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Приложение № 8.2.17
к ООП по специальности 13.02.07
Электроснабжение (по отраслям)
(актуализированный ФГОС СПО)

**КОМПЛЕКТ
КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ
УЧЕБНОЙ ДИСЦИПЛИНЫ**

**ОГСЭ. 03 ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ ЯЗЫК)**

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1. Пояснительная записка

Контрольно-измерительные материалы (далее КИМ) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОГСЭ 03 Иностранный язык в профессиональной деятельности (английский язык)

На освоение программы учебной дисциплины ОГСЭ 03 Иностранный язык в профессиональной деятельности (английский язык) отведено

Очная форма обучения

	Всего	II курс		III курс		IV курс	
		III сем.	IV сем.	V сем.	VI сем.	VII сем.	VIII сем.
Диффер. зачет							VIII
Другие формы контроля		III	IV	V	VI	VII	
Максимальная учебная нагрузка (всего)	182	30	44	30	38	16	24
Обязательная аудиторная учебная нагрузка обучающегося	172	30	42	30	38	12	20
Практические занятия	172	30	42	30	38	12	20
Самостоятельная внеаудиторная работа обучающегося	8		2			4	2

Заочная форма обучения

	Всего	I курс	II курс	III курс
Зачеты				
Диффер. зачет				
Дом. контр. работы		I	II	III
Максимальная учебная нагрузка (всего)	182	68	46	68
Обязательная аудиторная учебная нагрузка обучающегося	16	6	4	6
Практические занятия	16	6	4	6
Самостоятельная внеаудиторная работа обучающегося	166	62	42	62

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

КИМ предусматривает следующие виды контроля:

- устный опрос;
- письменные работы;

КИМ предполагают следующие формы контроля:

- собеседование,
- тестирование,
- контрольные работы,
- дифференцированные зачеты.

Итоговой формой аттестации в 3,4,5,6,7 семестрах является письменная контрольная работа. Итоговой формой контроля по завершению изучения дисциплины Иностранный язык в профессиональной деятельности (английский язык), согласно учебному плану, является дифференцированный зачёт в 8-м семестре. Дифференцированный зачёт (далее ДЗ) проводится в форме итоговой контрольной работы.

КИМ разработаны на основании:

- ФГОС СПО по специальности 13.02.07 Электроснабжение (по отраслям) (утв. приказом Министерства образования и науки РФ от 28.02.2018 г. №139).

- рабочей программы по дисциплине Иностранный язык в профессиональной деятельности (английский язык);

- положения о текущем контроле успеваемости и промежуточной аттестации студентов филиала СамГУПС в г. Саратове, обучающихся по ОПОП СПО на основе ФГОС СПО.

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 1. Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам

ОК 2. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности.

ОК 4. Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.

ОК 6. Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе общечеловеческих ценностей.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), результат выполнения заданий.

ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках.

ПК 1.2. Читать и составлять электрические схемы электроснабжения электротехнического и электротехнологического оборудования

ПК 2.2. Выполнять основные виды работ по обслуживанию трансформаторов и преобразователей электрической энергии

ПК 2.5. Разрабатывать и оформлять технологическую и отчетную документацию

П.К 3.1. Планировать и организовывать работу по ремонту оборудования

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	%	
<p><i>Уметь:</i></p> <p>У. 1 Общаться (устно и письменно) на иностранном языке на повседневные темы;</p> <p>У 3 Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</p> <p><i>Знать:</i></p> <p>З. 1 Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем)</p>	<p>- Составляет высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика).</p> <p>- Ведет комбинированный диалог (сочетание разных типов диалогов) на основе тематики учебного общения, в ситуациях официального и неофициального повседневного общения</p> <p>- Заполняет различные виды анкет в форме, принятой в стране/странах изучаемого</p>	Т 1.1 – Т 2. 10	88	50%	<p>П.3: 1.1.3</p> <p>1.1.4</p> <p>П.3: 1.2.2</p> <p>1.2.3</p> <p>П.3: 1.3.2-1.3.4</p> <p>П.3: 2.1.2</p> <p>2.1.3</p> <p>П.3: 2.2.1-2.2.3</p> <p>П.3: 2.3.2</p> <p>2.4.2.1</p> <p>П.3: 2.5.1-</p>

<p>иностранных текстов профессиональной направленности;</p> <p><i>Компетенции:</i></p> <p>ОК 2, ОК 4, ПК 1.2, ПК 2.5</p>	<p>языка.</p> <p>- Владеет необходимым лексическим материалом в рамках определенной тематики</p> <p>- Умеет распознавать, переводить и употреблять в речи изученный грамматический материал</p> <p>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов</p>				<p>2.5.3</p> <p>П.3: 2.5.3.1</p> <p>2.5.3.2</p> <p>П.3: 2.6-2.8</p> <p>П.3: 2.9.1</p> <p>2.10.1</p> <p>2.10.2</p>
<p><i>Уметь:</i></p> <p>У. 2 Общаться (устно и письменно) на иностранном языке на профессиональные темы;</p> <p>У. 3 Самостоятельно</p>	<p>- Составляет высказывания с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика).</p> <p>- Ведет комбинированный</p>				

<p>совершенствовать устную и письменную речь, пополнять словарный запас.</p> <p><i>Знать:</i></p> <p>3. 1 Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;</p> <p><i>Компетенции:</i></p> <p>ОК 2, ОК 4, ПК 3.1</p>	<p>диалог (сочетание разных типов диалогов) на основе тематики учебного общения, в ситуациях официального и неофициального повседневного общения</p> <p>- Заполняет различные виды анкет в форме, принятой в стране/странах изучаемого языка.</p> <p>- Владеет необходимым лексическим материалом в рамках определенной тематики</p> <p>- Умеет распознавать, переводить и употреблять в речи изученный грамматический материал</p> <p>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов</p>	<p>Т 3.1 – Т 3. 3</p>	<p>88</p>	<p>50%</p>	<p>ПЗ: 3.1.1; 3.2.1, 3.2.3 3.3.1, 3.3.2 3.3.1-3.3.4</p>
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<p><i>Уметь:</i></p> <p>У 2 Переводить (со словарем) иностранные тексты профессиональной направленности;</p> <p>У 3 Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.</p> <p><i>Знать:</i></p> <p>З 1 Лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности;</p> <p><i>Компетенции:</i></p> <p>ОК 1, ОК 2, ОК 4, ОК 6, ОК 10, ПК 3.1</p>	<p>- Умеет переводить (со словарем) иностранные тексты профессиональной направленности;</p> <p>- Умеет извлекать необходимую информацию из словарей, справочников, интернет ресурсов</p>	<p>Т 4.1 – 4.3</p>	<p>88</p>	<p>50%</p>	<p>ПЗ: 4.1</p>
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3. Практические задания (ПЗ)

Вводное занятие

Simple Conversation about train journey :

Ramesh : Shohana, When did you arrive at the station?

Shohana : I came here at 5 p.m.

Ramesh : Which train you are waiting for?

Shohana : I am waiting for Pandian Express.

Ramesh : What is the time of departure?

Shohana : 19.40hrs.

Ramesh : Have you reserved?

Shohana : I have reserved two tickets for me and my brother.

Kumaran : We are going to our grandfather's house.

Ramesh : Where does you grandfather reside?

Kumaran : He resides at Thillai Nagar, Trichy.

