МИНИСТЕРСТВО СЕЛЬСКОГО ХОЗЯЙСТВА РОССИЙСКОЙ ФЕДЕРАЦИИ

ФГБОУ ВО Пензенский ГАУ

И.Ю. Савкин

ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ АВТОМЕХАНИКОВ: ПРАКТИЧЕСКИЙ КУРС

Пенза 2025

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Пособие охватывает широкий спектр тем, связанных с профессиональной деятельностью автомехаников, включая устройство автомобиля, инструментальное обеспечение, системы транспортных средств, виды сельскохозяйственной техники, техническое обслуживание, диагностику и устранение неисправностей, а также вопросы безопасности, аварийные процедуры и перспективы развития автотранспорта. Материалы пособия представлены в доступной и практикоориентированной форме, что способствует эффективному усвоению профессиональной лексики и грамматических конструкций на английском языке.

Также пособие может быть использовано в качестве дополнительного материала на занятиях со студентами специальности 35.02.16 Эксплуатация и ремонт сельскохозяйственной техники и оборудования.

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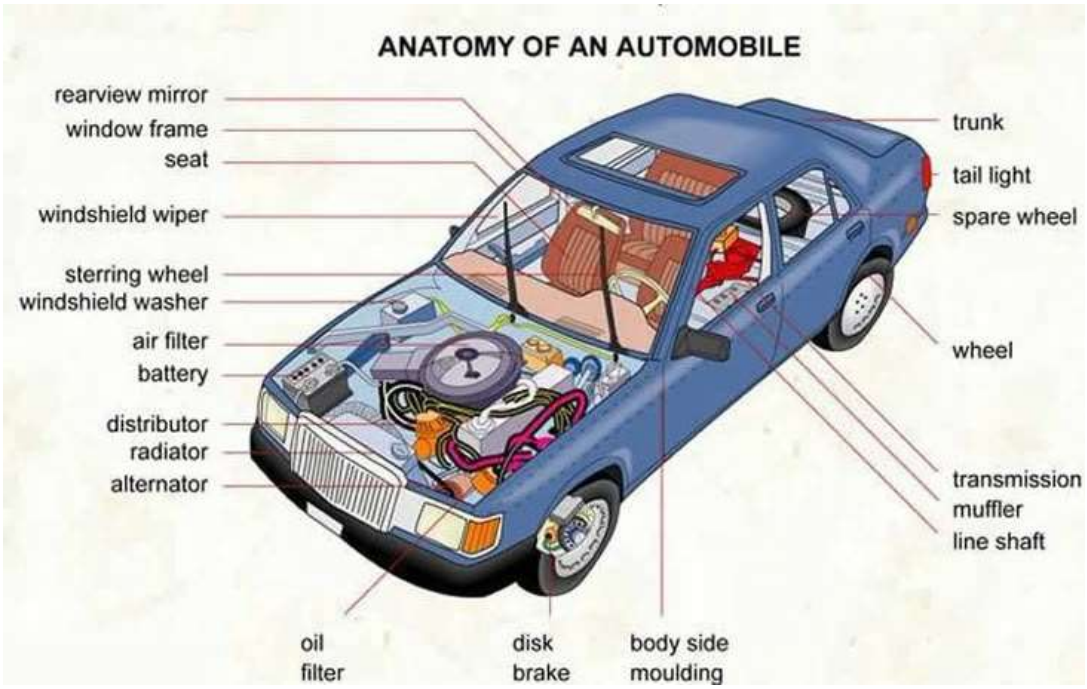
СОДЕРЖАНИЕ

UNIT 1 ALL ABOUT MY VEHICLE

LESSON 1 INSIDE THE VEHICLE



TOPICAL VOCABULARY

1. Air filter - Воздушный фильтр
2. Alternator - Генератор
3. Battery - Аккумуляторная батарея, аккумулятор
4. Body side moulding - Молдинг боковины кузова
5. Disk brake - Дисковый тормоз
6. Distributor - Распределитель (зажигания)
7. Line shaft - Вал
8. Muffler - Глушитель
9. Oil filter - Масляный фильтр
10. Radiator - Радиатор
11. Rearview mirror - Зеркало заднего вида
12. Seat - Сиденье
13. Spare wheel - Запасное колесо
14. Steering wheel - Рулевое колесо
15. Tail light - Задний фонарь
16. Transmission - Коробка передач, трансмиссия
17. Trunk - Багажник
18. Wheel - Колесо
19. Windshield washer - Омыватель ветрового стекла
20. Windshield wiper - Дворник ветрового стекла, стеклоочиститель
21. Window frame - Рамка окна

Exercise 1. Choose the right variant.

1. The _____ provides electrical power to the car when the engine is running.

a) Battery b) Alternator c) Radiator d) Starter

2. The _____ is used to clean the windshield.

a) Windshield washer b) Windshield wiper c) Radiator cap d) Oil filter

3. You store luggage in the _____.

a) Seat b) Trunk c) Dashboard d) Engine

4. The _____ ensures clean air enters the engine.

a) Oil filter b) Fuel filter c) Air filter d) Radiator

5. The _____ helps to slow down or stop the car.

a) Transmission b) Disk brake c) Axle d) Suspension

6. The _____ is used for steering the car.

a) Steering wheel b) Gear lever c) Clutch d) Accelerator

7. The _____ protects the side of the car from scratches.

a) Bumper b) Spoiler c) Body side moulding d) Grill

8. The _____ reduces engine noise.

a) Catalytic converter b) Muffler c) Radiator d) Distributor

9. The _____ provides a view of what is behind the vehicle.

a) Side mirror b) Sun Visor c) Rearview mirror d) Headlight

10. The _____ hold the windows in place.

a) Seat b) Window frame c) Tire d) Disk brake

Exercise 2. Complete the sentences with topical vocabulary of the lesson.

1. Replace your _____ regularly to keep your engine running smoothly.

2. The _____ is a rotating part that transmits power.

3. Check your _____ fluid level regularly to ensure clear visibility.

4. If your car won't start, the _____ might be dead.

5. The _____ converts the movement of the engine into motion for the wheels.

6. The _____ prevents the passengers from being exposed to the wind and weather.

7. You can change a flat tire using your _____.

8. The car will not pass the inspection if the ____ is not working.

9. The _____ prevents the engine from overheating.

10. You may damage the engine if you fail to change the ____.

Exercise 3. Translate the sentences from Russian into English.

1. Водитель смотрел в зеркало заднего вида, чтобы убедиться, что никто не едет сзади.

2. Механик сказал, что пора заменить масляный фильтр.

3. У моей машины аккумулятор сел, и мне нужна помощь, чтобы завести ее.

4. Он крепко держался за рулевое колесо, когда ехал по горной дороге.

5. Автоматическая коробка передач делает вождение более удобным.

6. В багажнике было достаточно места для всех наших чемоданов.

7. Я включил дворники ветрового стекла, потому что начался сильный дождь.

8. Радиатор помогает поддерживать двигатель в прохладном состоянии.

9. Молдинг боковины кузова защищает кузов от царапин на парковке.

10. Воздушный фильтр должен быть заменен каждый год, чтобы двигатель мог работать правильно.

Exercise 4. Read the text and translate it.

Inside the vehicle

Driving a car is something many people do every day, but how much do we really know about what makes our vehicles tick? A car is more than just a way to get from point A to point B; it's a complex machine with many interconnected parts working together. To keep your car running smoothly and safely, it's helpful to have some basic knowledge about its components.

Let's start with the **engine**. For the engine to work, it needs clean air. That's where the **air filter** comes in. This filter cleans the air before it enters the engine. A dirty air filter can reduce the engine's power and make it use more fuel. It's like trying to run a race while breathing through a straw! Another essential filter is the **oil filter**. The engine needs clean oil to stay lubricated and prevent damage. The oil filter removes dirt and particles from the oil, ensuring that only clean oil circulates. Regular oil and filter changes are crucial for engine health.

Keeping the engine at the right temperature is also vital. **The radiator** is responsible for cooling the engine. It releases heat from the coolant, which prevents the engine from overheating. A faulty radiator can lead to serious engine problems. The engine also needs electricity to start and run. **The battery** stores electrical energy, and the alternator recharges the battery while the engine is running. Without a working alternator, the battery will eventually run out of power, and the car won't start. In older vehicles, **the distributor** played a critical role in the ignition system, directing electricity to the spark plugs in the correct order. Although modern cars use electronic ignition systems, understanding the function of a distributor provides valuable insight into the evolution of automotive technology.

The braking system is obviously incredibly important for safety. **Disk brakes,** commonly found on most modern cars, use friction to slow the wheels down. When you press the brake pedal, brake pads clamp down on a rotating disc, creating the necessary friction to stop the car.

The transmission is the system that transfers power from the engine to the wheels. Whether it's a manual transmission, where the driver shifts gears, or an automatic transmission, the transmission ensures the engine can deliver power efficiently at different speeds. In some older vehicles, especially agricultural or industrial ones, you might find **a line shaft** as part of the power transmission system. It’s a more rudimentary setup, often used to power multiple components.

The wheel, of course, is what allows the car to move along the road. **The tires**, mounted on the wheels, provide grip and cushioning. If you get a flat tire, you'll need to use the spare wheel. **The body side moulding** is a protective strip on the side of the car that helps prevent scratches and dents. **The seat** provides a place for the driver and passengers to sit comfortably. To ensure good visibility, **the windshield wiper** and windshield washer work together to keep the windshield clean. **The window frame** surrounds the car's glass windows. **The rearview mirror** allows the driver to see what's behind the car. The exhaust system is another critical component. **The muffler** is part of the exhaust system, and it reduces the noise produced by the engine. This helps to make the car quieter and more enjoyable to drive. **The tail light** provides visibility to other drivers, especially at night. It also signals when the car is braking. For transporting goods, **the trunk** provides a secure storage space. Finally, the steering wheel is the control that allows the driver to direct the car. It's linked to the steering system that turns the wheels.

Owning a car comes with the responsibility of maintaining it. Knowing the different parts of your car and what they do is crucial. Routine **check-ups** and maintenance can help ensure that your vehicle continues to function safely and efficiently for many years to come. Understanding these basic components, even at a simple level, empowers drivers to make informed decisions about their vehicles and address potential problems before they become serious. Whether it's checking the air filter, monitoring the battery, or understanding the function of the transmission, this knowledge contributes to a safer and more enjoyable driving experience.

Exercise 5. Answer the questions:

1. What is the direct consequence of a dirty air filter on an engine's performance and fuel efficiency?

2. Explain how the oil filter contributes to the longevity of the car engine.

3. Why is it important to have a functioning radiator, and what potential problem does it prevent?

4. Describe the relationship between the alternator and the battery in a car's electrical system.

5. In a braking system with disk brakes, what action leads to the car slowing down?

6. Differentiate between a manual transmission and an automatic transmission in terms of driver involvement.

7. Aside from visual appearance, what's the main purpose of the body side moulding?

8. What combination of components is used to improve visibility in difficult weather conditions?

9. Explain how the muffler improves the driving experience.

10. In what scenario is the spare wheel mostly used?

DIALOGUES

Dialogue 1: The Noisy Car (Focus: Identifying the Problem)

Setting: A friend's garage

Characters: Alex (Car Owner), Ben (Friend/Mechanic)

Alex: Hey Ben, can you take a listen to my car? It's making a weird rattling sound.

Ben: Sure, Alex. Where do you think the sound is coming from? Have you had a chance to check your muffler?

Alex: I haven't looked yet. I think it's coming from the back, underneath the car. Maybe it could be the muffler?

Ben: It's possible. Those things can rust out pretty easily. Let's lift it up and have a look. What time does it start?

Alex: Great, let's see. Do you think the muffler may be causing the problem?

Ben: Yep, it may well be the muffler

Ben: Okay, I lifted the car. Yeah, that's definitely your muffler, it's practically falling off.

Alex: Oh no, I was hoping it wasn't anything serious.

Ben: It's not a huge job, but it will need replacing. Do you want me to take a look at your air filter while it's here?

Alex: Yes please, would the Air filter be easily fixed?

Ben: Yes, it would be a quick task

Alex: Ok, thank you.

Exercise 6. Describing Car Problems

Work with a partner. One of you is the car owner (A), and the other is a friend (B).

A: Tell your friend that something is wrong with your car. Use phrases like "I think there's something wrong with my car," "It's making a strange noise," or "It's not working properly."

B: Ask questions to understand the problem better. Use phrases like "What's wrong?" "What kind of noise is it?" "When did it start?" Focus on parts like battery, tail light, muffler, windshield wiper, or wheel.

Example Dialogue:

A: "Hey, I think there's something wrong with my car. The engine is making a strange noise."

B: "Oh no, what kind of noise is it? Is it loud?"

A: "Yeah, it's kind of loud. It sounds like it's coming from the back."

B: "Hmm, maybe it's the muffler. When did it start making this noise?"

Exercise 7. At the Mechanic's Shop

Work with a partner. One of you is a car owner (A), and the other is a mechanic (B).

A: Describe what needs to be done to your car. You need the following to be done: oil change, check tire condition, fix broken rear-view mirror, check air filter, see if the tail light is working

B: Ask the Car Owner the following questions: ask a specific question about the oil change, like when it was last changed; ask about the current tires and

when they were purchased. Use vocabulary such as oil filter, tires, spare wheel, tail light, air filter, rearview mirror, disk brake

Example Dialogue:

A: Hi, I am here to get my oil changed and check my tires. Also, my rear-view mirror is broken.

B: Of course, what is the last time you changed your oil.

Exercise 8. Dealing with a Car Breakdown

Work with a partner. One of you is stuck with a broken-down car (A), and the other is someone passing by (B).

A: Describe where you are, what happened, and what you think is wrong.

Describe the road conditions. Describe what happened just before the car stopped.

B: Offer help and suggest possible solutions. Focus on battery, spare wheel, windshield washer.

Example Dialogue:

A: "Oh no, this is terrible! I'm on the side of the road about 10 kilometers from the next town. I think something is wrong with the engine. It wont start"

B: "Oh no, that's terrible! Do you have any light in your trunk?"

A: Yes, I think I have an emergency light.

B: "That is good so the cars see you.

Exercise 9. Speak on the topic **«Parts of the car».**

GRAMMAR PRACTICE

“Present Simple and Present Continuous Tense”

PRESENT SIMPLE	PRESENT CONTINUOUS
Действие происходит всегда, обычно, для описания постоянных ситуаций, говорим о повседневных делах, привычках, хобби	Действие длится в данный момент или сейчас; говорим о ситуации сейчас
+ I/We/You/They V He/She/It V(e)s	+ I AM Ving He/She/It IS Ving We/You/They ARE Ving
- I/We/You/They DO NOT V He/She/It DOES NOT V	- I AM NOT Ving He/She/It IS NOT Ving We/You/They ARE NOT Ving
? DO I/we/you/they V..? DOES he/she/it V..?	? AM I Ving..? IS he/she/it Ving…? ARE we/you/they Ving…?
ALWAYS всегда USUALLY обычно SOMETIMES иногда OFTEN часто NEVER никогда SELDOM/RARELY редко EVERY DAY/WEEK/MONTH/YEAR Каждый день/неделю/месяц/год IN THE MORNING утром IN THE AFTERNOON днём IN THE EVENING вечером AT NIGHT ночью AT 7 O’CLOCK в 7 часов ONCE A WEEK один раз в неделю TWICE A MONTH два раза в месяц ON MONDAY в понедельник	NOW сейчас RIGHT NOW прямо сейчас AT THE MOMENT в данный момент AT PRESENT в настоящее время NOWADAYS в наши дни LISTEN… Послушай (что-то происходит) LOOK… Смотри (что-то происходит) THESE DAYS в эти дни TODAY сегодня TONIGHT сегодня вечером THIS YEAR/WEEK/MONTH- в этом году/на этой неделе/ в этом месяце ALWAYS –всегда (критика/раздражение)

Exercise 1. Find in the text and write out all the verbs in the Present Simple and Present Continuous Tense

Exercise 2. Choose the correct option.

1. We usually_____a bus or a taxi early in the morning to get to work.

a) takes
b) take
c) are taking

2. Every day I_____ up, then _____ my teeth and_____ my journey.

a) wake/ brush/ start
b) woke/ brush/ starting
c) waking/ brush/ start

3. When _____ the Sun rise? In the evening or in the morning?

a) do
b) are
c) does

4. They _____ tea now.

a) drinking
b) are drinking
c) are drinks

5. My sister seldom _____ our parents. She's very busy and has no time at all.

a) visits
b) visit
c) is visiting

Exercise 3. Open the brackets and write the verbs in the correct form

1. My working day (to begin) at six o'clock.
2. The boys (to run) about in the garden now.
3. I (to get) up, (to switch) on the TV and (to brush) my teeth.
4. I (to do) my homework now.
5. It (to take) me about twenty minutes.
6. I (to have) breakfast at seven o'clock.
7. I (to leave) home at half past seven.
8. Ann (to sit) at her desk now.
9. A young man (to drive) a car at the moment.

10. I (to take) a bus to the institute.

Exercise 4. Make up questions using the words given below:

1. Does/what/up/get/she/time?
2. Do/breakfast/does/what/she/before?
3. For/does/have/breakfast/she/what?
4. To/how/she/work/does/go?
5. She/does/what/evening/do/the/in?

Exercise 5. Present simple or present continuous?

1. Who is that man? What _____ he _____ (want)?
2. Who is that man? Why _____ he _____ (look) at us?
3. _____ you _____ (believe) in God?
4. Gilbert says he is 80, but nobody _____ (believe) him.
5. Every Monday Maite _____ (drive) her kids to football practice.
6. Be quiet. Arturo _____ (sleep).
7. Don´t forget to take your umbrella. It _____ (rain).
8. I don´t like living in England. It always _____ (rain).
9. Look! It _____ (snow). We are going to have a white Christmas.
10. Maila _____ (watch) TV every morning.
11. I have to go now. It _____ (get) dark
12. Right now I _____ (spend) time with my father.
13. We usually _____ (go) to the gym on Mondays.
14. She _____ (talk) to Pete at the moment.
15. He _____ (look) good in jeans.
16. She _____ (wear) a dress today.
17. We _____ (drive) on the left in England.
18. I _____ (not want) to go to the Cinema.
19. We _____ (go) dancing every weekend.
20. I _____ (take) a pill every day.

Quick Test

"Present Simple and Present Continuous Tense"

Exercise 1. Choose the present simple or the present continuous. Watch out for **stative verbs.**

1. Julie _____ (read) in the garden.
2. What _____ (we / have) for dinner tonight?
3. She _____ (have) two daughters.
4. I _____ (stay) in Spain for two weeks this summer.
5. He often _____ (come) over for dinner.
6. The class _____ (begin) at nine every day.
7. What _____ (you / eat) at the moment?
8. What _____ (Susie / do) tomorrow?
9. I _____ (not / work) on Sundays.
10. She _____ (not / study) now, she _____ (watch) TV.
11. How often _____ (you / go) to restaurants?
12. I _____ (not / go) on holiday this summer.
13. I'm sorry, I _____ (not / understand).
14. She _____ (work) as a waitress for a month.
15. She _____ (take) a salsa dancing class every Tuesday.
16. It _____ (be) cold here in winter.
17. Take your umbrella, it _____ (rain).
18. This cake _____ (taste) delicious.
19. The bag _____ (belong) to Jack.
20. When _____ (you / arrive) tonight?

Exercise 2. Put the time markers in the correct column.

Always / at the moment/ every day / never/ now/ right now/ often/ sometimes/ today/ this morning/ usually/ once a year

Present Simple Tense	**Present Continuous Tense**

LESSON 2 ESSENTIAL TOOLS AND WHAT THEY DO

TOPICAL VOCABULARY

Exercise 1. Choose the right variant:

1. Which tool is used to measure voltage and resistance?
a) Adjustable wrench
b) Multimeter
c) Pliers
d) Ratchet
2. Which wrench is designed to tighten bolts with a specific torque?
a) Torque wrench
b) Hammer
c) Socket wrench
d) Screwdriver
3. What tool is used to lift a car?
a) Jack
b) Wire cutter
c) Feeler gauge
d) Funnel
4. Which tool is used to remove spark plugs?
a) Spark plug wrench
b) Hex key
c) Oil filter wrench
d) Work light
5. What tool is used for cutting wires?
a) Wire brush
b) Pliers
c) Wire cutter
d) Adjustable wrench
6. Which wrench has interchangeable sockets for different nuts?
a) Socket wrench
b) Ratchet
c) Screwdriver
d) Grease gun
7. What is the English name for плоскогубцы?
a) Pliers
b) Hammer
c) Ratchet
d) Jack
8. Which tool is used to apply grease?
a) Grease gun

b) Wire cutter
c) Torque wrench
d) Funnel
9. What tool measures tire pressure?
a) Tire pressure gauge
b) Multimeter
c) Adjustable wrench
d) Spark plug wrench
10. Which tool is used for screwing and unscrewing screws?
a) Screwdriver
b) Ratchet
c) Jack
d) Wire brush
11. What is the English name for шестигранный ключ?
a) Feeler gauge
b) Hex key (Allen wrench)
c) Pliers
d) Oil filter wrench
12. Which tool is used to measure gaps?
a) Wire cutter
b) Feeler gauge
c) Multimeter
d) Grease gun
13. Which tool has a ratchet mechanism for easy nut turning?
a) Ratchet
b) Hammer
c) Wire brush
d) Jack
14. What tool is used for cleaning metal surfaces?
a) Wire brush
b) Screwdriver
c) Adjustable wrench
d) Funnel
15. What is the tool called that helps pour liquids without spilling?
a) Work light
b) Funnel
c) Oil filter wrench
d) Torque wrench

Exercise 2. Fill in the blanks with the correct word from the list:
adjustable wrench, multimeter, jack, pliers, screwdriver, torque wrench, funnel, wire cutter, ratchet, grease gun

1. To lift the car safely, use a _____.
2. To measure electrical current, you need a _____.
3. Use a _____ to tighten bolts with a specific force.
4. The _____ helps you screw and unscrew screws easily.
5. To cut wires, you should use _____.
6. When adding oil to the engine, pour it carefully through a _____.
7. To grip and bend wires, use _____.
8. A _____ is used to apply lubricant to moving parts.
9. To adjust nuts and bolts of different sizes, take an _____.
10. The _____ has interchangeable sockets for different nuts.

Exercise 3. Translate the following sentences from Russian into English:

1. Этот домкрат поможет поднять автомобиль.
2. Пожалуйста, передай мне отвертку.
3. Для измерения напряжения используют мультиметр.
4. Разводной ключ подходит для гаек разных размеров.
5. Плоскогубцы нужны для захвата и сгибания проводов.
6. Воронка облегчает заливку жидкости без проливов.
7. Для затяжки болтов с точным усилием используется динамометрический ключ.
8. Трещотка облегчает работу с гайками в труднодоступных местах.
9. Кусачки применяют для резки проводов.
10. Смазочный пистолет помогает наносить густое масло на детали.

Exercise 4. Read the text and translate it.

Essential tools and what they do

Proper maintenance and operation of automobiles and agricultural machinery require a comprehensive set of essential tools. Whether you are a professional mechanic, a farmer, or an enthusiast maintaining your own equipment, having the right tools ensures not only efficiency but also safety and durability. Among the most important tools is the **adjustable wrench**, a versatile device that can be used on various sizes of bolts and nuts, making

it particularly handy in situations where a specific-sized wrench is unavailable.

Another must-have is the **socket wrench**, which allows for easy tightening and loosening of fasteners. When paired with a **ratchet**, the socket wrench becomes significantly more effective, especially in tight spaces where turning a traditional wrench would be difficult. The ratchet mechanism enables back-and-forth motion without having to remove the tool from the bolt, which saves time and reduces fatigue.

Pliers are another fundamental tool in both automotive and agricultural repair. They are used for gripping, bending, and cutting wires or cables, and are often needed for quick fixes and adjustments. In cases where precision is critical, the **torque wrench** becomes essential. It is used to apply a specific torque to bolts and nuts, which is vital for components like engine parts and wheel assemblies. Over-tightening or under-tightening can cause serious mechanical failures, so using a torque wrench ensures that everything is secured to the manufacturer's specification.

For diagnosing electrical issues, a **multimeter** is indispensable. It allows technicians to measure voltage, current, and resistance, helping them identify faults in circuits or batteries. Likewise, a **screwdriver** is one of the most frequently used tools, available in various sizes and head types, such as flat-head and Phillips. Screwdrivers are crucial for removing or securing panels, engine covers, and electrical components.

When dealing with components that are tightly fitted or rusted, a **hammer** can be useful, either for dislodging parts or assisting with installations that require light impact. For hexagonal bolts and screws, the **hex key**, also known as the **Allen wrench**, is commonly used. These are particularly important in machinery that includes internal fittings or compact parts where traditional tools can't reach.

Handling wires requires tools like the **wire cutter**, which is used to trim and strip electrical wires accurately. In engine maintenance, one often encounters the need to change oil. For this task, the **oil filter wrench** is a necessary tool, enabling the removal of oil filters without damaging them or the surrounding components. Once the oil filter is removed and replaced, fresh oil is poured into the engine, often with the help of a **funnel** to prevent spills and contamination.

Tire maintenance is also a major part of vehicle care. A **tire pressure gauge** is used to ensure that all tires are inflated to the correct pressure, which is critical for safe operation and fuel efficiency. In the event of a flat

tire or other repairs that require lifting the vehicle or machine, a **jack** is essential. It allows you to safely raise the machinery off the ground, providing access to the undercarriage or wheels.

Lubrication is key in both vehicles and agricultural equipment to prevent wear and tear caused by friction. The **grease gun** makes it easy to apply lubricants to hard-to-reach places, such as bearings and joints. When performing maintenance on engines, changing or inspecting spark plugs is common, and for this, a **spark plug wrench** is the tool of choice. It provides the right grip and torque for safely removing and installing spark plugs.

Measuring clearances in engine parts, such as valve gaps, requires precision tools like the **feeler gauge**, which consists of multiple thin blades of different thicknesses. Accurate measurement here ensures optimal performance and avoids damage. During maintenance, it's common to encounter rust or corrosion, especially in agricultural machinery exposed to the elements. A **wire brush** helps in cleaning metal parts, removing rust, paint, and debris effectively.

Safety is just as important as functionality, and **safety gloves** play a key role in protecting hands from sharp objects, hot surfaces, and chemicals. Finally, having a **work light** allows for proper visibility during maintenance tasks, especially in dim or enclosed spaces like engine compartments or under a vehicle. A good work light can mean the difference between a missed issue and a well-done repair.

In conclusion, the maintenance and operation of automobiles and agricultural equipment rely heavily on a reliable set of tools. These tools help ensure that machinery runs smoothly, efficiently, and safely. From basic hand tools like the screwdriver and adjustable wrench to more specialized instruments like the torque wrench and multimeter, each tool serves a distinct purpose. Investing in quality tools and using them correctly not only improves the performance of the equipment but also extends its lifespan, making them indispensable for anyone working in automotive or agricultural environments.

Comprehension Questions

1. What is the primary function of an adjustable wrench in maintenance tasks?
2. How does a socket wrench paired with a ratchet improve efficiency in tight spaces?
3. Why is a torque wrench important when working on engine components?

4. In what situations is a multimeter typically used during machinery maintenance?
5. What is the purpose of using a funnel during an oil change?
6. How does a tire pressure gauge contribute to vehicle safety and performance?
7. What role does a grease gun play in maintaining agricultural machinery?
8. Why is a feeler gauge important when adjusting valve clearances?
9. How does a wire brush assist in the upkeep of older or outdoor equipment?
10. Why are safety gloves and work lights considered essential during repair operations?

Exercise 5. Match the words to their Russian translations.

1. Adjustable wrench	a) плоскогубцы
2. Socket wrench	b) защитные перчатки
3. Pliers	c) молоток
4. Multimeter	d) мультиметр
5. Hammer	e) воронка
6. Wire cutter	f) ключ с насадками
7. Oil filter wrench	g) рабочий фонарь
8. Funnel	h) ключ для масляного фильтра
9. Work light	i) кусачки
10. Safety gloves	j) разводной ключ

Exercise 6. Complete the sentences with the correct word.

Choose from:

ratchet, torque wrench, screwdriver, jack, grease gun, spark plug wrench, wire brush, tire pressure gauge, feeler gauge, hex key

1. A _____ helps you lift your car before changing the tire.
2. Use a _____ to check the air in your tires.
3. A _____ is used to apply grease into machine parts.

4. A _____ is for tightening or loosening spark plugs.
5. Use a _____ to measure small gaps between engine parts.
6. A _____ helps apply precise force when tightening bolts.
7. A _____ cleans metal surfaces from rust and dirt.
8. A _____ works with sockets in one direction only.
9. A _____ fits into hexagonal bolts and screws.
10. A _____ is used to insert or remove screws.

Exercise 7. Answer the questions using tools from the vocabulary.

1. What tool do you use to remove an oil filter?
2. Which tool measures electrical current and voltage?
3. What tool do you wear for hand protection?
4. What tool do you use to pour oil cleanly?
5. Which tool do you use to clean metal rust?
6. What device shows if your tire pressure is too low?
7. What tool do you use to tighten an Allen screw?
8. Which tool is used to check spark plug gaps?
9. What tool lets you unscrew bolts without lifting the wrench?
10. What tool is used to lift a vehicle?

Exercise 8. Translate into English.

1. Я использую воронку, чтобы налить масло.
2. Он всегда носит защитные перчатки.
3. Мы подняли машину с помощью домкрата.
4. Электрик использует мультиметр.
5. Я открутил свечу зажигания специальным ключом.

6. Механик использовал щетку, чтобы удалить ржавчину.

7. Ты можешь проверить давление в шинах этим прибором.

8. Плоскогубцы лежат в верхнем ящике.

9. Он заменил фильтр, используя ключ для масляного фильтра.

10. Она использовала отвертку, чтобы закрутить винт.

Exercise 9. Translate the sentences into English using Present Simple or Present Continuous.

1. Механик сейчас использует мультиметр.
2. Я часто проверяю давление в шинах перед поездкой.
3. Мы чистим металлические детали с помощью металлической щётки.
4. Он использует домкрат, чтобы поднять машину прямо сейчас.
5. Обычно я использую динамометрический ключ для затягивания болтов.
6. Сейчас я смазываю детали смазочным пистолетом.
7. Она всегда носит защитные перчатки во время работы.
8. В данный момент он проверяет зазоры с помощью щупа.
9. Мы часто используем трещотку и головки для быстрой работы.
10. Сейчас я использую воронку, чтобы налить масло.

Exercise 10. Choose the correct option.

1. A _____ helps you measure pressure in car tires.

a) ratchet b) jack c) tire pressure gauge

2. A _____ lets you lift a car.

a) jack b) wire cutter c) funnel

3. A _____ protects your hands.

a) pliers b) safety gloves c) screwdriver

4. A _____ is for applying grease.

a) funnel b) spark plug wrench c) grease gun

5. Use a _____ for turning hex screws.

a) multimeter b) hex key c) wire brush

6. A _____ is needed for electrical diagnostics.

a) multimeter b) hammer c) pliers

7. A _____ works with sockets.

a) socket wrench b) wire cutter c) feeler gauge

8. A _____ measures very small gaps.

a) wire brush b) screwdriver c) feeler gauge

9. A _____ lets you remove oil filters.

a) oil filter wrench b) jack c) safety gloves

10. A _____ is used to remove screws.

a) screwdriver b) hammer c) pliers

Exercise 11. Create a dialogue using at least 5 of these tools.

Scenario: You and your friend are fixing a car. Write a 10-line dialogue using these tools:

multimeter, jack, spark plug wrench, wire brush, tire pressure gauge

Example:

Alex: Hey Dan, can you pass me the multimeter? I want to check the battery.

Dan: Sure! Here you go. Is the voltage okay?

Alex: It’s a bit low. We might need to charge it.

Dan: Alright. While you do that, I’ll use the tire pressure gauge to check the tires.

Alex: Good idea. And I’ll grab the jack to lift the car.

Dan: Be careful! Is the jack stable?

Alex: Yes, it's locked in place. Now I can remove the spark plugs.

Dan: Use the spark plug wrench. It’s in the red toolbox.

Alex: Found it. Thanks! These plugs are dirty.

Dan: I’ll clean them with the wire brush before we put them back.

Exercise 12. Translate the dialogue into Russian.

Take your dialogue from Exercise 11 and translate it into Russian.

Exercise 13. Guess the tool (riddles). Guess the tool from the clue.

1. I measure electricity.

2. I’m used to check tire air levels.

3. I protect your hands.

4. I turn screws.

5. I’m used to apply precise tightening force.

6. I cut wires.

7. I lift heavy vehicles.

8. I clean off rust and dirt.

9. I help insert spark plugs.

10. I pour liquids without spilling.

Exercise 14. Describe the tools you used before.

Choose any 5 tools and write 1–2 sentences about each.

Mention what it looks like and what it’s used for.

Exercise 15. Categorize the tools. Group the following 10 tools into 3 categories: Measuring, Holding/Cutting , Other Functions

Feeler gauge

Wire cutter

Torque wrench

Pliers

Tire pressure gauge

Safety gloves

Spark plug wrench

Grease gun

Multimeter

Jack

Exercise 16. Ask and answer questions. Ask a question and answer for each of the following:

1. adjustable wrench
2. socket wrench
3. screwdriver
4. jack
5. funnel
6. safety gloves
7. tire pressure gauge
8. wire brush
9. multimeter
10. hex key

Exercise 17. Correct the mistakes. Find and correct the vocabulary error.

