

УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«МОГИЛЕВСКИЙ ИНСТИТУТ МИНИСТЕРСТВА ВНУТРЕННИХ ДЕЛ
РЕСПУБЛИКИ БЕЛАРУСЬ»

Кафедра социально-гуманитарных дисциплин

ТЕОРЕТИЧЕСКИЙ МАТЕРИАЛ
по дисциплине «Иностранный язык профессионального общения» (английский)
специальности переподготовки 1-93 01 79 «Организационно-правовое
обеспечение безопасности дорожного движения»
(специалист по обеспечению безопасности дорожного движения)

Могилев 2016

РАЗДЕЛ 1.1

а) Повторение правила о типах предложений и порядка слов;

Первым правилом английского языка можно считать правило о твердо установленном порядке слов, потому что оно распространяется на все предложения.

Вспомним схему:

	1	2	3	4
Обстоятельство времени/места	Подлежащее	Сказуемое	Дополнения	Обстоятельства

В английском языке встречаются и отступления от обычного порядка слов в предложении. Такие случаи мы будем рассматривать по мере изучения грамматического материала, а пока только перечислим их:

- Вопросительные предложения.
- Предложения с оборотом **there+to be**.
- Некоторые короткие фразы, представляющие собой реакцию на предыдущее высказывание и использующиеся только в разговорной речи (**Я тоже.** / **Неужели?** и др.).
- Предложения с эмоциональным или смысловым выделением отдельных слов.
- Некоторые типы сложноподчиненных (где есть главное и придаточное) предложений.

Word order (1) - verb + object; place and time

(а) Глагол + дополнение

Глагол и дополнение к нему обычно стоят рядом. Обычно мы **не** ставим слов между ними:

глагол + дополнение

I like children very much. (но не 'I like very much children.')

Did you see Norman yesterday?

Ann often plays tennis.

Вот еще несколько примеров. Отметьте, глагол и дополнение стоят вместе:

- *Do you clean the house every week-end? (но не 'Do you clean every week-end the house?')*

- *Everybody enjoyed the party very much. (но не 'Everybody enjoyed very much the party.')*

(b) Место и время

Обычно мы ставим **место (где?)** перед **временем (когда?/как часто?/как долго?)**:

место и время

- *She has been in Canada since April.*

Вот еще несколько примеров:

- *I'm going to Paris on Monday. (а не `I'm going on Monday to Paris.')*

Часто можно поставить время в начале предложения:

- *On Monday I'm going to Paris.*

Отметьте, нельзя употреблять early или late в начале предложения подобным образом.

Questions

(a) Обычно вопросы конструируются изменением порядка слов: мы помещаем вспомогательный глагол (auxiliary verb)(AV) перед подлежащим (subject)(S):

S + AV	AV + S	
you are	are you?	Are you happy?
he can	can he?	What can he do?
Fred will	will Fred?	Where will Fred go?
the window was	was the window?	Was the window opened?

(b) В вопросах в **Present Simple** используйте **do/does**:

S + AV	AV + S	
you like	do you like?	Do you like reading?
he works	does he work?	Does he work hard?

В вопросах в **Past Simple** используйте **did**:

S + AV	AV + S	
you went	did you go?	When did you go there?
he lived	did he live?	Did he live in this house?

Будьте внимательны с **who/what/which** в вопросах.

Если **who/what/which** является подлежащим (**Subject**), не пользуйтесь **do/does/did**. Сравните:

who - the Object (Дополнение)	who - the Subject(Подлежащее)
Alice phoned somebody.	Somebody phoned Alice.
Who did Alice phone?	Who phoned Alice?

В этих примерах **who/what/which** подлежащее:

Who wants something to drink? (а не `who does want')

Who invented the bicycle? (а не `who did invent')
What happened to your friend? (а не `what did happen')
Which tram goes to the centre? (а не `which tram does go')

с Вопросы с отрицанием.

Вопросы с отрицанием используются главным образом:

для **выражения удивления:**

- *Didn't you hear the news?*

В восклицаниях (!):

- *Isn't it a fine day!*

Когда мы ожидаем, что **слушатель согласен с нами:**

- *'Haven't we met before?' 'Yes, I think we have'.*

Обратите внимание на значения ответов **yes** и **no** на вопросы с отрицанием:

Yes. (= Да, мы ездили.)

- *Didn't you go to the country?*

No. (= Нет, мы не ездили.)

Обратите внимание на порядок слов в вопросах с

Why...?:

- *Why didn't you write the letter? (а не `why you didn't write')*

- *Why don't we go to the beach? (а не `why we don't go')*

Построение отрицательных предложений.

Правило построения отрицаний распространяется и на все другие типы предложений, т.е., используются общие приемы.

в английском предложении может быть только одно отрицание.

Основных способов построения отрицаний в английском языке два:

1. с помощью отрицательной **частицы not**;

2. с помощью отрицательных **слов no / none / neither / nobody / never / nothing** и др.

При построении отрицательного предложения частица **not** относится к первому вспомогательному глаголу, т.е. к тому, который может оказаться на первом месте в сказуемом (**will / shall / to be /to have/to do** и др.), вставится сразу после него, т.е. перед всеми остальными глаголами сказуемого.

В разговорной речи отрицательная частица not может иметь в предложении редуцированную (сокращенную) форму, в нашем случае do

not = don't (I don't want to go home.); при этом, если в предложении используется полная форма, то частица стоит под ударением; если же используется редуцированная форма, то ударение смещается и переходит на вспомогательный глагол.

2. Я не пойду домой. — *I shall **not** go home.* (редуцированная форма: *I shan't go home.*)

3. Мама сейчас не спит. — *Mother **is not** (isn't) sleeping now.*

4. Вчера их не видели. — *They **were not** (weren't) seen yesterday.*

Отрицательные **слова**, в отличие от **частицы not**, выступают самостоятельными членами предложения и поэтому ведут себя более свободно, т.е. не прикреплены твердо к какому-либо другому слову. Основным отрицательным словом, от которого образованы большинство других, является **no** (переводится **никакой / нисколько**; ставится после всего сказуемого). Отрицание, построенное с помощью отрицательных слов, отличается от отрицания, построенного с помощью частицы **not**, тем, что оно полное, т.е. в нем уже как бы заложено значение **вообще**. При этом **at all** с частицей **not** привязано к действию, а слово **no** — к предмету.

Отрицательные слова могут быть разными членами предложения и соответственно занимать разные места в нем. А слово **never** может даже стоять между подлежащим и сказуемым (**Active Indefinite**) или внутри сказуемого после первого вспомогательного глагола (при использовании с другими формулами).

1. У меня вообще нет денег. / У меня нет **никаких** денег. => *I have **no** money.*

сравните:

У меня нет денег. => *I have **not** money.*

2. Сейчас никто не спит. => ***Nobody** is sleeping now.*

3. В прошлом месяце я никого здесь не видел. => *I saw **nobody** here last month.*

4. Он ничего не знает. => *He knows **nothing**.*

Существует еще один (комбинированный) вариант построения отрицания: частица **not** + слово **any**; **any** переводится по-разному, в зависимости от типа предложения (см. Правило 11); при использовании с **not** обозначает практически то же самое, что **no**, т.е. полное отрицание; здесь мы должны помнить, что два компонента комбинированного отрицания являются разными частями речи и поэтому стоят в предложении на разных местах:

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1. *I have **no** money. = I have **not any** money.*

(в этом предложении **not** и **any** стоят рядом, потому что нет вспомогательного глагола)

2. *I saw **nobody** here last month. = I didn't see **anybody** here last month.*

3. *He knows **nothing**. = He does **not** (doesn't) know **anything**.*

РАЗДЕЛ 1.2

Первым правилом английского языка можно считать правило о твердо установленном порядке слов, потому что оно распространяется на все предложения.

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Did you see Norman yesterday?

Ann often plays tennis.

Вот еще несколько примеров. Отметьте, глагол и дополнение стоят вместе:

- *Do you clean the house every week-end? (но не 'Do you clean every week-end the house?')*

- *Everybody enjoyed the party very much. (но не 'Everybody enjoyed very much the party.')*

(b) Место и время

Обычно мы ставим **место (где?)** перед **временем (когда?/как часто?/как долго?)**:

место и время

- *She has been in Canada since April.*

Вот еще несколько примеров:

- *I'm going to Paris on Monday. (а не `I'm going on Monday to Paris.')*

Часто можно поставить время в начале предложения:

- *On Monday I'm going to Paris.*

Отметьте, нельзя употреблять early или late в начале предложения подобным образом.

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с Вопросы с отрицанием.

Вопросы с отрицанием используются главным образом:

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- *Didn't you hear the news?*

В восклицаниях (!):

- *Isn't it a fine day!*

Когда мы ожидаем, что **слушатель согласен с нами:**

- *'Haven't we met before?' 'Yes, I think we have'.*

Обратите внимание на значения ответов **yes** и **no** на вопросы с отрицанием:

Yes. (= Да, мы ездили.)

- *Didn't you go to the country?*

No. (= Нет, мы не ездили.)

Обратите внимание на порядок слов в вопросах с

Why...?:

- *Why didn't you write the letter? (a не `why you didn't write')*

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not = don't (I don't want to go home.); при этом, если в предложении используется полная форма, то частица стоит под ударением; если же используется редуцированная форма, то ударение смещается и переходит на вспомогательный глагол.

2. Я не пойду домой. — *I shall **not** go home.* (редуцированная форма: *I shan't go home.*)

3. Мама сейчас не спит. — *Mother **is not** (isn't) sleeping now.*

4. Вчера их не видели. — *They **were not** (weren't) seen yesterday.*

Отрицательные **слова**, в отличие от **частицы not**, выступают самостоятельными членами предложения и поэтому ведут себя более свободно, т.е. не прикреплены твердо к какому-либо другому слову. Основным отрицательным словом, от которого образованы большинство других, является **no** (переводится **никакой / нисколько**; ставится после всего сказуемого). Отрицание, построенное с помощью отрицательных слов, отличается от отрицания, построенного с помощью частицы **not**, тем, что оно полное, т.е. в нем уже как бы заложено значение **вообще**. При этом **at all** с частицей **not** привязано к действию, а слово **no** — к предмету.

Отрицательные слова могут быть разными членами предложения и соответственно занимать разные места в нем. А слово **never** может даже стоять между подлежащим и сказуемым (**Active Indefinite**) или внутри сказуемого после первого вспомогательного глагола (при использовании с другими формулами).

1. У меня вообще нет денег. / У меня нет **никаких** денег. => *I have **no** money.*

сравните:

У меня нет денег. => *I have **not** money.*

2. Сейчас никто не спит. => ***Nobody** is sleeping now.*

3. В прошлом месяце я никого здесь не видел. => *I saw **nobody** here last month.*

4. Он ничего не знает. => *He knows **nothing**.*

Существует еще один (комбинированный) вариант построения отрицания: частица **not** + слово **any**; **any** переводится по-разному, в зависимости от типа предложения (см. Правило 11); при использовании с **not** обозначает практически то же самое, что **no**, т.е. полное отрицание; здесь мы должны помнить, что два компонента комбинированного отрицания являются разными частями речи и поэтому стоят в предложении на разных местах:

not после вспомогательного глагола (потому что частица), **any** — после всего сказуемого (потому что не частица); от **any**, так же, как и от **no**, образованы другие слова, но в отрицательном значении они могут использоваться все равно только с частицей **not**: = I do not see any boys and girls here.

1. *I have **no** money. = I have **not any** money.*

(в этом предложении **not** и **any** стоят рядом, потому что нет вспомогательного глагола)

2. *I saw **nobody** here last month. = I didn't see **anybody** here last month.*

3. *He knows **nothing**. == He does **not** (doesn't) know **anything**.*

б) отработка употребления простых предложений. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. Прочитайте предложения и найдите предложение, на которое можно ответить: He is here.

1. Is your friend Peter Brown?
2. Does he live near his office?
3. What is he doing?
4. Is he talking to his teacher?
5. Is he in the Far East?
6. Is he very busy now?
7. Does he often come here?
8. Where is here?

2. Прочитайте и переведите следующий текст, обращая внимание на отрицательную форму предложений.

Some people don't like to leave in big cities. They like quite places. They don't like the noise of buses and cars, trains and people. Other people aren't happy to live in quite places. For example my brother doesn't fell happy to be away from such things like sport competitions, concerts, theatres, picnics. He can't leave without these things and he isn't tired. So, people. We are very different.

в) знакомство с лексикой по теме занятия;

- преподаватель просит курсантов прочитать, перевести вопросы [6,стр. 277, часть ThinkAhead].
- далее курсанты под руководством преподавателя повторяют слова по теме занятия [6,стр. 277-278].
- после этого преподаватель возвращает внимание курсантов к вопросам [6,стр. 277, часть ThinkAhead] и просит обучающихся ответить на данные вопросы, используя лексику, которую только что они повторили.

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия.

My name is Lilia Kolas. I am Belarusian. I was born on May 5, 1992 in the city of Slutsk, Minsk region. I was born in spring and my parents gave me the name Lilia which means a beautiful flower. In many cultures, the lilia is a symbol of purity. My parents want me to be good, pure and beautiful, that is why they named me Lilia.

Am I beautiful? Well, I am beautiful in my parents' eyes and that is important to me. Actually I'm an ordinary girl of about 17, pretty and clever enough for my age. I'm of a medium height and build which often makes me wear highheeled shoes. I have long straight hair that nearly reaches my shoulders. I wear it either loose or done in a knot and I don't want to get it cut. My parents think I'm slim but to my mind I'm a bit plump and need to lose weight. All people is concerned about their weight today, you know.

In appearance I look more like my mother. I try to look smart and devote much time to my appearance. I like to wear comfortable clothes such as V- shirts and jeans. In character I take after my father. I am an easy-going person but take things seriously. I prefer to think rather than to talk. I never drop my work half-way and seldom lose my temper. I am seldom cross with my friends and parents.

There are three children in our family. I have two brothers, both are elder than me. So I am the only girl and the youngest one in the family. In childhood my brothers used to go wherever they wanted and I would tag along after them. We roamed the streets and climbed the hills, played soccer and gambled with cards. My father used to punish me for doing some of these things.

My brothers always introduced me to their friends as "my little sister". I felt secure in being the youngest because I knew my brothers were always there to protect me. The role I play in my family has definitely helped shape my personality and character. I felt so loved and protected with my family that I would rather stay home than go far away and meet new people. I can say that I'm not adventurous at all. Sometimes I'm not very patient but I try to get rid of that bad habit.

Unlike all other small children I wasn't sent to a kindergarden as mother didn't work and kept the house for us. At the age of seven I went to a specialized school where I studied for eleven years. It turned out to be the best school where I got a proper training in foreign languages. I should say that all humanities came easy to me too, though I was not quite good at Maths.

At school I participated in extra-class social activities such as debating clubs, parties, sporting events. I'm fond of tennis and spend much of my spare time out on the tennis court. I've won a few local tournaments and my schoolmates are very proud of me.

My best hobby is reading books. My thirst for reading is fantastic. I read something all my spare time. My favourite place to read is on my sofa with a bag of sweets next to me. I always feel a great sadness on finishing a book I've enjoyed. Books broaden my outlook and knowledge of other people and cultures. I also like music, both pop and classical.

This year I'm leaving school and saying goodbye to my teachers and classmates. I face a new life with a mixed feeling of sadness and joy. My ambition is to major in humanities and learn foreign languages. I want to be a teacher to teach children and communicate with people from different countries. That's why I want to enter the Linguistic University. Now I'm preparing for the entrance exams. Of course, I will be happy if my dream comes true. If I fail in my exams I'll be very upset, but next year I'll try to enter the University again.

РАЗДЕЛ 1.3

Первым правилом английского языка можно считать правило о твердо установленном порядке слов, потому что оно распространяется на все предложения.

Вспомним схему:

	1	2	3	4
Обстоятельство времени/места	Подлежащее	Сказуемое	Дополнения	Обстоятельства

В английском языке встречаются и отступления от обычного порядка слов в предложении. Такие случаи мы будем рассматривать по мере изучения грамматического материала, а пока только перечислим их:

- Вопросительные предложения.
- Предложения с оборотом **there+to be**.
- Некоторые короткие фразы, представляющие собой реакцию на предыдущее высказывание и использующиеся только в разговорной речи (**Я тоже.** / **Неужели?** и др.).
- Предложения с эмоциональным или смысловым выделением отдельных слов.
- Некоторые типы сложноподчиненных (где есть главное и придаточное) предложений.

Word order (1) - verb + object; place and time

(a) Глагол + дополнение

Глагол и дополнение к нему обычно стоят рядом. Обычно мы **не** ставим слов между ними:

глагол + дополнение

I like children very much. (но не 'I like very much children.')

Did you see Norman yesterday?

Ann often plays tennis.

