Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Чирикова Лилия Ивановна
Должность: Директор филиала
Дата подписания: 20.10.2026 12:14:41
Уникальный программный ключ:
750e77999bb0631a45cbf7b4a579c1095bcef032814fee919138f73a4ce0cad5

**Приложение**
к ПССЗ по специальности 23.02.06
Техническая эксплуатация подвижного состава железных дорог

# ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
# УЧЕБНОЙ ДИСЦИПЛИНЫ

**учебной дисциплины**

# СГ.02 Иностранный язык в профессиональной деятельности (английский язык)

Базовая подготовка

среднего профессионального образования

## Содержание

1 Пояснительная записка 4

2 Результаты освоения дисциплины, подлежащие проверке 7

3 Практические задания (ПЗ) 11

4. Пакет преподавателя (экзаменатора) 80

## 1. Пояснительная записка

Фонд оценочных средств (далее ФОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины СГ.02 Иностранный язык в профессиональной деятельности (английский язык).

ФОС включают в себя контрольные материалы для проведения оперативного (поурочного), рубежного (по разделам и укрупнённым темам) и итогового контроля по завершению изучения дисциплины.

**ФОС предусматривают следующие виды контроля:**
- устный опрос;
- письменные работы;

**ФОС предполагают следующие формы контроля:**
- собеседование,
- тестирование,
- контрольные работы,
- дифференцированные зачеты.

Итоговой формой аттестации в 3,4,5, семестрах является письменная контрольная работа, в 6-м семестре дифференцированный зачёт (далее ДЗ) в форме контрольной работы.
ФОС разработаны на основании:
- ФГОС СПО по специальности среднего профессионального образования 23.02.06 Техническая эксплуатация подвижного состава железных дорог
- учебного плана 23.02.06 Техническая эксплуатация подвижного состава железных дорог;
- рабочей программы по дисциплине СГ.02 Иностранный язык в профессиональной деятельности (английский язык);
- положения о текущей и промежуточной аттестации студентов.

В результате освоения дисциплины обучающийся **должен уметь:**

-общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

- переводить (со словарем) иностранные тексты профессиональной направленности;

- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

В результате освоения дисциплины обучающийся **должен знать**:

- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

В результате освоения учебной дисциплины студент должен сформировать следующие компетенции:

ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам

ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности

ОК 03. Планировать и реализовывать собственное профессиональное и личностное развитие, предпринимательскую деятельность в профессиональной сфере, использовать знания по финансовой грамотности в различных жизненных ситуациях

ОК 04. Эффективно взаимодействовать и работать в коллективе и команде

ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста

ОК 06. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей, в том числе с учетом гармонизации межнациональных и межрелигиозных отношений, применять стандарты антикоррупционного поведения

ОК 07. Содействовать сохранению окружающей среды, ресурсосбережению, применять знания об изменении климата, принципы бережливого производства, эффективно действовать в чрезвычайных ситуациях

ОК 08. Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности

ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.

В результате освоения учебной дисциплины студент должен формировать следующие личностные результаты:

ЛР 8. Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства.

ЛР 11. Проявляющий уважение к эстетическим ценностям, обладающий основами эстетической культуры.

ЛР 13. Готовность обучающегося соответствовать ожиданиям работодателей: ответственный сотрудник, дисциплинированный, трудолюбивый, нацеленный на достижение поставленных задач, эффективно взаимодействующий с членами команды, сотрудничающий с другими людьми, проектно мыслящий.

ЛР 17. Ценностное отношение обучающихся к своему Отечеству, к своей малой и большой Родине, уважительного отношения к ее истории и ответственного отношения к ее современности.

ЛР 18. Ценностное отношение обучающихся к людям иной национальности, веры, культуры; уважительного отношения к их взглядам.

ЛР 24. Ценностное отношение обучающихся к культуре, и искусству, к культуре речи и культуре поведения, к красоте и гармонии.

## 2. Результаты освоения дисциплины, подлежащие проверке

| Результаты обучения (освоенные умения, усвоенные знания) / Компетенции | Основные показатели оценки результатов | Номера разделов (тем) по рабочей программе | Объём времени, отведённых на изучение(максимальная нагрузка) | | Вид и № задания для оперативного. рубежного и итогового контроля |
|---|---|---|---|---|---|
| | | | часы | % | |
| *Уметь:*<br>**У. 1** Общаться (устно и письменно) на иностранном языке на повседневные темы;<br>**У 4** Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.<br>*Знать:*<br>**З. 1** Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) | - Составляет высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика).<br>- Ведет комбинированный диалог (сочетание разных типов диалогов) на основе тематики учебного общения, в ситуациях официального и неофициального повседневного общения<br>- Заполняет различные виды анкет в форме, принятой в стране/странах изучаемого | Т 1.1 – Т 2. 12 | 88 | 48% | П.З: 1.1 –<br>П.З: 2.12 |

| | | | | | |
|---|---|---|---|---|---|
| иностранных текстов профессиональной направленности;<br>*Компетенции:*<br>**ОК 1-ОК.9**<br>**ЛР 8,11,17,18,24** | языка.<br>-Владеет необходимым лексическим материалом в рамках определенной тематики<br>- Умеет распознавать, переводить и употреблять в речи изученный грамматический материал<br>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов | | | | |
| *Уметь*:<br>**У. 2** Общаться (устно и письменно) на иностранном языке на профессиональные темы;<br>**У 4** Самостоятельно | - Составляет высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика).<br>- Ведет комбинированный | | | | |

| | | | | | |
|---|---|---|---|---|---|
| совершенствовать устную и письменную речь, пополнять словарный запас.<br><br>*Знать:*<br><br>**З. 1** Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;<br><br>*Компетенции:*<br><br>**ОК 1-ОК 9.**<br><br>**ЛР 8,11,17,18,24** | диалог (сочетание разных типов диалогов) на основе тематики учебного общения, в ситуациях официального и неофициального повседневного общения<br><br>- Заполняет различные виды анкет в форме, принятой в стране/странах изучаемого языка.<br><br>-Владеет необходимым лексическим материалом в рамках определенной тематики<br><br>- Умеет распознавать, переводить и употреблять в речи изученный грамматический материал<br><br>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов | Т 2.13 – Т 3. 7 | 96 | 52% | ПЗ: 2.13.1; 2.13.2;<br>2.14.1; 2.14.3;<br>3.1.1; 3.1.2;<br>3.2.1, 3.2.3<br>3.3.1, 3.3.2,<br>3.4.1, 3.4.2,<br>3.5.1 |

| | | | | | |
|---|---|---|---|---|---|
| *Уметь:*<br><br>**У 3** Переводить (со словарем) иностранные тексты профессиональной направленности;<br><br>**У 4** Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.<br><br>*Знать:*<br><br>**З 1** Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;<br><br>*Компетенции:*<br>**ОК 1-7,ОК 9**<br>**ЛР 8,11,17,18,24** | - Умеет переводить (со словарем) иностранные тексты профессиональной направленности;<br><br>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов | Т 2.13 – Т 3. 7 | 96 | 52% | ПЗ: 2.14.2<br><br>3.1.3<br><br>3.2.2<br><br>3.5.2 |

## 3. Практические задания (ПЗ)

## 3.1 Текст заданий:

### Тема 1.1

### Задание 1.1.1

**Vocabulary.** Переведите на русский язык.

| Height | Build | Age | Face | Eyes | Hair | Character |
|---|---|---|---|---|---|---|
| tall<br>tallish<br>short<br>shortish<br>medium height | slim<br>thin<br>plump<br>fat<br>well-built | young<br>elderly,<br>middle-aged<br>teenager<br>in 20s, 30s, 40s | round<br>oval<br>square<br>with scares<br>wrinkles<br>freckles<br>pale | big round<br>blue eyes,<br>large<br>small<br>bright<br>narrow | bald,<br>straight,<br>curly,<br>spiky,<br>wavy | careful,<br>hard-working,<br>cheerful,<br>broadminded,<br>active,<br>curious,<br>aggressive,<br>dull,<br>boring,<br>imaginative,<br>ambitious,<br>crafty,<br>sensitive, |

**Время на выполнение : 10минут**

### Задание 1.1.2

Глагол to be \ to have
Вставьте глагол to be или to have в правильной форме.

**1. have 2. are 3. is 4. am 5. has**

1. You ... welcome.
2. This station ... far from here.
3. It ... 5 o'clock now.
4. She ... a nice flat.
5. We ... a little child.
6. They ... a big car. It ... red.
7. How ... you?
8. How old ... Mary?
9. What country ... she from?
10. We ... well.
11. They ... a small cottage. It ... far away.
12. She ... at home.
13. He ... bad habits.
14. She ... 2 mistakes.
15. Her mistakes ... bad.
16. The cat ... in the box.
17. Do you … a cousin?
18. I ... a student.
19. Mr. Brown ... a daughter.

20. Those cars ... red.
21. She ... a large family.
22. Nick ... my good friend.
23. ... she from England?
24. He ... a large family.
25. He ... two pets at home.
26. They ... a very nice flat in Pskov.
27. Peter ... many friends here.
28. You ... many books at home.
29. Does she … any brothers?
30. My mother ... three children.
31. I ... two cousins.
32. She ... two brothers and a sister.

**Время на выполнение : 10 минут**

## Задание 1.1.3 Заполните анкету (как для регистрации на сайте, так и в других целях):

FIRST NAME:_____

LAST NAME: _____

City:_____

Country / Region или Location_____

State / Province / Region_____

STREET ADDRESS_____

STREET ADDRESS _____

ZIP / Postal code_____

Date of birth_____

Your Age_____

Sex или Gender_____

Phone _____

Create your password _____

Re-enter your password_____

Create your user ID _____

Email address _____

Confirm Email или Verify Email_____

Select your secret question_____

Provide your secret answer_____

## Тема 1.2

## Задание 1.2.1.

**Vocabulary.** Переведите на русский язык.

1. to agree with / on / to something
2. to ask somebody something
3. to rely on
4. to have an argument (with somebody)
5. to take care of somebody
6. to have the courage to do
7. to do somebody a favour
8. in a good / bad mood
9. to feel pity for somebody
10. to stick by
11. to be bossy
12. to get together
13. to get along
14. to have fun
15. to be good at smth.
16. to support

**Время на выполнение : 10 минут**

## Задание 1.2.2

Оборот there + be

| | |
|---|---|
| 1. There _____ a cat under my bed. | a) wasn't<br>b) weren't |
| 2. There _____ many people in the room. | a) is<br>b) are |
| 3. There _____ no good news for you today, I'm afraid. | a) is<br>b) are |
| 4. There _____ lots of problems recently. | a) has been<br>b) have been |
| 5. There will _____ some interesting reports at the conference. | a) is<br>b) are<br>c) be<br>d) to be |
| 6. There is no _____ on the table. | a) a CD<br>b) CD |
| 7. There _____ soup in my plate. | a) is many<br>b) are much<br>c) is much |

| | |
|---|---|
| | d) are many |
| 8. _____ there _____ money left? | a) Was ... some<br>b) Were ... any<br>c) Were ... some<br>d) Was ... any |
| 9. How many flowers _____ in the vase? | a) is there<br>b) are there<br>c) there is<br>d) there are |
| 10. _____ there _____ children at school today? | a) Were ... many<br>b) Was ... much<br>c) Were ... Much<br>d) Was ... many |
| 11. There _____ food in the fridge. | a) isn`t some<br>b) aren`t any<br>c) isn`t any<br>d) aren`t some |
| 12. There _____ in the corridor. | a) isn’t nobody<br>b) is nobody<br>c) aren’t nobody<br>d) are nobody |
| 13. How _____ mice are there in your house? | a) many<br>b) much |
| 14. There is _____ I want to talk to you about. | a) anything<br>b) something<br>c) everything |
| 15. ____ is a nice film on TV this evening. _____ is an American thriller. | a) there … it<br>b) it … there<br>c) it … it |
| 16. I’m sure, there _____ misunderstanding. | a) have been any |

| | |
|---|---|
| | b) has been some<br>c) has been any<br>d) have been any |
| 17. Who _____ there? - Your friends. | a) is<br>b) are |
| 18. There is _____ I can do for you. I`m sorry. | a) something<br>b) anything<br>c) nothing |
| 19. There _____ a book, two pencils and a notebook in my bag. | a) is<br>b) are |

**Время на выполнение : 15 минут**

**Задание 1.2. 3.** Как хорошо ты знаешь своего друга? Заполни анкету.

**My best friend's**
name is _____
nickname is _____
age is _____
birthday is _____
birthplace is _____
**My best friend's favourite**
food is _____
hobby or interest is _____
sport or game is _____
type of book is _____
kind of music is _____
movie is _____
subject at school is _____
television program is _____
**My best friend**
likes to _____
is afraid of _____
gets mad when _____
worries about _____
is happy when _____

**Время на выполнение : 15минут**

## Тема 2.1

## Задание 2.1.1

**Vocabulary.** Переведите на русский язык.

To get up, to make the bed, to do morning exercises, to clean one's teeth, to wash one's face and hands with cold water, to dry oneself, to have a bath, to take a shower, to do one's hair, to leave home for the Technical School, to have lessons, to have a lunch break, to come back home from school, to cook, to prepare (have) breakfast (dinner, supper), to do homework, to wash up, to wash the dishes, to lay the table, to do the room, to dust, clean the things, to do the housework, to help about the house, to water the flowers, to buy food, to look after the small sister (brother), to read books, to go for a walk, to watch TV, to play, to meet friends, to go to bed, to sleep well.

**Время на выполнение : 10 минут**

## Задание 2.1.2.

**Выберите правильный вариант для подстановки**

| | |
|---|---|
| 1.Our two … are crying all the time. | a) babies b) babys c) babyes |
| 2. No news … good news. | a) is b) are |
| 3. … usually fly not very high. | a) flyes b) flys c) flies |
| 4. These potatoes weigh five … | a) kiloes b) kilos |
| 5. I don’t like going by car. If I have a chance, I always go on … . | a) foot b) feet c) foots |
| 6. What do you need these … for? | a) boxes b) boxs |
| 7. My new Swiss watch … 3 minutes slow. | a) is b) are |
| 8. Those were the happiest days of our … . | a) lifes b) lives c) lifees |
| 9. … usually leave trees in autumn. | a) leaf b) leave c) leaves |
| 10. Big … don’t cry. | a) boys b) boyes |
| 11. I prefer natural … when I want to change my hair style. | a) dies b) dyes c) dys |
| 12. It is rather dangerous to walk on … after the rain. | a) roof b) roofes c) rooves |
| 13. Dentists recommend using … twice a day: in the morning and in the evening. | a) tooth`s paste b) toothpaste c) teeth`s past d) teethpaste |
| 14. … are flowers of life. | a) Childs b) Children c) Childrens |
| 15. The naughty kid likes throwing rotten … at passers-by. | a) tomatos b) tomatoes |
| 16. 50 … of oil leaked out of the tanker into the sea. | a) Tones b) Tons c) Tonns |
| 17. There is no piano in the … . | a) bushes b) bushs |
| 18. … in our house are so annoying. We definitely need a cat. | a) Mouses b) Mices c) Mice d) Mousees |
| 19. My little son is afraid of grey … (волчков) that come at night. | a) wolfys b) wolvies c) wolves d) wolvys |

**Время на выполнение : 10 минут**

## Задание 2.1.3.

**Прочитай текст. Расспроси своего друга о его рабочем дне.**

My working day.

I usually start my day with getting up and doing all things that everybody does in the morning: washing, having breakfast, etc. Also, I got used to gather my learning tools: pencils, exercise-books,

text-books in the morning. Then 1 usually go to the college. Fortunately, father takes a car every morning and he often picks me up and drives me to the doors of our university building.

And soon the lectures and lessons begin... We have from 2 to 4 lectures every time, depending on day. I like studying in the college more than in the school because in college it is mostly allowed to miss some lectures (of course, later you should take a summary from your mate and copy it). So, a student is much more free, than pupil is.

After the lessons I usually return home where I have dinner and start thinking about my ways of spending the rest of the day. Very often I go to my friend's places. During the early autumn and summer I often go to the sports ground or on the beach. I also like visiting different sports events. So, the world is full of enjoyable things to do.

On returning home 1 usually start doing my homework (perhaps, it is the most dull part of the day). Having finished it, I open a book and read it or watch TV. At last, I go to the bed.
Of course, I would like to tell you more about myself and my working day, but, unfortunately, my time is rather limited and I have got a lot of homework to do. Generally, now you know about my working day enough.

