

POLYTECHNIC "NIKOLA TESLA" IN GOSPIĆ

ENGLISH FOR ROAD TRANSPORT 1
texts and grammar with
exercises

Sladana Čuljat

ISBN: 978-953-56202-7-3

GOSPIĆ, 2015./2016.

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ISBN: 978-953-56202-7-3

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ENGLISH FOR ROAD TRANSPORT 1

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Introduction

The textbook is intended for the first-year students of the professional study of Road Transport at the Polytechnic "Nikola Tesla" in Gospić.

Its purpose is to facilitate the process of mastering the vocabulary and grammar that are described in the syllabus of English course in the first year of the Road Transport study.

The textbook consists of texts covering the field of road traffic followed by grammatical units that are needed to be adopted in the first year of Road Transport study within the courses English language 1 and English language 2.

The textbook is enriched with different types of exercises in order to facilitate a successful adoption of new vocabulary and mastering the grammar units.

The author of the textbook wishes the users, primarily students, success in their learning, mastering and using the materials, not only in their professional work, but also in a communication with other speakers of English.

Author

CONTENTS

UNIT 1	Page
<i>Reading: BOOKING A HOLIDAY</i>	3
<i>Grammar: The Simple Present Tense</i>	
<i>The Present Continuous Tense</i>	
UNIT 2	Page
<i>Reading: COMMUNICATION AND TRANSPORTATION</i>	12
<i>Grammar: The Past Simple Tense</i>	
<i>The Past Continuous Tense</i>	
UNIT 3	Page
<i>Reading: WHEN GOOGLE SELF-DRIVING CARS ARE IN ACCIDENTS, HUMANS ARE TO BLAME</i>	21
<i>Grammar: The Present Perfect Simple Tense</i>	
<i>The Present Perfect Continuous Tense</i>	
<i>Past simple vs. Present perfect simple</i>	
UNIT 4	Page
<i>Reading: WHAT WILL THE CARS OF 2050 LOOK LIKE?</i>	28
<i>Grammar: The Simple Future Tense</i>	
<i>"Going to" future</i>	

UNIT 5	Page
<i>Reading: ROAD TRAFFIC AND AIR POLLUTION.....</i>	<i>37</i>

Grammar: PassiveVoice

Examples of passive

UNIT 6	Page
<i>Reading: MYSTERIOUS CASE.....</i>	<i>46</i>

Grammar: Conditional sentences

Type 0,1,2 conditionals

UNIT 7	Page
<i>Reading: MODERN JETS.....</i>	<i>50</i>

Grammar: Articles

Definite article (the)

Indefinite article (a/an)

GLOSSARY.....	Page
	60

REFERENCES.....	Page
	63

UNIT 1

Booking a holiday

In 2006 more than 25% of holiday makers booked their holiday less than four weeks before leaving whereas last year fewer than 5% made arrangements in the month before they went away. In 2005 35% of holiday makers booked a trip six months or more in advance while only 13% do so now, said a travel industry researcher.

Another trend is that travellers are now more likely to research and book their own holidays. Whereas previously they would rely on a travel agent, travellers are now obtaining their information through the Internet. Budget airlines are also having an effect on the travel industry. Despite the fact that these airlines offer only a basic service, they are popular choice with many travellers.

The types of holidays people take are also changing. They are going away more frequently and short breaks have replaced the traditional two-week summer holiday. In spite all of these changes, the number of people booking traditional package holidays is expected to remain the same over the next five years. However, the number of people who take adventure or sporting holidays is expected to increase by 200%.

On the other hand, these changes could be disastrous for tour operators and travel agents. On the other hand, the changes are an opportunity for the travel industry to adapt and enter new markets, the report concludes.

From: D. Powell, E. Walker, S. Elsworth: Grammar Practice

EXERCISE 1

Read the text "*Booking a holiday*" and write down questions for given answers.

1. _____?

Through the Internet.

2. _____?

Budget airlines.

3. _____?

By 200%.

4. _____?

To adapt and enter new markets.

EXERCISE 2

Write an example for each of these verbs.

Contain, depend on, possess, cost, obtain

GRAMMAR

THE PRESENT CONTINUOUS TENSE

The present continuous of any verb is composed of two parts - *the present tense of the verb "to be" + the present participle of the main verb.*

(the form of the present participle is: *base+ing, e.g. talking, playing, moving, smiling*)

Positive form:

Subject + to be + base + -ing

She **is driving** a car.

Interrogative form:

to be + subject + base + -ing

Is she driving a car?

Negative form:

Subject + to be + not + base + -ing

She is not driving a car.

USE:

1. The Present Continuous Tense is used for actions that are happening now

*I am currently **travelling** with Ann.*

2. The Present Continuous Tense is used for actions that are currently in progress; not at this exact moment, but in the present (*these days, this month/year*); these are called temporary situations

*I am **preparing** for my final exam these days.*

3. The Present Continuous Tense is used for planned future actions

*I am **taking** my driving lessons on Monday.*

4. The Present Continuous Tense is used for annoying repeating actions

*He is **always trying** to teach me what is right and what is wrong.*

5. Time expressions

at the moment, (right) now, momentarily, today, this week...

* For future reference: *tomorrow, next week*

6. DO NOT use the Present Continuous Tense with STATE VERBS

State verbs describe a state, not an action!

like *love* *belong*

remember *forget* *hate* *prefer*

understand *want* *need* *believe*

Wrong:

X - I'm needing a friend.

X - I'm understanding the lesson.

Right:

I need a friend.

I understand the lesson.

Spelling rules for the formation of the present participle

❖ Verbs ending in a **silent e**

to close *closing*

to move *moving*

❖ When a verb ends in **e** which is not silent, the final **e** is not dropped before the ending -ing is added.

to be *being*

to see *seeing*

❖ Verbs ending in **ie**

ie = y + ing

to die *dying*

to lie *lying*

❖ Verbs ending in **y**

- no change before -ing

to fly *flying*

to play *playing*

- ❖ A final **l** after a single vowel is doubled

signal *signalling*

travel *travelling*

- ❖ When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before -ing.

hit *hitting*

run *running*

stop *stopping*

- ❖ When a verb ends in **w**, **x** or **y** preceded by a single vowel, the final consonant is not doubled before the ending -ing is added.

draw *drawing*

fix *fixing*

say *saying*

THE PRESENT SIMPLE TENSE

FORM

The same as the infinitive

VERB + -s/-es in third person singular

Positive form:

Subject (I/you/we/they) + infinitive

Subject (he/she/it) + infinitive + -s/-es

I take a bus to work every day.

He takes a bus to work every day.

Interrogative form:

Do/does + subject + infinitive

Do I take a bus to work every day?

Does he take a bus to work every day?

Negative form:

Subject + do not/does not + infinitive

I do not (don't) take a bus to work every day.

He does not (doesn't) take a bus to work every day.

Spelling rules in the Simple Present Tense

The spelling for the verb in the third person differs depending on the ending of that verb:

- ❖ For verbs that end in **-o, -ch, -sh, -ss, -w, or -z** we add -es in the third person.

go – goes

catch – catches

wash – washes

kiss – kisses

fix – fixes

buzz – buzzes

❖ For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.

marry – marries

study – studies

carry – carries

worry – worries

❖ For verbs that end in a **vowel + y** we just add **-s**.

play – plays

enjoy – enjoys

say – says

USE:

1. The Present Simple Tense is used for repeated actions

*I always **take** a bus to work.*

2. The Present Simple Tense is used for facts and generalisations

*California **is** in America.*

*California **is not** in the United Kingdom.*

3. The Present Simple Tense is used for scheduled events in the near future

*The train **leaves** tonight at 6 p.m.*

*When **does** the class **begin** tomorrow?*

4. Time expressions

always, usually, sometimes, every day/month/year, on Mondays, etc.

