





**Unit 1**  
**Part I**  
*I. Transportation.*  
*Asking for directions*  
*Using the municipal transport*  
*Taking a taxi*  
*Servicing a car*

**Dialog 1**

A: Excuse me, can you tell me the way to Madison Avenue?

B: Pardon?

A: Could you tell me how to get to Madison Avenue?

B: Take the third on the right and then ask again.

A: How far is it from here? Is it too far to walk?

B: No, it's just a couple of hundred meters from here. You'll make it in five minutes.

A: Are there any stores on that street?

B: Oh, there is a big shopping center on Madison Avenue.

A: What's the name of the shopping center?

B: Well, it's difficult: you can't remember.

A: Thanks a lot.

B: Anytime.

**Answer the questions to the dialog:**

1. Was Madison Avenue far away?
2. Was it too far to walk?
3. How long did it take one to get there?
4. Were there any stores on Madison Avenue?
5. Was the name of the shopping center easy to remember?

**Dialog 2**

A: Is this the right bus for the University?

B: No, you're going the wrong way. You want a 154 from the Technological Institute.

A: Oh, what should I do?

B: Well, you have to get off at the bank and then take a 154 or a 182.

A: Can you tell me where to get off?

B: It's quite a way yet, but I'll tell you in good time. 50 cents, please.

A: Here is the money.

B: Thank you. You may take a seat on the upper deck. It'll take you more than half an hour.

A: I see. Thanks a lot.

B: You're welcome.

**Answer the questions to the dialog:**

1. Was that the right bus for the University?
2. Was the passenger going the right way?
3. What was the number of the bus he wanted?
4. Where did he have to get off?
5. How long did it take the passenger to get to the University?

### Dialog 3

A: Sheremetyevo-2 airport, please. How long will it take you to get me there?

B: Well, it depends on the traffic. Maybe, 50 minutes or 30.

A: I'm in a hurry, because I have to be there by 10.30, and now it's already 9.45. I'm a flight attendant, my flight leaves at 11.30. And flight attendants are supposed to be at the airport an hour before the departure.

B: Well, I can't promise, but I'll do my best. We'll be OK if the lights are with us.

A: Please, get a move on.

B: We'll be all right if there are no hold-ups. The traffic is too heavy now.

A: Is it a rush hour?

B: Not quite. But everything may happen.

A: Let's hope we won't get held up.

B: (arriving at Sheremetyevo 2) You're just on time, madam, 18 dollars, please.

A: Thank you very much. Here is a 20-dollar note. You can keep the change.

B: Thank you, ma'am.

#### Answer the questions to the dialog:

1. What airport did the passenger want to get to?
2. Why was the lady in a hurry?
3. Why was the lady supposed to be at the airport an hour before the departure?
4. Why couldn't the taxi-driver promise the passenger to get to the airport on time?
5. Was it a rush hour?
6. Did they get to the airport on time?
7. How much was the fare?
8. How much did the passenger pay?
9. What did the taxi-driver thank the passenger for?

### Dialog 4

A: Victoria Station, please. Do you think you can get me there by half past?

B: We should make it if the lights are green.

A: But the traffic is not too heavy.

B: No, but the lights may be against us.

A: I think we can make it if we get a move on.

B: I'm afraid of some hold-ups on the road.

A: (after half an hour's time) Well, here we are at last.

B: Yes, and you've still got five minutes to spare. 80 pence, please.

A: Many thanks. Let's call it a pound...

B: Thank you, sir.

#### Answer the questions to the dialog:

1. What place did the passenger want to get to?
2. What time did the passenger need to get to that place?
3. Did they get to the place on time?
4. How much was the fare?
5. How much did the passenger pay?
6. What did the taxi-driver thank the passenger for?

### **Dialog 5**

A: Don't cross on a red light.

B: Why not?

A: First, it's dangerous. You may be run down by a car. And second, you may get a ticket for violating the traffic rules.

B: OK. I'll cross only on a green light or when it says «Walk».

#### **Answer the questions to the dialog:**

1. Why shouldn't one cross on a red light?
2. Why is it dangerous to cross on a red light?
3. In what case may one get a ticket?
4. Is one allowed to cross on a red light?
5. What light is one allowed to cross on?

### **Dialog 6**

A: Fill it up with unleaded, please.

B: OK. Should I check under the hood?

A: Please, and wash the windows, too.

B: Everything's fine. That'll be \$ 18.50.

A: Here are \$20. You can keep the change.

B: Thank you very much.

#### **Answer the questions to the dialog:**

1. What brand of gas (petrol) did the driver want?
2. What other services did the owner of the car need?
3. How much did the man at the gas station charge?
4. How much did the driver give him?
5. What did the man thank the driver for?

### **Exercise 1. Give the Russian equivalents for:**

To cross in the middle of the street; you are going the wrong way; traffic; shopping center; trade center; to keep the change; to take a bus (tram, street-car, trolley-bus,...); to get off; can you tell me how to get to...; traffic jam; to be on time; to get to; road signs; to go by bus; gas station; to cross on a red light; to cross at the crosswalk; it takes ... minutes; I'll do my best; a rush hour; traffic lights; The City Air Terminal.

### **Exercise 2. Give the English equivalents for:**

Торговый центр; садиться в автобус (трамвай, троллейбус...); выходить (из автобуса, трамвая,...); добраться до...; сверните на третьей улице справа; я сделаю все, что от меня зависит; скажите, как добраться до ..; городской аэровокзал; час «пик»; светофор; уличная «пробка»; уличное движение; быть во время; оставить себе сдачу; на это уходит ... минут; вы идете в неправильном направлении; дорожные знаки; бензоколонка; ехать на автобусе; переходить улицу на красный свет; переходить улицу по пешеходной дорожке.

### *III. Vocabulary and speech exercises.*

#### **Exercise 1. Read the following dialogs and learn them by heart:**

1. A: Don't cross on a red light.  
B: Why not?  
A: First, it's dangerous. You may be run down by a car. And second, you may get a ticket for violating the traffic rules.  
B: OK. I'll cross only on a green light or when it says «Walk».
2. A: Watch your step.  
B: Does this bus go downtown?  
A: Yes, it does. Put your fare in the box.  
B: How much is it?  
A: Ninety-five cents. Exact change, please.
3. A: How do I get to the West Side Shopping Center?  
B: Take this bus downtown. Transfer to the number 34 bus.  
A: Does it cost any more?  
B: No, give this transfer to the other driver.  
A: Thank you.
4. A: ABC Cab.  
B: Please, send a cab to 4030 Felton Street.  
A: What's the street?  
B: Felton, F-E-L-T-O-N.  
A: OK. We'll send one right away.
5. A: We need some gas.  
B: Pull in here. I'll pump it.  
A: Do we pay now or later?  
B: Now. The sign says «Pay cashier first».
6. A: Does this bus go to the station?  
B: No, you'll have to get off at the bank, and take a 194.  
A: Can you tell me where to get off?  
B: It's the next stop but one.
7. A: Does this bus go to the station?  
B: Yes, sir.  
A: Am I OK for the Town Hall ?  
B: No, sir. We only go as far as the park, but you can walk from there.  
A: How much further is it?  
B: It's three stops after this one.  
A: Does the 19 go to the University?  
B: No, it only goes as far as the church near the park. You want a 34.  
A: Oh, I see. How much is it to the park?  
B: 10 pence, please.  
A: Thanks.  
B: That's all right.
8. A: How do I get to Lancaster Gate, please?

B: Catch the Metropolitan to Liverpool Street and then change to the Central Line.

A: Which platform do I want?

B: Follow those signs. You can't go wrong.

9. A: Which line do I take for Marble Arch, please?

B: That's easy: it's the next station down the Central line.

A: How do I get down to the trains?

B: Take that lift over there.

**Exercise 2. Answer the following questions:**

1. Do you live far from your office (University, school)?
2. What kind of transport do you take to get to your office (University, school)?
3. Where do you usually cross the street?
4. Where is allowed to cross the street?
5. What may happen if you cross in the middle of the street?
6. Why is it dangerous to cross in the middle of the street?
7. When may you get a ticket?
8. Do you follow traffic rules?
9. Do you ever ask for directions?
10. Do you usually ask a police officer for directions?
11. Did the police officer ever give you a ticket?
12. Who do you usually ask for directions if you find yourself at an unfamiliar place?
13. Do you ever ride a bus (a street-car)?
14. How much does it cost?
15. Do you have to change buses on your way to the office (University, school)?
16. Do you go to a self-service or full-service gas station? Why?
17. Which is cheaper?
18. Which is faster?

**Exercise 3. Translate the following sentences into English:**

1. Я обычно приезжаю в Университет на автобусе.
2. Сколько времени у тебя уходит на дорогу в офис (школу)?
3. Я живу далеко отсюда, поэтому у меня на дорогу ушло полтора часа.
4. МГТУ ГА находится в 6-кварталах отсюда.
5. Не пересекайте улицу на красный свет.
6. Опасно переходить на другую сторону посреди улицы.
7. И водители, и пешеходы должны соблюдать правила дорожного движения.
8. Если вы переходите улицу на красный свет, вас могут оштрафовать.
9. Вы каким транспортом ездите на работу?
10. Вам нужно пересечь на автобус 36.
11. Сколько стоит проезд?
12. Пожалуйста, пришлите такси по адресу ул. Тверская 6-а.
13. Все водители должны хорошо знать дорожные знаки.

14. Вы не сможете дойти пешком до нас. Это слишком далеко.
15. Я обычно езжу на метро, когда хочу добраться куда-нибудь быстро.
16. Простите, где стоянка такси?
17. Это - не стоянка такси, это - автобусная остановка.
18. Простите, как пройти к Третьяковской галерее?
19. Простите, эта улица приведет к Международному Торговому Центру?
20. Простите, на какой автобус мне надо сесть, чтобы добраться до гостиницы «Союз»?

**Exercise 4. Render the following dialogs in English:**

1. A: Как ты добираться до Университета?  
В: Я хожу пешком. Я живу за углом.  
А: О, а я езжу на автобусе, т.к. живу очень далеко отсюда.
2. A: Ты живешь далеко?  
В: В 6-ти кварталах отсюда. В 10 минутах ходьбы.  
А: Тебе везет. А у меня уходит больше часа на дорогу.
3. A: Никогда не переходи на другую сторону посреди дороги.  
В: Почему?  
А: Во-первых, это опасно. Ты можешь попасть под машину. Во-вторых, ты можешь быть оштрафован. Поэтому переходи всегда улицу по пешеходному переходу.
4. A: Этот автобус идет в центр?  
В: Да идет. Опустите плату за проезд в ящик.  
А: А сколько это?  
В: 95 процентов. Без сдачи, пожалуйста.  
А: Простите, как пройти к ближайшей станции метро?  
В: Идите прямо, затем второй поворот налево.  
А: Спасибо.  
В: Не стоит.
5. A: Нам нужно заправиться.  
В: Подгоняйте машину сюда. Я залью бензин. Сколько?  
А: 30 литров.  
В: С Вас 300 рублей.
6. A: Залейте 50 л. А-96, пожалуйста.  
В: Ладно. А под капотом посмотреть (проверить)?  
А: Да, пожалуйста. И помойте окна.  
В: Все в порядке. С Вас \$ 44.50.  
А: Вот \$ 50. Сдачи не надо.  
В: Большое спасибо.
7. A: Простите, как пройти к торговому центру?  
В: Третий поворот налево, а там спросите снова. Это недалеко от шоссе.  
А: А отсюда далеко? Пешком можно дойти?  
В: Нет, недалеко. Всего две сотни метров. Вы дойдете за 5 минут.  
А: А как называется этот торговый центр?  
В: Название трудное. Вы не запомните его.



- A: Понятно, премного благодарен.  
B: Не стоит благодарности.
8. A: Вы не подскажите, где ближайшая аптека?  
B: Это не далеко, вон там. Вы заметили вывеску?  
A: Да, вон в том доме из красного кирпича. Спасибо.

## Part II

### English in Aviation Context.

#### Read, translate and retell the following texts:

##### Text 1:

##### Loss of Control and Crash Marlin Air

**Executive Summary:** On June 4, 2007, about 1600 central daylight time, a Cessna Citation 550, N550BP, impacted Lake Michigan shortly after departure from General Mitchell International Airport, Milwaukee, Wisconsin (MKE). The two pilots and four passengers were killed, and the airplane was destroyed. The airplane was being operated by Marlin Air under the provisions of 14 Code of Federal Regulations Part 135 and departed MKE about 1557 with an intended destination of Willow Run Airport, near Ypsilanti, Michigan. At the time of the accident flight, marginal visual meteorological conditions prevailed at the surface, and instrument meteorological conditions prevailed aloft; the flight operated on an instrument flight rules flight plan.

The National Transportation Safety Board determined that the probable cause of this accident was the pilots' mismanagement of an abnormal flight control situation through improper actions, including failing to control airspeed and to prioritize control of the airplane, and lack of crew coordination. Contributing to the accident were Marlin Air's operational safety deficiencies, including the inadequate checkrides administered by Marlin Air's chief pilot/check airman, and the Federal Aviation Administration's (FAA) failure to detect and correct those deficiencies, which placed a pilot who inadequately emphasized safety in the position of company chief pilot and designated check airman and placed an ill-prepared pilot in the first officer's seat.

The safety issues discussed in this report include pilot actions and coordination, the need for image recording equipment on airplanes not equipped with flight data recorders, autopilot panel design, control yoke wiring installations, identification of circuit breakers for use in emergencies, aural and visual alerts to pitch trim-in-motion, aileron trim power and sensitivity, human factors in airplane design, FAA appointment of check airmen, the scope of Regional Aviation Safety Inspection Program inspections, avenues for expressing safety concerns to federal authorities, and the safety ramifications of an operators' financial health.

*(from www.nts.gov.com)*

#### Answer the following questions:

1. When did the crash take place?
2. Where did the crash occur?
3. What was the airport of the Cessna plane departure?
4. How many pilots and passengers were aboard the plane?

5. Were any survivors?
6. What happened to the plane?
7. What company was the airplane being operated by?
8. What provisions was the airplane being operated under?
9. What was the plane's destination?
10. What state was Willow Run Airport located in?
11. What meteorological conditions prevailed at the surface?
12. Where did instrument meteorological conditions prevail?
13. What flight plan was the flight operated on?
14. What was the probable cause of this accident according to the National Transportation Safety Board?
15. Did lack of crew coordination contribute to the cause of the accident?
16. What did Marlin Air's operational safety deficiencies include?
17. What was the Federal Aviation Administration blamed for?
18. What are the safety issues discussed in this report?
19. Why was image recording equipment needed on such planes?
20. What does the expression "avenues for expressing safety concerns to federal authorities" imply?

#### **Text 2.**

#### **Crash of Cessna 500, N113SH**

**Executive Summary:** On March 4, 2008, about 1515 central standard time, a Cessna 500, N113SH, registered to Southwest Orthopedic & Sports Medicine Clinic PC of Oklahoma City, Oklahoma, entered a steep descent and crashed about 2 minutes after takeoff from Wiley Post Airport (PWA) in Oklahoma City. None of the entities associated with the flight claimed to be its operator. The pilot, the second pilot, and the three passengers were killed, and the airplane was destroyed by impact forces and postcrash fire. The flight was operated under 14 Code of Federal Regulations (CFR) Part 91 with an instrument flight rules flight plan filed. Visual meteorological conditions prevailed. The flight originated from the ramp of Interstate Helicopters (a 14 CFR Part 135 on-demand helicopter operator at PWA) and was en route to Mankato Regional Airport, Mankato, Minnesota, carrying company executives who worked for United Engines and United Holdings, LLC.