1. I used a funnel to check the tire pressure.
2. She cleaned the engine using a screwdriver.
3. I removed the bolt with a hammer.
4. He used a spark plug wrench to measure voltage.
5. I checked the gap with a wire cutter.
6. We lifted the car using a funnel.

7. I turned the screw with a multimeter.

8. I protected my eyes with safety gloves.

9. I applied grease using a jack.

10. I used a plier to cut wires.

Exercise 18. Mechanic’s checklist.

You're preparing for a repair of the engine. List tools you will take with you. For each tool, write a short reason why you need it.

Exercise 19. Translate into Russian.

1. I adjusted the bolt with an adjustable wrench.

2. Use a wire cutter to cut the damaged cable.

3. She checked the voltage with a multimeter.

4. A funnel is useful when changing engine oil.

5. He used a ratchet to remove the bolts quickly.

6. Always wear safety gloves when using sharp tools.

7. The tire pressure gauge showed low pressure.

8. Clean the metal part with a wire brush.

9. Use the jack to lift the car before repairs.

10. We used a torque wrench to tighten the bolts exactly.

Exercise 20. Speak on topic «Essential tools and what they do» using the picture.

LESSON 3 SYSTEMS THAT KEEP IT RUNNING

TOPICAL VOCABULARY

1. Cooling system – система охлаждения 2. Lubrication system – система смазки 3. Braking system – тормозная система 4. Exhaust system – выхлопная система 5. Electrical system – электрическая система 6. Fuel system – топливная система 7. Hydraulic system – гидравлическая система 8. Transmission – трансмиссия 9. Engine – двигатель 10. Radiator – радиатор	11. Battery – аккумулятор 12. Oil filter – масляный фильтр 13. Air intake – воздушный впуск 14. Gearbox – коробка передач 15. Axle – ось 16. Pistons – поршни 17. Fan belt – ремень вентилятора 18. Spark plug – свеча зажигания 19. Muffler – глушитель 20. Tractor chassis – шасси трактора

Exercise 1. Match the English words to their Russian translations. Match each English word with its Russian equivalent.

1. Cooling system 2. Braking system 3. Engine 4. Radiator 5. Transmission 6. Muffler 7. Spark plug 8. Battery 9. Pistons 10. Gearbox	a) глушитель b) аккумулятор c) радиатор d) двигатель e) свеча зажигания f) коробка передач g) тормозная система h) система охлаждения i) трансмиссия j) поршни

Exercise 2. Choose the correct word to complete each sentence. Choose the correct word from the list:

fan belt, lubrication system, cooling system, axle, spark plug, exhaust system, battery, fuel system, pistons, radiator

1. The _____ keeps the engine from overheating.
2. The _____ carries power from the engine to the wheels.
3. The _____ starts the combustion by igniting the fuel.
4. The _____ stores electrical energy.
5. The _____helps reduce engine heat using coolant.
6. The _____ ensures moving parts are oiled.
7. The _____ sends fuel to the engine.
8. The _____ removes gases from the engine.
9. The _____ moves up and down in the engine cylinders.
10. The _____ drives the fan and other components.

Exercise 3. Translate the following sentences into English.

Use the correct vocabulary from the list.

1. Эта машина оснащена системой охлаждения.
2. Мы проверили трансмиссию перед поездкой.
3. Поршни работают внутри двигателя.
4. Я заменил аккумулятор в тракторе.
5. Свеча зажигания не работает.
6. Выхлопная система была повреждена.
7. Мы залили масло в систему смазки.
8. Радиатор нуждается в чистке.
9. Ремень вентилятора изношен.
10. Он чинит коробку передач.

Exercise 4. Read the text and answer the questions.

Systems that keep it running

Modern vehicles and agricultural machines, such as cars, tractors, and combines, are made up of many systems that work together. Each system plays an important role in how the machine works, and without even one of them, the entire machine may stop working properly. To understand how a

tractor or a car functions, it's useful to learn about these systems and the parts inside them.

Let's start with the **engine**, which is the heart of the machine. The engine creates power by burning fuel and air. Inside the engine, there are **pistons** that move up and down. These pistons turn the energy from the burning fuel into movement. The pistons must move smoothly and quickly, so they need oil to reduce friction. That's why the **lubrication system** is so important. It delivers oil to all the moving parts inside the engine, especially the pistons. The oil passes through the **oil filter**, which removes dirt and small metal pieces, keeping the oil clean and the engine healthy.

To help the engine breathe, there is the **air intake** system. It lets fresh air into the engine, which mixes with the fuel. Clean air is important, so the intake system often includes an air filter. Along with air, the **fuel system** delivers fuel from the tank to the engine. This system includes fuel lines, fuel filters, and sometimes even pumps. The **spark plug** ignites the mixture of fuel and air, creating a small explosion that moves the pistons. Without the spark plug, the engine won't start or run.

When the engine works, it creates a lot of heat. To stop the engine from overheating, the **cooling system** is used. This system has a **radiator**, which is filled with coolant. The coolant flows around the engine, absorbs the heat, and then passes through the radiator. Air blows through the radiator to remove the heat. Often, a **fan belt** turns the fan that cools the radiator. If the fan belt breaks, the radiator can't cool the engine, and the machine may stop working.

While the engine creates power, that power needs to be sent to the wheels. This is the job of the **transmission** and the **gearbox**. The transmission connects the engine to the wheels. It controls how much power goes to the wheels and allows the machine to go faster or slower. The **gearbox** is a part of the transmission and contains different gears. These gears change the speed and force of the movement. A low gear gives more power but less speed, while a high gear gives more speed but less power.

Power from the gearbox is transferred to the **axle**, which turns the wheels. The **axle** supports the weight of the vehicle and helps it move. In tractors, the **tractor chassis** holds everything together — the engine, the wheels, the transmission, and even the cabin where the driver sits. The chassis is like the skeleton of the machine. It must be strong and stable, especially when the tractor is working on a field or pulling heavy tools.

Next is the **braking system**, which is one of the most important safety features in any vehicle or machine. The braking system allows the driver to

slow down or stop. It includes brake pedals, discs, pads, and sometimes hydraulic components. Many tractors and machines use a **hydraulic system** in their brakes and lifting arms. This system uses special fluid and pressure to move parts. For example, when a driver steps on the brake, the hydraulic fluid pushes the brake pads against the wheel discs, stopping the machine.

Another important system is the **electrical system**. This system powers lights, sensors, the starter, and other electronic components. At the center of this system is the **battery**. The battery stores electricity and provides energy when the engine is not running. When you turn the key in a car or tractor, the battery sends power to the starter, which helps the engine begin to work. After that, the alternator charges the battery again. Without a working battery, the electrical system cannot function.

When the engine is running, it creates gases that need to leave the machine. This is where the **exhaust system** comes in. It carries the gases away from the engine and sends them out through the **muffler**. The muffler also reduces the noise from the engine. Without the exhaust system, harmful gases could build up, and the noise would be much louder.

All of these systems must work together in harmony. If the **fuel system** has a problem, the engine won't run. If the **cooling system** fails, the engine may overheat. If the **braking system** doesn't work, the driver can't stop safely. Even the **fan belt**, which seems like a small part, plays a big role by turning the fan and helping to cool the radiator.

Farmers and mechanics often check these systems regularly. They inspect the **radiator** to make sure it's clean and full of coolant. They change the oil and replace the **oil filter** to keep the **lubrication system** clean. They test the **battery** and clean the connections to avoid electrical problems. If they hear strange noises from the **muffler** or smell fuel, they check the **exhaust system** and **fuel system**.

Working with agricultural machinery requires basic knowledge of these systems. If someone knows how a **transmission**, **gearbox**, and **axle** work, they can better understand how to fix or drive the machine. When a machine won't start, it may be because of the **spark plug**, the **battery**, or even the **air intake**. A good mechanic checks each system step by step to find the problem.

Today, modern tractors have more advanced **electrical systems**, with sensors and computers. These computers check the **cooling system**, measure fuel levels, and alert the driver if something is wrong. The **hydraulic system** also became more complex, controlling arms and tools with great precision.

Even with modern technology, the basic systems remain the same. The **engine**, **transmission**, **braking system**, and others are still the foundation of how vehicles and machines work. Learning the names and functions of these parts in English is useful not only for students but also for workers in agriculture and mechanics. Understanding terms like **gearbox**, **radiator**, or **chassis** can help when reading manuals, ordering parts, or talking with international specialists.

In conclusion, vehicles and agricultural machines are complex, but their systems follow the same logic. Each part — from the **fan belt** to the **axle** — has its own job. Knowing how these parts work together helps us use machines safely, fix them properly, and talk about them with confidence. Whether it's a car on the road or a tractor in the field, the systems inside are the same — working silently together to keep everything moving.

Answer the questions:

1. What is the main function of the engine in a vehicle or agricultural machine?
2. How does the lubrication system help the pistons work smoothly?
3. Why is the radiator important in the cooling system?
4. What role does the spark plug play in starting the engine?
5. How does the fuel system deliver fuel to the engine?
6. What parts are involved in the transmission of power from the engine to the wheels?
7. Why is the braking system essential for safety?
8. How does the electrical system support the engine and other functions?
9. What does the muffler do in the exhaust system?
10. Why is it important for farmers and mechanics to check these systems regularly?

Exercise 5. Complete the dialogue using the correct words. Fill in the blanks with the vocabulary from the lesson.

1. A: Why is the engine overheating?

B: Maybe the _____ is broken.

2. A: The car won't start.

B: Check the \ _____ and the spark plug.

3. A: I hear a strange sound from the back.

B: That might be the _____.

4. A: What's leaking under the tractor?

B: Could be the _____.

5. A: The dashboard light is on.

B: Check the _____ system.

6. A: What powers the hydraulic arms?

B: The _____ system.

7. A: Is the fan working?

B: Maybe the _____ is loose.

8. A: Why is the tractor not moving forward?

B: Something’s wrong with the _____.

9. A: The brake feels soft.

B: There may be air in the _____ system.

10. A: The gears are stuck.

B: Let’s inspect the _____.

Exercise 6. Answer the questions using the vocabulary. Use full sentences.

1. What part starts the ignition process?

2. What stores energy for the electrical system?

3. What part removes waste gases?

4. What do pistons do inside the engine?

5. What keeps the engine cool?

6. What connects the engine and wheels?

7. What system provides oil to moving parts?

8. What does the fan belt do?

9. What system controls fuel delivery?

10. What helps slow or stop the vehicle?

Exercise 7. Match the parts to their functions.

1. Muffler 2. Radiator 3. Spark plug 4. Battery 5. Fuel system 6. Braking system 7. Lubrication system 8. Axle 9. Transmission 10. Cooling system	a) reduces engine heat b) powers electric components c) sends fuel to engine d) connects wheels and supports load e) starts combustion f) reduces engine noise g) slows down the vehicle h) cools the engine i) moves engine power to wheels j) provides oil to parts

Exercise 8. Group the words by category. Put each word in the correct group: **System / Part / Component**

Words:

1. Electrical system 2. Gearbox 3. Muffler 4. Cooling system 5. Fan belt	6. Transmission 7. Braking system 8. Spark plug 9. Radiator 10. Lubrication system

Exercise 9. Translate into Russian using Present Simple or Present Continuous.

1. The engine is running now.

2. We check the oil every week.

3. He is fixing the gearbox.

4. They usually use the fuel system carefully.

5. The fan belt is making noise.

6. The mechanic installs a new battery.

7. The spark plug works well.

8. He is testing the lubrication system.

9. The radiator gets hot quickly.

10. We are repairing the axle today.

Exercise 10. Correct the mistakes. Find and correct the vocabulary mistakes.

1. The spark plug cools the engine.

2. The radiator stores electrical energy.

3. The braking system starts the car.

4. The transmission reduces noise.

5. The exhaust system gives power to the wheels.

6. The battery pumps oil.

7. The fan belt stores fuel.

8. The pistons cool the radiator.

9. The lubrication system burns fuel.

10. The axle makes electricity.

Exercise 11. Fill in the gaps. Use the words from the box: braking system, cooling system, transmission, pistons, spark plug, battery, radiator, axle, lubrication system, fuel system

1. The _____ is full of coolant.

2. The _____ starts the fire in the engine.

3. The _____ moves power to the wheels.

4. The _____ need clean oil to move properly.

5. The _____ brings fuel to the engine.

6. The _____ includes brake pads and discs.

7. The _____ turns chemical energy into electricity.

8. The _____ connects the wheels.

9. The _____ reduces engine heat.

10. The _____ keeps metal parts from grinding.

Exercise 12. Choose the correct option.

1. The _____ cools the engine.

a) muffler b) radiator c) axle

2. The _____ powers electrical parts.

a) battery b) fan belt c) exhaust

3. The _____ reduces noise.

a) gearbox b) piston c) muffler

4. The _____ transfers engine power.

a) braking system b) transmission c) spark plug

5. The _____ ignites the mixture.

a) spark plug b) piston c) fuel filter

6. The _____ is part of the cooling system.

a) battery b) radiator c) axle

7. The _____ supplies oil.

a) braking system b) lubrication system c) exhaust system

8. The _____ holds the wheels.

a) axle b) spark plug c) radiator

9. The _____ moves up and down in the engine.

a) pistons b) spark plugs c) battery

10. The _____ brings fuel to the engine.

a) cooling system b) fuel system c) electrical system

Exercise 13. Translate into English.

1. Электрическая система включает аккумулятор и провода.

2. Радиатор охлаждает двигатель.

3. Мы проверяем систему торможения каждый день.

4. Выхлопная система уменьшает шум.

5. Свеча зажигания не работает.

6. Масляная система смазывает двигатель.

7. Поршни двигаются в цилиндрах.

8. Ось соединяет два колеса.

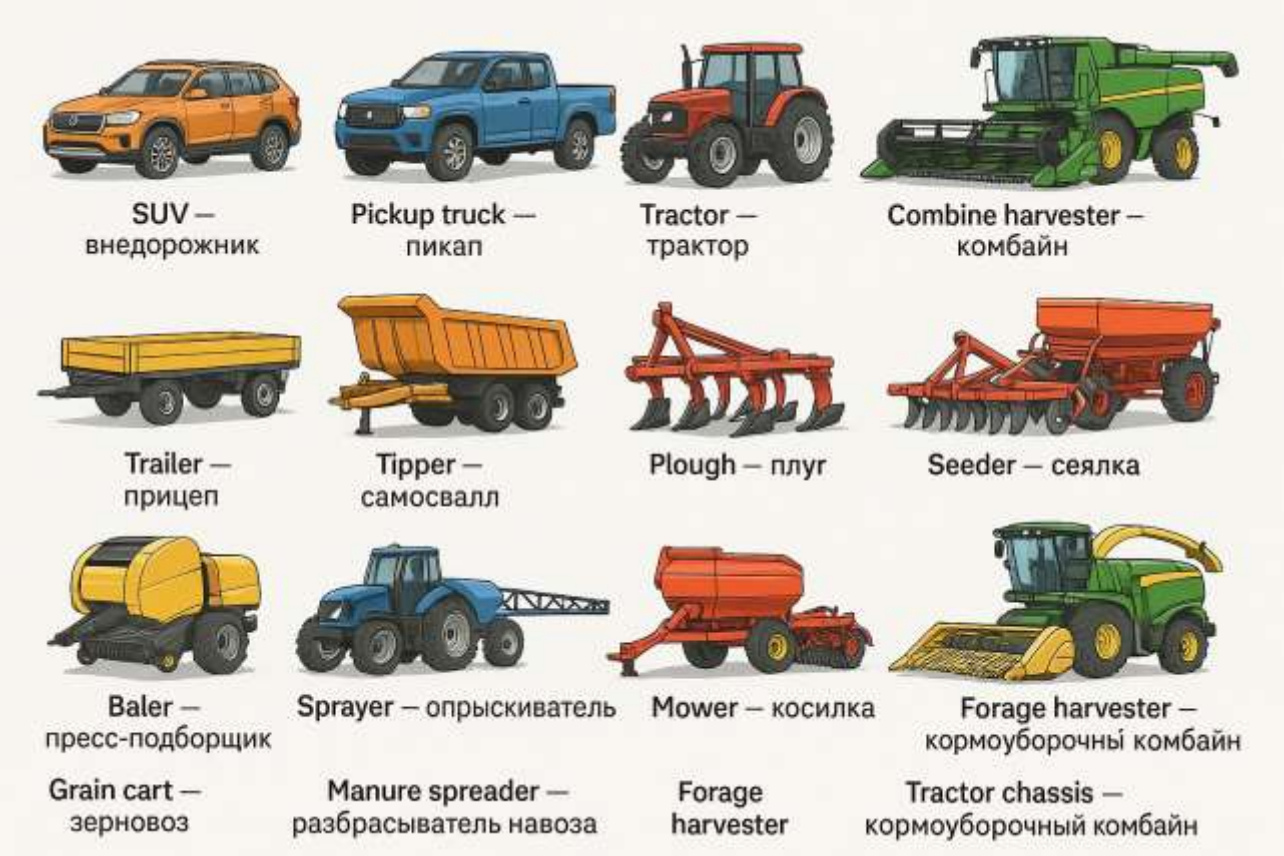
9. Мы используем трансмиссию, чтобы передавать мощность.

10. Ремень вентилятора вращает вентилятор.

Exercise 14. Speak on topic «Systems of the vehicles».

LESSON 4 TRUCKS, TRACTORS, AND MORE

TOPICAL VOCABULARY



Exercise 1. Match the agricultural machinery to its correct Russian translation.

1. Trailer	a) пикап
2. Combine harvester	b) комбайн
3. Pickup truck	c) зерновоз
4. Tractor	d) разбрасыватель навоза
5. Tipper	e) самосвал
6. Sprayer	f) опрыскиватель
7. Forage harvester	g) трактор
8. Seeder	h) прицеп
9. Manure spreader	i) кормоуборочный комбайн
10. Grain cart	j) сеялка

Exercise 2. Choose the correct word to complete the sentence.

Circle the correct word from the options.

1. The farmer uses a ___ to harvest wheat.
   a) plough b) combine harvester c) trailer
2. A ___ is used to spread liquid chemicals on crops.
   a) sprayer b) seeder c) tipper
3. The ___ pulls heavy machines across the field.
   a) tractor b) pickup truck c) baler
4. We load hay into the ___.
   a) seeder b) baler c) trailer
5. The ___ helps plant seeds quickly.
   a) sprayer b) seeder c) mower
6. A ___ carries manure to the field.
   a) grain cart b) manure spreader c) tipper
7. The ___ is a powerful off-road vehicle.
   a) SUV b) mower c) combine
8. A ___ is used for cutting grass.
   a) plough b) mower c) baler
9. A ___ helps to move grain from field to storage.
   a) grain cart b) seeder c) pickup
10. A ___ is often used to carry small tools and equipment.
    a) tipper b) pickup truck c) plough

Exercise 3. Translate into English. Use Present Simple.

1. Мы используем трактор каждый день.
2. Фермер водит пикап.
3. Опрыскиватель распыляет жидкость на растения.
4. Комбайн собирает урожай.
5. Мы перевозим зерно на зерновозе.
6. Он чинит культиватор.
7. Косилка срезает траву.

8. Плуг рыхлит почву.
9. Сеялка сажает семена.
10. Мы перевозим инструменты в прицепе.

Exercise 4. Read the text and answer the questions.

Modern Agricultural Machinery in Farming Life

In modern farming, agricultural machinery plays a very important role. Farmers no longer rely only on manual labor. Instead, they use different types of machines to save time and increase productivity. These machines help in plowing, planting, spraying, harvesting, and transporting goods. Among the most common machines on the farm is the tractor. A **tractor** is a powerful vehicle that pulls or pushes other equipment. Farmers use it to work in the fields, pull ploughs, or carry trailers.

Another very common machine is the **pickup truck.** Unlike the tractor, a pickup truck is used for transportation on roads and sometimes in fields. Farmers use pickup trucks to carry tools, small machines, or even animals. Many farmers own more than one pickup truck to support different tasks.

The **combine harvester** is one of the most important machines for harvesting. It cuts, threshes, and separates grain from crops such as wheat and corn. In the past, farmers needed many workers to do this job by hand. Today, with one combine harvester, the farmer can complete the same task much faster and with less effort.

When it is time to move goods or crops, **the trailer** is a very helpful tool. It is usually attached to a tractor or a truck and used to carry heavy items like hay, tools, or harvested grain. There are different types of trailers, depending on what needs to be transported. For example, an **open trailer** is often used to carry large bales of hay.

In some cases, farmers use a **tipper**. A tipper is a kind of trailer or truck that has a special bed which can be lifted to unload its contents easily. This is very useful for carrying soil, sand, or animal feed. The back of the tipper can open, and the contents slide out by gravity when the bed lifts up.

For spraying chemicals such as fertilizers or pesticides, the **sprayer** is the right equipment. It helps protect plants from pests and diseases. A modern sprayer can cover large areas quickly and evenly. It is usually pulled by a tractor or mounted on its back. Sprayers help improve the quality of the crops and reduce losses.

A **forage harvester** is a special machine that is used to chop grass or plants into small pieces to make silage. Silage is used to feed animals in winter. The forage harvester can collect and chop the plants at the same time and then blow them into a trailer that moves next to it. This machine is very important on dairy farms.

To plant seeds in the ground, farmers use a **seeder**. A seeder helps place the seeds at the right depth and with the right distance between them. Using a seeder saves a lot of time and gives better results than planting seeds by hand. Modern seeders can also add fertilizers while planting.

A **manure spreader** is another important tool. It is used to spread animal waste over the field. This process helps to fertilize the soil naturally. The machine spreads manure evenly over the surface, and this increases soil quality over time. Manure spreaders can be pulled by tractors or be self-propelled.

The **grain cart** is used during harvest time. It is a large container on wheels pulled by a tractor. The grain cart collects grain from the combine harvester and transports it to storage or a truck. This allows the combine harvester to keep working without stopping. The cart has an auger that unloads grain quickly.

Farmers also use **ploughs** to prepare the soil before planting. The plough turns the soil over, removes weeds, and helps air and water reach the roots of plants. Today, many ploughs are very advanced and can be adjusted for different soil conditions.

When it is time to cut grass for hay, farmers use a **mower**. The mower cuts grass quickly and evenly. There are small mowers for small farms and large ones for commercial use. After mowing, the grass is dried and later collected with another machine like a baler.

A **baler** is used to compress cut grass or hay into round or square bales. These bales are easy to transport and store. Balers save space and protect hay from moisture. There are different types of balers depending on the farm’s needs.

Finally, the **cultivator** is used after planting. It helps control weeds and break up the soil surface. Cultivators improve water flow and help crops grow better. Some cultivators are small and can be used with small tractors, while others are very large and powerful.

All of these machines have changed farming forever. Farmers today can work faster, grow more food, and use less manual labor. As technology continues to develop, agricultural machines will become even more efficient and help feed more people around the world.

Answer the questions**:**

1. What is the main function of a combine harvester?
2. How do farmers use pickup trucks on the farm?
3. What is the difference between a trailer and a tipper?
4. Why is a sprayer important for crop health?
5. What does a forage harvester produce for animals?
6. How does a seeder improve the planting process?
7. What is the purpose of a manure spreader?
8. How does a grain cart help during the harvesting process?
9. When do farmers usually use a plough?
10. What is the final product of a baler?

Exercise 5. Answer the questions. Use the vocabulary from the lesson.

1. What kind of vehicle is used for harvesting crops?
2. What machine helps plant seeds?
3. Which equipment spreads manure?
4. What is used to cut hay or grass?
5. Which vehicle is good for transporting goods over rough terrain?
6. What machinery pulls heavy equipment in the field?
7. Which machine is used to spray crops?
8. What do you use to collect and move harvested grain?
9. Which tool helps prepare the soil before planting?
10. What kind of machine compresses hay into bundles?

Exercise 6. Translate the sentences into Russian. Use Present Continuous.

1. The tractor is pulling the plough.
2. The farmer is driving the combine harvester.
3. We are loading hay into the baler.
4. She is planting seeds with the seeder.
5. They are cleaning the sprayer.
6. The pickup truck is carrying tools.
7. The manure spreader is working in the field.
8. I am checking the grain cart.
9. We are repairing the trailer.
10. He is unloading the tipper.

Exercise 7. Fill in the blanks. Use Present Perfect.

1. The farmer ___ (use) the plough to prepare the soil.

2. We ___ (drive) the tractor all morning.
3. They ___ (load) the trailer with tools.
4. I ___ (see) a new combine harvester at the exhibition.
5. She ___ (repair) the baler.
6. He ___ (use) the seeder twice today.
7. We ___ (buy) a new manure spreader.
8. They ___ (bring) the SUV to the farm.
9. The mechanic ___ (fix) the sprayer.
10. I ___ (unload) the grain cart already.

Exercise 8. Match the machine to its use.

1. Tractor	a) Plants seeds
2. Seeder	b) Cuts grass
3. Sprayer	c) Collects crops
4. Baler	d) Sprays chemicals
5. Pickup truck	e) Compresses hay
6. Combine harvester	f) Pulls machinery
7. Trailer	g) Carries tools
8. Tipper	h) Moves materials
9. Mower	i) Transports items
10. Plough	j) Prepares soil

Exercise 9. Translate the sentences into English. Use Past Simple.

1. Мы использовали трактор вчера.
2. Он засеял поле.
3. Я загрузил прицеп.
4. Они использовали самосвал.
5. Мы видели новый комбайн.
6. Фермер купил новую сеялку.
7. Мы починили культиватор.
8. Они обработали поле опрыскивателем.

9. Она срезала траву косилкой.
10. Я отвёз навоз разбрасывателем навоза.

Exercise 10. Complete the dialogue using the words from the lesson.

A: What machine do you use for cutting grass?
B: I use a _____.
A: Do you use a _____ to plant crops?
B: Yes, it's very efficient.
A: How do you carry heavy tools?
B: I use a _____ or a _____.
A: Did you buy a new _____ last week?
B: Yes, I did! It’s a very powerful machine.

(Use: seeder, mower, pickup truck, trailer, sprayer, combine harvester)

Exercise 11. Make your own short monologue.

Talk about your experience with agricultural machinery. Use at least 5 words from the lesson and at least one Present Perfect and one Past Simple sentence. (Approx. 5–6 sentences)

Exercise 12. Choose the correct tense (Present Simple, Present Continuous, or Present Perfect).

1. The tractor ___ (pull / is pulling / has pulled) the plough.
2. We ___ (drive / are driving / have driven) to the field now.
3. He ___ (uses / is using / has used) the sprayer every morning.
4. They ___ (have planted / are planting / plant) the seeds right now.
5. I ___ (load / loaded / am loading) the grain cart.
6. She ___ (has mowed / mows / is mowing) the grass.
7. The farmer ___ (checks / is checking / has checked) the baler daily.
8. I ___ (bought / am buying / buy) a new seeder last week.
9. We ___ (have cleaned / clean / are cleaning) the trailer.
10. They ___ (spread / are spreading / have spread) the manure already.

Exercise 13. Put the words in the correct order to make questions.

1. you / tractor / use / Do / a / ?
2. harvesting / What / for / use / do / machine / you / ?
3. spreader / manure / the / Has / cleaned / he / ?
4. use / baler / they / Did / the / yesterday / ?
5. fixing / Is / the / sprayer / he / ?
6. drive / the / SUV / Who / ?
7. planted / seeds / Have / the / they / ?
8. trailer / you / the / load / Did / ?
9. using / now / you / What / are / ?
10. buy / Did / new / a / seeder / you / ?

Exercise 14. Fill in the blanks with words from the list.

(tractor, sprayer, pickup truck, baler, trailer, mower, tipper, seeder, plough, combine harvester)

1. We use a _____ to cut the grass.
2. The _____ carries the tools.
3. He uses a _____ to compress hay.
4. The _____ plants seeds evenly.
5. A _____ is used to prepare the ground.
6. We drive a _____ to the fields.
7. The _____ helps harvest wheat.
8. A _____ sprays chemicals over crops.
9. We use a _____ to move soil.
10. The _____ holds all the equipment.

Exercise 15. Speak on topic «Types of agricultural machinery».

GRAMMAR PRACTICE

«The Present Perfect Tense and the Past Simple Tense»

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

Present Perfect Tense (Present Perfect) — это настоящее совершенное время в английском языке. Оно обозначает действие, которое завершилось в настоящий момент времени. Present Perfect (настоящее совершённое время) в английском языке обозначает действие, которое произошло в прошлом, но при этом имеет связь с настоящим. Например:

Maria has just broken her favourite cup. — Мария только что разбила свою любимую кружку. (Мария уже разбила кружку, то есть действие в прошлом, но вокруг неё сейчас лежат осколки — вот и связь с настоящим.)

Harry has bought a new car. — Гарри купил новую машину. (Он купил её в прошлом, но мы только сейчас видим его на новой машине — связь с настоящим.)

I'm a poet. However, I haven't published any verses yet. — Я поэт. Правда, я пока не опубликовал ни одного стихотворения. (То есть сейчас у меня нет опубликованных стихов, потому что в прошлом я их не опубликовал.)

Случаи употребления Present Perfect Tense.

1. Действие началось когда-то в прошлом и до сих пор продолжается:

Anna and Josh have been married for twenty years. — Анна и Джош женаты уже двадцать лет.

She has lived in Dubai since 2010. — Она живёт в Дубае с 2010 года.

2. Действие завершилось в период времени, который ещё продолжается:

The band has played 5 concerts on this tour. — Группа отыграла 5 концертов в этом туре.

3. Действие описывает пережитый опыт вплоть до настоящего момента. В отрицательных предложениях можно использовать наречие never, а в утверждениях и вопросах — ever:

Chef Kellum is the best cook I've ever met. — Шеф Келлам — лучший повар из тех, кого я знаю.

4. Если действие произошло в прошлом, но влияет на настоящее время:

Lisa has painted the walls. The paint is still wet. — Лиза покрасила стены. Краска всё ещё не высохла.

Слова-помощники или маркеры времени Present Perfect

Already — уже (чаще в утверждениях)
Yet — уже, пока ещё (в вопросах и отрицаниях)
Never — никогда
Ever — когда-либо
Before — раньше
Lately — в последнее время
Just — только что
Since — с какого-то времени
For — в течение
So far — на текущий момент
Until now / up to now — до настоящего момента
Recently — недавно
Today — сегодня

This morning/evening — этим утром/вечером
This week/year/etc. — на этой неделе / в этом году и т. п.

Exercises

Exercise 1. Put the verbs in brackets in Present Perfect.

1. He _____ (finish) training.
2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!
9. I’m tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

Exercise 2. Make sentences negative and interogative.

1. I _____ (not clean) my football boots.
2. They _____ (not start) their meal.
3. I _____ (not do) my homework.
4. He _____ (not win) all his matches this year.
5. My brother and I _____ (not see) any films this week.
6. It's my birthday party today. I _____ (not invite) many people.
7. He _____ (not wash) his hands. They're very dirty.
8. Mum's really angry. We _____ (not tidy) our room!

9. I can't play with my friends this evening. I _____ (not finish) my homework.
10. I _____ (not visit) New York for three years.
11. Where's Alison? We _____ (not see) her since yesterday.
12. Dad _____ (not take) a holiday since last August.
13. John _____ (not play) the violin since he was at school.

Exercise 3. Make sentences using **for** and **since.**

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

Exercise 4. Nick is getting ready to travel. He is going to visit his Granny. Read the list of things he must do before travelling. Write what he has done and what he hasn't done.

THINGS TO DO

- to pack the suitcases (+)
- to water the flowers (+)
- to take my library book back
- to say 'good-bye' to Nigel (+)
- to clean my shoes
- to call Granny (+)
- to buy some food and drinks (+)
- to clean the parrot's cage
- to change the water for the fish
- to buy a present for Granny (+)

Разница между Present Perfect и Past Simple

Present Perfect or Past Simple

1. **Незаконченное действие** *Darya Dontsova **has written** 50 detective stories.* **(она все еще жива и пишет, результат к настоящему моменту)**	1. **Законченное действие в прошлом** *Pushkin **wrote** many interesting stories* **(он уже ничего не напишет)**
2. I **have been** to the USA three times. (к настоящему моменту)	2. My grandmother **went** to the USA three times. (в течение жизни)
3. Действие произошло в прошлом, но результат есть в настоящем I **have lost** my key! I'm trying to find it.	3. Действие произошло и завершилось в прошлом, встало в цепочку прошедших событий I **lost** my key but soon I **got** a new one.
4. Есть маркер Present Perfect (this week, today, etc) I'**ve seen** John this week.	4. Есть маркер Past Simple **(yesterday, last week, last month, … ago)** I **saw** John last week.

Scan the QR-code and do the exercise by yourself. Then show the results to your teacher.