Вот еще несколько примеров. Отметьте, глагол и дополнение стоят вместе:

- *Do you clean the house every week-end? (но не 'Do you clean every week-end the house?')*

- *Everybody enjoyed the party very much. (но не 'Everybody enjoyed very much the party.')*

(b) Место и время

Обычно мы ставим место (где?) перед временем (когда?/как часто?/как долго?):

место и время

- *She has been in Canada since April.*

Вот еще несколько примеров:

- *I'm going to Paris on Monday. (а не `I'm going on Monday to Paris.')*

Часто можно поставить время в начале предложения:

- *On Monday I'm going to Paris.*

Отметьте, нельзя употреблять **early** или **late** в начале предложения подобным образом.

Questions

(a) Обычно вопросы конструируются изменением порядка слов: мы помещаем вспомогательный глагол (auxiliary verb)(AV) перед подлежащим (subject)(S):

S + AV	AV + S	
you are	are you?	Are you happy?
he can	can he?	What can he do?
Fred will	will Fred?	Where will Fred go?
the window was	was the window?	Was the window opened?

(b) В вопросах в **Present Simple** используйте **do/does**:

S + AV	AV + S	
you like	do you like?	Do you like reading?
he works	does he work?	Does he work hard?

В вопросах в **Past Simple** используйте **did**:

S + AV	AV + S	
you went	did you go?	When did you go there?
he lived	did he live?	Did he live in this house?

Будьте внимательны с **who/what/which** в вопросах.

Если **who/what/which** является подлежащим (Subject), не пользуйтесь **do/does/did**. Сравните:

who - the Object
(Дополнение)

who - the Subject(Подлежащее)

Alice phoned somebody. Somebody phoned Alice.
Who did Alice phone? Who phoned Alice?

В этих примерах **who/what/which** подлежащее:

Who wants something to drink? (а не `who does want')

Who invented the bicycle? (а не `who did invent')

What happened to your friend? (а не `what did happen')

Which tram goes to the centre? (а не `which tram does go')

с Вопросы с отрицанием.

Вопросы с отрицанием используются главным образом:

для **выражения удивления:**

- *Didn't you hear the news?*

В восклицаниях (!):

- *Isn't it a fine day!*

Когда мы ожидаем, что **слушатель согласен с нами:**

- *'Haven't we met before?' 'Yes, I think we have'.*

Обратите внимание на значения ответов **yes** и **no** на вопросы с отрицанием:

Yes. (= Да, мы ездили.)

- **Didn't you go to the country?**

No. (= Нет, мы не ездили.)

Обратите внимание на порядок слов в вопросах с

Why...?:

- *Why didn't you write the letter? (а не `why you didn't write')*

- *Why don't we go to the beach? (а не `why we don't go')*

Построение отрицательных предложений.

Правило построения отрицаний распространяется и на все другие типы предложений, т.е., используются общие приемы.

в английском предложении может быть только одно отрицание.

Основных способов построения отрицаний в английском языке два:

1. с помощью отрицательной **частицы not**;

2. с помощью отрицательных **слов no / none / neither / nobody / never / nothing** и др.

При построении отрицательного предложения частица **not** относится к первому вспомогательному глаголу, т.е. к тому, который может оказаться на первом месте в сказуемом (*will / shall / to be / to have / to do* и др.), вставится сразу после него, т.е. перед всеми остальными глаголами сказуемого.

В разговорной речи отрицательная частица **not может иметь в предложении редуцированную (сокращенную) форму, в нашем случае **do not = don't** (*I don't want to go home.*); при этом, если в предложении используется полная форма, то частица стоит под ударением; если же используется редуцированная форма, то ударение смещается и переходит на вспомогательный глагол.**

2. *Я не пойду домой. — I shall not go home. (редуцированная форма: I shan't go home.)*

3. *Мама сейчас не спит. — Mother is not (isn't) sleeping now.*

4. *Вчера их не видели. — They were not (weren't) seen yesterday.*

Отрицательные **слова**, в отличие от **частицы not**, выступают самостоятельными членами предложения и поэтому ведут себя более свободно, т.е. не прикреплены твердо к какому-либо другому слову. Основным отрицательным словом, от которого образованы большинство других, является **no** (переводится **никакой / нисколько**; ставится после всего сказуемого). Отрицание, построенное с помощью отрицательных слов, отличается от отрицания, построенного с помощью частицы **not**, тем, что оно полное, т.е. в нем уже как бы заложено значение **вообще**. При этом **at all** с частицей **not** привязано к действию, а слово **no** — к предмету.

Отрицательные слова могут быть разными членами предложения и соответственно занимать разные места в нем. А слово **never** может даже стоять между подлежащим и сказуемым (**Active Indefinite**) или внутри сказуемого после первого вспомогательного глагола (при использовании с другими формулами).

1. *У меня вообще нет денег. / У меня нет **никаких** денег. => I have **no** money.*

сравните:

*У меня нет денег. => I have **not** money.*

2. *Сейчас никто не спит. => **Nobody** is sleeping now.*

3. *В прошлом месяце я никого здесь не видел. => I saw **nobody** here last month.*

4. *Он ничего не знает. => He knows **nothing**.*

Существует еще один (комбинированный) вариант построения отрицания: частица **not** + слово **any**; **any** переводится по-разному, в зависимости от типа предложения (см. Правило 11); при использовании с **not** обозначает практически то же самое, что **no**, т.е. полное отрицание; здесь мы должны помнить, что два компонента комбинированного отрицания являются разными частями речи и поэтому стоят в предложении на разных местах:

not после вспомогательного глагола (потому что частица), **any** — после всего сказуемого (потому что не частица); от **any**, так же, как и от **no**, образованы

другие слова, но в отрицательном значении они могут использоваться все равно только с частицей not: = I do not see any boys and girls here.

1. I have **no** money. = I have **not any** money.

(в этом предложении **not** и **any** стоят рядом, потому что нет вспомогательного глагола)

2. I saw **nobody** here last month. = I didn't see **anybody** here last month.

3. He knows **nothing**. == He does **not** (doesn't) know **anything**.

б) отработка употребления простых предложений. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. Переведите следующие предложения на русский язык.

1. Is there anybody at home?
2. There is a lot of noise in the street.
3. There is no need to hurry - we've got plenty of time.
4. There'll be somebody meeting you at the airport.
5. There is an apple and two pears on the plate.
6. There have been more Americans killed in road accidents than in all the wars since 1900.
7. There is some cheese in the fridge, if you are still hungry.
8. Are there any people outside?
- Yes, there are some. (No, there are not any.)
9. Was there any ice on the lake last winter?
- Yes, there was some. (No, there was not any.)
10. There remains nothing more to be done.
11. Once upon a time there lived a king.
12. There seemed to be a lot of tourists here last summer.

2. Write negatives and questions.

1. We had a very pleasant holiday last year.
2. They will have a meeting on Tuesday.
3. He has got many friends.
4. I will have a cup of coffee.
5. We had a nice trip.
6. You will have a chance to go to London.

7. I have got good recommendations from my last job.
8. You will have problems.
9. They had representatives from TST yesterday.
10. He has much luggage.
11. He has got a lot of distant relatives.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

AT THE RAILWAY STATION

1. to travel **by** train
 - a. express train
 - b. through train
 - c. direct train
2. to arrive **at** the station / arrive **at** the platform
 - a. a cloak-room (= left-luggage office)
 - b. a waiting room
 - c. refreshment room (= snack bar)
 - d. an inquiry office (= information bureau) information office
 - e. a ticket office (=booking-office)
 - f. to wait in a queue at the booking-office
3. to buy tickets **in** advance/ book tickets

I would like to book tickets to London for train 231.

Arrival

Departure

Arrival day

Departure day

Arrival time

Departure time

Travel time

Platform A (1)

4. to catch the train
5. to miss the train
6. to change ... **for** ...

7. to call a porter
8. to push a trolley, baggage trolley
9. a compartment
10. a carriage
11. a dining-car (= buffet-car)
12. a sleeper

AT THE AIRPORT

1. to travel **by** plane
2. to fly (v), flight (n)
 - a) domestic flight
 - b) international flight
3. to get **to** the airport
4. to arrive **at** the airport (v), arrival (n)
5. to depart (v), departure (n)
6. (at) the check-in desk
 - a) to check a ticket
 - i. a ticket for a plane
 - ii. a single ticket
 - iii. a return ticket
 - iv. a circular ticket
 - v. an open return ticket
 - b) to weigh (v), weight (n)
 - c) to weigh one's luggage
 - d) to pay excess luggage
 - e) hand luggage
 - f) a boarding card (= pass) for a plane
7. to go through passport control
 - a) to check one's passport
8. to go into the departure-lounge
 - a) to buy things in the duty-free; to buy duty-free goods
9. to announce (v), announcement (n)
10. to cancel the flight
11. to delay the flight
12. to board a plane = to get **on** a plane = to enter a plane
13. to fasten seat belts
14. to take off
15. to land (= to arrive on the ground)
16. to get off a plane
17. to collect one's luggage at the baggage reclaim
18. to pass through the customs
 - a) to observe Customs regulations
 - b) to inspect one's luggage
 - c) a Customs officer
 - d) Have you anything to declare?

- e) to have smth to declare
- f) to fill **in** a Customs declaration (=a Customs declaration form)
- g) dutiable articles
- h) to pay duty **on** articles
- i) to smuggle into / out / through (v), a smuggler (n)

AT THE RESTAURANT

Places to eat:

1. restaurant,
2. cafe
3. coffee shop
4. sandwich shop
5. cafeteria
6. pizza place
7. eatery
8. canteen
9. steakhouse
10. pancake house
11. grill
12. bar
13. fast-food restaurant
14. takeaway
15. pub
16. buffet
17. at a restaurant / pub / cafe
18. get a reservation
19. reserve / book a table
20. ask for menu
21. to order
22. serve food
23. start with
24. ask for a bill
25. give a tip
26. starter
27. for the first course / starter
28. for the second / main course
29. for dessert

Common restaurant phrases:

Waiters/Waitresses: May I help you?
May I take your order?
Are you ready to order?
What would you like to drink?
Can I get you anything else?
Would you like some...?

What would you like for dessert?

What would you like to follow?

Customers: I'd like ...

A table for two, please.

May I have some more (tea, coffee, water, bread)?

Could you bring me...?

My ... is cold.

I'd like the check now, please.

Can I have the bill, please?

Is service included?

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочесть и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

Dialogue. TRAIN TICKET

Mr. Spenser: I'd like a ticket for the afternoon train to Brussels.

Ticket agent: What class?

Mr. Spenser: First. I'd like a corner seat in a nonsmoker, facing the engine.

Ticket agent: One way or round trip?

Mr. Spenser: One way, please.

Ticket agent: It's \$34.20.

Mr. Spenser: Do you accept credit cards?

Ticket agent: Only Visa and Master.

Mr. Spenser: I've got a Visa.

Ticket agent: Here is your ticket. The train is departing in fifteen minutes.

Mr. Spenser: What time does it get to Brussels?

Ticket agent: Just a second... It arrives in Brussels at eight sharp.

Mr. Spenser: Thank you very much.

Ticket agent: Have a pleasant journey!

AT THE CHECK-IN COUNTER

Hostess: Good morning. Your ticket and your passport, please.

Passenger: Here you are.

Hostess: Do you want a window seat or an aisle seat?

Passenger: An aisle seat, please.

Hostess: Put your luggage on the scales. Is it your only bag?

Passenger: Yes, it is.

Hostess: We have 20 kilos luggage allowance on both domestic and international flights. Your bag is 2 kilos overweight. You have to pay excess luggage charge.

Passenger: Oh, really? But it's only 2 kilos.

Hostess: I know, sir. That's the rule. \$ 5.30, please.

Passenger: All right.

Hostess: Here's your receipt, your ticket and your boarding pass, your passport and your luggage claim check. The flight will be boarding at Gate 56 in 5 minutes.

Passenger: Where is it?

Hostess: Just round the corner to your right. Enjoy your flight.

Passenger: Thank you very much.

Dialogue.

MANAGER: Good afternoon! Can I help you, young ladies?

IRA: Good afternoon. We'd like a table.

MANAGER: How many people?

IRA: Just the two of us.

MANAGER: All right. Come with me, please. ... Here's a table. Is this one fine?

NATASHA: Yes, this is lovely. ... Would you take my raincoat, please?

MANAGER: Yes, miss. ... Well, ladies, the waiter will be here in no time.

WAITER: Good afternoon! Would you like your drinks?

NATASHA: No, thank you.

IRA: Yes, I would like some juice.

WAITER: What kind, miss?

IRA: Apple and tomato, please.

WAITER: Good. Here are the menus. And here's the dessert menu.

NATASHA: Thanks a lot. ... Oh, what a long list of courses and dishes! I'm getting lost in them.

WAITER: Here are your juices, young lady. ... So, what would you like to order for dinner?

NATASHA: A lobster and some potatoes, a salad and some French beans. And ... a chicken, please.

IRA: And I think I'd want roast beef and a prawn cocktail, please.

WAITER: Would you like any vegetables?

IRA: Yes, some peas and some roast potatoes.

NATASHA: I'd like some chips, please.

MANAGER: All right. Would you like anything to start with?

NATASHA: Yes, melon for us.

IRA: No, I don't want melon. I'd like grapefruit first.

WAITER: Would you like Yorkshire pudding?

NATASHA: No, thank you.

IRA: Excuse me. Can you bring some red wine?

WAITER: Certainly, miss... anything for the dessert, young ladies?

NATASHA: An ice cream for me, please.

WAITER: We've got five kinds. Which one?

NATASHA: Strawberry. Do you want an ice cream, Ira?

IRA: I won't have anything for the dessert, thanks.

WAITER: It looks like the order is made. All right, I'll be back in a moment.

(after some time)

WAITER: Here's your order. Enjoy your food, young ladies. Well, just call my attention if you need anything else.

NATASHA: Thank you.

(after eating)

IRA: How much was the bill?

NATASHA: Seventeen pounds and thirty pence.

IRA: Did you give him a tip?

NATASHA: Yes, I gave him twenty pounds. He gave me no change.

Как спросить путь

excuse me, could you tell me how to get to ...? простите, вы не скажете как добраться до ...?

the bus station автобусной станции

excuse me, do you know where the ... is? простите, вы знаете где находится ...?

post office почта

I'm sorry, I don't know извините, я не знаю

sorry, I'm not from around here извините, я не местный

I'm looking for ... я ищу ...

this address этот адрес

are we on the right road for ...? мы на правильной дороге до ...?

Brighton Брайтон

is this the right way for ...? это правильный путь до ...?

Ipswich Ипсвич

do you have a map? у вас есть карта?

can you show me on the map? можете показать мне на карте?

Как далеко?

how far is it? как далеко это находится?

how far is it to ...? как далеко до ...?

the airport аэропорта

how far is it to ... from here? как далеко до ... отсюда?

the beach пляжа

is it far? это далеко?

is it a long way? это долгий путь?

it's ... это ...

not far недалеко

quite close довольно близко

quite a long way довольно далеко

a long way on foot довольно далеко

a long way to walk	долгий путь пешком
about a mile from here	около мили отсюда (одна миля — примерно 1,6 километра)

Как указать путь

it's this way это сюда

it's that way это туда

you're going the wrong way вы двигаетесь неправильным путем

you're going in the wrong direction вы двигаетесь в неправильном направлении

take this road следуйте по этой дороге

go down there идите туда

take the first on the left поверните на первом повороте направо

take the second on the right поверните на втором повороте направо

turn right at the crossroads на перекрёстке поверните направо

continue straight ahead for about a mile проедьте прямо еще примерно одну милю (одна миля — примерно 1,6 километра)

continue past the fire station продолжайте двигаться после пожарной станции

you'll pass a supermarket on your left слева будет супермаркет

keep going for another ... пройдите еще ...

hundred yards сто ярдов (примерно 91 метр)

two hundred metres двести метров

half mile пол мили (примерно 800 метров)

kilometre километр

it'll be ... это будет ...

on your left слева

on your right справа

straight ahead of you прямо

Как указать путь водителям

follow the signs for ... следуйте указателям для ...

the town centre центра города

Birmingham Бирменгема

continue straight on past some traffic lights после светофора продолжайте прямо

at the second set of traffic lights, turn left на втором светофоре поверните налево

go over the roundabout проедьте по кольцу

take the second exit at the roundabout на кольце воспользуйтесь вторым выездом

turn right at the T-junction поверните направо на Т-образном перекрестке

go under the bridge проедьте под мостом

go over the bridge проедьте по мосту

you'll cross some railway lines вы проедете через железнодорожный переезд

РАЗДЕЛ 2.1

Личные местоимения (personal pronouns)- подкласс местоимений, указывающих на участников диалога – автора речи (первое лицо): **"I, we"** (я, мы), адресата (второе лицо): **"you"** (ты, вы) и тех, кто не участвует в диалоге (третье лицо): **"it, he, she, they"** (оно, он, она, они). Личные местоимения в предложении выполняют синтаксическую функцию субстантива (употребляется вместо существительного) или детерминатива (определителя к существительному):

В отличие от существительного, которое не меняет своей формы в зависимости от того выполняет ли оно функцию подлежащего или дополнения, личные местоимения в этом случае имеют разные формы (падежи): **именительный падеж (subjective case)** и **объектный падеж (objective case)**:

Таблица личных местоимений

Лицо (Person)	Число (Number)	Именительный падеж (Subjective case)	Объектный падеж (Objective case)	Притяжательный падеж (Possessive case)	
				Определительная форма (Determinative form)	Абсолютная форма (Absolute form)
1	единственное (singular)	I [aɪ]	me [mi:]	my [maɪ]	mine
	множественное (plural)	we [wi:]	us [ʌs]	our ['auər]	ours ['auərz]
2	plural	you [ju:]	you	your [jɔ:r]	yours [jɔ:rz]
		he [hi:]	him [hɪm]	his [hɪz]	his
3	singular	she [ʃi:]	her [hə:r]	her	hers [hə:rz]
		it [ɪt]	it	its [ɪts]	its
	plural	they [ðeɪ]	them [ðəm]	their [ðeər]	theirs [ðeərz]

Употребление именительного падежа или объектного падежа определяется тем, является ли личное местоимение субъектом или объектом действия

выраженного глаголом т.е подлежащим (или именной частью сказуемого) или дополнением.

