by Hrushevsky. – Мені подобається читати твори, написані Грушевським.

Much, Many, Little, Few

1. Much – багато, **little** – мало, *небагато* вживаються перед незлічуваними іменниками:

much time – багато часу

little time – мало часу

much money – багато грошей

little money – мало грошей.

2. Many – багато, **few** – мало вживаються перед злічуваними іменниками у множині або без іменників у значенні, відповідно, *багато хто, мало хто*:

many friends – багато друзів few friends – мало друзів

many cars – багато автомобілів few cars – мало автомобілів

many people – багато людей few people – мало людей

Many can sing. – Багато хто може співати.

3. Much, many вживаються переважно в питальних і заперечних реченнях:

Did you have much time for sightseeing in London? – Чи було у вас достатньо часу, щоб

подивитися визначні пам'ятки Лондона?

4. Few, little (без артикля *a*) мають негативний відтінок у значенні, тобто *not many, not much* – мало, *небагато, небагато хто*:

We didn't spend much money. – Ми не витратили багато грошей.

Do you know many people in London? – Ти знаєш багато людей у Лондоні?

I did not meet many English people who could speak foreign languages. – Я зустрів *небагатьох* англійців, які б розмовляли іноземними мовами.

He has few friends and lives a lonely life. – У нього *небагато* друзів, і він живе самотньо.

There is little change in his appearance. – Мало що змінилося в його зовнішності.

Few уживається із злічуваними іменниками у множині, **little** – із незлічуваними іменниками в однині.

5. Few, little з артиклем *a* набувають позитивного відтінку у значенні, тобто *a few* – кілька, *декілька*; *a little* – *небагато, трохи*:

I have a few friends and we meet very often. – У мене є *декілька* друзів, і ми часто зустрічаємося.

We earn a little money but it's enough to live quite normally. – Ми заробляємо *небагато* грошей, але цього достатньо, щоб жити цілком нормально.

6. Much і many мають такі синоніми: *a lot of, lots of, plenty of, a great deal of, a large number of* тощо.

В усному мовленні перевага надається *a lot of, lots of, plenty of*, а в писемному – *a great deal of* – з незлічуваними іменниками, *a large number of* – зі злічуваними іменниками.

7. A lot (of), lots (of), plenty (of) уживаються у значенні *багато* замість **much і many** у стверджувальних реченнях як із злічуваними іменниками, так і з незлічуваними.

There is / There are

1. В англійській мові є речення, що починаються з **there is/ there are**. У цих реченнях слово **there** виконує роль формального підмета, а фактичний підмет речення завжди стоїть після присудка, роль якого виконує дієслово **be** в особовій формі.

2. Речення, що починаються із **there is/ there are**, означають:

а) Наявність якогось предмета або особи в певному місці:

There is a book on the table. – *На столі – книжка.*

There are children in the room. – *У кімнаті діти.*

б) Існування чогось або когось:

There are always problems and – *Проблеми є (існують) завжди, і we should think how to solve them. нам слід думати, як їх вирішувати.*

3. Речення, що починаються із **there is / there are**, мають стверджувальну, заперечну та питальну форми.

Стверджувальна форма

There	Is	a book	on the table.
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На столі книжка.

Слово **there** не має самостійного значення, а тому не перекладається українською мовою.

В українському перекладі обставина місця ставиться на початку речення. Слово **there** наприкінці речення є прислівником, має самостійне значення, вживається у функції обставини місця і перекладається прислівником *там*. Якщо в реченні є декілька підметів, то присудок (дієслово **be**) узгоджується з першим підметом, який стоїть безпосередньо після дієслова **be** (**is / are / was / were**).

У *заперечній формі* в реченнях, що починаються із **there**, уживаються: заперечна частка **not** після дієслова-присудка **be** (**is / are / was / were**), частка **not** у сполученні з **any** або заперечний займенник **no** перед підметом. Якщо перед підметом стоять слова **many, much** або кількісний числівник, заперечна форма утворюється лише за допомогою тільки частки **not**:

There is not much water in – *У чайнику небагато води.*
the teapot.

У *питальній формі* дієслово-присудок **be** (**is / are / was / were**) ставиться перед **there**.

Is there a map in your room? – *У вашій кімнаті є карта?*

Корисно запам'ятати такі словосполучення:

ДЕ?

НА столі

ОН

On the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard, on

the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.

КУДИ?

НА стіл

ON

On the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard, on the table, on the floor, on the sofa, on the chair, on the window-sill, on the ground, on the grass, on the roof, on the bridge, on the platform, on the shelf, on the cupboard, on the bench, on the snow, on the ice, on the wall, on the blackboard.

ДЕ?

В кімнаті

КУДИ?

В кімнату

INTO

In the room, in the kitchen, in the house, in the car, in the box, in the cupboard, in the bag, in the pocket, in the hall, in the plate, in the cup, in the glass, in the bottle, in the snow, in the water, in the river, in the lake, in the sea, in the wood, in the park, in the garden, in the yard, in the classroom.

Into the room, into the kitchen, into the house, into the car, into the box, into the cupboard, into the bag, into the pocket, into the hall, into the plate, into the cup, into the glass, into the bottle, into the snow, into the water, into the river, into the lake, into the sea, into the wood, into the park, into the garden, into the yard, into the classroom.

Exercises

Exercise 4.4. Insert much, many, little, a little, few, a few:

1. I'd like to say... words about my travelling. 2. She gave him ... water to wash his hands and face. 3. He had ... English books at home, so he had to go to the library. 4. After the lesson everybody felt... tired. 5. Let's stay here ... longer. I like it here. 6. There were... new words in the text and Peter spent ... time learning them. 7. There was ... sugar in the bowl, and we had to put... sugar there. 8. My mother knows German ... and she can help you with the translation of this text. 10. When we walked ... farther down the road we met another group of pupils. 11. Have you got... time before the lesson?

Exercise 4.5. Translate into English:

Багато зошитів, багато молока, багато води, багато днів, багато газет, багато крейди, багато снігу, багато років, багато картин, багато музики, багато цукру, мало чаю, мало лимонів, багато м'яса, багато кімнат, мало викладачів, мало роботи, багато повітря, мало птахів, багато автівок.

Exercise 4.6. Do the exercise.

1. "_____ did the first man walk on the moon?" "In 1969."
A) When B) Where C) Who D) What
2. "_____ did she marry?" "She married to John."

- A) What B) Who C) Which D) Why
3. A _____ dog.
A) bigger than B) big C) biggest D) the biggest
4. A _____ driver.
A) care B) careful C) carefully D) the careful
5. She ran _____.
A) quick B) quicker C) quickly D) the quickly
6. He drives too _____ .
A) fastly B) fast C) faster D) fastest
7. What is the story _____ ?
A) of B) on C) at D) about
8. What happened _____ the end of the story?
A) on B) in C) at D) from
9. The train leaves _____ platform 9.
A) of B) at C) from D) for
10. “_____ did you buy your new jacket?” “At supermarket.”
A) What B) Where C) When D) How
11. “_____ did you pay ?” “\$ 1000.”
A) How many B) How C) How much D) Which one
12. “_____ did you buy?” “A new jacket.”
A) Who B) When C) How much D) What
13. _____ did you buy with?
A) Which one B) Why C) When D) Who
14. “_____ did you go?” “This morning.”
A) Why B) What C) When D) How
15. “_____ did you go?” “To buy some new clothes.”
A) When B) Why C) Where D) How
16. “_____ did you go?” “To the shops.”
A) When B) Why C) Where D) How
17. “_____ did you go?” “By car.”
A) When B) Why C) How much D) How
18. “_____ do you want to go?” “To Paris.”
A) Why B) Where C) How D) What
19. “_____ is she?” “Our cousin.”
A) Who B) What C) How D) Where
20. “_____ old was she?” “60 years old.”
A) What B) How much C) How many D) How
21. _____ you like learning English?
A) Does B) Are C) Do D) Have
22. What _____ you do last night?
A) does B) did C) do D) done
23. How many languages _____ your mother speak?
A) do B) are C) does D) is
24. When _____ you go shopping last?
A) do B) does C) are D) did

25. _____ do you weigh?

A) How many B) How C) How much D) What

Exercise 4. 7. Translate the following sentences and put general questions to them:

1. There are some new pupils in our group. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are 7 days in a week. 9. There is something on the shelf. 10. There are many places of interest in London.

Exercise 4. 8. Insert proper prepositions on, in, into:

1. Where is the book? – It is ... the table. 2. Where is the tea? – It is ... the cup. 3. Put the plates ... the table. 4. Put the book ... the bag. 5. There is a beautiful picture ... the wall. 6. He went ... the room. 7. I like to sit ... the sofa ... my room. 8. Mother is cooking dinner ... the kitchen. 9. She went ... the room and sat down ... the sofa. 10. There are many people ... the park today. 11. There is a girl standing ... the bridge. Why is she crying? – She has dropped her doll ... the water. 12. There is no tea ... my cup. 13. Pour some tea ... my cup. 14. Put these flowers ... the window-sill. 15. I saw many people ... the platform waiting for the train. 16. We went ... the garden and sat down ... a bench. 17. The teacher hung a picture ... the blackboard. 18. I opened the door and went ... the classroom. The teacher was writing some words ... the blackboard. The pupils were writing these words ... their exercise-books. There were some books and pens ... the teacher's table. There were two maps ... the wall and some flowers ... the window-sills. I saw a pen ... the floor. I picked it up and put it ... the table. 19. He put his hand ... his pocket, took out a letter and dropped it ... the mail-box which hung ... the wall of the house. Then he got ... his car and drove off.

Запам'ятайте також такі словосполучення	
ДЕ?	КУДИ?
Біля стіни АТ	До стіни ТО
At the wall, at the door, at the window, at the blackboard, at the map, at the bookcase, at the tree, at the river.	To the wall, to the door, to the window, to the blackboard, to the map, to the bookcase, to the tree, to the river.
І також такі	
ДЕ?	КУДИ?
ЗА столом – АТ the table ЗА партою – АТ the desk	ЗА стіл – АТ the table ЗА парту – АТ the desk

Запам'ятайте такі словосполучення

ДЕ?

At the theatre, at the cinema, at the museum, at the swimming-pool, at the library, at the shop, at the institute, at the port, at the railway-station, at the concert, at the exhibition, at the stadium, at the stop, at the factory, at work, at school, at the lesson.

КУДИ?

To the theatre, to the cinema, to the museum, to the swimming-pool, to the library, to the shop, to the institute, to the port, to the railway-station, to the concert, to the exhibition, to the stadium, to the stop, to the factory, to work, to school, to the lesson.

Запам'ятайте такі словосполучення	
ДЕ?	КУДИ?
у ліжку – <i>in bed</i> у місті – <i>in town</i> за містом – <i>in the country</i>	у ліжку – <i>to bed</i> у місто – <i>to town</i> за місто – <i>to the country</i>

<p>Прийменники часу: AT о п'ятій годині – <i>at five o'clock</i> опівдні – <i>at noon</i> опівночі – <i>at midnight</i> на сході сонця – <i>at sunrise</i> на заході – <i>at sunset</i></p>	<p>Прийменники часу: ON у неділю – <i>On Sunday</i> п'ятого березня – <i>On the 5th of March</i></p>
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<p>Прийменники часу: IN. у 1997 році – <i>in 1997</i> у березні – <i>in March</i> Але: цього року – <i>this year</i> торік – <i>last year</i> у майбутньому році – <i>next year</i> А також: цього місяця – <i>this month</i></p>	<p>до п'ятої години – <i>by 5 o'clock</i> до 2003 року – <i>by 2003</i> до завтрашнього дня – <i>by tomorrow</i></p>
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<p>Прийменники часу: SINCE з минулого року – <i>since last year</i> з весни – <i>since spring</i> з 1998 року – <i>since 1998</i> з ранку – <i>since morning</i> з третьої години – <i>since 3 o'clock</i></p>	<p>Запам'ятайте! через годину – <i>in an hour</i> через рік – <i>in a year</i> через два дні – <i>in two days</i> через декілька хвилин – <i>in a few minutes</i></p>
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Прийменники, що передають відмінки

of – родовий *the leg of the table* – ніжка стола

to – давальний *explain to me* – поясніть мені.

! Поєднання іменників з прийменниками **with** та **by** відповідає орудному відмінку.

Не плутайте вживання цих прийменників:

with означає знаряддя (чим виконується дія),

by означає діяча (хто вчинив дію)

with a knife – ножем *by my brother* – братом.

! Запам'ятайте вживання прийменників з такими дієсловами та висловами:

They listened **to** me – Вони слухали мене.

They looked **at** me – Вони дивилися на мене.

They waited **for** me – Вони чекали на мене.

They spoke **to** me – Вони говорили зі мною.

They laughed **at** me – Вони сміялися з мене.

They complained **of** me – Вони скаржилися на мене.

They were afraid **of** me – Вони боялися мене.

They answered **_** my question – Вони відповіли на моє запитання.

They entered **_** the room – Вони ввійшли у кімнату.

Зверніть увагу на способи перекладу прийменника «через»:

через годину – in an hour

через дорогу – across the road

через поле – across the field

через ліс – through the wood

через річку (убрід, на лодці) – across the river

через річку (по мосту, по повітрю) – over the river

через огорожу – over the fence.

Зверніть увагу на способи перекладу прийменника «по»:

по вулиці – along (down) the street

по річці – down (up) the river

по морю – across the sea

по місту – about the town

по кімнаті – about the room

по коридору – along the corridor

по країні – about the country.

Exercise 4. 9. Insert prepositions where necessary:

1. My mother is afraid ... rats. 2. "What do you complain?" asked the doctor. 3. Don't enter ... the room. 4. What are you laughing ... ? 5. They did not want to listen me. 6. Wait ... me. I'll be back ... a few minutes. 7. Yesterday the teacher spoke ... us about the architecture ... St. Petersburg. 8. My grandmother often complains ... headache. 9. I am sorry, I cannot speak ... you now, the professor is waiting ... me. I must go ... the institute and explain ... him some details ... our work. Come ... the evening, I shall listen .. you very attentively and answer ..-. all your questions. 10. ... nine o'clock the lecturer entered ... the hall, walked up ... the table, put his bag ... it, looked everybody and began his lecture. The lecture, as all the lectures ... this professor, was very interesting, and they want to listen ... us. He did not even look ... us and did not answer ... our questions. 11. Turn ... the corner .. the house and look ... the flowers grown ... my mother: aren't they beautiful? 12. He was an excellent pupil, and the teachers never complained ... him. 13. She complained ..- feeling bad and could not answer ..-. the questions ... the teacher. 14. We tried to speak ... him, but he did not answer ... his questions. 15. Your brother complains ... you. He says you always laugh ... him, never speak ... him and never answer ... his questions.

READING

Read and translate the text.

TEXT A «HOW AIRCRAFT FLY»

The word “aircraft” means any kind of craft or vehicle which air can support. Airplanes, helicopters and gliders are heavier-than-air craft. They are supported by the dynamic action of the air upon their aerodynamic surfaces. Free and captive balloons are called lighter-than-air craft. Rockets do not need air for support. They use the power of their reaction engine to propel them through space, and are called “spacecraft”.

All heavier than-air craft use aerodynamic surfaces or airfoils to develop the necessary supporting force. These airfoils are usually in the form of fixed or rotary wings. In order to develop the required lift, the airfoils must move through the air with sufficiently high speed. This speed is imparted to the aircraft by the thrust of its powerplant.

The thrust may be developed by rotating the pulling or pushing propellers, or by throwing back masses of air by means of gas turbine engines.

To change the attitude and direction of flight aircraft use control surfaces or controls. These comprise the rudder, the elevator, and ailerons. The rudder is used to deflect the movement of the aircraft to the left or to the right. The elevator makes the aircraft climb or dive. The ailerons produce rolling movement.

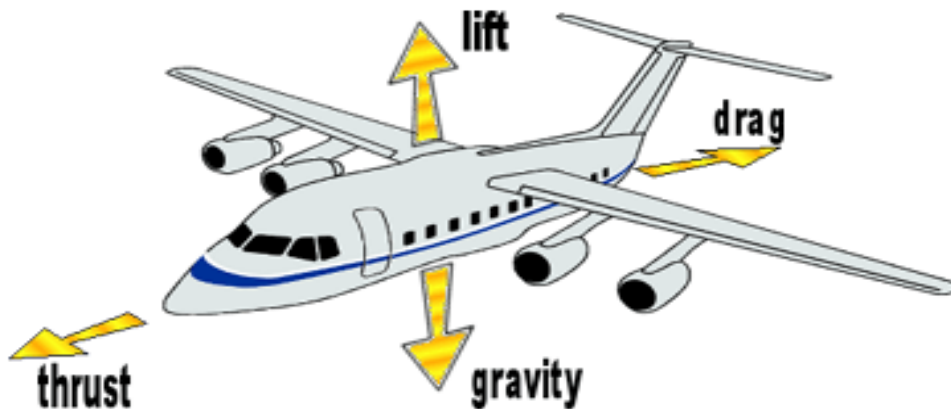
The aircraft must also be able to see and hear. Aircraft sensors are those devices, such as radars, direction finders and position plotters, communication equipment, attitude gyros, air speed indicators and others, which enable the crew to know position, orientation and speed of aircraft.

WORD LIST

- | | |
|---|--|
| 1. airframe | – корпус, каркас |
| 2. vehicle | – транспортний засіб |
| 3. glider | – планер, ЛА без двигуна |
| 4. heavier than air craft | – літальний апарат, важчий за повітря |
| 5. aerodynamic surface | – аеродинамічна поверхня |
| 6. airfoil, wing | – крило |
| 7. airship | – дирижабль |
| 8. reaction engine | – реактивний двигун |
| 9. to propel | – приводити в рух |
| 10. spacecraft | – космічні літальні апарати (ЛА) |
| 11. fixed wing | – фіксоване крило |
| 12. rotary wing | – несучий гвинт |
| 13. pulling or pushing propeller | – тягнучий або штовхаючий повітряний гвинт |
| 14. attitude | – орієнтація, кутове положення ЛА |
| 15. rudder | – руль напрямку |
| 16. elevator | – руль висоти |
| 17. ailerons | – елерони, органи управління, які дають змогу виконувати крен ліворуч або праворуч |

- | | |
|-----------------------------|---|
| 18. aircraft sensors | – датчики ЛА, сенсори; пілотажно-навігаційне обладнання ЛА |
| 19. direction finder | – радіокомпас, прилад, за допомогою якого визначається напрям на радіостанцію |
| 20. position plotter | – прокладач шляху |
| 21. communication equipment | – обладнання зв'язку |
| 22. attitude gyro | – гіроскопічний авіагоризонт |

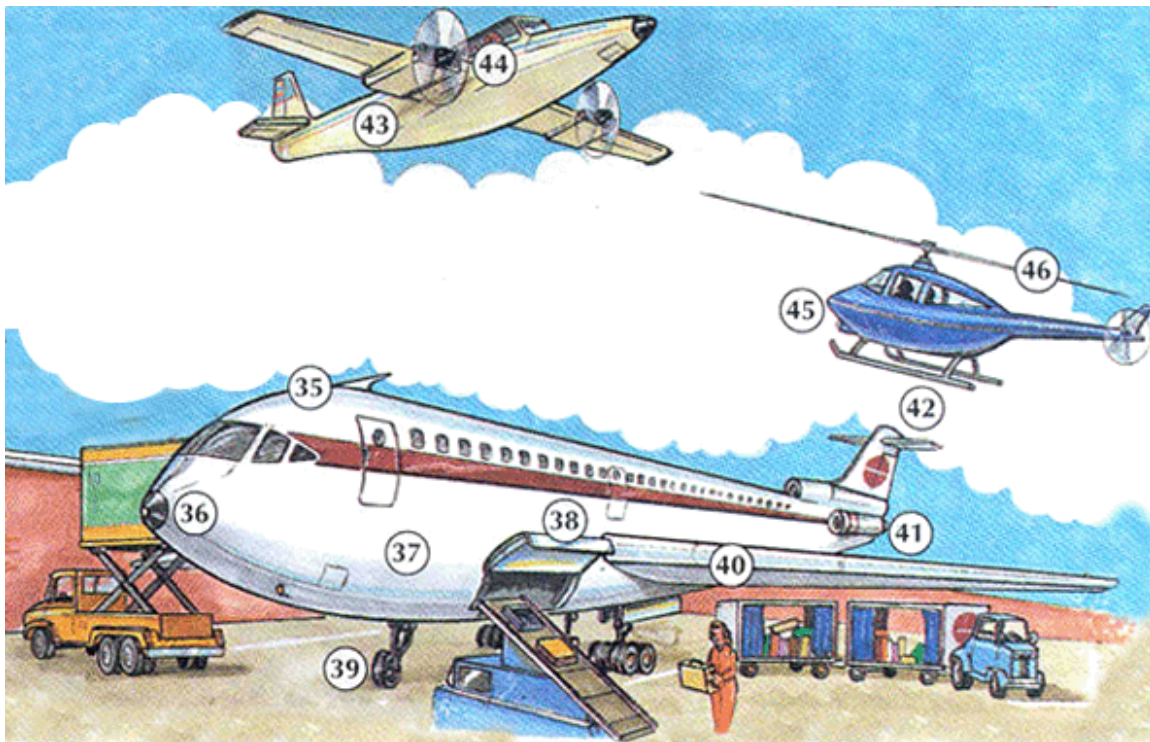
The four forces acting on the airplane in flight:



Pic. 9

- **Gravity** is the natural downward force acting on an aircraft that is generated by gravity or “g force” that pulls objects to the earth’s surface;
- **Lift** is the upward push force that is required to hold an aircraft in the air, mostly generated by the wings of an airplane;
- **Drag** or air resistance is an aerodynamic force that resists or pulls back on the movement of an aircraft through air by acting opposite to the direction of movement;
- **Thrust** is a forward force or push force required to overcome the opposite drag force and move an aircraft forward. More thrust than drag must be created to keep an aircraft moving forward.

According to the numbers find the meaning of the terms.



Pic. 10

35. airplane/plane/jet

36. nose

37. fuselage

38. cargo door

39. landing gear

40. wing

41. engine

42. tail

43. propeller plane/prop

44. propeller

45. helicopter

46. rotor (blade)

READING

Read and translate the text.

TEXT B «CUSTOMS. OBTAINING AN ENTRY VISA»

Nowadays travelling abroad is very popular. But before travelling you must obtain an entry visa at the embassy of the country you are eager to travel to. So, in order to travel to the USA you need an American visa. An application form for an ordinary tourist visa can be obtained from a travel agent. Instructions for filling it out are given with each form, as is the address to which the completed form should be sent. Note that you need a form for each person, including children.

Once you have completed the form, you or your travel agent can often do it quicker—will then have to send it to the United States Embassy, together with your passport, a passport-sized photograph, a stamped addressed envelope, and «evidence» that you intend to return to your native land. A note explaining, that you have a job/house/family/dog to come back to, will usually do. It may take up to four weeks to get the visa, though sometimes it can be much quicker or slower than that. If you are in a hurry, it is possible to go to the United States Embassy and lineup. This process is tedious and may take hours, but it is quicker than four weeks. A tourist visa is normally valid indefinitely. This is true that even after your passport has expired, you can gain admittance to the USA by taking both your new, valid passport and the expired one containing the visa.

If you are going to the USA to work or study, your American employer or university will normally send you the necessary forms and tell you what to do. If you want to stay in England for a longer period (to study or work, for example), you need a visa and have to show that you have enough money to support yourself during that time. Work permits for most jobs are difficult to get: you need to have professional qualifications or a high degree of skill or experience and must prove that no one in Britain or the EU can fill the position. You do not need a work permit, however, if you can prove that one of your grandparents or parents was born in Britain. Note that a student visa or work permit does not give you the right to residency after your course or job is finished. Long-stay visa holders must be registered with the local police on arrival (except for some Commonwealth citizens).

WORD LIST

- | | |
|----------------------------------|-----------------------------------|
| 1. <i>visa</i> | – <i>віза</i> |
| 2. <i>application</i> | – <i>заява, прохання</i> |
| 3. <i>form</i> | – <i>бланк</i> |
| 4. <i>to obtain</i> | – <i>одержувати</i> |
| 5. <i>to fill in/out</i> | – <i>заповнювати</i> |
| 6. <i>quick</i> | – <i>швидкий</i> |
| 7. <i>evidence</i> | – <i>свідчення, доказ</i> |
| 8. <i>to intend</i> | – <i>мати намір</i> |
| 9. <i>native land</i> | – <i>батьківщина</i> |
| 10. <i>to be in a hurry</i> | – <i>поспішати</i> |
| 11. <i>to line up = queue up</i> | – <i>стояти в черзі</i> |
| 12. <i>tedious</i> | – <i>нудний, стомливий</i> |
| 13. <i>valid</i> | – <i>діючий, дійсний</i> |
| 14. <i>indefinitely</i> | – <i>невизначено</i> |
| 15. <i>to expire</i> | – <i>спливати (про строк)</i> |
| 16. <i>to gain</i> | – <i>отримувати</i> |
| 17. <i>admittance</i> | – <i>дозвіл</i> |
| 18. <i>to encounter</i> | – <i>знанацька зустрічатися з</i> |
| 19. <i>to admit</i> | – <i>впускати</i> |
| 20. <i>proof</i> | – <i>доказ</i> |
| 21. <i>recent</i> | – <i>нещодавній</i> |
| 22. <i>to grant</i> | – <i>дозволяти</i> |
| 23. <i>to support</i> | – <i>підтримувати</i> |
| 24. <i>job</i> | – <i>робота</i> |
| 25. <i>professional</i> | – <i>професійний</i> |
| 26. <i>qualification</i> | – <i>кваліфікація</i> |
| 27. <i>degree</i> | – <i>ступінь, звання</i> |
| 28. <i>skill</i> | – <i>майстерність</i> |
| 29. <i>experience</i> | – <i>досвід</i> |
| 30. <i>position</i> | – <i>посада</i> |
| 31. <i>to register</i> | – <i>реєструвати</i> |

Exercise 4.10. Read, translate and learn the meaning of the following words and use them in sentences of your own.

Application –	a formal, usually written, request for something such as a job, place at university, visa, or permission to do something.
Citizen –	someone who lives in a particular town, country, or state and has rights and responsibilities there.
Embassy –	a group of government officials, headed by an ambassador, who work in a foreign country and represent their government in that country.
European Union –	a particular group of countries that have joined together to form an economic community with common monetary, political, and social aspirations.
Form –	an official document with spaces where you have to answer questions and provide information.
Nationality –	the legal right of belonging to a particular country.
Passport –	an official document given by a government to a citizen containing his or her name, photograph, and personal details, which proves who that person is and allows him/her to leave the country and enter other countries.
Photograph –	a picture that is made using a camera containing film, which changes when light falls on it and which is then printed on special paper.
Position –	a job or post in it, usually involving professional, managerial, or clerical work, not manual work.
the Commonwealth –	an organization of about 50 countries that were once part of the British Empire and which are now connected politically and economically.
travel agency –	an office or company that arranges travel and holidays for people.
travel agent –	someone who owns or works in a travel agency.
Visa –	an official mark put in your passport by the embassy or a consulate of a foreign country you want to visit, that gives you permission to enter, pass through, or leave that country.

Exercise 4.11. Find in the text the following words and word combinations, translate the sentences in which they are used and make up sentences with them. admit; admittance; application; be in a hurry; complete; degree; encounter; evidence; experience; expire; filling out; form; gain; grant; indefinitely; intend; job; line up; native land; obtain; permit; position; professional; proof; qualification; quick; recent; register; residency; skill; support; tedious; tourists; valid; visa.

Exercise 4.12. Complete the following sentences with the words and expressions from the box, using them in the appropriate form.

admitted; application form; completed; encounter; experience; filling it out; granted; high degree of skill; in a hurry; jobs; line up; long-stay visa holders; obtain an entry visa; obtained; permits; position; professional qualifications; proof; quicker; recent; red tape; registered; residency; support; tedious; travel agent; valid indefinitely; valid passport; work permit.

1. A ... change is that citizens of India, Bangladesh, Ghana, and Nigeria must get a visa before coming to Britain.
2. A student visa or ... does not give you the right to ... after your course or job is finished.
3. A tourist visa is normally
4. An ... for an ordinary tourist visa can be ... from a travel agent, at least in Britain.
5. But before travelling you must ... at the embassy of the country you are eager to travel to.
6. Citizens of countries in the EU need only ... of nationality, while citizens of most other countries need only a
7. If you are ..., it is possible in Britain to go to the United States Embassy and
8. If you want to stay in England for a longer period, you need a visa and have to show that you have enough money to ... yourself during that time.
9. Instructions for ... are given with each form.
10. ... must be ... with the local police on arrival.

