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Приложение к ППССЗ
поспециальности
27.02.03 Автоматика и телемеханика на транспорте
(железнодорожном транспорте)

ФОНДОЦЕНОЧНЫХСРЕДСТВ УЧЕБНОЙДИСЦИПЛИНЫ

ОГСЭ.03 ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

основной профессиональной образовательной программы
по специальности
27.02.03 Автоматика и телемеханика на транспорте
(железнодорожном транспорте)
Базовая подготовка среднего профессионального образования

2023

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1. Паспорт комплекта контрольно-оценочных средств

В результате освоения учебной дисциплины ОГСЭ.03 ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИобучающийся должен обладать предусмотренными ФГОС по специальности 27.02.03Автоматикаителемеханика натранспорте(железнодорожномтранспорте)(Базовая подготовка среднего профессионального образования)следующими знаниями, умениями, которые формируют профессиональные компетенции, и общими компетенциями, а также личностными результатами осваиваемыми в рамках программы воспитания:

ОК 02	Использовать современные средства поиска, анализа и интерпретации информации, и информационные технологии для выполнения задач профессиональной деятельности	Уо 02.01	**Умения:** определять задачи для поиска информации;
		Уо 02.02	определять необходимые источники информации;
		Уо 02.03	планировать процесс поиска; структурировать получаемую информацию;
		Уо 02.04	выделять наиболее значимое в перечне информации;
		Уо 02.05	оценивать практическую значимость результатов поиска;
		Уо 02.06	оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач;
		Уо 02.07	использовать современное программное обеспечение;
		Уо 02.08	использовать различные цифровые средства для решения профессиональных задач
		Зо 02.01	**Знания:** номенклатура информационных источников, применяемых в профессиональной деятельности;
		Зо 02.02	приемы структурирования информации;
		Зо 02.03	формат оформления результатов поиска информации, современные средства и устройства информатизации;
		Зо 02.04	порядок их применения и программное обеспечение в профессиональной деятельности в том числе с использованием цифровых средств

ОК 04	Эффективно взаимодействовать и работать в коллективе и команде;	Уо 04.01	**Умения:** организовывать работу коллектива и команды;
		Уо 04.02	Взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности
		Зо 04.01	**Знания:**психологические основы деятельности коллектива,психологические особенности личности;
		Зо 04.02	Основы проектной деятельности

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

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

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

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

ЛР.18 Ценностное отношение обучающихся к людям иной национальности, веры,

ЛР.24 культуры; уважительного отношения к их взглядам;
Ценностное отношение обучающихся к культуре, и искусству, к культуре речи и культуре поведения, к красоте и гармонии.

Формой аттестации по учебной дисциплине является дифференцированный зачет.

2. Результаты освоения учебной дисциплины, подлежащие проверке

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний, а также динамика формирования общих, профессиональных компетенций и личностных результатов в рамках программы воспитания:

Результаты обучения: умения, знания и общие компетенции *(желательно сгруппировать и проверять комплексно, сгруппировать умения и ОК)*	Показатели оценки результата. *Следует сформулировать показатели. Раскрывается содержание работы*	Форма контроля и оценивания. *Заполняется в соответствии с разделом 4 программы УД*
Уо 02.01 определять задачи для поиска информации; 1.		-Фронтальный устный опрос; - работа с тестом; -ведение диалога-расспроса; диалога-обмена мнениями;
Уо02.02 определять необходимые источники информации;		-монологическое высказывание; -выполнение упражнение по грамматике; -письменный опрос; -тестирование;
Уо 02.03планировать процесс поиска; структурировать получаемую информацию;		-работа с учебником; -монологические высказывания по заданной теме; -Организация управляемой беседы, -проведения ролевой дискуссии. -подготовка коммуникативной ситуации на основе лексического материала по теме;
Уо 02.04 выделять наиболее значимое в перечне информации;		-перевод текста профессиональной направленности; -работа со словарем; -Выполнение лексико-

		грамматических упражнений, -подготовка коммуникативной ситуации, -перевод текста, -поиск заданной информации в тексте,
Уо02.05 оценивать практическую значимость результатов поиска;		- аннотация текста -фронтальный устный опрос; - работа с тестом; -ведение диалога-расспроса; диалога-обмена мнениями;
Уо02.06 оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач;		-выполнение упражнений по грамматике; -письменный опрос; -тестирование; -монологическое высказывание;
Уо02.07 использовать современное программное обеспечение;		-монологические высказывания по заданной теме; -организация управляемой беседы, -проведения ролевой дискуссии. -подготовка коммуникативной ситуации на основе лексического материала по теме;
Уо02.08использовать различные цифровые средства для решения профессиональных задач		-работа со словарем; -выполнение лексико-грамматических упражнений, -подготовка коммуникативной ситуации, -перевод текста, -поиск заданной информации в тексте,
Уо04.01организовывать работу коллектива и команды;		-фронтальный устный опрос; - работа с тестом; -ведение диалога-расспроса; диалога-обмена мнениями;

3.Оценка освоения учебной дисциплины:

3.1. Формы и методы контроля.

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине ОГСЭ.03Иностранный (английский) язык в профессиональной деятельности,направленные на формирование общих компетенций, а также личностных результатов в рамках программы воспитания.

Контроль и оценка освоения учебной дисциплины по темам (разделам)

Элемент УД	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Формы контроля	Проверяемые ОК,ПК, У, З,ЛР	Формы контроля	Проверяемые ОК,ПК, У, З,ЛР	Форма контроля	Проверяемые ОК,ПК, У, З,ЛР
Раздел 1. Вводно-коррективный курс			ПР № 1, Т	ОК02, ОК04, Уо02.01-03, Уо04.01,02 Зо02.01-06, Зо04.01,02 ЛР18	ДЗ	ОК02, ОК04, Уо02.01-07, Уо04.01, Зо02.01-04, Зо02.01-03, ЛР24
Тема 1.1. Путь в профессию.	УО, ПР № 1, ПР №2, ПР № 3,Т	ОК02, ОК04, Уо02.01, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР17				
Тема 1.2. Железнодорожные профессии	УО, ПР № 4, ПР №5, СР	ОК02, ОК04, Уо02.01-08, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР11, ЛР13				
Тема 1.3.			УО, ПР №	ОК02, ОК04,		

Из истории технических открытий			6, ПР №7, ПР № 8, СР,РТ	Уо02.01-08, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР11, ЛР17		
Раздел 2.	**Основной курс**					
Тема 2.1. Виды транспорта.	УО,КР,ПР № 9, ПР №10, ПР № 11, ПР № 12,СР	ОК02,Уо02.01-08,Зо02.01-04, Зо04.01-02, ЛР13*У 3, 10*				
Тема 2.2. История железной дороги.	УО,Т,СР,ПР № 13,ПР №14	ОК02, ОК04, Уо02.02-08, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР17, ЛР18				
Тема 2.3 История железной дороги за рубежом.	УО,ПР №15,ПР №16	ОК02, ОК04, Уо02.01-07, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР8				
Тема 2.4 Развитие железной дороги в России.	УО,Т,СР, ПР № 17, ПР №18	ОК04,Уо04.01,02, Зо02.01-04, Зо04.01-02,ЛР11				

Тема 2.5 Современные технологии на железной дороге.	УО, ПР № 19, ПР №20	ОК02, ОК04, Уо02.02-08, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР13, ЛР18				
Тема 2.6 Обеспечение безопасных условий труда в профессиональной деятельности.	УО,СР, ПР № 21, ПР №23	ОК02, Уо02.02-08, Зо02.01-04, Зо04.01-02,ЛР17				
Тема 2.7 Экология на транспорте	УО,СР, ПР № 24, ПР №25	ОК02, ОК04, Уо02.02-08, Уо04.01,02, Зо02.01-04, Зо04.01-02, ЛР24				
Тема 2.8 Электрические устройства и их утилизация	УО,ПР № 27, ПР №28	ОК02, ОК04, Уо02.02-07, Уо04.02, Зо02.01-04, Зо04.01-02, ЛР11				

Тема 2.9 Здоровьесберегающие технологии	УО, ПР № 27, ПР №28	ОК04, Уо04.01,02,Зо04.01-02,ЛР11,ЛР 17				
Тема 2.10 Единицы измерения	СР, ПР № 31, ПР №32	ОК02, ОК04, Уо02.03-07, Уо04.01, Зо02.01-04, Зо04.01-02, ЛР13				
Тема 2.11 Метрические единицы и история их названий.	УО, ПР № 33, ПР №34	ОК02, ОК04, Уо02.02-06, Уо04.01, Зо02.02-04, Зо04.01-02, ЛР8,ЛР18				
Раздел 3	**Иностранный язык в профессиональной деятельности**	ОК02,Уо02.02-06, Зо02.02-04, ЛР8,				
Тема 3.1. Вещества и материалы.	УО,СР, ПР № 35, ПР №36	ОК02, Уо02.02-06,Зо02.02-04,ЛР8				
Тема 3.2 Технический перевод.	УО,Т, ПР № 37	ОК02, ОК04, Уо02.02-05, Уо04.01, Зо02.02-03, Зо04.01-02, ЛР24				
Тема 3.3	УО, Т, ПР № 38, ПР	ОК02, ОК04, Уо02.03-05,				

Технологические карты.	№ 39	Уо04.01, Зо02.02-03, Зо04.01-02, ЛР11				
Тема 3.4 Локомотивная сигнализация (радиопередача)	УО,Т,СР, ПР № 40, ПР №41	ОК04, Уо04.01,03, Зо04.01-02,ЛР11				
Тема 3.5 Станционные устройстваавтоматики.	УО, ПР № 42, ПР №43	ОК02, ОК04, Уо02.03,04, Уо04.01, Зо02.02-03, Зо04.01,02, ЛР17				
Тема 3.6 Перегонные устройства автоматики.	УО, ПР № 44, ПР №45	ОК02, ОК04, Уо02.01,04, Уо04.01, Зо02.01-03, Зо04.01,02, ЛР11				
Тема 3.7 Микропроцессорные системы.	УО, ПР № 46, ПР №47	ОК02,Уо02.01,04, Зо02.01-03,ЛР11, ЛР13				

Раздел 4	**Иностранный язык в деловом общении**					
Тема 4.1 Трудоустройство и карьера	УО,Т,СР, ПР № 48, ПР №49,ПР №50	ОК02,ОК04,Уо02.01, 04,Уо04.01, Зо02.01-03,Зо04.01, 02,ЛР11				
Тема 4.2 Портфолио молодого специалиста	Т,СР, ПР № 48, ПР №51, ПР №52 ПР №53	ОК04,Уо04.01, Зо02.01-03,Зо04.01, 02,ЛР11,ЛР17				
Тема 4.3 Интервью и собеседование.	СР, ПР № 48, ПР №51, ПР №52 ПР №53	ОК02,ОК04,Уо02.01-08,Уо04.01,02,Зо02.01-04, Зо04.01-02,				

		ЛР11, ЛР13				

3.2 Кодификатор оценочных средств

Функциональный признак оценочного средства (тип контрольного задания)	Код оценочного средства
Устный опрос	УО
Практические работы	ПР
Тестирование	Т
Контрольная работа № 1	КР № 1
Задания для самостоятельной работы - реферат; - доклад;	СР
Дифференцированный зачёт	ДЗ

4.Задания для оценки освоения дисциплины

Раздел 1. Путь в профессию

Тема 1.1 Слоги, правила чтения, предложения, глагол связка.

1. Устно ответить на вопросы по теме:

1. Виды предложений.

2. Главные члены предложений.

3. Прямой порядок слов.

4. Обратный порядок слов.

5. Побудительные предложения.

2. Составить слова

1. or, lo, f
2. et, ca, rp,
3. ble, ta
4. iling, ce
5. ha, c, ir
6. rdr, wa, obe
7. a, bl, ck

3. Составить слова

1. te, i, wh
2. br, n, ow
3. en, cil, p
4. er, mo, th
5. ndf, er, ath, gra
6. si, er, st
7. mi, fa, ly

Профессии

1. or, ct do
2. ach, te, er
3. p,ot,il
4. ow,cl,n
5. k, oo, c
6. ork, w, er

7. sa, or, il
8. ost, n, ma, p

Body.
4. Вставить пропущенные буквы: m, ng, o, c, y, a, ai, s, e, ea, t.

H ... d, fa...e, ar..., l...g, f...ot, fi ... er, e...e, e...r, no...e, mou...h, h ... r

4. Составить слова из данных букв:

1- qu, ip, e

2- th, ar, e, ke, qu, a

3- il, et, a, d

4- v, o, er, c

5- vi, ac, y, ti, t

6- ora, ex, on, pl, i, t

7- me, st, in, nt, ru

8- ch, ro, hy, d, al, ic, em

9- lo, o, ge, al, c, gi

10- ly, e, n, al, ge, r

5. Составить слова из данных букв:

1- i, ce, en, c, s

2- rt, er, u, a,q

3- ie, sc, st, nt, i

4- ar, ic, ar, t, ul, ly, p

5- a, is, d, n, l

6- cl, en, t, e, ta

7- w, no, n, nk, u

8- lc, o, an, o, v

9- ou, i, r, va, s

10- eci, p, es, s,

6. Составитьслова

1. ss, la, g.
2. Tt, er, bu.
3. La, p, te.
4. Om, d, be, ro.
5. Ch, en, kit.
6. L, ng, o.
7. Ll, ma, s.
8. Ch, ea, t, er.

7. Составь слова из букв.

1. Le, pp, a -
2. ea, br, d -
3. ik, e, l -
4. p, en, o -
5. ok, bo,op, c, y -
6. it, e, wh -
7. r, f, ou -
8. e, e, y -
9. el, e, v, tw -
10. dr, wa, ob, r, e -
11. a, ll, w -
12. ur, at, s, ay, d -
13. ua, an, ry, j -

8. Составь слова из букв.
Le, ab, t -

or, lo, f -

ed,b -

or, do -

dy, s, tu -

ok, bo -

et, l -

en, op -

en, cil, p -

e, se -

ld, i, ch -

iv, e, g -

ck, la, b -

ie, fr, nd -

9. Correcting mistakes. Исправьтеошибки.

1. I will became a fames writers.
2. I buy this car 2 day ago.
3. He begun this work yesterday.
4. She will begins this work tommorow.
5. I bought this (попугай)… tomorrow.
6. I breaks my pen yesterday.

Практическаяработа.

1. Вставитьпропущенныеслова: to the forest, in a tree, bread and butter, dirty.

1. A boy take his _____ shirt.

2. A bird lives _____ .

3. The girl eats _____ .

4. I go _____ with my friend.

2. Найти и исправить ошибки в предложениях.

1. I has much friends.

2. A boy has many corn.

3. She see birds.

4. Cats likes meat and fish.

5. We has ten green book.

6. My dog mast run in the forests.

3. Составить предложения из слов.

1. Grapes, to, I, eat, like.

2. To, not, I, do, milk, drink, like.

3. And, she, run, can, jump.

4. Can, ducks, swim, the.

5. Is, hamster, my, funny.

6. Likes, girl, a, sing, to.

7. Are, plums, the, in, there, plate.

8. Water, is, a, in, glass, there.

9. A, map, Helen, me, good, give.

10. His, pencils, in, the, pens, child, puts, a, bag, and.

4. Вставить нужные слова в предложения:

1-are, 2-well, 3- puts,

4-kitchen, 5-there, 6-lives, 7-is, 8- carrots, 9-put, 10-study,

11-opens, 12-see.

1. Nick takes the books and ____ them in his bag.

2. The children study _____ .

3. They _____ mathematics.

4. We _____ five women.

5. He _____ the boxes.

6. I _____ the lamp on the table.

7. It ___ a good dog.

8. The elephant _____ in Africa.

9. Rabbits like to eat _____ .

10. There ____ plates, glasses and cups in the cupboard.

11. _____ is a wardrobe in the bedroom.

12. There is a sink in the _____ .

Составь предложения из слов:

1. Am, I, big.

2. Face, have, a, nice, I.

3. And, cats, dogs, she, likes.

4. Swim, Nick, cannot.

5. Has, Ann, white, a, dog, big.

5. Составить предложения из данных слов:

1. A, and, pencil, pen, a I, take.

2. Geology, man, that, studies.

3. Take, plans, friends, his.

4. Maps, I, the, see.

5. My, bag, take.

6. It, in, put, maps, my.

7. Table, on, it, the, put.

8. Me, a, give, pencil, black.

9. Box, open, the.

10. Boxes, he, the, opens.

11. Box, men, the, take, let, that.

12. Apple, an, me, let, take.

13. His, Nick, the, takes, maps, them, in, bag, and, puts.

14. On, notebook, put, the, table, that.

15. Bag, Helen, a, me, good, gives.

16. Woman, see, a, we.

17. I, five, children, see.

18. A, his, and, notebooks, puts, child, the, in, pencils, bag.

19. Well, study, children, the.

20. They, mathematics, study.

6. Составитьпредложения:

1. Has, a, he, brother.

2. Book, me, your, give.

3. Has, a, he, brother.

4. Book, me, your, give.

5. Like, I, cat, the, white.

7. Составитьпредложения:

1. Cat, eat, to, want, a, the, mouse.

2. Teacher, a, to, be, I, want.

3. Friend, have, a, wants, to, cat, the.

4. The, kitchen, a, fridge, is, there, in.

5. Are, chair, there, a, the, in, room.

8. Составьтепредложенияизслов:

1. On, England, east, Ocean, the, of, is, Atlantic, side, the.

2. Live, nine, in, million, London, nearly, persons.

3. A, England, the, is, Thames, in, river.

4. Wide, is, the, very, river.

5. The, two, the, connect, of, parts, city, bridges.

6. This, of, of, city, a, make, part, plan, the.

7. Friends, in, live, our, London.

8. And, my, to, it, give, him, pencil, take.

9. In, put, books, your, take, their, and, bag, them.

10. Of, the, read, the, end, text.

9. Вставитьпропущенныеслова.

1-Drivers; 2-also; 3-in the evening; 4-often; 5-bicycle; 6-near; 7-opens;

8-there; 9-rooms; 10-must.

1.She _____ goes to work.

2. The driver _____ has a red car.

3. I have two _____ .

4. He often goes for a walk _____ .

5. There’s a good _____ in the shop.

6. He looks at the door and _____ it.

7. I see three little boys _____ the red tower.

8. I _____ go to school.

9. I like to work ____ .

10. Two _____ havenowindows.

10. Задайте общие вопросы к следующим предложениям:

1. He hates pizza.

2. She goes to parties.

3. They went to London.

4. She is crying.

5. John hasn’t arrived yet.

6. He will do the cleaning.

7. She will be flying to Paris at five o’clock tomorrow.

11. Закончите разделительные вопросы:

1. Youareallergictocats, _____?

2. He didn’t lose the keys, _____?

3. They have already painted the house, _____?

4. She won’t help you, _____?

5. Peter hasn’t got a new car, _____?

6. Tom works at the hospital, _____?

7. JohnspoketoNick, _____?

12. Закончите разделительные вопросы и дайте краткие ответы на них:

1. Ben sits at the back of the class, _____? Yes, _____.

2. He’s got dark brown hair, _____? No, _____.

3. He wears glasses, _____? Yes, _____.

4. Andrew’s friend is Joe, _____? Yes, _____.

5. You taught them last year,
6. Her parents are British, _____? No, _____.

7. She’s the best student in the class, _____? Yes, _____.

13. Задайте вопросы к выделенным словам:

1. This happened yesterday.

2. He was wearing a large hat.

3. She lives in a big house in California.

4. She goes to the cinema twice a week.

5. At the moment she is visiting Italy.

6. She became a star because she could sing so well.

7. This year she has visited ten different countries.

14. Задайте вопросы к подлежащему и дополнению:

1. Roger spoke to Jean.

2. Ella phoned Stuart.

3. He is talking to her.

4. Pam will visit Tom.

5. Ted loves Mary.

6. Jim is waiting for Tom.

7. Steve has left a message for Jim.

Тема 1.1 Путь в профессию, личностные качества.

1. Прочитать и изучить новую лексику по теме.

