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Тольяттинский государственный университет

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ENGLISH FOR STUDENTS OF MECHANICAL ENGINEERING

Электронное учебно-методическое пособие

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Цель учебно-методического пособия – формирование и развитие интегрированной иноязычной профессионально-коммуникативной компетентности будущего инженера в области автомобиле-, тракторо- и двигателестроения в пределах зоны ближайшей предметно-компетентностной интеграции с общепрофессиональными дисциплинами. Пособие предназначено для студентов ряда машиностроительных специальностей и направлений подготовки очной и заочной форм (в том числе с применением дистанционной технологии обучения): 23.05.01 «Наземные транспортно-технологические средства», 23.03.02 «Наземные транспортно-технологические комплексы», 23.03.03 «Эксплуатация транспортно-технологических машин и комплексов», 13.03.03 «Энергетическое машиностроение». Пособие может быть использовано на смежных направлениях подготовки.

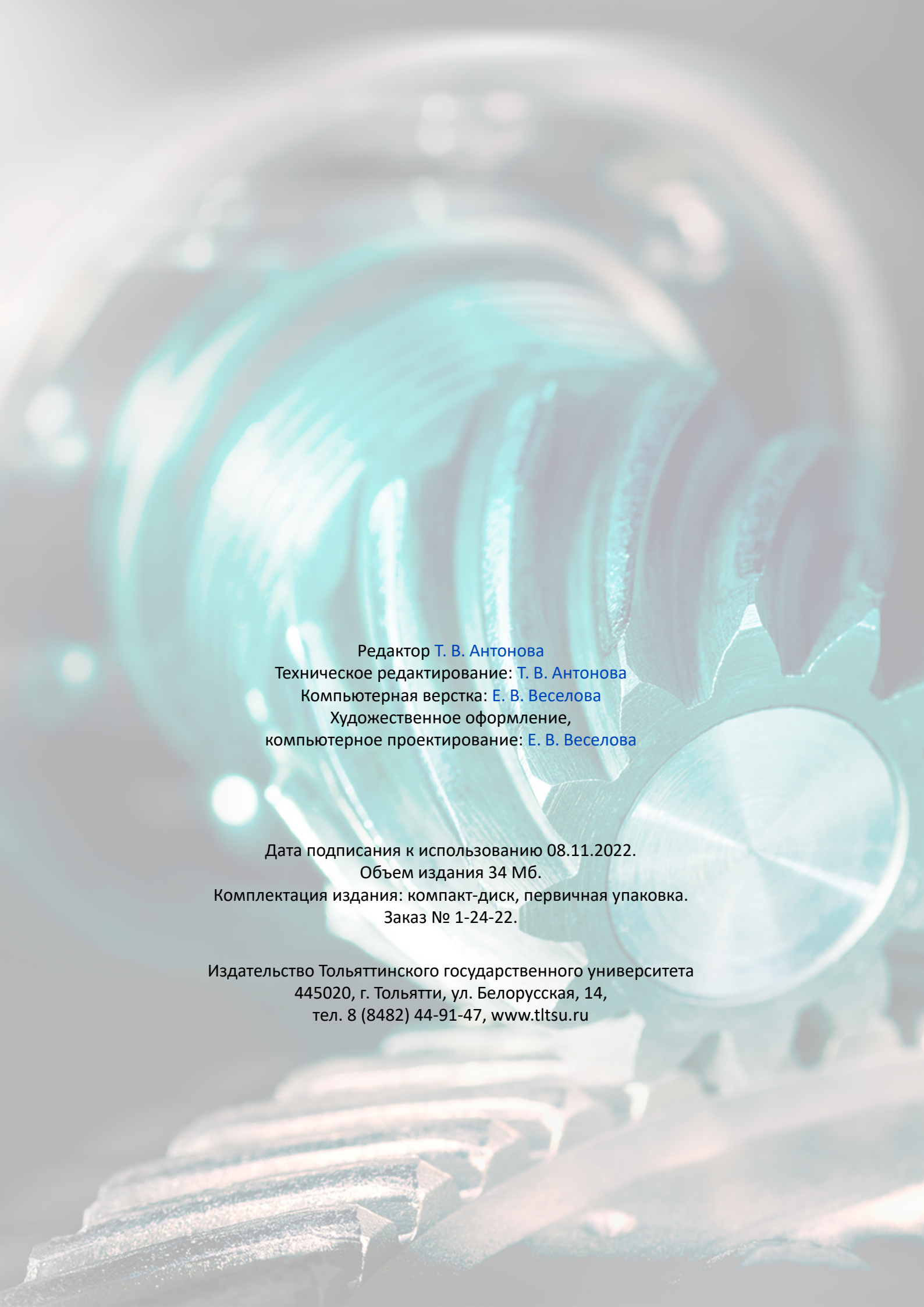
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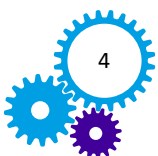
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Введение

Создание данного пособия вызвано необходимостью обеспечить образовательный процесс по дисциплине «Иностранный язык» современными и качественными учебными материалами в полном соответствии с действующим ФГОС ВО. Цель дисциплины «Иностранный язык» диктуется данным нормативным актом и заключается в формировании готовности выпускника к межкультурной деловой коммуникации на иностранном языке (далее ИЯ). Готовность к такой коммуникации складывается из лингвистической, социокультурной, дискурсивной, компенсаторной и профессиональной компетенций. В силу того, что пособие предназначено для преподавания ИЯ студентам, обучающимся по специальности 23.05.01 «Наземные транспортно-технологические средства» и направлениям 23.03.02 «Наземные транспортно-технологические комплексы», 23.03.03 «Эксплуатация транспортно-технологических машин и комплексов», 13.03.03 «Энергетическое машиностроение», то для укрупнённых групп специальностей и направлений подготовки (УГСН) в области наземного транспорта целесообразно сформулировать следующие умения по видам речевой деятельности на уровне А2+ ¹.

✓ *Аудирование:*

- понимает простую фактуальную информацию, указания; основные положения устных высказываний, сообщений (в процессе беседы, во время прослушивания презентации с визуальной опорой) по известной профессиональной теме при условии соблюдения говорящим нормативного произношения и относительно медленного темпа речи;
- понимает основную мысль из аудиовизуальных источников информации по знакомой профессиональной теме при условии соблюдения говорящим нормативного произношения и относительно медленного темпа речи.

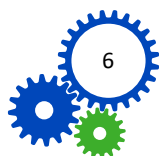
✓ *Чтение:*

- может самостоятельно выбрать вид чтения (ознакомительное, изучающее, поисковое или просмотровое) в зависимости от экстралингвистической цели при работе со справочной литературой, информационными ресурсами и платформами в сети Интернет;
- на удовлетворительном уровне понимает основное содержание научно-технического текста по общепрофессиональной дисциплине (например, по механике) при наличии возможности перечитать и использовать словарь;
- понимает содержание официальных писем и деловой переписки.

✓ *Говорение:*

- может вести беседу о своей учёбе в вузе, увлечениях, свободном времени, желаниях, предпочтениях и интересах в рамках профессиональной тематики;

¹ За основу взят ряд дескрипторов уровней А2 и В1 системы Европейских компетенций владения иностранным языком (CEFR).



- может вести инженерный диалог в режиме «вопрос – ответ» в пределах тем, обозначенных в зоне ближайшей интеграции с дисциплинами «Введение в профессию» и «Механика» (в уроках 2–8) при наличии возможности переспросить;
 - может описать технический и технологический процессы (по эксплуатации автомобиля в пределах тем дисциплины «Введение в профессию», собственного опыта и / или с учётом полученных новых знаний), характеристики и конструкцию автомобиля в пределах изученных тем;
 - может реализовывать свои коммуникативные намерения в соответствии с правилами делового этикета в ситуации межкультурной деловой коммуникации с предварительной подготовкой – презентация с опорой на известные речевые образцы;
 - может реализовывать свои коммуникативные намерения в межличностном общении на знакомую профессиональную тему в соответствии с правилами делового этикета: приветствие, обращение к коллеге, запрос и передача информации, просьба, обещание, отказ, аргументация, выражение мнения и др., без предварительной подготовки.
- ✓ *Письмо:*
- может заполнить бланк;
 - может написать инструкцию, деловое письмо и сообщение в соответствии с нормами функционально-стилевой организации текстов этих жанров для отправки посредством электронных средств коммуникации;
 - умеет делать краткий конспект источника для доклада по специальности.

В этой связи методологической основой пособия является методология интегративного обучения иностранному языку, сочетающая в себе компетентностный, деятельностный, личностно ориентированный, контекстный и коммуникативный подходы. Концепция данного пособия базируется также на понятии *зоны ближайшей и дальнейшей предметно-компетентностной интеграции* в соответствии с предметным содержанием общепрофессиональных и профильных дисциплин по укрупнённым группам инженерных, естественно-научных, социально-гуманитарных и других типов специальностей и направлений подготовки. На уровне бакалавриата зонам предметно-компетентностной интеграции соответствуют модули профессионально ориентированного общего курса ИЯ и профессионального ИЯ. На уровне специалитета в соответствии с действующим ФГОС ВО в зону дальнейшей предметно-компетентностной интеграции добавляется модуль академического иностранного языка. Данное издание охватывает зону ближайшей интеграции, поскольку опирается на предметно-компетентностное содержание общепрофессиональных дисциплин («Введение в профессию», «Механика»), преподаваемых на 1–2 курсах искомых инженерных направлений и специальности и предназначено для студентов именно этих курсов с уровнем владения английским языком А1 согласно CEFR. Целевой уровень пособия – А2+. Если исходный уровень студентов выше А1, то прохождение материала каждого урока может занять меньше аудиторного времени и может быть дополнено заданиями для более высокого уровня на имеющемся в пособии учебном материале, а также заданиями из раздела *Answers and Resources for Units*.

Цель данного учебно-методического издания – формирование и развитие интегрированной иноязычной профессионально-коммуникативной компетенции будущего инженера в области автомобиле-, тракторо-, двигателестроения и эксплуатации наземного транспорта в пределах зоны ближайшей предметно-компетентностной интеграции с общепрофессиональными дисциплинами.



Задачи, достижение которых заложено в данном пособии, включают:

- ✓ повышение уровня владения английским языком;
- ✓ овладение умениями деловой коммуникации в искомой профессиональной сфере;
- ✓ овладение речевыми образцами, типичными для учебного и профессионального дискурса в пределах отобранных тем;
- ✓ совершенствование лексико-грамматических навыков и умений;
- ✓ овладение базовой автомобильной терминологией на английском языке;
- ✓ расширение профессионального кругозора.

Структура учебно-методического пособия и принципы организации учебного материала

Пособие состоит из введения, карты уроков (Map of Units), 8 тем (уроков), ответов на задания, ресурсов для преподавателя, приложений и списка использованных источников и ресурсов в сети Интернет. Каждая тема предваряется описанием содержания, формулировкой задач, перечнем умений и включает части (подтемы) *A, B, C*. Каждая часть рассчитана примерно на 3–6 часов аудиторной работы в зависимости от объема и трудоёмкости учебного материала. В части *C* есть рубрики English in Real Life (ситуации межкультурного общения), Review (для повторения изученного материала), Project (для выполнения проекта в рамках самостоятельной работы) и Oral and Interactive Tests (для проведения контрольных мероприятий). Проведение контрольных мероприятий входит в аудиторное время изучения части *C*.

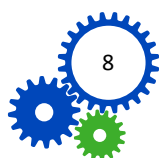
Организация учебного материала урока базируется:

- ✓ на актуализации начальных профессиональных знаний и опыта студентов;
- ✓ введении языкового и речевого компонента по теме урока;
- ✓ профессионально-коммуникативной и личностной ориентации;
- ✓ последовательности языкового, условно-речевого и речевого этапов;
- ✓ системности и цикличности работы над всеми видами речевой деятельности;
- ✓ цикличности в подаче лексического и грамматического материала;
- ✓ постепенном усложнении самостоятельной работы;
- ✓ наличии мультимедийных материалов, воспроизводимых по гиперссылкам и загружаемых с облачных хранилищ в сети Интернет;
- ✓ включении гиперссылок на образовательный ресурс Quizlet.com, на котором созданы авторские учебные модули, соответствующие содержанию каждого урока.

Рекомендации по использованию учебно-методического пособия

Для успешного построения учебных занятий по данному пособию преподавателю следует:

- ✓ изучить введение и карту уроков (Map of Units);
- ✓ изучить структуру уроков и логику изложения учебного материала;
- ✓ планировать занятие в порядке следования подтем и упражнений;
- ✓ при необходимости воспользоваться ответами, основными и дополнительными ресурсами (в разделе Answers and Resources for Units);



- ✓ проводить фонетическую разминку на основе упражнений, содержащих аудиозапись новой лексики, в начале изучения новой темы и в качестве повторения ранее изученного речевого материала;
- ✓ делить карточки (в среднем 30–35 карточек для каждого урока, разбитых на две порции) на ресурсе Quizlet.com в случае необходимости на более мелкие порции для изучения в группе, в которой темп усвоения нового лексического материала низкий.

Методические указания по контактной работе

Форма проведения всех занятий – практическая.

- ✓ Каждый урок посвящён овладению определёнными коммуникативными умениями в ситуациях межкультурной коммуникации, обсуждению профессионально ориентированных ситуаций.
- ✓ Преподавателю следует изучить план темы и перечень формируемых умений, которые предваряют каждую тему, и алгоритм выполнения типовых упражнений и заданий в разделе Supplement.
- ✓ Преподавателю следует последовательно проводить отработку материала на этапах языковых и условно-речевых упражнений и заданий.
- ✓ Выполнить упражнения в разных режимах заучивания и тестовые задания на ресурсе Quizlet.com в ходе изучения текущей подтемы или после изучения всей темы.
- ✓ После или в ходе изучения подтемы *B* целесообразно объяснить выполнение проекта.

Методические указания по выполнению самостоятельной работы

Аудиторная самостоятельная работа включает:

- ✓ выполнение интерактивных заданий на ресурсе Quizlet.com: знакомство с карточками, заучивание, письмо, правописание, подбор;
- ✓ выполнение письменных заданий;
- ✓ выполнение заданий с привлечением мультимедийных ресурсов;
- ✓ составление диалогов в парах.

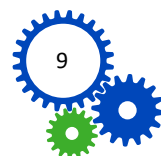
Внеаудиторная самостоятельная работа включает:

- ✓ выполнение интерактивных заданий на ресурсе Quizlet.com (подготовка к тесту);
- ✓ выполнение упражнений и заданий по усмотрению преподавателя;
- ✓ написание эссе, инструкций, подготовку докладов, выступлений с презентациями, создание видео- и аудиоподкастов и т. п. по предложенным темам в рубрике Project согласно указаниям в рубрике Student's Guidelines for Individual Study.

Образовательные технологии

Для овладения студентами профессионально ориентированным общим курсом ИЯ используются технологии:

- ✓ коммуникативного обучения,
- ✓ контекстного обучения (учёт содержания коммуникации будущей профессиональной деятельности),



- ✓ лично ориентированного обучения,
- ✓ проектной работы,
- ✓ создания видео- и аудиоподкастов как частного дидактического инструментария.

Методические указания для преподавателя

Рекомендуется последовательное изучение подтем А, В, С каждого урока, выполнение упражнений и заданий преимущественно в аудитории. В качестве самостоятельной работы студенты выполняют задания в разделе Project. По усмотрению преподавателя студенты могут самостоятельно заниматься на ресурсе Quizlet.com в качестве подготовки к занятиям и особенно к контрольным мероприятиям. Письменные задания типа 'Translate from Russian into English' также могут быть частью самостоятельной работы студентов. Превазирование устных заданий над письменными в контрольных мероприятиях объясняется содержанием заданий для проектов по каждому уроку: во всех проектах тренируются лексико-грамматические навыки и развиваются умения прежде всего в письменной речи в каком-либо жанре.

В разделе Answers and Resources for Units собраны ответы к некоторым упражнениям и заданиям для каждого урока, задания для контроля сформированности языковых навыков и речевых умений после прохождения тем 1–4 и 5–8. Приведены также рекомендации по организации работы студентов над отдельными заданиями.

Методические рекомендации для студентов

Стратегия успешного прохождения курса включает:

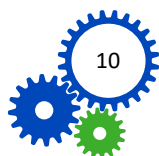
- ✓ посещение всех аудиторных занятий, активное участие во всех видах работ, так как на занятиях выполняются тренировочные упражнения, коммуникативные задания в парах или группах, выявляются ошибки и устраняются их причины;
- ✓ изучение раздела Student's Guidelines for Individual Study (методические указания по выполнению самостоятельной работы);
- ✓ выполнение самостоятельной работы в полном объеме в соответствии с указаниями в разделе Supplement для каждого проекта, благодаря чему формируются и развиваются навыки и умения деловой межкультурной коммуникации.

Методические рекомендации по организации и проведению интерактивных форм работы

В каждом уроке содержатся интерактивные задания:

- работа в парах (беседа на заданную тему);
- работа в малых группах (вопросно-ответные упражнения по кругу);
- ролевая игра по теме урока;
- дискуссия.

Работах в парах (беседа на заданную тему) и работа в малых группах (вопросно-ответные упражнения по кругу). Эти виды относятся к условно-речевому этапу. Последователь-



ная отработка материала на этапах языковых и условно-речевых упражнений и заданий позволяет подготовиться к реализации собственно коммуникативного этапа. На данном этапе вне зависимости от уровня языковой подготовки следует менять роли студентов.

- ✓ Ролевая игра по теме урока и дискуссия относятся к речевому этапу. В ходе подготовки к ролевой игре следует распределить роли согласно уровню владения английским языком и обсудить речевые тактики в задании с использованием предложенных речевых образцов (speech patterns).
- ✓ В первой теме (часть С) есть дискуссия, начать которую можно на русском языке, а затем следует перейти на английский, при этом студентам будет достаточно дать краткие ответы на поставленные вопросы. В восьмом уроке можно организовать дискуссию по результатам проекта, используя предложенные к докладу вопросы.

Формы контроля

Формами текущего контроля являются: самостоятельная работа с учебным модулем на ресурсе Quizlet.com, проект, устная контрольная работа (контрольное чтение, диалог или монолог), письменная контрольная работа в виде инструкции, задачи и интерактивных лексико-грамматических тестов на ресурсе Quizlet.com.

Критерии оценивания устных, письменных заданий и интерактивных форм работы

Критерии оценки включают:

- соответствие цели и теме задания;
- полноту и содержание речевого произведения;
- достаточность использования средств делового речевого этикета и/или профессиональной терминологии;
- грамотность в плане использования грамматических конструкций, релевантных лексических единиц и лексико-грамматических речевых образцов (speech patterns);
- соблюдение произносительной нормы, наличие средств когезии;
- соблюдение экстралингвистических параметров деловой коммуникации (параметров высказывания: тип и условия профессиональной коммуникативной ситуации, средства реализации коммуникативного намерения в устной и письменной формах);
- соблюдение этики межкультурного делового общения;
- знание языковой и функционально-стилевой организации текстов, используемых и создаваемых в профессиональной коммуникации.

Преподаватель оценивает количество и качество выполненных упражнений и заданий во время занятия и выставляет баллы на портал электронной образовательно-информационной системы (ЭОИС) вуза в соответствии с критериями и нормами оценки, принятыми вузом или кафедрой.



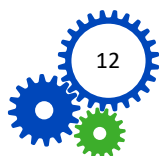
Проект (Project)

Проект принимается для оценивания, если он выполнен в электронной или письменной форме (если задание подразумевает или допускает письменное выполнение) в соответствии с шаблоном для оформления, который разрабатывается преподавателем для проектов в уроках 2–8. Ниже предлагаются критерии и нормы оценки проекта из расчёта 25 максимальных баллов.

Соблюдение объёма и темы проекта	
Баллы	Критерии оценки
5	Задание выполнено в полном объёме: количество предложений составляет от 90 до 100 %. Содержание соответствует теме проекта
3	Задание выполнено не в полном объёме: количество предложений составляет от 75 до 90 %. Содержание соответствует теме проекта
0	Задание выполнено не в полном объёме: количество предложений составляет менее 75 %. Содержание отчасти соответствует теме проекта
Лексическое оформление	
Баллы	Критерии оценки
10	Словарный запас адекватен для раскрытия темы: используются средства речевого этикета и профессиональная терминология в составе речевых образцов по теме урока; допускаются незначительные стилистические ошибки
8	Словарный запас достаточен для раскрытия темы проекта, однако присутствуют неточности в употреблении слов
5	Словарный запас скуден для полного раскрытия темы проекта
0	Отсутствуют лексические единицы по теме урока
Грамматическое оформление и связность	
Баллы	Критерии оценки
10	Используются грамматические конструкции в соответствии с темой проекта. Грамматическое наполнение соответствует нормам. Присутствуют средства когезии
8	Используются грамматические конструкции, в целом соответствующие поставленной задаче; присутствуют ошибки, не затрудняющие понимания. Средства когезии используются скудно
5	Большая часть использованных грамматических конструкций содержит ошибки. Средства когезии недостаточны
0	Отсутствуют грамматически грамотно оформленные предложения и средства когезии

Интерактивный тест

Для каждого урока созданы учебные модули на ресурсе Quizlet.com, на котором автоматически генерируются интерактивные тесты из содержания модулей. По своему усмотрению после регистрации на ресурсе и копирования готовых учебных модулей в свою коллекцию преподаватель может изменять наполнение лексико-грамматических тестов, созданных автором пособия, а также может самостоятельно устанавливать типы тестовых заданий, критерии и нормы оценки. Возможный вариант оценивания интерактивного теста: 1 балл за каждый правильный ответ. Всего для каждого урока созданы 2 модуля с не менее чем 30 карточками, содержащими разнообразный лексико-грамматический материал по теме урока. В конце каждого урока содержатся активные ссылки на тестовые задания и таблица с критериями и нормами оценки.



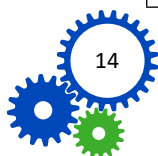
Устный тест в уроках 1–3, 5, 7, 8

Для оценивания устного высказывания как части контрольного мероприятия предлагается использовать перечень критериев оценки и примерного количества баллов за их выполнение из расчёта 10 максимальных баллов.

Содержание	
Баллы	Критерии оценки
2	Задание полностью выполнено: цель общения успешно достигнута. Содержание соответствует теме задания
1	Задание выполнено частично: цель общения в целом достигнута. Содержание соответствует теме задания
0	Задание не выполнено: цель общения не достигнута
Структура, связность и взаимодействие с собеседником	
Баллы	Критерии оценки
2	Студент демонстрирует способность логично и связно вести беседу или строить монологическое высказывание
1	В целом студент демонстрирует способность логично и связно вести беседу или строить монологическое высказывание
0	Студент не может логично и связно вести беседу или строить монологическое высказывание
Лексическое оформление	
Баллы	Критерии оценки
2	Демонстрируется словарный запас, адекватный поставленной задаче: используются средства речевого этикета и профессиональная терминология в составе речевых образцов по теме урока; допускаются незначительные стилистические ошибки
1	Демонстрируется достаточный словарный запас, соответствующий поставленной задаче: используются средства речевого этикета и профессиональная терминология в составе речевых образцов по теме урока; однако наблюдаются некоторое затруднение при подборе слов и отдельные неточности в их употреблении
0	Словарный запас недостаточен для выполнения поставленной задачи
Грамматическое оформление	
Баллы	Критерии оценки
2	Используются грамматические формы в соответствии с поставленной задачей. Грамматическое наполнение соответствует нормам
1	Используются грамматические формы, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания
0	Неправильное использование грамматических форм делает невозможным выполнение поставленной задачи
Произношение, интонация, беглость речи	
Баллы	Критерии оценки
2	Речь понятна: соблюдает правильный интонационный рисунок, практически не допускает фонематических ошибок, темп речи естественный
1	Речь понятна: в целом соблюдает правильный интонационный рисунок, не допускает грубых фонематических ошибок, может иметь акцент, темп речи незначительно замедлен
0	Восприятие речи на слух затруднено из-за большого количества фонематических ошибок и неправильного произнесения отдельных звуков, темп речи неестественно медленный

Письменный тест в уроках 4 и 6

Решение коммуникативной задачи	
Баллы	Критерии оценки
2	Задание полностью выполнено: цель успешно достигнута, инструкция написана в заданном объёме. Количество предложений – более 8. Содержание соответствует теме задания
1	Задание выполнено частично: цель достигнута частично, инструкция написана не в полном объёме. Количество предложений – не менее 4–6. Содержание соответствует теме задания
0	Задание не выполнено: цель не достигнута, объём инструкции – менее 4 предложений. Содержание соответствует теме задания не полностью
Структура, организация и связность текста	
Баллы	Критерии оценки
2	Структура инструкции соответствует поставленной задаче. Текст разделен на абзацы логичным образом
1	Структура работы не соответствует поставленной задаче. Текст не всегда разделен на абзацы логичным образом
0	Информация не организована логично. Структура работы не соответствует поставленной задаче
Лексическое оформление текста	
Баллы	Критерии оценки
2	Демонстрирует словарный запас, адекватный поставленной задаче, проявляет гибкость и точность в подборе языковых единиц. Использование профессиональной терминологии в составе речевых образцов по теме урока достаточно для раскрытия темы проекта. Допускаются незначительные ошибки или неточности в выборе лексических единиц и лексической сочетаемости. Текст написан в соответствии с нормами официально-делового стиля
1	Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако он может быть ограничен, могут возникать ошибки в выборе языковых средств, лексической сочетаемости и словообразовании, которые могут затруднять понимание текста. Использование профессиональной терминологии в составе речевых образцов по теме урока достаточно для раскрытия темы проекта. Текст написан в соответствии с нормами официально-делового стиля
0	Словарный запас ограничен и недостаточен для выполнения поставленной задачи. Использование профессиональной терминологии в составе речевых образцов по теме урока недостаточно для раскрытия темы проекта. Допускает ошибки, которые могут значительно затруднять понимание текста. В тексте присутствуют отклонения от норм официально-делового стиля
Грамматическое оформление текста	
Баллы	Критерии оценки
2	Студент использует грамматические формы в соответствии с поставленной задачей. Присутствуют разнообразные грамматические структуры в пределах изученных грамматических тем. Грамматическое наполнение соответствует нормам. Допускаются незначительные ошибки или неточности
1	Использует грамматические формы, в целом соответствующие поставленной задаче, но их выбор ограничен; допускает ошибки, которые могут затруднять понимание текста
0	Использует крайне ограниченный набор грамматических форм. Некоторые из них употреблены правильно, но ошибки преобладают и делают невозможным выполнение поставленной задачи и понимание текста



Орфография и пунктуация	
Баллы	Критерии оценки
2	Практически не допускает орфографических и пунктуационных ошибок. Допущенные ошибки не затрудняют понимание текста.
1	Может допускать заметные ошибки в орфографии и пунктуации, которые могут затруднять понимание текста.
0	Допускает большое количество орфографических и пунктуационных ошибок, которые могут значительно затруднять понимание текста.

Беседа на заданную тему и вопросно-ответные упражнения по кругу

Интерактивные формы работы оцениваются из расчёта 5 максимальных баллов по заявленным ниже критериям.

Содержание	
Баллы	Критерии оценки
1	Задание полностью выполнено или частично: цель общения успешно достигнута. Содержание соответствует теме задания
0	Задание не выполнено: цель общения не достигнута
Структура, связность и взаимодействие с собеседником	
Баллы	Критерии оценки
1	Студент демонстрирует способность логично и связно вести беседу или строить вопросно-ответные реплики
0	Студент не может логично и связно вести беседу или строить вопросно-ответные реплики
Лексическое оформление	
Баллы	Критерии оценки
1	Демонстрируется словарный запас, адекватный поставленной задаче: используются средства речевого этикета и/или профессиональная терминология по теме урока, речевые образцы; допускаются незначительные стилистические ошибки; может быть некоторое затруднение при подборе слов и отдельные неточности в их употреблении
0	Словарный запас недостаточен для выполнения поставленной задачи
Грамматическое оформление	
Баллы	Критерии оценки
1	Используются грамматические формы в соответствии с поставленной задачей. Могут быть ошибки, не затрудняющие понимания
0	Неправильное использование грамматических форм делает невозможным выполнение поставленной задачи
Произношение, интонация, беглость речи	
Баллы	Критерии оценки
1	Речь понятна: соблюдает правильный интонационный рисунок, не допускает грубых фонематических ошибок, темп речи естественный или незначительно замедлен
0	Восприятие речи на слух затруднено из-за большого количества фонематических ошибок и неправильного произнесения отдельных звуков, темп речи неестественно медленный

Ролевая игра по теме урока и дискуссия

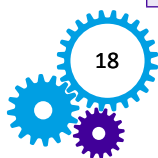
Содержание	
Баллы	Критерии оценки
1	Задание полностью выполнено или частично: цель общения успешно достигнута. Содержание высказываний соответствует теме задания
0	Задание не выполнено: цель общения не достигнута
Структура, связность и взаимодействие с собеседником	
Баллы	Критерии оценки
1	Студент демонстрирует способность логично и связно вести беседу или строить монологическое высказывание
0	Студент не может логично и связно вести беседу или строить монологическое высказывание
Лексическое оформление	
Баллы	Критерии оценки
1	Демонстрируется словарный запас, адекватный поставленной задаче: используются средства речевого этикета и/или профессиональная терминология по теме урока, речевые образцы; допускаются незначительные стилистические ошибки; может быть некоторое затруднение при подборе слов и отдельные неточности в их употреблении
0	Словарный запас недостаточен для выполнения поставленной задачи
Грамматическое оформление	
Баллы	Критерии оценки
1	Используются грамматические формы в соответствии с поставленной задачей. Могут быть ошибки, не затрудняющие понимания
0	Неправильное использование грамматических форм делает невозможным выполнение поставленной задачи
Произношение, интонация, беглость речи	
Баллы	Критерии оценки
1	Речь понятна: соблюдает правильный интонационный рисунок, не допускает грубых фонематических ошибок, темп речи естественный или незначительно замедлен
0	Восприятие речи на слух затруднено из-за большого количества фонематических ошибок и неправильного произнесения отдельных звуков, темп речи неестественно медленный

Автор выражает благодарность за помощь в подготовке пособия к изданию старшему преподавателю кафедры «Теория и практика перевода» ТГУ А. В. Москалюк и студентам – участникам Togliatti Racing Team Е. Чижаткиной, В. Власову и А. Серебрянникову, а также К. Барыкову.

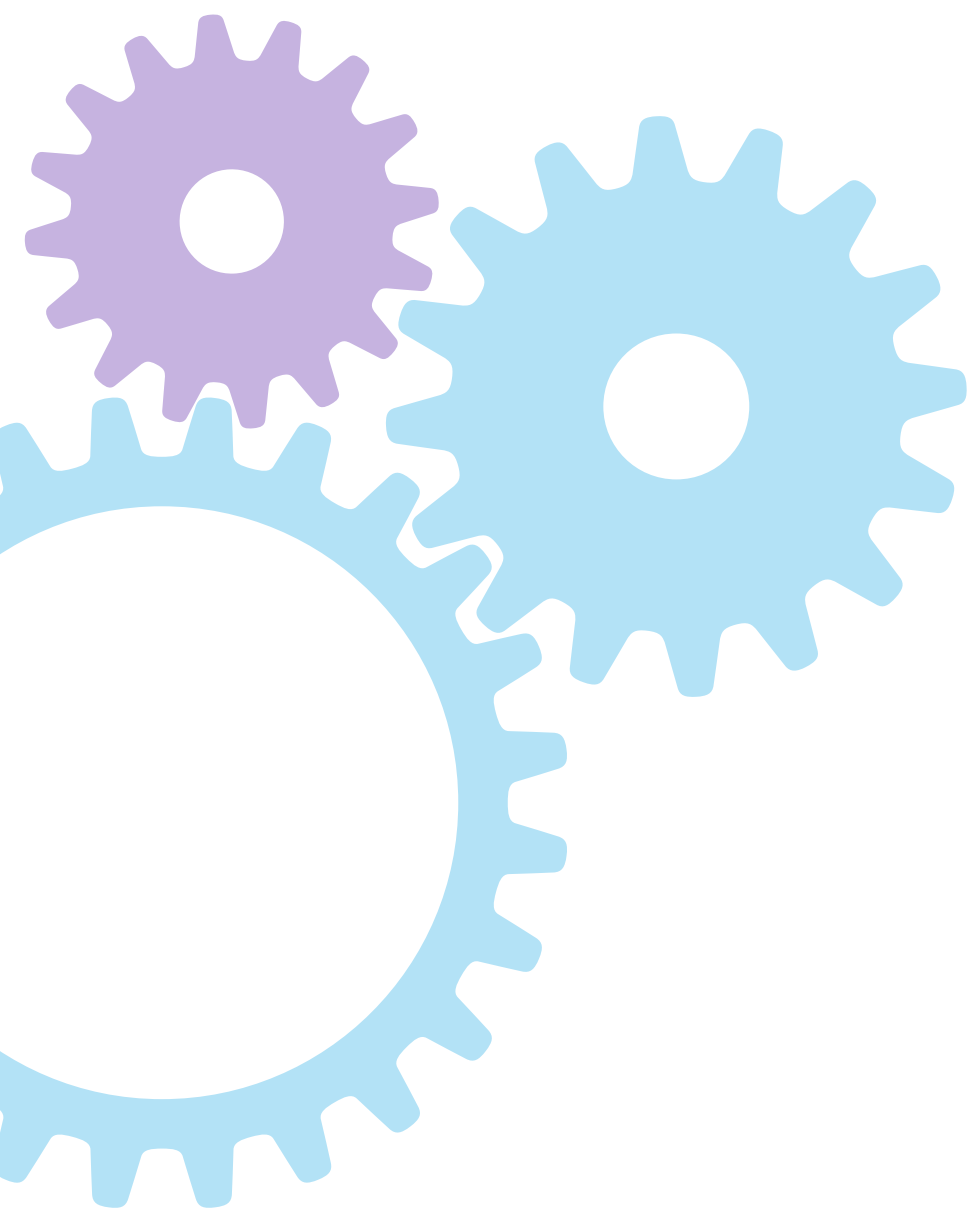


Map of Units

Skills, language and speech focus, e-learning tools and media	Unit 1. WE ARE STUDENTS OF MECHANICAL ENGINEERING	Unit 2. DO YOU CARE ABOUT THE BRAND?	Unit 3. FASTER AND BIGGER?	Unit 4. SHE'S GOT THE LOOK!
Listening skills	Comprehension of a dialogue at the word and sentence levels; completing missing information about studies and hobbies	Comprehension of a monologue at the word and sentence levels about types of car; doing true / false/ doesn't say tasks; extracting necessary information about types of car; listening skills	Comprehension of a dialogue at the word and sentence levels about car features; answering questions; completing missing information about car features	Comprehension of speech at the word and sentence levels; extracting necessary information about the car exterior and car maintenance
Reading skills	Full comprehension of short texts (most of the text volume is comprised by speech patterns and vocabulary from the unit)	Answering true / false/ doesn't say questions; comprehension of key ideas of short texts (a greater part of the text volume is comprised of extra speech patterns and vocabulary, the lesser part is comprised of grammar structures from unit 1, speech patterns, vocabulary from the unit)	Comprehension of key ideas of short texts (a greater part of the text volume is comprised by new speech patterns and vocabulary, grammar structures from units 1 and 2); reading song lyrics aloud and searching for thematic vocabulary in it	Comprehension of key ideas of short texts (a greater part of the text volume is comprised by new speech patterns and vocabulary)
Speaking skills	Dialogue; expressing one's opinion about the army and war; cross-cultural situation	Expressing one's opinion, giving grounds; dialogue about choosing a car; oral translation skills; oral presentation of types of car, giving recommendations	Expressing one's opinion, interest in car features; dialogue about car features when buying a car; comparing car features; dubbing a video podcast	Audio podcast: describing a maintenance process
Writing and translation skills	Written translation skills (at the level of sentences); essay about a day at university (military department)	Written translation skills (at the level of sentences); written description of types of car, their pros and cons; writing a text for a presentation	Written translation skills (at the level of sentences); writing a script for a video podcast about a dream car	Written translation skills (at the level of sentences); writing a script for an audio podcast
Vocabulary and speech patterns	University subjects, everyday speech patterns about regular activities, hobbies	Types of car, speech patterns about their features, and presentation clichés	Terms, speech patterns and some clichés describing and comparing car features	Exterior and maintenance terms, speech patterns describing maintenance operations
Grammar point	Present Simple of to be , other verbs, have / has got , general questions	There is / there are , special questions in Present Simple	Degrees of comparison, Present Continuous	Imperatives
Electronic learning apps and media	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com. 2 training films about types of car and buying factors	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com
Projects	Essay "A Day at TSU and the Military Institute" of about 10–12 sentences with the use of unit speech patterns	Electronic presentation of various types of car of the same brand, oral presentation of 7–10 sentences including recommendations about a type of car	Video podcast out of 5–7 slides "A Car of My Dream"	Audio podcast – instruction on some maintenance operations
Tests	2 Quizlet tests, a dialogue about studies at university abroad	2 Quizlet tests, an oral description of a type of car (based on a photo), plus recommendations. At least 8–10 sentences	2 Quizlet tests, reading a text and answering questions about car features	2 Quizlet tests, writing a short instruction about car maintenance based on imperatives. At least 8–10 sentences



Unit 5. DO YOU UNDERSTAND YOUR CAR?	Unit 6. WHAT'S IT LIKE INSIDE?	Unit 7. AVTOVAZ: PEOPLE AND CARS	Unit 8. THE WORLD OF MECHANICS
Comprehension of a monologue at the word and sentence levels; extracting necessary information about car maintenance; listening skills	Extracting necessary information at the word and sentence levels about interior features; comprehension of oral speech at the level of sentences about car dimensions	Extracting information at the word and phrase levels about car production, AVTOVAZ; comprehension of speech at the word and sentence levels about one's career	Comprehension of a dialogue about simple mechanisms
Extracting necessary information, writing out key phrases from a text	Reading aloud a conversation and comprehension of a set of actions about car adjustments	Reading aloud and silently, extracting and classifying information; identifying phrase about past facts; answering questions; translation skills	Reading aloud and silently, extracting specific information and guessing types of gears
Dialogue – asking about the meanings of dashboard indicators; giving technical advice, about doing some regular maintenance	Explaining what one can, should, must or mustn't do; some driving situations if something happens; discussing a technology of detecting malfunctions; a dialogue about car dimensions; structuring one's advice and course of actions	Expressing one's opinion about people's work in AVTOVAZ, car features; doing an interview about one's career; oral translation skills; business etiquette on the phone	Translation skills at the level of sentences; formulating a problem on mechanics and explaining ways for its solution; oral report on the topic "Slider Crank Mechanism"
Written translation skills (at the level of sentences); writing an instruction about dashboard indicators	Written translation skills (at the level of sentences); compiling a list of actions to adjust something when you first get into a car	Written translation skills (at the level of sentences); writing business letters (complaint and response)	Written translation skills (at the level of sentences); formulating a problem on mechanics; structuring a report according to the given questions
Words and phrases for giving technical advice phrases, some business etiquette, and giving instructions	Interior terms, car adjustments, giving technical advice phrases, phrasal verbs	Car production terms; car concepts and features; interview questions; business letters clichés; telephone talk clichés	Mechanics terms; questions <i>What is it used for? Where is it used?</i> ; terms and speech patterns for doing a problem on mechanics
<i>Should, can, may, must, have / has to; a / an, any, some;</i> gerund in the speech pattern <i>try doing</i>	If-clauses: zero condition, 1st condition <i>have to, need to</i>	Past Simple, Present Perfect: statements and questions; <i>was / were</i> , regular and some irregular verbs	The Passive Voice in statements (review of past, present and future); <i>is / are + past participle</i> ; 2nd condition if-clauses
2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com; 1 training film based on the interview with Steve Mattin	2 sets of unit vocabulary, grammar and speech patterns at Quizlet.com
Written instruction about dashboard indicators based on information and speech patterns from Unit 5	Team video podcast on one of the three suggested topics based on unit speech patterns	Video podcast out of 5–7 slides "A Car of My Dream" based on unit vocabulary, terms describing car features, speech patterns, and some clichés	Grammar task on using verbs in the Past Simple and Present Perfect forms; written press release in 4–5 sentences about one new modification of LADA cars (or another brand)
2 Quizlet tests, a dialogue about giving some technical advice to the customer	2 Quizlet tests, a written set of structured instructions of at least 15 sentences	2 Quizlet tests, a business conversation over the phone about wrong delivery	2 Quizlet tests, a written description of a problem on mechanics and oral explanation of ways to do this problem





Unit 1.
WE ARE STUDENTS
OF MECHANICAL ENGINEERING



In this unit

Part A: listening, reading, and practising Present Simple speech patterns about university studies.

Part B: reading and practising speech patterns about hobbies.

Part C: listening to a song, reading its lyrics and talking about the army and war; doing a role-play and a project.



Learning objectives: to revise and master some speech patterns according to the topic of the unit; to develop oral communication skills in cross-cultural communication situations concerning university studies; to develop writing skills.

tion skills in cross-cultural communication situations concerning university studies; to develop writing skills.

Skills:

- ✓ You will learn how to speak about your major course of studies, your classes, routines, hobbies, and free time activities.
- ✓ You will learn how to act in situations of cross-cultural communication.
- ✓ You will revise speech patterns in the Present Simple forms.
- ✓ You will practise speech patterns with **have / has got**.
- ✓ You will develop your listening and reading skills.
- ✓ You will listen to the Status Quo song “In the Army Now” and talk about the army and war expressing your opinion.
- ✓ You will develop your writing skills in an essay about your university studies.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Parts A&B	
QUIZLET Part B	

Part A. My Classes

Introduction. Do you like your studies at university? Why?



- 1.1.** a. Watch [Video 1.1](#) about the Centre of Mechanical Engineering at Togliatti State University.
 b. Tick the projects described in the video:
 Formula Student
 Solar Regata
 "Sergeant"
 Smart Moto Challenge
 Talk TV
 Formula Electric
 c. Say if the following statements are true, false or they don't say about the idea.
 This is the Institute of Mechanical Engineering.
 Students make cars.
 Students make TV shows.
 Students make motorbikes.
 Students make solar-powered boats.