EXERCISE 3

Find verbs in the text in both *simple present tense* and *present continuous tense*.

Present Simple Tense

Present Continuous Tense

EXERCISE 4

Put the verbs in brackets in the correct tense (*present simple* or *continuous tense*).

1. Peter _____ (*drink*) two cups of tea every morning.
2. We _____ (*learn*) English now.
3. Be quiet! I _____ (*try*) to learn for my exam.
4. I always _____ (*feel*) better after a good night's sleep.
5. _____ Susan _____ (*work*) this week? No, she's on holiday.
6. What _____ (*you/read*) now? I _____ (*read*)
Crime and Punishment.
7. It is Sunday afternoon. Helen and Sarah _____ (*play*) tennis. They
usually _____ (*play*) it on Sundays, but sometimes they
_____ (*not play*).
8. It's spring and the days _____ (*get*) longer.
9. If you _____ (*want*) a candid opinion you'd better ask my sister. She
never _____ (*tell*) white lies, she always _____ (*say*) exactly
what she _____ (*think*).
10. Where _____ (*you/usually/go*) for your summer holidays?

EXERCISE 5

Complete the text with *the present simple* or *present continuous* form of the verb in brackets.

Investigators to report on train crash

Accident investigators _____ (*still / examine*) the wreckage of the high-speed train which left the rails and overturned in northwest England last week. According to reports, they _____ (*not believe*) the accident _____ (*involve*) driver error. "We _____ (*expect*) to publish an inquiry into this accident quite soon," a spokesman announced yesterday. "Engineers _____ (*work*) round the clock to replace the track, and we _____ (*hope*) to restore a normal service within two weeks. We _____ (*realise*) that people _____ (*depend*) on the railway, and we _____ (*understand*) how much everyone has been shocked by this accident. However, we _____ (*check*) thousands of sections of track all over the country to make sure that nothing like this can ever happen again."

M.Vince: Macmillan English Grammar in Context

UNIT 2

Communication and Transportation

Transportation and communication are central to the development of any society and its economy, and early modern Europe was no exception. Despite some significant advances in the engineering and construction of roads and canals between 1450 and 1750, as well as the construction of ships and, to a much lesser extent, of carriages and wagons, for the most part European travel and, therefore communication, remained as it had been in the Middle Ages, tied to the speeds of man and horse on land, and of wind and current on water. Oceanic transport made the greatest leaps forward during this period.

Europeans constructed ships capable of sailing the open seas, and navigational devices and techniques capable of guiding them on these long-distance voyages. As a result, they succeeded in circumnavigating Africa to reach Asia, and in crossing the Atlantic to reach the New World. These voyages of "discovery" opened up vast new markets and sources of labor and products that greatly boosted Europe's wealth and power. Inland commerce during this period, however, always commanded a much greater share in the European economy than long-distance trade, and thus inland transportation, by land or water routes, remained far more important in the lives of most people than oceanic navigation.

It is ironic, therefore, in light of the revolutionary changes in oceanic travel and trade, that for most of the early modern period prior to the eighteenth century, rulers lacked either the will or the funds to revolutionize inland transportation, and the high price tag of the changes that were made is an indication of the enormous mobilization of resources that would have been required to do the job well. The significance of inland transportation is evident in the growing gap by the end of the eighteenth century between nations and regions that devoted resources to upgrading their roads and inland waterways and those that did not. It is not by accident that Europe's most advanced economies at the end of the early modern period, England, France, and the Netherlands, also possessed the best transportation infrastructures, and those less advanced, Poland, Spain, and Germany, for example, lagged far behind.

Communication was tied closely to transportation as, in the absence of electronic communications, it depended on the speed and efficiency of transportation. Messages had to be carried, orally or in writing, from one place to another, and most traveled in the same vehicles as passengers and merchandise. Communications, therefore, were also tied to the

speed of horse, oxen, barge, or a man on foot. People, information, ideas, and products were travelling extensively in early modern Europe, probably much more than people imagine today. But they traveled much more slowly and laboriously, and at a higher cost, which makes the volume of movement against so many obstacles that much more impressive.

From: Europe, 1450 to 1789. *Encyclopedia of the Early Modern World*. (2004). BRUNELE, GAYLE K.

<http://www.encyclopedia.com/doc/1G2-3404900254.html>

EXERCISE 1 WORD FORMATION

Write the nouns.

a) construct _____

b) capable _____

c) guide _____

d) succeed _____

e) require _____

f) possess _____

g) absent _____

EXERCISE 2

Read the text "*Communication and Transportation*" and complete the sentences.

1. Europeans constructed ships _____ sailing the open seas, and navigational devices and techniques capable of guiding them on these _____ voyages.

2. The significance of inland transportation is evident in the _____ by the end of the eighteenth century between _____ that devoted resources to upgrading their roads and inland waterways and those that did not.

3. Communication was tied closely to _____ as, in the absence of electronic communications, it depended on the _____ and _____ of transportation.

EXERCISE 3

Write the antonyms.

a) development _____

b) lesser _____

c) inland _____

d) by accident _____

e) absence _____

f) efficiency _____

GRAMMAR

THE PAST SIMPLE TENSE

Past tense of a regular verb is formed by adding -ed ending to the base, while past tense of irregular verbs must be learnt by heart.

Positive form:

Subject + infinitive + -ed/ past tense

I **prevented** the accident.

I **drove** that car.

Interrogative form:

Past tense of the verb "to do" + subject + infinitive

Did I prevent the accident?

Did I drive that car?

Negative form:

Subject + past tense of the verb "to do" + not + infinitive

I **did not prevent** the accident.

I **did not drive** that car.

Spelling rules for the past simple of regular verbs

- ❖ if a regular verb ends in **consonant + y** change **y** to **i** and add **-ed**:
carry - carried, study - studied

- ❖ if a one syllable regular verb ends in **consonant + vowel + consonant** double the final consonant and add **-ed**:
stop - stopped, plan - planned

- ❖ if a regular verb has more than one syllable and ends in **consonant + vowel + consonant**, we double the final consonant only if the final syllable is stressed:
*pre**FER** - preferred, reg**RET** - regretted*

- ❖ In British English verbs ending in **-l** have **-ll** before **-ed** whether the final syllable is stressed or not:
travel - travelled

Pronunciation of final "-ed" (regular verbs):

❖ after an unvoiced consonant sound (sh/ s / ch / p / k / f) we pronounce /t/:

wash (/sh/) - washed (/t/);

kiss (/s/) - kissed (/t/);

work (/k/) - worked (/t/);

hope (/p/) - hoped (/t/);

laugh (/f/) - laughed (/t/)

❖ after a vowel and voiced consonant sounds we pronounce /d/:

phone (/n/) - phoned (/d/);

judge (/dg/) - judged (/d/);

turn (/n/) - turned (/d/);

play (/eɪ/) - played (/d/);

follow (/ou/) - followed (/d/)

❖ after /t/ and /d/ sounds we pronounce /ɪd/:

visit (/t/) - visited (/ɪd/);

start (/t/) - started (/ɪd/);

need (/d/) - needed (/ɪd/)

USE:

1. The Past Simple Tense is used for completed actions in the past. Past Simple Tense expresses the idea that an action started and finished at a specific time in the past (yesterday, last week/month/year, seven years ago, in 2007, etc.).