**Время на выполнение : 30минут**

## Тема 2.2

## Задание 2.2.1

**Vocabulary.** Переведите на русский язык.

1. to spend free time with pleasure
2. to meet friends and different people
3. to get on friendly terms with other people
4. to become a great famous sportsman
5. to be healthy
6. to keep fit
7. to improve my health
8. to stay in good health
9. to lead healthy way of living
10. to make my character
11. to become strong
12. to develop physically
13. to make me more organized and better disciplined
14. workout
15. fitness club
16. rookie

**Время на выполнение : 10минут**

## Задание 2.2.2

**Present Simple.**

**1** My parents ___ in a detached house.
**A** lives **B** live **C** are lived

**2** The sun ___ in the East.
**A** rise **B** rises **C** rising

**3** A red traffic lights ___ “Stop”.
**A** means **B** mean **C** is mean

**4** He ___ to any parties.
**A** isn’t belong **B** don’t belong **C** doesn’t belong

**5** Do you ___ where the post office is?
**A** know **B** knowing **C** knows

**6** My mother ___ lots of money on clothes.
**A** don’t spend **B** spends **C** spend

**7** Martin never ___ me text messages.
**A** sends **B** doesn’t send **C** send

**8** ___ lunch at work?
**A** Are you usually have **B** Do you usually have **C** Does you usually have

**9** I ___ too much coffee.
**A** drinking **B** drinks **C** drink

**10** The bank always ___ on time.
**A** opens **B** is open **C** open

**11** I ___ I’ll show you the city.
**A** am promise **B** promise **C** promises

**12** All the companies ___ their goods on TV.
**A** advertises **B** advertise **C** are advertised

**13** Where ___ your books?
**A** does you keep **B** you keep **C** do you keep

**14** They ___ volleyball on weekends.
**A** don’t play **B** aren’t play **C** doesn’t play

**15** My grandparents ___ going to the theatre.
**A** loves **B** loving **C** love

**16** ___ her dog every morning?
**A** Is Mary walk **B** Does Mary walk **C** Do Mary walk

**17** Ted often ___ in a restaurant.
**A** is dines **B** dine **C** dines

**18** A surgeon is a person who ___ operations.
**A** makes **B** is make **C** make

**19** Tina ___ very happy.
**A** don’t look **B** doesn’t looks **C** doesn’t look

**20** All sport competitions ___ at our stadium.
**A** takes place **B** take place **C** are take

**21** ___ many houses?
**A** Does he owns **B** Does he own **C** Do he owns

**22** This train ___ at 10.30 every day.
**A** leaves **B** does leave **C** leave

**23** ___ to you regularly?
**A** Does your relatives write **B** Do your relatives writes **C** Do your relatives write

**24** We ___ for the delay.

| | | | | | | |
|---|---|---|---|---|---|---|
| | **A** | appologise | **B** | appologises | **C** | appologising |
| **25** | You never ___ what may happen. | | | | | |
| | **A** | knows | **B** | know | **C** | don't know |

**Время на выполнение : 15 минут**

## Задание 2.2.3.

Расскажи  какую роль спорт играет в твоей жизни. Используй вопросы как план.

1. Why is sport so important in our life?
2. Do Russian sportsmen take part in the Olympic Games?
3. Do they often win medals?
4. Is there a gym or a sports ground in your school?
5. Do you take part in competitions?
6. Are there any keep-fit centres in your neighbourhood? Do you go there?
7. Do you go in for sports or do you prefer to watch other people playing?
8. What team are you a fan of?
9. What is your favourite kind of sport?
10. How long have you been playing it?
11. Do you take part in competitions?
12. What games are popular in Russia?

## Тема 2.3

## Задание 2.3.1

**Vocabulary.** Переведите на русский язык.

| | |
|---|---|
| aerobics<br>bird-watching<br>camping<br>cooking<br>cycling<br>dancing<br>dressmaking<br>fishing<br>gardening<br>jogging<br>knitting<br>photography<br>playing  cards<br>playing chess<br>playing the piano<br>pottery<br>reading<br>stamp collecting<br>watching TV<br>hiking<br>rock climbing | Have spare / free / leisure time<br>Have a good / nice time doing<br>Spend time doing something Like<br>Love doing / to do<br>Be fond of<br>Be interested in<br>Be mad about / on<br>Be crazy about<br>Be keen on<br>Concentrate on something / doing<br>Be involved in<br>Be popular with<br>Go in for<br>Give up<br>Join clubs / join in / participate / take part in<br>Do one's best<br>Take pleasure in something / doing |

| | |
|---|---|
| hunting | |

**Время на выполнение : 10 минут**

## Задание 2.3.2

**Past Simple**

**1** My uncle ___ a yacht last week.
**A** did buy **B** Bought **C** buyed

**2** She ___ French when she was at school.
**A** study **B** did study **C** studied

**3** I ___ the bills last month.
**A** didn't pay **B** didn't paid **C** payed

**4** ___ a new TV program yesterday?
**A** Watched you **B** Did you watch **C** Did you watched

**5** It was my brother's birthday on Sunday, so I ___ him a postcard.
**A** sent **B** send **C** sended

**6** We ___ last night due to the nasty weather.
**A** didn't went out **B** did go out **C** didn't go out

**7** Who ___ the first airplane?
**A** did invented **B** did invent **C** invented

**8** My grandfather ___ violin very well when he was young.
**A** can play **B** could play **C** could played

**9** We ___ a lot last year.
**A** did travel **B** travelled **C** did travelled

**10** When ___ Maria?
**A** did you last see **B** did you last saw **C** you last saw

**11** We ___ to sell our old house and buy a new one.
**A** did decide **B** did decided **C** decided

**12** I ___ when I was getting off the bus.
**A** slipped **B** sliped **C** did slip

**13** How much time ___ in Germany last month?
**A** did you spend **B** did you spent **C** did you spended

**14** John was so thirsty that he ___ two glasses of water.
**A** drink **B** drank **C** drinked

**15** It was hot, so I ___ the window.
**A** did open **B** open **C** opened

**16** Sandra ___ her English exam successfully yesterday.
**A** passed **B** pased **C** did pass

**17** When ___ your new garage?
**A** did you built **B** did you build **C** you built

**18** The film was boring. I ___ it.
**A** enjoy **B** didn't enjoyed **C** didn't enjoy

**19** Nobody ___ while we were having dinner.
**A** didn't phone **B** phoned **C** did phone

**20** We ___ a nice time at seaside last summer.
**A** had **B** did have **C** haved

**21** My dad ___ when he was little.
**A** didn't smoked **B** not smoked **C** didn't smoke

**22** ___ any museums when you were in England?

| | | | | | | |
|---|---|---|---|---|---|---|
| | **A** | Visited you | **B** | Did you visited | **C** | Did you visit |
| **23** | Rosa was sleeping when somebody ___ on the door. | | | | | |
| | **A** | did knock | **B** | knocked | **C** | did knocked |
| **24** | My mother was very tired, so she ___ to bed early last night. | | | | | |
| | **A** | went | **B** | go | **C** | did go |
| **25** | He never ___ long distances when he was a child. | | | | | |
| | **A** | runned | **B** | ran | **C** | didn't run |

**Время на выполнение :15 минут**

## Задание 2.3.3

Соотнеси вопросы и ответы. Составь свой диалог.

| | |
|---|---|
| - What do you like doing on Sunday? | - My friends don't like swimming. That's why I usually go alone |
| - Do you go alone or with your friends? | . - On the weekend I like to sleep in because during the week I always get up early. I also like going to the fitness club. On Saturday I meet my friends and we go to the club (discotheque) |
| - What do you do in your free time? | - In my free time I like going to the swimming pool. I like swimming a lot. It's good for your health |
| - And what do you like doing on weekends? | - On Sunday I like to rest. I like watching television or reading a book. I also love theatre and cinema a lot. Sunday is a perfect day for going to the cinema. |

**Время на выполнение : 15 минут**

## Тема 2.4
## Задание 2.4.1

**Vocabulary.** Переведи на русский язык.

| | |
|---|---|
| Newspapers: | Television: |
| Daily / weekly / monthly | Soap opera |
| To come out / be published | Quiz show |
| Tabloids / broadsheets / the popular press / the quality press | Chat show / talk show |
| Circulation | Documentary |
| Home news | A series |
| Foreign / international news | Current affairs |
| Business news | The news |
| | To take part in performances |

| | |
|---|---|
| Sports news<br>Features<br>Radio and TV programmes<br>Weather forecast<br>Review<br>Editor / reporter / journalists / critics / freelance<br>To report<br>To inform<br>To provide with<br>To intrude on<br>To print<br>To react to<br>To have an interview with<br>To give an interview to<br>To draw one's attention<br>To happen<br>To tell about | Channels / stations / cable TV<br>On the screen<br>What's on TV?<br>What time's the film on? |

**Время на выполнение 10 минут**

## Задание 2.4.2

Раскройте скобки, употребляя глаголы в Present Simple или Future Simple.
(Все предложения относятся к будущему).

1. I (to see) you before you (to start)?

2. What he (to do) when he (to come) home?

3. Where they (to go) if the weather (to be) fine?

4. He (to ring) me up when he (to return) home.

5. If it (to rain), we (to stay) at home.

6. She (to walk) home if it (not to be) too cold.

7. I am sure he (to come) to say good-bye to us before he (to leave) St.Petersburg.

8. Please turn off the light when you (to leave) the room.

9. If we (to be) tired, we (to stop) at a small village half-way to Moscow and (to have) a short rest and a meal there

10. If you (to miss) the 10.30 train, there is another at 10.35.

11. She (to make) all the arrangements about it before she (to fly) there.

12. Before he (to start) for London, he (to spend) a day or two at a rest-home not far from here.

13. Don't go away until mother (to come) back

14. I (to speak) to Mary if I (to see) her today

**Время на выполнение : 10 минут**

## Задание 2.4.2

Прочитай текст и найди необходимую информацию, чтобы закончить предложения.

Reading Newspapers and Magazines

Newspapers and magazines play a very important in our life. There is no family that doesn't receive or buy one or two newspapers or magazines. All newspapers and magazines inform the public about events, analyse them, express public opinions. Of course, they have changed greatly during the recent years. I'd like to say a few words about the changes that have taken place in Russian press. In the 80s there were several central newspapers which expressed the official viewpoint on everything. All newspapers published the same views. The censorship was very strict. In the middle of the 80s the era of glasnost began. It influenced the press greatly. They started publishing problematic materials. The headlines were changed. The editors-in-chief were elected. There appeared a great number of new newspapers and magazines.

Nowadays there are many daily, weekly, monthly editions. We can subscribe to some newspapers, others we can only buy. There are also newspapers which are distributed free in streets by metro-stations or put into mail-boxes. Newspapers are issued by different companies, independent editorial boards and even individuals. A lot of people stop subscribing to newspapers. Some of them can't do it, because newspapers very expensive, some of them are afraid of getting the stress reading newspapers and some people prefer watching TV and listening to radio. That is the cause of great competition among the newspapers. They organise all kinds of lotteries, prizes, tours and so on. A special question is that of financed support of the press. The newspapers are not supported by the state any more, so they have to look for sponsors and publish a lot of advertisements. If we take a usual newspaper we'll find an editorial on the front page which covers the most important events of the day. Then we can find news items, current events, different reports and interviews, some articles and reviews on culture. The last page is usually dedicated to sports events and TV programmes.

1) Newspapers and magazines inform people about.....
2) In the 80s there were some newspapers which expressed.....
3) In the 80s the censorship was.....
4) The era of glasnost began in.....
5) In the 90s many newspapers began publishing.....
6) Nowadays we have..... different newspapers than we had in the 80s.
7) There are also newspapers which are distributed free.....
8) Some people stopped subscribing to newspapers because.....
9) Some newspapers have to look for sponsors , that's why they publish.....
10) If we take a newspaper, we'll find.....

**Время на выполнение : 20 минут**

## Тема 2.5

## Задание 2.5.1

**Vocabulary.** Переведите на русский язык.

**Environment and environmental problems:**
Environment (the air, water, and land around us)
Pollution (= dirty air, land and water)
Harmful / damaging / dangerous effects

Damage
Cause
Destroy the environment
Exist
The ozone layer / the destruction of the ozone layer
Harmful radiation from the sun
Research
Global warming / the green house effect
Deforestation
Conservation (the protection of natural things)
Carbon dioxide
Acid rain (rain that contains dangerous chemicals)
Smoke from factories
Exhaust fumes
Dumping (throw away) industrial waste (unwanted material) / waste disposal
Aerosol can (spray)
Cut down tropical rainforests / destruction of the rainforests
Recycle
Natural resources / human resources
Overfishing
Overpopulation

**Время на выполнение : 10 минут**

## Задание 2.5.2.1

**Pronouns**

**1** Ben and Ann are good friends of ___.
**A** me **B** I **C** mine

**2** Are these Peter's shoes? Yes, they are ___.
**A** his **B** him **C** he

**3** The cake is so delicious. Can I have the rest of ___?
**A** its **B** it **C** his

**4** What are ___ plans for the coming weekend?
**A** you **B** yours **C** your

**5** The children asked if ___ could go skateboarding.
**A** their **B** they **C** he

**6** Dad is not home, but I can give you ___ phone number.
**A** his **B** her **C** him

**7** Margaret works in a big company. ___ is a secretary.
**A** She **B** Her **C** He

**8** I would like to have a room of ___ own.
**A** mine **B** my **C** me

**9** This house belongs to my sister and her child. It's ___.
**A** their **B** them **C** theirs

**10** Nick is in hospital. Let's visit ___.
**A** his **B** he **C** him

**11** My brother and ___ are actors at the local theatre.
**A** mine **B** I **C** my

**12** Lisa enjoys playing the piano. It's ___ hobby.
**A** her **B** hers **C** him

**13** Follow ___, I'll show you the way.

**A** mine **B** me **C** I

**14** May I offer ___ something to drink?

**A** your **B** yours **C** you

**15** My parents are busy. I don't want to disturb ___.

**A** them **B** theirs **C** their

**16** We got lost. We need someone to help ___.

**A** our **B** us **C** them

**17** We bought this car a day ago, so it's ___.

**A** ours **B** we **C** our

**18** This building is very old. ___ history dates back to the 11th century.

**A** It **B** His **C** Its

**19** Jim and Ted are so noisy. ___ behavior is awful.

**A** Them **B** They **C** Their

**20** The thief came into the house but nobody noticed ___.

**A** him **B** his **C** he

**21** ___ all can be aggressive at times.

**A** Our **B** We **C** Us

**22** I haven't got a textbook. Don't worry, you can use ___.

**A** my **B** mine **C** me

**23** Let ___ give you a piece of advice.

**A** I **B** me **C** my

**24** Kate has got just the same bike as you do. Is this one ___?

**A** hers **B** her **C** she

**25** ___ relatives live abroad.

**A** We **B** Ours **C** Our

**Время на выполнение : 15 минут**

## Задание 2.5.2.2

**Present Simple/Present Progressive**

1. It (often/rain) in this part of the world.
   A is often raining B often rains

2. Take your umbrella. It (rain) cats and dogs.
   A rains B is raining

3. Granny is in the kitchen. She (make) an apple-cake.
   A is making B makes

4. My wife (often/make) apple-cakes.
   A is often making B often makes

5. Can you phone a bit later, please? Jane (have a bath).
   A is having a bath B has a bath

6. Run downstairs. Your sister (wait) for you.
   A is waiting B waits

7. I don't know French, but I (learn) it now.

A am learning B learn

8. John (still/work) in the garden.
A is still working B still works

9. Dad (usually/work) on Saturdays.
A is usually working B usually works

10. We (sometimes/go) to the cinema.
A are sometimes going B sometimes go

11. What she (do)? – She is a doctor.
A is she doing B does she do

12. Harry (watch) television every day.
A watches B is watching

13. What they (do) in the room now?
A do they do B are they doing

14. Ann (not/speak) English at all.
A isn't speaking B doesn't speak

15. Mr. Brown (speak) German to Ann at the moment.
A speaks B is speaking

16. I'm busy now. I (listen) to the radio.
A am listening B listen

17. They (go) to the seaside every summer.
A go B are going

18. Where you (think) he is from?
A are you thinking B do you think

19. What language she (speak) at the moment?
A does she speak B is she speaking

20. Why you (sit) here alone? Where are your friends?
A are you sitting B do you sit

21. Our teacher (not/like) when we come late.
A doesn't like B isn't liking

22. How many newspapers you (buy) every week?
A do you buy B are you buying

23. Vegetarians are people who (not/eat) meat.
A don't eat B are not eating

24. Look! She (wear) the same shoes as me.
A wears B is wearing

25. Some people still think the sun (go) round the earth.

A is going B goes

26. Now I (understand) what she wants.
A am understanding B understand

27. I (play) tennis every weekend.
A play B am playing

**Время на выполнение : 15 минут**

## Задание 2.5.3

Прочитай и ответь на вопросы.

1. Walk, don't drive. Vehicles are among the worst sources of air pollution. Walk short distances, ride a bicycle, or use public transport if it is available. Failing that, try to share a car.

2. Turn down the heating. Just by lowering the temperature in your house by 2C you can save a lot of energy. Switch off light bulbs when you are not in the room, and computers, TVs and stereos when you leave them overnight.

3. Use less water. Water the garden at night so most of your spray does not evaporate in the sun. Don't leave the tap running when you brush your teeth. Take showers, not baths. Wash the dishes by hand. Dry your clothes on a line, not in a machine that burns fuel.

4. Shop smart. Avoid products that are dangerous to the ozone layer. Look for ozone-friendly sprays and keep away from genetically modified foods. Buy from businesses that take an effort to protect the climate; boycott ones that don't, and let them know about it.

5. Recycle waste. Buy recycled paper. Recycle newspapers, cardboard, aluminium cans, glass jars and plastics.

6. Avoid packaging. There is a market in Switzerland where you can buy toothpaste not in a tube. You may not want to go this far, but it's not difficult to avoid products with unnecessary packaging. Take your own shopping bag to the supermarket, rather than using up countless flimsy plastic ones, or use boxes.

7. Initiate a climate-friendly workplace. Up to 80 per cent of all our waste is generated in the workplace. Set up a "green group" to monitor your company's approach to waste and recycling.

8. Vote for change. Use your vote to encourage green policies. Write to your elected representatives and ask them what they are doing to support the environment. Pressure for change can start in your street. Urge local politicians to clean up their act and make recycling centers more accessible.