Words to Know :

Arrive

Waiting

Departure

Reserved

Tickets

Grandfather

Reside

Station

Тема 1.1

Задание 1.1.1

	A[эй - ei]	O[оу - ou]	E[и: - i:]	I[ай - ai]	Y[вай - wai]	U[ю: -ju:]
I тип	[ei] same	[ou] note	[i:] he	[ai] fine	[ai] my	[ju:] cube
II тип	[э] rat	[o] hot	[e] red	[i] bit	[i] myth	[a] run
III тип	[a:] car	[o:] sort	[э:] term	[э:] fir	[э:] Byrd	[э:] fur
IV тип	[эа] care	[о:] store	[iэ] mere	[aiэ] fire	[aiэ] tyre	[juэ] cure

I тип чтения – открытый слог (открытым считается слог, оканчивающийся на гласную, даже если она не произносится)

Обратите внимание на первую строку таблицы. Слова same, note, he, fine, my, cube как и все слова этой категории оканчиваются на немую гласную, а чтение гласных в корне слова совпадает с названием букв согласно алфавиту. Таким образом, слова с немymi гласными на конце, т.е. слова I типа чтения same, note, he, fine, my, cube, будут звучать как «сейм, ноут, хи, файн, май, кьюб»

Закрепим чтение гласных в ударном слоге следующим упражнением:

Note, lone, mice, rice, type, tune, shy, lay, say, he, hay, name, same, nine, nice, game, came, make, Kate, Pete, five, tie, life, eve, me, size, no, cope, smoke, rose, nose, spine, sly, cry, vine, maze, home, tube, made, fume, cube, pace, lace, sky, hale, spine.

II тип чтения – закрытый слог (закрытым считается слог, оканчивающийся на согласную). Это вторая строка по таблице. Обратите внимание на слова rat, hot, red, bit, myth, gun, на конце которых отсутствует немая гласная. Эти слова звучат как «рэт, хот, ред, бит, мисс, ран».

Cap, pen, bed, ten, not, spot, lot, bad, rat, sit, send, test, pit, in, send, spell, tin, less, ban, mad, fat, Sam, land, did, fit, sat, pet, tin, slip, sad, glad, bag, jam, gap, lag, can, kin, Jim, Jack, yes, ink, cup, run, cod, spin, not, doll, hop, hot, bank, rank, spin, up, us, bus, bun, cut, fun, vet, well, but, nut.

III тип чтения – гласная + буква “r”, которая влияет на звучание гласной в корне слова, придавая ей некоторую протяжность. Так слова car, sort, term, fir, Byrd, fur звучат как «ка: со:т, те:м, фё: бе:д, фе: ».

stern, Far, curt, hard, hart, car, card, cart, fork, cork, work, sort, term, first, Byrd, furs, curl, her, curb, turn, girl, sir, burn, turn, word, born, torn, bird, form, serf, herb.

IV тип чтения – гласная + буква “r”+ гласная. Буква “r” в данном случае также не читается; все три гласные в совокупности звучат следующим образом: care, store, mere, tyre, cure – «кэа, сто:, миа, тайа, кьюа».

Fare , here, pure, rare , cure, during, mare, fire, bare, mire, stare ,tire, sere, mere, store, core, more, care.

Задание 1.1.2

Vocabulary. Переведите на русский язык.

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

Время на выполнение : 10 минут

Задание 1.1.3.

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 1.1.4 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.

Duties of Railroad Workers

Railroad workers typically do the following:

- Check the mechanical condition of locomotives and make adjustments when necessary
- Document issues with a train that require further inspection
- Operate locomotive engines within or between stations

Freight trains move billions of tons of goods around the country to ports where they are shipped around the world. Passenger trains transport millions of passengers and commuters to destinations around the country. These railroad workers are essential to keeping freight and passenger trains running properly.

All workers in railroad occupations work together closely. Locomotive engineers travel with conductors and sometimes brake operators. Locomotive engineers and conductors are in constant contact and keep each other informed of any changes in the condition of the train.

Signal and switch operators communicate with both locomotive and rail yard engineers to make sure that trains end up at the correct destination. All occupations are in contact with dispatchers who give them directions on where to go and what to do.

The following are examples of types of railroad workers:

Locomotive engineers drive freight or passenger trains between stations. They drive long-distance trains and commuter trains, but not subway trains. Most locomotive engineers drive diesel-electric engines, although some drive locomotives powered by battery or electricity.

Engineers must be aware of the goods their train is carrying because different types of freight require different types of driving, based on the conditions of the rails. For example, a train carrying hazardous material through a snowstorm is driven differently than a train carrying coal through a mountain region.

Locomotive engineers typically do the following:

- Monitor speed, air pressure, battery use, and other instruments to ensure that the locomotive runs smoothly
- Observe track for obstructions, such as fallen tree branches
- Use a variety of controls, such as throttles and airbrakes, to operate the train
- Communicate with dispatchers over radios to get information about delays or changes in the schedule

Conductors travel on both freight and passenger trains. They coordinate activities of the train crew. On passenger trains, they ensure safety and comfort and make announcements to keep passengers informed. On freight trains they are responsible for overseeing the loading and unloading of cargo.

Conductors typically do the following:

- Check passengers' tickets
- Take payments from passengers who did not buy tickets in advance
- Announce stations and give other announcements as needed
- Help passengers to safety when needed

- Ensure safe and orderly passenger conduct
- Oversee loading and unloading of cargo

Yardmasters do work similar to that of conductors, except that they do not travel on trains. They oversee and coordinate the activities of workers in the rail yard. They tell yard engineers where to move cars to fit the planned configuration or to load freight. Yardmasters ensure that trains are carrying the correct material before leaving the yard. Not all rail yards use yardmasters. In rail yards that do not have yardmasters, a conductor performs the duties of a yardmaster.

Yardmasters typically do the following:

- Review schedules, switching orders, and shipping records of freight trains
- Arrange for defective cars to be removed from a train for repairs
- Switch train traffic to a certain section of the line to allow other inbound and outbound trains to get around
- Break up or put together train cars according to a schedule

Rail yard engineers operate train engines within the rail yard. They move locomotives between tracks to keep the trains organized and on schedule. Some operate small locomotives called dinkeys. Sometimes, rail yard engineers are called *hostlers* and drive locomotives to and from maintenance shops or prepare them for the locomotive engineer. Some use remote locomotive technology to move freight cars within the rail yards.

Railroad brake, signal, or switch operators control equipment that keeps the trains running safely.

Brake operators help couple and uncouple train cars. Some travel with the train as part of the crew.

Signal operators install and maintain the signals along tracks and in the rail yard. Signals are important in preventing accidents because they allow increased communication between trains and dispatchers.

Switch operators control the track switches in rail yards. These switches allow trains to move between tracks and ensure trains are heading in the right direction.

Locomotive firers are sometimes part of a train crew and typically monitor tracks and train instruments. They look for equipment that is dragging, obstacles on the tracks, and other potential safety problems.

Few trains still use firers, because their work has been automated or is now done by a locomotive engineer or conductor.

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

Задание 1.2.2

Выберите из приведенных вариантов модальный глагол, подходящий к данному предложению. Переведите предложение. Если кажется, что подходят оба глагола, выберите наиболее типичный для данной ситуации глагол.

1. **You ... (must / can) go to bed now.**
2. **She ... (may / should) read this book.**
3. **I ... (must / may) go home.**
4. **He ... (can / may) speak English.**
5. **The students ... (must / may) use a calculator at the Maths lessons.**
6. **My mother ... (can / should) cook many delicious dishes.**
7. **My father ... (must / can) drive a car.**
8. **Jack ... (can / must) play the guitar very well.**
9. **You ... (should / must) ask his advice.**
10. **Kate ... (may / can) remember a lot of words.**

Выберите из предложенных вариантов модальный глагол, который нужно поставить вместо многоточия.

1. **I ... (could / am able to / can) sleep for hours when I was a little girl.**
2. **Tom ... (couldn't / can) play tennis well but he ... (could / was able / couldn't) play a game yesterday because he was ill.**
3. **Where are my gloves? — I ... (can't / have to / needn't) put them on because it's cold today.**
4. **You ... (needn't / mustn't / can't) take an umbrella today. The Sun is shining.**
5. **I'm sorry, you didn't invite me to your birthday party. You ... (must / should / need to) invite me next time.**
6. **Well, it's 10 o'clock. I ... (can / has to / must) go now.**
7. **You ... (would / can't / shouldn't) smoke so much.**
8. **We have got plenty of time. We ... (must / needn't / should) hurry.**

Время на выполнение: 10 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 : 15 минут

Тема 1.3

Задание 1.3.1

Vocabulary. Переведите на русский язык.