The National Transportation Safety Board determines that the probable cause of this accident was airplane wing-structure damage sustained during impact with one or more large birds (American white pelicans), which resulted in a loss of control of the airplane.

The safety issues discussed in this report focus on airframe certification standards for bird strikes, inadequate Federal Aviation Administration (FAA) enforcement of wildlife hazard assessment requirements for airports located near wildlife attractants, the lack of published information regarding aircraft operational strategies for pilots to minimize bird-strike damage to aircraft, and inadequate FAA detection of and intervention in improper charter operations. Safety recommendations concerning these issues are addressed to the FAA.

*(from [www.nts.gov.com](http://www.nts.gov.com))*

**Answer the following questions:**

1. What organization was the Cessna registered to?
2. When did the crash occur?
3. What was the cause of the crash?
4. Did anybody claim to be its operator?
5. How many persons were aboard the airplane?
6. Did anyone survive?
7. What was the plane destroyed by?
8. What document was the flight operated under?
9. What kind of flight plan was filed?
10. What meteorological conditions prevailed?
11. Where did the flight originate from?
12. Where was the flight heading to?
13. Who was the flight carrying?
14. What was the probable cause of the accident?
15. What was a loss of control of the plane resulted from?
16. What do the safety issue discussed in this report focus on?
17. What organization are safety recommendations concerning these issues addressed to?

**Text 3.**

**Ground Fire Aboard Cargo Airplane**

**Executive Summary:** On June 28, 2008, about 2215 Pacific daylight time, an ABX Air Boeing 767-200, N799AX, operating as flight 1611 from San Francisco International Airport, San Francisco, California, experienced a ground fire before engine startup. The captain and the first officer evacuated the airplane through the cockpit windows and were not injured, and the airplane was substantially damaged. The cargo flight was operating under the provisions of 14 Code of Federal Regulations Part 121. At the time of the fire, the airplane was parked near a loading facility, all of the cargo to be transported on the flight had been loaded, and the doors had been shut.

The National Transportation Safety Board determines that the probable cause of this accident was the design of the supplemental oxygen system hoses and the lack of positive separation between electrical wiring and electrically conductive oxygen system components. The lack of positive separation allowed a short circuit to breach a combustible oxygen hose, release oxygen, and initiate a fire in the supernumerary compartment that rapidly spread to other areas. Contributing to this accident was the Federal Aviation Administration's (FAA) failure to require the installation of nonconductive oxygen hoses after the safety issue concerning conductive hoses was initially identified by Boeing.

The safety issues discussed in this report involve the conductivity and the aging of oxygen hoses, the FAA's airworthiness directive process, the proximity of oxygen system components to electrical wiring, the electrical grounding of oxygen systems, the potential for passenger reading lights on transport-category airplanes to become an ignition source, additional smoke detector systems for cargo

airplanes, and the effectiveness of ABX Air's continuing analysis and surveillance program. Twelve new safety recommendations to the FAA and one to ABX Air are included in the report.

*(from www.nts.gov.com)*

### **Exercises to the text:**

#### **Exercise 1. Give the Russian equivalents to the following words and word combinations:**

Ground fire; engine start up; evacuate the airplane; cockpit windows; cargo flight; under the provisions; loading facility; probable cause; supplemental oxygen system; electrically conductive; short circuit; combustible oxygen hose; supernumerary compartment; nonconductive oxygen hoses; safety issue; conductivity and the aging of oxygen hoses; airworthiness; electrical wiring; electrical grounding; passenger reading lights; transport-category airplanes; ignition source; additional smoke detector systems; continuing analysis and surveillance program; new safety recommendations.

#### **Exercise 2. Give the English equivalents to the following words and word combinations:**

Дополнительные системы детектора дыма; самолёты транспортной категории; грузовой рейс; пожар на земле; короткое замыкание; окна кабины пилотов; запуск двигателя; электропроводный; сгораемый кислородный шланг; новые рекомендации по безопасности; источник зажигания; лётная годность; выбраться из самолёта; в соответствии с положениями; вопрос безопасности; проводимость и старение кислородных шлангов; электропроводка; погрузочное оборудование; вероятная причина; дополнительная кислородная система; неэлектропроводные кислородные шланги; электрозаземление; пассажирские огни для чтения; суперцифровой отсек; программа непрерывного анализа и наблюдения (надзора).

#### **Exercise 3. Answer the following questions:**

1. What was the type of aircraft which experienced a ground fire?
2. What was the number of the flight?
3. What airport was the flight to take off from?
4. When did the accident happen?
5. In what way did the captain and the first officer evacuate the plane?
6. What document was the cargo plane operating under?
7. Where was the airplane parked at the time of the fire?
8. What was the probable cause of the accident?
9. What did the lack of positive separation result in?
10. What contributed to the accident?
11. What do the safety issues discussed in the report involve?
12. What else is included in the report?

**Part III. Grammar**  
**Modal verbs and their equivalents**

**1. Can (could); may (might)**

**Can (could)**- физическая возможность или возможность, предоставленная обстоятельствами, умение делать что-либо.

I **can** tell you where to get off.

**Can** I book a flight to Paris for tomorrow morning?

He **can** play chess.

I'll **be able** to contact him tonight.

**Can** I speak to your daughter? (Is she available?)

**May (might)** - моральная возможность, разрешение, предположение.

He **may** speak to his boss so rudely under such circumstances.

**May** I speak to your daughter? (Will you allow me to speak?)

He **may** come late tonight.

**2. Must (have to); should**

**must** - долженствование, вызванное каким-либо регламентирующим документом (законом, указом, инструкцией и т.п.).

Both drivers and pedestrians **must** follow traffic rules.

Drivers **must** know road signs.

**have to** - долженствование, вызванное обстоятельствами

I **had to** transfer at Moscow because there was no through train to Sochi.

You'll **have to** fly by Lufthansa Flight LH203 as it is the only non-stop flight to Singapore.

**should** - рекомендация, совет, пожелание

You **should** call your chief and apologize to him for your improper behavior.

He **should go** to the place of the air accident without delay.

**Exercise 1.**

**Translate the following sentences into English, paying special attention to the use of the modal verbs and their equivalents:**

1. Что я могу для Вас сделать?
2. Вам придётся сделать пересадку в Лондоне.
3. Ваш рейс, возможно, задержится.
4. Он не может вести машину, у него нет водительских прав.
5. Вам следует поговорить об этом с начальником службы безопасности аэропорта.
6. Нам пришлось лететь авиакомпанией "Люфтганза", так как у Трансаэро нет прямого рейса из Москвы в Сидней.
7. Не переходите улицу на красный свет. Вас могут оштрафовать. И Вы можете попасть под машину.
8. В какое время мне надо приехать в аэропорт, чтобы не опоздать на этот рейс?
9. - Вы не могли бы подсказать мне, где сойти? - Вам нужно сойти у Банка России и сесть на любой автобус.
10. Вы можете сесть на любое место.

11. Ваши дети должны знать правила уличного движения.
12. Ты должен знать все дорожные знаки.
13. - Она умеет играть на пианино? - Нет, она умеет играть только на гитаре.
14. Тебе придётся извиниться перед КВС за своё поведение.
15. К сожалению, Вы не сможете поговорить с ним. Он в коме.

### Passive Voice

**be + III форма смыслового глагола**

На время указывает глагол **Be**:

His book **was published** last year. (**was** - Past Simple от **be**)

A new school **is being built** in our district (**is being** - Present Progressive от **be**)

The fax **has just been sent** (**has been** Present Perfect от **be**)

The report **will have been written** by tomorrow (**will have been** Future Perfect от **be**)

#### **Exercise 2. Translate the following sentences into English, paying special attention to the Tense and Voice of the verbs:**

1. За этим доктором часто посылают.
2. На вокзале его всегда встречают друзья.
3. Какие упражнения делали в классе?
4. В будущем году в нашем районе построят новую библиотеку.
5. Над ним все смеются.
6. Когда были посажены эти яблони?
7. Когда тебя спрашивали?
8. Этот перевод будет закончен через несколько дней.
9. Эту книгу вернут вовремя?
10. На вокзале её встретит муж.
11. Эти книги используются для обучения?
12. В Испании нам показали много достопримечательностей.
13. Когда он пришёл из школы, стол уже был накрыт.

#### **Exercise 3. Translate the following sentences into English, paying special attention to the Tense and Voice of the verbs:**

1. Куда положили книги? Их повсюду ищут.
2. За доктором пошлют завтра.
3. В Санкт Петербурге строят много домов.
4. Произведения американских писателей издают во всем мире.
5. Стихи Роберта Бернса знают во многих странах мира.
6. Эта опера была написана сто лет назад.

7. Этот роман ещё не был переведен на русский язык.
8. Нашу школу сейчас ремонтируют. Поэтому мы учимся в другом здании.
9. Учебники уже взяли из библиотеки?
10. Где сейчас ваш брат?— Его послали во Францию.
11. Кто написал эту картину?
12. Скоро его книги будут переведены на несколько иностранных языков.

**Exercise 4. Translate the following sentences into English, paying special attention to the Tense and Voice of the verbs:**

1. Об авиакатастрофе под Смоленском много пишут и говорят.
2. Проблема безопасности полётов обсуждается на всех конференциях и симпозиумах, проводимых ФАВТ.
3. Результаты расследования этой авиакатастрофы будут опубликованы не раньше, чем через 2 месяца.
4. Данные с бортовых самописцев будут расшифрованы к началу следующего месяца.
5. Сейчас сделаны только первые шаги в повышении уровня жизни Российского народа.
6. Когда встретились министры иностранных дел России и Польши, выводы комиссии ещё не были обнародованы. (to make public)
7. Одной из причин невозможности точно определить причину катастрофы является то, что самолёты этого типа не оборудованы бортовыми самописцами. (flight data recorders)
8. В результате тщательного расследования были установлены причины авиакатастрофы самолёта ТУ-154 под Смоленском.
9. Сейчас делаются попытки переложить вину за авиакатастрофу на Российских авиадиспетчеров.
10. За введение новых правил уличного движения последовала горячая дискуссия в средствах массовой информации.

### **Part IV. Creative Speaking**

**Exercise 1. Make up dialogs based on the following situations:**

1. You find yourself at an unfamiliar place. Ask some by-passer how to get to the place you are looking for.
2. You are at the 'Vodny Stadion' Metro Station. Ask the police officer how to get downtown.
3. You are on Pushkinskaya Square. You are going to Sheremetyevo Airport to leave for London. As you are in a hurry you are trying to take a taxi not to be late for the flight. Ask the taxi-driver about the fare and how long it will take him to get you to the airport.
4. Ask the man at a gas station to attend to your car: to fill it in, wash the windows and check under the hood.

**Exercise 2. Ask your classmate:**

1. If he/she takes the Metro to get to his/her office (University, school);
2. If he/she lives far from your place;
3. What kind of transport he/she takes to get to his/her office;
4. If he/she is ever late for his/her classes(work);
5. If he/she often takes a taxi when he/she is in a hurry;
6. If he/she ever violates the traffic rules;
7. If he/she knows how to get to Sheremetyevo Airport in the shortest time possible;
8. What he/she does if he/she doesn't know how to get somewhere.

**Exercise 3. Match the following English and Russian proverbs and sayings. Learn them by heart and use in situations and dialogs of your own:**

1. Dangers are overcome by dangers.	1. Глаза зеркало души.
2. East or West, home is best.	2. Мужчине столько лет, на сколько он себя чувствует, а женщине - на сколько она выглядит.
3. Wealth is nothing without health.	3. Клин клином вышибают.
4. The face is the index of the mind.	4. Лучше быть здоровым, хотя и бедным, чем богатым, но больным.
5. A man is as old as he feels, and a woman - as old as she looks.	5. В гостях хорошо, а дома лучше.

**Exercise 4. Read the text and give a short summary. Put 4 types of questions to the text:****Security manager turns planespotting into career**

by *The Moscow News* at 18/09/2013 12:18

Unlike many of us, Valery Shilkin did not have to face the problem of figuring out what he wanted to be when he grew up. Born in Moscow in 1978, his entire childhood was spent in the northern part of the city, not far from Sheremetyevo Airport.

"I still perfectly remember all the big air shows that my father and I visited together when I was just a boy," said Shilkin, a security manager with Russia's national airline, Aeroflot. "He would also often take me to Sheremetyevo, where we would just watch the planes take off and land."

Aviation and airplanes were a huge part of Shilkin's childhood, so it was no accident that when it came time to decide where to pursue higher education, he knew straightaway that it would be the Academy of Civil Aviation in St. Petersburg (now the St. Petersburg State University of Civil Aviation).

"My course was quite broad at first, but in the third year of my studies we were allowed to choose what we wanted to specialize in," he said. "I went for organization of aviation security because it was the first course of its kind in Russia, it was so new and interesting."

Upon the successful completion of his studies in July 2000, Shilkin went straight to work for Aeroflot.



"I like working for Aeroflot," he said. "I enjoy the stability, and of course it's a nice feeling working for one of the oldest airlines that has made such a great reputation for itself over the years."

But his job is not easy. It is no secret that we live in a world that is on constant alert for terrorism, and as history shows, civil aviation is often the target. Shilkin sees this as an enormous challenge that demands perfecting existing tactics and always staying one step ahead.

Fortunately, during his time at Aeroflot, he has not had any critical situations involving terrorism. He and his team are eager to keep doing their best, in order that good luck remain with them as long as possible.

"There are also other serious challenges that we have to deal with on a somewhat regular basis," he said. "It sometimes happens that passengers get frustrated and start losing their patience if their flights are delayed or cancelled. This can then turn into aggression, so it is our job to find ways to calm people down and localize any outbursts that may happen."

No less important is singling out what they call in the civil aviation world "destructive passengers," or passengers that may cause trouble 10,000 meters above ground.

"We try to prevent these passengers - typically those in a state of heavy intoxication - from flying, because it's much easier to just leave them behind than having to deal with them in the air, where they can pose a much more serious threat to security," he said.

As much as Shilkin enjoys his job, he admits that after long days of work in Moscow - and we know what the climate here can be like - he sometimes finds himself longing for some sun and sea. So when the time comes to decide where to go on vacation, the only choice he has to make is which sunny beach he would like to visit this time. As you are reading this, he is enjoying some time in the Dominican Republic.

So far Shilkin and his wife have no kids, but they do have plans along these lines. When asked whether he would want his child to follow in his footsteps, he said he wouldn't mind.

"I will try to arouse an interest in aviation like my father did for me, but I will not force anything on my child," he said. "I'll be no less happy if my child decides to become a doctor, either, for example."

**Exercise 5. Read the text and give a short summary. Put 4 types of questions to the text:**

**Investigators find flight recorders from Kazan plane crash**

(by *RIA Novosti* at 18/11/2013 18:17)

Russian officials said Monday that they have located flight recorders from a Boeing 737 that crashed in the city of Kazan over the weekend, killing all 50 people on board.