9. Plant a tree. Trees are a great source of oxygen. Plant a tree in your garden. Failing that, avoid products made from new teak or mahogany. Carefully check the suppliers of garden furniture, and if you are not sure where they come from, don't buy anything.

10. Join the movement. Sign up with your favourite environmental group and send money or, even better, volunteer to help to clear up beaches and wasteland. Above all, do something.

- Were your suggestions the same?
- What won't work in our country?
- What does already work?
- What is the most useful tip?
- Which of these tips do you already follow?
- Are you going to follow them? Why? Why not?

**Время на выполнение : 20 минут**

## Тема 2.7

### Задание 2.7.1

**Vocabulary.** Переведите на русский язык.

| **Виды населенных пунктов** | **Географические точки** |
|---|---|
| area —<br>capital —<br>city —<br>country —<br>district —<br>region —<br>state —<br>town —<br>village — | cape —<br>cliff —<br>glacier —<br>hill —<br>mountain —<br>mountain range / mountain chain —<br>pass —<br>peak —<br>plain —<br>plateau —<br>summit —<br>valley —<br>volcano — |
| **Виды местности** | **Водоемы** |
| desert —<br>equator —<br>forest —<br>highlands —<br>jungle —<br>lowlands —<br>oasis —<br>swamp —<br>tropics —<br>tundra — | canal —<br>lake —<br>ocean —<br>ocean current —<br>pool / pond —<br>river —<br>sea —<br>spring —<br>stream — |
| **Побережье, берега** | **Прочее** |
| bay —<br>beach —<br>coast —<br>continent —<br>estuary —<br>gulf —<br>island —<br>peninsula — | atlas —<br>climate —<br>hemisphere —<br>latitude —<br>longitude —<br>map —<br>temperature — |

**Время на выполнение 10 минут**

## Задание 2.7.2

**Infinitive**

1. I want ____ the house where Pushkin was born.

   a) see b) to see

2. I would like you ____ his invitation.

   a) accept b) to accept

3. Teachers make me ____ homework well.

   a) do b) to do

4. The child was made ____ to bed at 9 p.m.

   a) go b) to go

5. Please, let me ____ the news and then we'll go out.

   a) watch b) to watch

6. I used ____ a lot when I was younger.

   a) smoke b) to smoke

7. You mustn't ____ to me like that.

   a) talk b) to talk

8. I think, we'd better ____ of here.

   a) get b) to get

9. So, why not ____ there right away?

   a) go b) to go

10. This bag is too heavy for her ____ .

    a) carry b) to carry

11. May I ____ in? – Yes, please.

    a) come b) to come

12. Will you help me ____ this box?

    a) move b) to move

13. It is better ____ sure than sorry.

    a) be b) to be

14. It is up to you ____ all these rules

a) learn b) to learn

15. We decided ____ extra risks.

a) to not take b) not to take c) not take

16. We got the girls ____ dinner.

a) make b) to make

17. The students ____ this project by the end of May.

a) to finish b) are finish c) are to finish

18. I am sorry ____ you, but your marks are not very good.

a) disappoint b) to disappoint

19. We could ____ tomorrow.

a) go fishing b) to go fishing

20. Our class need ____ the test.

a) rewrite b) to rewrite

**Время на выполнение 15 минут**

## Задание 2.7.3

Расскажите о географическом положении России, Великобритании, США, Австралии Канаде, Новой Зеландии используя вопросы как план.

1. Where is the country situated?
2. What seas or (and) oceans is it washed by?
3. What is it`s total area?
4. What countries does it border on?
5. What can you say about it`s surface?
6. What is the highest mountain?
7. What are the main rivers?
8. What can you say about the climate of the country?
9. What natural resources is the country rich in?
10. What do you know about the industry of the country?

**Время на выполнение : 20 минут**

## Тема 2.8

## Задание 2.8.1

**Vocabulary.** Выбери подходящее по смыслу слово.

1) _____ (*назначать*) the Prime Minister
a)to pass b) to appoint c)to vote

2) _____(*рассматривать*) the programme, the bill,

a) to examine b) to revise c) to pass

3) _____(*управлять)*the country
a)to make b) to declare c) to rule

4) _____(*обсуждать*) the bill, the programme
a) to involve b) to discuss c) to revise

5) _____- *вовлекать*
a) to involve in b)to represent c) to draft

6) _____ - (избираемый)
a)elected b) represented c) involved

7) _____ - (*ответственный перед)*
a)responsible for b) responsible to c) responsible after

*I. Choose the right word.*

1) _____ (*принимать*) a new law
a)to pass b) to appoint c)to vote

2) _____ (*пересматривать*) the bill, the programme
a) to examine b) to revise c) to pass

3) _____ (*составлять*) laws
a)to make b) to declare c) to rule

4) _____ (*управлять)*the country
b) to rule b) to discuss c) to revise

5) _____- *представлять*
b) to involve in b)to represent c) to draft

6) _____ - (избираемый)
a)elected b) represented c) involved

7) _____ - (*ответственный за)*
a)responsible for b) responsible to c) responsible after

8) Canada is the member of the Commonwealth of Nations. Formally the _____ of State in Canada is the King or the Queen of England represented by the Governor General.

*a) chapter b) head c) government*

9) The Senate and the House of Commons make up the federal _____.
*a) government b) monarchy c) power*

10) Governor General _____ the members of the Senate.
*a) responsible to b) elects c) appoints*

11) The members of the House of Commons are _____ for a period of five years.
*a) appointed b) voted c) elected*

12) Canada's government is headed by the _____ who is the leader of the political party in power.

*a) Prime Minister* *b) Senator* *c) Parliament*

13) Senators are _____ by the Governor General.

*a) appointed* *b) approved* *c)elected*

14) The House of Commons is elected by _____ for a period of 5 years.

*a) the monarch* *b) the people* *c) the Governor General*

**Время на выполнение 10 минут**

## Задание 2.8.2

1. We expected ..... in ballroom dancing championships.

   a) them to take part b) they to take part c) them take part

2. This remark of yours will make ..... in his grave.

   a) him turn b) that he turns c) he turns

3. I would like ..... outside the office.

   a) my car to be parked b) my car to have been parked c) my car to park

4. Let ..... whatever they want; I don't care.

   a) them think b)they think c) them to think

5. Tim heard ..... and saw a woman appear in the doorway.

   a) the floor boards to creak b) the floor boards creak c)the floor boards creaking

6. Mrs. Folder usually ..... at home when he feels sick.

   a) let her son stay b) lets her son stay c) lets het son to stay

7. Would you have these ..... over to your place?

   a) people to come b) people come c) people to be coming

8. The room was very crowded, so nobody noticed ..... the room.

   a) Jimmy leaving b) Jimmy to leave c) Jimmy leave

9. Sally felt ..... to tremble.

   a) her hands begin b) her hands to begin c) her hands to have begun

10. John suspected that he was seriously ill, but the doctor advised ..... worrying.

    a) he to stop b) him to stop c) him to have stopped

11. Did you watch ..... over that wall?

    a) the boys to climb b) the boys climb c) the boys to be climbing

12. Jill liked ..... poems at their family gatherings.

a) her little son to be reciting b) her little son to recite c) her little son recite

13. Why didn't you let ..... her own way?

a) her have b) she have c) her had

14. Jeremy didn't want his daughter ..... an actress.

a) become b) to become c) to have become

15. Your husband's passport is not valid. Why can't you get ..... his passport?

a) him to have renewed b) him renew c) him to renew

**Время на выполнение : 10 минут**

## Задание 2.8.3.1

Соотнеси информацию и страны.

| | UK | USA | Russia | Austra-lia |
|---|---|---|---|---|
| Parliament represents the legislative branch of power | | | | |
| The people elect Congress | | | | |
| The head of the state is the President | | | | |
| An independent country within the Commonwealth | | | | |
| Those who abstain from voting are fined. | | | | |
| Formally the monarch is the head of state | | | | |
| It is involved in the system of checks and balances | | | | |
| The Federal Assembly consists of the Federation Council and the Duma | | | | |
| The Supreme Court represents the judicial branch of power | | | | |
| Secretaries head the most important departments in the Administration | | | | |
| The House of Lords can delay bills for one | | | | |

| | | | | |
|---|---|---|---|---|
| year | | | | |
| The President appoints the Chairman of the Government | | | | |
| Lord chancellor seats on the woolsack. | | | | |
| The Constitutional Court can declare the actions of the President unconstitutional | | | | |
| The President guarantees the basic rights of people. | | | | |
| The citizens of this state are proud of the fact that secret ballot was first introduced here. | | | | |

## Задание 2.8.3.2

Заполни таблицу и сравни политические системы стран.

| | The UK | The USA | Russia |
|---|---|---|---|
| Political system | | | |
| Head of state | | | |
| Legislative power | | | |
| Executive power | | | |
| Head of executive power | | | |
| Guaranteed basic rights | | | |

## Тема 2.9.
## Задание 2.9.1

**Vocabulary.** Переведи на русский язык.

Where is…? the British Museum
How can I get to the?
What′s the quickest way to..?
Does this bus go to..?
Where is the nearest…stop?
Where is the nearest underground station?
Where is the crossing?
Is this the right way to get to the theatre Covent Garden?

What direction should I go in?
This way?
I (don′t) know the way
Is it too far to go on foot?
Can I get there by?
What is the fare by..?
underground / subway
nearby
far away
around the corner
to the left (on the left)
to the right (on the right)
on the corner
straight ahead

**Время на выполнение : 10 минут**

## Задание 2.9.2

**Passive Voice**

**1** What's the matter? My car ___.
**A** was just stolen **B** has just been stolen **C** is just stolen

**2** One of the theatres in our city ___ now.
**A** is being reconstructed **B** was being reconstructed **C** will be reconstructed

**3** That house ___ a long time ago.
**A** has been sold **B** was sold **C** is sold

**4** Jin said the room ___.
**A** will have already been cleaned **B** will be cleaned **C** had already been cleaned

**5** All the banks ___ on Sundays.
**A** are closed **B** had been closed **C** are been closed

**6** The documents ___ by 5 p.m.
**A** will be signed **B** are signed **C** will have been signed

**7** We ___ on our way home yesterday.
**A** were being followed **B** are being followed **C** have been followed

**8** My sister ___ to hospital tomorrow.
**A** is being taken **B** will be taken **C** was taken

**9** The cake smells so nice. It ___.
**A** will just be baked **B** has just been baked **C** is just baked

**10** The conference room ___ at the moment.
**A** was being used **B** had been used **C** is being used

**11** When we arrived at the airport, we found that the flight ___.
**A** had been cancelled **B** is being cancelled **C** has been cancelled

**12** The flowers in the flowerbeds ___ by this evening.
**A** are being watered **B** were watered **C** will have been watered

**13** America ___ several centuries ago.

| | | | | | | |
|---|---|---|---|---|---|---|
| | **A** | had been discovered | **B** | was discovered | **C** | will be discovered |
| **14** | The floors in the office ___ every day. | | | | | |
| | **A** | are swept | **B** | will have been swept | **C** | were being swept |
| **15** | An old woman ___ while she was living with her children. | | | | | |
| | **A** | is being looked after | **B** | was being looked after | **C** | will be looked after |
| **16** | I think the money ___ back in the nearest future. | | | | | |
| | **A** | had been paid | **B** | were paid | **C** | will be paid |
| **17** | My car ___ at the moment. | | | | | |
| | **A** | was being repaired | **B** | has been repaired | **C** | is being repaired |
| **18** | The exams ___ by 3 in the afternoon. | | | | | |
| | **A** | will have been finished | **B** | were being finished | **C** | are being finished |
| **19** | Olympic Games ___ every four years. | | | | | |
| | **A** | are held | **B** | had been held | **C** | will have been held |
| **20** | When we returned home, the walls ___. | | | | | |
| | **A** | has been painted | **B** | had been painted | **C** | will be painted |
| **21** | Two people ___ in a car accident yesterday. | | | | | |
| | **A** | were killed | **B** | are killed | **C** | were being killed |
| **22** | I ___ before. | | | | | |
| | **A** | will never be mugged | **B** | have never been mugged | **C** | am never mugged |
| **23** | Jill ___ if I don't come to her birthday party. | | | | | |
| | **A** | were offended | **B** | will be offended | **C** | are being offended |
| **24** | I didn't realize our conversation ___ to. | | | | | |
| | **A** | will be listened | **B** | is listened | **C** | was being listened |
| **25** | Jack said the letter ___ the next day. | | | | | |
| | **A** | would be sent | **B** | will be sent | **C** | is being sent |

## Задание 2.9.3.1

Расскажи о Москве, используя вопросы как план.

1. What is the capital of Russia?

2. Is Moscow a modern city?

3. When was it founded?

4. How old is Moscow?

5. What is the population of Moscow?

6. What is its total area?

7. Is Moscow a political centre?

8. Is Moscow a cultural centre?

9. What is Moscow known for?

10. Are all peoples of Russia proud of their magnificent and beautiful capital?

## Задание 2.9.3.2

Подбери к каждому рассказу заголовок.

A. The London Aquarium
B. The British Museum
C. St. Paul's Cathedral
D. The Museum of Natural History
E. The British Airways' London Eye
F. The Tower of London
G. Westminster Abbey
H. The Science Museum
I. Cabinet War Rooms

1_____
Home to a vast collection of classical antiquities, artwork and archaeological finds, from all corners of the British Empire. The collection ranges from Egyptian mummies to the Elgin Marbles.

2_____
You are starring in the movie "Sharks". You are nose to nose with various sea monsters. You can feed the piranhas and visit the imaginative coral reef and rainforest zones.

3_____
A very interesting and clever museum for those who are fond of natural science. There are moving dinosaurs, and dodo birds.

4_____
World-class museum of scientific discoveries, from penicillin to space travel via time, medicine and everything in between.

5_____
This massive observation wheel is an immensely popular and curiously graceful addition to London's skyline. Offers panoramic views over the city during the slow, 30-minute ride, rising to 450 feet above the River Thames and towering over Westminster opposite.

6_____
First consecrated in 1065, with additions by Henry III in the 13th Century, Henry VII in 1503 and Hawksmoor in 1745, it has hosted coronations, weddings and burials of Royalty since 1066. The interior of the church is filled with monuments to poets, statesmen and other worthies.
7_____
Christopher Wren's masterpiece completed in 1770 and the fifth cathedral to be built on this site (the last one was destroyed during the Great Fire.) The cathedral somehow survived the Blitz and is a towering symbol for Londoners. Try out the Whispering Gallery or climb the 627 steps to the Dome for unparalleled views.

(the Blitz – бомбежка Лондона в 1940–41)

8_____
The underground headquarters used by Winston Churchill and the British Government during World War II. A labyrinth of spartan rooms, which have been kept virtually untouched since their glory days in the 1940s.

**Время на выполнение : 20 минут**

## Тема 2.10.
## Задание 2.10.1

**Vocabulary.** Переведите на русский язык.

| | | |
|---|---|---|
| railway station | | waiting-room |
| Platform | | journey |
| to take a train | | booking-office |
| to change trains | | to buy a ticket |
| long distance train | | to book a ticket |
| Express | | dining-car |
| local train | | fast train |
| train (for) to | | non-smoker |
| Bookstall | | to waste time |
| Porter | | fare |
| to carry luggage | | compartment |
| Suitcase | | to put things on the rack |
| luggage van | | to be crowded |
| to be due out | | to pack things |
| to get on the train | | to stop at a junction |
| to get off the train | | to make sure |
| to get a light refreshment | | to be off |
| hand luggage | | to travel light |
| to hurry | | to see smb off |
| Passenger | | reserved seat |
| to queue up | | lower berth |
| to register the luggage | | upper berth |
| late-comer | | to be fond of travelling |
| single ticket | | driver |
| return ticket | | timetable |
| Carriage | | track |
| Attendant | | information office |
| to be due to arrive | | announcement |
| What time does your train start? | | station master |
| Arrival | | come to a stop |
| to phone for a taxi | | to blow smb a kiss |
| indicator board | | to produce tickets |
| I wonder | | to miss the train |
| I wonder where we can get a snack. | | to catch a train |
| Don’t worry | | siding |

## Задание 2.10.2

*Закончите предложения, употребляя сложное дополнение*.

**E.g.** “Bring me a book,” said my brother to me.

My brother **wanted <u>me to bring</u>** him a book.

1. The teacher said to the pupils: “Learn the rule.” — The teacher wanted ... 2. “Be careful, or else you will spill the milk,” said my mother to me. — My mother did not want ... 3. “My daughter will go to a ballet school,” said the woman. — The woman wanted ...4. The man said: “My son will study mathematics.” —The man wanted ... 5. “Oh, father, buy me this toy, please,” said the little boy. — The little boy wanted …6. “Wait for me after school,” said Ann to me. — Ann wanted ... 7. “Fix the shelf in the kitchen,” my father said to me. — My father wanted ... 8. “It will be very good if you study English,” said my brother to me. —My brother wanted ... 9. “Fetch me some water from the river, children,” said our grandmother. — Our grandmother wanted ... 10. “Come to my birthday party,” said Kate to her classmates. — Kate wanted ... 11. The biology teacher said to us: “Collect some insects in summer.” — The biology teacher wanted ...12. “Don’t eat ice cream before dinner,” said our aunt to us. Our aunt did not want ... 13. “Come and live in St Petersburg with me,” said my mother to me. My mother wanted...

