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ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
по учебной дисциплине
ОГСЭ.03 Иностранный язык в профессиональной деятельности

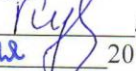
реализуемой в пределах
программы подготовки специалистов среднего звена
в филиале СамГУПС в г. Пензе
для студентов очной и заочной форм обучения
Год начала подготовки 2019

ОДОБРЕН

на заседании ЦК «Общий гуманитарный и социально-экономический учебный цикл»

Протокол от «15» мая 2020 г. № 7

Председатель

 /Л.В. Кувшинова/
«15» мая 2020 г.

СОГЛАСОВАН

Заместитель директора по учебной работе
филиала СамГУПС в г. Пензе

И.А. Поликанова

«15» мая 2020 г.



Фонд оценочных средств разработан на основе Федерального государственного образовательного стандарта СПО по специальности 13.02.07 Электроснабжение (по отраслям) и рабочей программы учебной дисциплины ОГСЭ.03 Иностранный язык в профессиональной деятельности

Разработчик: преподаватель филиала СамГУПС в г. Пензе А. А. Стецюк

Одобрено

Методическим советом

Филиала СамГУПС в г. Пензе

Протокол от «20» апреля 2020 г. №5

СОДЕРЖАНИЕ

| | |
|--|-----|
| 1. Паспорт фонда оценочных средств | 4 |
| 2. Результаты освоения учебной дисциплины, подлежащие проверке | 6 |
| 3. Оценка освоения учебной дисциплины | 12 |
| 4. Критерии оценивания по результатам текущего, рубежного и итогового контроля | 33 |
| 5. Контрольно-оценочные материалы по учебной дисциплине | 35 |
| 6. Список использованной литературы | 100 |

1. Паспорт фонда оценочных средств

В результате освоения учебной дисциплины «Иностранный (английский) язык в профессиональной деятельности» обучающийся должен обладать предусмотренными ФГОС по специальностям СПО:

13.02.07 Электроснабжение (по отраслям) следующими умениями, знаниями, которые формируют общие, профессиональные и иноязычные коммуникативные компетенции:

УМЕНИЯ:

| Код ПК, ОК | Умения | Знания |
|---|--|---|
| <p>ОК 01 Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам</p> <p>ОК 02 Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности</p> <p>ОК 04 Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами.</p> <p>ОК 06 Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе общечеловеческих ценностей.</p> <p>ОК 10 Пользоваться профессиональной документацией на государственном и иностранных языках.</p> <p>ПК 1.2 Читать и составлять электрические схемы электроснабжения электротехнического и электротехнологического оборудования</p> <p>ПК 2.2 Выполнять основные виды работ по обслуживанию трансформаторов и преобразователей электрической энергии</p> <p>ПК 2.5 Разрабатывать и оформлять технологическую и отчетную документацию</p> <p>ПК 3.1 Планировать и</p> | <p>- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;</p> <p>- переводить (со словарем) иностранные тексты профессиональной направленности;</p> <p>- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас</p> | <p>- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности</p> |

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| организовывать работу по ремонту оборудования | | |
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2. Результаты освоения учебной дисциплины, подлежащие проверке

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| <p>У3. понимать общий смысл высказывания на изучаемом иностранном языке в различных ситуациях общения ИК2.</p> <p>Использовать лексические единицы в большем объеме</p> | <p>Понимает общий смысл высказывания на изучаемом иностранном языке в различных ситуациях общения.</p> | <p>Устный опрос (монологическое высказывание)</p> |
| <p>У4. оценивать важность и новизну информации</p> <p>ИК1. планировать свое речевое и неречевое поведение</p> | <p>Оценивает важность и новизну информации.</p> | <p>Устный опрос</p> |
| <p>У5. использовать правильную интонацию, ритм и темп речи ИК3.</p> <p>строить свое речевое и неречевое поведение адекватно специфике стран изучаемого языка</p> | <p>Использует правильную интонацию, ритм и темп речи.</p> | <p>Устный опрос (монологическая и диалогическая речь)</p> |
| <p>У6. правильно употреблять разговорные формулы</p> <p>ИК2. Использовать языковые средства в соответствии с отобранными темами и сферами общения</p> | <p>Правильно употребляет разговорные формулы.</p> | <p>Устный опрос (диалог)</p> |
| <p>У7. устно задавать вопросы</p> | <p>Устно задает вопросы.</p> | <p>Устный опрос</p> |