The Interstate Aviation Committee said in a statement that the container carrying the recorders was seriously damaged.

The recorders have been dispatched to Moscow and may begin yielding early and partial information by Tuesday, Transport Minister Maxim Sokolov said.

“Overall, for a full account of the causes, a long time will be needed,” Sokolov said.

The Tatarstan Airlines plane was carrying 44 passengers and six crew from Moscow to Kazan when it crashed at Kazan Airport on Sunday at about 7:30 p.m. local time (1530 GMT).

The precise cause of the accident in the capital of Russia’s republic of Tatarstan is not yet known, but terrorism has been ruled out.

Sokolov said the aircraft appears to have exploded, but that it was unclear if that happened before or after the plane had touched down.

Those killed included Tatarstan President Rustam Minnikhanov's son, Irek, and the republic’s Federal Security Service department head Lt. Gen. Alexander Antonov.

One British national, Donna Bull, a 53-year-old education consultant at Bellerbys College, a high school for foreign students in the UK city of Cambridge, was also among the dead.

James Pitman, managing director of Study Group, which runs Bellerbys College, expressed his condolences to Bull’s family.

“She was a very popular and well respected member of staff and will be sorely missed by both her students and colleagues,” Pitman said in a statement.

Crash investigators initially said the possible causes of the accident were a technical malfunction or pilot error.

The head of the transportation department of the regional Investigative Committee, Alexander Poltinin, said the pilot made two attempts at landing the aircraft for unknown reasons.

A Kazan International Airport air traffic controller, Kirill Kornishin, told state broadcaster Rossiya-24 that the pilot reported a problem with the “landing configuration” as he began attempting a second approach.

“He reported that he was performing another circle, and I dictated the data to him, according to procedure, and that was that,” Kornishin said.

Investigators have taken away for examination recordings of exchanges between air traffic control staff and the crew onboard the Tatarstan Airlines plane.

Deputy Emergencies Minister Vladimir Stepanov said the process of retrieving bodies would be completed Monday.

“Not all the bodies have been located,” Stepanov said. “The main work will be completed today.”

Stepanov said operations to comb through the wreckage would carry on into the week.

A source at the Federal Air Transport Agency told RIA Novosti that the plane last underwent a full servicing in March 2012.

Prime Minister Dmitry Medvedev began a government meeting Monday by observing a minute’s silence.

The Tatarstan Airlines plane had previously been in service with a number of other international companies, including the Romania-based low-cost airline Blue Air from 2005 to 2008.

A pilot with Blue Air told RIA Novosti on condition of anonymity that the company had experienced no problems with the aircraft while it was used by the company.

Kazan International Airport had reopened for flights by late Monday afternoon, an airport spokesperson said.

### *Vocabulary*

<b>A</b>	
ask the way to <i>syn.</i> ask for direction	спросить, как пройти
<b>B</b>	
brake (n)	тормоз
hand-brake	ручной тормоз
bumper (n)	бампер
<b>C</b>	
car boot	багажник
Car horn	клаксон
cross (v)	пересекать, переходить (улицу)
crosswalk (n)	перекресток
<b>D</b>	
danger (n)	опасность
dangerous (adj)	опасный
direction (n.)	направление
direction signal	сигнал поворота
<b>F</b>	
Flow	поток; течь
fuel gauge	счетчик топлива
<b>G</b>	
gas pedal (n)	газ (педадь)
gas station	бензоколонка
gear shift (n.)	коробка передач
get on (v)	садиться (в транспорт)
get off (v)	выходить (из транспорта)
get to (v.)	добраться
<b>H</b>	
headlight	передняя фара
hold- up	пробка; задержка
hood (n)	капот
hubcap (n)	колпак
<b>P</b>	
pedal (n)	педадь
brake pedal (n)	тормозная педаль (тормоз)
pedestrian (n)	пешеход

pedestrian crossing	пешеходный переход
<b>R</b>	
rearview mirror	зеркало заднего вида
rush hour	час «пик»
<b>T</b>	
tail-light (n)	задняя фара
take a bus, tram (street-car), taxi, the metro	ехать на автобусе, трамвае, такси, метро
taxi stand	стоянка такси
tire (n)	1. колесо, 2. шина
traffic jam	пробка
traffic lights	светофор
traffic rules	правила уличного движения
to follow (observe) the traffic rules	соблюдать правила уличного движения
to violate the traffic rules	нарушать правила уличного движения
transfer (n., v) (Am.) <i>syn. change (n.,v.) (Br.)</i>	пересадка, делать пересадку
trunk (n.)	багажник
<b>W</b>	
wheel (n)	колесо
steering wheel	руль
windshield (n)	переднее (ветровое) стекло

## Unit 2

### *Part I*

#### **Bank and Post Office**

##### *I. At the Post Office*

Mrs. Smith came to the Post Office located not far from her house and asked the clerk if she could have her box of books mailed to Sidney. The clerk said that, of course, she could, but he informed Mrs. Smith that there was an eleven pound weight limit, and her box looked much heavier. Mrs. Smith didn't think so. She didn't want her box of books to go surface because it could take over two months. The clerk explained to her that airmail would take only a week or ten days but it was very expensive. The lady said that the cost didn't make much difference to her. The box turned out to weight only nine pounds but it wasn't labeled right. Mrs. Smith return address was on the other side, and the sender's address had to be in the upper left hand corner, and, besides, she had failed to write her zip code. The lady had to buy another box and write everything again, and she sent her box by airmail. Then she thanked the clerk for being so patient and considerate and left the Post Office.

#### **Answer the questions to the text:**

1. Where was the Post Office located?
2. What did Mrs. Smith ask the clerk?
3. What did she want to have mailed?
4. Where did she want to send her box to?
5. What was the weight limit?
6. Why didn't she want her box of books to go surface?
7. How long could airmail take?
8. Did the cost make any difference to the lady?
9. How much did the box weigh?
10. Was the box labelled right?
11. What did she fail to write?
12. What did the lady have to do?
13. What did she do before leaving the Post Office?
14. What did she thank the clerk for?

#### *II. Dialogs and exercises to the dialogs.*

##### **Dialog 1**

A: I'd like to open an account.

B: I need some information first. What's your name?

A: John J. Allen.

B: What's your address?

A: 3145 Pineapple Street, Santa Barbara, California 92115.

B: What's your Social Security number?

A: 827-98-0132.

B: What's your mother's maiden name?

A: Hanson.

B: What's your telephone number?

A: 557-94-70.

B: Thank you. What kind of account would you like to open? Checking or savings?

A: And what's the difference?

B: In a checking account, you deposit money and write checks.

A: I see ... and a savings account?

B: You deposit money and leave it there to earn interest. You withdraw it when you need it.

A: Thank you for your explanation. I'd like to open a checking account.

**Answer the questions to the dialog:**

1. Where did the man come to?
2. What did the man want to do?
3. What information did the clerk need?
4. What was the man's name?
5. What was his address?
6. What was his Social Security number?
7. What was his mother's maiden name?
8. What was his telephone number?
9. Did the man know the difference between a checking account and savings account?
10. What is the difference between a savings account and checking account?
11. What did the man thank the clerk for?
12. What kind of account did the man decide to open?

**Dialog 2**

A: Hello. What can I do for you?

B: I'd like to insure this package.

A: What's in it?

B: A watch.

A: How much is it worth?

B: \$200.

A: Where is it going to?

B: To San Francisco.

A: OK. The insurance is \$ 2.25, and the postage is \$ 1.65 for first class. You need to fill out this form for insurance ... Anything else?

B: And I want to mail this letter. It's very important. I want to make sure it gets there.

A: You can send it by certified mail.

B: What's certified mail?

A: When certified mail is delivered, someone at the address signs a receipt card, and then you get the card back. It costs a little more money, but it's the safest way.

B: OK. I'll send it certified.

**Answer the questions to the dialog:**

1. Where did B come to?

2. What did he want to do?
3. What was in the package?
4. Why did he want to insure his package?
5. How much did the watch cost?
6. Where was the package going to?
7. How much was the insurance?
8. How much was the postage for the first class?
9. What did B need to feel out?
10. What else did B want?
11. What is certified mail?
12. Why did B want to send his letter by certified mail?

### **Dialog 3**

A: What can I do for you?

B: Here is a package which I'd like to get to Ballarat as soon as possible.

A: Where is Ballarat? I've never heard of such a place.

B: Oh, it's in Australia.

A: Federal Express is the fastest but it's very expensive. Your package is over two pounds, so it will cost about \$ 80. It will get there in three days.

B: It suits me fine. I'll send it by Federal Express.

A: OK. Fill out this form, then.

### **Answer the questions to the dialog:**

1. Where did B come to?
2. What did he want to do?
3. Where did he want to send his package to?
4. Where is Ballarat?
5. What was the fastest way for the package to get to Ballarat?
6. How much did the package weight?
7. How much did Federal Express cost?
8. How long would it take the package to get to Australia?
9. What did the clerk ask B to do?

### **Exercise 1. Give the Russian equivalents for:**

Weight limit; to open an account; to mail a letter; it suits me fine; to earn interest; a savings account; a checking account; the sender's address; to send smth by certified mail; insured package; registered letter; to fill out a form; to deliver mail; airmail; upper left hand corner; zip code.

### **Exercise 2. Give the English equivalents for:**

Открыть счет; получать проценты; депозитный счет; текущий счет; ценная бандероль; заказное письмо; послать письмо; послать что-либо с уведомлением; доставлять почту; авиапочта; обратный адрес; левый верхний угол; почтовый индекс; весовое ограничение; это меня вполне устраивает; заполнить бланк.

### *III. Vocabulary and speech exercises*

#### **Exercise 1. Read the following dialogs and learn them by heart:**

1. A: May I help you?  
B: Yes, I want to cash this check.  
A: Do you have ID?  
B: Yes, I do.  
A: OK. Please endorse your check on the back.  
B: I'm sorry. I don't understand you.  
A: Sign your name on the back.
2. A: I need to cash this money order.  
B: Do you have an identification card?  
A: No.  
B: I'm sorry we can't cash it then.
3. A: I'd like to cash this paycheck.  
B: Do you have an identification card?  
A: No.  
B: I'm sorry, we can't cash it then.
4. A: Excuse me, where can I cash this welfare check?  
B: You can cash it here, if you have ID.  
A: I do.  
B: Sign here, please.
5. A: May I help you?  
B: Yes. I'd like to buy a money order.  
A: For how much?  
B: For \$80.  
A: Fill out the amount and sign your name. The total is \$ 81.  
B: \$ 81?  
A: Yes, \$ 80 for the money order and a \$ 1 service fee.
6. A: Next person in line.  
B: I'd like to buy five 25 c stamps, please.  
A: Excuse me, what did you say?  
B: Five 25 c stamps.  
A: Oh, here you are, that's \$ 1.25.
7. A: I need to buy a money order. Where can I get one?  
B: You can buy a money order at the post office or a bank.  
A: OK. Are there any other places?  
B: Sure. At the supermarket or the check cashing service.
8. A: How much would you like to deposit on your new account today?  
B: What is the minimum deposit?  
A: It's \$ 100.  
B: I'll deposit \$ 150.  
A: Fine. Here are your temporary checks. Your personalized checks will come in the mail.
9. A: Excuse me, I'd like to change these marks, please.  
B: How do you want it?



- A: Well, it's all the same to me.  
 B: How about notes and large silver?  
 A: It's a very good idea. Pound notes, please.  
 B: Good. Here's two fives, seven ones, and four fifties. Is it OK?  
 A: Yes, it's OK. Thank you.  
 B: Anything else?  
 A: Yes, I'm expecting some money transfer from Paris. Is it in already?  
 B: Not yet, ma'am. Could you come tomorrow?  
 A: OK.
10. A: What's the postage on these letters to Australia?  
 B: Just a minute. I'll have to check. Do you need anything else?  
 A: Yes. A 60 c stamp, please.  
 B: That'll be \$ 1.35.

**Exercise 2. Answer the following questions:**

1. Do you go to the post office?
2. What do you go to the post office for?
3. Where is the post office nearest to your place?
4. How often do you go to the post office?
5. What do you buy there?
6. Did you ever insure a package?
7. What was in it?
8. How much was the insurance?
9. Did the package arrive safely?
10. What should you do if there is a problem with an insured package?
11. Do you send letters?
12. Do you ever send certified mail?
13. Do you ever send registered mail?
14. Do you think banks are a good place to save your money? Why? Why not?
15. Do you have a bank account? If yes, what kind of bank account do you have?
16. What bank do you have your account in?
17. How do most people pay bills in your country?
18. When did you open your first bank account?
19. Do you ever buy money orders?
20. Where do you buy them?
21. What do you buy them for?
22. Do you have a checking account?
23. Do you have a savings account?
24. What can you use a checking account for?
25. What can you use a savings account for?

### **Exercise 3. Translate the following sentences into English:**

1. В нашей стране большинство людей оплачивают свои счета наличными.
2. Люди, которые не хотят рисковать, хранят деньги в государственных сбербанках.
3. Те, кто гонится за большими дивидендами, предпочитают хранить деньги в коммерческих банках, несмотря на риск потерять все свои сбережения.
4. Когда мы посылаем по почте дорогие вещи, мы отправляем их ценной бандеролью.
5. Если мы хотим знать наверняка, что наше отправление дошло до адресата, мы посылаем его с уведомлением.
6. Если вы собираетесь отправить по почте важные документы, я рекомендую вам послать их заказным письмом.
7. Когда мне надо купить марки, я иду на почту, которая находится недалеко от моего дома.
8. Стоимость почтовой страховки покрывает стоимость содержимого вашей посылки на момент ее отправления.
9. В моем банке минимальный вклад составляет 50 долларов.
10. Если у меня возникает проблема с ценной посылкой, я иду на почту и представляю квитанцию начальнику почты.
11. Вчера я пошла в банк и перевела деньги со своего счета на депозитный счет дочери в Мельбурнском банке.
12. Когда вы посылаете ценную посылку, почтовый работник заполняет квитанцию, называемую "Receipt for Insured Mail".
13. В какой валюте надежнее всего хранить деньги в вашей стране?
14. Вы можете снять деньги с депозитного счета, когда угодно.
15. Если у вас чековый счет, вы кладете на него деньги, а потом выписываете чеки.
16. Когда люди переезжают на новое место жительства, они идут на почту и оформляют распоряжение об изменении адреса, чтобы вся почта приходила на их новый адрес.
17. Требования о возмещении убытков должны быть поданы в течение года с даты отправления посылки.
18. Когда мне надо сделать крупную покупку, я иду в банк и меняю доллары на рубли, так как я коплю деньги в долларах.
19. Если у вас депозитный счет в банке, вы кладете на него деньги, чтобы получать проценты.
20. Когда доставляется почта с уведомлением, адресат подписывается в ее получении, и отправитель получает обратно эту карточку с уведомлением назад.