**Время на выполнение : 20 минут**

## Тема 2.11.
## Задание 2.11.1

**Vocabulary.** Переведите на русский язык.

1. comprehensive school / general secondary school
2. boarding school
3. public school (в Великобритании) ; private
4. nursery , nursery school / kindergarten
5. junior / primary /, high
6. college(s) / gymnasium- gymnasia / lyceum(s)
7. General Certificate of Education (GCE)
8. time-table
9. break- перемена (a fifteen-minute break)
10. curriculum (what subjects are taught)
11. National Curriculum
12. Unified National Exam = Russian National Exam
13. extra-curricular activities / out-of-school activities / after-school activities
14. to take/ do an exam ; to pass/ do well in an exam ; do badly in/ fail an exam ; to resit ( for) an exam = to take it again
15. to skip / miss classes (lectures)
16. to receive grants / scholarship
17. elementary / pre-intermediate / intermediate / upper-intermediate / advanced level
18. Head Master/ Head Mistress / Principal / Head Teacher
19. Deputy Head Teacher / senior master / senior mistress
20. Adviser / Class-Mistress / Form teacher
21. Tutor

## Задание 2.11.2 ( по выбору)

**2.11.2.1** Расскажите о системе образования в России, используя вопросы как план.

1. Why is education a very important part of national politics?
2. What guarantees the right to receive education in Russia?

3. What kinds of education are there in Russia?
4. What education is compulsory in Russia?
5. What can children learn in kindergartens?
6. What subjects are there at schools?
7. What is necessary to enter a university in Russia?
8. What are the main objectives in the educational reform?

**2.11.2.2** Расскажите о системе образования в Великобритании, используя вопросы как план.

1. What are the three stages of schooling in Great Britain?
2. When does an average child begin his compulsory education?
3. Is compulsory education fee-paying or free of charge in Great Britain?
4. What secondary schools provide secondary education in Great Britain?
5. Which of secondary schools take pupils without reference to their abilities?
6. What two groups are all subjects divided into?
7. When do British pupils take their GCSE exams? How many exams do they usually pass?
8. What grades are considered to be ‘good’ grades?
9. How many terms is British school year divided into?
10. When do British pupils have their holidays?

**2.11.2.3** Расскажите о системе образования в США, используя вопросы как план.

1. When does the school year begin?
2. Are elementary schools big or small?
3. Do one-room country school houses still exist?
4. What does the curriculum in high school include?
5. Are there any admission exams required by universities?
6. Is higher education free of charge or fee-paying?
7. What academic degrees exist in the USA?

## Тема 2.12.

## Задание 2.12.1

**Vocabulary.** Переведите на русский язык.

| | |
|---|---|
| 1) to achieve<br>achievement<br>2) according to smth.<br>3) as well as<br>4) both ... and<br>5) branch<br>6) to develop<br>development<br>7) to divide (into)<br>8) to equip with smth.<br>equipment<br>9) to include<br>10) to increase<br>increase | 11) to last<br>last<br>12) network<br>13) number<br>a number of<br>14) to operate<br>operation<br>to put into operation<br>15) to pay attention to smth.<br>16) to provide with smth.<br>17) to require<br>requirement<br>to meet requirements<br>18) such as<br>19) term<br>20) to train |

| | |
|---|---|

**Время на выполнение : 10 минут**

## Задание 2.12.2

**2.12.1. Расскажи о Самарском Университете Путей Сообщения.**

Is the Samara State Railway University one of the youngest state higher schools in the Samara Region?
When was it founded?
How many faculties were there in 1973, 1975?
How many students get higher education at day-time and extra-mural departments at present?
Is training provided on 14 specializations?
How can you enter the University?
How long does the complete course of studies at the higher school last?
Is the academic year divided into 2 terms?
Are tests and exams taken at the end of each term?
When do students receive grants?
What subjects do the first- and second-year students study?
When do students begin to study specialized subjects?
What occupies an exceptionally important place in the course of training?
What does every student receive after the graduation from the University?

## Тема 2.13.
## Задание 2.13.1

**Vocabulary.** Переведите на русский язык.

| | |
|---|---|
| 1.rail ; railway (англ.); railroad (амер) | 17.power, powerful |
| 2. means, by means of | 18.tractive power, traction |
| 3. travel, traveler – пассажир | 19. difficult |
| 4. freight, to carry freight | 20. possible |
| 5. important | 21. suitable |
| 6. play a part | 22. service , put into service, serve |
| 7.develop , development | 23. appear |
| 8.depend (on, upon) | 24. wide |
| 9.fast , fast train, slow train | 25. works |
| 10.safe | 26. follow |
| 11.(the) very | 27. thanks |
| 12. operate , put into operation | 28. place , take place |
| 13.call | 29. change |
| 14.success, be a success, successful | 30. introduce , introduction |
| 15.light | 31. use |
| 16.construct | |

**Время на выполнение : 10 минут**

## Задание 2.13.2

Прочитай и выполни задание к тексту

History of Railroad Formation. George Stephenson

George Stephenson was born in Wylam, 9,3(15 km) miles west of Newcastle upon Tyne, in 1781. His parents were so poor that they could afford only one room in a cottage. One of his earliest tasks was to keep I his younger brothers and sisters out of the way of the coal wagons which were dragged by horses along the wooden tramway in front of the cottage door.

After various jobs at collieries learning all he could about Newcomen's pumping engine, he became engine-wright at Killingworth Colliery in 1812. Among other things like cobbling shoes and dressmaking (to earn extra money), Stephenson learned to write, to read and do arithmetic. He learnt all in the evenings when he had finished his long day's work at the pit. He studied his engine carefully and gradually made improvements on it. His employers allowed him to alter the engine and even gave him money to build a new one and allowed other workmen at the colliery to help him. So he gradually learnt the way steam could work and he built his engines aided by his son Robert.

False or true? Correct the mistakes

1. George Stephenson was born in the seventeenth century.
2. His parents were rich enough to live in cottage.
3. To earn extra money Stephenson could cobble shoes and make dress.
4. He learned to read, write and do arithmetic at a local school.
5. George Stephenson made improvements on engine. His son didn't find George's work interesting

**Время на выполнение : 20 минут**

## Задание 2.13.3

Расскажи об истории создания железнодорожного транспорта, используя вопросы как план.

1. Are railways used to carry people?
2. Is the railway a means of transport?
3. Do railways play an important part in the development of a country?
4. Does the development of a country depend on transport?
5. Were the very first railway built to carry people?
6. Who made one of the first attempts to use the steam engine to draw a train?
7. Did the first steam railway appear in England in the 20th century?
8. Did people believe that it was possible to make locomotives suitable for service?
9. Was the Cherepanov's invention of great importance to our country?
10. What greater changes will take place in the future?

## Тема 3.1.

## Задание 3.1.1

**Vocabulary.** Переведите на русский язык.

| | |
|---|---|
| 1. total | 16. branch, branch line |
| 2. length, long, short | 17. railway engineering, engine |
| 3. over | 18. attention , pay attention (to), attract attention ( |
| 4. traffic , carry the traffic , volume of traffic | 19. run the service |
| 5. network | 20. equip, equipment |
| 6. reach | 21. include |
| 7. however | 22. car |
| 8. produce, production | 23. efficient |
| 9. provide , provide for | 24. necessary |

| | |
|---|---|
| 10. step , take steps<br>11. connect<br>12. work out<br>13. plant , power plant<br>14. surburban<br>15. main, main line | 25. carry out<br>26. hard<br>27. condition<br>28. besides<br>29. take part<br>30. effort |

**Время выполнения 10 минут.**

**Задание 3.1.2** Прочитай и переведи текст со словарем

TURKISH RAILWAYS

Turkish State Railways (TCDD) is a corporation, which plays an important role in the development of the Turkish economy.

The history of the railways in Turkey began on 23 September 1856 when, by a decree of the Ottoman Sultan, a British company was awarded the privilege of constructing and operating a 130 km line between Izmir and Aydin. The corporation "National Railways" was established in 1923, when the country became a republic. Today the length of the railway network is 10,361 km, including 8,430 km of main lines and 1,931 km of secondary lines.

In almost 150 years of their history, Turkish Railways have undergone a number of changes. The new strategy includes plans for upgrading the existing lines and stations, modernizing rolling stock. Much is done to create a positive image among the public and attract customers to the railways. As a part of a new strategy, TCDD has purchased and put into operation new, more comfortable passenger carriages such as:

- Fatih Expresi, new Pullman coaches of high comfort level, with aircraft-type seats, air-conditioning and a modern lighting system. Lunch is offered during the journey;
- new coaches designed for modern business travelers. They consist of three double-rooms, a sitting room, a toilet, a bath and an American bar, with the atmosphere of a first class hotel on wheels. Some facilities such as telephone, fax and data modem terminals are also available to passengers;
- special sleeping cars provide the passengers with a high level of comfort and everything to make him feel at home;
- restaurant cars with improved quality Turkish food uphold the railway tradition of hospitality.

INDIA'S RAILWAY PROJECT

The first plans for constructing a railway line along the west coast of India were proposed in 1880s but they were not carried out because there were many problems with the technology of the day. A feeble attempt to extend the line from Bombay to Mangalore was made much later but between 1964 and 1986 only 100 km of track were laid down. In 1990 the Konkan Railway Corporation was formed to build the remaining 760 km within 5 years. The new railway linking Bombay with Mangalore was inaugurated in 1996. It is 1127 km shorter than the old route.

The reduction in distance enabled the Konkan Railway to cut down the journey time. Even if trains run at a maximum of only 100 km per hour, the journey time between Bombay and Mangalore will come down from 41 hours to 15 hours. Train speeds of 130 km per hour or 160 km per hour will provide timesavings that are even more spectacular. Besides it had been estimated that fuel saving of more than Rs2 billion was achieved.

About 11% of line is in tunnels. These tunnels are equipped with sensors to monitor air pollution, temperature and visibility. The ventilation system is activated automatically via the data obtained

from the sensors. The exact position of a train within the tunnel is indicated on a panel in the traffic control room* at the tunnel entrance. The Konkan Railway has the longest railway tunnel in India (its length is 6.5 km), the tallest viaduct in Asia (the 64 m – high). There are 2,134 bridges on the line.

**Время выполнения 20 минут.**

**Задание 3.1.3** Расскажи о системе Российских железных дорог, используя вопросы как план.

1. Why is our country often called a great rail power?
2. Could railways in the early twenties carry heavy traffic?
3. Why could old Russia be proud of its railway engineers?
4. What was provided for in the GOELRO Plan for the further development of rail transport?
5. Was a main or a suburban line first electrified?
6. Where and when was the first main-line diesel locomotive constructed?
7. What makes railways an efficient means of transport in our country?
8. What problem does Russian Railways pay special attention to nowadays?
9. What speeds are now practical for the express trains?
10. Why was the construction of the BAM Railway important in our country?
11. What factors made the construction of the BAM Railway extremely difficult?

## Тема 3.2.

## Задание 3.2.1

**Vocabulary.** Переведите на русский язык.

| | |
|---|---|
| 1) to accommodate<br>2) capacity, carrying capacity<br>3) to carry out<br>4) to control, control<br>5) to cost, cost , costs<br>6) current, alternative current (a. c.), direct current (d. c.)<br>7) to damage, damage<br>8) empty<br>9) to ensure<br>10) fleet<br>11) to follow<br>12) to heat, heating | 13) length<br>14) to install, installation<br>15) to introduce, introduction<br>16) to maintain, maintenance<br>17) to protect, protection<br>18) to reduce, reduction<br>19) safe, safety<br>20) surface<br>21) total<br>22) therefore<br>23) volume |

**Время выполнения 10 минут.**

**Задание 3.2.2** Прочитай и переведи текст со словарем.

TRANSPORT DIFFICULTIES IN MOSCOW IN THE 1920's AND 1930's

(1) In the 1920's the transport situation in Moscow was difficult. Indeed, very few buses were in operation in Moscow. Not many people had their own cars. There were no city railways. However, every year 150,000 suburban passengers used railway stations, and they needed an efficient system of city transport.

(2) In 1930, the trams handled 90 per cent of the passenger traffic in the capital, and they were overcrowded (переполненный). Besides, the system was often fully paralysed in winter because of heavy snowfalls.
(3) In order to perfect the city transport a project of building Metro in Moscow was proposed. According to this project the construction of the underground railways was to be initiated in 1932.
(4) Initially, the construction of the metro system went on slowly. The metro builders encountered many difficulties because they had no experience in building underground railways. But during the second year the work progressed more rapidly thanks to mechanical equipment which was used on a large scale. Most of this equipment was developed and produced in the USSR. Besides, the workers themselves became more experienced.
(5) Nowadays the advantages of the Moscow Metro are well known to everybody. Our Underground is the most beautiful and efficient transportation system compared with other subways abroad.

**Время на выполнение : 20 минут**

## Задание 3.2.3

Расскажи о метро как виде городского транспорта, используя вопросы как план.

1) What is the quickest means of city's transport?
2) Why is it necessary to construct Underground railways in large cities?
3) Why is the construction of underground railway system a very expensive and complicated engineering process?
4) What is the difference between the permanent way of underground railroads and ground-based railway tracks?
5) Why is there no ballast on the underground railways?
6) Are Metro trains powered by steam or electricity?
7) Where is the current obtained from?
8) What does the Underground carrying capacity depend on?
9) How many cities of the world have already built the Underground railways?
10) Where was the first underground railway line laid down?
11) What city has the largest subway system in the world?
12) What is the length of the metro line in Istanbul?

## Тема 3.3.
## Задание 3.3.1

**Vocabulary. Переведите на русский язык.**

| | |
|---|---|
| 1.to determine | 16. to govern |
| 2.to repair | 17. to push, push a button |
| 3. a great (good) deal (of) | 18. delay |
| 4. available | 19. indeed |
| 5. consideration, give consideration (to) | 20. sometimes |
| 6. brake | 21.entire, entirely |
| 7. attach importance (to) | 22. key |
| 8. satisfactory | 23. size |
| 9. to adopt | 24. colour |
| 10. to approach | 25. to indicate |
| 11. ahead | 26. whenever |
| 12. lest | 27. to act |

| | |
|---|---|
| 13.to fix , fixed<br>14. to admit, admission<br>15. to occupy | 28. to assure<br>29. thereby<br>30.to utilize |

**Время на выполнение : 10 минут**

## Задание 3.3.2

Расскажи о безопасности и высоких скоростях на железной дороге.

1. What factors determine the safety on railways?
2. What types of railway equipment help the railwaymen keep the track in a good operating condition?
3. Who devised the method of stopping trains by compressed air?
4. Why did the early brakes give way to the Westinghouse brakes?
5. What made railways invent different methods of signaling?
6. What were the main steps in the in the evolution of signaling?
7. What is CTC and how are train movements governed under CTC?
8. What may cause accidents on high speed and super high-speed railways?
9. How is the problem of safe train operation solved nowadays?
10. What is meant by semi-automatic driving of trains?
11. How do cab signals and automatic train stop devices help the drivers avoid accidents?

## Тема 3.4.

## Задание 3.4.1

**Vocabulary.** Переведи на русский язык.

| | |
|---|---|
| 1. track<br>2.feature<br>3.permanent way<br>4.consist (of)<br>5.tie (амер.); syn. sleeper (англ.)<br>6.different ; differ<br>7.rest<br>8.heavy<br>9.replace<br>10.strength<br>11.(the) same<br>12.gauge<br>13.for e<br>14.joint<br>15switch<br>16.weight | 17.according to<br>18.almost<br>19 in order to<br>20.last<br>21.support<br>22.during<br>23.improve<br>24.eliminate<br>25.reduce<br>26.smooth<br>27.increase<br>28. thus<br>29.because of<br>30.advantage |

**Время на выполнение : 10 минут**

## Задание 3.4.2

Переведи текст со словарем.

TRACK CONSTRUCTION

(1) It is not an easy job to build a railway. The railway is built on a strip of land which is called the right-of-way (полоса отвода).

(2) The right-of-way must be carefully prepared for laying down the tracks. At first, it must be cleared from trees, bushes and then graded (выравнивать) by special machines known as graders.
(3) After the right-of-way is cleared and graded the permanent way is constructed. Ties and rails are laid upon the ballast foundation and the ballast is packed between the ties and on each side of the track to hold the ties in place.
(4) The methods of railroad building have changed greatly in recent years. The greatest change has been the replacement of hand labour by machines, such as powerful bulldozers, huge excavators, scrapers, graders, etc.
(5) The most modern method of railway construction is laying the track in pre-assembled (сборный) lengths, that is, the lengths of rails to which the sleepers are already attached. This work is carried out by a high-speed track-laying crane, a wonderful machine which lays pre-assembled lengths of track in a few minutes. One of the most efficient machines of this kind is the Platov track-laying crane having an output of 900-1000 meters of track per hour.

**Время выполнения 20 минут.**

## Задание 3.4.3

Подготовьте сообщения на следующие темы, используя словосочетания, данные в скобках (каждое предложение начинайте с подлежащего).