Exercise 4.13. Match the word combinations on the left in column A with their corresponding definitions on the right in column C (a – l).

A	B	C
1. to come on a visa	means	a) not to give someone something that they want
2. to confirm a visa		b) that the period of time during which it can be used ends
3. to expire		c) that you give it to them in order that they can see and examine it
4. to get the visa		d) that you send it to them so that they can decide whether to accept it or not
5. to issue a visa/a passport		e) the act of officially giving it to people
6. to prolong a visa		f) to arrive on a visa
7. to refuse a visa		g) to cancel it so that it is no longer legal
8. to renew a passport		h) to extend the period of time for which it remains valid
9. to retain a passport		i) to keep it or continue to have it

10. to revoke a passport		j) to make it last longer
11. to show the passport		k) to obtain the visa
12. to submit an application for a visa		l) to show that it is definitely true

Exercise 4.14. Fill in prepositions, where necessary.

1. ... travelling abroad you must obtain an entry visa ... the embassy ...the country you are eager to travel 2. A recent change is that citizens ... India, Bangladesh, Ghana, and Nigeria must get a visa ... coming ... Britain. 3. A student visa or work permit does not give you the right.... residency ... your course or job is finished. 4. An application form -... an ordinary tourist visa can be obtained ... a travel agent, ... least ... Britain. 5. Citizens ... countries ... the EU need only proof ... nationality, while citizens ... most other countries need only a valid passport.

Exercise 4.15. Fill in articles where necessary.

1. ... application form for ... ordinary tourist visa can be obtained from ... travel agent, at least in ... Britain. 2. ... citizens of ... countries in ... European Union need only ... proof of ... nationality, while ... citizens of most other countries need only ... valid passport. 3. ... instructions for filling out ... application form are given with each form, as is ... address to which ... completed form should be sent. 4. ... long-stay visa holders must be registered with ... local police on ... arrival except for some Commonwealth citizens. 5. ... recent change is that ... citizens of ... India, ... Bangladesh, ... Ghana, and ... Nigeria must get ... visa before coming to ... Britain. 6. ... student visa or ... work permit does not give you ... right to ... residency after your course or ... job is finished. 7. ... work permits for most jobs are difficult to get: you need to have ... professional qualifications or ... high degree of ... skill or ... experience and must prove that no one in ... Britain or ... EU can fill ... position. 8. If you are going to ... USA to work or study, your American employer or ... university will normally send you ... necessary forms and tell you what to do. 9. If you are in ... hurry, it is possible in ... Britain to go to ... United States Embassy and line up. 10. If you want to stay in ... England for ... longer period, you need ... visa and have to show that you have enough money to support yourself during that time.

READING

Read and translate the text.

TEXT C «IMMIGRATION AND CUSTOMS»

While travelling abroad you have to go through customs, sometimes several times. As a rule the customs officers check your passports and visas if they are required. When coming to some countries you may need a health or vaccination certificate. If you have anything to declare, then you are to fill in the declaration form.

The customs officers may ask you to show your luggage to them. Articles for personal use and wear and also used items and gifts are not usually liable to duty

anywhere. If you are carrying much currency you should also declare it. If you are carrying weapons you need a permit. Although some items are liable to duty, if you carry only a small amount of them, they are duty free.

Occasionally the customs officers may take some of your things for a more detailed inspection but they usually return them soon. Do not try to break the customs rules and regulations because you may have a lot of troubles.

If you travel by car, your national driving licence is valid in all the Union countries for stays of less than three months, or for one year if you set up home in another Union country. (Beyond this limit, of course, the formalities are the same as if you went to work in another country.) If you passed your driving test recently, you will probably have a European driving licence. These are valid throughout the European Union without any time limit.

Besides you are advised to obtain a green insurance card. You will not be asked to produce it at the frontier, but it proves that you are insured against any damage you might cause at the wheel of your car.

In most European Union countries, you receive a green card automatically when you take out car insurance; if not, you should ask for one.

If you are travelling to the USA on the plane you will be given an immigration form and a customs form to fill in. (It's a good idea to have a pen and your passport handy – unless you have memorized the number, date and place of issue of your passport.) On your immigration form there is a small space in which you are supposed to write your address in the USA, which is rather inconvenient if you are going to be travelling about the country. In that case it is best just to put down where you are staying the first night.

On arrival in the USA the immigration officer will check your visa and the immigration form. You will be given a copy of this form to keep in your passport – often they staple it in for you. You are supposed to hand this copy in when you leave the country (unless you are leaving to visit Canada or Mexico and intend to return to the USA within thirty days before going back home). This is generally done at the airline desk when you check in for your return flight, as there are usually no passport checks when you leave the USA. However, nothing terrible seems to happen if you don't hand the form in.

The immigration officer will stamp on the immigration form how long you are entitled to stay in the USA. Make sure that he or she knows how long you want to stay.

After immigration comes customs, and somewhere along the line you will be relieved of your customs form. Although there is now a red channel/green channel system (red if the traveller has something to declare, green if he/she doesn't) as in many other countries, you still actually have to come face to face with the customs officer. You are quite likely to be asked to open your bags – perhaps American customs officers aren't as busy as those in Europe, for they certainly seem to think that they have time to do this. Keep your passport out: they give returning Americans a much harder time than visitors.

It is important to note that you are not allowed to take into the USA any fresh fruit, fresh vegetables, butter, milk, fresh meat or plants.

WORD LIST

- | | |
|---|---|
| 1. to go through the Customs | – <i>проходити митну перевірку</i> |
| 2. customs officer | – <i>митник</i> |
| 3. check | – <i>перевірка</i> |
| 4. a health certificate | – <i>довідка про стан здоров'я</i> |
| 5. a vaccination certificate | – <i>свідоцтво про вакцинацію</i> |
| 6. the declaration form | – <i>декларація</i> |
| 7. articles for personal use and wear | – <i>речі особистого користування та одяг</i> |
| 8. used items and gifts | – <i>уживані речі та подарунки</i> |
| 9. to be liable to customs duty | – <i>підлягати митному оподаткуванню</i> |
| 10. currency | – <i>валюта</i> |
| 11. be duty free | – <i>не підлягати оподаткуванню</i> |
| 12. detailed inspection | – <i>детальна перевірка</i> |
| 13. to break the customs rules and regulations | – <i>порушувати митні правила</i> |
| 14. identity card | – <i>посвідчення особи</i> |
| 15. written consent | – <i>письмова згода</i> |
| 16. to have the right | – <i>мати право</i> |
| 17. to be insured against | – <i>бути застрахованим проти</i> |
| 18. car insurance | – <i>страхування автомобіля</i> |
| 19. to comply with the regulations | – <i>підкорятися правилам</i> |

Exercise 4.16. Match the verbs on the left in column A with their corresponding definitions on the right in column C (a – j).

A	B	C
1. to break	means	a) to arrange for the payment of a sum of money in the event of the loss of something, or accident or injury to someone
2. to cause		b) to demand officially that people do something because of a law or rule
3. to comply		c) to disobey a rule, law
4. to declare		d) to do what you have to do or are asked to do
5. to enable		e) to fasten two or more things with a staple
6. to entitle		f) to give a person the right to do something
7. to insure		g) to give someone the ability or opportunity to do something
8. to require		h) to make an official statement saying how much money you have earned, what property you own
9. to stamp		i) to make something happen
10. to staple		j) to put a pattern, sign or letters on something using a special tool

Exercise 4.17. Fill in prepositions, where necessary.

1. ... arrival ... the USA the immigration officer will check your visa and the immigration form.
2. ... immigration comes customs, and somewhere along the line you will be relieved ... your customs form.
3. ... most European Union countries, you receive a green card automatically when you take ... car insurance; if not, you should ask ... one.
4. Although some items are liable ... duty, if you carry only a small amount ... them, they are duty free.
5. Articles ... personal use and wear and also used items and gifts are not usually liable ... duty anywhere.
6. Children ... the age ... 18 ... the majority ... Member states require their parents written consent to cross the border.
7. Customs officers always have the right to check to see that you are complying ... the regulations, and that you are not transporting goods ... the purpose ... selling them or exceeding the quantities ... which no formalities are required.
8. If you are travelling ... France, Germany, Belgium, Luxembourg and the Netherlands, you can stick a green disc, eight centimetres ... diameter, ... the windscreen ... your car. This enables you to pass ... the frontier without stopping, but ... reduced speed.

TEST UNIT 4

1. Read the text and complete gaps 1–5 with sentences A–G. There are two extra sentences that you do not need.

- A** The phones themselves were very limited in terms of what they could do as well.
- B** These were offered free of charge.
- C** In some countries people could even use their phones to pay for things like parking and drinks.
- D** Other countries followed: the Scandinavian countries first, then the USA, Canada and Mexico.
- E** These were expected to not be widely used.
- F** At the same time, it is longer than some think.
- G** The cost was a big problem.

Mobile History

Talk to anyone, anywhere...

Many people today would find it hard to imagine life without the mobile phone, such is the impact it has had on our lives. Yet the history of the mobile phone is short: it is only during this generation that what most people would think of as mobile phones have existed, and only more recently still have they stopped being exclusive gadgets

for the elite. ¹ _____ The very first ‘mobile’ telephones, in cars and aircraft, go back more than half a century, to just after the Second World War.

The first networks

The first modern network, now called a first generation network, was set up in Japan in 1979. Telephones were very big and heavy but, if you lived in Tokyo or, five years later, anywhere in Japan, you could use the network. ² _____ The UK’s first network was set up in 1985.

New networks, new services

These first networks were very limited. The plastic phones of the time needed to carry a large battery, which was one of the reasons that they were so big and heavy. ³ _____ It was possible to make voice calls but no messaging and no file downloading was possible. This changed at the beginning of the 1990s, when second generation networks were built. Now people could download files (such as wallpapers or ringtones for their phones, for example), and there were other possibilities as well. ⁴ _____ The most popular new possibility, however, was something that mobile phone operators had not even planned: Short Message Service (SMS). The new networks could handle more data than they needed to for voice calls and operators decided to include text messages. ⁵ _____ In fact, operators thought they would be sent mainly by technical staff, like memos in a company. Instead, they quickly became wildly popular. Today, an incredible number of text messages are sent: nearly 200,000 messages every second. For many people, especially young people, text messages are the main way mobile telephones are used.

Mobile phones today

Today’s mobile phones are smaller, lighter and more powerful than ever before, and there are more of them. In some countries, such as Taiwan and Luxembourg, there are more mobile phones than there are people, including children, and worldwide there are nearly 5 billion phones (and approximately 7 billion people). Nowadays people use their phones for games, surfing the net, watching films and television, writing documents and much more, and it seems plain that this trend will continue and probably accelerate in the years to come.

2. Put together (match) the compound expressions below with the definitions or synonyms. Look at the example:

Temperature of the gas leaving the turbine = **EXHAUST GAS TEMPERATURE**

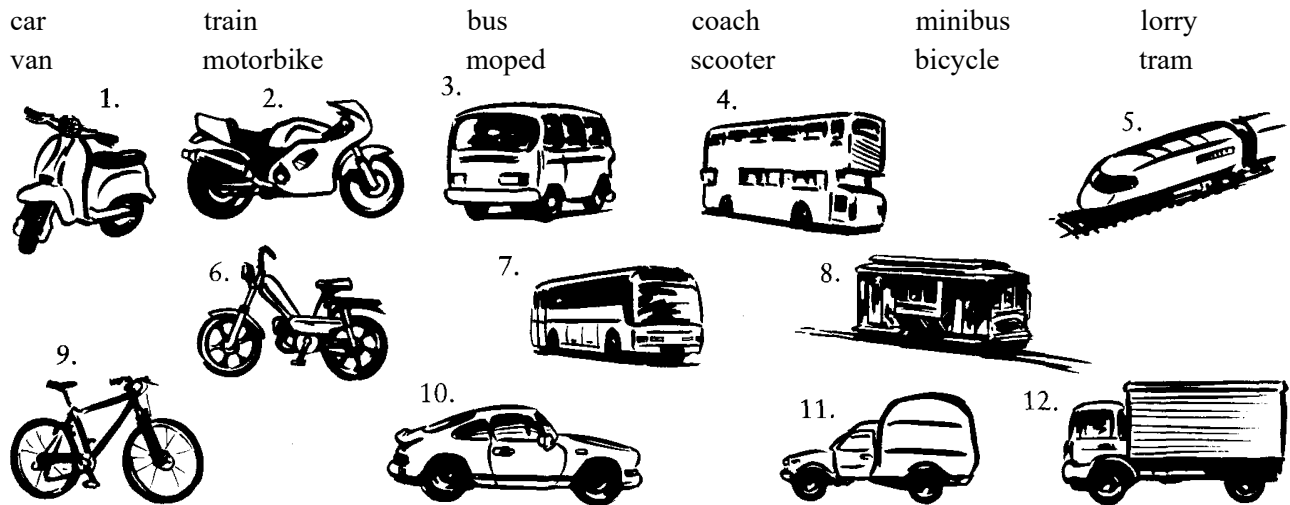
servo-control, brake pedals, crossbreed valve, seat rails, vertical speed, indicator, ram air inlet, push button, attendant station, door handle, fuel pump, bleed air, throttle levers, fire handle, cabin windows fire, detector loop fan air, valve hydraulic, reservoir proximity, detector circuit breaker

1. They control the engines
2. You hold this to open the door

3. The passengers see through these
4. Skydrol is stored here
5. The seats are installed on these
6. Dynamic air enters here
7. They control the brakes
8. It displays the rate of climb / descent
9. It detects a door, etc. closed
10. It shuts down the engine in an emergency
11. Above (over) Captain and First Officer
12. The cabin crew sit here
13. It senses engine fire
14. It isolates an electrical circuit
15. A control that you press

UNIT 5. HELICOPTER STRUCTURE. FORMS OF TRANSPORT

Exercise 5.1 Match the words with the pictures:

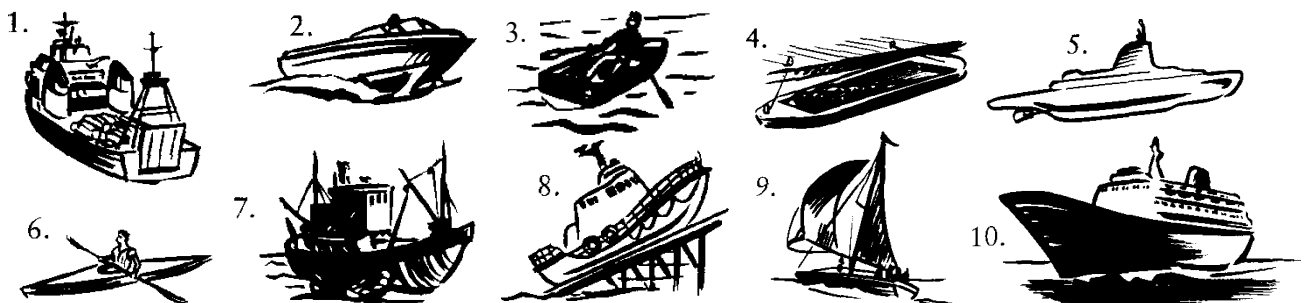


People who ride motorbikes or bicycles usually just call them bikes.

A vehicle is anything that transports people on land. Lorries are sometimes called trucks in British English and always in American English.

Exercise 5.2. Match the words with the pictures:

*Car, speed boat, cruise ship, ferry, barge, fishing boat,
submarht, canoe, rowing boat, lifeboat*

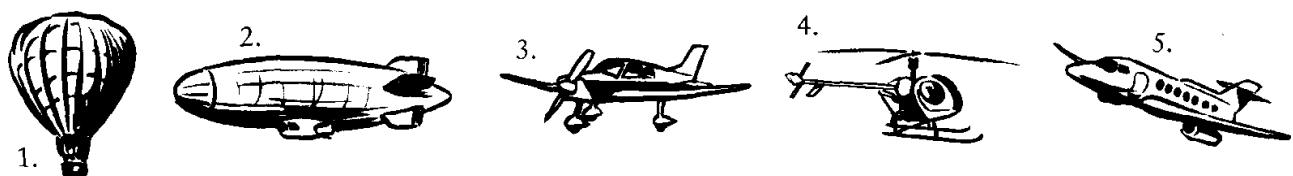


Ship is only used to talk about large boats.

If you go on a ferry, you hope the crossing will be calm because if it is rough, you might be seasick.

Match the words with the pictures:

jet	light aircraft	helicopter	airship	ball
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GRAMMAR

The Infinitive

Інфінітив – неособова форма дієслова, яка лише називає дію, не вказуючи ні особи, ні числа. Інфінітив відповідає на питання «що робити?», «що зробити?»: to read – читати, прочитати; to write – писати, написати; to buy – купувати, купити; to sell – продавати, продати.

Інфінітив не має спеціального закінчення; його формальною ознакою є частка to, яка не має самостійного значення і не має наголосу, але показує, що наступне за нею слово є інфінітивом. Однак вона часто опускається. Так, частка to не ставиться перед інфінітивом, якщо він стоїть після модальних дієслів або дієслів чуттєвого сприйняття в складі конструкції складний додаток.

Іменникові властивості інфінітива полягають у його функціях.

Функції інфінітива у реченні		
	Функція	Приклад
1	Підмет	To skate is pleasant. <i>Кататися на ковзанах приємно.</i> To read is a great pleasure. <i>Читати – велике задоволення</i>
2	Іменна частина складеного присудка	Your duty was to informme about it immediately. <i>Вашим обов'язком було повідомити мене про це негайно.</i> The duty of every student is to master at least one foreign language. <i>Обов'язок кожного студента – опанувати принаймні однією іноземною мовою</i>
3	Частина складеного дієслівного присудка в поєднанні з модальними дієсловами і з дієсловами, що виражають початок, продовження або кінець дії (to begin, to continue, to end, to stop) або ставлення до дії, позначеної інфінітивом (to want, to decide, to intend)	She began to translate the article. <i>Вона почала перекладати статтю.</i> She must translate this article today. <i>Вона повинна перекласти цю статтю сьогодні.</i> He began to translate this article. <i>Він почав перекладати цю статтю</i>
4	Додаток	I asked him to help me. <i>Я попросив його допомогти мені.</i> He had promised me to draw this map. <i>Він обіцяв мені накреслити цю карту</i>
5	Означення. Інфінітив у функції означення стоїть після обумовленого слова	Chi ne expressed a desire to help me. <i>Він висловив бажання допомогти мені.</i> The device to be tested has been brought to our library. <i>Прилад, який треба випробувати (підлягає випробуванню), принесли в нашу лабораторію</i>

6	Обставина мети або наслідку. У функції обставини інфінітив може стояти як на початку речення, так і в кінці. У функції обставини мети інфінітиву можуть передувати сполучники: in order to, so as	
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Дієслівні властивості інфінітива				
	Властивість	Приклад		
1	Інфінітив перехідного дієслова може мати після себе прямий додаток	I told him to post the letter. <i>Я сказав йому відправити листа.</i> I was asked to send this letter. <i>Мене попросили надіслати цей лист.</i>		
2	Інфінітив може визначатися обставиною, вираженим прислівником	I asked him to speak slowly. <i>Я попросив його говорити повільно.</i> He hoped to finish his work soon. <i>Він сподівався скоро закінчити роботу.</i>		
3	Інфінітив має форми часу та стану. В англійській мові перехідні дієслова мають чотири форми інфінітива в активному стані та дві в пасивному			
		Active	Passive	
		Indefinite	to ask	to be asked
		Continuous	to be asking	не існує
	Perfect	to have asked	to have been asked	
	Perfect Continuous	to have been asking	не існує	

Лише для двох форм інфінітива, а саме **Indefinite Infinitive Active** та **Indefinite Infinitive Passive**, є відповідні форми в українській мові: to ask – запитати, to be asked – бути опитаним. **Continuous Infinitive** – **to be asking** уживається із значенням «питати в якийсь певний момент». **Perfect Infinitive** – **to have asked** – питати, запитати до якогось моменту. **Perfect Continuous Infinitive** – **to have been asking** – питати протягом відрізка часу, що передує якомусь моменту, і **Perfect Infinitive Passive** – **to have been asked** – бути опитаним до якогось моменту.

Утворення форм інфінітиву.

1. Indefinite Infinitive Active – to ask – є єдиною простою формою інфінітива. У цій формі дієслова даються в словниках (без частки to). Усі інші форми інфінітива є складними.

2. Continuous Infinitive Active утворюється за допомогою допоміжного дієслова to be та форми Present Participle смислового дієслова: to be asking.

3. Perfect Infinitive Active утворюється за допомогою допоміжного дієслова to have і форми Past Participle смислового дієслова: to have asked.

4. Perfect Continuous Infinitive Active утворюється за допомогою Perfect Infinitive допоміжного дієслова to be – to have been – і форми Present Participle смислового дієслова: to have been asking.

5. Indefinite Infinitive Passive утворюється за допомогою допоміжного дієслова to be та форми Past Participle смислового дієслова: to be asked.

6. Perfect Infinitive Passive утворюється за допомогою Perfect Infinitive допоміжного дієслова to be – to have been – і форми Past Participle смислового дієслова: to have been asked.

7. Заперечна частка **not** ставиться перед інфінітивом: not to ask, not to be asked тощо.

ОСОБЛИВОСТІ ВЖИВАННЯ ФОРМ ІНФІНІТИВА INDEFINITE INFINITIVE

Дія (або стан) одночасна з дією дієслова-присудка.

We want to learn. – Ми хочемо вчитися.

Дія (або стан) безвідносно до моменту здійснення.

We know aluminium to be one of the lightest metals. – Ми знаємо, що алюміній – один з найлегших металів.

Дія, що стосується майбутнього часу, після модальних дієслів *may, must, should, ought*, а також після дієслів *to expect* (очікувати, припускати), *to intend* (намагатися), *to hope* (сподіватися), *to want* (хотіти) та низки інших.

You must leave tomorrow. – Ви повинні виїхати завтра.

I intend to begin the experiment. – Я маю намір почати експеримент.

CONTINUOUS INFINITIVE

Дія відбувається одночасно з дією дієслова-присудка.

I knew him to be writing an article. – Я знав, що він пише статтю.

PERFECT INFINITIVE

Дія, що передувала дії, вираженій дієсловом-присудком.

I know him to have written this article last night. – Я знаю, що він написав цю статтю вчора ввечері.

PERFECT CONTINUOUS INFINITIVE

Виражає дію, що відбувалася протягом деякого періоду, що передував дії, вираженій дієсловом-присудком.

I know him to have been writing this article for 2 hours. – Я знаю, що він писав цю статтю протягом двох годин.

ВИПАДКИ ВЖИВАННЯ інфінітива без частки **TO**

1. Після модальних дієслів *must, can (could), may (might) i need*

You must do it at once. – Ви повинні це зробити негайно.

He can speak German. – Він може розмовляти німецькою мовою.

May I come in? – Можна мені ввійти?

Need he come here? – Чи потрібно йому приходити сюди?

2. Після дієслів *to make* – змушувати, *to let* – дозволяти, а іноді також після *to help* – допомагати (особливо часто в США)

He made me read this book. – Він змусив мене прочитати цю книгу.

I let him go there. – Я дозволив йому піти туди.

Help me (to) do it. – Допоможіть мені зробити це.

3. У звороті «об'єктний відмінок з інфінітивом» після дієслів **to see** бачити, **to watch** спостерігати, **to hear** чути, **to feel** відчувати та деяких інших *I saw her leave the room.* – Я бачив, як вона вийшла з кімнати.

I heard her sing. – Я чув, як вона співає.

I felt him put his hand on my shoulder. – Я відчув, як він поклав руку на моє плече.

Коли дієслова, перелічені в п. 2 і 3, вжито в пасивному стані, наступний за ним інфінітив уживається з часткою **to**

He was made to do it. – Його змусили це зробити.

He was seen to leave the house. – Бачили, як він вийшов з дому.

4. Після висловів *had better* – краще б, *would rather*, *would sooner* – волів би *You had better go there at once.* – Вам би краще піти туди негайно.

I would rather not tell them about it. – Я волів би не говорити їм про це.

He said he would sooner stay at home. – Він сказав, що він волів би залишитися вдома.

Exercises

Exercise 5.3. Translate into English using the Infinitive.

А. 1. Мені незручно, що я турбую вас. 2. Мені незручно, що я потурбував вас. 3. Він буде радий поїхати туди. 4. Він радий, що поїхав туди.

Б. 1. Я радий надіслати вам цю книжку. 2. Я радий, що надіслав їй цю книжку. 3. Я радий, що мене посилають на цю конференцію. 4. Я радий, що мене послали на цю конференцію.

В. 1. Вона не хоче, щоб її там побачили. 2. Дівчинка любить, щоб її розповідали казки. 3. Дівчинка любить розповідати казки.

Г. 1. Допомогти йому тепер – означає врятувати його. 2. Її мета – стати лікарем. 3. Ваше завдання – написати твір про свої літні канікули.

Exercise 5.4. Combine the given two sentences into one using the Objective Infinitive Complex.

М o d e l: *Mary opened the window. I saw it. – I saw Mary open the window.*

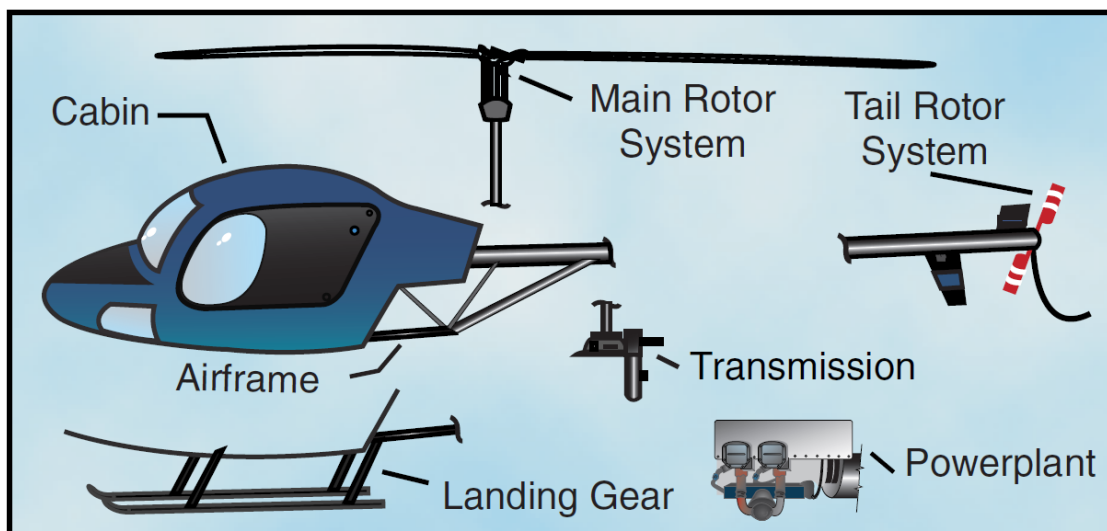
1. She played the violin. My brother heard it. 2. The man tried to open the door. We saw it. 3. They got into a taxi. He saw it. 4. Somebody knocked at the door. We heard it.

READING

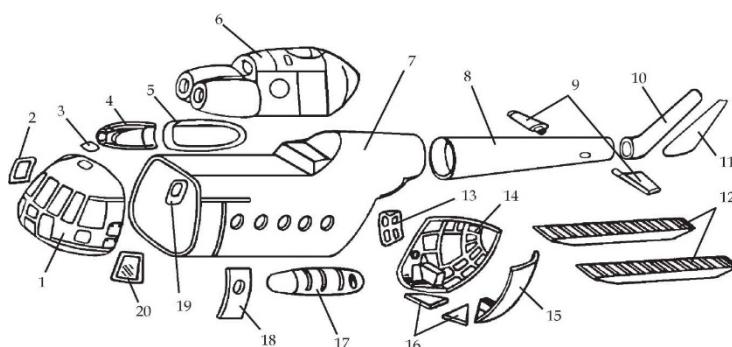
Read and translate the text

TEXT A «THE HELICOPTER MI-8 STRUCTURE AND MAJOR COMPONENTS»

Helicopters come in many sizes and shapes, but most share the same major components.



Pic. 11



Pic. 12

The Mi-8 helicopter is a single main rotor medium transport aircraft with a tail rotor. It is designed for passengers transport, paradrop, medical evacuation, and cargo transport. The Mi-8 helicopter is a civil variant designed for passenger service and internal or external cargo transport. The helicopter can be used for search and rescue operations using an externally mounted rescue hoist and seat assembly. The power plant of the helicopter includes 2 engines. It is possible to accomplish start-up of the engines using ground power unit or storage batteries. In case of failure of both engines during flight Mi-8 helicopter can carry out autorotation and safe landing.