FROM THE HISTORY OF RAILWAYS

(PART 1)

The early railways were not like the railways we have today. The very first railways used horses for drawing train. They were put into operation for transporting such products as coal, ore and timber. Later on, the horse railways were used for passenger transport in large cities. But these railways did not last long.

One of the first attempts to use the steam engine for hauling passenger and freight trains was made in 1808 by Richard Trevithick, an Englishman, who demonstrated his working model in London. For a shilling the public could travel in a carriage drawn by a steam engine. The speed of this locomotive was 12 mph.

In 1829, George Stephenson, an English inventor and engineer, built a successful steam locomotive which he called the "Rocket". It could draw a small train of loaded cars on the railway and developed an unheard-of speed of 13 mph (21 km/h).

The invention of the steam locomotives made the railway the most important of all means of transportation.

Прочитайте слова:

early, use, horse, draw, such, ore, last, attempt, steam, could, public, engineer, which, unheard, both, construct, freight, power, century, imagine, suitable, however.

Найдите правильный ответ.

1. Railways are of great importance to a country because...

- a) they are very popular among traveling people;
- b) railways depend on the national economy of a country;
- c) the development of a country depends on transportation systems.

2. People could catch Trevithick's locomotive because...

- a) they took great interest in that machine;
- b) the rails on which it ran broke;
- c) the locomotive was very slow.

Время на выполнение : 20 минут

Задание 1.3.2.

Прочитайте хронологические даты:

2nd January, 1838; 25th October, 1970; 31st December, 1980; February 12th , 1915; June 3rd, 1953; March 18th , 1906.

Задание 1.3.3.

- a) Twenty one + four:
- b) Sixty + nineteen:
- c) Ninety two + four:
- d) Forty+ sixteen:

e) Eighty + seven:

f) Fifty + twenty:

g) Fifty + thirteen:

h) Thirty + sixteen:

i) Thirty three + four:

j) Eleven + nine:

k) Seventy + eight:

l) Seventy + fifteen:

Время на выполнение : 10 минут

Задание 1.3.4

Выберите верный вариант глагола и переведите предложения.

1. She looked tired. She ... (planted/was planting/had been planting) flowers all morning.
2. I ... (was playing/played/had played) volleyball when the ball hit my head.
3. His clothes were smudgy because he ... (finished/had finished/was finished) painting the walls.
4. When I was five my parents ... (were buying/bought/had been buying) a piano for me.
5. Kim ... (was dancing/danced/had danced) when her husband opened the door.
6. He ... (cut/was cutting/had been cutting) the grass for an hour when suddenly the lawnmower broke down.
7. First I ... (had taken off/took off/was taking off) my coat, then I went to the bathroom.
8. She forgot everything she ... (had studied/was studying/studied) at a driving school.

Время на выполнение : 5 минут

Тема 2.1

Задание 2.1.1

Different types of transport

There are a range of different types of transport available to us; the type we choose to use will depend on the purpose for travelling, length of the journey and anyone you may be travelling with. Increasingly cost is becoming a deciding factor in the types of transport we use, especially due to the increase in fuel costs we all wish to avoid.

Car

The most popular type of transport, most people use cars daily for short and long journeys. Cars have many advantages such as their ease of use and convenience, getting you exactly where you

want to be without additional buses, trains or walking needed to get to your final destination. To save money you can carpool with friends or work colleagues when possible.

Bicycles

Numbers of cyclists are fast increasing as it is a cheap and environmentally friendly method of transport. There are now incentive schemes which businesses can run, making bikes cheaper for their employees who are going to use them to travel to work. The main disadvantage is being exposed to the elements on wet days!

Buses

Buses are available in all cities, towns and most villages. They are ideal for those short journeys from one part of a town to another. Short journeys may take longer than expected on a bus due to the frequent stops and routes which cover a lot of the area to accommodate everyone. Buses are however a cheap method of transport, if you use the buses a lot there are a range of travel cards, passes and long term tickets to help you save more money!

Trains

Rail transport is used for both goods and people and is a popular method of public transport. Many towns have a train station but there are still a lot more than don't which would make travelling by train difficult to get to some destinations and will require further transportation by bus, car or taxi. Shopping around and buying your tickets in advance will help you save money which may make travelling by train more affordable than a car or even bus.

Aeroplanes

Domestic travel by air in the UK, thanks to low cost airlines is becoming increasingly popular with many, especially for business trips with lots of advantages making it a relatively simple type of transport to use. Aeroplanes can travel from one city to another in a matter of hours, much faster than bus, car or even train. The main problem many have is the location of the airports and needing to use an additional method of transport to get to and from the airport and your final destination.

Boats

Travelling by sea is usually by ferry or cruise ship. Ferries are often used for short sea crossings to the continent or many of the islands around mainland Britain such as the Isle of Man. You can take your vehicle with you to use when you reach your destination which can make this a more convenient option compared to a plane or train.

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 : 10 минут

Задание 2.1.2

Переведите на английский язык.

1. Зима. 2. Была зима. 3. В прошлом году была холодная зима. 4. Холодно. 5. Было очень холодно. 6. Пять часов. 7. Сейчас пять часов. 8. В феврале часто идет снег (to snow- глагол).
9. Был теплый весенний день. 10. В гостиной тепло. 11. Чудесный день. 12. Завтра будет холодно.

Задание 2.1.3.

Вставьте is или are.

1. There _____ two cups of tea on the table.
2. There _____ some milk in the cup.
3. There _____ an orange in the salad.
4. There _____ six balls in the box.
5. There _____ some cheese on the plate.
6. There _____ a blue chair at the door.
7. There _____ five chicks and a hen on the farm.
8. There _____ a table and nine desks in the classroom.
9. There _____ a big window to the left of the door.
10. There _____ three rooms in our country house.
11. _____ there three cups on the coffee-table?
12. _____ there a carpet on the floor?
13. There _____ no cats in the sitting room.
14. There _____ a cat on the table.
15. There _____ 3 dogs in the box
16. There _____ 4 hens in the house.
17. There _____ a pot on the table.
18. _____ there a bathroom near the kitchen?
19. _____ there four rooms in the house?
20. _____ there a kitchen under your bedroom?

Тема 2.2

The **history of rail transport in Great Britain to 1830** covers the period up to the opening of the Liverpool and Manchester Railway, the world's first intercity passenger railway operated solely by steam locomotives. The earliest form of railways, horse-drawn wagonways, originated in Germany in the 16th century. Soon wagonways were also built in Britain. However, the first use of steam locomotives was in Britain. The invention of wrought iron rails, together with Richard Trevithick's pioneering steam locomotive meant that Britain had the first modern railways in the world.

The first steam railway locomotive was introduced by Richard Trevithick in 1804.^[12] He was the first engineer to build a successful high-pressure stationary steam engine, in 1799. He followed this with a road going steam carriage in 1801. Although that experiment ended in failure, in 1802 the Coalbrookdale Company built a locomotive for him^[13], but little is known about it, including whether or not it actually ran. In 1804, he built a successful unnamed rail going steam locomotive for the narrow gauge Merthyr Tramroad in South Wales (sometimes - but incorrectly - called the "Penydarren Tramroad"). The Penydarren locomotive used a high-pressure cylinder without a condenser, the exhaust steam being used to assist the draught via the firebox, increasing efficiency even more. These fundamental improvements in steam engine designs by Trevithick did not change for the whole of the steam era. Amid great interest from the public, on 21 February 1804 it successfully carried 10 tons of iron, 5 wagons and 70 men a distance of 9.75 miles (15.69 km) from Penydarren to Abercynon in 4 hours and 5 minutes, an average speed of nearly 5 mph (8.0 km/h). This locomotive proved that steam traction was a viable proposition, although the use of the locomotive was quickly abandoned as it was too heavy for the primitive plateway track. A second locomotive, built for the Wylam colliery, also broke the track.