#### Exercise 4. Render the following dialogs in English:

1. A: Простите, пожалуйста, я хотел бы поменять эти марки.  
В: Как Вы хотите их поменять?  
А: Да мне все равно.  
В: Как насчет банкнот и крупного серебра?  
А: Это хорошая мысль. Фунтовые банкноты, пожалуйста.  
В: Хорошо. Вот две пятифунтовые банкноты, восемь по 1 фунту и 6 по 50 фунтов. Все в порядке?  
А: Да, все в порядке. Спасибо.  
В: Что-нибудь еще?  
А: Да, я ожидаю денежный перевод из Нью-Йорка. Он уже пришел?  
В: Нет еще, сэр. Вы смогли бы придти завтра?  
А: Конечно.
2. А: Чем могу быть полезен?  
В: Я хочу получить деньги по чеку.  
А: У Вас есть паспорт или удостоверение?  
В: К сожалению, у меня нет ни того, ни другого.  
А: Но какой-нибудь документ, удостоверяющий вашу личность, есть?  
В: У меня есть водительские права.  
А: Водительские права тоже подойдут. Распишитесь на обратной стороне чека. Хорошо. Вот ваши 500 долларов.  
В: Спасибо.  
А: Пожалуйста.
3. А: Сколько стоит отправление этих писем во Францию?  
В: Минуточку. Мне надо проверить. А, вот. 90 центов, пожалуйста.  
Что-нибудь еще?  
А: Да. Две марки по пять центов, пожалуйста.  
В: Всего с Вас один доллар.
4. А: Мне нужен бланк денежного поручения. Где я могу купить его?  
В: Вы можете купить его в любом почтовом отделении или в банке.  
А: А еще где?  
В: В супермаркете.  
А: Это больше мне подходит. Спасибо.
5. А: Добрый день. Я хотел бы открыть счет в вашем банке.  
В: Чековый или депозитный?  
А: А какая разница?  
В: Если у Вас чековый счет, Вы кладете деньги и затем выписываете чеки для оплаты ваших счетов.  
А: Понятно. А депозитный счет?  
В: Вы кладете деньги и оставляете их там для получения процентов с вашего вклада. Вы снимаете деньги по мере необходимости.  
А: Тогда я открою чековый счет.
6. А: Мне нужно отправить ценную посылку.  
В: Что в ней?

A: Шелковый брючный костюм.

B: Сколько он стоит?

A: \$ 120.

B: Куда Вы его отправляете?

A: В Вашингтон.

B: Итак, страховка \$ 2.15 и за посылку \$ 3.90. Вам надо заполнить этот бланк для ценных посылок.

## *Part II*

### *English in Aviation Context.*

*Read, translate and retell the following texts:*

#### **Text 1:**

#### **Crash During Approach to Landing of**

#### **Maryland State Police**

#### **Aerospatiale SA365N1, N92MD**

#### **District Heights, Maryland**

#### **September 27, 2008**

**Executive Summary:** On September 27, 2008, about 2358 eastern daylight time, an Aerospatiale (Eurocopter) SA365N1, N92MD, call sign Trooper 2, registered to and operated by the Maryland State Police (MSP) as a public medical evacuation flight, impacted terrain about 3.2 miles north of the runway 19R threshold at Andrews Air Force Base (ADW), Camp Springs, Maryland, during an instrument landing system approach. The commercial pilot, one flight paramedic, one field provider, and one of two automobile accident patients being transported were killed. The other patient being transported survived with serious injuries from the helicopter accident and was taken to a local hospital. The helicopter was substantially damaged when it collided with trees and terrain in Walker Mill Regional Park, District Heights, Maryland. The flight originated from a landing zone at Wade Elementary School, Waldorf, Maryland, about 2337, destined for Prince George's Hospital Center, Cheverly, Maryland. Night visual meteorological conditions prevailed for the departure; however, Trooper 2 encountered instrument meteorological conditions en route to the hospital and diverted to ADW. No flight plan was filed with the Federal Aviation Administration (FAA), and none was required. The MSP System Communications Center (SYSCOM) was tracking the flight using global positioning system data transmitted with an experimental automatic dependent surveillance-broadcast communications link.

The National Transportation Safety Board determined that the probable cause of this accident was the pilot's attempt to regain visual conditions by performing a rapid descent and his failure to arrest the descent at the minimum descent altitude during a nonprecision approach. Contributing to the accident were (1) the pilot's limited recent instrument flight experience, (2) the lack of adherence to effective risk management procedures by the MSP, (3) the pilot's inadequate assessment of the weather, which led to his decision to accept the flight, (4) the failure of the Potomac Consolidated Terminal Radar Approach Control (PCT) controller to provide the current ADW weather observation to the pilot, and (5) the increased

workload on the pilot due to inadequate FAA air traffic control handling by the Ronald Reagan National Airport Tower and PCT controllers.

The safety issues discussed in this report involve risk assessments, pilot performance and training, terrain awareness and warning systems, air traffic control deficiencies, SYSCOM duty officer performance, and emergency response. Also discussed are patient transport decisions, flight recorder requirements, and FAA oversight. Safety recommendations concerning these issues are addressed to the FAA, the MSP, Prince George's County, all public helicopter emergency medical services operators, and six other organizations whose members are involved in search and rescue activities.

*(from www.nts.gov.com)*

**Answer the following questions:**

1. Where and when did the crash take place?
2. What organization was the aircraft registered to?
3. What organization was the aircraft operated by?
4. What was the type of aircraft?
5. What was its call sign?
6. How many passengers were on board the helicopter?
7. Why were the two passengers being transported by a helicopter?
8. What happened to one of the patients?
9. Were there any survivors?
10. Where was the patient who survived taken to?
11. Why was the helicopter substantially damaged?
12. Where did the flight originate from?
13. What meteorological conditions prevailed from the departure?
14. What meteorological conditions did Trooper 2 encounter en route to the hospital?
15. Why did Trooper 2 divert to ADW?
16. Was a flight plan requested for the flight?
17. What data was the MSP System Communications Center using for the tracking flight?
18. In what way were the data transmitted?
19. What was the probable cause of this accident according to the National Transportation Safety Board?
20. What other factors contributed to the accident?
21. What did the PCT controller fail to do?
22. What was the increased workload on the pilot due to?
23. What do the safety issue discussed in the report?
24. What other issues are discussed in the report?

**Text 2**

**Loss of Thrust in Both Engines After Encountering a Flock of Birds and Subsequent Ditching on the Hudson River.**

**EXECUTIVE SUMMARY**

On January 15, 2009, about 1527 eastern standard time, US Airways flight 1549, an Airbus Industrie A320-214, N106US, experienced an almost complete loss of thrust in both engines after encountering a flock of birds and was subsequently ditched on the Hudson River about 8.5 miles from LaGuardia Airport (LGA), New York City, New York. The flight was en route to Charlotte Douglas International Airport, Charlotte, North Carolina, and had departed LGA about 2 minutes before the in-flight event occurred. The 150 passengers, including a lap-held child, and 5 crewmembers evacuated the airplane via the forward and overwing exits. One flight attendant and four passengers were seriously injured, and the airplane was substantially damaged. The scheduled, domestic passenger flight was operating under the provisions of 14 Code of Federal Regulations Part 121 on an instrument flight rules flight plan. Visual meteorological conditions prevailed at the time of the accident.

The National Transportation Safety Board determines that the probable cause of this accident was the ingestion of large birds into each engine, which resulted in an almost total loss of thrust in both engines and the subsequent ditching on the Hudson River. Contributing to the fuselage damage and resulting unavailability of the aft slide/rafts were (1) the Federal Aviation Administration's (FAA) approval of ditching certification without determining whether pilots could attain the ditching parameters without engine thrust, (2) the lack of industry flight crew training and guidance on ditching techniques, and (3) the captain's resulting difficulty maintaining his intended airspeed on final approach due to the task saturation resulting from the emergency situation.

Contributing to the survivability of the accident was (1) the decision-making of the flight crewmembers and their crew resource management during the accident sequence; (2) the fortuitous use of an airplane that was equipped for an extended overwater flight, including the availability of the forward slide/rafts, even though it was not required to be so equipped; (3) the performance of the cabin crewmembers while expediting the evacuation of the airplane; and (4) the proximity of the emergency responders to the accident site and their immediate and appropriate response to the accident.

The safety issues discussed in this report relate to the following: in-flight engine diagnostics, engine bird-ingestion certification testing, emergency and abnormal checklist design, dual-engine failure and ditching training, training on the effects of flight envelope limitations on airplane response to pilot inputs, validation of operational procedures and requirements for airplane ditching certification, and wildlife hazard mitigation. The report also discusses survival-related issues, including passenger brace positions; slide/raft stowage; passenger immersion protection; life line usage; life vest stowage, retrieval, and donning; preflight safety briefings; and passenger education. Safety recommendations concerning these issues are addressed to the FAA, the U.S. Department of Agriculture, and the European Aviation Safety Agency.

*(from www.nts.gov.com)*

**Answer the following questions:**

1. When and where did the accident happen?

2. What was the type of the aircraft involved in the accident?
3. Why did the aircraft experience an almost complete loss of thrust in both engines?
4. What river was the aircraft ditched on?
5. What was the destination of flight?
6. How many passengers were there on board the plane?
7. How many members did the crew of the plane consist of?
8. In what way did the passengers and crewmembers evacuate the plane?
9. How many people were seriously injured?
10. What happened to the plane?
11. Was the passenger flight scheduled or was it a charter flight?
12. Was the flight domestic or international?
13. What provisions was the flight operating under?
14. What kind of flight plan was the flight operating on?
15. What meteorological conditions prevailed at the time of the accident?
16. What was the probable cause of the accident?
17. What did the ingestion of large birds in the engines result in?
18. What factors contributed to the fuselage damage?
19. What factors contributed to the survivability of the accident?
20. What do the safety issues discussed in the report relate to?
21. What other issues does the report discuss?

### **Text 3**

#### **Loss of Control on Approach.**

##### **EXECUTIVE SUMMARY**

On February 12, 2009, about 2217 eastern standard time, a Colgan Air, Inc., Bombardier DHC-8-400, N200WQ, operating as Continental Connection flight 3407, was on an instrument approach to Buffalo-Niagara International Airport, Buffalo, New York, when it crashed into a residence in Clarence Center, New York, about 5 nautical miles northeast of the airport. The 2 pilots, 2 flight attendants, and 45 passengers aboard the airplane were killed, one person on the ground was killed, and the airplane was destroyed by impact forces and a postcrash fire. The flight was operating under the provisions of 14 Code of Federal Regulations Part 121. Night visual meteorological conditions prevailed at the time of the accident.

The National Transportation Safety Board determines that the probable cause of this accident was the captain's inappropriate response to the activation of the stick shaker, which led to an aerodynamic stall from which the airplane did not recover. Contributing to the accident were (1) the flight crew's failure to monitor airspeed in relation to the rising position of the lowspeed cue, (2) the flight crew's failure to adhere to sterile cockpit procedures, (3) the captain's failure to effectively manage the flight, and (4) Colgan Air's inadequate procedures for airspeed selection and management during approaches in icing conditions.

The safety issues discussed in this report focus on strategies to prevent flight crew monitoring failures, pilot professionalism, fatigue, remedial training, pilot training

records, airspeed selection procedures, stall training, Federal Aviation Administration (FAA) oversight, flight operational quality assurance programs, use of personal portable electronic devices on the flight deck, the FAA's use of safety alerts for operators to transmit safety-critical information, and weather information provided to pilots. Safety recommendations concerning these issues are addressed to the FAA.

(from [www.nts.gov.com](http://www.nts.gov.com))

**Answer the following questions:**

1. What aircraft was involved in the accident?
2. What kind of approach to Buffalo-Niagara International Airport was it on?
3. How many people aboard the plane were killed?
4. How many people on the ground were killed?
5. What was the plane destroyed by?
6. What provisions was the flight operating under?
7. What meteorological conditions prevailed at the time of the accident?
8. What was the probable cause of the accident?
9. What else contributed to the accident?
10. What do the issues discussed in the report focus on?
11. Who are safety recommendations concerning these issues addressed to?

**Part III. Grammar.**

**Participle**

Формы Participle

	Active	Passive
Present (действие одновременно с действием сказуемого)	asking writing	being asked being written
Perfect (действие предшествует действию сказуемого)	having asked having written	having been asked having been written
Past (действие одновременно с действием сказуемого или предшествует действию сказуемого)	-- --	asked } III форма written } III форма

Английскому Participle в русском языке соответствуют грамматические категории: причастие и деепричастие.

В функции определения Participle соответствует русскому причастию; в функции обстоятельства - русскому деепричастию.

Когда Participle употребляется в функции определения, оно переводится на русский язык:



**Причастием:**

- The commission itself could investigate the kind of criteria used. *Комиссия сама могла изучить вид используемых критериев.*

**Причастным оборотом:**

- Revenue derived from transactions using information technology is significant and growing exponentially. *Прибыль, получаемая от сделок, использующих информационную технологию, значительна и возрастает экспоненциально.*

**Придаточным определительным предложением:**

- The pact now being studied by the constituent assembly was signed by the major political parties. *Соглашение, которое сейчас изучается учредительным собранием, было подписано всеми крупными политическими партиями.*

В функции обстоятельства Participle может переводиться на русский язык:

**Деепричастием или деепричастным оборотом:**

- Answering the question, he made a mistake. *Отвечая на вопрос, он сделал ошибку.*
- Having gone through the Customs, we proceeded to the Passport Control. *Пройдя таможеню, мы проследовали к паспортному контролю.*
- She believes that left Labour MPs have a very important role to play, while recognizing that what they can achieve in Parliament is limited. *Она полагает, что членам парламента от левого крыла лейбористов предстоит сыграть важную роль, в то же время признавая, что их возможности в парламенте весьма ограничены.*

**Придаточным обстоятельственным предложением:**

- Having been written by a talented author, the book was a success. *Так как книга была написана талантливым писателем, она имела успех.*
- Asked what the management had gained he said: *Когда его спросили, чего добилось руководство, он сказал:*

Когда перед Participle стоит слово или группа слов без предлога - налицо независимый причастный оборот (Absolute Participle Construction), который на русский язык переводится всегда придаточным обстоятельственным предложением.

Если этот оборот стоит в начале предложения (перед подлежащим), русское придаточное предложение присоединяется к главному при помощи союзов: так как, если, когда, после того как:

- Weather permitting, we'll go to the country. *Если погода позволит, мы поедem загород.*
- All the baggage having been packed, we sat down to dinner. *После того, как весь багаж был упакован, мы сели обедать.*

- It being late, we decided to return home. *Т.к. было поздно, мы решили вернуться домой.*

Если независимый причастный оборот стоит в конце предложения, русское придаточное предложение присоединяется к главному союзами причем, а, но, и, так как. Иногда совсем бессоюзно.

- We had a class in spoken English, most of the questions being asked by the students themselves. *У нас был урок разговорного английского языка, причем большинство вопросов задавали сами студенты.*

Иногда перед оборотом может стоять союз with. Но наличие даного союза не влияет на общие правила перевода независимых причастных конструкций.