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| ИК4. объясняться в условиях дефицита языковых средств при получении и передаче иноязычной информации | | (диалог) |
| У8. кратко и полно отвечать на вопросы ИК4. объясняться в условиях дефицита языковых средств при получении и передаче иноязычной информации | Кратко и полно отвечает на вопросы. | Устный опрос (диалог) |
| У9. составлять связный текст на бытовые и профессиональные темы ОК4. осуществлять поиск и использование информации, необходимой для эффективного выполнения учебных задач | Составляет связный текст на бытовые и профессиональные темы. | Устный опрос (монологическое высказывание) |
| У10. устно делать сообщение на заданную тему (с предварительной подготовкой) ОК2. организовывать самостоятельную работу, выбирать типовые методы и способы выполнения учебных задач, оценивать их эффективность и качество | Устно делает сообщение на заданную тему (с предварительной подготовкой) | Устный опрос (монологическое высказывание) |
| У11. кратко пересказать прослушанный или прочитанный текст | Кратко пересказывает прослушанный или прочитанный текст. | Устный опрос (монологическое высказывание) |

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| <p>ИК5. совершенствовать учебную деятельность по овладению иностранным языком</p> | | |
| <p>У12. вести диалог в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, с использованием аргументации, эмоционально-оценочных средств</p> <p>ИК5. совершенствовать учебную деятельность по овладению иностранным языком</p> | <p>Ведет диалог в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, с использованием аргументации, эмоциональнооценочных средств.</p> | <p>Устный опрос (диалог)</p> |
| <p>У13. использовать основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи ОК6. эффективно работать в коллективе и команде</p> | <p>Использует основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи.</p> | <p>Устный опрос (работа с текстом)</p> |
| <p>У14. читать аутентичные тексты разных стилей (публицистические, художественные, научно-</p> | <p>Читает аутентичные тексты разных стилей (публицистические, художественные, научно-</p> | <p>Устный опрос (работа с текстом)</p> |

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| популярные и технические) ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках. | популярные и технические). | |
| У15. описывать явления, события ИКЗ. выделять общее и специфическое в культуре родной страны и страны изучаемого языка | Описывает явления, события. | Устный опрос (монологическое высказывание) |
| У16. излагать факты в письме личного и делового характера ОК 02. Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности. | Излагает факты в письме личного и делового характер. | Письменный опрос (составление письма) |
| У17. заполнять различных видов анкет ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам. | Заполняет анкеты. | Письменный опрос (составление и заполнение анкет) |
| У18. сообщать сведения о себе в форме, принятой в странах изучаемого языка | Сообщает сведения о себе в форме, принятой в странах изучаемого | Устный и письменный опрос |

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| ОК 10. Пользоваться профессиональной документацией на государственном и иностранном языках. | языка. | |
| Знать: | | |
| 31. значения новых лексических единиц | Знает значения новых лексических единиц. | Устный и письменный опрос (лексический диктант) |
| 32. языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета | Знает языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета. | Самостоятельная работа |
| 33. новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию | Знает новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию. | тестирование |
| 34. лингвострановедческую, страноведческую и социокультурную информацию | Знает лингвострановедческую, страноведческую и | тестирование |

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| | социокультурную информацию. | |
| 35. Содержание текстов, построенных на языковом материале повседневного и профессионального общения | Знает содержание текстов, построенных на языковом материале повседневного и профессионального общения. | Устный и письменный опрос |

3. Оценка освоения учебной дисциплины:

3.1 Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине «Иностранный (английский) язык в профессиональной деятельности», направленные на формирование общих и коммуникативных компетенции.

| Элемент учебной дисциплины | Формы и методы контроля (2 курс обучения) | | | | | |
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| | Текущий контроль | | Рубежный контроль | | Промежуточная аттестация | |
| | Форма контроля | Проверяемые ОК, ИК, У, З | Форма контроля | Проверя емые ОК, ИК, У, З | Форма контроля | Проверя емые ОК, ИК, У, З |
| Модуль 1. Повседневная жизнь, дом, квартира. | | | | | | |
| Тема 1.1 Телефонный разговор. | <i>Устный опрос</i> <i>Тестирование</i> | <i>У 7, У18,</i> <i>З 3,</i> <i>ОК 4,</i> | | | | |