Задание 2.2.1

Vocabulary. Переведите на русский язык.

aerobics bird-watching camping cooking cycling dancing dressmaking fishing gardening jogging knitting photography playing cards playing chess playing the piano pottery	Have spare / free / leisure time Have a good / nice time doing Spend time doing something Like Love doing / to do Be fond of Be interested in Be mad about / on Be crazy about Be keen on Concentrate on something / doing Be involved in Be popular with Go in for Give up Join clubs / join in / participate / take part in
--	---

- 20 A didn't phone B Phoned C did phone
 We ___ a nice time at seaside last summer.
- 21 A had B did have C haved
 My dad ___ when he was little.
- 22 A didn't smoked B not smoked C didn't smoke
 ___ any museums when you were in England?
- 23 A Visited you B Did you visited C Did you visit
 Rosa was sleeping when somebody ___ on the door.
- 24 A did knock B Knocked C did knocked
 My mother was very tired, so she ___ to bed early last night.
- 25 A went B Go C did go
 He never ___ long distances when he was a child.
- A runned B Ran C didn't run

Время на выполнение : 15 минут

Задание 2.2.3

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 2.3

The US rail network, with an operating route length over 250,000km, is the biggest in the world. Freight lines constitute about 80% of the country's total rail network, while the total passenger network spans about 35,000km.

The US freight rail network consists of 538 railroads (seven Class I railroads, 21 regional railroads, and 510 local railroads) operated by private organisations. Union Pacific Railroad and BNSF Railway are among the largest freight railroad networks in the world. The national passenger rail

network Amtrak comprises of more than 30 train routes connecting 500 destinations across 46 American states.

A plan is in place to build a 27,000km national high speed rail system in four phases by 2030. Construction of the California high-speed rail, the country's first high-speed rail project, was well underway by the beginning of 2014. Three more high-speed projects including the Midwest high-speed rail line connecting Chicago with Indianapolis or St. Louis, Texas high-speed rail, and the Northeast High-Speed Corridor are under development.

Задание 2.3.1

Vocabulary. Переведи на русский язык.

<p><u>Newspapers:</u> Daily / weekly / monthly To come out / be published Tabloids / broadsheets / the popular press / the quality press Circulation Home news Foreign / international news Business news Sports news Features Radio and TV programmes Weather forecast Review Editor / reporter / journalists / critics / freelance To report To inform To provide with To intrude on To print To react to To have an interview with To give an interview to To draw one's attention To happen To tell about</p>	<p><u>Television:</u> Soap opera Quiz show Chat show / talk show Documentary A series Current affairs The news To take part in performances Channels / stations / cable TV On the screen What's on TV? What time's the film on?</p>
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Время на выполнение 10 минут

Задание 2.3.2

Выберите из скобок подходящий предлог.

1. Does she come ... (at/in/to) school ... (on/by/in) bus? (Она приезжает в школу на автобусе?)
2. My office is ... (near/near to/near with) the stadium. (Мой офис находится рядом со стадионом.)

3. Kevin often goes abroad ... (in/on/for) business. (Кевин часто ездит за границу в командировку.)
4. All the notices in the streets were ... (on/by/in) French. (Все вывески на улицах были на французском.)
5. What's interesting ... (on/in/at) TV ... (on/at/in) the moment? (Что интересного по ТВ в данный момент?)
6. Sorry. I took your bag ... (on/for/by) mistake. (Извини. Я взяла по ошибке твою сумку.)
7. Shall we go ... (for/on/to) a walk? (Мы пойдем на прогулку?)
8. Kira is happy, she is ... (on/in/with) love. (Кира счастлива, она влюблена.)
9. We are waiting ... (for/at/by) the rain to stop. (Мы ждем, когда остановится дождь.)
10. Is Sophie good ... (in/on/at) roller-skating? (Софи хорошо катается на роликах?)

11. She has been in Africa ... February. (Она находится в Африке с февраля.)
12. Dan has had his design studio ... several years. (Дэн имеет свою дизайн-студию в течение нескольких лет.)
13. The fishing season is to start ... a couple of weeks. (Рыболовный сезон начнется через пару недель.)
14. The kids worked on a farm ... their summer holidays. (Дети работали на ферме во время летних каникул.)
15. My car will be ready ... 3 days. (Моя машина будет готова через 3 дня.)

Время на выполнение : 15 минут

Тема 2.4

Задание 2.4.1

ПРОЧИТАЙТЕ И ПЕРЕВЕДИТЕ ТЕКСТ

THE FIRST RUSSIAN RAILWAY

People always need fast and reliable means of transport. The first railroad was laid between St. Petersburg and Tsarskoye Selo (now Pushkin) in 1837. Pavel Petrovych Melnikov and Nikolay Osipovych Kraft were the graduates of the first Institute of Railway Transport Engineers. They visited America and used the experience gained by American railway engineers. P. P. Melnikov and H.O.Kraft designed the St. Petersburg-Moscow railroad. That double-track line was put into operation in August 1851. That line became the largest technical construction of the 19th century. It was the longest railway of that time. 272 artificial structures (искусственное сооружение) were built on this railroad – 184 bridges and 19 flyovers (путепроводы). Railway construction lasted for 9 years. The movement on the railway was provided by steam traction. Steam engines were used for passenger transport. Steam was the main tractive power. At the end of the 19th century the railway network in Russia was about 700 km.

CHEREPANOV'S STEAM LOCOMOTIVE

Cherepanovs, father and son, who were talented mechanics at the beginning of the 19th century, invented the first steam locomotive. This locomotive was used as a tractive power on the first Russian railway built in Nizhni Tagil. Their invention played a very important role in the construction and development of the railway transport in Russia. The steam locomotive was 2,6 m

long. 3,5 Tons of freight were transported by this locomotive moving at a speed of 1,6 km per hour. The total length of the railroad in Nizhni Tagil was 854 m. After testing this locomotive on the track good results were received. In 1835 the second locomotive was built. It was more powerful than the first one. The locomotive controlled by one railwayman made a first run of 1 km. The first Russian steam locomotive stands now as a monument in front of the building of the Historic Museum in Nizhni Tagil near Sverdlovsk.

RUSSIAN INVENTOR POLSUNOV AND HIS STEAM ENGINE

Great changes took place in the development of Russian industry in the 18th century, new powerful engine being one of them.

In 1745 seventeen years old Ivan Polsunov, a highly trained foreman worked in the Altai Mountains at the Kolyvano-Voskresensk works. In 1763 he made a project of a stationary steam engine. He was a talented mechanic and did research work for the improvement of people's labour. That steam engine was constructed in 1766. It was used in the first Russian steam locomotive built by the Cherepanovs, father and son, at the beginning of the 19th century. That steam locomotive was operated by railways for transportation of freight. Horse power was replaced by the new motive power - steam traction. Using steam locomotives was very important for the development of Russian railway network and economic development of the country.

Время на выполнение : 25 минут

Задание 2.4.2

1. Breakfast was cooked by our mother.
2. The new rule was explained to us at the English lesson.
3. The story was written by Chekhov.
4. This sports centre was visited by lots of people.
5. This sports game is often played at P.E. lessons.
6. The ball was thrown over the fence.
7. The boxer was knocked down.
8. I was born in Moscow.
9. They will be trained by a famous coach.
10. I will be sent to the competition.

Задание 2.4.2.1

The news programme (*is watched / watched*) by millions of people every day.

The Mona Liza (*Painted / was painted*) by Leonardo da Vinci.

The new cinema (*be built / will be built*) next year.

New pop groups (*are much spoken / is much spoken*) about among teenagers.

Alexander Pushkin's first poem (*was written / written*) when he was fourteen.

The letters (*be sent / will be sent*) by post tomorrow.

The translation (*was finished / were finished*) two hours ago.

London (*visited / is visited*) by hundreds of tourists every year.

The dinner (*be / will be*) ready in an hour (через час).

The book (*wrote/was written*) by Hardy.

The house (*bought/was bought*) by pop star.

Local police (*have been arrested/have arrested*) the bank robber.

I (*arrived/was arrived*) last Friday.

The room (*will clean/will be cleaned*) later.

Tom (*has lost/has been lost*) his key.