- A conference on ecology was held in Moscow, with representatives from over 100 countries attending it. *В Москве состоялась конференция по экологии, и на ней присутствовали представители из более чем 100 стран.*

### **Exercise 1. Supply the particle "to" where necessary:**

1. You may ...consult the pediatrician whenever you need his help.
2. Can you ... give me the telephone number of any good dentist ?
3. You'd better ... read the prescription carefully and follow the doctor's advice.
4. I don't know what ... do.
5. He didn't know how ... answer this question.
6. It's no joke ... start smoking at my age.
7. Heat causes the liquid ... evaporate.
8. A doctor always can ... make the patient ... tell him what is wrong with him.
9. He took the Biographical Encyclopedia and started ... read alphabetically.
10. A medical examination is required of people planning ... spend their vacation at a health resort.
11. The boy can't ... be operated on now because he has the flu.
12. She must ... be operated on without delay, or it will be too late.
13. What medicine did the doctor prescribe .. you ?
14. What newspapers do you subscribe ... ?
15. The doctor asked me ... follow the instruction written on the prescription.
16. The surgeon told me not ... carry heavy things for three months following the operation.
17. Mom, will you let me ... go to the movies ?
18. You ought ... apologize to her for being late.
19. What made you ... be so rude to your colleague ?
20. I'd rather ... learn English than French.

### **Exercise 2. Read and translate the following sentences, paying special attention to the use of the Accusative with the Infinitive (Complex Object):**

1. He would like the secretary to send the fax as soon as possible.

2. We wanted them to book hotel accomodation in advance.
3. Everybody expected the boss to come to the party with his wife.
4. I felt somebody touch my shoulder.
5. The surgeon watched the patient open his eyes after a 24-hour sleep following the operation.
6. Have you heard him play the violin?
7. Have you seen him dance?
8. I didn't notice her enter the room.
9. She didn't expect her husband to be back before Monday.
10. Everybody knew him to be a talented painter as well as a public figure.

**Exercise 3. Translate the following sentences into English, using the Accusative with the Infinitive:**

1. Я не хочу, чтобы моего ребенка госпитализировали.
2. Он хотел бы, чтобы его оперировал опытный хирург.
3. Никто не заметил, что секретарь вошла в кабинет.
4. Я никогда не видел, как он плавает, но я слышал, что он плавает хорошо.
5. Я видел, как она вошла в комнату, зажгла свет и села за стол.
6. Он никогда не слышал, как шеф говорит по-английски.
7. Он слышал, что шеф в совершенстве владеет английским.
8. Хотите, чтобы я вам помог?
9. Я полагаю, что он очень опытный и квалифицированный невропатолог.
10. Когда вы ожидаете, что пациент будет готов к операции?

**Exercise 4. Translate the following sentences into English:**

1. Учитель заставил ее переписать сочинение.
2. Он заставил сына прыгнуть в воду.
3. Жара заставила нас вернуться домой.
4. Заставьте ее надеть летнее платье: сегодня очень жарко.
5. Когда ты заставишь своих детей делать зарядку?
6. Пожалуйста, не заставляйте меня пить крепкие алкогольные напитки.
7. Она не могла заставить его лечь спать рано.

**Exercise 5. Read and translate the following sentences, paying special attention to the use of the Nominative with the Infinitive (Complex Subject):**

1. He is known to live in Moscow, but he is said to be staying in London now.
2. He was said to have a perfect command of several languages.
3. The plane is expected to land safely.
4. He is sure to have returned from the expedition.
5. She is unlikely to be hospitalized.
6. They are likely to be late for the appointment.
7. The US trade delegation is reported to have left for Kiev.
8. The University faculty are certain to take part in the strike.

9. The 10.30 train appears to be arriving on time.

**Exercise 6. Translate the following sentences into English, using the Nominative with the Infinitive:**

1. Этот вопрос, по-видимому, представляет большой интерес.
2. Ожидают, что делегация американских нейрохирургов прибудет в Москву не следующей неделе.
3. Маловероятно, что ее прооперируют на этой неделе.
4. Молодые люди оказались квалифицированными педиатрами.
5. Считают, что эта больница была построена в XVIII веке.
6. Полагают, что операция прошла успешно.
7. Надеемся, что у больного не будет никаких осложнений после операции.
8. Похоже, что зуб придется удалить.
9. Погода, вероятно, изменится к лучшему.
10. Казалось, что состояние больного ухудшается.

**Exercise 7. Translate the following sentences into English:**

1. Я почувствовал, как он коснулся моей руки.
2. Я чувствовал, что он касается моей руки.
3. Я слышал, как он играет на скрипке.
4. Мы слышали, как он заговорил с ней по-французски.
5. Мы видели, как она сошла с поезда и пошла по направлению к кассам.
6. Мы наблюдали, как он подошел к окну, остановился, открыл журнал и стал читать.
7. Мы видели, как она выходила из дома.
8. Он слышал, как председатель назвал его имя.
9. Он почувствовал, что его руки дрожат.
10. Я видел, что мама пришла.
11. Я видела, что отец идет по улице.
12. Я видел, что мать читает газету.
13. Мы видели, как студенты танцуют.
14. Мать видела, что ее дети делают домашнее задание.
15. Николай видел, что Анна что-то пишет.
16. Вы когда-нибудь слышали, как она поет?
17. Он заметил, что они переходят улицу с двумя большими чемоданами в руках.
18. Учитель не хотел, чтобы мы оставались в классе.
19. Мальчик наблюдал, как его отец распрягает лошадь.
20. Когда она сшила это платье?
21. Буря заставила корабль вернуться в порт.
22. Вы видели, чтобы кто-нибудь взял этот молоток?
23. Я рассчитываю, что ты останешься дома.
24. Вчера я сфотографировался.
25. Я терпеть не могу, когда собак держат на цепи.

26. Я хочу, чтобы зарядку делали каждое утро.
27. Вы бы хотели, чтобы я для вас станцевала?
28. Бабушка не любит, когда кошка сидит на кровати.
29. Он почувствовал, как что-то тяжелое прижимает его к полу.
30. Когда ты подстрижешься?
31. Она рассчитывала, что он пригласит ее в театр.
32. Мой отец хочет, чтобы я изучил два иностранных языка.
33. Мама заставила меня поехать за город.
34. Профессор хочет, чтобы я еще поработал над докладом.
35. Мы рассчитываем, что вы поедете с нами на юг.
36. Они не хотят, чтобы мы это делали.
37. Художник наблюдал, как желтые листья падают на землю.
38. Заходите, я рассчитываю, что мой брат скоро вернется.
39. Я хочу, чтобы письма написали сегодня.
40. Мне хочется, чтобы вы зашли ко мне сегодня вечером.
41. Я не спал и слышал, как кто-то вошел к нам в купе.
42. Я видел, как они вместе шли по улице.
43. Никто никогда не слышал, как она читает стихи.
44. Это заставило меня подумать, как исправить ошибку.
45. Интересно, что заставило его отказаться от поездки в Крым.
46. Я хочу, чтобы вы познакомили меня со своим братом.
47. Я люблю, когда моя сестра разговаривает по-английски со своими друзьями. Аня не ожидала, что книга будет такая интересная.
48. Я часто слышала, как он рассказывал студентам о своей родине.
49. Мы часто видели, как они работают в читальном зале.
50. Когда вам починили машину?
51. Если я увижу Нину в библиотеке, я заставлю ее рассказать мне обо всем.
52. Мы любили приходить в этот сад и наблюдать, как играют дети.
53. Когда Роберт вышел в коридор, он почувствовал, как кто-то дотронулся до его руки.
54. Она хотела, чтобы детей привели в зал.
55. Том был очень прилежным учеником и скоро заставил всех уважать себя.
56. Я не хочу заставлять вас делать это сразу.
57. Я хочу, чтобы ты сделала это сама.
58. Вы когда ни будь слышали, как он исполняет эту вещь?
59. Предполагают, что заседание закончится в десять часов.
60. Полагают, что они знают об этом больше, чем хотят показать.
61. Джим оказался храбрым мальчиком.
62. Говорят, что он работает над своим изобретением уже несколько лет.
63. Говорят, что эта статья переведена на все языки мира.
64. Оказалось, что мы уже когда-то встречались.
65. Вы, кажется, устали.
66. Вы случайно не знаете этого человека?

67. Как известно, английская писательница Войнич жила в течение нескольких лет в Петербурге и изучала русскую литературу. Считают, что русская литература оказала влияние на ее творчество.

68. Полагают, что поэма «Беовульф» была написана в VIII веке.

69. Вальтер Скотт считается создателем исторического романа.

70. Он оказался хорошим спортсменом.

71. Я случайно встретил его в Москве.

#### ***Part IV. Creative speaking.***

##### **Exercise 1. Tell your classmates:**

- a) in what way you prefer to save money;
- b) in what currency you prefer to save money;
- c) what kind of a bank account you have;
- d) how often you withdraw money from your account;
- e) how often you go to the post office;
- f) what purpose you usually go to the post-office for;
- g) in what cases you ensure your package;
- h) how you send important mail;
- i) if you receive your mail at the poste-restante;
- k) what you produce to the clerk at the poste-restante if you want to get a mail addressed to you.

##### **Exercise 2. Explain when and under what circumstances one might use or hear the following:**

1. You'd better send it by certified mail.
2. Here are your temporary checks.
3. Next person in line.
4. I'd like to open a checking account.
5. It cost a little more money, but it's the safest way.
6. You failed to write your address.
7. How much would you like to deposit on your new account today?
8. What is the postage on this parcel?
9. Sign your name on the back.
10. I'd like to exchange 5.000 rubles for dollars.

##### **Exercise 3. Match the following Russian and English proverbs and sayings.**

**Learn them by heart and use in situations and dialogs of your own:**

- |  |   |
|--|---|
| 1. There is no time like present.              | За двумя зайцами погонишься, ни одного не поймаешь. |
| 2. Between two stools one falls to the ground. | С глаз долой – из сердца вон.                       |
| 3. Out of sight, out of mind.                  | Куй железо, пока горячо.                            |
| 4. There is no rose without a thorn.           | Человек предполагает, Бог располагает               |
| 5. Man proposes, god disposes.                 | Нет худа без добра.                                 |

**Exercise 4. Speak on the following topics:**

1. My visit to a Post-Office.
2. My visit to a bank.
3. Advantages and disadvantages of saving money on a bank account.
4. Advantages of sending your parcel by insured mail.
5. Advantages of sending your letters by registered mail.
6. Advantages of sending your letters by certified mail.

**Exercise 5. Read the text and give a short summary. Put 4 types of questions to the text:**

**Aeroflot agent following in family jetstream**

by *The Moscow News* at 17/10/2013 10:38

The daughter of a military and later civilian pilot, Natalya Volokhova's career seems to have been carved out for her from birth.

"I was born into a family of aviators," she said. "I have a lot of relatives in aviation, my dad was a military pilot, and he also worked at Aeroflot in civil aviation."

Born in 1956 in Dzhambul, Kazakhstan (now known as Taraz), Volokhova - currently a staff ticket agent at Aeroflot's Sheremetyevo Airport hub - was able to indulge her love of airplanes even in school, as her studies and extracurricular activities took her all over the Soviet Union.

"I was an 'activist,' you could say, I took part in the senior students' club Rovesnik, and we travelled a lot throughout the Soviet Union," she said. "We were in Riga, in Leningrad, Ulyanovsk, in Volgograd, then in Tashkent, in Samarkand, but in general we visited a lot [of places]."

Her travels gave her a taste of life throughout the country, but after finishing school, her choices for studying aviation were limited, as there were only three civil aviation institutes in the Soviet Union: in Moscow, Kiev and Riga.

The presence of the last institute was fortunate, as she had developed a deep fondness for the Latvian capital, which went into her decision to study at the Riga Institute of Civil Aviation.

"In full, during the Soviet Union, it was called the 'Krasnoznamenny [Red Banner] Institute of Engineers in Civil Aviation of the Leninsky Komsomol [Young Communists' League]," Volokhova said.

All of the institutes were dedicated to preparing their students for work at Aeroflot, since there was then only one airline operating in the Soviet Union.

After graduating in Riga in 1978, Volokhova returned to Kazakhstan, to Almaty, where she began working for Aeroflot as an engineer-economist.

"We completely planned the work at airports and air detachments," she said. "Then it was all united."

Her work in Moscow began in 1988, launching the airline employee ticketing office at Sheremetyevo. Her customers are not just Aeroflot colleagues, but workers from other airlines, as well.

Since that time, she has seen a number of changes in the operations of the airport and the company, leading to their improvement and development.

"I think that new technologies are always a benefit for a company. The time shows that Aeroflot is developing at a good pace," Volokhova said. "I started when tickets only started being printed on machines at Sheremetyevo - earlier, we wrote them out by hand, but then started to print them. I was there when this all happened."

Volokhova has therefore embraced new technologies as the airline has adopted them, making her and her colleagues' own workload easier and allowing them to dedicate more time to customers - what she feels is the core of their duties.

"At the airport, you encounter unusual situations. You help people," she said.

"I work with Aeroflot colleagues, and it makes me happy to tell [customers] how it's better to move, where it's better to go, because they come and look for advice: where can we use our tickets?"

Working where she does, however, requires a special kind of person.

"When casual people come, they leave quickly," she said. "But those who stay, they get attached to the work with their spirit, and are always ready to come to help. We have a great group, so I really like this atmosphere."

Volokhova has not abandoned her love of travel, however. Time living abroad in Brazil and Nicaragua, where her husband worked as a diplomat, allowed the couple to travel around Latin America and fostered Volokhova's interest in the region's cultures.

Her preferred destination when it comes to her own vacations reflects her interest: Cuba.

"If it's just to rest, I really love Havana and Varadero, Cuba," she said. "I really like vacations in Varadero, for some reason - it's really nice there."

### **Vocabulary**

<b>A</b>	
account (n.)	счет
to open an account	открыть счет
savings (deposit) account	депозитный счет
checking account	чековый (текущий) счет
address (n.)	адрес
return address	обратный адрес
addressee (n.)	получатель
airmail (n.)	авиапочта
<b>B</b>	
bank (n.)	банк (n.)
savings bank	сбербанк
state-run savings bank	государственный сбербанк
commercial bank	коммерческий банк
banking system	банковская система
banknote (n.) <i>syn. note</i>	банкнота



<b>C</b>	
cable (n.)	телеграмма
check (n.)	чек
write a check	выписать чек
cash a check	получить деньги по чеку
<b>D</b>	
deliver (v.)	доставлять
delivery (n.)	доставка
deposit (n.,v.)	вклад; класть на счет
<b>E</b>	
envelope (n.)	конверт
<b>I</b>	
insure (v.)	страховать
insure a package	посылать ценную посылку
insurance (n.)	страховка
<b>L</b>	
letter (n.)	письмо
<b>M</b>	
mail (n., v.)	почта, посылать по почте, рассылать по почте
airmail	авиапочта
certified mail	отправление с уведомлением
registered mail	заказное отправление
insured mail	ценное отправление
money (n.)	деньги
money order	денежное поручение
<b>P</b>	
package (n.) <i>syn. Parcel</i>	посылка
postage (n.)	почтовый сбор
Post clerk	почтовый служащий
Post Master (n.)	начальник почтового отделения
Post-office (n.)	почта, почтовое отделение
<b>S</b>	
sender (n.)	отправитель
service fee	плата за услуги
stamp (n.)	марка
surface mail	простая почта (в отличие от авиа)
<b>W</b>	
withdraw (withdrew, withdrawn)	снять (деньги со счета)

**Unit 3**  
**Part I**  
**USING THE TELEPHONE**  
*I. Dialogs.*

**Dialog 1**

- A: Hello. My name is John Allen. I would like to speak to Mr. Hurstwood, please.
- B: I'm sorry, but Mr. Hurstwood isn't available at the moment. He is in a meeting.
- A: OK. I'll call back. When is a good time to call?
- B: You could try calling this afternoon.
- A: Does Mr. Hurstwood have a direct line?
- B: I'm sorry, but the number is confidential. By the way, what would you like to talk to Mr. Hurstwood about?
- A: The point is that our company has developed a new product. And I would like to talk to Mr. Hurstwood so that he could include the product into his new catalog.
- B: What does your company specialize in?
- A: We specialize in developing, producing and selling electronic toys.
- B: Please, send the product specifications by mail.
- A: But I would like to speak to Mr. Hurstwood direct and show him the voice - activated toy.
- B: Then you'd better try his mobile.
- A: Can I have the number, please?
- B: 555-45-76
- A: Thank you very much.
- B: Anytime.