безработный – unemployed
вакансия – vacancy
возраст – age
гонорар – fee
дарования, способности – abilities
дата рождения – dateofbirth
должность – position
дополнительная информация, увлечения – extracurricularactivities
достижения, успехи – accomplishments
занятость – employment
заполнить вакансию – fill a position
заработная плата – salary
качества (образование + опыт работы, которым должен обладать претендент) - jobqualification
квалифицированный – qualified
личные данные – personalinformation
место рождения – placeofbirth
место, на котором не требуется особая квалификация – nonskilledposition
мне … лет – I am ... yearsold
могут быть предоставлены по запросу – applieduponrequest
назначить встречу – tomakeanappointment
найти место работы – find a position
образование – education
обращаться за работой – apply
объявление – advertisment
обязанности – responsibilities, duties ("область ответственности")
окончен с красным дипломом – graduatedwithhighhonors

опытный – experienced
отдел – department
отменить встречу – tocancelanappointment
по настоящее время – tillpresent
поиск работы – jobhunting
поступить на работу в компанию – jointhecompany
претендовать – toclaim
призвание – calling
работа – job
работа на полный рабочий день – full-timeemployment
работа по совместительству – part-timeemployment
работать в качестве – workinthecapacityof
работодатель – employer
резюме – resume, CV (CurriculumVitae), theletterofapplication
рекомендации – reference
руководитель – head
с заработной платой – at a salaryof
семейное положение – maritalstatus:
- женат/замужем – married
- холост – single
- разведен – divorced, separated
- овдовевший – widowed
сильные стороны, талант – personalstrengths
служащий – employee
страховка – insurance
умения – skills
условленная встреча – appointement
ФИО – fullname
цели, которые ставит претендент при получении работы – careergoals
цель – objective, goal
язык – language
беглый английский – fluentEnglish
хороший уровень французского – goodFrench
начальный французский – beginningFrench
средний уровень немецкого – intermediateGerman
продвинутый уровень английского – advancedEnglish
родной русский – nativeRussian

Полезная лексика для описания личностных качеств во время собеседования на английском языке:

a graduate – выпускник (учебного заведения)
paperqualifications – степень квалифицированности, указанная на бумаге
workexperience – опыт работы
tograduatefrom (a college, universityetc.) – оканчивать (колледж, университет)

trainas – проходить обучение на
toqualifyas – получить профессию, специальность кого-либо
in-housetraining – внутрифирменное обучение
managementdevelopment – повышение квалификации руководящих кадров
managementtraining – обучение, подготовка руководящих кадров
skills– навыки
skilled — квалифицированный, опытный, с навыками необходимыми для работы
unskilled – неквалифицированный, неопытный (уборщик)
highlyskilled – высококвалифицированный (хирург, дизайнер машин)
semi-skilled– наполовину квалифицированный (водитель автобуса)
tobeskilledat/insmth – иметь опыт, навыки в чем-либо
tobeskilledat/indoingsmth – иметь опыт, навыки в совершении чего-либо
customercare – поддержка потребителя
goodwith = skilledat/in – иметь опыт, навыки в чем-либо
a self-starter = self-motivated = self-driven = proactive] – инициативный (о работнике – который способен самостоятельно определять для себя задачу или самостоятельно находить возможности для новых проектов)
methodical = systematic = organized – организованный, методичный
computer-literate – имеющий компьютерные навыки, умеющий пользоваться компьютером
numerate – имеющий навыки вычислений
motivated– мотивированный (с сильным желанием работать хорошо)
talented– талантливый, одаренный
a teamplayer – работник, имеющий хорошие отношения с другими коллегами по работе
comethroughexperience – прийти с опытом
accountancyfirm – бухгалтерская фирма
laborer (AmE) = labourer (BrE) – подсобный рабочий (рабочий, выполняющий физически трудную работу)
lengthofservice - стаж работы
duty - долг, обязанность
contract - контракт
company - компания
branch - отрасль, филиал; ветвь
firm– фирма
enterprise - предприятие (промышленное); предприимчивость
freeenterprise - частное предпринимательство

certificate - свидетельство, сертификат; паспорт (оборудования); (амер.) удостоверение об окончании средней школы
degree - степень
employer - наниматель
interview - интервью
job - работа

jobadvertisement - объявление о работе

earn - 1. зарабатывать 2. заслуживать
toearnmuchmoney - зарабатывать много денег
toearnone’sliving - зарабатывать на жизнь
living - 1. средства к существованию 2. жизнь, образ жизни 3. живущий, живой
Whatdoyoudofor a living? - Чем Вы зарабатываете себе на жизнь?
Слово "зарплата" по-английски имеет следующие синонимы:
earnings - заработок (слово, относящееся ко всем видам оплаты за труд)
wages - оплата рабочим
salary - жалованье служащим
pay - платеж, выплата
fee - гонорар; взнос
incometax - подоходный налог
rateofpay - ставка оплаты

reference - 1. рекомендация 2. ссылка, сноска 3. справка (a referencebook - справочник)
tohave a goodreferences - иметь хорошие рекомендации
resume - резюме
workpermit - разрешение на работу

profession - профессия
occupation - занятие
qualification - квалификация
specialist - специалист
amateur - любитель

employer - работодатель
employee - служащий
unemployed / jobless / out-of-work / manoutofoccupation - безработный
unemployment - безработица
dismissal - увольнение
loseone'sjob - потерять работу
tofire - увольнять; стрелять
tobefired - быть уволенным
resignation - отставка
dole - пособие по безработице; доля, судьба; горе, скорбь
togoonthedole / tobeonthedole - получать пособие по безработице
togobust - обанкротиться
redundancy - 1. чрезмерность, избыток 2. излишек рабочей силы 3. сокращение штатов

Тема 1.2 Артикли, модальные глаголы, настоящее время.

1. Устно ответить на вопросы по теме:

1. Дать определение артикля.

2. Сколько артиклей существует в английском языке?

3. Когда употребляется неопределенный артикль?

4. Какие случаи употребления определенного артикля вы знаете?

5. Когда артикль отсутствует?

Практическая работа.

1. Вставьте "a/an" или "the".

1. I wrote to her but ... letter never arrived.
2. Britain is ... island.
3. What is ... name of this village?
4. Jane is ... very nice person. You must meet her.
5. Montreal is ... large city in ... Canada.
6. What is ... largest city in ... Canada?
7. "What time is it?" "I don't know. I haven't got ... watch."
8. When I went to ... Rome, I stayed with ... Italian friend of mine.
9. You look very tired. You need ... holiday.
10. Don't sit on ... floor. It's very dirty.
11. "Let's go to ... restaurant this evening." "That's ... good idea. Which restaurant shall we go?
12. Can you turn on ... radio, please? I want to listen to some ... music.
13. Tom is in ... bathroom. He's having ... bath.
14. This is ... nice room, but I don't like ... colour of ... carpet.
15. We live in ... old house near ... station. It's ... two miles from ... center.

2. Вставьте "a/an" или "the".

1. What's your name? My name is___Alison.

2. Where are you from? I am from ____ USA, ___ Wisconsin.

3. Where do you live? We live in ____ eastern part of ____ Minnesota. Our grandparents live in ____ Hudson.

4. What street do you live in? I live in ____ Green Street.

5. What school do you study at? I study at ____Hudson Middle school.

6. Have you got ___ pen-pal in ____ England?

7. What nationalities are your parents? My mother is ____ English. My father is ____ Swiss.

8. Where and when were you born? I was born in _____ Moscow in ___ 1984.

9. What's your mom? My mom is ____ housewife.

10. What's your dad? My dad is ____ driver.

3. Поставьте артикли «a», «an» и «the», где необходимо:

1. Is ___ tomato ___ fruit or ___ vegetable?

2. Is ___ apple ___ or ___ blue?

3. What is ___ capital of ___ France?

4. When we visited ___ London we stayed at ___ Hilton Hotel.

5. Is ___ elephant bigger than ___ alligator?

6. Is ___ New York in ___ USA or in ___ Canada?

7. Last year ___ Smiths went on holiday to Paris.

4. Поставьте «the», гденеобходимо:

1. Where is ___ Sahara Desert?
2. Where are ___ Mississippi River and ___ Thames?

3. Is ___ Everest the highest mountain in ___ world?

4. Is ___ Paris in ___ United Kingdom or in ___ France?

5. Where are ___ Malta and ___ Corsica?

6. Is ___ Indian Ocean bigger than ___ Arctic Ocean?

7. Is ___ Maltain ___ Mediterranean?

Модальные глаголы и их эквиваленты.

1. **Ответьте устно на следующие вопросы:**
   - Какие модальные глаголы вы знаете?
   - Как они переводятся и почему называются «модальные»?
   - В какой форме употребляется смысловой глагол, если в предложении есть модальный?
   - Расскажите, как образуется вопросительная и отрицательная форма предложений с модальными глаголами.
   - Какие эквиваленты модальных глаголов вы знаете?
   - Назовите, как они изменяются по временам?

2. **Выполните практическую работу, опираясь на теоретические знания по теме.**

(Модальные глаголы)

1. **Ответьте письменно на вопросы**

   Can you play chess?
   Can your sister write English?
   Can you show me the new textbook?
   Must you stay in the library tonight?
   Must pupils do their homework yesterday?
   May I take your pencil?
   May the children go for a walk now?
   May I stay here till seven?
   May he go home?
   May I smoke here?

2. **Переведите предложения на английский язык**

Я умею говорить по-английски.
Извините, но здесь курить воспрещается.
Ты должен делать уроки каждый день.
Он не может перевести это предложение.
Она не может выпить это молоко.
Можно я пойду гулять?
Ты можешь починить мой телевизор?
Они могут заказать билеты по телефону.
Я должна упорно работать над своим английским.

3. **Перепишите предложения, подчеркните сказуемое, определите время. Предложения переведите.**

I can sing but I cannot dance.
May I invite Nick to our house.
Can't you wait till tomorrow morning? – I can wait, but my toothache can't.
If you have done your homework, you may go for a walk.
You must not talk at the lessons.
She had to stay at home because she did not feel well.
Don’t give the vase to the child - he may break it.
I must say? You are making a serious mistake.
Shall we be able to go to New-York next year.
I can answer the questions. They are very easy.
You may not cross the street when the light is red.
I must help my mother today
You must learn the words.
I had to go to the hospital to visit my aunt.
I shall have to write my essay on Sunday.
I shall be able to give you my book for a couple of days after I have read it.
You will be able to go to the country when you have passed your last exam.

Практическая работа.

1. Вставьте формы глагола tobe в PresentSimple.

1. What ... your name? - My name ... Shirley Frank.
2. What ... your address? - My address ... 175 Grand Central Parkway.
3. What ... your phone number? - My phone number ... 718-1930.
4. Where ... you from? - I ... from New York.
5. I ... a pupil.
6. My father ... not a teacher, he ... a scientist.
7. ... your aunt a doctor? - Yes, she ... .
8. ... they at home? - No, they ... not at home, they ... at work.
9. My brother ... a worker. He ... at work.
10. ... you an engineer? - Yes, I ... .
11. ... your sister a typist? - No, she ... not a typist, she ... a student.
12. ... your brother at school? - Yes, he ... .
13. ... your sister at school? - No, she ... not at school.
14. My sister ... at home.
15. ... this your watch? - Yes, it ... .
16. She ... an actress.
17. This ... my bag.

18. My uncle ... an office worker.
19. He ... at work.
20. Helen ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Helen has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

2. Переведитенаанглийскийязык.

1. Меня зовут Катя.
2. Мне 14 лет.
3. Я русская. Я из Санкт-Петербурга.
4. Я ученица.
5. Мой любимый вид спорта - теннис.
6. Я интересуюсь музыкой.
7. Мой любимый предмет - английский язык.
8. Мой папа - программист. Он не интересуется политикой.
9. Моя мама - зубной врач. Она интересуется искусством.
10. Мы всегда заняты, но мы очень счастливы быть вместе.
11. Чья это ручка? - Это моя ручка.
12. Чья это книга? - Это ваша книга.
13. Чей это стол? - Это стол моего брата.
14. Чья это сумка? - Это сумка моей мамы.
15. Чей это карандаш? - Это карандаш моей мамы.
16. Это твоя тетрадь? - Да.
17. Это тетрадь твоего брата? - Нет, это моя тетрадь.
18. Где ваш стол? - Он посередине комнаты.
19. Где твоя ручка? - Она в моем кармане.
20. Где твоя тетрадь? - Она на столе.
21. Где твоя мама? - Она на работе.
22. Где твой брат? - Он в школе.
23. Где твоя сестра? - Она дома.
24. Чей это карандаш? - Это мой карандаш. - А где мой карандаш? - Он на столе.
25. Чьи это часы? - Это мои часы. - А где мои часы? - Они на столе.

3. Вставьтеглагол to be вформе Present Simple

1. He … a student. He … a good student.

2. His father … a doctor.
3. My mother … not a teacher.
4. … your sister a pupil? - Yes, she … .
5. They … at home now.
6. This … my house.
7. … they at school? - No, they … not at school.
8. … your father a pilot? - Yes, he … .
9. Nick … not a student. He … a pupil. He … at school now.
10. These men … drivers.

4. Put "to" before the infinitive where it is necessary.

1. My son asked me … let him … go to the club.
2. You must make him … practice an hour a day.
3. She was made … repeat the song.
4. He is not sure that it can … be done, but he is willing … try.
5. Let me … help you with your work.
6. She asked me … read the letter carefully and … write an answer.
7. You ought … take care of your health.
8. I looked for the book everywhere but could not … find it.
9. He was seen … leave the house.
10. We had … put on our overcoats because it was cold.
11. The man told me not … walk on the grass.
12. Have you heard him … play the piano?
13. You had better … go there at once.
14. I would rather not … tell them about it.
15. We shall take a taxi so as not … miss the train.

5. Use the appropriate form of the infinitive.

1. They want (to take) to the concert by their father.
2. I am glad (to do) all the homework yesterday.
3. This plant is known (to produce) tractors.
4. He wants his son (to become) a lawyer.
5. The enemy army was reported (to overthrow) the defense lines and (to advance) towards the suburbs of the city.
6. He seems (to know) French very well: he is said (to spend) his youth in Paris.
7. You had better (to call) our distributors at once.
8. We are happy (to invite) to the party.

9. That firm is reported (to conduct) negotiations for the purchase of sugar.
10. It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
11. He didn't hear me (to knock) at the door.
12. I want (to inform) of her arrival.
13. Our sportsmen are proud (to win) the cup.
14. He is known (to work) on the problem for many years.
15. The representative of the firm asked for the documents (to send) by air mail.

6. Заполните пропуски глаголами tobeили tohaveв соответствующей форме:

1. Their room … big and light.
2. I … a first year student of the Agricultural Academy.
3. I … a nice room in the hostel. My friend … many English books.
4. They … farmers.
5. His brother … a worker.
6. He … a boy and two girls.
7. My sister … a teacher of English.

Тема 1.2 ЖД профессии

1. Прочитать и изучить новую лексику по теме.

9 of the Most Popular Railroad Jobs
Types of Railroad Jobs
Signal Maintainer
Signal maintainers service the electrical components of railway systems that are used for signals. This includes rail switches, lights, and wiring. Signal maintainers work for railroads or local transit authorities. They work or passenger and freight rail lines, as well as subway systems. Signal maintainers must have a firm understanding of circuitry, as well as train machinery.

Locomotive Electrician
Locomotive electricians work for railway companies to service and maintain all electrical equipment onboard trains and on track systems. This job may also be called a diesel locomotive electrician. Along with technical knowledge of electrical systems, this job requires physical strength and stamina to work outdoors and stand for most of the workday.

Locomotive Engineer
Locomotive engineers (also called railroad engineers or train engineers) are train drivers and are the top ranking official on the train. They control the speed of the train and follow instructions for train dispatchers to ensure their trains reach their destinations in a safe and timely manner. Typically locomotive engineers are promoted from conductor positions. They must be certified every few years.

Train Dispatcher
Train dispatchers direct and coordinate train traffic for a region. They work for railroad companies. Train dispatchers are responsible for the safety and the efficiency of train traffic in their region. From a central location, they use computer programs to plan and direct train traffic and communicate with the conductors and engineers onboard the trains.

Rail Car Loader
Rail car loaders work for private companies that transport goods on rail lines. Rail car loaders work in warehouses and distribution centers and manage the loading and securing of goods into rail cars for transport. They also unload goods that have arrived. They coordinate with railroad companies to ensure the timely delivery of goods. Experience with forklifts and other warehouse machinery is useful in this job.

Railroad Mechanic
Railroad mechanics (often called diesel mechanics) are specialized mechanics who work for railroad companies. The primary responsibility of a railroad mechanic to maintain the train engine, usually diesel-electric engines. Railroad mechanics use welding and machining equipment. Prior work experience as an electrician is beneficial in this job. Most employers will provide training for railroad mechanics.

Track Laborer
Track laborers are employed by either passenger or freight railroad companies to perform inspections, maintenance, and repairs on rail tracks and some train equipment. This is a physically demanding job, which requires a high level of strength and stamina. Track laborers
work outdoors and cover a wide geographic area. This is an entry-level job. Welding experience may be useful.

Brake Operator

Brake operators, also called brakemen, operate train breaks, usually airbrakes. Their job duties may vary depending on the employer. They may ride on trains or be stationed with the switchmen on the ground at junctions. They are often considered assistants to the conductor and engineers. On passenger trains, in addition to their more technical job duties, they may collect tickets at stations or make announcements.

Switchman

It is the job of a switchman to operate the switches at railway intersections to change the direction of trains. Computers and hydraulic engines control contemporary switches. Switchmen coordinate with train dispatchers and engineers to ensure that trains pass through intersections safely and on the correct track. This job requires quick reactions and the ability to work under pressure.

1. Выписать и выучить новую лексику по теме.

2. Подготовить устный доклад по одной из профессий.

Тема 1.3 Даты, время, местоимения, числительные.

1. Прочитайте правильно следующие числа и даты.

1835; in November; 13 1837; 27km; 3m; 6ft; 3in; 650.5 miles; 65 kg/m; 3.150 km; 200kmph; 180mph; ¼; ½ ;¾ ; 0.6; 0.025; 376%; 58.9%.

1. Устно ответить на следующие вопросы.

1. Образование количественных числительных.

2. Образование порядковых числительных.

3. Случаи употребления числительных.

4. Дроби.

5. Математические действия.

Практическая работа.

1.Назовите и напишите номера по порядку.

1 - _____

2 - _____

3 - _____

4 - _____

5 - _____

6 - _____

7 - _____

8 - _____

9 - _____

10 - _____

11 - _____

12 - _____

13 - _____

14 - _____

15 - _____

16 - _____

17 - _____

18 - _____

19 - _____

20 - _____

10 - _____

20 - _____

30 - _____

40 - _____

50 - _____

60 - _____

70 - _____

80 - _____

90 - _____

3. *Переведите на английский язык.*

4. 25 км; 163 тысячи рублей; 90 картин; 200 миллионов людей; 3500 автомобилей; 4 тысячи машин;

сотни автомобилей; десятки журналов; тысячи студентов; миллионы людей.

30 марта; 1 ноября; 15 сентября; 2 июля; к 3 августа; к 14 апреля; к 29 ноября; к 24 февраля.

1. Устно ответить на вопросы по данной теме:

1. Личные местоимения.

2. Притяжательные местоимения.

3. Указательные местоимения.

4. Вопросительные местоимения.

5. Относительные местоимения.

6. Возвратные местоимения.

7. Неопределенные местоимения.

8. Отрицательные местоимения.

9. Взаимные местоимения.

Практическая работа.

1. Вставьте местоимения по смыслу.

1. Once upon a time (однажды) there was a girl called Little Red Riding Hood. Together with _____ mum, _____lived in a big forest (лес).

2. One fine day, Little Red Riding Hood's mother said,

3. " _____- grandma is ill. Please go and take this cake and a bottle of wine to _____ . Grandma's house is not too far from _____ house, but always go straight (прямо) and don't stop!"

5. So, Little Red Riding Hood took basket (корзина) and went to Grandma's house.

6. In the forest _____ met the big bad wolf.

7. Little Red Riding Hood greeted (приветствовать) _____ and the wolf asked _____:

8. "Where are _____ going, Little Red Riding Hood?"

9. "To _____ grandma's house." answered Little Red Riding Hood.

10. "Can you tell _____ where _____ grandma lives?"