1.2. Listen to [Recording 1.1](#) and practise saying these words correctly in the pauses:

Physic	Maths	engineer	automobile	Operation of Vehicles	Military Training
Materials Science	Mechanics	Automobile Engineering	Mechanical Engineering	Design of Automobiles	Computer-aided Design (CAD)

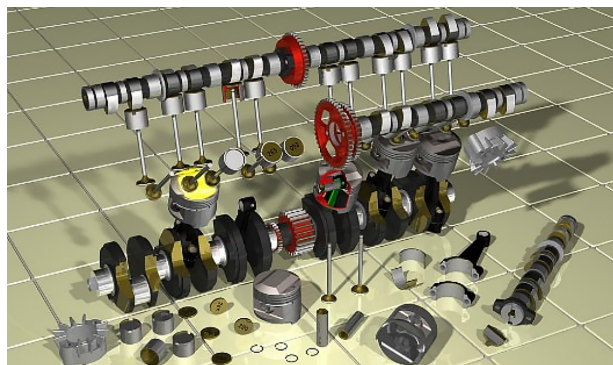
- 1.3.** a. What university do you study at? What is your major? Practise reading aloud the text below.

We're Students at Togliatti State University (TSU)

I study at Togliatti State University, at the Institute of Mechanical Engineering. I study full-time. My major is "Automobiles and tractors".

I travel to university by bus. My classes start at 8.30. I have 3 or 4 classes every day: lectures, labs, and practical classes.

This semester we have Physics, Maths, Mechanics, CAD (Computer-aided Design), Ma-





terials Science and, of course, English. We have the project activity, too. It is very interesting to do a project because I learn to work in a team with my groupmates.

I also study at the Military Institute. It means I want to be an officer in the army. I finish at 4 p.m. After classes I go home. I do my homework in the evening. I don't have a lot of time. My timetable is very busy, but I do my best to do well in my studies.

My friend is a student of Mechanical Engineering, too. He studies designing and operation of automobiles. He wants to be an engineer. He's crazy about cars, so he is in the Formula Student project, and he learns to build a racing car. Togliatti Racing Team is the best team in Russia! TSU is my university.

b. Let's speak about your studies. What is the same and what is different?

The same	Different

c. Say what is true about you:

- a) I'm a student of Mechanical Engineering / Power Engineering / Civil Engineering.
- b) I study full-time / part-time.
- c) My major is "Automobiles and Tractors" / "Operation of Vehicles" / "Alternative Energy Sources for Vehicles" / "Mechanical Engineering" / "Designing and Operation of Hybrid Powertrain Vehicles" / "Electrical Vehicles".
- d) We have Mechanics / Design of Automobiles / Operation of Vehicles / CAD.
- e) I travel to university by bus / travel to university by car / walk to university.
- f) My classes start at 8.30 / 12.25 / 16.00.
- g) I also study at the Military Institute / the Military Department.
- h) I finish at 4 p.m. / 15.35 / 9 p.m.
- i) After classes I go home / go shopping.
- j) I do my homework in the evening / at night / in the morning.
- k) I don't have / have a lot of free time.
- l) My timetable is very busy / isn't busy.

1.4. Match each word in column A with a word in column B once or twice.

A
Design of
Mechanical
Materials
Automobile
Military

B
Science
Training
Automobiles
Department
Engineering

1.5. Say which subjects you study and when.

Subject / Year	1st year	2nd year	3rd year	4th year	5th year
Physics					
Maths					
Mechanics					
Introduction into Automobile Engineering					
Materials Science					
Design of Automobiles					
Operation of Vehicles					
Military Training					
CAD					

1.6. Make up your timetable in English.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Grammar Point 1

Present Simple: to be

1.7. Study speech patterns in the Present Simple forms and fill in the gaps.

Positive	Negative
I'm a student of Mechanical Engineering.	I'm not a student of Power Engineering.
You _____.	You aren't a student of _____.
He / she _____.	He / she _____ a student of Power Engineering.
We _____.	We _____ students of Power Engineering.
They _____.	They _____ students of Power Engineering.

Yes / no question	Answer
Are you a student of Mechanical Engineering?	Yes, I _____.
Are you a student of Power Engineering?	No, I'm _____.
Is he a student of Mechanical Engineering?	Yes, he _____.
Is your friend a student of Power Engineering?	No, he _____.
Are they students at the Military Institute?	Yes, they _____.
Are they students at the Military Department?	No, they _____.

Present Simple of other verbs

Positive	Negative
I do / study Maths.	I don't have a lot of time.
You _____ Mechanics.	You _____ have a lot of time.
He / she _____ Materials Science.	He / she _____ have a lot of time.
We _____ Physics.	We _____ have a lot of time.
They _____ Design of Automobile.	They _____ have a lot of time.

Yes / no question	Answer
Do you do the project?	Yes, I _____.
Do you have a lot of time?	No, I _____.
Does he do a project?	Yes, he _____.
Does your friend want to be an officer?	No, he _____.
Do they do homework?	Yes, they _____.
Do they have classes every day?	No, they _____.

- 1.8.** a. Fill in the gaps and speak about yourself, and ask your teacher to check your story.
 b. Work in pairs: student A translates their story orally into Russian, and student B translates it back into English. Compare each other's versions and correct mistakes if necessary. Swap your roles.

I _____ a student of _____ Engineering. I _____ full-time. My major _____ "_____".
 I _____ to university. My classes _____ at _____. I _____ 3 or 4 classes every day. I _____ lectures and labs. I _____ the project activity, too.
 This semester we have _____, _____, _____, _____.
 I also study at the Military _____. I want to be an _____.
 I finish at _____. I _____ homework in the _____.



- 1.9.** Ask your groupmate:

Example: Do you have a project this semester?

- ... travel to university?
- ... have classes every day?
- ... have a lot of free time?
- ... like to be a student at TSU?
- ... want to be an ...?

- 1.10.** Express your opinion on this issue:

to do homework
 to do a project
 to pass exams
 not to fail exams
 to get a stipend
 ...

To do well
 at university is ...

1.11. Match these English and Russian phrases.

A
 to resit the test
 to pass an exam
 to drop out
 to fail an exam
 to fail a resit

B
 завалить пересдачу
 пересдать тест
 завалить экзамен
 отчислиться
 сдать экзамен

1.12. a. Here is Alex's weekly timetable. Some of the information is missing. Before you listen, try to answer these questions about the timetable.

- ✓ What time do classes start each day?
- ✓ When does Alex finish?
- ✓ How long is a class?
- ✓ How many classes does he have each week?
- ✓ What room is Maths in?
- ✓ What do students do on Tuesdays and Thursdays?

b. Listen to [Recording 1.2](#) and answer the questions:

- ✓ What is Alex's major?
- ✓ Which stage of the course is Alex at?
- ✓ What subject did he like at school?

c. Listen to [Recording 1.3](#) and fill in gaps 1–8.

Mechanical Engineering, Semester 2

	9.00 – 11.00	11.15 – 12.15	13.15 – 14.15	14.30 – 16.30
Mon	_____ 1 301 A. Lomax	Maths 405 C. Lavis	_____ 2 D.2 W. Mint	Automobile Engineering Materials Labs G. Coyle
Tue	SELF-STUDY			
Wed	Calculus 402 C. Lavis	_____ 3 405 R. Bell	_____ 4 405 R. Bell	FREE
Thur	SELF-STUDY			
Fri	_____ 5 D 4 G. Doyle	_____ 6 D 4 J. Cohan	_____ 7 D 4 J. Cohan	_____ 8 D 4 J. Cohan

d. Let's discuss some more questions.

✓ Is Alex's timetable busy?	✓ Do you have classes on Saturday?
✓ Is your timetable busy?	✓ What happens if students fail tests?
✓ Do you have self-study days?	✓ Why do students drop out?

1.13. Additional activities. Work in pairs and dictate to each other English names of some subjects of your current semester. Check each other's works.



Part B. My Free Time and Hobbies

1.14. Which of these do you know in English?

*go shopping *take photos *play basketball / tennis etc.
 *do sport *draw *go out *go running
 *go to the cinema *drive a car *listen to music
 *watch TV *read news on the Internet *go to the gym

1.15. Ask and answer the questions about the free time activities.

Do you go
to the cinema?

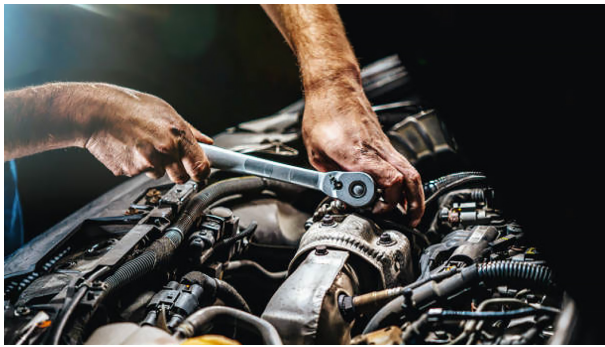
Yes, I do.
Or: Yes, every week.

No, never.

Use these words in your answers:

always sometimes often usually never
 every week three times a week not often every day

1.16. Read a text about the student's free time and hobbies.

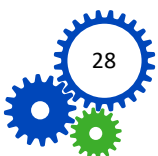


My hobby is cars. I enjoy doing something with our car in the garage. I like helping my dad with the car. I don't have my own car – but it's OK. My friend doesn't have a car either. He designs a racing car. You remember, he's in Formula Student. He drives TSU racing cars very well. I think, he's the best driver in the team. We are good friends.

I want to take driving lessons at my university, and I want to get a driver's licence. I save money from my stipend. Actually, I get two stipends, so it's a lot of money for a student! I don't usually spend a lot of money. I never go by car to university. I prefer walking to university, and I buy simple food in our canteen. I don't often buy hamburgers. I bring some snacks from home, too. The canteen is comfortable, and I have a bite there and even prepare for classes. I don't have time to work, and I live with my parents. So, I want to do well at university.

I love taking photos and drawing. I sometimes read about modern cars on the Internet, and listen to music. I don't often go out.

I also do sport three times a week. It's very important, because I want to be an officer in the army. And engineers have to be fit, too! They spend a lot of time at the computer designing new things. My future profession in automobile engineering is always prospective. I can work as an engineer, too. Things happen! Anyway, the engineering type of mind is very important for an officer.



1.17. Find phrases in the text which:

- ✓ describe what this student likes
- ✓ describe his free time
- ✓ describe routines
- ✓ describe his wishes
- ✓ describe his ideas about engineers

1.18. Choose to speak about yourself.

- a. I **always / usually / often / sometimes / don't often / never** read news on the Internet.
- b. I **always / usually / often / sometimes / don't often / never** buy food in our canteen.
- c. I **always / usually / often / sometimes / don't often / never** go to the gym.
- d. I **always / usually / often / sometimes / don't often / never** spend a lot of money.
- e. I **always / usually / often / sometimes / don't often / never** go by car to university.
- f. I **always / usually / often / sometimes / don't often / never** play basketball (tennis, computer games, etc.).
- g. I **always / usually / often / sometimes / don't often / never** go out.
- h. I **always / usually / often / sometimes / don't often / never** go running.

1.19. a. Ask your groupmate about his / her free time activities. Use questions from 1.15.

b. Then write about him or her.

Example: You hear: I **usually drive** a car. You write: **He usually drives** a car.

You hear: I **don't often go** out. You write: **He doesn't often go** out.

he / she always	...
he / she often	...
he / she usually	...
he / she sometimes	...
he / she doesn't often	...
he / she never	...

1.20. Complete the table with the words below. Add some more about yourself.

I enjoy	I like	I love	I prefer
reading	listening to music	taking photos	playing football
watching TV	doing something with cars	chatting with friends	...

1.21. Fill in the gaps with do, don't, does, doesn't and a word from the box.

play go listening swimming do watching doing running

- a. Do you like ... TV? – Yes, sometimes.
- b. ... you like ... something with cars? – Yes, I
- c. ... you enjoy ... to music? – Yes, I love music.
- d. Does your groupmate ... sport? – No, he
- e. ... he ... to the gym? – Yes, he
- f. Do your groupmates ... tennis? – No, they
- g. ... you go ... ? – Yes, I In the wood.
- h. ... they go ...? – Yes, they In the swimming pool.

1.22. Practise using Part A and B vocabulary in [QUIZLET](#).

1.23. Work in pairs.

a. Ask your groupmate what he / she enjoys / likes / prefers / loves doing. Complete the table.

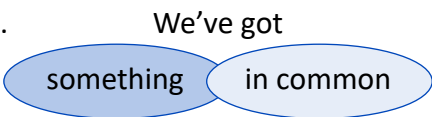
Example: You:
 Do you **like** playing football?
 Do you **enjoy** listening to music?
 Do you **love** taking photos?
 Do you **prefer** walking to university?

Example: Your groupmate: Yes, I do / No, I don't.

	You	Your groupmate
playing football?	+	+
reading news on the Internet?	-	+
watching TV?
listening to music?
doing sport?
doing Maths?
going out?
driving a car?

b. List the things you and your groupmate have got in common.

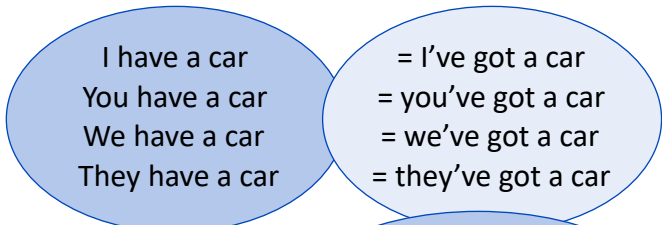
Example: We enjoy playing football.
 We like listening to music.



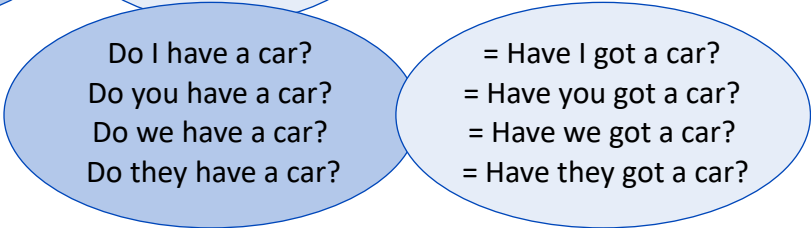
Grammar Point 2

I have and I've got

Positive

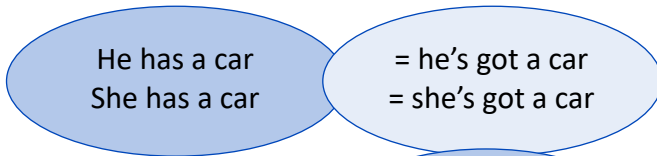


Yes / no question

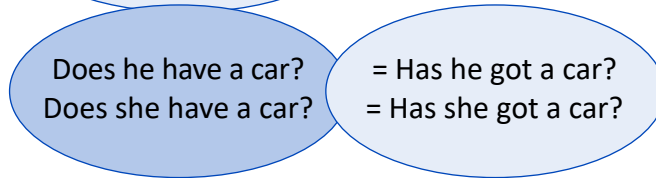


Now complete the rule for short answers:	
Positive	Positive
Yes, I do. Yes, you ____ Yes, we ____ Yes, they ____	Yes, I have. Yes, you ____ Yes, we ____ Yes, they ____

Positive



Yes / no question



Now complete the rule for short answers:			
Positive	Negative	Positive	Negative
Yes, he does. Yes, she ____ Yes, it ____	No, he ____ No, she ____ No, it ____	Yes, he has. Yes, she ____ Yes, it ____	No, he ____ No, she ____ No, it ____

1.24. Say what you've got / haven't got and your friend has got / hasn't got. Take the words from the box and add your ideas.

1.25. Match the parts in column A with the parts in column B. Take turns asking and answering the questions.

- A**
- Have you got
 - Has your friend got
 - Has he got

- B**
- a car?
 - a driver's licence?
 - a dream?
 - a lot of time?
 - a lot of money?
 - labs in CAD?

Example: Yes, I have / No, I haven't. Yes, he has / No, he hasn't.

1.26. Speak about your wishes completing the phrases 'I want to' and 'I don't want to'. Add your ideas.

I want to ...	take driving lessons	go skiing
I don't want to ...	do sport	go running
	have more free time	play tennis
	do well in my studies	go swimming
	go out	chat with my friends
	save money	have a bite
	go to the canteen	be fit
	drop out	...
	fail my exams	...
	spend a lot of money	...

1.27. Practise some more speech patterns from Part B in [QUIZLET](#).

Part C. In the Army Now

1.28. "In the Army Now" is a song written by Dutch musicians in 1981. In 1986 Status Quo released their own version. The song is about the war in Vietnam where the USA army used chemical weapons.

a. Read the lyrics.

In the Army Now by R. Bolland and F. Bolland

A vacation* in a foreign land
Uncle Sam does the best he can
You're in the army now
Oh, oh, you're in the army – now

Now you remember what
the **draft man** said:
"Nothing to do all day but stay in bed"



You're in the army now,
Oh, oh, you're in the army – now

You'll be the hero of the neighbourhood
Nobody knows that you left for good
You're in the army now
Oh, oh you're in the army – now

Smiling faces as you wait to land
But once you get there, no one gives a damn
You're in the army now
Oh, oh you're in the army – now

Hand grenades flying over your head
Missiles flying over your head,
If you wanna* survive,
Get out of bed
You're in the army now
Oh, oh you're in the army – now

Shots ring out in the dead of night
 The **sergeant** calls: "Stand up and fight!"
You're in the army now
Oh, oh you're in the army – now
You're in the army now
Oh, oh you're in the army – now

You got your orders '**Stand and shoot on site**'
 Your finger's on the **trigger** but it don't seem right
You're in the army now
Oh, oh you're in the army now

You're in the army now
Oh, oh you're in the army – now

Night is falling and you just can't see
 Is this illusion or reality?
 You're in the army now
Oh, oh you're in the army – in the army now
You're in the army now
Oh, oh you're in the army – now

*a vacation – holidays

*wanna = want to

(Source of lyrics: youtube.com/watch?v=ElxsPBbZ_b8)

b. Write down the military highlighted terms from the song. Translate them into Russian.

c. Now answer the questions:

- ✓ Who is Uncle Sam? Search the Internet.
- ✓ What does this name mean?
- ✓ Why do they sing 'Uncle Sam does the best he can'?
- ✓ Does the young guy know what it is like to be in a foreign land?
- ✓ What does he have to do?
- ✓ Does he want to fight in a foreign land?



d. Now watch and listen to the song in [Video 1.2.](#)

e. Express your opinion:

- ✓ Do they show a war in the video?
- ✓ You'll be the hero in the neighbourhood (в округе), nobody knows that you left (the past simple from leave – уехать, покинуть) for good (навсегда). What does it mean?

f. Now watch and listen to the 2010 version in [Video 1.3.](#)

g. Compare the verses:

1981 version	2010 version
A vacation in a foreign land Uncle Sam does the best he can <i>You're in the army now</i> <i>Oh, oh, you're in the army now</i> Now you remember what the draft man said, 'Nothing to do all day but stay in bed' <i>You're in the army now, oh, oh</i> <i>You're in the army – now</i> You'll be the hero of the neighbourhood Nobody knows that you left for good <i>You're in the army now</i> <i>Oh, oh you're in the army – now</i>	You're on your way to a foreign land Now's the time to do what you can <i>You're in the army now,</i> <i>Oh, oh, you're in the army – now</i> Now you remember what the draft man said, 'Nothing to do all day but stay in bed' <i>You're in the army now, oh, oh</i> <i>You're in the army – now</i> You'll be the hero of the neighbourhood Count the days till you're back for good <i>You're in the army now, oh, oh</i> <i>You're in the army – now</i>

h. Express your opinion:

- ✓ How different is the 2010 version of this song?
- ✓ Does this version of the song still focus on wars?
- ✓ Is the song still up-to-date?
- ✓ Is it against wars?

English in Real Life

- 1.29. Role-play. Suppose that 2nd year students of Automobile Engineering from Calcutta, India are foreign exchange students at your university. Compare your timetables. Find out what you've got in common: subjects, free time activities.

Course structure in automobile engineering

Third semester

A. THEORY							
	Code	Subjects	Contacts (Periods/week)				Credit points
			L	T	P	Total	
1.	AUE 301	Strength of Materials	3	0	0	3	3
2.	AUE 302	Fluid Mechanics and Machinery	3	1	0	4	4
3.	AUE 303	Engineering Thermodynamics	3	1	0	4	4
4.	AUE 304	Manufacturing Methods	3	0	0	3	3
5.	M 303	Mathematics	3	1	0	4	4
Total of Theory						18	18

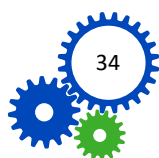
B. PRACTICAL							
	Code	Subjects	Contacts (Periods/week)				Credit points
			L	T	P	Total	
1.	AUE 391	Strength of Materials Laboratory	0	0	0	3	3
2.	AUE 392	Fluid Mechanics and Machinery Laboratory	0	0	0	3	4
3.	AUE 393	Manufacturing Process Laboratory	0	0	0	3	4
4.	AUE 396	Graphics Laboratory	0	0	0	3	3
Total of Practical						12	8
Total of 3rd Semester						30	26

Don't forget:

- ✓ to introduce yourself: your name, your major;
- ✓ to ask the Indian student's name;
- ✓ to have some small talk;
- ✓ to say that you want to ask a question;
- ✓ to ask politely the Indian student to say something again if you don't understand something.

Example:

How to introduce yourself	How to ask the Indian student's name and where he comes from	How to have some small talk
...	... Where are you from?	How are you? How are you doing? And you?



How to say that you want to ask a question	How to ask to say something again
I've got a question. I wonder what do you ...? (Интересно, что ты ...?)	Sorry, what did you say? Can you say that again, please?

Student A and Student B have got cards with sample questions and possible answers.

Student A	Student B
You're a Russian student at your university. Give some details about subjects you've got this semester: labs, lectures, the project activity. Ask the Indian student about his university in Calcutta.	You're an Indian student at a Russian university. Ask questions about your timetable. Tell your Russian groupmates what subjects students of Mechanical Engineering study at your university.

Review

1.30. Make up questions. Ask your groupmate.

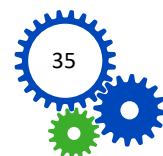
- major / is / What / your?
- on Monday / you / What / do / have ?
- classes / When / do / start?
- finish / you / When / do?
- do / What / in your / you / do / free time?

1.31. Translate the sentences from Russian into English.

- Мой профиль – проектирование и эксплуатация автомобилей.
- Его профиль – альтернативные источники энергии для транспортных средств.
- Моя специальность – автомобили и тракторы.
- У меня три или четыре пары каждый день.
- Я заканчиваю в четыре часа.
- Я обожаю заниматься машинами в гараже.
- В субботу у нас САПР.
- Я также учусь на военной кафедре (институте военного обучения).
- Я занимаюсь спортом каждую неделю.
- Мой друг часто занимается бегом.
- У меня нет много свободного времени.
- Я не часто гуляю.
- Мне нравится водить машину.
- Я хочу получить права.
- У моего друга нет машины.
- Я не хочу провалить экзамены.
- Я хочу успевать в учёбе.

Project

Write an essay of about 12 sentences on the topic “A Day at University and the Military Institute (the Military Department)” or just “A Day at University”. Use some vocabulary and speech patterns from the unit.



Oral and Interactive Tests

- I. Have a talk about studies at university abroad. Student A: you are from a Russian university and want to apply for a European exchange programme in Mechanical Engineering. Ask Student B (a student from a British university) about majors in Mechanical Engineering and the timetable at their university.

Assessment of the oral test:	10 points max.
Content	0-1-2 points*
Structure, cohesion and interaction with a groupmate	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

- II. Do an interactive test for parts A&B in [QUIZLET](#).

- III. Do an interactive test for part B in [QUIZLET](#).

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*0 means the criterion is not observed at all; 1 means the criterion is half observed; 2 means the criterion is mostly or fully observed.

**You can ignore some minor spelling mistakes and, of course, misprints.

***You can vary the number of tasks, their types and the number of points for each correct answer.



Unit 2.
DO YOU CARE ABOUT THE BRAND?



In this unit

Part A: listening, reading a text, and practising Present Simple speech patterns about types of car.

Part B: listening, reading and practising speech patterns about importance of buying factors; practising special questions in the Present Simple tense.

Part C: talking about buying a car; practising a conversation and doing a project.

Learning objectives: to learn speech patterns according to the topic of the unit; to develop oral communication skills in describing types of car, giving recommendations, and making up presentations; to develop skills in writing a short text for a presentation about types of car.

Skills:

- ✓ You will learn types of car and how to describe, present them, and give recommendations about different types of car.
- ✓ You will master new speech patterns in Present Simple forms, including special questions.
- ✓ You will practise speech patterns with **there is / there are**.
- ✓ You will develop your listening and reading skills.
- ✓ You will learn how to speak about importance of buying factors.
- ✓ You will develop your writing skills in preparing a short text for a presentation.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Part A



QUIZLET Part B



Part A. Types of Car

Introduction. Can you name these types of car?



2.1. Watch [Video 2.1](#), [Video 2.2](#), and [Video 2.3](#). Write down the names of types of car. Pick out those that start and end with the letters:

s . . . n	c . . . e	p p	l k
c e	l e	s s c . .	m n
s s u y v e (. .)	h k	w . . . n	c r

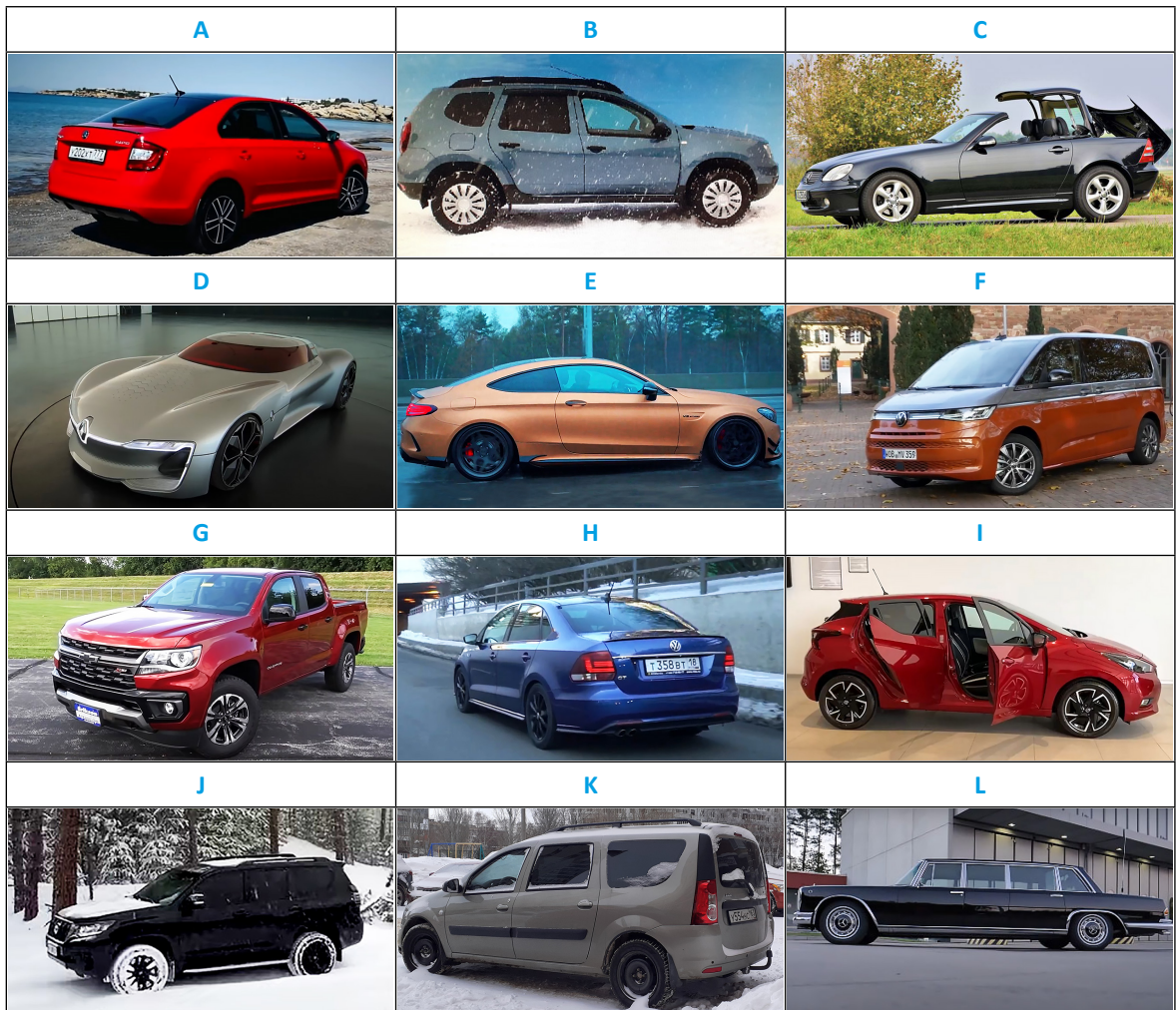
Which type is not described in the videos?

2.2. Watch [Video 2.3](#) again and say if the following statements are true, false or they don't say about the idea.

- A sedan is a type of car which has the front piece and the back piece.
- A coupe has two doors.
- In a coupe it is easy to get to the back seat.
- A hatchback has a trunk (a boot).
- In a convertible you can remove the roof.
- Minivans are only for hippies.
- A pickup is British for the American a pickup truck.
- An SUV doesn't have a back piece.

2.3. Label these types of car.

convertible coupe sedan minivan sports car crossover
hatchback SUV pickup wagon liftback limousine



2.4. Listen to [Recording 2.1](#) and practise saying these words correctly in the pauses:

SUV	sedan	large	space	comfortable	remove
coupe	hatchback	fuel consumption	separate	suitable	door
convertible	ideal	rear	vehicle	transporting	narrow

2.5. Match these descriptions with the types of car from 2.3. There are no correct answers! Decide on your own.

It has got a lot of space for passengers.
 It has got low fuel consumption.
 It has only one passenger seat.
 It is good for driving on bad roads.

It isn't suitable for large families.
 It is perfect for hot, sunny weather.
 It is ideal for small parking spaces.
 It is good for transporting things.

2.6. Match the types of vehicles with their descriptions. Translate the definitions into Russian.

A	B
wagon	This type has two doors and a boot separate from the passenger cabin.
hatchback	This type has two doors, a small boot separate from the passenger cabin and sometimes narrow rear seats.
two-door sedan	You can drive this car on any kind of road.

A	B
sports car	This type has four doors and a boot separate from the passenger cabin.
coupe	It has got two or four doors and a roof which you can remove.
four-door sedan	It's a car with three rows of seats; you can fold down the last row to have more space for luggage.
SUV	It's a two-door car, shorter than a sedan of the same model. These cars have 2 long doors with 2 or 4 seats.
convertible	This type has four doors, a tailgate and a lot of space for luggage. You can fold down rear seats to have more space for luggage in the passenger cabin.



or



2.7. a. Read the text aloud and say what types of car are mentioned.

Different Types of Car

What type of car to buy? Every type of car has pros and cons, and every driver decides which is better. Sedans are elegant and comfortable, but don't have a lot of space for your luggage. SUVs have great off-road abilities, but don't often have decent handling and low fuel consumption. Convertibles are very stylish, but they are not very good for cold winters.

Single adults often buy coupes. A lot of them have a hatchback instead of a boot, because it is good for transporting for short distances. You need to use the front doors to get to the rear seats. An active family wants to look at minivans, sports utility vehicles, or station wagons (simply wagons). In the rest of the world, wagons are the first choice for active families. In North America, first minivans – and now SUVs – are very popular. There are a lot of types of car, and you have to decide what you need from a car.

(Adapted from the sources: car-brand-names.com/types-of-cars; smartmotorist.com/car-types.)

b. Say if the statements are true or false. Correct the false ones.

- Every type of car has pros and cons.
- Sedans have a lot of space for your luggage.
- SUVs have great off-road abilities.
- SUVs have decent handling.
- SUVs usually have low fuel consumption.
- Coupes often have a hatchback instead of a boot.
- Wagons and SUVs are very popular.

2.8. a. Write down key ideas from the text about the types of car mentioned in the text.

Example: Sedans are elegant, comfortable, but they don't have a lot of space for luggage.

b. Use the table below and add some information for each type of car in the table. Speak about pros and cons of each type of car.

	pros	cons
Sedans		
SUVs		
Convertibles		
Coupes		
Minivans		
Hatchbacks		
Wagons		

2.9. Express your opinion. Which type of car do you like? Why? Prove your opinion in 3–4 sentences.

Example: I like a sedan because it has got a lot of space for passengers. It is elegant and comfortable ... I'm interested in a ... because ...

2.10. Which types of car can you recommend to these people?

Example: I recommend a wagon to Maria and Ivan because they ...

Ingrid Labor is 28, she's a businesswoman, single and works for a big company. She loves driving and travels a lot for business and in her free time.	Jennifer Berezovskiy is a single mother with three children. She lives in the country far from the town and she needs a car to take her children to school.
David Cocker is 51, and he is an engineer. He's got a lot of money and loves cars. He lives alone.	Alicia and Ted have two small children and a dog. They like to go skiing, fishing, and camping.
Alexander is 20, and he works for an IT-company. This is his first car and first job. He still lives with his parents.	Maria and Ivan are a young couple. Both have good jobs and have no children. They like new trends in everything.

Grammar Point 1

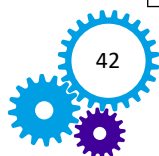
There is / There are

2.11. Study the table and fill in the gaps.

There is a car in the garage.	There ... a limousine in our city.
There is a lot of space in a minivan.	There ... a big boot in a sedan.
There isn't a big boot in a sports car.	There ... two doors in a coupe.
There are four doors in a sedan.	There ... a lot of space in our car.
There are a lot of cars in our city.	There ... a lot of parking places here.

Is there / Are there ?

Yes / No question	Positive answer	Negative answer
Is there a lot of space for passengers in a sedan?	Yes, there is.	No, there isn't.
Are there rear seats in a coupe?	Yes, there are.	No, there aren't.
Special question	Answer	
How many passenger seats are there in a sedan?	There are four passenger seats.	



- 2.12.** Watch [Training Video 1 \(Training Video 1 – silent version\)](#) and practise speaking about types of car.
- 2.13.** Work in pairs.
- Write down your own 6–7 sentences about the type of car you like, translate them into Russian.
 - Ask your groupmate to translate them back into English. Correct your groupmate’s mistakes if necessary.
- 2.14.** a. Unjumble the questions.
 b. Ask your groupmate about the types of car in 2.3.
 type / this / is / what / of car?
 colour / what / it / is?
 what / the / size / is?
 there / a lot of space / is / passengers / for?
 passenger seats / how many / there / are?
 doors / how many / there / are?
 the boot / big / is?
 for families / good / it / is / things / or transporting?
 got / a lot of / has / space / passengers / it / for?
 consumption / fuel / about / what?
 it / expensive / is?
- 2.15.** Practise the car vocabulary from Part A in [QUIZLET](#).
- 2.16.** Let’s play the guessing game “What type of car is it?”. Think of some type of car and describe it to your groupmate: the size of its boot, the number of seats, doors, what it is good for, etc. Your groupmate will try to guess it. He can ask only Yes / No-questions! Then swap your roles.

Example:

You: There is a big boot in this car.
 It is ideal for small parking spaces.

Your groupmate: Is it a hatchback?

You: No, it isn’t.

You: Yes, there is.

Yes, it is.

Is there only one passenger seat?

Is it a sports car?

Part B. What Is Important for You?

What does the car mean to you?

- Speed?
- Safety?
- Comfort?

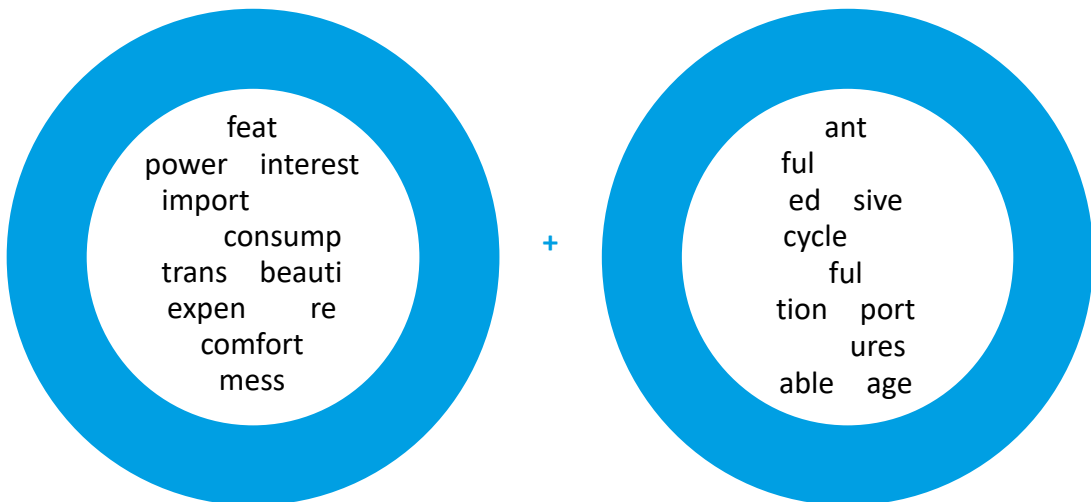


- 2.17. a. Watch [Training Video 2](#) and guess meanings of the new words from the table below.
 b. Discuss with your groupmate what is important and not important when you want to buy a car.

Example: When buying a car, the price and fuel consumption are important for me and a brand name is not important for me.

	important	not important
Price		
Fuel consumption		
Performance		
Size		
Colour		
Engine power		
Interior features		
Resale value		
Brand name		
Brand loyalty		

- 2.18. Join parts of the words together.



- 2.19. Make up phrases: match each word in column A with a word or a phrase in column B.

A	B
believe	myself
a part of	engine
powerful	in
a piece	features
I'm interested	and safe
fuel	about
interior	gases
comfortable	transport
public	consumption
exhaust	of metal
care	in

2.20. Listening and reading.

- a. Listen to [Recording 2.2](#) and fill in the gaps using some words and phrases from 2.18 and 2.19.
b. Practise reading the sentences aloud.

James

For me the car is a _____. It gives a _____ to other people about who I am and what I _____. The _____ and the _____ are very important.

Michelle

What does a car mean to me? It's just a _____ of metal on four _____. It just gets me from A to B, that's all. Of course if it's _____ and _____, that's great, but I really _____ about the brand. I'm only _____ in details such as the _____, _____, how many seats _____, and how big the _____.

Jennifer

A car means prestige to me. I want to buy an _____ car with a powerful _____ and all modern equipment. I've got a lot of money and why shouldn't I show it? I have a big and beautiful house. So I need an expensive car in the garage.

Victor

Well, I've got a car because I live in the country and there's no _____. But I think cars are not friendly to nature. Just think of all the _____! And what do you do with a car at the end of its life? You will never recycle all of it.

2.21. Match the Russian and English sentences.

Что для меня значит автомобиль?	I'm only interested in the price, fuel consumption, how many seats there are and how big the boot is.
Кусок металла на четырёх колёсах.	It's comfortable and safe.
Он удобный и безопасный.	I don't care about the brand.
Меня не волнует бренд.	What does a car mean to me?
Мне интересны только цена, расход топлива, сколько сидений и насколько большой багажник.	A piece of metal on four wheels.

Grammar Point 2**More types of questions in the Present Simple tense****2.22. Study the table and ask your groupmates these questions:**

Alternative	Am / Is / Are ____ or ____?		Is this car cheap or expensive?
			Are you/we/they mechanics or engineers?
	Do / Does V ____ or ____?		Do you want an expensive or a cheap car?
			Do I/ you/we/they drive a sedan or a hatchback?
		Does he/she want to have a car or a bicycle?	
Special	Why Where When How	am / is / are ...?	When is safety important? Why do we choose safety?
		do / does V?	Where does your friend study? How often does your friend drive?
Who-question	Who + Vs ?		Who drives a car in your family? My father does . / No one does .

2.23. Work in pairs and unjumble these questions. Take turns to ask your groupmates and answer their questions:

- a. General questions with the verb to be. Give short yes / no answers.
comfort / for you / important / is?
and the colour / very important / are / the interior features?
high / is / the resale value?
- b. General questions with the verbs do / does. Give short yes / no answers.
groupmate / drive / does / your / a car?
want to / do / you / buy / a car?
care / you / do / the brand / about?
- c. Alternative questions. Give your answers.
an expensive / do / want / car / a cheap / or / you?
prefer / a red / do / or a black / you / car?
- d. Special questions. Give your answers.
do / why / you / want / a car / to buy?
car features / what / very important / are / for you?
you / what details / know / want to / do / when buying a car?
- e. Who-questions. Give your answers.
has / a car / who / got?
drives / a car / who / in your family?

2.24. Practise the car vocabulary from Part B in [QUIZLET](#).

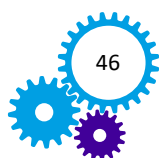
- 2.25. a.** Complete a testing thesaurus about types of car and buying factors from Answers and Resources for Units.
- b.** Now listen to your teacher describing a type of car and then do your best to write down all you remember.

Part C. English in Real Life

2.26. Study these ways to talk about your choice of a car.

Speech patterns	
Student A	Student B
Do you care about the brand?	Yes, I do / No, I don't
I think things like fuel consumption, performance are really important.	Yes, I agree / No, I don't agree
Why not LADA Vesta if you need a lot of space for luggage?	It's not a bad choice but it's expensive. I don't agree it's good for transporting a lot of luggage.
I think a liftback is a car for me.	A good car, it has got a lot of space for luggage.

2.27. Your groupmate is going to buy a car. Ask him / her what he cares about when buying a car.



Role-play

Student A	Student B
<p>You are a student, and your parents want to buy you an inexpensive car. You care about the price, fuel consumption, the size, the resale value.</p> <p>Ask your groupmate to recommend a type of car and a car model.</p> <p>Example: My parents want to buy me a car. What do you recommend to me?</p> <p>Answer your groupmate's questions.</p> <p>Make your choice.</p> <p>Example: I want ... because ...</p>	<p>You ask Student A questions.</p> <p>Example: Do you care about the brand? About the resale value? About the ...</p> <p>Do you want:</p> <ul style="list-style-type: none"> ✓ a big car? ✓ a lot of space for luggage? ✓ a lot of space for passengers? ✓ a car for transporting things? ✓ ... <p>According to Student A's answers you recommend a type of car and a car model.</p> <p>Example: I recommend ... to you because I think fuel consumption, performance are really important. There is a lot of ... It has got ...</p>

Review

2.28. Find the twelve types of car across and down!

t	y	q	o	i	d	p	w	c	c	j	x	a
h	j	s	u	v	x	q	e	o	o	k	c	i
a	m	p	b	d	z	l	q	u	n	m	o	d
t	w	o	p	i	c	k	u	p	v	f	n	l
c	z	r	g	n	z	w	r	e	e	n	c	h
h	u	t	s	e	d	a	n	j	r	e	r	g
b	e	s	x	o	p	g	e	f	t	d	o	q
a	k	c	q	l	w	o	z	g	i	u	s	z
c	p	a	u	m	i	n	r	v	b	k	s	w
k	n	r	g	x	d	j	o	c	l	i	o	g
e	l	i	m	o	u	s	i	n	e	r	v	a
c	a	s	l	i	f	t	b	a	c	k	e	p
k	o	m	i	n	i	v	a	n	j	t	r	d

2.29. Work in pairs.

Student A. Ask student B about this car:

- *type of car? *colour? *size?
- *How many doors?
- *How many passenger seats?
- *the boot (big)?
- *good for families or transporting things?
- *a lot of space for passengers?
- *fuel consumption?
- *expensive?