**Answer the questions to the dialog:**

1. Who would Mr.Allen like to speak to?
2. Why wasn't Mr.Hurstwood available at the moment?
3. What did John Allen decide to do?
4. What was a good time to call?
5. Did Mr/Husrwood have a direct line?
6. Why couldn't the secretary give Mr.Allen the direct line number?
7. What would Mr.Allen like to talk to Mr.Hurstwood about?
8. What did Mr.Allen want Mr.Hurstwood to do with their new product?
9. What did Mr.Allen's company specialize in?
- 10.What did the secretary recommend Mr.Allen to do with their new product?
- 11.Why did Mr.Allen want to speck to Mr.Hurstwood direct?
- 12.What number did the secretary recommend Mr.Allen to try?
- 13.Did the secretary give him the mobile number?
- 14.What was Mr.Hurstwood's mobile number?
- 15.What did Mr.Allen thank the secretary for?

### **Dialog 2**

- A: 386-4432.  
B: Hello. David Smith speaking. Can I speak to Mr. Orlov?  
A: Hang on, please. I'll find out if he is in ... Sorry, but he is out.  
B: Could you tell me where he is?  
A: I'm afraid, he's gone home and won't be back till Monday. Could I take a message?  
B: Tell him to call me on Monday, please.  
A: All right, I will.  
B: Good. Then I'll be waiting for his call on Monday morning.  
A: Settled.

#### **Answer the questions to the dialog:**

1. What number did David Smith get to?
2. Who did he want to speak to?
3. Why did the secretary ask Smith to hang on?
4. What did she want to find out?
5. Was Mr.Orlov in or had he left the office?
6. What message did Mr.Smith leave for Mr.Orlov?
7. When was Mr.Orlov supposed to call Mr.Smith?

### **Dialog 3**

- A: Hello. Mr. Smith's office. How can I help you?  
B: Can I speak to Derek?  
A: Derek Foot?  
B: No, Derek Johnson.  
A: There is no one here called Derek Johnson.  
B: Is that extension 425?  
A: No, you've got the wrong number.  
B: Oh, I'm sorry. Could you put me back to the switchboard?  
A: Yes, hang on.  
B: Thank you.

#### **Answer the questions to the dialog:**

1. Who did the man want to speak to?
2. Was there anyone called Derek Johnson in Mr.Smith's office?
3. Was that extension 425?
4. What did the man ask the person answering the call to do?

### **Dialog 4**

- A: Hello. Ivory Systems. How can I help you?  
B: Could I speak to Jeraldine Jones, your sales manager?  
A: Can I ask who is calling, please?  
B: Douglas Wright from Bibery Systems.  
A: Please, hold the line, Mr. Wright. I'll put you through. Oh, I'm afraid, her extension is busy. Will you hang on, or shall I ask her to call you back?

- B: I'd rather hold the line.  
 A: OK... Mrs. Jones, Mr. Wright is on the line.  
 C: Put him through, Jane.  
 A: Mr. Wright, Jeraldine Jones is on the line.

**Answer the questions to the dialog:**

1. What company was a call to?
2. Who did the caller want to speak to?
3. What position did Jeraldine Jones take in Ivory Systems?
4. Who was calling her?
5. What company was Mr. Wright from?
6. Why didn't the secretary put him through at once?
7. Did Mr. Wright prefer to hang on or did he want Jeraldine Jones to call him back?

**Dialog 5**

- A: Hello, is that Mr. Brown?  
 B: Yes, that's me...  
 A: Hanson speaking. Do you have any news for me?  
 B: Yes. Edward Green has just called me. As you know, he has just arrived from New York.  
 A: Has he brought any journals on international transportation?  
 B: Yes. He has brought some and is looking forward to seeing you, too.  
 A: Do you believe we could meet tonight?  
 B: Well, I don't know. But I can call him and find it out.  
 A: Do, please. And let me know the result of your call as soon as possible, please.  
 B: Sure. Could you wait for my call? I'll call you back in a minute.  
 A: Good. Thank you, Mr. Brown.  
 B: You are welcome.

**Answer the questions to the dialog:**

1. Who was on the phone when Mr.Hanson called?
2. Did Mr.Brown have any news for him?
3. Where was Mr.Green just arrived from?
4. Has Mr.Green brought any journals on international transportation?
5. What was Edward looking forward to?
6. Could Mr.Green and Mr.Hanson meet that night?
7. What did Mr.Brown want to call Edward Green for?

***II. Exercises to the dialogs***

**Exercise 1. Give synonyms to the following words and word combinations:**

To speak; to ring up; the fact is that...; to work out; a firm; to post; you are welcome; to hold the line; to return; to connect; to come; to guess.

**Exercise 2. Give the Russian equivalents for:**

To be looking forward to doing smth; to call back; product specifications; to put through; May I speak to...; to hang on; I'm sorry; to develop a new product; to mail; How can I help you; the point is that...; direct line; to include into a new

catalog; to find out if he is in; extension; Could you put me back to the switchboard?; to specialize in; to hold the line; he won't be back till Monday; a sales manager; Can I take the message?; Mr.X. is on the line; settled; yes, that's me; there is no one here called...; international transportation.

**Exercise 3. Give the English equivalents to the following words and word combinations:**

Сожалению; я перезвоню; прямой телефон; дело в том, что; разработать новое изделие; включить в новый каталог; специализироваться в..., техническая документация на изделие; не кладите трубку; послать по почте; выяснить, у себя ли он; его не будет до понедельника; Ему что-нибудь передать?; договорились; Можно поговорить с?; здесь никого нет по имени...; Переключите меня, пожалуйста, обратно на коммутатор; Чем могу помочь?; менеджер по сбыту; соединить; добавочный (номер); на проводе г-н X; да, это я; международные перевозки; с нетерпением ждать; выяснить.

**III. Vocabulary and speech exercises**

**Exercise 1. Read the following dialogs and learn them by heart:**

1. A: Hello.  
B: Hello. This is Bill. Is Tom there?  
A: Yes, just a minute, please. Tom, it's for you.
2. A: Hello.  
B: Hello. Is Sue there?  
A: No, she isn't. May I take a message?  
B: Yes. This is Tom. Please tell her I'll call later.  
A: All right, I will. Good-bye.
3. A: Hello. Foot here.  
B: Can I speak to Clive Johnson?  
A: What? Clive Johnson? Wrong number. This is extension 362. And Clive Johnson, let me see, extension 361.  
B: Thank you very much.  
A: Not at all.
4. A: Hello. Is Mary there?  
B: No, she's not. Can I take the message?  
A: Yes. Please tell her John called.
5. A: Hello. Phil Watson.  
B: Hello, Phil. It's Don Hilton.  
A: Hello, Don. Sorry to keep you waiting. How are you?  
B: Thanks, fine. Can we meet tonight? We've developed a new product and I'd like you to see it.  
A: Oh, I'd love to see you and your product. Is 7 p. m. OK for you?  
B: That suits me fine.  
A: See you at 7 o'clock tonight then. Bye-bye.  
B: Bye, Don.

6. A: Hello. Who's speaking?  
 B: Katherine Gold of Icelandair.  
 A: Morning, Katherine. Alex speaking. Do you have any news for me?  
 B: Morning, Alex. Mr. Brown has called. He has brought some documents on international transportation.  
 A: Could I see them?  
 B: Yes, let's meet tonight. They are in the office, I can show them to you.  
 A: Thank you. What other documents do you have?  
 B: Some booklets, brochures and guide-books.  
 A: Have you received our photographs from the News Agency?  
 B: Not yet. But we have received your new schedule. It is published in your special issue of Aeroflot'90.  
 A: Oh, this is good news.  
 B: Sure, it is.

**Exercise 2. Translate the following sentences into English:**

1. Здравствуйте, можно мне поговорить с г-ном Ступиным?
2. Его сейчас нет.
3. Попросите его перезвонить мне.
4. В какое время лучше всего звонить?
5. Вы набрали неправильный номер.
6. Попробуйте перезвонить сегодня после обеда.
7. Извини, что заставил тебя ждать.
8. У Майкла есть прямой телефон?
9. Мне удалось связаться с шефом по его мобильному телефону.
10. Здесь нет никого по имени Майкл Джексон.
11. У г-на Джонсона добавочный 3-62, а это – добавочный 3-61.
12. Телефонная связь – это улица с двусторонним движением.
13. Во время разговора по телефону избегайте разговора с другими людьми, находящимися с вами в комнате.
14. В данный момент г-н Смит очень занят и не может с вами разговаривать.
15. Я не могу вас соединить с президентом, он разговаривает по другому телефону.
16. Не кладите трубку, я проверю, на месте ли он.
17. Г-н Браун, на проводе ваша жена.
18. Г-жа Тернер, звонит директор школы, где учится ваш сын.
19. Набирайте номер тщательно, чтобы избежать попадания не туда, куда нужно.
20. Держите бумагу и ручку всегда под рукой, чтобы в случае необходимости записать информацию, переданную вам по телефону.

**Exercise 3. Render the following dialogs in English:**

1. A: Здравствуйте. Майкл дома?  
 B: Да минуточку. Майкл, это тебя.
2. A: Здравствуйте. Джун дома?

- В: К сожалению, ее нет. Ей что-нибудь передать?  
 А: Нет, спасибо. Я перезвоню попозже.
3. А: Здравствуйте. Анна у себя?  
 В: К сожалению, ее нет дома. Ей что-нибудь передать?  
 А: Пожалуйста, скажите ей что звонил Боб Смит.
4. А: Алло. «Электроник Системс». Чем могу быть полезна?  
 В: Здравствуйте. Мое имя Джон Браун. Я представляю компанию по изготовлению электронных игр. Я бы хотел поговорить с президентом вашей компании с г-ном Смитом.  
 А: Пожалуйста, не кладите трубку, г-н Браун. Я соединю вас с г-ном Смитом.  
 В: Спасибо.
5. А: Здравствуйте. Можно поговорить с Джимом?  
 В: С Джимом Алленом?  
 А: Нет, с Джимом Картером.  
 В: Вы ошиблись номером. У нас в отделе нет никого по имени Джим Картер.  
 А: Это добавочный 4-72?  
 В: Нет, это добавочный 4-71.  
 А: О, извините, пожалуйста.
6. А: Алло. Джон Браун слушает.  
 В: Можно поговорить с вашим генеральным директором?  
 А: К сожалению, его нет. А кто говорит?  
 В: Это его старый друг. Когда лучше перезвонить?  
 А: Попробуйте позвонить по его мобильному телефону. Он сейчас на пути в наш филиал.  
 В: А вы могли бы дать его телефон в машине?  
 А: Конечно. 353-79-91  
 В: Спасибо.  
 А: Не стоит благодарности.
7. А: Здравствуйте, можно попросить к телефону Анну?  
 В: К сожалению, ее сейчас нет. Она на совещании.  
 А: Вы не могли бы передать ей, что звонил муж?  
 В: С удовольствием.  
 А: И скажите ей, пожалуйста, чтобы она мне сразу же перезвонила, как только придет с совещания. Это очень важно.  
 В: Не волнуйтесь, передам обязательно.  
 А: Спасибо. До свидания.

**Exercise 4. Ask your classmate:**

1. If he/she avoids talking with others, eating or doing anything else when speaking on the phone.
2. If he/she keeps paper and pencil handy to make notes and take message.
3. If he/she gets permission from the caller for putting a call hold, when answering someone else's phone.

4. If answering his/her own phone, she/he prefers to answer herself/himself, instead of having calls screened.
5. What message he/she usually leaves if the person he/she is calling is not available.
6. If he/she tries to make conversations on the phone with busy people as brief as possible.
7. If he/she prefers to hang on or to call back later, if the person he/she is calling is very busy and can't speak at the moment.
8. Why he/she should keep a note of the emergency procedures near his/her phone.
9. What developing a pleasant phone personality means.
10. If he/she lets the phone ring long enough for a person to answer if the person is busy or away from the phone.

## **Part II**

### **English in Aviation context**

#### **Text 1**

##### *Aviation Accident Report*

#### **Midair Collision Over Hudson River**

#### **EXECUTIVE SUMMARY**

On August 8, 2009, at 1153:14 eastern daylight time, a Piper PA-32R-300 airplane, N71MC, and a Eurocopter AS350BA helicopter, N401LH, operated by Liberty Helicopters, collided over the Hudson River near Hoboken, New Jersey. The pilot and two passengers aboard the airplane and the pilot and five passengers aboard the helicopter were killed, and both aircraft received substantial damage from the impact. The airplane flight was operating under the provisions of 14 Code of Federal Regulations (CFR) Part 91, and the helicopter flight was operating under the provisions of 14 CFR Parts 135 and 136. No flight plans were filed or were required for either flight, and visual meteorological conditions prevailed at the time of the accident.

The National Transportation Safety Board determines that the probable cause of this accident was (1) the inherent limitations of the see-and-avoid concept, which made it difficult for the airplane pilot to see the helicopter until the final seconds before the collision, and (2) the Teterboro Airport local controller's nonpertinent telephone conversation, which distracted him from his air traffic control (ATC) duties, including correcting the airplane pilot's read back of the Newark Liberty International Airport (EWR) tower frequency and the timely transfer of communications for the accident airplane to the EWR tower. Contributing to this accident were (1) both pilots' ineffective use of available electronic traffic information to maintain awareness of nearby aircraft, (2) inadequate Federal Aviation Administration (FAA) procedures for transfer of communications among ATC facilities near the Hudson River Class B exclusion area, and (3) FAA regulations that did not provide adequate vertical separation for aircraft operating in the Hudson River Class B exclusion area.



Previous safety recommendations issued to the FAA addressed standard operating procedures for the Hudson River Class B exclusion area, ATC performance deficiencies, the designation of a special flight rules area (SFRA) for the Hudson River Class B exclusion area and surrounding areas, and standard operating procedures within and training for SFRAs. The safety issues discussed in this report address changes within the recently designated SFRA surrounding the Hudson River corridor, vertical separation among aircraft operating in the Hudson River SFRA, the see-and-avoid concept, and helicopter electronic traffic advisory systems. Five new safety recommendations to the FAA are included in the report.