11. " _____lives in a little cottage at the edge (край) of the forest."

12. "Why don't _____ pick (собирать) some nice flowers for _____?" asked the wolf.

13. "That's a good idea." said Little Red Riding Hood and began looking for (искать) flowers. Meanwhile (темвременем), the wolf was going to grandma's house.

14. The house was quite (совсем) small but nice and _____ roof (крыша) was made out of straw (солома).

15. The wolf went inside (вовнутрь) and swallowed (проглотить) poor old Grandma. After that _____ put Grandma's clothes on (put on - надевать) and lay (lie - lay - ложиться, лежать) down in _____ bed.

2. Переведите предложения на английский язык.

1. Этот текст трудный.

2. Эти письма короткие.

3. Те комнаты хорошие.

4. Принесите эти документы.

5. Тот человек - мой учитель.

6. Эти карандаши короткие.

7. Та песня была популярной в прошлом году.

8. Посмотрите на это примечание.

9. Этот фильм был неинтересный.

10. Те студенты изучают французский язык.

3. Поставьте глаголы в скобках в PastSimple или PastContinuous:

1. Chris ___ spaghetti every day last week (eat).

2. When I ___ into the room, two boys ____ football (come) / (play).

3. Peter ___ the TV, but nothing ___ (turn on) / (happen).

4. While we ___ in the park, Mary ___ (run) / (fall over).

5. While I ___ to music, I ___ the doorbell (listen) / (hear).

6. I ___ my pen while I ___ my homework (break) / (do).

4. Поставьтеглаголывскобкахв Past Simple или Past Continuous:

Dear Peter,

I'm writing to tell you about what happened to me last week while I 1) ___ my aunt who lives by sea (visit). One afternoon I 2) ___ her dog for a walk by the cliffs when I 3) ___ a girl who 4) ___ a tree by the edge of the cliff (take) / (notice) / (climb). As she 5) ___ there, the branch suddenly 6) ___ and the girl 7) ___ over the edge (hang) / (break) / (fall). I 8) ___ to the edge, but although the girl 9) ___ for help, I 10) ___ see her (run) / (shout) / (not / be able to). I 11) ___ about what to do when a man 12) ___ the cliff path (think) / (come along). I 13) ___ what had happened and while he 14) ___ for help I 15) ___ to the girl (explain) / (go) / (talk) . Well, everything 16) ___ happily (end). The girl was rescued and her parents17) ___ me by giving me a large bunch of flowers (thank). The story 18) ___ in the newspaper too (be)! That's all my news – write and tell me yours soon.

With love, Lucy.

5. Поставьтеглаголывскобкахв Past Simple или Past Continuous:

Last night I 1) ___ alone at home (be). I 2) ___ on my bed and I 3) ___ TV when I 4) ___ a strange noise (lie) / (watch) / (hear). The noise 5) ___ from the kitchen (come). I 6) ___ downstairs, 7) ___ a heavy vase from the table and 8) ___ for the kitchen (go) / (pick up) / (head). I 9) ___ the door very slowly (open). Then I 10) ___ someone (see). He 11) ___ in the fridge (search). I 12) ___ so frightened that I 13) ___ the vase I 14) ___ and it 15) ___ onto the floor (be) / (drop) / (carry) / (crash). The man 18) ___ towards the door and I 17) ___ his face (turn) / (see). Itwasmyhusband!

Тема 1.3 Из истории технических открытий. Дизельная тяга.

1. **Изучить лексику по данной теме**

Лексика по теме: Компьютер.

computer – компьютер

bit – бит (самая меньшая единица хранения и обработки цифровой информации)

browser – браузер (программное обеспечение для просмотра веб сайтов)

byte – байт (единица хранения и обработки цифровой информации, равная 8 битам)

CD-ROM (compactdiscread-onlymemory) – CD-ROM (компакт-диск с данными, доступными только для чтения)

character – символ

compact disc (CD) – компактдиск

computer case / computer chassis / system unit / case – системныйблок

computer cooling – системаохлаждениякомпьютера

central processing unit (CPU) – центральныйпроцессор

cursor – курсор

debugging – отладка (программы)

digitalcomputer – цифровой компьютер

downloadinganduploading – скачивание и закачивание

electronic mail / e-mail / email – электроннаяпочта

file – файл

flash drive / USB flash drive – флешкарта / USB-флеш-накопитель

floppy disk – дискета

floppy disk drive - дисковод

font – шрифт

gigabyte – гигабайт (единица измерения количества информации, равная 1024 мегабайтам)

harddiskdrive (HDD) / harddisk / harddrive – жесткий диск, накопитель на жестких магнитных дисках

hardware – аппаратное обеспечение (электронные и механические части вычислительного устройства)

interface – интерфейс

Internet – интернет

keyboard - клавиатура

megabyte – мегабайт (единица измерения количества информации, равная 1024 байтам)

menu – меню

monitor – монитор

motherboard – материнская плата

mouse – мышь, мышка, манипулятор "мышь"

mouse mat (BrE) / mousepad (AmE) – коврикдлямыши

personalcomputer – персональный компьютер

printer - принтер

software / computersoftware – программное обеспечение

soundcard / audiocard – звуковая плата / звуковая карта / аудиокарта

videocard / videoadapter / graphics-acceleratorcard / displayadapter / graphicscard – видеокарта / графическая плата / графический ускоритель / графическая карта / видеоадаптер

Практическая работа.

1.Ответьте на следующие вопросы, используя информацию, данную в скобках. Перевестипредложениянарусскийязык.

1. What is artificial intelligence? (the study of how to make computers function like humans)

2. What does the software incorporate? (the latest in artificial intelligence)

3. What does the computer do? (performs calculations in binary and converts the results to decimal)

4. What microchip is embedded in the card? (small)

5. What do robots replicate (copy)? (human and animal behavior)

6. What is machine code like? (boring to write) What is its function? (the foundation of all other software)

7. What is portable over different computer platforms? (the software)

8. What should you do to execute a program? (type the program name)

9. What are user interfaces? (the keyboards, mice, commands and menus used for communication between you and the computer) Can you give some examples? (the command lines in DOS and UNIX, and the graphical interfaces in Windows, Mac and Linux)

10. What are hardware interfaces? (the plugs, sockets, cables and electrical signals traveling through them) Can you give some examples? (USB, Ethernet, etc.)

11. What kinds of computer programs do you know? (system software and application software)

2. Выберите правильное слово и переведите предложения на русский язык.

1. A program that is ready to run on a computer is called an executable/portable program.

2. An artificial language used to write instructions that can be translated into machine language and then executed by a computer is called a binary/programming language.

3. Portable/comfortable software can run on two or more kinds of computers or with two or more kinds of operating systems.

4. A program that translates another program written in a high-level language into machine language so that it can be executed is called a(n) compiler/assembler.

5. Component of a computer hardware system that combines control unit, storage unit, and arithmetic unit is called CIA/CPU.

6. The way in which a machine or other thing functions is called behavior/fashion.

7. Artistic/Artificial intelligence generally is the attempt to build machines that think.

8. In modern electronic computers, information is stored in banks of components that act like switches. Since switches can be either on or off, they have a binary/decimal character.

9. A hardware/computer program does not run unless its instructions are executed by a central processor.

10. Many computer programs may run simultaneously on a single computer, this process is known as multitasking/multidoing.

2. Прочитайте, перепишите и письменно переведите текст.

First diesel-electric locomotive

In 1922 a group of designers began working at the construction of the first diesel-electric locomotive for the freight traffic. The author of the project was Hackel I.M., a professor of the Leningrad Institute of Railway Engineers. The test model was produced at the Baltic Plant in 1924. It had an internal combustion engine connected to the running wheels by electric transmission. Locomotives with great traction power and less consumption of fuel were needed. This resulted in the appearance of the TE-1, TE-2 models. In 1953 an experiment double-unit diesel locomotive of the TE-3 type was constructed. At present the most advanced diesel in series production is the TE-109 which is also available for export. It is powered by a 3,000-h.p diesel. Other Railways place great hopes on a 6,000-h.p. diesel.

1. Выполните практическую работу, опираясь на содержание текста.

Практическая работа (Первый дизельный локомотив)

1. Найдите в тексте и выучите следующие слова и словосочетания.
    - Грузовые перевозки
    - Институт инженеров железнодорожного транспорта.
    - топливо
    - были построены (сконструированы)
    - расход топлива
    - двигатель внутреннего сгорания
    - доступный, имеющийся в распоряжении
    - сила тяги
2. Перепишите следующие предложения. Определите по грамматическим признакам, какой частью речи являются эти слова с окончанием «S» и какова функция этого окончания (множественное число существительного, притяжательный падеж существительного, 3 лицо единственное числа глагола настоящего неопределенного времени). Переведите предложения на русский язык.

    - Every year railway transport carries nearly 4 billion tons of cargo.

    - The designers improve the construction of the locomotives.

    - This young engineer’s name is Ivanov Oleg.

3. Перепишите и переведите следующие предложения, содержащие разные формы сравнения прилагательных.

    - The London’s metro is the oldest one in the world.

    - This new method is more sufficient than the common one.

    - The more we learn, the more we know.

4. Перепишите и переведите следующие предложения. Определите видовременную форму глаголов и укажите их инфинитив. Сделайтеэтипредложенияотрицательными.

   - Our engineers tested this machinery in the motion.

   - Now the works are laying down the new track.

Раздел 2. Основной курс

Тема 2.1 Безличные предложения, конструкции thereis / thereare

Оборот there is / are.

1. Ответьте устно на следующие вопросы.
   - Каким русским предложениям соответствует конструкция thereis/are?
   - В каких случаях употребляется конструкциятhereis/are?
   - Когда употребляется форма is , а когда are?
   - В какой форме стоит глагол tobe,если в предложении несколько однородных членов?
   - Как образуется вопросительная и отрицательная формы?

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Конструкция thereis/are)

1. Прочитайте следующие предложения. Переведите их на русский язык.

- There is an English magazine on her desk.

- There is a bed in his bedroom.
- There are no children in the sitting-room.
- There is some butter on the table.
- Are there any students in the classroom? – No, there aren't.
- There is a TV set in their sitting-room.
- There are some red and green apples on the plate.
- There is no coffee at home.
- There are four desks and eight chairs in our classroom.
- There is not any coffee at home.
- Are there any notebooks on the desk? - Yes, there are.
- Is there a blackboard in their classroom?

2. Образуйте от следующих предложений отрицательную и вопросительную форму. Предложения переведите.
   There is a blackboard in our classroom
   There is a map on the wall.
   There is a desk in his room.
   There are some pictures on the walls.
   There are two windows in our classroom.
   There are four sounds in the word.
   There are three bedrooms in their flat.

3. Ответьте на вопросы. Употребите в ответах числительные в скобках.
   How many English magazines are there on her desk? (4)
   There are four magazines on her desk.
   How many schoolchildren are there in the classroom? (12)
   How many sounds are there in the word woman? (5)

Выполните перевод текста и выпишите безличные предложения:

The Russian railways are known to be the most important form of transportation in this country and they will maintain their dominant position for a very long time in future. Different types of passenger and freight trains can be seen on Russian railways. We are to distinguish long distance and suburban trains as well as express, fast and local trains.

As a rule, any long-distance train is to consist of several comfortable sleeping cars and some coaches for those who travel only by day. Luggage and mail cars are usually placed at the train head. The luggage cars have large sliding doors through which trunks and other articles of baggage may be loaded and unloaded. Besides that, every train is supposed to have a restaurant or dining car. All cars are fitted with a hot water heating system and lighted with electricity. Sleeping cars are always of a corridor- compartment type, each compartment having four berths.

Unlike sleeping cars, all coaches are cars with double row of seats and gangway between the rows. Toilets and compartments for the attendants are provided at each end of the coach. The passenger saloons are finished internally with veneer and partly with plastics and synthetic materials which have become quite common in recent years and widely used nowadays for passenger car construction.

There are many routes in Russia on which diesel multiple-unit trains run. Suburban diesel train sets of modern design operate on Russian Railways. These sets consist of two power or motor cars and two intermediate trailers, the number of seats in motor cars being 77, in trailers 128. Fittings include luggage racks and coat hangers. Special air heating and ventilation system maintains the proper temperature inside the car. In summer when the heating is off, the equipment provides ventilation.

Тема 2.1 Виды транспорта.

1. Выполните перевод текста:

There are as many means of transport as you can only imagine. They are a bus, a bicycle, a car, a ship, a train, a plane and so on. And today I want to discuss all of them.

The most popular means of transport is a car. Nowadays there are so many car producers and brands that a car becomes the most popular and comfortable type of transport. You can travel by car everywhere. The only thing that can stop you is your driving license and the foreign country rules. A dream of many people is to buy a car and for most of them it comes true.

Another popular transport is a bus. Not everyone can drive or many people just want to enjoy the view and concentrate on their thoughts while travelling. And the bus allows all these. The cost of travelling by bus is much lower than that of a car.

Bicycle is popular among young people. They use it during the warm seasons to travel around the city or the nearby places. It's healthy and affordable for most of people.

Train is popular for its low cost and cozy atmosphere. You can make a long travel on the train and don't need to pay a lot for it.

Plane is popular for its speed but the cost is quite high. It is thought to be the safest means of transport among all. The most luxurious means of transport is a ship. I mean not those small ordinary ships, but the ones that travel across the oceans with thousands of tourists. They are often called liners.

So we just need to pick up the one we like and completely enjoy it.

2. Выпишите лексику, относящуюся к изучаемой теме.

3. Подготовьте устный доклад по теме.

Тема 2.2 Простое прошедшее время.

I. Поставьтеглаголывскобкахв Past Simple или Past Continuous:

1. Chris ___ spaghetti every day last week (eat).

2. When I ___ into the room, two boys ____ football (come) / (play).

3. Peter ___ the TV, but nothing ___ (turn on) / (happen).

4. While we ___ in the park, Mary ___ (run) / (fall over).

5. While I ___ to music, I ___ the doorbell (listen) / (hear).

6. I ___ my pen while I ___ my homework (break) / (do).

II. Поставьтеглаголывскобкахв Past Simple или Past Continuous:

Dear Peter,

I'm writing to tell you about what happened to me last week while I 1) ___ my aunt who lives by sea (visit). One afternoon I 2) ___ her dog for a walk by the cliffs when I 3) ___ a girl who 4) ___ a tree by the edge of the cliff (take) / (notice) / (climb). As she 5) ___ there, the branch suddenly 6) ___ and the girl 7) ___ over the edge (hang) / (break) / (fall). I 8) ___ to the edge, but although the girl 9) ___ for help, I 10) ___ see her (run) / (shout) / (not / be able to). I 11) ___ about what to do when a man 12) ___ the cliff path (think) / (come along). I 13) ___ what had happened and while he 14) ___ for help I 15) ___ to the girl (explain) / (go) / (talk) . Well, everything 16) ___ happily (end). The girl was rescued and her parents17) ___ me by giving me a large bunch of flowers (thank). The story 18) ___ in the newspaper too (be)! That's all my news – write and tell me yours soon.

With love, Lucy.

III. Поставьтеглаголывскобкахв Past Simple или Past Continuous:

Last night I 1) ___ alone at home (be). I 2) ___ on my bed and I 3) ___ TV when I 4) ___ a strange noise (lie) / (watch) / (hear). The noise 5) ___ from the kitchen (come). I 6) ___ downstairs, 7) ___ a heavy vase from the table and 8) ___ for the kitchen (go) / (pick up) / (head). I 9) ___ the door very slowly (open). Then I 10) ___ someone (see). He 11) ___ in the fridge (search). I 12) ___ so frightened that I 13) ___ the vase I 14) ___ and it 15) ___ onto the floor (be) / (drop) / (carry) / (crash). The man 18) ___ towards the door and I 17) ___ his face (turn) / (see). Itwasmyhusband!

Теме 2.2 История жд транспорта.

1. Прочитайте и письменно переведите текст.

Railway Construction in Russia

The beginning of railway construction in Russia began at the second half of the 18th century, when the country was awakening from the long slumber of the Middle Ages. Road building became closely connected with the development of the mining industry. Among the numerous works build in the Urals the most important and the best equipped ones were the Kolyvan-Voskresensk works. It was at those works that the first tram-ways in Russia were laid down to link the mines and the works.

K.D. Frolov, a highly trained foreman, was engaged in the construction of the tracks, and great ability and zeal were displayed by him in that work. Later on, in 1769, Frolov succeeded in mechanizing transportation within the shops of the works.

The next very important step was taken by A.S. Yartsev, manager of the Alexander Gun Works in Petrozavodsk, who suggested that cast iron rails should be used instead of tracks. Accordingly in 1788 a railway 173,5 m long was constructed to meet the needs of the works.

Another line with cast iron rails was constructed in the Altai Muontains by engineer R.K.Frolov, son of K.D.Frolov in 1809. Its length was 1867m. its technical equipment was much superior to the equipment of all the railways built in the Urals at that time.

Since capitalism was gaining ground in Russia, new industrial enterprises began to spring up all over the country and the then existing machines could not cope with the ever increasing demands of the mines.

The stationary steam engine invented by I.I. Pilsunov in 1763 and and installed at some plants paved the way for the introduction of steam as tractive power on railways.

The first steam locomotive in Russia was constructed by the Cherepanovs, father and son, most skilled and most talented workmen of their time.

The first railway in Russia using steam traction was put into operation at the NizhniTagil metallurgical works. It was a short-distance line covering only 854m. It is to the Cherepanovs that Russia owes the fight to be placed among the countries which were the first to use steam as tractive power.

Some four years later , in 1837, the inauguration of the St.Petersburg-TsarskoyeSelo Railway took place.

That very important railway line, wich was 27 km long, was soon followed, in 1851, by the construction of the St.Petersburg-Moscow line, 644 km in length. That was a first-class double-track railway line, which linked two large industrial and cultural centres; 185 bridges and 19 viaducts were erected to make the line as straight and level as possible. P.P. Melnikov and N.O. Kraft, prominent engineers, were in charge of the construction work.

2. Выполните практическую работу.

1. Выбери правильный ответ.
   - ✓ The beginning of the railway construction in Russia dates back to … century.
     - first half of 18^{th}
     - second half of 18^{th}
     - beginning of 19^{th}
   - ✓ The Cherepanovs were the most prominent …
     - foremen
     - engineers
     - workmen
   - ✓ The length of the first Russian line was … km.
     - 35
     - 27
     - 20
   - ✓ The stationary steam engine was invented by …
     - K. D. Frolov
     - N.O. Kraft
     - I.I.Polsunov
2. Заполните пропуски словами из скобок, поставив их в определённую степень сравнения.

   (long, good, interesting, straight, little)
   - We found his story … one.
   - The Trans- Siberian line is … railway in the world.
   - Only … engineers were engaged in this track construction.
   - This locomotive speed is … than of the modern one.
   - Bridges and viaducts were erected to hold the line as … as possible.
3. Подберите синонимы.

   1) to reduce a) manufacture
   2) production b) building

3) accuracy c) to lessen
4) to allow d) to permit
5) construction e) precision

4. Ответь на вопросы.
   - ✓ What industry was railway construction connected with?
   - ✓ Where were the first cast iron rails used?
   - ✓ Who was in charge of the construction of St.Petersburg - Moscow line?
   - ✓ What works were best equipped in the Urals?
   - ✓ By whom were the first steam locomotive in Russia constructed?
   - ✓ Where was steam traction used first in Russian railways?
5. Поставьте предложения в вопросительную и отрицательную форму.
   - The station facilities are out of date.
   - The Cherepanovs, father and son, constructed the first steam locomotive in Russia.
   - The first train crew worked with the highest quality level.
   - Drivers cabs are placed at the locomotive ends.
   - This railway was constructed to meet the needs of the works.
   - Frolov was engaged in the construction of the tracks.
   -

Тема 2.3 Предлоги. Страдательный залог.

1. Ответьте устно на следующие вопросы:
   - Какие предлоги места вы знаете и как они переводятся?
   - Какие предлоги движения и направления вы знаете и как они переводятся?
   - Какие предлоги времени вы знаете и как они переводятся?

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Предлоги)

1. Вставьте предлоги on, in, into.
   - Where is the book? – It is … the table.
   - Where is the tea?- it is … the cup.
   - Put the plates … the table.