The crew consists of 3 members: pilot – in-command, co-pilot, flight engineer.

WORD LIST

- | | | |
|----|--|--|
| 1. | <i>forward fuselage (nose) section</i> | – носова частина |
| 2. | <i>sliding window (right)</i> | – блістер, зсувне вікно (праве) |
| 3. | <i>overhead exit hatch</i> | – люк для доступу до силової установки |
| 4. | <i>heater cowling</i> | – капот обігрівача |
| 5. | <i>fuel tank (right)</i> | – паливний бак (правий) |
| 6. | <i>Nacelle</i> | – гондола |
| 7. | <i>center fuselage section</i> | – центральна частина фюзеляжу |
| 8. | <i>tail boom</i> | – хвостова балка |
| 9. | <i>horizontal stabilizer</i> | – горизонтальний стабілізатор |

- | | |
|---|---|
| 10. <i>vertical stabilizer</i> | – <i>вертикальний стабілізатор</i> |
| 11. <i>Fairing</i> | – <i>обтічник</i> |
| 12. <i>cargo ramps</i> | – <i>вантажні трапи</i> |
| 13. <i>right clamshell escape hatch</i> | – <i>люк аварійного виходу на вантажній ступці</i> |
| 14. <i>right clamshell door</i> | – <i>праві розкладні двері</i> |
| 15. <i>left clamshell door</i> | – <i>ліві розкладні двері</i> |
| 16. <i>sub-panels</i> | – <i>субпанелі</i> |
| 17. <i>fuel tank (left)</i> | – <i>паливний бак (лівий)</i> |
| 18. <i>sliding door</i> | – <i>зсувні двері</i> |
| 19. <i>right escape hatch</i> | – <i>правий люк аварійного виходу</i> |
| 20. <i>sliding window (left)</i> | – <i>блістер, зсувне вікно (ліве)</i> |
| 21. <i>landing gear</i> | – <i>шасі</i> |
| 22. <i>landing gear leg</i> | – <i>стойка шасі</i> |
| 23. <i>main rotor</i> | – <i>несучий гвинт</i> |
| 24. <i>tail rotor</i> | – <i>кермовий гвинт</i> |
| 25. <i>tail shaft</i> | – <i>вал трансмісії</i> |
| 26. <i>tail leg</i> | – <i>хвостова опора</i> |
| 27. <i>gear box</i> | – <i>редуктор</i> |
| 28. <i>Engine</i> | – <i>двигун</i> |
| 29. <i>APU (auxiliary power unit)</i> | – <i>допоміжна силова установка</i> |
| 30. <i>control rods</i> | – <i>проводка управління</i> |
| 31. <i>single main rotor</i> | – <i>одноговинтовий</i> |
| 32. <i>troop transport</i> | – <i>транспортування військових</i> |
| 33. <i>Paradrop</i> | – <i>парашутні стрибки</i> |
| 34. <i>Internal</i> | – <i>внутрішній</i> |
| 35. <i>External</i> | – <i>зовнішній</i> |
| 36. <i>can be used for</i> | – <i>може бути використаний для...</i> |
| 37. <i>search and rescue operations</i> | – <i>пошуково-рятувальні роботи</i> |
| 38. <i>rescue hoist and seat assembly</i> | – <i>лебідка та сидіння із прив'язними ременями</i> |
| 39. <i>to mount</i> | – <i>монтувати</i> |

READING

Read and translate the text

TEXT B «HELICOPTER GENERAL CHARACTERISTIC AND MAIN DATA. GENERAL INFORMATION»

The Mi-8 transport helicopter is intended for transportation of personnel and various types of cargo in the cargo compartment and for transportation of bulky loads attached to the external load sling system.

The helicopter diagram is a one rotor type with the main and tail rotors. The main rotor consists of 5 blades and the tail rotor is provided with three blades.

The helicopter is powered by two TV3-117VM turboshaft engines. The take-off power of each engine is 1472 kilowatt (2000 h. p.).

The helicopter fuselage is a semi-monocoque type. It consists of the nose portion, the centre portion, the tail boom and the pylon.

The helicopter landing gear assembly consists of a tricycle landing gear (one nose strut and two main struts) and a tail bumper.

Each main landing gear strut carries one wheel with a pneumatic shoe-type brake. The nose strut is fitted with two castoring-type and brakeless wheels.

Helicopter Control Systems are dual. To diminish efforts applied to the control sticks and pedals the helicopter is fitted with hydraulic boosters. The hydraulic boosters take up the load from the main and tail rotors. The hydraulic boosters and the control system proper are of the irreversible type. Due to this and in order to create the required forces on the control stick and foot pedals, as well as to remove these forces when the flight attitude becomes steady, use is made of spring feel mechanisms fitted with electromagnetic brakes.

These spring feel mechanisms are included into the longitudinal, lateral and directional controls of the helicopter.

The Helicopter Hydraulic System is designed to supply the helicopter control system hydraulic boosters. The hydraulic system is subdivided into the main and duplicating systems.

The Fuel System comprises one service tank, two external fuel tanks. To increase the range and endurance of flight, one or two additional fuel tanks may be installed in the cabin of the fuselage centre portion. Total capacity of the fuel system (with two additional tanks) is 4415 litres.

There are three independent oil systems on the helicopter: two of them are designed to lubricate the engines and the third oil system serves to lubricate the main gearbox.

The fire-fighting (extinguishing) system is provided for fighting possible fires in the zones of the left and right engines, main gearbox and APU compartment and the KO-50 kerosene heater compartment.

The jib crane and electric winch 150M are installed on the helicopter for performing the emergency rescue operations. Its load-carrying capacity is 150 kg.

The helicopter operation is allowed at an air ambient temperature from minus 50°C up to plus 50°C. It is prohibited to perform the flights under icing conditions, when the air ambient temperature is below minus 12°C.

WORD LIST

- 1. to intend – призначати**
- 2. to attach – приєднуватися**
- 3. external load sling system – зовнішня підвіска**
- 4. rotor – гвинт**
- 5. blade – лопать**
- 6. turboshaft engine – газотурбінний двигун**
- 7. take-off power – взльотна потужність**
- 8. assembly – блок, вузел**
- 9. tail bumper – хвостова опора**
- 10. shoe-type brake – колодочні гальма**
- 11. castoring type wheels – самоорієнтовані колеса**

12. *dua l– парний, подвоєний*
13. *control system – система управління*
14. *to diminish – послаблювати, зменшувати*
15. *hydraulic booster – гідравлічний посилювач*
16. *irreversible – нереверсивний*
17. *steady – стійкий*
18. *spring feel mechanism – пружинний механізм*
19. *range – дальність*
20. *endurance – тривалість*
21. *capacity – об'єм (місткість)*
22. *main gearbox – головний редуктор*
23. *to lubricate – смащувати*
24. *extinguishing system – протипожежна система*
25. *heater – обігрівач*
26. *jib crane – підйомний кран з поворотною стрілою*
27. *winch – лебідка*
28. *ambient – зовнішній*
29. *to be prohibited – забороняти.*

Exercise 5.5. Make as many questions as you can to this text.

READING

Read and translate the text

TEXT «PRINCIPAL STRUCTURAL UNITS OF THE AIRPLANE»

The airplane consists of five principal structural units: the fuselage, the wing, the tail unit, the landing gear and the power plant.

The fuselage extends from the nose to the tail of the airplane. It houses passengers, crew, cargo and equipment. It supports the wing, tail unit and sometimes engines. The fuselage also carries the landing gear.

The wings are lifting and supporting surfaces of the airplane in flight. The function of the wing is to support the airplane in the air and to create lift. The function of the tail unit is to provide directional stability and control of the airplane in flight. The tail unit consists of two surfaces, vertical and horizontal.

The function of the power plant is to provide power for flight and to propel the airplane.

The landing gear supports the airplane on the ground and its function is to taxi the aircraft on the ground and to absorb the energy of landing.

WORD LIST

1. *to house – містити в собі, розміщувати*
2. *supporting surfaces – підтримуюча, опорна поверхня*
3. *to taxi – рулювати*
4. *to absorb – вбирати в себе.*

Exercise 5.6. Translate word combinations with the term 'aircraft'.

civil aircraft, cargo aircraft, military aircraft, passenger aircraft, ambulance aircraft, commercial aircraft, sea aircraft, cargo-passenger aircraft, long-range aircraft, forest patrol aircraft, mail-carrying aircraft, search and rescue aircraft.

Exercise 5.7. Translate 'noun + noun' word-combinations.

aircraft engine, air flow, design principles, fuel tank, shock absorber, control unit, air pressure, fuselage skin, oil system, rocket engine, helicopter rotor, airplane speed, engine operation, flight condition.

Exercise 5.8. Match the synonyms.

aircraft	speed
wing	source of power
tail unit	undercarriage
landing gear	main plane
power plant	empennage
fuselage	airplane
velocity	central body

Exercise 5.9. Translate verb-combinations.

to consist of structural units, to extend from the nose to the tail, to support the wing, to carry cargo, to create lift, to provide directional stability, to control the airplane in flight, to propel the aircraft, to absorb the energy of landing, to taxi on the ground

TEST UNIT 5

1 Read the text and match headings A–G to paragraphs 1–5. There are two extra headings that you do not need.

- A Shut the door.
- B Choosing your victim.
- C What exactly does it mean?
- D Look after your data.
- E The future of identity theft.
- F Both old and new.
- G Easier than ever before.

IDENTITY THEFT

/ 5

The most valuable treasure you possess is not your jewellery, television or your car, it is your personal information – and it is a treasure that many people do not even think about protecting.

1

The problem of identity theft is often talked about these days but is still not well understood by many people. Contrary to popular belief, identity theft is not a completely new phenomenon. Indeed, people have pretended to be other people through the

whole of recorded history. What is new, however, are the techniques and possibilities that are open to criminals and enable them to collect personal data much more efficiently. Today, identity theft is a huge and growing problem, costing individuals, businesses and governments around the world tens of billions of dollars every year.

2

Identity theft is the crime of using somebody else's personal identifying information, including their name, address, telephone number, social security details, bank details and so on, in order to pretend to be them and commit a crime. This could be stealing from the person who is being impersonated, for example by taking money from their bank account, or it could be using the person's identity to hide who you really are, such as taking out a loan from a bank in another person's name or attacking somebody's reputation in secret. The crime is not necessarily possessing the information, which is often publicly available, but rather using it to break the law.

3

We live in an increasingly digitised world. This means that information about us, including personal and private information, is stored in databases which can be accessed through the Internet. In the past, when paper records were used to keep information, if somebody wanted to get hold of your personal information then they needed to gain physical access to it. That meant breaking into an office or searching for letters in a person's rubbish bins and even then, even if the criminal found something, it would be only a part of a person's personal information and not everything. Nowadays a criminal can hack into a database online, where the information is now also kept, and have access to everything he or she needs all at once. Worse, the criminal can use the information online immediately without even leaving their room. Bank accounts can be opened, credit card details obtained, goods bought and bets placed on poker, sport or anything else.

4

Part of the reason that identity theft is such a big problem is that people are extraordinarily careless about their personal data. Fortunately, there are some quite simple common-sense steps that can be taken to make it more difficult for criminals to get hold of your private information. It is a good idea not to throw out bills, official letters, bank statements and so on with your normal rubbish. Keep them separate and destroy them by shredding them in a machine or burning them on a bonfire. Make sure you inform the right organisations as soon as possible if any of your documents (driving licence, passport, bank or credit cards and so on) are lost or stolen and if you pay for something by credit card make sure the card is not taken away where you cannot see it.

5

Similarly, there are some rules that you should remember to keep your personal information private in cyberspace. Your computer is like a safe which contains all your most valuable information; you would not leave your safe open or unlocked and you should always make sure that your computer is similarly secure. The first and most important step is to make sure your computer is protected. Keep its system up to date and make sure you have a good anti-virus programme. Always use a password.

Shared computers are less secure than computers with only one user so if you share your computer with others then use your own profile and always log out when you have finished. Online, the most obvious thing to do is to avoid giving your personal details to organisations that you do not know or trust. Even if the organisation is well-known and has a trustworthy reputation you should still read its online privacy policy when agreeing to anything and make sure you do not select any options which allow the organisation to give your details to others.

In addition, you should be careful about sharing your personal information on forums and in chatrooms, even if the information does not seem especially private. It is better to use a username rather than your own name, and to not tell people your address, age and so on because once the information is out there it is often impossible to remove it.

2. Read the text again and choose the correct answers.

1. Identity theft

- a** is under control at the moment;
- b** is easier for criminals today;
- c** is a recent phenomenon;
- d** is something most people have never heard of.

2. Identity theft

- a** always involves stealing from the person you are impersonating;
- b** usually uses information which has been kept secret;
- c** is more than just collecting personal data;
- d** means possessing another person's private information.

3. Modern databases mean

- a** there is more information to steal;
- b** that people no longer have to work in offices;
- c** a criminal can use our money for gambling;
- d** a criminal can get all our information from one place.

4. People should

- a** always burn their rubbish;
- b** report lost documents as soon as possible;
- c** keep their credit card with them at all times;
- d** throw out documents containing personal information separately.

5. It is important that people

- a** keep their computers behind locked doors when not in use;
- b** read any online agreements carefully;
- c** remember to remove any personal information they give out on forums;
- d** do not communicate with organisations that are not well-known

UNIT 6. THE FUSELAGE TRAVELLING

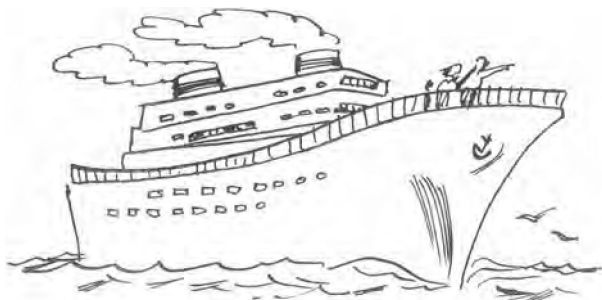
Why do people travel?

- to see other countries and continents;
- to see modern cities and the ruins of ancient towns;
- to enjoy picturesque places;
- to have a complete change;



What do they do when they travel?

- discover new things;
- learn a lot;
- meet different people;
- try different food;
- listen to different music;
- take pictures;
- go sightseeing;
- bathe and lie in the sun.



How do people travel?

- by sea, by air, by rail, by road;
- on a ship, on the train, on the plane;
- in a car.

What about you?

Exercise 6.1. Read the dialogue and answer the questions below.

THE BAXTERS ARE PLANNING THEIR HOLIDAY TRIO

Betty: Scotland! Dad, you know it always rains in Scotland! I didn't get brown in Wales last year and I don't think I will get brown this year in Scotland. I want to go somewhere sunny!

Mrs Baxter: Okay, it's late. We will talk about it tomorrow. The next evening.

Mr Baxter: I'm sure we will have a good holiday in Scotland.

Mrs Baxter: I hope you won't play golf every day, Bill.

Betty: Mum, you won't go for long walks every day like last year? It was so boring!

Mrs Baxter: The beautiful countryside and the fresh air will be good for you, Betty. You're so pale!

Betty: That's why I want to go somewhere sunny. I can lie on the beach all day, and then I will get nice and brown and I won't be pale any more.

Mr Baxter: Where shall we stay? There are some nice hotels in these brochures.

Mrs Baxter: I'm afraid a hotel will be much too expensive. We could rent a caravan again.

Mr Baxter: I am not spending two weeks in an uncomfortable caravan. You can't move! All I did last year was sit in the caravan and listen to the radio. It was horrible.

Exercise 6.2. Choose the answer (a-c) which you think fits best according to the text.

1. What doesn't Betty like about Scotland?
a) location; b) weather; c) nature.
2. What is Mr Baxter's favorite holiday occupation?
a) fishing; b) swimming; c) playing golf.
3. What does Mrs Baxter enjoy doing when she is on holiday?
a) going for long walks; b) lying in the sun; c) cooking.
4. What does Betty want to do during the holiday?
a) play tennis; b) lie on the beach; c) do Sights.
5. Why is Betty dreaming of going somewhere sunny?
a) she wants to swim a lot; b) she doesn't like rainy weather; c) she wants to get nice and brown –
6. Where is Mrs Baxter planning to stay?
a) at a nice hotel; b) rent a caravan; c) camping.

WORDS LIST

1. travelling – подорож (за кордон)

2. trip – подорож (маленька)

3. hiking – похід

4. rout – маршрут

5. voyage – подорож морем.

GRAMMAR

Модальні дієслова (Modal Verbs)

До модальних дієслів належать **can, may, should, must, need, ought** та деякі інші. Ці дієслова означають не саму дію, а лише ставлення до неї мовця. Вони уживаються в сполученні з інфінітивом іншого дієслова.

Модальні дієслова мають деякі особливості:

1. Не змінюються ні за особами, ні за числами.
2. Не мають форм інфінітива, герундія чи дієприкметника, а тому не мають складних часових форм – майбутнього часу, тривалих і перфектних часів.
3. Після них інфінітив уживається без частки **to** (за винятком дієслів **have, be, ought**):

She may arrive tomorrow. – Можливо, вона приїде завтра.

4. Не мають закінчення **-(e)s** у третій особі однини the Present Indefinite.

5. Утворюють питальну і заперечну форми без допоміжного дієслова.

У питальній формі модальне дієслово ставиться перед підметом:

- May I come in? – Можна ввійти?
- Can you translate the article? – Ви можете перекласти статтю?

У заперечній формі частка **not** уживається безпосередньо після дієслова.

- You should not do it. – Вам не слід цього робити.
- cannot = can't;
- could not = couldn't;
- may not = mayn't;
- might not = mightn't;
- must not = mustn't;
- ought not = oughtn't;
- need not = needn't.

Дієслова **can, could, be able to** (могти, вміти, бути в змозі)

Дієслово **can** уживається для вираження:

а) можливості:

- I can run fast. – Я можу швидко бігати.
- б) уміння:

I can speak English. – Я можу (вмію) говорити англійською мовою.

Модальне дієслово **can** уживається в разі фізичної або розумової спроможності особи виконати дію:

He can read English books. – Він може читати книжки англійською мовою.

У минулому часі замість дієслова **can** уживають **could** або **was / were able to**:

Vicky could play the violin when she was five. – Вікі могла грати на скрипці, коли їй було п'ять років.

Vicky was able to play the violin when she was five. – Вікі могла грати на скрипці, коли їй було п'ять років.

Модальне дієслово **can** уживається з інфінітивом (неозначеною формою дієслова) **без частки to**.

We can speak English. – Ми вміємо говорити англійською.

З часткою **to** основне дієслово вживається у словосполученні **be able to**.

He'll be able to speak English after finishing school. – Він зможе говорити англійською після закінчення школи.

Дієслово **may (might)**

1. Дієслово **may** у сполученні з інфінітивом основного дієслова вживається:

а) для вираження формального дозволу або прохання:

You may open the window. – Ти можеш відчинити вікно (тобі дозволяють відчинити вікно).

• May I come in? – Можна увійти? (Дозвольте увійти?)

• You may stay with us. – Ви можете залишитися з нами.

I can open the window, but I may not do it. – Я можу відчинити вікно, але мені не дозволяють цього робити.

б) для вираження імовірності:

• He may coach them now. – Він, можливо, тренує їх зараз.

• в) для вираження припущення щодо майбутніх подій:

• It may snow at night. – Вночі, можливо, буде сніг.

The guests may come earlier. – Гості, можливо, прийдуть раніше.

г) для вираження побажання, надії:

• May she be happy! – Щастя їй!

• May you be lucky! – Щастя вам!

I (you, he, she, it, we, they) may do it.

Стверджувальна

May I (you, he, she, it, we, they) do it?

Питальна

I (you, he, she, it, we, they) may not do it.

Заперечна.

2. Дієслово **may** вживається лише у теперішньому часі. Дозвіл або заборону стосовно дії у минулому або майбутньому часі можна виразити за допомогою словосполучень **to be allowed, to be permitted**:

We were allowed (permitted) to go home. – Нам дозволили йти додому.

He will be permitted to go to school tomorrow. – Йому дозволять йти до школи завтра.

3. Форма **might** у значенні минулого часу дійсного способу вживається насамперед у підрядних реченнях відповідно до правила узгодження часів.

Дієслово **must, to have to, to had to, will have to**

1. Дієслово **must** виражає:

а) дію, потрібну з погляду того, хто говорить, потреба, обов'язок, наказ або категоричне прохання:

I must do this exercise. – Я повинен (мені треба) зробити цю вправу.

б) необхідність дії:

He must consult a doctor. – Йому слід порадитись із лікарем.

в) наказ:

You must translate the chapter before my sister comes. – Ви повинні перекласти главу до того, як прийде моя сестра.

г) категоричну заборону (у заперечних реченнях):

• You must not go there. – Вам (тобі) не можна йти туди.

• д) упевненість:

Look! It must be my sister. – Подивись! Це має бути моя сестра.

I (you, he, she, it, we, they) must do it.

Стверджувальна

Must I (you, he, she, it, we, they) do it?

Питальна

I (you, he, she, it, we, they) must not do it.

Заперечна.

2. Оскільки **must** не має форми минулого і майбутнього часів, замість нього уживається дієслово **to have** у відповідних часових формах з наступним інфінітивом з часткою **to**.

I must wait for him. – Я повинен на нього чекати.

I had to wait for him yesterday. – Учора я повинен був (мав) на нього чекати.

I will have to wait for him tomorrow. – Завтра я повинен буду (маю) на нього чекати.

3. Зверніть увагу на те, що в українській мові дієслово *мати* також може виражати необхідність, обов'язок:

Я маю (повинен) це зробити. – I must (have to) do it.

Я мав це зробити, але не зробив. – I had to do it, but I haven't done.

Модальний присудок

Модальний присудок складається з одного з модальних дієслів або модальних слів та інфінітива смислового дієслова без частки *to* (крім *ought to*).

|| Модальні дієслова є абсолютними ознаками початку присудка

	Модальний присудок		Приклади
	модальний елемент	інфінітив	
модальні дієслова	must can may should ought to need (not) would	V^0 $be V^3$ $have V^3$ $have been V^3$ $be V^{ing}$ $have been V^{ing}$	<i>He must ask</i> <i>He must be asked</i> <i>He must have asked</i> <i>He must have been asked</i> <i>He must be asking</i> <i>He must have been asking</i>
модальні слова, словосполучення			

Модальні дієслова

Модальні дієслова *must*, *can (could)*, *may (might)*, *should*, *ought to*, *need (not)*, *would* означають не дію, а те, що стосується дії, і передають наказ, пораду, дозвіл, заборону, необхідність, готовність або можливість дії. Вони також можуть виражати оцінку можливості чи ймовірності дії. Модальні дієслова не змінюються і мають лише одну форму (крім модальних дієслів: *can / could*, *may / might*).

Засоби вираження часових відношень в модальному присудку

Однією з ознак присудка є вказівка на час виконання дії (теперішній, минулий, майбутній), що завжди виражається в англійському присудку його першим елементом. Оскільки першим елементом модального присудка виступають модальні дієслова, які мають лише одну незмінювану форму, крім дієслів *can (could)*, *may (might)*, то для вираження часових відношень у модальному присудку вживаються такі засоби:

- 1) зміна форми модального дієслова: *can – could, may – might*;
- 2) уживання еквівалентів модальних дієслів: *can, may, must*;
- 3) уживання після модального дієслова різних форм інфінітива.

Модальні дієслова *can, may, must* та їх еквіваленти

Еквівалентами (рівнозначними) модальних дієслів *can, may, must* виступають такі словосполучення:

- *must – to have to; to be to*
- *can – to be able to*
- *may – to be allowed to*

Exercise 6.3.

MODAL VERBS

Test 1

_____ (1) you retell this text in English right now?

Unfortunately I _____ (2). _____ (3) to do this I _____ (4) to repeat some words which I _____ (5).

a) b) c) d)

1. can 1. can 1. must 1. shall
2. can't 2. can't 2. can't 2. can't
3. to be able 3. be able 3. to be able 3. to be able
4. have 4. have 4. must 4. can
5. need- 5. need 5. can 5. need

Test 2

He _____ (1) write in German, but he _____ (2) to speak the language fluently.

He _____ (3) to listen to many tapes _____ (4) to understand native speakers when he _____ (5) to work in Germany.

a) b) c) d)

1. can 1. can 1. can 1. is able
2. isn't able 2. can't 2. isn't able 2. isn't able
3. '11 have 3. '11 have 3. '11 have 3. '11 have
4. to be able 4. to be able 4. to be able 4. to be able
5. '11 have 5. has 5. has 5. has

Test 3

_____ (1) I come in?

No, you _____ (2) because the bell has already rung.

Oh, I'm sorry. _____ (3) I go to the dean's office for permission?

No, you _____ (4). You _____ (5) join us after the break.

a) b) c) d)

1. shall 1. may 1. may 1. may

2. mustn't 2. must 2. mustn't 2. mustn't

3. shall 3. shall 3. shall 3. shall

4. needn't 4. needn't 4. need 4. needn't

5. may 5. may 5. may 5. may

Test 4

If you _____ (1) to work much, you _____ (2) to go in for sports. If you _____ (3) to go in for sports, you _____ (4) become unfit. So, you _____ (5) decide what is better.

a) c)

1. '11 have 1. have

2. won't be able 2. won't be able

3. aren't able 3. aren't able

4. may 4. may

5. must 5. must

b) d)

1. have 1. have

2. aren't able 2. won't be able

3. aren't able 3. won't be able

4. may 4. may

5. must 5. must

Test 5

My friend and I _____ (1) to do a part-time job _____ (2) to make a trip to the Far East. But yesterday my friend said he _____ (3) go there because he _____ (4) to look after his sister who _____ (5) be seriously ill.

a) b)

1. must 1. had

2. to be able 2. to be able

3. couldn't 3. couldn't

4. would have 4. would have

5. might 5. might

Test 6

The plane to Boston _____ (1) to take off in 15 minutes. _____ (2) you do me a favour? _____ (3) I pass through the Customs without checking my suitcase?

I'm sorry you _____ (4). All passengers _____ (5) open their suitcases.

a) b) c) d)

1. is 1. will 1. is 1. is

2. could 2. can 2. could 2. could

3. may 3. may 3. shall 3. may
 4. may not 4. may not 4. may not 4. may
 5. must 5. must 5. must 5. must.

Test 7

_____ (1) you _____ (1) to go to work earlier yesterday?

Yes, I did. But I was late because I _____ (2) get up on time.

What about tomorrow? _____ (3) you _____ (3) to wake up early again? I think I
 _____ (4) because it _____ (5) be a day off.

- a) c)
 1. do, have 1. did, have
 2. couldn't 2. couldn't
 3. will, have 3. do, have
 4. must not 4. mustn't
 5. may 5. may
- b) d)
 1. did, have 1. did, have
 2. couldn't 2. couldn't
 3. will, have 3. will, have
 4. mustn't 4. must
 5. may 5. has

Test 8

_____ (1) I help you?

Please, do. I _____ (2) shut the door. The lock _____ (3) be out of order. Yesterday
 I _____ (4) lock the door either and I _____ (5) to ask for help.

- a) b) c) d)
 1. Lean Lean Lean Lean
 2. can't 2. must 2. can't 2. am not able
 3. must 3. must 3. should 3. should
 4. couldn't 4. couldn't 4. could 4. couldn't
 5. had 5. had 5. had 5. had.

Test 9

_____ (1) you like some drink?

Yes, please. I _____ (2) take a cup of coffee without sugar. Doctors say I _____ (3)
 eat too much sugar. What is worse I _____ (4) give up eating salty food. It is dif-
 ficult because I _____ (5) do without salt.

- a) b) c) d)
 1. would 1. would 1. would 1. would
 2. have 2. will 2. will 2. will
 3. mustn't 3. can 3. mustn't 3. mustn't
 4. must 4. must 4. can 4. must
 5. can't 5. can't 5. can't 5. can't

Test 10

Dick ___ (1) sing very well but he ___ (2) read music. I think he ___ (3) take the lessons of music ___ (4) to read it. This ___ (5) help him to become a Professional singer.

a) b) c) d)

1. is able 1 can 1. can 1. can
2. can't 2. can't 2. can't 2. need
3. should 3. ought 3. should 3. should
4. to be able 4. to be able 4. to be able 4. to be able
5. may 5. may 5. may 5. may.

READING

Read and translate the text

TEXT A«THE FUSELAGE»

Usually the fuselage is the central body of the airplane. It extends from the nose to the tail of the machine. The fuselage serves several purposes: it carries the crew, controls, equipment, passengers, and cargo. It contains the cockpit, passenger cabins, baggage compartments, and other accommodations. It may also contain the power plant, if the airplane has only one engine, and fuel and oil tanks. Besides, the fuselage serves as a support for the tail unit and may carry the landing gear.