Тема 2.5

Задание 2.5.1

Modern techniques for railway vehicle on-board health monitoring systems

Health monitoring systems with low-cost sensor networks and smart algorithms are always needed in both passenger trains and heavy haul trains due to the increasing need for reliability and safety in the railway industry. This paper focuses on an overview of existing approaches applied for railway vehicle on-board health monitoring systems. The approaches applied in the data measurement systems and the data analysis systems in railway on-board health monitoring systems are presented in this paper, including methodologies, theories and applications. The pros and cons of the various approaches are analysed to determine appropriate benchmarks for an effective and efficient railway vehicle on-board health monitoring system. According to this review, inertial sensors are the most popular due to their advantages of low cost, robustness and low power consumption. Linearisation methods are required for the model-based methods which would inevitably introduce error to the estimation results, and it is time-consuming to include all possible conditions in the pre-built database required for signal-based methods. Based on this review, future development trends in the design of new low-cost health monitoring systems for railway vehicles are discussed.

Задание 2.5.1

Vocabulary. Переведите на русский язык.

Виды населенных пунктов	Географические точки
area —	cape —
capital —	cliff —
city —	glacier —
country —	hill —
district —	mountain —
region —	mountain range / mountain chain —

state — town — village —	pass — peak — plain — plateau — summit — valley — volcano —
Виды местности desert — equator — forest — highlands — jungle — lowlands — oasis — swamp — tropics — tundra —	Водоемы canal — lake — ocean — ocean current — pool / pond — river — sea — spring — stream —
Побережье, берега bay — beach — coast — continent — estuary — gulf — island — peninsula —	Прочее atlas — climate — hemisphere — latitude — longitude — map — temperature —

Время на выполнение 10 минут

Задание 2.5.2

- 1 Your pupils didn't know ... about the competition. – Твои ученики ничего не знали о конкурсе.
- 2 Was there ... in the club? – В клубе кто-нибудь был?
- 3 Did she put ... into her bag? – Она убирала что-нибудь в свою сумку?
- 4 There was ... in our garage last night. – Прошлой ночью в нашем гараже кто-то был.
- 5 Has John seen ... else there? – Джон еще кого-нибудь там видел?
- 6 Elisabeth has no English magazines. She needs to read ... in English. – У Элизабет нет английских журналов. Ей нужно почитать что-нибудь на английском языке.
- 7 John didn't tell them ... about his parents and their problems. – Джон ничего им не рассказал о своих родителях и их проблемах.

8 They saw that Robert took ... bag and ran away. – Они увидели, что Роберт взял чью-то сумку и убежал.

9 Jane never eats ... in the evening. – Джейн никогда ничего не ест вечером.

10 ... is going to visit your wife in the afternoon. – Кто-то собирается нанести твоей жене визит во второй половине дня.

11 Sarah never goes by train – Сара никогда никуда не ездит на поезде.

12 Jack told us he was going to swim ... in the evening. – Джек сказал нам, что он собирается где-то поплавать вечером.

Время на выполнение 10 минут

Задание 2.5.3.1

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.

2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly.

Задание 2.5.3.2

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

Тема 2.6

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?

Задание 2.6.1

Выполните упражнение употребив глаголы в будущем времени

1. ... I help you with the washing up?
2. ... you give me a lift to the office?
3. The ship ... leave the island next week.
4. He ... go by car as usual.
5. Where ... I hide if he comes?
6. You are so rude. I ... talk to you ever again.
7. ... you arrive on time?
8. I'm too busy tomorrow. Sorry but we ... see each other.
9. Good-bye, John. I ... phone you on Monday.
10. Steve has got a backache. He ... go horse-riding today.

Время на выполнение 5 минут

Задание 2.6.2

Выполните упражнение обращая внимание на множественное число существительных

1. Sara is feeding ... (goose) in the garden.
2. ... (fish) live in water.
3. The ... (thief) broke the windows in the bank.
4. I have 60 ... (sheep) in my flock.
5. You should clean your ... (tooth) after meals.
6. My ... (child) hate cabbage soup.
7. My favourite fairy-tale is about ... (elf).
8. My ... (foot) always hurt after jogging in the park.
9. Those ... (person) are waiting for the manager.
10. Where are the ... (knife)?
11. Our ... (sportsman) are the best!
12. How many ... (woman) work in your office?
13. It's autumn, the ... (leaf) are falling down.
14. Let's cut this orange into ... (half).
15. We could hear ... (deer) wandering in the forest.
16. There are ... (mouse) in the kitchen.

17. Alice and I are wearing similar ... (dress) today.

18. I need ... (strawberry) for the cake.

Время на выполнение 5 минут

Тема 2.7.

Задание 2.7.1

Railway ecology

Over the past two decades, the effects of roads on wildlife have been extensively studied. Theoretically, railways cause similar effects as well, yet ecologists do not understand the magnitude of these effects. Despite the field of road ecology rapidly expanding and the large footprint created by railways, there is a prominent lack of research related to railways and their effects on wildlife. To emphasize gaps between road and railway wildlife studies, we performed a thorough systematic review of twelve peer-reviewed journals in which ecologists and conservation biologists commonly publish. We found a clear underrepresentation of railway studies despite the potential negative ecological effects associated with this important anthropogenic feature. We found 259 road-wildlife articles and only 17 railway-wildlife articles in the journals we assessed with the majority of road studies focused in North America and the majority of railway studies in Europe. Although road-wildlife studies have increased through time, railway-wildlife studies have remained stagnant. In our opinion, the development of research pertaining to 'Railway Ecology' is long overdue.

Время на выполнение : 10 минут

Задание 2.7.2

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 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

Время на выполнение : 15 минут

Тема 2.8.

Current Demand for Electronic Equipment for Railway Vehicles and Fuji Electric's Response

Items in demand among power electronics equipment for railway vehicles include technologies that fa- UMEZAWA Kotaro † Power Electronic Devices for Railway Vehicles As effects on the global environment are becoming a problem, the world is focusing on railway vehicles for their better energy efficiency so they can be a means of transport that is environmentally friendly, high capacity, fast, safe, and economical. Fuji Electric has anticipated market needs related to energy efficiency and the environment and used the latest power electronics technology to provide environmentally-friendly electric equipment with increased consideration for the user comfort for railway vehicles such as vehicle propulsion (driving) system for Shinkansen etc., auxiliary power supply and door system in the Japanese and world markets. In addition, we are proactively

expanding into markets around the world such as North America and Asia, as well as working to support international standards and localized production. facilitate energy-savings and harmonization with the environment as well as provide the needed levels of safety and reliability demanded from public transportation systems. In addition to these demands, the market is requiring a diversity of enhancements in economic efficiency, speed, size and weight savings, maintainability, and ride quality and comfort. Fuji Electric has been dedicated to the development of next-generation technologies such as a vehicle propulsion (driving) system for the Shinkansen etc., auxiliary power supply and door system (see Fig. 1). In particular, our door system has been highly evaluated both in the Japanese and overseas markets as a highly safe product with a highly reliable performance record that conforms to international standards.

Задание 2.8.1

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
-------------	--------

Время на выполнение : 10 минут

Задание 2.8.2

Закончите предложения, употребляя сложное дополнение.

E.g. "Bring me a book," said my brother to me.

My brother **wanted me to bring** 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...

Тема 2.9.

Britain's railway system is one of the safest and most intensively used rail networks in the world. Our good safety performance has been achieved by highly competent people, by close co-operation between teams and companies, the adoption of advanced health and safety management systems, and the effective application of technology.

This performance is commendable. We have accomplished it at the same time as record numbers of passengers and freight customers are using the rail system, and an increasing number of major investment programmes are being implemented.

However the rate of safety improvement has slowed over the past few years. We know there are increasing challenges ahead. Growth in passenger numbers and freight volumes are expected to continue, and there are increasing expectations to demonstrate value for money. At the same time, our awareness of the importance of managing the health and wellbeing of all rail colleagues is growing.

The rail health and safety strategy – Leading Health and Safety on Britain's railway - has been developed by leaders of the rail industry to provide a framework for the collaborative improvement of health and safety performance on the railway. This strategy is owned by the Rail Delivery Group.