1. The Railroad Track.
(permanent way, important feature, to consist of, gauge, joint, to wear out, switch, to make the trains pass)
2. The Ties.
(wooden ties, to replace, concrete sleepers, to lay in the main-line track, to last long, heavy weight, to increase stability)
3. The Ballast.
(to rest, three functions, to support, to hold in position, to provide drainage)

## Тема 3.5.
## Задание 3.5.1

**Vocabulary.** Переведи на русский язык.

| | |
|---|---|
| 1. put forward<br>2. believe<br>3. design<br>4. vehicle<br>5. single; single-track line<br>6. purpose<br>7. work<br>8. suspend<br>9. lack<br>10. decide; decision<br>11. exist<br>12. among<br>13. mention<br>15.choice<br>16.etc | 17.consider<br>18. similar (to)<br>19. double; double-track line<br>20. principal<br>21. link<br>22. convenient<br>23. achieve<br>24. save<br>25. space<br>26. above<br>27. point (to); point out<br>28. solve a problem<br>29. noise |

**Время выполнения 10 минут.**

## Задание 3.5.2

Прочитай и переведи текст со словарем.

THE BOYNTON RAILROAD

(1) Among the most interesting experimental monorails of the past one can mention the Boynton Railroad. This single-rail line was designed by a man named Boynton. The designer laid down his monorail on the territory of modern Brooklyn, New York, in the seventies of the last century. This line operated for two years.

(2) In order to provide stability the designer decided to suspend his locomotive from the overhead guide (направляющий) rail. The locomotive itself was a very strange vehicle. It had a single wheel eight feet1 in diameter. Besides, it had a cabin with two platforms, one above the other. The place of the driver was on the higher platform. The locomotive could achieve a speed of 60 mph.

(3) Boynton's strange monorail railroad attracted great attention of the public. However, it was never used commercially.

ПРИМЕЧАНИЕ

1. feet—множ. число от foot (фут = 30,48 см)-—футы

**Время на выполнение : 20 минут**

## Задание 3.5.3

Расскажи о монорельсах, используя вопросы как план.

1. How was the idea of a monorail first taken by the public?
2. Why did Brennan design his monorail as military transport?
3. Where and when was I. Romanov's monorail demonstrated?
4. Why was P. Shilovsky's project not realized?
5. Are all existing monorails commercial systems?
6. What are the two types of monorail railroads?
7. What does the choice of the monorail type depend on?
8. What are the examples of the most successful monorails?
9. What are the most promising uses of monorails?
10. What advantages have monorails?

## Тема 3.6.
## Задание 3.6.1

**Vocabulary.** Переведи на русский язык.

| | |
|---|---|
| 1. oil | 16. add |
| 2.belong | 17.switching |
| 3.internal | 18.duty |
| 4.inside | 19.start an engine |
| 5.kind | 20.within |
| 6.although | 21.any |
| 7.create | 22.capable (of) ( + gerund) |
| 8.motive power | 23.tractive effort |
| 9. original | 24.therefore |
| 10.meet the requirements | 25.alow |
| 11.horse-power (hp, HP) | 26.self-propelled |
| 12.unit | 27.expensive |
| 13.largely | 28.evident |
| 14.turn out | 29.as to |
| 15.a lot of (lots of) | 30.sufficient |

**Время на выполнение : 10 минут**

## Задание 3.6.2

Прочитай и переведи текст со словарем.

**Internal Combustion Engines**

(1) Not many people know the early internal combustion engines to have run on coal gas (каменноугольный газ). As these engines burnt gas, they had to be located near a gas-making plant and we may suppose all of them to have been stationary engines.

(2) When oil had been found in many parts of the world, an engine was designed that was capable of burning liquid fuel obtained from this new substance. Very soon the internal combustion engines became portable power plants, efficient and compact.

(3) There are different kinds of internal combustion engines. Not long ago the gasoline engine was the most common type used in spite of its serious drawbacks. The engineers consider the high cost of gasoline to be its chief disadvantage. However, it is probably the high cost of gasoline that has encouraged the construction of diesel engines.

(4) We know the diesel engine to be largely used for heavy duties including railway traction. R. Diesel himself expected his engine to find application on railways as one of the principal kinds of motive power.

**Время на выполнение : 20 минут**

## Задание 3.5.3

Расскажи о дизельной тяге, используя вопросы как план.

1. Why do we call the engine running on oil fuel the "diesel engine"?
2. What feature of the diesel engine makes it much more economical compared with the steam engine?
3.What fact proves that R. Diesel believed in the possibility of applying his prime mover to railway traction?
4.What contribution to diesel traction was made by Russian scientists and engineers before the Great October Socialist Revolution?
5. What kind of diesel locomotive was built to Prof. Gakkel's design?
6. On what lines is diesel traction normally employed?
7. Why can the diesel locomotive be used for heavy mainline work?
8. Why is the diesel locomotive the best for switching duties?
9. Why is the diesel locomotive always ready for service?
10. Are there self-propelled diesel trains? What kind of electric trains are they similar to?

## 3.2. Критерии оценки

## Критерии оценки знания лексического и грамматического материала.

| *Оценка* | | *Критерии: правильно выполненные задания* |
|---|---|---|
| 5 | «отлично»» | от 85% до 100% |
| 4 | «хорошо» | от 75% до 85% |
| 3 | «удовлетворительно» | от 61% до 75% |
| 2 | «неудовлетворительно» | до 61% |

## Критерии оценки письменных переводов.

| Баллы | Критерии оценки |
|---|---|
| «5» | Поставленная задача решена полностью, перевод лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют передачи основного содержания текста. |
| «4» | Коммуникативная задача решена полностью, но были допущены незначительные лексические и грамматические погрешности при переводе. |
| «3» | Коммуникативная задача решена, но при переводе допущены грубые лексические и грамматические ошибки. |
| «2» | Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста. |

**Критерии оценки устных развернутых ответов.**

| Оценки | Коммуникативное взаимодействие | Произношение | Лексико-грамматическая правильность речи |
|---|---|---|---|
| «5» | Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач. | Речь звучит в естественном темпе, учащийся не делает грубых фонетических ошибок. | Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации. |
| «4» | Коммуникация затруднена, речь учащегося неоправданно паузирована | В отдельных словах допускаются фонетические ошибки (например замена, английских фонем сходными русскими).<br>Общая интонация в большой степени обусловлена влиянием родного языка. | Грамматические и/или лексические ошибки заметно влияют на восприятие речи учащегося. |
| «3» | Коммуникация существенно затруднена, учащийся не проявляет | Речь воспринимается с трудом из-за большого количества | Учащийся делает большое количество грубых |

| | | | |
|---|---|---|---|
| | речевой инициативы. | фонетических ошибок .Интонация обусловлена влиянием родного языка. | грамматических и/или лексических ошибок. |

# Ключи

## Тема 1.1

**Задание 1.1.1** Переведите слова на русский язык.

| **Height** | **Build** | **Age** | **Face** | **Eyes** | **Hair** | **Character** |
|---|---|---|---|---|---|---|
| tall - высокий tallish short - низкий shortish medium height- среднего роста | Slim - стройный thin - худой plump - полный fat - толстый well-built – хорошо сложенный | Young - молодой elderly- пожилой middle-aged – среднего возраста teenage - подростокr in 20s, 30s, 40s | Round - круглое oval – овальное square - квадратное pale - бледное | big round blue eyes, - большие круглые голубые глаза large - большой small – маленький bright narrow - узкий | Bald- лысый straight - прямой curly- кудрявый | Careful - внимательный hard-working - трудолюбивый active - активный curious- любопытный aggressive- агрессивный boring- скучный |

## Задание 1.1.2

| | | | | |
|---|---|---|---|---|
| 1 | 2 | | 17 | 1 |
| 2 | 3 | | 18 | 4 |
| 3 | 3 | | 19 | 5 |
| 4 | 3 | | 20 | 2 |
| 5 | 1 | | 21 | 5 |
| 6 | 1. 3 | | 22 | 3 |
| 7 | 2 | | 23 | 3 |
| 8 | 3 | | 24 | 5 |
| 9 | 3 | | 25 | 5 |
| 10 | 2 | | 26 | 1 |
| 11 | 1. 3 | | 27 | 5 |
| 12 | 3 | | 28 | 1 |
| 13 | 5 | | 29 | 1 |
| 14 | 5 | | 30 | 5 |
| 15 | 2 | | 31 | 1 |
| 16 | 3 | | 32 | 5 |

**Задание 1.1. Пример заполнения анкеты (как для регистрации на сайте, так и в других целях):**

**FIRST NAME**: Ваше имя

**LAST NAME**: Ваша фамилия

**City**(Ваш город): Moscow

**Country / Region** или **Location**(страна/регион): Russian Federation

**State / Province / Region**(Штат / Область/ регион): XXXXXX

**STREET ADDRESS**(Адрес проживания улица/дом/квартира): Moscow Prospect street, building 110, apartment 34

**STREET ADDRESS**(сокращенная форма): Moscow Prospect st., bldg. 110, apt. 34

В чем разница между hause и building?

Частая ошибка при заполнении анкеты, hause - это если у Вас частный дом, building - здание, строение

**ZIP / Postal code**(почтовый индекс): XXXXXX

**Date of birth**(дата рождения): XX.XX.XXXX

**Your Age**(Ваш возраст): вводим число

**Sex** или **Gender**(Ваш пол): мужской - male, женский - female

**Phone**(Ваш номер телефона): +7920XXXXXXX(Указан в международном формате)

**Create your password**(ваш пароль): XXXXXX

**Re-enter your password**(повторить пароль): подтверждаете введенный ранее пароль в Create your password

**Create your user ID**(идентификатор пользователя): может быть числовой, буквенный, может использоваться и в качестве ника(читаем описание к заполнению).

**Email address**(Ваш почтовый ящик), **Confirm Email** или **Verify Email**(подтвердить-повторить Ваш адрес почтового ящика)

**Select your secret question**(секретный вопрос): обычно используется при восстановлении доступа/пароля к аккаунту

**Provide your secret answer**(ответ на секретный вопрос): XXXXXX

## Тема 1.2
## Задание 1.2.1.

1. to agree with / on / to something - соглашаться
2. to ask somebody something - просить
3. to rely on - полагаться
4. to have an argument (with somebody) - спорить
5. to take care of somebody – заботится

6. to have the courage to do – иметь смелость что-либо делать
7. in a good / bad mood – в хорошем \ плохом настроении
8. to feel pity for somebody - сочувствовать
9. to stick by - находится рядом
10. to be bossy - командовать.
11. to get together - собираться вместе
12. to get along - ладить
13. to have fun - хорошо проводить время
15. to be good at smth. - преуспевать в чём-то
16. to support - поддерживать

**Задание 1.2.2**

| | |
|---|---|
| 1. | a) |
| 2. | b) |
| 3 | a) |
| 4 | b) |
| 5. | c) |
| 6. | a) |
| 7. | c) |
| 8. | d) |
| 9. | b) |
| 10. | a) |
| 11. | c) |
| 12. | b) |
| 13. | a) |
| 14. | b) |
| 15. | a) |
| 16. | b) |
| 17. | a) |
| 18. | c) |
| 19. | a) |

## Задание 1.2. 3.

**My best friend's**
name is *Sasha*
nickname is *Petrov*
age is *17*
birthday is *May, 17*
birthplace is *Saratov*
**My best friend's favourite**
food is *chips*
hobby or interest is *sport*
sport or game is *football*
type of book is *science fiction*
kind of music is *rock*
movie is *Alien*
subject at school is *maths*
television program is *football matches*
**My best friend**
likes to play *computer games*
is afraid of *tests*
gets mad when *somebody doesn`t agree with him*
worries about *his future*
is happy when *everything is all all right*

## Тема 2.1

## Задание 2.1.1

To get up – вставать, to make the bed – заправлять кровать, to do morning exercises – делать зарядку, to clean one's teeth –чистить зубы, to wash one's face and hands with cold water – умываться холодной водой, to dry oneself - одеваться, to have a bath – принимать ванну, to take a shower – принимать душ, to do one's hair - причесываться, to leave home for the Technical School – уходить в техникум, to have lessons , to have a lunch break - обедать, to come back home from school – возвращаться домой, to cook - готовить, to prepare (have) breakfast (dinner, supper) – готовить завтрак, обед, ужин, to do homework – делать домашнюю работу, to wash up стирать, to wash the dishes – мыть посуду, to lay the table – накрывать на стол, to do the room – убирать комнату, to dust –вытирать пыль, to do the housework – делать работу по дому, to help about the house – помогать по дому, to water the flowers – поливать цветы, to buy food – покупать продукты, to look after the small sister (brother) –приглядывать за младшей сестрой, to read books – читать книги, to go for a walk - гулять, to watch TV –смотреть телевизор, to meet friends – встречаться с друзьями, to go to bed – ложиться спать.

## Задание 2.1.2.

| | |
|---|---|
| 1. | a |
| 2. | a |
| 3. | c |

| | |
|---|---|
| 4. | b |
| 5. | a |
| 6. | a |
| 7. | a |
| 8. | b |
| 9. | c |
| 10. | a |
| 11. | a |
| 12. | a |
| 13. | b |
| 14. | b |
| 15. | c |
| 16. | b |
| 17. | a |
| 18. | c |
| 19. | c |

## Задание 2.1.3.

1. When do you usually get up?
2. What do you do in the morning?
3. How do you go to the Technical School?
4. How long does it take you to get to the Technical School?
5. Haw many lessons do you have every day?
6. What do you do after lessons?
7 Do you help your mother?
8. What do you do in the evening?
9. When do you usually go to bed?

## Тема 2.2

## Задание 2.2.1

1. to spend free time with pleasure – проводить свободное время с пользой
2. to meet friends and different people – встречаться с друзьями и другими людьми
3. to get on friendly terms with other people – общаться с другими людьми
4. to become a great famous sportsman – стать великим известным спортсменом
5. to be healthy – быть здоровым
6. to keep fit – быть в форме
7. to improve my health – поддерживать свое здоровье
8. to stay in good health – быть здоровым
9. to lead healthy way of living – вести здоровый образ жизни
10. to make my character – формировать свой характер
11. to become strong – стать сильным
12. to develop physically – развиваться физически

13. to make me more organized and better disciplined – быть более организованным и дисциплинированным
14. workout - тренировка
15. cardiovascular system - сердечно-сосудистая система
16. joint - сустав
17. competitive - состязательный
18. fitness club - клуб здоровья
19. rookie - новичок

**Задание 2.2.2**

| | |
|---|---|
| 1 | B |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | A |
| 6 | B |
| 7 | A |
| 8 | B |
| 9 | C |
| 10 | A |
| 11 | B |
| 12 | B |
| 13 | C |
| 14 | A |
| 15 | C |
| 16 | B |
| 17 | C |
| 18 | A |
| 19 | C |
| 20 | B |
| 21 | B |
| 22 | A |
| 23 | C |
| 24 | A |
| 25 | B |

**Задание 2.2.3.**

1. Sport is so important in our life because it helps us to stay in good health
2. Russian sportsmen take part in the Olympic Games.
3. They often win medals.
4. There is a gym in our technical school.
5. As for me, I take part in competitions.
6. There are some keep-fit centres in my neighbourhood and I go there.
7. I go in for sports and sometimes prefer to watch other people playing.
8. My favourite sport is football.
9. I have been playing it for 4 years.

## Тема 2.3

### Задание 2.3.1

| | |
|---|---|
| aerobics - аэробика<br>bird-watching - держать птиц<br>camping - туризм<br>cooking - кулинария<br>cycling - велоспорт<br>dancing - танцы<br>dressmaking - моделирование одежды<br>fishing - рыбалка<br>gardening - садоводство<br>jogging – бег трусцой<br>knitting - вязание<br>photography - фотография<br>playing cards – игра в карты<br>playing chess<br>playing the piano<br>reading - чтение<br>stamp collecting - коллекционирование марок<br>watching TV – просмотр телевизора<br>hiking – пеший туризм<br>rock climbing - альпинизм<br>hunting -охота | Have spare / free / leisure time – иметь свободное время<br>Have a good / nice time doing - хорошо проводить время делая что-либо<br>Spend time doing something like<br>Love doing / to do- любить что- либо делать<br>Be fond of – увлекаться ч-л<br>Be interested in - интересоваться ч-л<br>Be mad about / on – быть помешанным на ч-л<br>Be crazy about<br>Be keen on<br>Concentrate on something / doing<br>Be involved in- быть вовлеченным во ч-л<br>Be popular with – быть популярным<br>Go in for- заниматься ч-л<br>Give up<br>Join clubs / join in / participate / take -part in - принимать участие<br>Take pleasure in something / doing – получать удовольствие от ч-л |

### Задание 2.3.3

| | |
|---|---|
| - What do you like doing on Sunday? | - On Sunday I like to rest. I like watching television or reading a book. I also love theatre and cinema a lot. Sunday is a perfect day for going to the cinema |
| - Do you go alone or with your friends? | - My friends don’t like swimming. That’s why I usually go alone |
| - What do you do in your free time? | - In my free time I like going to the swimming pool. I like swimming a lot. It's good for your health |
| - And what do you like doing on weekends? | - On the weekend I like to sleep in because during the week I always get up early. I also like going to the fitness club. On Saturday I meet my friends and we go to the club (discotheque) |

## Тема 2.4

## Задание 2.4.1

| Newspapers: | Television: |
|---|---|
| Daily / weekly / monthly –ежедневные\ еженедельные\ ежемесячные<br>To come out / be published - выходить<br>Tabloids / broadsheets / the popular press / the quality press - таблоиды<br>Home news – местные новости<br>Foreign / international news –зарубежные новости<br>Business news –деловые новости<br>Sports news – спортивные новости<br>Radio and TV programmes - программа<br>Weather forecast – прогноз погоды<br>Editor / reporter / journalists / critics / freelance – статья редактора, репортера, журналиста<br>To report - докладывать<br>To inform - информировать<br>To provide with - обеспечивать<br>To print - печатать<br>To react to - достигать<br>To have an interview with – брать интервью<br>To give an interview to – давать интервью<br>To draw one's attention – привлекать внимание<br>To happen - случаться<br>To tell about – рассказывать о | Soap opera – мыльная опера<br>Quiz show -<br>Chat show / talk show – ток шоу<br>Documentary - документальный<br>A series - сериал<br>Current affairs<br>The news - новости<br>To take part in performances – принимать участие в представлении<br>Channels / stations / cable TV - каналы<br>On the screen – на экране<br>What's on TV? – Что по ТВ?<br>What time's the film on? – В котором часу фильм? |

## Задание 2.4.2

1. Will I see you before you start?

2. What will he do when he come home?

3. Where will they go if the weather is fine?

4. He will ring me up when he returns home.

5. If it rains, we shall stay at home.

6. She will walk home if it is not too cold.

7. I am sure he will come to say good-bye to us before he leaves St.Petersburg.

8. Please turn off the light when you leave the room.

9. If we are tired, we shall stop at a small village half-way to Moscow and shall have a short rest and a meal there.

10. If you  miss the 10.30 train, there is another at 10.35.

11. She will make all the arrangements about it before she flies there.

12. Before he  starts for London, he will spend a day or two at a rest-home not far from here.

13. Don't go away until mother comes back

14. I shall speak to Mary if I  see her today

## Задание 2.4.2

1) Newspapers and magazines inform people about events, analyse them, express public opinions.
2) In the 80s there were some newspapers which expressed  the official viewpoint on everything.
3) In the 80s the censorship was  very strict.
4) The era of glasnost began in  the middle of the 80s
5) In the 90s many newspapers began publishing.
6) Nowadays we have  different newspapers than we had in the 80s.
7) There are also newspapers  which are distributed free in streets by metro-stations or put into mail-boxes.
8) Some people stopped subscribing to newspapers because newspapers very expensive, some of them are afraid of getting the stress reading newspapers and some people prefer watching TV and listening to radio.
9) Some newspapers have to look for sponsors  , that's why they publish  a lot of advertisements.
10) If we take a newspaper, we'll  find an editorial on the front page which covers the most important events of the day.