*Last year I **went** to Canada.*

*Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

*We **arrived** late to catch the bus.*

2. The Past Simple Tense is used to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

*He **arrived** from the airport at 10:00, **checked** into the hotel at 11:00, and **met** the others at 12:00.*

3. The Past Simple Tense is used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: *for two years, for five minutes, all day, all year, etc.*

*A: How long **did** you **wait** for them?*

*B: We **waited** for one hour.*

4. The Past Simple Tense can also be used to describe a habit which stopped in the past (we often add expressions such as: *always, often, usually, never, when I was a child, when I was younger, etc.*)

*I **was always** late for my driving lessons.*

5. Time expressions

last night/month/year, five days ago, in 2009

THE PAST CONTINUOUS TENSE

The Past Continuous Tense is formed of the past tense of the verb "to be" (was/were) + present participle

Positive form:

Subject + was/were + present participle

I was driving down the road when the accident happened.

Interrogative form:

Was/were + subject + present participle

Was I driving down the road when the accident happened?

Negative form:

Subject + was/were + not + present participle

I was not driving down the road when the accident happened.

USE:

1. The Past Continuous Tense describes actions or events in a time before now, it expresses an unfinished or incomplete action in the past.

*They **were waiting** for the bus when the accident happened.*

*Sam **was waiting** for us when we got off the plane.*

*** IMPORTANT**

In the Simple Past, a specific time is used to show when an action began or finished. In the Past Continuous, a specific time only interrupts the action.

2. The Past Continuous Tense is used to describe the background in a story written in the past tense.

*I **was driving** down the road on a foggy night. Strong wind **was blowing** but visibility was bad and it was not until I came close enough that I saw a deer on the road.....*

EXERCISE 4

Go through the text "*Communication and Transportation*" and find verbs in *the past simple tense*.

Regular verbs

Irregular verbs

EXERCISE 5

Write the past tense of the verbs.

- | | | | |
|----------|-------|----------|-------|
| a) be | _____ | g) give | _____ |
| b) come | _____ | h) have | _____ |
| c) do | _____ | i) know | _____ |
| d) drink | _____ | j) learn | _____ |
| e) drive | _____ | k) slide | _____ |
| f) find | _____ | l) think | _____ |

EXERCISE 6

Put the verbs in brackets in the correct tense (*past simple or continuous tense*).

1. It (*rain*) _____, so when I (*brake*) _____ the car didn't stop quickly enough, and I (*crash*) _____ into the back of the car in front.
2. The bicycle hit me just as I (*step*) _____ off the pavement to cross the road.
3. I (*do*) _____ about 65mph on the inside lane of the motorway, and suddenly a car (*overtake*) _____ me doing about 90 mph.
4. As I wasn't coming back by train, I (*ask*) _____ for a single ticket.
5. My car (*slip*) _____ off the road and (*hit*) _____ a tree.
6. I (*just/walk*) _____ down the street opposite the bank when I (*see*) _____ it happen.

7. As the plane (*go*) _____ faster down the runway, David (*begin*) _____ to sweat nervously.
8. Without realising it, Jim (*drive*) _____ backwards into a lamp post.
9. In thick fog, the two ships (*run*) _____ into each other outside the harbour.
10. A traffic warden (*just/stick*) _____ a parking ticket to my windscreen when I (*come*) _____ back to the car. I (*try*) _____ to persuade him to tear it up but he (*refuse*) _____.

UNIT 3

When Google Self-Driving Cars Are in Accidents, Humans Are to Blame

In August 2011, on one of the main roads that runs through Google's headquarters in Mountain View, California, a Prius - one of the cars in Google's fleet of autonomous vehicles - caused a fender-bender. The accident happened, naturally, because there was a human behind the wheel. That's according to a new report by Google about its self-driving car project, a document that tallies every accident since it began testing its 32 vehicles on the roads in 2009. That sounds like it could be a massive dataset, considering the tens of thousands of accidents that happen on American roadways each year. It actually isn't: "In the six years of our project, we've been involved in 12 minor accidents during more than 1.8 million miles of autonomous and manual driving combined," Google wrote. "Not once was the self-driving car the cause of the accident."

Not once! In the case of the fender bender four summers ago, a Google employee - yes, a human - was to blame. He had borrowed the car to run a quick errand and ended up rear-ending another car. ("He was not using the vehicle to test our autonomous technology," Google wrote, and the car ended up sustaining "some damage"). So what ended up being probably a pretty bad day for that Google employee - imagine telling your boss you crashed the driverless car - turns out to be a tidy example of the key difference between human drivers and algorithmic ones. Namely: Robots are much, much better drivers than humans.

Google's descriptions of the other accidents involving its self-driving cars reiterates that point. Its cars were rear-ended eight times, merged into once, and struck from the side once. One other collision that didn't cause any damage involved a non-Google car's mirror grazing the side sensor of an automated Lexus. Google's latest report, which it says will be a monthly installment, is part of a drumbeat of recent information from the tech giant about what it has learned in its experiments with self-driving cars. It has shared imagery, for instance, that shows how self-driving cars see ambulances as distinct from other kinds of traffic.

Last month, Chris Urmson, the director of Google's self-driving car program, wrote an essay for Medium outlining what he and his colleagues had learned from their work. "Not only are we developing a good understanding of minor accident rates on suburban streets,

we've also identified patterns of driver behavior (lane-drifting, red-light running) that are leading indicators of significant collisions," Urmson wrote. "Those behaviors don't ever show up in official statistics, but they create dangerous situations for everyone around them."

What has become clear, Urmson said, is that many accidents happen in intersections, that drivers make dangerous decisions when they're turning (including often going the wrong way down a street or doing something crazy to make a turn at the last minute), and that - above all - lots of people aren't paying attention as they drive. Next-level not paying attention. "Our safety drivers routinely see people weaving in and out of their lanes," he wrote. "We've spotted people reading books, and even one playing a trumpet." (Please, dear drivers, put away your brass instruments and novels while you're en route. Also, stop texting while driving. Seriously. Stop. Distracted driving kills thousands of people every year.)

The computer mind driving Google's cars is far more focused on the road. It's cautious to the point of being "jittery," as one *Mercury News* reporter wrote of his Disneyland-like ride in one of the cars last month. This summer, Google's self-driving prototypes - those cute little bubble-like vehicles that look like something out of the Nintendo universe - will finally leave the test track and practice driving around Mountain View. "The new prototypes already have lots of experience to draw on," Urmson wrote in a blog post. "In fact, it's the equivalent of about 75 years of typical American adult driving experience."

Already, Google is logging about 10,000 weekly miles of autonomous drive-time on public streets. That's the equivalent of almost two roundtrips between the Golden Gate Bridge and the U.S. Capitol every week. "Getting these cars out into public, and allowing people to react to them, allowing us to see them out there," Urmson said in a video about the project, "I think that's a huge deal. And most importantly, it's the necessary step to getting them to drive themselves."

From: A. LaFrance: *When Google Self-Driving Cars Are in Accidents, Humans Are to Blame.*
<http://www.theatlantic.com/technology/archive/2015/06/every-single-time-a-google-self-driving-car-crashed-a-human-was-to-blame/395183/>

EXERCISE 1 WORD FORMATION

Write the nouns and adjectives.

	noun	adjective
a) consider	_____	_____
b) involve	_____	_____
c) combine	_____	_____
d) describe	_____	_____
e) reiterate	_____	_____
f) indicate	_____	_____

EXERCISE 2

Answer the following questions.

1. Where do many accidents usually happen?
2. Explain the case of the fender-bender four summers ago.
3. What is specific about the computer mind driving Google's cars?
5. What is the purpose of getting Google's self-driving prototypes into street?