Cross-industry groups and committees act as focus groups for our research, products and services and enable the industry to act on intelligence, and coordinate industry-wide activities to manage the 12 key risks identified in the strategy. This involves a new Collaboration Framework.

The System Safety Risk Group (SSRG) promotes industry collaboration on safety issues aligned to the risk areas in Leading Health and Safety on Britain's railway. The Health and Wellbeing Policy Group (HWPG) promotes industry collaboration on health and wellbeing issues. The diagram below shows these relationships. You can click on the image to open a PDF of the diagram which has hyperlinks to the Risk Groups we manage. You can find out more about these Risk Groups on our [Groups and Committees page](#).

Задание 2.9.1

Употребите глаголы, данные в скобках, так, чтобы предложения выражали реальное условие.

1. If I (*see*) John, I'll tell him your news. 2. He (*be*) very pleased if it (*be*) really true. 3. If you (*go*) to town on Monday, you (*meet*) my brother Tom. 4. If you (*need*) help, my father (*help*) you. 5. We (*have*) a picnic lunch if the day (*be*) fine. 6. If you (*ask*) a policeman, he (*tell*) you the way. 7. I (*finish*) the job tomorrow if I (*can*). 8. I (*not/take*) an umbrella if (*not/rain*). 9. If they (*catch*) the bus now, they (*arrive*) at half past nine. 10. He (*find*) the answers if he (*look*) in the keys. 11. If he (*write*) to her, she (*answer*) at once. 12. He (*lose*) weight if he (*stop*) eating too much. 13. If she (*be*) patient, I (*try*) to explain. 14. If we (*leave*) at once, we (*catch*) the early train. 15. If she (*drink*) this medicine, she (*feel*) much better.

Раскройте скобки таким образом, чтобы предложения выражали: а) реальное условие; б) нереальное условие.

1. If I (*know*), I (*tell*) you. 2. If she (*want*) to talk, she (*ring up*). 3. If he (*have*) enough money, he (*buy*) a large house. 4. She (*feel*) lonely if Peter (*go*) away. 5. We (*be*) pleased to see you if you (*arrive*). 6. If we (*can*) come on Sunday, we (*come*). 7. I (*understand*) Mr Smith if he (*speak*) slowly. 8. We (*not/go*) by ship unless there (*be*) no other way.

Время на выполнение : 10 минут

Тема 2.10

Measures of Length & Areas - Меры длины и площади

Англ.	Рус.	Сокр.			
inch	дюйм	1 in	=	2,54	cm
foot	фут	1 ft	=	12 in	= 30,5 cm
fathom	фатом	1 f, fm	=	6 ft	= 182 cm
yard	ярд	1 yard	=	36 in	= 3 ft = 91 cm
furlong	фарлонг	1 fur	=	220 yards	= 201,168 m
statute mile	миля сухопутная	1 mile	=	1760 yards	= 1609 m
nautical mile	миля морская	1 m	=	6080 ft	= 1853 m

centimetre	сантиметр	1 cm = 0,39 in
metre	метр	1 m = 39,4 in = 3,28 ft = 1,09 yard = 100 cm
kilometre	километр	1 km = 1094 yards = 0,6 mile = 1000 cm

Measures of Weight - Меры веса

Англ.	Рус.	Сокр.
ounce	унция	1 oz = 28,35 g
pound	фунт	1 lb = 16 oz = 454 g
stone	стоун	1 stone = 14 lb = 6,34 kg
gram	грамм	1 g = 0,035 oz
kilogram	килограмм	1 kg = 2,2 lb = 1000 g
ton	тонна	1 ton = 2204,6 lb = 1000 kg

Measures of Capacity, Liquid - Меры емкости жидких тел

Англ.	Рус.	Сокр.
pint	пинта	1 pt = 0,568 l
quart	кварта	1 q = 2 pt = 1,136 l
gallon	галлон	1 gal = 8 pint = 4,54 l
bushel	бушель	2 bushel = 36,3 l
litre	литр	1 l = 1,76 pint = 0,22 gal

Thermometer Scale - Шкала температур

Fahrenheit to Centigrade (Celsius)

$$C^{\circ} = 5/9 (F^{\circ} - 32)$$

Centigrade (Celsius) to Fahrenheit

$$F^{\circ} = 9/5 (C^{\circ} + 32)$$

Задание 2.10.1.

The **metric system** is an internationally recognised decimalised system of measurement. It is in widespread use, and where it is adopted, it is the only or most common system of weights and measures (see metrication). It is now known as the International System of Units (SI). It is used to measure everyday things such as the mass of a sack of flour, the height of a person, the speed of a car, and the volume of fuel in its tank. It is also used in science, industry and trade.

In its modern form, it consists of a set of base units including *metre* for length, *kilogram* for mass, *second* for time and *ampere* for electrical current, and a few others, which together with their derived units, can measure any physical quantity. *Metric system* may also refer to other systems of related base and derived units defined before the middle of the 20th century, some of which are still in limited use today.

The metric system was designed to have properties that make it easy to use and widely applicable, including units based on the natural world, decimal ratios, prefixes for multiples and sub-multiples, and a structure of base and derived units. It is also a coherent system, which means that its units do not introduce conversion factors not already present in equations relating quantities. It has a property called *rationalisation* that eliminates certain constants of proportionality in equations of physics.

Задание 2.10.2

Vocabulary. Переведите на русский язык.

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

Время на выполнение : 10 минут

Тема 3.1

A substance is a form of matter that has a uniform composition. Example-pure solids, liquids and gases etc.

Material is a substance that has been modified to get desirable properties. For example, we use carbazole as a substance to make substituted carbazoles used as OLED materials.

A material can also be a substance referred to for a particular physical property. For example, resistivity of a material, thermal expansion of a material, corrosion of a material etc.

A material can also be called as a substance that constitutes a thing. For example: wood is a substance made up of cellulose and lignin. But we also say that wood is the material used in making furniture. Thus furniture constitutes wood.

Summing up, **the term “material” is used in physics and industrial purposes to compare the properties of different constituents used to manufacture a desired compound.**

Задание 3.1.1

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 3.2.1

Прочитай и выполни задание к тексту

Explanations

Study this diagram. It shows how a Maglev train is supported without physical contact with the track. Can you explain how this works?

Can you think of any of the steps in between?

Explanations consist of a series of steps. Some steps in an explanation have cause and effect links; others have time links. Here are some of the steps which explain how the train is lifted. What kinds of links are there between the stages?

- 1 Current flows through the magnet coil.
- 2 The current creates a magnetic field round the poles.
- 3 The field induces a current in the track.
- 4 The track becomes magnetized.
- 5 The two magnets attract each other.
- 6 The train is lifted.

Задание 3.2.2

Try to complete the blanks in this set of steps which form an explanation of the propulsion system.

- 1 Current _____ through the motor coils.
- 2 The current creates _____ fields in the motor.
- 3 The fields - _____ currents in the track.
- 4 The track becomes _____
- 5 The current through the linear motor _____.
- 6 The magnetic _____ in the motors shift.
- 7 There is _____ and repulsion between the new motor fields and the track fields.
- 8 The motor pulls the train along the _____ to line up the fields.
- 9 The _____ through the coils changes and the process is repeated.

Время на выполнение : 25 м

Тема 3.3

Задание 3.3.1

Electrical Measuring Units and Instruments

Any instrument which measures electrical values is called a meter. An ammeter measures the current in amperes. The unit is named after Andre Marie Ampere, a French scientist. A voltmeter measures the voltage and the potential difference in volts. The volt is named after Alessandro Volta, an Italian scientist.

The current in a conductor is determined by two things, the voltage across the conductor. The unit by which resistance is measured is called the *ohm*. The resistance in practice is measured with the ohmmeter, a wattmeter measures electrical power in watts. Very delicate ammeters are often used for measuring very small currents. Whenever an ammeter or voltmeter is connected to a circuit to measure electric current or potential difference the ammeter must be connected in series and the voltmeter in parallel.