The fuselage must be strong enough to withstand different loads acting on it and have a streamlined shape to reduce the drag. The fuselages of modern airplanes are of all-metal construction. A very common type is the monocoque type of construction.

Monocoque is a structure made in the form of a shell and the skin of this shell is sufficient to provide the necessary strength and stiffness. The skin of a sandwich construction is especially suitable for such types of a fuselage. But most of all-metal airplanes have some longitudinal members: longerons and stringers riveted to the skin. The longitudinal members are held apart by bulkheads and formers which give the fuselage its shape.

Such a construction is sometimes called the semi-monocoque type of construction.

The monocoque type has the following advantages: it gives more clear space for the cabin and provides the possibility for perfect streamlining.

All structural members of the fuselage are made of aluminum alloys, titanium alloys, and steel alloy.



Pic. 13

WORD LIST

1. <i>to contain</i>	– містити, складатися
2. <i>passenger cabin</i>	– пасажирський салон
3. <i>baggage compartment</i>	– багажний відсік
4. <i>accommodation</i>	– суцільнометалева кон- струкція
5. <i>all-metal construction</i>	
6. <i>are made of</i>	– зроблені з
7. <i>are held apart</i>	– утримуються на відс- тані
8. <i>fuel tank</i>	– паливний бак
9. <i>oil tank</i>	– масляний бак
10. <i>to support</i>	– підтримувати
11. <i>to serve as</i>	– слугувати (ким, чим)
12. <i>to withstand-</i>	– витримувати наван- тажування
13. <i>load</i>	
14. <i>streamline</i>	– обтічний
15. <i>to reduce</i>	– зменшувати
16. <i>is sometimes called</i>	– іноді називається
17. <i>monocoque</i>	– монокок
18. <i>must be strong enough</i>	– має бути достатньо міцним
19. <i>shell</i>	– гільза, патрон
20. <i>sufficient</i>	– достатній
21. <i>strength</i>	– міцність
22. <i>stiffness</i>	– жорсткість
23. <i>suitable</i>	– придатний
24. <i>longeron</i>	– лонжерон
25. <i>rivet</i>	– заклепка
26. <i>bulkhead</i>	– балка
27. <i>former</i>	– шпангоут
28. <i>advantage</i>	– перевага
29. <i>aluminum</i>	– алюміній
30. <i>alloy</i>	– сплав
31. <i>titanium</i>	– титан
32. <i>the skin of a sandwich construction</i>	– конструкція обшивки з наповнювачем.

Exercise 6.4. Answer the questions:

1. What is the function of the fuselage? What does the fuselage carry? 2. Does the fuselage support the tail unit? 3. What shape does it have to reduce the drag? 4. Is monocoque a structure in the form of a shell? 5. What are the longitudinal members?

Exercise 6.5. Give Ukrainian equivalents:

Serve, to reinforce, to withstand, are made of aluminum alloys, a structure made in the form of a shell, baggage compartments, a very common type, the following advantages, bulkheads and formers, controls, to extend, longitudinal members, streamlining, loads acting on it, the power plant, strength and stiffness, to provide, alloy, all-metal construction, a support, the central body, the drag, suitable, riveted to the skin, cargo, titanium, cockpit, clear space.

Exercise 6.6. Give English equivalents:

Передня частина фюзеляжу; обтічна форма; монококова конструкція; багажний відсік; забезпечувати необхідну міцність і жорсткість; посилювати; поздовжні елементи; переваги конструкції; дуже поширений тип; хвостове оперення; витримувати різні навантаження; зроблена у формі гільзи, виконано з алюмінієвих сплавів; паливні та масляні баки, центральна частина літака; поздовжні елементи

Exercise 6.7. False (-) or True (+)?

1. All structural members of the fuselage are made of titanium alloys.
2. The skin of the fuselage is reinforced by the longeron and stringers riveted to the tail unit.
3. The monocoque type has many disadvantages.
4. If the aeroplane has only two engines the fuselage may also contain fuel and oil tanks.
5. The fuselage must have a streamlined shapes.

Exercise 6.8. Fill in the gaps with the words.

1. The fuselage _____ the crew, controls, equipment, passengers and cargo.
a) to carry b) carrying c) carries d) carried.
2. All structural members are made of _____.
a) iron alloys c) aluminum, titanium alloys and steel alloy.
b) copper alloys d) wood and plastic.
3. The monocoque type gives more clear _____ for the cabin.
a) shape b) length c) compartments d) space.
4. Usually the fuselage is the _____ body of the aeroplane.
a) tail b) aft c) middle d) central.
5. The fuselage withstand different _____.
a) pressure b) loads c) stiffness d) strength.

Exercise 6.9. Give nouns for the following verbs.

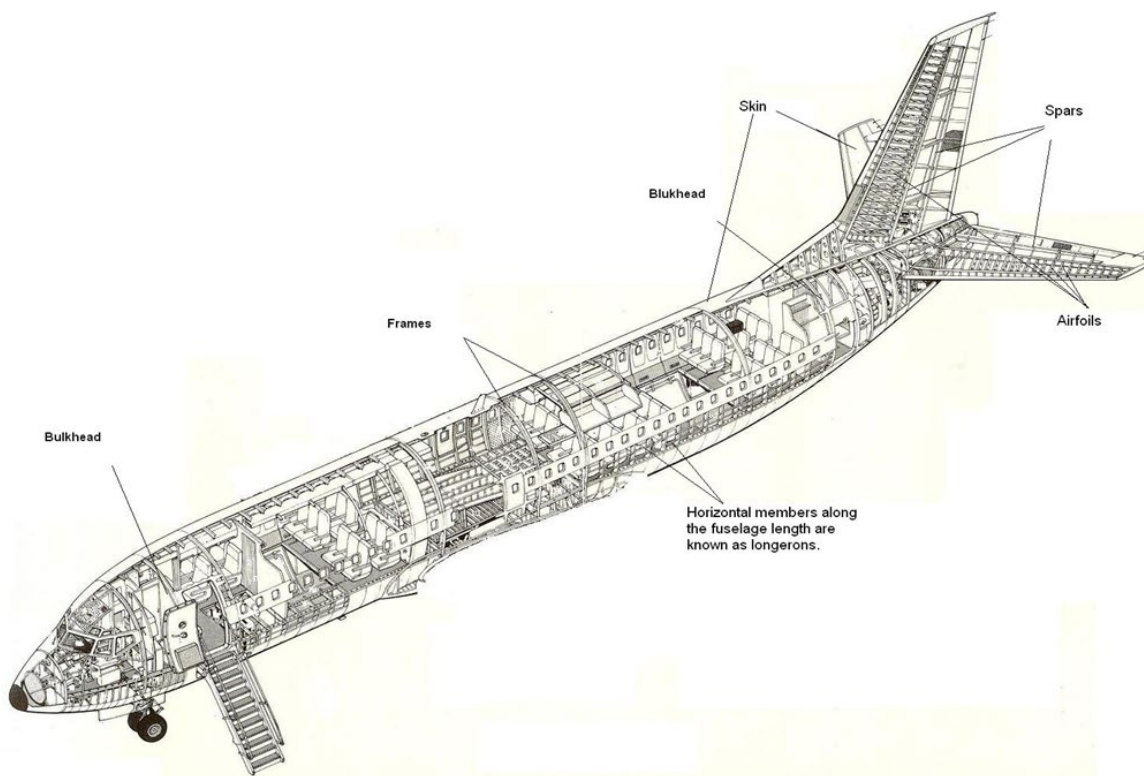
To differ, to design, to arrange, to equip, to combine, to construct, to reinforce, to provide, to convert, to generate, to wind, to rotate, to transmit, to rectify.

READING

Read and translate the dialogue

DIALOGUE «FUSELAGE»

Teacher: Now we shall consider the fuselage construction. Look at the Figure I.



Pic. 14

Figure 1.

T: This is the fuselage. The fuselage is the largest element of the airplane. The fuselage is the rigid framework. 'Rigid framework' is 'жорсткий каркас'. The rigid framework is built of tubular steel and metal rings. 'Tubular steel' means 'трубчатая сталь'. So, what is it built of?

S: The fuselage is the rigid framework built of tubular steel and metal rings.

T: Quite right. The framework is covered with a skin. 'Skin' means 'обшивка'. The skin should be thin-walled. 'A thin-walled skin' is 'тонкостінна обшивка'. I am sure that you know what material the skin may be made of.

S: The skin may be made of fabric, metal, glass or other material.

T: You are right. The framework itself consists of longitudinal and transversal members. The longitudinal members are stringers. Look at this picture (Fig.II).

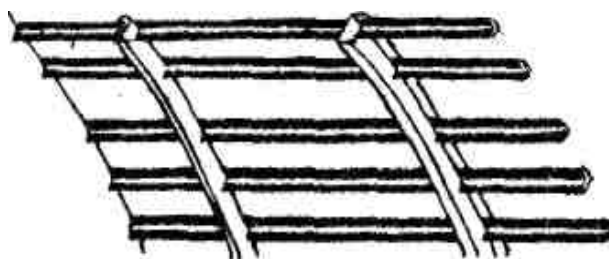
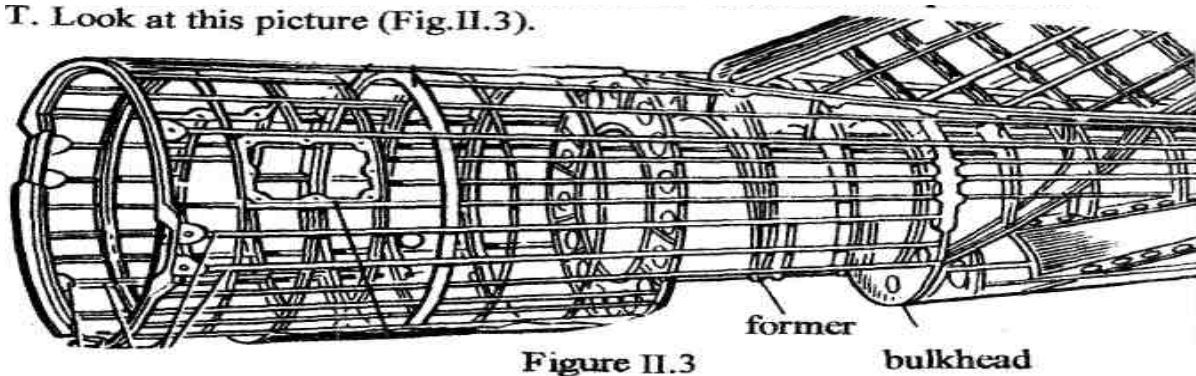


Figure II.

T: These are longitudinal members. They are stringers. Stringers serve to stiffen the skin. 'To stiffen'

T. Look at this picture (Fig.II.3).



T: You can see transversal members. Transversal members are formers and bulkheads. 'Former' means 'шпангоут'. 'Bulkhead' is 'перегородка'. Formers and bulkheads are used to maintain the circular cross section of the fuselage. 'Circular cross section' is 'круглий профіль'. The formers serve as a support for stringers and skin. Longitudinal and transversal members will make the contour of the fuselage

Exercise 6.10. Remember the pronunciation and meanings of the following words:

1. *to extend* – *протягатися*
2. *machine* – *машина, механізм, літак*
3. *in outline* – *у загальних рисах*
4. *streamlined shape* – *обтічна форма*
5. *drag* – *лобовий опір*
6. *to vary* – *мінатися, змінюватися*
7. *arrangement* – *розміщення, розташування*
8. *rigid framework* – *жорсткий каркас*
9. *tubular steel* – *трубчата сталь*
10. *ring* – *кільце*
11. *thin-walled skin* – *тонкостінна обшивка*
12. *longitudinal* – *поздовжній*
13. *transversal* – *поперечний*
14. *stringer* – *стрингер, поздовжня балка*
15. *former* – *шпангоут*
16. *bulkhead* – *перегородка*
17. *monocoque* – *монокок (тип конструкції фюзеляжу)*
18. *semimonocoque* – *напівмонокок, балко-стрингерний*
19. *shell* – *оболонка*
20. *hollow* – *порожнистий*
21. *to eliminate* – *усувати*
22. *bracing* – *розтяжка, кріплення*
23. *rivet* – *заклепка, клепати, з'єднати заклепками*
24. *to reinforce* – *підсилювати*
25. *to hold apart* – *утримувати на відстані*

26. *to weld* – зварювати
27. *cockpit or flight deck* – кабіна екіпажу
28. *canopy* – ліхтар (кабіни екіпажу)
29. *hatch* – люк
30. *pressurized* – герметичний, герметизований.

Exercise 6.11.

Read, translate and retell text

TEXT B «FUSELAGE CONSTRUCTION»

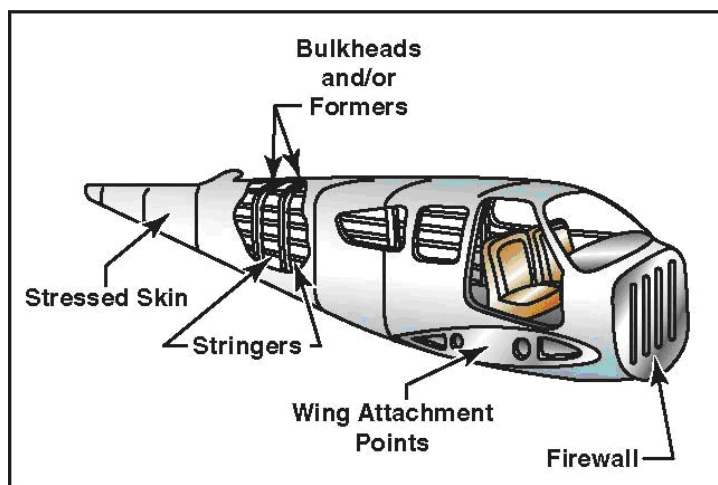
The fuselage is the central body of the airplane and the largest element of it. The fuselage extends from the nose to the tail of the machine. The fuselage is divided into the front fuselage, centre fuselage and rear fuselage.

Fuselages of all airplanes are similar in general design, location and outline. All the fuselages are round structures and have streamlined shape to reduce the drag. They vary principally in size and in the arrangement of the compartments.

The fuselage is a rigid framework built of tubular steel and metal rings. The framework is covered with a thin-walled skin. The framework consists of longitudinal members (stringers) and transversal members (formers and bulkheads). Stringers serve to stiffen the skin. Formers and bulkheads are used to maintain the circular cross section of the fuselage. These longitudinal and transversal members will make the contour of the fuselage. The fuselages of modern aircraft are of all-metal construction.

There are two main types of the fuselage construction: monocoque design and semimonocoque. Monocoque is the structure made in the form of a shell. The french word “monocoque” means “single shell”. It is a hollow construction; in the monocoque design the skin provides its own structural strength, eliminating the need for internal bracings.

The longitudinal members are held apart by bulkheads and formers. Such a construction is called the semimonocoque type of the construction. The reinforced monocoque design uses complete metal formers, normally of welded tubular steel covered with a metal skin. The fuselage contains the cockpit or flight deck, passenger cabins, baggage compartment and equipment. Pressurized cabins are used in modern aircraft. The cabin windows, canopy, hatches and doors are the most vital parts of the pressurized cabin.



Pic. 15 *Semimonocoque construction*

Exercise 6.12. Translate word combinations with the terms “fuselage”, “deck”

- a. pressurized fuselage, unpressurized fuselage, monocoque fuselage, semimonocoque fuselage, floating fuselage, slim fuselage, stringered fuselage, round fuselage
- b. aircraft deck, cargo deck, flight deck, upper deck.

Exercise 6.13. Make up one sentence with each of the following verb-combinations.

to have a streamlined shape, to reduce the drag, to vary in size, to be similar in design, to be of all-metal construction, to hold apart, to reinforce the skin, to provide structural strength, to use formers, to contain the cockpit.

Exercise 6.14. Use the correct form of the verb “to be”.

1. What... the central body of the airplane?
I... going to answer this question.
2. ... the fuselages of all airplanes similar in general design, location and outline? I... sure they
3. What... divided into the front fuselage, central fuselage and rear fuselage?
As far as the fuselage ... concerned it... divided into 3 parts.
4. ... there two main types of the fuselage? Yes, there
5. What... “monocoque”?
It... a hollow construction.
6. this a streamlined shape?
Yes, it... . What... called the semimonocoque design?
7. The cabin windows, canopy, hatches and doors ... the most vital parts of the pressurized cabin.
8. ... these longitudinal members held apart by bulkheads and formers?
Yes, they... .
9. ... stringers riveted to the skin to reinforce it?
10. What... “single shell” ?

Exercise 6.15. Complete the following sentences with the words given in brackets.

1. All fuselages are round structures and have ... (обтічна форма).
2. The fuselages vary principally in size and in the arrangement of... (відсіки).
3. The fuselage is a rigid framework built of tubular steel and ... (металеві кільця).
4. The framework is covered with ... (тонкостінна обшивка).
5. The framework consists of longitudinal members (stringers) and transversal members (...) (перегородки та шпангоути).
6. The fuselages of modern aircraft are of ... (суцільнометалева конструкція).
7. There are two types of the fuselage construction: monocoque design and ... (напівмонококова конструкція).
8. In the monocoque design the skin provides its own structural strength, eliminating the need for internal ... (розтяжка).
9. The French word “monocoque” means ... (оболонка).
10. The most vital parts of the pressurized cabin are the cabin windows, doors, ... and ... (ліхтар кабіни екіпажу та люки).

Exercise 6.16. Translate into English.

1. Стрингери та шпангоути складають контур фюзеляжу.
2. Стрингери потрібні для підсилення обшивки.
3. Шпангоути служать для підтримки стрингерів та обшивки.
4. Існують два основних типи конструкцій фюзеляжу: монококова та

напівмонококова. 5. Напівмонококова конструкція фюзеляжу широко застосовується в сучасному виробництві, оскільки вона посилює міцність конструкції, використовуючи внутрішні силові елементи – стрингери та шпангоути.

Exercise 6.17. Translate into Ukrainian.

1. The monocoque fuselage is made of stressed skin and frames. 2. The monocoque fuselage is a type of construction of a fuselage in which all or most of the stresses are carried by the skin. 3. Monocoque may incorporate frames (formers) but not longitudinal members as stringers. 4. Semimonocoque fuselage is a fuselage in which longitudinal members (beams and stringers) and frames (formers) reinforce the skin and help to carry the stresses. 5. The frames maintain the shape of the cross-section of the fuselage.

Exercise 6.18. Answer the questions.

1. What principal structural unit of the airplane extends from the nose to the tail of the machine? 2. What does the fuselage have a streamlined shape for? 3. Are all the fuselages round structures? 4. What kind of skin is the framework covered with? 5. The reinforced monocoque design uses complete metal formers, doesn't it? 6. What types of the fuselage construction are there? 7. What does the word "monocoque" mean? 8. What compartments does the fuselage contain? 9. What is the semimonocoque design? 10. What are the most vital parts of the pressurized cabin?

READING

TEXT C «TRAVELLING BY VARIOUS MEANS OF TRANSPORT»

Life is impossible without travelling. People have travelled since the earliest days of the human history. In primitive times they did not travel for pleasure. They travelled on foot and their journeys were long, tiring and often dangerous. Nowadays travelling became a highly organised business, and every year millions of people travel long distances abroad on business trips or for holidays. People travel by train, by plane, by boat, by coach, by motorcycle and by car. All ways of travelling have their advantages and disadvantages. The choice of the means of travelling depends on its purpose and people choose one according to their plans and destinations. If people want to reach their destination as quickly as possible speed is a very important factor for them. When you reach your place of destination in a few hours you realize all the advantages of travelling by air though it is the most expensive means of travelling. Air travel does save time. But sometimes it happens so that it takes longer to get from town to the airport than it does to fly from one city to another. For many people the only unpleasant thing about that kind of travelling is that during takeoff and landing their ears hurt a little. In such cases it is advisable that one should chew a gum to relieve this little discomfort. Yawning and swallowing sometimes help. It is necessary to mention that nowadays the network of airlines has reached a new capacity. It operates throughout the year reaching out to all the important centres of the world. Conceptions of speed have changed. Modern jet liners fly at a speed of over 800 km. per hour and are equipped for flying at all altitudes. Distances under 2.000 km can be covered by modern passenger aircrafts without landing to refuel.

For almost everyone, safety is the most important factor. Many people are scared of flying. Planes make them nervous. They never fly because they believe it is dangerous. In fact, it is probably much more dangerous to travel by car or to walk across a street. Air transport is really safer compared to road transport. Statistics show that air travel is as safe as travelling by rail. Besides the progress that has been made toward safe all weather flying is really astounding. Before the plane takes off the weatherman briefs the pilot on the weather. Modern radio compasses, radio beacons, automatic pilots and radar equipment have taken all the danger out of blind flying.

At the airport of today nothing is left to chance. With so many people travelling by-air making sure that the right people board the right plane has become a problem. To avoid confusion boarding passes are issued to passengers. They indicate the flight number and destination. Before boarding the plane the passengers must register at the airport. They are not allowed to take bulky luggage with them and can take only a small bag. When registering, the passengers are required to have their luggage weighed and registered. After that the attendant attaches a special tag to it to prevent it from getting lost. There is no need for passengers to worry about their suitcases any longer. They will be taken care of by one of the many porters at the aerodrome who will put them into the luggage compartment of the plane in due time. As soon as the mail is loaded the voice of the announcer calls the plane going and the passengers are invited to board the plane and take their places. In less time than it takes to tell the plane taxies down the field to face the wind. Then it begins to pick up speed and tears down the runway. In a moment it is off the ground and out of sight. The advantage of travelling by air is that it is the fastest way of travelling and the most convenient one. The airplane armchairs are very cosy, and they are equipped with safety belts, which must be fastened during both take off and landing. Sometimes the order to fasten the belts may be given during the flight. The stewardess helps everyone get comfortable in the reclining seats and adjust the safety belts. When the plane takes off, the stewardess gives the passengers all the information about the flight, the speed and the altitude at which the plane will be flying. She asks the passengers to fasten seat belts and not to smoke during the flight. Then she offers them some mineral water, lemonade and sweets. The stewardesses are usually very amiable and cater for the passengers' wants and needs. If passengers want something during the flight, they are to press a button with a pictogram of a stewardess, and she will immediately come to their help.

Travelling by sea is popular mostly for pleasure trips. Besides, ships usually reach the port of destination on time according to their schedule. A sea-voyage is very pleasant. From May to November the season is at its height and the passenger traffic is very heavy. Accommodation is hard to get, but you can make things easier by reserving a cabin or a berth at the shipping agencies.

All the sea-going liners combine passengers' comfort with speed. They are real floating cities with all modern conveniences and a wide choice of sport and entertainment facilities.

Travelling by sea is about as safe as walking the streets because you can always count on the many lifeboats in case of emergency. Life preservers, lifebelts, lifebuoys and other safety devices are always handy on board a ship.

Many people prefer travelling by car. It is very convenient. The advantages of this way of travelling are that you can plan your trip. You needn't reserve your tickets. You are not afraid of missing your train or plane. You needn't carry heavy suitcases. You can stop wherever you wish and spend at any place as long as you like. But at the same time you are to think about many other things. For example, you should know what to do if your car breaks down.

At present, taking into account travelling expenditures, which are inevitable, no matter what means of travelling you choose, many of our compatriots think, that the best way of travelling is hiking. It is becoming very popular nowadays. Many people usually spend their days off and holidays in the country. There are picturesque places with forests, lakes and rivers everywhere. The aim of their travelling isn't only to admire the beauty of these places but also to see ancient monuments and other places of cultural and historical interest.

WORD LIST

- | | |
|---|---|
| 1. <i>advantage</i> – | <i>перевага</i> |
| 2. <i>disadvantage</i> – | <i>недолік</i> |
| 3. <i>port of destination</i> – | <i>порт призначення</i> |
| 4. <i>place of destination</i> – | <i>місце призначення</i> |
| 5. <i>luggage</i> – | <i>багаж</i> |
| 6. <i>convenient</i> – | <i>зручний</i> |
| 7. <i>expensive</i> – | <i>дорогий</i> |
| 8. <i>network of air-lines</i> – | <i>мережа авіаліній</i> |
| 9. <i>to reach a new capacity</i>
– | <i>досягти нових рекордних показників</i> |
| 10. <i>altitude</i> – | <i>висота над рівнем моря</i> |
| 11. <i>dangerous</i> – | <i>небезпечний</i> |
| 12. <i>compared to</i> – | <i>порівняно з</i> |
| 13. <i>radio beacon</i> – | <i>радіомаяк</i> |
| 14. <i>to have one's luggage registered</i> – | <i>зареєструвати багаж</i> |
| 15. <i>the voice of the announcer calling the plane going</i> – | <i>по радіо оголошується посадка на літак</i> |
| 16. <i>to be equipped with</i> – | <i>бути обладнаним</i> |
| 17. <i>to fasten seat belts</i> – | <i>присебнутися</i> |
| 18. <i>to cater for all tastes</i> – | <i>задовольняти всі потреби</i> |
| 19. <i>in less time than it takes to tell</i> | <i>як оком змигнути, миттєво</i> |
| 20. <i>to take off</i> – | <i>вилітати, відриватися від землі</i> |
| 21. <i>speed</i> – | <i>швидкість</i> |
| 22. <i>the bulk of passenger and goods traffic</i> | <i>більша частина пасажирських і вантажних перевезень</i> |

23. <i>tiresome</i> –	<i>утомливий</i>
24. <i>delayed</i> –	<i>відстрочений</i>
25. <i>stuffy</i> –	<i>задушливий</i>
26. <i>luggage receipt</i> –	<i>багажна квитанція</i>
27. <i>to relax</i> –	<i>розслабитися</i>
28. <i>according to/on/behind the schedule</i>	<i>за розкладом / із запізненням</i>
29. <i>promenade deck</i> –	<i>палуба для прогулянок</i>
30. <i>sun deck (upper deck)</i> –	<i>палуба для сонячних ванн</i>
31. <i>hotel suite</i> –	<i>номер «люкс» у готелі</i>
32. <i>state-room</i> –	<i>каюта «люкс»</i>
33. <i>foaming breakers</i> –	<i>бурхливі хвилі</i>
34. <i>to be a poor sailor</i> –	<i>страждати на морську хворобу</i>
35. <i>in a rough sea</i> –	<i>у бурхливому морі</i>
36. <i>expenditures</i> –	<i>видатки</i>
37. <i>inevitable</i> –	<i>неминучий</i>
38. <i>compatriot</i> –	<i>співвітчизник</i>
39. <i>picturesque</i> –	<i>мальовничий</i>

Exercise 6.19. Underline all international words in the text. Give their Ukrainian equivalents.

Exercise 6.20. Read, translate and learn the meaning of the following words and use them in sentences of your own.

travel	the act of travelling, esp. a long one in distant or foreign places, either for the purpose of discovering something new or in search of pleasure and adventure.
journey	the act of going from one place to another, especially to a place that is far away and usually taking a rather long time.
voyage	a rather long journey, especially by water or air.
trip	the act of travelling to a place and coming back, especially when you only stay in the place for a short time, made by land or water.
tour	a planned journey during which a politician, entertainer, or sports team visits several different places, usually within a fixed period of time.
cruise	a sea voyage from port to port, esp. a pleasure trip.
hitch-hiking	travelling by getting free rides in passing automobiles and walking between rides.
flight	a journey in a plane.
crossing	a short journey in a boat or ship, which goes from one side of a sea, lake, or other area of water to the other side.
drive	a journey in a car.
ride	a short journey in a vehicle such as a car, or on a bicycle or a horse.
expedition	a long journey, especially one made by a group of people, to visit a dangerous place or a place that has never been visited before.

trek	a long and difficult journey, for example over mountains or through forests, especially when you are walking.
outing	a short journey on which a group of people go to visit a local place of interest, the theatre etc.
day trip	a journey lasting a whole day, on which you visit a big city, a place of interest, the sea etc.
excursion	a short journey arranged so that a group of people can visit a place of interest, especially while they are already on holiday.

Exercise 6.21. Match a line in column A with a line in column B.

A	B
1) passenger	a) a woman who serves food or drinks to the passengers on a plane or ship.
2) travel	b) a man on television or radio who tells you what the weather will be like.
3) destination	c) the part of a train that boxes, cases etc. are carried in.
4) suitcase	d) the back part of a ship.
5) life-belt	e) a small round window on the side of a ship or a plane.
6) lifebuoy	f) a small piece of paper, plastic etc., fixed to something to show what it is , who owns it, what it costs, etc.
7) aircraft	g) a plane or other vehicle that can fly.
8) tag	h) a large ring made out of material that floats, which you throw to someone who has fallen in the water, to prevent them from drowning.
9) porthole	i) a special belt you wear in the water to prevent you from sinking.
10) stern	j) a flat case, usually with stiff sides, for carrying clothes and possessions, especially when you are travelling.
11) luggage-van	k) the place that you are travelling to or towards.
12) weather-man	l) the act or process of travelling.
13) steward-ess	m) someone who is travelling in a vehicle, boat, or plane, but is not the driver.