Именительный падеж местоимений (The Subjective Case of The Pronoun)

Личное местоимение в именительном падеже выполняет функцию подлежащего и именной части сказуемого:

- В качестве подлежащего;
 - "I know him very well." - «Я знаю его очень хорошо.»
 - "She doesn't understand me." - «Она меня не понимает.»
- В качестве именной части составного сказуемого:
Who is there?
It is I.
Кто там?
Это я.

Местоимение "I" всегда пишется с прописной буквы независимо от места, занимаемого в предложении. При перечислении с другими личными местоимениями или существительными ставится после них:

- "My friend and I are having a conflict." - «У меня с моим другом, сей час конфликт.»

Местоимения "he", "she" употребляются в отношении одушевлённых лиц, "it" - в отношении неодушевлённых предметов, абстрактных понятий и животных см. Род существительных (The Gender of Nouns).

Объектный падеж местоимений (The Objective Case of The Pronoun)

Личные местоимения в объектном падеже выполняют функцию дополнения:

- "I know him very well." - «Я знаю его очень хорошо.»
- "She doesn't understand me." - «Она меня не понимает.»
- "I sent a letter to them." - «Я послал им письмо.»

Неопределённые местоимения в единственном числе и собирательные существительные могут ссылаться на личное местоимение множественного числа:

- "If anybody comes, tell them I'm not in." - «Если кто придет, говори им, что меня нет.»
- "His family was waiting in the next room and they had not yet been informed." - «Его семья ждала в соседней комнате и они еще не были проинформированы.»

б) отработка употребления личных местоимений. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

Choose the correct pronoun.

A. 1. It may be (*our, ours*) dictionaries. 2. He has not read a line of (*your, yours*). How can he criticize (*your, yours*) poems? 3 His composition is much more interesting than (*your, yours*) or (*my, mine*). 4. (*Their, theirs*) knowledge of the subject is not much superior to (*our, ours*). 5. I'm afraid they will take (*her, hers*) advice not (*your, yours*). 6. All (*our, ours*) clothes were extremely dirty, and (*my, mine*) especially so. 7. Will you help me to sort out the things? I cannot tell which are (*your, yours*) and which are (*my, mine*). 8. This is (*your, yours*) note-book, but where is (*my, mine*)?

B. 1. "Let me see your passports," I gave him (*my, mine*) and Catherine got (*her, hers*) out of (*her, hers*) handbag. 2. Mr. Black gave (*his, him*) wife a bag for (*her, hers*) birthday. 3. I looked at (*her, hers*) and at none other from that moment. 4. (*My, mine*) nerves are as bad as (*your, yours*). 5. His eyes were as bright as (*her, hers*). 6. After all, this is (*your, yours*) home just as much as (*my, mine*). 7. My sister likes much sugar in (*her, hers*) tea, but I like little in (*my, mine*). 8. "Who can drink tea as sweet as (*your, yours*)", I wonder.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитайте следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

STATE SYSTEM OF THE REPUBLIC OF BELARUS

to adopt (a law, a Constitution) принимать (закон, Конституцию)

to amend (a law, a Constitution) вносить поправки, изменения (в закон, Конституцию)

all-nation referendum всенародный референдум

according to/ in accordance with в соответствии с

a branch of power ветвь власти

legislative законодательный

legislation законодательство

executive исполнительный

to execute (a law) применить (закон)

judicial судебный

to create (a law) создавать, разрабатывать (закон)

to accomplish (a law) вводить в действие, приводить в исполнение (закон)

to see (to it) that проследить за чем-л.

a full-time commission постоянно действующая комиссия
 a law draft to consider законопроект рассматривать, обсуждать
 to approve (a law draft) одобрить (законопроект)
 an approval одобрение, утверждение
 to give approval to одобрять, утверждать
 with the approval of с одобрения, с согласия
 to reject (a law draft) отклонять (законопроект)
 a deputy заместитель, депутат
 to govern управлять, руководить
 to appoint smb.(to an office) назначать кого-л. (на должность)
 to dismiss smb освобождать от обязанностей
 a chairman председатель
 a local body of power местный орган власти
 an administrative and territorial unit административно-территориальная единица
 local deputies' Soviets местные Советы депутатов
 a directive body распорядительный орган
 to elect smb избирать кого-л.
 to reelect smb переизбирать кого-л.
 to take into consideration принимать во внимание
 to fulfill a directive выполнять, исполнять указание, распоряжение
 all-people vote всенародное голосование
 foreign policy внешняя политика
 a Governing Board Правление
 an ambassador посол
 to grant citizenship предоставить гражданство
 to grant a pardon даровать помилование

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочесть и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

STATE SYSTEM OF THE REPUBLIC OF BELARUS

The Constitution of the Republic of Belarus was adopted on the 15th of March, 1994 and then it was amended in November, 1996 and in October, 2004 after the all-nation referendum. According to this Constitution there are three branches of power in the state: the legislative power creating laws, the executive power accomplishing these laws and the judicial power which sees that these laws be observed. The Parliament, which is the highest legislative body, is represented by the National Assembly of the Republic of Belarus. It consists of two chambers: the Chamber of Representatives and the Council of the Republic. In the National Assembly there are full-time commissions. They are:

☐ ☐ Commission on defence and national safety;

- Commission on foreign affairs;
- Budget and finance commission;
- Economic reforms commission;
- Industrial commission;

□□ Commission on employment and social security.

At first a law draft is considered by the Chamber of Representatives, then it is approved or rejected by the Council of the Republic of Belarus and the President, and only then it becomes a law. The Government or the supreme executive power is the Council of Ministers. It consists of the Prime Minister, his deputies and ministers. The Prime Minister governs the activities of the Council of Ministers. He is appointed by the President of the Republic of Belarus with the consent of the House of Representatives. The Council of Ministers is responsible for the effective development of economic, social and political situation in Belarus in accordance with the laws adopted by the National Assembly of the Republic of Belarus. The judicial power is represented by the Supreme Court, the High Economic Court and the Constitutional Court. The Chairmen of these courts are appointed or dismissed by the President with the approval of the Council of the Republic of Belarus. Six judges of the Constitutional court are also appointed by the President. There are local bodies of power on the level of administrative and territorial units - the local deputies' Soviets, executive and directive bodies, etc. The local deputies' Soviets are elected by the citizens of the corresponding administrative and territorial units for 4 years. Chief officers of the local executive and directive bodies are appointed and dismissed by the President of the Republic of Belarus. The local deputies' Soviets, executive and directive bodies, solve local problems in the framework of their power but taking into consideration the state interests and the interests of people living on the territory. They fulfill the directives of the higher-level state bodies. The President of the Republic of Belarus elected by the all people vote is the head of our state. The President is responsible for the organization of the executive powers in the fields of economy, foreign policy, defence, national security and other spheres. The members of the Council of Ministers, such as deputies of the Prime Minister, the Minister of Foreign Affairs, the Minister of Finance, the Minister of Defence, the Internal Affairs Minister and others are appointed or dismissed by the President. The same refers to the Chairman and the members of the Governing Board of the National Bank of the Republic of Belarus. The President appoints ambassadors, grants citizenship and pardons.

РАЗДЕЛ 2.2

Личные местоимения (personal pronouns)- подкласс местоимений, указывающих на участников диалога – автора речи (первое лицо): **"I, we"** (я, мы), адресата (второе лицо): **"you"** (ты, вы) и тех, кто не участвует в диалоге (третье лицо): **"it, he, she, they"** (оно, он, она, они). Личные местоимения в предложении выполняют синтаксическую функцию субстантива (употребляется вместо существительного) или детерминатива (определителя к существительному):

В отличие от существительного, которое не меняет своей формы в зависимости от того выполняет ли оно функцию подлежащего или дополнения, личные местоимения в этом случае имеют разные формы (падежи): **именительный падеж (subjective case)** и **объектный падеж (objective case)**:

Таблица личных местоимений

Лицо (Person)	Число (Number)	Именительный падеж (Subjective case)	Объектный падеж (Objective case)	Притяжательный падеж (Possessive case)	
				Определительная форма (Determinative form)	Абсолютная форма (Absolute form)
1	единственное (singular)	I [aɪ]	me [mi:]	my [maɪ]	mine
	множественное (plural)	we [wi:]	us [ʌs]	our ['auər]	ours ['auərz]
2	plural	you [ju:]	you	your [jɔ:r]	yours [jɔ:rz]
		he [hi:]	him [hɪm]	his [hɪz]	his
3	singular	she [ʃi:]	her [hə:r]	her	hers [hə:rz]
		it [ɪt]	it	its [ɪts]	its
	plural	they [ðeɪ]	them [ðəm]	their [ðeər]	theirs [ðeərz]

Употребление именительного падежа или объектного падежа определяется тем, является ли личное местоимение субъектом или объектом действия выраженного глаголом т.е подлежащим (или именной частью сказуемого) или дополнением.

Именительный падеж местоимений (The Subjective Case of The Pronoun)

Личное местоимение в именительном падеже выполняет функцию подлежащего и именной части сказуемого:

- В качестве подлежащего;
 - "I know him very well." - «Я знаю его очень хорошо.»
 - "She doesn't understand me." - «Она меня не понимает.»
- В качестве именной части составного сказуемого:

Who is there?
It is I.
Кто там?

Это я.

Местоимение "I" всегда пишется с прописной буквы независимо от места, занимаемого в предложении. При перечислении с другими личными местоимениями или существительными ставится после них:

- "My friend and I are having a conflict." - «У меня с моим другом, сей час конфликт.»

Местоимения "he", "she" употребляются в отношении одушевлённых лиц, "it" - в отношении неодушевлённых предметов, абстрактных понятий и животных см. Род существительных (The Gender of Nouns).

Объектный падеж местоимений (The Objective Case of The Pronoun)

Личные местоимения в объектном падеже выполняют функцию дополнения:

- "I know him very well." - «Я знаю его очень хорошо.»
- "She doesn't understand me." - «Она меня не понимает.»
- "I sent a letter to them." - «Я послал им письмо.»

Неопределённые местоимения в единственном числе и собирательные существительные могут ссылаться на личное местоимение множественного числа:

- "If anybody comes, tell them I'm not in." - «Если кто придет, говори им, что меня нет.»
- "His family was waiting in the next room and they had not yet been informed." - «Его семья ждала в соседней комнате и они еще не были проинформированы.»

б) отработка употребления личных местоимений. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

Choose the correct pronoun.

A. 1. It may be (*our, ours*) dictionaries. 2. He has not read a line of (*your, yours*). How can he criticize (*your, yours*) poems? 3 His composition is much more interesting than (*your, yours*) or (*my, mine*). 4. (*Their, theirs*) knowledge of the subject is not much superior to (*our, ours*). 5. I'm afraid they will take (*her, hers*) advice not (*your, yours*). 6. All (*our, ours*) clothes were extremely dirty, and (*my, mine*) especially so. 7. Will you help me to sort out the things? I cannot tell which are

(your, yours) and which are (my, mine). 8. This is (your, yours) note-book, but where is (my, mine)?

B. 1. "Let me see your passports," I gave him (my, mine) and Catherine got (her, hers) out of (her, hers) handbag. 2. Mr. Black gave (his, him) wife a bag for (her, hers) birthday. 3. I looked at (her, hers) and at none other from that moment. 4. (My, mine) nerves are as bad as (your, yours). 5. His eyes were as bright as (her, hers). 6. After all, this is (your, yours) home just as much as (my, mine). 7. My sister likes much sugar in (her, hers) tea, but I like little in (my, mine). 8. "Who can drink tea as sweet as (your, yours)", I wonder.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

THE JUDICIAL SYSTEM OF THE REPUBLIC OF BELARUS

application применение

law-enforcement measures правоприменительные меры

a general court суд общей юрисдикции

an economic court хозяйственный суд

a regional court областной суд

the City of Minsk Court Минский городской суд

a district court районный суд

a military tribunal военный суд

to try cases/to hear cases рассматривать дела (в суде)

an administrative offence административное правонарушение

to be made up of состоять из

ajudicial board судебная коллегия

the Presidium президиум

the Plenum пленум

to be provided by быть предусмотренным чем-л.

to commit a crime совершать преступление

a complaint исковое заявление

a complainant истец

inter-garrison меж гарнизонный

the Belarussian Military Court Белорусский военный суд

the Law on Economic Court Закон «О хозяйственном суде»

to settle a dispute разрешать спор (в судебн. порядке)

the Law on the Constitutional Court Закон «О Конституционном Суде
of the Republic of Belarus Республики Беларусь»

supremacy верховенство, главенство

to correspond (to) соответствовать (чему-либо)

to ensure обеспечивать

law-enforcement activity правоохранительная деятельность

to solve matters разрешать дела (в судебном порядке)

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

THE JUDICIAL SYSTEM OF THE REPUBLIC OF BELARUS

According to the Constitution of the Republic of Belarus there are three branches of power in the state: legislative, executive and judicial. The judicial power is vested in the network of independent agencies, each having its own authorities. The main function of the judicial branch is to administer justice. It sees to the laws be observed. It also provides the judicial control over the legality and the application of law enforcement measures and the interpretation of law. By the law the judicial power belongs to the general, economic and other courts with the Constitutional Court, the High Economic Court and the Supreme Court at the head. The Supreme Court, regional courts, the City of Minsk Court, district (city) courts and military tribunals constitute the system of general courts. The district or city courts are the lowest ones in the general court system. They are established in different districts and cities. These courts try a majority of criminal and civil cases and hear cases on administrative offences. Regional courts and the City of Minsk Court form the higher level of the courts of general jurisdiction. They are made up of the Chairman of the court, his deputies and a number of judges, who act in the composition of judicial boards and the Presidium of the court. The highest court in the system of general courts is the Supreme Court consisting of the Chairman, his deputies and judges acting in the composition of boards (on civil and criminal cases and the military board), the Presidium and the Plenum. In the limits of its powers it tries cases as an appellate court when it is provided by law. Military tribunals are included into the general court system. They try cases on crime committed by military men, cases on complaints concerning military service and some others. The system of military courts includes inter-garrison military courts and the Belarussian Military Court. The highest instance for these courts is the Military Board of the Supreme Court. Under the Law on Economic Court, 1991 the system of economic courts consisting of the High Economic Court and regional economic courts has been formed. Economic courts settle different disputes between enterprises and citizens in the sphere of economy. The Constitutional Court has a unique position in the court system of the Republic of Belarus. It was elected according to the Constitution and the Law on the Constitutional Court of the Republic of Belarus, 1994. The main function of the Constitutional Court is to provide the supremacy of the Constitution of the Republic of Belarus. It sees to it that laws and acts of state bodies be corresponded to the Constitution. The court ensures the legality in the law enforcement activity and

solution of other matters provided by the Constitution. The Constitutional Court is composed of the Chairman, his deputy and 10 judges of the Constitutional Court. Six judges are appointed by the President of the Republic of Belarus and six judges are elected by the Council of the Republic. The Chairman of the Constitutional Court is appointed by the President with the consent of the Council of the Republic. The judge of the Constitutional Court must be a citizen of the Republic of Belarus who has higher education in law, practice in this sphere for many years and as a rule the scientific degree in law. The judges of the Constitutional Court are appointed or elected for 11 years and they can be appointed again or re-elected for a new term. The maximum age limit of the members of the Constitutional Court is 70 years. The judges must not be involved in any business activity. They cannot be members of the Council of the Republic, deputies of the Chamber of Representatives and they must not belong to any political party or political organization. Judges may not perform any paid job, except teaching and research.