UNIT 2 BASIC MAINTENANCE

LESSON 1 CHECKING FLUIDS REGULARLY

TOPICAL VOCABULARY

1. Engine oil – моторное масло 2. Coolant – охлаждающая жидкость 3. Brake fluid – тормозная жидкость 4. Power steering fluid – жидкость гидроусилителя руля 5. Transmission fluid – трансмиссионная жидкость 6. Hydraulic fluid – гидравлическая жидкость 7. Diesel fuel – дизельное топливо 8. Gasoline – бензин 9. Antifreeze – антифриз 10. Windshield washer fluid – жидкость для омывателя лобового стекла	11. AdBlue (urea solution) – жидкость AdBlue (водный раствор мочевины) 12. Radiator fluid – жидкость радиатора 13. Gear oil – масло для коробки передач 14. Differential oil – масло для дифференциала 15. Grease – смазка 16. Air conditioning refrigerant – хладагент кондиционера 17. Dipstick – щуп (для проверки уровня жидкости) 18. Reservoir – резервуар, бачок 19. Fill level – уровень заполнения 20. Injection fluid – впрыскиваемая жидкость

Exercise 1. Match the English word to its correct Russian translation.

1. Engine oil — 2. Coolant — 3. Brake fluid — 4. Power steering fluid — 5. Transmission fluid — 6. Hydraulic fluid — 7. Dipstick — 8. Reservoir — 9. Fill level — 10. Antifreeze —	a) система охлаждения b) тормозная жидкость c) уровень заполнения d) щуп e) моторное масло f) трансмиссионная жидкость g) гидравлическая жидкость h) антифриз i) жидкость гидроусилителя руля j) резервуар

Exercise 2. Choose the word that best fits the sentence.

1. You check the oil level using a _____.
 a) radiator
 b) dipstick
 c) muffler
2. The _____ helps cool the engine.
 a) coolant
 b) fuel
 c) grease
3. _____ is used in steering systems.
 a) Air intake
 b) Transmission fluid
 c) Power steering fluid
4. The _____ holds the coolant.
 a) battery
 b) reservoir
 c) exhaust
5. We filled the _____ with new fluid.
 a) gear
 b) filter
 c) brake system
6. _____ prevents the engine from freezing.
 a) Antifreeze
 b) AdBlue
 c) Washer fluid
7. _____ lubricates the gearbox.
 a) Coolant
 b) Gear oil
 c) Air
8. _____is used in climate control.
 a) Fan belt
 b) AC refrigerant
 c) Dipstick
9. The _____ is low — we need to add fluid.
 a) fan

b) fill level
c) pistons
10. _____removes dirt from the windshield.
a) Injection fluid
b) Windshield washer fluid
c) Grease

Exercise 3. Translate into English. Use new vocabulary.
1. Я проверил уровень масла щупом.
2. Антифриз заливают в радиатор.
3. Резервуар был пуст.
4. Мы долили тормозную жидкость.
5. Гидравлическая жидкость необходима для работы.
6. Жидкость для стеклоомывателя закончилась.
7. Уровень масла ниже нормы.
8. Они добавили жидкость в систему охлаждения.
9. Мы используем дизельное топливо в тракторе.
10. Жидкость в системе рулевого управления нуждается в замене.

Exercise 4. Read the text and answer the questions.

Fluids in Agricultural Machinery and Automobiles

In agricultural machinery and automobiles, fluids play a vital role in maintaining performance, safety, and durability. Each fluid has a specific function and must be maintained at the correct level to ensure the vehicle or machine operates efficiently. Let's take a look at the most important fluids, where they are located, how they are checked, and why they are essential.

Engine oil is one of the most important fluids in any engine. It lubricates the moving parts, reduces friction, and prevents overheating. Without enough engine oil, the engine components would wear out quickly, leading to breakdowns or even total engine failure. To check the engine oil, one uses a dipstick. The dipstick is usually located near the engine and allows you to see the oil level and its condition. If the oil is dark and dirty, it needs to be replaced. When the oil level is low, more oil should be added until it reaches the proper fill level. The fill level should always be between the minimum and maximum marks on the dipstick.

Another critical fluid is **coolant**. Coolant, also known as antifreeze, helps regulate the engine's temperature. It circulates through the radiator and engine, removing excess heat. Without coolant, the engine can overheat, especially during hot weather or when the machine is used for long hours. Coolant is stored in a reservoir, usually made of plastic, with clear level markings. The coolant level should be checked regularly and topped up if needed. If the coolant appears rusty or dirty, it should be flushed and replaced.

Brake fluid is essential for the braking system to function correctly. It transfers force from the brake pedal to the brake calipers, allowing the vehicle to stop. If the brake fluid is low or contaminated, the brakes may feel soft or may not work at all. The brake fluid reservoir is often found near the back of the engine compartment, and it usually has a transparent body to make checking easier. Regular maintenance is required to ensure the brake fluid is clean and at the right level. If it turns brown or has debris, it should be replaced immediately.

Power steering fluid allows the driver to steer the vehicle with ease. In tractors and other large agricultural machines, steering would be difficult and exhausting without this fluid. It is stored in a small reservoir under the hood. Signs of low power steering fluid include difficulty turning the wheel or hearing whining noises during steering. When refilling, the fluid level must not exceed the recommended fill line.

Transmission fluid is another vital fluid, especially in automatic transmissions. It lubricates the moving parts within the gearbox and helps with gear shifting. When transmission fluid is low, the gears may slip or shift roughly. In most cars and some machinery, the transmission fluid is also checked with a dipstick. However, checking this fluid should be done with the engine running and the transmission warm, following the manufacturer's instructions.

Hydraulic fluid is commonly used in agricultural machinery like tractors, loaders, and harvesters. It powers various systems including lifting arms, plows, and other implements. Without hydraulic fluid, these components wouldn't function. Leaks, low fluid, or dirty hydraulic fluid can result in slow or no movement in hydraulic systems. Regular checks and proper filtration are essential to keep the system working correctly.

Gear oil is used in manual transmissions and differentials. It's thicker than engine oil and designed to handle high pressure and loads. Gear oil must be changed according to the maintenance schedule to prevent damage

to the gears. Unlike engine oil, gear oil is not checked with a dipstick. Instead, there are usually plugs on the gearbox or differential housing that are removed to inspect the oil level and condition.

Diesel fuel is the most common type of fuel used in agricultural machines. It is stored in the fuel tank and delivered to the engine through the fuel system. Clean fuel is critical to engine performance. Contaminated or dirty diesel can clog the fuel filter and cause injector failure. That's why it's important to use good-quality fuel and regularly replace the fuel filter.

Washer fluid is often overlooked, but it is important for safety. It helps clean the windshield, especially when the glass is covered with dust or mud from the field. The reservoir for washer fluid is usually clearly marked and should be refilled when low. In cold climates, winter washer fluid with antifreeze properties should be used.

Grease is used in specific mechanical parts like joints, bearings, and linkages. It is applied using a grease gun and stays in place better than oil. Greasing is part of routine maintenance for agricultural machinery and ensures long life and smooth operation of moving parts.

Each of these fluids needs to be checked regularly and replaced according to the maintenance schedule. Over time, fluids become dirty, lose their effectiveness, or evaporate. Operators should always monitor warning lights or unusual sounds. Many systems are now equipped with sensors that alert the driver if a fluid is low. However, manual checks remain essential.

A reservoir is a container that holds fluid in a vehicle or machine. It may be pressurized or simply gravity-fed, depending on the system. All reservoirs should be kept clean and sealed to prevent contamination. Most reservoirs have markings to help measure the fluid level without opening them.

The fill level indicates how much fluid should be in a system. Underfilling or overfilling can both cause damage. That's why it's important to know the correct capacity of each fluid in the machine you operate. Owners' manuals and stickers under the hood usually provide this information.

The proper use and maintenance of fluids in agricultural machinery and automobiles are key to ensuring long-lasting and safe operation. Neglecting fluids leads to equipment breakdowns, safety hazards, and costly repairs. Regular checks, timely replacements, and knowledge of each system make every operator better prepared for the demands of the job.

Answer the questions:

1. What tool is used to check the level of engine oil, and where is it usually located?
2. Why is coolant important, and what problems can occur if the coolant is low or dirty?
3. How does brake fluid help in the operation of a vehicle's braking system?
4. What are the signs that the power steering fluid might be low?
5. When and how should transmission fluid be checked in most vehicles?
6. What types of systems in agricultural machines rely on hydraulic fluid?
7. How is gear oil different from engine oil in terms of usage and viscosity?
8. Why is clean diesel fuel important for engine performance?
9. What purpose does washer fluid serve, especially in rural or farming environments?
10. What is a reservoir, and why is it important to keep it sealed and clean?

Exercise 5. Answer the questions using vocabulary from the topic**.**

1. What kind of fluid do you use in the cooling system?
2. How do you check the oil level?
3. Where is brake fluid stored?
4. What fluid do you need for the power steering system?
5. What can happen if you run out of coolant?
6. Which fluid is used in gearboxes?
7. Why is antifreeze important in winter?
8. How often should you check transmission fluid?
9. What tool do you use to check engine oil?
10. What is stored in a reservoir?

Exercise 6. Fill in the blanks. Use Present Simple or Present Continuous.

1. I _____ (check) the brake fluid now.
2. He always _____ (use) a dipstick before long trips.
3. We _____ (refill) the reservoir at the moment.
4. The technician _____ (change) the coolant today.

5. They often _____ (forget) to check the fill level.
6. The tractor _____ (run) on diesel fuel.
7. I _____ (add) windshield washer fluid now.
8. My mechanic _____ (inspect) the hydraulic system.
9. We usually _____ (use) antifreeze in cold seasons.
10. She _____ (replace) the power steering fluid today.

Exercise 7. Translate into Russian. Use the correct tense.

1. He has already checked the oil level.
2. They are changing the transmission fluid now.
3. We filled the brake fluid yesterday.
4. I have never used a dipstick.
5. She is cleaning the reservoir.
6. They replaced the coolant last week.
7. The mechanic has added new grease.
8. I always check the windshield fluid before a trip.
9. He is pouring in antifreeze.
10. We have already filled the power steering fluid.

Exercise 8. Match the parts and their function.

1. Dipstick —	a) stores cooling liquid
2. Radiator —	b) helps cool the engine
3. Brake fluid —	c) lubricates gear system
4. Reservoir —	d) checks oil level
5. Gear oil —	e) used to wash windshield
6. Coolant —	f) reduces engine noise
7. Windshield washer fluid —	g) helps start the engine
8. Spark plug —	h) stores fluid
9. Muffler —	i) transfers rotation to engine parts
10. Fan belt —	j) enables braking

Exercise 9. Choose the correct verb form. (Past Simple / Present Perfect)

1. I _____ (add) the coolant yesterday.
2. We _____ (never/use) AdBlue in this machine.
3. They _____ (check) the dipstick before the trip.

4. The mechanic _____ (already/replace) the oil filter.
5. I _____ (not see) the fill level warning before.
6. She _____ (just/add) brake fluid.
7. We _____ (use) this antifreeze last winter.
8. He _____ (change) the reservoir a week ago.
9. They _____ (already/test) the fuel.
10. I _____ (fill) the transmission fluid last month.

Exercise 10. Make sentences using given prompts. (Use Present Simple / Continuous)
1. I / check / dipstick / every week
2. He / refill / reservoir / now
3. They / use / diesel fuel / in tractors
4. We / test / brake fluid / at the moment
5. She / replace / windshield fluid / regularly
6. You / add / coolant / now?
7. The mechanic / check / hydraulic system
8. It / seem / fill level / be low
9. I / usually / check / oil level / before trip
10. He / never / forget / use / antifreeze

Exercise 11. Complete the dialogue using vocabulary from the lesson.

Mechanic: Hello! What seems to be the problem?

Driver: I think there's something wrong with the _____.

Mechanic: Did you check the _____ with the _____?

Driver: Yes, and the _____ was below the minimum mark.

Mechanic: We may need to refill the _____.

Driver: Could it be the _____?

Mechanic: Possibly. We should also inspect the _____.

Driver: Great. Can you also check the _____ level and the _____?

Mechanic: Of course! I'll get started right away.

Exercise 12. Rearrange the words to form correct sentences.

1. oil / dipstick / with / check / the / I
2. was / low / coolant / the / level
3. brake / the / filled / fluid / mechanic / the
4. uses / antifreeze / winter / in / he
5. fluid / steering / add / we / power / must
6. gear / oil / replace / you / should
7. full / reservoir / is / the
8. transmission / the / he / tested / fluid
9. refill / will / I / washer / fluid
10. already / checked / have / we / radiator

Exercise 13. Choose and justify (monologue practice). Choose one fluid or part and explain:

What it is

Where it is located

Why it is important

How often it should be checked

Example: I will talk about coolant. It is used to prevent the engine from overheating…

Exercise 14. Role-play a situation (dialogue practice).

Student A: You are a tractor driver. Describe a technical problem you're having with a fluid or part.

Student B: You are a mechanic. Ask questions, suggest solutions, and explain the repair.

Use at least 5 words from the vocabulary.

Exercise 15. Match the sentence to the fluid or part.

1. "I can't steer properly." — 2. "The engine is overheating." — 3. "I can't see through my windshield." — 4. "Brakes feel soft." — 5. "The oil level is fine." — 6. "The fluid is low in the container." — 7. "I hear strange sounds in the gearbox." — 8. "The car doesn't start well." — 9. "There's white smoke from the exhaust." — 10. "The system was dry and rusty." —	a) Power steering fluid b) Coolant c) Windshield washer fluid d) Brake fluid e) Dipstick f) Reservoir g) Gear oil h) Spark plug i) Antifreeze j) Hydraulic fluid

Exercise 16. Below is a list of common problems related to fluids in agricultural machinery and vehicles. Choose one problem and prepare a short monologue (10-15 sentences) explaining:

- What the problem is
- How it was discovered
- How it will be solved
- What you will do to prevent it in the future

Use the speech phrases below to help you structure your answer.

List of Problems with Fluids (choose one):

1. Low engine oil level
2. Dirty brake fluid
3. Overheated engine due to lack of coolant
4. Power steering fluid leak
5. Hydraulic system failure caused by low fluid
6. Gearbox making noise due to old gear oil
7. Contaminated diesel fuel
8. Clogged oil filter
9. Cracked coolant reservoir

10. Washer fluid ran out during work in the field

Example:
“Yesterday, while working in the field, I noticed the engine was overheating. I checked the coolant reservoir and saw that the coolant level was too low. This problem could damage the engine if not fixed quickly. I stopped the engine and waited for it to cool down. Then I added new coolant and checked for leaks. From now on, I will check the coolant level every morning before work. It is important to prevent serious damage and save time.”

English Phrase	**Перевод**
I would like to talk about…	Я хотел(а) бы рассказать о…
Recently, I had a problem with…	Недавно у меня была проблема с…
The issue was discovered when…	Проблема была обнаружена, когда…
I noticed that…	Я заметил(а), что…
It turned out that…	Оказалось, что…
I decided to…	Я решил(а)…
First, I…	Сначала я…
Then, I…	Затем я…
I fixed the problem by…	Я решил(а) проблему, сделав…
I will prevent this in the future by…	В будущем я предотвращу это, …
It is important to…	Важно…
This experience showed me that…	Этот опыт показал мне, что…
From now on, I will always…	С этого момента я всегда буду…
This problem could have damaged…	Эта проблема могла повредить…
I learned that regular checks are necessary.	Я понял(а), что необходимы регулярные проверки.

«Modal verbs»

Modal verbs (перевод на рус. модальные глаголы) — особая группа глаголов английского языка, которая отличается в использовании от всех остальных глаголов. Сфера их применения обширна: когда вам нужно рассказать о своих умениях, попросить разрешение, запретить что-то, дать совет, рассказать об обязательствах.

Модальные глаголы в английском включают небольшую группу глаголов, не выражающих какое-либо действие или состояние. Они отражают отношение говорящего к действию. В русском языке мы используем в таких случаях глаголы «могу», «умею» «должен», «способен», «необходимо», «обязан».

*I **can** learn all words in 5 minutes. — Я **могу** выучить все слова за 5 минут.*

*You **should** spend more time preparing your homework. — Тебе **следует** уделять больше времени подготовке домашних заданий.*

Вопросительные предложения с модальными глаголами используются без вспомогательных глаголов, модальный выносится на первое место.

***Can you** learn all words in 5 minutes? — Ты можешь выучить все слова за 5 минут?*

Чтобы сделать отрицательное предложение, после модального глагола ставится частица **not**.

*I **cannot** learn all words in 5 minutes. — Я **не могу** выучить все слова за 5 минут.*

*You **should not** spend so much time on this problem. — Тебе **не следует** так много времени уделять этой проблеме.*

Обратите внимание, что частица not пишется слитно с глаголом can, с остальными — раздельно. Также возможна короткая форма: can’t, shouldn’t, mustn’t, couldn’t, mightn’t. Глаголы may и shall в отрицательных предложениях крайне редко употребляются в короткой форме. А у глаголов will и would есть короткая форма в утвердительной форме: ‘ll, ‘d.

Правила употребления модальных глаголов

Поскольку это особая группа глаголов, есть у них и свои особенности в использовании.

1. Модальные глаголы самостоятельные, не требуют вспомогательных глаголов (см. выше вопросительные и отрицательные предложения), за исключением be to и have to.

Do you have to *work at night to make money for your family. — Ты вынужден работать по ночам, чтобы заработать денег для семьи?*

2. Модальный глагол всегда идет в паре со смысловым, который употребляется в начальной форме: can play (может играть), should stay (должен остаться). В глаголах have to, be to и ought to частица to относится к модальному глаголу, а не к смысловому.

He ***is not to*** *be here at 5 o'clock, he is to be here at 7. — Он не должен быть здесь в пять часов, он должен быть здесь в 7.*

3. Модальный глагол не меняется по лицам и числам, не имеет окончание. С некоторыми исключениями — have to, be to. Первый принимает форму has to в 3-м лице, единственного числа. Второй изменяется по обычным правилам: am to, is to, are to.

He has to *write everything down, otherwise he will forget. — Ему нужно все записывать, иначе он забудет.*

4. Не все модальные глаголы могут употребляться в прошедшем времени. Обычно это необходимо для согласования времен в косвенной речи, при рассказе о каких-то событиях в прошлом. Замена будет происходить следующим образом:

- can — could,
- will — would,
- may — might,
- have to — had to.

Глагол can в прошедшем времени можно также заменить вариантом was/were able to, глагол must — had to.

I could speak good English when I lived in London. — Я хорошо мог говорить по-английски, когда жил в Лондоне.

Основные модальные глаголы английского и их значение

Modal verbs	**Когда используется**	**Пример употребления**
Can / could Могу / мог бы, способен	Выражает умение, физические способности, возможность что-то сделать.	*A small child **cannot** dress himself. — Маленький ребенок не умеет одеваться сам. **Could** you close the window? — Вы могли бы закрыть окно?*
Should / Следует	Необходимость что-то сделать, мягкая рекомендация, совет, разумное требование	*You **should** get things in order before you leave. — Тебе следует привести в порядок дела до отъездаYou **shouldn't** smoke, it's unhealthy. — Вам не следует курить, это вредно для здоровья*
Must Должен (правило, закон)	Необходимость что-то сделать,	*We **must** hurry up or we'll miss the train. — Мы должны поторопиться, иначе опоздаем на поезд.*
Have to Должен (вынужден)	Необходимость что-то сделать, потому что так требуют обстоятельства. В отрицательной форме — необязательность что-то делать	*I **had to** give him my wallet, otherwise he would have killed me. — Я вынуждена была отдать ему кошелек, иначе бы он убил меня*

Modal verbs	Когда используется	Пример употребления
May / might Может / мог (возможность)	Выражает вероятность чего-то, разрешение что-то сделать. Might — прошедшее время или значение «возможно»	*It **may** snow. — Может пойти снег.You **may** eat this apple after dinner. — Ты можешь съесть это яблоко после ужина.*
Ought to Следует, должен (совет, моральный долг)	Необходимость что-то сделать в силу моральных обязательств	*You **ought to** visit your older parents more often. — Вам следует чаще навещать престарелых родителей.*
Be to Должен (согласно договоренности, расписанию)	Необходимость, потому что так установлено правилами или была предварительная договоренность, есть инструкция или указания	*The meeting **is to** take place at 5 in our office. — Собрание планируется провести в 5 часов в нашем офисе.What **are we to** do now? — И что нам теперь делать?*

Exercise 1. Choose the correct word.

1. **Should / Could** you open the window? It's too hot in the room.
2. I **have to / could** go to the dentist. I have a terrible tooth-ache.
3. **May / Should** I borrow your bicycle tomorrow, please?
4. The summer holidays begins tomorrow, so we **needn't / mustn't** go to school.
5. I think you **ought / might** to see a doctor.
6. You **may / must** be joking. He couldn't eat so many ice-creams.
7. That **mustn't / can't** be his car. He isn't so rich to have "Rolls-Royce".
8. I **can / might** do it later but I'm not sure.
9. You **must / ought to** be polite with your parents.
10. You **must / ought to** be very hungry. Would you like a sandwich?

Exercise 2. Fill in: must, mustn't, can, can't, needn't, have to

1. A: I can't sleep. I have a headache.
B: You ____ take an aspirin.
2. A: People are wasting too much water.
B: I think we ____ try to save water at home.
3. A: How about going to the cinema now?
B: Sorry, I can't. I ___ prepare for the project.
4. A: Would you like me to help you?
B: No, you ____ bother. I'll do it by myself.
5. A: Ann is coming. Look!
B: It ____ be. She is in America now.
6. A: You ____ take pictures in the zoo.
B: I'm sorry.
7. A: Would you like to play football?
B: No, I ____ help my dad with shopping.
8. A: What a lucky! I've won a million!
B: You ____ be joking.
9. A: Excuse me, you ___ use your camera here.
B: I'm sorry.
10. A: If you are tired, you ___ go home now.

B: Thank you. Good bye.

Exercise 3. Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

1. It's necessary for you to answer the questions now.

need You ……. now.

2. You should see a doctor.

better You ……..... a doctor.

3. You mustn't walk on the flowerbed.

allowed You ……. on the flowerbed.

4. It's not a good idea for you to go out tonight.

not You …….. tonight.

5. You should be very careful with a child.

to You …….. very careful with a child.

Exercise 4. Paraphrase the sentences using modal verbs as in the example

1. I advise you to buy this book.

…You ***should/ought to*** buy this book…

2. It isn't necessary for him to take the exam again.

_____

3. I'm sure Terry isn't at the office.

_____

4. It is possible that Janet will call me this evening.

_____

5. You aren't allowed to eat and drink in the lab.

_____

6. We are obliged to clock in and out every day.

_____

7. I'm sure the boys weren't upset with the result.

_____

8. Would you like me to do anything to help?

_____

9. Perhaps we will go for a picnic on Sunday afternoon.

_____

10. Sam managed to reach the top of the mountain after climbing for several hours.

_____

11. How about throwing a party on your birthday?

_____

12. It wasn't necessary for John to attend the seminar.

_____

13. They are obliged to go to a meeting every week.

_____

14. How about visiting some friends on Saturday?

_____

Exercise 5. Underline the correct word (words).

1. A: Could/May/Shall you tell me the time, please?
B: Yes. It's a quarter past ten.
2. A: Would/Shall/Will we go shopping tonight?
B: Yes. We need to buy some food.
3. A: May/Should/Would I help you, madam?
B: Yes, please. Can/Shall/Would I have these shoes in black, please?
4. A: Would/Should/Shall I get you another cup of tea?
B: No, thank you. I've had enough.
5. A: Can/Shall/May you post this letter for me please?
B: Certainly. I'll do it on my way home from work.
6. A: Shall/Would/Could I speak to Jenny, please?
B: I'm sorry, she's not here at the moment.
A: Oh. Must/Shall/Would I call later, then?
7. A: May/Will/Would I have a glass of water, please?
B: Yes, I'll get you one.
A: Could/May/Shall you put ice in it, please?
8. A: Did you call Jane?
B: No, I didn't need to/needn't because I saw her at work.
9. A: Shall/May/Could you help me, please?
B: Yes, of course.
10. A: You mustn't/needn't/couldn't lock the door.
B: Oh, will you do it when you leave?

Exercise 6. Choose the right variant

1. You …B… do you homework before you watch TV.

A can’t B should C shall

2. …… I come in? It’s rather could out there.

A Should B May C Must

3. You …… water the plants this weekend; they look dry.

A are able to B needn’t C ought to

4. …… you collect the children from school, please?

A Must B Will C May

5. …… you play the piano?

A Can B Must C Should

6. I …… buy some milk. There isn’t any left.

A mustn’t B may C must

7. When …… I call you?

A shall B must C needn’t

8. I …… swim before I was able to walk.

A might B could C can

9. You …… walk to work. I’ll give you a lift.

A must B needn’t C may

10. Tim …… be out. There are no lights on.

A shall B should C must

Exercise 7. Write out all the modal verbs and explain their function.

1. You can visit Westminster Abbey when you are in London.

2. On 16 November 2010 it was announced that Prince William and Catherine Middleton were to marry.

3. Thomas Hardy's heart was to be buried with his wife.

4. What should be done to preserve the historic monument?

5. I must buy the video of the Royal Wedding ceremony.

6. The tourists have to cross the bridge and they will see the Tower.

7. At the Abbey you will be able to see the memorial of David Frost, a modern journalist and writer.

Quick Test

I.Choose the correct word.

1. She **may / must** be joking. She couldn't eat so many ice-creams.
2. I **can / might** do it later but I'm not sure.
3. You **must / ought to** be very hungry. Would you like a hot dog?
4. **Should / Could** you open the window? It's too hot in the classroom.
5. You **must / ought to** be polite with your parents.
6. The summer holidays begin tomorrow, so we **needn't / mustn't** go to school.
7. I **have to / could** go to the dentist. I have a terrible toothache.
8. I think you **ought / might** to see a doctor.
9. That **mustn't / can't** be his car. He isn't so rich to have "Rolls-Royce".
10. **May / Should** I borrow your laptop tomorrow, please?

II.Fill in: must, mustn't, can, can't, needn't, have to

1. A: Ann is coming. Look!

B: It ____ be. She is in America now.

2. A: If you are tired, you ___ go home now.

B: Thank you. Good bye.

3. A: Excuse me, you ___ use your camera here.

B: I'm sorry.

4. A: People are wasting too much water.

B: I think we ____ try to save water at home.

5. A: What a lucky! I've won a million!

B: You ____ be joking.

6. A: How about going to the cinema now?

B: Sorry, I can't. I ___ prepare for the project.

7. A: I can't sleep. I have a headache.

B: You ____ take an aspirin.

8. A: You ____ take pictures in the zoo.

B: I'm sorry.

9. A: Would you like me to help you?

B: No, you ____ bother. I'll do it by myself.

10. A: Would you like to play football?

B: No, I ____ help my dad with shopping.

III.Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

1. It’s not a good idea for you to go out tonight.

not You …….. tonight.

2. You should be very careful with a child.

to You …….. very careful with a child.

3. You should see a doctor.

better You ……..... a doctor.

4. It’s necessary for you to answer the questions now.

need You ……. now.

5. You mustn’t walk on the flowerbed.

allowed You ……. on the flowerbed.

LESSON 2 CHANGING A TYRE: STEP-BY-STEP

TOPICAL VOCABULARY

1. Spare tyre – запасное колесо 2. Jack – домкрат 3. Lug wrench – баллонный ключ 4. Wheel chocks – противооткатные упоры 5. Safety first – безопасность прежде всего 6. Flat tyre – спущенное колесо 7. Tighten the nuts – затянуть гайки 8. Loosen the nuts – ослабить гайки 9. Raise the car – поднять автомобиль 10. Lower the car – опустить автомобиль	11. Wheel bolts – колесные болты 12. Tyre pressure – давление в шинах 13. Car manual – руководство по эксплуатации автомобиля 14. Emergency triangle – аварийный знак 15. Gloves – перчатки 16. Hubcap – колпак (на колесе) 17. Torque wrench – динамометрический ключ 18. Trunk – багажник 19. Parking brake – стояночный тормоз 20. Roadside assistance – помощь на дороге

Exercise 1. Match the words with their Russian translations.

1. Spare tyre – 2. Jack – 3. Lug wrench – 4. Wheel chocks – 5. Safety first – 6. Flat tyre – 7. Tighten the nuts – 8. Loosen the nuts – 9. Raise the car – 10. Lower the car –	а) ослабить гайки б) затянуть гайки в) поднять автомобиль г) домкрат д) запасное колесо е) спущенное колесо ж) безопасность прежде всего з) противооткатные упоры и) баллонный ключ к) опустить автомобиль

Exercise 2. Choose the correct option

Spare tyre ---Jack ---Lug wrench ---Wheel chocks---Safety first-

Flat tyre---Tighten the nuts--- Loosen the nuts ---Tyre pressure---Trunk

1. Always put _____ behind the wheels before using the jack.
2. A _____ is used to lift the car.
3. You need a _____ to remove the wheel nuts.
4. A _____ helps reduce the risk of rolling when parked.
5. If the car tyre is flat, you should use the _____.
6. Don't forget to use the _____ before starting the repair.
7. After putting on the new tyre, you must _____the nuts.
8. When removing the tyre, first _____ the nuts.
9. It's important to check _____ regularly.
10. A _____is often found in the trunk.

Exercise 3. Translate from English into Russian

1. Spare tyre
2. Flat tyre
3. Tighten the nuts
4. Raise the car
5. Lower the car
6. Parking brake
7. Torque wrench
8. Emergency triangle
9. Gloves
10. Roadside assistance

Exercise 4. Read the text and answer the questions.

Replacing a Car Wheel

One rainy afternoon, John was driving home from work when he suddenly heard a strange noise coming from the left side of his car. He stopped the vehicle on the roadside and stepped out to check the problem. Unfortunately, he found a flat tyre. John knew he had to replace it immediately before it got dark. He opened the trunk and found his spare tyre, along with the jack, lug wrench, and wheel chocks.

Before starting, he remembered that safety first is always important. He put on his gloves, placed the emergency triangle a few meters behind the car to warn other drivers, and applied the parking brake. Then he positioned the wheel chocks behind the wheels on the opposite side to prevent the car from rolling.

Next, he used the lug wrench to slightly loosen the nuts on the flat tyre while the car was still on the ground. After that, he placed the jack under the correct jacking point and slowly raised the car until the wheel was off the ground. He finished removing the nuts and carefully took off the flat tyre. He put it aside and lifted the spare tyre from the trunk. He aligned the spare tyre with the bolts and slid it into position.

Once the spare tyre was in place, John tightened the nuts by hand as much as he could. Then he lowered the car using the jack until it was fully on the ground again. Using the lug wrench, he tightened the nuts in a criss-cross pattern to ensure they were secure. To make sure the nuts were properly tightened, he used his torque wrench, which he always kept in his toolbox.

After the replacement was complete, John packed away the tools and put the flat tyre into the trunk. He removed the wheel chocks, took off his gloves, and checked the tyre pressure with a tyre pressure gauge to ensure it was safe to drive. Everything seemed fine, so he got back into the car and continued his journey, feeling proud that he had fixed the problem on his own.

John always believed in being prepared for emergencies. That’s why he also carried roadside assistance contact numbers, a flashlight, a first-aid kit, and extra gloves in his vehicle. He knew that sometimes, replacing a wheel isn’t just about having the right tools — it’s also about staying calm, thinking clearly, and acting safely. The experience made him feel more confident and reminded him how important basic mechanical skills can be.

Answer the questions:

1. What problem did John encounter with his car?
2. Which tools did John take from the trunk to replace the tyre?
3. Why did he place an emergency triangle behind the car?
4. What did John do before lifting the car with the jack?
5. How did he prevent the car from rolling during the process?
6. When did John use the torque wrench?
7. What safety actions did he take before starting the repair?
8. What did he do after lowering the car back to the ground?
9. How did John check if the tyre was safe for driving?
10. What other emergency items does John carry in his vehicle?

Exercise 5. Translate from Russian into English

1. Запасное колесо
2. Спущенное колесо
3. Домкрат
4. Баллонный ключ
5. Противооткатные упоры
6. Поднять автомобиль
7. Ослабить гайки
8. Стояночный тормоз
9. Перчатки
10. Аварийный знак

Exercise 6. Answer the questions using the vocabulary

1. What should you do before lifting the car with a jack?
2. Where do you usually find the spare tyre?
3. How do you remove a flat tyre?
4. What tool do you use to loosen wheel nuts?
5. Why is it important to use wheel chocks?
6. What must be done after replacing the wheel?
7. How can you check tyre pressure?
8. What tool helps to tighten nuts with correct force?
9. What should you wear on your hands during the process?
10. Who can you call if you can't change the wheel yourself?

Exercise 7. Complete the sentences using Present Simple or Present Continuous

1. He always _____ (check) the tyre pressure before driving.
2. I _____ (replace) the flat tyre right now.
3. We _____ (use) the lug wrench to remove the nuts.
4. She _____ (not/know) where the jack is.
5. They _____ (put) the wheel chocks behind the tyres now.
6. My brother usually _____ (drive) carefully.
7. The mechanic _____ (fix) the car at the moment.
8. I _____ (not/have) gloves in my toolbox.
9. Look! The tyre _____ (go) flat again.
10. Dad always _____ (keep) an emergency triangle in the trunk.