Student B. Ask student A about this car:

- *type of car? *colour? *size?
- *a lot of space for passengers?
- *How many passenger seats?
- *How many doors?
- *the boot (big)?
- *good for families or transporting things?
- *good for driving on bad roads?
- *fuel consumption? *expensive?

Project

Now it is time to present various types of car, which belong to the same brand. Use photos of car models and make up your own description of a minimum of 8–10 sentences. Make up a presentation (5–7 PowerPoint slides) to talk about them and make some recommendations. Say why you recommend this or that type of car. Use the clichés below to structure your speech.

Presentation structure	Clichés
Introduction	In my presentation I want to tell about LADA cars.
The main text	In this slide you can see a Granta hatchback. It is ideal for There are There is a lot of I recommend this Granta hatchback to large families. This is a ...
Conclusion	And finally, this is a ...

Oral and Interactive Tests

- I. Give an oral description of a type of car and recommendations what this type of car is good for. Use any photo from 2.3. Your talk is about 8–10 sentences.

Assessment of the oral test:	10 points max.
Content and number of sentences	0-1-2 points*
Structure and cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

- II. Do an interactive test for part A in [QUIZLET](#).

- III. Do an interactive test for part B in [QUIZLET](#).

You can vary the number of questions and types of tasks in these Quizlet tests.

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, *** See the Introduction and Unit 1 for explanations.



Unit 3.
FASTER AND BIGGER?



In this unit

Part A: practising speech patterns about car features, using degrees of comparison to compare cars.

Part B: listening, practising speech patterns with Present Continuous forms, alternative questions, numbers; a dialogue about buying a car.

Part C: reading lyrics of a song and finding thematic words and phrases; practising a conversation about expressing interest; doing a project.

Learning objectives: to master speech patterns according to the topic of the unit; to develop oral communication skills; to develop skills in writing a script for a video podcast.

to master speech patterns according to the topic of the unit; to develop oral communication skills; to develop skills in writing a script for a video podcast.

Skills:

- ✓ You will learn how to speak about car features, and you will master new speech patterns with degrees of comparison and revise Present Continuous forms, including special questions.
- ✓ You will develop your listening and conversation skills to express your opinion, interest in technical car features.
- ✓ You will develop your writing skills in preparing a script for your video podcast about a car of your dream.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Part A



QUIZLET Part B



Part A. Car Features

Introduction

What are these car features about? Use the words from the box below to say what is:

- 7 liters per 100 kilometers
- 200 km/h (kilometers per hour)
- from 0 to 100 km/h in 6 seconds

Say which features refer to performance and which to handling.

Example:

Performance is ...

Handling is ...



*top speed *cornering *acceleration time *braking *fuel consumption *acceleration

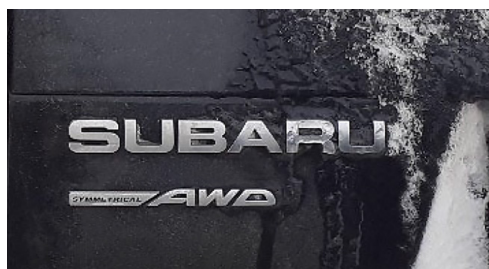
3.1. a. Listen to [Recording 3.1](#) and practise saying these words correctly in the pauses:

driver airbag	great handling	front-wheel drive
passenger airbag	four-wheel drive (4x4)	rear-wheel drive
sports steering wheel	all-wheel drive	off-road driving

b. Which of them relate to these abbreviations? What types of car have these types of drive?



RWD



FWD

3.2. Supply the sentences in column A with their parts in column B. In some sentences more than one variant is possible.

A

1. An SUV has high ground clearance, it's good for _____
2. I want to buy _____
3. I need a car with _____
4. This type of car has got _____
5. An important feature of a crossover is _____
6. LADA Vesta is _____
7. _____ is very high after three years.
8. _____ is important for me.
9. When buying a car, I'm interested in _____
10. A hatchback is good for _____
11. I recommend _____
12. A hatchback has _____
13. A crossover is a car with _____
14. It is possible to buy a car with _____

B

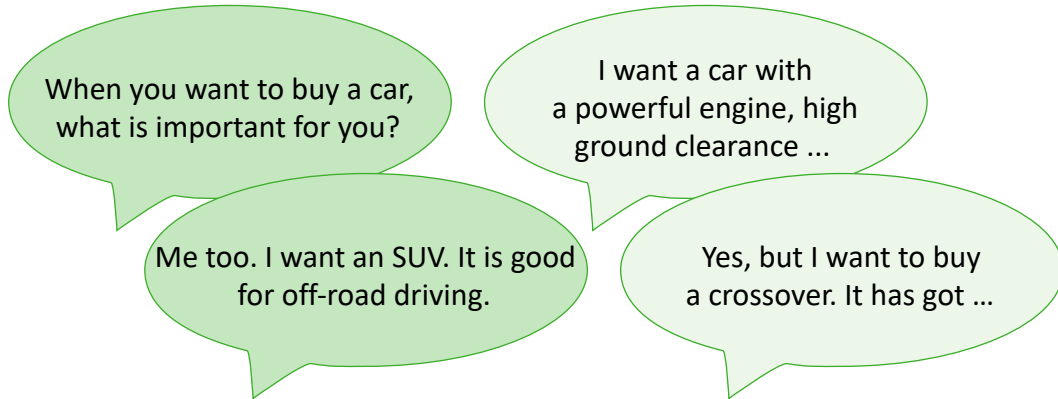
- a) the resale value
- b) top speed
- c) a comfortable and safe car
- d) transporting things
- e) a powerful engine
- f) an expensive car
- g) the driver airbag
- h) great handling
- i) low fuel consumption
- j) a lot of space for luggage
- k) the passenger airbag
- l) four-wheel drive
- m) off-road driving
- n) a sports steering wheel

- 3.3. a. Make up a list of car features which are important for you. Use some phrases from 3.1 and 3.2.
 b. Ask your groupmate what is important for him or her. Agree or disagree with your groupmate.

Example 1:

Your groupmate:

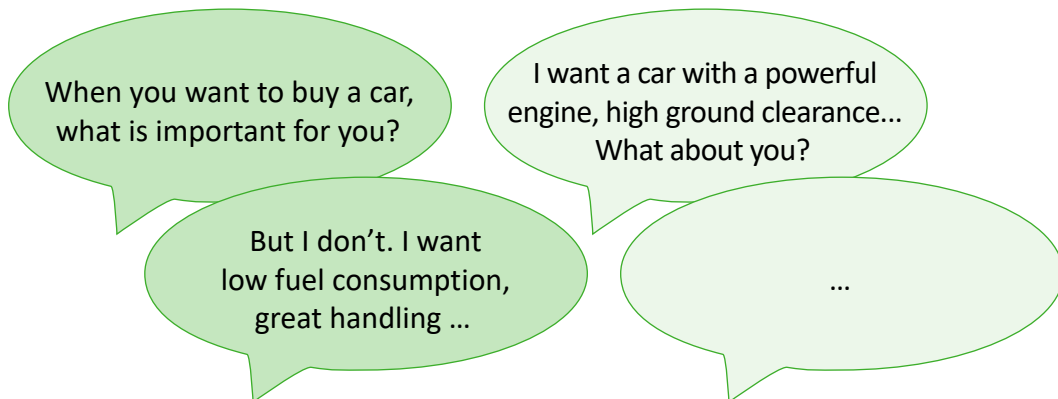
You:



Example 2:

Your groupmate:

You:



- 3.4. Practise the car vocabulary in [QUIZLET](#).

Grammar Point 1

Making Comparisons

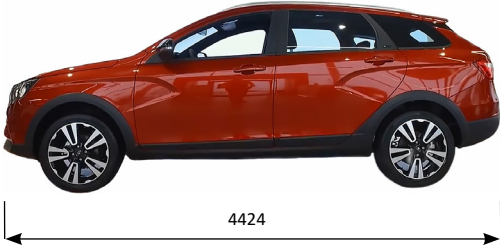
- 3.5. Study the table with degrees of comparison of adjectives.

Short adjectives	fast	faster	Is your car faster?
		the fastest	This type of the automobile is the fastest.
	big	bigger	An SUV is bigger than a hatchback.
		the biggest	This SUV is the biggest model here.
	easy	easier	This problem (задача) is easier than that one.
		the easiest	This is the easiest problem.

Long adjectives	powerful	more/less	Vesta engines are more powerful than Granta engines. The engine in my car is less powerful than in your Vesta.
		the most/ least	Vesta engines are the most powerful. Old engines are the least powerful.
	reliable	more/less	Safety features like ABS are less reliable.
		the most/ least	This is the most reliable car dealer.
Irregular adjectives	bad	worse	SUVs are worse for the environment than sedans.
		the worst	Old cars are the worst cars for the environment.
	good	better	What car is better for driving on bad roads?
		the best	We want a car with the best safety features.

3.6. Compare technical features of 2 models: LADA Vesta SW and LADA X-RAY.

Example: X-RAY is higher than Vesta SW. Vesta SW ground clearance is lower than X-RAY.



4424

1537

Vesta SW

Ground clearance – 203 mm


Top speed – 181 km per hour

Acceleration time – 13.3 sec

Fuel consumption – 7.7 liters per 100 km

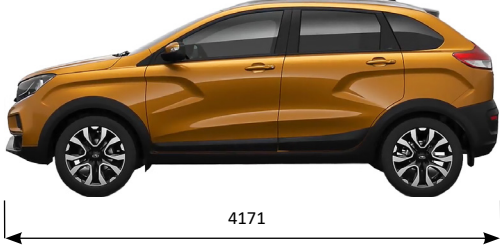
Engine power – 122 hp

Boot capacity – 480 liters



1524

Longer? shorter? wider? higher? faster? lower? (about fuel consumption and ground clearance) more powerful?



4171

1645

LADA X-RAY

Ground clearance – 215 mm


Top speed – 180 km per hour

Acceleration time – 10.9 sec

Fuel consumption – 7.5 liters per 100 km

Engine power – 122 hp

Boot capacity – 361 liters



1810

3.7. Now compare 3 makes in the photo below. Ask your groupmate which car is: the biggest? the highest? the best? the newest? the cheapest? the most comfortable? the most expensive? the most beautiful?

Example: You: Which car is the most expensive? **Your groupmate:** I think Volvo is. It is the most expensive car.

Which car is the least powerful? the most powerful?

Which has the lowest fuel consumption? the highest fuel consumption?

Which has the highest ground clearance? the lowest ground clearance?

149 hp, 12.4 sec, 7.7 liters

1 Renault Arkana-2021



18 cm

150 hp, 10.5 sec, 7.9 liters

2 Kia Sportage-2018



17 cm

249 hp, 7.4 sec, 7.4 liters

3 Volvo V90-Cross-Country-2020



21 cm

3.8. Use the right form of each adjective: comparative or superlative.

Example:

LADA X-RAY is (cheap) than Toyota. – LADA X-RAY is **cheaper** than Toyota.

Ferrari racing cars are (powerful) in the world. – Ferrari racing cars are **the most powerful** in the world.

Renault cars are (good) cars in the world. – Renault cars are **the best** cars in the world.

- X-RAY ground clearance is (high) than Vesta SW.
- This brand is (famous) than other brands.
- An SUV is (comfortable) than a coupe.
- Automobile engineering is (interesting) for me than automobile operation.
- Automobile design is (interesting) subject at our university.
- My groupmate is (good) driver in our group.
- Engine power is (important) than interior features.
- Fuel consumption is (important) thing for me.
- Handling is (important) than a brand.
- Cornering and performance are (important) features for me.

3.9. Now express your opinion. Say what car...

is the best for driving in a city?

is the best for off-road driving?

is the cheapest to maintain?

is the most expensive?

is the least expensive?

is the safest?

is the most comfortable?

has the fastest acceleration time?

is the best for you to travel?

has the best interior features?

has the highest top speed?

has the most powerful engine?

3.10. Can you read these road signs? MPH stands for miles per hour.



- 3.11. a.** Write down any 10 numbers from 10 to 100 and say them to your groupmate in English. He or she will write them down. Swap your roles.
- b.** Practise saying numbers of your mobile phones in pairs.
- c.** Practise saying the numbers:
149 hp, 12.4 sec, 7.7 liters, 150 hp, 10.5 sec, 7.9 liters, 249 hp, 10.8 sec, 7.4 liters.
- d.** Add car dimensions, boot capacity, and ground clearance and practise reading them in pairs.

Part B. Buying a Car

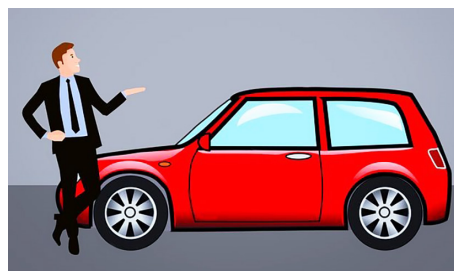
3.12. Match the phrases and their translations.

ABS is standard equipment	экономный
side airbags	функции безопасности
You're interested in ...	Мы ищем ...
has a very good result in crash tests	Мы хотим машину с ...
We're looking for ...	Он полностью оборудован ...
We want a car with ...	подушки безопасности водителя и пассажира
It's fully equipped with ...	имеет очень хороший результат в краш-тестах
driver and passenger airbags	Вы интересуетесь ...
safety features	боковые подушки безопасности
economical	ABS является стандартным оборудованием

3.13. a. You are going to buy a car. Think of the car features you are interested in. Write down your questions.

Example: Has this model got a driver airbag?
Is there satellite navigation?
What about a passenger airbag?

Tick the features you want to ask about in the table below.



	You	Alice and Jolyon
driver airbag	✓	✓
passenger airbag		
side airbags		
ABS		
petrol engine		
diesel engine		
no. of cylinders		
liters per 100 kilometers		
top speed		
acceleration time		
satellite navigation		
sports steering wheel		
leather seats		
the brand image		

b. Listen to [Recording 3.2](#) about choosing a car with a car dealer. Does Alice have the same questions? What questions does she ask? Tick her questions in the table.

c. Listen again and fill in the gaps.

- Salesman I see _____ this model.
 Jolyon Yes, we're looking for _____. He's just passed his test.
 Alice We _____ with good _____ that's also _____.
 Salesman Well, you're right, this car would be ideal for your son. It's fully equipped with _____ and has _____ in crash tests. And ABS is standard equipment.
 Jolyon And _____?
 Salesman No, I'm afraid not.
 Jolyon What _____?
 Salesman It depends on the _____. Do you want a _____? The diesel is _____, but _____.
 Jolyon I don't think my son will drive long distances so we'll go for the petrol engine.
 Salesman Then I recommend the 4-cylinder _____. It has a _____ of approximately _____. And its _____ is _____ km/h.
 Alice This company _____ name for quality, doesn't it? I _____ their _____.
 Salesman That's right. You can't go wrong with this one. And a _____ image is _____ when you want to sell your car. The _____ is still very high after _____. Now would you like _____ and have a closer look _____?
 Jolyon What _____ include?
 Salesman A multimedia system comes as standard, and we also offer a free _____.
 Alice I'm not sure about _____ or _____.
 Salesman That's _____. I'm sure your son will like, will like them, but they _____.

3.14. Ask your groupmate what car features he or she wants. Ask some alternative questions. Don't forget to ask why he or she wants something in a car. Use the tables from 3.12 and 3.13.

Example: Do you want a petrol engine or a ...? A car with a passenger airbag?

A car with a passenger airbag and side airbags? Why do you want ...?

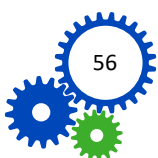
Grammar Point 2

The Present Continuous Tense

3.15. We use the Present Continuous tense to talk about things we are doing at the moment of speech or around now. Study the table and fill in the gaps.

Positive	Negative	Yes / No question	Answer
I'm looking for a car.	I'm not looking for a car.	Are you looking for a car?	Yes, I ...
You are ...	You aren't ...	Are you looking for a bicycle?	No, I'm ...
He / she ...	He / she ...	Is he looking for a car?	Yes, he ...
We ...	We ...	Is your friend looking for a car?	No, he ...
They ...	They ...	Are they looking for a car?	Yes, they ...
		Are they looking for a bicycle?	No, they ...

We often use *today / this week / this month / this year / this semester / soon* to talk about things around now.



3.16. Read and compare the sentences. Which sentences say about usual things? About things now or around now?

I study at university.	I'm studying new grammar now.
I often listen to music.	I'm listening to music now.
My friend drives a car.	My friend is driving a car at this moment.
My groupmates don't go to the canteen.	My groupmates are going to the canteen after this class.
They walk to university every day.	They are walking to university today.

3.17. Say what:

you usually / often / sometimes / don't often / never do	you're doing at the moment / now	around now e.g. this semester, this year
study Maths	study CAD	read a book
have 4 classes	play tennis	
talk about cars	drive a car	talk to my friends
learn English words	do a project	
go to the gym		???

3.18. Unjumble the sentences. Answer the questions in the written form.

- doing / this / are / a project / semester /you?
- you / looking / are / for / powerful / a / car?
- Maths / studying / our group / this / is / semester?
- you / playing / are / football / today?
- going / year / are / the gym / to / this / you?

3.19. Practise degrees of comparison and the Present Continuous tense in [QUIZLET](#).

3.20. Play a board game to practise speaking about regular things and things at the moment of speech and things around now.

START



FINISH

Part C. It Does Deliver!

3.21. Watch [Video 3.1](#) with a song about LADA Niva. Does the singer enjoy driving Niva? Why does he like his car?

My LADA Niva

By Tyler Parkinson and Trevor Young



I bought it second hand, but it always gets me there
For both me and my Niva live on vodka and a prayer

Chorus:

*My LADA Niva, it does deliver me where I want to go
My LADA Niva, does not consider giving up, you know*

In a land called Saskatchewan*
That is where I dwell
In summer it is nice, but in winter cold as hell
But Arctic cold doesn't stop me and my car, you understand
For if the starter doesn't work, I just crank it by hand.

Chorus:

*My LADA Niva, it does deliver me where I want to go,
My LADA Niva, it does not shiver when it's out in the snow*

So powerful that it can drive up the Wapiti
As I go to go snowboarding down slopes that are tiny

Okay, sometimes it may break down but fixing it's easy

I just call my friend Gabor who lives in Hungary
Sometimes he must make a call to the KGB
But it's worth it for the sweet ride for Karen and me

Chorus:

*My LADA Niva it does deliver me where I want to go
My LADA Niva, really gives 'er, whether high or low
My LADA Niva, how long it'll live-ah, is the subject of much conjecture
My LADA Niva, is what it is, 'cause of its unibody architecture
LADA Niva!*

*A town in Canada.

(Source: [youtube.com/watch?v=gbdrllUXI3w&t=15s](https://www.youtube.com/watch?v=gbdrllUXI3w&t=15s))

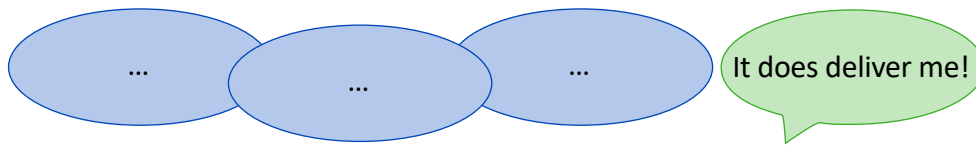
3.22. Read the lyrics and find the words which describe:

weather	how a car works	LADA Niva design
...

English in Real Life

3.23. In the song about LADA Niva we hear the words “It does deliver me” and “It always gets me there”. They mean almost the same: the performance of LADA Niva is great

especially for off-road driving. What cars or types of car do deliver? Write your ideas into figures.



3.24. When something is interesting for you, you say 'I'm interested in this thing'. Practise asking your groupmates what they are interested in. Use the table to tick their answers. The situation is about buying a car.

		Groupmate 1	Groupmate 2	Groupmate 3
Are you interested in ...	handling of a car, its cornering?			
	the size of a car?			
	fuel consumption?			
	top speed?			
	driver and passenger airbags?			
	the engine? Petrol or diesel?			
	satellite navigation?			
	the type of transmission?			
	4WD?			

Review

3.25. Make up words about cars: 11 across and 1 down!

						1	e				l							
			² c								g							
						³ b	a											
						⁴	e			u			s					
						⁵ c		f					b		e			
				⁶ f			-	w				l	*	d				e
						⁷		n	i			n						
⁸ a						r		i		n								
						⁹ h					g							
						¹⁰ e					i			l				
						¹¹ e		n			e							

- 1 – a type of engine
- 2 – it is very important when you want to turn
- 3 – it is very important when you want to stop
- 4 – car ...
- 5 – ... and safe
- 6 – the same as 4WD
- 7 – a type of car
- 8 – it is very important when you want to drive fast
- 9 – it is very important when you drive
- 10 – when fuel consumption is low
- 11 – opposite to cheap

3.26. Describe a car model: its origin, features, but don't say the name. Your groupmates will guess it. Use the following to say about the car's origin.

- | | | | | |
|----------|---------|---------|-------|------------|
| Russian | Italian | Swedish | Czech | Chinese |
| American | Korean | Polish | | Japanese |
| German | | British | | Portuguese |

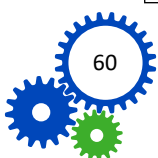
3.27. Translate from Russian into English.

- a. Я предпочитаю передний привод.
- b. Управляемость – очень важная характеристика машины.
- c. Дизельный двигатель экономнее бензинового.
- d. Я ищу машину с подушками безопасности для водителя и пассажира.
- e. Боковые подушки безопасности важнее для меня, чем расход топлива.
- f. Безопасность – самая важная вещь для меня.
- g. Седан экономнее, чем внедорожник.
- h. Лимузин – самая длинная машина в мире.
- i. Спортивный автомобиль имеет очень низкий дорожный просвет.
- j. Я хочу купить кроссовер с самым мощным двигателем.
- k. Полный привод лучше для езды по бездорожью, чем передний привод.
- l. Управляемость машины для меня важнее мощности двигателя.
- m. Когда покупаешь машину, ходовые характеристики – самый важный фактор.
- n. Низкий дорожный просвет иногда хуже, чем высокий дорожный просвет.
- o. Этот хэтчбэк менее мощный, чем тот «Феррари».

Project

Create a short video podcast out of 5–7 PowerPoint slides about a car of your dream with car features from Unit 3. You need to make up about 10–12 sentences. Follow Student's Guidelines for Individual Study [here](#). Use the clichés below to structure your speech. Don't forget to say that the car of your dream is the most...

Your video podcast structure	Clichés
Introduction	In this short film I'm going to tell you about a car of my dream.
The main text	This is a car of my dream. It has got ... There are (is) ... The fuel consumption ... Its acceleration time ... Its handling ... The top speed ... The type of transmission ... 4WD? AWD? FWD? It is ideal for ...



Your video podcast structure	Clichés
Conclusion	So, it is the most beautiful car in the world!

P.S. You may create your video podcast as an interview with your groupmate.

Oral and Interactive Tests

- I. Reading comprehension.
 - a. Take 5–7 minutes to read the text below silently.

Survey About Buying a Car

There are a lot of factors which people consider when buying a car. Most of them think that price is a very important factor when considering a new car. The monthly payment amount for new cars grows, but new cars have more features than vehicles of the past. That is why price is more important to buyers than technology or special features. Some extra features are more for comfort than for safety. Buyers take safety seriously, though. Over 90 percent say they think safety is important when buying a car, even more than maintenance costs or the reputation of the car manufacturer.

87 percent of drivers have recommended features: rearview cameras, over 94 percent with night vision, and 86 percent of people with reverse backup sensors recommend those features to others. Blind-spot detection and collision warning systems are also popular.

The features you're looking for in your future car also have a lot to do with how you plan to use that car. In our survey, we see that people look for features because of their lifestyle. 11.4 percent say they use their car for travelling to work. A lot of people use their cars to take kids to school.

Some drivers want Apple CarPlay or Android Auto. Apple CarPlay is a handy tool that makes it easier to use Google Maps, to find parking places, and get updates on the fastest routes to the office.

Finding the right car that has all the features you need is not easy. With our web site TrueCar, it is easier and more comfortable. Car shoppers see what others pay for the car they want, as well as the actual price they'll pay at the dealership, so there are no surprises.

(Source: truecar.com/blog/top-car-tech-safety-features/)

- b. Say if the following statements are true or false.
 - The survey says most people think that price is not a very important factor.
 - The monthly payment amount for new cars doesn't grow.
 - New cars have more features than vehicles of the past.
 - Price is more important to buyers than technology or special features.
 - Safety is more important even than maintenance costs or the reputation of the car manufacturer.
 - To find the right car is not easy.
- c. Answer the questions:
 - 1) Do most of drivers have recommended features?
 - 2) Do people recommend reverse backup sensors?
 - 3) Are blind-spot detection and collision warning systems also popular?

- 4) Why do people look for extra car features?
 - 5) Why do drivers want Apple CarPlay or Android Auto?
 - 6) Does the web site TrueCar help to find the right car? How?
- d. Read a passage, indicated by your teacher, aloud.

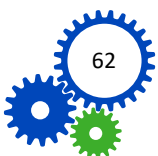
Assessment of the reading comprehension test:	10 points max.
The number of questions answered	0.5 point for each correct answer
Grammar & vocabulary	0-1-2 points
Pronunciation, intonation, fluency in reading a passage	0-1-2 points


II. Do an interactive test for part A in [QUIZLET](#).

III. Do an interactive test for part B in [QUIZLET](#).

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, ** See the Introduction and Unit 1 for explanations.





Unit 4.
SHE'S GOT THE LOOK!



In this unit

Part A: listening for car exterior terms and practising them in oral communication.

Part B: reading a text about safe winter driving, practising speech patterns based on imperatives.

Part C: reading, listening, and speaking about car maintenance; doing a project.

Learning objectives: to revise and master some speech patterns according to the topic of the unit; to develop speaking skills in cross-

cultural communication situations concerning car maintenance; to develop writing and translation skills.

Skills:

- ✓ You will learn new vocabulary and speech patterns about the car exterior and maintenance.
- ✓ You will learn how to describe maintenance works in English.
- ✓ You will develop oral speech skills using patterns with imperatives.
- ✓ You will keep on practising written translation skills.
- ✓ You will develop your listening and reading skills.
- ✓ You will develop your writing and speaking skills for creating an audio podcast.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Part A



QUIZLET Parts B&C

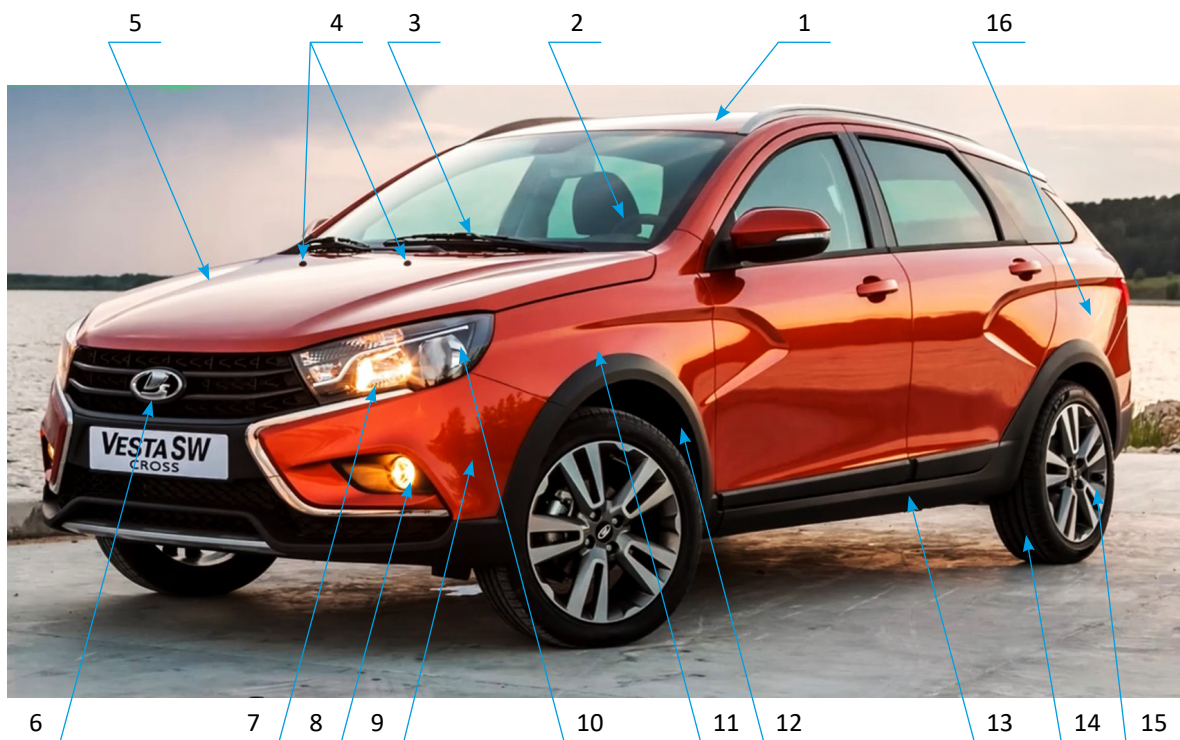


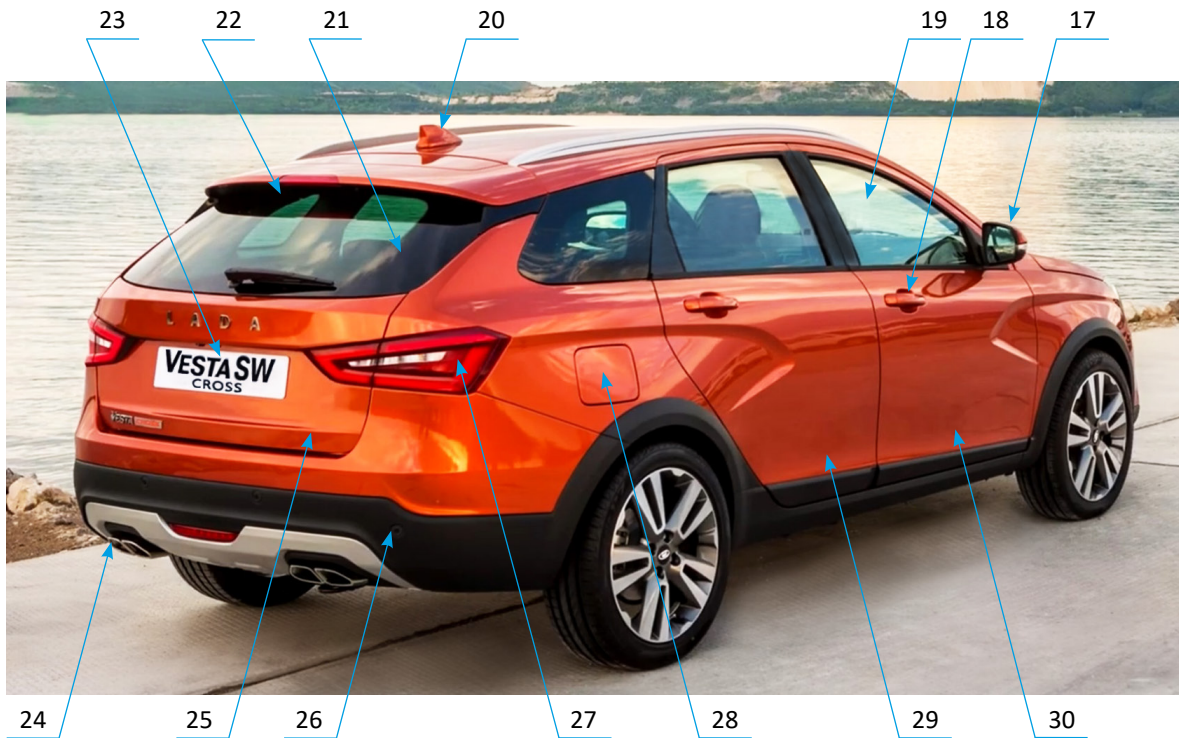
Part A. The Car Exterior

Introduction. What parts of the car exterior do you know in English?



- 4.1.** a. Watch [Video 4.1](#) and [Video 4.2](#) (up to 3:14) about the car exterior parts to match them with most of the numbers in the photos of LADA Vesta.
b. Use a dictionary to supply the missing names with English terms and translate them into Russian if necessary.





4.2. Listen to [Recording 4.1](#) and practise saying these words correctly in the pauses:

tyre	rear bumper	logo	wipers
wheel arch	side mirror	antenna	door handle
windscreen	exhaust pipe	roof	wing

4.3. Make up phrases: match each word in column A with a word in column B.

A	B
head	cap
rear	wipers
exhaust	plate
front	bumper
petrol	handle
windscreen	mirror
side	lights
door	pipe
number	lights
fog	bumper

4.4. a. Practise the car exterior vocabulary in pairs: ask your groupmate to translate term from Russian into English and vice versa.




b. Then practise some car exterior terms in [QUIZLET](#).

4.5. Fill in the gaps in the sentences with the words describing the car exterior.

1. You open the _____ to fill the tank with petrol.
2. The _____ absorb small impacts in an accident.
3. Don't forget to switch on the _____ when you are turning.
4. We have a spare wheel in the _____.
5. The Skoda _____ looks like an arrow with wings.
6. Let's open the _____ and have a look at the engine.

7. _____ are extremely helpful in the rain.
 8. A flat _____ usually means you've had a puncture.

4.6. Match the car parts with their pictures and descriptions.

Grille	a. 	1. This part is used to spray window washer fluid at the windscreen.
Washer nozzle	b. 	2. This part is a vertical support of a car's window area. There are four types of them – A, B, C, and D, depending on the car type.
Pillar	c. 	3. This part is at the front of the vehicle to protect the radiator and the engine.

- 4.7.** a. Listen to the descriptions of different car parts in [Recording 4.2](#).
 b. Match the pictures with the descriptions and say what they are called.

A 

B 

C 

D 

E 

1	2	3	4	5
---	---	---	---	---

- 4.8.** Now make up a description of any car part from 4.1. Can your groupmates guess which part you are talking about?

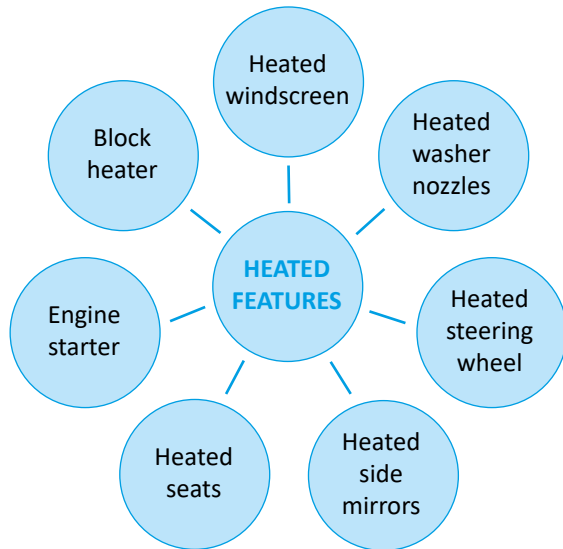
Example: You've got it on your bonnet.
 It is on the ... You use this to ... This helps to ...

Part B. Safe Winter Driving

- 4.9.** Read a text about heated features in a car. Fill in the gaps in the diagram. Discuss in small groups, which of these features are most necessary in a car.

Heated Features

Heated features are absolutely necessary when it comes to driving in cold weather. Scraping off ice and snow, warming the car before driving... With these features, drivers spend less time on these things. Here are the most common heated features:



1. _____
Very thin vertical lines help to heat it up.
2. _____
These don't heat up the washing fluid, they are only kept warm.
3. _____
This feature keeps driver's hands warm, which makes driving much more comfortable.
4. _____
The heating elements prevent them from fogging up and also help to melt ice.
5. _____
This is the most common feature in cars. Most cars only have it at the front.

6. _____
With this feature, the owner can preprogram a time for the car to start the engine.
7. _____
This heats the core of the engine block with the help of an electric element.

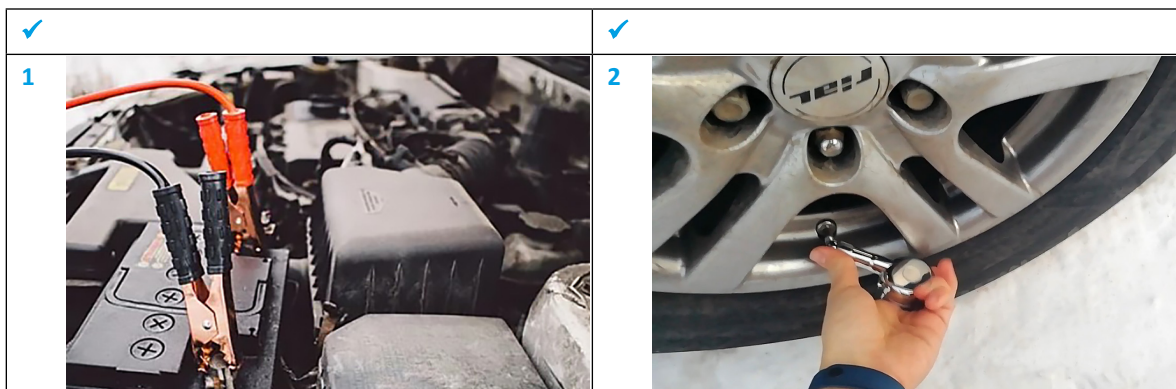
4.10. a. Make up only correct phrases to speak about heated features.

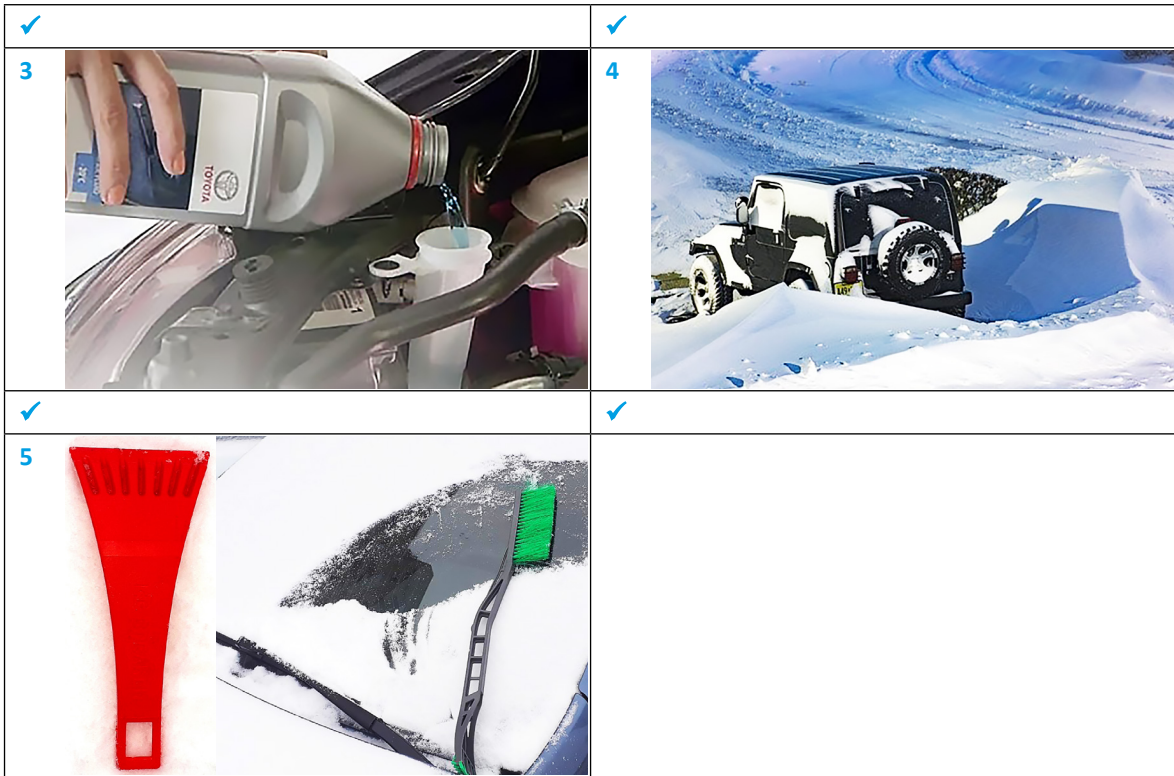
Heated features in a car...		
prevent	the windscreen tyres mirrors the engine washer fluid driver's hands front seats washer nozzles	from fogging up from cooling from freezing

b. Say what heated features are in your car or in your friend's / relative's car.

4.11. What do you do before driving in winter? Match the instructions from the instructions from the box with the pictures.

*Stock your vehicle *Fill your windscreen washer reservoir
*Check your battery *Check your tyres *Learn how to handle your vehicle in winter





4.12. a. Keep some necessary items in your vehicle:

- ✓ a shovel, a broom, and an ice scraper;
- ✓ a flashlight, a first aid kit, and a flare;
- ✓ a charger, an owner's manual, and a jack.

b. You'll get a set of cards from Answers and Resources for Units. Ask your groupmate what he or she has got in their car. Share your extra items with your groupmates.

Example: You: Have you got a charger? Your groupmate: Yes, I have one extra. You: Can you share it? Your groupmate: Yes, sure!

c. Tell the group what you've got now in your car's boot.

Example: In my car's boot, there is a... There are...

4.13. a. Translate the words in the box. Which of these would you keep in your car?

b. Watch [Video 4.3](#). Tick the things that the speaker has in his car's boot (from 0:55).

*blanket *jump starters *cat's food *candy *radio *junk
 *portable flashlight *solar battery tender (=charger) *batteries

c. Watch the video again and tick sentences that are true. Can you correct the false sentences?