РАЗДЕЛ 2.3

The Numeral

Cardinal numbers

379 = three hundred and seventy nine;

2,860 = two thousand eight hundred and sixty;

5,084 = five thousand and eighty-four;

470,000 = four hundred and seventy thousand;

2,550,000 = two million, five hundred and fifty thousand;

3,000,000,000 = three billion.

NOTE: There is no plurals after hundred, thousand, million and billion when they are part of a number. On their own, they can be plural, *thousands of people; millions of insects*.

Ordinal numbers and dates

One of the problems with dates is that we write them and say them in a different way: We write 4 January (or 4th January), but say *the fourth of January or January the fourth*. We write 21 May (or 21st May), but say *the twenty-first of May or May the twenty-first*.

1997 = nineteen ninety seven,

1905 = nineteen hundred and five or nineteen oh five.

Fractions and decimals

$1/4$ = one and a quarter;

$1/3$ = one and a third;

1.75 = one point seven five;

$1/2$ = one and a half;

1.25 = one point two five;

1.33 = one point three three;

$1/4$ = one and three quarters;

1.5 = one point five

Percentages

26% = twenty-six per cent.

More than 50% is the majority; less than 50% is the minority.

Arithmetic

There are four basic processes for working out (= calculating) a problem:

+ = addition $6 + 4 = 10$ (six plus/and four equals/is ten)

- = subtraction $6 - 4 = 2$ (six minus four equals/is two)

x = multiplication $6 \times 4 = 24$ (six times/multiplied by four equals/is twenty-four)

- = division $4 \div 2 = 2$ (four divided by two equals/is two)

Saying '0'

This can be spoken in different ways in different contexts. Telephone number: 603 724 = six oh three, seven two four (AmEng = six zero three); mathematics: 0.7 = naught point seven, 6.02 = six point oh two; temperature: -10 degrees = ten degrees below zero / minus ten degrees; football: 2 - 0 = two nil; tennis: 40 - 0 = forty love.

Примечание: необходимость конспектирования курсантами теоретического материала и объем конспектирования определяется преподавателем в зависимости от уровня владения ими данным грамматическим явлением.

б) отработка употребления числительных. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. How do you say these numbers in English?

1). 462;

2). $2\frac{1}{2}$;

3). 2,345;

4). 6,75;

5). 0,25;

6). 31/;

7). 1,250,000;

- 8). 10,04;
- 9). 47%;
- 10). 20 September;
- 11). 3 July;
- 12). 602 8477
(phone number);
- 13). 5 centigrade;
- 14). In 1903;
- 15). In 1876.

2. Correct the mistakes in these sentences.

1. After the game I heard the crowd was over twenty thousands.
2. We arrived on the ten September.
3. There were two hundred twenty altogether.
4. I got twenty-five from forty in my test.
5. My birthday is thirty-one August.
6. My phone number is seven twenty three, six naught nine.

3.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

широкий круг полномочий, основная задача, обязанности, административное принуждение, соблюдать правила дорожного движения, главная цель, криминальная милиция, Главное управление предварительного расследования, торговля людьми, милиция общественной безопасности, Управление по наркоконтролю и противодействию торговле людьми, задерживать преступника, предавать кого-либо правосудию, незаконный оборот наркотиков, поддерживать правопорядок, профилактика преступлений, охрана частной собственности.

г) тренировка в употреблении лексики по теме занятия на уровне текста.

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MILITIA OF THE REPUBLIC OF BELARUS

The first militia forces in Belarus were created in 1917. The 4th of March became the birthday of the Belarusian Militia. The Militia of the Republic of Belarus, which comes under the authority of the Ministry of Internal Affairs, has a wide range of

activity. The principle task of the Belarusian Militia is to prevent and eradicate crime. The duties of the Militia are various including criminal investigation, administrative enforcement and others. It seems to it that citizens observe laws, government decrees and local ordinances, which regulate public peace and order. It protects state and public property and personal property of the citizens. It seems to it that people abide to traffic rules. It maintains order in public places, summons first aid for people who are involved in street or other accidents and so on. Under the law the central objective of the law-enforcement agencies is to provide security or, at least, a social and psychological feeling of security, to a majority of citizens, in a majority of places for most of the time. Structurally the Ministry of Internal Affairs consists of the Criminal Militia, the Central Department of Preliminary Investigation, the Transport Militia, the Militia of Public Security and the Special Militia, as well as the Headquarters and the Administration Personnel. The Criminal Militia consists of the Criminal Detection Department, the Economic Crimes Department, the Department on Drugs Control and Combating Trafficking in Human Beings and other units. The main responsibility of officers of the Criminal Detection Department is to detect the criminal, i.e. to locate and apprehend him. The Economic Crimes Department fights against those who don't want to live an honest life. The responsibility of the officers of this Department is to reveal the criminal activity of those who commit embezzlement and other economic crimes, to bring them to justice. The Department on Drugs Control and Combating Trafficking in Human Beings fights against illegal drug trafficking, human trafficking and illegal migration. The Central Department of Preliminary Investigation carries out the preliminary investigation of criminal cases and sends them to the court. The Transport Militia maintains law and order on the railway, airlines and waterways in the country. The duties of the Militia of Public Safety and the Special Militia are maintenance of public peace and order, crime prevention, traffic regulation, protection of state and private property.

COMBATING ORGANISED CRIME

According to the UN Commission on Crime Prevention and Criminal Justice transnational and organized crime, as well as economic crime, threatens the security and stability of all nations. Modern technology in the banking, communication and electronic sectors has provided criminals with new tools enabling them to steal millions of dollars, to launder their huge illicit profits across borders and continents. Organized crime is becoming more diversified every day, moving from traditional fields, such as gambling, loan-sharking and prostitution, to international automobile smuggling, art and archaeological theft, arms trafficking, credit-card fraud and other transnational enterprises. Society's reliance on electronic communication systems that cannot be made absolutely safe has resulted in vulnerability to computer related crime, with economic losses running into millions of dollars. Although major business publications publish hundreds of articles of how to make data-processing systems more secure, security experts agree that the vast majority of thefts by computer remains undiscovered. This is an area where legislation and police training has frequently failed to keep abreast of technological developments. Another situation exploited by organized crime is the worldwide shortage of donor organs for

transplantation. A black market has developed, in which destitute persons, including children, particularly in developing countries, provide a source of such organs. In the area of prostitution, victims are transported from one country to another, after having been given false offers of work or simply kidnapped. Later, their obedience will be ensured by violence and lack of contacts in the country concerned. The proceeds of such criminal activities always need laundering. New and more sophisticated methods of money laundering are emerging with crime cartels sometimes gaining control of bank and other institutions. Other activities of organized crime of international concern identified by the UN Commission are insurance fraud, currency counterfeiting and fraudulent bankruptcy. The burden of attempting to eradicate organized crime falls on both developed and developing countries. Organized crime is an insidious form of lawlessness that cynically exploits citizen's rights and constitutional guarantees for the purpose of reducing the risk of detection. In that manner organized crime threatens one of the most basic elements of democracy and as such it must be opposed. The UN Commission on Crime Prevention and Criminal Justice believes that it is necessary for countries to extradite criminals and put them on trial, exchange information on criminal activity, provide technical assistance to one another for crime prevention purposes, and take more stringent measures to prevent cross-border activities by criminals.

INTERPOL

Interpol became necessary mainly because of the need both for a united front for the combating international crime and for the exchange of ideas and methods between the police forces of the world. In 1923 a number of police officials met in Vienna to establish the basis of international police cooperation. A scheme was approved by 130 delegates from about 20 countries. The International Criminal Police Commission with headquarters in Vienna came into being. The first president of this organization was N. Shober. Therefore, the 7th of September 1923 became the birthday of this commission. It worked satisfactorily until the beginning of the Second World War. Meeting again in Vienna in 1956 the organization decided to adopt a new Constitution. It comprised fifty articles. Under it the International Criminal Police Commission was renamed the «International Criminal Police Organization or Interpol». Now Interpol consists of about 180 members. According to article 5 of its Constitution there are some bodies in this organization. They are:

- the General Assembly;
- the Executive Committee, headed by the President;
- the General Secretariat;
- the National Central Bureaus.

The General Assembly is the highest plenary body of Interpol. Each country-participant sends a delegation to the Assembly, including top police officials, magistrates and lawyers. Each delegation has only one vote. All the decisions are taken by a simple majority of votes. But if discussed the questions of varying or creating some articles of the Constitution, it is necessary two-thirds of all votes. The General Assembly formulates a comprehensive policy covering all major issues of police cooperation, it deals with the matters of admitting new members, adopting new

plans for a year, appointing to the offices, solving financial problems and so on. The Executive Committee is an administrative body. According to the Constitution, it sees to it that the General Assembly's recommendations be observed; it controls the General Secretariat's activities. The Committee is composed of the President elected for four years, three Vice-Presidents and nine delegates who are elected for 3 years and represented by different countries of Europe, Asia, Africa and America. The President is a virtual ruler of Interpol, who coordinates all the activities. The Executive Committee sits twice a year and makes its decisions by a simple majority of votes. The General Secretariat is a work agency. It is appointed by the General Assembly on the Executive Committee's advice for a five-year term. It is an international center for combating crime and a specialized information center. The National Central Bureau is a work body, which exists in every co-participant country to maintain relations with the General Secretariat and other similar bureaus in different countries. It renders the necessary assistance when disclosing international crimes. Under the Constitution the general aims of Interpol are:

- to ensure and promote mutual assistance within the limits of the laws existing in different countries;
- in the spirit of «The Universal Declaration of Human Rights» to contribute effectively to the prevention and suppression of crime.

РАЗДЕЛ 2.4

The Numeral

Cardinal numbers

379 = three hundred and seventy nine;

2,860 = two thousand eight hundred and sixty;

5,084 = five thousand and eighty-four;

470,000 = four hundred and seventy thousand;

2,550,000 = two million, five hundred and fifty thousand;

3,000,000,000 = three billion.

NOTE: There is no plurals after hundred, thousand, million and billion when they are part of a number. On their own, they can be plural, *thousands of people; millions of insects.*

Ordinal numbers and dates

One of the problems with dates is that we write them and say them in a different way:

We write 4 January (or 4th January), but say *the fourth of January or January the fourth.* We write 21 May (or 21st May), but say *the twenty-first of May or May the twenty-first.*

1997 = nineteen ninety seven,

1905 = nineteen hundred and five or nineteen oh five.

Fractions and decimals

1/4 = one and a quarter;

$1/3$ = one and a third;
 1.75 = one point seven five;
 $1\frac{1}{2}$ = one and a half;
 1.25 = one point two five;
 1.33 = one point three three;
 $1/4$ = one and three quarters;
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Percentages

26% = twenty-six per cent.

More than 50% is the majority; less than 50% is the minority.

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There are four basic processes for working out (= calculating) a problem:

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1. Correct the mistakes in these sentences.

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3. There were two hundred twenty altogether.
- 4.1 got twenty-five from forty in my test.
5. My birthday is thirty-one August.
6. My phone number is seven twenty three, six naught nine.

2. Marriage, Divorce and Cohabitation in Britain

The number of people getting married in Britain has been falling over the past 20 years or so. In 1970, about 400,000 couples were married for the first time. This was down just to over 200,000 first marriages in 1994. In 1995, the last year for which statistics are currently available, there were 322,200 marriages of which over a third were second marriages, most of which followed a divorce. Britain, where there were 170,000 divorces in 1995, has the highest divorce rate in the European Union. Nearly three quarters of divorces are granted to wives. Men are more likely to remarry, than women. The divorce rates in Scotland and Northern Ireland are lower than in England and Wales, where there were over 13 divorces per 1,000 married couples in 1995. Cohabitation - an unmarried couple living together - is on the increase. About a quarter of all couples living together are not married. Many couples do get married after living together for a while. About 65% of all couples married in 1993 had cohabited before marriage compared with only 4% of couples first married in 1966.

в) знакомство с лексикой по теме занятия;

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COMBATING INTERNATIONAL TERRORISM

the League of Nations Лига Наций

an international community международное сообщество

a convention конвенция

to increase возрасть, увеличивать(ся)

to wage (a war) вести (войну)

a hijacking угон самолета

a target цель, мишень

to target нацеливать (ся)

paramilitary военизированный, полувоеенный

legitimate законный, легальный

extortion вымогательство

a ransom выкуп

funding субсидирование, финансирование

recruitment набор, вербовка

to recruit вербовать

to settle a score сводить счета

a cause причина

to defeat наносить поражение, уничтожать

TRAFFICKING IN HUMAN BEINGS

trafficking in human beings торговля людьми

to subject подчинять, покорять

involuntary невольный, принудительный

to estimate/ to make an estimate оценивать

to exploit эксплуатировать, использовать

an exploitation эксплуатация, использование

marketing торговля, продажа

intimidation устрашение, запугивание

to intimidate угрожать

poverty бедность, нищета

to expose подвергать

to fall victims to trafficking становиться жертвами торговли

an expansion распространение

restrictive ограничительный

insufficient penalty недостаточное наказание

a fee воз награждение

to enslave порабощать

COMBATING ILLEGAL DRUG TRAFFICKING

heroin героин

cocaine кокаин

marijuana марихуана

a drug addict/ a drug user наркоман

poppy мак

methadone метадон

amphetamines амфетамины

a seizure конфискация

to point out/ to указывать на

psychotropic substance психотропное вещество

a supplier поставщик

transparent borders проницаемые границы

to eliminate уничтожать, ликвидировать

opium 1 .опий 2.опиум

a coca leaf лист коки

marijuana crops посевы конопли

to immobilize зд. нейтрализовать

convincing evidence убедительные улики

to insinuate зд. внедрять

bilateral двусторонний

multilateral многосторонний

the CIS (Commonwealth СНГ (Содружество Независимых
of Independent States) Государств)

personnel персонал, личный состав

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

COMBATING INTERNATIONAL TERRORISM

Terrorism has been of international concern since 1937 when the League of Nations developed the Convention for the Prevention and Punishment of Terrorism. Since 1963, the international community has developed 12 universal Conventions related to the prevention and suppression of international terrorism. The threat of terrorism has increased over the last 30 years. Few parts of the world have remained untouched by the wave of terrorism. The evil of terrorism continues to plague the world. At the same time the global war against the terrorist threat is being waged in all regions of the world. Before a discussion of terrorism is possible, it is necessary to understand the meaning of the word «terrorism». Terrorism is the use of violence, including murder, kidnapping, hijacking and bombings, to achieve a political purpose. There are several basic elements, which differ terrorism from other forms of violence:

1. Terrorism differs from other forms of military action in that innocent civilians are deliberately targeted. In «a common war» the fighting usually takes place between military or paramilitary groups. So-called «legitimate» targets typically include soldiers or civilian leaders of the warring parties. Terrorists, on the other hand, focus their efforts on the civilian population. While warriors seek military victory over their government, terrorist movements attempt to affect change through political pressure.

2. Although terrorists' acts are criminal acts, their activities and motivations are much more complicated. When an individual robs a bank, a shop, a person, etc., he or she is seeking money. If a person murders another the motive is usually financial gain or some personal matter. When terrorists commit acts of robbery, murder, extortion or kidnapping for ransom, they are usually seeking funding for their activities (weapons, equipment or recruitment) or media attention for their particular cause. In summary, the difference between terrorism and crime is motive. In committing crime a «common criminal's» end goal is an increase in wealth or settlement of a personal score, while a terrorist's end goal is political, ideological or social change. For a terrorist the commission of crime is a necessary evil in achieving that end goal. Terrorism is a complex problem with many diverse causes. Consequently, no single effective method of combating it exists. To combat terrorism, one must first understand the underlying motivations for each particular group's actions. Then a strategy needs to be developed based on those findings. Ending terrorist threats requires imaginative and fluid thinking and cooperation between countries. Terrorism is a global fight that requires a global system to defeat it.

TRAFFICKING IN HUMAN BEINGS

Trafficking is the term to define the recruiting, obtaining and transportation of a person by use of force, fraud for the purpose of subjecting him (her) to involuntary acts, such as commercial sex or involuntary labour. Human trafficking is the trade of human beings and their use by criminals to make money. Trafficking in human beings is highly profitable, and is estimated to be the third largest illegal trade in the world. According to the studies of the Council of Europe there are several different types of networks operating in this market. For example, there are large organizations with international structure and contacts at every level of society in the countries of origin, transit and destination. There are also small organizations and individuals that exploit human beings who are in a vulnerable situation.

Advances in information and communications technology have created opportunities for new forms of crime, especially connected with the sexual exploitation of children and child pornography. The Internet and other forms of telecommunications are used for recruiting, marketing and distributing of women and children to be used in sex industry.