GRAMMAR

THE PRESENT PERFECT SIMPLE TENSE

The Present Perfect Simple Tense is formed of the verb "to have" and past participle of the main verb

Positive form:

Subject + have/has + past participle

I have had the same car for more than ten years.

He has had the same car for more than ten years.

Interrogative form:

Have/has + subject + past participle

Have I had the same car for more than ten years?

Has he had the same car for more than ten years?

Negative form:

Subject + have/has + not + past participle

I have not (haven't) had the same car for more than ten years.

He has not (hasn't) had the same car for more than ten years.

USE:

1. The Present Perfect Simple is used to describe actions that occurred in the past but are still relevant to the present

*Peter **has broken** his arm.* (He broke it in the past and can't use his arm now.)

2. The Present Perfect Simple is used to describe an action that started in the past but is still happening on a regular or habitual basis (like the present simple)

*The girls **have played** tennis at the club since 2005. (They started to play tennis there in 2005 and still play there today. This does not mean they are playing tennis at the moment.)*

3. The Present Perfect Simple is used to describe actions that were repeated several times in the past.

*I **have already made** several calls. (Up until now)*

THE PRESENT PERFECT CONTINUOUS TENSE

The present perfect continuous is formed of the present perfect of the verb "to be" (have/has been) and the present participle of the main verb (base + ing)

Positive form:

Subject + have been + -ing

They have been travelling since last November.

Interrogative form:

Have + subject + been + -ing

Have they been travelling since last November?

Negative form:

Subject + have + not + been +-ing

They have not been travelling since last November.

USE:

1. The Present Perfect Continuous is used for actions that started in the past and continue in the present

I've been working on this report since early morning. (= and I still haven't finished it).

2. The Present Perfect Continuous Tense is used for actions that have just finished, but we are interested in the results

It's been raining. (= and the streets are still wet).

I've got a stiff neck. I've been working too long on computer.

EXERCISE 3

Put the verbs in brackets in *the present perfect simple or continuous tense*.

1. They _____ (*be*) absent for 5 weeks.
2. Since his arrival he _____ (*work*) in a car factory.
3. I _____ (*not see*) him today.
4. Tim and Joe _____ (*travel*) around Australia for seven weeks.
5. He _____ (*just/finish*) his lecture.
6. _____ (*it/stop*) raining?
7. _____ (*they/already/return*) from Spain?
8. The researcher _____ (*explore*) the territory since last June.
7. Emma _____ (*learn*) English for five years.

Present Perfect vs. Simple Past

You must always use the **Present perfect** when the time of an action is not important or not specified.

You must always use the **Simple past** when details about the time or place that an action occurred are given or requested.

Compare :

Present perfect

I *have lived* in Lyon.

We *have been* to Ireland.

Simple past

I *lived* in Lyon *in 1989*.

When *did you go* to Ireland?

EXERCISE 4

Put the verbs in brackets in the *past simple* or *present perfect simple*.

1. I _____ (*read*) only two chapters of my book last week.
2. They _____ (*not see*) each other since 1999.
5. The students _____ (*visit*) the museum last month.
6. My friend is ill. He _____ (*be*) in bed since last Saturday.
8. Everything is going well. We _____ (*not have*) any problems so far.
9. I still don't know what to do. I _____ (*not decide*) yet.
10. I _____ (*know*) Laura Palmer since we both _____ (*start*) work on the same day at Thames College about five years ago.
11. I _____ (*meet*) a lot of people in the last few days.
12. It was a boring weekend. I _____ (*not do*) anything.

UNIT 4

What will the cars of 2050 look like?

Car companies have recently been telling us what the car of 2020 will be like: autonomous is one word used, electric is another, and it will be connected to the internet too. Sound exciting? It is, but it's doubtful you'll find all of this on the forecourt in the next seven years (cars typically get completely redesigned every five to seven years). However, the directions being proposed are a very good starting point to look even further and ask the question: what might the car of 2050 look like? For a start, will there even be cars in 2050? The answer seems to be "maybe", but the reality is that the automobile is a very liberating and flexible means of transportation. It fulfills people's desire to move around freely and independently. And – done right - the automobile can be a sustainable and safe means of transportation.

Another question is What can – actually, must – we do in order to make the automobile of the year 2050 cleaner, safer, leaner and still enjoyable to use? This is a crucial question: mass-motorisation in emerging countries means there will be more than three billion vehicles on the planet in 2050, compared with around one billion today.

The automobile in 2050 will be self-driving. Companies are working on concepts allowing cars to cruise along on the highway without driver intervention, many of which are likely to be seen on our roads. There is the Super Cruise from General Motors, which controls the vehicle on long highway stretches when not much is happening. There is Road Train from the European Satre project which includes Volvo, where one vehicle with a professional driver leads a platoon of other vehicles, connected virtually and following like pearls on a string along the highway – turning the commute into possibly more productive time as the drivers can now work or rest. And when the car makes it to its destination, it can park itself in a high-tech parking structure, just as Audi has demonstrated.

Will the driver need to do anything at all? Will there still be a steering wheel? Cars will probably require that drivers monitor what the vehicle does and switch from one mode to another – such as highway driving to city driving. There will probably still be a steering wheel, but some models could have a little joystick that the driver only uses rarely. Driving is likely to get much safer (human error still accounts for the majority of all accidents) and also

much more efficient, as centralised traffic control will lead to a smoother flow and less congestion. We may also have some kinds of automobiles, which are small, highly efficient mobility pods similar to the GM EN-V concept or autonomous vehicles like the Induct Navia. These will be urban, flexible solutions to move people around.

In many metro areas, a well-organised public transportation system will be the most effective way to move large numbers of people. However, some commuters might not want to take it, either because of network problems, schedules or safety concerns. Publicly organised on-demand transportation systems that can accommodate up to six people will bring travellers automatically to their destination in downtown areas, and then move on to serve others. Customers will simply enter their destination and payment information.

Personal mobility will become more of a service, one that companies such as Google have recognised. The search and computing giant has become strongly involved in creating automated vehicles. And some think the car needs to serve us in other ways, whether we drive it or it drives itself. Many car companies are already working with Apple to integrate Siri into automobiles, creating virtual personal assistants in the car to help us with routes, traffic information, and the scheduling of our day. Our vehicles will be fully integrated into the digital lifestyle of 2050 – whatever that turns out to be.

It is hard to imagine what the world of Apple, Microsoft, Facebook and Google will be like in 30 years time, but we can assume that everything that has a digital representation will be available in our cars. The automobile seems to be the final frontier for the digital lifestyle – some people want to be disconnected while driving – but in decades to come it will be completely connected and – hopefully – safe to use.

But what will actually drive these cars? Electricity? Hydrogen? Or will it still guzzle petrol and diesel? At first glance, one might think the good-old internal combustion engine is on its way out. However, its demise may not be quite so quick. In general, the daily commute will be in an electric vehicle with no combustion engine. The electricity grid is likely to include a much higher percentage of renewable energy by then, so everyday driving will be cleaner as well. But what about longer trips? Batteries might allow a 500-mile range, but they might be heavy and expensive, and recharging them might take time. So, the ultimate solution for long-distance car travel might still be a combustion engine. An alternative is hydrogen-

powered vehicles, converting hydrogen into electricity in a fuel cell. This would result in a smooth electric drive and only water vapour coming out the tailpipe.

The commuter of the future may have a "personal mobility portfolio", with the car being only one part of it. An automobile might be there to drive for pleasure on the weekend (the affection for the car will probably not go away completely). As mobile internet becomes ever-more powerful it will be totally normal and convenient to step out on the street and make an immediate decision. You could hail a self-driving shared vehicle. You could jump into the car of a social-media friend, who just happens to be driving by and going in the same direction. Or you will take public transportation if it is the best option. The car will be totally integrated into a greater mobility network.