Exercise 6.22. Fill in articles where necessary.

- ... cabin looks very much like ... compartment of ... railway sleeping car, but ... windows are altogether different.
- ... choice of ... means of ... travelling depends on its purpose and ... people choose one according to their plans and destinations.
- ... people are not allowed to take ... bulky luggage with them and can take only ... small bag with them.
- ... people have travelled since ... earliest days of ... human history.
- ... people who prefer comfort to speed travel in ... compartment car where they can relax during ... journey and enjoy themselves as much as possible.

6. ... ships usually reach ... port of ... destination on ... time according to their schedule.
7. ... travelling by ... sea is about as safe as ... walking ... streets because you can always count on ... many lifeboats in ... case of ... emergency.
8. All ... sea-going liners are ... real floating cities with ... all modern conveniences and ... wide choice of ... sport and entertainment facilities.
9. All ... ways of ... travelling have their advantages and disadvantages.
10. As soon as ... mail is loaded ... voice of ... announcer calls ... plane going and ... passengers are invited to board ... plane and take their places.

Exercise 6.23. Find in the text the following words and word combinations and translate the sentences in which they are used.

a fellow traveller; a first-class ticket; a limited budget; a porter; a second-class ticket; a train passenger; advance reservations; camping and hiking; carriage; cheap tickets; competing with; exit; fast train; fellow travellers; have a good time; luggage check-in; nevertheless; on board the plane; platform; railway; return ticket; step aboard the plane; the right ticket; the urban world; the wrong class; to be crowded; tips; to climb up into a railway carriage; to escape from; to get in and out of the carriage; transportation.

Exercise 6.24. Find English equivalents of the words and word combinations given below and make up sentences with them.

бути переповненим, вагон, вихід, ступити на борт літака, входити і виходити з вагона, дешевий квиток, залізниця, квиток другого класу, квиток першого класу, квиток в обидва кінці, перевезення, сідати у вагон, платформа, попутник, провідник, чайові, швидкий потяг.

Exercise 6.25. Match a line in column A with a line in column B.

A	B
1) rail way station	a) the act or process of travelling from one place to another.
2) platform	b) one of the connected parts of a train that passengers sit in.
3) carriage	c) an amount of money that you give to someone such as a waiter, a porter or a taxi driver, in order to thank them for their services.
4) luggage	d) a person whose job is to carry things, for example to carry people's luggage at a railway station.
5) train	e) a building by a railway line where a train or a bus stops to pick up passengers and goods.
6) dining-car	f) a person who collects tickets from other people, usually as a job.
7) journey	g) an official piece of paper or card, which you are given so that you can prove that you have paid for a journey or for a visit to a theatre, museum, etc.
8) tips	h) a carriage on a train where passengers can have a meal.
9) ticket	i) a number of carriages, which are all connected together and which are pulled by an engine along a railway.

10) ticket collector	j) consists of the suitcases, bags, etc that you have with you when you are travelling somewhere.
11) porter	k) the area in a railway station beside the rails and higher than them, where you wait for or get off a train.

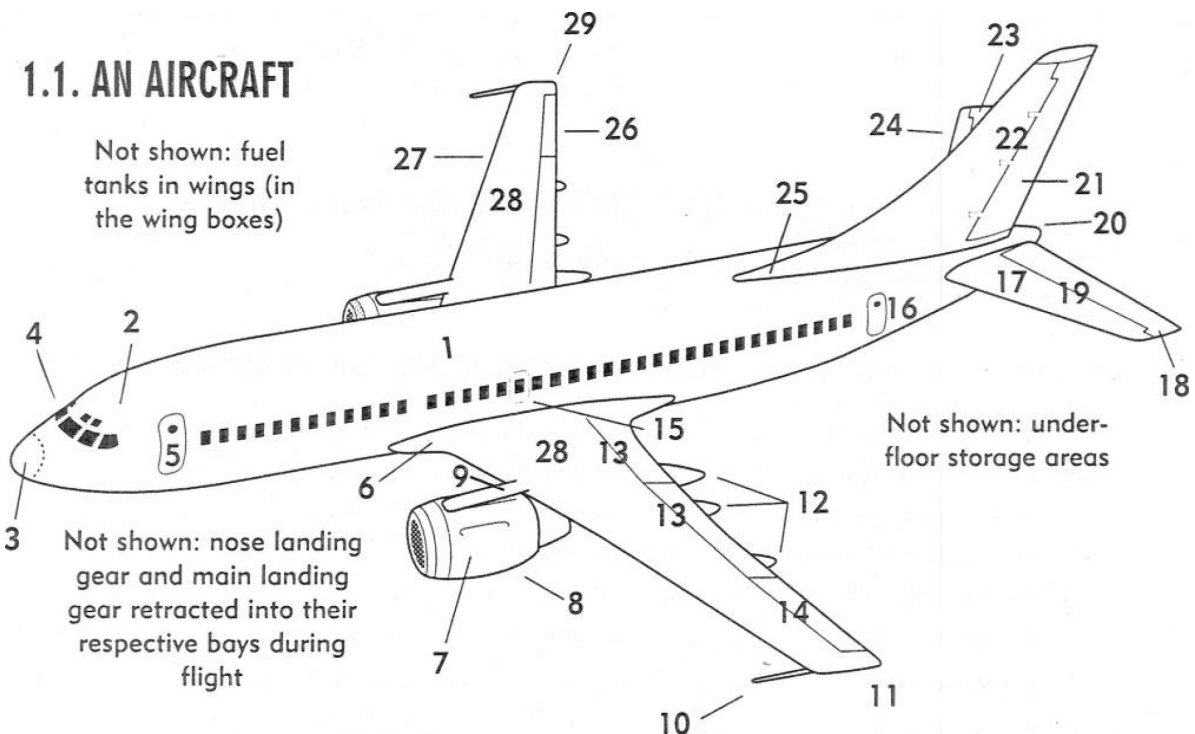
TEST UNIT 6

1. Make complete statements using the prompts.

radar system/design/pilot/identification of obstacles or weather fronts
Aircraft are equipped with radar systems designed to allow pilots to identify obstacles and weather fronts.

1. wings/design/thrust
2. navigation lights/aircraft/identified from a distance
3. tail plane/flight stability
4. cockpit windows/pilots/adequate angles of visibility
5. landing gear/taxi on the ground/land
6. underfloor storage areas/passenger baggage/transport
7. fuel tanks in wings/engines/fuel
8. the APU (auxiliary power unit)/aircraft/electricity during on-ground operations

2. Identify the following parts. Write the corresponding numbers.



- a. fuselage.....
- b. cockpit.....
- c. radome

- d. wing
- e. leading edge (wing)
- f. trailing edge (wing)
- g. wing root fairing.....
- h. engine
- i. engine pod/nacelle.....
- j. pylon
- k. passenger door
- l. emergency evacuation exit
- m. windscreen I (windshield) and wipers.....
- n. static dischargers.....
- o. port navigation light (red)
- p. flaps
- q. aileron
- r. flap track fairings
- s. rear evacuation exit.....
- t. vertical stabilizer.....
- u. horizontal stabilizer.....
- v. port trimming tail plane
- w. starboard trimming tail plane.....
- x. fin root fairing (fillet)
- y. rudder.....
- z. tailcone
- aa. port elevator.....
- bb. starboard navigation light
- cc. starboard elevator.....

3. Match each part below with what it does or provides

1. RADOME	a. provides protection to tracks
2. ENGINE	b. houses instruments
3. ENGINE POD/NACELLE	c. provides thrust
4. PYLON	d. fastens the engine to the wing
5. WING	e. fastens stabilizer to fuselage
6. NAVIGATION LIGHTS	f. houses the passenger cabins, cockpit and underfloor areas
7. FLAP TRACK FAIRINGS	g. provides lift
8. VERTICAL STABILIZER	h. identify the aircraft, make aircraft visible at night
9. HORIZONTAL STABILIZER	i. with elevators, provides stability and balance in flight
10. FUSELAGE	j. with fin and rudder, also contributes to stability and balance
11. FIN ROOT FAIRING	k. provides directional guidance in flight
12. RUDDER	l. surrounds and protects the engine

UNIT 7. THE LANDING GEAR THE ENVIRONMENTAL CRISIS – NUMBER ONE INTERNATIONAL PROBLEM

Read the text below.

«HOW TO STAY SAFE AROUND WILD ANIMALS»

With summer being the busiest season for most U. S. national parks, the potential for run-ins with wildlife increases – and so do **(1)**. Though most people imagine bears or bison are the animals **(2)**, even small mammals can pose a risk.

“At the Grand Canyon, the number one reason people end up at the clinic is from squirrel bites,” says Kathy Kupper, a spokesperson for the U. S. National Park Service.

It’s illegal to approach, harass, or feed any type of wildlife in national parks, adds Kupper. “No matter the size, no matter how harmless or safe they appear.”

Between 2008 and 2015 in the United States, 1,160 people died in animal encounters, mostly **(3)**, followed by venomous species such as hornets, bees, and snakes. Though such incidents are rare, they can be made even rarer **(4)**. The first and perhaps “If your actions cause a reaction from the animal, then you’re too close,” says Kupper. “And **(5)** a selfie with wildlife, then you’re definitely too close.” Why people risk their lives for the ultimate animal selfie.

Exercise 7.1. Choose from (A – H) the one which best fits each space (1–5). There are two choices you do not need to use. Write your answers on the separate answer sheet.

- A by following a few basic guidelines
- B to watch out for
- C to preserve in nature reserves
- D visits to the emergency room
- E if you make
- F to give wildlife a lot of room
- G due to domestic animals such as dogs
- H. if you can take.

Exercise 7.2. Choose the best word which completes each of these sentences.

1. Haller Park in Kenya is a nature reserve, a place where.....animals are protected.
a. dangerous b. under danger c. endangered d. precarious
2. Lots of fruit trees.....in spring.
a. shrink b. blossom c. wither d. fade
3. This company has.....friendly policies.
a. environmentalist b. environment c. globally d. environmentally
3. He was caught in a heavy.....on the way home and got soaked to the bone.
a. downpour b. drizzle c. mist d. breeze
4. tree’s go a long way underground.
a. trunks b. roots c. twigs d. branches
5. A trees have green flat leaves which come out in spring, and are generally shed in autumn.
a. bush b. shrub c. coniferous d. deciduous

6. The city council aims to gradually.....vehicle use in the city on high pollution days.

a. *keep out* b. *pull by* c. *cut down* d. *drop out*

7. It is widely accepted that pollution.....humans, the environment, and buildings.

a. *Mures* b. *burls* c. *wounds* d. *harms*

Exercise 7.3. Choose the correct word.

1. Coral reefs and mangrove swamps provide invaluable **protection / conservation** from cyclones and tsunamis for those living on coasts, while trees can absorb air pollution in urban areas.

2. These dog **breeds / species** are known for watchful dogs who have excellent recall and obedience skills.

3. The largest surviving land-animals have an average **lifespan / age** of **70** years and a recent Zimbabwean study has found that female African elephants can potentially remain fertile until their death.

4. Birds may often cause severe damage **to / on** fruit or agricultural crops, and for several reasons the incidence of damage seems to be increasing.

5. Peacocks use their beautiful tails to attract **mates / males**.

6. Animals would produce more young **at / in** the wild than they do in captivity.

7. The environmental group is demanding a complete prohibition against the hunting **in / of** whales.

8. Poaching and trafficking of rhino horns still prevents the species from recovering to early 20th-century levels and put them **in / on** danger of extinction.

9. The impacts of pesticides **to / on** wildlife are extensive, and expose animals in urban, suburban, and rural areas to unnecessary risks.

10. Roughly **1** million species of animals and plants worldwide are **on / at** the verge of extinction, warns a new UN Report.

11. **A dark / black** hole is a region in space where the force of gravity is so strong that nothing, not even light, can escape from it.

12. Temperatures have **risen / raised** over the past few days. The temperature is almost 80 degrees, and the humidity 35%.

13. **At** night, adult scorpions prowl the **desert / dessert** for insects.

14. Human beings aim to reduce their carbon **footprint / foot-trace** by using less cars.

GRAMMAR

Неозначені часи (Indefinite Tenses).

Теперішній неозначений час (The Present Indefinite Tense)

Поняття про неозначені часи

Часи групи Indefinite виражають дію, що відбувається в теперішньому, минулому або майбутньому часах, без зазначення характеру цієї дії, її тривалості та співвіднесеності з іншою дією.

Теперішній неозначений час (The Present Indefinite Tense)

Стверджувальна Питальна Заперечна

I work. Do I work? I don't work.

You work. Do you work? You don't work.

He works. Does he work? He doesn't work.

She works. Does she work? She doesn't work.

It works. Does it work? It doesn't work.

We work. Do we work? We don't work.

You work. Do you work? You don't work.

They work. Do they work? They don't work.

1. Стверджувальна форма дієслова в the Present Indefinite в усіх особах однини і множини, крім третьої особи однини, збігається з інфінітивом без частки **to**. У третій особі однини до інфінітива додається закінчення **-(e)s**.

2. Закінчення **-s** після глухих приголосних вимовляється як звук [s], а після дзвінких приголосних і голосних – як звук [z]; закінчення **-es** після **-s, -sh, -ss, -ch, -tch, -x** вимовляється як [Iz]: [s], [z], [z], [Iz].

He speaks. He gives. He stays. He passes.

3. У дієсловах, що закінчуються на **-у** з попередньою приголосною, перед закінченням **-es** буква **-у** змінюється на **i**:

to cry – he cries; to fly – he flies.

4. Якщо перед **у** стоїть голосна, то до дієслова додається лише закінчення **-s**: to pay – he pays; to play – he plays.

5. Дієслова **to go** і **to do** мають у третій особі однини закінчення **-es**: He goes. He does.

THE PRESENT INDEFINITE (SIMPLE) TENSE

Тип речення	Активний стан	Пасивний стан
стверджувальне	I (we, you, they) ask. He (she, it) asks.	I am asked. He (she, it) is asked. You (we, they) are asked.
питальне	Do I (we, you, they) ask?	Am I asked? Is he (she, it) asked?

	Does he (she, it) ask?	Are you (we, they) asked?
заперечне	I (we, you, they) do not ask. He (she, it) does not ask	I am not asked. He (she, it) is not asked. You (we, they) are not asked

Уживання THE PRESENT INDEFINITE (SIMPLE) TENSE		
	Випадок	приклад
1	Дія, яка відбувається взагалі, постійно (<i>every day</i> – щодня, <i>usually</i> – зазвичай, <i>often</i> – часто, <i>seldom</i> – зрідка, <i>sometimes</i> – інколи тощо)	I often write letters to my sister. – <i>Я часто пишу листи своїй сестрі</i>
2	Загальновідомі факти, незаперечна істина	Water freezes at zero. – <i>Вода замерзає при 0° C.</i>
3	Низка послідовних дій у теперішньому (часто зі словами <i>at first</i> – спочатку, <i>then</i> – потім, <i>after</i> – після тощо)	I come to the office, look through the mail and then write letters. – <i>Я приходжу на роботу, переглядаю пошту, а потім пишу листа</i>
4	У підрядних реченнях часу й умови після сполучників: <i>if</i> – якщо, <i>when</i> – коли, <i>as soon as</i> – тільки-но, <i>before</i> – перш ніж тощо замість Future Indefinite	As soon as I write the letter, I'll post it immediately. – <i>Тільки-но я напишу листа, я відразу ж його надішлю</i>
5	Одноразова, конкретна дія в майбутньому (зазвичай запланована, із зазначенням часу в майбутньому, часто з дієсловами, що позначають рух)	He comes tomorrow. – <i>Він приїжджає завтра.</i> When does the ceremony take place? – <i>Коли відбудеться церемонія?</i>
6	Дія, що відбувається в момент мовлення, з дієсловами, які не вживаються в часах групи Continuous (<i>to see, to hear, to recognize, to want, to understand</i> тощо)	I see a ship in the distance. – <i>Я бачу корабель вдалині</i>

- Форма дієслова 3-ї особи однини в Present Indefinite утворюється шляхом додавання **-s (-es)** до форми інфінітива (без частки *to*): **to run** бігти – **runs** біжить.
- **-es** додається в тих же випадках, що і в разі утворення множини іменників, тобто якщо дієслово закінчується на **-o,- s, -ss, -x, -ch, -sh**: **to go** (іти) – **goes** (іде), **to miss** (нудьгувати) – **misses** (нудьгує), **to mix** (змішувати) – **mixes** (змішує), **to catch** (ловити) – **catches** (ловить) тощо. Дієслова, що закінчуються на **-у** з попередньою приголосною в 3-й особі однини, замінюють **-у** на **-i- + -es**: **to cry** (кричати, плакати) – **cries** (кричить, плаче).

Якщо перед -у стоїть голосна, діє загальне правило: **to play** (грати) – **plays** (грає).

- Для утворення питальних і заперечних речень використовується допоміжне дієслово **to do** (в 3-й особі однини – **does**). У заперечних реченнях після нього ставиться заперечення *not* (короткі форми: **do not = don't, does not = doesn't**). У питальних реченнях допоміжне дієслово ставиться перед підметом:

Do you speak English? – Вирозмовляєте англійською?

I don't know this word. – Я не знаю цього слова.

- Оскільки форма **does** містить у собі показник 3-ї особи однини Present Indefinite, основне дієслово вживається у формі інфінітива (без частки *to*), і **-s (-es)** уже не додається:

Does he speak German? – Він розмовляє німецькою?

He doesn't understand anything. – Він нічого не розуміє.

- Стисла стверджувальна відповідь на загальне питання в Present Indefinite: *Yes, I (we, you, they) do. Yes, he (she, it) does.* – Так.
- Стисла заперечна відповідь на загальне питання в Present Indefinite: *No, I (we, you, they) don't. No, he (she, it) doesn't.* – Ні.

Дієслову **to be** не потрібне допоміжне дієслово **to do** для утворення питальних заперечної форми.

- У разі утворення питального речення відповідна форма дієслова **to be (am / is / are)** ставиться перед підметом:

Am I wrong? – Я не маю рації (помиляюся)?

Is he ill? – Він хворий?

Are you all right? – З вами все гаразд?

- У заперечних реченнях після відповідної форми дієслова **to be (am / is / are)** ставиться заперечення **not** (короткі форми: **is not = isn't, are not = aren't**):

He is not at home. – Його немає вдома.

They are not ready today. – Вони не готові сьогодні.

- Дієслово **to have** (в 3-й особі однини – **has**) може утворювати питальні й заперечні форми як із допоміжним дієсловом **to do**, так і без нього:

Have you a car? = Do you have a car? – У Вас є машина?

Has he a pencil? = Does he have a pencil? – У нього є олівець?

- Короткі форми: *have not = haven't, has not = hasn't:*

I haven't a car. = I don't have a car. – У мене немає машини.

Слова обставини:

Often, seldom, usually, always, sometimes, every day.

Exercise 7.4. Open brackets using Present Simple.

(USUALLY) 1. My sister (to get) up at eight o'clock. 2. She (to be) a school-girl. She (to go) to school in the afternoon. 3. Jane (to be) fond of sports. She (to do) her morning exercises every day. 4. For breakfast she (to have) two eggs, a sandwich and a cup of tea. 5. After breakfast she (to go) to school. 6. It (to take) him two hours to do his homework. 7. She (to speak) French well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living-room. We (to watch) TV and (to talk).

Exercise 7.5. Put the following into the plural.

Model: The boy goes to school. – The boys go to school.

1. The girl learns English. 2. My friend gets up early. 3. The worker comes home at six. 4. My brother works at a factory. 5. His uncle lives in Poltava.

Exercise 7.6. Put the following into the singular.

Model: The pupils work hard. – The pupil works hard.

The engineers go to the plant. 2. The pupils do their homework. 3. The trees grow well. 4. The boys go in for sports. 5. My friends study English.

Exercise 7.7. Make the following sentences interrogative and negative.

1. The children drink coffee in the evening. 2. Her sister dances very well. 3. Our grandmother grows potatoes. 4. The pupils remember this rule. 5. Nick goes to bed at ten.

Exercise 7.8. Ask questions about the place of the action.

Model: His son works in Kyiv. – Where does his son work?

1. Her brother studies in Rivne. 2. The wolf lives in the forest. 3. They spend their holidays in the country. 4. Her mother works at a textile factory. 5. Many birds fly to the

Exercise 7.9. Translate into English.

1. Я вивчаю англійську мову. Мій друг також вивчає англійську мову. 2. Де ти живеш? Де живе твій товариш? 3. Ми не працюємо на заводі. Ми ходимо до школи. 4. Моя сестра не вивчає англійської мови. Вона вивчає французьку мову. 5. Твій брат працює в лікарні. 6. Де працюють твої батьки? 7. В якій школі вчиться цей хлопець? 8. Ви читаете французькі книжки? 9. Що ви робите після уроків? 10. Де працює цей інженер?

Exercise 7.10. Make the following sentences interrogative and negative.

1. You meet him every day. 2. It often snows in November. 3. You want to play chess with him. 4. His mother teaches geography at school. 5. My cousin wants to become a doctor. 6. She takes a bus.

Exercise 7.11. Ask questions about the place of the action.

Model: His son works in Kyiv. – Where does his son work?

1. Many birds fly to the south in autumn. 2. Her parents live in a village. 3. My school-mates go to the theatre in the evening. 4. They read newspapers in the reading-room.

READING

Read and translate the text

TEXT A«THE LANDING GEAR»

The landing gear or undercarriage is the main structural unit of the aeroplane. Its function is two-fold: it serves for supporting and taxiing the aeroplane on the ground and it must absorb the energy of landing.

The landing gear consists of the main and auxiliary units. The main landing gear is attached near the centre of gravity of the machine and forms the principal support of the aeroplane.

The auxiliary landing gear may be either at the tail as a tail wheel, or at the front of the fuselage, as a nose wheel. The landing gear with the nose wheel is called a tricycle landing gear.

The main landing gear includes wheels to taxi on the ground, shock-absorbers to absorb the energy of landing, wheel brakes to slow up the motion of the aeroplane during taxiing, retracting mechanism with controls, indicators and warning devices to retract the landing gear during flight and structural members for attachment of the landing gear to the primary structure.

An exposed landing gear creates a considerable amount of drag and thus lowers flying speeds. This disadvantage is eliminated by the use of a retractable landing gear, that is the gear which is retracted into recesses in the wings or the fuselage, or into engine nacelles.

Retraction may be accomplished by electrical or hydraulic systems, or manually. Usually, electrically or hydraulically operated units also have manual controls for emergency use.

Hydraulic operation is used on at least 94 per cent of the world's aircraft.

All our airliners also use hydraulic actuation. Aeroplanes with a retractable gear should be equipped with indicators to show the position of the gear when it is up or down, and warning devices to reduce the possibility of landing with the landing gear in up position, and locks to lock the gear in up or down position. The main landing gear should be of robust design and in modern airliners each main unit carries a four-wheel bogie or even an eight-wheel bogie.

The auxiliary landing gear forms an auxiliary support of the aeroplane, and as it is far away from the centre of gravity of the machine, it is made comparatively light.

The tail wheel is usually lighter than a nose wheel, because it is more lightly loaded. All tail wheels are free to swivel for prevention of injury to the pilot's legs and the fuselage structure during taxiing on rough ground. To minimize the oscillations of the tail wheel during landing and taxiing, it is usually provided with antishimmy device.

Most modern airliners have a tricycle landing gear. This design has some advantages, namely, it improves visibility during taxiing, reduces the possibility of nose over, makes the aeroplane more stable during landing as the centre of gravity is ahead of the main wheels. But a nose wheel is heavier than a tail wheel and present-day aeroplanes have a twin-wheel nose unit. It retracts forward or backward into the fuselage. The nose wheel is steerable.



Pic. 16

WORD LIST

1. *landing gear (undercarriage)* – шасі
2. *two-fold* – двоцільова, подвоєна
3. *absorb* – вбирати в себе
4. *auxiliary* – допоміжний
5. *shock-absorber* – амортизатор
6. *retracting mechanism* – механізм прибирання шасі
7. *exposed landing gear* – випущені шасі
8. *drag* – опір
9. *lower* – знижувати
10. *disadvantages* – недоліки
11. *to eliminate* – ліквідувати
12. *recess* – ніша для прибирання шасі
13. *emergency* – аварійний
14. *robust design* – міцна конструкція
15. *bogie* – візок
16. *to swivel* – розвертатися
17. *injury* – тілесне ушкодження, рана
18. *rough* – нерівна поверхня
19. *oscillations* – коливання
20. *ant shimmy device* – демпфер шиммі, гасіння коливання
21. *nose over* – капотування, перекидання на капот
22. *steerable* – який можна регулювати (приданий для регулювання).

Exercise 7.12. Answer the questions:

1. What units does the landing gear consist of?
2. Where is the landing gear attached to?
3. What do we call a tricycle landing gear?
4. What is a shock-absorber function?
5. How is drag eliminated created by an exposed landing gear?
6. Which systems may accomplish landing gear retraction?

7. What controls should aeroplanes be equipped with to reduce the possibility of landing with a landing gear in up position?
8. Why is the tail wheel usually lighter than a nose wheel?
9. What is the tail wheel provided with?
10. What are the advantages of a tricycle landing gear?

Exercise 7.13. Read, translate and answer the questions on the dialogue.

DIALOGUE «AT AN AIRCRAFT PARKING»

Pupils V, P and N and their practice instructor (P1) presently are at a parking place. They see two mechanics M1 and M2 coming along pushing a trolley on which there are a couple of compressed nitrogen bottles.

N: Excuse me, but what do you use these bottles for?

M1: We're going to fill the oil shock absorber with nitrogen and also with oil, if necessary.

P: Is this a routine job? M1: By no means. We had to change the whole up latch because the landing gear latch was badly damaged.

M2: And now we are going to make a test to ensure that the landing gear can move-up and down as it should...

M1: And that the latch mechanism functions correctly for both the up and down positions.

PI: Thank you and excuse us for interfering.

M1: Not at all. Now please step aside because we are going to pump up the hydraulic jacks which will support the aircraft.

V: How many hydraulic jacks are necessary to raise an aircraft?

P1: Usually three-four are enough. The mechanics pump them up until all landing gear wheels leave the floor

N: Look, look! They are going just that!

M1: (to the flight engineer up in the cockpit): Everything's ready down here. Let's start!

P1: I think we have seen enough and must not interfere with their job. We still have to visit the people in the overhaul hangar anyway.

N: Are their jobs much different from those we have just seen?

P1: Not very much. But they require higher skills and more specialized tools and rigs.

WORD LIST

- | | |
|--------------------------------------|--|
| 1. aircraft parking | – <i>стоянка літака</i> |
| 2. trolley | – <i>візок (напр. для перевезення балонів із стисненим повітрям)</i> |
| 3. compressed nitrogen bottle | – <i>балон із стисненим азотом</i> |
| 4. oil shock-absorber | – <i>масляний амортизатор</i> |
| 5. oil | – <i>мастило</i> |
| 6. routine job | – <i>поточна (планова) робота</i> |

7. <i>uplatch</i>	– замок прибраного положення
8. <i>landing gear latch</i>	– замок шасі
9. <i>to pump up</i>	– накачувати, подавати
10. <i>hydraulic jack</i>	– гідравлічний домкрат
11. <i>landing gear wheel</i>	– колесо шасі
12. <i>flight engineer</i>	– бортінженер
13. <i>cockpit</i>	– кабіна льотчиків
14. <i>up in the cockpit</i>	– нагорі в кабіні льотчиків
15. <i>specialized tool</i>	– спеціалізований інструмент
16. <i>rig</i>	– випробувальний стенд

Exercises

Exercise 7.14. Answer the questions:

1. What are the two mechanics using a trolley for?
2. What are the mechanics doing with hydraulic jacks in order to raise the aircraft?
3. How many jacks do they usually need to solve this problem?
4. What was the reason for changing the whole uplatch?
5. What are the mechanics going to do after changing the uplatch?
6. Until what moment do the mechanics pump the hydraulic jacks up?
7. What was the purpose of testing the landing gear

Exercise 7.15. Give Ukrainian equivalents:

A tricycle landing gear, support, shock-absorber, the main landing gear; the nose wheel; shock strut; to absorb; retracting mechanism; retractable landing gear; actuating cylinder, the center of gravity; to slow up; retraction, the manual controls; indicators; a tail wheel; to include, four-wheel bogie; hydraulic actuation.