Traffickers have developed a number of different methods for introducing human beings into the country of destination. Some of traffickers use legal travel documents and tourist visas to get them into a country and then send human beings on to another country «legally». Sometimes these persons are equipped with false documents. In a number of cases the victim's age is falsified. Traffickers take away the basic human rights of the victims: their freedom to move, to choose, to control their body and mind, and to control their future. Traffickers use fraud, intimidation, isolation, threat and use of physical force. Women are typically recruited with promises of good jobs in other countries. Social and economic reasons, poverty are often important contributing factors to women and children falling victims to trafficking.

Human trafficking is so common now that it is the third most profitable criminal activity in the world after illegal drugs and arms trafficking. Unlike drugs and arms, human beings can be «sold» several times.

The trafficking in human beings is not new. But it is a rapidly growing problem. A number of factors have led to its expansion, such as:

- easy profits made from exploitation;
- discrimination against women;
- restrictive migration laws;
- a lack of information about the realities and dangers of trafficking and insufficient penalties against traffickers.

Human trafficking is not the same as people smuggling. A smuggler facilitates illegal entry into a country for a fee, but on arrival at his destination, the smuggled person is free; the trafficking victim is enslaved.

COMBATING ILLEGAL DRUG TRAFFICKING

The widespread use of drugs such as heroin, cocaine and marijuana is commonly viewed as an important social problem. The situation in the sphere of drug addiction and illegal drugs trafficking is characterized by the high rates of crime rise and constantly increasing number of drug addicts. Drugs-related criminality challenges the social order. Very large proportions of those arrested for street crimes such as

robbery, burglary, and larceny are drug users. Alongside with such drugs as poppy and marijuana, which are already considered to be traditional, methadone and amphetamines are transported to our republic more often. The examples of seizures point out to the fact that amphetamines main channels are Poland and Lithuania. The situation regarding psychotropic substances is alike. The main suppliers are Poland, Baltic countries and the Russian Federation. Due to the geographical position and transparent borders especially with the Russian Federation our country is still the territory of drugs transit. There are different means to combat drug trafficking:

1. The most radical approach to dealing with drug trafficking is to legalize the drugs. The goal of legalizing drugs is to bring them under effective legal control. If it were legal to produce and distribute drugs, legitimate businessmen would enter the business. There would be less need for violence and corruption. Besides drug use under legislation would be less destructive to users, because drugs would be less expensive and purer. But on the other hand legislation might cause a significant increase in the level of drug use.

2. The next approach to dealing with drug trafficking is to try to eliminate the raw materials that are used to produce the drugs. For heroin, cocaine, and marijuana, this means controlling opium, coca leaf, and marijuana crops in countries such as Turkey, Afghanistan, Thailand, Bolivia, Colombia, Peru, Mexico, and Jamaica.

3. A third attack on illicit trafficking is directed at the organizations responsible for producing, importing, and distributing drugs. The basic aim is to immobilize or destroy the trafficking networks. The main problem with attacking illicit trafficking organizations is that it is very expensive. Convincing evidence can be produced only through efforts to recruit informants, establish electronic surveillance, and insinuate undercover agents.

4. One of the most important measures to combat drug trafficking is international cooperation. The Republic of Belarus joined all the UN international conventions on control over the illegal trafficking in drugs and psychotropic substances. Bilateral and multilateral agreements on cooperation in combating drug trafficking were signed with all countries of the CIS as well as with Israel, Poland, Bulgaria, Romania, Latvia, Vietnam, and China.

In combating illegal trafficking in drugs our law enforcement agencies face some problems. Firstly, it is lack of financing of the adopted State Programs on Combating Illegal Drugs Trafficking. Secondly, there is a great necessity of the appropriate qualification of working personnel of the Department on Morals Control and Combating Illegal Drug Trafficking. Thus, training seminars, education and training programs as well as international exchange of theoretical and practical knowledge in the given sphere are required.

РАЗДЕЛ 2.5

THE VERB TO BE

	Person	Present	Past	Future
--	--------	---------	------	--------

Singular	I	am	was	shall /will	
	You	are	were	will	
	He/she/it	is	was	will	
Plural	We			shall / will	be
	You	are	were	will	
	They			will	

Formation of the negatives and interrogatives:

He **is** a first-year student.

He **is not** a first-year student.

Is he a first-year student?

I am not = I'm not

is not = He isn't

are not = We aren't

She **was** in London last year.

She **was not** in London last year.

Was she in London last year?

was not = wasn't

were not = weren't

They **will be** at the conference next week.

They **will not be** at the conference next week.

Will they **be** at the conference next week?

will not = won't

shall not = shan't

THE VERB TO HAVE

Present.

have (got)

has (got)

Past

had

Future.

will have

shall have

Questions and negatives with TO HAVE:

I have got an appointment with my lawyer.

Have you got an appointment with your lawyer?

I haven't got an appointment with my lawyer.

I have an appointment with my lawyer.

Have you an appointment with your lawyer?

I haven't an appointment with my lawyer.

I have an appointment with my lawyer.

Do you have an appointment with your lawyer?

I do not have an appointment with my lawyer.

He has got many questions.

Has he got many questions?

He hasn't got many questions.

He has many questions.

Has he many questions?

He hasn't many questions.

He has many questions.

Does he have many questions?

He doesn't have many questions.

He had a busy day yesterday.

Had he a busy day yesterday?

He hadn't a busy day yesterday.

He had a busy day yesterday.

Did he have a busy day yesterday?

He didn't have a busy day yesterday.

You will have all the papers tomorrow.

Will you have all the papers tomorrow?

You will not have all the papers tomorrow.

б) отработка употребления глаголов to be & to have в настоящем времени.

Преподаватель предлагает курсантам выполнить следующие упражнения.

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1. Put in am, is or are.

1. The sky ... very blue today.

2. I ... not tired.

3. This shelf ... very heavy.

4. These shelves ... very heavy.

5. The child ... asleep.

6. Look! This ... Mabel.
7. I ... cold. Can you shut the window, please?
8. The castle ... one thousand years old.
9. My brother and I ... good tennis players.
10. Amy ... at home but her parents ... in church.
11. I ... a student.
12. My sister ... an archeologist.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

INVESTIGATION OF CRIME

a keystone основа

a search поиск

to search искать

to reconstruct восстанавливать

to present evidence давать показания

available доступный, имеющийся в распоряжении

an inquiry расследование

dedication преданность, призвание

intelligence ум, интеллект

competency знание, умение, компетентность

self-command самообладание

an aptitude способность

a professional instinct профессиональное чутье

sleuthing powers сыскные способности

to ferret out выискивать, обнаруживать

marksmanship меткая стрельба, искусство стрельбы

to lay an ambush устраивать засаду

decision-making judgement умение принять правильное решение

accurate правильный, точный

undercover work негласная работа

to conduct surveillance проводить негласный надзор

to penetrate the underworld внедряться в преступный мир

to come to know/ to become familiar with узнавать, знакомиться

an associate сообщник

a salient feature характерная черта

modus operandi способ действий преступников

a crime scene место преступления

to take pictures фотографировать

a trace след

to interview a witness опрашивать свидетеля
interviewing опрос
to search the premises обыскивать помещения
to discover the stolen property обнаруживать украденное имущество
an instrument of a crime орудие преступления
to perform выполнять, исполнять

INTERROGATION

interrogation допрос
composed сдержанный, спокойный
persistent настойчивый
sympathetic склонный к сочувствию
firm твердый, непоколебимый
to acquire приобретать
to suit подходить, соответствовать
an attitude отношение
to deny отрицать
to threaten запугивать
to persuade убеждать
to shirk one's duty уклоняться от исполнения долга
to reveal the truth открывать правду
description описание
a distinctive mark особая примета
a scar шрам
vital необходимый, жизненно важный

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

“What is crime?”

Despite an elaborate and costly criminal justice system to maintain social control, crime is still a fact of our life. A crime is a violation of a norm that has been entered into law and is backed by the power and authority of the state to impose formal sanctions (fines, arrest, imprisonment). Although not all deviant acts are crimes, willfully committing crimes is usually considered deviant.

There are two major categories of crime. The first one consists of crimes with criminal intent. These include both crimes against people and crimes against property. Let us study some of them. Most public attention focuses on violent crimes against people, such as murder, rape, assault. Killing intentionally is **murder**, often referred to in law, especially in the USA, as homicide. Victims may die as the result of **a knifing**, when a gun is used. Guns are also called firearms. Guns such as pistols

and revolvers are called **handguns**. Being armed with a handgun is known, very informally, as **packing a piece**. Where people are shot from a moving car, they are victims of a **drive-by shooting**, or a drive-by. Crimes against property take many forms. For example, **pickpocketing** is taking money from someone's pocket or bag in a public place without them noticing. **Shoplifting** is stealing goods from the shelves of shops. **Mugging** is taking someone's money in the street with threats of violence. **Burglary** or **housebreaking** is breaking in or breaking into houses or other buildings, entering them by force, in order to steal things in a break-in. These are all types of robbery or theft, although robbery is usually used to talk about stealing money from shops, banks, trains and so on, and about stealing artworks from museums. **Theft** is often used in combination such as these: petty theft or minor theft, where the things stolen are not very valuable; serious theft, where the things stolen are valuable. **Car theft** includes **joy riding**: stealing a car for pleasure of driving it, often at very high speeds, and **car jacking**, stealing a car, sometimes at gunpoint, when its driver is in it. The second category of crimes does not involve criminal intent. So, white-collar crime is committed by a person of respectability and high status in the course of his occupation. It seldom involves violence, but is more costly in dollars. Quite often this type of crime does not seem to have victims (prostitution, drug use, gambling). These acts are criminal because the community regards them as morally repugnant. Society should control these acts since they do have harmful effects – prostitutes spread AIDS, drug users may resort to other crimes to support their habit. There is also a problem of organised crime that operates for profit or power and that wants to get immunity from the law through fear and corruption. It specializes in providing illegal goods and services, getting monopolies by threatening violence against the potential competitors. In Belarus nearly all kinds of crimes have been on the rise in recent years. The crime situation in our country is exceptionally serious and shows clear signs of growing still worse. Crime is developing a more dangerous character for both man and society. More members of the population are being victimized and fewer crimes are reported or solved. The sharp rise in crime has been caused by many factors resulting from deep crisis affecting every area of public life. The spread of drug-related crimes in Belarus has been due to its geographical position favouring transit and weather conditions suitable for cultivating narcotic plants. A growing source of public concern has been growth of corruption and abuse of authority. There is a widespread dissatisfaction with our current system of crime control, causing people to look for ways to make the fight against crime more effective. Sociologist studies suggest that crime rates can be cut when police collaborate with the community in an effort to eliminate some of the causes of crime. Some sociologists also believe that alternatives to traditional prisons maybe more effective in rehabilitating criminals and seeing that they repay their debts to society.

INTERROGATION

The interrogation of criminal suspects and interviewing witnesses is the greatest source of direct information in the general administration of criminal justice. The line of distinction between an interrogation and an interview is very thin. Both involve questioning and, more important, listening. *Interviewing* is the process of general

questioning of victims, witnesses and others who may have knowledge about the criminal activity and who are «non-suspects» at the time of encounter. *The interrogation* concerns the legal aspect of questioning and is the systematic questioning of a criminal suspect or a person who is reluctant to disclose information in his possession, which is relevant to the investigation. In some respect interrogation refers to special police facilities and procedures of sleuthing. Thus, interrogation is a part of investigation but it does not substitute the investigation. *The object of interrogation* is to discover the truth and to prepare a criminal case for the prosecution in court, i.e. to develop evidence of guilt, to prove this guilt and to punish the person responsible for a crime and to discover the stolen property. The success of any interrogation depends primarily on *the efforts and specialized abilities of the investigator*; a good decision-making judgement is quite indispensable for a technique of a successful interrogator. Every good investigator should be patient, tactful, composed, persistent and sympathetic, but he should be firm if it is necessary. These salient features of the police officer can do nothing but help him in obtaining good results in the investigation. There is not one *method of interrogation*. Every good investigator learns to acquire a technique of interrogation, which best suits his temperament and his talents. Although a special list of «do's» and «don'ts» is quite available in the practice of interrogation, it often happens that some good investigators do not recognize certain general rules and use their own methods. *The subject of interrogation* may be any person who has relevant information concerning the case. It may be a victim, a complainant, an accused, witnesses and criminals. In any case the officer should choose and follow the right line of interrogation. A successful investigator never forgets that his attitude to the subject of interrogation may be the key to the solution of a crime. When a witness does not want to take part in criminal investigation he falsely denies the facts he knows and the officer fails to get the information. In this case the interrogator should neither threaten nor intimidate him. He tries to persuade the witness that he will shirk his duty as a citizen if he does not reveal the truth and without its discovering it will be impossible to solve the crime. As a rule initial questions of a police officer obtain *a description of a suspect*. In addition to inquiry about sex, race, age, height, clothing, glasses, hair length and facial appearance, the officer makes questions about the distinctive marks of the suspect, i.e. the most unusual features of his appearance. These questions force a subject to think about the overall appearance of the suspect and often result in establishing important information, for example: the suspect has an ear missing, an artificial leg, gold teeth, or a scar running from one eye to the corner of his mouth. Such details may be vital in the total process of identification, location and apprehension of the criminal.

РАЗДЕЛ 2.6

THE VERB TO BE

	Person	Present	Past	Future
--	--------	---------	------	--------

Singular	I	am	was	shall /will	
	You	are	were	will	
	He/she/it	is	was	will	
Plural	We			shall / will	be
	You	are	were	will	
	They			will	

Formation of the negatives and interrogatives:

He **is** a first-year student.

He **is not** a first-year student.

Is he a first-year student?

I am not = I'm not

is not = He isn't

are not = We aren't

She **was** in London last year.

She **was not** in London last year.

Was she in London last year?

was not = wasn't

were not = weren't

They **will be** at the conference next week.

They **will not be** at the conference next week.

Will they **be** at the conference next week?

will not = won't

shall not = shan't

THE VERB TO HAVE

Present.

have (got)

has (got)

Past

had

Future.

will have

shall have

Questions and negatives with TO HAVE:

I have got an appointment with my lawyer.

Have you got an appointment with your lawyer?

I haven't got an appointment with my lawyer.

I have an appointment with my lawyer.

Have you an appointment with your lawyer?

I haven't an appointment with my lawyer.

I have an appointment with my lawyer.

Do you have an appointment with your lawyer?

I do not have an appointment with my lawyer.

He has got many questions.

Has he got many questions?

He hasn't got many questions.

He has many questions.

Has he many questions?

He hasn't many questions.

He has many questions.

Does he have many questions?

He doesn't have many questions.

He had a busy day yesterday.

Had he a busy day yesterday?

He hadn't a busy day yesterday.

He had a busy day yesterday.

Did he have a busy day yesterday?

He didn't have a busy day yesterday.

You will have all the papers tomorrow.

Will you have all the papers tomorrow?

You will not have all the papers tomorrow.

б) отработка употребления глаголов to be & to have в настоящем времени.

Преподаватель предлагает курсантам выполнить следующие упражнения.

Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

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1. Put in am / is / are / was / were./

1. Last year their son ... 26, so he ... 27 now.

2. Today the weather ... nice, but yesterday it ... cold.

3. I ... cold. Can I have something hot to drink?

4. I ... hungry last night, but I ...so tired that I went to bed without supper.

5. Where ... you at 10 o'clock last Sunday morning?

6. Don't buy those shoes gloves. They ... too expensive.
7. Why ... you so tired yesterday?
8. We must go now. It ... very late.
9. This time last year I ... in England.
10. We ...glad to meet them that day.
11. We ... friends when we studied at school.
12. "Where... the children?" "I don't know. They ... in the garden ten minutes ago."