- Bathing … the lake, they often jumped … the water.
- There is a beautiful picture … the wall.
- I like to sit … the sofa … my room.
- There is a girl standing … the bridge.
- Pour some tea … my cup.
- Put these flowers … the windowsill.
- I saw many people … the platform waiting for the train.

2. Переведите на английский язык.
   - **it** или**at**
     В кухне, в порту, в плавательном бассейне, в парке, в лесу, в театре, в саду, в библиотеке, в реке, в магазине, в стакане, в комнате, в кино, в снегу, в школе, в классе, в доме, в чашке, в музее.
   - **on** или**at**
     на полке, на подоконнике, на скамейке, на заводе, на стене, на вокзале, на платформе, на полу, на крыше, на выставке, на остановке, на земле, на концерте, на доске, на уроке, на мосту, на стадионе, на снегу, на траве, на работе.
   - **at, on, in, to**или**into**
     - Где Коля? – Он на лекции.
     - Папа ходит на работу каждый день.
     - Вчера папа был на работе, а мама дома.
     - Вчера я ходил в библиотеку. В библиотеке я взял интересную книгу.
     - Катя сидела за столом. На столе лежали книги и тетради.
     - Папа подошёл к столу и поставил на стол вазу.
     - Вчера мы ходили на выставку. На выставке мы видели много картин.
     -Том всегда ходит на стадион в воскресенье.
     - Мы пришли на вокзал и поставили свои вещи на платформу.
     - На доске две ошибки. Иди к доске и исправь их.
     - Вы вчера были на концерте? – Нет, мы работали в библиотеке, а потом пошли в парк.
     - Сегодня на лекции так много студентов.

Тема 2.3 Развитие ЖД транспорта за рубежом.

Modern railway

Railway signaling was first introduced in Great Britain. Modern Railway signaling systems govern train operation to provide the safety of traffic. They also enable trains to be controlled in such a way that the greatest possible use is made of the existing tracks.

The purpose of signaling is to give the driver accurate information regarding the state of the line ahead and to tell him which route he is to take and with what sped he is to move.

Signals are provided for regulating the arrival and departure of trains from stations, yards for shunting operations, at road crossings and at points where a branch or a siding meets the main track.

Modern railways use different signaling systems : colour light signals, electrical operation of signals and points, track-circuiting, route-setting panel control, automatic train operation, computer-based centralized traffic control (CTC), cab signaling- these are the basic elements of modern signaling.

Colour-light signals are widely used for giving both day and night indications.

Nowadays for signaling purposes, trains are operated automatically by means of «track circuits» , first tired in the US in the 1880s.

Low voltage current applied to the rails causes the signal via a series of relays (originally) or electronics (recently) to show a «proceed» aspect.

The current flow is interrupted by the presence of the wheels of a train. Such interruption causes the signal protecting that section to show a «stop» command.

A «proceed» signal will only be displayed if the current flows. The system is sometimes referred to as «fail safe» or «vital». The method of operating railway lines by CTC was used in the USA in 1927. The principle of it is that at the central point the operator sitting in front of the panel can control the whole line with the help of the diagram showing him where every train is.

Locomotives are now equipped with cab signals. The locomotive cab signal is a small colour-light signal, placed on a panel directly in front of the driver's seat, and it gives the same signal indications that are given by the block signals along the track.

1. Выполните практическую работу, опираясь на содержание текста.

Практическая работа

1. Найдите в тексте все интернациональные слова, выпишите и переведите их.
2. Переведите следующие словосочетания.

Railway signaling, railway signaling system, train movement, train movement control, train departure, train arrival, train departure train departure control, semaphore arm position, cab signal, locomotive cab signal, colour light signal, signal indication, block signal, road crossing, shunting operations.

3. Образуйте все возможные производные от следующих глаголов.

   To operate, to automate, to introduce, to differ, to develop

4. Перепишите и переведите предложения. Подчеркните сказуемое и определите, в каком времени оно стоит.
   - Many new automatic devices are used on railroads.
   - The improvement of signaling is paid great attention to.
   - This new signaling system is shown at our Museum.
   - Tests are now being made with a new automatic signaling system.
   - Signals are to regulate the movement of trains.

Тема 2.4. Множественное число.

Упражнение 1. Напишите данные существительные во множественном числе.

Артикль «a» обозначает «один» (one). Во множественном числе артикль «a» не ставится.

ПРИМЕР ahat – hats (одна шляпа – шляпы)

a cat –…

a box –…

a boy –…

a foot –…

a glass –…

a bus –…

a sock –…

a child –…

one man –…

one woman –…

one mouse –…

one house –…

one tooth –…

one goose –…

one sheep –…

Упражнение 2. Запишите данные ниже существительные в соответствующие колонки таблицы.

a party, a banana, a room, a day, a fly, a knife, a sandwich, a university, a shelf, a play, a key, a taxi, a way, a tragedy, a language, a comedy, a parrot, a dog, a watch, a puppy.

Упражнение 3. Напишите данные существительные во множественном числе.

a dress – two …

a lady – two …

a baby – three…

a story – three …

a fox – four …

a leaf – four …

a thief – five…

a wolf – five…

a loaf – six…

a city – six…

a sheep – seven …

a policeman – seven…

a sportsman – eight…

a bench — eight …

a witch – nine …

a tomato – nine …

a potato – ten…

a photo – ten…

a kilo – eleven…

a hero – eleven…

Упражнение 4. Найди 6 ошибок в словах.

photoes, dodoes, zeroes, tomatoes, Negroes, potatos, kiloes, buffaloes, videos, pianoes, mosquitoes, stereoes, radios, studios, echos, heroes

Тема 2.4. Развитие ЖД транспорта в России

Railway Construction in Russia

The beginning of railway construction in Russia began at the second half of the 18th century, when the country was awakening from the long slumber of the Middle Ages. Road building became closely connected with the

development of the mining industry. Among the numerous works build in the Urals the most important and the best equipped ones were the Kolyvan-Voskresensk works. It was at those works that the first tram-ways in Russia were laid down to link the mines and the works.

K.D. Frolov, a highly trained foreman, was engaged in the construction of the tracks, and great ability and zeal were displayed by him in that work. Later on, in 1769, Frolov succeeded in mechanizing transportation within the shops of the works.

The next very important step was taken by A.S. Yartsev, manager of the Alexander Gun Works in Petrozavodsk, who suggested that cast iron rails should be used instead of tracks. Accordingly in 1788 a railway 173,5 m long was constructed to meet the needs of the works.

Another line with cast iron rails was constructed in the Altai Muontains by engineer R.K.Frolov, son of K.D.Frolov in 1809. Its length was 1867m. its technical equipment was much superior to the equipment of all the railways built in the Urals at that time.

Since capitalism was gaining ground in Russia, new industrial enterprises began to spring up all over the country and the then existing machines could not cope with the ever increasing demands of the mines.

The stationary steam engine invented by I.I. Pilsunov in 1763 and and installed at some plants paved the way for the introduction of steam as tractive power on railways.

The first steam locomotive in Russia was constructed by the Cherepanovs, father and son, most skilled and most talented workmen of their time.

The first railway in Russia using steam traction was put into operation at the NizhniTagil metallurgical works. It was a short-distance line covering only 854m. It is to the Cherepanovs that Russia owes the fight to be placed among the countries which were the first to use steam as tractive power.

Some four years later , in 1837, the inauguration of the St.Petersburg-TsarskoyeSelo Railway took place.

That very important railway line, wich was 27 km long, was soon followed, in 1851, by the construction of the St.Petersburg-Moscow line, 644 km in length. That was a first-class double-track railway line, which linked two large industrial and cultural centres; 185 bridges and 19 viaducts were erected to make the line as straight and level as possible. P.P. Melnikov and N.O. Kraft, prominent engineers, were in charge of the construction work.

3. Выполните практическую работу.

Практическая работа

6. Выбери правильный ответ.
   - ✓ The beginning of the railway construction in Russia dates back to … century.
     - first half of 18^{th}
     - second half of 18^{th}
     - beginning of 19^{th}
   - ✓ The Cherepanovs were the most prominent …
     - foremen
     - engineers
     - workmen
   - ✓ The length of the first Russian line was … km.
     - 35
     - 27
     - 20
   - ✓ The stationary steam engine was invented by …
     - K. D. Frolov
     - N.O. Kraft
     - I.I.Polsunov
7. Заполните пропуски словами из скобок, поставив их в определённую степень сравнения.

   (long, good, interesting, straight, little)
   - We found his story … one.
   - The Trans- Siberian line is … railway in the world.
   - Only … engineers were engaged in this track construction.
   - This locomotive speed is … than of the modern one.
   - Bridges and viaducts were erected to hold the line as … as possible.
8. Подберите синонимы.

   6) to reduce a) manufacture
   7) production b) building
   8) accuracy c) to lessen
   9) to allow d) to permit
   10) construction e) precision

9. Ответь на вопросы.
   - ✓ What industry was railway construction connected with?
   - ✓ Where were the first cast iron rails used?
   - ✓ Who was in charge of the construction of St.Petersburg - Moscow line?

- ✓ What works were best equipped in the Urals?
- ✓ By whom were the first steam locomotive in Russia constructed?
- ✓ Where was steam traction used first in Russian railways?

10. Поставьте предложения в вопросительную и отрицательную форму.
    - The station facilities are out of date.
    - The Cherepanovs, father and son, constructed the first steam locomotive in Russia.
    - The first train crew worked with the highest quality level.
    - Drivers cabs are placed at the locomotive ends.
    - This railway was constructed to meet the needs of the works.
    - Frolov was engaged in the construction of the tracks.
    -

Тема 2.5 Неопределенные местоимения, степени сравнения прилагательных и наречий.

1. Ответьте устно на следующие вопросы.
    - Для чего употребляются неопределённые местоимения?
    - Когда употребляется местоимение some?
    - Когда употребляется местоимение any?
    - Когда употребляется местоимение no?
    - Какую функцию в предложении выполняют неопределённые местоимения?
    - Как образуются производные от неопределённых местоимений?

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Местоимения some, any, no)

1. Заполните пропуски, употребив some, any.
   He has … French books at home.
   Have you got … knives and forks?
   I have … friends. My friend … maps.
   There are … buses today. I can't go shopping.
   She hasn’t got … coffee in her cup.
   Show him … pictures, please.
   We haven't got … milk. We can't make an omelette.
   Have you … children? Yes, I have.
   I saw … boys in the garden.

There are … diagrams in a new book.

2. Поставьте следующие предложения в отрицательную и вопросительную форму.
   - They have done something.
   - He has given them some money.
   - You have brought something for us.
   - I have taken some English books from you.
   - She was reading something
   - There are some parks in this town.
   - There are some good bookshops in our district.
   - Somebody by the name of Petrov lives on the third floor.
3. Вставьте одно из следующих слов.
   - Somebody/ someone, anybody/ anyone, nobody

     I saw … I knew at the lecture.
     I dare say that there may be … at the lecture that I know, but what does that matter?
     Do you really think that … visits this place?
     I have never seen … lace their boots like that.
     Does … know anything about him?
     … knows anything about him?
     He didn't ask … for help.
     We need … like you to stay with our kids.
   - Somewhere/ anywhere/nowhere

4. Переведите на английский язык.
   - На столе лежит что-то круглое. Что это такое?
   - Никто об этом ничего не знает.
   - В городе много парков, везде деревья и цветы.
   - В этой комнате кто-то есть.
   - Анна живёт где-то в этом районе.
   - Я никого не знаю в этом городе.
   - Дай мне, пожалуйста, что-нибудь поесть.
   - Кто-нибудь знает адрес нашего учителя?
   - Всё в порядке.
   - Он где-то в саду.

Самостоятельная работа.

Вариант 1

1. Поставьте вместо пропусков местоимения some,any,no. Предложения переведите.
    - I have not got … exercise-books. Give me … , please.
    - Are there … new buildings in your street?

2. Переведите предложения. Поставьте их в отрицательную и вопросительную форму.
    - Peter has something in the box.
    - I read some English newspaper.

3. Употребите требующуюся форму прилагательного. Переведите предложения.
    - The Arctic Ocean is (cold) than the Indian Ocean.
    - Who is the (good) student in our group.
    - This book is the (interesting) off all I have read this year.

4. Вставьте модальный глагол may или can . Предложения переведите.
    - I … not swim because the doctor did not allow me to be more than two minutes in the water.
    - I … finish the work tomorrow if no one bothers me any more.
    - Becky's mother says that everybody … take the part in the picnic.

5. Раскройте скобки, выбрав нужную форму глагола.
    - There (is, are) a table in my room.
    - There (was, were) very many children in the park yesterday.
    - There (wasn’t , weren’t) at school here in 1920.
    - There (is, are) a table and four chairs in my sister's room.
    - There (is, are) three windows in my classroom.

6. Поставьте предложения из упражнения 5 в отрицательную и вопросительную форму.

Вопросы для контроля по грамматической теме

«Степени сравнения прилагательных и наречий»,

«Сравнительные конструкции»:

7. На сколько групп делятся прилагательные по способу образования степеней сравнения?
8. Какие прилагательные относятся к 1-ой группе?
9. Какие прилагательные относятся ко 2-ой группе?
10. Дайте формулу образования сравнительной и превосходной степеней односложных прилагательных.
11. Дайте формулу образования сравнительной и превосходной степеней многосложных прилагательных.
12. Какие слова употребляются при сравнении двух одинаковых предметов?
13. Какие слова употребляются при сравнении двух неодинаковых предметов?
14. Как перевести **чем**?

Тема 2.5. Современные технологии на жд транспорте.

1. Прочитайте и письменно переведите текст.

Television for railways.

Extensive work is under way in our country to utilize television technique in industry, science and agriculture.

Some years ago one of the research institutes of the Soviet Union designed a television apparatus which is now used in railway transport to record the serial numbers of freight cars arriving at a station.

As a train pulls in at a station, somewhere at a distance of ten kilometres an operator sees this train on the screen of his television set. The operator reads aloud the serial number of the freight cars and they are recorded by a tape-recorder.

On another television set the operator can see all the railway lines in a station. The operator only has to press a button and another station will appear on

the screen. These installations are being used in connection with the shifting of freight cars.

The Central Research Institute of the Ministry of Railways is designing a new television apparatus which will enable engine drivers «to see» the condition of the freight car even when it is dark.

Extensiveworkisunderway – проводиться большая работа.

2. Выполните практическую работу, опираясь на содержание текста.
Практическая работа (Телевидение на железной дороге).

1) Перепишите и переведите следующие слова и словосочетания на русский язык, выучите их наизусть.
   - to utilize
   - number of freight cars
   - to record
   - to arrive
   - to press a button
   - to appear
   - enable
   - conditions
   - on the screen
2) Спишите подчёркнутое в тексте предложение и проанализируйте его а) какой частью речи является каждое слово и какую функцию в предложении выполняет; б) сложное это предложение или простое (если сложное- то какие виды придаточных есть в предложении)
3) Задайте 5 общих вопросов к тексту и 5 специальных.

Тема 2.6 Простое будущее время.

1. Устно ответить на следующие вопросы.

1. Образование утвердительной, отрицательной и вопросительной форм.

2. Случаи употребления будущего простого времени.

4. Оборот to be going to.

Практическая работа.

1. Употребите глаголы во времени FutureSimple:

1. - What would you like to eat? - I ___ a burger and chips, please (have).

2. – I can’t lift this suitcase. – Wait! I ___ it for you (do).

3. I ___ two weeks in France (spend).

4. I ___ with some friends of my parents (stay).

5. I ___ medicine next year (study).

6. Maybe I ___ for this company (work).

7. I ___ very much (probably / not / earn).

8. I’m going to the shop now. ___ I ___ you one (buy)?

2. Употребитеглаголывовремени Present Simple or Future Simple:

1) I ___ he ___ at the office tomorrow (hope) / (be).

2) When you ___ me back my book (give)?

3) I ___ sure you ___ the music (be) / (like).

4) At this time tomorrow we ___ far from here (be).

5) Don’t wait for me, I probably ___ late (be).

6) I ___ afraid they ___ you very much (be) / (miss).

7) Where we ___ (meet)?

8) You ___ a lot of interesting things in this journal (find).

9) How long it ___ us to get to the airport (take)?

10) There ___ a lot of traffic and cars ___ very slowly, I ___ we ___ a taxi (be) / (move) / (suppose) / (take) .

3. Подставьте: will, won't, shall:
Larry: 1) ___ we go for a picnic tomorrow?

Sue: Yes. That's a good idea. I 2) ___ make some sandwiches.

Larry: OK. And I 3) ___ bring some lemonade.

Sue: 4) ___ I buy some cheese?

Larry: I don't really like cheese.

Sue: I 5) ___ buy any cheese then. I 6) ___ bring some fruit instead.

Larry: I think it 7) ___ be sunny tomorrow so I 8) ___ probably wear my shorts. I 9) ___ take a pullover.

Sue: Well, I think I 10) ___ take mine. It is still cold in the mornings.

Larry: 11) ___ I invite Bob and Linda?

Sue: That's a good idea. It 12) ___ be nice if they come.

4. Раскройте скобки, употребляя глаголы в FutureSimple, а затем напишите к предложениям вопросительную и отрицательную форму:

1. I ___ chess tomorrow (to play).

2. Nick ___ to the park next Sunday (to go).

3. You ___ to my place next week (to come).

4. They ___ to Spain next summer (to go).

5. We ___ to the theatre tomorrow (to go).

4. Раскройте скобки, употребляя глаголы в FutureSimple. Задайте общий вопрос. Ответьте "Да. Нет."

1. I and my friends (to go skiing) next Sunday.
2. You (to go) to the cinema next weekend?
3. Her mother (not to cook) in the evening.
4. They (to come) home at ten pm tomorrow.
5. His sister (to draw) a picture next week.
6. When you (to come) home?
7. What you (to prepare) for breakfast tomorrow?
8. Their friends (to invite) us to spend Christmas holidays in their cottage?
9. How you (to create) a sketch for this project next week?
10. I (to send) email to my friend tomorrow.
11. Tomorrow I (to meet) my partner at the airport.
12. My friends (to go) to the club next week.
13. He (not to go) to Paris next Monday.
14. Why he (to go) to Paris next Monday?
15. They (to plant) grapes next summer.
16. What you (to do) tomorrow?
17. He (to run) in the morning in the park every day next week.
18. Where he (to run) in the morning every day next week?
19. You (not to run) in the morning in the park every day next week.
20. We (not to watch) TV in the evening today.
21. Tomorrow we (to read) an interesting book in the class-room.
22. I (to go shopping) next Friday. I(to go shopping) every Friday.
23. I not go shopping next Saturday, because I go shopping every Friday.
24. Where you (to take) pictures next winter?
25. Listen! I (to make) this work next week.

5. Раскройте скобки, употребляя глаголы в FutureSimple.

1. I want to get a medical checkup. I (to go) to my doctor tomorrow.
2. He (to give) me a complete examination.
3. The nurse (to lead) me into one of the examination rooms.

4. I (to take) off my clothes and (to put) on a hospital gown.
5. Dr. Setton (to come) in, (to shake) my hand, and (to say) "hello".
6. I (to stand) on his scale so he can measure my height and my weight.
7. He (to take) my pulse.
8. Then he (to take) my blood pressure.
9. After he takes my blood pressure, he (to take) some blood for a blood analysis.
10. He (to examine) my eyes, ears, nose and throat.

Тема 2.6. Обеспечение безопасных условий труда в профессиональной деятельности.

Прочитайте текст, ответьте на вопросы:

Risks in all workplaces There are risks in all workplaces. Safety is possible only by knowing these risks and properly guarding ourselves until the risks have been eliminated. Technological progress is constantly taking place and while it often brings improvements in both efficiency and safety at work, it also can create new risks. In this chapter we will discuss: causes of accidents first aid technical equipment lifting equipment vehicles machinery tools and equipment electricity and its risks welding housekeeping. Useful hints about these points are given at the end of the chapter.