Exercise 7.16. Give English equivalents:

Утворювати опір, прибирати шасі, амортизатор, гальма, чотирьохколісний візок, показувати положення шасі, ставити на замок, центр тяжіння, основна стійка шасі, переднє колесо, перевага, виконувати, поглинати, випускати шасі, механізм прибирання, хвостове шасі, зменшувати коливання шасі, під час рулювання, органи керування, покажчик, лампочки сигналізації.

Exercise 7.17. Complete the sentences:

1. The landing gear consists of _____.
2. Its function is two-fold: _____.
3. The main landing gear includes _____.
4. The main landing gear is attached near _____.
5. An exposed landing gear create _____.
6. Retraction may be accomplished _____.
7. Aeroplanes with a retractable gear should be _____.
8. In modern airliners each main unit carries _____.
9. To minimize the oscillation of the tail wheel _____.
10. This design has some advantages _____.

Exercise 7.18. False (-) or True (+)?

1. The landing gear must absorb the energy in flight.
2. The auxiliary landing gear forms an auxiliary support of the airplane.
3. The landing gear with the nose wheel is called a bicycle landing gear.
4. Retraction of the landing gear may be accomplished only by hydraulic system.
5. The main landing gear is attached near the centre of gravity.
6. Hydraulic operation is used on at least 75 per cent of the world's aircraft.

Exercise 7.19. Fill in the gaps with the words:

1. The function of the landing gear is _____ .
 - a) to support the airplane in the air
 - b) to contain the power plant
 - c) support the airplane on the ground
 - d) to provide directional control in flight
2. _____ forms principal support of the airplane on the ground.
 - a) The auxiliary landing gear
 - b) The main landing gear
 - c) The tricycle landing gear
 - d) The nose landing gear
3. When the selector lever is placed in the _____ all three gears retract.
 - a) fixed
 - b) up
 - c) neutral
 - d) down
4. Airplanes having a tricycle gear employ airfoil shock struts _____ shocks of landing taxiing.
 - a) to reduce
 - b) to increase
 - c) to perform
 - d) to control
5. Mechanical locks hold the gears _____.
 - a) in the fixed position
 - b) in the up position
 - c) in the extended or retracted position
 - d) in the down position.

Exercise 7.20. Answer the following questions:

Model : What does the landing gear include to absorb energy of landing? –It includes shock-absorbers.

1. What does the landing gear include to taxi on the ground?
2. What does the landing gear include to retract the landing gear?
3. What does the landing gear include to indicate its position?
4. What does the landing gear include to attach it to the primary structure?
5. What does an exposed landing gear create?

Exercise 7.21. Say and answer: What is the function of...?

Model: What is the function of landing gear?

1. The function of the landing gear is to support the aeroplane on the ground.

The landing gear serves to support the aeroplane on the ground.

The landing gear is used to support the aeroplane on the ground

Shock-absorber, wheel brakes, retracting mechanism; warning device; hydraulic system; manual control; antishimmy device; locks, structural members.

Exercise 7.22. Form nouns of the following verbs:

Model: Retract – Retraction

Reduce, operate, actuate, indicate, equip, absorb, prevent, support, lock, oscillate, improve, maintain, instruct, accumulate, evaporate: charge, damage, sulfate, contain, connect, rectify, form, disintegrate.

Exercise 7.23. Remember the active vocabulary:

1. *auxiliary unit* – допоміжний пристрій
2. *antiskid system* – протиюзова система
3. *brake* – гальмо
4. *centre of gravity* – центр ваги
5. *disarm indicator* – індикатор автоматичного керування
6. *directional control* – управління по курсу
7. *indication light* – світловий сигнальний пристрій
8. *nose over* – капотування
9. *parking brake* – паркувальне гальмо
10. *retraction* – прибирання шасі
11. *selector lever* – селекторний важіль
12. *steering* – рульове керування
13. *steering wheel* – рульове колесо
14. *shock strut* – амортизаційна стійка
15. *to switch* – перемикаєти
16. *tricycle landing gear* – трьохопорне шасі (з носовим колесом)
17. *visibility* – видимість.

DIALOGUE

T. Now we proceed to discussing the main landing gear design. The main landing gear includes wheels, shock absorbers, wheel brakes retracting mechanism and structural members. The term “shock absorber” is translated as “амортизатор”, “brake” – гальмо, “wheel brakes” – колесні гальма, “retracting mechanism” – механізм випуску та прибирання шасі.

Main wheels take up to 85 per cent of the weight of a plane. That is why the main landing gear should be of robust design and in modern airplanes each main unit carries a four -, six -, eight – and even ten wheel bogie. “Bogie” – візок.

What part of the landing gear are we speaking on?

S. We are speaking on the main landing gear.

T. What does the main landing gear include?

S. As far as I remember, it includes wheels, shock-absorbers, wheel brakes, retracting mechanism and structural members.

T. What is the Ukrainian for “shock absorbers”, “wheel brakes”, “retracting mechanism” and “structural members”?

S. The Ukrainian for “shock absorbers” is “амортизатори”, “retracting mechanism” is “механізм випуску та прибирання шасі”, “wheel brakes” are “колесні гальма”, “structural members” are “конструктивні елементи”.

T. What structural members does the main landing gear include?

S. It includes wheels, shock absorbers, wheel brakes, retracting mechanism and structural members.

Exercise 7.24. Read and translate text.

«LANDING GEAR»

The landing gear or undercarriage is one of the main structural units of the airplane. The landing gear provides support for the airplane during static and ground maneuvering conditions. Structurally it reacts to the airplane loads in three axes and the component forces that are generated during its motion.

The landing gear usually consists of the main and auxiliary units. The main landing gear is attached near the center of gravity of an airplane and forms its principle support. The auxiliary landing gear forms an auxiliary support and as it is far away from the center of gravity of the machine and less loaded it is made comparatively light.

Present day airplanes have a tricycle type landing gear consisting of two main gears and a nose gear. This design has some advantages, namely: it improves visibility during taxiing, reduces the possibility of nose over, makes an airplane more stable during landing as the center of gravity is ahead of the main wheels.

Airplanes having a tricycle type landing gear employ air/oil shock struts. Hydraulic power is used for normal gear extension and retraction. In a large number of airplanes the gear may be extended manually. Shock strut compression is used for air/ground sensing control and utilizes solid state sensors as does the indication and warning system. Nose wheel steering is available for taxi and take off and for directional control when the airplane is on the ground. A steering wheel gives up to about 78 degrees left and right steering capability.

Brakes are installed on the main gear and may be operated either manual or automatic mode; an antiskid system is used to increase braking effectiveness.

Landing gear control and indication components include: the landing gear selector lever and indication lights, manual extension handles, parking brake lever and indicator, nose gear steering control wheel, antiskid control switch and inoperative indicator, and the auto brake control switch and disarm indicator.

Exercise 7.25. Answer the following questions on the text.

1. What is the function of the landing gear? 2. How does the landing gear react to the airplane loads? 3. What are the main and auxiliary landing gear functions? 4. What are the advantages of a tricycle type landing gear? 5. What is hydraulic power used for? 6. What is shock strut compression used for? 7. What is nose wheel steering available for? 8. Where are brakes installed? 9. What is used to increase braking effectiveness?

TEST UNIT 7

1. The parts of these sentences are in the incorrect order. Put them into the correct order as in the example:

is moved to the up position/to retract the gear,/the control handle

The control handle is moved to the up position to retract the gear. or

To retract the gear, the control handle is moved to the up position.

1. are connected/to the steering cables/the rudder pedals
2. 3000 psi hydraulic fluid/the metering valve/to the actuator/directs
3. is/the compressor section/the source of compressed air
4. entering the system/to prevent oil/seals/are installed
5. a signal/the sensor/to turn on the red warning/provides
6. controls/to dampen yaw axis movement/the yaw damper system/the rudder
7. by two pumps/system pressure/is supplied
8. two pumps/system pressure/supply
9. the push-button/the system/resets/pushing
10. the valve/opens and closes/to control the fuel flow/an electrical motor.

2. All the words in these 10 sentences are stuck together. Detach them, as in the example, in order to find the meaning of the sentences.

The surge-vent tank is designed to absorb the effect of fuel surges.

The surge-vent tank is designed to absorb the effect of fuel surges.

1. The gear can extend by free fall
2. The overhead racks are mounted on the ceiling.
3. There is an interface between the fire detection system and the master warning controller.
4. Disconnect the return line from the case drain hose.
5. Any drop in voltage is detected by the voltage monitor.
6. The ATC transponder is electrically supplied but not operating.
7. Check that the doors are flush with the fuselage skin.
8. The amber magnetic indicator shows the valve is in transit.
9. The ground spoilers are armed before landing.
10. The aircraft symbol is slaved to a computer.

3. There is no punctuation in this paragraph. Read it and decide where the sentences are. Add the punctuation and capital letters.

HYDRAULIC POWER TRANSFER UNIT

FIGURE 003

the filter bowl screws on to the flanged mounting it contains the filter element and holds it against the mounting a seal prevents leakage the bowl is screwed tight by means of a square tightening lug on the bottom surface the filter element has a support tube with a spigot which opens the inner valve when the filter element is fitted filter power of the element is 15 microns 0.0006 in. the red clogging indicator is protected by a transparent cap which is integral with the mounting the indicator becomes visible when any filter clogging causes pressure to drop to 6 bars 87 psi

UNIT 8. THE MAIN ROTOR. MASS MEDIA & TV

Exercise 8.1. Use these words in the sentences below:

*channel , video, aerial , screen, widescreen, dish, DVD recorder,
subscription, remote, control, portable, TV cable, pay-per-view*

1. Although television was invented in 1924, television sets really only became widely available in the 1950's. When you see one of those early sets, the first thing you notice is how small the.....is.
2. One of the most recent developments is thewhich allows you to see films in a way which conventional sets didn't.
3. A.....is usually a small one which you can move from room to room or even take with you in your caravan.
4.developed using various different formats including VHS and PAL. With the advent of digital television, it won't be long before most people replace their old system with a state-of-the-art.....
5. You can't buy a television or video today without a.....You never need to move from your sofa.
6. If you've got.....television, you no longer need an.....on your roof, but if you want satellite television, then you need a.....
7. You have to pay a monthly..... charge if you've got cable or satellite.
8.is when you pay a one-off charge to watch a particular programme.
9. Every cable package comes with at least one shopping.....

Exercise 8.2. Use these words in the sentences below:

series, interview, programme, episode, serial, guests, repeats, highlights

1. What are you doing later?
- I'm staying in tonight. There's a,..... on that I really want to watch.
2. Is there anything worth watching on the telly tonight?
- No, it's all.....again. Why can't they make some new programmes for a change?
3. So, why do you want to watch this to watch this programme so much?
- They are going to do anwith Brad Pitt about his new film.
4. I really don't like chat shows very much.
- No, nor do I. Theonly come on to sell their latest film or their new book. sell their latest film or their new book.
5. Is the Chelsea match on live tonight?
- No, they're just showing the.....later in the evening.
6. I really miss 'Friends' now that it's not on. I used to watch it every week.
- Well, you don't need to worry. There's a newstarting next month.
7. Have you seen they have made Oliver Twist into a TV.....?
- Yes, it's on every Sunday for the next twelve weeks – the first.....is this. Sunday.

Exercise 8.3. Match the newspapers with the definitions:

1. national paper
 2. local paper
 3. daily paper
 4. broadsheet
 5. tabloid
- a. a paper that you can buy every morning
 - b. a paper that's sold throughout the country
 - c. a paper produced in one town
 - d. a serious paper that reports world events
 - e. a paper containing sensational stories about the private lives of rich and famous people

Exercise 8.4. Match the beginnings of the sentences with the endings below:

1. A reporter
 2. The editor
 3. A correspondent
 4. A columnist
 5. The proprietor
- a. decides what goes in a newspaper or magazine.
 - b. finds interesting news stories and writes about them.
 - c. owns the newspaper.
 - d. writes a regular column in a newspaper or magazine.
 - e. sends reports from a particular part of the world or about a particular subject.

Exercise 8.5. Use these words to complete the sentences:

influence publicity agency
brand sponsor slogan

hype competitors logo

1. Do people really buy things just because they've seen them advertised on TV?
– Of course they do! Advertising has a hugeon all the choices we make.
2. Advertisers like to think of a clever..... to make people remember their product. For example, Coca Cola's is 'It's the real thing.'
3. Nike are going tothe next World Cup. All the players will have to wear the Nike.....on their shirts.
4. What.....of cigarette do you smoke?
5. Most companies spend a lot of money on advertising. It's the only way they can stay ahead of their.....
6. My sister's just got a job working for an advertising.....in London.
7. Did you see Jodie Foster on that chat show last night? She was really good.
– She's been on all the shows this week. It's all just.....for her new film.
8. You went to see Spielberg's new film at the weekend, didn't you? What was it like?
– Well, considering all the....., I . thought it was a bit disappointing.

GRAMMAR

Теперішній тривалий час. Утворення, значення, вживання

Present Continuous утворюється із допоміжного дієслова **to be** в Present Indefinite та дієприкметника теперішнього часу (Present Participle) основного дієслова.

The boys **are playing** chess now. – Хлопці грають у шахи зараз.

She **is working** in the garden at the moment. – Вона зараз працює.

У питальній формі допоміжне дієслово стоїть перед підметом:

Are the boys playing chess?

Хлопці грають у шахи зараз?

Is she working in the garden?

Вона працює у садку?

What **are** you doing?

Що ви робите?

У заперечній формі після допоміжного дієслова вживається частка **not**:

The girls **are not singing**.

Дівчата не співають.

У питально-заперечних реченнях допоміжне дієслово стоїть перед підметом, а частка **not** – після підмета:

Am **I** not preparing for my examinations? Хіба я не готуюсь до іспитів?

В усному мовленні замість **is not** й **are not** уживаються здебільшого скорочені форми **isn't** і **aren't**:

She **isn't** listening in.

Вона не слухає радіо.

They **aren't** listening in.

Вони не слухають радіо.

Why **aren't** you **working**?

Чому ви не працюєте?

Уживання Present Continuous

Present Continuous уживається для вираження дії, що відбувається в останній момент мовлення:

Why are you crying?

Чому ти плачеш?

You are not listening to me.

Ти не слухаєш мене.

Present Continuous уживається для вираження тривалої дії, що відбувається в певний період теперішнього часу, хоч і не в момент мовлення.

“What are you **doing** here in Kiev?”

«Що ви робите у Києві?»

“**I'm studying** at the Institute of Foreign Languages.”

«Я вчуся в інституті іноземних мов».

Present Continuous уживається для вираження тривалої дії, що відбувається одночасно з іншою дією, яка належить до теперішнього часу:

I am only happy when, I am working (Hemingway).

Я щасливий лише тоді, коли працюю.

What does he do when he's not teaching? (Abrahams)

Чим він займається, коли не викладає?

Present Continuous (як і Present Indefinite) уживається для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух: **to go**

іти, їхати; **to come** приходити; **to leave** від'їжджати; **to arrive** прибувати; **to start** вирушати тощо. У цьому разі обов'язково вживається обставина часу:

We're **flying** to Paris in the morning. Уранці ми відлітаємо до Парижу.
(Bradbury)

When **are you coming** back?

Коли ви повернетесь?

Is **he coming** tonight?

Він прийде сьогодні ввечері?

Дієслово **to go** у Present Continuous з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому чи надає їй відтінок обов'язковості, неминучості виконання дії, позначеної інфінітивом:

I am going to speak.

Я збираюсь говорити.

He is **going to be** a teacher.

Він збирається бути вчителем.

Exercises

Exercise 8.6. Choose the correct option:

a) Peter

1. is reading a novel at the moment.
2. are reading a novel at the moment.
3. am reading a novel at the moment.

b) We

1. aren't playing tennis, we are playing volleyball.
2. isn't playing tennis, we is playing volleyball.
3. aren't playing tennis, we are playing volleyball.

c) Our younger sister

1. isn't have dinner with us today.
2. isn't having dinner with us today.
3. aren't having dinner with us today.

d) My English teacher

1. are writing something on the blackboard.
2. is writting something on the blackboard.
3. is writing something on the blackboard.

Exercise 8.7. Change the following sentences into the negative: (Use short forms)

1. Anna is writing a composition.
2. Our parents are visiting my grandmother.
3. I am thinking of buying a new car.
4. Ignacio is reading a very interesting book.
5. You are doing your homework.

Exercise 8.8. Change into the interrogative:

1. I am waiting for Tom.
2. You are cooking dinner.

3. My grandmother is baking a chocolate cake.
4. She is checking the grammar reference.
5. They are listening to rock music.

Exercise 8.9. Open the brackets in Present Continuous.

1. My book (to lie) on the table.
2. They (to work).
3. The doctor and her patient (to talk).
4. We (to cook) dinner. My mother (to make) a salad.
5. A young man (to drive) a car. He (to listen) music.
6. My grandfather (to read) a book.
7. The pen (to lie) on the floor.
8. You (to have) a break?
9. She still (to sing).

Exercise 8.10. Translate into English:

1. Ми пишемо.
2. Вони не читають.
3. Вона не працює.
4. Ви дивитеся телевізор?
5. Він не читає.
6. Вони не грають на піаніно.
7. Я не печу торт.
8. Вона не співає.
9. Її сестра не спить.
10. Джейкоб не п'є чай?
11. Твої друзі п'ють каву?
12. Вона працює за столом.
13. Я пишу листа.
14. Я роблю вправу.
15. Хлопчики не плавають у басейні.
16. Вони грають у футбол?
17. Моя сестра пише листа.
18. Моя подруга допомагає своїй дитині.
19. Ти допомагаєш татові?
20. Учні читають цікаву історію.

Exercise 8.11. Translate into Ukrainian:

1. Mike can run very fast.
2. They can understand French.
3. Kate can speak English well.
4. My brother can come and help you in the garden.
5. Can you speak Spanish?
6. Can your brother help me with mathematics?
7. His little sister can walk already.
8. The children cannot carry this box: it is too heavy.
9. My friend cannot come in time.
10. This old woman cannot sleep at night.

Exercise 8.12. Translate into English:

1. Я вмію говорити англійською.
2. Том не вміє говорити німецькою.
3. Ти вмієш говорити французькою?
4. Моя сестра не вміє кататися на ковзанах.
5. Ти можеш перепливти цю річку?
6. Я не можу випити це молоко.
7. Вона не може вас зрозуміти.
8. Ти вмів плавати в минулому році?
9. Торік я не вмів кататися на лижах, а зараз умію.
10. Ви не можете мені сказати, як доїхати до вокзалу?

Exercise 8.13. Translate (to be able to):

1. Ти зможеш зробити цю роботу завтра?
2. Я думаю, вона не зуміє вирішити це завдання.
3. Завтра я буду вільний і зможу допомогти тобі.
4. Ми зможемо поїхати до Нью-Йорка наступного року?
5. Ти зможеш полагодити мій телефон?

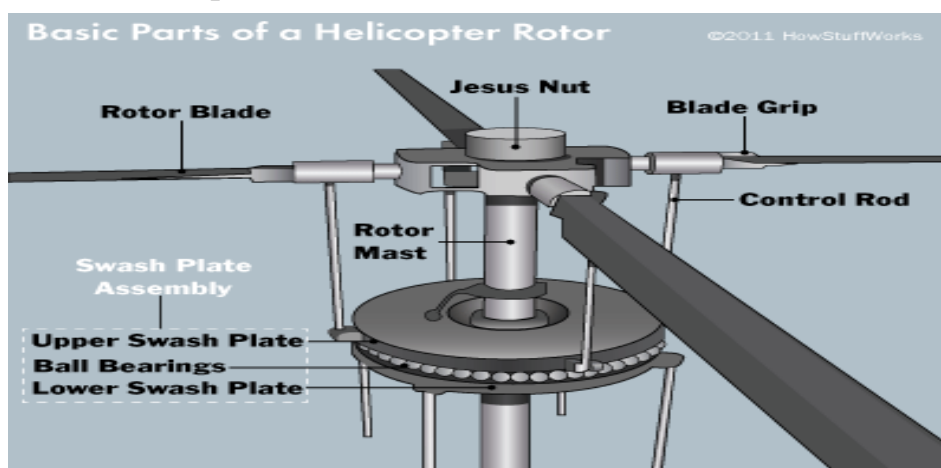
READING

Read and translate the text

TEXT A «THE MAIN ROTOR»

The Main Rotor is designed to create the lift force and thrust, longitudinal and lateral controllability of the helicopter by means of a rotor.

The Main Rotor consists of the hub assembly and five blades. The blades are attached to the hub assembly by means of drag, flapping and feathering hinges. The basic parts of the main rotor hub assembly are as follows: hub body, drag hinges, feathering hinges, blade turning arms, hydraulic dampers, centrifugal droop limiters, a vibration suppressor of pendulum-type. The hub body is connected to the main gearbox shaft by means of splines. The body is secured on the shaft by nut. The Main Rotor blade is of all-metal structure and rectangular form. It consists of the spar damage pneumatic warning system, the anti-icing system heating elements, 21 sections, one fairing and a blade tip.



Pic. 17

When inspecting the MR it is necessary to check the following:

- The MR blades mooring
- The hydraulic dampers and hinges tightness
- The oil level in the reservoir of the hydraulic dampers
- The elements of the MR hub assembly for proper condition
- The tightness of the blade spars for proper condition
- The skin, the anti-icing heating elements and the end fairings of the blade for proper condition

Corrosion, deformation and cracks are not allowed.

WORD LIST

1. *main rotor* – несучий гвинт
2. *to be designed* – сконструйований
3. *to create* – створювати
4. *lift force* – підйомна сила
5. *thrust* – тяга
6. *longitudinal* – поздовжній
7. *lateral* – поперечний

8. *controllability* – керованість
9. *by means of* – за допомогою
10. *to consist of* – складається з
11. *hub assembly* – втулка гвинта
12. *blade* – лопать
13. *to attach* – прикріплювати
14. *drag* – опір
15. *feathering hinge* – осьовий шарнір
16. *hub body* – корпус втулки
17. *flapping hinge* – горизонтальний шарнір
18. *drag hinge* – вертикальний шарнір
19. *blade turning arms* – важіль повороту лопатей
20. *hydraulic damper* – гідравлічний амортизатор
21. *centrifugal droop limiters* – відцентровий обмежувач звису
22. *vibration suppressor* – віброгасник, гідродемпер
23. *pendulum-type* – маятниковий тип
24. *main gear box shaft* – вал головного редуктора
25. *spline* – шліц
26. *secured* – зашкранченний
27. *nut* – гайка
28. *all metal-structure* – суцільнометалевий
29. *rectangular form* – прямокутної форми
30. *spar damage pneumatic warning system* – пневматична система попередження про ушкодження лонжерону, візуальний сигналізатор
31. *anti-icing system* – система проти зледеніння
32. *fairing* – обтічник
33. *blade tip* – закінцівка лопаті
34. *mooring* – швартування
35. *tightness* – герметичність
36. *reservoir* – паливний бак
37. *proper condition* – відповідний стан
38. *corrosion* – корозія
39. *deformation* – деформація
40. *crack* – тріщина
41. *to allow* – дозволяти
42. *ball bearings* – шарики підшипники.

Exercise 8.14. Answer the questions:

1. What is the Main Rotor designed to?
2. What does the MR consist of?
3. What are the main parts of the main rotor hub assembly ?
4. What kind is vibration suppressor?
5. How is the hub body connected?
6. What is the structure and form of the main rotor blade? What does it consist of?
7. What is it necessary to do while inspecting the MR?

Exercise 8.15. Translate the sentences into English:

1. Коли ви проводили перевірку несучого гвинта?
2. Нам треба детально вивчити проблему з горизонтальним шарніром.
3. Чи не могли б ви повторити, як кріпляться лопаті?
4. Підйомна сила – складова повної аеродинамічної сили.
5. Така конструкція підвищує ефективність управління вертольотом і є набагато простішою.
6. Отже, вони розробили втулку несучого гвинта з вертикальними і горизонтальними шарнірами.
7. Осьовий шарнір має два шарикопідшипника.
8. Лопаті несучого гвинта кріпляться до втулки за допомогою горизонтальних, вертикальних та осьових шарнірів.
9. ПС має класичну одногвинтову схему з трилопатеви́ми несучим і кермовим гвинтами.
10. Крила створюють підйомну силу і підтримують літак у повітрі під час польоту.

Exercise 8.16. Translate into English:

Віброгасник, маятниковий тип, система проти зледеніння, обтічник, гайка, важіль повороту лопатей, гідравлічний амортизатор, поперечний, за допомогою, складається з, підйомна сила, тяга.

Exercise 8.17. Put together (match) the compound expressions below with the definitions or synonyms. Look at the example:

Temperature of the gas leaving the turbine = EXHAUST GAS TEMPERATURE

SERVO-CONTROL	ATTENDANT STATION	CABIN WINDOWS FIRE
BRAKE PEDALS	DOOR HANDLE	DETECTOR LOOP
CROSSBLEED VALVE	FUEL PUMP	FAN AIR VALVE HY-
SEAT RAILS	BLEED AIR	DRAULIC RESERVOIR
VERTICAL SPEED INDICATOR	THROTTLELEVERS	PROXIMITY DETECTOR
RAM AIR INLET PUSH	FIRE HANDLE	CIRCUIT BREAKER
BUTTON		

1. They control the engines.....
2. You hold this to open the door.....
3. The passengers see through these.
4. Skydrol is stored here.
5. The seats are installed on these.
6. Dynamic air enters here.
7. They control the brakes.
8. It displays the rate of climb/descent.
9. It detects a door, etc. closed.
10. It shuts down the engine in an emergency.
11. Above (over) Captain and First Officer.
12. The cabin crew sit here.
13. It senses engine fire.

14. It isolates an electrical circuit.
15. A control that you press.
16. It drives a flight control surface.
17. It creates fuel flow.
18. It transfers air from side to side.....
19. It controls air from the fan.....
20. Air from engine compressor.....

Exercise 8.18. Try to put these different parts of a sentence into the correct order. Don't forget to check your answers.

1. through the reservoir filling system/the mechanic/to replenish the system/fills/the reservoir
2. stores/the selected track number/ a battery-buffer memory/for later use
3. the fuel supply/controls/to the other wing/a crossfeed valve
4. to the cable/with the tumbuckle/the rod/connects/the lever
5. a lever/to open the doors on the ground/a device/controls/without hydraulic power
6. to personnel/must be depressurized/to prevent/the aileron control system/injury
7. provides/to maintain or change attitude, altitude and heading/also/the AFCS/coordinated maneuvering
8. to the retract port/the valve/when the flaps are retracted/pressure/directs/on each actuator
9. the fuel control unit/from foreign material contamination/protects/the L.P. fuel filter
10. the supply/for the system/contains/of oil/the oil tank
11. the seals/in position/and/holds/a retaining ring/to make a pressure-tight joint/the pane
12. 28 VDC/to turn on/a series circuit/through the lower contacts/the red light in the fire handle/applies
13. amber lights/the STAB OUT-OF-TRIM indicators/on the pilot's control panel/are
14. prevents/on the control quadrant/rapid movement/a gate/of the control lever
15. frees/in the event of hydraulic power loss/the elevator control tabs/the tab lock-out mechanism/from both systems A and B.

Exercise 8.19. Read these texts and complete the missing word-endings with -ED, -OR, -ER, -ING or -S.

The wing tank pump...are locat.....in a collect....box form....by root Rib 1 and Rib . Rib 2 is seal.....except for vent hole....at the top and clack valve...at the bottom through which fuel gravitate...into the enclosure. Two inward-opening...panel...in Rib 2 provide access into this area. This configuration make sure that the pump...are fully in fuel during flight maneuvers. Each pump has an intake pipe fitt... with a strain...A bypass pipe with suction valve enable...the engine to get fuel by suction if the pump...do not work.

2. The pump is of the variable-displacement type. The rotat...assembly turn...all the time that the engine operate...The pump has nine piston...which are connect...to a moveable yoke plate. When the angle of the yoke plate change..., the stroke of the

piston...change...and the output of the pump is increas...or decreas...The compensât...valve supplie...servo pressure to the actuat...piston, which control...the angle of the yoke. A solenoid valve (control ----- from the flight compartment) make...it possible to change the operation of the pump so that it do...not supply pressure to the system (depressuriz...mode). The EDP include...a block...valve which isolate... the pump from the hydraulic system when the pump operate...in the depressuriz... mode.

TEST UNIT 8

1. Read the text. Are the statements true (T) or false (F)?

1. The magazine has not written about this topic before.
2. Paula's life has not changed very much.
3. Sam's dad was the only wage earner in his family.
4. Not everything is easy for Christine in London.
5. Amir says that people are more tolerant today than before.