2. Put in am / is / are / was / were./

1. Last year their son ... 26, so he ... 27 now.
2. Today the weather ... nice, but yesterday it ... cold.
3. I ... cold. Can I have something hot to drink?
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в) знакомство с лексикой по теме занятия;

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OBSERVATION OF A CRIME SCENE

observation of a crime scene осмотр места преступления

to observe осматривать

to observe on обращать внимание на что-л.

a larceny кража

a motor vehicle theft угон автотранспортного средства

a survey исследование

a circumstance деталь, обстоятельство

significant значительный, важный

essential необходимый, весьма важный

preliminary предварительный

to keep in mind помнить, учитывать

to mind зд. остерегаться, заботиться

crime techniques криминалистическая техника

to note замечать, обращать внимание

to destroy уничтожать, повреждать

to overlook проглядеть, упустить из виду
valuable ценный, важный
a plaster cast гипсовый слепок
a footprint отпечаток ступни, след
a fingerprint дактилоскопический отпечаток (пальца)
to develop fingerprints проявлять отпечатки пальцев
to take fingerprints снимать отпечатки пальцев
an approach подход, подступ
a blood stain пятно крови
a weapon оружие
to make a conclusion делать вывод
to make a record с оставлять протокол
to bring a criminal action возбуждать уголовное дело
to point указывать
to enable давать возможность
to narrow суживать, ограничивать
to ensure обеспечивать
to give first aid оказывать первую помощь
to make an estimate давать оценку
a plaster cast гипсовый слепок
blood stains пятна крови
a cigarette stub окурок
ashes пепел
to take into consideration принимать во внимание

DETECTIVE ACTIVITY

detective activity оперативно-розыскная деятельность
overt гласный
undercover (covert) негласный
primary crime scene investigation первоначальные следственные действия на месте происшествия
a field-criminalist эксперт-криминалист
a dog-handler проводник служебно-розыскной собаки, кинолог
a medical expert судебно-медицинский эксперт
teamwork тесное взаимодействие
a search commander руководитель осмотра места происшествия
previously convicted ранее осужденный
to compromise компрометировать

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

Observation of a Crime Scene

What is a crime scene? *The crime scene* means the place or the area where the crime such as burglary, larceny, homicide, traffic crime or motor vehicle theft, etc. has taken place. The scene is the central location towards which all evidence points before, during and after a crime. *Crime scene search* is an action of the investigator consisting of his direct survey of the happening, finding, collecting and protecting evidence to establish circumstances, which are significant for the investigator. To observe and examine a crime scene properly is essential for quick and accurate crime solution. It is one of the most important sources of information concerning commission of the crime, which enables the officer to answer with specific details the questions: Where? When? What? Who? Why? How? By means of what? Not infrequently an experienced investigator manages to narrow the investigation and search down to a single individual after a careful study of the crime scene. The process of crime scene search usually includes *preliminary, general observation, detailed search and final stages*. *At the preliminary stage* the investigator keeps in mind the problems of ensuring crime scene protection, preparation of proper crime techniques, choosing and instructing witnesses, getting information of the happening. And of course he gives first aid to a victim, if it is necessary, or calls for an ambulance. *At the stage of general observation* the investigator is to observe the general appearance of the situation noting everything at the scene. To conduct crime scene search properly the investigator must reconstruct the happening, analyze the operational conditions, make an estimate of the situation and develop and follow a definite way of doing his job. He makes a plan of the search minding not to destroy and overlook any valuable evidence. He also ensures taking pictures of the scene and its objects, making plaster casts of footprints and developing and taking fingerprints. *At the stage of detailed examination* the investigator tries to answer a lot of different questions: Is it possible to identify the salient features of criminal's modus operandi? What are these features? Where was the entrance to the scene? What approaches are there to the scene? What was the criminal's way of entering it? Are there any traces of criminal act, e.g. fingerprints, footprints, blood stains on the objects? Whose prints are they? Was the criminal moving any objects from their positions? Was the criminal alone or in a company with another? Do they always work together? What were they going to do? What instruments do they usually use? What instruments was the criminal using in this case? Are there cigarette stubs or ashes? Does the criminal smoke cigars or cigarettes? Was he smoking at the crime scene? Who can it be? What are his distinctive marks? What was strange in his actions? Why did he behave so strangely? The successful investigator does not forget to note negative facts: Why is the weapon absent? Why are there no fingerprints or blood stains when it is natural to find them? etc. The answers to all those and many other questions help the investigator to build a hypothesis of the crime commission. *At the final part of observation* the investigator makes the conclusions taking into consideration all available information, packs the traces for a crime laboratory, makes the record of the crime observation and, if necessary, brings a criminal action.

DETECTIVE ACTIVITY

Detective activity of an operative can be divided into two main parts: undercover (covert) and overt work. **Undercover work** of an operative is his work with the informants. There are certain detective functions which cannot be performed by a uniformed militiaman. The persons who commit crimes, those who commit larcenies, burglaries, etc. (and the great majority of them belong to the class of professional criminals) often cannot be detected by militiamen. A great many crimes are detected thanks to the assistance given by informants. The informant is a person who gives the police officer confidential information about a crime or about the actual or potential tendency of an individual or a group toward a crime. It is necessary for an operative to cultivate the right type of informant in such a way that he will be able to trust the officer. Great care is necessary in choosing informants and if a person volunteers information it is wise to take steps to discover why he should do so, especially if he has been previously convicted or if he is an associate of criminals. Contacts with the informants are arranged so as not to compromise them. An operative must never talk to an informant in public or mention his name to other criminals. An operative in his covert work may consult many other sources of information besides people (informants). Numerical data are available for him. Such data include dates, times, places, street numbers, license plate numbers, telephone numbers, etc. **Overt work** of an operative is his work in the operative group which consists of an investigator, an operative, a divisional inspector, a field-criminalist, a dog- handler and a medical expert. As soon as they get the information of the crime committed they go out to the crime scene. Each of them has his own duties at the crime scene. At the same time teamwork is essential for a crime scene search. The operative is responsible for all detection required for quick and accurate solution of the case. In his overt work at the crime scene the operative finds, interviews and interrogates witnesses, eye-witnesses, victims and suspects. It's necessary to do that to analyse the happening and to take immediate measures to detect the criminal, that is to identify, locate and apprehend him. The operative also takes measures for search, discovery and seizure of stolen property and instruments of the crime. It often happens that an operative has to perform the duties of a search commander (directs primary crime scene investigation and detection or completes preliminary crime scene investigation actions performed by the patrol officer). Sometimes an operative has to combine the duties of different specialists of an operative group and conduct the primary investigation and detection by himself- in case he is the first to arrive at a crime scene. Both undercover work and overt work of an operative are of great importance for prevention and investigation of crime.

РАЗДЕЛ 3.1

THE PRESENT SIMPLE TENSE

Affirmative	Negative	Interrogative
I work	I do not work	Do I work?
He works She works	He doesn't work She doesn't work	Does he work? Does she work?

It works	It doesn't work	Does it work?
We work	We don't work	Do we work?
You work	You don't work	Do you work?
They work	They don't work	Do they work?

- *The Present Simple Tense употребляется:

1. Для обозначения регулярно повторяющегося действия. Здесь часто встречаются следующие обстоятельства времени – often, seldom, sometimes, occasionally, always, ever, never, every day (month, week, year, lesson, Sunday), usually, once (twice, three times) a year (week...), daily, on Sundays. Иногда обстоятельства времени отсутствуют, но сама ситуация указывает на регулярность действия.

He usually gets up at 7 o'clock.

I usually arrive at office in time.

2. Для обозначения обыкновенных фактов в настоящем времени.

I teach English at a college.

Our company produces meat products.

3. Для выражения общеизвестных фактов.

Romance only dies with life.

4. Для выражения последовательности регулярных действий в настоящем времени, а также последовательности действий, происходящих в данный момент, когда речь, однако, идет о теле- или радиотрансляциях репортажах, демонстрационных показах, репликах автора в тексте пьес.

She usually comes home, has a short rest & does her homework.

Here is a TV film about a giant panda. You can see that now it walks over the traveling box. The crowd moves closer to it.

Now I peel the apples, slice them & put into the dish.

Good night. (They shake hands).

5. Для выражения будущего запланированного действия, которое произойдет в соответствии с расписанием, программой, планом, приказом, ранее принятым решением.

The ship sails tomorrow.

We sign the agreement next week.

6. В литературном стиле для описания событий, произошедших в прошлом. В таком случае прошедшие события описываются живо и драматично.

In 1864 she arrives in England full of life & spirit.

б) отработка употребления основных глаголов в настоящем времени.

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1. Comment on the use of the Present Simple in the following sentences.

1. Wisdom comes with age. 2. There is a reason for everything. Nothing falls from heaven. 3. — Do you believe in miracles? — I do. 4. Palermo is the capital of Sicily. 5. No one in this world is perfect. 6. Students buy a lot of books at the beginning of each term. 7. I think that English Grammar is easy. 8. Frank has a good head for figures. 9. A cat purrs when it is pleased, but a dog waves its tail. 10. That's the way it usually happens. 11. The client is always right. 12. I often sleep with the window open. 13. My mother doesn't like it when we play in the street. 14. The beauty of the Internet is that you can get virtually anything that your heart desires. 15. Every generation has its way. 16. I watch evening news every day. 17. — Do you have a sweet tooth? — Yes, several.

2. Use the right form of the verbs in brackets.

1. This man (know) from his experience what it (mean). 2. Nothing (happen) by accident. 3. As man (grow) older, he (tend) to be more skeptical. 4. My mother often (tell) me that you not (leave) your problems behind you when you (go) to another place. Pain and heartache (travel) well. And indeed they (do). 5. Mrs. Osborne (own) this business and she (run) it herself. 6. He (be) a complete mystery to me. 7. What he (do) for a living? 8. In Rome every building (tell) its own story. 9. When the weather (heat) up and you (need) to cool down, a lake, a river, a pool — is what your body and soul (need). 10. My great-grandmother is very old, but she (hear, see and understand) everything quite well. 11. I (remember) that Margaret (own) a villa on the Adriatic. 12. "The Bible (say) that the heart of man is exceedingly wicked," the Pastor replied.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитав следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

Дороги

bypass	объезд
country lane	сельская дорога
dual carriageway	шоссе с разделительной средней полосой
main road	главная дорога

motorway	автострада, автомагистраль
one-way street	улица с односторонним движением
ring road	кольцевая дорога
road	дорога
toll road	дорога, за использование которой взимается дорожный сбор

Дорожные термины

corner	угол
crossroads	перекресток
kerb	обочина, край тротуара
fork	развилка (дорог)
hard shoulder	обочина
junction	развилка
lay-by	обочина
level crossing	пересечение железнодорожного пути с шоссе (на одном уровне или в одной плоскости)
pavement (американский английский: sidewalk)	тротуар
pedestrian crossing	пешеходный переход
road sign	дорожный знак
roadside	обочина
roadworks	дорожные работы
roundabout	круговое движение
services	сервис
signpost	указатель
speed limit	ограничение скорости
T-junction	T-образный перекрёсток
toll	сбор (дорожный и т. п.)
traffic light	светофор
turning	поворот (улицы, дороги)

Проблемы

accident	авария
breakdown	поломка
breathalyser	спиртометр; аппарат для получения пробы на алкоголь
jack	рычаг; домкрат
jump leads	«крокодилы»
flat tyre	спустившее колесо
fog	туман

icy road	гололёд
puncture	прокол (особ. шины)
speeding fine	штраф за превышение скорости
spray	пульверизатор, распылитель
traffic jam	пробка
to crash	врезаться, разбиться
to have an accident	попасть в аварию
to skid	буксовать
to stall	глохнуть
to swerve	резко сворачивать

Обучение езде

driving instructor	инструктор по вождению
driving lesson	урок вождения
driving licence	права
driving school	автошкола
driving test	экзамен по вождению
learner driver	водитель-ученик
to fail your driving test	провалить ваш экзамен по вождению
to pass your driving test	сдать ваш экзамен по вождению

Стоянка

car park	автостоянка
disabled parking space	место для инвалидов
multi-storey car park	многоэтажная стоянка
to park	парковаться
parking meter	счётчик на платной стоянке; счётчик времени стоянки; паркометр
parking space	место для стоянки
parking ticket	штраф за неправильную стоянку (штраф за парковку)
traffic warden	инспектор дорожного движения

На автозаправке

car wash	автомойка
diesel	дизель
oil	масло
petrol	бензин
petrol pump	бензонасос

petrol station автозаправка

unleaded бензин не содержащий свинец

Виды транспортных средств

bike (сокращённо от bicycle)

велосипед

camper van

вэн

bus

автобус

car

машина

caravan

фургон; автоприцеп, оборудованный для жилья

coach

автобус (междугороднего сообщения)

lorry

грузовик

minibus

микроавтобус

moped

мопед

motorbike (сокращённо от motorcycle)

мотоцикл

scooter

мотороллер, скутер

taxi

такси

tractor

трактор

truck

грузовик

van

фургон

Другие полезные слова

car hire прокат автомобилей

car keys ключи от машины

cyclist мотоциклист

driver водитель

garage гараж

mechanic механик

insurance страховка

passenger пассажир

pedestrian пешеход

reverse gear задняя передача

road map дорожная карта

second-hand подержанный

speed скорость

traffic движение

tyre pressure давление в шинах

vehicle сухопутное транспортное средство

to accelerate разгоняться

to brake	тормозить
to change gear	переключать передачу
to drive	водить (машину)
to overtake	обгонять
to reverse	разворачиваться
to slow down	снижать скорость
to speed up	увеличивать скорость
to steer	управлять

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

Traffic on roads may consist of pedestrians, ridden or herded animals, vehicles, streetcars, buses and other conveyances, either singly or together, while using the public way for purposes of travel. Traffic laws are the laws which govern traffic and regulate vehicles, while rules of the road are both the laws and the informal rules that may have developed over time to facilitate the orderly and timely flow of traffic.

Organized traffic generally has well-established priorities, lanes, right-of-way, and traffic control at intersections.

Traffic is formally organized in many jurisdictions, with marked lanes, junctions, intersections, interchanges, traffic signals, or signs. Traffic is often classified by type: heavy motor vehicle (e.g., car, truck); other vehicle (e.g., moped, bicycle); and pedestrian. Different classes may share speed limits and easement, or may be segregated. Some jurisdictions may have very detailed and complex rules of the road while others rely more on drivers' common sense and willingness to cooperate.

Organization typically produces a better combination of travel safety and efficiency. Events which disrupt the flow and may cause traffic to degenerate into a disorganized mess include: road construction, collisions and debris in the roadway. On particularly busy freeways, a minor disruption may persist in a phenomenon known as traffic waves. A complete breakdown of organization may result in traffic congestion and gridlock. Simulations of organized traffic frequently involve queuing theory, stochastic processes and equations of mathematical physics applied to traffic flow.

РАЗДЕЛ 3.2

THE PAST SIMPLE TENSE

Affirmative	Negative	Interrogative
I worked	I did not (didn't) work	Did I work?
I wrote	I did not (didn't) write	Did I write?

The Past Simple употребляется:

1. Для выражения действия, которое произошло в прошлом и с настоящим не связано. Здесь употребляются такие обстоятельства времени – yesterday, the day before yesterday, in 1967, in August, 6 months ago... Указание времени может отсутствовать, контекст ситуации может относить действие к прошлому.

I saw him yesterday.

I ate a lot of cabbage in Germany.

2. Для выражения последовательности действий в прошедшем времени.

The bell went & the lesson began.

3. Для выражения действия, происходящего в определенный момент или период времени в прошлом с глаголами, которые в длительном времени не употребляются.

She sipped her coffee. It tasted horrible.

Конструкции *used to + Infinitive*, *would + Infinitive* употребляются для выражения действия, которое было привычным в прошлом, однако, в настоящем такая привычка отсутствует.

I used to smoke 20 cigarettes a day. Now I do not smoke at all.

She would always wake up screaming in the night.

Вопрос и отрицание в Past Simple:

I played tennis yesterday.

Did I play tennis yesterday?

I did not play tennis yesterday.

I saw Kate yesterday.

Did I see Kate yesterday?

I did not see Kate yesterday.

б) отработка употребления основных глаголов в прошедшем времени. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. Put the verbs in the following sentences into the Past Simple Tense.

1. I go to work by bus. 2. I meet her on Tuesdays. 3. He always wears black. 4. I make cakes every week. 5. She gets up at 6.30. 6. He understands me. 7. He shuts the shop at 6.00. 8. She speaks slowly. 9. He leaves the house at 9.00. 10. I read a chapter every night. 11. You eat too much. 12. I see him every day. 13. Tom sings in the choir. 15. He puts up his prices every year. 16. He often feels ill. 17. I know what he wants. 18. I usually pay him \$50. 19. His dog always bites me. 20. We drink water.