## Тема 2.5

## Задание 2.5.1

Environment (the air, water, and land around us) – окружающая среда
Pollution (= dirty air, land and water) - загрязнение
Harmful / damaging / dangerous effects – опасное влияние
Damage  - разрушать
Cause - причинять
Destroy the environment – разрушать окружающую среду
Exist -существовать
The ozone layer  / the destruction of the ozone layer – озоновый слой
Harmful radiation from the sun – солнечная радиация
Research - исследования
Global warming / the green house effect – глобальное потепление
Deforestation – вырубка леса
Conservation (the protection of natural things) -сохранение
Acid rain (rain that contains dangerous chemicals) – кислотные дожди
Smoke from factories - заводские загрязнения
Dumping (throw away) industrial waste (unwanted material) / waste disposal – выброс отходов
Aerosol can (spray) - аэрозоль
Cut down tropical rainforests / destruction of the rainforests –вырубать тропические леса
Recycle - переработка
Natural resources / human resources – природные \ человеческие  ресурсы

Overpopulation - перенаселение

## Задание 2.5.2.1

| | |
|---|---|
| 1 | C |
| 2 | A |
| 3 | B |
| 4 | C |
| 5 | B |
| 6 | A |
| 7 | A |
| 8 | B |
| 9 | C |
| 10 | C |
| 11 | B |
| 12 | A |
| | |
| 13 | B |
| 14 | C |
| 15 | A |
| 16 | B |
| 17 | A |
| 18 | C |
| 19 | C |
| 20 | A |
| 21 | B |
| 22 | B |
| 23 | B |
| 24 | A |
| 25 | C |

## Задание 2.5.2.2

| | | | | |
|---|---|---|---|---|
| 1 | B | | 14 | B |
| 2 | B | | 15 | B |
| 3 | A | | 16 | A |
| 4 | B | | 17 | A |
| 5 | A | | 18 | B |

| | | | | |
|---|---|---|---|---|
| 6 | A | | 19 | B |
| 7 | B | | 20 | A |
| 8 | A | | 21 | A |
| 9 | B | | 22 | A |
| 10 | B | | 23 | A |
| 11 | B | | 24 | B |
| 12 | A | | 25 | B |
| 13 | B | | 26 | B |

## Задание 2.5.3

- My suggestions were the same
- I think all can work in our country.
- Use less water, plant a tree  already work.
- Avoid packaging is the most useful tip
- I try to plant a tree, recycle waste, use less water.

## Тема 2.7

## Задание 2.7.1

**Виды населенных пунктов**

area — район, область
capital — столица
city — город
country — страна
district — район
region — край, область
state — государство / штат
town — небольшой город
village — деревня

**Географические точки**

cape — мыс
cliff — отвесная скала, утес
glacier — ледник
hill — холм
mountain — гора
mountain range / mountain chain — горная цепь
pass — ущелье

peak — пик
plain — равнина
plateau — плато, плоскогорье
summit — вершина
valley — долина
volcano — вулкан

**Виды местности**

desert — пустыня
equator — экватор
forest — лес
highlands — горная местность
jungle — джунгли
lowlands — низменность
oasis — оазис
swamp — болото, топь
tropics — тропики
tundra — тундра

**Водоемы**

canal — канал
lake — озеро
ocean — океан
ocean current — океаническое течение
pool / pond — пруд, заводь, водоем
river — река
sea — море
spring — источник, родник, ключ
stream — ручей

**Побережье, берега**

bay — бухта, залив
beach — пляж
coast — побережье, морской берег
continent — континент
estuary — дельта, устье реки
gulf — морской залив
island — остров
peninsula — полуостров

**Прочее**

atlas — атлас
climate — климат
hemisphere — полушарие
latitude — широта
longitude — долгота
map — карта
temperature — температура

## Задание 2.7.2

| | | | | |
|---|---|---|---|---|
| 1 | B | | 11 | A |
| 2 | B | | 12 | B |
| 3 | A | | 13 | B |
| 4 | A | | 14 | B |
| 5 | A | | 15 | B |
| 6 | B | | 16 | B |
| 7 | A | | 17 | C |
| 8 | B | | 18 | B |
| 9 | B | | 19 | A |
| 10 | b | | 20 | A |

## Задание 2.7.3

Расскажите о географическом положении России, Великобритании, США, Австралии Канаде, Новой Зеландии используя вопросы как план.

1.The Russian Federation (Russia) is the world's largest country in area.
2. It extends from the Arctic Ocean to the Black Sea and from the Baltic Sea to the Pacific Ocean. It is located in Europe and in Asia.
3. Its total area is over 17 million square kilometers.

4. Russia borders many countries, such as Finland.
5. The surface of Russia is various. You can see lowlands and highlands, forests and wide grasslands on its territory. The Russian Federation is situated on two plains
6. The longest mountain chains are the Urals, which separate Europe and Asia, the Caucasus, the Altai.
7. Major rivers include the Volga in Europe, the Yenisei, the Ob, and the Lena in Asia.
8. There are different climatic zones on the vast area of our country.
9. Russia has abundant natural resources which besides large areas of forests, vast fertile soils, and a great water supply, include large deposits of gas, coal, iron ore, and etc.

## Тема 2.8

## Задание 2.8.1

| | | | |
|---|---|---|---|
| 1 | B | 11 | D |
| 2 | A | 12 | B |
| 3 | C | 13 | A |
| 4 | B | 14 | A |
| 5 | A | 15 | B |
| 6 | A | 16 | C |

| | | | |
|---|---|---|---|
| 7 | B | 17 | B |
| 8 | A | 18 | C |
| 9 | B | 19 | B |
| 10 | A | 20 | C |

**Задание 2.8.3.1**

| | UK | USA | Russia | Austra-lia |
|---|---|---|---|---|
| Parliament represents the legislative branch of power | + | | + | + |
| The people elect Congress | | + | | |
| The head of the state is the President | | + | + | |
| An independent country within the Commonwealth | + | | | + |
| Those who abstain from voting are fined. | | | | |
| Formally the monarch is the head of state | | | | + |
| It is involved in the system of checks and balances | | | | |
| The Federal Assembly consists of the Federation Council and the Duma | | | + | |
| The Supreme Court represents the judicial branch of power | + | + | + | + |
| Secretaries head the most important departments in the Administration | | + | | |
| The House of Lords can delay bills for one year | + | | | |
| The President appoints the Chairman of the Government | | | + | |
| Lord chancellor seats on the woolsack. | + | | | |
| The Constitutional Court can declare the | | | + | |

| | | | | |
|---|---|---|---|---|
| actions of the President unconstitutional | | | | |
| The President guarantees the basic rights of people. | | | | |
| The citizens of this state are proud of the fact that secret ballot was first introduced here. | | + | | |

**Задание 2.8.3.2**

| | The UK | The USA | Russia |
|---|---|---|---|
| Political system | Constitutional monarchy | Federal republic | Presidential republic |
| Head of state | Queen / king | president | president |
| Legislative power | parliament | congress | parliament |
| Executive power | government | government | government |
| Head of executive power | Prime minister | president | president |
| Guaranteed basic rights | Set of laws | constitution | constitution |

**Тема 2.9.**
**Задание 2.9.1**

| | |
|---|---|
| Где находится…? Британский музей | Where is…? the British Museum |
| Как пройти? | How can I get to the? |
| Как быстрее пройти (проехать) к…? | What′s the quickest way to..? |
| Этот автобус идет до..? | Does this bus go to..? |
| Где ближайшая остановка…? | Where is the nearest…stop? |
| Где ближайшая станция метро? | Where is the nearest underground station? |
| Где переход? | Where is the crossing? |
| Я правильно иду (еду) к театру «Ковент-Гарден» | Is this the right way to get to the theatre Covent Garden? |
| В каком направлении мне идти? | What direction should I go in? |
| В эту сторону? | This way? |
| Я (не) знаю дорогу (-и) | I (don′t) know the way |

| | |
|---|---|
| Это далеко пешком? | Is it too far to go on foot? |
| Можно ли доехать на..? | Can I get there by? |
| Сколько стоит проезд в ..? | What is the fare by..? |
| метро | underground / subway |
| близко | nearby |
| далеко | far away |
| за углом | around the corner |
| налево (слева) | to the left (on the left) |
| направо (справа) | to the right (on the right) |
| на углу | on the corner |
| прямо | straight ahead |

## Задание 2.9.2

| | |
|---|---|
| **1** | **B** |
| **2** | **A** |
| **3** | **B** |
| **4** | **C** |
| **5** | **A** |
| **6** | **C** |
| **7** | **A** |
| **8** | **B** |
| **9** | **B** |
| **10** | **C** |
| **11** | **A** |
| **12** | **C** |
| **13** | **B** |
| **14** | **A** |
| **15** | **B** |
| **16** | **C** |
| **17** | **C** |
| **18** | **A** |
| **19** | **A** |
| **20** | **B** |
| **21** | **A** |
| **22** | **B** |
| **23** | **B** |
| **24** | **C** |
| **25** | **A** |

## Задание 2.9.3.1

1.Moscow is the capital of Russia.

2. Moscow is a modern city.

3. It was founded in 1147.

4. The population of Moscow is about 10 million people.

6. Its total area is about 900 thousand square kilometers.

7. Moscow is a political centre.

8. Moscow is a cultural centre.

9. Moscow is known for its beautiful cathedrals, monuments, theatres, museums, etc.

10. All peoples of Russia are proud of their magnificent and beautiful capital.

**Задание 2.9.3.2**

| | |
|---|---|
| 1 | B |
| 2 | A |
| 3 | D |
| 4 | H |
| 5 | E |
| 6 | G |
| 7 | C |
| 8 | I |

**Тема 2.11.**

**Задание 2.11.1**

| | | | |
|---|---|---|---|
| railway station | Железнод. станция | waiting-room | Зал ожидания |
| Platform | платформа | journey | Путешествие |
| to take a train | Садиться на поезд | booking-office | Касса |
| to change trains | Делать пересадку | to buy a ticket | Покупать билеты |
| long distance train | Поезд дальнего следования | to book a ticket | Заказывать билеты |
| Express | экспресс | dining-car | Вагон ресторан |
| local train | Поезд местного значения | fast train | Скорый поезд |
| train (for) to | Поезд до… | non-smoker | Некурящий |
| Bookstall | касса | to waste time | Тратить время |
| Porter | носильщик | fare | Плата |
| to carry luggage | Нести багаж | compartment | Купе |
| Suitcase | чемодан | to put things on the rack | Класть вещи |
| luggage van | | to be crowded | Быть переполненным |
| to be due out | | to pack things | Упаковывать вещи |
| to get on the train | Садится на поезд | to stop at a junction | Останавливаться |

| | | | |
|---|---|---|---|
| to get off the train | Сходить с поезда | to make sure | Заверять |
| to get a light refreshment | Перекусить | to be off | |
| hand luggage | Ручная кладь | to travel light | Путешествовать налегке |
| to hurry | Торопиться | to see smb off | Провожать |
| Passenger | Пассажир | reserved seat | Место занято |
| to queue up | | lower berth | Верхняя полка |
| to register the luggage | Зарегестрировать багаж | upper berth | Нижняя полка |
| late-comer | опоздавший | to be fond of travelling | Увлекаться путешествием |
| single ticket | Билет в одном направлении | driver | Машинист |
| return ticket | Билет обратно | timetable | Расписание |
| Carriage | вагон | track | Путь |
| Attendant | проводник | information office | Справочная |
| to be due to arrive | Должен прибыть | announcement | Обьявленеи |
| What time does your train start? | В котором часу отправляется ваш поезд? | station master | Дежурный по станции |
| Arrival | Прибытие | come to a stop | Подезжать к станции |
| to phone for a taxi | Вызвать такси | to blow smb a kiss | Посылать воздушный поцелуй |
| indicator board | Табло | to produce tickets | |
| I wonder | Я интересуюсь | to miss the train | Опаздывать на поезд |
| I wonder where we can get a snack. | Где я могу перекусить? | to catch a train | Успевать на поезд |
| Don’t worry | Не волнуйтесь | | |

## Тема 2.12.
## Задание 2.12.1

comprehensive school / general secondary school -общеобразовательная школа
boarding school- школа-интернат
public school- частная школа (в Великобритании) ; private (частная)
nursery (ясли), nursery school / kindergarten ( детский сад);
junior / primary ( начальная школа); /, high ( старшие классы);
college(s) / gymnasium- gymnasia / lyceum(s)
General Certificate of Education (GCE) - свидетельство об образовании
me-table- расписание ; to draw up a timetable, to make a timetable, to put smth. on the timetable; the timetable changes
break- перемена (a fifteen-minute break)
curriculum- учебный план (what subjects are taught)
National Curriculum –Государственный Образовательный Стандарт
Unified National Exam = Russian National Exam –Единый Государственный Экзамен
extra-curricular activities / out-of-school activities / after-school activities- внеклассная работа
to take/ do an exam - держать экзамен; to give an exam – экзаменовать; to pass/ do well in an exam- выдержать экзамен; do badly in/ fail an exam провалиться на экзамене; to resit ( for) an exam = to take it again

to skip / miss classes (lectures)- прогулять / пропустить уроки;
to receive grants / scholarship- получать стипендию
elementary / pre-intermediate / intermediate / upper-intermediate / advanced level
Head Master/ Head Mistress / Principal / Head Teacher – директор
Deputy Head Teacher / senior master / senior mistress – завуч
Adviser / Class-Mistress / Form teacher - классный руководитель
Tutor- куратор

## Задание 2.12.2 ( по выбору)

It is widely known that education helps to form a personality and prepares for life.

In Russia everyone has the right to receive education guaranteed by the Constitution. This right is realized by the broad system of compulsory secondary education, vocational, specialized secondary and higher education, part-time education, correspondence course and also by scholarships and grants.

In Russia there is a nine-year compulsory education, but to enter a university one must study two years more. At the age of six or seven Russian children begin to attend primary school. But most of them have already learned letters in kindergartens, which are a part of primary education now. Primary and secondary schools together comprise eleven years of study. Every school has a core curriculum of Russian, Mathematics, Science, Physical Training. There is also a variety of elective subjects, which are taught at lyceums and gymnasiums.

After finishing secondary school, lyceum or gymnasium on can go on to higher education. All applicants must take competitive examinations or total state examinations in two or three subjects.

## Тема 2.13.
## Задание 2.13.1

1) to achieve – достигать
achievement – достижение
2) according to smth. – согласно чему-либо, в соответствии с чем-либо
3) as well as – а также
4) both ... and – как …, так и
5) branch – отрасль; филиал
6) to develop – развивать, разрабатывать

development – развитие , разработка
7) to divide (into) – делить (на)
8) to equip with smth. – оборудовать чем-либо
equipment – оборудование
9) to include – включать
10) to increase – увеличивать, возрастать
increase – увеличение, рост
11) to last – длиться, продолжаться
last – последний, прошлый
12) network – сеть
13) number – номер, количество
a number of – ряд чего-либо, несколько

14) to operate – действовать, работать, эксплуатировать; приводить в движение
operation – действие, работа, эксплуатация
to put into operation – пускать в эксплуатацию
15) to pay attention to smth. – уделять внимание чему-либо
16) to provide with smth. – обеспечивать, снабжать чем-либо; предоставлять, давать
17) to require – требовать
requirement – требование
to meet requirements – отвечать требованиям
18) such as – такой как
19) term – семестр; термин
20) to train – готовить, обучать

## Задание 2.13.2

The Samara State Railway University is one of the youngest state higher schools in the Samara Region.
It was founded in 1973.
At that time there was only one faculty with 75 students. In 1975 it was divided into two faculties: Railway Construction and Railway Operation.
At present about 10,000 students get higher education at day-time and extra-mural departments. At present about 10,000 students get higher education at day-time and extra-mural departments.
Training is provided on 14 specializations.
Applicants are admitted on the basis of their results in the unified state examinations for the secondary school.
The complete course of studies at the higher school lasts 5 or 6 years for the day-time and extra- mural students respectively.
The academic year is divided into 2 terms.
Tests and exams are taken at the end of each term.