Exercise 8. Match the situations with the correct actions

1. The car starts to roll. 2. The wheel won't come off. 3. The jack is not working. 4. It's dark and you need visibility. 5. You lost the wheel nuts. 6. You don't know how to use the tools. 7. The tyre is flat. 8. You feel unsafe. 9. You forgot gloves. 10. The spare tyre is missing.	а) Call roadside assistance. б) Use wheel chocks. в) Use a flashlight. г) Replace the spare tyre. д) Find instructions in the car manual. е) Ask someone to bring gloves. ж) Use a torque wrench. з) Report the missing item. и) Try to loosen the bolts again. к) Don't panic and think logically.

Exercise 9. Write a short monologue

Instructions: Describe a situation when you had to (or imagine you had to) change a flat tyre. Mention at least 6–7 target vocabulary words.

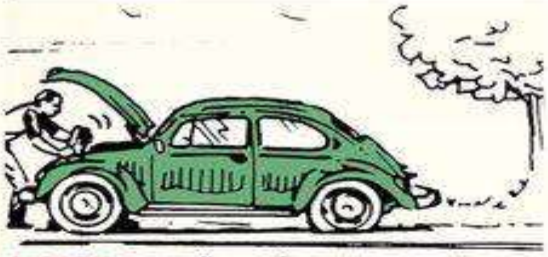
Exercise 10. Fill in the blanks in the following dialogue between two drivers.

A: Hey, do you have a_____? My tyre is flat.

B: Sure. Do you also need a _____ to lift your car?
A: Yes, and a _____ to take off the wheel.
B: Don’t forget to place the _____ behind the wheels.
A: Thanks. I always say, “_____!”
B: Do you know how to _____ the nuts properly?
A: I’ll use a _____ later for that.
B: Good. Where’s your _____?
A: It’s in the _____. I’ll grab it now.
B: Great. Let me know if you need help!

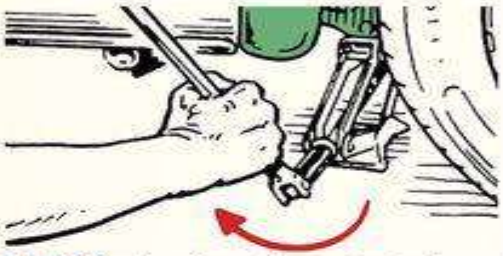
Exercise 11. Speak on topic «Changing a tyre» using the pictures.

HOW TO CHANGE A FLAT TIRE



1: **PARK** car on flat surface, put on emergency brake and hazard lights, put block on tire diagonally opposite flat tire, and remove spare tire from car.

2: **REMOVE** hubcap so you can get to the lug nuts. Loosen nuts with lug wrench. Don't take any of them off yet—loosen just enough to "crack" them.



3: **PLACE** jack underneath car at a sturdy part of the frame. Check your owner's manual for correct placement. Turn crank at end of jack by hand until it contacts the frame.

4: **ADD** jack handle for leverage. Crank handle until wheel is high enough above the ground to remove the tire. Don't stick your hands or legs under the car—it could fall and injure you.

5: **REMOVE** lug nuts from wheel by turning them counterclockwise, and keep them in your hubcap so they don't roll away. Remove flat tire and lay flat. You don't want it to roll away either.

6: **LINE UP** spare tire with wheel studs and place on car. Once wheel is on, replace lug nuts and tighten them by hand, and then with your lug wrench, until you meet firm resistance.

7: **LOWER JACK** until wheel is firmly on the ground. Finish tightening your lug nuts. To get the lug nuts on as tightly as possible, unleash the power of the star pattern.

8: **SPARE** tires aren't supposed to be driven on for long distances or at high speeds, so you need to drive slowly and get your flat tire fixed and replaced as soon as possible.

LESSON 3 CHECKING LIGHTS AND SIGNALS

TOPICAL VOCABULARY

1. Sensor – датчик	11. Brake lights – стоп-сигналы
2. Temperature sensor – датчик температуры	12. Turn signals – поворотники
3. Oil pressure sensor – датчик давления масла	13. Hazard lights – аварийные огни
4. Fuel level sensor – датчик уровня топлива	14. Light sensor – датчик освещённости
5. Speed sensor – датчик скорости	15. RPM sensor – датчик оборотов двигателя
6. Brake sensor – датчик тормозов	16. Battery voltage sensor – датчик напряжения аккумулятора
7. Airbag sensor – датчик подушки безопасности	17. Bulb – лампочка
8. Oxygen sensor – кислородный датчик	18. Fuse – предохранитель
9. Headlights – фары	19. Check engine light – индикатор «проверь двигатель»
10. Taillights – задние фонари	20. Wiring – проводка

Exercise 1. Match the English words with their Russian translations.

1. Sensor	a) датчик уровня топлива
2. Fuel level sensor	b) предохранитель
3. Headlights	c) фары
4. Brake lights	d) лампочка
5. Hazard lights	e) «проверь двигатель»
6. Bulb	f) проводка
7. Fuse	g) стоп-сигналы
8. Check engine light	h) датчик
9. Wiring	i) аварийные огни
10. Airbag sensor	j) датчик подушки безопасности

Exercise 2. Choose the correct word for each definition.

Words: sensor, fuse, wiring, turn signals, taillights, bulb, brake sensor, speed sensor, temperature sensor, oxygen sensor

1. A device that measures vehicle speed.
2. Rear red lights that are always on at night.
3. A part that protects a circuit from overload.

4. A light part that emits light when current passes.
5. A light that flashes to indicate turning.
6. A component measuring engine heat.
7. A system of wires for electrical flow.
8. A signal for sudden stops.
9. A sensor that measures exhaust gases.
10. A general term for a measuring device in a system.

Exercise 3. Translate the sentences into English using the vocabulary.

1. Этот датчик измеряет температуру двигателя.
2. Фары автомобиля не работают.
3. Проверь предохранители в блоке.
4. Датчик давления масла установлен на двигателе.
5. Поворотники включаются автоматически.
6. Уровень топлива низкий, датчик показывает красный сигнал.
7. Проверь проводку в задних фонарях.
8. Индикатор «проверь двигатель» загорелся.
9. Датчик подушки безопасности работает неправильно.
10. Лампочка в фаре перегорела.

Exercise 4. Read the text and answer the questions.

Identifying Vehicle Lights and Troubleshooting Faulty Lights

Understanding the lighting system of a vehicle is essential for both road safety and vehicle maintenance. Vehicles such as cars, trucks, and agricultural machinery like tractors and combines are equipped with several types of lights and sensors. These include headlights, taillights, brake lights, turn signals, and hazard lights. Each serves a unique purpose and is connected to a system of wiring, fuses, and bulbs that ensure proper function.

Headlights are located at the front of the vehicle and are used for visibility at night or in poor weather. Most vehicles have low and high beams. Taillights are red lights at the rear of the vehicle and are turned on with the headlights. Brake lights are also located at the rear and turn on when the brake pedal is pressed. Turn signals, found on both the front and rear corners, flash to indicate a turn. Hazard lights flash all four turn signals at once to warn others in case of an emergency.

All of these lights are powered by the vehicle's electrical system and require working bulbs and intact fuses. A fuse is a safety device that protects

the wiring and components by breaking the circuit if the current is too strong. A blown fuse will stop the connected light from working. Bulbs are small glass components that emit light when powered. If a bulb is burnt out, the light will not function.

In modern vehicles and agricultural machines, sensors play an important role in monitoring systems. For example, a brake light sensor detects when the brakes are applied and activates the lights. A fuel level sensor shows the amount of fuel in the tank. A speed sensor sends information to the dashboard. The check engine light is a dashboard warning that turns on when there is a problem with the engine or electrical components, including the lights.

To identify and troubleshoot a faulty light, follow a few steps. First, visually inspect the light. If it's not working, check the bulb. Remove the cover and replace the bulb if it's blackened or broken. If the new bulb doesn't solve the issue, inspect the fuse box. Fuses are labeled, and a burnt fuse will appear dark or melted. Replace it with one of the same type and rating. If the fuse and bulb are fine, the wiring could be the problem. Damaged or corroded wiring may need to be repaired or replaced by a technician.

Checking lights regularly is important. Malfunctioning brake lights or turn signals can cause accidents or traffic fines. In tractors or other machinery used in the field, working lights are essential for early mornings or late evenings. The same applies to hazard lights, which should be functional during roadside stops or in dangerous conditions.

Learning to identify and maintain these lights ensures safer driving and proper operation of both road and agricultural vehicles.

Answer the questions:

1. What is the main function of headlights on a vehicle?
2. Where are brake lights located, and when do they turn on?
3. What is the purpose of hazard lights?
4. How can you tell if a bulb needs to be replaced?
5. What does a fuse do in the vehicle's electrical system?
6. What should you check first if a light isn't working?
7. What role does a brake light sensor play in lighting?
8. Why is it important to maintain working lights on a tractor?
9. What does the check engine light indicate?
10. What steps should you follow when troubleshooting a faulty light?

Exercise 5. Answer the questions using the vocabulary. Answer in full sentences.

1. What does a temperature sensor do?
2. Where can you find the brake lights?
3. What happens when the fuse is blown?
4. Why is the “check engine” light important?
5. What is the function of the bulb in headlights?
6. What can cause a wiring problem?
7. What does the speed sensor control?
8. What should you do if the hazard lights don’t work?
9. Where is the fuel level sensor located?
10. How do turn signals improve road safety?

Exercise 6. Complete the dialogue using words from the topic.Fill in the blanks with suitable words.

A: Hi! Something’s wrong with my car. The _____(1) light is on.
B: Did you check the _____ (2)?
A: Yes. I think the _____ (3) might be faulty.
B: What about the _____ (4)? Are they working?
A: No, neither the _____ (5) nor the _____ (6) are on.
B: It could be a problem with the _____ (7) or the _____ (8).
A: I’ll check the _____ (9) and maybe replace a_____ (10).

Exercise 7. Translate from English to Russian.

1. Brake sensor
2. Turn signals
3. Temperature sensor
4. Wiring
5. Hazard lights
6. Bulb
7. Oil pressure sensor
8. Headlights
9. Oxygen sensor
10. Check engine light

Exercise 8. Fill in the gaps with appropriate vocabulary words.

1. The _____warns you if the airbag is not functioning.
2. If your _____blows, replace it with one of the same rating.
3. The _____helps you see the road at night.
4. The _____ measures how fast the car is going.
5. A faulty _____might not detect low oil pressure.
6. The _____ show when the car is braking.
7. All _____ must be checked if lights don't work.
8. The _____ turns on if there is an engine problem.
9. The _____ must be replaced if the light is dim.
10. _____ flash when you press the emergency button.

Exercise 9. Speak about the topic (monologue).

Task: Describe how to check the lights and sensors in a vehicle or a tractor. Use key words from the vocabulary. Make up 10-15 sentences and talk for 1–2 minutes.

Exercise 10. Multiple Choice: Choose the correct answer.

1. What part measures the car's speed?
 a) Brake lights
 b) Speed sensor
 c) Bulb
 d) Wiring
2. Which device protects the electrical system?
 a) Fuse
 b) Hazard lights
 c) Headlights
 d) Airbag
3. Which lights indicate emergency?
 a) Turn signals
 b) Headlights
 c) Brake lights
 d) Hazard lights
4. What is a sensor used for?
 a) Starting the engine
 b) Opening the door
 c) Measuring physical conditions

d) Holding the tyre

5. Which part shows when you need to stop quickly?
a) Bulb
b) Brake lights
c) Oxygen sensor
d) Reservoir

6. What might cause a warning signal on the dashboard?
a) Flat tyre
b) Bad fuse
c) Dirty seats
d) Broken mirror

7. Where is the fuel level sensor?
a) Dashboard
b) Inside the tank
c) On the tyre
d) In the fuse box

8. Which lights are red and always on at night?
a) Brake lights
b) Turn signals
c) Taillights
d) Headlights

9. What helps detect engine overheating?
a) Brake sensor
b) Temperature sensor
c) Light bulb
d) Fuse

10. What shows a bulb is burned out?
a) Speed sensor
b) Headlights
c) Check engine light
d) Wiring

SUPPLEMENTARY READING

Modern Sensors in Vehicles and Agricultural Machinery

Modern vehicles and agricultural machinery are becoming more advanced thanks to the use of electronic sensors. These sensors help monitor different systems, improve performance, reduce fuel consumption, and increase safety. In both cars and farm equipment like tractors and harvesters, sensors are essential for proper operation and diagnostics. One of the most common sensors is the temperature sensor. It monitors the engine temperature and sends information to the control unit. If the engine becomes too hot, a warning light appears on the dashboard. This helps the driver avoid serious damage to the engine. In cold conditions, the sensor also helps manage the heating system.

Another important sensor is the fuel level sensor. It is located inside the fuel tank and shows how much fuel is left. The driver can see this on the dashboard. If the fuel is low, a warning light turns on. This sensor is especially important for long-distance driving or when working in the field far from a fuel station. The oil pressure sensor checks the oil circulation in the engine. If the oil pressure drops, the sensor sends a signal to warn the driver. Driving with low oil pressure can damage the engine, so this sensor is vital for maintenance.

Modern vehicles also use oxygen sensors in the exhaust system. These sensors check how much oxygen is in the exhaust gases. They help control fuel efficiency and reduce emissions. In agricultural machines, such sensors are used to keep emissions within environmental standards. Speed sensors are also common. They monitor the speed of the wheels and send data to the speedometer. These sensors also work with the anti-lock braking system (ABS) to prevent the wheels from locking during emergency braking.

Pressure sensors are found in tires. These sensors measure air pressure and send information to the dashboard. If a tire loses pressure, the driver receives a warning. This helps prevent accidents and improves fuel efficiency. In tractors, pressure sensors are also used in hydraulic systems to monitor fluid force and ensure correct operation of lifting equipment.

In addition, many modern machines use GPS sensors. These sensors help with navigation and are often used in precision farming. Farmers use GPS data to plan routes, plant seeds, and manage fields more effectively.

Some systems also use rain sensors, which detect moisture on the windshield and automatically turn on the wipers. Light sensors adjust the brightness of the display or turn on headlights when it gets dark.

Overall, sensors play an important role in modern automotive and agricultural technology. They help drivers and operators work more safely, efficiently, and with less damage to the environment. Understanding how these sensors work allows users to troubleshoot problems, perform basic checks, and take action when necessary. With more smart sensors being developed, vehicles and machines continue to become more intelligent and reliable.

Answer the questions:

1. What is the main role of sensors in modern vehicles and machinery?
2. How does the temperature sensor protect the engine?
3. Where is the fuel level sensor located?
4. What happens when oil pressure is too low?
5. What is the function of an oxygen sensor?
6. How do speed sensors contribute to safety?
7. Why are tire pressure sensors important?
8. How are pressure sensors used in tractors?
9. What is the benefit of GPS sensors in farming?
10. How do light and rain sensors help the driver?

GRAMMAR PRACTICE

«The Past Simple and the Past Continuous Tense. Regular and Irregular Verbs»

	Past Simple	Past Continuous
Образуется	• Правильные глаголы V+ed • Неправильные глаголы Таблица неправильных глаголов • Вспомогательный глагол To do в форме прошедшего времени – did (используется в отрицательных и вопросительных предложениях)	• Вспомогательный глагол To be в форме прошедшего времени – was/were (используется во всех видах предложений) • Формула was/were V+ing
Употребляется	Для выражения действия, которое произошло в прошлом и продолжения не имеет (факт прошлого)	Для выражения длительного действия, которое происходило в прошлом
Слова-показатели	Yesterday, the day before yesterday, last week/month/year, ago	While, when, as, all day/week, from … to…

	Past Simple	and Past Continuous
+	I worked yesterday. He went to Paris last year.	I was working at 5 o'clock yesterday. We were watching the news yesterday in the evening.
-	I didn't work yesterday. He didn't go to Paris last year.	I wasn't working at 5 o'clock yesterday. We weren't watching the news yesterday in the evening.
?	Did you work yesterday? Yes, I did. / No, I didn't Did he go to Paris last year? Yes, he did. / No, he didn't.	Were you working at 5 o'clock yesterday? Yes, I was. / No, I wasn't. Were they watching the news yesterday in the evening? Yes, they were. / No, they weren't.

Exercise 1. Determine the tense of the verb in the sentences below and make these sentences negative.

1. I was at home.
2. We were at the lesson.
3. We were learning English.
4. You were eating lunch.
5. You ate a sandwich for lunch.
6. It was raining hard.
7. It rained cats and dogs.

Exercise 2. Determine the tense of the verb in the sentences below and make these sentences interrogative.

1. She was in New York.
2. She visited her friends in New York.
3. He was speaking to John.
4. He spoke to John about his work.
5. They were in the office.
6. They were working in the office.
7. They finished the work.

Exercise 3. Open the brackets by using verbs in Past Simple or Past Continuous.

1. I (to go) to the cinema at four o'clock yesterday.
2. They (to go) to the cinema when they met me.
3. I (to go) to the cinema yesterday
4. She (to learn) words the whole evening yesterday.
5. She (to learn) words when mother came home.
6. He (to work) in the garden yesterday.
7. He (to work) in the garden from five till eight yesterday.
8. My sister is fond of read-ing. She (to read) the whole evening yesterday.
9. The children (to do) their lessons at six o'clock yesterday.
10. I (not to play) the pi-ano yesterday. I (to write) a letter to my friend.
11. I (not to play) the piano at four o'clock yester-day. I (to read) a book.
12. He (not to sleep) when father came home. He (to do) his home-work.

13. When I (to go) to school the day before yester-day, I met Mike and Pete. They (to talk) and (to eat) an ice-cream.

14. The baby (to sleep) the whole evening yesterday. She (feel) bad.

15. What your father (to do) from eight till nine yesterday?

16. Why she (to cry) when I saw her yesterday?

Exercise 4. Fill in the gaps in the dialogue using verbs in Past Simple or Past Continuous.

Ann: How ____ your holiday at the seaside?

Ben: Oh, it ____ wonderful, thank you! We ____ a great fun!

Ann: What (you / do)_____there?

Ben: In the mornings, while my parents still (have breakfast) _____, I (play) _____ tennis with my friend Harry. After that, at about 10 o'clock we (swim) _____ in the sea and (play)_____ football on the beach.

Ann: Yes, that sounds good! And what (you / do)_____ in the afternoons after your lunch?

Ben: After lunch (we / go)_____ on some interesting excursions around the place where (we / stay) _____ that week. In the evenings after dinner (we /watch)_____ films on TV or (we / play) _____ chess with my Dad.

Ann: I see, and what (you / do)_____ between 5 pm and dinner time?

Ben: Well, when the weather was nice and warm, my friend and I (have fun)_____ at the seaside. We (swim)_____or (play)_____volleyball on the beach.

Ann: Fantastic! Next time I'll go with you.

Exercise 5. Translate sentences into English using verbs in Past Simple or Past Continuous.

1. В то время, когда Катя путешествовала по Америке, она узнала, что известная поп-звезда выступает в Лос-Анджелесе.

2. Я смотрел телевизор в то время, когда случилось это ужасное происшествие.

3. Когда прозвенел звонок, ученики все еще писали сочинение.

4. Что Вы делали вчера в пять часов вечера? — Вчера в пять часов вечера я ехал на машине и слушал радио.

5. Ты видела Сергея и Михаила в воскресенье? — Да, когда я их видела, они играли в волейбол в парке. — Странно, они обычно играют в парке по субботам.

Exercise 6. Fill in the gaps in the dialogue using verbs in Past Simple or Past Continuous.

1. ____ you _____ (to wait) for me at 5 p.m.? — Yes, I ____.
2. They_____ (to finish) their work at 11 o'clock and then _____ (to come) home.
3. It _____ (to get) dark, so we_____(to decide) to return.
4. While Jack _____ (to translate) the text, we_____ (to work) on the project.
5. A young man (to run) out into the street. He _____(to carry) a cat in his hands.
6. What_____you_____(to do) when I _____(to phone) you yesterday?
7. John_____(to listen) to the radio when the batteries _____(to run) out.
8. The robbers_____(to steal) the car and they _____ (to drive) away.
9. She_____(to go) to buy a dress, but a thief _____ (to steal) all her money.
10. She_____ (to slip),_____ (to fall) over and_____ (to break) her leg.
11. I ____ a light in your window as I _____ (to go) by.
12. Yesterday while I _____ (to walk) down Cherry Lane, I _____ (to meet) my friend Thomas.

Quick Test

Exercise 1. Write the past simple form of these regular and irregular verbs.

1 cry	8 chat
2 travel	9 happen
3 send	10 say
4 enjoy	11 know
5 stop	12 try
6 break	13 cut
7 fall	14 turn

Exercise 2. Complete the sentences with the past simple form of the verbs in Exercise 1.

1 Last summer, my friend and I around the south of France. We really ourselves.

2 you at the end of the film? I thought it was really sad.

3 Sarah is very angry. What you to her? You to her yesterday.

4 I my grandmother an email yesterday with a photo but she (not) how to open the attachment!

5 My mobile phone on the floor but the screen (not). That was lucky!

6 I didn't see the accident. It all very quickly.

7 My PC was making a strange noise so I using it and it off.

8 We to open the box with a knife but my dad himself. There was blood everywhere!

Exercise 3. Write questions with the past simple.

1 When / you / buy / that tablet / ?

2 How much / your new computer / cost / ?

3 What / you / do / after school yesterday / ?

4 Why / you / not / call me last night / ?

5 Where / Dad / save / the photos / on the computer / ?

6 Which files / you / delete / ?

7 How many copies / Gary / print / yesterday / ?

8 Which company / Steve Jobs / help to start / ?

Exercise 4. Write the *-ing* form of the verbs.

1 attach 2 tie 3 run 4 save 5 give 6 get 7 delete	8 change 9 upload 10 think 11 win 12 spot 13 serve 14 realise

Exercise 5. Fill in the gaps with verbs in Past Continuous or Past Simple and translate the sentences.

1. Peter (stay) at a seaside hotel on holiday when he (meet) his friend.
2. While I (have) lunch the sun (come) out again.
3. Who … you (talk to) on the telephone when I came?
4. While Mary (read) the letter she (notice) many spelling mistakes.
5. She (go) to bed when suddenly she (see) a mouse.
6. We (sit) down to dinner when the doorbell (ring).
7. Mary's grandfather (hurt) his back while he (dig) in the vegetable garden yesterday.
8. While he (sleep), the doctor (arrive).
9. What … she (wear) when you (see) her at the party?
10. What… she (want) when she (visit) you yesterday?
11. Somebody (knock) on the front door while I (have) breakfast.
12. How much money … you (spend) last Christmas?
13. My father (give) me money and I (spend) it all in one day.
14. Peter (not/feel) very well, so he (consult) his doctor.
15. Where …you (live) at this time last year?
16. Peter (not/look) at me as he (speak).
17. When the ambulance (arrive), the patient (sleep) like a child.
18. I (read) when he (call).
19. They (wait) for the bus when I (see) them.
20. What …you (do) when you (see) them?

UNIT 3 COMMON VEHICLE PROBLEMS

LESSON 1 MY CAR WON'T START!

TOPICAL VOCABULARY

1. Battery – аккумулятор 2. Dead battery – севший аккумулятор 3. Starter motor – стартер 4. Ignition switch – замок зажигания 5. Fuel pump – топливный насос 6. Spark plug – свеча зажигания 7. Fuse – предохранитель 8. Wiring problem – проблема с проводкой 9. Empty fuel tank – пустой топливный бак 10. Blocked fuel line – засоренная топливная магистраль	11. The engine won't turn over – Двигатель не проворачивается 12. The dashboard lights are off – приборная панель не загорается 13. The starter is clicking – Стартер щёлкает 14. It was working fine yesterday – Вчера всё работало нормально 15. It stopped after I turned off the engine – Всё остановилось после того, как я заглушил двигатель 16. Maybe the battery is flat – Возможно, аккумулятор разряжен 17. It could be the starter motor – Возможно, дело в стартере 18. Try turning the key again – Попробуй снова повернуть ключ 19. Did you leave the lights on overnight? – Ты оставил фары включёнными на ночь? 20. Let’s check the basics first – Давай сначала проверим простые вещи

Exercise 1. Match the word with its Russian translation

1. Battery 2. Starter motor 3. Fuel pump 4. Ignition switch 5. Empty fuel tank 6. Wiring problem 7. Spark plug 8. Fuse 9. Blocked fuel line 10. Dead battery	A. Проблема с проводкой B. Стартер C. Пустой топливный бак D. Разряженный аккумулятор E. Свеча зажигания F. Предохранитель G. Топливный насос H. Аккумулятор I. Блокировка топливной магистрали J. Замок зажигания

Exercise 2. Multiple Choice – Choose the correct translation

1. Let’s check the basics first
 a) Давай заменим стартер
 b) Давай сначала проверим простые вещи
 c) Давай зальём масло
2. The engine won't turn over
 a) Двигатель перегревается
 b) Двигатель не проворачивается
 c) Двигатель заглох
3. Maybe the battery is flat
 a) Возможно, аккумулятор заряжен
 b) Возможно, аккумулятор разряжен
 c) Возможно, что-то с топливом
4. The starter is clicking
 a) Стартер щёлкает
 b) Стартер сгорел
 c) Стартер гудит
5. Try turning the key again
 a) Попробуй заменить свечу
 b) Попробуй повернуть ключ снова
 c) Попробуй покачать бак

6. Did you leave the lights on overnight?
 a) Ты залил бензин?
 b) Ты оставил фары включёнными на ночь?
 c) Ты выключил зажигание?
7. It stopped after I turned off the engine
 a) Оно не заводится с утра
 b) Это произошло после того, как я включил двигатель
 c) Всё остановилось после того, как я заглушил двигатель
8. It could be the starter motor
 a) Это может быть стартер
 b) Это точно свеча
 c) Это масло закончилось
9. Wiring problem
 a) Проблема с топливом
 b) Проблема с проводкой
 c) Проблема с коробкой передач
10. Fuse
 a) Свеча
 b) Фара
 c) Предохранитель

Exercise 3. Translate into English

1. Пустой топливный бак
2. Свеча зажигания
3. Проблема с проводкой
4. Замок зажигания
5. Попробуй снова повернуть ключ
6. Возможно, аккумулятор разряжен
7. Давай проверим простые вещи
8. Двигатель не проворачивается
9. Стартер щёлкает
10. Ты оставил фары включёнными на ночь?

Exercise 4. Read the text and answer the questions.

It was early in the morning when Alex, a farm mechanic, received a call from a local farmer who reported that his tractor wouldn't start. When Alex arrived, he noticed the ignition switch was turned, but nothing happened. The dashboard lights didn't come on, and there was no sound from the starter motor. The first thought that came to mind was that the battery might be dead. Using a multimeter, Alex tested the battery voltage and confirmed it was completely drained.

Before replacing the battery, he asked the farmer what had happened the day before. The farmer explained that he had parked the tractor in the open field overnight, and there had been heavy rain. Alex suspected a possible wiring problem due to moisture or corrosion. He checked the battery terminals, which were dirty and corroded. After cleaning them and jump-starting the battery, the dashboard lit up, but the engine still didn't crank.

Next, Alex turned his attention to the starter motor. Using a test light, he verified that power was reaching the motor, but it didn't respond. He tapped it gently with a wrench, a trick mechanics sometimes use, and it suddenly clicked into action. The engine turned over once, then stopped. This pointed to another possible issue: a weak connection or a failing starter motor.

Since the engine turned but didn't start, Alex checked the spark plugs. Spark plugs are critical for ignition, and if they are worn or fouled, they won't create the necessary spark. In this case, they looked clean, but he noticed a blown fuse in the ignition system. After replacing the fuse, the tractor started briefly and died again. This suggested a possible issue with fuel delivery.

Alex listened closely for the sound of the fuel pump, but it wasn't running. A working fuel pump should make a humming noise when the ignition is turned on. No sound indicated that the pump wasn't working at all. He checked the fuse and relay for the fuel pump, but both were functional. He then inspected the fuel lines and found a blockage caused by sediment buildup in the tank. After cleaning the lines and replacing the fuel filter, the fuel began flowing properly again.

Still, the tractor struggled to stay running. Alex remembered to check the air intake system. If the air filter is clogged or blocked, the engine won't receive enough air to burn the fuel properly. The filter was indeed clogged with dust and debris. Replacing it immediately improved the engine's performance.

Later that week, Alex was called to examine a car that wouldn't start. The owner said the car had worked fine the day before but now it just clicked when the key was turned. This is a common symptom of a dead battery or a failing starter motor. The battery voltage was fine, so Alex tested the ignition switch. When the switch doesn't send the proper signal, the starter motor won't engage. The ignition switch was faulty, and once replaced, the car started without a problem.

Another case involved a combine harvester that had fuel in the tank, a working battery, but still wouldn't start. Alex asked if the fuel gauge had been working properly. The operator admitted that the gauge had been stuck for weeks, and it might have been empty when refueled. Alex checked the dipstick and noticed the oil level was low and dirty, which could affect engine compression. He also found that the safety switch under the driver's seat had been disconnected, preventing the machine from starting as a safety measure.

In another instance, a pickup truck wouldn't start after sitting idle during the winter. When Alex arrived, he found signs of rodent damage in the engine bay. Mice had chewed through important wires leading to the ignition system. After replacing the damaged wiring, the vehicle started up again.

When diagnosing why a vehicle won't start, it's important to gather information about what happened before the problem occurred. This includes how the vehicle behaved when it last ran, whether there were any warning lights on the dashboard, or if there were unusual sounds. All of these clues help determine if the cause is electrical, fuel-related, or mechanical.

Sometimes it's as simple as a drained battery or an empty fuel tank. Other times, it could be more complex, such as a malfunctioning fuel pump, ignition switch, or blocked lines. Environmental conditions also play a role. Cold temperatures, rain, or moisture can damage components like the starter motor or cause corrosion in the battery terminals or wiring harness.

Many modern agricultural machines and vehicles have onboard diagnostics that can help pinpoint issues. However, older equipment still relies heavily on manual checks and experience. Having the right tools, such as a multimeter, test light, and diagnostic scanner, is essential for any mechanic.

Troubleshooting a no-start condition requires patience, methodical inspection, and knowledge of how different systems interact—starting from the battery and ignition system, to the starter motor, fuel delivery system, and engine components like spark plugs and air filters. In all cases, safety

comes first. Always use proper safety gear and procedures when inspecting or repairing a vehicle.

Answer the questions:

1. What was the first issue Alex suspected when the tractor didn’t start?
2. Why didn’t the dashboard lights come on initially?
3. What tool did Alex use to test the battery voltage?
4. How did Alex confirm there was a problem with the starter motor?
5. What caused the blockage in the fuel line?
6. How did replacing the air filter improve the tractor’s performance?
7. What symptom did the car show when the ignition switch was faulty?
8. How did rodents affect the pickup truck’s ability to start?
9. What was preventing the combine harvester from starting, despite having fuel?
10. Why is it important to gather information about the events before the vehicle failed to start?

Exercise 5. Fill in the blanks.Complete the sentences with the correct vocabulary words.

1. I turned the _____, but the car didn’t start.
2. The _____might be empty — check the fuel gauge.
3. The _____ is completely dead. Let’s try jump-starting.
4. There’s a clicking sound from the _____.
5. We should check the _____; maybe a wire is loose.
6. The engine won't _____over.
7. The _____is likely burnt out; the dashboard is dark.
8. He forgot to turn off the _____, and the battery drained.
9. Do you think it could be the _____switch?
10. I think the _____line is blocked.

Exercise 6.Answer the questions using vocabulary from the lesson

1. What would you do if your car doesn't start?
2. How can you check if the battery is flat?
3. What might cause the dashboard lights not to work?

4. What does it mean if the starter is only clicking?
5. What is the first thing to check when the car won’t start?
6. How can an empty fuel tank affect the engine?
7. What is the function of a fuse in a car?
8. What happens if the ignition switch is faulty?
9. Why is a wiring problem dangerous?
10. What might you hear if the battery is weak?

Exercise 7. Match the situations with possible causes.

Situation	Possible Cause
1. Dead battery 2. Starter motor 3. Ignition switch 4. Fuel pump 5. Faulty wiring 6. Clogged fuel filter 7. Blown fuse 8. Corroded terminals 9. Blocked air intake 10. Safety switch	a. No electrical power to start the engine b. Worn out or not engaging with the engine c. Driver cannot turn the key or press the button d. Fuel is not being delivered to the engine e. Electrical connection is broken or damaged f. Fuel cannot pass through to the injectors g. Power is cut off due to a broken circuit h. Poor connection at the battery posts i. Engine isn’t getting enough air to start j. Prevents starting if clutch or brake is not pressed

Exercise 8. Translate the sentences into Russian

1. Maybe the battery is flat.
2. Try turning the key again.
3. The engine won’t turn over.

4. It could be the starter motor.
5. Did you leave the lights on overnight?
6. The fuel pump may not be working.
7. Let’s check the basics first.
8. The ignition switch seems broken.
9. The spark plug needs replacing.
10. There’s a problem with the wiring.

Exercise 9. Complete the dialogue using the correct phrases from the box.

1. Maybe the battery is flat.
2. Did you leave the lights on overnight?
3. It was working fine yesterday.
4. Let’s check the basics first.
5. The starter is clicking.
6. Try turning the key again.
7. I think it’s the ignition switch.
8. The fuse might be blown.
9. No lights on the dashboard.
10. I filled the tank yesterday.