CHANGING PEOPLE, CHANGING TIMES

A Today Magazine special

'Change is the only constant,' said the writer Isaac Asimov, but exactly how much do we change as we grow older? As part of our series of articles on modern Britain we asked a random selection of people on London's busy streets that very question last weekend.

Paula

Paula is smart, trendy and successful, every inch a confident and independent young professional. A loans manager in a bank not far from Cork in the Republic of Ireland, much in her life seems unchanged, but under the surface things are considerably different. 'When I was younger I lived on a small farm near Cork with my parents, and went to school close by. I still live there now, on the same farm, still with my parents, but underneath little has stayed the same.' While her address may not have changed, she does not feel tied to one place in the way that her parents do, and she loves that feeling of freedom. 'Back then, people didn't use to travel much. In fact, I didn't leave my village until I was a teenager, but now I travel quite a lot. I love visiting places – that's why I'm in London right now – and I try to go somewhere most weekends. I feel as much at home in New York or London as I do in Ireland.'

Sam

With his jeans, t-shirt and jacket Sam looks like a typical Londoner travelling about town, and his accent confirms his local origins. Formerly an electrician with a large construction firm and now running his own one-man company, he tells us he's not in a hurry and can spare a moment to talk to us – but his frequent glances towards the bus stop tell a different story, as does his hurried speech. 'Well, I've got a family to support these days so that's a worry,' he says, and he sees the parallels with his own childhood very clearly. 'I remember when I was a kid back in the 1970s things were quite tough, much more so than today, I think. We never had any money to spare and my dad always seemed to be angry. My mum didn't work, unlike my wife today. Now my father is like a different person, so easygoing and calm about things. My

kids love him and I try to be as relaxed as he is, but it's not easy, even though we don't have the same kind of financial worries today.'

Christine

American Christine's extravagantly coloured clothes could mark her out as a student but, in fact, she stands on the other side of the school desk. 'The biggest change in my life is obviously that I live in the UK now instead of the US!' Her choice of career was not one she would have expected in her youth. 'You know, it's funny but I never used to pay too much attention in school. I suppose I might have liked it more than I realised at the time, though, because now here I am teaching and I love it!' In spite of the thousands of miles across the Atlantic she has travelled, Christine does not feel her life has changed dramatically. 'I went to school in New York and then studied there too and a lot of things are similar here: in the States I travelled on the subway a lot, now it's the Tube, I lived quite near the centre of New York, now it's the centre of London and I still go jogging in the park and go to the theatre whenever I can, so I suppose I can say that most things in my life have stayed the same. That's good because I liked my lifestyle in the States, even though I think London suits me better. I still ride my bike to work as well but one thing's different and that's where I ride. I can't get used to riding on the left and I don't think I ever will, however long I spend here!'

Amir

Tall, slim of build and athletic, 25-year-old student Amir looks like he could be a professional sportsman. A member of Britain's sizeable Muslim community, Amir feels that relations have changed between Britain's different communities since his schooldays. 'Back then it was difficult being from an ethnic minority and having a different religion to most of the other kids in my class. Most of them didn't even know what a Muslim was and assumed I was from India – most of them had never heard of Pakistan – even though my parents and I were all born in the same town as they were. We'd never even been to France, let alone Asia! I used to hear comments about me that weren't very nice, about me not being English and so on, but I can't remember the last time somebody spoke like that to me so I suppose how people think about these things must have changed a lot, and that's good.'

2. Read the text again and choose the correct answers.

1. Paula

- a) works on a small farm.
- b) feels different about home than her parents.
- c) went abroad as a teenager.
- d) travels every weekend.

2. Sam says that

- a) his father is angry with him.
- b) his father is more relaxed than he is.
- c) his father has a lot of problems.
- d) his financial situation is worse than his father's.

3. Christine says that
 - a) she has the same job in London as in New York.
 - b) she was a good pupil at school.
 - c) she spends her free time the same way in London as in New York.
 - d) she uses her bike to travel everywhere.
4. Amir was born in
 - a) India.
 - b) Pakistan.
 - c) France.
 - d) England.
5. All the speakers
 - a) are not married.
 - b) mention their parents.
 - c) have full-time jobs.
 - d) think things are better now.

UNIT 9. THE COCKPIT. ALL JOBS ARE IMPORTANT

Exercise 9.1. Read the text below. Translate it.

«A CAREER IN THE VIDEO GAMES INDUSTRY?»

Initially populated by computer scientists and the self-taught, the video game design industry used not to offer many routes into its midst. Often, perhaps unfairly, viewed as just a hobby for young enthusiasts, the video games industry is now being taken seriously. Surprised? Industry experts aren't.

It's not easy though. Video game spin-offs that rapidly follow any new movie require dozens of team members and months of incredible skill, perseverance and intricacies. As with almost every industry, it's tricky to get into – but it is expanding. Jim Donnelly, a spokesman for an online games magazine says: 'It's certainly very difficult to make much headway within big companies, or to influence any of the really big mainstream games. But the truth is, the industry needs game designers more than ever. Not just director-level people who orchestrate an entire game, but the lower-level people who design systems and individual set pieces.'

So, how can you get into such a competitive industry? Although many companies prefer people to have a degree in computer science, Jim disagrees. There is only one route: make games. The tools are there. You won't get a job if you haven't made something, and you won't get anywhere independently if you are not making stuff. Game design is less a job than it is a way of life. Like any creative endeavor it must be done to be real.' Another industry expert, John Field, sees other options. 'There's a lot to be said for "just doing it", but it's really more complicated than that. There are lots of people who want to work in games, but few who measure up to the requirements of the industry these days; even fewer who have the creative talent, technical know-how, vision and entrepreneurial ability to really contribute to the ever-changing face of an evolving medium.'

Can you do it on your own? 'Perhaps, but it's pretty tricky,' says John. 'However, a good postgraduate course in games can help, plus provide a year or two of top-level support and guidance. Most games designers start their careers as programmers, or artists, progressing their way up the ladder. They are interested in all forms of entertainment media, plus have a healthy appetite for all areas of the arts and contemporary culture. They may or may not have spent a few years in the working world post-graduation, but have realised that games is going to be their "thing". They are not merely fans, but are fascinated by the future possibilities of games, and are aware of the increasing breadth and diversity of the form. And finally, connections can help. This is often overlooked, but in order to get line ahead in games – as in many other areas – you need to network.'

Exercise 9.2. For questions (1–5) choose the correct answer (A, B, C or D). Write your answers on the separate answer sheet.

1. What is the writer’s main point about the video games industry in the first paragraph

- A It is reasonable to consider making a living in this field.
- B Young people’s contributions to it should be appreciated.
- C It offers a relatively limited number of career options.
- D. Specialists in this area have failed to value its potential.

2. What does Jim tell us about the video games Industry?

- A It can be hard to decide which idea will prove successful.
- B Many designers are required to take charge of each large project.
- C It is worth recognizing the value of having a long-term strategy.
- D. There is room for people with different degrees of responsibility.

3. What does ‘that’ typed in bold refer to?

- A getting a degree in computer science
- B making games
- C being independent
- D seeing other options.

4. What opinion does John express in the third paragraph?

- A It is a mistake to believe that the jobs people do in the industry are easy.
- B Many people lack the qualities needed to do effective work in the industry.
- C The industry could benefit from people who have a strong desire to work in it.
- D The industry is changing too rapidly for people to keep up with it.

5. What does ‘overlooked’ typed in bold mean?

- A not considered
- B understood
- C not used
- D required.

Exercise 9.3. Choose the best word which completes each of the sentences

1. I don’t like gardening but it’s the only way I know how to _____ my living.
a. do b. make c. cost.

2. The minimum _____ is expected to be \$76,000 with some engineers easily making more than six figures a year.
a. wage b. salary c. profit.

3. Mary is a cleaner for a company in Birmingham, but she only works there for about three or four hours a day. She is a(n) _____ employee.
a. unskilled part-time b. semi-skilled blue-collar c. self-employed full-time.

4. There are many jobs that allow you to set your own schedule which is ideal if you are a student, a parent, a semi- _____ person, or if you simply want the flexibility to take days off whenever you want.
a. employed b. dismissed c. retired.

4. In many cases, you can use the skills you already have to find _____, either as an employee or a contractor.
a. employment b. unemployment c. application.

5. If you have professional skills and _____ that you can use to help others in your career field or industry, you may be able to line up consultant jobs, either for a consulting firm or as your own business.

a. *experiment* b. *experience* c. *expiry*.

6. _____ help employers find employees, and many work on an independent or contract basis.

a. *Receptionists* b. *Rescuers* c. *Recruiters*.

7. A lot of project management work is handled by _____ and consultants, so if you have the right skill set it's a role to consider.

a. *freelancers* b. *free-floaters* c. *free-riders*.

8. Resorts hire ski season and summer workers, tax season provides opportunities for _____ and filers, and the fall is a good time to get hired for a holiday season job.

a. *tax-dodgers* b. *tax-farmers* c. *tax preparers*.

Exercise 9.4. Choose the correct word.

1. Unemployed people are allowed to claim the **dole / pension**.

2. Tutoring is **work / job** that can be done based on your own availability.

3. The great thing about being self-employed is I have **flexible / shift** working hours.

4. Writers and editors are **in / on** demand, especially on a contract basis.

5. Many hairstylists are **employees / employers** of salons, while others rent a booth and work for themselves.

6. Many teachers over the age of 50 are **taking / making** early retirement.

7. They're working **overtime / short-time** to get the job done on time.

WORD LIST

1. *applicant / application / apply for a job* – претендент / додаток / зверніться за роботою

2. *deadline* – останній термін

3. *dismiss* – звільнити з посади

4. *employee* – працівник

5. *employer* – роботодавець

6. *employment* – працевлаштування

7. *employ* – найняти

8. Різниця між **job** і **work** – **робота** (де ти працюєш), за яку платять гроші, а **work** – це завдання, яке ти виконуєш на роботі

9. *pay rise* – підвищення заробітної плати

10. *pay / income / salary / wage* – зарплата / дохід / зарплата / заробітна плата

11. *full-time / part-time job* – повний / неповний робочий день.

GRAMMAR
Займенник some

	Займенник та його переклад		Приклади
Стверджувальне речення	some	кілька, декілька	<i>They made some mistakes – Вони зробили деякі помилки</i>
		дехто, деякий	<i>We have some cheese – У нас є сир</i>
		який-небудь, якийсь	<i>Some of them were busy – Дехто з них був зайнятий.</i>
	<p>Примітка. Займенники <i>some, somebody, something</i> уживаються у спеціальних та загальних запитаннях, що виражають пропозицію або прохання:</p> <p>Would you like some tea? – Ти хочеш чаю?</p> <p>Якщо <i>some</i> використовується разом із незлічуваним іменником, він на українську мову не перекладається:</p> <p><i>Buy some bread – Купи хліба</i></p>		

He asked me some questions. – Він поставив мені кілька запитань.

Have you got any interesting books? – Чи є у вас (якісь) цікаві книги?

He asked whether I had any books on radio. – Він запитав, чи є у мене (якісь) книги про радіо.

He did not make any mistakes in his dictation. – Він не зробив (жодних) помилок у диктанті.

I've read it in some book (in a book). – Я це читав в якійсь книзі.

READING

Read and translate the text.

TEXT A «MY FUTURE PROFESSION»

There are many interesting and useful professions and it is really not an easy task to choose the right one.

I began to think about my future profession at the age of 15. My favourite subjects at school were mathematics and English. My teachers were well-educated people with broad outlook and deep knowledge of the subjects. They encouraged me in my desire to become an economist. Now I know well what I'm going to do after leaving school. I didn't make a blind choice. It was not a sudden flash either. I opted for a career in business economics. I came to this decision little by little. It was my father who aroused my interest in that field. You see, he is a chief economist at a large plant and I often saw him work at home and discuss business matters with his colleagues. Later I got interested in the matter.

Economics is the science of making choices, which is based upon the facts of our everyday life. Economists study our everyday life and the system, which affects it. They try to describe the facts of the economy in which we live and to explain how the system works. The science of economics is concerned with all our material needs and wants.

To become a good specialist in economic matters and business one must know many sciences, such as business economics, finance and credits, statistics, history of economic theory and philosophy, mathematics, as well as economic management, trade business and, of course, marketing, which is a modern philosophy of business.

It is very important for a specialist in business matters to be a skilful user of computers and to speak at least one foreign language. It should better be English as it is the most popular language of international business communication. You'll be able to follow business developments in the world by listening to radio and TV news, by reading newspapers or magazines, or by getting in contact with your business partners abroad.

If I pass my entrance exams successfully and enter the University I'll try to study to the best of my abilities to achieve my life's ambition and to justify the hopes of my parents. I also hope that I'll never regret my choice and get a well-paid and interesting job afterwards.

Maybe I should consider a job in a world of banking. There's a surprisingly wide range to choose from, in the financial world. For example, I could work for a big international company, run my own company, write about economics as a financial journalist, run my own International Business Research Agency, raise money for charities or just sell famous paintings...

WORD LIST

1. *broad outlook* – широка перспектива
2. *to encourage me in my desire* – захочувати мене в моєму бажанні
3. *a blind choice* – вибір наосліп
4. *a sudden flash* – раптовий спалах
5. *to opt* – вибирати (вирішити)
6. *to arise* – виникати
7. *to get interested in* – цікавитися
8. *to affect* – зачіпати
9. *to be concerned* – бути зацікавленим
10. *to justify the hopes of my parents* – виправдовувати сподівання моїх батьків
11. *wide range* – широкий діапазон, коло, область, сфера
12. *to run* – управляти
13. *to raise money for charities* – збирати гроші на благодійність

Exercise 9.5. Answer the questions:

1. When did you start to think about your future profession?
2. What professions do you like best of all?
3. Who helped you to make your choice?

4. What do you know about your future profession?
5. What are your parents' professions?
6. What do you know about them?
7. Have you got any traditional professions in your family?
8. Is your future profession interesting and modern?

Exercise 9.6. Translate into English:

1. Не турбуйся, ти – щасливчик, тому, що маєш широку перспективу в майбутньому!
2. Я не хочу робити вибір наосліп, адже вибір професії для мене є дуже важливим.
3. Томас відчув раптовий спалах у серці, дивлячись у небо, він зрозумів, що хоче стати пілотом.
4. Складні ситуації виникають, навіть якщо ви не готові до них.
5. Батьки завжди цікавляться моїм життям, що є для мене вкрай важливим.
6. Його слова зачепили мене, але я не образився.
7. Батьки для мене дуже багато зробили в житті, тому мені дуже важливо виправдати їхні сподівання.

Exercise 9.7. Translate into English. Write your own sentences with new vocabulary:

Широка перспектива, заохочувати мене в моєму бажанні, вибір наосліп, раптовий спалах, обирати (вирішити), виникати, цікавитися, зачепити, бути зацікавленим, виправдовувати сподівання моїх батьків, широкий діапазон, управляти, збирати гроші на благодійність.

READING

Read and translate the text.

TEXT B «THE COCKPIT»

Part I

That portion of the airplane occupied by pilots is the pilot's cockpit. From the cockpit all controls used in flying and landing. Furnishing, instruments, and equipment are installed in it in accessible positions.



Pic. 18

All control systems terminate in the cockpit; all operational and navigational instruments are located here; all decisions regarding the flight of the airplane, with the very few exceptions when the airplane is about to take off and land, are determined here.

Since the pilot and his aids, such as co-pilot or the navigational officer or some other member of the crew, spend their entire time on a flight in the cockpit, it is absolutely necessary that every means for comfort, for ease of operation of controls, coordination of instruments, for vision, and a host of other odds and ends which contribute to the efficiency and well-being of the crew be carefully planned and arranged. Switches and controls which the pilot must operate should be located as close to him as possible so that it will be unnecessary for him to stretch. Stretching reduces the pilot's ability to operate the airplane properly at any time and especially in an emergency. As for those instruments which do not have to be operated by hand they may be farther away, but must be grouped according to functions.

Many types of airplanes are equipped with baggage and tool compartments appropriate to the crew and the intended mission of each airplane, and provided with a flush type lock or handle

WORD LIST

1. *to occupy* – займати (місце)
2. *cockpit* – кабіна екіпажу
3. *to radiate* – розходитися, випромінювати
4. *furnishings* – обладнання
5. *to install* – встановлювати
6. *accessible* – доступний
7. *to terminate* – завершувати
8. *operational* – експлуатаційний
9. *decision* – рішення
10. *regarding* – стосовно, щодо
11. *exception* – виняток
12. *determine* – визначення
13. *entire* – повний
14. *to arrange* – розташовувати
15. *ease* – зручність, легкість
16. *coordination* – координація
17. *to contribute* – сприяти
18. *efficiency* – ефективність
19. *well-being* – добробут
20. *controls* – органи управління
21. *to stretch* – розтягувати
22. *emergency* – надзвичайна ситуація
23. *according* – у відповідності до
24. *tool* – інструмент
25. *to appropriate* – призначати
26. *intended* – призначений

27. *mission* – мета, ціль
28. *readily* – легко, швидко
29. *flush type* – прихований
30. *odds and ends* – усяка всячина, різні речі

Exercise 9.8. Answer the questions:

1. What is the cockpit?
2. Where is the control system located?
3. What are the principles for comfort in the cockpit?
4. What are the compartments located on many types of aircraft ?

Exercise 9.9. Translate into English:

1. Я не хочу займати ваше місце.
2. Кабіна екіпажу має бути комфортабельною.
3. Ви можете встановити багато пасажирських місць.
4. Прочитайте доступну вам інформацію на сайті.
5. Ухвалювати рішення має командир.
6. У правил бувають винятки.
7. Панель управління розташовано в кабіні.
8. Перевірка органів управління є обов'язковою.
9. Передайте мені інструменти.
10. Політ має певну місію.

Exercise 9.10. Translate into English and create your own sentences:

Завершувати, експлуатаційний, рішення, стосовно, розташовувати, зручність, координація, обладнання, займати, кабіна екіпажу, органи управління, розтягувати, аварія, інструмент.



Рис. 19

READING

Read and translate the text.

TEXT C: «THE COCKPIT»

Part II

Pilot's seat is made of sheet aluminum alloy, pressed to shaped, with edges rolled to prevent injury to equipment or personnel, and sides cut low to permit free arm movement by the occupant. Some manufacturers are now making seats from plastic bonded plywood which meet specifications as to weight, strength, etc. In most airplanes, this type of seat is adjustable as to height.

Doors. Generally, the entrance doors used on airplanes cockpits are hinged along the leading or the top edge to prevent accidental opening during flight. Most doors are so arranged that they can be disengaged completely from their attachments by a single movement of the emergency release lever.

Safety belts. Safety belts are provided for seats and chairs. Before take-off, the pilot should see that all belts are proper fastened.

Folding tables. Folding tables are sometimes provided for the navigator and the radio operator. When not in use, they are folded against the wall.

Data case. A data case, containing copies of all special and general Technical Orders specifically pertaining to the operation and maintenance of the particular airplane, is located conveniently in the cockpit. In some airplanes, separate flight-report holders, map cases, etc., contain part of this material

WORD LIST

1. *rolled* – *заокруглений*
2. *to prevent* – *запобігати*
3. *injury* – *зabій, поранення*
4. *occupant* – *мешканець*
5. *bonded* – *закріплений*
6. *plywood* – *фанера*
7. *specification* – *інструкція*
8. *adjustable* – *такий, що регулюється*
9. *hinge* – *шарнір*
10. *accidental* – *випадковий*
11. *to fold* – *складати*
12. *to pertain* – *мати стосунок*
13. *conveniently* – *зручно*
14. *holder* – *володар, власник*
15. *to contain* – *мати, містити в собі, складатися з...*
16. *volume* – *об'єм*
17. *sufficient* – *достатній*
18. *buffet* – *буфет*
19. *galley* – *кухня*
20. *wardrobe* – *гардероб*
21. *toilet* – *туалет*
22. *soundproofing* – *звуконепроникний*

23. *noise* – шум
24. *level* – рівень
25. *limit* – межа
26. *oxygen* – кисень
27. *feeding* – подача
28. *pressure* – тиск
29. *lighting* – освітлення
30. *natural* – природний
31. *artificial* – штучний
32. *interior* – внутрішній
33. *décor* – оформлення
34. *requirement* – вимога
35. *to achieve* – досягати
36. *design* – призначення
37. *aft* – позаду (у хвостовій частині)
38. *specific* – особливий
39. *height* – висота
40. *width* – ширина
41. *gangway* – прохід
42. *aisle* – прохід
43. *access* – доступ, вхід
44. *heating* – опалення
45. *ventilation* – вентиляція
46. *air conditioning system* – система вентиляції
47. *hermetically* – герметичний
48. *sealed* – зачинений
49. *freight* – вантаж
50. *hold* – вантажний відсік
51. *rear* – задній
52. *two-decked airliner* – лайнер з двома кабінами
53. *under floor cargo holds* – вантажний відсік під підлогою
54. *unpressurized* – негерметичний
55. *baggage compartment* – багажний відсік
56. *external* – зовнішній
57. *easily removable* – такий, що легко знімається.

Exercises

Exercise 9.11. Answer the questions:

1. What are the peculiarities as for pilot's seat?
2. Tell about door arranging.
3. What are the safety belts and folding table made for?
4. What is the purpose of data case on board?

Exercise 9.12. Translate into English:

1. Ви маєте попереджати про такі проблеми з освітленням.
2. Використовувати такий чудовий вертоліт для перевезення вантажу дуже зручно.
3. У вас достатній рівень знань у цій галузі.
4. Ви маєте здійснити перевірку освітлення на вертольоті.
5. Виконуючи обслуговування вертольоту, ви маєте робити все згідно з вимогами щодо обслуговування.
6. Якими є висота та ширина повітряного судна?
7. В якій частині вертольоту розташовано багажний відсік?

Exercise 9.13. Translate into English:

Мешканець, закріплений, фанера, інструкції, звуконепроникний, шум, буфет, кухня, мати стосунок, зручно, власник.

Exercise 9.14. Choose:

1. *some* 2. *something* 3. *Somebody*.

1. I have ... relatives in London.
2. There is ... at home. I hear their voices.
3. There is ... interesting on TV tonight.
4. I have ... in my bag.
5. I have seen ... in the dark.
6. ... people don't understand that they are not right.
7. ... happened to him.
8. She has ... that I like so much.
9. Ben has... pencils and he can share it with you.
10. Look! ... appeared behind the tree.

TEST UNIT 9.

1. Choose CAN, MAY, MUST, SHOULD or NEED to complete these sentences, as in the example:

The tanks MUST be drained before the first flight.

1. The hand pump.....pressurize the yellow system.
2. The tires.....be damaged by a hard landing.
3. Only original parts.....be used, but approved equivalent parts be installed.
4. A safety pin.....be inserted on the ground.
5. Ice.....form on the wings.
6. Bird strikes.....damage the fan blades.
7. The checklist.....be performed before engine start.
8. Channel 1.....replace Channel 2.

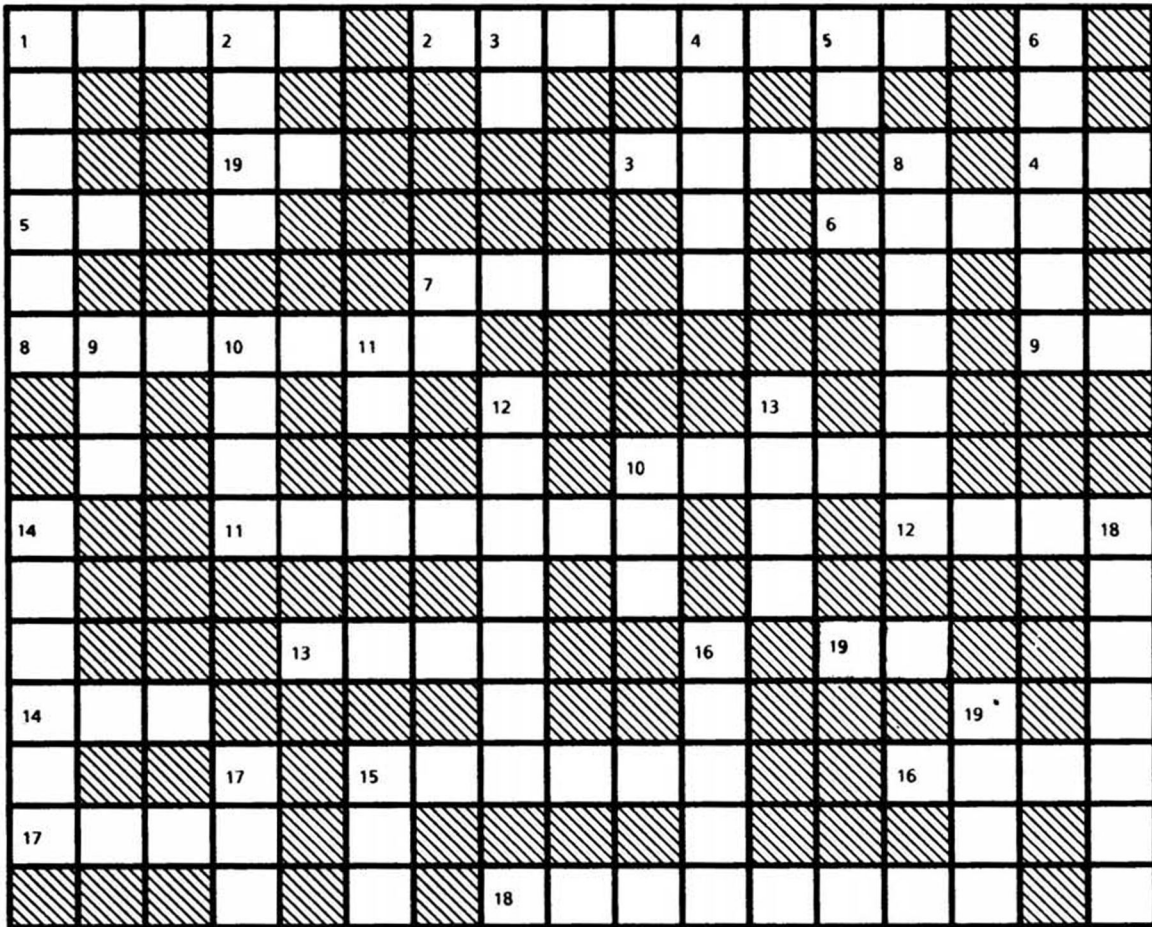
9. You special tooling for the test.
10. The crack.....be stopped immediately.
11. The FAA regulations.....be respected.
12. The green hydraulic system.....pressurize all the users.
13. The network.....a 27 VDC supply.
14. Skydrol.....bum or cause corrosion.
15. The circuit breaker.....be safetied before beginning work.
16. The enginesprovide 52 tonnes of thrust.
17. We.....8,000 liters of fuel.
18. It..... snow in Chicago in January.
19. If necessary, the aircraft.....fly on one engine.
20. The safety pin.....be removed before flight.
21. When the APU is inoperative, the crewthe GPU.
22. The unitbe replaced, but it is not mandatory.
23. A failure on a no-go item.....be repaired.
24. Youuse a mask when you cut composite materials.

2. Fill the crossword.

ACROSS	DOWN
1. mixture of metals (5)	1. circular movement (6)
2. distance from wing tip to wing tip (8)	2. above or (4)
3. to adjust cables etc.(3)	3. *14 across
4. negative (2)	4. translate, move longitudinally (5)
5. vertical movement (2)	5. since (2)
6. to curve (4)	6. manipulate, touch (6)
7. conjunction of contrast (3)	7. expresses means (2)
8. indicate, show (7)	8. ask for (7)
9. for example (2)	9. indicates action or function (3)
10. transparent substance (5)	10. after (4)
11. from one side to the other (7)	for time or position (2)

1

Fill in the crossword.



UNIT 10. THE PASSENGER CABIN. HOME DIFFER

Exercise 10.1. Read the texts below. Translate it.

«HOLIDAY HOME»

It's not a big house; there are only two bedrooms, but it is exactly what we were looking for. It has a fantastic terrace with views of the mountains and because it is high up we can see right over the town too. It's very picturesque. It has a wonderful big fireplace too so is nice and warm in winter. In fact it is a beautiful place to have a holiday at any time of the year.

We spend lots of holidays here ourselves and sometimes friends and family join us, but we also let friends and family stay in it by themselves if they want to. It means the house is occupied more, and the more it is used the better. It would be a shame if it were empty a lot of the time.