There's one more question to ask: what will the 2050 car look like? It might still have a steering wheel, maybe just a joystick. It is safe to assume that it will still have four seats and wheels and might still resemble a metal box. The car of 2050 might be relatively easy to recognise. This is because a car is a car – it is supposed to transport people and goods and as long as people continue to be as tall as they are cars won't look too much different. But the personal automobile as we know it will have much competition: from remote-controlled, on-demand pod and personalised public transportation. And in our livable cities, good old-fashioned walking and cycling, too.

From: S. Beiker: *What will the cars of 2050 look like?*

<http://www.bbc.com/future/story/20131108-what-will-we-be-driving-in-2050>

EXERCISE 1 COMPREHENSION CHECK

Are the statements true (T) or false (F) according to the text "*What will the cars of 2050 look like?*" .

1. Batteries might allow a 5000-mile range, but they might be heavy and expensive, and recharging them might take time. _____

2. The automobile is a fairly liberating and flexible means of transportation. _____
3. Companies are working on concepts allowing cars to cruise along on the highway with driver intervention. _____
4. Publicly organised on-demand transportation systems that can accommodate up to six people will bring travellers automatically to their destination in downtown areas. _____
5. Hydrogen-powered vehicles would result in a smooth electric drive with only water vapour coming out the tailpipe. _____

EXERCISE 2

Answer the following questions.

1. What will the car of 2020 be like?
2. What will the car of 2050 be like?
3. What are many car companies already working with Apple on?
4. What will be the driving force of the cars of 2050?
5. Explain the term "personal mobility portfolio".

EXERCISE 3

Read the text *"What will the cars of 2050 look like?"* and fill in the missing words.

1. Mass-motorisation in emerging countries _____ there will be more than three billion vehicles on the planet in 2050, compared _____ around one billion today.

2. Companies are working on _____ allowing cars to cruise along on the highway without _____ intervention, many of which are likely to be seen _____ our roads.

3. The commuter of the _____ may have a "personal mobility portfolio", with the car being only one _____ of it.

4. As mobile internet becomes ever-more _____ it will be totally normal and convenient to step out on the _____ and make an _____ decision.

GRAMMAR

THE SIMPLE FUTURE TENSE

The Simple Future Tense is formed of the auxiliary verb "will" and the main verb

Positive form:

Subject + will + infinitive

I will buy a computer tomorrow.

Interrogative form:

will + subject + infinitive

Will I buy a computer tomorrow?

Negative form:

will + not + infinitive

I will not buy a computer tomorrow.

* "**Shall**" is used mainly in the forms "shall I?" and "shall we?" in British English. These forms are used when you want to get someone's opinion, especially for offers and suggestions

- **Shall I open the window?** (=do you want me to open the window)

- *Where **shall we go** tonight?* (= what's your opinion?)

USE:

1. The Simple Future Tense is used for decision made at the moment of speaking

A: 'I'm cold'.

B: 'I'll close the window'.

2. The Simple Future Tense is used for prediction based on someone's opinion

*I'm sure you'll **have** a lovely time in Italy.*

3. The Simple Future Tense is used for a future fact

*The sun **will rise** at 7 a.m.*

4. The Simple Future Tense is used to express promises, requests, refusal, willingness

*I'll **help** you with your homework.*

***Will you give** me a hand?*

*I **will give up** smoking!*

"Going to" future

Going to is not a tense. It is a special structure that we use to talk about the future.

Positive form:

Subject + "to be" + going to + infinitive

*You **are going to meet** Jane tonight.*

Interrogative form:

"to be" + subject + going to + infinitive

Are you going to meet Jane tonight?

Negative form:

Subject + "to be" + going to + infinitive

You are not going to meet Jane tonight.

USE:

1. "Going to" future is used for future plans made before the moment of speaking

A: 'We've run out of milk.'

*B: 'I know, **I'm going to buy some.**'*

2. "Going to" future is used for prediction based on present evidence

*Look at those boys playing football so close to the house! **They're going to break the window.***

*These figures are really bad. **We're going to make a loss.***

*You look very tired. **You're going to need to stop soon.***

EXERCISE 4

Put the verbs in brackets in either *simple future tense* or "*going to*" future.

1. A: I'm going now. Bye! B: Bye! What time _____ you _____ (be) back tonight? A: I don't know. I _____ (call) you later.

2. A: Your exams start in two weeks' time. When _____ you _____ (*start*)
revising? You haven't done any revision yet. B: I know. I _____ (*do*) some
tonight. A: You're going out tonight. B: I _____ (*start*) tomorrow night, then.
3. A: Don't forget to tell me if I can help you. B: Thank you. I _____
(*give*) you a ring if I think of anything.
4. A: Oh, I don't have any money. B: That's ok. I _____ (*lend*) you some.

EXERCISE 5

Complete the conversation with the appropriate future form (*simple future* or "*going to*"
future)

1. A: Hannah Rottman, our German agent, called earlier. She wants to know when she
_____ (*receive*) confirmation of the delivery date for her latest order.

B: She should know that we _____ (*get*) it to her on time, after all we
have never missed a delivery so far!

A: Yeah. Well, in any case, she _____ (*call*) back at three. _____
(*you/speak*) to her?

B: No, I am afraid I _____ (*not be able to*) as I _____
(*visit*) the warehouse this afternoon. But tell her that I _____ (*call*) her
tomorrow morning.

2. S: Hi Janet, it 's Sylvia. I'm calling about the conference in Geneva. Remember?
_____ (*you/come*)?

J: No, I'm afraid I can't. Mike Johnson _____ (*represent*) us with two other
people from the Swiss office.

S: That's shame. In that case, I _____ (*not see*) you until the meeting in Birmingham next month. Oh, by the way, could you ask Mike to bring me a copy of the Indonesian survey that he's been working on? I _____ (*visit*) Jakarta in July.

J: Ok. I _____ (*ask*) him when I see him tomorrow. I'm sure he _____ (*want*) to give you a call himself.

From: G. Tullis, S. Power: New Insights into Business

UNIT 5

Road traffic and air pollution

Vehicle engines are known to produce a number of air pollutants that pose risks to your health. Cars, buses, trucks and other motorized vehicles are one of the largest sources of air pollution that have been clearly linked to negative health effects. When engines burn fuel (gasoline or diesel), chemicals such as fine particulate matter, nitrogen oxides, carbon monoxide, and volatile organic compounds (VOCs) are emitted. In addition, some of the gasoline used by engines evaporates without having been burned, and this also creates pollution. Overall, traffic related emissions are a key contributor to the formation of smog.

Most Canadians are exposed to air pollution from road traffic on a daily basis, whether at home, travelling, walking, or standing along busy streets. The Government of Canada has introduced strict regulations to decrease pollution from motor vehicles by improving engine performance and fuel formulation, including renewable fuels. Although technology improvements have reduced vehicle emissions, there is still cause for concern because:

- the number of vehicles on Canada's roadways continues to increase
- urban development has increased the demand for vehicles
- vehicles are a main contributor to greenhouse gases

The health effects of air pollution from road traffic

Air pollution from road traffic has been linked to a variety of negative health effects. Scientific studies in Canada, the United States, and Europe show that children living in areas with high road traffic volumes have more respiratory-related illness symptoms than other children. More specifically, a significant number of studies conclude that exposure to traffic pollution can aggravate asthma in children.