Sample Dialogue (fill in the blanks):

A: My car won’t start again!
B: Oh no. What’s happening?
A: When I turn the key, _____.
B: Hmm. _____. Any lights on the dashboard?
A: Nope, _____.
B: _____. You didn’t leave anything on overnight?
A: I don’t think so. _____.
B: Let’s take a look. _____.
A: Alright. Could it be the fuel?
B: Unlikely. _____.
A: Maybe _____.

Exercise 10. Monologue practice

Instructions: Prepare a short spoken monologue (10–15 sentences) on the topic: "My vehicle didn't start this morning. What I did and what I think the problem was." Use at least 10 words or phrases from the vocabulary list.

SUPPLEMENTARY READING

The Morning It Wouldn't Start

James woke up early on a frosty winter morning, the kind where your breath fogs up the windows before you even step outside. He had an important meeting in the city and didn't want to be late. He grabbed his coffee, put on his gloves, and headed to his truck, parked under a layer of snow.

Sliding into the driver's seat, he pushed the key into the **ignition switch** and turned it. Nothing. Just a faint click. He tried again. Still nothing. He sighed. "Come on, don't do this today," he muttered.

His first thought was the **battery**. Maybe it was a **dead battery**—cold mornings could drain power quickly. He popped the hood and checked the **terminals**. They looked fine, but he noticed some **corrosion** on one of them. Could that be the problem?

Next, he considered the **starter motor**. If the battery wasn't the issue, maybe the starter had failed. He tapped it lightly with a wrench—an old trick his father had taught him—but still, the engine remained silent.

He then checked the **fuses**, wondering if a **blown fuse** had cut power somewhere in the system. Everything seemed intact. Frustrated but determined, James opened the fuel door and thought about the **fuel pump**. Could it be that fuel wasn't reaching the engine?

Inside the cabin, he turned the key again and listened. This time, a low hum came from the back—maybe the fuel pump was working after all. He remembered once having trouble with the **clogged fuel filter** in his old car, but this truck was fairly new.

He got out and walked around to the front again. Then he remembered the **safety switch** connected to the clutch pedal. He tried pressing it firmly while starting the truck. Still, no success.

As a last resort, he opened the **air intake** to check for any **blockage**. A small bird's nest—half-frozen—had lodged itself deep inside the air duct. He carefully removed it, feeling both guilty and amazed.

One last time, he sat down, turned the key while pressing the clutch. The engine sputtered, then roared to life. A puff of white smoke curled out of the tailpipe as the **engine** finally warmed up.

James smiled to himself. It wasn't just about starting a vehicle—it was a quiet victory over a machine that had temporarily said "no."

Exercise 1. Answer the questions:

1. What was James's first clue that something was wrong with the car?
2. What weather conditions did James face that morning?
3. Why did James suspect the battery was the problem?
4. What did James notice on the battery terminals?
5. What part of the engine did James tap with a wrench?
6. What did James hear when he turned the key a second time?
7. Why did James check the fuel pump and fuel system?
8. What animal-related discovery did James make in the air intake?
9. How did the bird's nest affect the car's ability to start?
10. What did James feel when the engine finally started?

Exercise 2. Match the words with their definitions. Match the word from the story to the correct definition. Write the correct letter.

1. Ignition switch 2. Dead battery 3. Starter motor 4. Corrosion 5. Fuel pump 6. Fuse 7. Air intake 8. Clutch pedal 9. Tailpipe 10. Blockage	A. A device that sends fuel to the engine B. A pipe through which exhaust gases leave the car C. A pedal that disconnects the engine from the wheels temporarily D. A buildup or object that prevents flow E. A small device that protects electrical circuits F. A switch used to start the engine G. A damaged or drained power source H. A device that helps start the engine I. Damage caused by rust or chemicals on metal J. An opening where air enters the engine

LESSON 2 STRANGE NOISES WHILE DRIVING

TOPICAL VOCABULARY

1. Squeaking – скрип 2. Rattling – дребезжание 3. Grinding – скрежет 4. Knocking – стук 5. Hissing – шипение 6. Clunking – глухой удар 7. Whining – вой 8. Clicking – щелканье 9. Buzzing – жужжание 10. Popping – хлопки	11. Engine noise – шум двигателя 12. Tyre noise – шум шин 13. Brake squeal – визг тормозов 14. Transmission noise – шум трансмиссии 15. Fan belt noise – шум ремня вентилятора 16. Suspension creak – скрип подвески 17. Wheel bearing noise – шум подшипника колеса 18. Air leak sound – звук утечки воздуха 19. Exhaust rattle – дребезг выхлопной системы 20. Loose part noise – шум болтающейся детали

Exercise 1. Match the English words with their Russian translations.
Match the items in Column A with the correct translation from Column B.

1. Squeaking 2. Grinding 3. Knocking 4. Hissing 5. Engine noise 6. Tyre noise 7. Clunking 8. Buzzing 9. Brake squeal 10. Whining	a. глухой удар b. визг тормозов c. шипение d. стук e. вой f. скрежет g. жужжание h. шум шин i. скрип j. шум двигателя

Exercise 2. Choose the correct option.

1. The car started **rattling** when I drove over the gravel.
 a) визжать
 b) дребезжать
 c) хрипеть
 d) трещать
2. I heard a **clunking** noise from the rear axle.
 a) хлопки
 b) щелканье
 c) глухой удар
 d) шум тормозов
3. The **fan belt noise** increased as the engine got hotter.
 a) скрип подвески
 b) шум ремня вентилятора
 c) скрежет тормозов
 d) скрип стеклоочистителей
4. My car is making a **whining** sound when I accelerate.
 a) жужжание
 b) шипение
 c) вой
 d) треск
5. A **clicking** noise might mean the CV joint is damaged.
 a) щелканье
 b) дребезг
 c) хлопки
 d) стук
6. The **air leak sound** was loud after the hose broke.
 a) шипение
 b) свист
 c) гудение
 d) звук утечки воздуха
7. The **popping** noise came from the exhaust system.
 a) хлопки
 b) скрип
 c) глухой удар
 d) щелчки

8. I noticed a **loose part noise** from the dashboard.
a) шум свободной детали
b) треск стекла
c) дребезг глушителя
d) хлопки шин
9. **Suspension creak** is a common issue on bumpy roads.
a) скрежет трансмиссии
b) скрип подвески
c) скрип кузова
d) визг шин
10. The **wheel bearing noise** grew louder over time.
a) шум подшипника колеса
b) шум тормозов
c) шум в коробке передач
d) визг двигателя

Exercise 3. Translate the following Russian phrases into English.

1. Шипение слышалось из-под капота.
2. Шум двигателя стал громче.
3. Я услышал скрип подвески.
4. Откуда-то доносилось щелканье.
5. Визг тормозов был резким.
6. Скрежет был связан с тормозной системой.
7. Появился глухой удар при наезде на кочку.
8. Жужжание продолжалось даже при остановке.
9. Я заметил дребезг в выхлопной системе.
10. Шум шин был очень громким.

Exercise 4. Read the text and answer the questions.

It was just after sunrise when Daniel started his old pickup truck. The sky was a muted grey, and the air still smelled like dew and dust. He had a long day ahead — several hectares of wheat to check and a broken harvester axle to deal with — but as the engine coughed to life, he immediately knew something was off.

The **engine noise** had changed. Instead of the familiar low growl, it now carried a faint **knocking** that Daniel hadn’t noticed yesterday. At first, he thought maybe it was the cold, so he let the engine warm up. But the knocking didn't fade. He frowned, rolled down the window, and listened again. It was rhythmic, metallic, and seemed to come from deep within the engine block. A warning sign, he knew — perhaps an issue with the pistons or maybe the oil level was dangerously low.

He drove slowly down the gravel road, and that’s when he heard another sound — a high-pitched **squeaking** every time he pressed the brake pedal. His gut told him it was **brake squeal**, probably due to worn brake pads. He made a mental note to check them once he reached the field.

But then things got stranger. As he turned onto the main road, a **grinding** noise joined the chorus, this one coming from the rear. It wasn’t loud, but enough to be worrisome. Grinding usually meant metal-on-metal contact — a bad sign if it was coming from the wheels or the **gearbox**. He shifted gears carefully and listened. The grinding grew worse when he shifted into third. Great, he thought. Another thing to fix.

Suddenly, a new sound emerged — a rapid **clicking** that matched the rhythm of the wheels. Daniel narrowed his eyes. Could it be a loose **fan belt**? Or something caught near the axle? When he pulled over to inspect, he found a small branch wedged between the inner **wheel** and the **suspension**. He pulled it out and the clicking stopped. At least that one was simple.

Back on the road, things seemed calmer, until a sudden **buzzing** erupted from the dashboard. His eyes darted to the control panel — one of the warning lights was flickering, and it looked like the **coolant** sensor was on the fritz. A buzzing sound from the dashboard could mean an electrical issue, or a faulty **sensor**. The buzzing faded after a few minutes, but the light stayed on. He sighed, knowing he couldn’t ignore it for long.

About ten kilometers later, Daniel noticed a new problem. Every bump in the road caused a loud **rattling** from the right side of the cab. He reached over and opened the glove compartment. Nothing. The noise wasn’t coming from there. When he stepped out and pushed lightly against the passenger door, it shifted slightly — the latch was loose. That would explain the rattling. He’d have to tighten it when he got home.

Just as he was getting back into the truck, he heard it: a long **hissing** sound. Panic rose briefly — was it the radiator? A **punctured tyre**? He crouched down and listened. The **hissing** came from the front-right tyre, a slow leak. He’d have to change it before it went flat completely. Thankfully,

he had a **spare tyre**, and though it would delay his trip, it was better than being stranded in the middle of nowhere.

Back on the road, Daniel drove slowly, alert to every sound. The **whining** from the **transmission** came next. It rose with acceleration, then quieted again. Whining was tricky — could be the gearbox, could be the **power steering fluid** running low. Either way, he would need to check it soon.

By the time he reached the farm, Daniel had mentally catalogued at least seven distinct noises and half as many potential issues. But he wasn't frustrated — not really. These sounds were the vehicle's way of speaking to him, telling him what hurt, what was wearing out, what needed care. Over the years, he had learned to listen.

He parked the truck beside the barn and cut the ignition. As the engine wound down, one last **clunking** noise echoed — a heavy thud from somewhere underneath. He winced. Maybe the **exhaust system** mount had come loose again. He'd dealt with that before.

He stepped out, grabbed his toolbox, and began his day not with frustration, but with focus. On the farm, you couldn't ignore the small things — a noise today could mean a breakdown tomorrow. And Daniel, with his years of experience, knew that recognizing a **squeak**, a **grind**, or a **buzz** at the right moment could make all the difference.

Answer the questions:

1. What sound did Daniel notice when he first started the engine, and what did he think it indicated?
2. What problem did the squeaking noise point to during braking?
3. What sound appeared when Daniel shifted into third gear, and what was the likely cause?
4. What caused the clicking sound, and how did Daniel solve it?
5. What was the source of the buzzing noise, and what system did it affect?
6. What caused the rattling noise near the passenger side of the cab?
7. What did Daniel discover was making the hissing sound, and how serious was the issue?
8. What did Daniel suspect when he heard a whining noise during acceleration?
9. What final noise did Daniel hear when he parked the truck, and what part did he think was responsible?
10. How does Daniel view the various noises his truck makes, based on his experience?

Exercise 5. Answer the questions using the vocabulary from the lesson.

1. What kind of sound might a broken exhaust system make?
2. What could be the cause of a squeaking sound when driving?
3. What do you hear if your fan belt is loose?
4. What might clicking sounds indicate during a turn?
5. What does a buzzing noise suggest in the dashboard area?
6. When would you hear a brake squeal?
7. Which noise can you hear when wheel bearings are worn?
8. What does hissing under the hood usually mean?
9. What can cause knocking from the engine?
10. Which part might produce a rattling sound if it's loose?

Exercise 6. Fill in the blanks with the correct word from the box.
(Use: hissing, knocking, grinding, buzzing, popping, clunking, rattling, squeaking, whining, clicking)

1. The brakes were _____ every time I stopped.
2. There was a loud _____ sound from the gearbox.
3. A _____ noise under the hood made me stop the car.
4. I could hear _____ from the engine when starting.
5. The door was _____ because of a loose bolt.
6. The tyres made a _____ sound on the wet road.
7. I heard _____noises from the back wheel.
8. A _____ sound came from the fan belt.
9. The engine made a _____ noise when accelerating.
10. A constant _____ noise came from the dashboard.

Exercise 7. Create a short monologue.
Describe a situation where your car or tractor began making strange sounds. Use at least five of the vocabulary words.
Instructions:
Imagine your vehicle started making unusual sounds during a trip. Describe what happened, what sounds you heard, and what you did about it.

Exercise 8. Dialogue practice. Complete the following dialogue using vocabulary from the lesson.

A: Did you hear that _____ sound when we turned?
B: Yes, I think it’s the _____ again.
A: And there was also some _____ when I hit the brakes.
B: We should get the _____ checked as soon as possible.
A: Definitely. I also heard some _____ from under the dashboard.
B: That could be a _____ or a loose wire.
A: Could the _____ noise be related to the engine?
B: Possibly. Let's ask the mechanic.
A: I’ll also mention the _____ sound in the rear.
B: Good idea. Strange sounds can mean serious problems.

Exercise 9. Translate into Russian.

1. The engine made a loud knocking noise.
2. There was buzzing behind the control panel.
3. I heard popping sounds from the exhaust.
4. The brakes began squeaking last week.
5. We noticed a clunking noise during turns.
6. The fan belt was making a whining sound.
7. Rattling came from the tractor’s back wheels.
8. I heard a clicking sound near the gearbox.
9. Hissing sounds worried the driver.
10. Brake squeal usually means something is wrong.

GRAMMAR PRACTICE

«Ways of expressing future actions»

В английском языке существует несколько способов говорить о будущем. В статье вас ждет информация о разных формах выражения будущего времени, актуальные примеры, а также сравнение всех способов.

Начнем с двух наиболее популярных способов выразить будущее время в английском языке — **Future Simple** и конструкции **to be going to do smth**.

Время Future Simple

Future Simple Tense (простое будущее время в английском языке) — это время указывает на действие, которое, вероятно, произойдет в ближайшем или неопределенном будущем.

Образование Future Simple

Давайте посмотрим, как образуется будущее время в английском языке.

Утвердительное предложение в Future Simple

Подлежащее + вспомогательный глагол will + смысловой глагол без частицы to

I will (I'll) read this novel soon. — Я скоро прочту этот роман.

Perhaps, we will (we'll) go on a trip to Italy. — Возможно, мы поедем в Италию.

Отрицательное предложение в Future Simple

Подлежащее + вспомогательный глагол will + частица not + смысловой глагол без частицы to

I will not (won't) play this game. — Я не буду играть в эту игру.

She will not (won't) pass the exam. — Она не сдаст экзамен.

Вопросительное предложение в Future Simple

Вспомогательный глагол **will** + **подлежащее** + **смысловой глагол** без частицы to

Will they help us choose the furniture? — Они помогут нам выбрать мебель?

Will he make a birthday wish? — Он загадает желание на день рождения?

Также в вопросах может встречаться глагол shall. Он используется, чтобы предложить помощь или что-то сделать вместе. Shall употребляется только с местоимениями I и we.

Shall we proceed? — Давайте продолжим?

Shall I help you with your bags? — Помочь тебе нести сумки

Употребление Future Simple

Давайте узнаем, когда используется Future Simple.

1)Спонтанные решения, принятые в момент речи

Время Future Simple служит для того, чтобы объявить о своем решении в момент его принятия.

— The phone’s ringing.
— Oh, I’ll pick it up.
— Звонит телефон.
— О, я отвечу.

— We’ve run out of sugar.
— No problem. I’ll buy some this afternoon.
— У нас закончился сахар.
— Не проблема. Я куплю его сегодня днем.

2) Обещания

Future Simple используется, когда мы что-то обещаем. Часто в таких предложениях употребляется глагол to promise (обещать)

I promise I will take care of your cat. — Я обещаю, что позабочусь о твоем коте.

I will always love you. — Я всегда буду любить тебя.

3) Предложения

Future Simple используется для выражения предложения что-то сделать. Напомним, что в данной функции в вопросительных предложениях может встречаться глагол shall.

Do you feel bad? I’ll bring you some medicine. — Ты плохо себя чувствуешь? Я принесу тебе лекарства.

Shall we take a coffee break? — Прервемся на кофе?

4) Угрозы

Future Simple используется для выражения угрозы.

You will regret your decision. — Ты пожалеешь о своем решении.

Stop there or I will shoot. — Стойте на месте, или я буду стрелять.

5) Предсказания, основанные на мнении говорящего

Future Simple используется для предсказаний, которые основываются исключительно на опыте и мнении говорящего. Когда мы используем will, говоря о будущем, у нас нет фактов, подтверждающих то, что действие произойдет.

В этой функции часто используются такие маркеры Future Simple, как I think (я думаю), I reckon (я думаю), I guess (я догадываюсь), I believe (я верю/считаю), I suppose (я предполагаю), I assume (я предполагаю), I'm sure (я уверен), I hope (я надеюсь), I'm afraid (я боюсь) и другие, а также слова perhaps/maybe (возможно), probably (вероятно), certainly (конечно).

I reckon he will make a good father. — Я думаю, он будет хорошим отцом.

I will not succeed in this business. — Я не преуспею в этом деле.

6) Будущие события, которые нельзя изменить

Future Simple используется в ситуациях, когда действие, о котором идет речь, точно произойдет, и мы ничего не можем изменить. То есть в этих ситуациях от нас ничего не зависит.

He'll turn 60 in May. — В мае ему исполнится 60.

Конструкция to be going to do smth

Конструкция **to be going to do smth** в английском языке используется, чтобы сообщить о своих планах или намерениях что-то сделать в будущем. В разговорной речи очень популярна сокращенная форма оборота to be going to do smth — to be gonna do smth.

Формы конструкции to be going to do smth

Давайте посмотрим на использование конструкции to be going to do smth в утвердительных, отрицательных и вопросительных предложениях.

Утвердительное предложение с конструкцией to be going to

Подлежащее + вспомогательный глагол am/is/are + going to + основная форма глагола без частицы to

I’m going to take an IELTS exam. — Я собираюсь сдавать IELTS.

We are going to throw a party. — Мы собираемся устроить вечеринку.

He is going to ask her on a date. — Он собирается пригласить ее на свидание.

Отрицательное предложение с конструкцией to be going to

Подлежащее + вспомогательный глагол am/is/are + частица not + going to + основная форма глагола без частицы to

I am not going to tell her about my plans. — Я не собираюсь рассказывать ей о своих планах.

They are not going to invite any of my friends. — Они не собираются приглашать никого из моих друзей.

She isn’t going to go abroad. — Она не собирается уезжать за границу.

Вопросительное предложение с конструкцией to be going to

Вспомогательный глагол am/is/are + подлежащее + going to + основная форма глагола без частицы to

Are you going to have lunch with me? — Ты собираешься пообедать со мной?

Is she going to get married? — Она собирается выйти замуж?

Функции to be going to do smth

1) Планы и намерения

Употребление конструкции to be going to do smth выражает наши намерения или планы.

He’s studying medicine. He’s going to become a doctor. — Он изучает медицину. Он собирается стать врачом.

2)Предсказания будущего, основанные на очевидных фактах

Мы используем оборот to be going to do smth, чтобы указать на событие, которое вот-вот произойдет или уже начинает происходить. В данном случае говорящий обычно видит какое-то доказательство этому, поэтому сказанное им не является его личным мнением.

Wow! Look at the trees! They're going to blossom. — Ух ты! Посмотри на деревья! Они скоро зацветут.

The sun's shining brightly. So, it's going to be a beautiful day. — Солнце светит ярко. День будет чудесным.

Exercises

Exercise 1. Choose between Future Simple and be going to to complete the conversation. Act it out in class.

— Can I speak to Fiona, please?

— Speaking. Is that you, Pat?

— It's me. Hi. What you _____ (1 – do) tonight?

— I don't know yet. I think, I _____ (2 — read) the book Nora gave me yesterday.

— How about going to the cinema?

— Sounds good, but I'm looking after my little brother after eight, because my parents are going to their friend's birthday party.

— Poor you. Your brother is so naughty sometimes!

— But I love him. He's so funny! I think, he _____ (3 — be) a good clown. He says he _____ (4 — be) a pilot, nothing else. Well, what _____ (5 — do) you tonight?

— I don't know either. I wanted to go somewhere nice with you, but you are baby-sitting tonight, so I _____ (6 — help) you to baby-sit, if you don't mind.

—Of course, I don't. Come along and we_____ (7 — have) a nice cup of tea and _____ (8—play) with my brother.

Exercise 2. Choose between Future Simple and be going to.

1. She is sure that he _____ (not/manage) to catch the train.
2. Next year we _____ (travel) together around Europe.
3. The athletes soon _____ (return) from the competition.
4. His parents think Jim _____ (become) a doctor one day.
5. They have bought new sports shoes. They _____ (start) running next week.
6. It's getting dark. I _____ (turn) on the light.
7. They _____ (be) eighteen next month.
8. Scientists for sure _____ (find) a cure for this disease.

Exercise 3. Match the sentences with their meaning according to the tense.

1. I'm going shopping now. OK, I'll come with you.
2. Many people think life will be easier in the future.
3. It's six o'clock now. It's going to be dark soon.
4. We're going to watch a football match tomorrow.

a) a general prediction about the future
b) an instant decision
c) a plan or intention
d) a prediction about the future based on present evidence.

Exercise 4. Choose and underline the correct form of the verb.

1) A: It's hot in here.
B: I'm going to / I'll open the window.
A: Do you want tea or coffee?
B: I'm going to / I'II have coffee, please.
A: What are you going to / will you do next weekend?
B: I don't know.
2)A: The phone's ringing. Shall I answer it?
B: It's going to / It'II be Janet for me. Don't get up.
3)A: I'm going to / I 'II see a film at two o'clock.
B: I'm going to / I'II come with you.
4) Robots are going to / will do everything for us in the future.
5)A: I'm hungry, Mum.
B: The oven is hot now. Dinner will be / is going to be ready in twenty minutes

Exercise 5. Choose between Future Simple and be going to.

Becky: What _____ (1 you do) this weekend?
Liam: I _____ (2 help) my dad on Saturday. What about you?
Becky: Well, I _____ (3 not help) my dad! My grandparents live in Wales. I _____ (4 visit) them.
Liam: That sounds great! Have you got any plans for Sunday?
Becky: I _____ (5 play) volleyball on Sunday at three o'clock. I play for a team. We've got some good players. I think we _____ (6 win). Would you like to come and watch?

Liam: OK, great idea! I _____ (7 see) you at the sports centre at three.

Helen: I _____ (8 go) to the shops this afternoon with my mum.

Mark: Oh, really? (9 you buy) _____ a birthday present for Jackie?

Helen: Yes, I am. I _____ (10 look) for a new skirt for her party too.

Mark: Mmm. I'd like to go shopping. Can I come with you?

Helen: Of course! I _____ (11 ask) my mum.

Exercise 6. Complete the conversation. Use 'm going to, 're going to, ‘ll or won't.

A: (1) I _____ play tennis this afternoon.

B: Great! (2) I _____ come with you.

A: But you haven't got a tennis racket.

B: (3) I _____ borrow my brother's racket.

A: And you don't know how to play tennis.

B: (4) I _____ practise first.

A: But (5) I _____ play with Phil and after the match (6) we _____ have lunch with his parents.

B: Oh! Well, then (7) I _____ come with you. (8) I _____ do my homework.

Exercise 7. Complete the conversation. Use the correct form of will or going to.

Tom: (1 you watch) _____TV tonight?

Ann: No. I've just bought some new CDs. I _____ (2 listen) to them. What about you?

Tom: I _____ (3 watch) the new Brad Pitt film. It's on at 7.30.

Ann: Oh, really? I didn't know about that. I think I _____ (4 watch) it, too. I _____ (5 listen) to my CDs tomorrow.

Tom: Let's watch the film together. I_____ (6 buy) some drinks and snacks.

Ann: Oh, thanks. That's a great idea.

Exercise 8. Use the correct form of will or going to.

1. My friend is travelling to the airport. She 'll /'s going to catch a plane.
2. In the future we won't travel by plane. We're going to / 'll travel by spaceship.
3. It's raining outside so we 'll / 're going to get wet.
4. In 2050 every person in the world will/ is going to have a mobile phone.
5. We're going to / 'll discover life on other planets in the future.

Exercise 9. Choose the correct form of will or going to.

1. My dad's got a new job in London. We'll / ‘re going to move there in July.
2. I’ll / I'm going to visit France next month Mum's already bought our tickets.
3. 'It's hot in here!' ‘ I’ll / I'm going to open the window.'
4. They booked their summer holiday last week. They will / 're going to stay with their uncle.
5. 'It's a secret.' 'OK. I won't / 'm not going to tell anyone.'
6. 'Would you like cola or orange juice?' 'I 'll / 'm going to have cola, please.'

Exercise 10. Choose the correct form of will or going to.

Pete: What (1 you do) _____ this weekend?

Sara: I (2 go) _____ to Paul's house on Saturday to watch a video. What about you?

Pete: Well, I (3 not go) _____ to Paul's house because it's my mum's birthday. But I (4 play) _____ football on Sunday morning.

Sara: Oh really? I (5 come) _____ and watch!

Pete: OK. I (6 see) _____ you there.

Will: I think I (7 go) _____ swimming. Do you want to come?

Sue: I can't. I (8 visit) _____ my grandparents. What (9 you do) _____ tomorrow?

Will: I (10 see) _____ a film with Andy and Jill. Do you want to come too?

Sue: Yes, great! I (11 meet) _____ you outside the cinema.

Quick Test

Exercise 1. Fill in the correct form of the Future Tense. In some sentences several forms are possible.

1. They _____ driving to New York tomorrow evening. (DRIVE)

2. I offered him a job last week and I think he _____ it. (TAKE)

3. I hope the weather _____ nice when you get to Sardinia. (BE)

4. We _____ married on June 25th
. (GET)

5. I suppose real estate prices _____ up again next year. (GO)

6. What _____ when you grow up? – I _____ a
pilot. (YOU DO, BE)

7. I am _____ football this afternoon so I can't make it to the party.
(PLAY)

8. Put your wallet away. I _____ for the tickets. (PAY)

9. I _____ John at the airport tomorrow at 5.30. (MEET)

10.Take the umbrella with you. I think it _____ in the afternoon.
(RAIN)

11.I think I _____ a cup of tea after all. (HAVE)

12.Ask Mary. She _____ the answer (PROBABLY KNOW)

13.Which car _____ to buy? (YOU PLAN)

14.Jack missed the train. He _____ late again. (BE)

15.All our stores _____ next Monday at 10.00 a.m. (OPEN)

16.We _____ our holidays in France next year. (SPEND)

17.What do you want to eat? – I think I _____ a sandwich. (HAVE)

18.We have to go now. It _____ late. (GET)

19.I can't talk about it now, but I _____ you a mail next week. (SEND)

20.The Jacksons _____ a party tomorrow afternoon, but they haven't invited us. (HAVE)

Exercise 2. Complete the sentences with a suitable future form

1.We will go out with our friends as soon as we_____ (finish) this.

2. By the time we get there, the film _____ (begin).

3. Look at those clouds. It _____ _____ (rain).

4. I _____ (meet) her this evening.

5. Don’t call at 6.00. I _____ _____ (do) my home-work then.

6. Perhaps I _____ (see) you tomorrow.

7. I forgot the car keys. – Don’t worry, I _____ (get) them for you.

8. What time _____ the next bus _____ (arrive)?

9. He _____ (spend) all his money by the end of the week.

10. I _____ (pay) all my debts in a week’s time.

11. Stop that, or I _____ (tell) your parents.

12. Paul _____ (learn) French.

13. This time next week he _____ (camp) in the mountains.

14. Have you heard? Linda _____(buy) a new house.

15. Where _____ you _____ (work) in ten years’ time?

16. I _____ (help) you move if I get here on time.

17. Stay in your seat until the bell _____ (ring).

18. _____ you _____ (use) your car at the weekend? - I guess I will.

19. _____ you _____ (watch) the action movie? – Yes, I am.

20. He _____ (arrive) in Paris by the end of the day.

Exercise 3. Complete the text with the most appropriate form of the verbs; using will, be going to or the present simple**.**

I was standing at the bus stop reading my horoscope in the newspaper. It said “You _____ good moments and bad moments today.” I looked up and saw the bus coming. Then I realized it _____ because it was already full. “Oh, no”, I thought. “If I _____ walking fast, I _____ late for my first class!” I had just started walking when a car pulled up beside me and one of my classmates leaned out.

LESSON 3 LEAKING FLUIDS

TOPICAL VOCABULARY

1. Oil leak – утечка масла 2. Coolant leak – утечка охлаждающей жидкости 3. Fuel leak – утечка топлива 4. Brake fluid leak – утечка тормозной жидкости 5. Transmission fluid leak – утечка трансмиссионной жидкости 6. Hydraulic fluid leak – утечка гидравлической жидкости 7. Dripping – капание 8. Puddle – лужа 9. Underneath the car – под автомобилем 10. On the ground – на земле	11. Dark stain – тёмное пятно 12. Greasy spot – жирное пятно 13. Sticky residue – липкий осадок 14. Smells like fuel – пахнет топливом 15. Greenish liquid – жидкость зеленоватого цвета 16. Reddish fluid – жидкость красноватого цвета 17. Milky substance – молочного цвета жидкость 18. Steady leak – постоянная утечка 19. Small drops – небольшие капли 20. Leaking from the engine bay – течёт из моторного отсека

Exercise 1. Match the English word or phrase with its Russian translation.

1. Oil leak – 2. Coolant leak – 3. Brake fluid leak – 4. Transmission fluid leak – 5. Dripping – 6. Puddle – 7. Sticky residue – 8. Greasy spot – 9. Dark stain – 10. Underneath the car –	a) капание b) утечка масла c) жирное пятно d) утечка охлаждающей жидкости e) утечка трансмиссионной жидкости f) под автомобилем g) липкий осадок h) лужа i) утечка тормозной жидкости j) тёмное пятно

Exercise 2. Choose the correct option for each question.

1. What can cause a greenish liquid under the car?
 a) Fuel leak
 b) Coolant leak
 c) Oil leak
2. Which fluid usually has a reddish color?
 a) Transmission fluid
 b) Brake fluid
 c) Coolant
3. What kind of leak smells like fuel?
 a) Oil leak
 b) Coolant leak
 c) Fuel leak
4. Where do you often see puddles from leaks?
 a) Inside the car
 b) Underneath the car
 c) On the roof
5. What does a sticky residue usually indicate?
 a) Brake fluid leak
 b) Water
 c) Coolant
6. A greasy spot on the ground may mean:
 a) Rain
 b) Oil leak
 c) Air conditioning issue
7. If you notice small drops under the engine, it may be:
 a) Oil leak
 b) Broken tire
 c) Damaged seat
8. Which leak can affect stopping distance?
 a) Coolant leak
 b) Brake fluid leak
 c) Fuel leak

9. What part often leaks red fluid?
a) Radiator
b) Engine
c) Transmission
10. A milky substance might be a mix of:
a) Water and oil
b) Fuel and air
c) Brake fluid and coolant

Exercise 3. Translate the following phrases into English.

1. Утечка тормозной жидкости
2. Капает под машиной
3. Жидкость зелёного цвета
4. Липкий осадок
5. Жирное пятно на земле
6. Утечка топлива
7. Постоянная утечка
8. Пахнет топливом
9. Лужа под машиной
10. Жидкость вытекает из моторного отсека

Exercise 4. Read the text and answer the questions.

The Language of Leaks

Liam had always loved the early hours of the morning, especially on his grandfather's old farm. The sky was still a gentle shade of grey, the fields damp with dew, and the world hadn't fully awakened. He approached the **tractor** with the same affection he once had for his childhood toys. It had seen better days, but it was reliable—usually. That morning, however, something was off.

As he climbed into the seat and turned the key, the engine cranked but didn't start. Frowning, Liam stepped down to inspect. That's when he noticed it—a dark, spreading **puddle** underneath the **engine compartment**. Kneeling down, he touched the liquid. It felt oily. Could it be an **oil leak**?

His grandfather, a retired mechanic, was already walking toward him with a knowing look. “Looks like we’ve got some trouble,” he said, crouching beside Liam. He dipped a finger into the liquid and sniffed it. “Nope, not just oil. Smells like **coolant** too. See that greenish tinge?” Liam nodded slowly. Two problems, not one.

They opened the hood and traced the **dripping** to a cracked hose near the radiator. “You’ve got a **coolant leak**, son. The **hose** is brittle. We’ll need to replace it.” Liam sighed, but he was grateful for the experience—it was another chance to learn.

Later that day, they walked back to the barn to check the old pickup truck. It had been parked since the last delivery to the market. Liam glanced underneath and froze. Another **dark stain** was visible near the rear wheel. “Don’t tell me it’s another problem,” he groaned.

His grandfather chuckled. “You’re getting the full education today. That’s a **brake fluid leak**. See how it’s a bit more translucent and sticky?” He explained that without enough brake fluid, the brakes wouldn’t work properly, especially under load. “Safety first,” he warned.

They followed the **trail of fluid** and found the **master cylinder** had a tiny crack. Liam was starting to understand just how crucial it was to check vehicles regularly—not just for performance, but for safety. That afternoon, while replacing the hose on the tractor, Liam noticed yet another problem. Near the **fuel tank**, a faint smell of gasoline lingered in the air.