In order to carry out an effective investigation and prevent accidents, we have to know why the various deviations in work procedure occurred. The three main contributory factors are: Technical equipment. Examples: lack of equipment or faulty design leading to a sequence of unexpected events which finally result in an accident. The working conditions can influence us indirectly thereby causing accidents. Such factors include: disorder at the workplace noise temperature ventilation lighting. People. Your own performance can increase the risks of having an accident. Consequently all work should be planned from the point of view of the worker. The employer has the primary responsibility for the planning and layout of the workplace. Important factors include: Job experience. It is the first stages of a new job or a new procedure that are usually the most critical. The

same applies when a person changes jobs. Information and instructions on the working methods and risks involved. Age. Older people are more easily injurede.g. when falling. In general, eyesight and hearing decline with age. These are just a few of the factors which can contribute to causing industrial accidents.,,

Physical work produces heat in our bodies. In order to maintain normal body temperature, the body must get rid of excess heat. Body heat balance must be maintained. Body heat balance is simply a balance between the body's heat gain and heat loss. There are three main sources of heat: air temperature, wind and humidity radiation from the sun, machines and processes muscular work Additionally there are three ways the body loses heat: convection (conveying heat from our skin to air); heat loss is greater when wind speed is high. Conversely, however, we absorb heat when the air temperature is higher than our skin temperature, radiation (when the skin radiates heat to cooler surfaces around). If, however, the skin is exposed to heated surfaces, we absorb heat. The latter happens when we are in the sunlight or near a furnace, heated tank, etc., evaporation (when perspiration, namely water, evaporates from the skin, it takes away heat from us).

Naturally, this heat loss by evaporation is facilitated by wind and is hampered by high humidity. Therefore, in a hot climate there are several ways in which the body absorbs heat, but it can effectively lose heat only through perspiration. In order to maintain body heat balance these factors must be within a limited range. This range varies from person to person, with season, clothing, job stress and culture. However, the comfort zone accepted by most people ranges from 20° to 25°C, with relative humidity of about 30 to 70 per cent, if the physical workload is light and there is no radiant heat. As the physical workload increases, cooler air temperature is needed to maintain comfort. Because the working muscles generate heat during physically heavy work, comfort is only maintained below 20°C. Increased wind speed is a positive comfort factor when air temperature is at or above the upper limit of the comfort zone. Air velocity of 0.1 to 0.3 metre per second is fairly typical of the comfort zone for light work. When the local climate does not permit our body to get rid of excess heat or retain a normal body

temperature, we experience real discomfort. Then our ability to work is impaired. In extreme cases we may end up completely exhausted or even incapacitated by ill-health.

When a worker is under heat stress, body temperature will rise. The body reacts by using its various mechanisms to keep the body temperature as constant as possible. The skin temperature will rise (the heart beat will increase, breathing will normally be deeper; and the worker will perspire. Thus the body temperature (core temperature measured in the mouth) will show the result of all these protective mechanisms. However the body temperature should not change by more than about 1°C. For most levels of heat stress found in industry, the rate of perspiration indicates the strain produced on the body. The amount of perspiration in a working period can be measured by calculating the loss of body weight discounting the weight taken in by eating and drinking, weight lost when going to the lavatory, and any changes in weight of clothing. This can be up to a few kilogrammes after a day's work in hot environment. Perspiration contains salt. If there is a lot of perspiration, the body loses a lot of salt. In extreme cases, cramp occurs in muscles due to a shortage of salt in the body. The water and the salt lost by perspiration must be replaced. Unfortunately it is not enough just to drink when you feel thirsty. A fit young person in a very hot zone can lose more than one litre of perspiration in an hour. But normally he can tolerate losing up to about 4 litres in an 8-hour shift provided he replaces the water and the salt. The replacement should be by drinking either pure water or by drinking fruit juices. Adding salt to food and eating foods that contain natural salt and other minerals will also be helpful. Anyone not taking in enough water to replace perspiration loss will not pass very much urine; that which does pass will be strong and darker in colour. This is unhealthy. Perspiration is essential. The body will never perspire unnecessarily. It is dangerous to try to reduce perspiration by drinking less. Two medical effects of heat are heat exhaustion and heat stroke: heat exhaustion is when you feel dizzy and faint and is due to a shortage of blood to the brain. Blood pressure falls. Lie down in a cool place so that the blood can flow to the head; heat stroke is when the

workers skin is very hot and dry and is due to the perspiration mechanism not working properly. There is a rapid rise of body temperature to over 40°C, frequently with cessation of sweating. This is a medical emergency and medical assistance must be summoned immediately.

While waiting it is vital to cool the body by sponging. Acclimatisation occurs when a person lives and works in a hot climate. It means that the person has adjusted and adapted to the hot climate. For fully acclimatised people, body temperature and the heart rate react less to working in heat. They perspire easily and the perspiration is less salty. They can also have greater blood circulation near the skin. There is, however, a limit to how much the body can adapt. Even for the fully acclimatised person heat stress should be reduced as much as possible.

Which risks mentioned in the previous pages are particularly high?

What steps are taken to inform workers about particularly high risks?

Do you think that workers have sufficient knowledge about particularly high risks?

Would you expect inexperienced workers to be more safe or less safe than experienced workers?

Are there procedures for making sure that new workers understand the risks?

How would you make sure that they take notice of these warnings?

Is the local climate within the comfort zone?

What indications would you find if a worker is supposed to be suffering from strong heat stress?

What are the factors which increase heat stress? □

How does the body protect itself against heat stress?

Is cool and drinking water provided at your workplace?

Тема 2.7. Сложноподчиненныепредложения.

1. Ответьте устно на следующие вопросы.
    - Чем отличается сложноподчинённое предложение от сложносочинённого.
    - Какие виды придаточных предложений вы знаете.
    - Какими союзами вводятся придаточные дополнительные.

- Как происходит согласование времён.
- Что вы знаете о придаточных дополнительных.
- Какими союзами вводятся придаточные времени.
- Какими союзами вводятся придаточные причины.
- Какими союзами вводятся придаточные причины.

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Виды придаточных предложений)

1. Перепишите предложения, подчеркните придаточные определительные. Переведите предложения.
    - All the people who live in this house are students.
    - The woman who is speaking now is our secretary.
    - The apparatus that stands on the table in the corner of the laboratory is quite new.
    - The young man who helps the professor in his experiments studies at our university.
    - People who borrow books from the library must return them on time.
    - There are many pupils in our class who take part in all kinds of extracurricular activities.

2. Замените придаточные определительные из упражнения 1 причастными оборотами. Готовые предложения переведите.

3. Переведите на английский язык.
    - Я знаю, что он уже приехал в Москву.
    - Я не знаю, что он рассказал вам.
    - Покажите мне, что вы принесли.
    - Он сказал мне, что получил письмо от брата.
    - Очень важно знать, когда мы получим эти книги.
    - Я рассказал ему, что я видел в Ленинграде.
    - Я уверен, что они вернутся очень скоро.
    - Спросите его, когда вернётся его сестра.
    - Я не знаю, что написал ему брат.
    - Скажите мне, где эти книги.

- Я думаю, что завтра будет хорошая погода.

4. Поставьте вопросы к придаточным предложениям.
    - She's read the book which I advised her to take.
    - The man you want to speak to is coming back tomorrow.
    - The place where I was born is a big city now.
    - I came to Moscow the day my friend left for London.
    - This is the house my friend lives in.
    - This is the student you wanted to speak to.
    - I well remember the time when I went to school.
    - I couldn’t come because I didn’t feel well.
    - I'm going to work at a school after I graduate.
    - I'll read the paper while you're away.

Тема 2.7. Экология на транспорте

1. Прочитать и письменно перевести текст:

Environmental Protection.

We live on a very beautiful planet – on the Earth. It is our home. Our planet has very rich resources. They are big and small rivers, green forests, high mountains, blue lakes and seas. Everybody likes to breathe fresh air, to swim in clear water.

Unfortunately, nowadays there are many problems connected with the environment. They most burning are air pollution, water pollution and land pollution.

First I’d like to speak about water pollution. Today all the oceans or seas are used as a dump. Many rivers and lakes are poisoned, too. Fish and reptiles can’t live in them. There is very little oxygen in the water. As a matter of fact, factories and plants produce a lot of waste and pour it into the water.

If to speak about air pollution, it is a very big problem nowadays. Millions of cars, buses, trucks emit harmful substances into the atmosphere. So, it is hard to breathe in large cities and towns. Air pollution is very harmful for people’s health.

Radiation has become one of the main problems. It is not good for health too. Many people died from radiation some years ago in Chernobyl. It was a real tragedy.

Unfortunately, not all people understand the importance of nature protection. On summer days a lot of people go out of town. They have picnics and often leave

much rubbish - plastic bags and bottles, tins and paper. Besides, many people like to pick the flowers, which you can find in the Red Book.
There are many organizations that help to save our planet. Greenpeace is the biggest and the best-known. It started to function in 1971. Greenpeace saves animals, plants and people.

As for our town, the most burning problem, in my opinion, is air pollution. As a matter of fact there are too many cars and, besides, we've got a cement plant. In recent years many people prefer to live in the suburbs of Novorossiysk, because everybody wants to breathe fresh air and to drink fresh water.
In my opinion, all people must do everything to protect our nature and to save life on the Earth.

2. Устно ответить на вопросы к тексту:

1. Is there very little oxygen in the water?
2. What is a very big problem nowadays?
3. Why did many people die some years ago in Chernobyl?
4. Are there many organizations that help to save our planet?
5. When did Greenpeace start to function?

Тема 2.8. Сложносочиненные предложения.

3. Ответьте устно на следующие вопросы.

- Чем отличается сложноподчинённое предложение от сложносочинённого.
- Какие виды придаточных предложений вы знаете.
- Какими союзами вводятся придаточные дополнительные.
- Как происходит согласование времён.
- Что вы знаете о придаточных дополнительных.
- Какими союзами вводятся придаточные времени.
- Какими союзами вводятся придаточные причины.
- Какими союзами вводятся придаточные причины.

4. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа

5. Перепишите предложения, подчеркните придаточные определительные. Переведите предложения.
    - All the people who live in this house are students.
    - The woman who is speaking now is our secretary.
    - The apparatus that stands on the table in the corner of the laboratory is quite new.
    - The young man who helps the professor in his experiments studies at our university.
    - People who borrow books from the library must return them on time.
    - There are many pupils in our class who take part in all kinds of extracurricular activities.

6. Замените придаточные определительные из упражнения 1 причастными оборотами. Готовые предложения переведите.

7. Переведите на английский язык.
    - Я знаю, что он уже приехал в Москву.
    - Я не знаю, что он рассказал вам.
    - Покажите мне, что вы принесли.
    - Он сказал мне, что получил письмо от брата.
    - Очень важно знать, когда мы получим эти книги.
    - Я рассказал ему, что я видел в Ленинграде.
    - Я уверен, что они вернутся очень скоро.
    - Спросите его, когда вернётся его сестра.
    - Я не знаю, что написал ему брат.
    - Скажите мне, где эти книги.
    - Я думаю, что завтра будет хорошая погода.

8. Поставьте вопросы к придаточным предложениям.
    - She's read the book which I advised her to take.
    - The man you want to speak to is coming back tomorrow.
    - The place where I was born is a big city now.

- I came to Moscow the day my friend left for London.
- This is the house my friend lives in.
- This is the student you wanted to speak to.
- I well remember the time when I went to school.
- I couldn’t come because I didn’t feel well.
- I'm going to work at a school after I graduate.
- I'll read the paper while you're away.

Тема 2.8. Электронные устройства и их утилизация.

Прочитайте и переведите текст, ответьте на вопросы:

Recycling

Recycling is a process designed to recover and reuse materials instead of throwing them away. Commonly recycled wastes include aluminum and steel cans, glass containers, and paper. Other recycling programs collect plastic, used motor oil, and automobile tires. Recycling helps conserve raw materials that manufacturers would otherwise need to use. It also keeps materials out of landfills, helping reduce the pollution that may result from the disposal of various waste materials.

Recyclable materials have the most value if they are not mixed in with garbage but sorted before the garbage is sent for disposal. Separating recyclable materials is much more complicated when done at a waste-processing plant. Such special equipment as conveyor belts, screens, and magnets is needed to separate waste mechanically.

There are three basic ways to collect recyclable materials. The materials are collected through buy-back centers, drop-off centers and curbside collection programs.

Buy-back centers pay people for materials they bring in. People are asked to separate recyclables by type and to separate glass by color.

Drop-off centers are usually open longer hours than buy-back centuries, but do not offer money for materials. In curbside collection programs residents of a community separate their materials and put them in curbs by their homes. Trucks pick up the materials and bring them to the central place. From there, they are sent to manufacturers who convert them back into usable products.

Offices can recycle such wastes as paper and cardboard. In addition, composting is a process of collecting yard waste and food waste and letting it rot into a substance that can be used for fertilizing. The various materials that we recycle have to go through a process that refines and purifies them. Besides, different materials go through a different process and in this topic we will discuss the recycling process of various materials.

Paper- It is the most used material on the earth. Paper is made up of two materials water and wood. For recycling paper firstly they break it down in small pieces and dissolve it into water. After that, they add chemicals that filter out the ink and dirt from it. In addition after filtering the paper takes the form of a mush called the pulp and this pulp is later converted into clean paper.

Metals- The metals are first shredded into small pieces and then they were melted and after that remolded into new shapes.

Glass- The recycling of glass is the easier they just break it into pieces and then they melt it and recast them.

Plastic- They also follow the same process as plastic. But, the process of plastic recycling is a little bit complex because they have to sort out the different types of plastics. As there is a diverse variety of plastic with different properties.

Almost everything that we use can be recycled whether it is household materials like paper, plastic, metal, glass, furniture, toys, artifacts, vehicles, etc. Besides, opt for things from the market that can easily be recycled. Also, try to use merchandise that is made up of recycled products.

In addition, sort your waste and dump your recyclable waste in the recycle bin so that the authorities can recycle it.

To Sum it up, recycling is a small step by humans to save the environment. But this small step is very effective in the long run. Also, before throwing away the waste we should check it to see if there is a recyclable product in it or not.

How Can We Contribute to Recycling?

What is Recycling?

What kinds of Recycling do you know?

Тема 2.9. Модальные глаголы

1. Ответьте устно на следующие вопросы:

- Какие модальные глаголы вы знаете?
- Как они переводятся и почему называются «модальные»?
- В какой форме употребляется смысловой глагол, если в предложении есть модальный?
- Расскажите, как образуется вопросительная и отрицательная форма предложений с модальными глаголами.
- Какие эквиваленты модальных глаголов вы знаете?
- Назовите, как они изменяются по временам?

2.Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Модальные глаголы)

1. Ответьте письменно на вопросы

- Can you play chess?
- Can your sister write English?
- Can you show me the new textbook?
- Must you stay in the library tonight?
- Must pupils do their homework yesterday?
- May I take your pencil?
- May the children go for a walk now?
- May I stay here till seven?
- May he go home?
- May I smoke here?

2. Переведите предложения на английский язык

Я умею говорить по-английски.
Извините, но здесь курить воспрещается.
Ты должен делать уроки каждый день.
Он не может перевести это предложение.
Она не может выпить это молоко.
Можно я пойду гулять?
Ты можешь починить мой телевизор?

Они могут заказать билеты по телефону.
Я должна упорно работать над своим английским.

3. Перепишите предложения, подчеркните сказуемое, определите время. Предложенияпереведите.

I can sing but I cannot dance.
May I invite Nick to our house.
Can't you wait till tomorrow morning? – I can wait, but my toothache can't.
If you have done your homework, you may go for a walk.
You must not talk at the lessons.
She had to stay at home because she did not feel well.
Don’t give the vase to the child - he may break it.
I must say? You are making a serious mistake.
Shall we be able to go to New-York next year.
I can answer the questions. They are very easy.
You may not cross the street when the light is red.
I must help my mother today
You must learn the words.
I had to go to the hospital to visit my aunt.
I shall have to write my essay on Sunday.
I shall be able to give you my book for a couple of days after I have read it.
You will be able to go to the country when you have passed your last exam.

Тема 2.9. Здоровьесберегающие технологии

Прочитать, перевести и воспроизвести диалог по ролям:

Let’s talk about sport

- Hi, Mark, are you interested in sport?

- Of course, I am.

- What sport do you play?

-I n summer I go swimming and climbing and I play football and basketball. In winter I usually ski in the mountains.

- Which sports are you really good at?

- I think that I’m very good at swimming and skiing.

- But are there any sports that you don’t like?

- I hate boxing; it is boring and full of unnecessary violence.

- So do you think that boxing is the most dangerous sport?

- I think that motor racing is the most dangerous sport, and I don’t even like watching it. But Peter, why are you asking me all these questions?

- Well, I’ve got two tickets for a boxing match and I wanted to ask Ann to go with me, but if even you think it’s brutal, I don’t think I can invite her.

- Girls are not the best company to watch any sport, but listen, why don’t we go there together?

- But you said…

- In fact, I love boxing but I thought you were doing a kind of a survey and I wanted to do well.

- So you probably like motor racing as well…

- Of course, have you got any tickets for that, too?

Sports and Games. Спорт.

Sport is very important in our life. It is popular among young and old people. Many people do morning exercises and train themselves in different sections and take part in sport competitions.

Sport helps to make people strong, brave and cheerful. We can go in for sports in winter and in summer, indoors and outdoors.

Sport helps people to keep in good health. It is very useful to walk a lot, to play active games, to spend a lot of time outdoors in the fresh air.

Some people like sports too, but they only watch sport games, listen to sports news. They prefer reading interesting stories about sportsmen. But they don't go in for sports.

Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls usually play volleyball and basketball at their lessons.

There are some popular kinds of sport in our country: football, volleyball, basketball, hockey, gymnastics, skiing, skating, figure skating.

Many kinds of sports are included into the Olympic Games. The Olympic Games are the greatest international sports games in the world. They have an interesting and long history. They began more than two thousand years ago in Greece. They were only for men at that time. The Olympic Games were a holiday. They are always a great festival of sport, health, peace and friendship.

As for me, I like to go in for sports very much. I am good at swimming. I visit a swimming-pool 3 times a week. Besides, I'm a candidate for Master of Sports in kickboxing.

AT THE DOCTOR'S

- Good morning, doctor Brown.

- Good morning, Mrs. Smith. What seems to be the trouble this time?

- Well ... I feel funny. I feel faint and breathless. I'm tired all the time. I've lost my appetite and I cannot sleep at night.

- Mrs. Smith, let me examine you. Undress and lie on the bed, please.

- What's the diagnosis then?

- I do not yet know. Are you taking any medication?

- I take pills for my rheumatism.

- It seems that you are not suffering from any physical disease. Aren't you a little depressed?

- Oh, yes. I am! I cry a lot and I'm in a very bed mood all the time.

- Do you often have headaches?

- Oh, yes, even now I've got a terribly headache.

- I think you should have total bed rest for a week. I'm not going to prescribe you anything...

- But why? I feel very ill!

- Mrs. Smith, calm down.

- But...

- If you really think you need special care you could go to a health resort for some time.

- That's a great idea. But will my health insurance cover all the expenses?

- Only the medical treatment and you will have to pay for you accommodation.

- I'll stay at home then. I feel a little better now. Maybe I will come back next week for a checkup.

- That won't be necessary. Next time, please come when you really need my help.

- Of course, doctor, as always.

- Now, if you will please excuse me. Other patients are waiting.

- Good-bye, doctor. See you soon!

(After Mrs. Smith leaving)

-Those hypochondriacs... I wonder how many more times she will visit me.

Практическая работа № 5.

1.Перепишите и переведите следующие предложения. Сделайтеэтипредложенияотрицательными:

1. Sport helps people to keep in good health.

2. Sport has always been popular in our country.

3. I cry a lot and I'm in a very bed mood all the time.

2.Перепишите и переведите следующие предложения. Задайте общий вопрос к каждому предложению:

1. I feel a little better now

2. I'm tired all the time. I've lost my appetite and I cannot sleep at night.

3. There are different sporting clubs and societies in Russia.

3.Перепишите и письменно переведите текст:

SPORTS IN RUSSIA

Sport has always been popular in our country. There are different sporting clubs and societies in Russia. Many of them take part in different international tournaments and are known all over the world. A great number of world records have been set by Russian sportsmen: gymnasts, weightlifters, tennis players,

swimmers, figure skaters, runners, high jumpers. our sportsmen take part in the Olympic Games and always win a lot of gold, silver and bronze medals.