Exposure to air pollution from road traffic has been linked to a number of other health issues including heart attack, coronary artery disease and increased risk of death from respiratory and cardiac conditions. Air pollution may worsen symptoms for people with existing heart and lung conditions. Although some evidence suggests associations with other health issues, including exacerbation of allergies and reproductive effects, further studies are required to fully understand the population health impacts.

Minimizing your risk

You can help reduce pollution from road traffic by taking these steps:

- Take public transit instead of using a vehicle.
- If public transit is not available, car pool.
- Turn off your car's engine when you stop for more than ten seconds, unless you are in traffic or at an intersection.
- Keep your vehicle well maintained - an efficient engine and proper tire inflation reduces fuel consumption and emissions and saves money.

From: Government of Canada. *Road traffic and air pollution*.

<http://healthycanadians.gc.ca/healthy-living-vie-saine/environment-environnement/air/vehicules-vehicules-eng.php>

EXERCISE 1

Write the nouns.

a) produce _____

b) link _____

c) emit _____

d) pollute _____

e) form _____

f) expose _____

g) improve _____

h) perform _____

i) conclude _____

EXERCISE 2

Answer the following questions.

1. What are the largest sources of air pollution?
2. What happens when engines burn fuel?
3. What measures has the Government of Canada undertaken in order to decrease pollution?
4. In spite certain measures to decrease pollution what seems to be threatening to clean air?
5. What do scientific studies in Canada, the USA and Europe show?
6. How does air pollution affect human health?

EXERCISE 3

Are the statements true or false according to the text "*Road traffic and air pollution*"? Put T (true) or F (false).

1. Exposure to air pollution from road traffic hasn't been linked to a number of health issues including heart attack and coronary artery disease. _____
2. The Government of Canada has introduced strict regulations to decrease pollution from motor vehicles by including renewable fuels. _____
3. Since technology improvements have reduced vehicle emissions, there is no cause for concern for people's health. _____
4. All motorised vehicles, especially trains and planes are one of the largest sources of air pollution that have been clearly linked to negative health effects. _____

EXERCISE 4

Make your own sentences using these words:

Vehicle emissions, air pollution, urban development

GRAMMAR

PASSIVE

- formula for identifying the passive voice:

form of "to be" + past participle

I was given a job.

The cars were stolen.

- ❖ When rewriting active sentences in passive voice, note the following:

1. the object of the active sentence becomes the subject of the passive sentence

A: *We produce fast cars here.*

subject verb object adverb

P: *Fast cars are produced here (by us).*

2. the form of the verb is changed ("to be" + past participle)

A: *We produce fast cars here.*

subject verb object adverb

P: *Fast cars are produced here (by us).*

3. the subject of the active sentence becomes the object of the passive sentence (*or is dropped*)

A: *We produce fast cars here.*

subject verb object adverb

P: *Fast cars are produced here (by us).*

Examples of passive: "to drive"

■ **Present continuous:**

active: am/is/are driving

passive: am/is/are being driven

A: Peter is driving a car.

P: A car is being driven by Peter.

■ **Simple Present:**

active: drive/drives

passive: am/is/are driven

A: Peter drives a car.

P: A car is driven by Peter.

■ **Simple Past:**

active: drove

passive: was/were driven

A: Peter drove a car.

P: A car was driven by Peter.

■ **Past Continuous:**

active: was/were driving

passive: was/were being driven

A: Peter was driving a car.

P: A car was being driven by Peter.

■ **Present Perfect Simple:**

active: has/have driven

passive: has/have been driven

A: Peter has driven a car.

P: A car has been driven by Peter.

■ **Future:**

active: will/shall drive

passive: will/shall be driven

A: Peter will drive a car.

P: A car will be driven by Peter.

USE:

Passive is used:

1. When the doer of the action is unknown

*My car **was stolen** last night.* (we don't know who stole the car)

2. When the doer of the action is unimportant

*The new students' centre **was completed** last week.* (the people who built the centre are unnecessary information for the meaning of the sentence)

3. To emphasize (put importance on) the recipient (receiver) of the action

*Erin **was chosen** as best student, and of course this made her happy.* (the teacher who chose Erin is not what we want to emphasize)

4. To make generic statements, announcements and explanations

*Something **should be done** about the traffic jams in this town.*

***It's said** that it's going to rain tonight.*

EXERCISE 5

Shift the following *active sentences* into *passive sentences*.

1. The students handed in the reports.

2. Steven has forgotten the book.

3. This company employs two hundred people.

4. I am reading a very interesting book.

5. They scored a goal in the last five minutes.

6. They are building a new school.

7. The teacher told us a joke.

8. I have bought a car.

9. An earthquake destroyed the town.

10. The speaker will address Mr. Addison.

11. A famous architect has built this house.

12. Did they catch the thief?

13. Do they make cars in Korea?

14. Has anyone answered your question?

EXERCISE 6

Put the verbs in the brackets in either *active* or *passive form*.

1. He (*sell*) _____ cars.
2. She (*call*) _____ her grandparents every Friday.
3. She (*not work*) _____ in a bank.
4. In summer, more ice-cream (*eat*) _____ than in winter.
5. The blue car (*sell*) _____ 2 days ago.
6. Milk (*keep*) _____ in the refrigerator.
7. He (*take*) _____ his medicine every day.
8. Jane (*not take*) _____ to school by her father.
9. The Statue of Liberty (*design*) _____ by Frederic Bartholdi.
10. The Statue of Liberty (*be*) _____ 46 m high.
11. The Statue of Liberty (*give*) _____ to the USA by France.
12. He (*write*) _____ beautiful songs.
13. People (*speak*) _____ English all over the world.
14. The sports officials (*hold*) _____ the races indoors because it was raining.
15. I (*take care*) _____ of my children at the moment.
16. The best book I (*ever/read*) _____ is 100 years of solitude.

EXERCISE 7

Put the verbs in brackets in the correct tense and form.

A) European traffic accident rates fail to meet targets

Although the number of deaths caused in traffic accidents in the EU is going down, experts are still trying to find ways of reducing the number throughout the EU to around 25,000 fatalities per year. Recent statistics show that in 2005 in the EU 41,600 people _____ (*kill*) in road accidents. Although progress _____ (*make*), most experts agree that this figure will have fallen to only around 32,00 by next few years. On the other hand, as the amount of traffic is increasing, it is possible to argue that the situation is not really as bad as it looks. However one interprets the statistics, it

_____ (*remain*) true that as time goes on, it is becoming harder and harder to reduce the figures, especially since accident-reduction schemes cost a lot of money. Many countries _____ (*try*) and failed to reduce the number of accidents, and in the EU as a whole, only Sweden is pursuing the goal of zero accidents. Accident reduction is more difficult for newer EU members who _____ currently _____ (*face*) very rapid growth in traffic and are having difficulty in building new roads and in introducing safety measures at a fast enough rate. To complicate matters, most new members have very little experience in dealing with the demands of heavy traffic. Experts suggest that any safety programme must also set about changing the way drivers behave. Despite what people often say it seems to be the younger generation that _____ (*cause*) most accidents. In line with this research, many countries are introducing tougher driving tests, and are concentrating on the main causes of accidents: speed, reckless overtaking, alcohol, and over-confidence.

From: M. Vince: Macmillan English Grammar in Context

B) Trouble with a plane

A plane carrying 15 members of the government to a conference in Brussels is known to have experienced a small-scale fire earlier this morning. The plane is thought to have been about 20 minutes into its journey when the fire _____ (*occur*) in the luggage area. It _____ (*not know*) how the plane caught fire, but initial eye-witness accounts confirm that a trail of smoke was seen coming from the under-carriage. The fire _____ (*bring*) rapidly under control, but the pilot was obliged to make an emergency landing. Five people are believed to have been treated for shock. The plane _____ (*pack*) with business people flying to Belgium. All 209 passengers were made to stay behind for questioning after landing at a military airport in northern France. Police are thought to be treating the incident as suspicious.