He bent closer and spotted the culprit—a tiny **fuel leak** dripping near the tank’s base. “Another one?” he muttered. His grandfather came over, sniffed the air, and nodded. “Yup. That’s fuel. Could be a rusted connector.”

They put a container underneath to catch the **leaking fluid** and planned to replace the damaged pipe in the morning. Liam wrote down everything they had done so far: replaced the coolant hose, identified and planned repairs for the brake system, and scheduled a fuel line replacement.

The next day, as they walked past the truck, Liam noticed another strange patch. It looked **reddish**, not dark like oil or green like coolant. “What’s this one?” he asked. “That,” said his grandfather, “is **transmission fluid**. This truck is leaking from every possible place.”

Together, they jacked the truck up and traced the leak to a worn seal on the gearbox. “This one’s urgent too,” said the old man. “Without **transmission fluid**, the truck won’t shift properly, and the gearbox might fail.”

By now, Liam had created a sort of checklist in his head. Each fluid had its own color, texture, smell, and potential danger. Oil was slick and dark. Coolant was sweet-smelling and green. Brake fluid was clear and

sticky. Fuel was thin, smelly, and volatile. Transmission fluid was red and slippery.

Later, Liam inspected the **undercarriage** of his own small car. This time, he saw nothing. No puddles, no **drips**, no strange smells. But then, near the **rear axle**, he noticed a slight **greasy spot**. "I think I see something," he said.

His grandfather wiped it with a cloth. "That's probably **differential fluid**. Nothing serious yet, but we should watch it. If it gets worse, we'll deal with it."

For the rest of the week, Liam paid close attention to every machine on the farm. The harvester had a small **hydraulic leak**, discovered only because one of the pistons moved slowly and unevenly. The smell was faint, but the **sticky residue** near the joint gave it away.

He began to document everything—every leak, its source, and the repair. In time, he started recognizing problems before they caused damage. His grandfather began calling him the "Leak Whisperer," a title Liam wore with pride.

In the end, he realized that understanding fluid leaks wasn't just about fixing things. It was about reading the machine, listening to it, smelling it, feeling its mood. Each **leak** told a story—a warning, a signal that something needed care. And Liam was ready to listen.

Answer the questions:

1. What two types of fluid leaks did Liam and his grandfather find on the tractor?
2. How did Liam's grandfather identify the coolant leak?
3. What made the brake fluid leak noticeable?
4. Why was it dangerous to ignore the brake fluid leak?
5. What signs indicated a fuel leak under the pickup truck?
6. How did Liam identify the transmission fluid leak?
7. What did Liam learn to recognize about each fluid?
8. What kind of leak did he find on the harvester?
9. Why did Liam begin documenting all leaks and repairs?
10. What lesson did Liam learn about machines and fluid leaks by the end of the story?

Exercise 5. Answer the questions using vocabulary from the lesson.

1. What do you do if you see a puddle under your car?
2. How can you identify a fuel leak?
3. What color is a coolant leak usually?
4. Where do most fluid leaks appear?
5. What does a dark stain on the driveway suggest?
6. How can you tell a brake fluid leak from an oil leak?
7. What might happen if there's a transmission fluid leak?
8. What should you check if the fluid smells like fuel?
9. How can you describe a milky substance under the hood?
10. Why is it dangerous to ignore a hydraulic fluid leak?

Exercise 6. Put the words in the correct order to make sentences.

1. car / underneath / puddle / the / a / There / is
2. leak / fluid / brake / I / a / have / think
3. green / on / stain / ground / the / a / is / There
4. dripping / from / engine / The / is / something
5. smell / fuel / like / It / does

Exercise 7. Match the two columns. Column A contains symptoms; Column B contains possible causes.

1. Green puddle under the engine	a) Oil leak
2. Red fluid under the car	b) Brake fluid leak
3. Strong smell of petrol	c) Hydraulic fluid leak
4. Sticky fluid on the ground	d) Transmission fluid leak
5. Car doesn’t stop well	e) Fuel leak
6. White milky substance under hood	f) Coolant leak
7. Drops falling steadily from car	g) Power steering leak
8. Wet area near brake pedal	h) Brake fluid inside cabin
9. Black greasy patch	i) Coolant and oil mix
10. Fluid leaking when turning the wheel	j) Steady leak

Exercise 8. Choose the correct verb tense (Present Simple, Present Continuous, Past Simple, Present Perfect). Complete the sentences.

Exercise 8. Write a short dialogue (6–8 lines) between a driver and a mechanic. Use at least 10 vocabulary words from the topic.

Exercise 9. Speak for 1–2 minutes about the topic: What to do if you notice a fluid leak under your car. Use the words or expressions from the vocabulary list.

1. Introduction (Введение)
can be dangerous.)
2. Step 1: First reaction to seeing a leak
– Describe where the leak is found (under the car, near the front, etc.).
– Emphasize safety: turning off the engine, parking safely.
– Mention checking the size and location of the puddle or drip.
3. Step 2: Identifying the type of fluid
– Talk about color, smell, and texture clues:
Dark brown/black → engine oil
Red → transmission fluid or power steering fluid
Green/orange → coolant
Clear/yellow → brake fluid
Strong smell → fuel leak
– Explain how you compare this to information online or in a manual.
4. Step 3: What to do next
– Mention using a flashlight or dipstick for checking fluid levels.
– Taking a photo of the leak for a mechanic.
– Checking if it's safe to drive or calling for help.
5. Step 4: Asking for help or fixing the issue
– Call a mechanic or roadside service.
– Briefly explain how the mechanic usually fixes it (replacing a hose, tightening parts, etc.).
6. Step 5: Preventing future leaks
– Talk about regular checks: checking under the car, looking at the reservoir, checking fill level.
– Importance of regular maintenance.
7. Conclusion
– Restate why it’s important not to ignore leaks.

– Final advice or personal thought (e.g., It’s better to check once a week than pay for big repairs later).

Sample Monologue:

Last week, I noticed a small puddle underneath the front part of my car, and it immediately caught my attention. I made sure the engine was off and checked the ground carefully to see where the leak was coming from. The fluid looked green and had a sweet smell, so I guessed it was coolant. I used a flashlight to look under the hood and checked the reservoir, which was lower than usual.

I didn’t want to take any risks, so I took a photo of the leak and called a mechanic for advice. He told me not to drive the car and came to inspect it. The problem was a small crack in the radiator hose, which he replaced quickly.

After that, he topped up the coolant and made sure there were no other leaks. He also advised me to check fluid levels regularly and watch for any unusual spots under the car. Since then, I always take a quick look under the vehicle before I drive to avoid bigger problems.

LESSON 4 DRIVING PROBLEMS

TOPICAL VOCABULARY

1. Slow acceleration – медленное ускорение 2. Loss of power – потеря мощности 3. Jerky movement – рывки при движении 4. Difficult steering – трудное рулевое управление 5. Hard braking – резкое торможение 6. Unusual noise – необычный шум 7. Grinding sound – скрежет 8. Steering wheel vibration – вибрация рулевого колеса 9. Overheating – перегрев 10. Poor fuel efficiency – повышенный расход топлива	11. Bumpy ride – тряская поездка 12. Pulling to one side – тянет в сторону 13. Loose steering – люфт в руле 14. Delayed response – запоздалая реакция 15. Noisy engine – шумный двигатель 16. Brake fade – ухудшение тормозов 17. Low fluid levels – низкий уровень жидкостей 18. Unresponsive brakes – неотзывчивые тормоза 19. Stiff clutch – тугое сцепление 20. Transmission slipping – пробуксовка трансмиссии

Exercise 1. Match the English words with their Russian translations.

Slow acceleration – Loss of power – Jerky movement – Difficult steering – Hard braking – Grinding sound – Bumpy ride – Brake fade – Low fluid levels – Transmission slipping –	a. пробуксовка трансмиссии b. трудное рулевое управление c. медленное ускорение d. потеря мощности e. резкое торможение f. низкий уровень жидкостей g. рывки при движении h. тряская поездка i. ухудшение тормозов j. скрежет

Exercise 2. Choose the correct option. Choose the correct word to complete each sentence.

1. When the engine gets too hot, we call it ___.
    a) grinding
    b) overheating
    c) jerky movement
2. If the vehicle pulls to one side, it may be a problem with the ___.
    a) steering
    b) engine
    c) clutch
3. ___ causes the vehicle to shake while turning.
    a) Loss of power
    b) Steering wheel vibration
    c) Poor fuel efficiency
4. A ___ engine can indicate a mechanical issue.
    a) quiet
    b) noisy
    c) clean
5. ___ is a sudden stop that feels harsh.
    a) Hard braking
    b) Smooth braking
    c) Slippery braking
6. A ___ often means worn brake pads.
    a) squeak
    b) brake fade
    c) low clutch
7. ___ is the result of bad suspension.
    a) Transmission slipping
    b) Jerky movement
    c) Bumpy ride
8. If the car does not respond when you press the brake pedal, it means ___.
    a) low power
    b) unresponsive brakes
    c) delayed reaction
9. A ___ clutch can be hard to press.
    a) stiff
    b) soft
    c) broken

10. When gear shifts are late or missed, it is called ___.
    a) overheating
    b) transmission slipping
    c) fuel saving

Exercise 3. Translate the sentences into English using the vocabulary.

1. Машина начала двигаться с рывками.
2. Я слышал скрежет при торможении.
3. Педаль сцепления была очень тугой.
4. Автомобиль перегревается при длительной езде.
5. Руль дрожит при повороте.
6. Тормоза стали неотзывчивыми.
7. Машина тянет влево.
8. Торможение стало слишком резким.
9. Уровень жидкости оказался низким.
10. Я почувствовал потерю мощности.

Exercise 4. Read the text and answer the questions.

The Strange Ride

It started early in the morning when Tom climbed into his old tractor to begin the day's work in the fields. As he turned the key, the engine coughed, then roared to life, but something felt off. The **slow acceleration** when he pressed the pedal was the first sign. The machine didn't respond the way it usually did. It felt lazy, reluctant, like it had no desire to move forward. As he rolled down the gravel path, Tom noticed a **jerky movement**, as if the tractor was hiccuping. It wasn't the usual smooth drive he had grown used to over the years.

He kept driving, determined to ignore it for now. But as he turned toward the north field, a new issue appeared: **difficult steering**. The wheel resisted his hands, and Tom had to use more force than usual to make a simple turn. A slight bend in the road became a battle with the machine. "Strange," he muttered. Then came the sound. A deep **grinding noise** emerged from somewhere near the front axle. It was like metal rubbing metal, rough and constant, sending chills down Tom's spine.

Worried, he stopped and got out. He walked around the tractor, checked the tires, kicked them out of habit, but found nothing visibly wrong. Back inside, he tried again. As he pushed the clutch to move forward, the

pedal felt harder than usual. It was a **stiff clutch**, and shifting gears seemed more of a fight than a motion. Tom continued, though, stubborn as always.

As he moved onto the soft soil of the field, he felt the machine **losing power**. The engine didn't stall, but it certainly wasn't giving him what he needed. He had to push harder on the throttle, but the response was minimal. The tractor chugged slowly along, complaining in every sound it made. Then the vibrations began—**steering wheel vibration** that rattled his hands every time he turned. The uneven rhythm made it hard to focus, and it became worse the faster he tried to go.

Tom sighed and pressed the brakes. Instead of a smooth stop, he experienced **hard braking**, like someone yanked the machine to a halt. The seatbelt caught him mid-lurch, and he sat stunned for a moment. "This machine's acting possessed," he mumbled. As if to prove his point, when he restarted the engine, the exhaust coughed loudly, and then he heard it: a **squeaking** sound from the back axle. It came and went with the rotation of the wheels.

Trying not to panic, Tom decided to head back to the barn. But the problems kept piling on. The engine temperature gauge crept up, and smoke began to rise—**overheating**. The heat made the cab unbearable. Then the brakes, when used again, seemed to barely respond. He experienced **brake fade**, needing to press harder and harder just to slow down.

Just as he neared the barn, the final insult arrived. He heard a whirring followed by a sudden slip. The gear he was in dropped unexpectedly—**transmission slipping**. He barely managed to guide the tractor into its parking spot. As he turned off the key, the whole machine gave a final lurch and let out a hissing sigh, like it was relieved.

Tom stepped out, sweating not just from the heat but from tension. He examined the **low fluid levels** in the coolant reservoir and spotted traces of leaked oil underneath. "That explains some of it," he whispered. But he knew this was more than just fluid levels. Something deep in the tractor's mechanical heart was going wrong.

The next day, a mechanic named Sara arrived. She listened patiently as Tom described everything: the **bumpy ride**, the **noisy engine**, the **unresponsive brakes**, and the strange **grinding sound**. She nodded at each symptom, her face serious. "Sounds like multiple systems failing," she said. "Could be transmission, brakes, maybe even suspension."

Tom watched as she opened the engine compartment and started her inspection. He hoped it was something simple. But deep down, he knew the old tractor was no longer young. Machines age, just like people. They get

tired, and when they do, they speak—through **squeaks**, **jerks**, and **grinding noises**. And sometimes, like this time, they shout for help.

That evening, as the sun set behind the barn, Tom sat on the porch, drinking tea and thinking about how even the most reliable machines have their limits. The strange ride that morning wasn't just a mechanical issue. It was a warning: listen when your vehicle talks. Because ignoring the signs can turn a normal day into a story of strange sounds, stiff controls, and a long walk back home.

Answer the questions:

1. What was the first sign that something was wrong with the tractor?
2. What kind of movement did Tom experience while driving?
3. Why was turning the tractor difficult?
4. What sound indicated a possible problem near the front axle?
5. What was unusual about the clutch pedal?
6. How did the tractor respond to the throttle?
7. What kind of problem occurred when Tom applied the brakes the first time?
8. What caused discomfort in the cab near the end of the drive?
9. Who came to help Tom with the tractor, and what did they say?
10. What lesson did Tom learn from this experience?

Exercise 5. Answer the questions using words from the vocabulary.

1. What problem might you have if your car is shaking while turning?
2. What can cause your car to pull to the side?
3. What happens when the engine gets too hot?
4. What can lead to sudden or rough stops?
5. What noise can you hear if the brakes are worn?
6. What might make it difficult to press the clutch pedal?
7. What issue is indicated by irregular gear changes?
8. What does it mean if your brakes don't respond immediately?
9. What problem leads to high fuel consumption?
10. What is the name for when a vehicle responds slowly when you press the gas pedal?

Exercise 6. Fill in the gaps using the correct vocabulary words.

1. The ___ made it difficult to drive in a straight line.

2. After 20 minutes, the engine started ___ badly.
3. I heard a ___ when I pressed the clutch.
4. The ___ felt shaky and uncomfortable.
5. We had to stop because of a ___ in the system.
6. The ___ was almost impossible to turn.
7. There was a ___ under the car after parking.
8. We noticed a ___ when switching gears.
9. The car had ___ and was slow to respond.
10. He described the problem as ___ with no clear sound.

Exercise 7. Matching: Symptoms and Possible Causes.
Match the driving problem with a possible reason.

Driving problem	Possible reason
1. Jerky movement	a. Worn transmission
2. Hard braking	b. Misaligned wheels
3. Poor fuel efficiency	c. Dirty air filter
4. Loss of power	d. Brake disc damage
5. Grinding sound	e. Suspension problems
6. Stiff clutch	f. Failing clutch
7. Steering wheel vibration	g. Brake problems
8. Pulling to one side	h. Faulty transmission fluid
9. Transmission slipping	i. Bad spark plugs
10. Overheating	j. Low coolant

Exercise 8. Make sentences using the given words. Use the following words to make full meaningful sentences.

slow acceleration---noisy engine---unresponsive brakes---grinding sound
transmission slipping---stiff clutch---difficult steering---brake fade
overheating---jerky movement

Exercise 9. Monologue practice.

Describe a time when a vehicle you drove or knew had a **mechanical problem.** Use at least 8–10 words or phrases from the vocabulary. Focus on what the problem felt like and how it was solved. Write 10-15 sentences.

UNIT 4 WORKPLACE SAFETY

LESSON 1 WHAT TO WEAR FOR SAFETY

TOPICAL VOCABULARY

1. Safety glasses – защитные очки 2. Gloves – перчатки 3. Steel-toed boots – ботинки с металлическим носком 4. Overalls – комбинезон 5. Earplugs – беруши 6. Dust mask – защитная маска от пыли 7. Hard hat – каска 8. Face shield – защитный щиток 9. Reflective vest- жилет 10. Flame-resistant clothing – огнеупорная одежда	11. Coveralls – рабочий костюм 12. Safety harness – страховочная привязь 13. Respirator – респиратор 14. Knee pads – наколенники 15. Work apron – рабочий фартук 16. High-visibility clothing – одежда повышенной видимости 17. Safety shoes – защитная обувь 18. Welding helmet – сварочная маска 19. Protective sleeves – защитные нарукавники 20. Anti-slip soles – нескользящая подошва

Exercise 1. Match the word with its correct translation.

1. Safety glasses 2. Gloves 3. Steel-toed boots 4. Overalls 5. Earplugs 6. Dust mask 7. Hard hat 8. Face shield 9. Reflective vest 10. Flame-resistant clothing	a) защитные очки b) комбинезон c) жилет d) защитная маска от пыли e) огнеупорная одежда f) каска g) перчатки h) ботинки с металлическим носком i) защитный щиток j) беруши

Exercise 2. Choose the correct option. Complete the sentences by selecting the correct safety equipment from the options.

1. To protect your eyes, you should wear _____.
 a) gloves
 b) safety glasses
 c) knee pads
2. When working in a dusty place, use a _____.
 a) dust mask
 b) welding helmet
 c) safety harness
3. If you need to protect your feet, put on _____.
 a) overalls
 b) steel-toed boots
 c) protective sleeves
4. To keep your head safe, wear a _____.
 a) respirator
 b) hard hat
 c) reflective vest
5. To protect your hearing, use _____.
 a) earplugs
 b) gloves
 c) dust mask
6. A _____ protects your face during welding.
 a) face shield
 b) safety shoes
 c) work apron
7. When working at heights, use a _____.
 a) safety harness
 b) high-visibility clothing
 c) knee pads
8. To be seen in the dark, wear _____.
 a) reflective vest
 b) gloves
 c) coveralls

9. When working with flames, wear _____.
a) flame-resistant clothing
b) safety glasses
c) anti-slip soles
10. To protect your knees, put on _____.
a) knee pads
b) gloves
c) respirator

Exercise 3. Answer the questions using the vocabulary from the list. Use full sentences in your answers.

1. What should you wear to protect your hands at work?
2. Which equipment helps protect your ears?
3. What do you wear to protect your head?
4. How do you protect your lungs from dust?
5. What kind of boots are safe for heavy work?
6. Which clothing helps firefighters stay safe?
7. What do you wear to be visible at night?
8. What protects your face from sparks or liquids?
9. What do welders wear on their heads?
10. What do you use to prevent slipping?

Exercise 4. Read the text and answer the questions.

What to Wear for Safety During Vehicle
and Farm Equipment Maintenance

Early in the morning at the farm workshop, the team prepared to begin a day of technical maintenance on tractors and trucks. The supervisor, Mr. Bennett, reminded everyone that safety came first, especially when working with heavy machinery and sharp tools. Before starting, each worker carefully put on their protective gear. Sarah, the mechanic, tightened her gloves and adjusted her steel-toed boots, knowing how important it was to protect her hands and feet from heavy parts or accidental drops.

The workshop was filled with noises from engines and tools, so wearing safety glasses was essential to protect their eyes from flying debris. Sarah also wore a dust mask to avoid breathing in harmful particles like oil

mist or metal dust. Her colleague, Mike, was repairing a tractor's hydraulic system while wearing a hard hat and a reflective vest to stay visible in the busy area. For working close to the ground, both Sarah and Mike put on knee pads to prevent injuries while kneeling.

Mr. Bennett checked that everyone wore their overalls to protect their regular clothes from grease and flames. Since some maintenance tasks involved welding or working near hot engines, flame-resistant clothing was necessary. Sarah made sure to put on her protective sleeves to avoid burns and cuts on her arms. When working with noisy tools, earplugs were used to protect hearing, and respirators helped filter out harmful fumes from paint or fuel.

Mike used a safety harness when climbing on top of a large combine harvester to inspect its roof. His welding helmet was ready for any sparks during repair work. The workers also wore anti-slip soles to keep their footing steady on oily or wet surfaces in the workshop. Before starting any task, Mr. Bennett reminded the team to always wear their work aprons to keep tools handy and add another layer of protection.

Throughout the day, the team followed these safety measures carefully. They understood that every piece of protective equipment played an important role in preventing accidents. The combination of hard hats, gloves, safety glasses, and flame-resistant clothing kept them safe from common hazards like falling objects, sparks, dust, and chemical exposure.

At the end of the day, Mr. Bennett gathered the workers to remind them to clean and inspect their safety gear regularly. "Proper maintenance of your equipment protects not only the machines but also your lives," he said. Sarah felt confident knowing that wearing the right protective clothing allowed her to work efficiently and safely, whether fixing an engine or checking a tractor. She understood that safety was the foundation of every successful repair job on the farm.

Answer the questions:

1. Why did Mr. Bennett remind the team about safety before starting work?
2. What protective equipment did Sarah wear to protect her hands and feet?
3. Why were safety glasses important in the workshop?
4. What did Mike wear to stay visible in the busy workshop?
5. How did the workers protect their knees during maintenance?
6. Why was flame-resistant clothing necessary during some tasks?
7. What was the purpose of wearing protective sleeves?

8. When did Mike use a safety harness?
9. How did anti-slip soles help the workers in the workshop?
10. What advice did Mr. Bennett give about maintaining safety gear?

Exercise 5. Complete the dialogue. Fill in the blanks with the correct safety equipment words from the list.

A: Before starting work, do you wear your _____ to protect your eyes?
B: Yes, I always wear my _____ and gloves. How about you?
A: I also wear a _____ to protect my head. Sometimes, I need my _____ for welding tasks.
B: Don't forget your _____ if you are working where there is dust.
A: And I always put on my _____ so others can see me clearly.
B: Safety first! What about your feet?
A: I wear _____with steel toes and _____ for good grip.

Exercise 6. Translate the sentences into English using the correct vocabulary.

1. Надень защитные очки перед началом работы.
2. Рабочие носят комбинезоны для безопасности.
3. Важно использовать каску на строительной площадке.
4. Надень перчатки, чтобы защитить руки.
5. Для сварки нужна специальная маска.
6. Беруши помогают защитить слух.
7. Используй жилет повышенной видимости при работе на дороге.
8. Защитная маска помогает дышать в пыльных местах.
9. Рабочие носят ботинки с металлическим носком для безопасности.
10. Одевай огнеупорную одежду при работе с огнем.

Exercise 7. Translate the sentences into Russian.

1. Always wear a hard hat on the construction site.
2. Safety shoes protect your feet from injury.
3. Use earplugs to protect your hearing in noisy areas.

4. The worker put on knee pads before starting to kneel.
5. The dust mask helps prevent breathing in harmful particles.
6. Reflective vests make workers visible at night.
7. Welding helmets protect the face from sparks.
8. Gloves protect your hands from cuts and burns.
9. Flame-resistant clothing is necessary when working near fire.
10. Safety harnesses are used when working at heights.

Exercise 8. Multiple choice - choose all that apply.

1. Which of the following are worn on the head?
    a) Hard hat
    b) Earplugs
    c) Welding helmet
    d) Safety shoes
    e) Face shield

2. Which of the following protect the respiratory system?
    a) Dust mask
    b) Gloves
    c) Respirator
    d) Knee pads
    e) Flame-resistant clothing

Exercise 9. Write a monologue (10-15 sentences) about your work uniform using words and phrases from the topical vocabulary list.

LESSON 2 WARNING SIGNS AND WHAT THEY MEAN

TOPICAL VOCABULARY

1. High voltage – высокое напряжение 2. Flammable – огнеопасно 3. Corrosive – едкое вещество 4. Poisonous – ядовито 5. First aid – первая помощь 6. Fire extinguisher – огнетушитель 7. Emergency exit – аварийный выход 8. No smoking – не курить 9. Danger – опасность 10. Warning – предупреждение	11. Slippery surface – скользкая поверхность 12. Wear safety gear – надевайте средства защиты 13. Authorized personnel only – только для уполномоченного персонала 14. Eye protection required – необходима защита глаз 15. Keep clear – не загромождать 16. Caution: Hot surface – осторожно: горячая поверхность 17. Do not touch – не трогать 18. Toxic gas – токсичный газ 19. Emergency shut-off – аварийное отключение 20. Spill kit – комплект для устранения разливов

Exercise 1. Match the words with their Russian translations.Match each English word with its correct Russian equivalent.

1. High voltage 2. Flammable 3. Fire extinguisher 4. First aid 5. Slippery surface 6. Poisonous 7. Corrosive 8. Emergency exit 9. Eye protection required 10. Toxic gas	a. огнеопасно b. ядовито c. едкое вещество d. высокая температура e. первая помощь f. аварийный выход g. токсичный газ h. необходима защита глаз i. огнетушитель j. скользкая поверхность

Exercise 2. Multiple choice. Choose the correct meaning of the warning sign. Select the best option (a, b, or c).

1. "High voltage" means:
    a) wet floor
    b) strong electricity
    c) no noise
2. "Flammable" indicates:
    a) safe to touch
    b) explosive
    c) can catch fire easily
3. "Poisonous" is a warning about:
    a) bad smell
    b) toxic danger
    c) loud noise
4. "First aid" shows where to find:
    a) tools
    b) food
    c) medical help
5. "Fire extinguisher" is used to:
    a) clean spills
    b) put out fire
    c) fix machines
6. "No smoking" means:
    a) you can smoke
    b) smoking allowed
    c) smoking is not allowed
7. "Wear safety gear" tells you to:
    a) run
    b) wear protective equipment
    c) leave the building
8. "Eye protection required" means:
    a) wear sunglasses
    b) wear gloves
    c) wear safety goggles
9. "Caution: Hot surface" warns you:
    a) to cool the engine
    b) not to touch
    c) to wear boots

10. "Emergency shut-off" is used:
    a) in danger
    b) for fun
    c) to turn on lights

Exercise 3. Translate the following sentences into English. Use vocabulary from the lesson.

1. Здесь нельзя курить.
2. Осторожно: едкое вещество!
3. Найдите аптечку.
4. Не загромождайте аварийный выход.
5. Наденьте защитные очки.
6. Это место только для сотрудников.
7. Разлив — используйте специальный комплект.
8. Опасная зона — высокое напряжение.
9. Пожарный выход находится справа.
10. Здесь запрещено прикасаться к оборудованию.

Exercise 4. Read the text and prepare to answer questions

The Sign She Almost Missed

The morning sun filtered weakly through the heavy garage doors, casting a golden hue on the service station's concrete floor. Anna adjusted her **safety glasses**, tugged on her **gloves**, and took a deep breath of cool, diesel-scented air. Today was her first day working at her uncle's agricultural equipment repair shop, tucked between cornfields and a crumbling road that nobody remembered paving. The sign outside read "Keller's Service – Tractors, Trucks & Troubleshooting." A place where problems arrived on wheels and left in pieces or fixed.

Her uncle, a wiry man with years of grease embedded into his fingerprints, gave her a brisk tour. "Pay attention to all **warning signs**," he said, tapping a rusting placard that read **'Flammable – No Smoking.'** "And don't ignore the red ones. They're serious." Anna nodded, half-listening, her eyes already darting to the gleaming **fire extinguisher** mounted beside the exit and the old metal cabinet marked **First Aid**.

She spent the morning sorting tools, sweeping debris, and staring curiously at unfamiliar machines. Each corner seemed to have its own secret. Behind the hydraulic lift was a poster reading **'High Voltage – Authorized**

Personnel Only,' and above the oil drums, a laminated note said **'Corrosive – Handle with Care.'** Anna traced the jagged edge of a dented **emergency shut-off** box and imagined what could go so wrong that someone would need to smash it.

After lunch, the trouble began. A farmer had brought in a faulty combine harvester, complaining that it "shook like thunder and hissed like a snake." As Anna approached it, she noticed a slick trail of liquid leading beneath the machine. **A puddle**, faintly green and shimmering, had formed near the rear axle. **"Coolant leak,"** her uncle muttered, and gestured for her to mop it up.

She grabbed the **spill kit**, crouched near the puddle, and began to absorb the liquid with the special pads. That's when she heard it—a low **hissing** noise, then a **rattling** from deep within the machine. "Back away!" shouted her uncle. "That hose is under pressure!" Startled, Anna leapt back, slipping slightly on the **slippery surface**, barely catching herself on the wall. Her heart raced.

That wall, she noticed for the first time, had a worn sign above eye level: **'Toxic Gas – Ventilation Required.'** Her stomach turned. "Uncle, is it safe?" she asked. He sighed. "If you see that sign," he said quietly, "you put your **dust mask** on before even blinking."

Later that day, the power went out. The lights flickered, buzzed, and died. Anna stood frozen near a workbench covered in small parts. A moment later, a deep hum returned—then silence. She turned and noticed the **emergency exit** glowing faintly green in the distance. She had memorized its location earlier, and now felt oddly comforted by its soft light.

Her uncle emerged with a flashlight. "Transformer issue," he said. "We've had **high voltage** spikes all week." They checked the circuit box together, and Anna spotted a cracked wire running across a conduit marked with red tape. The tape read: **'Caution – Do Not Touch – Electrical Risk.'**

Back in the main bay, a tractor had been brought in with reports of **jerky movement** and a grinding rear wheel. Anna helped inspect it. As she removed a panel, she saw sparks and instinctively stepped back. "That's the **starter motor** grounding," her uncle explained. "Could've lit the **flammable** vapors in here. Lucky you had your head turned."

As the day wound down, Anna wiped grease from her fingers and looked around the shop with new eyes. The **signs** weren't just warnings. They were stories, each one a memory of something that almost went wrong, or once had. Her uncle called them "silent teachers."

Before she left, he handed her a pair of **earplugs**. “Tomorrow, we’re working on the combine header. It screams like a banshee.”

Anna smiled. “Thanks. I’ll read the signs twice next time.”

Answer the questions:

1. What item did Anna wear at the beginning of the day to ensure her eye safety?
2. What warning sign did her uncle point out during the tour of the service station?
3. What did Anna find near the faulty combine harvester that indicated a coolant leak?
4. Which sound caused Anna to jump back while cleaning the spill?
5. What safety sign did Anna notice above eye level on the wall?
6. Why did Anna’s uncle tell her to wear a dust mask immediately?
7. What incident caused the lights in the shop to go out?
8. What part of the workshop comforted Anna during the power outage?
9. What danger did Anna narrowly avoid while inspecting the tractor?
10. What lesson did Anna learn about the meaning of warning signs by the end of the day?

Exercise 5. Answer the questions using words from the lesson.Write full answers.

1. What should you do if you see a "High voltage" sign?
2. Where do you find a "First aid" kit?
3. What does a "Flammable" label warn you about?
4. What do you need to wear if the sign says "Eye protection required"?
5. What might you use a fire extinguisher for?
6. Why is "No smoking" important in certain areas?
7. What kind of surface needs a "Slippery surface" warning?
8. What does "Corrosive" mean?
9. When should you use the "Emergency shut-off" button?
10. What does "Spill kit" refer to?

Exercise 6. Fill in the blanks with suitable vocabulary.

1. Be careful, this is a _____ surface.
2. Don’t touch that machine — it’s marked _____.

3. You must wear _____ near this equipment.
4. Always know where the _____ is in case of fire.
5. This chemical is _____, don't let it touch your skin.
6. In case of emergency, use the _____ switch.
7. That container is marked "_____" — keep it away from flames.
8. Use a _____ to clean the oil spill.
9. The door with the green sign is the _____.
10. This area is for _____ personnel only.

Exercise 7. Match the sign to the correct explanation.

a. May cause electrical injury
b. Medical help located here
c. For cleaning chemical spills
d. Helps stop fire
e. Use goggles or face shield
f. Protective clothing is needed
g. Do not light cigarettes
h. Hazardous fumes present
i. Press to stop machines
j. Floor is dangerous when wet

Exercise 8. Choose the correct warning based on the description.

1. You see liquid on the floor – which sign fits?
2. There’s a machine with exposed wires.
3. A cabinet has strong-smelling chemicals.
4. A small fire starts in the corner.
5. You see a green box with bandages.
6. A pipe is leaking and labeled “corrosive”.
7. Your coworker gets burned.
8. There's a red button next to a noisy machine.
9. A barrel is marked “toxic”.
10. You’re entering a welding area.

Exercise 9. Dialogue practice. Complete the dialogue with correct vocabulary.

A: Hey, what’s that yellow sign on the floor?
B: That means “_____.” Be careful not to slip.
A: And should I be wearing anything special?
B: Yes, the area requires “_____” and “_____.”
A: I also saw a red box marked “_____.”
B: That’s in case of fire — it’s a “_____.”
A: Good to know. Is there a “_____” station nearby?
B: Yes, it’s right next to the “_____” exit.

Exercise 10. Speak about **safety signs you might see in a service station**. Use 5–10 vocabulary words. Describe:

1. What signs are important
2. What actions they warn about
3. What protective items you must use
4. What to do in case of danger

Example:
In a service station, I often see signs like “High voltage” and “No smoking.” They are important because they help prevent accidents...