Millions of people watch figure skating competitions, hockey and football matches, car races, tennis tournaments and other sports events. Certainly watching sports events and going in for sports are two different things.

In the past it was never admitted that professional sport existed in our country. The official point of view was totally amateur. Now everybody knows that sport can be a profession and a business. But sport can be fun as well. Besides, it helps to stay in good shape, to keep fit and to be healthy.

Doing sports is becoming more and more popular. Some people do it occasionally - swimming in summer, skiing or skating in winter - but many people go in for sports on a more regular basis. They try to find time to go to a swimming pool or a gym at least once a week for aerobics or yoga classes, body building or just work-out on a treadmill. Some people jog every morning, some play tennis.

For those who can afford it there are clubs where they give lessons of scuba diving or riding. In spring and summer young people put on their roller-skates and skate in the streets and parks.

Vocabulary:

1. sportingsociety - спортивноеобщество

2. tournament - турнир, чемпионат,

3. record - рекорд

4. gymnast - гимнаст

5. weightlifter - тяжелоатлет

6. figureskater - фигурист

7. highjumper - прыгунввысоту

8. toadmit - признавать

9. pointofview - точказрения

10. totally - полностью

11. amateur - любительский

12. fun - удовольствие

13. ingoodshape - в хорошей форме

14. fit - В хорошем состоянии, в хорошей форме

15. to do sports - заниматьсяспортом

16. on a more regular basis - болеерегулярно

17. gym - тренажерный зал

18. work-out - тренировка

19. treadmill - тренажер "беговая дорожка"

20. tojog - бегать трусцой

21. toafford - позволить себе

22. scubadiving - плавание с аквалангом

23.rollerskates - роликовые коньки

4.Письменно ответьте на вопросы к тексту:

Questions:

1. Why is sport so important in our life?

2.Do Russian sportsmen take part in the Olympic Games?

3. Do they often win medals?

4. What professional sporting societies or clubs do you know?

5. Are there any keep-fit centres in your neighborhood? Do you go there?

6. Do you go in for sports or do you prefer to watch other people playing?

7. What team are you a fan of?

8. What is your favourite kind of sport?

9. How long have you been playing it?

10. Do you take part in competitions?

11. What games are popular in Russia?

12. What games do you like to play?

Тема 2.10. Словообразование.

1. Ответьте устно на следующие вопросы:
   - Какие словообразовательные суффиксы (постфиксы) существительных вы знаете? Приведите несколько примеров.
   - Какие словообразовательные суффиксы прилагательных вы знаете? Приведите несколько примеров.
   - Назовите основные суффиксы глаголов. Приведите примеры.
   - Какие словообразовательные префиксы с отрицательным значением вы знаете? Приведите примеры.
   - Назовите значение следующих словообразовательных приставок: super- , trans-, extra-, anti-, ultra-, semi-, приведите примеры.

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа

1) Образуйте прилагательные, используя данные ниже суффиксы, полученные слова переведите на русский язык.

less: use, home, shame, harm, hope

ive: collect, indicate, protect, expense

able: read, eat, export, consider

2) Переведите следующие слова на русский язык. Запишите слова, от которых они были образованы (убрав суффиксы).

division, ownership, responsibility, operator, government, equally, impossible

3) От данных ниже слов с помощью приставок и суффиксов образуйте новые слова. Полученные слова переведите.

to provide, real, to convert, power, recent

4) Напишите данные слова без суффиксов. Полученные слова переведите.

Elementary, public, cultural, patriotic, secondary, intellectual, carefully, safety, equipment, Danish, woolen, reddish, wooden, brownish, Scottish, completion, gradually, performance.

Тема 2.10. Единицы измерения.

Изучите и запомните английские единицы измерения:
дюйм (inch)1 in.≈ 2,54 см
фут (foot)1 ft.= 12 in. или ≈ 30,5 см
ярд (yard1 yard= 36 in. или = 3 ft. или ≈ 91 см
сухопутнаямиля (statute mile)1 mile= 1760 yards или ≈ 1609 м
морскаямиля (nautical mile)1n. mile= 6080 ft. или ≈ 1853 м
унция (ounce)1 oz.≈ 28,35 г
фунт (pound)1 lb.= 16 oz. или ≈ 453,6 г
короткая или американская тонна (shortton)1 shortton≈ 907 кг
длиннаяилианглийскаятонна (long ton, weight ton, gross ton)1 long ton≈ 1016 кг
жидкаяунция (fluid ounce)1 fl. oz.≈ 0,03 л
пинта (pint)1 pt.= 16 fl. oz. или ≈0,47 л
кварта (quart)1 qt.= 2 pt. или ≈ 0,96 л
галлон (gallon)1 gal.= 4 qt. или ≈ 3.78 л

Переведитетекст:

The metric system is a system of measurement that succeeded the decimalised system based on the metre that had been introduced in France in the 1790s. The historical development of these systems culminated in the definition of the International System of Units (SI) in the mid-20th century, under the oversight of an international standards body. Adopting the metric system is known as metrication.

The historical evolution of metric systems has resulted in the recognition of several principles. Each of the fundamental dimensions of nature is expressed by a single base unit of measure. The definition of base units has increasingly been realised from natural principles, rather than by copies of physical artefacts. For quantities derived from the fundamental base units of the system, units derived from the base units are used—e.g., the square metre is the derived unit for area, a quantity derived from length. These derived units are coherent, which means that they involve only products of powers of the base units, without empirical factors. For any given quantity whose unit has a special name and symbol, an extended set of smaller and larger units is defined that are related by factors of powers of ten. The unit of time should be the second; the unit of length should be either the

metreor a decimal multiple of it; and the unit of mass should be the gram or a decimal multiple of it.

Metric systems have evolved since the 1790s, as science and technology have evolved, in providing a single universal measuring system. Before and in addition to the SI, some other examples of metric systems are the following: the MKS system of units and the MKSA systems, which are the direct forerunners of the SI; the centimetre–gram–second (CGS) system and its subtypes, the CGS electrostatic (cgs-esu) system, the CGS electromagnetic (cgs-emu) system, and their still-popular blend, the Gaussian system; the metre–tonne–second (MTS) system; and the gravitational metric systems, which can be based on either the metre or the centimetre, and either the gram(-force) or the kilogram(-force).

The SI has been adopted as the official system of weights and measures by all nations in the world except for Myanmar, Liberia, and the United States.

Тема 2.11. Времена английского глагола.

Вопросы для контроля по грамматической теме

«PresentPerfectTense»

1. Как переводится на русский язык PresentPerfectTense?
2. Когда употребляется это время?
3. Дайте формулу образования этого времени.
4. В каком времени берется вспомогательный глагол **tohave**?
5. Назовите формы глагола **tohave** в настоящем времени.
6. Переводится ли вспомогательный глагол **tohave** на русский язык?
7. Дайте формулу образования **ParticipleII** правильных глаголов.
8. Какой формой глагола является **ParticipleII**?
9. Как образуется вопросительная форма PresentPerfect?
10. Где ставится вспомогательный глагол **tohave** в вопросительной форме?
11. При помощи какого слова образуется отрицательная форма?
12. На какое место ставится отрицание **not**?
13. Назовите сокращения глагола **tohave** с **not.**
14. В каком времени переводится на русский язык сказуемое в PresentPerfectTense?
15. Как узнать в тексте глагол, стоящий в PresentPerfectTense?

Тестыпотеме «Present Perfect Tense»

I. Выпишитеглаголыв Present Perfect Tense.

1. speaks 2. are running 3. shall go 4. went 5. have spent 6. has written 7. lived
1. have asked 9. will ask 10. had.

II. Выпишите предложения в Present Perfect Tense.

1. I shall take this bag.
2. I have to go to the technical school.
3. They have not seen him.
4. Has she taken this bag?
5. The students have to write English exercises.
6. The student has a letter.
7. The student has written a letter.
8. Have you a book?
9. They had an English lesson yesterday.
10. Have you asked him a question?
11. We shall have these books.
12. We had a dog last year.
13. She has taken the pen.

III. Укажите номера возможных кратких ответов на вопрос – Haveyouseenthispicture?

1. Yes, I am. 2. Yes, I do. 3. Yes, I did. 4. Yes, I have. 5. Yes, I shall. 6. No, I haven't. 7. No, I don't.

IV. Выпишите предложения в Present Perfect Tense.

1. My mother is a doctor.
2. This student has many friends.
3. He has come to the technical school.
4. Have you much free time?
5. You have to wash your hands before meals.
6. He has given me a letter.
7. I have not translated the text.
8. We have to go to the library.
9. They have taken the pencils.
10. She has not written a translation.

Вопросы для контроля по грамматической теме «PastPerfectTense»:

1. Как переводится на русский язык PastPerfectTense?
2. Когда употребляется это время?
3. Дайте формулу образования PastPerfectTense.
4. В каком времени берется вспомогательный глагол **tohave**?

5. Назови форму глагола **tohave** в прошедшем времени.
6. Переводится ли вспомогательный глагол **tohave** на русский язык?
7. Дайте формулу образования **ParticipleII** правильных глаголов.
8. Какой формой глагола является **ParticipleII**?
9. Как образуется вопросительная форма PastPerfect?
10. Где ставится вспомогательный глагол **tohave** в вопросительной форме?
11. При помощи какого слова образуется отрицательная форма?
12. На какое место ставится **not**?
13. Назовите сокращение **had not**.
14. Глаголом в каком времени переводится сказуемое в PastPerfectTense на русский язык?
15. Как узнать глагол в PastPerfectTense?
16. Как найти инфинитив глагола, стоящего в PastPerfectTense?
17. В каком времени в английском предложении стоит глагол, обозначающий более позднее действие по отношению к действию, выраженному PastPerfect?

Тема 2.11. Метрические единицы и история их названий.

Прочитайтеипереведитетекст:

The history of the metric system began during the Age of Enlightenment with measures of length and weight derived from nature, along with their decimal multiples and fractions. The system became the standard of France and Europe within half a century. Other measures with unity ratios[Note 1] were added, and the system went on to be adopted across the world.

The first practical realisation of the metric system came in 1799, during the French Revolution, after the existing system of measures had become impractical for trade, and was replaced by a decimal system based on the kilogram and the metre. The basic units were taken from the natural world. The unit of length, the metre, was based on the dimensions of the Earth, and the unit of mass, the kilogram, was based on the mass of a volume of water of one litre (a cubic decimetre). Reference copies for both units were manufactured in platinum and remained the standards of measure for the next 90 years. After a period of reversion to the mesuresusuelles due to unpopularity of the metric system, the metrication of France and much of Europe was complete by the 1850s.

In the middle of the 19th century, James Clerk Maxwell conceived a coherent system where a small number of units of measure were defined as base units, andall other units of measure, called derived units, were defined in terms of the base units. Maxwell proposed three base units for length, mass and time. Advances in electromagnetism in the 19th century necessitated additional units to be defined, and multiple incompatible systems of such units came into use; none could be reconciled with the existing dimensional system. The impasse was resolved by Giovanni Giorgi, who in 1901 proved that a coherent system that incorporated electromagnetic units required a fourth base unit, of electromagnetism.

The seminal 1875 Treaty of the Metre resulted in the fashioning and distribution of metre and kilogram artefacts, the standards of the future coherent system that became the SI, and the creation of an international body Conférencegénérale des poids et mesures or CGPM to oversee systems of weights and measures based on them.

In 1960, the CGPM launched the International System of Units (in French the Système international d'unités or SI) with six "base units": the metre, kilogram, second, ampere, degree Kelvin (subsequently renamed the "kelvin") and candela, plus 16 more units derived from the base units. A seventh base unit, the mole, and six other derived units were added later in the 20th century. During this period, the metre was redefined in terms of the speed of light, and the second was redefined based on the microwave frequency of a caesium atomic clock.

Due to the instability of the international prototype of the kilogram, a series of initiatives were undertaken, starting in the late 20th century, to redefine the ampere, kilogram, mole and kelvin in terms of invariant constants of physics, ultimately resulting in the 2019 redefinition of the SI base units, which finally eliminated the need for any physical reference artefacts—notably, this enabled the retirement of the standard kilogram.

Раздел 3. Иностранный язык в профессиональной деятельности

Тема 3.1.Вещества и материалы.

Прочитайтеипереведитетекст:

Materials chart the history of humanity. The system of the three prehistoric ages (Stone Age, Bronze Age, Iron Age) were succeeded by historical ages: steel age in the 19th century, polymer age in the middle of the following century (plastic age) and silicon age in the second half of the 20th century.

Classification by use

Materials can be broadly categorized in terms of their use, for example:

Building materials are used for construction

Building insulation materials are used to retain heat within buildings

Refractory materials are used for high-temperature applications

Nuclear materials are used for nuclear power and weapons

Aerospace materials are used in aircraft and other aerospace applications

Biomaterials are used for applications interacting with living systems

Material selection is a process to determine which material should be used for a given application.

Classification by structure

The relevant structure of materials has a different length scale depending on the material. The structure and composition of a material can be determined by microscopy or spectroscopy.

Microstructure

In engineering, materials can be categorised according to their microscopic structure.

Ceramics: non-metal, inorganic solids

Glasses: amorphous solids

Metals: pure or combined chemical elements with specific chemical bonding behavior

Polymers: materials based on long carbon or silicon chains

Hybrids: combinations of multiple materials, for example composites.

Larger-scale structure

A metamaterial is any material engineered to have a property that is not found in naturally occurring materials, usually by combining several materials to form a composite and / or tuning the shape, geometry, size, orientation and arrangement to achieve the desired property.

In foams and textiles, the chemical structure is less relevant to immediately observable properties than larger-scale material features: the holes in foams, and the weave in textiles.

Classification by properties

Main article: Material properties
Materials can be compared and classified by their large-scale physical properties.
Mechanical properties
Mechanical properties determine how a material responds to applied forces.
Examples include:
Stiffness
Strength
Toughness
Hardness
Thermal properties
Materials may degrade or undergo changes of properties at different temperatures.
Thermal properties also include the material's thermal conductivity and heat capacity, relating to the transfer and storage of thermal energy by the material.
Other properties
Materials can be compared and categorized by any quantitative measure of their behavior under various conditions. Notable additional properties include the optical, electrical, and magnetic behavior of materials.

Тема 3.1.Неличные формы глагола.

1. Ответьте устно на следующие вопросы:
    - Какие неличные формы глагола вы знаете?
    - Чем неличные формы глагола отличаются от личных форм?
    - Какие формы причастия вы знаете, как они образуются и как переводятся на русский язык?
    - Какую функцию в предложении выполняет причастие?
    - Какую форму имеет инфинитив в Indefinite и в Continuous и как переводятся на русский язык?
    - Какую функцию в предложении выполняет инфинитив?
    - Какую функцию в предложении выполняет герундий и как переводится на русский язык?
2. Выполните практическую работу, опираясь на теоретические знания по теме. (Неличные формы глагола).
3.

1) Перепишите и переведите предложения. Подчеркните инфинитив, определите его функцию.

a) This railway line was constructed to link central and eastern regions of the country. b) The train was at the station to take passengers to Moscow. c) The coloured light is changed to put the signal into a restrictive position. d) it was very important to install the block signals on all the railroads. e) To restrict the movement of trains at that section of line was very important at that time. f) To secure safe operation of trains various signals had to be installed at frequent intervals. g) The most common type of signal to indicate the position of trains is a coloured light. h) It is known that a signal to be utilized by day is substituted by coloured lights at night. i) The book to be read is of great importance for the students of this faculty. j) The goods to be loaded on this train must be weighed. k) There are instances where the amount of received traffic to be handled is planned in advance with almost mathematical precision. l) The first work to be undertaken was the construction of a new line.

2) Перепишите предложения, переведите их на русский язык, найдите в каждом предложении причастие, назовите его и определите его функцию в предложении.

a) Grading the right of way to level condition, workers were preparing it for the roadbed. b) Being experienced workers, Ivanov and his brigade laid the ballast within two days. c) We worked the whole day levelling the roadbed. d) The work of the terminal station is evaluated by the number of trains handled. e) Equipment moving over the track must be kept in good physical condition. f) A serious problem confronting railway operating officials maintenance of equipment. g) Each track consisting of two rails will have an average weight of about 188 pounds per yard. h) Construction of the permanent way became easier and quicker thanks to the improvement of engineering methods. i) Having treated ties with creosote the railwaymen lay them in the track. j) Having finished the

classification a switching locomotive brings the cars to the departure tracks where they are coupled together to form a train.

3) Перепишите предложения, определите чем являются выделенные слова (причастием, частью сказуемого или герундием), переведите предложения на русский язык.

a) On **entering** the room I found it empty. b) I saw workers **packing** ballast under the ties. c) The engineers had no intention of **laying** ties without **having** treated them with creosote first. d) **Treating** ties with creosote or some other material is an essential procedure. e) **Building** fences and other devices serves to protect the tracks against snow or human interference. f) The **grading** of the earth for the roadbed is one of the first things that should be done. g) Work is now in progress in the new area on **extending loading** and **unloading** facilities. Considerable difficulties were **being** experienced in **running** trains on the metre-gauge line because of limited capacity.

Тема 3.2. Технический перевод.

1 Техническая лексика. Специальные клише и выражения.

1. Прочитайте, перепишите и письменно переведите тексты.
2. Выпишите из текстов подчёркнутые слова и словосочетания. Переведите и выучите их.
3. Составьте из выписанных слов 10 предложений.

Freight yards

Freight trains are «made up» in the freight yards of railroad terminals. A freight yard consists of a large number of tracks connected to switches. They can be used for sorting and distributing cars. In the freight yards the journeys of all freight trains and end. The freight yard is a place where the incoming trans are received. The cars are sorted. Many of them, loaded with inbound freight are distributed to team tracks, industrial sidings and freight houses. Some of them have destination further along the railroad. These cars stay in the yard and as soon as possible are

placed in outgoing tracks to continue their journey. The freight yard is also the place where the cars of outbound freight are collected.

Outlying - *удаленный*

Inbound - *прибывающий*

Outbound - *отправленный*

Switch- *стрелка*

teamtrack - *вытяжной путь*

freighthouse - *товарнаястрелка*

Tracks for trains.

The first rails were of cast iron. But cast iron was too brittle and wore too quickly. In 1857 the first steel rails were made and laid at Derby. The steel rails lasted 16 years. Steel gradually replaced iron everywhere. Nowadays all rails are of steel. The rails by themselves cannot support the weight of the trains and have to pave a proper foundation. The foundation materials, or ballast, are usually a broken stone such as granite or limestone, but can be slag, gravel, cinders, ash sand, or even hard earth. On this the sleepers are laid and loose ballast of the smaller size is fitted in between them. The sleepers hold the rails in place and at the right distance apart and also play their part in spreading the load.

cast iron-*чугун*;

sleeper, crosstie-*шпала*;

transverse - *поперечный*.

Тема 3.2. Словообразование.

1.Ответьте устно на следующие вопросы:

- Какие словообразовательные суффиксы (постфиксы) существительных вы знаете? Приведите несколько примеров.

- Какие словообразовательные суффиксы прилагательных вы знаете? Приведите несколько примеров.
- Назовите основные суффиксы глаголов. Приведите примеры.
- Какие словообразовательные префиксы с отрицательным значением вы знаете? Приведите примеры.
- Назовите значение следующих словообразовательных приставок: super- , trans-, extra-, anti-, ultra-, semi-, приведите примеры.

2. Выполните практическую работу, опираясь на теоретические знания по теме.

1.Образуйте прилагательные, используя данные ниже суффиксы, полученные слова переведите на русский язык.

less: use, home, shame, harm, hope

ive: collect, indicate, protect, expense

able: read, eat, export, consider

2. Переведите следующие слова на русский язык. Запишите слова, от которых они были образованы (убрав суффиксы).

division, ownership, responsibility, operator, government, equally, impossible

3. От данных ниже слов с помощью приставок и суффиксов образуйте новые слова. Полученные слова переведите.

toprovide, real, toconvert, power, recent

4. Напишите данные слова без суффиксов. Полученныесловапереведите.

Elementary, public, cultural, patriotic, secondary, intellectual, carefully, safety, equipment, Danish, woolen, reddish, wooden, brownish, Scottish, completion, gradually, performance.

Тема 3.3. Технологические карты.