Задание 3.3.1

Answer the questions

1. What does an ammeter measure?
2. Was Andre m. ampere a French or Italian scientist?
3. How is the current in a conductor determined?
4. What is the unit called by which resistance is measured?
5. Does a wattmeter measure electrical power?
6. How does an ammeter measure electric current?

Задание 3.3.2

Найдите в тексте английские эквиваленты.

1. Называется счетчиком
2. Назван в честь...
3. Ток в проводнике
4. Сопротивление проводника
5. Электрическая мощность
6. Очень чувствительные
7. Часто используются
8. Измерять электрический ток
9. Потенциальная разница
10. Должен быть соединен

Время выполнения 20 минут.

Задание 3.3.3

Переведите текст

A transformer cannot be called a machine for it has no moving parts. We know the transformer to be an apparatus designed for changing voltages and currents by means of magnetic induction.

A two-winding transformer is consist of two coils so arranged that the magnetic lines of force of one coil pass through the other. Transformers is generally used only with alternating current. The alternating current in one coil induces an e.m.f. in the other one because of the alternations in the value of the current in the first coil.

In order to strengthen the magnetic field passing through the coils of a transformer, a closed core of iron is generally used. The iron provides a good path for the magnetic lines of force and nearly all the lines of force from one coil pass through the other. An ideal transformer has no load losses. It means that all the lines of force of one coil pass through the other, and vice versa. However, the ordinary transformer is supposed to have no load losses.

The coil on which the current is impressed on the input side of the transformer is called the primary, while the one from which the induced current is obtained on the output side is called the secondary. In case the secondary has more turns than the primary, the output voltage is larger than the input voltage and the transformer is called a step – up when transformer.

The secondary has fewer turns than the primary the transformer is called a step-down transformer.

If the same number of magnetic lines of force pass through two-coils, the ration of the e.m.f. induced in the two coils is proportional to the ratio of the number of turns in the two coils. In the transformer this means that the e.m.f. in the secondary is to e.m.f. in the primary as the number of turns in the secondary is to the number of turns the primary.

Время выполнения 20 минут.

Задание 3.3.4 Составьте 10 вопросов по тексту

Время выполнения 10 минут.

Тема 4.

- 1. Структура резюме или CV на английском языке
 - 1.1 Personal information (личная информация)
 - 1.2 Objective (цель)
 - 1.3 Education (образование)
 - 1.4 Qualifications (дополнительная квалификация)

- 1.5 Work experience (опыт работы)
- 1.6 Personal qualities (личные качества)
- 1.7 Special skills (специальные навыки)
- 1.8 Awards (награды)
- 1.9 Research experience (научная деятельность)
- 1.10 Publications (публикации)
- 1.11 Memberships (членство в организациях)
- 1.12 References (рекомендации)

Personal information

Address: 201 Lenina Street, apt. 25, Moscow, 215315, Russia

Telephone: home: +7-XXX-XXX-XXXX

mobile: +7-XXX-XXX-XXXX

Email: your.name@gmail.com

Date of birth: 25th July 1985

Nationality: Russian

Marital status: single

Objective I am seeking a position with a company where I can use my ability to analyze data sets and prepare financial forecasts.

Education Lomonosov Moscow State University, department of Economics, Master's degree in Marketing (2001–2006).

Qualifications Marketing

Specialist courses in Moscow Marketing College, started in 2014 up to present

Work experience Company Name 1, 2012–present Moscow, Russia Financial analyst

- Preparing business plans
- Planning investment activities and budget
- Analyzing data sets collected through all the departments
- Preparing financial forecasts
- Preparing reports for the board of management Company Name 2, 2007–2011 Krasnodar, Russia Assistant manager
- Providing main office with office supplies
- Analyzing large data sets collected through all the departments
- Preparing financial forecasts

- Preparing reports for the board of management Personal qualities
- Articulate
- Broad-minded
- Dependable
- Determined
- Initiative
- Versatile Special skills
- Native Russian
- Fluent English
- Working knowledge of German (Basic knowledge)
- Driving License (Category B)
- Computer literacy (Microsoft Office, Outlook Express, 1C: Enterprise)
- Hobbies: foreign languages, chess References Petr Petrov, BBB Solutions,
+7-495 -XXX-XXXX, name@gmail.com

Задание 4.1

Vocabulary. Переведи на русский язык.

1. as well as 2. enable 3. need 4. subject to 5. stage 6. obvious 7. appearance 8. maintain 9. extensively 10. finish(es) 11. on the one hand; on the other hand 12. particular particularly 13. regard	14. layout 15. face 16. manual 17. level 18. call for 19. prefabricated parts (units) 20. erect 21. considerable 22. too 23. cope 24. flow 25. terminal 26. in this respect 27. remarkable 28. just 29. describe description
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Время на выполнение : 10 минут

Tema 4.2

Bio Example For Inspiration

The length of your bios may vary depending on the situation. If you're writing a bio for a company website, for example, you may have strict guidelines for word count. The steps above serve as a useful guide to help organize your thoughts for a helpful, informative bio. Remember to follow any instruction provided by your employer or job application.

Here is an example of a longer-form third-person bio for a professional situation:

“John Sullivan is a Human Resources specialist with a decade of successful experience in hiring and employee management. John specializes in Human Resource technologies and regularly attends national training sessions to showcase new HR tech trends, such as self-service, wellness apps, and people analytics tools. A strong believer in the power of positive thinking in the workplace, John regularly develops internal wellness campaigns to assist employees with effective mental health techniques. John enjoys a good Netflix binge but can also be found on long bike rides on hilly country roads.”

You may find it helpful to write multiple versions of your bio for both professional and personal purposes. Ask trusted friends and colleagues to review your bio for tips on improving your spelling, grammar or included information.

Tema 4.3

Job change and career transition is an almost inevitable result of today's ever-changing organisational structures and relentless business dynamism. It can, of course, also be initiated by personal factors such as developing new aspirations or pre-determined career termination.

Career change can often take a very considerable amount of time and work, and can involve much frustration and disappointment along the way. It can often feel like the job search is a full time job in itself. It is therefore absolutely essential to make you and your job applications stand out from competitors from the very start of your application process.

For those facing the prospect of a job change this half day training course on CV Writing and Interview Skills from Civil Service College, which is delivered in conjunction with London executive search consultants and career transition consultants **Marylebone Executive Search**, addresses the two acknowledged essential skills in submitting a successful job application: The submission of an attractive, striking and relevant CV and covering letter (or proforma) that stands out from other applicants, and a crisp, focussed, confident and utterly convincing performance at interview. CV Writing & Interview Skills is a brand-new course to feature in our **Professional Development Skills** series, and is already proving to be incredibly popular. At Civil Service College, we pride ourselves on our ability to tailor our courses to each attendee's role and organisations, ensuring that each delegate gets the most out of the training. Our courses and trainers are continuously updated and evaluated to ensure that we are always delivering the best service possible.

3.2. Критерии оценки

Критерии оценки знания лексического и грамматического материала.

<i>Оценка</i>		<i>Критерии: правильно выполненные задания</i>
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	Грамматические и/или лексические ошибки заметно влияют на

		(например замена, английских фонем сходными русскими). Общая интонация в большой степени обусловлена влиянием родного языка.	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.

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 house и building?

Частая ошибка при заполнении анкеты, house - 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): +7920XXXXXXXX(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. How 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 bird-watching - держать птиц camping - туризм cooking - кулинария cycling - велоспорт	Have spare / free / leisure time – иметь свободное время Have a good / nice time doing - хорошо проводить время делая что-либо Spend time doing something like
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dancing - танцы dressmaking - моделирование одежды fishing - рыбалка gardening - садоводство jogging – бег трусцой knitting - вязание photography - фотография playing cards – игра в карты playing chess playing the piano reading - чтение stamp collecting - коллекционирование марок watching TV – просмотр телевизора hiking – пеший туризм rock climbing - альпинизм hunting -охота	Love doing / to do- любить что- либо делать Be fond of – увлекаться ч-л Be interested in - интересоваться ч-л Be mad about / on – быть помешанным на ч-л Be crazy about Be keen on Concentrate on something / doing Be involved in- быть вовлеченным во ч-л Be popular with – быть популярным Go in for- заниматься ч-л Give up Join clubs / join in / participate / take -part in - принимать участие Take pleasure in something / doing – получать удовольствие от ч-л
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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

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

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

Тема 2.11.