	Researchers talked to more than 1,000 drivers.
	60% have the essentials in their boots.
	Reflectors and flashlights are junk.
	SUV drivers have more useful things in their cars than sedan drivers.

4.14. Fill in the gaps with the verbs from the box. Check meanings of the verbs in a dictionary.

*make sure *fill *check (x2) *start *handle *visit

1. Always _____ the car tank with high-quality petrol.
2. _____ your car is ready for the winter season.
3. _____ your mechanic to _____ your car.
4. Use remote engine starter to _____ your car in the cold weather.
5. Learn how to _____ your car on the icy road.
6. _____ the tyre pressure before driving.

4.15. Work in pairs. Make up a list of five most useful items to have in your car. Compare your ideas with the groupmates' ones.

Grammar Point The Imperative

4.16. Study the table:

1.	The infinitive + ...	Make sure your battery is all right.
2.	Don't + the infinitive + ...	Don't forget to check the tyre pressure.

4.17. Imperatives are widely used in tips and instructions. Match the parts of the sentences to make up tips.

Make sure	to change the tyres	on the icy road.
Learn	the snow shovel	before the winter season.
Don't forget	how to handle your car	to remove the snow from the roof.
Use	you have a flashlight	to get your car checked.
Visit	the service station	in your car.

4.18. Work in a group. Make up a list of useful tips for one of the following situations. Present your ideas in the group.

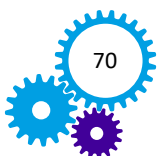
- A 1,000 kilometers car trip to another city on a highway;
- A visit to relatives in a far-off village with no service stations on country roads;
- A first city ride in the rush hour.

Part C. Car Maintenance

4.19. Look at the things in the table. Tick those that are true for you. Work with your groupmate to find out how many of these things he/she does. Present your answers in the class. Who does the most things from the list?

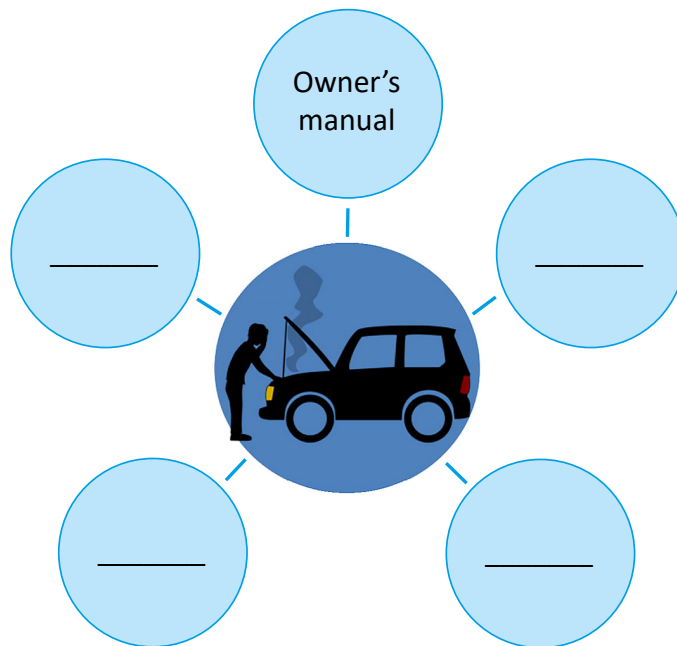
Example: Do you have a driving licence?

How many of your groupmates...	You	Your groupmate
have a driving licence?		
have a car?		



How many of your groupmates...	You	Your groupmate
know how to fuel a car?		
know how to change a tyre?		
read automotive news or car magazines?		
travel long distances by car?		
know the meaning of indicator signals?		

4.20. When there is a problem with your car, who will you consult first? Where do you find useful information for you? Fill in the chart.



4.21. a. Read the text. Can you think of more examples when the owner's manual comes in handy?

Why It Is important to Read Your Owner's Manual

Let's face it – you never read your owner's manual. But you really should pick it up again and read it through. Your manual comes with a lot of important information. It helps you with:

Initial vehicle set-up: New cars come with a big number of custom settings, such as the audio system volume limit. Your manual shows you how to deal with them.

Maintenance schedule: It's so easy to forget the date of your next maintenance check. Your manual provides all useful details.

Removing the spare tyre and operating the jack: Nobody wants to get stuck on the side of a road in the middle of a rainy night with this problem. Read the manual and practise it.

Decoding warning signs: So many indicators on your instrument panel – what do they all mean? Open your manual and find out.

(Source: autoguide.com/auto-news/2010/08/why-reading-your-vehicle%E2%80%99s-instruction-manual-is-so-important.html)

b. Find in the text...

- the word which means “a timetable”;
- four examples of imperative verbs;
- a tool that you use to change the tyre.

4.22. Look at the extracts from an owner’s manual below. Match them with the sections of the manual.

CONTENTS	
Getting to Know your vehicle _____	1
Driving _____	2
Your comfort _____	3
Maintenance _____	4
Practical advice _____	5
Technical specifications _____	6
Index _____	7

- A. The charge status of your battery may decrease if you use your vehicle in cold weather. – Section 4
- B. Press button 2 – the engine will stop. – Section ____
- C. Before using the sunroof, check the objects attached to the roof bars. – Section ____
- D. Hold the door handle and pull it towards you. – Section ____

- E. The length of the vehicle is 4,857 mm. – Section ____
- F. Use a soft cloth to clean the headlights. – Section ____

4.23. Which section of the manual says about...

- ✓ how to change a tyre?
- ✓ air conditioning in the car?
- ✓ maximum load of the car?
- ✓ warning lights on the instrument panel?

4.24. Practise the car maintenance vocabulary in [QUIZLET](#).

4.25. a. These are 7 basic maintenance operations that drivers can do themselves to save money. Watch [Video 4.4](#) and match the things from the checklist and how often you need to check them.

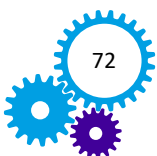
Don't forget to check the...
engine oil
brakes
tyres
air filters
cabin air filter
battery
windscreen washer

Check it every...
2 years
12,000 miles /1 year
it depends
12,000 miles /1 year
5 years
24,000 miles /2 years
it depends

b. Do you know how to do the things from the table? Ask your groupmates to find out who does the routine checks. How often do they do it? Can you add more things to check to the list?

4.26. a. Do you know how to change a tyre? Put the steps of the instruction in the correct order using the table below.

- b. Check your steps in [Recording 4.3](#).
- c. Write down the correct version of the instruction.
- a. Remove the old tyre from under the vehicle and lower the vehicle.
- b. Take the spare tyre out of the boot and make sure it is in good condition.
- c. Check again to make sure the wheel nuts or bolts are tight.
- d. Remove the tyre and put it under the vehicle, next to the jack.



- e. Put the vehicle into gear if you have manual transmission or park if you have automatic.
- f. Use a jack to raise the vehicle.
- g. Fit the spare tyre and tighten the wheel nuts or bolts.
- h. Find two rocks or large pieces of wood and put them in front of and behind the opposite wheel.
- i. Loosen the wheel nuts or bolts slightly.
- j. Loosen the wheel nuts or bolts more and remove them.



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

d. Find the words with the opposite meaning in the instruction:

lower	tighten	put	in front of

English in Real Life

4.27. Study the patterns for giving instructions. Can you think of more examples for each of the verbs?

Make sure	your car is ready for the journey.
	the tyre pressure / the battery / ... is OK.
	you have these things in your car.
Check	the engine/the oil level / ... (before driving).
	the wheel nuts (bolts) to make sure they are tight.
Visit	your mechanic to check the engine / the oil /
Put	the old tyre / ... in the boot /
Tighten/loosen	the wheel nuts (bolts).
Open/close	the door / the bonnet /
Remove	the old tyre / ... from under the vehicle /
Start	the engine / the car.
Fill	the reservoir with the washer fluid /
Change	the tyre/the bulbs /

4.28. Fill in the gaps in the instruction below with verbs from 4.27. What is it about?

Firstly, park the car. (1) _____ the engine is cool. Next, (2) _____ the bonnet. Make sure you have some cloth. Find the car's dipstick – it's a long, thin metal rod with a plastic handle. (3) _____ the dipstick from the engine. Wipe it with the cloth, put it back, then

remove it again. The dipstick has minimum and maximum marks at end. A healthy engine leaves an oil mark between the two marks. (4) _____ the colour of the oil mark – is it golden or dark? If it's dark or black, then the oil is old – (5) _____ the oil as soon as possible.

Review

4.29. Match the words to make up exterior parts. There can be more than one variant for some words in column A.

A	B
petrol	airbag
parking	cap
passenger	speed
top	seat
head	wipers
rear	arch
exhaust	plate
wheel	lights
front	bumper
windscreen	handle
door	lights
number	pipe

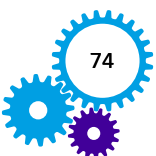
4.30. Fill in the gaps in the text. Use only one word from the list.

The new Kaptur sits on the same CMF-B (1) _____ as the latest Clio, and it is 110 mm (2) _____, 19 mm wider and 17 mm higher than the original model. A wider (3) _____ and front and rear LED (4) _____ help it to cut a more impressive figure on the road. (5) _____ is precise and gives you the confidence on a narrow road, while the soft suspension makes Kaptur more (6) _____ than many of its rivals.

- | | | |
|------------|-----------------|---------------|
| a. body | b. platform | c. wheels |
| a. longer | b. narrower | c. bigger |
| a. grille | b. number plate | c. logo |
| a. mirrors | b. lights | c. indicators |
| a. parking | b. steering | c. braking |
| a. fast | b. aggressive | c. relaxed |

4.31. Translate from Russian into English:

- a. В моей машине мне нравится всё: её передний и задний бамперы, решётка, фары, крылья, двери, колпаки, порог, колёсные арки.
- b. Я хочу купить новые форсунки омывателя.
- c. У моего друга в автомобиле четыре выхлопных трубы.
- d. В моей машине нет противотуманных фар и антенны.
- e. Не забудь открыть крышку бензобака.
- f. Опции с подогревом очень удобная вещь.
- g. Руль с подогревом предохраняет руки от замерзания.
- h. Опции с подогревом предотвращают охлаждение сидений и лобовое стекло от замерзания.
- i. Убедись, что у тебя есть лопата, скребок ото льда, фонарь, домкрат, щётка, аптечка и знак аварийной остановки.



Project

Work in small groups or individually to make a short instruction on basic maintenance works. Present your ideas as an audio podcast as:

- ✓ a conversation between two car owners about some maintenance works;
- ✓ a tutorial for beginners: how to change a tyre, how often to check things in a car.

Don't forget to use the appropriate phrases for each of the situations. Where could you use these beginnings and endings?



Which podcast was the most informative?
Which was the clearest? Discuss with your groupmates.
Evaluate each presentation.

Written and Interactive Tests

- I. Write a short instruction about car maintenance. It should be based on imperatives and have at least 8–10 sentences.

Assessment of the written test:	10 points max.
Content	0-1-2 points*
Structure, cohesion	0-1-2 points
Vocabulary	0-1-2 points


Assessment of the written test:	10 points max.
Grammar	0-1-2 points
Spelling	0-1-2 points

II. Do an interactive test for part A in [QUIZLET](#).

III. Do an interactive test for parts B&C in [QUIZLET](#).

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*,**,*** See explanations in the Introduction and Unit 1.



Unit 5.
DO YOU UNDERSTAND
YOUR CAR?



In this unit

Part A: listening, practising speech patterns for talking about car indicators, giving technical advice, doing some regular maintenance; playing dominoes; studying modal verbs and their equivalents.

Part B: reading a text about what mechanical engineers should or must know; practising speech patterns with articles, pronouns **some**, **any**; asking for technical advice and giving it.

Part C: listening, talking to a technical support hotline; writing a simple technical instruction;

participating in a competition, a questionnaire, and a project.

Learning objectives: to revise and master some speech patterns according to the topic of the unit; to develop oral communication and writing skills in cross-cultural communication situations concerning asking for technical advice.

Skills:

- ✓ You will learn how to speak about car indicators, to ask for technical advice and give one.
- ✓ You will learn how to act in situations of cross-cultural communication (talking to a technical support hotline).
- ✓ You will practise speech patterns with modal verbs and their equivalents.
- ✓ You will develop your listening and reading skills, develop your writing skills making up an instruction on handling a vehicle with modal verbs and their equivalents.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Parts A&B

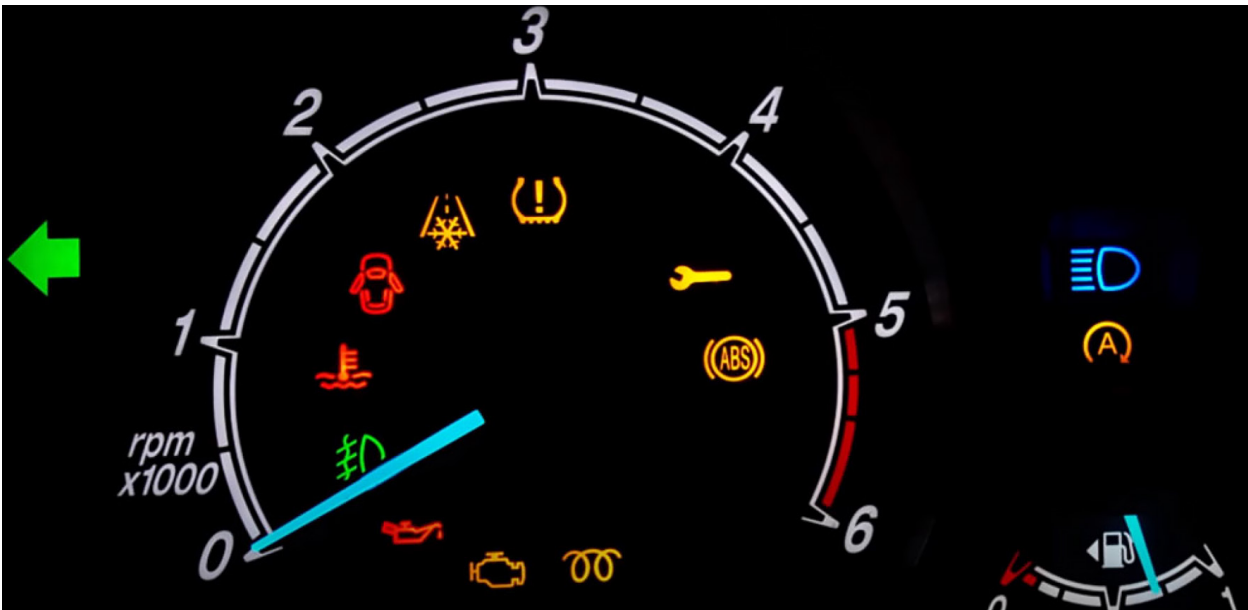


QUIZLET Part C








Part A. What Do These Indicators Mean?

Introduction. Do you know any of these indicators on the dashboard?










5.1. a. Match the warning lights with what you should do when they are on.

You should		stop your car immediately, switch off the ignition, and restart the engine
		fuel your car
		fasten your seat belt
		switch off the electronics that you don't need right now
		close the door







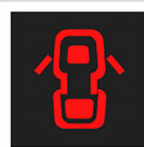

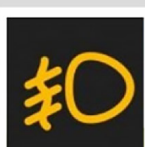
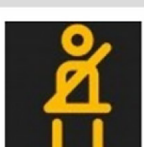
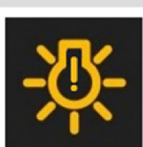
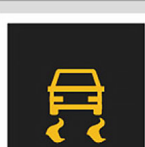

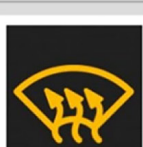
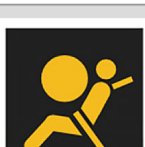
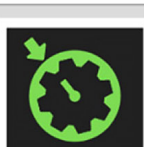
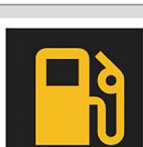
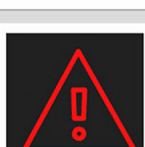

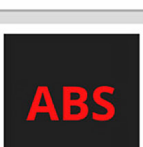
b. Watch [Video 5.1](#) and match some more indicators with what you should do. Write what you should do in the right spaces.

You should	check the braking system		✓
	stop your car		✓ ✓
	check your tyres and inflate them to the correct pressure		✓ ✓ ✓
	get your car checked immediately		✓ ✓ ✓ ✓
	check your coolant level		✓
	change to a higher gear (to reduce fuel consumption)		✓
	switch off your engine		✓
	check the passenger airbag		
	check that the parking brake isn't still on		
	not drive if the oil level is correct and this light is still on		
check your oil level			






5.2. Listen to [Recording 5.1](#) and practise saying these words correctly in the pauses:

indicator	should	higher	mustn't drive
fasten	warning lights	malfunction	must know
higher gear	vehicle	mechatronics	mechanism
tyre pressure	coolant temperature	dashboard	garage
cruise control	knowledge	oil pressure	immediately

5.3. Now match the warning signs on dominoes with their meaning. Get a set of dominoes from Answers and Resources for Units. Work in groups. Which group is the first to complete the task?

Electronic Stability Programme		Coolant Temperature		Headlamp Out	
Engine Oil Level		Tyre Pressure Monitoring System		Cruise Control	
Seatbelt Reminder		Door Ajar		Vehicle Charging System	
Warning		Front Fog Lamp Indicator		Check Engine	
Anti-Lock Braking System		Braking System Malfunction		Windscreen Defrost	
Airbag		Windscreen Washer Fluid Level		Fuel Level	

5.4. How well do you understand your car? Do the test below to find out! What does each indicator mean?

	a. the lighting system b. the engine c. the oil level		a. the windscreen washer fluid level b. the petrol cap c. the oil level
	a. the headlights b. the heating system c. the air vent system		a. the petrol tank b. the oil level c. the cooling system
	a. the air temperature b. the display c. the battery		

Grammar Point 1 Modal Verbs

5.5. Study the table:

We use	should	when	we give advice on what to do what we do is advisory	<i>You should check your coolant level.</i>
	must		something is compulsory	<i>An engineer must know physics.</i>
	can		we say that something is real	<i>This indicator can flash.</i>
	may		we say that something is possible	<i>A malfunction may happen.</i>

5.6. a. Make up as many sentences as you can and write them down in your exercise book. Start with the words in *italics*.

Example: You should check the oil level.

b. Practise translating your sentences from Russian back into English with your groupmate.

<i>You should check</i>	the electronics that you don't need right now	have a problem with the brake system	the cooling system
<i>A problem</i>	be a problem with the engine	the headlights	can be on
<i>You shouldn't</i>	the tyre pressure	the coolant level	the passenger airbag
<i>This indicator</i>	be a problem with the brake system	your engine	be dangerous
<i>You should switch off</i>	the battery	have a malfunction	drive when this indicator is on
<i>You may</i>	that the parking brake isn't still on	change to a higher gear	the oil level
<i>It can</i>	drive if this light is still on	may happen	can flash

5.7. Work with your groupmate. Check how well you remember the meanings of warning indicators. Go back to 5.3 and look at the telltale dominoes. Take turns to say the instructions for each indicator.

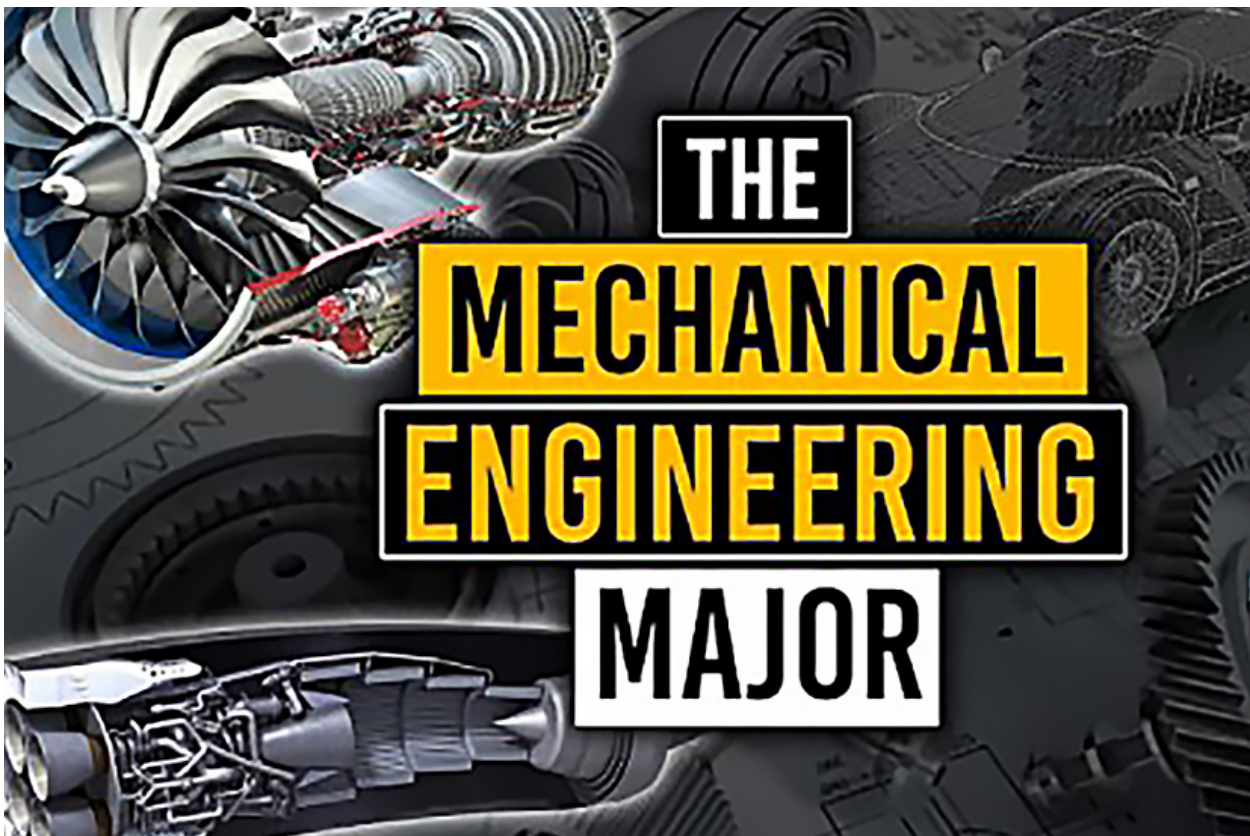
Example:

Student A: What does this indicator mean?

Student B: There is a problem with the brakes. You should stop the car, switch off the engine and get your car checked. How about this one?

Student A: It means the headlights are on. It's OK.

Part B. Things You Should and Must Know to Understand a Car



5.8. a. Tick the things that students of Mechanical Engineering should or must know in your opinion.

	should know	must know
car mechanics		
operation of vehicles		
automobile market		

	should know	must know
car manufacturing		
history of cars and car manufacturers		
car maintenance		
car electronics		

b. Ask your groupmate the questions:

- ✓ Do you think you should know car mechanics? – Yes, I think so. I should know car mechanics well.
- ✓ Do you think you must know history of cars and car manufacturers? – No, I don't think so.

c. Report the results.


Example: My groupmate thinks that he / she should know ...
He / she thinks that he / she must know ...

5.9. Read the text.

a. Find all the phrases with the modal verbs *can, should, must*.

Example: can work, should possess.

b. Underline words or phrases, which follow the modal verbs to say what an automobile engineer should or must know. Arrange your work in the table:

An automobile engineer		can work	in production, product design, product engineering, research and development, etc.
		should possess	...
		must

What Are the Things that Every Automotive Engineer Should Know?

An engineer can work in various departments such as production, product design, product engineering, research and development, etc. He should possess the following skills to start a career. An engineer should have basic theoretical knowledge of how mechanisms in an automobile work (including mechanical systems, electrical systems, electronics, etc.). An automobile engineer should have some practical experience like repairing his own bike or car, or at least a bicycle. He also should have working knowledge on some engineering software.

What are basic things an automobile engineer must know? Some of the topics of mechanics: Newton's laws of motion, Newton's equations of motion, basics of fluid mechanics, etc. You should also have knowledge about the latest technologies employed in vehicles and their operation which are not a part of curriculum. No matter which path or career you choose, you must understand the process of how it all works!

(Source: quora.com/What-are-the-things-that-every-automotive-engineer-should-know)

5.10. Choose from the list and speak about yourself:

I should know ...	I must know ...
<p>*AutoCAD and other design software programs *fuel economy *Chemistry *strength of materials *fluid mechanics *mechatronics *testing *Physics *the latest technologies *professional English</p>	

5.11. Practise speech patterns with modal verbs in [QUIZLET](#).

5.12. Read the sentences.

- a. Say which of the nouns in blue are countable and which are uncountable?
- There is a serious malfunction.
 - There is some extra information.
 - There are some warning lights on the dashboard.
 - I have some knowledge of mechatronics.
 - Do you have any problems with the engine?
 - I can't give you any advice on safety.
 - You may change to a higher gear.
 - You can get any information you want about the latest technologies.
 - You must do any problems on mechanics.
- b. Give examples for each category.

Example	Noun
	Countable, plural
	Countable, singular
	Uncountable

Grammar Point 2

5.13. Match the sentences above with the rules. Write countable nouns, uncountable nouns or both.

Positive sentences	Negative sentences	Questions
Use <i>a / an</i> with _____	Use <i>any</i> with _____	Use <i>any</i> with _____
Use <i>some</i> with _____	Use <i>any</i> with _____	Use <i>any</i> with _____
Use <i>any</i> with _____		

5.14. Fill in the gaps with *is / are / isn't / aren't*.

- There _____ some major car brands in the automotive market.
- _____ there a problem in the cooling system?
- There _____ some useful information about it in the manual.
- There _____ some heated features in this car model.

- e. There _____ any spare wheel in the boot.
- f. There _____ any wheel nuts here.
- g. _____ there any problems?

5.15. Fill in the gaps with *some / any / a / an*.

- a. There's _____ water on the floor.
- b. Have you got _____ owner's manual?
- c. I need _____ help.
- d. There isn't _____ petrol in the tank.
- e. Do you have _____ first aid kit?
- f. There aren't _____ warning flares in the boot.
- g. There is _____ information you want.

5.16. a. Read the text below and put the words from the box into the gaps.

some (x3)	any	a (x2)	a lot of
-----------	-----	--------	----------

Look at the dashboard – when you start the car, _____ warning lights come on. This is the routine check. But if _____ warning indicators are still on after 5 seconds, then there is _____ problem.

There are _____ kinds of indicators. Their shape may be different with car manufacturers. Red lights mean there is _____ serious malfunction and you should stop your car. If it's critical, the light starts to flash. Yellow indicators mean that there are _____ problems in your car. Green and blue lights confirm activation of a system. Sometimes there is _____ extra information on the car's screen.

b. Answer the questions:

- ✓ What do red lights mean?
- ✓ What do yellow indicators mean?
- ✓ What do green and blue indicators mean?



5.17. Work in pairs. Student A: you have got a problem: when you start the engine, one of these lights is on. Ask Student B for advice. Don't forget to thank your groupmate for advice. **Student B:** you are ready to give some technical advice.

Speech patterns for asking advice	Speech patterns for the response
Can you help me?	Sure / With pleasure / Of course.
What should I do?	I think there is a problem with ... / a malfunction of ... You should ...

Speech patterns for saying 'Thank you'	Speech patterns for the response
Thanks.	No problem!
Thanks a lot.	You're welcome.

5.18. Translate from Russian into English.

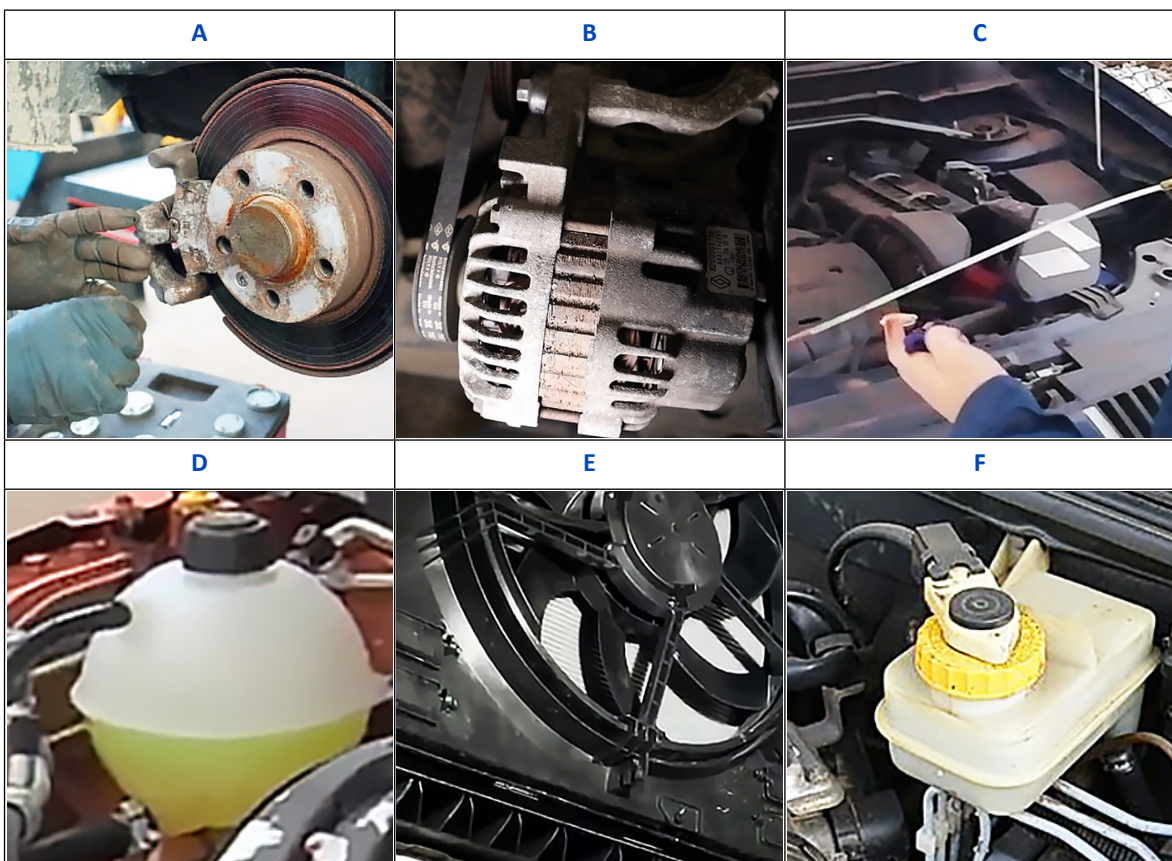
- a. Я думаю, что здесь серьёзная неисправность.
- b. Студент машиностроительной специальности обязан знать топливную экономичность.

- c. У тебя есть какие-либо проблемы с учёбой?
- d. У меня есть некоторые знания по мехатронике.
- e. Тебе нужно проверить уровень масла.
- f. Тебе нужно проверить тормозную систему.
- g. Когда этот индикатор включён, следует проверить систему охлаждения.
- h. Когда этот индикатор горит, есть проблема с двигателем и следует выключить двигатель.
- i. Все студенты обязаны знать механику жидкостей.
- j. Студенты машиностроительных специальностей могут работать на автомобильном производстве.
- k. Студенты машиностроительных специальностей обязаны решать любые задачи по механике.
- l. Здесь есть любая информация, которую ты хочешь.

Part C. What Should I Do?

5.19. a. Match the following problems with the pictures. One problem is extra.

1. Oil level	2. Coolant temperature	3. Battery charge
4. Brake system	5. Brake wear monitor	6. ABS (anti-locking brake system)



b. Now Student A asks Student B what to do in cases A, B, C.

Example:

Student A: When I start the engine, the oil level indicator is on. What should I do?

Student B suggests solutions for the problems and says what Student A shouldn't / mustn't do in each case. Use these phrases: Try (doing) ... You should do ... You mustn't ...

Example:

Student B: Try switching off the engine and checking the oil level.

You should take the vehicle to a garage as soon as possible.

You mustn't drive when ...

Student B may use these solutions to give advice to Student A.

Take the vehicle to a garage. Ask the garage to check the rear brake pads at the same time.	First, check the coolant level. If the coolant level is correct, check the radiator fan fuse.
Take the vehicle to a garage.	Switch off the engine and check the oil level.
Check the brake fluid. If the brake fluid level is correct, take the car to a garage for checking.	First, switch off the engine. Then check the battery terminals and alternator drive belt.

c. Swap your roles for cases D, E, F.

English in Real Life

5.20. a. Take some time to read sentences a-g.

b. Listen to seven questions from customers, repeat and match them with the answers a-g given by a technical support hotline employee in [Recording 5.2](#).

- a. You should look at the level in the reservoir.
- b. You have to change the coolant at regular intervals. You may read about it in the owner's manual.
- c. You have to check the oil level at regular intervals. It is a good idea to check the oil level every time you fuel the car.
- d. Under normal conditions you don't have to do anything with the battery. You just have to check the electrolyte level at regular intervals.
- e. You don't have to go to a service station for a brake fluid change, but make sure the person who does it, is competent and has the necessary tools.
- f. It's the plastic container next to the power steering reservoir.
- g. Battery acid is very corrosive so you mustn't work on the battery without wearing eye protection and gloves.

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 7:

Speaker 4:

Speaker 5:

Speaker 6:

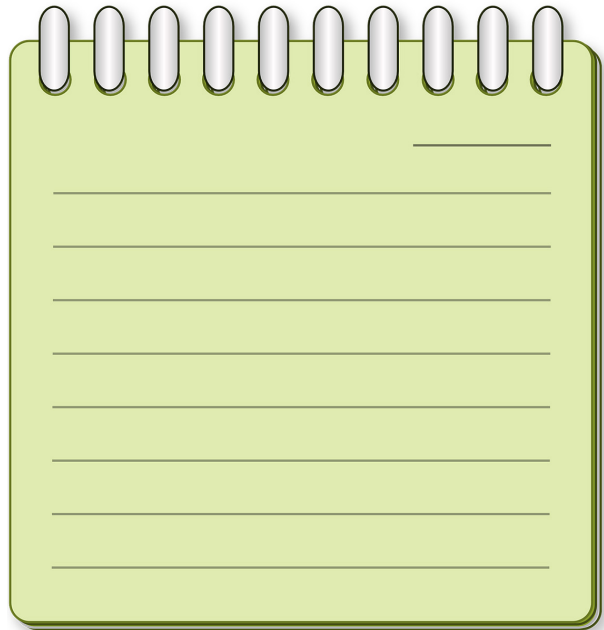
c. Now listen to your teacher describing some maintenance works and then do your best to write down what you remember.

5.21. Practise asking and answering these questions with your groupmate. Use some details from 5.20.

- ✓ Do I have to wear protective clothing when I work on the battery?
- ✓ Do I have to change the coolant in the cooling system?
- ✓ Do I have to go to a service station to change my brake fluid?



- ✓ How do I check how much brake fluid I have?
- ✓ How often do I need to check the oil level?
- ✓ Do I need to do anything with the battery?



5.22. Write an instruction of what a car owner:

- ✓ can do
 - ✓ has to do
 - ✓ mustn't do
- } to maintain the car.

Example: You can read ...
 You have to check ...
 You mustn't drive when ...

5.23. Practise using some useful phrases and sentences in [QUIZLET](#).

5.24. Suppose everyone in your group has got a car.

- a. Make up questions for a questionnaire. Find out:
- ✓ whether your groupmates read an owner's manual;
 - ✓ what they do if a red or yellow indicator is on;
 - ✓ what they do if there is a serious malfunction;
 - ✓ if they know how to change a tyre;
 - ✓ if they know how to check the oil level;
 - ✓ if they know how to check the coolant level;
 - ✓ what they have to do with the battery.

Example for general questions:

Questions	Yes	No	Sometimes
Do you read an owner's manual?			

Example for special questions:

Questions	Your groupmate's answer
What do you ... ?	

b. Report your results to the class.

Example:

Most of my groupmates don't read an owner's manual.
 Some of them sometimes read an owner's manual.

Review

5.25. Work in pairs with the dominoes from 5.3. Show a card to your groupmate and ask him or her.

Example:

You: What should you do if this indicator is on?

Your groupmate: You should stop. There is a malfunction in the engine.



5.26. Choose the correct variant to complete the sentences:

A dashboard indicator can ...

be on	flash	warn	indicate	adjust
-------	-------	------	----------	--------

A warning light can signal that there is a ...

malfunction	problem	hazard	safety	failure
-------------	---------	--------	--------	---------

A warning light can be ...



5.27. Competition. What's that in English?

Split into two teams. Translate these words and phrases from Russian into English and write them as fast as you can on the whiteboard. Compare your lists. Which team has got more correct answers?


неисправность	практический опыт	безопасность
индикатор включён	тормозная жидкость	следует проверить
есть какая-то проблема	предупреждающий сигнал	антиблокировочная система
должен выключить двигатель	уровень охлаждающей жидкости	пристегнуть ремень
давление в шинах	температура охлаждающей жидкости	испытание
проверить стояночный тормоз	проверьте свою машину	нельзя ехать

Project

Make up a written instruction about dashboard indicators. Use some information and speech patterns from 5.1, 5.6, and 5.16. Use pictures from the unit and give 2 examples for green and blue

indicators, 3–4 examples for yellow and red indicators. The title of your work is “Instructions for indicators”. Don’t forget to make a title page with all the necessary information.

You may use the template:

Blue	indicators	confirm ... (see 5.16)	Example: You should ... You may ...	
Green				
Yellow indicators	mean that there is / are ... (see 5.16)	You have to ...		
Red indicators	(see 5.16)	You have to ...		

Oral and Interactive Tests

- I. Oral test in pairs. Choose one variant for each pair. Student A is to greet the customer and ask what he / she can do for him or her. Student B uses either of the underlined verbal phrases in his questions.

Variant 1

Student A – a technical support hotline employee.

Student B – a customer. The customer speaks about their problem, asking questions:

- ✓ what he or she should do / has to do with the battery;
- ✓ if he or she should check / has to check the coolant level;
- ✓ how often he or she should check / has to check the coolant level.

Student A gives some technical advice. Student A also tells the customer what he or she should do or mustn’t do when some indicator is on (choose one indicator matching this situation).

Variant 2

Student A – a technical support hotline employee.

Student B – a customer. The customer speaks about their problem, asking questions:

- ✓ if he or she should go / has to go to a garage to change the brake fluid;
- ✓ how often he or she should check / has to check the brake fluid level.

Student A gives some technical advice. Student A also tells the customer what he or she should do or mustn’t do when some indicator is on (choose one indicator matching this situation).

Variant 3

Student A – a technical support hotline employee.

Student B – a customer. The customer speaks about their problem, asking questions:

- ✓ how to check the oil level;
- ✓ if he or she should go / has to go to a garage to change the oil;
- ✓ how often he or she should check / has to check the oil level.

Student A gives some technical advice. Student A also tells the customer what he or she should do or mustn’t do when some indicator is on (choose one indicator matching this situation).

Assessment of the oral test:	10 points max.
Content	0-1-2 points*
Structure, cohesion and interaction with a groupmate	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

II. Do an interactive test for parts A&B in [QUIZLET](#).

III. Do an interactive test for part C in [QUIZLET](#).

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, *** See the Introduction and Unit 1 for explanations.



Unit 6.
WHAT'S IT LIKE INSIDE?



In this unit

Part A: listening, reading, and practising speech patterns with car interior terms and phrasal verbs.

Part B: if-sentences in the present and future with speech patterns of this unit.

Part C: listening for numbers; discussing a technology of detecting malfunctions; a dialogue about car dimensions; structuring one's advice and course of actions; participating in a competition and doing a project.

Learning objectives: to master speech patterns according to the topic of the unit; to develop oral communication skills in cross-cultural communication concerning situations on the road and car maintenance, etc.; to develop translation and writing skills.

Skills:

- ✓ You will learn how to communicate in some driving situations, how to structure your advice and course of actions.
- ✓ You will learn how to act in situations: compiling a list of actions to adjust something when you first get into a car.
- ✓ You will practise speech patterns with if-clauses.
- ✓ You will develop your listening and reading skills.
- ✓ You will develop your team skills and writing skills when creating a video podcast.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Part A



QUIZLET Part B

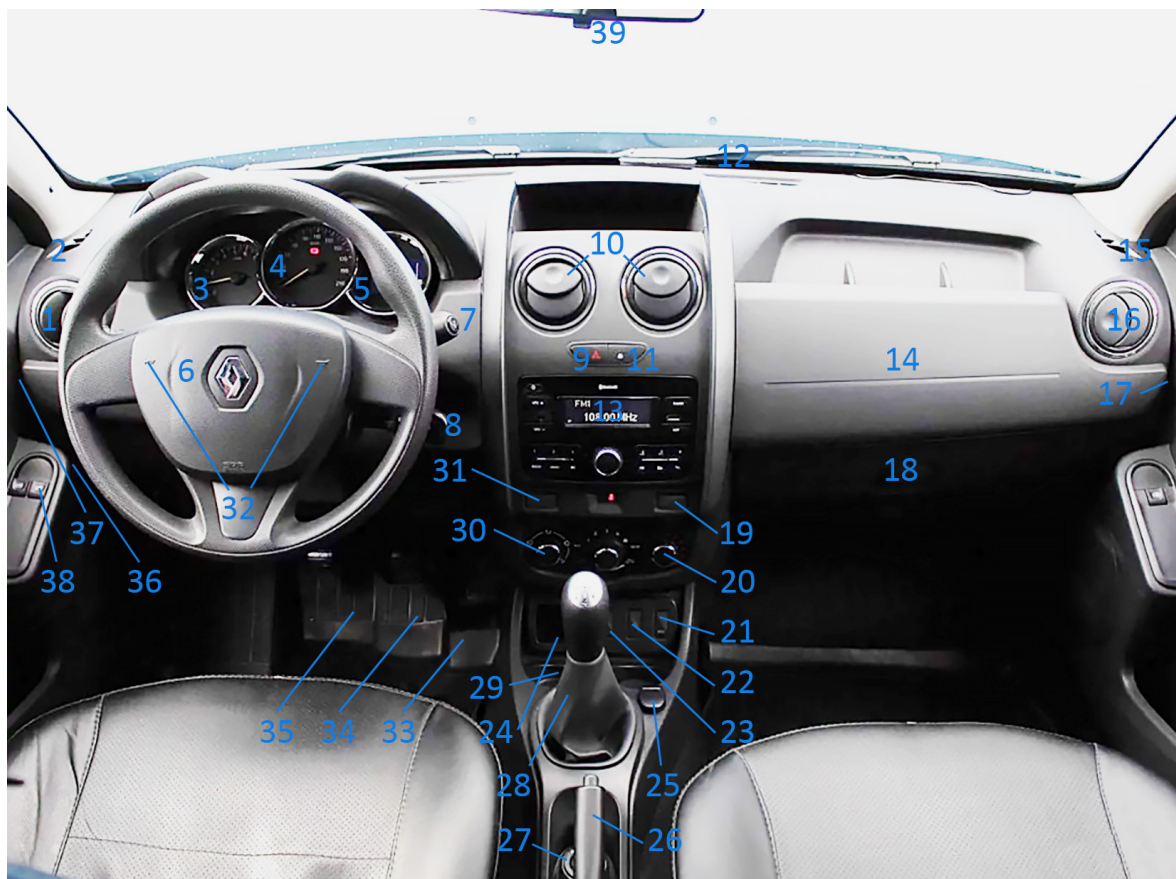


Part A. The Car Interior

Introduction. How many things inside a car do you know in English?