2. Open the brackets and give the proper forms of the Past Simple Tense.

1. The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4. I (see) you the other day coming out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? — The plane was delayed and he (come) two hours later. 12. How much your bag (cost)? — I (pay) \$80 for it.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

В дороге

№	Слово/выражение
1	<i>To start a car</i> – завести машину <ul style="list-style-type: none">• <i>The car started</i> – машина тронулась
2	<i>To change a gear [gɪə]</i> – переключить передачу
3	<i>To back up the car</i> – дать задний ход
4	<i>To park a car</i> - парковаться
5	<i>To turn right/left</i> – поворачивать направо/налево
6	<i>To make a detour ['di:tʊə]</i> – объезжать, поехать в объезд
7	<i>To come abreast with</i> - поравняться
8	<i>To overtake</i> – обгонять
	<i>Solid line</i> – сплошная
9	<ul style="list-style-type: none">• <i>Double solid line</i> – двойная сплошная• <i>To cross a solid line</i> – пересечь сплошную• <i>Broken white line</i> – прерывистая белая полоса
10	<i>A single line carriageway</i> – дорога с односторонним движением

- 11 *Road markings* – дорожная разметка
- 12 *To brake/pull up* - тормозить
- 13 *To complete the manoeuvre* [mə'nu:və] – выполнить маневр
- 14 *To turn off the road* – съехать с дороги
- 15 *To travel/drive at 100 km per hour* – ехать на скорости 100 км в час
- 16 *To stop before the pedestrian crossing* – останавливаться перед пешеходным переходом
- 17 *To run over* – сбить, переехать
- 18 *Ditch* – кювет
- 19 *To exceed a speed limit* – превышать скорость
- 20 *To show driving licence* – предъявить водительские права
- 21 *To brake on the corner* – притормозить на повороте
- 22 *To pick up a hitchhiker* – подобрать голосующего на дороге
- 23 *To buckle up* – пристегнуться
- 24 *To take another lane* – въехать на другую полосу
- 25 *To pull over to the shoulder* – съехать на обочину
- 26 *Flat tyre* – спущенное колесо
- 27 *The car is broken* – машина сломалась

Дорожные знаки и обочина

№	Слово/выражение
----------	------------------------

- | | |
|----|--|
| 1 | <i>Road sign</i> – дорожный знак |
| 2 | <i>Traffic lights</i> – светофор |
| 3 | <i>No overtaking</i> – обгон запрещен |
| 4 | <i>No right/left turn</i> – нельзя поворачивать направо/налево |
| 5 | <i>Parking</i> - парковка |
| 6 | <i>Road closed</i> – дорога закрыта |
| 7 | <i>Overtaking permitted</i> – обгон разрешен |
| 8 | <i>One way</i> – одностороннее движение |
| 9 | <i>Railroad crossing</i> – железнодорожный переезд |
| 10 | <i>Do not enter</i> – проезд запрещен |
| 11 | <i>Car wash</i> – мойка машин |
| 12 | <i>Repair shop</i> - мастерская |
| 13 | <i>Gas station</i> – заправочная станция |

Нарушения

№	Слово/выражение
----------	------------------------

- | | |
|---|--|
| 1 | <i>Violation of traffic rules</i> – нарушение дорожного движения |
| 2 | <i>Traffic policeman</i> – дорожный инспектор |
| 3 | <i>To cross a solid line</i> – пересекать сплошную |

- 4 *To run a red light* – ехать на красный свет
- 5 *To cut off* – подрезать
- 6 *To drive in a state of intoxication* – водить в пьяном виде
- 7 *To exceed the speed limit* – превысить скорость
- 8 *To draw up a report* – составить протокол
- 9 *To drive without licence* – водить машину без прав
- 10 *To collide* - сталкиваться
- 11 *Accident* – авария

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

A moving violation is any violation of the law committed by the driver of a vehicle while it is in motion. The term "motion" distinguishes it from other motor vehicle violations, such as paperwork violations (which include violations involving automobile insurance, registration and inspection), parking violations, or equipment violations.

Types

While some violations, like parking violations, are civil matters involving a vehicle's owner, moving violations are charged against the actual driver.

Moving violations are usually classified as infractions or misdemeanors, but serious violations such as hit and run, driving under the influence, and road rage can be considered felonies.

The most commonly enforced moving violation, and the overwhelmingly most frequent reason for a vehicle pullover, are violations of the speed limit. Measurements of motorist speed throughout time have found many roadways where compliance with speed laws is very low, making many motorists liable to be pulled over at the discretion of law enforcement.

Costs

Moving violations involve fines which must be paid as well and sometimes punitive points assessed to the license of the driver. As a driver accumulates points, he or she may be required to attend defensive driving lessons, re-take his or her driving test, pay additional taxes, or even surrender his or her license. Additionally, drivers with more points on their driving record often must pay more for car insurance than drivers with fewer.

Sometimes tickets are used in a speed trap as a form of fundraising. For example, a local government that is suffering a budget shortfall may ticket more aggressively within its jurisdiction to increase revenue.

In the United States, citation fines can vary widely between jurisdictions for the same behaviour, usually between \$25 and \$1000. In countries such as Finland, however, they are specific proportions of the violator's income, and fines in excess of \$100,000 can be assessed to wealthy individuals. In Canada, each province is individual in how they treat similar behaviour and each violation usually includes a set fine and demerit points against the driver's license. For example, a speeding ticket in Ontario of 50+ km over is 6 demerit points against the driver's licence with the approximate fine calculated as (km over x 9.75) x 1.25, as well it carries a one-week automatic licence suspension and car impoundment. In Manitoba speeding in excess of 49 km is 8 demerit points and a fine of 557 dollars.

Examples of moving violations

- speeding, which can be exceeding a limit or simply driving an unsafe speed
- failing to maintain an Assured Clear Distance Ahead (ACDA)
- running a stop sign or red traffic light
- failure to yield to another vehicle with the right-of-way
- failure to signal for turns or lane changes
- failing to drive within a single lane
- crossing over a center divider, median or gore
- driving on the shoulder where it is considered illegal under certain conditions
- failure to use a seat belt
- illegal use of window tints and obstructions
- failure to stop for a pedestrian in a crosswalk
- failure to stop for a school bus when children are boarding or exiting
- failure to secure a load to a truck or lorry
- driving in a car pool lane illegally
- operating a telecommunications device while driving (in jurisdictions that prohibit this)
- driving a vehicle outside the conditions of one's license

More serious moving violations include:

- driving under the influence
- reckless driving
- street racing
- vehicular homicide

РАЗДЕЛ 3.3

THE PAST SIMPLE TENSE

Affirmative	Negative	Interrogative
I worked	I did not (didn't) work	Did I work?
I wrote	I did not (didn't) write	Did I write?

The Past Simple употребляется:

2. Для выражения действия, которое произошло в прошлом и с настоящим не связано. Здесь употребляются такие обстоятельства времени – yesterday, the day before yesterday, in 1967, in August, 6 months ago... Указание времени может отсутствовать, контекст ситуации может относить действие к прошлому.

I saw him yesterday.

I ate a lot of cabbage in Germany.

2. Для выражения последовательности действий в прошедшем времени.

The bell went & the lesson began.

3. Для выражения действия, происходящего в определенный момент или период времени в прошлом с глаголами, которые в длительном времени не употребляются.

She sipped her coffee. It tasted horrible.

Конструкции *used to + Infinitive*, *would + Infinitive* употребляются для выражения действия, которое было привычным в прошлом, однако, в настоящем такая привычка отсутствует.

I used to smoke 20 cigarettes a day. Now I do not smoke at all.

She would always wake up screaming in the night.

Вопрос и отрицание в Past Simple:

I played tennis yesterday.

Did I play tennis yesterday?

I did not play tennis yesterday.

I saw Kate yesterday.

Did I see Kate yesterday?

I did not see Kate yesterday.

б) отработка употребления основных глаголов в прошедшем времени. Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. Put the verbs in the following sentences into the Past Simple Tense.

1. I go to work by bus. 2. I meet her on Tuesdays. 3. He always wears black. 4. I make cakes every week. 5. She gets up at 6.30. 6. He understands me. 7. He shuts

the shop at 6.00. 8. She speaks slowly. 9. He leaves the house at 9.00. 10. I read a chapter every night. 11. You eat too much. 12. I see him every day. 13. Tom sings in the choir. 15. He puts up his prices every year. 16. He often feels ill. 17. I know what he wants. 18. I usually pay him \$50. 19. His dog always bites me. 20. We drink water.

2. Open the brackets and give the proper forms of the Past Simple Tense.

1. The building of the trade centre (begin) a month ago. 2. It (be) bitterly cold yesterday. I (put) on my warm coat but I (catch) a cold still. 3. The postman (bring) the morning mail only at 10 o'clock. 4. I (see) you the other day coming out of the library with a stack of books. Are you preparing for the exams? 5. We (have) a picnic yesterday, but the rain (spoil) the whole pleasure. 6. You (go) to the South when you (be) a child? 7. As soon as I came up, they (get) into a taxi and (go) away. 8. What sights you (see) when you (be) in Egypt? 9. Every winter Nick (go) to the Swiss Alps to ski. 10. He (come) in, (take) off his hat, (move) a chair to the table and (join) the conversation. 11. When he (arrive)? — The plane was delayed and he (come) two hours later. 12. How much your bag (cost)? — I (pay) \$80 for it.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

vehicle	транспортное средство
overland transport	наземный транспорт
automobile	автомобиль
bulldozer	бульдозер
bus	автобус
catafalque	катафалк
combine harvester	комбайн зерновой
dust-cart	мусоровоз
exavator	экскаватор
express train	экспресс
jeep	джип
kar	кар

landrover	вездеход
loader	погрузчик
lorry	грузовик
Metro	метро
motor bike	мопед
motorcycle	мотоцикл
petrol tanker	бензовоз
push-cycle	самокат
taxi	такси
tram	трамвай
trolley bus	троллейбус
truck	грузовик
body	кузов
cabriolet	кабриолет
hatch-back	хэтчбек
jeep	джип
limousine	лимузин
sedan	седан
van	фургон
universal	универсал

г) тренировка в употреблении лексики по теме занятия на уровне текста.

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regarded as the birth year of the modern car. In that year, German inventor Karl Benz built the Benz Patent-Motorwagen. Cars did not become widely available until the early 20th century. One of the first cars that was accessible to the masses was the 1908 Model T, an American car manufactured by the Ford Motor Company. Cars were rapidly adopted in the United States of America, where they replaced animal-drawn carriages and carts, but took much longer to be accepted in Western Europe and other, less developed, parts of the world.

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There are costs and benefits to car use. The costs of car usage include the cost of: acquiring the vehicle, interest payments (if the car is financed), repairs and auto maintenance, fuel, depreciation, driving time, parking fees, taxes, and insurance. The costs to society of car use include: maintaining roads, land use, road congestion, air pollution, public health, health care, and disposing of the vehicle at the end of its life. Road traffic accidents are the largest cause of injury-related deaths worldwide.

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РАЗДЕЛ 3.4

Future Simple

Утвердительные формы Future Simple образуются с помощью вспомогательного глагола *will* и инфинитива смыслового глагола без частицы *to*. В первом лице вместо вспомогательного глагола *will* иногда используется вспомогательный глагол *shall*.

Оба вспомогательных глагола *will* и *shall* могут стягиваться до формы 'll.

I will work/I'll work.

You will work/You'll work.

При построении общего вопроса вспомогательный глагол *will* ставится перед подлежащим предложения.

Will you work? Will we work?

Отрицательные предложения образуются путем прибавления к вспомогательному глаголу *will* отрицательной частицы *not/n't*. Формы *will not, shall not* могут стягиваться до форм *won't, shan't*.

I will not work/I won't work.

I shan't work.

He won't work.

Future Simple употребляется для выражения действия или нескольких повторяющихся действий, которые будут совершаться в будущем.

В частности, с помощью Future Simple можно:

а) рассказать о решении, которое касается будущего (если речь идет о планах говорящего, используется оборот *be going to* или время Present Continuous).

The telephone is ringing. I'll answer it — Телефон звонит. Я отвечу.

I'll help you — Я помогу тебе.

б) сделать предположение, предсказание или высказать уверенность в том, что нечто случится в будущем (если в момент речи наблюдаются свидетельства тому, что высказываемое предположение верно, то вместо Future Simple используется оборот *be going to*):

He will be here in an hour — Он будет здесь через час. She will be glad to see you again — Она будет рада увидеть тебя вновь.

С помощью Future Simple можно сделать предсказание относительно положения дел в настоящем, основанное на знании привычек некоторого лица или характеристик некоторого предмета.

It's 5 o'clock. He will be at home now — Сейчас 5 часов. Он должен быть дома (обычно в пять он уже дома).

б) отработка употребления основных глаголов в будущем времени.

Преподаватель предлагает курсантам выполнить следующие упражнения. Выполнение упражнений сопровождается комментированием наиболее сложных для курсантов моментов.

Примечание: количество выполненных упражнений или предложений в упражнении определяется самим преподавателем в зависимости от успешности овладения курсантами грамматическим явлением.

На усмотрение преподавателя выполнение грамматических упражнений может быть заменено полностью или частично выполнением электронных тестов по соответствующим темам.

1. Fill in the blanks with shall or will.

1. Tomorrow it _____ be cold and wet. 2. He _____ be fifty in June. 3. It's too dark to go. I _____ call a taxi. 4. _____ I give you a lift? 5. _____ you help me with this bag? 6. I _____ beat you if you do it again. 7. _____ I close the window? 8. _____, you close the window? 9. There is a car pulling down. — Oh, that _____ be John. 10. I doubt if he _____ come soon. 11. _____ we go on with our work? 12. Don't worry, I _____ not be late. 13. I suppose you _____ be pretty busy tomorrow.

2. Put the verbs in brackets into the Future Simple Tense.

1. I (know) the result in a week. 2. You (be) in Rome tonight. 3. You (have) time to help me tomorrow? 4. It (matter) if I don't come home till morning? 5. You (be) able to drive after another five lessons. 6. Do you think that he (recognize) me? 7. Unless he runs he (not catch) the train. 8. He (lend) it to you if you ask him. 9. I hope I (find) it. 10. If petrol pump attendants go on strike we (not have) any petrol. 11. He (believe) whatever you tell him. 12. I (remember) this day all my life. 13. Perhaps he (arrive) in time for lunch. 14. If he works well I (pay) him \$10. 15. I wonder how many of us still (be) here next year. 16. If you think it over you (see) that I am right. 17. If you learn another language you (get) a better job. 18. I am sure that you (like) our new house. 19. Newspaper announcement: The President (drive) along the High Street in an open carriage. 20. He (mind) if I bring my dog? 21. You (need) a visa if you are going to Spain. 22. If you open that trapdoor you (see) some steps. 23. You (feel) better when you've had a meal. 24. He (be) offended if you don't invite him. 25. She (have) \$1000 a year when she is twenty-one. 26. If you put any more polish on that floor someone (slip) on it. 27. I wonder if he (succeed). 28. Papers (not be) delivered on the Bank Holiday. 29. I hope he (remember) to buy wine. 30. If you leave your roller skates on the path someone (fall) over them.

в) знакомство с лексикой по теме занятия;

Преподаватель просит курсантов прочитать следующие слова и словосочетания, назвать те из них, в чтении и переводе которых они уверены. Для перевода незнакомых слов курсанты обращаются к помощи электронного словаря. Далее преподаватель очередной раз проверяет правильность прочтения и перевода курсантами данных слов.

vehicle	транспортное средство
overland transport	наземный транспорт
automobile	автомобиль
bulldozer	бульдозер

bus	автобус
catafalque	катафалк
combine harvester	комбайн зерновой
dust-cart	мусоровоз
exavator	экскаватор
express train	экспресс
jeep	джип
kar	кар
landrover	вездеход
loader	погрузчик
lorry	грузовик
Metro	метро
motor bike	мопед
motorcycle	мотоцикл
petrol tanker	бензовоз
push-cycle	самокат
taxi	такси
tram	трамвай
trolley bus	троллейбус
truck	грузовик
body	кузов
cabriolet	кабриолет
hatch-back	хетчбек
jeep	джип
limousine	лимузин
sedan	седан
van	фургон