Задание 2.11.1

railway station	Железнодорожная 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	Садиться 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	Зарегистрировать 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	Объявление
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 one 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 дорога; 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 претерпели значительные изменения. Планируется улучшить существующие линии станции, модернизировать подвижной состав. Много 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, кондиционированием и современной системой освещения. Во время поездки подается обед.
- новые вагоны бизнес класса. Они состоят из 3 спален, гостиной, ванной и туалетом, американским баром, с атмосферой первого класса 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 ситуация в Москве была трудной. В Москве было мало автобусов. Немного людей имели личные машины. Не было городских железных дорог. Однако, ежегодно 150000 пассажиров пользовались пригородными железными дорогами и им нужна была эффективная система городского транспорта.

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

Для 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 потому что 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; прер 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; прер 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 укладке железнодорожного полотна. Сначала ее нужно очистить от деревьев и кустарников и разровнять грейдерами.

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

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

Самый современный метод строительства заключается в укладке сборных рельсовых плетей. Эта работа выполняется при помощи высокоскоростного 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 switch 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. accident – несчастный случай, авария
2. number – номер, число, количество; number of – ряд (вагонов...)
3. devise – изобретать, разрабатывать
4. simplify – упрощать; simple - простой
5. except – кроме, за исключением
6. divide (into) – делить; division – деление, отдел, отделение
7. run – пробег, рейс; двигаться, управлять локомотивом, эксплуатировать
8. crew – бригада (поездная и т.д.)
9. several - несколько
10. time – время, раз
11. i.e. – id est лат. (that is) то есть
12. example - пример
13. arrive (at) – прибывать (на); arrival - прибытие
14. local - местный
15. take into account – учитывать, принимать во внимание
16. direct – направлять, руководить; прямой, непосредственный
17. telecommunication – дистанционная (дальняя) связь
18. comprise – включать, охватывать
19. significant – значительный, важный
20. make use of - использовать
21. both – оба; both ... and – как ...так и ..
22. warn – предупреждать (об опасности); warning -
23. danger – опасность, риск; dangerous - опасный
24. collision – столкновение; collide - сталкиваться
25. constant – постоянный, непрерывный
26. goods – грузы, goods train – грузовой, товарный поезд
27. common – общий, обычный, простой
28. damage – повреждение, порча
29. increasingly – все больше и больше
30. contribute to – способствовать, вносить вклад (в)

Задание 3.5.2

Организация движения.

Все железные дороги делятся на участки для упрощения организации движения. Участок может быть различной длины.

Железная дорога имеет два вида поездов: регулярные и спец поезда. Регулярный поезд ходит по расписанию. Регулярные поезда имеют определенное время отправки и прибытия. Все регулярные поезда.

огут быть грузовыми или пассажирскими. Пассажирские поезда делятся на скорые, которые имеют длинный маршрут и небольшое количество остановок и местные, которые останавливаются на каждой станции. Грузовые поезда используются для перевозки грузов.

Некоторые грузовые поезда имеют несколько остановок на всем протяжении маршрута для погрузки и разгрузки.

Спец. поезда не вносятся в расписание

Задание 3.5.3

1. Accidents which took place on the railways in the early days made specialists devise a great number of systems and devices in order to ensure the safe operation of trains
2. Sections or divisions are operated just as a small railroad.
3. Regular trains are all numbered. An extra train is not scheduled in the time-table; special trains, work trains and wreck trains are examples of extra trains.
4. The fact is that the railways make up different time-tables for the summer and for the winter service and that the weekday time-table is not the same as that of Saturday and Sunday. Besides, one should not forget that express trains and slow local trains have to run on the same tracks.
5. The operating business also includes the making of separate working programmes for locomotives and train crews, the planning of regular switching operations and so on.

Тема 3.6.

Задание 3.6.1

1. as well as – так же как, а также
2. enable – давать возможность
3. need – нуждаться, необходимость; meet the needs – удовлетворять потребности
4. subject to – подвергать чему-либо
5. stage – стадия, этап
6. obvious – очевидный, явный
7. appearance – внешний вид
8. maintain – поддерживать, содержать в исправности; maintenance – содержание, уход; maintenance cost – расходы по содержанию
9. extensively - широко
10. finish(es) - отделка
11. on the one hand – с одной стороны; on the other hand – с другой стороны
12. particular - особый, особенный; particularly – особенности, очень
13. regard – считать, рассматривать
14. layout – расположение, планировка
15. face – сталкиваться (с), стоять перед лицом
16. manual – ручной; manual labour – ручной труд
17. level - уровень
18. call for - требовать
19. prefabricated parts (units) – сборные части; сборные конструкции
20. erect – сооружать, возводить
21. considerable - значительный
22. too (+ прил, нареч) слишком
23. cope (with) – справиться (с)
24. flow – поток; течь, литься
25. terminal – конечный, конечная станция, вокзал
26. in this respect – в этом отношении
27. remarkable – замечательный, выдающийся

28. just – только что; как раз

29. describe – описывать, характеризовать; description – описание

Задание 3.6.2

Строительство Курского вокзала в Москве.

Как известно, все 9 железнодорожных вокзалов в Москве были построены много лет тому назад. Так как они стали неспособны справиться с возрастающим потоком пассажиров, многие из них были перестроены, другие же будут перестроены в ближайшем будущем.

Курский вокзал был первым из перестроенных. Проектируя новое здание, гражданские инженеры столкнулись со многими проблемами, которые нужно было решить, чтобы сделать вокзал удобным и привлекательным для пассажиров. Одной из главных задач было сделать его способным справиться с растущим пассажирским потоком с побережья Черного моря. С этой целью, главный зал ожидания был расширен и теперь он вмещает до 6000 пассажиров.

Пассажирам предоставляются различные услуги: информационный центр, комнаты ожидания, ресторан, камеры хранения и т.д. Билетных касс такое количество, что пассажир может приобрести билет за несколько минут.

Ежедневно вокзал обслуживает 40000 пассажиров дальнего следования и 750000 пригородных пассажиров. Проектировщики предусмотрели различные платформы для пригородных и поездов дальнего следования.

Задание 3.6.3

1. The track is the basic feature of a railway
2. But there must be also various kinds of buildings as well as tunnels, bridges, viaducts and other engineering structure.
3. Railway buildings being subjected to intensive vibration and noise, these factors should be taken into account at the initial stage of construction.
4. The outward appearance of railway stations was not of minor importance as steam traction with its attendant smoke and dirt having been replaced by diesel and electric traction, the problem of maintaining railway buildings was greatly facilitated.
5. The new materials we extensively use today for finishes also contribute to the attractiveness of railway stations.
6. On the one hand, its architectural design must be in line with the style of the surrounding buildings. On the other hand, however, strict limitations are imposed on any project of this kind by track layout and other needs of railway of serve.

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.

<i>Оценка</i>	<i>Критерии: правильно выполненные задания</i>
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
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			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). 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 – 1 минута – на 1 задание;

1.2 – работа с текстом – до 30 мин.

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

д) Литература для студента:

Основные источники:

1. Карпова Т.А. English for Colleges = Английский язык для колледжей.

Практикум + eПриложение : 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>

Дополнительные источники:

1. Кукушкин Н.В. Английский язык для колледжей : учебное пособие / Кукушкин Н.В. — Москва : Русайнс, 2018. — 296 с. — ISBN 978-5-4365-3007-9. — URL: <https://book.ru/book/931743>

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 « АБВУ Lingvo ». Режим доступа: www.lingvo.ru
3. Электронный словарь. Режим доступа: <http://rambler.ru/dict/>
4. При организации дистанционного обучения используются электронные платформы: Zoom, Moodle (режим доступа: сайт СТЖТ <https://sdo.stgt.site/>)

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>