- 6.1. a. Watch [Video 6.1](#) about the car interior (from 3:15 up to 6:15).
b. Translate the parts of the car interior into Russian from the video.
c. Split into teams to label all parts of the dashboard. Divide the terms into some portions for each team. Use your English list of words and this [source](#) (see a list of interior terms).



6.2. Match the English car interior terms in column A with their Russian translations in column B.

A	B
electric central locking switch	прикуриватель
gearstick	кнопка управления наружными электрическими зеркалами
bonnet release control	селектор автоматической трансмиссии
heating and ventilation controls	блок предохранителей
ESC	панель инструментов
fuse box	выключатель аварийной сигнализации
automatic transmission selector	выключатель блокировки центрального замка
side mirror adjustment control	органы управления климатической установкой
cigarette lighter	ручка привода замка капота
dashboard (instrument panel)	система курсовой устойчивости
hazard warning lights switch	рычаг переключения передач

6.3. Listen to [Recording 6.1](#) and practise saying these words correctly in the pauses:

gearstick	tachometer	glove compartment	adjust
gearbox	fuel gauge	sun visor	release control
steering wheel	odometer	rear-view mirror	stalk
dashboard	ignition	cigarette lighter	accessories socket

6.4. Match 7 more parts of the interior with the numbers and give their Russian translations in the table.



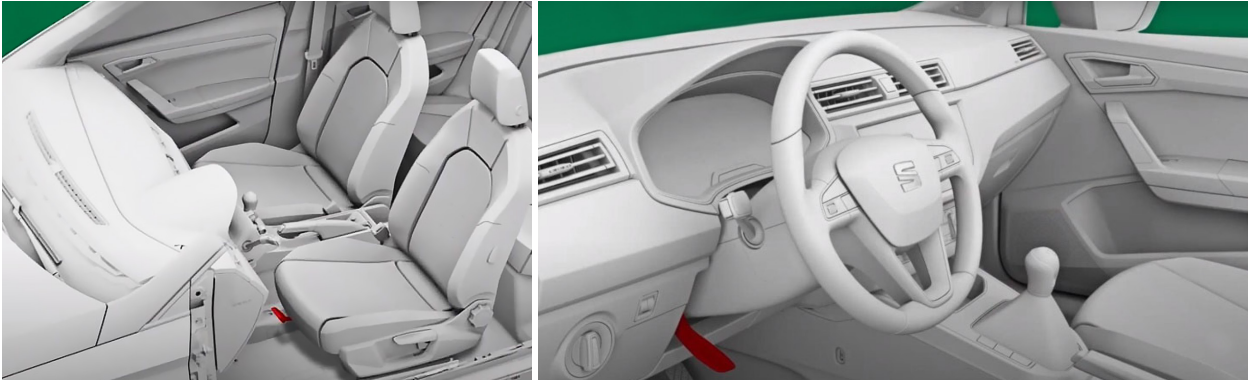
	door handle	
	headrest	
	sun visor	
	seat belt	
	armrest	
	back seat	
	grab handle	

6.5. What do you have to do when you first get into a car, before you start the engine? Make up your list.

Example:

1) adjust the driver's seat	3)
2)	4)

- 6.6. a. Listen to [Recording 6.2](#) with instructions when you first get into a car. As you listen, fill in the gaps in the conversation between an instructor and a learner taking his first driving lesson.
 b. Practise reading the conversation in pairs.



Instructor All right, so you're sitting in the car. What do you do now?
Learner Well, I start the car. No, wait! I need to check behind me first before I start driving.
Instructor You've forgotten something.
Learner Of course, I fasten my _____ first.
Instructor Even before you fasten your seat belt there are some things you need to do. First of all, are you sitting comfortably?
Learner Not really. The seat is a bit too far from the _____.
Instructor So you need to _____ the seat, right? Use the two levers there to adjust the position and the height. You can also adjust the _____.
 So now you're sitting comfortably. What should you check now?
Learner I guess I need to make sure that _____ mirror is in the right position. And _____.
Instructor That's right. What next?
Learner Well, if it's dark, I need to switch on the _____.
Instructor Good. Finally, before you put the key into the _____, what should you do?
Learner Now I _____ my seat belt.

c. Make up your list of adjustments for a learner when he or she first gets into a car. You may use some additional ideas from [Video 6.2](#).

6.7. Make up as many phrases as possible with the verbs plus the exterior and interior terms.

check	switch on / off	adjust	open / close	fasten

*central locking *dipped beam *glove compartment *seat height *air vents
 *tyre pressure *seat belt *steering wheel *passenger airbag *main beam
 *bonnet *rear-view mirror *air conditioning *side mirrors *heater
 *headrest *door *petrol cap *boot *wipers *fog lights *oil level
 *turn signal *seat position *fuse box

6.8. Practise the car interior vocabulary in [QUIZLET](#).

6.9. Work in pairs with your groupmate. Ask and answer these questions:

What do you do when:

- ✓ it is raining?
- ✓ it is dark?

- ✓ it is very hot?
- ✓ it is very cold?
- ✓ there is fog?
- ✓ the seat is very low?
- ✓ the steering wheel is very high?
- ✓ you need your car insurance?
- ✓ you need to look at the engine?
- ✓ you think the tyre pressure is low?
- ✓ you want to get out of the car?
- ✓ you can't see the cars behind you properly?
- ✓ you want to lock all the doors?
- ✓ you want to prevent the windows from fogging up?

Example: When it is cold, I switch on the heater.

6.10. Explain some functions.

Do you know...	✓ what ESC (ESP) is for?	
	✓ how to switch on the turn signal?	
	✓ when to use central locking?	
	✓ how to adjust the mirrors, the seat, the headrest?	
	✓ when you have to switch on / off the passenger airbag?	
	✓ how to prevent the windows from fogging up?	
	✓ what to do first when you have to stop on the road because of a malfunction?	

Part B. If Something Happens...

6.11. What do you do if this happens? Join parts of the sentences.

A
If it's dark,
If it isn't dark,

B
you open the boot.
you switch on the main beam.

A	B
If you want to turn left, If it rains, If you want to overtake, If you want to transport your luggage, If you want to sit on the back seat, If something is wrong with the engine, If winter comes,	you switch on the wipers. you switch on the dipped beam. you change the tyres. you switch on your turn signal. you open the bonnet. you open the rear door. you look into the side mirror.

Grammar Point

If-sentences in the present and future

6.12. Study the tables and compare the use of if-sentences.

Table 1.

Real condition in the present If + Present Simple If I, you, we, they + verb If he, she, it + verb+s	Usual consequence If + Present Simple I, you, we, they + verb he, she, it + verb+s
If you want to overtake,	you look into the side mirror.
If winter comes,	you change the tyres.

Table 2.

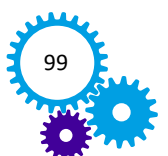
Positive	
Real condition in the future If I, you, we, they + verb or I'm, you, we, they are If he, she, it + verb+s or he, she, it is	Real consequence in the future I, you, he, she, it, we, they + 'll + verb
If you want to sit on the backseat,	you'll open the rear door.
If something is wrong with the engine,	we'll open the bonnet.
If another car comes,	you'll switch on the dipped beam.

Table 3.

Negative	
Real condition in the future If I, you, we, they don't + verb or I'm, you, we, they are If he, she, it + doesn't + verb or he, she, it is	Real consequence in the future I, you, we, they, he, she, it won't + verb
If you don't want to sit on the backseat,	you won't open the rear door.
If something is wrong with the engine,	it won't start.
If another car doesn't come,	we won't switch on the dipped beam.

6.13. a. Say what will happen if you do something or if you have something.

Example: If I have money, I'll buy a car. If I buy a car, I'll be happy.



- a. If I have money, I (buy) a car this year.
 - b. If I buy a car this year, I (have) to get a driver's license.
 - c. If I get a driver's licence, I (go) by car to university.
 - d. If I go by car to university, I (save) time.
 - e. If I save time, I (have) more time for my studies.
 - f. If I have more time for my studies, I (do) well at university.
 - g. If I do well at university, I (get) a stipend.
 - h. If I get a stipend, I (be happy).
- b. Say what won't happen if you don't do something or don't have something.

Example: If I don't have money, I won't buy a car. If I don't buy a car, I won't be happy.

- a. If I (have) money, I (buy) a car this year.
- b. If I (buy) a car this year, I (have) to get a driver's licence.
- c. If I (get) a driver's license, I (go) by car to my university.
- d. If I (go) by car to my university, I (save) time.
- e. If I (save) time, I (have) more time for my studies.
- f. If I (have) more time for my studies, I (do) well at university.
- g. If I (do) well at university, I (get) a stipend.
- h. If I (get) a stipend, I (be happy).

6.14. Put the correct form of the verb in the situations about possible future. Use the same verbs.

Example: If you always **pass** your exams, you **get** a stipend. I usually **pass** my exams, and if I **pass** all exams this semester, I'll **get** a stipend.

- a. If your engine is OK now, you don't have to open the bonnet. If something is wrong with the engine, you ... the bonnet.
- b. If it rains, I always switch on the wipers. The weather is fine now, but if it rains, I ... the wipers.
- c. If people have a car, they usually get a driver's license. If I ... a car, I ... a driver's licence.
- d. If it isn't dark, you switch on the dipped beam. If it ... dark, you ... the main beam, but if there is another car, you ... the dipped beam.
- e. If students sometimes fail exams, they resit them. If you ... a driving test this time, you ... it.

6.15. Complete the sentences with your ideas. Say what you'll do or won't do in these situations. You need to use the phrases from the box.

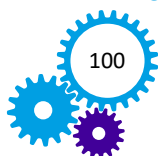
Example: If it gets dark, I'll switch on the main beam.

- ✓ If it rains ...
- ✓ If another car is coming ...
- ✓ If I want to overtake ...
- ✓ If the engine doesn't start ...
- ✓ If I want to turn right ...
- ✓ If there is fog ...
- ✓ If I'm alone on the road at night ...
- ✓ If tyres wear out ...

*open the bonnet / restart the engine
 *switch on the fog lights
 *switch on the main beam
 *switch on the dipped beam
 *look into the side mirror
 *switch on the turn signal *change the tyres
 *switch on the wipers

6.16. Practise using some speech patterns in QUIZLET.

6.17. a. Match the Russian phrases with their English translations:



A	B
включить противотуманные фары	to prevent the windows from fogging up
жми на газ	to adjust the steering wheel
включить обогрев	to switch on the fog lights
регулировать положение руля	to switch on the heater
предотвращать запотевание окон	step on the gas
включить обогрев заднего стекла и наружных зеркал заднего вида	to switch on the air vents
включить вентиляцию (дефлекторы)	to switch on rear screen and side mirror deicing control

b. Practise translating these phrases from Russian into English with your groupmate.

6.18. Suppose you are going on a long trip: 1) around the city all day long; 2) to the country for the whole day and night. Mind that it is the first time when you are driving this car. Choose one variant and tell:

- ✓ what you should do before your trip;
- ✓ what you should do when you're driving in the dark.



Part C. English in Real Life

6.19. Now you are having a meeting. Work in pairs or in small groups. You need to discuss a technology of detecting malfunctions.

Suggested malfunctions:

- ✓ central locking doesn't work;
- ✓ the window roller doesn't work;
- ✓ the rear screen and door mirror deicing control doesn't work.



Student A describes some necessary steps.

Example: First, you should ...

Second, you have to ...

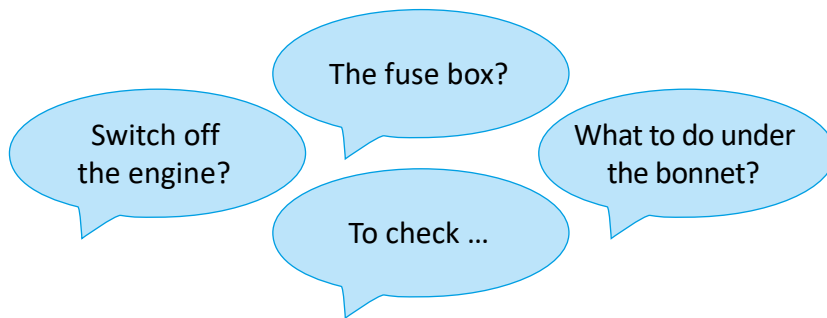
Use some phrases:

you should, you need to, you have to, you can't, you mustn't, etc.

Some hints will help you to describe your steps to solve a problem.

Don't forget to list your steps:

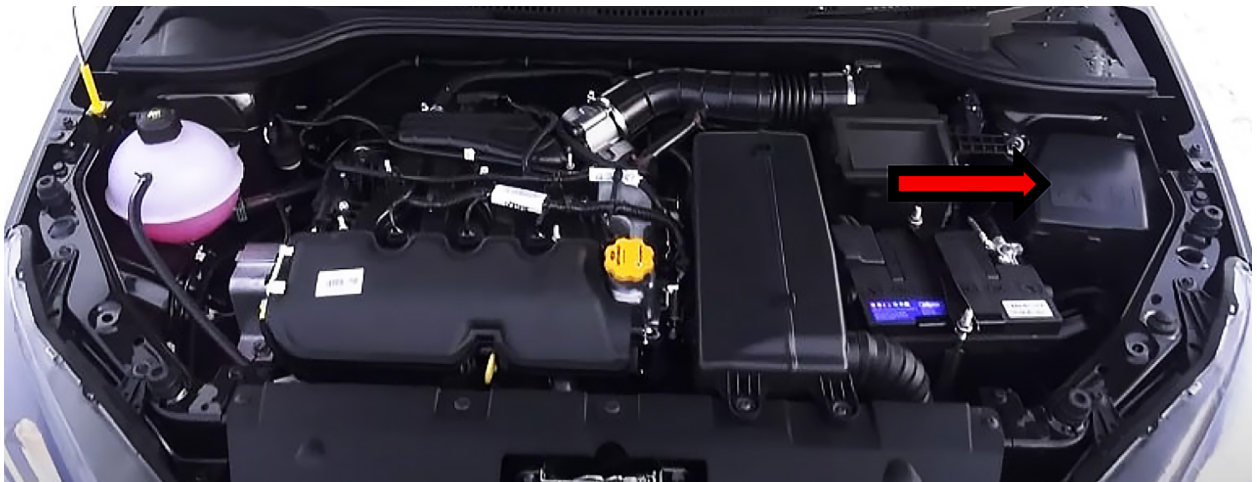
first, second, etc.



Student B asks some questions.

Example: Why do you do it like this?

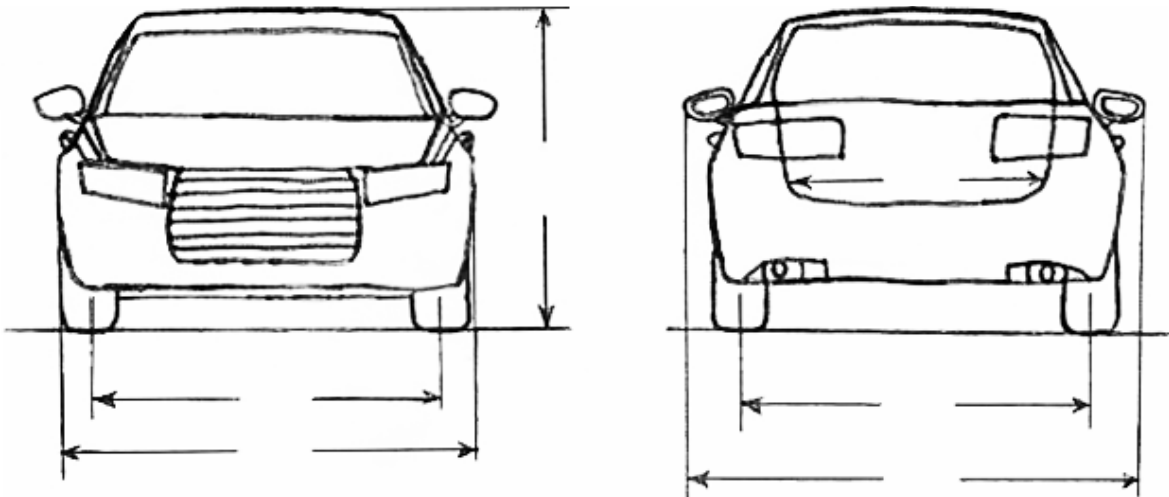
Where to look for a possible malfunction?



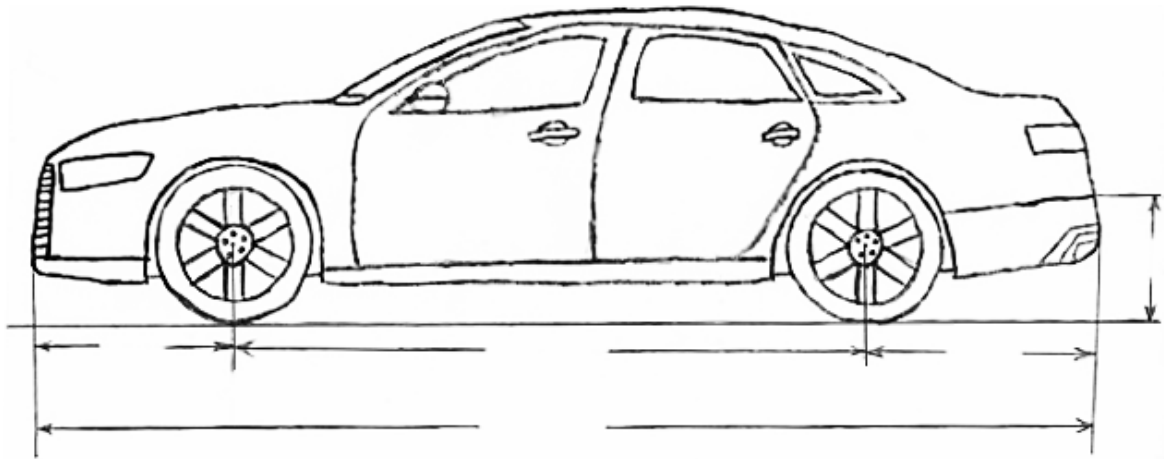
6.20. a. Listen to two engineers discussing dimensions of a car in [Recording 6.3](#). Complete the table.

Length	
Width	
Height	
Height of the boot	
Wheel base	
Front overhang	

picture A



picture B



- b. Find in picture A: the front track and the rear track; the height of the car body; the width of the car. In picture B: the wheel base; the length of the car body; the front and rear overhang; the height of the boot.
- c. Use cards from Answers and Resources for Units. Student A asks questions about car dimensions that are missing in their list. Student B asks questions about car dimensions that are missing in their list.

Example:

Student A: How long / wide / high is the car body? – **Student B:** It's ... millimeters long / wide / high.

Student B: What is the length / width / height of the car body (the front overhang ...)? –

Student A: The length / width / height is ... millimeters.

6.21. Practise in pairs. What do you have to do if:

- ✓ you have a warning light on?
- ✓ the side mirrors are frozen?
- ✓ the engine doesn't start?
- ✓ you want to park?
- ✓ it's cold in the car?
- ✓ you want to install the child's seat on the front seat?
- ✓ the windscreen is fogging up?
- ✓ you want to use the on-board computer?

- ✓ the windows are fogging up?
- ✓ you want to switch to 4-wheel drive?
- ✓ you want to plug in a charger?
- ✓ you want to change the gear?

Example: if I have a warning light on, I'll have to switch off the engine and check the oil level if necessary.

6.22. Match the Russian phrases with their English translations:

A	B
Нужно включить	You can open
Нужно отключить	You should check
Не нужно использовать	You may switch on
Нельзя включать	You shouldn't do it
Можно включить	You have to switch on
Следует проверить	You have to switch off
Не следует делать это	You don't have to use
Можешь открыть	You mustn't switch on

Review

6.23. Competition. What's that in English?

Split into two teams. Translate these words and phrases from Russian into English and write them on the whiteboard as fast as you can. Compare your lists. Which team has got more correct answers?

замок зажигания	центральные дефлекторы	боковой дефлектор
прикуриватель	рычаг переключения передач	выключатель аварийной сигнализации
отделение для вещей	ручной (стояночный) тормоз	кнопка режима ESC
боковое сопло обдува	регулятор наружных зеркал заднего вида	переключатель стеклоподъёмника
рычаг переключателя	тахометр	переключатель режимов 4x2 (2WD), 4x4 (4WD)

6.24. Translate these sentences from Russian into English. Use *should, may, have to, you'll* where it is necessary.

- a. Когда ты впервые садишься в машину, нужно отрегулировать рулевое колесо, положение и высоту сиденья.
- b. Вы знаете как отрегулировать зеркало заднего вида?
- c. Зимой мне приходится соскрести лёд с боковых зеркал.
- d. Можешь положить сумочку в перчаточный ящик.
- e. Когда в машине дети, нужно воспользоваться выключателем центрального замка.
- f. Когда следует использовать ручной (стояночный) тормоз?
- g. На панели инструментов есть спидометр, тахометр и одометр.
- h. Если идёт дождь, нужно включить дворники.
- i. Если пойдёт дождь, нужно будет включить дворники.
- j. Если другая машина приближается, то нужно переключиться на ближний свет.

- k. Если темно, нужно включить фары или дальний свет.
- l. Если включается предупреждающий индикатор, нельзя ехать.
- m. Какова длина кузова LADA Vesta?
- n. Какова высота кузова LADA Niva?
- o. Какова ширина этого внедорожника?
- p. Какова длина переднего свеса?
- q. Какова ширина задней колеи?

6.25. Find all the controls, switches, vents, and outlets on the dashboard!

...	control	...	switch
...	control	...	switch
...	control	...	switch
...	control	...	switch
...	control	...	switch
...	controls	...	switch
...	control		
...	control	...	vent
...	controls	...	vents
...	control		
...	control	...	outlet
...	control	...	outlet

Project

Now you should work as a team (teams) to create a videopodcast. Choose one of the topics:

- ✓ The first driving lesson.
- ✓ Adjustments inside a car.
- ✓ Ergonomics: modern trends.

Choose the leader, and he or she should delegate responsibilities to the other members of the team. Your video podcast can be of any genre. You don't have to film yourselves – you may use ready-made footage or a video presentation made according to the instructions for the project in Unit 3 and the technology from Student's Guidelines for Individual Study.

Written and Interactive Tests

- I. Give a learner a complete set of instructions:
 - ✓ for adjusting the position and the height of the seat, the position of the steering wheel and the mirrors;
 - ✓ for using the dashboard;
 - ✓ for using other interior features.

It should be divided into **three parts** according to the points above.

You are to do this task in the written form. Your instruction should contain at least 15 sentences and all the necessary words and grammar from Units 5 and 6.

Example: Before you start the engine, you should (have to) ...

If you want to turn, you should use ...

If you want to lock all the doors, you should (have to) press the ...

The time limit is 25 minutes. You mustn't consult any dictionaries!

Assessment of the written test:	10 points max.
Content	0-1-2 points*
Structure, cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Spelling	0-1-2 points

II. Do an interactive test for part A in [QUIZLET](#).

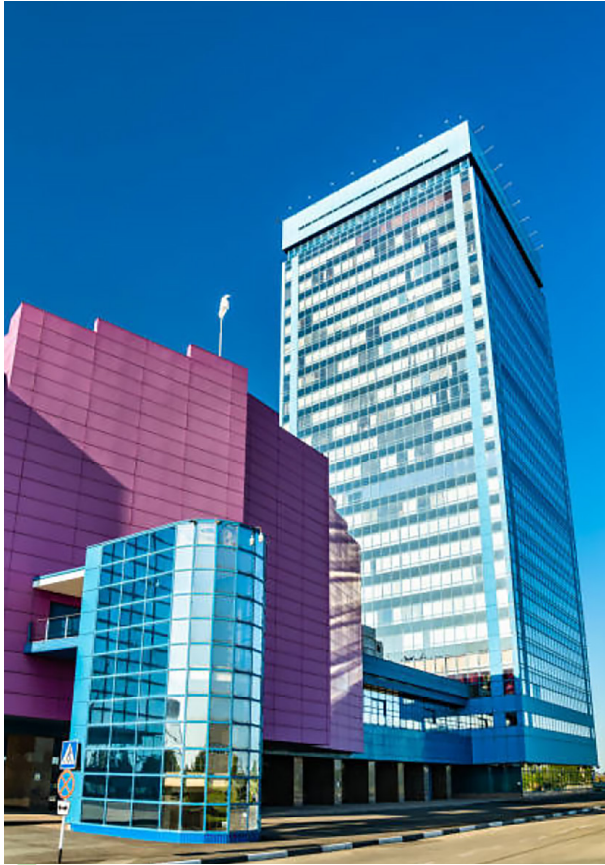
III. Do an interactive test for part B in [QUIZLET](#).

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, *** See explanations in the Introduction and Unit 1.



Unit 7.
AVTOVAZ: PEOPLE AND CARS



In this unit

Part A: listening and reading about AVTOVAZ, its productions and the LADA Niva brand; learning some verbs in the Past Simple tense.

Part B: listening, reading and practising speech patterns about LADA cars (the Past Simple and Present Perfect tenses of regular and irregular verbs); working with a training video.

Part C: writing business letters; doing a role-play on the phone and a project.

Learning objectives: to revise and master some speech patterns according to the topic of the unit including grammar; to develop oral communication skills in cross-cultural communication situations concerning the production of cars; to develop skills in writing business letters.

Skills:

- ✓ You will learn some facts about AVTOVAZ, its productions and the LADA brand.
- ✓ You will practise business etiquette talking on the phone, express your opinion about car features and do an interview about one's career.

- ✓ You will revise speech patterns in Past Simple and Present Perfect forms.
- ✓ You will develop your reading skills and oral translation skills.
- ✓ You will listen for specific information about car production, AVTOVAZ, about one's career.
- ✓ You will develop your skills in writing business letters.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Part A



QUIZLET Part B



Part A. The People's Car in the Soviet Union and Russia

Introduction. Where are LADA cars produced?



7.1. Watch [Video 7.1](#) to take a short look at AVTOVAZ. Why do people work in AVTOVAZ?

7.2. Watch [Video 7.2](#) (from 8:45 to 9:45) about the history of AVTOVAZ and fill in the gaps in the text below.

In 1966 the new AVTOVAZ car factory was _____ on the left bank of Volga River opposite the town of Zhiguli. This site is now the world's _____ motor _____ complex with _____ miles of assembly lines and a shop floor area of _____ square feet. The factory was built in less than four years by over _____,000 workers at an estimated cost equivalent to _____ million British pounds. The site _____ its own hotels, _____ and Research and _____.

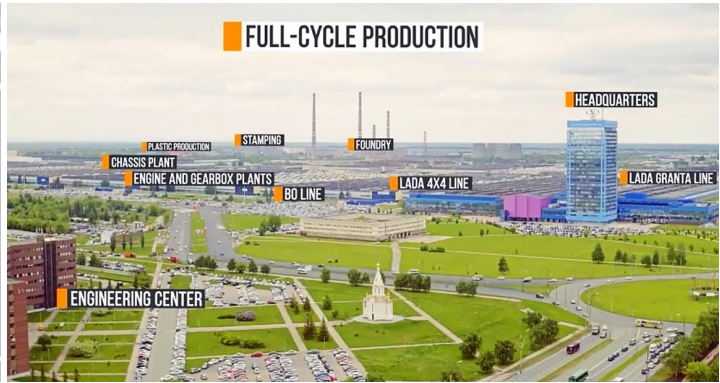


_____ . The old town, close to the site of the factory, was _____ Togliatti in honour of the chairman of the _____ Communist Party. He _____ a key role in negotiations which _____ to the agreement. A new city _____ there to house the _____ thousand people who would be working in, and around, and because of the plant.

7.3. Listen to [Recording 7.1](#) and practise saying these words correctly in the pauses:

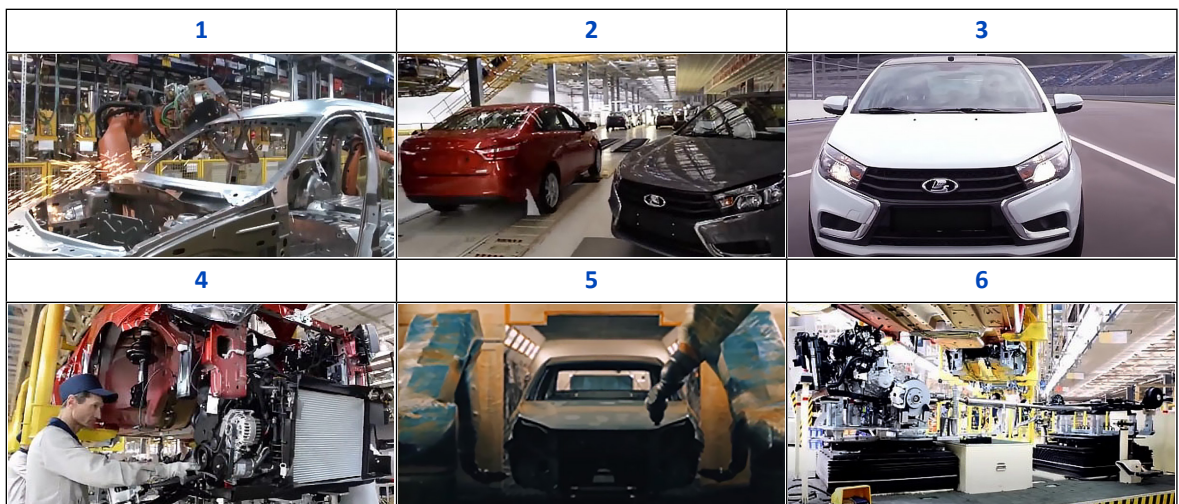
production	headquarters	vehicle engineering	implement
assembly	alliance	thermal molding	won
contain	aluminum	blow-molding	tough
paint	automation welding	manufacture	brand new

- 7.4. a. Match the names of AVTOVAZ productions with the phrases associated with them.
 b. Watch the presentation of AVTOVAZ in Togliatti and LADA Izhevsk in [Video 7.3](#) to check your answers.



Foundry	a wide range of colours at automated lines
Stamping	cast iron, aluminum castings
Engine and gearbox plants	automation and manual welding
Plastic production	500 LADA Vesta Family cars every day
Body shop	product planning, vehicle engineering, engine design, design, etc.
Paint shop	a new DNA
Engineering center of AVTOVAZ	road tests
LADA Design Center	five LADA engines and two Alliance engines
High-speed track	injection, thermal molding, blow-molding, painting, assembling
LADA Izhevsk	body parts

- 7.5. a. Watch [Video 7.4](#) about assembling LADA Vesta.
 b. Make captions for the six pictures with the verbs and nouns from the box. Add -ing to the verbs.



add other parts	attach	install	paint	test	weld	body panels	engine	finished car	the exhaust system
-----------------	--------	---------	-------	------	------	-------------	--------	--------------	--------------------

Example: Picture 1. Welding the body panels to the body.

- c. Label pictures 1–6 with the names of AVTOVAZ productions from 7.4.

7.6. a. Read the text about some major facts in the life of AVTOVAZ. Arrange the facts into some categories:

People and their positions	Companies	Brands

b. List the dates and important events in the table below.

Dates	Events

c. List other interesting numbers and facts.

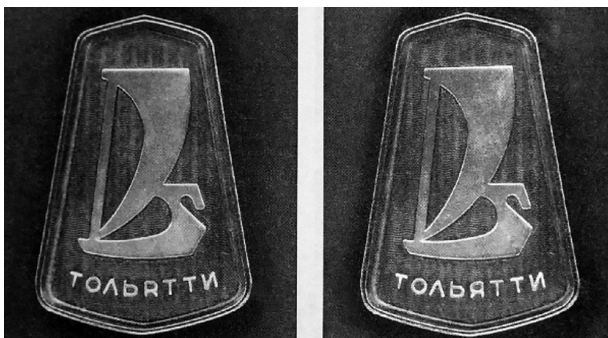
Numbers	Facts

d. Find all the past forms in the text. Translate unknown verbs into Russian.

Volga Automotive Plant was founded on the 20th of July, 1966 in cooperation with Fiat, with Viktor Polyakov (later Minister of the Automobile Industry) as director, and Vladimir Solovyov as chief designer, and intended to produce popular economy cars. It was a collaboration between Italy and the Soviet Union. A new town, Togliatti, named after the Italian Communist Party leader Palmiro Togliatti, was built around the factory. The plant contained many of the automation systems from Fiat, so the Togliatti factory acted as a trial before Fiat implemented them in its plants in Italy.



Zhiguli became a “people’s car” like the Citroën 2CV or the VW Type 1 with the production over 220,000 cars a year. Car production actually began before the plant was finished in 1970. Zhiguli had more than 800 improvements, including its own engine. So, it became a brand new car.



The VAZ trademark, at first, was a silver Volga boat on a red pentagonal background, with “Togliatti” written in Cyrillic (Тольятти). The first badges, manufactured in Turin, mistakenly had the Cyrillic “R” instead of “Я” (Тольртти), making them collector’s items.

The company also produced components for cars, for example, its own tyres and glass from raw materials.

In December 2019, AVTOVAZ acquired General Motors' stake in their GM-AvtoVAZ joint venture. As part of the deal, AVTOVAZ used the Chevrolet brand for the Niva models until August 2020, before replacing it with LADA.

In January 2021 LADA and sister Dacia brands became a new business unit of the Renault company.

LADA is a piece of Russia, built to defy the most extreme climate and road conditions, always rough and tough, always ready. Every Russian family has a story with LADA, starting with the iconic VAZ-2101 and Niva, the first in the automotive history monocoque SUV, the essence of the toughest and the most popular vehicles ever.



AVTOVAZ is actively implementing its new ambitious Product Plan. In 2022 LADA 4x4 celebrated 45 years of serial production. It obtained back its original name and now is called LADA Niva Legend. In early 2021 LADA started sales of the newly presented Niva Travel. Niva in two sizes, compact and medium, based on the same CMF-B platform. Niva is a cult product, and not only in Russia.

In May 2022 the Renault company left Russia, and Maksim Sokolov, the ex-Minister of Transport, became the president of AVTOVAZ. So, the new era in the history of the plant began.

(Source: en.wikipedia.org/wiki/AvtoVAZ)

7.7. a. Let's look into the future of LADA Niva in [Video 7.5!](#) Discuss these ideas:

- ✓ Why do people love Niva cars?
- ✓ What do you think 'an unbreakable brand' means?
- ✓ How can you describe the Niva brand?

b. Think about the word 'tough'. Give your ideas: what or who can be tough? 'Tough by nature': what does it mean?

?	?	?	?
?	?	?	?



7.8. Put these verbs in the text about LADA sports history:

*signed *celebrated *became *participated *won

Half-Century of LADA's Sports Victories

On March 13, 1971 the first CEO of the Volga Auto Manufacturing Plant Viktor Polyakov _____ the order to establish the design-engineering department of extreme tests of LADA cars.



That same year 1971 Soviet pilots driving behind the wheel of the VAZ-2101 _____ their first success becoming the gold cup holders in the rally "Tour d'Europe". Rich history of the LADA Sport team is associated with prize finishes at many world, Soviet, and later on, Russian championships.

The year 2020 _____ one of the most successful for the LADA Sport ROSNEFT team. The team's pilots _____ the champions in all categories of the circuit races, rally and karting they _____ in.

(Source: lada.ru/en/press-releases/118823.html)

7.9. a. Answer the questions:

- ✓ What happened in March 1971?
- ✓ When did Soviet pilots celebrate their first success?
- ✓ What was the competition?
- ✓ Why was the year 2020 the most successful for the LADA Sport team?

b. Find irregular verbs in the text from 7.6 and supply them with their infinitives in the left column.

Example:

become	became

Grammar Point 1 The Past Simple Tense

7.10. Study the table and fill in the gaps.

Positive	Yes / No question	Answers
I studied CAD last year.	Did I study CAD last year?	Yes, I _____. / No, I _____.
You / we / they studied CAD last year.	Did we _____ CAD last year?	Yes, we _____. / No, we _____.
He / she studied CAD last year.	Did he _____ CAD last year?	Yes, he _____. / No, he _____.
Special questions		
When _____ the plant make the first Niva?	Where _____ they sell Niva cars?	Why _____ the plant start to make Renault cars?
What cars _____ the plant make in the early 2000s?	Who became the first CEO in AVTOVAZ?	How long _____ the plant make VAZ 2101?

7.11. Learn irregular verbs from the Supplement and practise them playing the game Noughts and Crosses from Answers and Resources for Units. Write the Past Simple forms below for each infinitive and draw a 'cross' or a 'nought'. Do your best to be the first to draw a straight line for your three correct forms! If you make a mistake, your teacher will replace a verb.

be	set	begin
see	go	learn
become	do	read

7.12. Practise speech patterns about AVTOVAZ in [QUIZLET](#).

Part B. The New Face of LADA Cars

7.13. a. Compare the use of the Present Simple and the Past Simple forms. Say which time phrases from the box describe:

- ✓ regular events in the present
- ✓ facts in the past

*every year (×3) *long ago *until August 2020 *every month
 *ago *last year *in March 2021 *in 1970 *in 1977

b. Write them down in the table where it is appropriate.

AVTOVAZ			
produces thousands of Renault Logan cars		first produced Zhiguli cars	
manufactures thousands of Niva cars		first manufactured Niva	
makes car bodies	–	made Renault cars	some time ...
sells a lot of cars to dealers		sold new Largus cars	
employs new engineers		employed TSU graduates	
designs new models	–	designed electric cars	
uses raw materials for production	–	used the Chevrolet brand	

7.14. Watch an interview with Steve Mattin (chief designer until 2021) in [Video 7.6](#) (from 25:00 to 25:50) and fill in the gaps.

I _____ at Coventry University, Automotive Design back in the mid-80s. From there I _____ on to Mercedes-Benz where I _____ nearly 18 years designing cars for them working

my way up different management levels. Then back in 2005 I _____ to Sweden to take over the role of Volvo's design director. And then last year in October I _____ here now to Russia to work for AVTOVAZ and the LADA brand as the design director and trying, let's say, help turn around the Russian car industry.



7.15. Unjumble the questions about Steve Mattin.

- ✓ did / when / at university / Steve Mattin / study?
- ✓ he / did / spend / how many years / in Mercedes-Benz?
- ✓ Sweden / when / Steve / move to / did?
- ✓ in 2005 / where / he / move / did?
- ✓ Russia / when / Steve / come to / did?
- ✓ Russia / why / Steve / come to / did?
- ✓ his role / was / what?

7.16. Make up special questions about the facts from the past of AVTOVAZ in 7.13 b.

Example: When did AVTOVAZ first produce Zhiguli cars? How long did AVTOVAZ ... ?

7.17. Work in pairs. You've got cards with some information about Steve Mattin. But some information is missing. Ask each other about the missing facts.

Example:

From Student A's card:
1. Steve Mattin studied at Coventry University. **1.1. When?**

From Student B's card:
1.2. Steve Mattin studied at university in the mid-80s. **2.1. His major?**

Student A:

1.1. When did Steve Mattin study at university?

Student B:

1.2. Steve Mattin studied at university in the mid-80s. 2.1. What was his major?

7.18. Steve Mattin tells about the X-concepts of LADA cars. Read a short text and answer the questions:

- ✓ What was the first new car?
- ✓ When was the concept of Vesta Cross?
- ✓ When did the team of designers introduce XRAY?
- ✓ When did they refresh Granta?
- ✓ What happened to Granta?

The first car was Vesta in 2015. It was the first car of the new era. It was a revolution for us. This car really helped us to change the perception of the brand. The Vesta Cross concept was in 2015. In the early 2016 we introduced XRAY. We did a whole number of concepts. We also did a sedan version of Vesta. In 2018 we refreshed Granta. We gave it the same DNA.

Grammar Point 2

The Past Simple Tense – was /were

7.19. Study the table and fill in the gaps.

Positive	Yes / No question	Answers
I was at the International AutoShow a year ago.	Was I there a year ago?	Yes, I _____. / No, I wasn't.
You / we / they were at the International AutoShow a year ago.	_____ we there a year ago?	Yes, we _____. / No, we weren't.
He / she was at the International AutoShow a year ago.	_____ he there a year ago?	Yes, he _____. / No, he _____.
Special questions		
When _____ I / he / she at the International AutoShow?	Where _____ we / you / they in 2021?	Why _____ I / he / she at the International AutoShow?
When _____ it?	Who _____ at the International AutoShow last year?	Why _____ we / you / they at the International AutoShow?

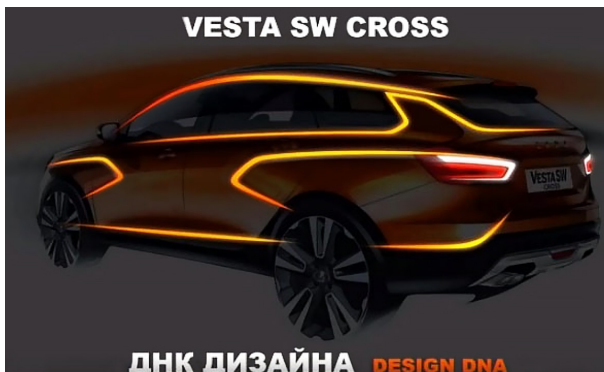
7.20. Put the verbs into the correct form.

Example:

In the past people (not, buy) LADA cars because of their design.

In the past people **didn't buy** LADA cars because of their design.

The design of LADA cars (be, not) on their top-10. LADA (be) a very different brand in 2011. Vesta (be) the number 1 best selling car in 2018. It (be) very important that we changed the brand. The brand (be) very rational – 1970s. We (have) one iconic product, it (be) 4x4. There (be) no corporate identity in 2012.