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РАЗДЕЛ 3.5

accelerator	[ək'seləreɪtə]	педаль "газа", акселератор
aerial	['eəriəl]	антенна
air conditioner	[eə][kən'dɪʃənər]	кондиционер
air duct	[eə][dʌkt]	воздуховод
air mass meter	[eə][mæs]['mi:tə]	датчик количества воздуха
air vent	[eə][vent]	воздушный канал
air-bag	[eə][bæg]	подушка безопасности
alloy wheels	['ælɔɪ][wi:ls]	легкосплавные диски
alternator	['ɔ:ltəneɪtə]	генератор
antenna	[æn'tenə]	антенна
arch	[ɑ:tʃ]	дуга на автомобиле с открытым верхом
arm rest	[ɑ:m][rest]	подлокотник
automatic shift	[ɔ:tə'mætɪk][ʃɪft]	автоматическая кпп
axle	['æksl]	ось
axle-pin	['æksl][pɪn]	чека
back-up lights	[bæk][ʌp][laɪts]	фонари заднего хода
ball joint	[bɔ:l][dʒɔɪnt]	шаровой шарнир
battery	['bætəri]	аккумулятор
bearing	['beərɪŋ]	подшипник
belt	[belt]	ремень
blinker	['blɪŋkə]	индикатор
body	['bɔdɪ]	кузов
body side molding	['bɔdɪ][saɪd][məʊldɪŋ]	боковые молдинги
bonnet	['bɔnɪt]	капот
brake	[breɪk]	тормоз
brake disc	[breɪk][dɪsk]	тормозной диск
brake drum	[breɪk][drʌm]	тормозной барабан
brake lights	[breɪk][laɪts]	стоп-сигналы
brake master cylinder	[breɪk]['mɑ:stə]['sɪlɪndə]	главный тормозной цилиндр

brake pad	[breɪk][pæd]	тормозной башмак, колодочный тормоз
brake rotor	[breɪk]['rəʊtə]	тормозной диск
brake servo	[breɪk]['sə:vəʊ]	усилитель тормоза
brake shoe	[breɪk][ʃu:]	тормозной башмак, колодочный тормоз
brakes	[breɪks]	тормоза
breakdown	[ˈbreɪk,dəʊn]	поломка, сломаться
breakdown van	[ˈbreɪk,dəʊn][væn]	эвакуатор
bulb	[bʌlb]	лампочка
bumper	[ˈbʌmpə]	бампер
bumper molding	[ˈbʌmpə][məʊldɪŋ]	молдинг бампера
bushing	[ˈbuʃɪŋ]	сайлент-блок
caliper	[ˈkælɪpəz]	тормозной суппорт
camber	[ˈkæmbə]	угол развала
camshaft	[ˈkæmʃɑ:ft]	распредвал
cap	[ˈkæp]	крышка
carburetor	[ˈkɑ:bjʊretə]	карбюратор
caster	[ˈkɑ:stə]	угол продольного наклона оси поворота колеса
choke	[tʃəʊk]	воздушная заслонка
clamp	[klæmp]	хомут
clutch	[klʌtʃ]	сцепление
clutch plate	[klʌtʃ][pleɪt]	ведомый диск сцепления
clutch release bearing	[klʌtʃ][rɪˈli:s][ˈbeərɪŋ]	выжимной подшипник сцепления
coil	[kɔɪl]	катушка зажигания
column shift	[ˈkɔləm][ʃɪft]	подрулевой рычаг переключения передач
combustion chamber	[kəmˈbʌstʃən][ˈtʃeɪmbə]	камера сгорания
compartment	[kəmˈpɑ:tmənt]	отсек
connecting rod	[kəˈnektɪŋ][rɒd]	шатун
coolant	[ˈku:lənt]	охлаждающая жидкость
coolant tank	[ˈku:lənt][tæŋk]	расширительный бачок системы охлаждения

cowl	[kaʊl]	капот
crankshaft	['kræŋkʃɑ:ft]	коленвал
cruise control	[kru:z][kən'trəʊl]	круиз-контроль
cv joint	[cv][dʒɔɪnt]	шрус
cylinder	['sɪlɪndə]	цилиндр
cylinder block	['sɪlɪndə][blɒk]	блок цилиндров
cylinder head	['sɪlɪndə][hed]	головка блока цилиндров
dashboard	['dæʃbɔ:d]	торпеда, передняя панель
diesel	['di:zəl]	дизельное топливо
differential	[,dɪfə'renʃəl]	дифференциал
dipstick	['dɪpstɪk]	щуп для измерения уровня
distributor	[dɪs'trɪbjʊtə]	распределитель
door	[dɔ:]	дверь
door handle	[dɔ:]['hændl]	дверная ручка
door lock	[dɔ:][lɒk]	дверной замок
drain plug	[dreɪn][plʌg]	сливная пробка
drip molding	[drɪp][mɔ:ldɪŋ]	отливина
drum	[drʌm]	тормозной барабан
engine	['endʒɪn]	двигатель
engine block	['endʒɪn][blɒk]	блок цилиндров
exhaust	[ɪg'zɔ:st]	выхлопная труба, выпуск, выхлоп
exhaust manifold	[ɪg'zɔ:st]['mænɪfəʊld]	выпускной коллектор
exhaust system	[ɪg'zɔ:st]['sɪstɪm]	выпускная система
fan	[fæn]	вентилятор
fan belt	[fæn][belt]	ремень вентилятора
fan clutch	[fæn][klʌtʃ]	термомуфта вентилятора
fan cover	[fæn]['kʌvə]	кожух вентилятора
fast idle	[fɑ:st]['aɪdl]	обороты холостого хода
fasteners	['fɑ:snəs]	крепеж
fender	['fendə]	крыло
filter	['fɪltə]	фильтр
fix	[fiks]	починить

floor shift	[flɔ:][ʃɪft]	напольный рычаг переключения передач
flywheel	['flaɪwi:l]	маховик
fog lights	[fɒg][laɪts]	противотуманные фары
frame	[freɪm]	рама
fuel door	[fjuəl][dɔ:]	дверца топливного бака
fuel lines	[fjuəl][laɪns]	топливопроводы
fuse	[fju:z]	предохранитель
gap	[gæp]	зазор
gas gauge	[gæs][geɪdʒ]	указатель уровня топлива
gas pedal	[gæs]['pedl]	акселератор, педаль газа
gas tank door	[gæs][tæŋk][dɔ:]	люк бензобака
gasket	['gæskɪt]	прокладка
gauge	[geɪdʒ]	измерительный прибор - указатель
gear	[gɪə]	передача
gear lever	[gɪə]['li:və]	рычаг переключения передач
gear shift	[gɪə][ʃɪft]	коробка передач, рычаг переключения передач
gear stick	[gɪə][stɪk]	рычаг переключения передач
gearbox	['gɪəbɒks]	коробка передач
gearcase	['gɪəkeɪs]	коробка передач
grease	[ɡri:s]	смазка
grease gun	[ɡri:s][ɡʌn]	смазочный шприц
grille	[ɡrɪl]	решетка
guide	[ɡaɪd]	направляющая планка
handbrake	['hæn(d)breɪk]	ручной тормоз
head light	[hed][laɪt]	передние фары
header tank	['hedə][tæŋk]	расширительный бачок системы охлаждения
headliner	['hed ,laɪnə]	обшивка потолка в салоне
heater	['hi:tə]	отопитель
high beam	[haɪ][bi:m]	дальний свет
hinge	[hɪndʒ]	дверная петля
hitch	[hɪtʃ]	сцепное устройство
hood	[hud]	капот

horn	[hɔ:n]	звуковой сигнал - клаксон
hose	[həuz]	шланг
hose clamp	[həuz][klæmp]	хомут
hub	[hʌb]	ступица
hubcap	['hʌbkæp]	колпак колеса
idle jet	['aɪdl][dʒet]	жиклер холостого хода
idle speed	['aɪdl][spi:d]	обороты холостого хода
idler	['aɪdlə]	вал-ленивец
ignition	[ɪg'nɪʃən]	зажигание
ignition switch	[ɪg'nɪʃən][swɪtʃ]	замок зажигания
indicator	['ɪndɪkeɪtə]	указатель поворота - поворотник
indicator switch	['ɪndɪkeɪtə][swɪtʃ]	рычаг включения указателей поворота
injection	[ɪn'dʒekʃən]	впрыск
inlet	['ɪnlet]	впуск
inlet manifold	['ɪnlet]['mæɪnfəʊld]	впускной коллектор
inner	['ɪnə]	внутренняя тяга
intercooler	[ɪn'tɜ:'ku:lə]	интеркулер - промежуточный охладитель в турбине
jet	[dʒet]	жиклер
kingpin	['kɪŋpɪn]	ось, шкворень
lamp	[læmp]	фара в сборе
lens	[lenz]	стекло фары
lever	['li:və]	рычаг
license plate	['laɪsəns][pleɪt]	номерной знак
license plate number	['laɪsəns][pleɪt]['nʌmbə]	номерной знак
lock	[lɒk]	замок, фиксатор, блокировка
master cylinder	['mɑ:stə]['sɪlɪndə]	главный цилиндр
molding	[məʊldɪŋ]	молдинг
moonroof	[mu:nru:f]	люк
motor	['məʊtə]	мотор
mount	[maʊnt]	опора
mud flap	[mʌd][flæp]	брызговик
mudflap	['mʌdflæp]	брызговик

muffler	['mʌflə]	выхлопная труба
neutral	['nju:trəl]	нейтральная скорость
oil pan	[ɔɪl][pæn]	поддон картера двигателя
outer rod	['aʊtə][rɒd]	внешняя тяга
outside mirror	['aʊt'saɪd]['mɪrə]	боковые зеркала заднего вида
overlap	[,əʊvə'læp]	перекрытие (клапанов)
oxygen sensor	['ɒksɪdʒən]['sensə]	датчик кислорода
parking light	['pɑ:kɪŋ][laɪt]	габариты
petrol cap	['petrəl]['kæp]	люк бензобака
petrol gauge	['petrəl][geɪdʒ]	указатель уровня топлива
pipe	[paɪp]	труба
piston	['pɪstən]	поршень
piston ring	['pɪstən][rɪŋ]	поршневое кольцо
pliers	['plaɪəz]	клещи
power locks	['paʊə][lɒks]	замки с электроприводом
power steering	['paʊə][stiəɪŋ]	усилитель рулевого управления
quarter window	['kwɔ:tə]['wɪndəʊ]	треугольное окошко
radiator	['reɪdɪeɪtə]	радиатор
rear axle	[rɪə]['æksl]	задний мост
rear light	[rɪə][laɪt]	задний габаритный фонарь
rear window	[rɪə]['wɪndəʊ]	заднее стекло
rear-view mirror	[rɪə][vju:]['mɪrə]	зеркало заднего вида
relay	[rɪ'leɪ]	реле
reservoir	['rezəvwa:]	бачек
reverse	[rɪ'vɜ:s]	задний ход
reversing lights	[R(ə)vɜ:ɪŋ][laɪts]	фонари заднего хода
rim	[rɪm]	колесный диск
rod	[rɒd]	тяга
rod end	[rɒd][end]	наконечник тяги
roof	[ru:f]	крыша
rotor	['rəʊtə]	бегунок
screwdriver	['skru:,draɪvə]	отвертка
seal	[si:l]	сальник
shaft	[ʃɑ:ft]	вал

shift	[ʃɪft]	включать передачу, передача
shift stick	[ʃɪft][stɪk]	рычаг переключения передач
shock	[ʃɔk]	амортизатор
shock absorber	[ʃɔk][əb'sɔ:bə]	амортизатор
shoe	[ʃu:]	тормозная колодка
side mirror	[saɪd][ˈmɪrə]	боковое зеркало
silencer	[ˈsaɪlənsə]	выхлопная труба, глушитель
sliding sunroof	[slɪdɪŋ][ˈsʌnru:f]	люк
spare part	[speə][pɑ:t]	запчасть
spark plug	[spɑ:k][plʌg]	свеча зажигания
spark plug	[spɑ:kɪŋ][plʌg]	свеча зажигания
speedometer	[spiˈdɒmɪtə]	спидометр
splash guard	[splæʃ][gɑ:d]	брызговик
spring	[sprɪŋ]	пружина
sprocket	[ˈsprɒkɪt]	шестерня
stabilizer bar	[ˈsteɪbalaɪzə][bɑ:]	стабилизатор поперечной устойчивости
starter motor	[ˈstɑ:tə][ˈməʊtə]	стартер
steering lock	[stiəɪŋ][lɒk]	блокировка рулевого колеса
steering wheel	[stiəɪŋ][wi:l]	рулевое колесо
stick shift	[stɪk][ʃɪft]	ручная кпп
stop-lights	[stɒp][laɪts]	стоп-сигналы
strut	[strʌt]	амортизаторная стойка
strut assembly	[strʌt][əˈsembli]	стойка в сборе
strut tower	[strʌt][ˈtauə]	чашка
sun roof	[sʌn][ru:f]	люк
sun visor	[sʌn][ˈvaɪzə]	солнцезащитный козырек
sunroof	[ˈsʌnru:f]	люк
suspension	[səsˈpenʃən]	подвеска
suspension arm	[səsˈpenʃən][ɑ:m]	рычаг подвески
tachometer	[tæˈkɒmɪtə]	тахометр
tail light	[teɪl][laɪt]	задние фары

taillight	[ˈteɪllaɪt]	задний габаритный фонарь
teпney	[ˈstepnɪ]	запасное колесо
thermostat	[ˈθəːməstæt]	термостат
timing belt	[ˈtaɪmɪŋ][bɛlt]	ремень грм
timing chain	[ˈtaɪmɪŋ][tʃeɪn]	цепь грм
tire	[ˈtaɪə]	покрышка, шина
toe	[təʊ]	угол схождения
tool	[tuːl]	инструмент
torque	[tɔːk]	крутящий момент
tranny	[ˈtræni]	трансмиссия
transmission	[trænzˈmɪʃən]	коробка передач, трансмиссия
u-joint	u [dʒɔɪnt]	карданный шарнир
understeering	[ˈʌndəˈstiəriŋ]	недостаточная поворачиваемость
universal joint	[ˌjuːniˈvɜːsəl][dʒɔɪnt]	карданный шарнир
upholstery	[ʌpˈhəʊlstəri]	обивка салона, сидений
valve	[vælv]	клапан
valve seal	[vælv][siːl]	сальник клапана, маслоъемный колпачек
valve stem seal	[vælv][stem][siːl]	сальник клапана, маслоъемный колпачек
v-belt	[viː][bɛlt]	клиновидный ремень
voltage regulator	[ˈvəʊltɪdʒ][ˈregjuleɪtə]	регулятор напряжения
washer	[ˈwɔʃə]	омыватель, шайба
washer nozzle	[ˈwɔʃə][ˈnɔzl]	сопло моечного шланга
water	[ˈwɔːtə]	охлаждающая жидкость
wheel	[wiːl]	колесо
wheel cover	[wiːl][ˈkʌvə]	колесные колпаки
wheel hub	[wiːl][hʌb]	ступица
winch	[wɪntʃ]	лебедка
window	[ˈwɪndəʊ]	стекло двери
window roller	[ˈwɪndəʊ][ˈrəʊlə]	рукоятка стеклоподъемника
window winder	[ˈwɪndəʊ][ˈwaɪndə]	рукоятка стеклоподъемника
windscreen	[ˈwɪn(d)skriːn]	лобовое стекло

windscreen wiper	['wɪn(d)skri:n]['waɪpə]	стеклоочиститель, "дворник"
windshield	['wɪndʃi:ld]	лобовое стекло, ветровое стекло
windshield wiper	['wɪndʃi:ld]['waɪpə]	стеклоочиститель, "дворник"
wing	[wɪŋ]	крыло
wing mirror	[wɪŋ]['mɪrə]	боковое зеркало заднего вида
winkers	['wɪŋkəz]	индикатор
wiper	['waɪpə]	стеклоочиститель
wrench	[rentʃ]	гаечный ключ
wrist pin	[rɪst][pɪn]	поршневой палец

г) тренировка в употреблении лексики по теме занятия на уровне текста.

- преподаватель просит курсантов прочитать и перевести текст. В процессе чтения и перевода преподаватель обращает внимание курсантов на допущенные ими ошибки, а также на фразы и выражения по теме занятия. Количество полностью или частично выполненных упражнений определяется преподавателем в процессе работы.

Automotive garages and repair shops can be divided into following categories:

The auto parts stores or motor factors who also maintain service operations. This is not common in the United Kingdom but more common in the US.

Automobile repair workshops that are independently owned and operated businesses. These may also include regional or national chains and franchises including OEM car dealership sites. In the United States, these sites are commonly certified by their respective manufacturer to perform warranty and recall repairs by that manufacturer or distributor. Independent automobile repair shops in the US may also achieve certification through manufacturer sponsored programs. In the European Union a recent law (The EC Block Exemption Regulation 1400/2002 (October 2003)) allows motorists more flexibility in selecting where they can get their car serviced. Due to this legislation, maintenance and service work does not have to be done by the main dealer as long as the garage uses Original Equipment 'Matching Quality' parts, and are recorded as such, and the garage follow the manufacturer's service schedules. The Block Exemption Regulation (BER) covers service and maintenance during the warranty period and prohibits vehicle manufacturers' warranties from including conditions that require normal maintenance to be provided within the vehicle manufacturer's network or that all parts used must be the manufacturer's original spare parts. This means that motorists benefit from open market competition in aftermarket parts, repairs and services thus reducing the cost of servicing through better labor rates and competitively priced parts. Also, some auto repair shops provide additional towing services.

Specialty automobile repair shops are shops specializing in certain parts such as brakes, mufflers and exhaust systems, transmissions, body parts, tires, automobile electrification, automotive air conditioner repairs, automotive glass repairs and installation, and wheel alignment or those who only work on certain brands of vehicle or vehicles from certain continents of the world. There are also automotive repair shops that specialize in vehicle modifications and customization. Oftentimes, various specialized auto repair shops will have varied infrastructure and facilities (for specific jobs or vehicles), as well as technicians and mechanics with different qualifications.

Online automobile repair shops providing doorstep repair services and home delivery of new and used auto parts of different late model and classic cars whose parts are not widely available in the market. Such kind of organizations are predominant in US with wide acceptance and high growth in UK also. The developing countries are still adapting to the e-commerce marketplace and it is expected that with its success in the US this will also prove to be revolutionary there also.