*(from www.nts.gov.com)*

1. When did the midair collision take place?
2. Where did the collision take place?
3. What was the type of the aircraft?
4. What type of helicopter was involved in the collision?
5. What company was the helicopter operated by?
6. How many pilots and passengers were aboard the airplane?
7. How many passengers were aboard the helicopter?
8. Did any of the passengers survive?
9. What provisions was the airplane flight operating under?
10. What provisions was the helicopter flight operating under?
11. Were flight plans required for the two flights?
12. What meteorological conditions prevailed at the time of the accident?
13. What made it difficult for the airplane pilot to see the helicopter until the final seconds before the collision?
14. What distracted the Teterboro Airport local controller from his air traffic control duties?
15. What did the controller's duties include in this particular case?
16. What else contributed to this accident?
17. Did any of the pilots use effectively available electronic traffic information to maintain awareness of nearby aircraft?
18. Were Federal Aviation Administration (FAA) procedures for transfer of communications among ATC facilities near the Hudson River Class B exclusion area adequate?
19. What issues did previous safety recommendations address?
20. What issues do the recommendations discussed in this report address?

## **Text 2**

### **Pilots perform a miracle in the Taiga to save stricken jet**

Pilots Yevgeny Novoselov and Andrei Lamonov have been hailed as heroes after safely landing a stricken jet without navigation, control or radio systems.

A passenger flight from the Siberian city of Mirny, 1,200 km from Yakutsk, to Moscow was seconds from tragedy when the sharp-eyed pilots spotted a

disused landing strip in the forests of the remote Komi republic and brought the plane down at the third attempt.

None of the 80 people on board were injured in what experts have described as “a miracle”

### **Systems failure**

Mirninskoye Aviapredpriyatiye’s (MAP) Tu-154M was carrying 72 passengers and 8 crew members. Four hours into the flight when the plane was flying over the scarcely-populated taiga its electrical system failed.

“There were two hours of flight left and many passengers started worrying,” Alexander, a student who was on the plane, told Kommersant. “However, the flight attendants explained to us that everything was ok and that we simply needed to change the flight level.”

Novoselov and Lamonov managed to land the plane in taiga, on a landing site of a deserted airfield in Izhma, which they spotted by chance. The whole landing had to be done visually, without the help of equipment and at a higher speed than normal, because the flaps could not be opened to slow the aircraft’s descent.

The landing strip was too short to accommodate the plane, which slid into the forest and sliced through 200 metres of trees before coming to rest in a swamp.

Firefighters soon arrived to the landing site and found the plane 250 metres away from the helicopter landing site. The passengers were evacuated using the inflatable ramps.

### **Fear and panic**

“It was not a sight for the weak,” said the head of Izhma region Pyotr Dityatev, who watched the landing. “Small planes like Yak-40 and An-24 last landed in our Izhma airport about ten years ago. The landing strip is all overgrown with weeds, and even landing of a helicopter is a major event for us.”

“I would award the captain a Hero of Russia medal for what he did,” he added.

“It was very scary,” passenger Andrei Kondratyev told Komsomolskaya Pravda. “I personally saw how the wings cut off the tops of trees like a lawnmower. There was panic, someone started yelling that we’re on fire. As soon as the plane stopped, people started breaking down doors to get out. One was kicked out. I remember how some woman threw her dog out of it, a huge German shepherd. She thought she was saving it. The crew was stopping all of this by swearing. A minute later everyone calmed down and slid off the ramp one by one. The rescuers got to us quickly and took us to the nearest village Izhma.”

There the passengers were put in a school gym where doctors and psychologists met them. The scared people were given some food, the men bought some cognac and “by the time we got to Ukhta airport a lot of people were already tipsy,” one of the passengers Lyudmila Kondratyeva said.

Not everyone agreed to continue their trip by plane, including a pregnant woman and a family with a small kid but within a few hours most of the survivors were back in the air and heading safely to Moscow.

### **Investigation**

The prosecutor's office and Rosaviation are conducting a check of the airline to determine the causes of the equipment failure. Preliminary results suggest that three out of four electricity generators failed.

The airline plans to return the plane to service if no violations of the plane's framework and power unit are found and transport ministry gives the necessary permission, the company's representative in Domodedovo airport Igor Zakharov said.

Alrosa, a company that owns the plane says that it was in good repair. The company plans to use test-pilots to lift the plane, who in turn say that another miracle would happen if they manage to get it out of the forest and take off the ill-fitted strip.

Meanwhile, local entrepreneurs are already planning to use the plane as a hotel or a museum.

*(from <http://www.moscownews.ru>,  
by Evgeniya Chaykovskaya  
at 08/09/2010 11:44)*

1. What was the type of the stricken jet?
2. What was, in your opinion, Yevgeny Novoselov's job?
3. Which of the two pilots was the captain?
4. Which of them was the co-pilot?
5. Why were the two pilots hailed as heroes?
6. Was it a passenger plane or a cargo one?
7. Was it a regular flight or a charter one?
8. What city did the flight depart from?
9. Where is the city of Mirny located?
10. What was the destination of the flight?
11. How many attempts did they make to bring the plane down?
12. How many passengers were on board the plane?
13. Were any of them injured?
14. How many persons did the crew consist of?
15. What plane system failed?
16. What was the system to fail first?
17. When did many passengers start worrying?
18. What did the flight attendants explain to the passengers when the latter suspected that something was wrong?
19. Where did the pilots manage to land the plane?
20. Why did the whole landing have to be done visually?
21. Why did the landing have to be done at a higher speed than usual?
22. Why did the plane slide into the forest and slice through 200 meters of trees before coming to rest in a swamp?

23. In what way were the passengers evacuated?
24. Why was even landing of a helicopter a major event for that area?
25. Where were the passengers taken to by the rescues?
26. Why were many passengers already tipsy by the time they got to Ukta airport?
27. Did everyone agree to continue their trip by plane?
28. Who didn't agree to continue the trip by plane?
29. Who is conducting investigation?
30. Why are prosecutor's office and Rosaviation conducting a check of the airline?
31. What do preliminary results suggest?
32. In what case does the airline plan to return the plane to service?
33. Who is responsible for giving the necessary permission?
34. What does the company, the owner of the plane, say about the technical condition of the plane?
35. Who does the company plan to use for lifting the plane?
36. In what way are local entrepreneurs already planning to use the stricken plane?

### **Text 3**

#### **Pilots Called Heroes After Crash Landing**

Seventy-two passengers settled into their seats as their Tu-154 jet lifted off the runway of the Sakha republic's Polyarny Airport for a five-hour flight to Moscow. But 3 1/2 hours later, the plane suffered an electrical failure and made a remarkable emergency landing at an unmapped, abandoned military airfield in the Komi republic — with no injuries among the passengers and nine crew members.

In fact, rescuers found some of the passengers foraging for mushrooms in the taiga forest where the plane had come to a stop after overrunning the short runway, said Pyotr Dityatev, head of the Izhma district, where the airfield is located.

"I saw from a distance how it was landing quietly. The speed was quite high," Dityatev said of the plane.

"When we arrived at the scene, the captain came out and said no one was hurt," he said Wednesday by telephone from the village of Izhma.

The plane's four pilots are being praised as heroes, and the Federal Air Transportation Agency, which oversees civil aircraft, is considering presenting them with awards, RIA-Novosti reported.

The aging Soviet-built Tu-154, operated by Alrosa airlines, took off from Polyarny Airport near the town of Udachny at 10 a.m. Tuesday for a regular flight to Moscow's Domodedovo Airport.

Just over halfway through the flight, the plane began to shake in what passengers thought was light turbulence.

"We were flying and everything was fine," passenger Tatyana Plavdis said in an interview with Rossia television.

She said that after the plane began shaking, a pilot asked the passengers to prepare for an emergency landing.

What the passengers were not told was that the plane's electrical systems had failed, leading to a loss of navigation devices and fuel pumps, crash investigators said.

But the cockpit crew, headed by pilot Yevgeny Novosyolov, 41, managed to dump the fuel and somehow spot the Izhma military airfield, which was abandoned 12 years ago and is not listed on the latest maps.

Without electrical systems, the pilots had no radio support as they prepared to land, the Prosecutor General's Office said in a statement.

With the passengers and flight attendants ducking down in their seats in crash positions, the plane quickly overran the short, 1,400-meter runway and plowed about 180 meters into the taiga forest of pine and birch trees before grinding to a halt.

No one was injured in the incident, and the aircraft only sustained minor damage, the Investigative Committee said in a statement. But Gazeta.ru said it was unclear whether it would be possible to get the plane out of the forest.

"We didn't even have time to get frightened. Only when we got out and saw the mowed-down field, then it was scary," passenger Alexei Grishin told Russia after arriving in Moscow.

The passengers, including three children and one pregnant woman, slid down emergency chutes and calmly bided their time, waiting for rescuers.

Dityatev, the official from Izhma, located 400 kilometers northwest of Syktyvkar, the capital of Komi republic, said he was surprised to see some of them hunting for mushrooms, a popular Russian pastime.

The passengers were taken to the village, fed and provided with beds for the night, he said.

Several helicopters were dispatched to take the passengers to Sakha's Ukhta Airport on Tuesday.

Only one couple chose to take a train to Moscow, while the rest of the passengers flew to Domodedovo on another Tu-154.

A preliminary investigation has found that an unspecified disruption to the plane's power supply caused the electrical failure, prosecutors said.

Data from the plane's black boxes were not made public on Wednesday.

The Alrosa airline is owned by the state diamond monopoly Alrosa.

An airline representative, Igor Zakharov, said the airline had no clear answers about what had prompted the electrical failure and was waiting for the results of the government's investigation.

Zakharov praised the pilots' teamwork and professional skills, saying the landing had been very difficult.

"In such circumstances, few can land such a heavy aircraft at an absolutely unprepared airfield," Zakharov said by telephone.

"There might have been a bit of luck, too," he said.

Valentin Dudin, a former pilot and an expert in aviation security, said the landing was a rare but not unique event.

In January 2009, an Airbus crash-landed in the Hudson River in New York with 155 people on board and no casualties.

Dudin said the Tu-154 crew was lucky that the plane landed on small taiga trees. "If there had been bigger and harder trees, the aircraft would have been chopped up — like what happened with the Polish plane," he said, referring to the Tu-154 plane crash that killed Polish President Lech Kaczynski and 95 other people in a forest near Smolensk in April.

*(from <http://www.themoscowtimes.com>  
09 September 2010 | Issue 4474  
By Alexandra Odynova)*

1. What was the type of jet which lifted off the runway of the Sakha republic's Polyarny Airport for a five hour flight to Moscow?
2. When did the plane suffer an electrical failure?
3. What place did the pilots make a remarkable emergency landing at?
4. Did the passengers suffer any injuries?
5. Where did the rescuers find some passengers?
6. What were those passengers doing?
7. What are the plane's four pilots praised for?
8. What company was the aging Soviet-built TU-154 operated by?
9. When did the plane begin to shake?
10. What weren't the passengers told?
11. Why was it necessary to dump fuel before making an emergency landing?
12. Is the Izhma military airfield listed on the latest maps?
13. Why didn't the pilots have radio support as they prepared to land?
14. Why did the plane overrun the runway and plow about 180 meters into the taiga forest of pine and birch trees before grinding to a halt?
15. Did the aircraft only sustain minor damage or was it badly damaged?
16. In what way did the passengers get to Sakha's Ukta Airport?
17. How many people refused to fly and chose to take a train to Moscow?
18. What has a preliminary investigation found?
19. Were data from the plane's black boxes made public on Wednesday?
20. What company is the Alrosa airline owned by?
21. What did the airline representative praise?
22. How did Valentin Dudin, a former pilot and an expert in aviation security, describe the landing?

### Part III. Grammar

#### Инфинитив и инфинитивные комплексы

##### Формы инфинитива

	Active	Passive
Indefinite	(to) ask (to) write	(to) be asked (to) be written
Continuous	(to) be asking (to) be writing	-- --
Perfect	(to) have asked (to) have written	(to) have been asked (to) have been written
Perfect Continuous	(to) have been asking (to) have been writing	-- --

#### Функции Infinitive в предложении.

Infinitive в английском предложении может выполнять следующие функции.

**Подлежащее.** На русский язык переводится инфинитивом или именем существительным.

- To write English words is difficult. *Писать английские слова трудно.*
- To copy this booklet is not allowed. *Копирование этого буклета запрещено.*

**Именная часть составного сказуемого.** На русский язык переводится инфинитивом со словами «состоит в том, что», «является то, что» и т.п.

- Her duty is to keep books in the company. *Её обязанность заключается в том, чтобы вести бухгалтерский учет в компании.*

**Дополнение.** На русский язык переводится инфинитивом или существительным.

- I prefer to read English books in the original. *Я предпочитаю читать английские книги в оригинале.*
- He likes to swim in the ocean. *Ему нравится плавание в океане.*

**Обстоятельство.** На русский язык переводится инфинитивом с союзом «чтобы», «для того, чтобы», или существительным с предлогом «для».

- To pass his exam in Spanish he had to work hard. *Для того, чтобы сдать экзамен по испанскому языку, ему пришлось как следует поработать.*
- To have the agreement signed they had to spend much time and effort. *Для подписания данного соглашения им пришлось затратить много времени и усилий.*

**Правое определение.** Инфинитив в функции определения может употребляться как в активной, так и в пассивной форме. На русский язык, как правило, переводится придаточным определительным предложением с оттенком долженствования.

- Unemployment is not inevitable burden to be suffered in silence by the working people. *Безработица не является неизбежным бременем, которое безропотно должны нести трудящиеся.*

### Субъектный инфинитивный оборот (Nominative with the Infinitive)

Этот оборот можно представить схематически следующим образом:  
**подлежащее – сказуемое – инфинитив.**

Обычно в предложениях, содержащих субъектный инфинитивный оборот, основное содержание заключено в подлежащем и инфинитиве, а английское сказуемое является чем-то вводным. Перевод таких предложений на русский язык в большинстве случаев начинается с перевода сказуемого, которое передается в неопределенно-личной форме (говорят, считают, сообщают, полагают, известно и т.п.). Затем строится придаточное предложение с союзом «что», в котором инфинитив английского предложения становится личной формой сказуемого. Чаще всего сказуемое такого предложения выражено глаголом в пассиве: be expected, be reported, be said, be believed, be understood, be seen (в значении «рассматривать», «считать»), be supposed и т.п.

- The French delegate was reported to have advanced new proposals – *Как сообщалось, делегат Франции выдвинул новые предложения.*
- His threat came on the eve of today’s Cabinet meeting, which is expected to discuss future spending cuts. – *Его угроза последовала в канун сегодняшнего заседания кабинета министров, на котором, как ожидается, будут обсуждаться сокращения будущих расходов на социальные нужды.*
- In the case of a market economy, a “normal” price is understood to be the price of a given product on the domestic market. – *В случае рыночной экономики понимается, что «нормальная» цена означает цену данного изделия на внутреннем рынке.*

Глаголы: seem, appear, happen, chance, prove, turn out употребляются в активной форме.