From: M. Vince with P. Sunderland: English Grammar and Vocabulary

UNIT 6

Mysterious Case

It all happened on the night of 6th July. A large truck bumped into a building in the Maryland Street. The strange thing was the truck had no drivers at all. The police started investigating the case immediately. The locals ask a simple question: "Where is the driver?" If the police want to solve this mystery, they will need the video recordings of the street. One of the locals claimed that the truck had never been seen in the neighborhood before. He said: "We're deeply worried about that truck. We want to know what's happening in our town. If we'd seen that truck before, we'd solve this mystery now."

The police have asked eleven people in the town till now. No one has uttered a significant word about that night. The chief officer Amanda Slippers says that: "This looks like a tough case. The truck plate belongs to this town, but nobody has seen it here. The owner of the truck moved from the town years ago. And no one knows where he moved. If we found the owner, we would probably solve this mystery. "

A witness on the crime scene reported more interesting details about the event: "There was a loud noise coming from the truck while it was going towards the building and its speed.... I couldn't believe its speed. If it had been slower, I would have seen the driver seat. But all I saw was a red truck going inside the bakery as fast as it could. If a truck moves, then it has driver. Well, maybe we should change this fact with mysterious red truck.

From: V. Tirpanci: *Mysterious Case*.

<http://www.photocopiables.com/sites/default/files/Esl%20Reading-Conditionals.pdf>

EXERCISE 1

Put the words in the correct order.

1. had / no / thing / strange / drivers / the / at / was / the / all / truck

2. the /is / where / driver

_____?

3. moved /of / the / truck / town / owner / the / the / from

4. noise / from / was /truck / there / coming / a / there / loud / the

GRAMMAR

THE CONDITIONAL SENTENCES

■ Present Conditional:

should/would + present infinitive

I should/would take = uzeo bih

Conditional sentence: If you say that again, I will scream.

If-clause

main-clause

FORM AND USE

REAL CONDITIONAL

■ The zero conditional

- to talk about things that are always or generally true as a result of an action or situation.

■ *If + present simple + present simple*

*If you **heat** ice, it **melts**.*

*If I **don't use** sun cream, I **get burnt**.*

■ **The first conditional**

- to talk about sth that is likely to happen in the future as a result of an action or situation

■ ***If + present simple + will future***

*If she **does** well in her exams, she **will go** to college.*

UNREAL CONDITIONAL

■ **The second conditional**

- unlikely future events or situations
- imaginary or improbable situations in the present

■ ***If + past simple + would + infinitive***

(present conditional)

*If I **knew** the answer, I **would tell** you. (But I don't know the answer.)*

- We use: *if I were you* to give advice: *If I were you, I wouldn't worry about it.*

CONDITIONALS WITH "UNLESS"

- The word *unless* = *if... not*.

For example:

"Unless you study, you will fail"

- means the same thing as:

"If you do not study, you will fail."

EXERCISE 2

Complete the sentences. Use the correct form of the verbs in brackets.

1. Are you having problem with your car. Don't worry, if I (*have*) _____ time later in the afternoon I (*help*) _____ you repair it.
2. English people speak very quickly. Perhaps that's why I can't understand them. If they (*speak*) _____ slowly I (*understand*) _____ them.
3. A: "I've lost my address book."
B: "If I (*find*) _____ it, I (*bring*) _____ it to you."
4. I haven't much time so I read very little. If I (*have*) _____ more time, I (*read*) _____ more.
5. If we (*work*) _____ all night, we (*finish*) _____ in time; but we have no intention of working all night.
6. Let's tell them the truth. No, if we (*tell*) _____ them, they (*not believe*) _____ us.
7. That book is too expensive, so I'm not going to buy it. If it (*be*) _____ cheaper, I (*buy*) _____ it.
8. People drive very fast. If they (*not drive*) _____ so fast, there (*not be*) _____ so many accidents.
9. That's dangerous. If you (*touch*) _____ that you (*burn*) _____ yourself.
10. It's a fact. If you (*divide*) _____ twelve with four you (*get*) _____ three.

UNIT 7

Modern Jets

Flying in modern jets is one of the safest form of transportation. It has been estimated that traveling by air is twenty-five times safer than traveling by car. This means that you are much more likely to get killed driving to or from the airport than during the flight.

The safest planes are the large modern jets of the major commercial airlines of Europe and the United States. One study showed that the chance of being killed in a commercial airline crash was only one in eight million. Smaller planes, commuter planes and older planes are far more likely to be involved in accidents.

Most airplane accidents occur during the take-off and landing parts of a flight. It follows that a non-stop flight will be safer than a flight with one or more stops. The duration of the flight doesn't seem to be a factor.

It is estimated that eighty per cent of the people involved in an aircraft accident survive. You can increase your chances of survival by knowing what to do before an accident occurs. Keep your seat belt fastened at all times. Identify the nearest emergency exit and count the number of seats between you and the exit in the dark. Learn how to open the emergency door in case you are the first person to reach it. Wear clothes made from natural fibres such as cotton and wool rather than synthetic materials which may burn or melt on the skin. Think about carrying a smoke hood with you on the plane. If there is a fire, the hood can help protect you against smoke and toxic gases.

Above all, don't panic.

From: G. Yule: Oxford Practice Grammar

EXERCISE 1

Write the antonyms.

a) modern _____

b) safer _____

c) take-off _____

d) involve _____

e) increase _____

f) before _____

g) the first _____

EXERCISE 2

There is one mistake in each sentence. Find it and correct the sentences.

1. The safest planes is the large modern jets of the major commercial airlines of Europe and the United States.

2. The duration of the flight doesn't seems to be a factor.

3. You can increase your chances of survival by knowing what do before an accident occurs.

4. Think about carrying a smoke hood with your on the plane.

5. Smaller planes, commuter planes and older planes are far more likely to be involving in accidents.

GRAMMAR

ARTICLES

Introduction: NOUNS

- Kinds of nouns

Common nouns: car, man, table...

Proper nouns: France, Madrid, Mrs Smith, Tom...

Abstract nouns: beauty, charity, courage, fear, joy...

Collective nouns: crowd, flock, group, team...

Material nouns: wine, milk, food, ice, air...

Articles

- Come before nouns

A / AN (the indefinite article) = ONE

a) the form **A** is used before a word beginning with a consonant, or a vowel with a consonant sound:

- *a man a hat a lamp*
- *a uniform a one-way street*

b) the form **AN** is used before words beginning with a vowel or words beginning with a mute **h**:

- *an apple an island an uncle*
- *an hour an honest man*

- or individual letters spoken with a vowel sound:

- *an MP an SOS an "x"*

USE OF INDEFINITE ARTICLE (A/AN)

a/an is used:

- Before a singular countable noun when mentioned for the first time and represents no particular person or thing:

I need a visa. He lives in a flat.

- Before a singular countable noun used as an example of a class of things:

A car must be insured. = (all, any)

A child needs love. = (all children, any child)

- With a noun complement (e.g. names of professions)

She'll be a dancer. He is an actor.

It was an earthquake.

- With nationalities

He is an Englishman.

- In certain expressions of quantity

a lot of, a couple, a great many, a dozen, a great deal of, a score...

- With certain numbers:

a hundred a thousand a million

- In expressions of price, speed, ratio etc.

5p a kilo four times a day sixty miles an hour

- In exclamations starting with What...

What a lovely day!

What an exciting story!

- After SUCH, QUITE, HALF

Don't be in such a hurry!