- 7.21. a. Watch [Video 7.7](#) with Steve Mattin's presentation of the design of LADA models he did in 2019.
- b. He says that it takes 4 years to build a new car: from its concept to production. Write down the names of LADA concepts and produced cars under the right date.
- c. Work in pairs and ask your groupmate questions about these concepts.

Example: When was the Vesta Cross concept? – In 2015.

From Concepts to Production

2012	2014	2015	2016	2017	2018

XRAY Sport concept

Vesta Cross concept

Vesta SW

4x4 Vision



Vesta concept

Vesta SW Cross

Vesta

Granta

XRAY concept

XCODE concept

Vesta Sport

XRAY Cross

Grammar Point 3 The Present Perfect Tense

7.22. Study the table and fill in the gaps.

Positive	Yes / No question	Answers
I have lived in Togliatti since 2000.	Have I / we / you / they finished the exercise yet?	Yes, I _____. / No, I _____.
You / we / they have lived in Togliatti since 2000.	Has he/ she finished the exercise yet?	Yes, he _____. / No, he _____.
He / she has lived in Togliatti since 2000.		
Special question 'How long'		
How long ____ you ____ on the concept car?	I ____ worked on the concept car since 2018.	I ____ ____ on the concept car for three years.
Use contractions: I've worked, he's worked, she's worked, etc.		

7.23. Compare the use of verbs in the Present Simple and Present Perfect forms filling in the gaps with the time phrases from the box.

AVTOVAZ			
began the production of LADA Largus		has produced LADA Largus cars	
manufactured VAZ 2107		has manufactured 44 models	
first manufactured Priora		has ____ finished the production of Priora.	-
designed the XCode concept		has ____ designed Niva Vision	-

*since 2012 *in 2007 *during 30 years
 *in 2012 *in 2016 *already *recently *for 50 years

7.24. Complete the rule for the Past Simple and the Present Perfect:

- ✓ We use the Past Simple form to talk about things **in the present / in the past**.
- ✓ We use the _____ to talk about something that started and finished in the past.
- ✓ We use the _____ to talk about something that started in the past and continues in the present.

- ✓ How do we make sentences with **for** or **since** in the Present Perfect tense?
We use _____ with a period of time (how long).
We use _____ with a point in time (when something started).
- ✓ We use the time phrases like **in 2020**, **last year**, **a year ago**, **during 4 years** for the _____.
- ✓ We use the time phrases like **since 2020**, **for 4 years**, **already**, **recently** for the _____.

7.25. Let's take a look at the history of LADA cars.

a. Read the text below and put the verbs in the correct form.

Since 1966 AVTOVAZ (design) almost all types of car: sedans, wagons, hatchbacks, an SUV, a pick up, and even a convertible! Since 1966 AVTOVAZ (produce) dozens of car models. Let's see how the product line (change).

b. Consult the chart to fill in the gaps in the sentences about the dates of their production. You can also consult p. 8 of AVTOVAZ GROUP PRESENTATION FOR ANALYSTS by Nicolas Maure, Jan Ptacek, and Alexey Bobrov (2018) [here](#).

- a. The plant **produced** / **has produced** VAZ 2101 from 1970 to _____.
- b. AVTOVAZ **started** / **has started** the production of Niva in _____.
- c. The production of Kalina **began** / **has begun** in _____.
- d. The production of Priora **finished** / **has finished** in _____.
- e. The plant first **manufactured** / **has manufactured** Granta in _____.
- f. LADA Vesta **was** / **has been** on the market since _____.
- g. AVTOVAZ **sold** / **has sold** a lot of LADA XRAYs since _____.
- h. The work on the future generation of the iconic Niva **started** / **has already started**.
- i. Things **changed** / **have changed** since then.
- j. AVTOVAZ designers **worked** / **has worked** on the X concept during 4 years.

AVTOVAZ 50-Years History

1970
VAZ 2101



2011
Granta



1977
VAZ 2121
(NIVA)



2007
Priora

1986
VAZ 2109



2015
Vesta



2004
Kalina



2015
XRAY

7.26. a. Complete and practise reading these short dialogues.

Example: A: Have you switched off the rear screen deicing control yet? (switch off)
B: Not yet. I'm going to switch it off now.

- 1 A: Has she _____ the jack yet (bring out)?
B: No, she hasn't. Look, she's _____ now.
- 2 A: Has he _____ the wheel nuts yet? (loosen)
B: No, not yet. I think he's _____ at the moment.
- 3 A: Have you _____ the new wheels yet? (put on)
B: Hold on. I'm _____ right now.
- 4 A: Have the mechanics _____ the bolts yet? (tighten)
B: Not yet, but I think they're _____ now.
- 5 A: Has Pavel _____ the steering wheel yet? (adjust)
B: I don't think so. I think he's _____ now.

- b.** Work in groups of three: a translator, one person speaking only English, one person speaking only Russian. The translator helps them both to ask and answer questions! Swap your roles after two or three dialogues.

Example: A: Have you switched on the rear screen deicing control yet?
Translator: Ты уже включил обогрев заднего стекла?
B: Нет ещё. Я собираюсь включить его сейчас.
Translator: Not yet. I'm going to switch it on now.

7.27. Practise some more speech patterns about AVTOVAZ in [QUIZLET](#).**7.28.** Practise interviews with Steve Mattin in [Training Video 3](#).**7.29.** Make up questions to ask Steve Mattin about his work for AVTOVAZ. Role-play your own interview with the designer.

Student A: Ask Steve Mattin:

- ✓ how long he has been in the automobile industry
- ✓ when he started working for AVTOVAZ
- ✓ how long he worked on the X concept
- ✓ when his team of designers introduced Vesta
- ✓ when they refreshed Granta

Student B: use the information from 7.17 and 7.28 to answer Student A's questions.

Example: How long have you been ...? When did you start working for AVTOVAZ?

Part C. English in Real Life: Writing Business Letters

7.30. Study a sample business letter and label its parts.

salutation	introduction	main topic	closing	signature
Dear Mr. Morozov,	1 ...	2 ...		
In reply to your request for additional information about our rear screen and side mirror deicing controls we send you technical characteristics brochure and 3-page attachment with working statistics.				



3 ...

On the topic of prices and delivery, we have the following policy:
 – on the purchase of 20,000 and more controls we have 4% discount on each batch;
 – the delivery is guaranteed within 2 weeks to Russia.
 Delivery would take place after the money transfer to our bank account.

4 ...

We look forward to further cooperation.
 If you have any other questions, please do not hesitate to contact us.

5 ...

Sincerely yours,
 Pierre Legrand,
 the sales manager

Attachment:
 technical information brochure,
 3 pages of working statistics.

- 7.31.** You work for a big car manufacturing company in Russia in the logistics department. You have received the email below from a French manufacturer of car components.
 a. Complete the email with words from the box.

*appreciate *attachment *forward *possible *sending *unfortunately *writing

To:	alex.morozov@yaz.ru
From:	pierre.legrand@spg.fr
Subject:	Order no. 1354F
<p>Dear Mr Morozov, I'm _____ to you because of a problem with the delivery which we received from you last week. The order was for 1000 activation / deactivation controls for the Start and Stop function. _____ 150 of the boxes that arrived were empty. Can you send us the missing items as soon as _____? We would also _____ it if you could look into the problem to make sure this does not happen again. I'm _____ you a scan of the delivery note as an _____. I look _____ to hearing from you soon.</p> <p>Best regards, Pierre Legrand</p>	

- b. Now write a reply to the email. Use the phrases in your email:

*Thank you for your email. *I'm very sorry about... *I'm writing to ...
 *I hope that... *Let me know if ... *Could you ... ? *Best regards / Best wishes

- c. *Student A:* choose one option and write a business letter of complaint about the wrong quantity of the batches of:

- | | |
|--------------------------|-------------------------------------|
| ✓ stalks | ✓ accessories sockets |
| ✓ armrests and headrests | ✓ fuel gauges |
| ✓ tachometers | ✓ electric central locking switches |

Student B: write your reply to this complaint.

- 7.32.** Role-play a follow-up telephone conversation. Student A makes a call from a Russian company. His task is to apologise for the wrong delivery in person. Swap your roles.

Student A (from a Russian company)	Student B (a business partner from France)
	You answer the phone. Use a speech pattern from the box below.
Say 'Hello'. Say your name and say if you can speak to Mr Legrand. Use a speech pattern from the box.	
	Use a speech pattern from the box below.
Say what you're calling about. Use a speech pattern from the box below.	
	Say you're glad to hear your partner from ...
Ask your business partner if he has received your email which you sent him on the 1st of April.	
	Say that you've got it.
Speak about your mistake. Use a speech pattern from the box below.	
	Say that it's OK.
Say you're very sorry about the mistake, and you have already sent the missing items.	
	Use a speech pattern from the box below.

Speech patterns for Student A:

Can I speak to ...? This is ...
I'm calling about ...
The mistake was here. I'm very sorry about that. We do apologise for any inconvenience caused.

Speech patterns for Student B:

Pierre Legrand speaking.
Hello, Mr Morozov.
Let's treat the matter as closed.

Review

7.33. a. Translate the sentences from Russian into English.

b. Answer the questions in pairs.

- Где находится АВТОВАЗ?
- Стив Маттин работал главным дизайнером до 2021 года.
- Первым директором ВАЗа был Виктор Поляков.
- Концепция LADA Vesta была в 2012 году?
- Кто был первым дизайнером?
- Когда команда дизайнеров представила XRAY?
- История LADA Sport началась в 1971 году.
- Когда АВТОВАЗ начал производство LADA Kalina?
- С 1971 года команда выиграла много соревнований.
- Какие модели производил АВТОВАЗ в 2000-е?
- Я собираюсь работать на АВТОВАЗе инженером.
- Завод уже начал новый план по выпуску продукции.
- Мой отец работает на АВТОВАЗе с 2001 года и проработал уже 10 лет.

7.34. a. Complete this report by the car mechanic (M) to his supervisor (S).

b. Role play this conversation like you did in 7.26 b.

S: Have you checked the tyres yet?

M: Yes, we checked (check) all the tyres first thing this morning and we _____ (find) that the rear tyre was worn. So we _____ (replace) it.



- S: What about the tyre pressure? Have you adjusted it yet?
 M: Yes, we _____ (adjust) it when we _____ (put) the tyres on. Then, at about ten this morning, we _____ (examine) the fuel system.
 We _____ (take) it apart and _____ (unblock) the fuel pipe.
 S: Good. Have you repaired the damaged paintwork on the roof?
 M: Yes, we _____ (remove) the damaged paint just before lunch, and then after lunch, we _____ (clean) the roof, and _____ (repair) it.
 S: Good. What about the air conditioner? Have you checked it?
 M: Yes, we _____ (check) it this afternoon. Then we _____ (pump) some new fluid into the air conditioning system.
 S: What about the brake fluid? Have you (look) at that yet?
 M: Yes, we _____ (do) that an hour ago.

Project

Write a press release in 4–5 sentences about one new modification of LADA cars (or another brand). You can write only about one model: when the production started, what new features the model has got (transmission, the engine, ESC, ABS and some improvements). Use some photos of the model you chose. This [source](#) will serve as an example for you.

Oral and Interactive Tests

- I. A business conversation over the phone.
Student A: You work for a Russian company, and you have received 1000 boxes with demister outlets instead of 1100 from your business partner in France. Make a call to your French business partner and tell him or her about the wrong delivery. Ask your partner to send the missing boxes.
Student B: You should say that it was your mistake and you are going to send the missing boxes. Say you do apologise for any inconvenience caused.
 Student A and Student B: use speech patterns for telephone conversations from 7.32.

Assessment of the oral test:	10 points max.
Content and number of sentences	0-1-2 points*
Structure and cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

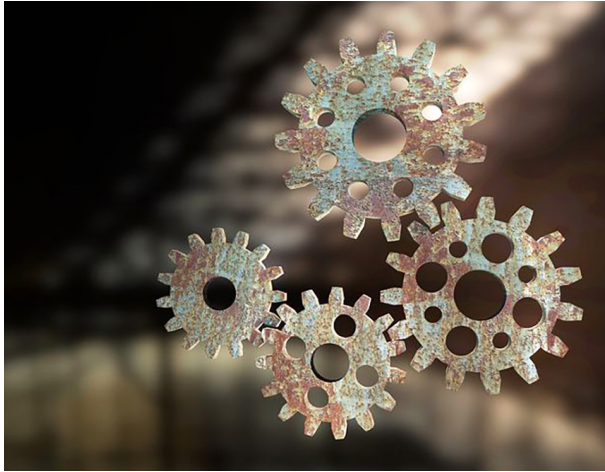
- II. Do an interactive test for part A in [QUIZLET](#).
 III. Do an interactive test for part B in [QUIZLET](#).
 You can vary the number of questions and types of tasks in these Quizlet tests.

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, ** See the Introduction and Unit 1 for explanations.



Unit 8.
THE WORLD OF MECHANICS



In this unit

Part A: learning and practising some basic terms of mechanics, reading a text.

Part B: reading a text, practising speech patterns based on some basic terms of mechanics; learning and practising the use of the Passive Voice forms in statements.

Part C: practising speech patterns while doing problems on mechanics and explaining their solutions; listening to the song performed by P. Simon and A. Garfunkel 'El Condor Pasa (If I Could)' and recognizing if-clauses of the 2nd type; doing a project.

Learning objectives: to learn speech patterns according to the topic of the unit; to develop oral communication skills in explaining problems on mechanics; to develop skills in preparing and delivering a report on mechanics.

Skills:

- ✓ You will learn how to describe mechanisms and simple machines.
- ✓ You will learn some English terms in mechanics.
- ✓ You will master new speech patterns based on the Passive Voice and if-clauses of the 2nd type.
- ✓ You will develop your listening, reading, and oral translation skills.
- ✓ You will learn how to explain solutions of problems on mechanics in English.
- ✓ You will develop your skills in word building and in preparing and delivering a report on mechanics in English.

Recommendations for developing your communication skills: scan the QR codes below, follow the web links and do all the tasks in QUIZLET.

QUIZLET Parts A&B

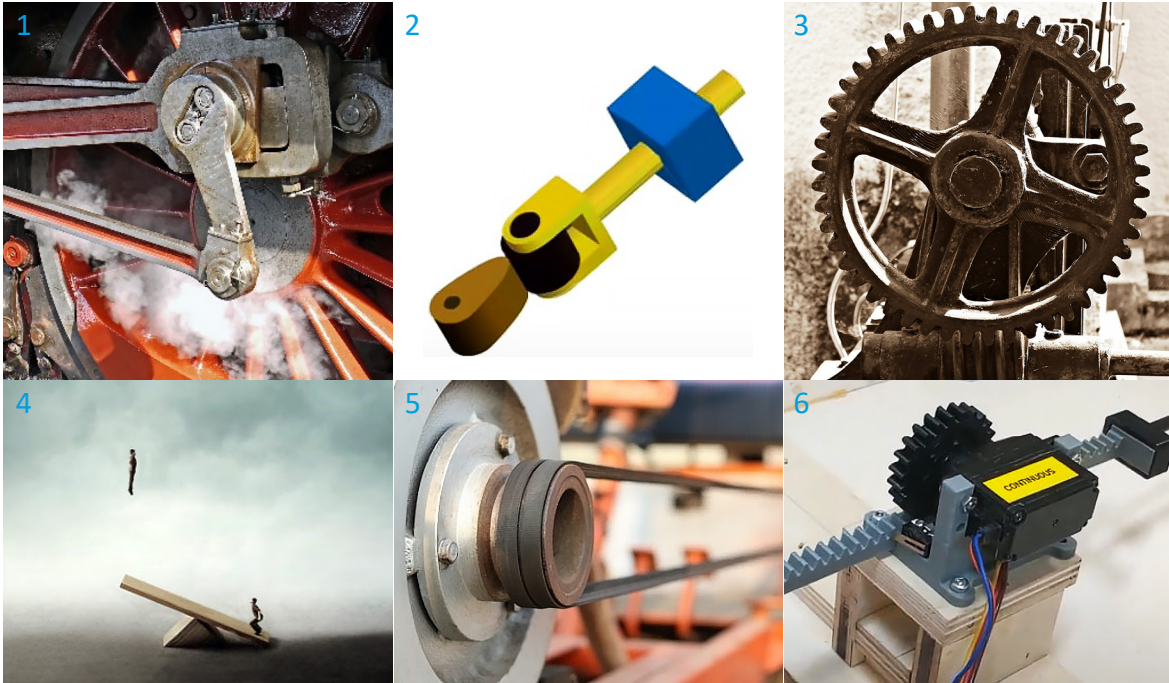


QUIZLET Part C



Part A. Basics of Mechanics

Introduction. Do you know these simple machines? We can see a lot of constructions around us. Can you give any distinctive features of mechanisms?



8.1. Use the words from the box to label these machines. Where are these machines used?

*gear *rack and pinion *cam and follower *lever *crank and rod *pulley and belt

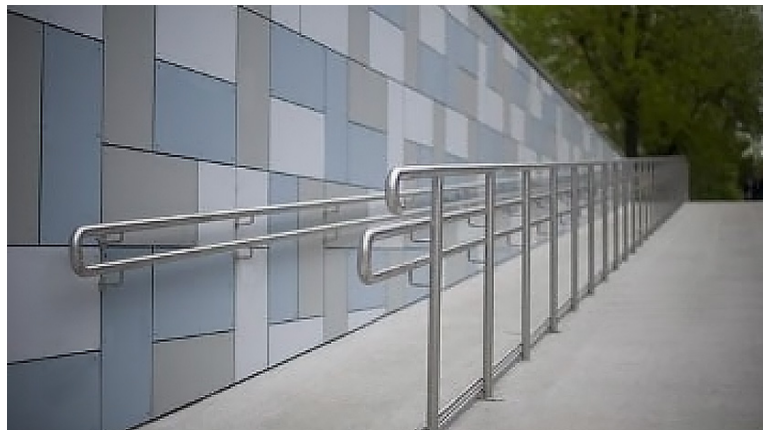
8.2. Listen to [Recording 8.1](#) and practise saying these words correctly in the pauses:

applied mechanics	dynamics	particles	quantities	spiral
motion	kinetics	trigonometric	equations	hypoid
subject	kinematics	algebraic	spur	lever
statics	application of forces	slider-crank mechanism	bevel	pulley
equilibrium	sign	rigid	law	analysis

8.3. a. Listen to a conversation between a teacher and a student in [Recording 8.2](#).

b. Answer the questions:

- ✓ What machines and mechanisms are they talking about?
- ✓ Where are they used?



8.4. Are you studying mechanics this semester? Read the text below about basics of this science in the following way.

a. While reading, write down key words and phrases from the text to answer the questions:

✓ The 1st paragraph. What is mechanics?	Example: A branch of physical science, the effect of forces, motion, conditions of material bodies.
✓ The 2nd paragraph. What is applied mechanics?	
✓ The 2nd paragraph. What parts does mechanics have?	
✓ The 3rd paragraph. What is statics?	Treats, bodies, equilibrium.
✓ The 3rd paragraph. What is dynamics?	
✓ The 4th paragraph. What is kinematics?	
✓ The 4th paragraph. What is kinetics?	
✓ The 5th paragraph. What three common methods of analysis of problems do you know?	

What Is Mechanics?



1. **Mechanics** is a branch of physical science which studies the effect of forces upon the motion or upon the conditions of material bodies.

2. **Applied mechanics** is a part of mechanics. It includes the laws of mechanics which are applied to the motions of particles and rigid bodies as used in problems of engineering. The subjects of applied mechanics are divided into two parts **statics** and **dynamics**, and dynamics are further divided into **kinematics** and **kinetics**.

3. **Statics** treats bodies in equilibrium, and dynamics treats the particles and bodies in motion.

4. **Kinematics** is the part of dynamics which treats the motion of particles and rigid bodies without reference to the forces that produce or change the motion. **Kinetics** is the part of dynamics treating the motion of material bodies which are changed by the application of forces. In order to understand applied mechanics, it is necessary for the student to solve a number of problems.

5. There are three common methods of analysis of problems: **the graphic method**, **the trigonometric method** and **the algebraic one**. In the graphic method, the quantities are represented by corresponding lines or areas; the relations between them are represented by the relations of the parts of the diagram.

6. In the trigonometric method, the quantities are represented by lines or areas as well but they are not necessarily drawn to scale. In the algebraic method, quantities are represented by symbols; the relations between them are shown by signs indicating the operations; and the solution of the resulting equations is made by algebra².

b. Make up a list of vocabulary about mechanics. Use the table below as a template. You can add some more lines for other terms.

² Английский язык для инженеров-механиков : учеб.-метод. рекомендации по англ. яз. / сост.: О. В. Кривоногова. Архангельск : Северный (Арктический) федеральный университет им. М. В. Ломоносова, 2012. 52 с.

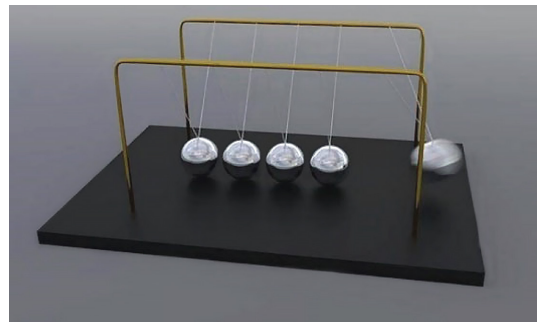
English	Russian
the effect of forces	
upon the motion	
conditions of material bodies	
laws of mechanics	
The subjects are divided into	
treats bodies in equilibrium	
are represented by the relations	
depend on	

- c. Make up your own matching exercise and swap with your groupmate. Do your groupmate's exercise.
- d. Make up complete sentences using your key phrases adding necessary verbs, conjunctions, prepositions, and articles.

Example: A branch of physical science, the effect of forces, motion, conditions of material bodies → A branch of physical science **which studies** the effect of forces **upon the motion or upon the** conditions of material bodies.

8.5. Complete the sentences with one possible answer:

- ✓ Mechanics is a branch of physical science which considers _____.
- the effect of radiation upon people and animals.
 - the effect of forces upon the motion or upon the conditions of material bodies.
 - the forms of transformation of energy connected with the movement of material systems under the action of force factor.
- ✓ _____ the quantities which are represented by corresponding lines or areas; the relations between them are represented by the relations of the parts of the diagram.
- In the algebraic method ...
 - In the graphic method ...
 - In the trigonometric method ...
- ✓ _____ is the part of dynamics treating the motion of material bodies which are changed by the application of forces.
- kinetics
 - kinematics
 - statics



8.6. Insert the preposition where it is necessary:

- Applied mechanics is divided _____ two parts: statics and dynamics.
- Statics treats _____ bodies _____ equilibrium.
- A problem _____ mechanics consists _____ a statement _____ certain known quantities and relations _____ which other unknown quantities or relations are determined.
- _____ the trigonometric method, the quantities are represented _____ lines or areas.
- Understanding _____ applied mechanics depends _____ the ability _____ students to solve a number _____ problems.

8.7. a. Find all the phrases from 8.3–8.5 according to the pattern *are + past participle*.

Example: are applied to.

- b. Make up simple sentences adding the subject to these phrases.

Example: are applied to → **laws of mechanics** are applied to the motions of particles and rigid bodies.

Part B. Mechanisms

Grammar Point 1

The Passive Voice: A Brief Outline

8.8. Study the table:

Present Simple	am / are / is + Past Participle	e.g. Applied mechanics is divided into two parts. Quantities are represented by symbols.
Past Simple	was / were + Past Participle	e.g. AVTOVAZ was built in 1970. Quantities were represented.
Present Perfect	have / has been + Past Participle	e.g. This problem (задача) has been done at this lesson. The problem (проблема) has been solved recently.
Future Simple	will be + Past Participle	e.g. The problem will be done today.

The Present Simple Passive Voice forms are often translated into Russian verbs that end in **-ся** (e.g. **решаются**) or into participles like **решены, представлен**. The Past Simple, the Present Perfect and the Future Simple forms are translated as **были решены / были решены / будут решены**.

8.9. Rewrite the sentences changing the verbs in the brackets into the Passive Voice forms and paying attention to the translation of these verbs from Russian into English.

- Applied mechanics **делится** (to divide) into two parts: statics and dynamics.
- Other unknown quantities or relations **определяются** (to determine).
- This problem on kinematics **была решена** (to do) at this class.
- This problem on kinematics **была решена** (to do) at the last class.
- This problem on kinematics **будет решена** (to do) at the next class.
- Bodies **рассматриваются** (to treat) in equilibrium by statics.
- Material bodies **были изменены** (to change) by the application of forces.
- In the graphic method the quantities **представлены** (to represent) by corresponding lines or areas.

8.10. Practise mechanics terms and phrases in [QUIZLET](#).

8.11. Translate from Russian into English.

- Прикладная механика делится на статику и динамику.
- Законы механики применяются к движению частиц и твёрдых тел.
- Тела в равновесии рассматриваются статикой.
- В алгебраическом методе количества представлены символами.
- Задачи по механике были решены вчера.
- Новые задачи по механике были решены на этой паре.
- Новые задачи по механике будут решены на следующей паре.
- Законы механики будут применены, чтобы решить эту задачу.

8.12. Match parts of the sentences.

A	B
The position, velocity, acceleration and shaking forces	are determined analytically.
Slider-crank mechanism is used	both linear and rotational motion.

A	B
Slider-crank mechanism shows	are generated by the slider-crank mechanism.
The position, velocity, acceleration and shaking forces	to study machine kinematics and resulting dynamic forces.

8.13. Do you know these terms in Russian?

*connecting rod *crank *linear motion *slider
 *rotational motion *translational movement *mobile link

8.14. Write some suitable words from the box above in each gap.

- Crank is a link, which performs complete _____ about some centre.
- The link that performs rotational motion is called a _____.
- Connecting rod is a link that performs _____.
- _____ is a link that performs only translational movement.

8.15. Give English equivalents of these words:

Применять – применение
 Действовать – деятельность – действие
 Вращаться – вращение – вращающийся – вращательное
 Параллельный – непараллельный
 Движение – подвижный – двигаться
 Направление – прямой – направлять
 Иметь отношение – связанный – отношение

8.16. Match the descriptions of types of gears with their namings. Use the terms from the box.

*spur gears *bevel gears *spiral bevel gears
 *hypoid gears *worm gears *helical gears

Types of Gears

_____ have teeth parallel to the axis of rotation and are used to transmit motion from one shaft to another, parallel, shaft. It is the simplest type.

_____ have teeth inclined to the axis of rotation.

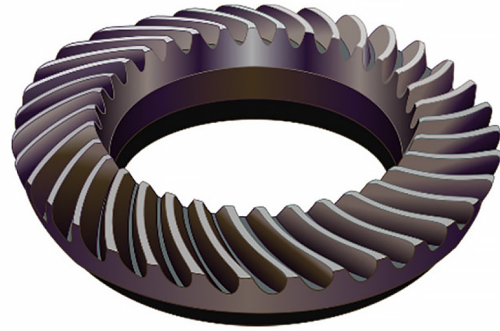
They are used to transmit motion between parallel or nonparallel shafts. Sometimes these gears are used to transmit motion between non-parallel shafts.

_____ have teeth formed on conical surfaces and are used mostly for transmitting motion between intersecting shafts.

_____ are cut so the tooth is no longer straight but forms a circular arc.

_____ are quite similar to spiral bevel gears except that the shafts are offset and non-intersecting.





The fourth basic gear type is the _____. As shown, the worm is like a screw. The direction of rotation depends on the direction of rotation of the worm and on whether the worm teeth are cut right-hand or left-hand³.

8.17. Match the types of gears in column A with their definitions in column B.

A	B
Bevel gears	are used to transmit motion between parallel or nonparallel shafts.
Worm gears	are used to transmit rotational motion between parallel shafts.
Spur gears	are used to transmit rotational motion between nonparallel and nonintersecting shafts.
Helical gears	are used to transmit rotational motion between intersecting shafts.

8.18. A jigsaw activity in groups of 2–3 students. Each group gets 1 set of cards mixed out of three categories from Answers and Resources for Units. The task is to make up correct sentences according to the pattern in 8.16. Practise translating the sentences from Russian into English taking turns in your group.

8.19. Ask your groupmate:

- ✓ what each type of gears is used for
- ✓ where it is used

Example: What are spur gears used for? Where are they used?

Part C. Can You Do a Problem on Mechanics?

8.20. Learn and practise some vocabulary and speech patterns for doing problems on mechanics in [QUIZLET](#).

³ Горбенко М. В., Кривцова Н. Б. Английский язык. Теория механизмов и машин : учеб.-метод. пособие. Томск : Изд-во ТПУ, 2006. С. 36.

8.21. a. Now try doing a problem on mechanics. Arrange the text of the problem like this:

- ✓ Given:
- ✓ To find:
- ✓ Solution:

Use formulas that you know and the ones given in the source [here](#) (see pp. 63–64).

A 17-tooth spur pinion has a diametral pitch of 8, runs at 1120 r/min, and drives a gear at a speed of 544 r/min. Find the number of teeth on the gear and the theoretical centre-to-centre distance⁴.

b. Explain why you have chosen this or that way to do a problem. Present your solution to the class.

Grammar Point 2

If-clauses – Unreal Condition in the Present

8.22. Study the table:

Real condition in the future	Unreal condition (desired action) in the present
If I do this problem, I'll do it this way.	If I did this problem, I would do it this way.
If you have money, you'll buy a car next year.	If you had money now, you would buy a car.
If he changes the tyre now, he'll drive.	If he changed the tyre now, he would drive .
If I can do well in my studies, I'll be happy.	If I could do well in my studies, I would be happy.

8.23. a. Find all the phrases with 'would' and 'could' in the lyrics below.

b. Listen to the song El Condor Pasa in [Video 8.1](#) and fill in the gaps.

El Condor Pasa (If I Could)

Music by Daniel Alomia Robles,

English lyrics by Paul Simon & Art Garfunkel

Performed by Paul Simon & Art Garfunkel

I'd rather be a sparrow than a _____,
yes I would, if I could, I surely would.

Away, I'd rather sail away
like a swan that's here and _____.
A man gets tied up to the _____,
he gives the world its saddest _____,
its saddest _____.

I'd rather be a _____ than a nail,
yes I would, if I only could, I surely would.

Away, I'd rather sail away
like a swan that's here and _____.
A man gets tied up to the _____,
he gives the world its saddest _____,
its saddest _____.



I'd rather be a forest than a _____,
yes I would, if I could, I surely would.

Away, I'd rather sail away
like a swan that's here and _____.

⁴ Горбенко М. В., Кривцова Н. Б. Указ. соч. С. 62.

A man gets tied up to the _____, I'd rather _____ the earth beneath
 he gives the world its saddest _____, my _____,
 its saddest _____. yes I would, if I only could, I surely would.

b. Read the lyrics again, find and translate phrases, which tell about unreal and desired things of the author. Are they real for him?

8.24. Read the first sentence in each pair of sentences. Translate each second sentence from Russian into English.

- a. If I do this problem on dynamics today, I'll be happy. – Если бы я решил эту задачу по динамике, я был бы счастлив.
- b. If you find some money for buying this car, you'll be lucky. – Если бы ты нашёл деньги для покупки этой машины, тебе бы повезло.
- c. If he does this problem on kinematics, he'll get a good mark this semester. – Если бы он решил эту задачу по кинематике, он получил бы хорошую оценку в этом семестре.
- d. If we can do this lab in time, we'll be happy! – Если бы мы смогли сделать эту лабораторную работу вовремя, то мы были бы счастливы!

8.25. a. Analyse any problem on mechanics with 2 possible solutions from your course of mechanics. Describe the one you did. If you did this problem in a different way, how would you do it?

b. Try the pattern below to explain.

Example: If I did this problem again, I would do it like this. I would ...

8.26. If you had a million dollars, what would you do?

Review

8.27. Translate the sentences from Russian into English.

- a. Прямозубые зубчатые колёса используются для передачи вращательного движения между параллельными валами.
- b. Коническая зубчатая передача используется для передачи вращательного движения между пересекающимися валами.
- c. Червячные передачи используются для передачи вращательного движения между параллельными и непараллельными валами.
- d. Статика рассматривает тела в равновесии.
- e. В графическом методе количества представлены линиями.
- f. Законы механики применяются к движению частиц и твёрдых тел.
- g. Шатун будет использован в этом механизме.
- h. Если бы мы сделали доклад по кривошипно-шатунному механизму сегодня, то получили бы отличные оценки.

Project

Work in small groups of 2–4 students. Use the source [here](#) to make up a team report about the crank-slider mechanism. Your report should last about 5–7 minutes. Show some pictures. Divide the material into parts according to the plan:



- ✓ What is the crank-slider mechanism?
- ✓ Applications.
- ✓ The description of the design.

Oral and Interactive Tests

- I. Describe a problem on mechanics in English in the written form: given, to find and solution. You may use any problem of these two ones. Explain orally why you have done the problem this way.

I. A 15-tooth spur pinion has a module of 3 mm and runs at a speed of 1600r/min. The driven gear has 60 teeth. Find the speed of the driven gear, the circular pitch, and the theoretical centre-to-centre distance.

II. A spur gearset has a module of 4 mm and a velocity ratio of 2.80. The pinion has 20 teeth. Find the number of teeth on the driven gear, the pitch diameters, and the theoretical centre-to-centre distance⁵.

Assessment of the oral part:	10 points max.
Content	0-1-2 points*
Structure and cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

II. Do an interactive test for parts A&B in [QUIZLET](#).

III. Do an interactive test for part C in [QUIZLET](#).

You can vary the number of questions and types of tasks in these Quizlet tests.

Assessment of interactive tests	1 point for each correct answer**
From 0 to 30 points***	

*, **, *** See the Introduction and Unit 1 for explanations.

⁵ Горбенко М. В., Кривцова Н. Б. Указ. соч. С. 62–63.



Answers and Resources for Units

Unit 1. WE ARE STUDENTS OF MECHANICAL ENGINEERING

1.4. Design of Automobiles
 Mechanical Engineering
 Automobile Engineering
 Materials Science
 Military Training
 Military Department

1.11.	A	B
	to resit the test	пересдать тест
	to pass an exam	сдать экзамен
	to drop out	отчислиться
	to fail an exam	завалить экзамен
	to fail a resit	завалить пересдачу

1.12. c.
 Mechanical Engineering, Semester 2

	9.00 – 11.00	11.15 – 12.15	13.15 – 14.15	14.30 – 16.30
Mon	Mechanics 1 301 A. Lomax	Maths 405 C. Lavis	Mechanics 2 D.2 W. Mint	Automobile Engineering Materials Labs G. Coyle
Tue	SELF-STUDY			
Wed	Calculus 402 C. Lavis	Complex communications 3 405 R. Bell	Complex communications 4 405 R. Bell	FREE
Thur	SELF-STUDY			
Fri	Fluid Mechanics 5 D 4 G. Doyle	Project work 6 D 4 J. Cohan	Project work 7 D 4 J. Cohan	Project work 8 D 4 J. Cohan

- 1.17.** ✓ Describe what this student likes: *My hobby is cars. I enjoy doing something with our car in the garage. I like helping my dad with the car. I love taking photos and drawing.*
- ✓ Describe his free time: *I sometimes read about modern cars on the Internet, and listen to music. I don't often go out. I also do sport three times a week.*
- ✓ Describe routines: *I prefer walking to university.*
- ✓ Describe his wishes: *I want to take driving lessons at my university. I want to get a driver's licence. I want to do well at university. I want to be an officer in the army.*
- ✓ Describe his ideas about engineers: *My future profession in automobile engineering is always prospective. And engineers have to be fit, too! They spend a lot of time at the computer designing new things. Anyway, the engineering type of mind is very important for an officer.*
- 1.28.** b. draft man – офицер военкомата, военком
hand grenades – ручные гранаты
missiles – реактивные снаряды
'Stand and shoot on site' – «Стой, стреляю на месте!»
- 1.29.** Role-play. It is better to conduct this role-play in pairs or small groups of 3 students. There can be two students for the role of Student A. Help your students to understand the curriculum from Calcutta University. They may need to practise the pronunciation of some disciplines. Give copies of these cards to your students.

Student A	Student B
<p>You're a Russian student at TSU. You're in the 2nd year. You have lectures, labs (use your timetable in English). You ask the Indian student: <i>Откуда ты?</i> (translate!) <i>Как у тебя дела?</i> (translate!) <i>your major?</i> <i>What study?</i> <i>When classes start?</i> <i>When finish?</i> <i>What in your free time?</i> <i>Have a lot of free time?</i> Ask some other questions!</p>	<p>You're an Indian exchange student at TSU. In Calcutta University you have lectures and labs – use your timetable in 1.29. You don't have military training. You've got hobbies: ✓ taking photos (choose another) ✓ cycling You haven't got a lot of free time. You ask the Russian student: <i>А как у тебя (дела)?</i> (translate!) <i>your major?</i> <i>What have this semester?</i> <i>When ... classes start?</i> <i>When finish? What in your free time?</i> <i>Have a lot of free time?</i></p>

Unit 2. DO YOU CARE ABOUT THE BRAND?

Introduction. Can you name these types of car?

Clockwise: sedan, liftback, (station) wagon, hatchback.

2.1.

sedan	coupe	pickup	liftback
convertible	limousine	sports car	minivan
sports utility vehicle (SUV)	hatchback	wagon	crossover

Which type is not described in the videos? Liftback.

- 2.2. ✓ A sedan is a type of car which has the front piece and the back piece. **T**
 ✓ A coupe has two doors. **T**
 ✓ In a coupe it is easy to get to the back seat. **F**
 ✓ A hatchback has a trunk (a boot). **F**
 ✓ In a convertible you can remove the roof. **T**
 ✓ Minivans are only for hippies. **F**
 ✓ A pickup is British for the American a pickup truck. **Doesn't say**
 ✓ An SUV doesn't have a back piece. **F**

- 2.3. A liftback
 B crossover
 C convertible
 D sports car
 E coupe
 F minivan
 G pickup
 H sedan
 I hatchback
 J SUV
 K wagon
 L limousine

2.6.

A	B
wagon	It's a car with three rows of seats; you can fold down the last row to have more space for luggage.
hatchback	This type has four doors, a tailgate and a lot of space for luggage. You can fold down rear seats to have more space for luggage in the passenger cabin.
two-door sedan	This type has two doors and a boot separate from the passenger cabin.
sports car	This type has two doors, a small boot separate from the passenger cabin and sometimes narrow rear seats.
coupe	It's a two-door car, shorter than a sedan of the same model. These cars have 2 long doors with 2 or 4 seats.
four-door sedan	This type has four doors and a boot separate from the passenger cabin.
SUV	You can drive this car on any kind of road.
convertible	It has got two or four doors and a roof which you can remove.

2.7. b. Say if the statements are true or false. Correct the false ones.

- ✓ Every type of car has pros and cons. **T**
 ✓ Sedans have a lot of space for your luggage. **F**
 ✓ SUVs have great off-road abilities. **T**
 ✓ SUVs have decent handling. **F**
 ✓ SUVs usually have low fuel consumption. **F**
 ✓ Coupes often have a hatchback instead of a boot. **T**
 ✓ Wagons and SUVs are very popular. **T**

2.13. You should ask your class to practise first with Training Video 1 with the sound individually. They listen to the questions and give answers in the pauses. Then some suggested answers

appear on the screen. The silent version of Training Video 1 is meant for practising in pairs. The other version is for those who haven't got a partner. Watching the silent version students take turns asking and answering questions.

- 2.14.** b. What type of car is this?
 What colour is it?
 What is the size?
 Is there a lot of space for passengers?
 How many passenger seats are there?
 How many doors are there?
 Is the boot big?
 Is it good for families or transporting things?
 Has it got a lot of space for passengers?
 What about fuel consumption?
 Is it expensive?

2.18. Feature, powerful, consumption, beautiful, transport, expensive, important, interested, recycle, message, comfortable.

2.19.	A	B
	believe	in
	a part of	myself
	powerful	engine
	a piece	of metal
	I'm interested	in
	fuel	consumption
	interior	features
	comfortable	and safe
	public	transport
	exhaust	gases
	care	about

2.20. James

For me the car is a **part of myself**. It gives a **message** to other people about who I am and what I **believe in**. The **colour** and the **interior features** are very important.

Michelle

What does a car mean to me? It's just a **piece** of metal on four **wheels**. It just gets me from A to B, that's all. Of course if it's **comfortable** and **safe**, that's great, but I really **don't care** about the brand. I'm only **interested** in details such as the **price**, **fuel consumption**, how many seats **there are**, and how big the **boot is**.

Jennifer

A car means prestige to me. I want to buy an **expensive** car with a powerful **engine** and all modern equipment. I've got a lot of money and why shouldn't I show it? I have a big and beautiful house. So I need an expensive car in the garage.

Victoria

Well, I've got a car because I live in the country and there's no **public transport**. But I think cars are not friendly to nature. Just think of all the **exhaust gases**! And what do you do with a car at the end of its life? You will never recycle all of it.

Additional activity for stronger students. Let your students talk on the issue: What does a car mean to me? It is better to do this task after 2.21.

2.21. Что для меня значит автомобиль?	What does a car mean to me?
Кусок металла на четырёх колёсах.	A piece of metal on four wheels.
Он удобный и безопасный.	It's comfortable and safe.
Меня не волнует бренд.	I don't care about the brand.
Мне интересны только цена, расход топлива, сколько сидений и насколько большой багажник.	I'm only interested in the price, fuel consumption, how many seats there are and how big the boot is.

- 2.23. a. General questions with the verb **to be**.
 Is comfort important for you?
 Are the interior features and the colour very important?
 Is the resale value high?
- b. General questions with the verbs **do / does**.
 Does your groupmate drive a car?
 Do you want to buy a car?
 Do you care about the brand?
- c. Alternative questions.
 Do you want an expensive or a cheap car?
 Do you prefer a red or a black car?
- d. Special questions.
 Why do you want to buy a car?
 What car features are very important for you?
 What details do you want to know when buying a car?
- e. Who-questions.
 Who has got a car?
 Who drives a car in your family?

2.25. Two training tasks:

- 1) listening and writing a text about a type of car. This task is also called dictogloss;
- 2) a testing thesaurus which is meant for supplying the two columns with both English and Russian respectively.

Dictogloss.

1. Read the text once and ask your students to write as much as they remember. Let them check the text in pairs.
2. Dictate the text sentence by sentence. Then have your students dictating the text to one student who will be writing the text on the whiteboard. All the other students are to correct mistakes and add missing words if necessary. In both versions of the dictogloss students concentrate on the correct grammar structures and spelling.