GRAMMAR PRACTICE

«Non-finite forms of the verb. Infinitive and ing-form»

Герундий — особая форма глагола, выполняющая в предложении функции существительного. Узнать герундий можно по характерному окончанию —ing, присоединяемому к корню глагола:

run (бежать) — running (бег)
sing (петь) — singing (пение)
walk (ходить) — walking (ходьба)

То есть глагол перестает отвечать на вопрос «Что делать?», а присоединяется к лиге вопросов, характерных для существительных: «Что?», «Чем?», «Чего?» и т. д. Благодаря этому герундий можно использовать в качестве подлежащего или дополнения.

*«**Swimming** is good exercise.»*
*«**Плавание** — хорошее упражнение».*

*«I can't imagine a holiday without **swimming**.»*
*«Я не могу представить отдых без **плавания**».*

Как мы видим, в первом случае, герундий «swimming» играет роль подлежащего, а во втором — дополнения. В целом все просто, что подтверждает и отсутствие исключений в образовании герундия.

Инфинитив — это неопределенная форма глагола для выражения действия без изменения по лицам и числам. Эта форма отвечает на вопрос: «Что (с)делать?» и часто (но не всегда — о чем расскажем чуть позже) идет в связке с частицей to:

to watch (смотреть)
to take (взять)

Инфинитивы в английском языке обычно применяются для выражения намерений, целей, обязанностей, возможностей и желаний. Они могут использоваться как самостоятельные слова в предложении или как часть фразовых глаголов, глагольных конструкций и вместе с модальными глаголами:

«I'd like to sit down.»
«Я бы хотел присесть».

«Anna was happy to play the piano again.»
«Анна была счастлива снова играть на пианино».

«We must see each other as soon as possible.»
«Мы должны увидеться как можно быстрее».

И герундий, и инфинитив относятся к неличным формам глаголов, т. е. являются нейтральными, не изменяются и не могут играть роль сказуемого в предложении.

Основные различия между герундием и инфинитивом

Хотя инфинитив и герундий имеют некоторые идентичные особенности, нередко выполняют схожие функции, а иногда и одинаково переводятся на русский, между нами таятся существенные различия. А именно:

1. Инфинитив — начальная форма глагола, данная нам в словаре (to + V). Герундий — форма глагола с «инговым» окончанием: V + -ing. Герундий, в отличие от инфинитива, не имеет аналога в нашем языке.

2. Инфинитив в английском ведет себя как глагол и отвечает на соответствующие для глагола вопросы, герундий — ведет себя как существительное, хотя переводиться может по-разному исходя из контекста.

3. Перед герундием можно поставить притяжательные местоимения «my», «his», «their», «your» и т. д., а перед инфинитивом — нет.

4. Есть определенные глаголы, предлоги и словосочетания, после которых может следовать либо герундий, либо инфинитив, а употребление другой формы будет считаться ошибкой. Примеры вы найдете в табличках чуть ниже.

5. Если мы говорим об единоразовом действии, хотим указать цель действия или имеем союз «чтобы», то используем инфинитив. Если процесс уже имеет место быть, растянут во времени, с высокой вероятностью подойдет именно герундий.

«She called to invite me to a party.»
«Она позвонила, чтобы позвать меня на вечеринку».

«I hope to read this book tomorrow.»
«Я надеюсь прочитать эту книгу завтра».

«I enjoy reading.»
«Я наслаждаюсь чтением».

Инфинитив с частицей to и без неё

В английском существует два вида инфинитивов: полный инфинитив с частицей «to» **(Full Infinitive)** и так называемый «голый» инфинитив, использующийся в своей словарной форме без частицы «to» **(Bare Infinitive)**. Смотрим на простых примерах:

*«She wants **to sleep**.» («Она хочет спать») — Full Infinitive*
*«She can't **sleep**.» («Она не может спать») — Bare Infinitive*

Как же определить, какой вид инфинитива использовать в конкретном случае? Используйте эту краткую шпаргалку:

Используем полный инфинитив(ex. to listen**):**

1. После следующих глаголов: want (хотеть), hope (надеяться), agree (соглашаться), decide (решать), advise (советовать), refuse (отказываться), appear (появляться, оказываться), promise (обещать), expect (ожидать).
2. После прилагательных, выражающих чувства и эмоции: happy (счастливый), angry (злой), sad (грустный), glad (радостный), lucky (удачливый) и т. д.
3. После Wh-вопросительных слов «what», «where», «when», «who», «which» и слова «how». Здесь есть исключение: на слово «why» это правило не распространяется.
4. После существительных («It's luck to meet you» — «Это удача — встретить тебя»).
5. Для описания целей и задач (вспоминаем знаменитый TO-DO list).
6. После устойчивых конструкций для выражения желаний «would like», «would prefer», would love".

7. В предложениях «…, чтобы + V» («He's too old to do this alone» — «Он слишком стар, чтобы делать это в одиночку»).

8. Для описания действий в предложениях после слов «only», «just» («He called just to say goodbye» — «Он позвонил, только чтобы попрощаться»).

9. После порядковых числительных (first, second) и слов «last» (последний), «next» (следующий) («Jane is always the last one to come» — «Джейн всегда приходит последней»).

Используем инфинитив без частицы «to»:

1. После модальных глаголов: can, should, must, may, might. Исключения: ought, dare, have.

2. После определенных глаголов: let (позволять), make (делать), hear (слышать), see (видеть), feel (чувствовать) («You make me feel sad» — «Ты заставляешь меня грустить»). Но правило не работает, если эти глаголы стоят в пассивном залоге («I was made to feel sad» — «Меня заставили грустить»)

3. После «would rather» и «had better» («I'd rather have some tea» — «Я бы лучше выпил чаю»).

4. При перечислении действий с союзом «and» или «or» частица «to» ставится только перед первым глаголом, а дальше не нужна («I want to eat a burger and drink a Coke» — «Я хочу съесть бургер и выпить Колы»).

5. Не будет ошибкой, если вы используете «голый» инфинитив после глагола «help» («They helped me wrap the gifts» — «Они помогли мне упаковать подарки»)

Существуют и глаголы для использования и с герундием, и с инфинитивом, которые часто мелькают в английской речи и нередко сбивают учеников с толку при переводе.

mean to + Infinitive — намереваться/желать сделать что-либо
mean + Gerund — значить

«I didn’t mean to offend him.» — «Я не хотел обидеть его».

«Using neural networks means speeding up the work of employees.» — «Использование нейросетей означает ускорение работы сотрудников».

stop to + Infinitive — остановиться с целью совершить какое-то действие

stop + Gerund — прекратить действие вообще или бросить привычку

«We need to stop to buy water.» — «Нам нужно остановиться, чтобы купить воды».

«Stop putting off important things!» — «Хватит откладывать важные дела!»

remember to + Infinitive — помнить, что нужно что-то сделать

remember + Gerund — помнить о каком-то событии или моменте

«Remember to pick up the kids from school.» — «Помни, что нужно забрать детей из школы».

«I remember streaming all night.» — «Я помню, как всю ночь стримил».

forget to + Infinitive — забыть, что нужно что-то сделать

forget + Gerund — забыть о каком-то событии или моменте

«Make sure you didn’t forget to buy eggs.» — «Проверь, что ты не забыл купить яиц».

«You forgot our hiking to the lake so quickly.» — «Ты так быстро забыла наш поход на озеро».

try to + Infinitive — стараться сделать что-то, прикладывать усилия

try + Gerund — попробовать делать что-то новое

«Try not to screw it up next time!» — «Постарайся не облажаться в следующий раз!»

«Try doing yoga in the morning — it gives you energy.» — «Попробуй заниматься йогой по утрам — это заряжает энергией».

regret to + Infinitive — сожалеть о совершаемых действиях или сообщаемой информации

regret + Gerund — сожалеть о свершившемся

«We regret to announce the cancellation of the show.» — «С сожалением сообщаем об отмене шоу».

«He regretted not confessing his love to her.» — «Он жалел, что не признался ей в любви».

Scan **the QR-code** and some exercises on the topic. Compare the results with your partner.

Quick Test

Exercise 1. Translate into Russian.

1 . The buyers want to know our terms of payment.

2 . This is for you to decide.

3 . The plan of our work will be discussed at the meeting to be held on May 25.

4 . To walk in the garden was a pleasure.

5 . Jane remembered to have been told a lot about Mr. Smith.

6 . I felt him put his hand on my shoulder.

7 . This writer is said to have written a new novel.

8 . She seems to be having a good time at the seaside.

9 . They watched the boy cross the street.

10 . To advertise in magazines is very expensive.

11 . He proved to be one of the cleverest students at our Institute.

12 . He knew himself to be strong enough to take part in the expedition.

13 . To see is to believe.

14 . He is sure to enjoy himself at the disco.

15 . To tell you the truth, this company has a very stable position in the market.

Exercise 2. Put “to” before the infinitive where it is necessary.

1 . My son asked me … let him … go to the club.

2 . You must make him … practice an hour a day.

3 . She was made … repeat the song.

4 . He is not sure that it can … be done, but he is willing … try.

5 . Let me … help you with your work.

6 . She asked me … read the letter carefully and … write an answer.

7 . You ought … take care of your health.

8 . I looked for the book everywhere but could not … find it.

9 . He was seen … leave the house.

10 . We had … put on our overcoats because it was cold.

11 . The man told me not … walk on the grass.

12 . Have you heard him … play the piano?

13 . You had better … go there at once.

14 . I would rather not … tell them about it.

15 . We shall take a taxi so as not … miss the train.

Exercise 3. Use the appropriate form of the infinitive.

1 . They want (to take) to the concert by their father.

2 . I am glad (to do) all the homework yesterday.

3 . This plant is known (to produce) tractors.

4 . He wants his son (to become) a lawyer.

5 . The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.

6 . He seems (to know) French very well: he is said (to spend) his youth in Paris.

7 . You had better (to call) our distributors at once.

8 . We are happy (to invite) to the party.

9 . That firm is reported (to conduct) negotiations for the purchase of sugar.

10 . It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

11 . He didn't hear me (to knock) at the door.

12 . I want (to inform) of her arrival.

13 . Our sportsmen are proud (to win) the cup.

14 . He is known (to work) on the problem for many years.

15 . The representative of the firm asked for the documents (to send) by air mail.

Exercise 4. Put "to" where necessary.

1. I think you ought … apologize.
2. Make him … speak louder.
3. Help me … carry this bag.
4. My son asked me … let him … go to the theatre.
5. I must … go to the country.
6. It cannot … be done to-day.
7. She asked me … read the letter carefully and … write an answer.
8. The man told me not … walk on the grass.
9. Let me … help you with your work.
10. She ought … take care of her health.
11. We had better … stop to rest a little.
12. I don't know what … do.
13. He was seen … leave the house.
14. We have come … ask whether there is anything we can … do.
15. We heard the siren … sound and saw the ship … move.
16. I cannot … go there now, I have some work … do.
17. During the crossing the passengers felt the ship … toss.

18. You must make him … practice an hour a day.
19. He is not sure that it can … be done, but he is willing … try.
20. I looked for the book everywhere but could not … find it.
21. He said that she might … come in the evening.
22. She was made … repeat the song.
23. Would you rather … learn shorthand than typewriting?

Exercise 5. Translate into Russian.

1. I called every morning to see if there was any news.
2. We stopped to have a smoke.
3. He came here to speak to me, not to you.
4. The car was waiting at the door to take them to the station.
5. To explain the problem he drew diagrams all over the blackboard.
6. The steamship "Minsk" was chartered to carry a cargo of timber from St.Petersburg to Hull.
7. Under clause 35 the charterers were to supply the steamer with ice-breaker assistance to enable her to enter or to leave the port of loading.
8. To meet the increased demand for industrial goods, a great number of new shops have been opened in the towns.
9. The first lot is ready for shipment, but to economize on freight we have decided to ship it together with the second lot.
10. Please send us your instructions at once to enable us to ship the machines by the 20th of May.

Exercise 6. Translate into English using the Objective Infinitive Construction (Complex Object) where possible.

1. Он хочет, чтобы мы пришли к нему сегодня.
2. Я хотел бы, чтобы вы подождали меня здесь.
3. Он хочет, чтобы его сын стал врачом.
4. Он хочет, чтобы его послали в С.-Петербург на конференцию.
5. Она хочет, чтобы ее пригласили на вечер.
6. Мы не хотели, чтобы нас прерывали.
7. Хотите ли вы, чтобы я вам помог?
8. Я хочу, чтобы его статья была опубликована.
9. Доктор не хочет, чтобы вы ехали на юг.
10. Он хочет, чтобы груз был застрахован.
11. Она не любит, чтобы дети готовили уроки вечером.
12. Она любит, чтобы обед был вовремя.
13. Он не любит, когда его прерывают.

14. Он хочет, чтобы ему задавали вопросы.

Exercise 7. Make infinitives (add “to”) or gerunds (add “-ing”) of the verbs in brackets to make the following sentences grammatically correct.

1. When I’m tired, I enjoy ... television. It’s relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It’s a nice day. Does anyone fancy ... for a walk? (go)
4. I’m not in a hurry. I don’t mind ... (wait)
5. They don’t have much money. They can’t afford ... out very often. (go)
6. I wish that dog would stop ... It’s driving me mad. (bark)
7. Our neighbour threatened ... the police if we didn’t stop the noise. (call)
8. We were hungry, so I suggested ... dinner early. (have)
9. Hurry up! I don’t want to risk ... the train. (miss)
10. I’m still looking for a job but I hope ... something soon. (find)

Exercise 8. Complete the following sentences with infinitives (add “to”) or gerunds (add “-ing”) of the verbs below to make them grammatically correct.

answer- apply- be –be- listen -make see- try- use -wash -work -write

1. He tried to avoid ... my question.
2. Could you please stop ... so much noise?
3. I enjoy ... to music.
4. I considered ... for the job but in the end I decided against it.
5. Have you finished ... your hair yet?
6. If you walk into the road without looking, you risk ... knocked down.
7. Jim is 65 but he isn’t going to retire yet. He wants to carry on ....
8. I don’t mind you ... the phone as long as you pay for all your calls.
9. Hello! Fancy ... you here! What a surprise!
10. I’ve put off ... the letter so many times. I really must do it today.
11. What a stupid thing to do! Can you imagine anybody ... so stupid?

LESSON 4 EMERGENCY PROCEDURES

TOPICAL VOCABULARY

1. First aid kit – аптечка первой помощи 2. Fire extinguisher – огнетушитель 3. Emergency exit – аварийный выход 4. Call for help – позвать на помощь 5. Report the accident – сообщить об инциденте 6. Evacuation plan – план эвакуации 7. In case of fire – в случае пожара 8. Stay calm – сохранять спокойствие 9. Wear protective gear – надеть защитное снаряжение 10. Chemical spill – утечка химического вещества	11. Shut down the equipment – отключить оборудование 12. Check for injuries – проверить наличие травм 13. Alert the supervisor – оповестить руководителя 14. Safety drill – тренировка по безопасности 15. Hazard area – опасная зона 16. Emergency number – номер экстренной службы 17. Power shut-off switch – выключатель питания 18. Leave the building immediately – немедленно покиньте здание 19. Do not use the elevator – не пользоваться лифтом 20. Follow safety instructions – следовать инструкциям по безопасности

Exercise 1. Match the word to its Russian translation. Match each English word/phrase with its correct Russian translation.

1. Fire extinguisher	а) план эвакуации
2. First aid kit	б) позвать на помощь
3. Emergency exit	в) огнетушитель
4. Chemical spill	г) сообщить об инциденте
5. Evacuation plan	д) аварийный выход
6. Call for help	е) выключатель питания
7. Report the accident	ж) аптечка первой помощи
8. Power shut-off switch	з) опасная зона
9. Hazard area	и) утечка химикатов
10. Alert the supervisor	к) оповестить руководителя

Exercise 2. Choose the correct answer. Select the best option to complete the sentence.

1. In case of a fire, you should first...
    a) go to sleep
    b) use the emergency exit
    c) continue working
2. If someone is injured, you must...
    a) ignore them
    b) check for injuries
    c) leave immediately
3. During a chemical spill, it's important to...
    a) alert the supervisor
    b) turn on the machine
    c) take a break
4. You must not enter the...
    a) canteen
    b) hazard area
    c) parking lot
5. Every workshop should have a...
    a) sofa
    b) fire extinguisher
    c) radio
6. To stop the machine quickly, use the...
    a) steering wheel
    b) calendar
    c) power shut-off switch
7. You need to follow the...
    a) evacuation plan
    b) shopping list
    c) to-do list
8. Before opening the door, always...
    a) clean your shoes
    b) wash your hands
    c) check for danger
9. If you see fire, you must...

a) take photos
b) stay calm
c) go shopping

10. An emergency number is used to...
a) order lunch
b) play music
c) call for help

Exercise 3. Complete the sentences using the Present Simple or Present Continuous. Use the correct tense form.

1. She always _____ (check) the fire extinguisher in the morning.
2. They _____ (follow) the evacuation plan right now.
3. We _____ (not wear) protective gear at the moment.
4. He usually _____ (report) accidents to the supervisor.
5. I _____ (stay) calm even in difficult situations.
6. The workers _____ (leave) the building now.
7. My manager _____ (alert) the team every time there's a drill.
8. The fire alarm _____ (go off) right now.
9. You _____ (need) to use the emergency exit if there is smoke.
10. She _____ (check) for injuries at this moment.

Exercise 4. Read the text and answer the questions.

A Day That Changed Everything

The morning started like any other at the vehicle service station. The sun rose slowly over the dusty horizon, painting golden light across the rows of tractors, trucks, and farm equipment waiting for repair. Alex, a young mechanic with a strong sense of responsibility, arrived early, as usual. He put on his **overalls**, adjusted his **safety glasses**, and made his way toward the main garage. Every Monday, he **checks** the **first aid kit** and inspects the **fire extinguisher** to ensure everything is in place. That morning, he was doing just that, following the **evacuation plan** posted on the wall when the first warning sign appeared.

A faint smell of burning plastic drifted through the garage. At first, Alex thought it was just a dirty engine running nearby, but the scent quickly grew stronger. Looking up, he saw a wisp of black smoke curling near the

ceiling. “Something is wrong,” he muttered, already **alerting the supervisor** over the radio. The supervisor **is walking** toward the back area when Alex catches up with him. “We must act fast,” Alex says. “There may be a fire near the fuel storage.”

Within seconds, the team **switches off** the main equipment using the **power shut-off switch**, while others begin moving toward the **emergency exit**. Alex runs to the back, where he sees flickering orange behind a large tractor. Flames are licking the floor, near a leaking **fuel line**. Without hesitation, he grabs the **fire extinguisher** and pulls the pin. His hands **are shaking**, but his training kicks in. He sprays the base of the fire, moving side to side as smoke fills the air.

“You shouldn’t be alone!” shouts another mechanic, rushing in with a second extinguisher. Together, they manage to reduce the fire before it spreads further. Once the immediate danger is under control, they follow the **procedure of reporting the accident** to management. The building is evacuated. Everyone gathers outside at the **assembly point**, where the supervisor does a headcount. One person is missing.

Alex runs through the **evacuation checklist** and realizes it’s Sam, the new apprentice, who often works in the tool storage room. “We have to find him,” Alex says. “He might not know the evacuation routes yet.” The supervisor hesitates. “It's too dangerous,” he warns, but Alex insists. “We can't leave him.”

While others wait, Alex and another technician **re-enter** the building with flashlights and **dust masks**. Smoke hangs heavy in the air, and sparks still flicker from a melted control box. “Sam!” Alex shouts, scanning the shadows. Then he hears a faint cough. Behind a half-collapsed shelf, Sam is crouched, coughing and scared. His foot is trapped beneath a broken metal part. “Stay calm,” Alex says. “We’re getting you out.” They manage to lift the metal and help Sam to his feet. Slowly, they walk toward the exit, covering their mouths with cloth.

Outside, paramedics are waiting. One of them immediately **uses the first aid kit** to check Sam’s breathing and injuries. The fire brigade arrives shortly after and confirms the fire started from a **chemical spill** near a heating unit. The technician responsible had forgotten to seal a container the day before. Mistakes happen, but this one nearly turned deadly.

Later, during the emergency debriefing, everyone listens carefully. “We all need to take safety seriously,” the supervisor says. “Responding to emergencies is not just about bravery. It’s about knowing what to do and

acting fast." They review the **hazard area** rules, the use of **emergency exits**, and how to **call for help** correctly. The team also discusses improvements to their **evacuation plan** and **training procedures**.

Alex sits quietly, replaying everything in his head. He knows now more than ever how important it is to **be trained** and to **practice responding to different emergency situations**. Every person must **learn** how to react quickly, **identify warning signs**, and **follow safety protocols**. The garage **won't operate tomorrow**—they need time to clean and inspect—but the experience has made them stronger.

The next morning, Alex **walks through** the workshop, looking at the fire-damaged corner. "We could've lost more," he says to himself. His hands are still a little sore from the extinguisher. He knows that from now on, he'll always double-check the **first aid kit**, review the **evacuation route**, and teach the younger staff how to react under pressure. "Training saves lives," he thinks, as he sees Sam walk in with a bandaged ankle and a thankful smile.

Answer the questions:

1. What was Alex doing when he first noticed the smell of burning plastic?
2. What actions did Alex and his team take after noticing the smoke?
3. Why did Alex and the other mechanic use fire extinguishers?
4. Who was missing after the evacuation, and where was he found?
5. What safety items did Alex and his team use when re-entering the building?
6. What was the cause of the fire, according to the fire brigade?
7. How did the team handle the aftermath of the emergency?
8. What changes were discussed during the emergency debriefing?
9. Why does Alex decide to train the younger staff in the future?
10. How does the experience affect the overall approach to safety at the service station?

Exercise 5. Translate the phrases from Russian into English.

1. Аптечка первой помощи
2. Немедленно покиньте здание
3. Опасная зона

4. Сообщить об инциденте
5. Утечка химикатов
6. План эвакуации
7. Надень защитное снаряжение
8. Выключатель питания
9. Сохранять спокойствие
10. Пожарная тревога

Exercise 6. Match the situation with the correct response.

1. You see smoke. 2. A coworker is hurt. 3. There is a chemical smell. 4. A warning sign says "Flammable". 5. A fire starts near the engine. 6. The first aid kit is missing. 7. The evacuation alarm goes off. 8. You find a blocked emergency exit. 9. Someone faints. 10. A fire extinguisher falls and breaks.	a) Use the emergency exit. b) Call for help. c) Report the accident. d) Stay calm. e) Alert the supervisor. f) Check for injuries. g) Replace the first aid kit. h) Turn off the equipment. i) Avoid using fire near it. j) Follow safety instructions.

Exercise 7. Use modals (must, have to, should, can’t) to complete the sentences.

1. You _____ report every emergency.
2. We _____ stay calm in dangerous situations.
3. You _____ use the elevator during a fire.
4. Technicians _____ wear gloves during clean-up.
5. You _____ call for help if someone is unconscious.
6. Staff _____ follow the evacuation plan.
7. You _____ ignore safety drills.
8. They _____ shut down the equipment immediately.
9. We _____ remember the emergency number.
10. You _____ block the hazard area.

Exercise 8. Make questions using the given words and answer them.

Example:
check / fire extinguisher / when / you?
→ When do you check the fire extinguisher?
→ I check it every week.

1. where / the emergency exit / be?
2. what / do / chemical spill / you?
3. who / report / the accident?
4. wear / you / always / gloves?
5. when / call / help / you?
6. why / use / fire extinguisher / we?
7. shut off / switch / where / is?
8. how / evacuate / we / quickly?
9. follow / plan / evacuation / who?
10. check / you / first aid kit / often?

Exercise 9. Speaking practice. Role-play a short dialogue.
Student A is a supervisor. Student B is a technician who has just witnessed an emergency. Use the vocabulary below to build a realistic conversation.

Use the words:

1. Report the accident
2. Alert the supervisor
3. Fire extinguisher
4. Emergency exit
5. Call for help
6. First aid kit
7. Evacuation plan
8. Power shut-off switch

Exercise 10. Complete the sentences using the correct form (infinitive or gerund).

It's important _____ (follow) the safety instructions.
We decided _____ (report) the spill immediately.
He avoided _____ (panic) during the fire drill.
They managed _____ (shut down) the equipment on time.
I forgot _____ (check) the emergency exit.
She enjoys _____ (participate) in safety drills.
We need _____ (wear) protective gear.
He suggested _____ (call) the supervisor.
I remember _____ (use) the fire extinguisher last year.
They offered _____ (help) the injured worker.

Exercise 11. Prepare a monologue of 10–15 sentences on the topic **"Emergency Procedures"**. Use vocabulary from the topic, such as: first aid kit, fire extinguisher, emergency exit, call for help, report the accident, evacuation plan, hazard area, chemical spill, power shut-off switch, alert the supervisor, stay calm, etc. Speak clearly and logically, following the plan below.

Plan for the monologue:

1. Introduction: What are emergency procedures and why are they important?
2. Common types of emergencies at a service station.
3. Example of an emergency situation (e.g. fire, chemical spill).
4. Steps to take during an emergency (what to do first, how to stay safe).
5. The role of safety equipment (first aid kit, fire extinguisher, etc.).
6. Importance of following the evacuation plan.
7. Reporting the accident and alerting the supervisor.
8. How to help others and call for help.
9. Personal responsibility and staying calm under pressure.
10. Conclusion: Why regular training and clear instructions are necessary.

UNIT 5 THE FUTURE OF VEHICLE TECHNOLOGY

LESSON 1 ELECTRIC VEHICLES: PROS AND CONS

TOPICAL VOCABULARY

1. electric engine — электродвигатель	11. zero-emission vehicle — транспортное средство с нулевыми выбросами
2. rechargeable battery — перезаряжаемая батарея	12. hybrid vehicle — гибридный автомобиль
3. charging station — зарядная станция	13. maintenance cost — стоимость технического обслуживания
4. emissions — выбросы	14. charging time — время зарядки
5. environmentally friendly — экологически чистый	15. initial cost — начальная стоимость
6. fuel efficiency — топливная экономичность	16. silent operation — бесшумная работа
7. carbon footprint — углеродный след	17. government incentives — государственные льготы
8. range anxiety — страх не доехать из-за разрядки батареи	18. energy storage — хранение энергии
9. battery life — срок службы батареи	19. limited infrastructure — ограниченная инфраструктура
10. renewable energy — возобновляемая энергия	20. sustainable transport — устойчивый транспорт

Exercise 1. Match the words with their translations.

electric engine	a. бесшумная работа
rechargeable battery	b. срок службы батареи
charging station	c. выбросы
emissions	d. гибридный автомобиль
environmentally friendly	e. топливная экономичность
hybrid vehicle	f. углеродный след
battery life	g. электродвигатель
fuel efficiency	h. зарядная станция
silent operation	i. экологически чистый
carbon footprint	j. перезаряжаемая батарея

Exercise 2. Multiple choice. Choose the correct word to complete each sentence.

1. An _____ is much quieter than a gasoline engine.
   a) hybrid car b) electric engine c) emissions
2. A _____ can be plugged in at home or at a public location.
   a) charging station b) battery life c) silent operation
3. Electric vehicles reduce harmful _____.
   a) incentives b) emissions c) operations
4. People often worry about _____ and whether the car can reach its destination.
   a) fuel efficiency b) carbon footprint c) range anxiety
5. Governments offer _____ to support electric car buyers.
   a) maintenance b) incentives c) repairs
6. Hybrid cars use both fuel and a _____.
   a) silent operation b) charging station c) rechargeable battery
7. The vehicle has a low _____ because it produces no pollution.
   a) carbon footprint b) charging time c) infrastructure
8. Electric cars are considered _____ because they don't burn fuel.
   a) noisy b) expensive c) environmentally friendly
9. The car is _____ now. The battery is full.
   a) charging b) charged c) charge
10. The _____ of electric vehicles is still a concern for many people.
    a) sustainable b) infrastructure c) renewable

Exercise 3. Fill in the blanks (Present Simple / Present Continuous). Complete the sentences with the correct form of the verb.

1. My friend always _____ (drive) an electric vehicle.
2. They _____ (install) new charging stations in our town right now.
3. The battery usually _____ (last) about 300 kilometers.
4. We _____ (talk) about buying a hybrid car these days.
5. She never _____ (worry) about emissions.
6. Look! He _____ (charge) his car at the station.
7. EVs _____ (help) reduce pollution.

8. I _____ (not use) fossil fuels in my vehicle.
9. More people _____ (switch) to sustainable transport every year.
10. He often _____ (check) the battery life.

Exercise 4. Read the text and answer the questions.

The Silent Journey

It is early morning when Jack pulls his coat tighter around him and steps into the cold, silent air of the countryside. His electric vehicle, a sleek silver hatchback with smooth curves and a quiet heart, waits patiently in the driveway. The battery is fully charged. The night before, he plugged it into the small **charging station** he installed near his barn. Today, he is going to visit his sister in the city—two hundred kilometers away.

Jack likes driving alone. The silence of the road is comforting, especially in his EV. There is no **engine noise**, just the soft hum of tyres on the asphalt. As he drives, he looks at the hills that roll past. "No **emissions**, no guilt," he says to himself with a grin. He knows that his **carbon footprint** is small, and that feels good. Jack believes that choosing to drive an **electric vehicle** is more than a decision about fuel. It is a way of showing responsibility.

But the journey is not perfect. He keeps one eye on the dashboard. The **battery level** drops slowly but steadily. He has made this trip before, but he always fears the same thing—that the **rechargeable battery** will not last the full distance. He is experiencing what people call **range anxiety**. Even though he knows the vehicle can make the trip, he cannot stop his brain from calculating, imagining the car **losing power** on a lonely road with no **charging station** nearby.

Jack passes a sign that says "Fast Charging Station – 30 km." He considers stopping, but decides to keep going. "I should learn to trust this car," he mutters. The screen on the dashboard shows that the battery still has enough charge. Still, Jack keeps glancing at the numbers, waiting for them to drop suddenly.

Meanwhile, he enjoys the scenery. The **silent operation** of the vehicle lets him hear the birds outside, something impossible when he drove his old diesel truck. Jack remembers the smell of fuel, the loud **engine**, the frequent repairs. He doesn't miss those days. "It's nice not having to visit the mechanic every month," he thinks. He also enjoys the low **fuel costs**. Electricity is much cheaper than petrol in his region.

But there are disadvantages, too. Buying the car had cost him more than any vehicle he had ever owned. The **initial cost** of electric vehicles is high, even with the government **incentives** that help with the price. Jack got a small discount and a year of free public charging, but still, he had to take a loan.

Now, as he passes through a small town, he sees an older man pushing a bicycle. Jack slows down and stops. "Need a lift?" he asks.

The man nods, grateful. As he climbs into the car, he looks around and says, "It's so quiet. Is this one of those electric cars?"

Jack nods. "Yes, it is. I've had it for six months."

The man laughs. "Back in my day, cars were noisy beasts. Now they're like ghosts."

"They're better for the environment," Jack replies. "No **emissions**, and they use less energy."

"But where does the electricity come from?" the man asks. "Coal plants?"

Jack sighs. "Sometimes, yes. That's one of the **disadvantages**. The car is clean, but the electricity might not be. I'm planning **to install solar panels** next year. I want to **charge the car using clean energy**."

The man smiles. "That sounds smart. But what happens if the battery dies?"

Jack shrugs. "That's another issue. Replacing a battery can be expensive. And you need the right **infrastructure**—**charging stations**, repair shops. They're not everywhere yet."

They continue the journey in thoughtful silence. Jack drives carefully. He watches the road, but he is also thinking. Is the world really ready to switch completely to electric vehicles? Should governments do more to support this change? Is it enough **to be environmentally friendly**, or should people focus on the entire system—how cars are made, how batteries are recycled, where electricity comes from?

Later, he drops the man off near a post office. "Thanks again," the man says. "You've given me something to think about."

Jack smiles. "Me too."

Finally, he reaches the edge of the city. The traffic is heavier now. More electric cars move silently beside him. Some are charging at **public stations**, their cables glowing faintly in the early light. Jack is pleased to see them. It means change is happening.

He turns onto his sister's street. She waves from the front step. "You made it!" she calls.

“Of course,” Jack replies. “This car may be quiet, but it’s strong.”

As he turns off the **electric engine**, he listens to the silence once more. No clicking, no rumbling, no fumes. Just peace. It’s not perfect yet. But it’s the future—silent, smart, and full of potential.

Answer the questions:

1. Why does Jack feel good about driving his electric vehicle?
2. What does “range anxiety” mean in Jack’s journey?
3. Why does Jack hesitate to stop at the fast charging station?
4. What are the environmental benefits Jack sees in using his EV?
5. What disadvantages of EVs are mentioned during Jack’s conversation with the old man?
6. What future plans does Jack have to reduce emissions even further?
7. Why is the initial cost of Jack’s electric vehicle a challenge?
8. How does the quiet operation of the EV change Jack’s experience on the road?
9. What is Jack’s concern about where electricity comes from?
10. How does the story show that society is slowly accepting electric vehicles?