- The British government seems to have changed its attitude. – *Английское правительство, видимо, изменило свою позицию.*
- In some cases, however, the new proposals appear to favor the settler minority even more than before. – *В некоторых случаях, однако, оказывается, новые предложения еще в большей степени, чем прежде, удовлетворяют белое меньшинство.*
- The next few days may prove crucial for southern Africa. – *Следующие несколько дней могут оказаться решающими для юга Африки.*

Иногда глагол в предложении с субъектным инфинитивным оборотом может представлять собой именное составное сказуемое: be liable – вероятно; be likely – по-видимому, похоже; be unlikely – маловероятно; be sure, be certain – конечно, несомненно, обязательно; be bound – наверняка, неизбежно.



- His remarks are likely to be received with some skepticism by some councilors – *Его замечания, вероятно, будут восприняты скептически некоторыми членами совета.*
- “This is bound to have repercussions elsewhere in the car component industry”, he said – *«Это, наверняка, получит отклик на всех предприятиях по производству автомобильных компонентов» – сказал он.*
- They are not likely to alter their view – *Вряд ли они изменят свое мнение.*
- That reaffirmation may turn out to be one of the most important policy developments for the Asian-Pacific region. – *Может оказаться, что это подтверждение является одним из важнейших политических событий для Азиатско-Тихоокеанского региона.*

Субъектный инфинитивный оборот получил широкое распространение в газетно-информационном стиле благодаря своей сжатости, с одной стороны, и потому что он дает возможность автору заметки или статьи снять с себя ответственность за подаваемую информацию, с другой стороны.

### **Объектный Инфинитивный Оборот. (Accusative with the Infinitive)**

Схематически этот оборот можно представить следующим образом:

**I                    II                    III**

**Подлежащее – Сказуемое – Прямое дополнение + Infinitive**

Он состоит из существительного в общем падеже или личного местоимения в объектном падеже и инфинитива. В предложении является прямым дополнением и на русский язык, как правило, переводится придаточным дополнительным предложением с союзами «что», «как», «чтобы».

- I believe him to be a very experienced and skilled neurologist. – *Я полагаю, что он – очень опытный и квалифицированный невролог.*
- I didn't notice him enter the room. – *Я не заметила, как он вошел в комнату.*
- He wanted them to book hotel accommodation in advance – *Он хотел, чтобы они заранее забронировали места в гостинице.*

После сказуемого-глагола, выражающего физическое восприятие, инфинитив в этом обороте употребляется без частицы to. Это такие глаголы как: see видеть; hear слышать; feel чувствовать; notice” замечать; watch наблюдать.

- They also saw two candidates closely connected with their party defeat official Unionist opposition. – *Они также явились свидетелями того, как два кандидата, тесно связанные с их партией, нанесли поражение официальной юнионистской оппозиции.*

- I've never heard the boss speak English. – *Я никогда не слышал, как босс говорит по-английски.*
- Suddenly I felt somebody touch my shoulder. – *Вдруг я почувствовал, как кто-то тронул меня за плечо.*
- Nobody noticed the head of the department leave the office. – *Никто не заметил, как начальник отдела вышел из офиса.*
- The surgeon watched the patient open his eyes after a 24-hour sleep following the operation. – *Хирург наблюдал, как больной открыл глаза после 24-часового сна, последовавшего за операцией.*

При глаголах make и cause в значении «заставлять», при переводе объектного инфинитивного оборота придаточное предложение не строится.

- Heat causes the liquid to evaporate. – *Тепло заставляет жидкость испаряться.*
- The instructor made his students do all exercises in writing. – *Преподаватель заставил студентов выполнить все упражнения письменно.*

### **Инфинитивный оборот с предлогом “for” (for – phrase)**

Этот инфинитивный оборот вводится предлогом for и состоит из существительного в общем падеже или личного местоимения в объектном падеже и инфинитива. На русский язык всегда переводится придаточным предложением.

В предложении может выполнять следующие функции:

#### **Подлежащего:**

- It would be foolly for Britain to take such a step. *Такой шаг со стороны Англии был бы неразумен.*

#### **Именной части составного сказуемого:**

- The most important thing is for these developing countries to join their effort to fight for socialism. *Главное, чтобы все эти развивающиеся страны объединили свои усилия в борьбе за социализм.*

#### **Дополнения:**

- The resolution allows for an emergency session of the General Assembly to be called on 24-hour notice. – *В резолюции допускается созыв чрезвычайной сессии Генеральной Ассамблеи с предварительным уведомлением за 24 часа.*

#### **Определения:**

- This presents another problem for them to tackle. – *Это еще одна проблема, которую им предстоит решить.*

#### **Обстоятельства:**

- The questions were too complicated for the conference to dispose of them quickly. – *Вопросы были слишком сложные, чтобы совещание могло решить их быстро.*

**Exercise 1. Insert prepositions where necessary:**

- A: Hello, is it Mr. Brown?  
B: Yes. Hello, Mr. Ivanov.  
A: Mr. Brown, how ... our agreement ... your catering Transaero?  
B: We are going to start food supply ... Monday, July 10.  
A: What is included ... the list ... supplies?  
B: According ... the agreement we are to provide you ... fruit, fried meat, some bakery and confectionery.  
A: Who's responsible ... beverage?  
B: We are. We plan to cater your aircraft ... pepsi and dry Martini.  
A: Could you substitute orange juice ... some pepsi. And see ... it that drinks be properly packed and delivered ... board ... the plane.  
B: Don't worry. I'll see ... it myself.  
A: When can I get the list ... supplies?  
B: I'll forward it ... you ... a couple of days.  
A: OK. Settled.

**Exercise 2. Give the comparatives and superlatives of the following adjectives:**

Attractive; stim; pretty; reliable; calm; cheerful; honest; kind; brave; great; good; bad; easy; difficult; stable; nice; beautiful; ugly; high.

*Irregular comparison*

<b>good/well</b>	<b>better</b>	<b>best</b>
<b>bad</b>	<b>worse</b>	<b>worst</b>
<b>far</b>	<b>farther/further</b>	<b>farthest/furthest</b>
<b>old</b>	<b>older/elder</b>	<b>oldest/eldest</b>
<b>little</b>	<b>less</b>	<b>least</b>
<b>much/many</b>	<b>more</b>	<b>most</b>

**Farther/further and/farthest/furthest** are both used to talk about **distance**.

We use **further** to mean 'additional' in some expressions.

She lives three miles *farther /further* away from the office than I do. *further* education *further* information *further* discussion

**Elder and eldest** are used with **brother, sister, son, daughter, grandson, granddaughter**.

John's *my elder* brother. (I have one brother older than me.) Sarah's *my eldest sister*. (I have more than one sister.)

*Comparatives and Superlatives adverbs*

Сравнительная и превосходная степени наречий, как правило образуются при помощи слов *“more”* и *“most”*.

Но следующие слова образуют сравнительную и превосходную степени, как и у прилагательных, добавлением **-ER, -EST**.

**Early fast hard late near soon**

**Better, best, worse and worst** могут использоваться как наречия.

**Exercise 4. Write the comparative/ superlative of a word from the box for each blank.**

Beautiful early fast fluently hard late peacefully Sensitive

1. If we don't walk \_\_\_\_\_, we'll never arrive on time.
2. She sings \_\_\_\_\_ than anyone else I've ever heard.
3. Andy's the most intelligent, but Sue works \_\_\_\_\_.
4. Eight is late – could you possibly get here any \_\_\_\_\_?
5. Of all the children, Helen writes \_\_\_\_\_.
6. I would sleep \_\_\_\_\_ if I weren't worried about Tom.
7. For the 10.20 train, \_\_\_\_\_ we can leave home is 10.
8. Mark speaks French \_\_\_\_\_ of all the boys in his class.

**Exercise 5. Put in the correct tense (simple present or present progressive).**

1. Vegetarians are people who (don't eat / are not eating) meat.
2. Look out! My husband (comes / is coming).
3. Some people still think the sun (goes / is going) round the earth.
4. I (play / 'm playing) tennis every weekend.
5. Who (sits / 's sitting) in my chair?
6. What (happens / is happening) in golf if you lose the ball?
7. An alcoholic is a person who (drinks / is drinking) too much and can't stop.
8. Look! (*She wears / She's wearing*) the same shoes as me.
9. 'What (*are you looking / do you look*) at?' 'A strange bird.'
10. I (stay / 'm staying) with John for a few weeks until my flat's ready.
11. We (*usually stay / 're usually staying*) with Peggy when we go to Chicago.
12. Can you explain why water always (runs / is running) downhill?
13. What (do you do / are you doing) with my coat?
14. Nobody (gets / is getting) up early for fun.
15. Not many passenger planes (*fly / are flying*) faster than sound.

**Part V. Creative speaking.**

**Exercise 1. Answer the following questions:**

1. Do you make conversations with busy people as brief as possible?
2. If you want to have a long conversation, do you ask if the other person is free to listen or whether to call back at another time?
3. Do you treat wrong-number calls as a mutual inconvenience and answer "Sorry, wrong number" in a tone of polite sympathy or do you show ill-tempered annoyance?
4. Do you make sure of the correct number so as not to risk disturbing strangers by "calling from memory"?
5. Do you identify yourself when making a call?
6. Do you assemble your information before calling?
7. Do you try to time your calls so as not to interfere with the occupations of those you call most often?
8. When calling intimate friends who do not recognize your voice do you announce yourself promptly or do you play a game "Guess who"?
9. When you call a long-distance number from the house of a friend, do you always leave the correct amount to pay the bill for your call?

10. If you call a young mother often, do take note of her children's meal and bath time so as to avoid these hours?
11. How many rings do you usually wait for before putting down the receiver?
12. Do you, when making a number of calls on party line, space them so that others on the line may have a chance to use their telephone?
13. When the number you are calling is not answered quickly, do you wait long enough for someone to answer the telephone?
14. When unable to stop what you are doing, what should you say to one who is calling you?
15. If you are a fond parent, do you realize that the charming prattle of your child who rushes to answer the telephone can be irritating to a caller, especially if it's a long-distance call?
16. What message do you leave, if the person you would like to speak to is very busy at the moment and can't speak to you?
17. What are you supposed to explain to one calling you if you have a visitor?
18. When you hear an unexpected voice which is more correct to ask: "Is this 555-24-81?" or "What number is this?"
19. What do you usually say when the person you are calling isn't available?
20. Why, when working in general office, do you have to explain to personal friends inclined to talk at length that you will call them after hours?

**Exercise 2. Explain when and under what circumstances one might use or hear the following:**

1. I'm sorry, but the number is confidential.
2. You could try calling this afternoon.
3. OK. I'll try his mobile.
4. I'm afraid, Mr. Brown is in a meeting.
5. Just a moment, I'll put you through.
6. When is a good time to call?
7. Hello. How can I help you?
8. Sorry to keep you waiting.
9. There is no one here called June Smith.
10. I'm sorry. Could you put me back to the switchboard?

**Exercise 3. Match the following Russian and English proverbs and sayings, learn**

**them by heart and use in the situations of your own:**

- |   |                                       |
|---|---------------------------------------|
| 1. Look before you leap.                        | Пришла беда – отвори ворота.          |
| 2. It never rains but it pours.                 | Не зная броду, не суйся в воду.       |
| 3. Safe bind, safe find.                        | Поспешишь – людей насмешишь.          |
| 4. The spirit is willing but the flesh is weak. | Подальше положишь – поближе возьмешь. |
| 5. Second thoughts are best.                    | Рад бы в рай, да грехи не             |

пускают.

**Exercise 4. Speak on the following topics:**

1. A phone call to a friend of yours.
2. A phone call to some office.
3. Emergency call to Fire.
4. Emergency call to Ambulance.
5. Emergency call to Police.

**Exercise 5. Read the text and give a short summary. Put 4 types of questions to the text:**

<http://www.moscownews.ru/business/20131205/192090655/Russia-to-ground-Tatarstan-Airlines-following-Boeing-crash.html>

**Russia to ground Tatarstan Airlines following Boeing crash**

by **RIA Novosti** at 05/12/2013 14:22

Russia's civil aviation monitoring body has recommended grounding a local airline that operated the Boeing 737-500 that crashed last month killing all 50 on board. Rosaviatsia said in a statement on its website late Wednesday that it found breaches of the rules in Tatarstan Airlines' personnel training and rest times for flight and cabin crew.

It has called for the airline's operating certificate to be withdrawn and said other airlines in the republic of Tatarstan will face snap inspections.

The Boeing 737 crashed on November 17 at Kazan International Airport after the pilots apparently lost control of the aircraft while making a "go-round" following a missed approach to land, according to the Interstate Aviation Committee (MAK), the Moscow-based investigation body conducting the crash investigation.

Tatarstan Airlines issued a statement Thursday saying the airline was operating as usual and that it has not been told to cease operations.

"Tatarstan Airlines officially confirms that all flights are continuing normally. Information from the federal agency [Rosaviatsia] about canceling the license is of a recommendatory nature. If an official decision is taken to suspend the airline's activity, information will be given promptly."

Since the Kazan disaster, several Russian politicians have called for new legislation to ban local airlines from using aircraft more than 20 years old. A draft bill introducing that measure has been sent to parliament.

The aircraft that crashed at Kazan was over 20 years old. Several other Soviet-built airliners that crashed in recent years were even older.

MAK has argued that the age of an aircraft has little direct relevance to its flight-worthiness, however.

"The main aspect for safety is the airworthiness of the aircraft and not its age," MAK said in a statement last month. "There is no direct relationship between accidents and aircraft age."

MAK said its statistics showed that the number of disasters worldwide involving aircraft with 50 or more seats was the same for both planes less than five years old and those built more than 30 years ago.

Russia and the Commonwealth of Independent States, a loose Moscow-led political alliance of former Soviet nations, had the worst overall air safety record in the world in 2011, according to International Air Transport Association data.

While many of Russia's largest carriers have improved their reputation over recent years, poor airplane maintenance and overworked pilots are factors that industry experts believe contribute to a high accident rate among regional carriers.

Only 25 airlines in Russia and the CIS have completed the IATA's safety audit. Tatarstan Airlines is one of them.

### **Vocabulary**

<b>A</b>	
available (adj.)	имеющийся в наличии, в распоряжении
<b>C</b>	
call (n., v.) <i>syn. to ring up; to phone</i>	звонок, звонить
to make a call	звонить
call back	перезвонить
conversation (n.)	разговор
<b>D</b>	
dial (v.)	набирать номер
direct line	прямой номер (не через секретаря или коммутатор)
<b>E</b>	
extension (n.)	добавочный
<b>H</b>	
hang on <i>syn. to hold the line; hang up</i>	не вешать трубку (оставаться на проводе)
<b>I</b>	
identify oneself	назвать себя; представиться
<b>K</b>	
keep smb waiting	заставить к.-либо ждать
<b>L</b>	
long-distance call	междугородний звонок
<b>M</b>	
message (n.)	сообщение
take a message	принять сообщение
leave a message	оставить сообщение
mobile phone	мобильный телефон
<b>N</b>	
number (n.)	номер (телефона)
you've got the wrong number	вы набрали неправильный номер (вы не туда попали)
<b>P</b>	

put smb through	соединить к-либо
party line	параллельный телефон
<b>S</b>	
switchboard	коммутатор
<b>T</b>	
talk (v.)	разговаривать
talk at length	разговаривать бесконечно долго