Переведитетекст:

A technological map is a standardized document containing the necessary information, instructions for personnel performing a certain technological process or maintenance of an object. I must say that most often a technological map is compiled for each individual object, drawn up in the form of an understandable table. One technological map can take into account different, but at the same time having some similarity with each other, object models. This type of documentation is compiled exclusively by the technical services of the enterprise, while it is approved directly by the head of the enterprise. The technological map (TC) should answer the questions:

What operations need to be performed

In what order are the operations performed?

With what frequency it is necessary to perform operations (when repeating the operation more than once)

How much time is spent on each operation

What tools and materials are needed to perform the operation.

Technological maps are developed in case of:

The high complexity of the operations performed;

The presence of controversial elements in operations, ambiguities;

If necessary, determine the labor costs for the operation of the facility.

As a rule, the TC is compiled for each object separately and is drawn up in the form of a table. In one TC, different, but similar object models can be taken into account. The technological map is compiled by the technical services of the enterprise and approved by the head of the enterprise (chief engineer, chief agronomist).

Тема 3.3 Систематизация временных форм глагола.

1. Как переводится на русский язык PastPerfectTense?

2. Когда употребляется это время?

3. Дайте формулу образования PresentPerfectTense.

4. В каком времени берется вспомогательный глагол tohave?

5. Назови форму глагола tohave в прошедшем времени.

6. Переводится ли вспомогательный глагол tohave на русский язык?

7. Дайте формулу образования Participle II правильных глаголов.

8. Какой формой глагола является Participle II?

9. Как образуется вопросительная форма PastPerfect?

10.Где ставится вспомогательный глагол tohave в вопросительной форме?

11.При помощи какого слова образуется отрицательная форма?

12.На какое место ставится not?

13.Назовите сокращение hadnot.

14.Глаголом в каком времени переводится сказуемое в PastPerfect Tense на русский язык?

15.Как узнать глагол в PastPerfectTense?

16.Как найти инфинитив глагола, стоящего в PastPerfectTense?

17.В каком времени в английском предложении стоит глагол, обозначающий более позднее действие по отношению к действию, выраженному PastPerfect?

Тема 3.4. Локомотивная сигнализация.

1. **Прочитайте и письменно переведите текст.**

AUTOMATIC TRAIN CONTROL AND CAB SIGNALLING

Block signals have done much to increase the safety of train operation. But the collisions may still occur if the signal indications are neglected. To increase the traffic capacity of railroads and ensure high safety of operation the automatic train control systems were introduced in highly developed countries.

The term automatic train control (ATC) is applied to a system which establishes direct control of the movement or speed of a train when conditions oftrack occupancy ahead, or other conditions, require to reduce the speed of the train or to stop the train.

According to the above mentioned system automatic stop devices bring a train to a stop without the action of the driver. Automatic stop devices are in service, particularly on suburban tracks, subway lines and other lines where extreme danger is involved.

Automatic train control or automatic train stop equipment controls the train automatically by means of roadway contactors, magnets and inductors. In the standard form of this system, the wayside signals are controlled by the standard type of a.c. or d.c. track circuit.

In the latest developments of this system the track is coded continuously. Similar systems are used on the locomotive and at the wayside to control both the cab and wayside signals.

The locomotive cab signal is a small colour-light signal placed directly in front of the driver's seat. The typical cab signal displays two or more of the following aspects: the clear aspect, the approach and restricting aspects.

The principal advantages of cab signals are : they are always visible in the cab of the engine regardless of rain, fog or other conditions of poor visibility existing outside. Cab signaling reflects changing conditions of track occupancy ahead, protecting against conflicting movements and gives warning to the driver. Automatic train control system support drivers and supervise train speeds. This provides for effective driving. Trains that are supervised by ATS can operate without drivers by using an ATO (automatic train operation) system, a so-called autopilot.

2. Выполните практическую работу , опираясь на знание текста.

Практическая работа (Специальные термины и обороты)

1) Найдите английские эквиваленты

А) система управления	a) trafficcontrol
Б) занятость пути	b) trafficdensity
В) пропускная способность пути	c) waysidesignal
Г) управление движением	d) cabsignal
Д) интенсивность движения	e)trackcircuit
Е) сигнал на перегоне	f) controlsystem
Ё) сигнал в кабине машиниста	g) trackcapacity
Ж) рельсоваяцепь	h) track occupancy

2) Перепишите и переведите предложения, обращая внимание на слово «capacity». Подчеркните сказуемое, определите его время и залог.

- Automatic train control system was introduced to increase the traffic capacity.

- CTC provides added track capacity.
- A new electrified line of large carrying capacity has been built in the North.

3) Переведите предложения, обращая внимание на слова «some» и «same».

1. Wayside signals and cad signals have the same indications.
2. Both signals are transmitted with the same frequency.
3. Automatic stop devices are in service on suburban tracks, subway lines and some other lines.

4) Перепишите предложения и переведите их на русский язык, обращая внимание на инфинитив. Определите его функцию.

1. CTC has proved to be the means of saving train time.

2. Cab signals are known to be located in the locomotive cab.

3. Traffic capacity of railroads is reported to have been increased by introducing automatic train control systems.

4. There are many important problems to be solved in railway operation.

5. Automatic train control systems began to appear not long ago.

6. It was decided to take away wayside signals and to use instead coded track circuits.

7. Wayside signals indications are known to inform engine drivers.

8. Locomotive cad signals are equipped to give warning to the engineman.

9. Automatic equipment to be put into operation on this line will increase the safety of traffic.

10. To control the train automatically roadway magnets or inductors are used.

5) Перепишите предложения и переведите их на русский язык, обращая особое внимание на «-ing-овую форму». Подчеркните в каждом предложении сказуемое, определите его время и залог; определите, какими членами предложения являются слова с окончанием -ing.

1. Having been tested the new C.T.C. system was put into operation.

2. Controlling the operation of trains the dispatcher provides the safety of traffic.

3. Automatic systems controlling the operation of trains are used on modern railways.

4. In order to simplify the problem of train control, all tracks are divided into block sections, the safety of traffic requiring these sections to be as short as possible.

5. Different systems are used for operation train movement automatically.

6. Many problems were solved by the locomotive cad signals.

7. Ensuring the safety of traffic is the job of the dispatcher.

Тема 3.4. Страдательный залог.

Перепишите и переведите предложения. Подчеркните сказуемое.

1. Определитевремяизалог.

a. Our firm guarantees prompt and safe delivery of any freight «from

door to door».

b. The trains were detained en route by the snowstorm for a couple of hours.

c. In Europe double-deck passenger coaches are used in four-or five-car sets in suburban lines where traffic is very heavy.

2**. Перепишите и переведите предложения, поставив глагол в нужную форму.**

a. Russia (to rank- Present Indefinite Active) second in the world, after the USA, in the length of the railway network.

b. You (to meet - Future Indefinite Passive) by an agent from the travel bureauattheairport.

3. Перепишите и переведите предложения. Подчеркните прилагательное и/или наречие, определите, в какой степени сравнения оно употреблено.

a. In Australia the traffic is heavier during the winter months, when many tourists travel on passenger trains.

b. It is much more convenient to travel by express train because it doesn’t stop at small stations, and it takes you less time to get to your destination.

Тема 3.5. Станционные устройства автоматики.

1. **Прочитайте, перепишите и письменно переведите текст.**

Programming

Two system of programmed control have been developed. In the first, the requirements in terms of time, speed and notch position are derived and memorized as a program in the train-borne equipment. This standard program is compared with the actual running performance, and a time lag (or lead) is detected. The notch position is modified so that the time error would be reduced to a minimum, i.e. by controlling speed. The second system is based on storage of distance, speed and time, which are continuously compared with actual distance, speed and time, any deviations being detected and automatically corrected.

Tests using a controlled braking device have produced stopping accuracies laying between 1 and 3 ft depending on the type of braking mechanism in use. The accuracy achieved on the London Transport System is of the order of 10 ft (30 m).

Notes

i.e.- idest – то есть, а именно

train-borneequipment- оборудование, смонтированное на

подвижномсоставе

2. Выполните практическую работу, опираясь на содержание текста.
   Практическая работа (Станционные устройства автоматики)

1) Выпишите из текста предложения, сказуемое которых выражено страдательным залогом. Переведите их, определите время.
2) Выпишите из текста 5 существительных, поставьте их во множественное число.

3) Выпишите из текста причастия, выступающие в функции определения, переведите их.

Самостоятельная работа №3

1. Образуйте от глаголов две формы причастия I и причастие II, получившиеся формы переведите на русский язык.
    a. to build
    b. to replace
    c. to damage
2. Перепишите и переведите предложения. Подчеркните причастия I и II в английских и в русских предложениях. Определите их функцию в предложении.
    a. Passenger leaving for London were requested to register and to weigh their luggage.
    b. The first British petrol-driven car called «The Knight» moved at a speed of only 8 miles per hour.
    c. Having built the dam, they secured the village against flood.

3. Перепишите и переведите предложение. Задайте общий и специальные вопросы.
    a. Tracks are usually used for the transportation of heavy loads.

4. Перепишите и переведите предложения на русский язык. Подчеркните грамматическую основу. Проанализируйте причастия и установите их функцию в предложении.
    - The number of tracks having been determined, the engineers calculated the width of ballast correspondingly.
    - The running boy was seen near the railway station.

Тема 3.5. Систематизация видовременных форм глаголов.

Как переводится на русский язык PastContinuousTense?

2. Когда употребляется это время?

3. Дайте формулу образования PastContinuousTense.

4. В каком времени употребляется вспомогательный глагол tobe?

5. Назовите форму глагола tobe для единственного числа.

6. Назовите форму глагола tobe для множественного числа.

7. Переводится ли вспомогательный глагол tobe на русский язык?

8. Дайте формулу образования Participle I.

9. Как образуется вопросительная форма PastContinuousTense?

10.При помощи какого слова образуется отрицательная форма?

11.В каком времени переводится глагол в PastContinuousTense на русский язык?

12.Как определить это время в тексте?

13.Как найти инфинитив глагола, стоящего в PastContinuousTense?

Тесты по теме «Времена группы Continuous».

I. Укажите номера предложений, глаголы-сказуемые которых стоят в Past Continuous Tense.

1. I am sitting at the table.

2. Are you going to the cinema?

3. He was at home in the evening.

4. My brother was working at the factory at 4 o’clock yesterday.

5. Were they present at the lesson?

6. They were not writing their control work from 3 to 4.

7. When he was going to the cinema he saw his friend.

8. They will be doing his homework at 7 o’clock in the evening.

II. Укажите номера предложений, глаголы-сказуемые которых стоят в Future Continuous Tense.

1. I shall go to the cinema tomorrow.

2. We shall be going to cinema at 5 o’clock tomorrow.

3. Are you going to the cinema?

4. He was not going to the cinema.

5. Will you be translating your lesson from 5 to 6?

6. Will you be present at the lesson tomorrow?

7. They will not be writing.

8. I shall be reading when you come.

Тема 3.6. Перегонные устройства автоматики.

Прочитайте и письменно переведите текст.

Automatic car identification

The adoption of in industry-wide automatic car identification system to monitor the 1.8 million freight car fleet has been announced. The system is designed andmanufactured in Bedford, Massachusetts*. Major components in the new system are a trackside electronic «scanner» and the reflective sheeting.

Strips of reflective sheeting are coded by colour and design in such a manner as to represent members to the scanner.

A light beam from the scanner «reads» numbers from bottom to top. The retro-reflective sheeting «bounces back» numbers to the scanner which feeds of up to 80 mph and is unaffected by weather conditions. The system makes possible to locate any freight car in the country. Strips of reflective sheeting are one of the main components in the new system. Train would provide the Car Service Division with complete reports of car locations by railroads and car flows through principal rail gateways, and would permit

more rapid distribution of the equipment to meet shipper needs for freight cars.

Massachusetts*- штатвСША

tobounceback- отскакивать

1) Выпишите из текста подчёркнутые слова, переведите их и выучите наизусть.

2) Выпишите из текста предложение, обозначенное *, переведите его и поставьте его в прошедшее и будущее время не меняя залога.

3) Задайте к данному тексту вопросы: три общих, три альтернативных и три специальных.

4) Выпишите из текста предложение, подчёркнутое двумя чертами и сделайте грамматический анализ письменно.

5) Подчеркните в каждом предложении первого абзаца грамматическую основу

Тема 3.6. Неличные формы глагола.

1. Ответьте устно на следующие вопросы:

- Какие неличные формы глагола вы знаете?

- Чем неличные формы глагола отличаются от личных форм?

- Какие формы причастия вы знаете, как они образуются и как переводятся на русский язык?

- Какую функцию в предложении выполняет причастие?

- Какую форму имеет инфинитив в Indefinite и в Continuous и как переводятся на русский язык?

- Какую функцию в предложении выполняет инфинитив?

- Какую функцию в предложении выполняет герундий и как переводится на русский язык?

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Неличные формы глагола).

1) Перепишите и переведите предложения. Подчеркните инфинитив,

определитеегофункцию.

a) This railway line was constructed to link central and eastern regions of the country.

b) The train was at the station to take passengers to Moscow.

c) The coloured light is changed to put the signal into a restrictive position. d) it was very important to install the block signals on all the railroads.

e) To restrict the movement of trains at that section of line was very important at that time.

f) To secure safe operation of trains various signals had to be installed at frequent intervals.

g) The most common type of signal to indicate the position of trains is a coloured light.

h) It is known that a signal to be utilized by day is substituted by coloured lights at night.

i) The book to be read is of great importance for the students of this faculty.

j) The goods to be loaded on this train must be weighed.

k)There are instances where the amount of received traffic to be handled is planned in advance with almost mathematical precision.

l) The first work

to be undertaken was the construction of a new line.

Перепишите предложения, переведите их на русский язык, найдите в каждом предложении причастие, назовите его и определите его функцию в предложении.

a) Grading the right of way to level condition, workers were preparing it for the roadbed. b) Being experienced workers, Ivanov and his brigade laid the ballast within two days. c) We worked the whole day levelling the roadbed. d) The work of the terminal station is evaluated by the number of trains handled. e) Equipment moving over the track must be kept in good physical condition. f) A serious problem confronting railway operating officials maintenance of equipment. g) Each track consisting of two rails will have an average weight of about 188 pounds per yard. h) Construction of the permanent way became easier and quicker thanks to the improvement of engineering methods. i) Having treated ties with creosote the railwaymen lay them in the track. j) Having finished the classification a switching locomotive brings the cars to the departure tracks where they are coupled together to form a train.

3) Перепишите предложения, определите чем являются выделенные слова (причастием, частью сказуемого или герундием), переведите предложениянарусскийязык.

a) On entering the room I found it empty. b) I saw workers packing ballast

under the ties. c) The engineers had no intention of laying ties without having treated them with creosote first. d) Treating ties with creosote or some other material is an essential procedure. e) Building fences and other devices serves to protect the tracks against snow or human interference. f) The grading of the earth for the roadbed is one of the first things that should be done. g) Work is now in progress in the new area on extending loading and unloading facilities. Considerable difficulties were being experienced in running trains on the metre-gauge line because of limited capacity.

Тема 3.7. Микропроцессорные системы.

Прочитайтеипереведитетекст:

A microprocessor is a computer processor where the data processing logic and control is included on a single integrated circuit, or a small number of integrated circuits. The microprocessor contains the arithmetic, logic, and control circuitry required to perform the functions of a computer's central processing unit. The integrated circuit is capable of interpreting and executing program instructions and performing arithmetic operations. The microprocessor is a multipurpose, clock-driven, register-based, digital integrated circuit that accepts binary data as input, processes it according to instructions stored in its memory, and provides results (also in binary form) as output. Microprocessors contain both combinational logicand sequential digital logic, and operate on numbers and symbols represented in the binary number system.

The integration of a whole CPU onto a single or a few integrated circuits using Very-Large-Scale Integration (VLSI) greatly reduced the cost of processing power.

Integrated circuit processors are produced in large numbers by highly automated metal-oxide-semiconductor (MOS) fabrication processes, resulting in a relatively low unit price. Single-chip processors increase reliability because there are much fewer electrical connections that could fail. As microprocessor designs improve, the cost of manufacturing a chip (with smaller components built on a semiconductor chip the same size) generally stays the same according to Rock's law.

Before microprocessors, small computers had been built using racks of circuit boards with many medium- and small-scale integrated circuits, typically of TTL type. Microprocessors combined this into one or a few large-scale ICs. The first commercially available microprocessor was the Intel 4004 introduced in 1971.

Continued increases in microprocessor capacity have since rendered other forms of computers almost completely obsolete (see history of computing hardware), with one or more microprocessors used in everything from the smallest embedded systems and handheld devices to the largest mainframes and supercomputers**.**

Тема 3.7. Признаки глаголов в различных временных формах.

1. Как переводится на русский язык PastContinuousTense?
2. Когда употребляется это время?
3. Дайте формулу образования Past Continuous Tense.
4. В каком времени употребляется вспомогательный глагол **tobe**?
5. Назовите форму глагола tobe для единственного числа.
6. Назовите форму глагола tobe для множественного числа.
7. Переводится ли вспомогательный глагол tobe на русский язык?
8. Дайте формулу образования ParticipleI.
9. Как образуется вопросительная форма PastContinuousTense?
10. При помощи какого слова образуется отрицательная форма?
11. В каком времени переводится глагол в PastContinuousTense на русский язык?
12. Как определить это время в тексте?
13. Как найти инфинитив глагола, стоящего в PastContinuousTense?
14. Когда употребляется это время?
15. Дайте формулу образования PastPerfectTense.
16. В каком времени берется вспомогательный глагол **tohave**?

17.Назови форму глагола **tohave** в прошедшем времени.
18.Переводится ли вспомогательный глагол **tohave** на русский язык?
19.Дайте формулу образования **ParticipleII** правильных глаголов.
20.Какой формой глагола является **ParticipleII**?
21.Как образуется вопросительная форма PastPerfect?
22.Где ставится вспомогательный глагол **tohave** в вопросительной форме?
23.При помощи какого слова образуется отрицательная форма?
24.На какое место ставится **not**?
25.Назовите сокращение **had not**.
26.Глаголом в каком времени переводится сказуемое в PastPerfectTense на русский язык?
27.Как узнать глагол в PastPerfectTense?
28.Как найти инфинитив глагола, стоящего в PastPerfectTense?
29.В каком времени в английском предложении стоит глагол, обозначающий более позднее действие по отношению к действию, выраженному PastPerfect?

1. Раскройте скобки, переведите. Помните, что в некоторых случаях употребляется Past SIMPLE!

1. When he (to come) home, his mother already (to cook) dinner.
2. When we (to come) to my friend's house, he just (to leave).
3. When her husband (to enter) her office, she already (to finish) her work for that day.
4. Jennifer (to send) him an email after he (to call).
5. Andy (to ask) his friend before he (to propose) him his help.

2. Поставьте глаголы в скобках в PastContinuous.

The ceiling fell down, while aunt Aggie (eat) dinner.
As I (walk) down the street, sir Winston Churchill went by.
The dog opened its mouth, just as if it (talk).
While the soldiers (march), the rain began to fall.
We (work) hard yesterday morning.

Раздел 4. Иностранный язык в профессиональной деятельности.

Тема 4.1. Трудоустройство молодого специалиста.
Прочитайте и переведите текст:

«Career» («Карьера»)

«What to be» is the most important question young people ask themselves. Your destiny and family relationship depend on it. Many aspects of life should be taken into consideration while answering the question «what to be». Different circumstances can influence our choice, we may follow someone's experience or advice or be encouraged by certain people and events.

At early years of mankind development there were just a few jobs such as farmers, bakers, butchers or carpenters. In 17-th century I Russia it was about 200 professions. Now days exists 40000 varieties of jobs, but new kinds of work appears all the time. There is no doubt that it's difficult to chose correct. We have so many professions to choose of. Challenging, rewarding, exciting, prestigious, professions seem to be attractive. If a job is monotonous, exhausting, messy you will say it doesn't appeal to you. We divide jobs into caring, creative, outdoor, office professions and forces.

We refer nursing, teaching to caring professions. Creative professions include the job of a journalist, designer. To work in the office means to be a bank worker, a secretary, a receptionist. If you work in agriculture, horticulture, conservation you are a representative of the outdoor profession. Those who work in the police, army or navy choose forces. Besides these professions you may make a career in law, finance, international business relations, tourism business, banking and others.