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| | <i>Самостоятельная работа</i> | <i>ИК 5</i> | | | | |
| Модуль 2. Здоровье, спорт, здоровый образ жизни. | | | | | | |
| Тема 2.1 Времена группы Continuous. Прошедшее продолженное (длительное) время (Past Continuous). Будущее продолженное время (Future Continuous). | <i>Устный опрос. Тестирование.</i> <i>Самостоятельная работа.</i> | <i>У 6, 8, 11</i> <i>З 2</i> <i>ОК 4</i> <i>ИК 2</i> | | | | |
| Тема 2.2 Спорт. Спорт в Великобритании. | <i>Устный опрос.</i> <i>Контрольная работа .</i> | <i>У 3, 10, 15</i> <i>З 5</i> <i>ОК 2</i> <i>ИК 4</i> | | | | |
| Тема 2.3 Олимпийские игры. | <i>Устный опрос</i> <i>Тестирование</i> | <i>У 6, У13,</i> <i>З 3,</i> | | | | |

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| | <i>Самостоятельная работа</i> | <i>ОК 10, ИК 5</i> | | | | |
| Тема 2.4 Притяжательные местоимения (абсолютная форма). Безличное it. | <i>Устный опрос.</i> | <i>У1, У11, У15 З1, ОК1, ИК2</i> | | | | |
| Модуль 3. Город, деревня, инфраструктура. | | | | | | |
| Тема 3.1 Мой родной город/село. | <i>Устный опрос</i> | <i>У4, У12, З4, ОК4, ИК1</i> | | | | |
| Тема 3.2 Москва- столица России. Некоторые факты о Москве. | <i>Устный опрос Самостоятельная работа</i> | <i>У2, У10, З3, ОК6, ИК2</i> | | | | |

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| Тема 3.3 Лондон. Достопримечательности Лондона. | <i>Устный опрос.</i> <i>Самостоятельная работа.</i> | У 4, У 6, З 1, ОК 4, ИК 4 | | | | |
| Модуль 4. Новости, средства массовой информации. | | | | | | |
| Тема 4.1 Газеты. Британская/ Американская пресса. Конкуренция в прессе (Войны газет). | <i>Устный опрос</i> | У 4, У12, У 14 З 1, З 4, ОК 2, ИК 3 | | | | |
| Тема 4.2 Телевидение- ЗА или ПРОТИВ? | <i>Устный опрос</i> | | | | | |
| Модуль 5. Природа и человек. | | | | | | |

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| (Климат, погода, экология). | | | | | | |
| Тема 5.1 Климат России и Великобритании. Погода. | <i>Самостоятельная работа.</i> | <i>У 2, У 5, У 9, З 2, ОК 1, ИК 1</i> | | | | |
| Тема 5.2 Защита окружающей среды. | <i>Устный опрос</i> | <i>У4,У8,У12 У14 З 1, З 5, ОК 4, ИК 3</i> | | | | |
| Тема 5.3 Функции one и that of. | <i>Устный опрос Самостоятельная работа</i> | <i>У 2, У 6, У 15, З 3, ОК 6, ИК 4</i> | | | | |
| Тема 5.4 Степени сравнения прилагательных и наречий. | <i>Устный опрос. Тестирование.</i> | <i>У 2, 10 З 3</i> | | | | |

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| Сравнительные конструкции. | | <i>ОК 4</i> <i>ИК 2</i> | | | | |
| Тема 5.5 Настоящее совершенное время (Present Perfect). | <i>Устный опрос.</i> <i>Тестирование.</i> | <i>У 8, 12, 18</i> <i>З 5</i> <i>ОК 4, 6</i> <i>ИК 1,4</i> | | | | |
| Модуль 6. Образование в России и за рубежом. | | | | | | |
| Тема 6.1 Существительное в функции определения. | <i>Устный опрос</i> <i>Тестирование</i> <i>Самостоятельная работа</i> | <i>У2, У8,</i> <i>У18,</i> <i>З 2, ОК 4,</i> <i>ИК 2</i> | | | | |
| Тема 6.2 Much, many, little, few, a little, a few. | <i>Устный опрос</i> | <i>У12, У14,</i> <i>З 5,</i> <i>ОК 6, ОК</i> <i>10,</i> | | | | |

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| | | <i>ИК 4, ИК 5</i> | | | | |
| Модуль 7. Культурные и национальные традиции, обычаи и праздники. | | | | | | |
| Тема 7.1 Праздники и обычаи России. | <i>Устный опрос</i> | | | | | |
| Тема 7.2 Праздники и обычаи Великобритании. | <i>Устный опрос</i> | <i>У1, У2, З 1, З2, З3, ОК 4, ОК 6 ИК 2</i> | | | | |
| Тема 7.3 Причастие прошедшего времени (Participle II). | <i>Устный опрос. Тестирование. Самостоятельная работа.</i> | <i>У3, У11, У15 З 3, ОК 6, ИК 4</i> | | | | |
| Тема 7.4 Самостоятельный причастный | <i>Тестирование</i> | <i>У 4, У10, У13</i> | | | | |