## Тема 2.14.
## Задание 2.14.

rail - рельс; railway (англ.)- железная дророга; syn. railroad (амер)
means - средство, способ; by means of - посредством, с помощью.
travel - поездка, движение; v. двигаться, ехать, путешествовать; traveler - пассажир
freight - груз(ы); to carry freight -перевозить грузы.
important - важный, значительный
play a part - играть роль
develop - развивать(ся); разрабатывать, создавать; development- развитие; достижение, разработка
depend (on, upon) - зависеть (от)
fast - скорый, быстрый; fast train скорый поезд; ant. slow; slow train поезд малой скорости
safe - безопасный, надежный
(the) very - самый
operate - управлять, приводить в действие, работать; put into operation - ввести в действие ( в эксплуатацию)
call - звать, называть
success - успех, удача; be a success -иметь успех, удаваться; successful a. успешный, удачный
light - легкий
construct - строить
power - сила, мощность, энергия; powerful - мощный
tractive power - тяговая сила; traction - тяга
difficult - трудный

possible - возможный
suitable - подходящий, годный
service - эксплуатация, перевозки, обслуживание; put into service - ввести в действие (в эксплуатацию); serve - служить, обслуживать
appear - появляться
wide - широкий
works - завод(ы)
follow - следовать за
thanks - благодаря
place - место, местоположение, помещать, размещать; take place происходить, иметь место
change - изменение, перемена; v. изменять(ся)
introduce - внедрять, вводить; introduction -внедрение, введение
use - использовать, использование, польза.

## Задание 2.14.2

1. False
2. False
3. True
4. False
5. True

## Задание 2.14.3

1. Railways are used to carry people.
2. The railway is a means of transport.
3. Railways play an important part in the development of a country.
4. The development of a country depends on transport.
5. The very first railway were not built to carry people.
6. Richard Trevithick made one of the first attempts to use the steam engine to draw a train.
7. The first steam railway appeared in England in the 19th century.
8. People did not believe that it was possible to make locomotives suitable for service.
9. The Cherepanov's invention was of great importance to our country.

## Тема 3.1.

## Задание 3.1.1

1. total - весь, полный, общий
2. length - длинна, протяженность; long - длинный; ant. short
3. over -сверх, более, prep. над
4. traffic - движение, перевозки; carry the traffic осуществлять перевозки; volume of traffic - объем перевозок
5. network - сеть
6. reach - достигать
7. however - однако, тем не менее
8. produce - проиводить; production - производство
9. provide - обеспечивать; provide for предусматривать
10. step - шаг; take steps предпринимать шаги, меры
11. connect - соединять,связывать
12. work out - разрабатывать

13. plant - завод; power plant электростанция, силовая установка
14. surburban - пригородный
15. main - главный; main line магистральная линия, магистраль
16. branch - ветвь, отрасль; branch line железнодорожная ветка
17. railway engineering железнодорожная техника; engine - машина, двигатель, локомотив
18. attention - внимание; pay attention (to) обращать внимание (на); attract attention (to) привлекать внимание (к)
19. run the service - осуществлять перевозки
20. equip - оборудовать, оснащать; equipment оборудование,оснащение
21. include - включать (в себя)
22. car - вагон
23. efficient - эффективный
24. necessary - необходимый
25. carry out –осуществлять, проводить (опыт и т.д.)
26. hard - трудный, тяжелый; твердый
27. condition - условие; состояние
28. besides - кроме того; prep. кроме
29. take part - принимать участие
30. effort - усилие; make efforts прилагать усилия

**Задание 3.1.2** Прочитай и переведи текст со словарем

Турецкие государственные железные дороги –это корпорация, которая играет важную роль в развитии экономики турции.
История железных дорог Турции началась 23 сентября 1856, когда указом Оттомана Султана, Британской компании разрешили строительство и управление 130 км линией между Измиром и Аудином. Компания «Национальные железные дороги» была основана в 1923 году, когда страна стала республикой. Сегодня протяженность железнодорожной сети составляет 10 361 км, включая 8430 км магистралей и 1931 км второстепенных линий.
За 150 летнюю историю турецкие железные дороги прительпели значительные изменения. Планируется улучшить существующие линии станции, модернизировать подвижной состав. Многое делается, чтобы создать позитивное отношение у народа и привлечь клиентов. Частью новой стратегии является введение в эксплуатацию более комфортабельных пассажирских вагонов таких как
- новых вагонов повышенной комфортности с сиденьями самолетного типа, кондиционорованием и современной системой освещения. Во время поезки подается обед.
- новые вагоны бизнес класса. Они состоят из 3 спален, гостиной, ванной и туалетом, американским баром, с атмосферой первоклассного отеля на колесах.

**Задание 3.1.3**

1.Our country is often spoken of as a great power because it has the largest railway system in the world.
2. The total length of Russian railways is over 87,500 km
3 The old Russia could be proud of its railway scientists and engineers who constructed good steam locomotives and the passenger cars produced in Russia were the best in Europe.
4. The GOELRO Plan worked out in 1920 provided for the construction numerous power plants and a whole network of electrified railways
5. In 1929, an electric train started its run on the suburban line between Moscow and Mytishchi.
6. It was in our country that the world first mainline diesel locomotive was built and put into service on

November, 1924
7. Nowadays, Russian railways carry about 35% of the world's railway traffic.
8. Most traffic is carried by powerful diesel and electric locomotives.
9. Automation and computers introduced into many branches of railway engineering.
10. Particular attention is paid to high-speed running. Speeds of 120-150 kph are particular for the express trains

## Тема 3.2.

## Задание 3.2.1

1) to accommodate – вмещать
2) capacity – мощность, вместимость, грузоподъемность
carrying capacity – пропускная способность
3) to carry out – выполнять, осуществлять
4) to control – управлять
control – управление
5) to cost – стоить
cost – цена, стоимость
costs – расходы, издержки
6) current – ток
alternative current (a. c.) – переменный ток
direct current (d. c.) – постоянный ток
7) to damage – повреждать, причинять ущерб
damage – повреждение, ущерб
8) empty – пустой, порожний
9) to ensure – гарантировать; обеспечивать
10) fleet – парк (подвижного состава)
11) to follow – следовать, соблюдать (правила)
12) to heat – обогревать
heating – отопление
13) length – длина, протяженность
14) to install – устанавливать
installation – установка
15) to introduce – внедрять, вводить (в эксплуатацию)
introduction – внедрение, ввод
16) to maintain – эксплуатировать, содержать в технически исправном состоянии; поддерживать
maintenance – содержание в технически исправном состоянии, эксплуатация
17) to protect – защищать
protection – защита
18) to reduce – сокращать
reduction – сокращение
19) safe – безопасный
safety – безопасность
20) surface – наземный; поверхность
21) total – полный, общий, целый
22) therefore – поэтому, следовательно
23) volume – объем

## Задание 3.2.2

Транспортные трудности в москве 1920 -30 годах.

В 1920-х транспортная ситуацтя в Москве была трудной. В Москве было мало автобусов. Немного людей имели личные машины. Небыло городских железных дорог. Однако, ежегодно 150000 пассажиров пользовались пригородными железными дорогами и им нужна была эффективная ситема городского транспорта.

В 1930-х трамваи осуществляли перевозку 90 % пассажиров столици, и они были переполнены. Кроме того часто система бала парализована из-за сильных снегопадов.

Тля того чтобы улучшить транспортную систему был предложен проект строительства метро в Москве. Согласно этому проекту строительство метро должно было начаться в 1932 году.

Вначале строительство метро проходило медленно. Метростроители столкнулись со многими трудностями потмучто у них не было опыта в строительстве подземных железных дорог. Но на второй год строительства работа стала продвигаться быстрее, благодаря широкому использованию нового оборудования.

Сегодня преимущества Московского метро хорошо известно каждому. Наше метро самая красивая и эффективная транспортная система

## Задание 3.2.3

1) The underground railway is the quickest, safest, most reliable and comfortable means of city transport.

2) Metro can solve the problems of carrying a great number of passengers within urban and suburban areas as well as the problems of traffic jams, air contamination and noise.

3) Subways are usually built under city streets, but in order to take shortcuts they often must pass under rivers.

4) . The sleepers are only 0.9m long. They are shorter than those of the railroad track which are 2.7m long. The sleepers of the normal track are laid upon ballast made of broken stone or other materials. The crossties of the underground railway are laid directly on concrete base.

5. If the ballast were made of slag, gravel, sand or even broken stone, the train would be followed by the dust clouds.

6) Metro trains are powered by steam or electricity

7) The current is obtained from the third rail.

8) The Underground carrying capacity depends on the number of coaches and the frequency of train running

9) Nowadays there are underground railways in 80 cities all over the world

## Тема 3.3.
## Задание 3.3.1

1.determine v. определять, решать

2.repair v. ремонтировать; n. ремонт
3. a great (good) deal (of) много; в значительной мере
4. available a. имеющийся в наличии (в распоряжении)
5. consideration n. рассмотрение, обсуждение; соображение; give consideration (to) рассматривать, обсуждать
6. brake n. тормоз
7. attach importance (to) придавать значение
8. satisfactory a. удовлетворительный
9. adopt v. принимать; применять
10. approach v. подходить (к), приближаться (к)
11. ahead adv. впереди; prep перед
12. lest cj. чтобы не
13.fix v. закреплять, устанавливать; fixed a. неподвижный, стационарный
14. admit v. допускать, впускать; admission n. доступ, впуск
15. occupy v. занимать (место и т.д.)
16. govern v. управлять, регулировать
17. push v. толкать; push a button нажимать кнопку
18. delay n. задержка, простой
19. indeed adv. действительно, на самом деле
20. sometimes adv. иногда
21.entire a. целый, весь; entirely adv. всецело, совершенно
22. key n. ключ, разгадка
23. size n. размер, величина
24. colour n. цвет
25. indicate v. указывать, показывать
26. whenever adv. когда бы ни; всякий раз когда
27. act v. действовать, вести себя
28. assure v. обеспечивать, гарантировать
29. thereby adv. таким образом, тем самым
30. utilize v. использовать

## Задание 3.3.

1 Careful track maintenance, efficient brakes and reliable signaling determine the safety on railways.

2. Track-testing cars help the railwaymen keep the track in a good operating condition.

3. George Westinghouse devised the method of stopping trains by compressed air.

4. The early brakes were unsatisfactory. They were hand-operated so they give way to the Westinghouse brakes.

5. Increasing number of trains made railways invent different methods of signaling.

6. Under CTC all train movement are governed from a central point where there is a large illuminated panel with a diagram of all of all the tracks in the controlled section

7. No engine driver would be able to read block signals easily at a speed of, say, 200 kph. Weather conditions can also prevent the driver from reading the wayside signals. Sometimes the drivers themselves are not careful enough.

8. The key to solve the problem of train operation has been found in the so-called semi-automatic driving of trains moving at top speed.

## Тема 3.4.
## Задание 3.4.1

1. . track - железнодорожный путь
to lay down a track - укладывать путь
2. feature - особенность, черта
3. permanent way - верхнее строение пути, железнодорожное полотно
4. consist (of) - состоять (из)
5. tie - шпала (амер.); syn. sleeper (англ.)
6. different - различный, несходный; differ - различаться, отличаться
7. rest - покоиться
8. heavy - тяжелый; напряженный
9. replace - заменять
10. strength - прочность, сила; strong - прочный, сильный; ant. weak
11. (the) same - а тот же самый
12. gauge - ширина колеи
13. for - так как; prep для, за, в течение
14. joint - стык, место соединения
15. switch - стрелка; переключатель
16. weight - вес; weigh - весить, взвешивать
17. according to - согласно
18. almost - почти; syn. nearly
19. in order to - для того, чтобы
20. last - длиться; (зд.) служить
21. support - поддерживать, подпирать; опора
22. during - в течение
23. improve - улучшать, усовершенствовать .
24. eliminate - устранять, уничтожать
25. reduce - уменьшать, сокращать; reduction - уменьшение, сокращение
26. smooth - ровный, плавный (ход)
27. increase - увеличивать(ся); - увеличение
28. thus - так, таким образом
29. because of - ввиду, из-за
30. advantage - преимущество, выгода

## Задание 3.4.2

**Строительство железнодорожного пути.**

Нелегко строить железную дорогу. Железная дорога строится на полосе отвода.

Полоса отвода должна быть тщательно подготовлена к укладки железнодорожного полотна. Сначало ее нужно очистить от деревьев и кустарников и разравнять грейдерами.

После того как полоса отвода очищена и выравнена стротся верхнее строение пути. На балласт укладываются шпалы и рельсы и баласт утрамбовывается между шпалами.

За последние годы методы строительсва сильно изменились. Большим изменением стала замена речного труда машинами такими как грейдеры, скрейперы, экскаваторы.

Самый современный метод строительсва заключается в укладке сборных рельсовых плетей. Эта работа выполняется при помощи высокоскоросного путеукладочного крана, который укладывает рельсовую плеть за несколько минут.

## Задание 3.4.3

1. The track is one of the basic features of a railway. It is also called the permanent way.
The permanent way consists of rails, ties, and ballast. The distance between the rails is called the gauge. The standard gauge in most countries is 1,435 mm while in Russia the railroads have a gauge of 1,524 mm. The place where the ends of the rails meet in the track is known as the rail joint. The rail joint has always been the weakest part of the track for nearly all the rails wear out first at the ends.
Some railroads have two or more tracks In order to make the trains pass from one track to another the

railroads have a witch which is a very important element of the track. The rails differ greatly in weight according to the kind of traffic which they have to carry when placed in the track. The largest and heaviest rails are laid in the main-line tracks for it is these tracks which carry the largest volume of traffic.

2. The ties, on most tracks were almost all of wood and in order to make them last longer they were treated with creosote. The ties are not laid upon the earth for the earth cannot support the track structure. They rest upon a bed of crushed rock or gravel, which is called ballast.

3. Ballast is a very important element of the track for it is the ballast which supports the track structure, holds the track in position and provides needed drainage.

## Тема 3.5.

## Задание 3.5.1

1. put forward - выдвигать
2. believe - считать, полагать; верить ,
3. promising - перспективный
4. design - конструировать; проектировать, предназначать; конструкция, проект
5. vehicle - транспортное средство
6. single - одиночный, единственный; single-track line однопутная железная дорога
7. purpose - цель, назначение
8. work -приводить в действие
9. suspend - подвешивать; suspension - подвешивание, подвеска
10. lack - недостаток, отсутствие (чего-либо); недоставать
11. decide - решать (что-либо сделать); decision - решение
12. exist - существовать
13. among prep- среди
14. mention - v упоминать; n упоминание
15. choice - n выбор
16. etc - и так далее
17. consider - v считать, полагать; рассматривать
18. 18. similar (to) - подобный, похожий
19. double - a двойной; double-track line двухпутная железная дорога

20. principal - a главный, основной

21. link - v соединять; n связь

22. convenient - удобный, подходящий .

23. achieve - v достигать

24. save - v спасать; беречь; - экономить; savings- n экономия

25. space - n пространство; место, интервал

26. above - prep над; adv наверху; ant. below

27. point (to) - v указывать (на); point out подчеркивать, отмечать

28. solve a problem - решать проблему; solution -n решение (проблемы)

29. noise - n шум

## Задание 3.5.2

Железная дорога Боинтон.
Среди самых интересных эксперементальных монорельсовых дорог в прошлом можно отметить железную дорогу Боинтон.Эта однопутная линия была спроектирована человеком по имени Боинтон. Проектировщик проложил монорельс по территории современного Бруклина, в Нью-Йорке, в семидесятые года прошлого века. Эта линия прослужила 2 года.
Для того чтобы обеспечить устойчивость пути, проектировщик решил поддержать локомотив напрвляющим рельсом. Сам локомотив был довольно странным транспортным средством. У него было одно колесо диаметром 8 футов. Кроме того у него была кабина состоявшая из двух платформ одна над другой. Машинист находился на верхней платформе. Локомотив развивал скорость 60 миль в час.

## Задание 3.5.3

1. This idea was laughed at by many, but some people believed that it was promising.
2. The inventor designed his car as a military vehicle for the speed at which a single rail could be laid made it ideal for military purpose.
3. In 1897, the Russian tehnica1 society organized in Petersburg a demonstration of working models.

4. Seven miles were built but because of financial difficulties and lack of mechanical resources this project could not he realized.

5. are two different types of monorails a suspended type when a monorail car is suspended from an overhead single rail and a supported type when a vehicle is supported by the track.