I like coupes. How many passenger seats are there in a coupe? Normally, there are 4 seats. It is not good for off-road driving. But a coupe has got low fuel consumption. This type of car is good for small families with one child only and maybe a dog. The resale value is not important for me. And I don't care about the brand. So, I'm going to buy a coupe because it's not expensive.

Testing thesaurus. Ask your students to supply the thesaurus with terms and phrases in both languages. They cannot consult anything. You may arrange this task as a competition between groups of students.

Testing Thesaurus

Name and surname _____ Group _____

Date _____

Part 1

English	Russian
1. TYPES OF CAR	1.
1.1.	1.1.
1.2.	1.2.
1.3.	1.3.
English	Russian
1.4.	1.4.
1.5.	1.5.
1.6.	1.6.
1.7.	1.7.
1.8.	1.8.
1.9.	1.9.
1.10.	1.10.
1.11.	1.11.
1.12.	1.12.
2. CAR FEATURES	2.
2.1. interior features	2.1.
2.2. safe	2.2.
2.3.	2.3. стоимость при перепродаже
2.4.	2.4. цена
2.5.	2.5. расход топлива
2.6.	2.6. бренд
2.7.	2.7. двигатель
2.8.	2.8. размер
2.9.	2.9. цвет
2.10.	2.10. много места для пассажиров
2.11.	2.11. много места для багажа
2.12. boot	2.12.
2.13.	2.13. дорогой
2.14.	2.14. удобный
2.15. performance	2.15.
2.16.	2.16. приверженность бренду

Review

2.28.

t	y	q	o	i	d	p	w	c	c	j	x	a
h	j	s	u	v	x	q	e	o	o	k	c	i
a	m	p	b	d	z	l	q	u	n	m	o	d
t	w	o	p	i	c	k	u	p	v	f	n	l
c	z	r	g	n	z	w	r	e	e	n	c	h
h	u	t	s	e	d	a	n	j	r	e	r	g
b	e	s	x	o	p	g	e	f	t	d	o	q
a	k	c	q	l	w	o	z	g	i	u	s	z
c	p	a	u	m	i	n	r	v	b	k	s	w
k	n	r	g	x	d	j	o	c	l	i	o	g
e	l	i	m	o	u	s	i	n	e	r	v	a
c	a	s	l	i	f	t	b	a	c	k	e	p
k	o	m	i	n	i	v	a	n	j	t	r	d

Unit 3. FASTER AND BIGGER?

Introduction

7 liters per 100 kilometers – fuel consumption

200 km/h – top speed

from 0 to 100 km/h in 6 seconds – acceleration time

Performance is top speed, acceleration time, fuel consumption.

Handling is acceleration, braking, cornering.

3.2. Suggested answers.

A

1. An SUV has high ground clearance, it's good for
2. I want to buy
3. I need a car with
4. This type of car has got
5. An important feature of a crossover is
6. LADA Vesta is
7. is very high after three years.
8. is important for me.
9. When buying a car, I'm interested in
10. A hatchback is good for

B

- a) off-road driving
- b) an expensive car
- c) a powerful engine, the passenger airbag
- d) great handling, low fuel consumption
- e) low fuel consumption
- f) a comfortable and safe car
- g) the resale value
- h) top speed
- i) the driver airbag
- j) transporting things



11. I recommend
 12. A hatchback has
 13. A crossover is a car with
 14. It is possible to buy a car with
- k) four-wheel drive
 l) a lot of space for luggage
 m) four-wheel drive
 n) a sports steering wheel

3.12.

ABS is standard equipment	ABS является стандартным оборудованием
side airbags	боковые подушки безопасности
You're interested in ...	Вы интересуетесь ...
has a very good result in crash tests	имеет очень хороший результат в краш-тестах
We're looking for ...	Мы ищем ...
We want a car with ...	Мы хотим машину с ...
It's fully equipped with ...	Он полностью оборудован ...
driver and passenger airbags	подушки безопасности водителя и пассажира
safety features	функции безопасности
economical	экономный

3.13. c

- Salesman** I see **you're interested in** this model.
- Jolyon** Yes, we're looking for **a car for our son**. He's just passed his test.
- Alice** We **want a car** with good **safety features** that's also **economical**.
- Salesman** Well, you're right, this car would be ideal for your son. It's fully equipped with **driver and passenger airbags** and has **a very good result** in crash tests. And ABS is standard equipment.
- Jolyon** And **side airbags**?
- Salesman** No, I'm afraid not.
- Jolyon** What about **fuel consumption**?
- Salesman** It depends on the **engine**. Do you want a **diesel or petrol engine**? The diesel is **expensive**, but **more economical**.
- Jolyon** I don't think my son will drive long distances so we'll go for the petrol engine.
- Salesman** Then I recommend the 4-cylinder **petrol engine**. It has a **fuel consumption** of approximately **6 liters per 100 kilometers**. And its **top speed** is 170 km/h.
- Alice** This company **has a good** name for quality, doesn't it? I **like** their **cars**.
- Salesman** That's right. You can't go wrong with this one. And a **car brand** image is **very important** when you want to sell your car. The **resale value** is still very high after **3 years**. Now would you like **to sit in a car** and have a closer look **at the interior**?
- Jolyon** What **does the price** include?
- Salesman** A multimedia system comes as standard, and we also offer a free **satellite navigation system**.
- Alice** I'm not sure about **the sports steering wheel** or **the leather seats**.
- Salesman** That's **the sports version**. I'm sure your son will like, will like them, but they **do cost extra**.

Review

3.25. Find words about cars: 11 across and 1 down!

							p	e	t	r	o	l							
			c	o	r	n	e	r	i	n	g								
						b	r	a	k	i	n	g							
							f	e	a	t	u	r	e	s					
					c		o	m	f	o	r	t	a	b	l	e			
				f	o	u	r	-	w	h	e	e	l		d	r	i	v	e
							m	i	n	i	v	a	n						
a	c	c	e	l	e	r	a	t	i	o	n								
					h	a	n	d	l	i	n	g							
						e	c	o	n	o	m	i	c	a	l				
				e	x	p	e	n	s	i	v	e							

Oral test (reading comprehension)

- b. Say if the following statements are true or false.
- 1) The survey says most people think that price is not a very important factor. **F**
 - 2) The monthly payment amount for new cars doesn't grow. **F**
 - 3) New cars have more features than vehicles of the past. **T**
 - 4) Price is more important to buyers than technology or special features. **T**
 - 5) Safety is more important even than maintenance costs or the reputation of the car manufacturer. **T**
 - 6) To find the right car is not easy. **T**

c. Answer the questions:

Suggested answers:

- 1) Do most of drivers have recommended features? **Yes, they do. 87 % of drivers have such features.**
- 2) Do people recommend reverse backup sensors? **Yes, 86 % of people with reverse backup sensors recommend those features to others.**
- 3) Are blind-spot detection and collision warning systems also popular? **Yes, they are also popular.**
- 4) Why do people look for extra car features? **Because of their lifestyle.**
- 5) Why do drivers want Apple CarPlay or Android Auto? **Apple CarPlay is a handy tool that makes it easier to use Google Maps.**
- 6) Does the web site TrueCar help to find the right car? How? **Yes, it does. Car shoppers see what others pay for the car they want, and they see the actual price.**

Unit 4. SHE'S GOT THE LOOK!

4.1. a, b, c

1 roof	7 headlights	13 sill	19 side window	25 tailgate
2 windscreen	8 fog lights / fog lamps	14 tyre	20 antenna	26 rear bumper
3 windscreen wipers	9 front bumper	15 hub cap	21 rear screen	27 brake light
4 washer nozzles	10 turn signal	16 boot	22 spoiler	28 petrol cap
5 bonnet / hood	11 wing / fender	17 side mirror	23 number plate	29 rear door
6 logo	12 wheel arch	18 door handle	24 exhaust pipe	30 front door

- 4.5. 1. You open the **petrol cap** to fill the tank with petrol.
 2. The **bumpers** absorb small impacts in an accident.
 3. Don't forget to switch on the **turn signal** when you are turning.
 4. We have a spare wheel in the **boot**.
 5. The Skoda **logo** looks like an arrow with wings.
 6. Let's open the **bonnet / hood** and have a look at the engine.
 7. **Windscreen wipers** are extremely helpful in the rain.
 8. A flat **tyre** usually means you've had a puncture.

- 4.7. 1 E – number plate
 2 B – brake lights
 3 D – petrol cap
 4 A – side mirror
 5 C – exhaust pipe

4.9. Heated Features

1. Heated windscreen
Very thin vertical lines help to heat it up.
2. Heated washer nozzles
These don't heat up the washing fluid, they are only kept warm.
3. Heated steering wheel
This feature keeps driver's hands warm, which makes driving much more comfortable.
4. Heated side mirrors
The heating elements prevent them from fogging up and also help to melt ice.
5. Heated seats
This is the most common feature in cars. Most cars only have it for front occupants.
6. Engine starter
With this feature, the owner can preprogram a time for the car to start the engine.
7. Block heater
This heats the core of the engine block with the help of an electric element.

- 4.11. 1. Check your battery.
 2. Check your tyres.
 3. Fill your windscreen washer reservoir.
 4. Learn how to handle your vehicle in winter.
 5. Stock your vehicle.

4.12. b.



- 4.14. 1. Always **fill** the car tank with high-quality petrol.
 2. **Make sure** your car is ready for the winter season.
 3. **Visit** your mechanic to **check** your car.
 4. Use remote engine starter to **start** your car in the cold weather.
 5. Learn how to **handle** your car on the icy road.
 6. **Check** the tyre pressure before driving.

- 4.22. A. The charge status of your battery may decrease if you use your vehicle in cold weather. – [Section 4](#)
 B. Press button 2 – the engine will stop. – [Section 2](#)
 C. Before using the sunroof, check the objects attached to the roof bars. – [Section 3](#)
 D. Hold the door handle and pull it towards you. – [Section 1](#)
 E. The length of the vehicle is 4,857 mm. – [Section 6](#)
 F. Use a soft cloth to clean the headlights. – [Section 5](#)

4.26. The correct order: e, b, h, i, f, j, d, g, a, c.

4.28. 1 Check 2 open 3 Remove 4 Check 5 change

4.29. petrol cap	exhaust pipe
parking lights	wheel arch
passenger airbag	front bumper
top speed	windscreen wipers
headlights	door handle
rear seat	number plate

4.30. The correct options are in the bold type.

- | | | |
|------------------|--------------------|-------------------|
| a. body | b. platform | c. wheels |
| a. longer | b. narrower | c. bigger |
| a. grille | b. number plate | c. logo |
| a. mirrors | b. lights | c. indicators |
| a. parking | b. steering | c. braking |
| a. fast | b. aggressive | c. relaxed |

Additional activity.






Don't say yes or no

Make one set of cards for each pair. First, show your class the examples. Then students work on their own translating the questions. ! means there must be an auxiliary verb. Check their questions. Then for each general or special question weaker students should write short answers without yes / no (for general questions). Draw your students' attention to the answers for who-questions. After that all practise asking and answering the questions in pairs or as a whole class taking turns.





Student A	Student B
Example. Question: do you have free time? Answer: I do .	Example. Question: is this a first-aid kit? Answer: it is .
Example. Question: who drives a car in your family? Answer: my mother does .	! В этой машине есть подушка безопасности пассажира? Answer:
! Тебе нравятся занятия по английскому языку? Answer:	! Твоя специальность «эксплуатация автомобилей»? Answer:
! Ты изучаешь материаловедение? Answer:	Какой тип авто имеет две двери? Answer:
! Внедорожник – самый мощный автомобиль? Answer:	! Тебя волнует бренд? Answer:
! У тебя есть машина? Answer:	! Тебя волнует расход топлива? Answer:
! Ты хочешь универсал? Answer:	! Это передний привод? Answer:
! Ты сдал все экзамены? (have you ..) Answer:	Кто хочет купить тебе машину? Answer:



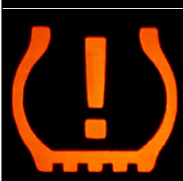
Unit 5. DO YOU UNDERSTAND YOUR CAR?

5.1. a.







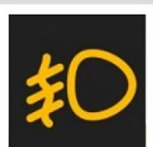
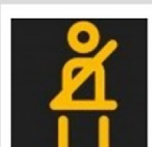


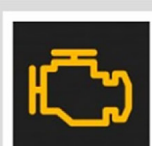
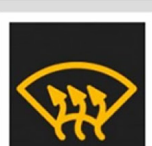
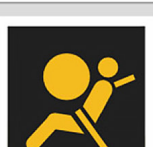
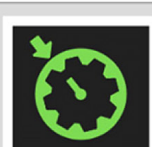
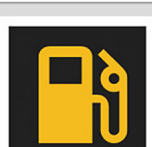


You should		fasten your seat belt
		close the door
		switch off the electronics that you don't need right now
		fuel your car
		stop your car immediately, switch off the ignition, and restart the engine

b.




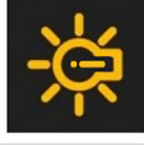

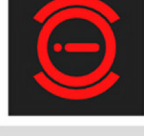
You should		✓ check the braking system
		<ul style="list-style-type: none"> ✓ check that the parking brake isn't still on ✓ get your car checked immediately
		<ul style="list-style-type: none"> ✓ stop your car ✓ switch off your engine ✓ check your coolant level
		<ul style="list-style-type: none"> ✓ stop your car ✓ switch off your engine ✓ check your oil level ✓ not drive if the oil level is correct and this light is still on







You should		✓ check the passenger airbag
		✓ change to a higher gear (to reduce fuel consumption)
		✓ check your tyres and inflate them to the correct pressure

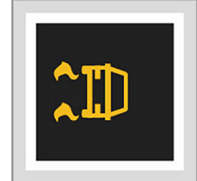
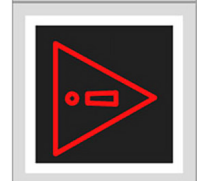
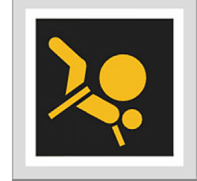
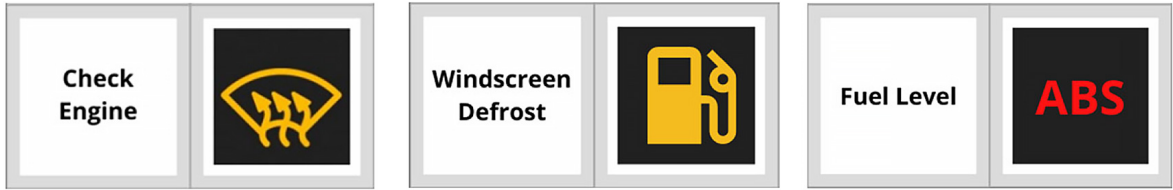
5.3. ✂ - - A set of dominoes for each group.

Electronic Stability Programme		Coolant Temperature		Headlamp Out	
Engine Oil Level		Tyre Pressure Monitoring System		Cruise Control	
Seatbelt Reminder		Door Ajar		Vehicle Charging System	
Warning		Front Fog Lamp Indicator		Check Engine	
Anti-Lock Braking System		Braking System Malfunction		Windscreen Defrost	
Airbag		Windscreen Washer Fluid Level		Fuel Level	ABS





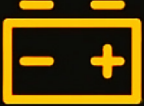
Correct order of the dominoes:

Electronic Stability Programme		Windscreen Washer Fluid Level		Engine Oil Level	
					Vehicle Charging System
					
					Headlamp Out
					
					Coolant Temperature
					

Braking System Malfunction		Cruise Control		Tyre Pressure Monitoring System	
				Door Ajar	
				Seatbelt Reminder	
				Front Fog Lamp Indicator	



5.4.

	a. the lighting system b. the engine c. the oil level		a. the windscreen washer fluid level b. the petrol cap c. the oil level
	a. the headlights b. the heating system c. the air vent system		a. the petrol tank b. the oil level c. the cooling system
	a. the air temperature b. the display c. the battery		

5.6. a.

You should check	✓ the oil level ✓ the electronics that you don't need right now	✓ the coolant level ✓ the battery that the parking brake isn't still on	✓ the cooling system ✓ the tyre pressure
A problem	✓ may happen		
You shouldn't	✓ drive when this indicator is on	✓ drive if this light is still on	
This indicator	✓ can be on	✓ can flash	
You should switch off	✓ your engine	✓ the headlights	✓ the passenger airbag
You may	✓ have a problem with the brake system ✓ have a malfunction	✓ change to a higher gear	
It can	✓ be a problem with the engine	✓ be a problem with the brake system	✓ be dangerous

- 5.14. a. There **are** some major car brands in the automotive market.
 b. **Is** there a problem in the cooling system?
 c. There **is** some useful information about it in the manual.
 d. There **are** some heated features in this car model.
 e. There **isn't** any spare wheel in the boot.
 f. There **aren't** any wheel nuts here.
 g. **Are** there any problems?

- 5.15. a. There's **some** water on the floor.
 b. Have you got **an** owner's manual?
 c. I need **some** help.
 d. There isn't **any** petrol in the tank.
 e. Do you have **a** first aid kit?
 f. There aren't **any** warning flares in the boot.
 g. There is **any** information you want.

5.16. a.

Look at the dashboard – when you start the car, **a lot of** warning lights come on. This is the routine check. But if **any** warning indicators are still on after 5 seconds, then there is **a** problem.

There are **some** kinds of indicators. Their shape may be different with car manufacturers. Red lights mean there is **a** serious malfunction and you should stop your car. If it's critical, the light starts to flash. Yellow indicators mean that there are **some** problems in your car. Green and blue lights confirm activation of a system. Sometimes there is **some** extra information on the car's screen.

5.19. a. A 5 / B 3 / C 1 / D 2 / E 2 / F 4

5.20. b. Speaker 1: f Speaker 2: g Speaker 3: b Speaker 7: d
Speaker 4: a Speaker 5: e Speaker 6: c

c. Read the text once and ask your students to write as much as they remember.

Any driver has to do a few things regularly: checking the oil level, the tyre pressure even if you have the indicators. As for the battery, just check the level of electrolyte. It is very important. The low level may break your battery. You mustn't work on the battery without gloves.

Make sure the level of brake fluid is correct. Don't forget to change your brake fluid regularly.

Unit 6. WHAT'S IT LIKE INSIDE?

6.1. Renault Duster interior

- | | |
|---|--|
| 1. Side air vent | 1. Боковой дефлектор |
| 2. Side demister outlet | 2. Боковое сопло обдува |
| 3. Tachometer | 3. Тахометр |
| 4. Speedometer | 4. Спидометр |
| 5. Odometer | 5. Одометр |
| 6. Driver's airbag | 6. Место расположения подушки безопасности водителя |
| 7. – Steering column stalk for windscreen and rear screen wiper | 7. – Рычаг переключателя стеклоочистителей / стеклоомывателей ветрового и заднего стекол |
| – On-board computer control | – Кнопка смены режимов маршрутного компьютера |
| 8. Ignition switch | 8. Замок зажигания |
| 9. Hazard warning lights switch | 9. Выключатель аварийной сигнализации |
| 10. Centre air vents | 10. Центральные дефлекторы |
| 11. Electric central locking switch | 11. Выключатель центрального замка |
| 12. Central demister outlet | 12. Центральное сопло обдува |
| 13. Radio or navigation system | 13. Место панели и экрана аудиосистемы, системы навигации |
| 14. Location for passenger airbag | 14. Место расположения подушки безопасности пассажира |
| 15. Side demister outlet | 15. Боковое сопло обдува |

- | | |
|--|---|
| <p>16. Side air vent</p> <p>17. Passenger airbag activation / deactivation switch</p> <p>18. Glove compartment (glove box)</p> <p>19. Activation / deactivation control for the parking distance control</p> <p>20. Rear screen and door mirror deicing control</p> <p>21. ECO mode switch</p> <p>22. ESC control</p>
<p>23. Activation / deactivation controls for the Stop and Start function</p> <p>24. 4x2 (2WD), 4x4 (4WD) mode selector or storage compartment</p>
<p>25. Accessories socket / cigarette lighter</p>
<p>26. Handbrake (parking brake)</p> <p>27. Side mirror adjustment control</p> <p>28. Gearstick / automatic transmission selector</p> <p>29. LPG control</p>
<p>30. Heating and ventilation controls</p>
<p>31. Cruise control / speed limiter main control</p> <p>32. Audible warning</p> <p>33. Accelerator</p> <p>34. Brake pedal</p> <p>35. Clutch pedal</p> <p>36. Bonnet release control</p> <p>37. Fuse box</p> <p>38. Operate switch</p> <p>39. Rear-view mirror</p> | <p>16. Боковой дефлектор</p> <p>17. Выключатель подушки безопасности пассажира</p> <p>18. Вещевой ящик</p> <p>19. Кнопка включения / выключения системы контроля дистанции при парковке</p> <p>20. Выключатель обогрева заднего стекла и наружных зеркал заднего вида</p> <p>21. Выключатель экономичного режима ECO</p> <p>22. Выключатель системы стабилизации траектории ESC (курсовой устойчивости)</p> <p>23. Выключатель функции «Стоп-старт» или выключатель обогрева ветрового стекла</p> <p>24. Переключатель режимов 4x2 (2WD), 4x4 (4WD) или отделение для мелких предметов</p> <p>25. Прикуриватель или розетка для электроаксессуаров</p> <p>26. Стояночный тормоз</p> <p>27. Регулятор наружных зеркал заднего вида</p> <p>28. Рычаг переключения передач или селектор автоматической трансмиссии</p> <p>29. Контроллер сжиженного газа (Liquified Petroleum Gas)</p> <p>30. Органы управления системой отопления, вентиляции и кондиционирования</p> <p>31. Общий выключатель системы регулирования и ограничения скорости</p> <p>32. Звуковой сигнал</p> <p>33. Педаль газа</p> <p>34. Педаль тормоза</p> <p>35. Педаль сцепления</p> <p>36. Ручка привода замка капота</p> <p>37. Блок предохранителей</p> <p>38. Переключатель стеклоподъёмника</p> <p>39. Зеркало заднего вида</p> |
|--|---|

NB. You should use these lists of terms to help your students with the identification and translation of the interior terms.

6.2.

A	B
electric central locking switch	выключатель блокировки центрального замка
gearstick	рычаг переключения передач
bonnet release control	ручка привода замка капота
heating and ventilation controls	органы управления климатической установкой
ESC	система курсовой устойчивости
fuse box	блок предохранителей
automatic transmission selector	селектор автоматической трансмиссии

A	B
side mirror adjustment control	кнопка управления наружными электрическими зеркалами
cigarette lighter	прикуриватель
dashboard (instrument panel)	панель инструментов
hazard warning lights switch	выключатель аварийной сигнализации

6.4.

4	door handle	дверная ручка
1	headrest	подголовник
2	sun visor	солнцезащитный козырёк
6	seat belt	ремень безопасности
5	armrest	подлокотник
7	back seat	заднее сиденье (диван)
3	grab handle	ручка салонная

6.6. b.

Instructor All right, so you're sitting in the car. What do you do now?

Learner Well, I start the car. No, wait! I need to check behind me first before I start driving.

Instructor You've forgotten something.

Learner Of course, I fasten my **seat belt** first.

Instructor Even before you fasten your seat belt there are some things you need to do. First of all, are you sitting comfortably?

Learner Not really. The seat is a bit too far from the **pedals**.

Instructor So you need to **adjust** the seat, right? Use the two levers there to adjust the position and the height. You can also adjust the **steering wheel**. So now you're sitting comfortably. What should you check now?

Learner I guess I need to make sure that **the rear-view** mirror is in the right position. And **the side mirror**.

Instructor That's right. What next?

Learner Well, if it's dark, I need to switch on the **headlights**.

Instructor Good. Finally, before you put the key into the **ignition**, what should you do?

Learner Now I **fasten** my seat belt.

6.7.

check	switch on / off	adjust	open / close	fasten
the tyre pressure	central locking	the seat height	the glove compartment	the seat belt
the oil level	the dipped beam	the air vents	the bonnet	
the fuse box	the passenger airbag	the steering wheel	the door	
	the main beam	the rear-view mirror	the petrol cap	
	the air conditioning	the side mirrors	the boot	
	the heater	the headrest		
	the wipers	the seat position		
	the fog lights			
	the turn signal			

6.10.

Do you know...	<ul style="list-style-type: none"> ✓ what ESC (ESP) is for? Sample answer: <i>for safe cornering.</i> ✓ how to switch on the turn signal? Sample answer: <i>use the stalk.</i> ✓ when to use central locking? Sample answer: <i>when you have small children in the car.</i> ✓ how to adjust the mirrors, the seat, the headrest? Sample answer: <i>use the electric switch.</i> ✓ when you have to switch on / off the passenger airbag? Sample answer: <i>when a child is on the front seat sitting in a special child's seat with his face towards the windscreen you must switch off the passenger airbag. If a child is on the front seat sitting in a special child's seat with his back towards the windscreen, you must switch on the passenger airbag.</i> ✓ how to prevent the windows from fogging up? Sample answer: <i>switch on the air conditioning.</i> ✓ what to do first when you have to stop on the road because of a malfunction? Sample answer: <i>switch on the hazard warning lights.</i>
----------------	---

6.11.

A	B
If it's dark,	you switch on the main beam.
If it isn't dark,	you switch on the dipped beam.
If you want to turn left,	you switch on your turn signal.
If it rains,	you switch on the wipers.
If you want to overtake,	you look into the side mirror.
If you want to transport your luggage,	you open the boot.
If you want to sit on the back seat,	you open the rear door.
If something is wrong with the engine,	you open the bonnet.
If winter comes,	you change the tyres.

- 6.15. ✓ If it rains, I'll switch on the wipers.
- ✓ If another car is coming, I'll switch on the dipped beam.
- ✓ If I want to overtake, I'll look into the side mirror.
- ✓ If the engine doesn't start, I'll open the bonnet / restart the engine.
- ✓ If I want to turn right, I'll switch on the turn signal.
- ✓ If there is fog, I'll switch on the fog lights.
- ✓ If I'm alone on the road at night, I'll switch on the main beam.
- ✓ If the tyres wear out, I'll change the tyres.

6.17. a.

A	B
включить противотуманные фары	to switch on the fog lights
жми на газ	step on the gas
включить обогрев	to switch on the heater
регулировать положение руля	to adjust the steering wheel
предотвращать запотевание окон	to prevent the windows from fogging up
включить обогрев заднего стекла и наружных зеркал заднего вида	to switch on rear screen and side mirror deicing control
включить вентиляцию (дефлекторы)	to switch on the air vents

- 6.19. Tips: In all the suggested cases you should check the fuse box, and then if the fuses are all right, open the bonnet to find a fuse box under the bonnet (see the photo with an arrow) and check it.

6.20. a.

Length	4893 mm
Width	965 mm
Height	1398 mm
Height of the boot	693 mm
Wheel base	2775 mm
Front overhang	915 mm

c. Cards



Student A

Length	4932 mm
Width	1902 mm
Height	1542 mm
Front overhang	925 mm
Rear overhang	1091 mm

Student B

Width of the front track	1645 mm
Width of the rear track	1611 mm
Width with mirrors	2110 mm
Height of the boot	674 mm
Wheel base	2912 mm

Student A

Length	4932 mm
Width	1902 mm
Height	1542 mm
Front overhang	925 mm
Rear overhang	1091 mm

Student B

Width of the front track	1645 mm
Width of the rear track	1611 mm
Width with mirrors	2110 mm
Height of the boot	674 mm
Wheel base	2912 mm

6.22.

A

Нужно включить
 Нужно отключить
 Не нужно использовать
 Нельзя включать
 Можно включить
 Следует проверить
 Не следует делать это
 Можешь открыть

B

You have to switch on
 You have to switch off
 You don't have to use
 You mustn't switch on
 You may switch on
 You should check
 You shouldn't do it
 You can open

6.23.

ignition switch	central demister outlet	side air vent
cigarette lighter	gearstick	hazard warning lights switch
glove compartment (glove box)	handbrake (parking brake)	ESC control
side demister outlet	side mirror adjustment control	operate switch
(steering column) stalk	tachometer	4x2 (2WD), 4x4 (4WD) mode selector

Additional activity. Have your students work in pairs and practise using interior terms. Student A thinks of a term, and Student B asks the question 'What is it for?'. Student A says: 'it is for switching on ...', and tries to guess the term. Then they swap the roles. You may set the limit to the number of terms.

6.25.

on-board computer control activation / deactivation control for the parking distance control activation / deactivation controls for the Stop and Start function side mirror adjustment control LPG control heating and ventilation controls cruise control / speed limiter main control bonnet release control rear screen and door mirror deicing control ESC control	ignition switch hazard warning lights switch electric central locking switch ECO mode switch passenger airbag activation / deactivation switch operate switch
	side air vent centre air vents
	side demister outlet central demister outlet

Unit 7. AVTOVAZ: PEOPLE AND CARS

7.2. In 1966 the new AVTOVAZ car factory was **built** on the left bank of Volga River opposite the town of Zhiguli. This site is now the world's **third largest** motor **manufacturing** complex with **99** miles of assembly lines and a shop floor area of **22 million** square feet. The factory was built in less than four years by over **45,000** workers at an estimated cost equivalent to **820** million British

pounds. The site **included** its own hotels, **test track** and **Research and Development Department**. The old town, close to the site of the factory, was **renamed** Togliatti in honour of the chairman of the **Italian** Communist Party. He **played** a key role in negotiations which **led** to the agreement. A new city **was built** there to house the **650** thousand people who would be working in, and around, and because of the plant.

7.4.

Foundry	cast iron, aluminum castings
Stamping	body parts
Engine and gearbox plants	five LADA engines
Plastic production	injection, thermal molding, blow-molding, painting, assembling
Body shop	automation and manual welding
Paint shop	a wide range of colours at automated lines
Engineering center of AVTOVAZ	product planning, vehicle engineering, engine design, design, etc.
LADA Design Center	a new DNA
High-speed track	road tests
LADA Izhevsk	500 LADA Vesta Family cars every day

7.5. b.

1 welding	2 finished cars	3 testing finished cars
4 installing the engine	5 painting a body	6 attaching the exhaust system

7.6. d.

Volga Automotive Plant was founded on the 20th of July, 1966 in cooperation with Fiat, with Viktor Polyakov (later Minister of the Automobile Industry) as director, and Vladimir Solovyov as chief designer, and **intended** to produce popular economy cars. It **was** a collaboration between Italy and the Soviet Union. A new town, Togliatti, named after the Italian Communist Party leader Palmiro Togliatti, was built around the factory. The plant **contained** many of the automation systems from Fiat, so the Togliatti factory **acted** as a trial before Fiat **implemented** them in its plants in Italy.

Zhiguli **became** a “people’s car” like the Citroën 2CV or the VW Type 1 with the production over 220,000 cars a year. Car production actually **began** before the plant was finished in 1970. Zhiguli **had** more than 800 improvements, including its own engine. So, it **became** a brand new car.

The VAZ trademark, at first, *was* a silver Volga boat on a red pentagonal background, with “Togliatti” written in Cyrillic (Тольятти). The first badges, manufactured in Turin, mistakenly **had** the Cyrillic “R” instead of “Я” (Тольятти), making them collector’s items.

The company also **produced** components for cars, for example, its own tyres and glass from raw materials.

In December 2019, AVTOVAZ **acquired** General Motors’ stake in their GM-AvtoVAZ joint venture. As part of the deal, AVTOVAZ **used** the Chevrolet brand for the Niva models until August 2020, before replacing it with LADA.

In January 2021 LADA and sister Dacia brands **became** a new business unit of the Renault company.

LADA is a piece of Russia, built to defy the most extreme climate and road conditions, always rough and tough, always ready. Every Russian family has a story with LADA, starting with the iconic VAZ-2101 and Niva, the first in the automotive history monocoque SUV, the essence of the toughest and the most popular vehicles ever.

AVTOVAZ is actively implementing its new ambitious Product Plan. In 2022 LADA 4x4 **celebrated** 45 years of serial production. It **obtained** back its original name and now is called LADA Niva Legend. In early 2021 LADA **started** sales of the newly presented Niva Travel. Niva in two sizes, compact and medium, based on the same CMF-B platform. Niva is a cult product, and not only in Russia.


In May 2022 the Renault company **left** Russia, and Maksim Sokolov, the ex-Minister of Transport, **became** the president of AVTOVAZ. So, the new era in the history of the plant **began**.

7.8. Half-Century of LADA’s Sports Victories

On March 13, 1971 the first CEO of the Volga Auto Manufacturing Plant Viktor Polyakov **signed** the order to establish the design-engineering department of extreme tests of LADA cars.

That same year 1971 the Soviet pilots driving behind the wheel of the VAZ-2101 **celebrated** their first success becoming the gold cup holders in the rally “Tour d’Europe”. Rich history of the LADA Sport team is associated with prize finishes at many world, Soviet, and later on, Russian championships.

The year 2020 **became** one of the most successful for the LADA Sport ROSNEFT team. The team’s pilots **won** the champions in all categories of the circuit races, rally and karting they **participated** in.

7.11.  -- An empty table for a team to fill in with infinitives for another team.

be	set	begin	break	can	catch
see	go	learn	buy	bring	come
become	do	read	choose	build	do

eat	find	forget			
cut	drink	give			
fall	drive	have			

7.13. b.

AVTOVAZ			
produces thousands of Renault Logan cars	<i>every year</i>	first produced Zhiguli cars	<i>in 1970</i>
manufactures thousands of Niva cars	<i>every year</i>	first manufactured Niva	<i>in 1977</i>
makes car bodies	–	made Renault cars	<i>some time ago</i>
sells a lot of cars to dealers	<i>every month</i>	sold new Largus cars	<i>in March 2021</i>
employs new engineers	<i>every year</i>	employed TSU graduates	<i>last year</i>
designs new models	–	designed electric cars	<i>long ago</i>
uses raw materials for production	–	used the Chevrolet brand	<i>until August 2020</i>

7.17. 

Complete your questions
and answer student B's questions

Student A's card:

1. Steve Mattin studied at Coventry University.
- 1.1. When?**
- 2.2. His major was Automotive Design.
- 3.1. First job?**
- 3.4. After university.
4. He spent many years designing cars for Mercedes-Benz.
- 4.1. How many years?**
- 5.2. Steve moved to Sweden in 2005.
- 5.3. His role?**
- 6.2. He came to Russia in 2011.
- 7.1. Why?**
- 7.4. Steve Mattin came to help turn around the Russian car industry.

Complete your questions
and answer student A's questions

Student B's card:

- 1.2. Steve Mattin studied at university in the mid-80s.
- 2.1. His major?**
- 3.2. He moved on to Mercedes-Benz.
- 3.3. When?**
- 4.2. He spent nearly 18 years designing cars for Mercedes-Benz.
5. Then Steve moved to Sweden.
- 5.1. When?**
- 5.4. His role was Volvo's design director.
6. Then he came to Russia.
- 6.1. When?**
- 7.2. He came to work for AVTOVAZ and the LADA brand.
- 7.3. His mission?**

7.21. b.

From Concepts To Production

2012	2014	2015	2016	2017	2018
XRAY concept	Vesta concept	Vesta	XRAY Sport concept	Vesta SW Cross	4x4 Vision
		Vesta Cross concept	XCODE concept	Vesta SW	Vesta Sport
					Granta
					XRAY Cross



7.23.

AVTOVAZ			
began the production of LADA Largus	in 2012	has produced LADA Largus cars	since 2012
manufactured VAZ 2107	during 30 years	has manufactured 44 models	for 50 years
first manufactured Priora	in 2007	has <i>already</i> finished the production of Priora.	–
designed the XCode concept	in 2016	has <i>recently</i> designed Niva Vision	–

- 7.24. ✓ We use the Past Simple form to talk about things **in the past**.
 ✓ We use the **Past Simple** to talk about something that started and finished in the past.
 ✓ We use the **Present Perfect** to talk about something that started in the past and continues in the present.
 ✓ How do we make sentences with **for** or **since** in the Present Perfect tense?
 We use **for** with a period of time (how long).
 We use **since** with a point in time (when something started).
 ✓ We use the time phrases like **in 2020, last year, a year ago, during 4 years** for the **Past Simple**.
 ✓ We use the time phrases like **since 2020, for 4 years, already, recently** for the **Present Perfect**.
- 7.25. a. Since 1966 AVTOVAZ **has designed** almost all types of car: sedans, wagons, hatchbacks, an SUV, a pickup, and even a convertible! Since 1966 AVTOVAZ **has produced** dozens of car models. Let's see how the product line **has changed**.
 b.
 a. The plant **produced** VAZ 2101 from 1970 to 1983.
 b. AVTOVAZ **started** the production of Niva in 1977.
 c. The production of Kalina **began** in 2004.

- d. The production of Priora **finished** in 2018.
- e. The plant first **manufactured** Granta in 2011
- f. LADA Vesta **has been** on the market since 2015.
- g. AVTOVAZ **has sold** a lot of LADA XRAYs since 2015.
- h. The work on the future generation of the iconic Niva **has already started**.
- i. Things **have changed** since then.
- j. AVTOVAZ designers **worked** on the X concept during 4 years.

Additional activity.

For more exercises on the Past Simple and Present Perfect tenses, follow the link [here](#). You can also suggest your students practising irregular verbs at http://www.macmillandictionary.com/verb_wheel/

7.30.

1 salutation	2 introduction	3 main topic	4 closing	5 signature
--------------	----------------	--------------	-----------	-------------

7.31.

To:	alex.morozov@yaz.ru
From:	pierre.legrand@spg.fr
Subject:	Order no. 1354F
<p>Dear Mr Morozov, I'm <i>writing</i> to you because of a problem with the delivery which we received from you last week. The order was for 1000 activation / deactivation controls for the Start and Stop function. <i>Unfortunately</i> 150 of the boxes that arrived were empty. Can you send us the missing items as soon as <i>possible</i>? We would also <i>appreciate</i> it if you could look into the problem to make sure this does not happen again. I'm <i>sending</i> you a scan of the delivery note as an <i>attachment</i>. I look <i>forward</i> to hearing from you soon.</p> <p>Best regards, Pierre Legrand</p>	

Unit 8. THE WORLD OF MECHANICS

Introduction

- | | | |
|-----------------|--------------------|-------------------|
| 1 crank and rod | 2 cam and follower | 3 gear |
| 4 lever | 5 pulley and belt | 6 rack and pinion |

- 8.3. ✓ pulley (simple machine), inclined plane (simple mechanism)
 ✓ bike, elevator, wheelchair ramp
- 8.5. ✓ Mechanics is a branch of physical science, which considers **the effect of forces upon the motion or upon the conditions of material bodies**.
 ✓ **In the graphic method** the quantities which are represented by corresponding lines or areas; the relations between them are represented by the relations of the parts of the diagram.
 ✓ **Kinetics** is the part of dynamics to treat the motion of material bodies, which are changed by the application of forces.



- 8.12.** a. The position, velocity, acceleration and shaking forces are generated by the slider-crank mechanism.
 b. Slider-crank mechanism is used to study machine kinematics and resulting dynamic forces.
 c. Slider-crank mechanism shows both linear and rotational motion.
 d. The position, velocity, acceleration and shaking forces are determined analytically.

- 8.14.** a. Crank is a link, which performs complete **rotational motion** about some centre.
 b. The link that performs rotational motion is called a **mobile link**.
 c. Connecting rod is a link that performs **translational movement**.
 d. **Slider** is a link that performs only translational movement.

8.16. **Spur gears** have teeth parallel to the axis of rotation and are used to transmit motion from one shaft to another, parallel, shaft. It is the simplest type.

Helical gears have teeth inclined to the axis of rotation. They are used to transmit motion between parallel or nonparallel shafts. Sometimes these gears are used to transmit motion between nonparallel shafts.

Bevel gears have teeth formed on conical surfaces and are used mostly for transmitting motion between intersecting shafts.

Spiral bevel gears are cut so the tooth is no longer straight but forms a circular arc.

Hypoid gears are quite similar to spiral bevel gears except that the shafts are offset and non-intersecting.

The fourth basic gear type is the **worm gear**. As shown, the worm is like a screw. The direction of rotation depends on the direction of rotation of the worm and on whether the worm teeth are cut right-hand or left-hand⁶.

8.17.

A	B
Helical gears	are used to transmit motion between parallel or nonparallel shafts.
Spur gears	are used to transmit rotational motion between parallel shafts.
Worm gears	are used to transmit rotational motion between nonparallel and nonintersecting shafts.
Bevel gears	are used to transmit rotational motion between intersecting shafts.

8.18. 

Category 1

Category 2

Category 3

Bevel gears	are used to transmit	rotational motion between intersecting shafts.
Worm gears	are used to transmit	rotational motion between nonparallel and nonintersecting shafts.
Spur gears	are used to transmit	rotational motion between parallel shafts.
Helical gears	are used to transmit	motion between parallel or nonparallel shafts.
Hypoid gears	are used to transmit	motion between offset and non-intersecting shafts.

⁶ Горбенко М. В., Кривцова Н. Б. Английский язык. Теория механизмов и машин : учеб.-метод. пособие. Томск : Изд-во ТПУ, 2006. С. 36.

- 8.21. See the photo with the example of doing Problem 1.
 N_2 – the number of teeth on the gear.
 O_1O_2 – the theoretical centre-to-centre distance.

Given: $N_1=17$; $n_1=1120$; $n_2=544$;
 $P=8$

To find: $N_2=?$ $O_1O_2=?$

Solution: $\frac{N_1}{N_2} = \frac{n_2}{n_1}$;

$N_2 = \frac{N_1 \cdot n_1}{n_2} = \frac{17 \cdot 1120}{544} = 35$

$m = \frac{25.4}{P} = \frac{25.4}{8} = 3.175$

$D_1 = m \cdot N_1 = 3.175 \cdot 17 = 53.975$

$D_2 = m \cdot N_2 = 3.175 \cdot 35 = 111.125$

$O_1O_2 = \frac{D_1 + D_2}{2} = \frac{53.975 + 111.125}{2} =$

$= 82.55$

- 8.23. a.

El Condor Pasa (If I Could)

Music by Daniel Alomía Robles, English lyrics by Paul Simon & Art Garfunkel

Performed by Paul Simon & Art Garfunkel

I'd rather be a sparrow than a **snail**,
 yes I would, if I could, I surely would.

Away, I'd rather sail away
 like a swan that's here and **gone**.
 A man gets tied up to the **ground**,
 he gives the world its saddest **sound**,
 its saddest **sound**.

I'd rather be a hammer than a **nail**,
 yes I would, if I only could, I surely would.

Away, I'd rather sail away
 like a swan that's here and **gone**.
 A man gets tied up to the **ground**,

he gives the world its saddest **sound**,
 its saddest **sound**.