Making the right choice can be rather frustrating. You should know your strengths and weaknesses. You must keep in mind what different jobs can require. Some jobs need accuracy, good imagination, physical strength. Others will require experience, special training, travelling a lot, working long hours from home, working late or even working night shifts.

I wish we had a special subject in career teaching at school. If only there were visits to places of employment and higher education. At the lessons of career teaching we could investigate our good and bad points, our interests and aptitudes, we could relate our knowledge and values to our ambitions and requirements of different occupations. Such lessons would clarify relationship between education and employment.

It is important to realize that if you are practical and organized, like routine that doesn't vary, have a tidy mind then you are suited for an office profession. Creative nature, imaginative mind, sociability and ability to communicate will enable you to be a designer, a tourist agent, an interpreter or a market researcher. Artistic and loving nature, imagination, sensitivity make the occupation of a painter, actor, dancer, florist, architect, beautician suitable for you. Working as a teacher Teacher's demands love for children, perfect experience in subject, and the power of explanation. In matters of future career the priority should be given to education. If you are conscientious, efficient, capable of doing accurate work, responsible — your prospects of getting a good job increase.

Since I was a child I wished to be a programmer. I was interested in working with numbers, bites, structures and finding answers for complex problems. I love Mathematics and I am very good at it. As for my personality, I may say that I am constructive and persistent, I have strong logic, easily solve problems and I prefer teamwork rather than independence. To find a job I like I need to have excellent science knowledge's so I could pass examinations to institute.

And there is another thing to keep in mind, it's creation of correct impression on people, especially, when you apply for a good position. Your possible in the future employer will search for your Curriculum Vitae. It's info about your previous experiences, education and personal qualities. Then he will decide whether to invite you or not for an interview. The way you look, your

confidence, correct speech and behavior and knowledge of subject will make good impression on the interviewer.

Лексика по теме:

actress актриса

add надбавка

additional payment доплата

administrator; manager администратор

advance аванс

agent агент

agronomist агроном

analyst аналитик

announcer диктор

anthropologist антрополог

application заявление

appointment назначение

archaeologist археолог

artist художник

autobiography автобиография

baker пекарь

banker банкир

bankrupt банкрот

bookbinder переплетчик

book-keeper бухгалтер

boycott бойкот

bribe взятка

bribery взяточничество

bricklayer каменщик

brigade-leader бригадир

brigade; team бригада

builder строитель

careerist карьерист

carpenter плотник

cash наличность

cashier кассир

charity благотворительность

chemist аптекарь

clerk конторщик

decree декрет

demotion понижение по службе

depositor; investor вкладчик

discharge pay выходноепособие

discharge; retiring увольнение

dismiss; discharge увольнять

(to) earn зарабатывать

earnings заработок

loader грузчик

maternity leave декретныйотпуск

midwife акушерка

milkmaid доярка

permanent бессрочный

pilot пилот

porter носильщик

postman почтальон

potter гончар

trainer дрессировщик

translator; interpreter переводчик

vacancy вакансия

vacant вакантный

vice-; deputy заместитель

wage заработная плата

waiter официант

(to) work off отрабатывать

unemployment безработица

unemployed безработный

Тема 4.1. Сослагательное наклонение.

1. Ответьте устно на следующие вопросы:
   - Что выражает сослагательное наклонение и чем оно отличается от изъявительного?
   - Как образуется в английском языке сослагательное наклонение?
   - Где употребляются (в каких предложениях) формы сослагательного наклонения?
2. Выполните практическую работу, опираясь на теоретические знания по теме.

(Сослагательное наклонение)

1. Перепишите и письменно переведите предложения на русский язык, подчеркните сказуемое в английских предложениях. Объясните, почему в данных предложениях используется сослагательное наклонение.

a) We insist that he inform us of the exact date on which the goods will be delivered.

b) The buyers suggested that the suppliers forward the goods immediately.

c) We insist that in future you do not make any alterations in our specifications on your own initiative.

d) We are not responsible for the loss and suggest that you take up the matter with the Railway Company. We should of course place at your disposal any documents necessary to substantiate your claim.

e) It is highly desirable that the form and method of payment be clearly specified in the offer.

f) The experts recommended that the agreement be extended for 3 years.

g) It is necessary that the arbitrator have an exact knowledge of all the facts of the case.

2. Перепишите и переведите предложения. Определите функцию should и would в предложении.

1) The train should start at five-twenty. 2) The porter said that we should start from number four platform. 3) You should have taken a bus instead of a train; you would have there earlier. 4) His suggestion is that the platform should be lengthened a little so that the passengers of each car could step on it leaving the train. 5) pack everything beforehand lest you should leave some necessary things at home. 6) I wish we would get seats in the compartment. 7) You should not have carried the suitcases yourself, the porter would have helped you. 8) When we entered the car we opened the widow so that the compartment should not get too hot. 9) I wish you would not stay there so late. 10) Would you mind looking after my children for a little while so that I could find a taxi? 11) Should I have received the offer to work with you earlier, I might have accepted it.

3. Заполните пропуски глаголами should или would. Предложенияпереведите.

a) Do you think we … go to number two platform?

b) Every day I … see her walking slowly to the station.

c) In the summer I … regularly go fishing.

4. Прочитайте следующий текст, переведите его, подчеркните сослагательное наклонение и подготовьте его пересказ.

Тема 4.2. Портфолио молодого специалиста.

Изучите пример резюме молодого специалиста и выучите лексику.

«Resume (CV)»(Резюме программиста (пример))

FirstNameLastName

Street

City, State, Zip

(555) 555-5555

name@email.com

OBJECTIVE

Computer Engineer / Programmer

EXPERIENCE

Computer Company, Software Engineer

August ’03 – present

Software Engineer on Company Soft Manager. Duties include developing current release using C++ and Java, assisting in design of next release (J2EE), traveling to standard meetings at SNIA to represent Company Soft Manager and semi-annual consumer conference to showcase product, and working closely with new developers in IndiaTechCenter.

Computer Company Training Program

June ’03 – August ’03

Member of the Computer Company Bootcamp program, an intensive 3 month training program for choice software engineers. The three month program covered advanced topics in software engineering, SQL, C++, J2EE, XML, Windows 2000 Server, Unix, UML, and various Company products.

Consultant

January ’03 – June ’03

Consultant for high school in the outer Boston area. Tutored the programming instructors for the programming class in the Java programming language. Helped to set up development environment for the classroom.

Company Inc, Software Engineer

January ’01 – September ’01

Developer on the Company engine team. Worked on new functionality in the 7.0 release of the Company Dynamic Engine. Developed in C++ in Unix and Windows Visual Studio. Also worked on a solo project to add multithreaded capabilities to Company’s engines.

TECHNICAL

Languages: C++, Java, C, ASP.NET, SQL

Applications: MS Visual Studio, Eclipse

Application Server: JBoss, Tomcat

Operating Systems: Windows, Unix, Linux

Database Systems: SQL Server, MySQL

Certifications: CCNA, Unicenter Certified Engineer

EDUCATION

ABCCollege, Troy, NY, May 2002

Major: Computer Science, Minor: Management

ACTIVITIES

Brother of Delta Chapter Fraternity

— President (January 2001 – May 2002)

— Scholarship winner at Delta Leadership Conference

Member of College Varsity football team (Sept. 1998 – Dec. 2000)

Лексика по теме:

ComputerEngineer – инженер / специалист по вычислительной технике

SoftwareEngineer – инженер-программист, разработчик программного обеспечения

softwareengineering – проектирование программного обеспечения

develop – развивать, разрабатывать

currentrelease – текущая версия

design – план, проект / планировать, проектировать

showcaseproduct – презентовать, представлять продукт

bootcamp – учебный лагерь, начальная учебная программа

advanced – передовой, продвинутый

programminglanguage – язык программирования

setup – установить, настроить

developmentenvironment – среда разработок, среда проектирования

Engine – движок, ядро

multithreaded – многопоточный

Chapter – здесь: землячество, студенческое сообщество

Fraternity – братство, студенческая организация

varsity – студенческая спортивная команда

Тема 4.2. Согласование времен.

1. Ответьте устно на следующие вопросы:
    - Как происходит переход прямой речи в косвенную?
    - Какие знаки препинания используются при этом?
    - Как происходит согласование времён при переходе прямой речи в косвенную?
    - Как изменяются модальные глаголы?
    - Как происходит переход в косвенную речь вопросительных предложений?

2. Выполните практическую работу, опираясь на теоретические знания по теме.

Практическая работа (Прямая и косвенная речь)

1. Переведите на русский язык, обращая внимание на употребление времён в русском и в английском языках.
    - We did not know where our friends went every evening.
    - We did not know where our friends had gone.
    - She said that her best friend was a doctor.
    - She said that her best friend had been a doctor.
    - I didn’t know that you worked at the Hermitage.
    - I didn’t know that you had worked at the Hermitage.
    - I knew that you were ill.
    - I knew that you had been ill.

- We found out that she left home at eight o'clock every morning.
- We found out that she had left home at eight o'clock that morning.

2. Раскройте скобки, выбирая требующееся время. Предложения переведите.
    - My friend asked me who (is playing, was playing) the piano in the sitting room.
    - He said he (will come, would come)to the station to see me off.
    - I was sure he (posted, had posted) the letter.
    - I think the weather (will be, would be) fine next week.
    - I knew that he (is, was) a very clever man.
    - I want to know what he (has bought, had bought) for her birthday.
    - I asked my sister to tell me what she (has seen, had seen) at the museum.
    - He said he (is staying, was staying) at the Ritz Hotel.

3. Переведите прямую речь в косвенную. Получившиеся предложения переведите.
    - Oleg said, “My room is on the second floor”.
    - He said,” I am sure she will ring me up when she is back in Moscow.”
    - Misha said, “I saw them at my parents' house last year.”
    - He said, “I haven't seen my cousin today.”
    - “I don’t go to this shop very often”, she said.
    - Tom said, “I have already had breakfast, so I am so hungry.”
4. Восстановите прямую речь в следующих предложениях. Предложения переведите.
    - Tom said he would go to see the doctor the next day.
    - He told me he was ill.
    - They told me that Tom had not come to school the day before.
    - I told my sister that she might catch a cold.
    - She told me she had caught a cold.

Тема 4.3. Собеседование и интервью.

Переведите текст по теме и ответьте на вопросы.

«Собеседование на английском / InterviewinEnglish»

Getting a job is a very hard period in the life of most people. Companies choose an employee from hundreds of candidates according to special rules, that is why there are special "typical" factors, influencing on employer"s choice. Among such factors are: age, sex, experience, family background and marital status, personality and references.

If you are to go to an interview tomorrow, sleep well before it and do not forget your CV at home - is the basic rule. Moreover, there are some recommendations, which can help you. For example, read annual report, or a newspaper of the company to show your understanding of the corporate strategy on the interview. What is more, you should choose corresponding dress code for the interview. Even such advices are to help you make a good impression; some companies do not want to hire a man, who follows every advice. To illustrate this, I can quote ArtemiyLebedev, the most famous Russian web-designer: "If you enclose a standard stupid resume, written by the rules of American bureaucracy, we would delete it immediately after receiving. If your CV is composed according to all rules, we would not choose you, as we might think, that your profession is to acquire a job".

After getting a job, you may have some unexpected troubles with boss, too: e.g. if you dye your hair or wear something not appropriate. The best solution of such situation is to ask a trade union for advice, which can always help you in your fight with an employer. Of course, if you affect company discipline not coming in time or working badly, your dismissal would not be unfair.

To conclude, I can say that it is sometimes hard not only to get a job, but also to work in the staff, and if you do not want to be laid off, you should follow company rules, it is a must.

Лексика по теме:

Фразы для собеседования –

1. Tell me about yourself — Расскажитеосебе

2. Whatareyourstrengths? — Каковы Ваши сильные стороны/достоинства?

3. Whatareyourweaknesses? — Каковы Ваши слабые стороны/недостатки?

4. Whyshouldwehireyou? — Почему нам следует выбрать Вас?

5. Whyareyouleaving (haveleft) yourjob? — Почему Вы собираетесь уйти (ушли) со своей работы?

6. Whydoyouwantthisjob? — Почему Вам интересна эта работа?

7. What are your goals for the future? / Where do you see yourself in five years? — КаковыВашицелинабудущее? / ГдеВывидитесебячерезпятьлет?

8. What are your salary expectations? — НакакуюзарплатуВырассчитываете?

9. Tell me about an accomplishment you are most proud of — Расскажитемнеодостижении, которымВыбольшевсегогордитесь

10. Doyouhaveanyquestions? — У Вас есть какие-нибудь вопросы?

Тема 4.3 Повелительное наклонение.

Ответьте на вопросы:

1. Как перевести повелительное наклонение из прямой речи в косвенную?

2. Что выражает повелительное наклонение?

3. Выполните задание, заполнив пропуски:

1. She said that she _____ keen on drawing.
was
is
has been
were

2. I _____ her that I _____ time to play the piano.
told, have no
tells, did not have
told, did not have
told to, had not have

3. Jane answered that she _____ very early, so she _____ the news.
went to bed, hadn't seen
had gone to bed, hadn't seen
has gone to bed, hasn't seen
had gone to bed, didn't see

4. Mary told me that she _____ to leave for London the next week.
is going
has gone
were going
was going

5. I replied that I _____ her when I _____ back.
will phone, got
would phone, got
will have phoned, will have come
is to phone, get

6. Mary said that Paris _____ beautiful in spring.

is
has been
was
were

7. The teacher _____ a report on the Civil War.
told Jane to make
tell to Jane to make
told Jane make
told to Jane to make

8. Jane _____ worry about her health.
ask to me not to
asked to not
asked me not to
asked not

9. I said that I _____ if I _____ time.
will go, have
would go, had
would go, have had
will go, had

10. Mary answered that she _____ wake up early in the morning when she was young.
did get used to
is getting used to
gets used to
used

11. Jane told me _____ calm.
to stay
stay
to have stayed
staying

12. I am surprised to see you. Your mother said you _____ ill.
were
are
has been
had been

13. She said that Mary _____ into her flat because she _____ her key.
cannot get, lost
couldn't get, has lost

couldn't get, had lost
can't get, was losing

14. Jane told everybody that she _____ a meeting _____ .
had, tomorrow
was having, tomorrow
will have, the next day
was having, the next day

15. Mary told me that writing a test _____ her nervous.
is making
made
will make
make

16. He said that he _____ in America for two years.
lived
had lived
had been living
lives

17. They said that we _____ when Mary _____ .
would leave, came
would leave, comes
will leave, came
would leave, had come

18. Jane told me that Africa _____ than America.
was nicer
has been nicer
is being nicer
is nicer

19. I told everyone that I _____ __to the party at ten, but _____ as soon as possible.
couldn't come, would arrive
can't come, would arrive
couldn't come, arrive
can't come, will arrive

20. "How are your parents?" she asked. I answered that they _____ very well.
were
are
have been
were being

21. — The play is boring.
— Is it? 1 thought you said it _____ exciting!
is
were
was
had been

22. Mary told me that she _____ Helen in the park and that she _____ fine.
saw, had seemed
had seen, had seemed
had seen, seemed
has seen, was seeming

23. He said that his car _____ a few days ago.
was stolen
has been stolen
had been stolen
is stolen

24. Jane told me that I _____ at her house if I _____ ever in Paris.
could stay, was
can stay, am
can to stay, was
could have stayed, was

25. Mary answered that she _____ the next month.
is married
was getting married
was marrying
ismarrying

IIВыберитеправильныйвариант.

1. Ellie exclaimed that she _____ that car since her farther gave it to her and that there had been no complaints.
had driven
had been driving
drove
was driving

2. Vie said that they knew only what was in the papers, that they _____ for a call or a telegram since they heard of the accident.
waited
were waiting
had waited
had been waiting

3. Norma said that the old car had broken when they _____ the bridge.
has crossed
had been crossing
crossed
were crossing

4. She said she couldn't go in the water because she _____ her swimming suit.
had not brought
didn't bring
hasn't brought
will not bring

5. She said that my shoes were wet through and asked if I _____ all the way from the station in that rain.
has walked
had walked
walking
was walking

6. The old teacher advised me to speak slowly if I _____ them to understand me.

had wanted
want
wanted
would want

7. It was announced that the international treaty against the new warfare _____ and had gone into effect.
would have been ratified
is ratified
had been ratified
was ratified

8. The Navy officials said that the dolphins _____ in salt water holding tanks.
will be kept
would be kept
are kept
will kept

9. Nobody can explain why she decided to touch upon the matter yesterday night. She _____ that the whole subject was too dangerous to discuss at night.
ought to know
ought to have known
ought known

ought know

10. It has recently been announced that further supplies _____ soon be available.
will
would
were
are

11. She wondered if Stephen had found that the room was empty and if he _____ for her at the moment.
looked
had been looking
was looked
was looking

12. The receptionist told us that from our room we _____ a wonderful view over the sea.
will have
were going to have
would have
were having

13. Miss Marple replied that she _____ surprised at seeing the doctor depart.
is not
won't be
has not been
would not be

14. The receptionist explained that breakfast _____ served between 7.00 and 9.00.
is
is being
was
was being

15. The guide reminded us that after lunch we _____ sightseeing.
go
were going
went
would go

16. Lis assured me that the party _____ a great fun. But in fact, it wasn't.
will be
would be
have been
will have been

17. He inquired if I really _____ anything about the matter.

know
knew
had known
will know

18. The inspector wanted to know when each of us last _____ Mr. Foster.
saw
had seen
would see
had been seeing

19. The Managing Director declared that during the previous year the company's profits _____ steadily _____ .
have been increasing
had been increasing
had increased
increased

20. The hotel owner informed us that he _____ the police already.
is going to call
has called
was going to call
had called

Критерии оценки:
– «5» баллов выставляется обучающемуся, если задания выполненыполностью, качество их выполнения оценено высоко, показаны знания современной научной и профессиональной терминологии;

– «4» баллавыставляется обучающемуся, еслинекоторые виды заданий выполнены с ошибками, есть пробелы в знаниях грамматических тем и профессиональной терминологии;

– «3» баллавыставляется обучающемуся, если задания выполнены частично, некоторые из выполненных заданий содержат ошибки, есть существенные пробелы в базовой грамматике и недостаточный уровень знания бытовой и профессиональной лексики;

– «2» баллавыставляется обучающемуся, есливыполненные учебные задания содержат грубые ошибки в знании грамматического материала, лексического

минимума,относящегося к описанию предметов, средств и процессов профессиональной деятельности;

Комплект заданий для контрольной работы

1.Перепишите и переведите предложения на русский язык. Определите, чем является ing-форма в каждом предложении (причастием или герундием).

a) We all listened with great interest to the speaker criticizing the new book.
b) Lydia could retell the English story she had read without looking into the book.
c) In this pictures you can see a young man giving flowers to a girl.

d) Playing volleyball is a popular sport for young people.

2.Раскройтескобки, употребляяглаголывPresentParticipleилиPastParticiple . Получившиеся предложения перепишите и переведите.

a) (to do) his homework, he was thinking hard.
b) (to do) his homework, he went for a walk.
c) (to sell) fruit, he looked back from time to time, hoping to see his friends
d) (to eat) all the potatoes, she drank a cup of tea.

3.Передайте следующие вопросительные предложения в косвенной речи. Переведите их на русский язык.

a) Kate said, «Mike, do you like my dress?»
b) Grandfather said to Mary, «What mark did you get at school?»

4.Перефразируйте следующие предложения, употребляя сложное дополнение с причастием. Предложения переведите.

a) We noticed a man. The man was cleaning his shoes.
b) He saw two girls. They were dancing on the stage.
c) She was sleeping peacefully in her bed. Mother watched her.

5.Составьте из простых предложений (из задания 4) сложные с различными видами придаточных предложений. Получившиеся предложения переведите, подчеркните союз. Назовите, какой вид придаточных предложений вы использовали.

6.Раскройте скобки, употребив глаголы в PassiveVoice. Предложения переведите.

a) I am sure I (to ask) at the lesson tomorrow.
b) They told me that the new student highly (to speak) of.

Контролируемые компетенции

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

ОК.04Эффективно взаимодействовать и работать в коллективе и команде.