## Тема 3.6.

## Задание 3.6.1

1. oil - нефть, топливо; смазка, масло (техн.)
2. belong - v принадлежать
3. internal - a внутренний
4. inside - adv внутри, внутрь; a внутренний
5. kind - n вид, род
6. although (though) - cj хотя

7. create - v создавать, творить
8. motive power - движущая сила; motion - n движение, ход
9. original - первоначальный, оригинальный; origin - n начало, происхождение
10. meet the requirements - отвечать требованиям, удовлетворять потребностям
11. horse-power (hp, HP) - лошадиная сила; мощность
12. unit - n установка, машина; секция
13. largely - adv в основном, в значительной мере
14. turn out - v производить, выпускать
15. a lot of (lots of) - много
16. add - v прибавлять, добавлять; увеличивать; in addition to - кроме, в добавление к
17. switching - n. ж.-д. маневровая работа
18. duty - n обязанность; работа (машины)
19. start an engine - запустить двигатель; start a train трогать с места поезд
20. within - prep в, в пределах
21. any - любой, всякий
22. capable (of) ( + gerund) - a способный
23. tractive effort - тяговое усилие
24. therefore – adv. следовательно, поэтому
25. alow - v позволять, допускать
26. self-propelled - a самоходный, самодвижущийся; propel - v приводить в движение, продвигать
27. expensive - a дорогостоящий; expense(s) - n (расход(ы)
28. evident - a явный, очевидный
29. as to - prep что касается; syn. as for
30. sufficient - a достаточный

## Задание 3.6.2

**Двигатели внутреннего сгорания.**

1. Не многие люди знают, что первые двигатели внутреннего сгорания работали на каменноугольном газе. Так как эти двигатели сжигали газ, они должны били распологаться недалеко от газовыробатывающего завода и мы можем предположить что все они были стационарными.

2. Когда во многих частях света нашли нефть, двигатели были спроектированы так, чтобы они могли сжигать жидкое топливо. Вскоре двигатели стали эффективными и компактными.

3. Существуют различные виды двигателей внутреннего сгорания. Не так давно газолиновые двигатели были самыми используемыми, несмотря на их недостатки. Самым крупным недостатком инженеры считали высокую стоимость гозолина. Однако именно высокая стоимость газолина заставила их разработать дизельный двигатель.

## Задание 3.6.3

1. Diesel traction is associated with the name of Rudolf Diesel who in 1892 patented an engine to run on cheap oil fuel

2. The diesel engine belongs to the class of internal-combustion engines in which the fuel is burnt inside the engine itself. It is this feature that makes the engine very efficient.

3. Railway buildings being subjected to intensive vibration and noise, these factors should be taken into account at the initial stage of construction.

4. Although the first diesel engines were too heavy to be installed in railway vehicles, R. Diesel believed these efficient prime movers to find application on the railways. He himself took part in the construction of a diesel locomotive and sparked the interest of railway specialists in diesel traction.

5. Prof. Grenevetsky designed an original diesel engine to meet the requirements of railway service while A. N. Shelest proposed a project of an original diesel locomotive and patented it in Russia and England.

6. 1,000 hp unit was built to Prof. Gakkel's design.

## 4. Пакет преподавателя ( экзаменатора)

### 4.1 Пакет преподавателя для проведения аттестации по итогам 3,4,5,6,7 семестров.

**Условия:**

***а) Вид и форма аттестации****: контрольная работа*

***б) Количество заданий для студента***:

**- грамматический \лексический тест из 10 вопросов**

**- текст для перевода**

**- разговорные темы**

***в) Проверяемые результаты обучения и критерии оценок:***

- умеет распознавать, переводить и употреблять в речи изученный грамматический материал, владеет необходимым лексическим материалом.

- умеет переводить (со словарем) иностранные тексты профессиональной направленности;

- умеет общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

**4.1.1 Контрольная работа по итогам 3 семестра.**

**Задание 1.** Выполни грамматический тест.

Тест состоит из вопросов заданий № 1.1.2; 1.2.2; 2.1.2; 2.2.2; 2.3.2; 2.4.2;

**Задание 2.** Переведи письменно текст.

Задание № 2.1.3; 2.4.3; 2.5.3

**Задание 3.** Составь рассказ, используя вопросы как план.

Задание № 2.7.3

**4.1.2 Контрольная работа по итогам 4 семестра.**

**Задание 1.** Выполни грамматический тест.

Тест состоит из вопросов заданий № 2.8.2; 2.9.2; 2.10.2.

**Задание 2.** Переведи письменно текст.

Задание 2.9.3.2

**Задание 3.** Составь рассказ, используя вопросы как план.

Задание № 2.11.2.1; 2.11.2.2; 2.11.2.3.

**4.1.3 Контрольная работа по итогам 5 семестра.**

**Задание 1.** Выполни лексический тест.

Тест состоит из вопросов заданий № 2.13.1; 2.14.1; 3.1.1.

**Задание 2.** Переведи письменно текст.

Задание № 2.14.2; 3.1.2

**Задание 3.** Составь рассказ, используя вопросы как план.

**Задание №** 2.13.2; 2.14.3; 3.1.3.

**4.1.4 Контрольная работа по итогам 6 семестра.**

**Задание 1.** Выполни лексический тест.

Тест состоит из вопросов заданий № 3.2.1; 3.3.1; 3.4.1.

**Задание 2.** Переведи письменно текст.

Задание 3.2.2

**Задание 3.** Составь рассказ, используя вопросы как план.

Задание № 3.2.3; 3.3.2; 3.4.3

**4.1.5 Контрольная работа по итогам 7 семестра.**

**Задание 1.** Выполни лексический тест.

Тест состоит из вопросов заданий № 3.5.1;

**Задание 2.** Переведи письменно текст.

Задание 3.5.2

**Задание 3.** Составь рассказ, используя вопросы как план.

Задание № 3.5.3

## 4.2 Пакет преподавателя для проведения дифференцированного зачета ( 8 семестр)

**Условия:**

***а) Вид и форма дифференцированного зачёта****: контрольная работа*

***б) Количество заданий для студента***:

**- грамматический \ лексический тест состоящий из 10 вопросов**

**- профессионально ориентированный текст**

**- разговорные темы**

***в) Проверяемые результаты обучения и критерии оценок:***

- умеет общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;

- умеет переводить (со словарем) иностранные тексты профессиональной направленности;

- владеет знаниями и имеет практические навыки в образовании и употреблении: видо-временных форм английского глагола, множественного числа и притяжательного падежа существительного, местоимений, степеней сравнения прилагательных и наречий, артиклей, модальных глаголов, неличных форм глаголов, косвенной речи.

-владеет необходимым лексическим материалом, умеет распознавать, переводить и употреблять в речи изученный грамматический материал.

**Задание 1.** Выполни лексический тест.

Тест состоит из вопросов заданий № 3.5.1., 3.6.1.

**Задание 2.** Переведи письменно текст.

Задание 3.6.2

**Задание 3.** Составь рассказ, используя вопросы как план.

Задание № 3.6.3.

## Критерии оценки:

Контрольная работа состоит из трех заданий. Выполнение каждого задания оценивается отдельно. Окончательно выставляется среднеарифметическая оценка.

**Задание 1.**

**Критерии оценки знания лексического и грамматического материала.**

| ***Оценка*** | | ***Критерии: правильно выполненные задания*** |
|---|---|---|
| 5 | «отлично»» | от 85% до 100% |
| 4 | «хорошо» | от 75% до 85% |
| 3 | «удовлетворительно» | от 61% до 75% |
| 2 | «неудовлетворительно» | до 61% |

**Задание 2**

**Критерии оценки письменных переводов.**

| Баллы | Критерии оценки |
|---|---|
| «5» | Поставленная задача решена полностью, перевод лексики адекватно коммуникативной задаче, грамматические ошибки либо отсутствуют, либо не препятствуют передачи основного содержания текста. |
| «4» | Коммуникативная задача решена полностью, но были допущены незначительные лексические и грамматические погрешности при переводе. |
| «3» | Коммуникативная задача решена, но при переводе допущены грубые лексические и грамматические ошибки. |

| | |
|---|---|
| «2» | Коммуникативная задача не решена ввиду большого количества лексико-грамматических ошибок или недостаточного объема текста. |

**Задание 3**

**Критерии оценки устных развернутых ответов.**

| Оценки | Коммуникативное взаимодействие | Произношение | Лексико-грамматическая правильность речи |
|---|---|---|---|
| «5» | Адекватная естественная реакция на реплики собеседника. Проявляется речевая инициатива для решения поставленных коммуникативных задач. | Речь звучит в естественном темпе, учащийся не делает грубых фонетических ошибок. | Лексика адекватна ситуации, редкие грамматические ошибки не мешают коммуникации. |
| «4» | Коммуникация затруднена, речь учащегося неоправданно паузирована | В отдельных словах допускаются фонетические ошибки (например замена, английских фонем сходными русскими).<br>Общая интонация в большой степени обусловлена влиянием родного языка. | Грамматические и/или лексические ошибки заметно влияют на восприятие речи учащегося. |
| «3» | Коммуникация существенно затруднена, учащийся не проявляет речевой инициативы. | Речь воспринимается с трудом из-за большого количества фонетических ошибок .Интонация обусловлена влиянием родного языка. | Учащийся делает большое количество грубых грамматических и/или лексических ошибок. |

***г) Время выполнения каждого задания:***

1.1 – тестирование – 1минута – на 1 задание;

1.2 – работа с  текстом –  до 30 мин.

1.3 – беседа с преподавателем по теме – 3-5 минут

**3.2. Информационное обеспечение реализации программы**

**3.2.1. Основные источники:**

1. Карпова Т.А. English for Colleges = Английский язык для колледжей. Практикум + еПриложение : тесты : практикум / Карпова Т.А., Восковская А.С., Мельничук М.В. — Москва : КноРус, 2018. — 286 с. — ISBN 978-5-406-06280-7. — URL: https://book.ru/book/927088

**3.2.2. Дополнительные источники:**

1. Бубенчикова, А.В., Activate your Grammar : учебное пособие / А.В. Бубенчикова, Е.А. Платухина, Н.Ю. Фоминых. — Москва : Русайнс, 2021. — 68 с. — ISBN 978-5-4365-8944-2. — URL:https://book.ru/942374

2. Голубев, А.П., Английский язык для железнодорожных специальностей : учебник / А.П. Голубев, Н.В. Балюк, И.Б. Смирнова. — Москва : КноРус, 2021. — 475 с. — ISBN 978-5-406-06237-1. — URL:https://book.ru/940935

3.Полякова, Т.Ю., Английский язык в транспортной логистике : учебное пособие / Т.Ю. Полякова, Л.В. Комарова. — Москва : КноРус, 2019. — 240 с. — ISBN 978-5-406-06522-8. — URL:https://book.ru/930531

4. Радовель, В.А., Английский язык для железнодорожных специальностей : учебник / В.А. Радовель. — Москва : КноРус, 2021. — 348 с. — ISBN 978-5-406-08739-8. — URL:https://book.ru/940502

## 3.2.3 Электронные образовательные программы:

**1.Электронный грамматический справочник. Режим доступа: http://studyspace.ru/uchebniki-po-angliyskomu-yazyiku/grammar-for-beginner.-grammatika-angliyskogo-yazyika-dlya-nachinayusc.html.**

**2.Электронный словарь « ABBY Lingvo». Режим доступа: www. lingvo.ru**

**3. Электронный словарь. Режим доступа: http://rambler.ru/dict/**

**3.2.4 Интернет – ресурсы:**

**1. Онлайн курс английского языка. Режим доступа : http://4flaga.ru/**

**2. Информационно-образовательный портал по английскому языку. Режим доступа : http://www.study.ru/**

**3.Портал изучения английского языка. Режим доступа : http://homeenglish.ru/**

**4. Онлайн учебник по грамматике английского языка. Режим доступа : http://www.mystudy.ru**

**Дистанционное обучение осуществляется посредством образовательных платформ:**

**1. ZOOM.RU**

**2. Moodle (сайт СТЖТ, ИОС.) Режим доступа: https://sdo.stgt.site/**

**3.3 Программа обеспечена необходимым комплектом лицензионного программного обеспечения.**

## 4. 1 КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ ОГСЭ.03 ИНОСТРАННЫЙ ЯЗЫК

**(АНГЛИЙСКИЙ ЯЗЫК)**

Контроль и оценка результатов освоения учебной дисциплины осуществляется преподавателем в процессе: проведения практических занятий, тестирования, а также выполнения обучающимися индивидуальных заданий, проектов.

| **Результаты обучения (освоенные умения, усвоенные знания)** | | **Формы и методы контроля и оценки результатов обучения** | **Нумерация тем в соответствии с тематическим планом** |
|---|---|---|---|
| ***Умения, знания*** | ***ОК, ЛР*** | | |
| У.1 общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;<br><br>З.1 лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | ОК 1-7,9<br><br>ЛР 8,11,13,17,18,24 | -фронтальный и индивидуальный опрос во время аудиторных занятий,<br><br>- проверка качества выполнения практических заданий,<br><br>- контроль качества чтения дополнительной литературы,<br><br>-оценка качества сообщений,<br><br>-оценка качества подготовленных презентаций. | Вводно-коррективный курс<br><br>Темы 1.1-3.1 |
| У.2 переводить (со словарем) иностранные тексты профессиональной направленности; | ОК 1-7,9<br><br>ЛР 8,11,13,17,18.24 | -тестирование,<br><br>-проверка качества работы с грамматичес- | Темы 3.1-3.7.,2.12 |

| | | | |
|---|---|---|---|
| З.1 лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | | кими справочниками,<br><br>-оценка качества составления схем и таблиц,<br><br>-контроль работы со словарем,<br><br>-оценка качества выполнения тренировочных лексических и грамматических упражнений,<br><br>-контроль чтения дополнительной литературы,<br><br>- оценка качества сообщений,<br><br>- оценка качества презентаций. | |
| У.3 самостоятельно совершенствовать устную и письменную речь,<br><br>З.1 лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) | ОК 1-7,9<br><br>ЛР 8,11,13,17,18,24 | -фронтальный и индивидуальный опрос во время аудиторных занятий,<br><br>-оценка качества выполнения практических заданий,<br><br>-контроль качества чтения дополнительной литературы,<br><br>- оценка качества | Вводно-коррективный курс |

| | | | |
|---|---|---|---|
| иностранных текстов профессиональной направленности. | | сообщений,<br>- оценка качества презентаций.<br>-тестирование,<br>-проверка качества работы с грамматичес-<br>кими справочниками,<br>- оценка качества составления схем и таблиц, | Темы 2.13.-3.7 |
| У.4 пополнять словарный запас;<br><br>З.1 лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности. | ОК 1-7,9<br><br>ЛК 8,11,13,17,18,24 | -проверка качества работы со словарем<br>- тестирование<br>- -фронтальный и индивидуальный опрос во время аудиторных занятий, | Темы 1.1-3.7 |

| | | | |
|---|---|---|---|
| | | | |

В рамках программы учебной дисциплины реализуется программа воспитания, направленная на формирование следующих личностных результатов (дескриптеров):

| **Результаты воспитательной работы (формирование личностных результатов)** | **Формы и методы оценивания сформированности личностных результатов** | **Нумерация тем в соответствии с тематическим планом** |
|---|---|---|
| ЛР 8. Проявляющий и демонстрирующий уважение к представителям различных этнокультурных, социальных, конфессиональных и иных групп. Сопричастный к сохранению, преумножению и трансляции культурных традиций и ценностей многонационального российского государства. | *наблюдение* | Темы 1.1 – 3.6 |

| | | |
|---|---|---|
| | | |
| Лр 11 Проявляющий уважение к эстетическим ценностям, обладающий основами эстетической культуры. | *наблюдение* | Темы 1.1 – 3.6 |
| ЛР 13. Готовность обучающегося соответствоват ожиданиям работодателей: ответственный сотрудник, дисциплинированный, трудолюбивый нацеленный на достижение поставленных задач эффективно взаимодействующий с членами команды, сотрудничающий с другими людьми проектно мыслящий. | *наблюдение* | Темы 1.1 – 3.6 |
| ЛР 17 Ценностное отношение обучающихся к своему Отечеству, к своей малой и большой Родине, уважительного отношения к ее истории и ответственного отношения к ее современности. | *наблюдение* | Темы 1.1 – 3.6 |
| ЛР 18 Ценностное отношение обучающихся к людям иной национальности, веры, культуры; уважительного отношения к их взглядам. | *наблюдение* | Темы 1.1 – 3.6 |
| ЛР 24. Ценностное отношение обучающихся к культуре, и искусству, к культуре речи и культуре поведения, к красоте и гармонии. | *наблюдение* | Темы 1.1 – 3.6 |

## 5. ПЕРЕЧЕНЬ ИСПОЛЬЗУЕМЫХ МЕТОДОВ ОБУЧЕНИЯ

**5.1 Пассивные:**

- лекции традиционные без применения мультимедийных средств и без раздаточного материала;
- демонстрация учебных фильмов;
- рассказ;
- семинары, преимущественно в виде обсуждения докладов студентов по тем или иным вопросам;
- самостоятельные и контрольные работы;
- тесты;
- чтение и опрос.

*(взаимодействие преподавателя как субъекта с обучающимся как объектом познавательной деятельности).*

**5.2 Активные и интерактивные:**

- работа в группах;
- учебная дискуссия;
- деловые и ролевые игры;
- игровые упражнения;
- творческие задания;
- круглые столы (конференции) с использованием средств мультимедиа;
- решение проблемных задач;
- анализ конкретных ситуаций;
- метод модульного обучения;
- практический эксперимент;
- обучение с использованием компьютерных обучающих программ;

(*взаимодействие преподавателя как субъекта с обучающимся как субъектом познавательной деятельности).*