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| оборот. | <i>Самостоятельная работа</i> | <i>З 5, ОК 6, ИК 5</i> | | | | |
| Модуль 8. Общественная жизнь, политика. | | | | | | |
| Тема 8.1 Политическое устройство Великобритании. Парламент Великобритании. Политические партии Великобритании. | <i>Самостоятельная работа</i> | <i>У 4, У 13, З 3, ОК 2, ИК 1</i> | | | | |
| Тема 8.2 Белый дом США. | | | | | | |
| Тема 8.3 Сложные местоимения и наречия. | <i>Устный опрос</i> | <i>У 5, У15, З 2, ОК 6, ИК 5</i> | | | | |
| Тема 8.4 | | | | | | |

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| Прошедшее совершенное время (Past Perfect). | <i>Устный опрос.</i> <i>Самостоятельная работа.</i> | <i>У 4,6,17</i> <i>З 2</i> <i>ОК 6</i> <i>ИК 1</i> | | | | |
| Тема 8.5 Отглагольное существительное, причастие, герундий. | <i>Устный опрос</i> <i>Самостоятельная работа</i> | <i>У 8, У12,</i> <i>У18,</i> <i>З 5,</i> <i>ОК 4, ОК</i> <i>10,</i> <i>ИК 1, ИК 4</i> | | | | |

| Элемент учебной дисциплины | Формы и методы контроля (3 курс обучения) | | | | | |
|---|--|--|------------------------------|---------------------------------------|--------------------------|---|
| | Текущий контроль | | Рубежный контроль | | Промежуточная аттестация | |
| | Форма контроля | Проверяемые ОК, ИК, У, З | Форма контроля | Проверяемые ОК, ИК, У, З | Форма контроля | Проверяемые ОК, ИК, У, З |
| Раздел 1 Основной модуль | | | <i>Контрольная работа №1</i> | <i>У1, У2, З1, З2, З3, ОК 4, ОК 6</i> | <i>Зачет</i> | <i>У1, У2, У3, У4 З1, З2, З3, З4, З5 ОК 4, ОК 2</i> |
| Тема 1.1 Климат Великобритании и России | <i>Устный опрос Практическая работа №1 Самостоятельная работа №1</i> | <i>У8, У10, У13, У18, З1, З5, ОК 4, ИК 1</i> | | | | |
| Тема 1.2 Именительный падеж с инфинитивом. | <i>Устный опрос Практическая работа №2</i> | <i>У7, У18, З3, ОК 4, ИК 5</i> | | | | |
| Тема 1.3 Великобритания | <i>Устный опрос Практическая работа №3 Самостоятельная работа №2</i> | <i>У2, У6, У14, У16, З2, ОК 6, ИК 2</i> | | | | |
| Тема 1.4 Английские традиции. | <i>Устный опрос Практическая работа №4</i> | <i>У5, У7, З4, ОК 6, ИК 5</i> | | | | |
| Тема 1.5 Художники стран изучаемого языка | <i>Устный опрос Практическая работа №5 Самостоятельная работа №3</i> | <i>У3, У10, У15 З5, ОК 10, ИК 4</i> | | | | |
| Тема 1.6 Модальные глаголы и их эквиваленты. | <i>Устный опрос Практическая работа №6</i> | <i>У6, У13, З3, ОК 6, ИК 5</i> | | | | |
| Тема 1.7 Согласование | <i>Устный опрос Практическая работа №7</i> | <i>У1, У11, У15 З1,</i> | | | | |