She is quite a good student!

They talked for half an hour.

OMISSION OF A/AN

a/an is omitted:

- Before plural nouns

Tom and John are architects.

Towns should be clean.

- Before uncountable nouns (names of substances considered generally)

weather, milk, steel, tea, coffee, oil, ice, beer, water, wine....

- Before names of meals, except when preceded with an adjective

We have breakfast at eight.

BUT: *He gave us a good breakfast.*

- Before abstract nouns

courage, honesty, beauty, peace, help, knowledge, advice, death, information...

BUT: *The beauty of the Dalmatian coast is famous.*

The courage of our soldiers is astonishing.

EXERCISE 3

Complete the sentences with *a/an* or *zero* article.

1. The car was going at 50km ____ hour.

2. Samantha's bought ___ new car. It's the red one, parked next to that motorbike.
3. Democracy is ___ system of ___ government in which everyone in ___ country can vote.
4. This is ___ easy question.
5. Do you have ___ dictionary that I can borrow?
6. ___ apple a day keeps the doctor away.
7. ___ person is more likely to die in ___ car accident than ___ aircraft accident.
8. Nobody likes having to move ___ furniture.

THE (definite article)

Form

The is the same for singular and plural and for all genders.

the car the girl the day

the cars the soldiers

USE

The definite article is used:

- When the object or group of objects is unique or considered to be unique

the earth the sky the stars the Moon the Sun

- Before a noun mentioned a second time

His car struck a tree; you can see a mark on the tree.

- Before a noun made definite by the addition of a phrase or clause

the girl in blue *the boy that I met*

- Before superlatives and *first, second* etc. used as adjectives or pronouns, and *only*

the first (week) *the best day* *the only way*

- the + singular noun = represents a class of animals or things

The whale is in danger of becoming extinct.

- the + adjective = represents a class of persons

the old = old people in general

the blind, the youth, the poor....

- Before certain names of seas, rivers, groups of islands, chains of mountains, plural names of countries, deserts, regions, hotels, republics, kingdoms

the Atlantic, the Thames, the Bahamas, the Alps, the Netherlands, the Sahara, the Grand Hotel, the Republic of Croatia, the United Kingdom

- the + noun + of + noun

the Bay of Biscay, the Gulf of Mexico, the Cape of Good Hope

- the + adjective + noun (*provided the adjective is not east, west, etc.*):

the Arabian Sea, the New Forest, the High Street

- the + plural surname = the family

the Smiths = Mr and Mrs Smith (and children)

OMISSION OF THE

- Before names of places, people, streets, the names of the countries in singular, single hills and peaks

Paris, Ann, Peter, Regent Street, France, Mount Etna, Mount Everest

- Before abstract nouns (except when used in a particular sense)

Success is impossible without hard work. Men fear death.

BUT: The death of the Prime Minister left his party without a leader.

- Before names of meals

breakfast, lunch, supper

BUT: The lunch we had yesterday was the best I can remember.

- Before SCHOOL, PRISON, HOSPITAL (when we think of *purpose*)

When school was over, he went straight home.

BUT: *That building over there is the hospital.*

- In certain phrases

hand in hand, by day, from morning till night, at night...

- *On Sunday, in March, in 1989*

BUT: *in the year 1989*

- Special time of the year

I enjoy Christmas very much.

Americans eat turkey at Thanksgiving.

- In phrases with LAST, NEXT, EVERY:

last year, next summer, every day

EXERCISE 4

Complete the sentences with *the* or *zero* article.

1. I live in ___ Allan Road in Bristol in an area called ___ Redland.
2. ___ sun sets in ___ West.
3. ___ Lake Geneva borders ___ France and ___ Switzerland.

4. Yesterday I was walking past ___ hospital.
5. ___ health of millions of people may be at ___ risk.

EXERCISE 5

Complete the text with *a/an, the* or *zero* article.

I want ___ laptop computer, because ___ laptop computers can be very useful. ___ laptop can do word processing, keep records, and compute numbers. ___ laptop can also be used to send email and search the Internet. People who own ___ laptops say that they can save a lot of time.

EXERCISE 6

Complete the sentences with *a/an, the* or *zero* article.

1. I saw ___ accident this morning. ___ car crashed into ___ tree. ___ driver of ___ car wasn't hurt but ___ car was badly damaged.
2. George has a part-time job. He works three mornings ___ week.
3. When I leave ___ school, I want to go to ___ university.
4. Do you think ___ rich should pay more taxes to help ___ poor?
5. We visited ___ Canada and ___ United States.
6. ___ highest mountain in ___ Alps is Mont Blanc.
7. It was ___ windy morning but they hired ___ boat and went for ___ sail. In ___ afternoon ___ wind increased and they soon found themselves in ___ difficulties.
8. She works as ___ interpreter for ___ United Nations.
9. In less than ___ quarter of ___ hour they were in the town.
10. John went for ___ walk up the hill.
11. John got out of the car after ___ few minutes.
12. He went to ___ France and settled in ___ Paris.
13. ___ Atlantic is smaller than ___ Pacific.
14. ___ coffee and ___ cotton do not grow in our country.
15. Courage and ___ honesty often go together.

16. I had ____ very bad night; I didn't sleep ____ wink!
17. ____ Mr Smith is ____ old customer and ____ honest man.
18. ____ youngest boy has just started going to ____ school; ____ eldest one is at ____ college.
19. All ____ cars have wheels.
20. All ____ cars in this park belong to people who work here.
21. I don't drink ____ tea. I don't like it.
22. What is ____ longest river in ____ world?
23. This morning I bought ____ newspaper and ____ magazine. ____ newspaper is in my bag, but I don't know where I put ____ magazine.
24. "How much are the driving lessons?" "Fifteen pounds ____ hour."

GLOSSARY

UNIT 1 - BOOKING A HOLIDAY

to book – rezervirati

holiday maker – turist; osoba na odmoru

to obtain – dobiti, postići

whereas – dok, jer, međutim, s obzirom na to

travel agent – putnički agent

to adapt – prilagoditi

UNIT 2 - COMMUNICATION AND TRANSPORTATION

engineering - strojarstvo

carriage – kočija, kola, vagon

wagon – teretna kola

current - struja

command – nalagati, zapovijedati

upgrade – nadograditi, unaprijediti

lag behind - zaostajati

merchandise – roba (teret)

laboriously – marljivo, naporno, teško

UNIT 3 - WHEN GOOGLE SELF-DRIVING CARS ARE IN ACCIDENTS, HUMANS ARE TO BLAME

fender-bender – lakša prometna nezgoda

tally – zabilježiti, odbrojavati

errand – posao

reiterate – (neprestano) ponavljati

graze – okrznuti

jittery – nervozan, razdražljiv

log – zapis; zabilježiti

UNIT 4 - WHAT WILL THE CARS OF 2050 LOOK LIKE?

platoon – vod

to guzzle – trošiti, koristiti

internal combustion engine – motor s unutarnjim izgaranjem

battery – akumulator, baterija

to hail – pozdraviti

to resemble – nalikovati

UNIT 5 - ROAD TRAFFIC AND AIR POLLUTION

to pose – postaviti, namjestiti

volatile – isparljiv

to evaporate – isparavati

renewable – obnovljiv

greenhouse gas – staklenički plin

to aggravate – pogoršati

exacerbation – pogoršanje

UNIT 6 - MYSTERIOUS CASE

to bump into – naletjeti na

to utter – izustiti

plate – registracijska oznaka

UNIT 7 - MODERN JETS

jet – mlaz, mlaznica

to estimate – procijeniti

to occur – desiti se

smoke hood – gas maska

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