We also like that we have met some good friends here. It is so nice each time we come out to have a group of people to spend time with and social events to go to. We are lucky to have helpful neighbours and friends who live nearby and can keep an eye on the house for us. In the very cold weather last winter the pipe to the outside tap froze and split but the postman noticed and sealed it for us. We had a problem with the hot water tank once too. We arrived one time and turned it on and suddenly water started pouring down the stairs. We were able to get a plumber to come and look at it and then arranged for a new one to be fitted so it wasn't too bad. One advantage of not always being here is that we have been able to have both the bathrooms redecorated. Some friends of ours did all the work for us and it worked out really well.

Next year we will both retire and then we will be able to spend much more time here. We might come for a month or more at a time instead of a week or two as we do now. But we bought it as a holiday home or second home not somewhere to live all the time. We like having both our homes and don't want to give up either of them. We are very lucky that we can enjoy spending time in two lovely houses.

Exercise 10.2. For questions (1–5) choose the correct answer (A, B, C or D).

Write your answers on the separate answer sheet.

1. The most essential reason to buy the house was the fact that

- A it was quite remote from the town
- B the surrounding scenery was picturesque
- C to rest there was cheap
- D an airport was in the close distance.

2. The house was chosen through

- A posting adverts on the Internet
- B analyzing adverts on the Internet
- C consulting a specialized agency
- D following friend's agency.

3. The owners prefer to utilize the house

- A all year long,
- B when the scenery around it is picturesque

- C only when their friends come to them like guests
- D only for summer holiday.

4. The owners neighbors and friends

- A assisted them in redecorating the house
- B helped them to fix a new hot water tank
- C try to use their property for their own needs
- D help to take care of the house.

5. After soon retirement the owners are going to

- A spend all summers long there
- B never return to their old house
- C start paying more attention to their old house
- D enjoy both houses equally.

Exercise 10.3. What makes you decide to rent or buy a house? Choose the correct ending for each sentence

1. It's in a very nice	a. light.
2. It gets plenty of natural	b. space.
3. It's got central	c. neighbourhood.
4. It's got a fitted	d. kitchen.
5. It's got an open	e. glazing.
6. There's plenty of storage	f. fire.
7. It's got double	g. heating

Exercise 10.4. Use house or home in these sentences:

1. I don't fancy going out tonight. I'm going to stay at..... and watch TV.
2. When I'm 20 I'm going to leave and get my own flat
3. Is youra long way from the town center?
4. What's youraddress?
5. Now that we're expecting another baby, we'll probably have to move
This place is a bit small for four of us.
6. It's getting late. Let's go..... I'll call a taxi.
7. We're busy decorating our at the moment.
8. Don't make any dinner for me tonight. I won't be..... until late.
9. Does your..... town have an opera.....?
10. My grandmother is in a really nice old folks'

You can also talk about an old people's home.

In your country do most people live in houses or flats? Do they own or rent their property?

Do you have similar expressions to these in your language?

There's no place like home.

Home is where the heart is.

GRAMMAR

Зворот There is (There are)

Зворот **there is (there are)** вживається, коли нас цікавить, який предмет перебуває в тому чи іншому місці. Логічний наголос із таким зворотом падає на підмет, розташований одразу за зворотом, тобто порядок слів у реченні зі зворотом є непрямым (оберненим.). Іменник в однині після звороту **there is** уживається з **неозначеним артиклем**. Якщо за зворотом іде **перелік предметів** в однині то множині, то число дієслова (**is** або **are**) **відповідає першому за ним іменнику**. На українську мову речення перекладається, починаючи з обставини місця, яка в англійській мові стоїть в кінці речення або на початку.

There is a bus and some cars in the street.

There are some cars and a bus there.

(Зворот здебільшого не перекладається).

У питальному реченні зі зворотом **there is (there are)** ці два слова міняються місцями.

Is there a bus in the street?

Are there cars there?

У заперечному реченні зі зворотом **there is (there are)** вживається заперечна частка **no**, яка ставиться після присудка (**is** або **are**). Артикль **a** опускається.

There is **no** bus in the street.

There are **no** cars there.

Займенники some, any, no.

Для вказівки на те, що розуміють певну кількість (декілька) обчислювальних предметів або певну кількість речовини, в англійській мові в стверджувальних реченнях уживається займенник **“some”**, а в питальних і заперечних – **“any”**. Ці займенники зазвичай вимовляють без наголосу і не допускають уживання будь-яких артиклів перед іменником.

some – декілька, трохи

any – скількись, скільки-небудь

-no – ні, анітрохи

-not any – ні, анітрохи

Take some glasses from that shelf.

Візьміть кілька склянок на тій полиці.

Pour some water in them.

Налийте в них воду.

Don't take any books from the case.

Не беріть книги з шафи.

Have you got any money?

У тебе є хоч трохи грошей?

Займенник **“any”**, у свою чергу, може вживатися в стверджувальних реченнях у значенні **“будь-який”**, наприклад: **Take any cup you like**. Бери будь-який кухоль, що тобі до вподоби.

Займенник **“no”** має негативне значення **“жодний”** і пояснює іменник, наприклад:

There is no milk in the jug.

В глечики немає молока.

He has no friends.

У нього немає (жодних) друзів.

Passive Voice (пасивний стан)

В англійській мові пасивний стан уживається тоді, коли дія спрямовується на підмет. У реченні може бути і виконавець дії, який позначається прийменником **by**: *This article is written by me.*

Щоб перекласти речення англійською, зробіть такі кроки:

- 1) визначте час дії (теперішній, минулий, майбутній);
- 2) визначте тип дії (проста, dokonana чи тривала);
- 3) вставте основне дієслово у відповідну форму

Дії →	↓ одноразові ↓ повторювані ↓ постійні	↓ завершені або незавершені до певного моменту ↓	↓ їх тривалість в певний момент ↓
	Simple	Perfect	Continuous
Present → тепер	am/is/are V3	have/has been V3	am/is/are being V3
Past → в мин.	was/were V3	had been V3	was/were being V3
Future → в майб.	shall/will be V3	shall/will have been V3	—

Уживання форм пасивного стану

Речення з дієсловом-присудком у формі пасивного стану вживаються в англійській мові (як і в українській) тоді, коли головну цікавість для співрозмовників становить особа або предмет, на які спрямовано дію (об'єкт дії), а не той, хто виконує дію (суб'єкт дії), як у реченнях з дієсловом у формі активного стану.

У реченнях з пасивним станом об'єкт дії виражається підметом, а суб'єкт дії або зовсім не згадується, або виражається прийменниковим додатком з прийменниками **by** або **with**.

Приклади речень з дієсловом у формі пасивного стану, в яких суб'єкта дії не виражено:

*Football **is played** all over the world.*

*The wounded **were flown** to hospital.*

*I **am told** you're an excellent chess-player.*

*International Women's Day **is celebrated** on March 8.*

*A new school building **is being built** in our street.*

Реченням такого зразка в українській мові зазвичай відповідають неозначено-особові речення (*У футбол грають у всьому світі. Поранених літаком відправили до госпіталю. Мені говорили, що ви чудовий шахіст*) або (рідше)

речення з дієсловом у формі пасивного стану (Міжнародний жіночий день святкується 8 березня. На нашій вулиці будується новий будинок школи.)

Приклади речень з дієсловом у формі пасивного стану, в яких суб'єкта дії виражено прийменниковим додатком із прийменниками **by** або **with**:

*Many trees **were planted** by our schoolchildren last autumn.*

*The sky **was covered** with clouds.*

*Pilots of spaceships **are supplied** with space suits.*

Часи пасивного стану мають зазвичай ті самі значення, що і відповідні часи активного стану. У розмовній мові пасивний стан уживається порівняно рідко.

Нижче наведено приклади речень з дієсловом у різних часах пасивного стану.

Present Indefinite Passive

*World Youth Festivals **are celebrated** every fourth year.*

*Is the question **settled**?*

*You **are invited** to the party, aren't you?*

Will you come with us?

*Thank you, but **I'm expected** elsewhere.*

*Vitamins A and D **are found** in fats and oils. They **are also contained** in milk and eggs.*

Past Indefinite Passive

Did you like the play?

*I **was completely carried away** by the acting.*

*The ground **was covered** with deep snow.*

*I **was told** you were not well.*

*I **was born** in 2000.*

Future Indefinite Passive

*A new boarding-school **will be opened** this year in our town.*

*The plan of our trip **will be discussed** tomorrow; you must come by all means.*

Present Continuous Passive

*Ann, who's **being examined** now?*

Past Continuous Passive

*While a fire **was being made** some tourists went to take a swim in the river.*

Present Perfect Passive

*Has the classroom **been aired**?*

*I've **been told** you've got a good collection of stamps.*

*A first-class heavy industry **has been built up** in the USA.*

*It **has been proved** that the average speed of man's speech is 125–160 words per minute.*

Past Perfect Passive

*By evening all preparations for the trip **had been finished** and the boys went home.*

*I **had been promised** this book before you asked for it.*

Future Perfect Passive

*A new stadium **will have been opened** in our city by 19th of May.*

*I am sure the work **will have been completed** by the time you return.*

Пасивний стан в англійській мові вживається значно частіше, ніж в українській, де те саме значення зазвичай передається в неозначено-особових, безособових або особових реченнях з дієсловом в активному стані. Див. приклади вище, а також такі:

I was told about it only yesterday. – Мені **сказали** про це тільки вчора (неозначено-особове речення).

The roof of the house was torn off by the storm. – Дах з будинку **зірвало** бурею (безособове речення).

She is laughed at by everybody. – Усі **кенкують** з неї (особове речення).

ОСОБОВІ ЗАЙМЕННИКИ (THE PERSONAL PRONOUNS)

1. Особові займенники мають два відмінки: називний та об'єктний.

Число	Особа	Називний відмінок	Об'єктний відмінок
Однина	1-а	I – я	me – мене, мені
	2-а	you – ти	you – тебе, тобі
	3-а	he – він she – вона it – воно (він, вона)	him – його, йому her – її, їй it – його, йому, її, їй
Множина	1-а	we – ми	us – нас, нам
	2-а	you – ви	you – вас, вам
	3-а	they – вони	them – їх, їм

I am speaking to him. Я розмовляю з ним.

He is speaking to me. Він розмовляє зі мною.

You see them. Ви бачите їх.

They see you. Вони бачать вас.

2. Особові займенники в називному відмінку виконують функцію підмета:

I (he, she, we, you, they) went to school.

3. Особові займенники в об'єктному відмінку виконують функцію додатка. Після прийменників особові займенники вживаються лише у формі об'єктного відмінка. На українську мову об'єктний відмінок перекладається різними непрямыми відмінками з прийменниками і без них.

He gave me a red pen. – Він дав мені червону ручку.

He showed the book to her. – Він показав їй книжку.

Read and translate the text

TEXT A «MY NATIVE TOWN (KREMENCHUK)»

Kremenchuk is a city located in Poltava region of Ukraine. It is an important railway junction of the region.

The largest part of Kremenchuk lies on the left bank of the Dnieper River, the smaller one (former Kryukov) – on the right bank.

In 1638, Kremenchuk fortress was erected, its design was worked by a French military engineer Giyom Levasser de Bonplan. The record of Kremenchuk as a place to live refers to the 17th century.

Kremenchuk acquired the city status in 1765. The inhabitants of the settlement took part in peasants' revolts at the end of the 16th century and wars in the 17th century. In 1661–1663, Kremenchuk was the center of Kremenchuk regiment, in 1765–1783 – the administrative center of Novorossiysk gubernia (region). Soviet power was established in the city in 1918.

On September 8, 1941, Kremenchuk was occupied by German troops. On September 29, 1943, it was set free. This day is marked as the City Day. During the war, the city was almost absolutely destroyed. Kremenchuk was rapidly restored after its liberation.



Pic. 20

Present day Kremenchuk has developed important metallurgical and engineering industries producing steel castings, rolling stock, heavy trucks and harvesters. Iron ore is mined in the vicinity, and oil from the river's left-bank area is refined in Kremenchuk.

In 1954, a large hydroelectric station was started to be built and was completed in 1959 just above Kremenchuk, about 14 km from it.

Kremenchuk stretches from the south to the north very long, although its length from the west to the east doesn't exceed 8 km.

It consists of 2 main parts:

- the left-bank (historically the city of Kremechuk);
- the right-bank (historically the city of Kryukov).

The main part of the city plants and most of the population are located in the left-bank area. On Kryukovskaya side there are 2 plants – Kryukovsky railway carriage-making plant and a steel mill. In Kremenchuk, there are such cultural organizations as:

museum of history and local study;
Makarenko museum;
Natalya Yuzefovich gallery.

Main cultural events take place in the City palace of culture as well as in those at the plants.

WORD LIST

1. *to locate* – розташувати
2. *river port* – річковий порт
3. *acquired* – набутий
4. *inhabitants* – житель
5. *settlement* – поселення
6. *to take part* – брати участь
7. *peasants' revolt* – селянське повстання
8. *regiment* – влада, форма правління
9. *administrative centre* – адміністративний центр
10. *stablished* – заснований
11. *occupied* – зайнятий, загарбаний, захоплений
12. *troops* – війська
13. *to set free* – звільняти
14. *City Day* – День міста
15. *during* – протягом
16. *almost* – майже
17. *absolutely* – безперечно, абсолютно
18. *to destroy* – знищувати
19. *rapidly* – швидко
20. *restored* – відновлений
21. *liberation* – визволення
22. *metallurgical* – металургійний
23. *steel castings* – сталеливарний
24. *rolling stock* – вагонний завод
25. *heavy trucks* – завод вантажних машин
26. *harvesters* – машина для збору врожаю
27. *iron ore* – залізна руда
28. *mine* – шахта
29. *vicinity* – сусідство, район, околиця
30. *to refine* – полішувати, вдосконалювати
31. *hydroelectric station* – гідроелектрична станція
32. *to complete* – завершувати
33. *to stretch* – простягатися
34. *south* – південь
35. *north* – північ
36. *although* – також
37. *to exceed* – перевищувати
38. *railway carriage-making plant* – завод з виготовлення залізничних вагонів
39. *steel mill* – сталеливарний завод.

Exercise 10.5. Answer the questions:

1. Where is Kremenchuk located?
2. Who was the engineer for Kremenchuk fortress?
3. When Kremenchuk was recorded as a place to live?
4. When did Kremenchuk acquire the city status?
5. When was the Soviet power established in the city?
6. What are the industries in Kremenchuk?
7. When and where was the large hydraelectric station started to be built and completed?
8. How many parts does Kremenchuk consist of?
9. Name the cultural organizations in Kremenchuk.

Exercise 10.6. Translate into English:

1. Місто було засноване в 1756 році.
2. День міста святкують 29 вересня.
3. Буревій знищив багато будинків на півночі країни.
4. Погода на півдні України буде сонячною.
5. Якщо виникають проблеми з органами управління, в жодному разі перевищення швидкості не допускається.
6. Ми майже прибули до пункту призначення.

Exercise 10.7. Translate and write your own sentences with new words:

Також, перевищувати, завершувати, простягатися, залізна руда, шахта, швидко, відновлений, протягом, майже, заснований, зайнятий, війська.

READING

Read and translate the text.

TEXT B «THE PASSENGER CABIN»

The size and design of the passenger cabin depends upon the size, type and design of the aircraft. The size of passenger cabin determined by volume per passenger. Doors. Design of doors depends upon the size and type of the cabin. An airliner should have two passenger entry doors, usually one fore and one aft the wing on the port or starboard side, each measuring about 5 ft high and 3 ft wide. It is necessary to have some four or five emergency exits as well, usually above the wing.

Large freight doors should be provided to permit rapid loading and unloading.

Windows. Cabin windows are of rectangular or round shape. Window panes are usually made of plexiglass and are fitted into window frames with the help of rubber strips. Windows are usually arranged between structural units of the fuselage, but sometimes they cut the structural elements and in this case they are made reinforced. The cabin windows often have double panes for safety. They can have sideways sliding shutters for reducing glare.

The floor must withstand sufficient loading and that is why it requires a local reinforcement of the basic frame of the fuselage. Lower parts of the frame and longitudinal beams are usually reinforced. The beams are used as floor foundation.

To minimize maintenance time there must be easy access to control runs, wiring and piping. All removable panels must be so made and secured that they can withstand repeated handling without getting tatty.



Pic. 21

Seats. There are many different seat designs. Seats are manufactured in single, double and triple units. The structure may be of welded circular-section steel tube; it has advantages of easy repair and maintenance as no complex castings and fittings are incorporated. The lightweight seat may have a structure of light alloy, for example magnesium-alloy seat constructions combine great strength with low weight. There are also seats which are carried on a single transverse tube which absorbs heavy deceleration loads in torsion; the torque tube support members comprise tow sturdy triangular frames – light alloy forgings or welded high-tensile steel. Fold-up tables are recessed into the seat backs; alternatively, plug-in tables can be supplied.

Accessories include safety-belt, ash-tray, and pockets for papers and magazine in seat-backs. Near the seats there must be passenger-service panels on which there are grouped individual cold-air vents, lightning and steward-call buttons. Some airplanes have folding seats, which when folded can be stowed vertically against the sidewalls, leaving the cabin interior free for freight carriage. Automatic locking devices are fitted to all folding parts.

Galley and pantry. In the airliner galley the art of using every cabin inch of available space to best advantage has attained a very high standard. Galley usually includes some hot beverage container, heated food container, hot cup-boards, water-boilers, air-circulation oven.

Lighting and indicator signs. Lighting is a very important part of successful interior design. As aircraft power supplies have stepped up, it has become possible for designer to specify fluorescent tubes, giving more light for less weight. The aircraft to be so equipped on an input voltage range 22–28 V D.C.

WORD LIST

1. *to depend upon* – залежати від
2. *entry door* – вхідні двері
3. *fore* – носова частина
4. *measuring* – вимірювання
5. *emergency exit* – аварійний вихід
6. *freight door* – вантажні двері
7. *to permit* – дозволяти
8. *loading* – завантаження
9. *unloading* – розвантаження
10. *rectangular* – прямокутний
11. *round* – круглий
12. *shape* – форма
13. *rubber* – гумовий
14. *strip* – стрічка
15. *reinforced* – посилений
16. *pane* – віконне скло
17. *safety* – безпека
18. *sliding* – такий, що ковзає
19. *to glare* – засліплювати
20. *frame* – рамка
21. *to lower* – опускати
22. *longitudinal* – повздовжній
23. *beam* – балка
24. *foundation* – основа
25. *unquestionably* – безумовно
26. *to affect* – діяти
27. *obviously* – очевидно
28. *to cram* – втискувати
29. *to minimize* – зменшувати

30. *advantage* – перевага
31. *to repair* – ремонтувати
32. *maintenance* – обслуговування
33. *magnesium* – магній
34. *to combine* – поєднувати
35. *transverse* – поперечний
36. *to absorb* – поглинати
37. *deceleration* – уповільнення, гальмування
38. *torsion* – скручування, перекошування
39. *torque* – обертання
40. *to support* – підтримувати
41. *sturdy* – міцний
42. *high-tensile* – з великою стійкістю до розриву
43. *ashtray* – попільничка
44. *vent* – вентиль
45. *lighting* – освітлення
46. *steward-call button* – кнопка виклику провідника
47. *to stow* – зберігати
48. *locking device* – фіксуючий пристрій
49. *pantry* – комірчина
50. *container* – контейнер
51. *beverage* – напій
52. *oven* – духовка
53. *cooling unit* – охолоджуючий агрегат
54. *inventor* – винахідник
55. *input* – вхід
56. *1 foot* = 0,305 м.

Exercises

Exercise 10.8. Answer the questions:

1. What is the size of passenger cabin?
2. Where are the entry doors located?
3. How many doors must be on board?
4. What is the purpose of freight doors?
5. What is the function of windows? What are they made of?
6. What are the peculiarities of floor on board?
7. Tell about seat peculiarities.
8. What are the accessories on board?
9. What are the peculiarities of galley and pantry?
10. What is the purpose of lighting?

Exercise 10.9. Translate into English:

1. Обслуговування ПС здійснюється у визначений термін.
2. Ви мені надали неточні вимірювання.
3. Очевидно, ми не внесли записи про виконання ремонту ПС до документації.

4. Я впевнений, що ми відремонтуємо двигун вчасно.
5. Безпека на ПС – найголовніше завдання.
6. Політ зазвичай залежить від прогнозу погоди.

Exercise 10.10. Translate new vocabulary and write your own sentences with new words:

Поглинати, уповільнення, вентиль, фіксуєчий пристрій, комірчина, підтримувати, поєднувати, обслуговування, зменшувати.

Exercise 10.11. Translate into English (There is, there are):

1. В її кімнаті є книжкова шафа?
2. Годинник перебуває в їдальні.
3. У класі немає світла.
4. На вулиці багато дерев.
5. У дворі декілька хлопчиків.
6. Що на стіні?
7. На стіні висить карта.
8. Там немає ноутбуків.
9. Там немає жодних ноутбуків.
10. У твоїй кімнаті є картини?

Exercise 10.12. Translate into Ukrainian:

1. Is there a bookcase in her room?
2. There is a clock in the dining-room.
3. There is no light in the classroom.
4. There are many trees in the street.
5. There are some boys in the yard.
6. What is there on the wall?
7. There is a map on the wall.
8. There are no notebooks there.
9. There are not any notebooks there.
10. Are there any pictures in your room?

Exercise 10.13. Transform sentences into interrogative and negative form:

1. There is a telephone in this room.
2. There are fifteen students in our group.
3. There are some interesting articles in this newspaper.
4. There is somebody in the room.
5. There is something on the table.
6. There is a lot of fish in this river.
7. There is too much snow on the roof of the house.
8. There is too much water in the lake in spring

Exercise 10.14. Answer the questions:

1. Is there is a telephone in this room?
2. Are there fifteen students in our group?
3. Are there some interesting articles in this newspaper?
4. Is there somebody in the room?
5. Is there something on the table?
6. Is there a lot of fish in this river?
7. Is there too much snow on the roof of the house?
8. Is there too much water in the lake in spring?

Exercise 10.15. Translate into Ukrainian:

1. There is a man at the bus-stop. There are two men at the bus-stop. There is a man and a woman at the bus-stop.
2. There isn't any sugar in my tea.
3. There is only one bridge across the river in this place.
4. There is no time to visit the museum.
5. There are several bookshops in this street.
6. There is a lot of coal in the Donbas.
7. There is no oil in our country.
8. There are few offices in this part of the town.

Exercise 10.16. Complete the disjunctive questions:

1. There are a lot of people here, ... ?
2. There is a better way to solve this problem, ... ?
3. There aren't any problems, ... ?
4. There is a meeting tonight, ... ?
5. There isn't a test tomorrow, ... ?
6. There is nobody at home, ... ?
7. There isn't a lot to do, ... ?
8. There isn't a lot of noise, ... ?
9. There are some English books on the shelf, ... ?

Exercise 10.17. Choose correct form:

1. some 2. any 3. no

1. I have ... relatives in London.
2. There is ... at home. I hear their voices.
3. There is ... interesting on TV tonight.
4. Is there ... on the desk?
5. Have they got ... chairs in the kitchen?
6. Is there ... in the bathroom? I want to take a bath.
7. We have ... friends in Paris.
8. There is ... in the fridge.
9. There is ... in the house. The whole family is in the country now.
10. Do you have ... classes today? – No, we have ... classes on Saturday.

Exercise 10.18. Active or Passive. Choose the correct tense:

1. They often _____ music (listen to)
2. She _____ an e-mail at the moment (read)
3. These cars _____ in Japan (produce)
4. Alan _____ Geography (teach)
5. German _____ in Austria (speak)
6. Lots of houses _____ by the earthquake last month (destroy)
7. Henry Ford _____ the assembly line in 1976 (invent)
8. The bus driver _____ before week (hurt)
9. You _____ your workbooks now (open)
10. Houses _____ few months ago (build)

Exercise 10.19. Change each Passive Voice sentence into the Active Voice:

1. A piece of plastic had been swallowed by the child.
2. Two separate people were given rides in the new models by the designer.
3. Our dog is frightened by loud thunderstorms.
4. The store was kept open until 11:00 p.m. by the overtired workers.
5. The ball is hit straight into the bleachers by the batter.
6. New insecticides are produced each year by chemical companies.
7. The old shed was painted bright blue by the man's son.
8. Resources for the project were not included in the budget by the legislature.
9. The story is presented in a dispassionate way by the author.

Exercise 10.20. Choose the correct form:

1. This theatre ... (build) over 100 years ago.

- a. had been built
- b. has been built
- c. was built.

2. Is your car still for sale? – No. It ... already (sell).

- a. has been sold
- b. had been sold
- c. was sold.

3. Sometimes mistakes ... (make).

- a. are made
- b. are being made.
- c. have been made.

4. For the past few days I (work) in Jack's office, as my own ... (decorate).

- a. have been working/ is being decorated
- b. worked/ decorated
- c. am worked/ is being decorated.

5. While my friend ... (talk) to me, his wallet .. (steal).

- a. was being talked / was being stolen
- b. was talking / was stolen
- c. talked / stole.

6. Where is your friend Bob? – – I don't know. He ... (not / seen) resently.

- a. hasn't seen
- b. didn't see
- c. hasn't been seen.

7. If someone ... (report) you to the police, you ... (make) to pay a big fine.

- a. reports / will be made
- b. will report / will make
- c. is reported / will be made.

8. Professor ... (give) another lecture at the same time next week.

- a. will have been given
- b. will be given
- c. will give.

9. Look at the dust in here! It ... (look) as if this room (not/clean) ... for a month.

- a. is looked/ hasn't cleaned
- b. looks/ hasn't been cleaned
- c. has looked/ isn't cleaned.

TEST UNIT 10

1. In each case you see what has been changed. Explain the former situation or state of affairs (Eg: it was too narrow; it wasn't wide enough). See the grammar file covering the present perfect and past tenses on the next page if you are not sure about the differences between these two tenses.

- 1. The wing has been strengthened.
- 2. The fuselage has been stretched.
- 3. An additional circuit has been added.
- 4. The wing has been made thinner.
- 5. The angle of sweep has been increased.
- 6. New lighter materials have been used to redesign the rudder.
- 7. Cockpit windows have been widened.
- 8. The bearings have all been replaced.
- 9. The software has been upgraded to take into account newer technology.....
- 10. Second backup system has been provided.

2. Complete each sentence using one of the words in brackets.

1. Before you walk onto the building site, please take _____ (apart / on / off / up) your shoes and then put on these safety boots.
2. Here are all the parts of the telephone. Please put them (in / away / on / together) and make a complete telephone.
3. He lifted the car wheels up 10 cm from the ground using the _____ (flap / jack / socket / wheel gun).
4. Pete is the chief _____ (electrics / electrician / electrical / electricity) in the factory.
5. Before you add more oil to the engine, you should pull out the _____ (oil filler cap / spark plug / wheel nuts / dipstick) and check the oil level.
6. Bill's job is to _____ (maintain / inspect / operate / repair) the sub-sea oil pipe. He does this by filming the pipe with an underwater video camera.
7. I can't meet you at three o'clock because I'm _____ (working / training / visiting / attending) a project meeting then.
8. The safety officer is _____ (conducting / becoming / meeting / operating) a fire drill at 9 o'clock tomorrow morning on the main deck.
9. "What _____ (work experience / qualifications / job title / education) do you have for this job?" "Well, I repaired telephones for four years and now I repair mobile phones."
10. John is a junior technician in the IT department. He _____ (supervises / reports to / manages / reports from) the senior technician.
11. The correct temperature in the building is 22°C. If the temperature is above or below this, you have to _____ (inspect / take / adjust / replace) it to 22°C.
12. You can (activate / locate / detect / appreciate) this generator by pulling this cable. It starts immediately when you do that.

3. Choose the correct answers. Write *a, b, c* or *d* in each space.

- 1) "Has Tom _____ that report yet?" "No, he hasn't. Not yet."
a) to write b) written c) wrote d) writes.
- 2) Please lock the door _____ this large security key.
a) use b) through c) via d) using.
- 3) Where _____ since 2007?
a) do you live b) you have lived
c) have you lived d) you are living.
- 4) The wheel-gun team have _____ off the wheel nuts. Now you can remove the tyres.
a) taken b) taking c) take d) took
- 5) Where _____ between 2005 and 2007?
a) have you worked b) you did work
c) are you working d) did you work.
- 6) "Where's that letter? I need it." "I'm sorry. I've thrown _____."
a) it away b) away it c) all away d) the letter.
- 7) What time _____ the visitors tomorrow?
a) we will meet b) we are meeting

c) are we meeting d) are we meet.

8) "Has Bob repaired the hole in the boat yet?" "Not yet. I think he _____ it this afternoon."

a) repairing b) is repairing c) has repaired d) repairs

9) "How do you activate this MP3 player?" "You start it _____ the screen."

a) by touch b) you touching c) to touch d) by touching.

Навчальне видання

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