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| времен | <i>Самостоятельная работа №4</i> | <i>ОК 10, ИК 2</i> | | | | |
| Тема 1.8 Прямая речь | <i>Устный опрос Практическая работа №8</i> | <i>У3, У 8, З 2, ОК 4, ИК 4</i> | | | | |
| Тема 1.9 Канада. Страны изучаемого языка. | <i>Устный опрос Практическая работа №9 Самостоятельная работа №5</i> | <i>У 4, У12, З 4, ОК 6, ИК 1</i> | | | | |
| Тема 1.10 Условные предложения. | <i>Устный опрос Практическая работа №10</i> | <i>У 2, У10, З 3, ОК 10, ИК 2</i> | | | | |
| Тема 1.11 Предлоги. Союзы. | <i>Устный опрос Практическая работа №11</i> | <i>У 4, У 6, З 1, ОК 4, ИК 4</i> | | | | |
| Тема 1.12 США. Страны изучаемого языка. | <i>Устный опрос Практическая работа №12 Самостоятельная работа №6</i> | <i>У 7, У 8, З 5, ОК 6, ИК 5</i> | | | | |
| Раздел 2 Профессионально направленный модуль | | | <i>Контрольная работа №2</i> | <i>У1, У2, З 1, 32, 33, ОК 3, ОК 6</i> | <i>Зачет</i> | <i>У1, У2, У3, У4 З 1, 32, 33, 34, 35 ОК 3, ОК 6</i> |
| Тема 2.1 Техническая лексика. Специальные клише и выражения. | <i>Устный опрос</i> | <i>У1, У2, З 1, 32, 33, ОК 3, ОК 2 ИК 2 ПК1.2</i> | | | | |
| Тема 2.2 Виды сложных предложений. | <i>Устный опрос Практическая работа №1</i> | <i>У3, У11, У15 З 3, ОК 6, ИК 4</i> | | | | |

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| Тема 2.3 История строительства железных дорог в России | <i>Устный опрос</i> <i>Практическая работа №2</i> <i>Самостоятельная работа №1</i> | <i>У 4, У10, У13</i> <i>3 5,</i> <i>ОК 2,</i> <i>ИК 5</i> | | | | |
| Тема 2.4 Времена группы Continuous | <i>Устный опрос</i> <i>Практическая работа №3</i> | <i>У6, У8, У11,</i> <i>3 2,</i> <i>ОК 6,</i> <i>ИК 2</i> | | | | |
| Тема 2.5 Основные интонационные модели предложения. | <i>Устный опрос</i> | <i>У 4, У13,</i> <i>3 3,</i> <i>ОК 10,</i> <i>ИК 1</i> | | | | |
| Тема 2.6 Средства связи | <i>Устный опрос</i> <i>Практическая работа №4</i> | <i>У 5, У15, 3 2,</i> <i>ОК 6,</i> <i>ИК 5 ПК2.3</i> | | | | |
| Тема 2.7 Простое прошедшее время. | <i>Устный опрос</i> <i>Практическая работа №5</i> <i>Самостоятельная работа №2</i> | <i>У1, У 4, У17, 3</i> <i>1, 3 3,</i> <i>ОК 2, ОК 4,</i> <i>ИК 1, ИК 2</i> | | | | |
| Тема 2.8 Первый дизельный локомотив в России | <i>Устный опрос</i> <i>Практическая работа №6</i> | <i>У 8, У12, У18,</i> <i>3 5,</i> <i>ОК 4, ОК 6,</i> <i>ИК 1, ИК 4</i> | | | | |
| Тема 2.9 Неправильные глаголы | <i>Устный опрос</i> <i>Практическая работа № 7</i> | <i>У1, У 6, У13, 3</i> <i>1, 3 2,</i> <i>ОК 6,</i> <i>ИК 1</i> | | | | |
| Тема 2.10 Формирование поезда | <i>Устный опрос</i> <i>Практическая работа №8</i> <i>Самостоятельная работа №3</i> | <i>У 2, У11, У14,</i> <i>3 4, ПК3.1 ОК</i> <i>4, ОК 9,</i> <i>ИК 4, ИК 5</i> | | | | |
| Тема 2.11. Простое будущее время | <i>Устный опрос</i> <i>Практическая работа №9</i> | <i>У1, У 3, У 5,</i> <i>3 1, ОК 2,</i> <i>ИК 3</i> | | | | |

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| Тема 2.12 Движение пассажирского транспорта | <i>Устный опрос</i> <i>Практическая работа №10</i> | <i>У 9, У10, У14, 3</i> <i>4, 3 5,ПК2.3 ОК</i> <i>6, ОК 10</i> <i>ИК 2, ИК 3</i> | | | | |
| Тема 2.13 Движение грузового транспорта | <i>Устный опрос</i> <i>Практическая работа №11</i> <i>Самостоятельная работа №4</i> | <i>У 4, У 6, У17,</i> <i>3 2,</i> <i>ОК 2,ПК2.3</i> <i>ИК 1</i> | | | | |
| Тема 2.14 Оборот There is... There are. | <i>Устный опрос</i> <i>Практическая работа №12</i> | <i>У 7, У11, У14,</i> <i>3 5,</i> <i>ОК4,ОК6,ОК1 0</i> <i>ИК 4, ИК 5</i> | | | | |
| Тема 2.15 Испытание железнодорожного оборудования на Московской кольцевой | <i>Устный опрос</i> <i>Практическая работа №13</i> | <i>У1, У 6, У15,</i> <i>3 2,</i> <i>ОК 1,</i> <i>ИК 1</i> <i>ПК2.3,ПК3.1</i> | | | | |
| Тема 2.16 Местоимения some, any, no, every | <i>Устный опрос</i> <i>Практическая работа №14</i> <i>Самостоятельная работа №5</i> | <i>У1, У 6, У15,</i> <i>3 2,</i> <i>ОК 4,</i> <i>ИК 1</i> | | | | |