Exercise 5. Translate from Russian into English using lesson vocabulary

1. Электродвигатели тише и экологичнее.
2. Станции зарядки становятся всё более доступными.
3. Люди боятся не доехать из-за разрядки батареи.
4. Электромобили помогают снижать выбросы.
5. Срок службы батареи — важный фактор.
6. Мы рассматриваем покупку гибридного автомобиля.
7. Бесшумная работа — это плюс электромобилей.
8. Они установили зарядную станцию около офиса.
9. Государственные льготы делают покупку выгодной.
10. Возобновляемая энергия используется для зарядки батарей.

Exercise 6. Answer the questions using vocabulary from the lesson.Answer in full sentences.

1. What is a rechargeable battery and how is it used?
2. What are the advantages of an electric engine?
3. Why are emissions harmful to the environment?
4. What is "range anxiety"?
5. What kind of vehicle uses both fuel and electricity?
6. How can renewable energy help electric vehicles?
7. What government incentives exist for EV buyers?
8. What is the meaning of carbon footprint?
9. What is the main disadvantage of long charging time?
10. Why is fuel efficiency important?

Exercise 7: Choose the correct verb form (modals, infinitive, gerund)

1. You should _____ (charge / to charge / charging) the battery overnight.
2. It’s important _____ (to reduce / reduce / reducing) emissions.
3. I want _____ (buy / buying / to buy) a hybrid vehicle.
4. She might _____ (use / to use / using) a charging station tomorrow.
5. They enjoy _____ (driving / to drive / drive) electric cars.
6. He needs _____ (check / to check / checking) the battery life.
7. We must _____ (protect / to protect / protecting) the environment.
8. It’s hard _____ (to find / finding / find) a nearby charging station.
9. Would you like _____ (learn / to learn / learning) more about EVs?
10. They plan _____ (to install / installing / install) solar panels.

Exercise 8. Dialogue completion.Complete the dialogue using words and phrases from the vocabulary list.

A: Have you ever driven a _____?
B: Yes, I drive one now. It’s _____ and saves a lot on fuel.
A: How long does the _____ last?
B: Around 400 kilometers. But I sometimes worry about _____.
A: Are there many _____ in your area?
B: More and more. Also, the government gives _____ for EV buyers.

A: What about _____?
B: Much lower than a petrol car. And it runs in almost complete _____.

Exercise 9: Matching (word - definition).Match each term to its correct definition.

1. zero-emission vehicle 2. hybrid vehicle 3. carbon footprint 4. battery life 5. silent operation 6. charging time 7. range anxiety 8. government incentives 9. electric engine 10. fuel efficiency	a. A vehicle that uses both fuel and electricity b. Fear of not reaching a destination due to battery limits c. Time needed to fully charge a battery d. Support from the state for buying EVs e. Engine powered by electricity f. How well a vehicle uses energy g. Total amount of CO_2 you produce h. No harmful gases from the exhaust i. How long a battery lasts before replacement j. Running without noise

Exercise 10. Monologue practice. Prepare a short monologue (10–15 sentences) on the topic: **"Electric Vehicles: My Opinion".** Use at least 10 vocabulary words from the lesson.

Include:

1. Your attitude to EVs
2. Advantages and disadvantages
3. How EVs help the environment
4. Whether you'd like to own one in the future

LESSON 2 DRIVERLESS TRACTORS

TOPICAL VOCABULARY

1. Autonomous – автономный 2. Self-driving – самоуправляемый 3. GPS – спутниковая система навигации 4. Sensor – датчик 5. Program – программа (управляющая) 6. Field – поле 7. Crops – сельскохозяйственные культуры 8. Precision farming – точное земледелие 9. Remote control – дистанционное управление 10. Artificial intelligence – искусственный интеллект	11. Efficiency – эффективность 12. Reduce labor costs – снижать затраты на рабочую силу 13. Increase productivity – повышать производительность 14. Automated steering – автоматическое управление рулем 15. Route mapping – прокладка маршрута 16. Soil monitoring – контроль состояния почвы 17. Data collection – сбор данных 18. Obstacle detection – обнаружение препятствий 19. Weather adaptation – адаптация к погодным условиям 20. Sustainable agriculture – устойчивое сельское хозяйство

Exercise 1. Match the words with their Russian translations. Match each English word or phrase with its correct Russian translation.

1. Autonomous 2. Sensor 3. Route mapping 4. Artificial intelligence 5. Crops 6. Precision farming 7. Obstacle detection 8. Remote control 9. Soil monitoring 10. Sustainable agriculture	a) искусственный интеллект b) удаленное управление c) устойчивое сельское хозяйство d) автономный e) сельскохозяйственные культуры f) точное земледелие g) обнаружение препятствий h) контроль состояния почвы i) прокладка маршрута j) датчик

Exercise 2. Choose the correct option (multiple choice). Choose the correct answer that best fits the sentence.

1. Driverless tractors use _____ to navigate in the field.
    a) water
    b) GPS
    c) fuel
2. A _____ helps the tractor detect objects in its path.
    a) pillow
    b) sensor
    c) glove
3. One benefit of autonomous tractors is reducing _____.
    a) speed
    b) food
    c) labor costs
4. Precision farming helps to increase _____.
    a) productivity
    b) rain
    c) distance
5. Farmers can use _____ to operate the tractor remotely.
    a) phone
    b) remote control
    c) tractor wheel
6. Artificial intelligence helps the tractor make _____.
    a) bread
    b) ice
    c) decisions
7. Self-driving tractors follow a programmed _____.
    a) path
    b) cow
    c) hill
8. Data collection helps monitor the _____.
    a) color
    b) soil
    c) seat

9. Farmers need to check the _____ system regularly.
    a) steering
    b) music
    c) radio
10. Driverless tractors can work in different _____ conditions.
    a) dance
    b) weather
    c) holiday

Exercise 3. Translate the phrases into English. Write the English equivalent of the following Russian phrases.

1. Автоматическое рулевое управление
2. Сбор данных
3. Спутниковая система навигации
4. Повышать производительность
5. Программа для прокладки маршрута
6. Контроль состояния почвы
7. Устойчивое сельское хозяйство
8. Обнаружение препятствий
9. Сельскохозяйственные культуры
10. Искусственный интеллект

Exercise 4. Read the text and answer the questions.

Driverless Tractors: How Driverless Tractors Work and Their Potential Benefits for Agriculture

Driverless tractors are a modern invention in the world of agriculture. These machines do not need a person to sit inside and drive them. They are **autonomous**, which means they can move and work on their own. Farmers can control them using **remote control** or special software. These tractors use **GPS** to find their position in the **field**. The GPS system helps them follow a specific path. This is called **route mapping**, and it is very important for working on large farms.

Driverless tractors also use **sensors**. A sensor is a small device that can feel or detect things around the machine. For example, if there is a rock or a

person in front of the tractor, the sensor can see it. Then, the tractor can stop or go around the object. This is called **obstacle detection**. Some tractors use **artificial intelligence** to make decisions. They can learn from the environment and choose the best way to work. This helps the tractors do their job better each time.

These machines are used in **precision farming**. That means they do farm work with great accuracy. They know where to plant **crops**, how much water or fertilizer to use, and where the soil is too dry. They can also do **soil monitoring**. The tractor can measure the condition of the soil and send this information to the farmer's computer. This helps farmers decide when and where to work on the land. This process helps save time, money, and natural resources.

The tractor has a **program** inside that tells it what to do. Farmers can change the program depending on the job. For example, they can choose a program for planting, another one for watering, and one more for harvesting. The tractor follows the steps in the program. It does not get tired, and it can work for many hours, even at night. Because it works so carefully, it does not waste **fuel** or energy. Some driverless tractors use **electric engines**. These engines are good for the environment. They do not make **emissions**, which means they don't release harmful gases into the air.

Using driverless tractors can help farmers a lot. First, it can solve the problem of labor. Many farms cannot find enough workers. A driverless tractor can do the work of several people. Second, it can do the job faster and better. The tractor follows exact lines and does not make mistakes. Third, it can help make **sustainable agriculture** possible. That means using land and water in a smart way that is good for future generations.

But there are also some problems. Driverless tractors cost a lot of money. Not every farmer can buy one. Also, they need good internet or GPS connection to work well. If the system fails, the tractor might stop or make a mistake. Some farmers are afraid to use new technology. They may not know how to program the machine. So, it is important to teach farmers how to use these machines correctly. They also need help from technicians when something breaks.

Even with these challenges, many experts believe that driverless tractors are the future of farming. They can make farm work easier, faster, and more effective. They also help to protect the planet by using fewer chemicals and less water. Driverless tractors are not science fiction anymore. They are real, and they are already working in fields around the world. In the future, more farms will use this kind of machine.

Farming has changed a lot in the past 100 years. At first, people used animals to pull the plows. Then came tractors with engines. Now we are seeing the next big step: tractors that can work without any driver. These machines combine **technology**, **agriculture**, and **engineering**. They are an example of how science helps people do more with less. Farmers can spend less time in the field and more time analyzing data and planning their crops. In this way, driverless tractors are not just machines — they are part of a smart farm system.

In conclusion, driverless tractors are machines that can work alone using GPS, sensors, and computer programs. They bring many **benefits** to farmers, such as saving time and improving productivity. They also support environmental protection through **precision farming** and better use of resources. Even though there are some disadvantages, the future looks bright for autonomous machines in agriculture.

Answer the questions:

1. What does the term “autonomous” mean in the context of driverless tractors?
2. How does GPS help the driverless tractor work?
3. What is the role of sensors on the tractor?
4. What is route mapping and why is it important?
5. How do driverless tractors help with soil monitoring?
6. What type of engine do some driverless tractors use to be more environmentally friendly?
7. What are two main benefits of using driverless tractors for farmers?
8. What problem do driverless tractors help solve regarding farm workers?
9. Why do some farmers hesitate to use autonomous tractors?
10. In what way do driverless tractors support sustainable agriculture?

Exercise 5. Use Present Simple or Present Continuous. Complete the sentences with the correct form of the verb.

1. The tractor _____ (work) without a driver.
2. Farmers often _____ (monitor) soil conditions using sensors.
3. The machine _____ (collect) data about the crops now.
4. This program _____ (map) the route automatically.

5. I usually _____ (use) GPS for navigation.
6. They _____ (not use) fuel, they use electric power.
7. The system _____ (check) for obstacles at the moment.
8. Precision farming _____ (help) increase productivity.
9. He _____ (not control) the tractor manually.
10. Look! The tractor _____ (turn) left on its own.

Exercise 6. Complete the sentences using modal verbs.Use "can," "must," or "should."

1. Autonomous tractors _____ work without a driver.
2. You _____ check the sensors before starting.
3. Farmers _____ use data to improve efficiency.
4. The software _____ be updated regularly.
5. Tractors _____ detect obstacles automatically.
6. You _____ wear safety gear in the field.
7. It _____ increase productivity greatly.
8. The machine _____ follow GPS instructions.
9. We _____ not ignore soil conditions.
10. You _____ monitor crops carefully.

Exercise 7. Use the infinitive or gerund form. Complete the sentences with the correct form of the verb in brackets.

1. The tractor helps _____ (reduce) labor costs.
2. Farmers enjoy _____ (use) modern technologies.
3. The goal is _____ (improve) efficiency.
4. The system avoids _____ (hit) obstacles.
5. They plan _____ (install) more sensors.
6. We suggest _____ (use) artificial intelligence.
7. She needs _____ (learn) how the program works.
8. The tractor keeps _____ (work) during the night.
9. They decided _____ (buy) an autonomous machine.
10. The app allows _____ (control) the tractor remotely.

Exercise 8. Answer the questions using lesson vocabulary. Give short answers using 1–2 full sentences.

1. What kind of engine does a driverless tractor use?
2. What is the purpose of soil monitoring?
3. How do sensors help the tractor?
4. Why is GPS important in autonomous farming?
5. What does “precision farming” mean?
6. What can artificial intelligence do in tractors?
7. How does route mapping help farmers?
8. What is one advantage of using self-driving tractors?
9. How do you detect obstacles in the field?
10. What is the function of data collection?

Exercise 9. Complete the dialogue using vocabulary from the lesson. Fill in the blanks with appropriate words.

A: Have you seen the new _____ tractor on the Johnson farm?
B: Yes! It’s completely _____.
A: Do you know how it navigates through the _____?
B: It uses _____ and follows a programmed route.
A: That’s amazing. I think it also has _____ for detecting rocks and trees.
B: Right. And it even performs _____ to check crop health.
A: Does it use fuel?
B: No, it runs on an electric _____.
A: That must really help reduce _____.
B: Definitely. It’s a big step toward _____ agriculture.

Exercise 10. Monologue Practice. Prepare a short monologue (10–12 sentences) on the topic: "**How driverless tractors work and how they benefit agriculture**." Use at least 10 words from the vocabulary list. Example sentence starters:
Driverless tractors are becoming more popular because...
They use sensors and GPS to...
One big advantage is...

LESSON 3 SMART FARMS

TOPICAL VOCABULARY

1. smart farm – умная ферма 2. monitor – отслеживать, контролировать 3. data – данные 4. smart sensor – умный датчик 5. automation – автоматизация 6. precision farming – точное земледелие 7. drone – дрон 8. soil condition – состояние почвы 9. irrigation system – система орошения 10. yield – урожай	11. weather forecast – прогноз погоды 12. GPS tracking – GPS-навигация 13. real-time – в реальном времени 14. farm management – управление фермой 15. crop health – здоровье сельскохозяйственных культур 16. livestock tracking – отслеживание скота 17. greenhouse – теплица 18. resource efficiency – эффективное использование ресурсов 19. harvest planning – планирование сбора урожая 20. remote control – дистанционное управление

Exercise 1. Match the word with its translation.Match each English word with the correct Russian translation.

1. smart farm 2. precision farming 3. yield 4. livestock tracking 5. irrigation system 6. smart sensor 7. crop health 8. automation 9. greenhouse 10. GPS tracking	a. урожай b. умная ферма c. автоматизация d. теплица e. здоровье сельхозкультур f. система орошения g. точное земледелие h. отслеживание скота i. умный датчик j. GPS-навигация

Exercise 2. Multiple choice. Choose the correct answer for each question.

1. Which tool helps control water supply to plants?
    a) smart sensor
    b) irrigation system
    c) drone
2. What helps farmers grow crops more accurately?
    a) precision farming
    b) greenhouse
    c) livestock tracking
3. Where are vegetables often grown in controlled conditions?
    a) GPS tracking
    b) drone
    c) greenhouse
4. What shows the position of machines or animals?
    a) irrigation
    b) GPS tracking
    c) yield
5. What technology helps detect soil moisture?
    a) smart sensor
    b) harvest
    c) weather forecast
6. What is needed for planning future farming activities?
    a) automation
    b) data
    c) irrigation
7. What tool gives information about temperature and rain?
    a) yield
    b) weather forecast
    c) greenhouse
8. What improves productivity on the farm?
    a) automation
    b) soil
    c) livestock
9. What is the result of harvest measured in?
    a) forecast

b) yield
c) drone

10. What kind of farming uses data and sensors?
    a) traditional farming
    b) precision farming
    c) industrial farming

Exercise 3. Use the Present Simple or Present Continuous. Fill in the blanks with the correct form of the verb.

1. Smart sensors _____ (monitor) soil conditions.
2. Farmers often _____ (use) GPS tracking for equipment.
3. Right now, a drone _____ (fly) over the cornfield.
4. The irrigation system _____ (work) automatically.
5. We _____ (analyze) weather data today.
6. My father _____ (check) the crop health every week.
7. This greenhouse _____ (provide) perfect growing conditions.
8. Livestock tracking systems _____ (help) us locate animals.
9. Our smart farm _____ (produce) more food than before.
10. At the moment, they _____ (install) new automation equipment.

Exercise 4. Read the text and answer the questions.

Smart Farms: How Technology Can Improve Farming Practices

Modern farming is changing with the help of new technology. Many farms today are becoming **smart farms**. A smart farm uses tools like **smart sensors**, **automation**, and **data** to help farmers work better and faster. These technologies help improve **crop health**, increase the **yield**, and save important **resources** like water and fuel. Farmers now use **precision farming** methods to grow more food using fewer materials.

Smart sensors are special devices that collect information about the **soil condition**, temperature, and water levels. They send this information to a computer or mobile phone in **real-time**. This helps the farmer know when to water the plants or add fertilizer. With this data, farmers can make good decisions for their **crop health**. For example, if the sensor shows that the soil is too dry, the **irrigation system** can turn on automatically.

Another useful tool on a smart farm is the **drone**. Drones fly over the farm and take pictures or videos of the **fields**. These pictures help farmers see which areas need more care. Drones can also check for pests or plant diseases. With this information, farmers can fix problems early and avoid losing part of their **yield**.

GPS tracking is another technology used on smart farms. Farmers attach GPS devices to machines like tractors. These devices help guide the machines across the field in straight lines. This makes sure that every part of the land is used well. **Automation** also plays a big role. Machines can now plant seeds, water crops, and even collect the harvest without much help from people. This saves time and money.

Farmers also use **data** from the **weather forecast** to plan their work. Knowing if it will rain or be sunny helps farmers choose the best day to plant or harvest. Some smart farms even connect to weather stations to get updates every hour. This makes farming more accurate and less risky.

Greenhouses are also becoming smarter. In a **smart greenhouse**, technology controls the temperature, humidity, and light. Farmers can use **remote control** systems to manage the greenhouse even when they are far away. This is very helpful when growing vegetables or flowers.

Livestock tracking is another smart solution. Farmers use sensors on animals to follow their movement and check their health. If an animal is sick or not moving, the system sends an alert. This makes it easier to take care of the animals and reduce the chance of illness spreading.

Smart farms are also good for the environment. By using **resource efficiency**, they help reduce waste. For example, water is used only when needed, and machines use less fuel. This makes farming more **environmentally friendly**. Smart farms help us grow more food for the growing population while protecting the planet.

Still, not all farmers can use these new tools. Some farms are small and do not have enough money to buy **automation** systems or **smart sensors**. Also, not all farmers know how to use technology. That is why it is important to teach people about smart farming and help them get the tools they need.

In the future, more farms will become smart. With better internet and lower prices for tools, even small farms will use this technology. The goal is to make farming easier, safer, and more productive. As the world changes, smart farms will play an important role in feeding the population and taking care of our land.

Answer the questions:

1. What is a smart farm?
2. How do smart sensors help farmers?
3. What kind of information do drones collect?
4. Why do farmers use GPS tracking on machines?
5. What does automation help farmers do?
6. How can weather forecasts improve farm planning?
7. What does a smart greenhouse control?
8. How does livestock tracking support animal health?
9. Why are smart farms good for the environment?
10. What challenges do some farmers face in using smart technology?

Exercise 5. Translate the sentences into English using the lesson vocabulary.

1. Умные фермы используют автоматизацию для повышения урожайности.
2. Мы используем GPS-навигацию для отслеживания трактора.
3. Датчики контролируют влажность почвы в реальном времени.
4. Точное земледелие снижает потери ресурсов.
5. Теплица помогает расти овощам в холодную погоду.
6. Мы планируем сбор урожая на основе прогноза погоды.
7. Контроль за скотом упрощает уход за животными.
8. Эта система орошения работает автоматически.
9. Сбор данных помогает в управлении фермой.
10. Урожай в этом году был очень высоким.

Exercise 6. Choose the correct infinitive or gerund form.

1. Farmers need _____ (to monitor / monitoring) crop health.
2. Smart farms help _____ (to reduce / reducing) manual labor.
3. Automation allows farmers _____ (to save / saving) time.
4. Precision farming means _____ (to collect / collecting) data accurately.
5. Using sensors helps _____ (to detect / detecting) soil issues.
6. They plan _____ (to harvest / harvesting) next week.

7. It is important _____ (to plan / planning) irrigation correctly.
8. GPS is used for _____ (to track / tracking) equipment.
9. We suggest _____ (to use / using) drones for large fields.
10. The goal is _____ (to improve / improving) efficiency.

Exercise 7. Answer the questions using lesson vocabulary.

1. What technology helps farmers collect real-time data?
2. How can drones be used in smart farming?
3. What helps reduce water waste in agriculture?
4. Why is crop health important?
5. What do farmers use to monitor animals in the field?
6. How does precision farming help productivity?
7. What is the function of a greenhouse?
8. What information does weather forecasting give?
9. How can automation save time?
10. What do smart farms use to plan harvest?

Exercise 8. Match the phrases to create logical sentences.

1. Smart sensors →	a) helps reduce crop loss
2. Automation →	b) supports remote operation of machines
3. Precision farming →	c) improves efficiency of land use
4. Drones →	d) allows quick detection of problems
5. GPS tracking →	e) fly over large areas to take photos
6. Crop health →	f) provides information about soil
7. Livestock tracking →	g) helps manage animal movement
8. Greenhouses →	h) increase resource efficiency
9. Data analysis →	i) offers better growing conditions
10. Smart farms →	j) helps plan future actions

Exercise 9. Fill in the blanks using modal verbs (can, should, must, may, might).

1. Farmers _____ use smart sensors to monitor the soil.
2. You _____ plan the harvest using weather data.
3. Smart farms _____ help reduce environmental damage.
4. This greenhouse _____ protect crops from frost.
5. We _____ be able to increase the yield next year.
6. You _____ always check the health of your crops.
7. Automation _____ make farm work faster.
8. Data _____ be useful for improving irrigation.
9. Drones _____ take pictures of the entire field.
10. GPS tracking _____ help find the tractor quickly.

Exercise 10. Create a monologue (10–15 sentences) using at least five words from the vocabulary list. Talk about **how technology is used on modern farms.**Plan for the monologue:

1. Introduction: What is a smart farm?
2. Examples of modern technologies (e.g. smart sensors, GPS, automation)
3. How technology helps monitor crops
4. How technology helps save resources (like water and fuel)
5. The role of drones and automatic systems
6. Smart farming and animal care
7. Challenges farmers may face
8. Future of smart farming
9. Environmental benefits
10. Conclusion: Why smart farming is important

Example monologue:

Smart farms are changing the way we grow food. A smart farm uses modern technology to help farmers work better. One example is the use of **smart sensors** that check soil and water conditions. This helps the farmer know when to water the crops or add fertilizer. Another tool is **GPS** on tractors. It helps drive in straight lines and use the field more efficiently. fly over the fields and take pictures of the plants. This helps farmers see where there is a problem. These technologies help save water, fuel, and time. I think smart farms are very important for the future of agriculture.

LESSON 4 THE CARS OF TOMORROW

TOPICAL VOCABULARY

1. Futuristic – футуристичный 2. Innovative – инновационный 3. Flying cars – летающие автомобили 4. Hydrogen fuel cells – водородные топливные элементы 5. Advanced materials – передовые материалы 6. Self-repairing bodywork – самовосстанавливающийся кузов 7. Artificial intelligence – искусственный интеллект 8. Autonomous driving – автономное вождение 9. Voice control system – система голосового управления 10. Zero emissions – нулевые выбросы	11. Augmented reality dashboard – приборная панель с дополненной реальностью 12. Biometric start system – биометрическая система запуска 13. Eco-friendly – экологически безопасный 14. Solar-powered engine – двигатель на солнечной энергии 15. Magnetic levitation – магнитная левитация 16. Transparent display – прозрачный дисплей 17. Smart navigation – умная навигация 18. Recyclable components – перерабатываемые компоненты 19. Shape-shifting car body – кузов автомобиля, меняющий форму 20. Hyper-connected vehicle – гиперсвязанный транспорт

Exercise 1. Match the word with its Russian translation.

1. Futuristic	a. система голосового управления
2. Flying cars	b. автомобиль, меняющий форму
3. Voice control system	c. экологически безопасный
4. Zero emissions	d. искусственный интеллект
5. Biometric start system	e. летающие автомобили
6. Smart navigation	f. умная навигация
7. Hydrogen fuel cells	g. футуристичный
8. Eco-friendly	h. биометрическая система запуска
9. Shape-shifting car body	i. нулевые выбросы
10. Artificial intelligence	j. водородные топливные элементы

Exercise 2. Multiple choice.Choose the correct answer to complete the sentence.

1. A car with no harmful gases is called:
    a) flying car
    b) eco-friendly
    c) magnetic car
2. A system that listens to your words is:
    a) smart glass
    b) biometric sensor
    c) voice control system
3. A car that repairs itself is using:
    a) advanced navigation
    b) self-repairing bodywork
    c) fuel tank
4. Hydrogen fuel cells produce:
    a) smoke
    b) electricity
    c) fire
5. A car that moves without a driver is:
    a) autonomous
    b) recyclable
    c) magnetic
6. If a car uses the sun, it has a:
    a) solar-powered engine
    b) flying system
    c) levitation gear
7. A dashboard showing 3D info is:
    a) old-fashioned
    b) augmented reality dashboard
    c) traditional panel
8. Advanced materials are used to make cars:
    a) heavier
    b) smarter and lighter
    c) more expensive
9. A transparent display is:
    a) invisible
    b) hard to see
    c) clear like glass

10. Magnetic levitation helps cars:
    a) fly
    b) float
    c) stop

Exercise 3. Use Present Simple or Present Continuous. Complete the sentences with the correct form of the verb.

1. Future cars _____ (use) AI to make decisions.
2. Many companies _____ (work) on driverless technologies now.
3. These vehicles usually _____ (run) on clean energy.
4. We _____ (see) more smart dashboards this year.
5. The smart navigation system _____ (show) real-time data.
6. Engineers _____ (develop) new materials for light bodies.
7. Smart farms often _____ (use) automated tractors.
8. My car _____ (not have) voice control yet.
9. I _____ (study) how flying cars operate.
10. They _____ (plan) to build more charging stations.

Exercise 4. Read the text about future cars and answer the questions.

The Cars of Tomorrow

The cars of tomorrow will look and work very differently from the cars we use today. Many experts believe that future vehicles will be more **futuristic** in design and function. They will use **advanced materials** to make the car body lighter and stronger. These materials will help reduce energy use and increase safety. One important feature of future cars will be their ability to run without harming the environment. Most of them will produce **zero emissions**, meaning they will not release harmful gases into the air. This is very important for the planet's health.

One of the main energy sources for future cars may be **hydrogen fuel cells**. These fuel cells use hydrogen to create electricity. They are clean and **eco-friendly**, because their only waste product is water. Some cars may also have **solar-powered engines** that collect energy from the sun. Using **renewable energy** sources will make future cars better for the environment.

Many future cars will be **autonomous**, which means they will be able to drive themselves without a human driver. These **self-driving** cars will use **GPS**, **sensors**, and **artificial intelligence** to understand the road, detect obstacles, and follow traffic rules. The **smart navigation** system will plan the best route to save time and avoid traffic. **Voice control systems** will allow

the driver to speak to the car and give it commands. For example, a driver may say “Go home” or “Turn on the lights,” and the car will follow the instruction.

Another exciting idea is the **flying car**. Scientists and engineers are now working on cars that can move both on the road and in the air. These cars will be useful in large cities with a lot of traffic. They may use **magnetic levitation** to float above the ground or fly short distances. Even though flying cars are not common yet, they may become real in the next 20–30 years.

To make cars more personal and secure, future models may have a **biometric start system**. This system will scan your fingerprint or eye to unlock and start the car. Only the owner or allowed drivers will be able to start the vehicle. In addition, **augmented reality dashboards** will display information directly on the windshield. This will help drivers see important messages such as speed, fuel level, and directions without looking away from the road.

Some future cars may also include a **shape-shifting car body**. This means the car’s shape can change depending on the road or weather. For example, in the rain, the car may become more aerodynamic to reduce resistance. In the city, it may become smaller to fit in tight parking spots. These innovations will improve driving comfort and safety.

Another big advantage of the cars of tomorrow is the use of **recyclable components**. Many parts of the vehicle will be made from materials that can be reused. This helps reduce waste and protect the planet. Inside the car, there will be **smart glass** that changes color based on light and temperature. It will keep the car cool in summer and warm in winter.

Some vehicles will even have **self-repairing bodywork**. If there is a small scratch or dent, the car will be able to fix itself using special materials. This means less time and money spent on repairs. A **transparent display** will show maps, messages, and other information in a clear and modern way.

Cars of the future will also use the internet to talk to each other. This is called **vehicle-to-vehicle communication**. It will help cars avoid accidents and improve traffic flow. If one car sees danger, it can send a warning to other cars nearby. This kind of **connectivity** will make driving much safer.

In the future, cars will not just be machines. They will become intelligent partners that help us travel in a safe, clean, and fast way. The combination of **innovation**, **sustainability**, and **technology** will make cars of tomorrow much better than the ones we drive today.

Answer the questions:

1. What kind of materials will be used in future cars to make them lighter and stronger?
2. How do hydrogen fuel cells help protect the environment?
3. What technologies do self-driving cars use to move without a driver?
4. How will voice control systems change the way people interact with cars?
5. What is the purpose of a biometric start system in future vehicles?
6. How can shape-shifting car bodies be useful in different driving situations?
7. Why are recyclable components important for the cars of tomorrow?
8. How does smart glass help control the car's internal temperature?
9. What is vehicle-to-vehicle communication and why is it useful?
10. In what ways will future cars be more than just machines?

Exercise 5. Match the word with its definition. Match the English terms with their English definitions.

1. Futuristic 2. Autonomous driving 3. Solar-powered engine 4. Biometric system 5. Zero emissions 6. Smart navigation 7. Artificial intelligence 8. Transparent display 9. Flying car 10. Recyclable components	a. A system that can drive the car without human help b. A car that can take off and fly c. A screen that is clear and easy to see through d. An energy system using the sun e. A system that works using your fingerprint or eye scan f. No harmful gases produced g. A vehicle design that looks like it is from the future h. Computer programs that can think and learn i. GPS-based system with real-time updates j. Parts that can be reused or processed again

Exercise 6. Translate the phrases into English. Use vocabulary from the lesson.

1. Летающие автомобили
2. Искусственный интеллект
3. Прозрачный дисплей
4. Система голосового управления
5. Экологически безопасный
6. Водородные топливные элементы
7. Самовосстанавливающийся кузов
8. Магнитная левитация
9. Умная навигация
10. Биометрическая система запуска

Exercise 7. Answer the questions using the vocabulary. Answer in full sentences.

1. What kind of engine might future cars use?
2. How do autonomous cars move without drivers?
3. What helps a car stay eco-friendly?
4. What do flying cars need to operate?
5. What are the benefits of a self-repairing car?
6. Why are augmented dashboards useful?
7. What kind of control systems might replace keys?
8. How does smart navigation improve safety?
9. Why is zero emission important?
10. What could advanced materials help with?

Exercise 8. Dialog practice. Make a short dialogue using at least 5 vocabulary words from the list. Topic: "Talking about cars of the future".

Exercise 9. Complete the sentences using modals, infinitives, or gerunds. Use appropriate forms.

1. In the future, cars will be able _____ (fly) short distances.
2. Engineers hope to reduce _____ (pollute) with new engines.
3. We must _____ (use) more renewable energy.
4. She enjoys _____ (study) smart car technology.
5. You have to _____ (scan) your fingerprint to start the car.

6. Cars of tomorrow might _____ (repair) themselves.
7. They are planning _____ (build) solar highways.
8. Using AI helps _____ (make) driving safer.
9. It is important _____ (recycle) old components.
10. He wants _____ (design) transparent dashboards.

Exercise 10. Monologue task.
Prepare a short monologue (10–15 sentences) using at least 8 words from the vocabulary list.
Topic: **"What do you think future cars will be like?"**
Use Present Simple, Future Simple, "to be going to", modal verbs, and the new vocabulary.

Example start:
"I think the cars of tomorrow will be very different from today. They will use hydrogen fuel cells and be completely eco-friendly…"

Example:

I think the cars of tomorrow will be very different from the cars we have today. They will look more **futuristic** and use **advanced materials** that are light but strong. Most future cars will not use petrol or diesel. Instead, they will use **electric engines** or **hydrogen fuel cells**. These engines will be much better for the environment because they create **zero emissions**. Some cars might also use **solar panels** to collect energy from the sun. I believe that many cars will be **self-driving** and use **GPS** and **sensors** to move safely.

People will be able to control their car with **voice commands** or even a **biometric start system**. In big cities, we might see **flying cars** to avoid traffic. Inside the car, there could be a **transparent display** or **smart glass** to help the driver. The car will also be able to talk to other cars using **vehicle-to-vehicle communication**. This will help prevent accidents and save time. The body of the car may even change its shape depending on the situation. I think these changes will make driving safer and more fun. In the future, cars will not just take us from place to place—they will be smart and eco-friendly machines.

МАТЕРИАЛЫ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ В ФОРМЕ ЗАЧЁТА С ОЦЕНКОЙ

Вопрос 1.Темы устных высказываний**:**

1. Parts of the car.
2. Essential tools.
3. Systems of the vehicles.
4. Types of agricultural machinery.
5. Problems with Fluids.
6. Changing a tyre.
7. Checking light and signals.
8. My vehicle didn’t start this morning.
9. What to do if you notice a fluid leak under your car.
10. A problem with the vehicle while driving.
11. Importance of safety equipment.
12. Safety signs you might see in a service station.
13. Emergency Procedures.
14. Electric Vehicles: My Opinion.
15. How driverless tractors work and how they benefit agriculture.
16. Smart Farms. Discussing how technology can improve farming practices.
17. What do you think future cars will be like?”

Вопрос 2. Представить резюме для трудоустройства.

Вопрос 3. Перевод текста профессионально-ориентированной направленности со словарём.

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