I'd rather be a forest than a **street**,
 yes I would, if I could, I surely would.

Away, I'd rather sail away
 like a swan that's here and **gone**.
 A man gets tied up to the **ground**,
 he gives the world its saddest **sound**,
 its saddest **sound**.

I'd rather **feel** the earth beneath my feet,
 yes I would, if I only could, I surely would.

Additional activity for practising if-clauses after 8.24.

Cards for Student A and Student B. Both work independently and think of 3 real conditions in the future and 3 unreal conditions in the present. Then students work in pairs, exchange the cards and answer orally the questions 'What will you do if ...' and 'What would you do if you ...'



What will you do	
If	?
If	?
If	?



What would you do	
If	?
If	?
If	?

You will find tapescripts for all recordings in [Resources for the Textbook](#).

Supplement

Алгоритм выполнения типовых упражнений и заданий

Тренировочные упражнения и задания:

- ✓ Прочитайте внимательно формулировку задания и изучите образец выполнения – **Example**.
- ✓ Обсудите ответы с преподавателем или сокурсником. В случае ошибки обратитесь к правилу в пункте Grammar Point.
- ✓ Прослушайте аудиозапись, заполните пропуски. Ответьте на вопросы и выполните задания. Прослушайте аудиозапись повторно по частям в случае необходимости.
- ✓ Выполните письменный перевод с использованием речевых образцов по теме урока из ресурса Quizlet.com.

Условно-речевые упражнения и коммуникативные задания:

- ✓ Изучите ситуацию, вспомните и повторите нужные речевые образцы (например, из карточек на ресурсе Quizlet.com по теме урока). Используйте новые речевые образцы, предложенные в задании.
- ✓ В случае с ролевой игрой изучите предложенные роли, обсудите ход беседы в парах, при необходимости запишите свои реплики и отрепетируйте их.

Тренировочные фильмы (Training videos):

- ✓ Изучите указания и смотрите фильм в удобном для вас темпе, повторяйте весь речевой материал вслух, даже если вы работаете без партнёра. Повторите работу с видеофильмом ещё несколько раз, если вы часто останавливаете видеозапись.
- ✓ Сделайте письменное и / или устное задание после работы с учебным фильмом: составление предложений, интервью.

Проекты (Projects):

- ✓ Изучите указания в задании, особенно указания на использование конкретных упражнений, клише, шаблонов и др.
- ✓ Покажите черновой вариант вашего проекта преподавателю для исправления ошибок, обсудите возникшие вопросы.

Irregular Verbs

Infinitive	Past Simple	Past Participle	Перевод
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	быть
bear [beə]	bore [bɔ:]	born [bɔ:n]	носить

Infinitive	Past Simple	Past Participle	Перевод
beat [bi:t]	beat [bi:t]	beaten [ˈbi:tn]	бить
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]	становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	начинать
break [breik]	broke [brɒk]	broken [ˈbrɒkən]	ломать
blow [blɒ]	blew [blu:]	blown [blɒn]	дуть
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	приносить
broadcast [ˈbrɔ:dka:st]	broadcast [ˈbrɔ:dka:st]	broadcast [ˈbrɔ:dka:st]	вещать
build [bild]	built [bilt]	built [bilt]	строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	гореть
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	прорвать(ся); лопнуть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	ловить, хватать
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	выбирать
come [kʌm]	came [keim]	come [kʌm]	приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	стоить
cut [kʌt]	cut [kʌt]	cut [kʌt]	резать
do [du:]	did [did]	done [dʌn]	делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	рисовать; тащить
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	пить
drive [draɪv]	drove [drouv]	driven [ˈdrɪvn]	водить
eat [i:t]	ate [et]	eaten [ˈi:tn]	есть
fall [fɔ:l]	fell [fel]	fallen [ˈfɔ:lən]	падать
feed [fi:d]	fed [fed]	fed [fed]	кормить
feel [fi:l]	felt [felt]	felt [felt]	чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	бороться
find [faɪnd]	found [faʊnd]	found [faʊnd]	находить
fit [fit]	fit [fit]	fit [fit]	подходить по размеру
fly [flai]	flew [flu:]	flown [flɒn]	летать
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	забывать
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]	прощать
freeze [fri:z]	froze [frouz]	frozen [ˈfrouzn]	замерзать
get [get]	got [gɒt]	got [gɒt]	получать
give [gɪv]	gave [geɪv]	given [gɪvn]	давать
go [gɒ]	went [went]	gone [gɒn]	идти
grow [grou]	grew [gru:]	grown [groun]	расти; выращивать
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	висеть, развешивать
have [hæv]	had [hæd]	had [hæd]	иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	слышать
hide [haɪd]	hid [hid]	hidden [ˈhɪdn]	прятать

Infinitive	Past Simple	Past Participle	Перевод
hit [hit]	hit [hit]	hit [hit]	ударить что-л., кого-л.; попадать в цель
hold [hould]	held [held]	held [held]	держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	ушибить; обидеть
keep [ki:p]	kept [kept]	kept [kept]	хранить что-либо; содержать (семью)
know [nou]	knew [nju:]	known [noun]	знать
lay [lei]	laid [leid]	laid [leid]	класть
lead [li:d]	led [led]	led [led]	вести, лидировать, возглавлять
leave [li:v]	left [left]	left [left]	оставлять; покинуть (дом)
lend [lend]	lent [lent]	lent [lent]	одолжить деньги (кому-л.)
let [let]	let [let]	let [let]	позволять
lie [lai]	lay [lei]	lain [lein]	лежать
light [lait]	lit [lit]	lit [lit]	освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	терять
make [meik]	made [meid]	made [meid]	производить
mean [mi:n]	meant [ment]	meant [ment]	значить
meet [mi:t]	met [met]	met [met]	встречать; соответствовать (стандарту, требованиям)
pay [pei]	paid [peid]	paid [peid]	платить
prove [pru:v]	proved [pru:vd]	proven [pru:vn]	доказывать
put [put]	put [put]	put [put]	положить
read [ri:d]	read [red]	read [red]	читать
ride [raid]	rode [roud]	ridden [ˈridn]	ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	звенеть
rise [raiz]	rose [rouz]	risen [ˈrizn]	подниматься
run [rʌn]	ran [ræn]	run [rʌn]	бежать
say [sei]	said [sed]	said [sed]	говорить
see [si:]	saw [sɔ:]	seen [si:n]	видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	искать
sell [sel]	sold [sould]	sold [sould]	продавать
send [send]	sent [sent]	sent [sent]	посылать
set [set]	set [set]	set [set]	ставить
shake [ʃeik]	shook [ʃuk]	shaken [ˈʃeik(ə)n]	встряхивать; пожать (руки)
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]	показывать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	закрывать
sit [sit]	sat [sæt]	sat [sæt]	сидеть
sleep [sli:p]	slept [slept]	slept [slept]	спать
slide [slaid]	slid [slid]	slid [slid]	скользить

Infinitive	Past Simple	Past Participle	Перевод
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	говорить
spend [spend]	spent [spent]	spent [spent]	тратить; проводить (время)
stand [stænd]	stood [stu:d]	stood [stu:d]	стоять
steal [sti:l]	stole [stou]	stolen ['stəulən]	красть
take [teik]	took [tuk]	taken ['teik(ə)n]	брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	учить кого-л., преподавать
tear [teə]	tore [tɔ:]	torn [tɔ:n]	рвать
tell [tel]	told [tould]	told [tould]	рассказывать
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]	думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	бросать
understand [ʌndə'stænd]	understood [ʌndə'stud]	understood [ʌndə'stud]	понимать
wake [weik]	woke [wouk]	woken ['wouk(e)n]	будить кого-л.; просыпаться
wear [weə]	wore [wɔ:]	worn [wɔ:n]	носить
win [win]	won [wɒn]	won [wɒn]	выигрывать
wind [waɪnd]	wound [waʊnd]	wound [waʊnd]	заводить (часы); намотать
write [raɪt]	wrote [rout]	written ['rɪtn]	писать

Extra Testing Materials

Reading Comprehension

Read more about types of car. Complete the text using these words and phrases. Do not use a dictionary.

tailgate

the longest bodies

transporting a lot of luggage

an open air

remove automatically

two-door

a large open area

separate

big tyres

off-road driving

features

fully covered

powerful engines

good fuel efficiency

space for passengers

ground clearance

a hatchback

shorter

tailgate

expensive

Can you tell the difference between these types of car?

Do you know the difference between a sedan, a coupe, a hatchback, an SUV and a wagon? Most popular car types based on different body styles.

Convertible

Convertibles have also an alternative name – a cabriolet. They can be converted to vehicle from an enclosed car, varying in degree and means by model. You can these roofs into the boot of the car.

Coupe

A coupe is a closed ... car style with a permanently attached fixed roof, that is ... than a sedan of the same model. These cars have 2 long doors with 2 or 4 seats. They look longer and have a compact rear area. Coupes are mainly 2-door variants of a sedan fitted with ... to use them as sports cars.

Crossover (CUV)

Crossover utility vehicles (CUV) combine ... of hatchbacks, wagons, and sports utility vehicles. On the one hand, crossovers have features like high point seating, high ... , four-wheel drive (optional), tall interior inherited from SUVs. Other features are great handling, ... , two-box designs inherited from hatchbacks.

Hatchback

A hatchback is a car body configuration with a ... that is lifted upward to provide access to the cargo area. They may have a fold-down second row of seats.

Limousine

Limousines or limos are very ... sedans with They are fully covered from outside with highly luxurious compartments inside. Still, the compartment for the driver remains

Sedan

Sedans are very common and popular among different types of cars. These are commonly four-door cars with 4+ seats which are ... with a fixed roof tops with full height up to the rear windows.

SUV

They are large types of cars. Their chassis is like the one in a small truck. SUV are especially designed for ... , commonly fitted with four doors and a These cars have high ground clearance, comparatively ... , extreme power with high load carrying ability and a lot of

Wagon

Wagon is also known as a station wagon (SW). It is a variant of a sedan and is very similar to This car has ... behind the back seat instead of a boot and has a door at the back for loading and unloading things. This type is ideal for

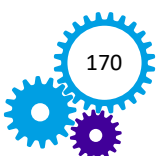
This car has a large open area behind the back seat instead of a trunk and that has a door at the back for loading and unloading things.

The order of correct answers:

- | | |
|----------------------------------|-------------------------|
| tailgate 9 | features 6 |
| the longest bodies 11 | fully covered 13 |
| transporting a lot of luggage 20 | powerful engines 5 |
| an open air 1 | good fuel efficiency 8 |
| remove automatically 2 | space for passengers 17 |
| two-door 3 | ground clearance 7 |
| a large open area 19 | a hatchback 18 |
| separate 12 | shorter 4 |
| big tyres 16 | tailgate 15 |
| off-road driving 14 | expensive 10 |

Suggested assessment of the reading comprehension test	1 point for each correct answer*
From 0 to 20 points	

* See the Introduction and Unit 1 for explanations.



Speaking

Choose a photo with a car. You are at an automotive show. You have to present your new model to possible investors. First, say what company you represent. Then focus on the features:

- ✓ The look (the exterior)
- ✓ Car features
- ✓ The price
- ✓ The colour
- ✓ The size

Say to your investors why people will buy your car. Your talk should have at least 10 sentences.

Suggested assessment of the speaking test:	10 points max.
Content and number of sentences	0-1-2 points*
Structure and cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

* See the Introduction and Unit 1 for explanations.

Vocabulary Check for Units 1–4

To arrange the Vocabulary Check as a board game use the link for more [Resources for the Textbook](#). There you will find a playing field. You will also need a dice for each pair of players. It is more comfortable if you make a separate playing field for 2–3 players.



3-point spaces

1. Translate into English: Мой профиль – проектирование и эксплуатация автомобилей.	2. Are you a student at the Military Institute?	3. Translate into English: Моя специальность – автомобили и тракторы.	4. Are you a student at the Military Department?
5. Translate into English: У меня три или четыре пары каждый день.	6. How do you get to university?	7. Translate into English: Когда начинаются пары?	8. Do you like studying at TSU?
9. Translate into English: Я обожаю заниматься с машинами в гараже.	10. What are your favourite subjects?	11. Translate into English: В субботу у нас САПР.	12. Do you think you do well in your studies?
13. Translate into English: кабриолет, минивэн, внедорожник, лифтбэк, универсал	14. Do you care about the brand?	15. Do you care about fuel consumption?	16. Translate into English: Расход топлива важен.
17. Translate into English: Мой друг часто занимается бегом.	18. Why do students of Mechanical Engineering drop out?	19. Translate into English: У меня нет много свободного времени.	20. Why do students of Mechanical Engineering fail exams?

21. Translate into English: Ты хочешь удобный или безопасный автомобиль?	22. What does the car mean to you?	23. What types of car are good for transporting things?	24. What types of car are good for large families?
25. Translate into English: Тут много места для пассажиров.	26. Who drives a car in your family?	27. Translate into English: Безопасность важна для меня.	28. Complete and translate into English: Мне нравится
29. Do you want to take driving lessons?	30. How many passenger seats are there in a sedan?	31. Are there rear seats in a coupe?	32. Translate into English: Характеристики интерьера важны.
33. Translate into English: Стоимость при перепродаже мне не важна.	34. Translate into English: Почему ты хочешь купить автомобиль?	35. Translate into English: У внедорожника высокий дорожный просвет.	36. Translate into English: подушки безопасности водителя и пассажира
37. Translate into English: Дизельный двигатель экономнее бензинового двигателя.	38. Translate into English: манёвренность, самый мощный, самый длинный, самый дорогой	39. Translate into English: Управляемость машины для меня важнее мощности двигателя.	40. Translate into English: Когда покупаешь машину, ходовые характеристики – самый важный фактор.
Translate into English: Мощность двигателя – 122 л.с.	Translate into English: Это самая красивая машина.	Are you interested in the type of transmission?	Are you going home after this class?
Are you interested in top speed?	Translate into English: Большие колёса лучше, чем маленькие?	Translate into English: Этот лифтбэк мощнее, чем тот седан.	Translate into English: Моя машина разгоняется быстро.
Translate into English: капот, фары, сигнал поворота, багажник	Translate into English: поменять колёса, домкрат, скребок ото льда, аптечка, лопата	Translate into English: крыша, спортивный руль, противотуманные фары	Translate into English: опции с подогревом, зеркала с подогревом, сиденья с подогревом
Translate into English: задняя дверь, боковые зеркала, колёсная арка	Translate into English: порог, форсунки стеклоомывателя, дворники	Translate into English: ослабь гайки, затяни гайки	Translate into English: Убедись, что у тебя есть подзарядник.



Questions for 10 points spaces, including spare cards for changing

Say what you prefer doing in your free time.	What do you care about when you are buying a car?	What type of car has the highest clearance?	What type of car is the most expensive?
What subjects are you studying this semester?	What car features are important for you?	What car has the most powerful engine?	Translate into English: Убедись, что у тебя есть скребок ото льда.
What is your major?	What type of drive do you prefer?	Say what car you want.	Is a sedan good for off-road driving?
Speak about your day at university (2–3 sentences)	What type of car do you prefer?	What car has the lowest fuel consumption?	Translate into English: Мне интересны цена, расход топлива, сколько сидений и насколько большой багажник.
What type of car do you recommend?	What is a car of your dream?	Speak about your hobbies and free time activities.	Why did you choose to be an engineer (officer)?

Suggested assessment of the vocabulary check	5 points max.
From 0 to 3 points (3-point spaces)	0-1-2-3 points depending on the degree of accuracy
From 0 to 10 points (10-point spaces)	from 0 to 10 points depending on the degree of accuracy

Speaking

A real engineering talk at an automotive show. You have to present your new model to possible investors. Focus on the features:

- ✓ the look,
- ✓ technical features,
- ✓ the price.

Why should people buy your car? Your talk should have at least 8 sentences.

Suggested assessment of the speaking test:	10 points max.
Content and number of sentences	0-1-2 points*
Structure and cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Pronunciation, intonation, fluency	0-1-2 points

* See the Introduction and Unit 1 for explanations.

Listening Test

- a. A potential customer is visiting the stand of a major car manufacturer at an international car show. Listen to the dialogue in Recording for Listening Test and put these key features in the order in which they are mentioned.

a	low fuel consumption
b	design
c	top speed
d	six-speed automatic gearbox as standard
e	optional extras included in the price
f	acceleration from 0-100 in 7 seconds
g	increased power of the engine

- b. Now listen again and note down what these numbers refer to.

1	3.2	
2	230	
3	165	
4	W12 and V6	
5	10	
6	13	
7	24,000	
8	16	

Answers:

- a. 1 b, 2 g, 3 d, 4 c, 5 f, 6 a, 7e.
- b. The numbers refer to:
 - 1) engine size in liters
 - 2) engine power in brake horse power
 - 3) top speed in miles per hour
 - 4) the new engines available later in the year
 - 5) fuel consumption around town in miles per gallon
 - 6) fuel consumption for everyday driving
 - 7) price in pounds
 - 8) wheel size in inches

Suggested assessment of the listening part	15 points max.
From 0 to 15 points	1 point for each correct answer

- c. Put away all your notes and listen to the conversation again. Then write what car model this potential customer is interested in and what she gets from the representative of the car manufacturer.

Suggested assessment of the written part:	10 points max.
Content	0-1-2 points*
Structure, cohesion	0-1-2 points
Vocabulary	0-1-2 points
Grammar	0-1-2 points
Spelling	0-1-2 points

* See the Introduction and Unit 1 for explanations.



You will find the tapescript for this recording in Resources for the Textbook.

Vocabulary Check for Units 5–8



3-point spaces

1. fasten your	2. to check the ... pressure	3. How much petrol or diesel the car uses:	4. You use a ... to raise your car.
5. You put your foot on this pedal when you change gears.	6. Translate into English: затянуть болты	7. Translate into English: Что означает этот индикатор?	8. to replace a bulb in a
9. This is found on the dashboard and shows how hot the engine is: ... gauge	10. Translate into English: Завод впервые выпустил «Весту» в 2015 году.	11. The instruments and other buttons are located here.	12. What is КШМ in English?
13. Translate into English: включить дальний свет	14. Which instrument shows you how often the engine is turning over?	15. This is inflated to protect you in a car accident.	16. Which instrument warns you if the engine lubrication system gets too hot?

17. What does this indicator mean? 	18. Which instrument shows that you are indicating to turn left or right?	19. This pedal makes a car go faster.	20. rear ... (name at least 2 exterior features)
21. Translate into English: Жми на газ.	22. You use this to change gear.	23. Translate into English: Как долго ты работаешь на АВТОВАЗе?	24. You operate this when you park your car to stop it from moving.
25. Translate into English: Тебе нужно проверить, что ручной тормоз не включён.	26. Translate into English: Производство автомобилей фактически началось в 1969 году.	27. Translate into English: Если будет темно, то я включу фары.	28. FWD stands for ...
29. This keeps the brake lubricated: brake ...	30. ABS stands for ...	31. Translate into English: Мне нужно знать экономию топлива.	32. What does this sign mean? 
33. Translate into English: Как ты думаешь, ты должен знать обслуживание автомобиля?	34. Translate into English: Нельзя ехать, когда горит этот индикатор.	35. Translate into English: Есть серьёзная неисправность.	36. Translate into English: Если с двигателем что-то не так, то он не заведётся.
37. Translate into English: Он работает на АВТОВАЗе с 2010 года.	38. Translate into English: заправить бак топливом, завести двигатель	39. Translate into English: установка выхлопной системы	40. What is прямоугольное колесо in English?



Questions for 10 points spaces

Say 10 interior features	Say 10 terms relating to AVTOVAZ	Say 10 terms and phrases relating to mechanics
Say 10 terms and phrases relating to warning indicators	Say 10 things about how to adjust something in a car	Say 10 things – what you will do if something happens

Suggested assessment of the vocabulary check	3 points max. *, **
From 0 to 3 points (3-point spaces)	0-1-2-3 points depending on the degree of accuracy
From 0 to 10 points (10-point spaces)	1 point for each correct term, word or phrase

* See the Introduction and Unit 1 for explanations.

** You may vary the number of points for correct answers.

Student's Guidelines for Individual Study

Tasks, Requirements and Recommendations for Individual Work

- I. Write an essay on the topic *My Day at University (and the Military Institute)*.

Essay Guidelines:

- ✓ Begin the essay with a question, a challenge, a starting fact. Do not start with a dictionary definition. Use 'I' since this is a first-person essay.
- ✓ In the body of the essay give specific and concrete details to support your argument.
- ✓ Conclude by returning to the way you captured the audience's attention at the beginning of the essay; for example, explain how you have answered the question, or startling fact with which you began.

Requirements for an essay:

- ✓ No fewer than 10–12 sentences.
- ✓ Compliance with the chosen topic.
- ✓ Accurate speech.
- ✓ Use of new vocabulary.

- II. Make up a presentation on the following topic:

Types of Car

Guidelines for making a presentation:

- ✓ Use the suggested structure, clichés and speech patterns.
- ✓ Don't write a lot of information on your slides. Only names and necessary features.

- III. Make up a report on the following topic:

The Slider-Crank Mechanism

Requirements for a report:

- ✓ To highlight points indicated in the project task in Unit 7.
- ✓ Accurate speech.
- ✓ Use of new vocabulary.

Recommendations:

- ✓ Use suggested sources of information.
- ✓ Divide the material into parts according to the plan given in the project of Unit 7.
- ✓ Use speech patterns you have mastered in a particular unit.

- IV. Tasks for writing documents:

- ✓ Write an instruction on topics in Units 4, 5.
- ✓ Write a business letter on the topic in Unit 7.

Guidelines for writing an instruction:

- ✓ Study the recommended material in the unit and do all the related tasks.
- ✓ Use a suggested template.

Guidelines for writing a business letter:

- ✓ Business letters should be simple and clear, polite and sincere, concise and brief.
- ✓ A business letter should contain polite forms and phrases to make it sound more official. Here are some standard expressions used in English business writing.

Business letters clichés:

Dear Sirs, Dear Sir or Madam	(если вам неизвестно имя адресата)
Dear Mr, Mrs, Miss or Ms	(если вам известно имя адресата; в том случае, когда вы не знаете семейное положение женщины, следует писать Ms, грубой ошибкой является использование "Mrs or Miss")
Dear Frank,	(в обращении к знакомому человеку)
✓ Opening phrases	
Thank you for your e-mail of (date) ...	Спасибо за Ваше письмо от (числа)
Thank you for your letter of the 5th of March.	Спасибо за Ваше письмо от 5 марта
✓ Reason for writing	
I am writing to enquire about	Я пишу Вам, чтобы узнать...
I am writing to apologise for	Я пишу Вам, чтобы извиниться за...
I am writing to confirm	Я пишу Вам, чтобы подтвердить...
I am writing in connection with	Я пишу Вам в связи с...
✓ Request	
Could you possibly ...	Не могли бы Вы...
I would be grateful if you could ...	Я был бы признателен Вам, если бы Вы...
I would like to receive	Я бы хотел получить...
Please could you send me ...	Не могли бы Вы выслать мне...
✓ Telling bad news	
Unfortunately ...	К сожалению...
I am afraid that ...	Боюсь, что...
I am sorry to inform you that	Мне тяжело сообщать Вам, но...
✓ Enclosure	
We enclose ...	Мы прилагаем...
Please find attached (for e-mails)	Вы найдете прикрепленный файл...
✓ Gratitude	
Thank you for your letter of	Спасибо за ваше письмо
Thank you in advance	Заранее Вас благодарим
✓ Additional questions	
Could you tell me whether ...	Скажите, пожалуйста...
I also wonder if ...	Меня также интересует...
✓ Answer for additional questions	
We would also like to inform you ...	Мы также хотели бы сообщить Вам о...
Regarding your question about ...	Относительно Вашего вопроса о...
In answer to your question (enquiry) about ...	Отвечая на Ваш вопрос...
✓ Communication of information	
I'm writing to let you know that...	Я пишу, чтобы сообщить о ...

We regret to inform you that...	К сожалению, мы вынуждены сообщить Вам о...
✓ Assistance	
Please do not hesitate to contact us if you have any questions.	Просим обращаться к нам, если Вам потребуется наша помощь.
✓ Reminding of an appointment or waiting for an answer	
I look forward to ...	Я с нетерпением жду...
hearing from you soon	когда смогу снова узнать от Вас
✓ Complaints	
I am writing to complain about ...	Я пишу, чтобы выразить недовольство...
✓ Expressing regrets and apologies	
We are very sorry to hear that ...	Нам тяжело слышать о...
I am very sorry for this situation ...	Я очень сожалею о сложившейся ситуации.
We apologise for ...	Мы просим прощения за...
✓ Expressing assurance	
I can assure you that it will not happen again.	Я могу уверить Вас, что это не повторится.
✓ Closing phrases	
We look forward to your reply.	Ждём Вашего ответа.
✓ Connective words and phrases	
First of all ...	В первую очередь...
Please note that ...	Просим принять во внимание, что...
We wish to bring to your notice that ...	Обращаем Ваше внимание на тот факт, что...
We would like to note that ...	
The matter is ...	Дело в том, что...
The point is ...	
We think ...	Мы считаем, что...
We believe ...	
In fact ...	Фактически...
In this connection ...	В связи с этим...
In addition	Кроме того...
On the other hand ...	С другой стороны...
Besides ...	Кроме того...
Nevertheless ...	Тем не менее...
✓ The signature	
Kind regards,	С уважением...
Yours faithfully,	Искренне Ваш (если имя человека вам не известно)
Yours sincerely,	(если имя вам известно)

Requirements for writing business letters:

- ✓ Document structure.
- ✓ Accurate speech.
- ✓ Use of business letters clichés and new vocabulary.

V. Create a video podcast on suggested topics:

A Car of My Dream

The First Driving Lesson

Adjustments Inside a Car

Ergonomics: Modern Trends



Russian guidelines for creating a videopodcast

Типы видеоподкаста:

- ✓ Презентация, сохранённая как видеофайл + ваше речевое озвучивание на английском языке.
- ✓ Готовая анимация или видеоряд + ваше речевое озвучивание на английском языке.

Пример видеоподкаста на русском языке:

<http://www.youtube.com/watch?v=EUL6XzuG1g8>

Пример студенческого видеоподкаста на английском языке:

<https://www.youtube.com/watch?v=aCHBG4Bih58&feature=youtu.be>

Как делать:

- ✓ Первый способ – создать презентацию в PowerPoint или в Sway (Office 365) – удобная онлайн-программа. Подберите фотографии или рисунки. На слайдах только характеристики описываемого объекта.
- ✓ Второй способ – взять готовый видеоряд и озвучить его.
- ✓ Третий способ – из фотографий сделать видео в своём смартфоне с помощью мобильного приложения KINEMASTER («КИНОМАСТЕР»), загрузив его по ссылке: <https://filmora.wondershare.net/ru/filmora-video-editor.html?yclid=7082560224642234634>, <https://www.alpha-ag.ru/programs/8102-kinemaster-pro.html>
- ✓ В любом случае нужно написать закадровый текст на английском языке и начальные титры (слайд):
A Car of My Dream
Discipline – Foreign Language
Alexander Ivanov, student, group ATs-2101a
Advisor – Marina M. Bazhutina, Associate Professor, the Theory and Practice of Translation Department
- ✓ Задать вопросы во время занятий или по электронной почте по содержанию, грамотному оформлению текста в презентации и закадровой речи.
- ✓ Включить просмотр презентации и одновременно озвучивать её в темпе, подходящем для восприятия зрителями. Отрепетировать.
- ✓ Включить (подключить, если у вас не ноутбук) микрофон. Сделать то же самое на чистовую, запустив программу для записи с экрана: ваша презентация и речь сразу будут записаны в видеоформате (его предварительно нужно выбрать) и сохранены в течение 5–10 минут. Например, можно воспользоваться бесплатными приложениями Bandicam, Web Launch Recorder и др.
- ✓ Как записать звук с помощью программы для записи с экрана Bandicam. Приложение нужно скачать и установить на компьютере. При этом не нужно отдельно записывать звук и присоединять его к презентации. Достаточно в нормальном темпе показывать презентацию и озвучивать закадровый текст. Это делается в запущенной программе Bandicam, которая записывает ваши действия с презентацией на экране и вашу речь одновременно. При этом нужно близко держать микрофон и начинать говорить не сразу после начала записи.
- ✓ Можно воспользоваться встроенной функцией записи звука в меню ФОРМАТ, далее – «запись с экрана». Действительно для PowerPoint 2013 и выше.
- ✓ Если нет микрофона, то можно записать свою речь на смартфон, затем полученный аудиофайл вставить в начало презентации в том типе слайдов, где в центре есть типы мультимедиа – см. шаблоны в PowerPoint 2016 и выше. Выбирайте меню ВСТАВКА, далее – ЗВУК. При этом нужно вставить звуковой файл в начало презентации и рассчитать время его воспроизведения до конца презентации.

- ✓ Выставить время озвучивания и время показа слайдов: оно должно примерно совпадать. При этом прикрепленный звуковой файл до демонстрации и сохранения презентации как видеофайла не перемещать из папки.
- ✓ Сохранить получившуюся презентацию как файл windows media в выпадающем меню по команде СОХРАНИТЬ КАК. В течение нескольких минут файл с презентацией сохранится как видеофайл – см. снимки с экрана ниже. Презентация будет сохранена со встроенным звуком только в приложении PowerPoint 2016 и выше (рис. 1, 2).

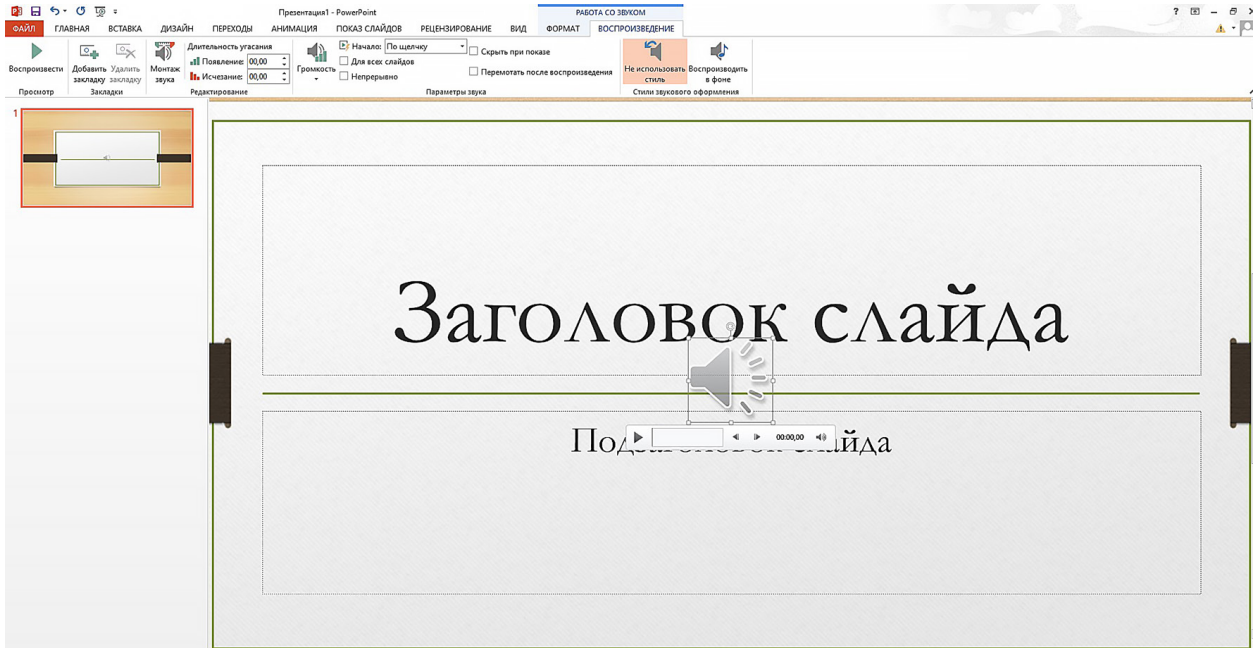


Рис. 1

Обратите внимание на то, что в кадре только изображения и характеристики объекта. Почти вся информация озвучивается вами за кадром.

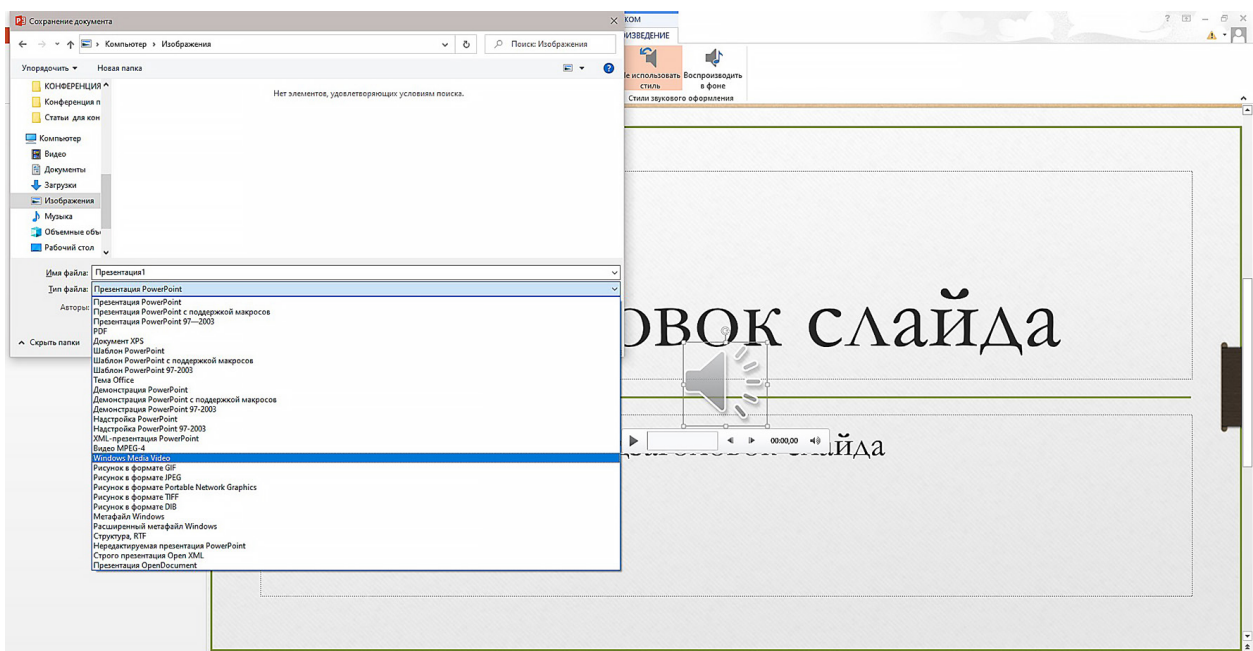


Рис. 2

К моменту озвучивания ваш текст должен быть отрепетирован.

VI. Create an audio podcast on one of the suggested topics:

How to change tyres (a wheel) (based on 4.26)

How to get ready for safe winter driving (based on the text "Safe Winter Driving")

A 1,000 kilometers car trip to another city on a highway (based on 4.11)

A visit to relatives in a far-off village with no service stations on country roads (based on 4.11)

Requirements for an audio podcast:

- ✓ 1–2 minutes long,
- ✓ at least 12 sentences.

Russian guidelines for creating an audio podcast

- ✓ Написать текст для проверки, отрепетировать, обращая внимание на трудные слова в плане произношения.

- ✓ Обязательно соблюдать трёхчастную структуру:

Вступление: *I want to tell about how ...*

Или: *I want to give advice about how ...*

Основная часть: *First, make sure ... (фразы по смыслу) Second, ... Then ...*

Заключение. Например, *I hope my advice will help you to do things right.*

В вашей речи присутствуют императивы:

1	The infinitive + ...	Make sure (убедитесь, что ...) your battery is up to the challenges of winter.
2	Don't + the infinitive + ...	Don't forget (не забудьте ...) to check the tyre pressure.

- ✓ Типичные фразы для совета из задания 4.17 (в таблице нужно правильно соединить части предложений):

Make sure	you have a flashlight	on the icy road.
Learn	how to handle your car	before the winter season.
Don't forget	to change the tyres	to remove the snow from the roof.
Use	the snow shovel	to get your car checked.
Visit	the service station	in your car.

- ✓ Следует отрепетировать ваш совет и затем записать аудиофайл с помощью смартфона или диктофона.

Internet Resources

1. Quizlet : [сервис для создания интерактивных учебных заданий]. – 2022. – URL: quizlet.com (дата обращения: 15.02.2022).
2. Irregular Verb Wheel Game : Language Game // Macmillan Dictionary : [сайт]. – 2009 – 2022. – URL: www.macmillandictionary.com/verb_wheel (дата обращения: 15.02.2022).
3. Reverso Context : [поисковая система для переводов в контексте]. – 2013 – 2022. – URL: context.reverso.net (дата обращения: 15.02.2022).
4. LADA : [сайт]. – Тольятти, 2022. – URL: www.lada.ru/en (дата обращения: 15.02.2022).

References

1. *Горбенко, М. В.* Английский язык. Теория механизмов и машин : Профессиональная составляющая языковой подготовки : учеб.-метод. пособие для студентов машиностроительных специальностей / М. В. Горбенко, Н. Б. Кривцова ; Томский политехнический университет. – [Изд. 2-е, испр. и доп.]. – Томск : Изд-во ТПУ, 2006. – 110 с.
2. Английский язык для инженеров-механиков = English for Mechanical Engineering : учеб.-метод. рекомендации по английскому языку / сост.: О. В. Кривоногова. – Архангельск : Северный (Арктический) федеральный университет им. М. В. Ломоносова, 2012. – 52 с.
3. Common European Framework of Reference for Languages: Learning, teaching, assessment : Companion volume / Council of Europe. – Strasbourg : Council of Europe Publishing, 2020. – 274 p. – URL: https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809_ea0d4 (дата обращения: 15.02.2022). – ISBN 978-92-871-8621-8.

Sources of Illustrations

При создании пособия использованы изображения с сайтов www.pixabay.com, google.com, pngegg.com, распространяемые по лицензии «на использование и изменение», а также собственные авторские изображения и аудиозаписи.

В таблице приведены ссылки на изображения, взятые из других источников.

Страница	Упражнение	Ссылка
23	Introduction	tlttsu.ru/instituty/institut-mashinostroeniya youtube.com/watch?v=qZlkB7P7LB0
23–24	1.3. a	tlttsu.ru/about_the_university
32	1.28	youtube.com/watch?v=ElxsPBbZ_b8
39	Introduction	https://www.youtube.com/watch?v=huZzNqgbnO4
40	2.3	A youtube.com/watch?v=juDJUJzVteA D youtube.com/watch?v=TXAUJ1clQ1U E youtube.com/watch?v=u9JDB6N1EU0 F youtube.com/watch?v=ztd-N2th-PI G youtube.com/watch?v=RdaD-F7vQrg H youtube.com/watch?v=OlgUeu5a8i0 I youtube.com/watch?v=9PINWQZcQ6w J youtube.com/watch?v=Dle2vxS7N2A L youtube.com/watch?v=yZ324MBLu3s
41	2.6	youtube.com/watch?v=nJ37ZK85EB8 youtube.com/watch?v=KnLhkDYFUN4
43		youtube.com/watch?v=yjrlIMLXcYxk youtube.com/watch?v=-m9JFasfPK4
47	2.29	youtube.com/watch?v=u9JDB6N1EU0
48	2.29	youtube.com/watch?v=Y9yfMy5pw&t=227s
51	Introduction	youtube.com/watch?v=07RD-f0KE9E
	3.1 b	youtube.com/watch?v=zl-chVfyfjY
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	Introduction	vk.com/wall-202743275_150
65–66	4.1	youtube.com/watch?v=nYtTGdbqQKU
69	4.11	Picture3: youtube.com/watch?v=oxwnPBnVcX0
79	Introduction, 5.1 a	youtube.com/watch?v=tHaArtc7-6Q
80	5.1 a	youtube.com/watch?v=yjrlIMLXcYxk
	5.1 b	youtube.com/watch?v=tHaArtc7-6Q

Страница	Упражнение	Ссылка
83		youtube.com/watch?v=W74y1RxN6BA
86		youtube.com/watch?v=tHaArtc7-6Q
87		youtube.com/watch?v=x4apZIOUUIk youtube.com/watch?v=nYtTGdbqQKU youtube.com/watch?v=2DEIxGekETw
90		youtube.com/watch?v=tHaArtc7-6Q
96	6.4	youtube.com/watch?v=txjjJZ5XgLE&t=1s
97	6.6	youtube.com/watch?v=uXnCxn632M8
98	6.10	youtube.com/watch?v=LvZ9f5WQhCl
101	6.18	youtube.com/watch?v=sDjKQCw9DM8
102	6.19	youtube.com/watch?v=txjjJZ5XgLE&t=1s
108		ru.depositphotos.com/348090292/stock-photo-avtovaz-headquarters-in-togliatti-russia.html
109	Introduction	ic.pics.livejournal.com/zdorovs/16627846/403680/403680_original.jpg
	7.2	youtube.com/watch?v=zl-chVfyfjY
110	7.4	youtube.com/watch?v=QMCToy0UF48
	7.5	youtube.com/watch?v=tqeZ3OMZ8y8&t=14s youtube.com/watch?v=xrPbEG-6uvg youtube.com/watch?v=5KTV0EbtCMw
111	7.6	upload.wikimedia.org/wikipedia/commons/9/92/RIAN_archive_878967_AvtoVAZ-_Volga_automaking_plant_in_Togliatti%2C_the_Samara_Region.jpg?uselang=ru https://www.tltsu.ru/media-tsu/TU/togliatti-university-2020/Tgy794.pdf
112	7.6	youtube.com/watch?v=RRXYvXxkkDA&list=TLGG2keH7lpkvikxOTAzMjAyMQ&t=34s
	7.7	youtube.com/watch?v=Y-a9yfMy5pw
113	7.8	youtube.com/watch?v=WFLmxXXL1Vg
115		youtube.com/watch?v=2xVc9B1T6xs&t=509s
116–117		youtube.com/watch?v=T9dGKlOjBzl&t=647s
118		www.youtube.com/watch?v=2eSnpjPILoY
		youtube.com/watch?v=kgn7F7dmmJs
127	Introduction	2 – youtube.com/watch?v=YbjmphKVvpA
		6 – youtube.com/watch?v=MdO_4W80xl
129		youtube.com/watch?v=tTvGnD08nhk
130		youtube.com/watch?v=qWFJRomKn3A youtube.com/watch?v=Sm8ZOpnn3Y&t=39s
131		youtube.com/watch?v=QqJvqMeaDtU