| Элемент учебной дисциплины | Формы и методы контроля (4 курс обучения) | | | | | |
|---|---|--|-----------------------|--|--------------------------|---|
| | Текущий контроль | | Рубежный контроль | | Промежуточная аттестация | |
| | Форма контроля | Проверяемые ОК, ИК, У, З | Форма контроля | Проверяемые ОК, ИК, У, З | Форма контроля | Проверяемые ОК, ИК, У, З |
| Раздел 1 Профессионально направленный модуль | | | Контрольная работа №1 | У1, У2, З1, З2, З3, ОК 2, ОК 6 | Зачет | У1, У2, У3, У4 З1, З2, З3, З4, З5 ОК 2, ОК 6 |
| Тема 1.1 Специальные клише и выражения. | Устный опрос Практическая работа №1 | У7, У10, У13, У4 У18, З1, З3, З5, ОК 2, | | | | |
| | | ИК 1 ПК1.2 | | | | |

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| <p>Тема 1.2 Сослагательное наклонение.</p> | <p><i>Устный опрос</i> <i>Практическая работа №2</i></p> | <p><i>У 8, У 18, З 3, ОК 4, ИК 5</i></p> | | | | |
| <p>Тема 1.3 Начало строительства железных дорог в России.</p> | <p><i>Устный опрос</i> <i>Практическая работа №3</i></p> | <p><i>У 2, У 6, У 14, У 16, З 2, ПК3.1 ОК 4, ПК1.2 ИК 2ПК 2.1</i></p> | | | | |
| <p>Тема 1.4 Словообра зование.</p> | <p><i>Устный опрос</i> <i>Практическая работа №4</i></p> | <p><i>У 5, У 7, З 4,</i></p> | | | | |

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| | <i>Самостоятельная работа №1</i> | <i>ОК 6, ИК 5</i> | | | | |
| Тема 1.5 Московск ое метро | <i>Устный опрос Практическая работа №5</i> | <i>У 3, У 10, У 15 З 5, ОК 7, ПК2.3 ИК 4 ПК3.1</i> | | | | |
| Тема 1.6 Винитель ный падеж с инфинитивом. | <i>Устный опрос Практическая работа №6</i> | <i>У 6, У 13, З 3, ОК 6, ИК 5</i> | | | | |
| Тема 1.7 Железнодорожное депо. | <i>Устный опрос Практическая работа №7</i> | <i>У 1, У 11, У 15 З 1, ОК 10,ПК2.1</i> | | | | |

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| | | <i>ИК 2</i> | | | | |
| Тема 1.8 Телевидение на железной дороге. | <i>Устный опрос Практическая работа №8 Самостоятельная работа №2</i> | <i>У3, У 8, З 2, ОК 4, ИК 4</i> | | | | |
| Тема 1.9 Неличные формы глагола. | <i>Устный опрос Практическая работа №9</i> | <i>У 4, У 12, З 4, ОК 2, ИК 1</i> | | | | |
| Тема 1.10 Автомати ческое определение вагонов на железной дороге. | <i>Устный опрос Практическая работа №10</i> | <i>У 2, У 10, З 3, ОК 6, ИК 2</i> | | | | |
| Тема 1.11 | <i>Устный опрос</i> | <i>У 4,</i> | | | | |

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| Программирование на железной дороге. | <i>Практическая работа №11</i> <i>Самостоятельная работа №3</i> | <i>У 6,</i> <i>З 1,</i> <i>ОК 2,</i> <i>ИК 4</i> <i>ПК2.3</i> | | | | |
| Тема 1.12 Сигналы на железной дороге. | <i>Устный опрос</i> <i>Практическая работа №12</i> | <i>У 7,</i> <i>У 8,</i> <i>З 5,</i> <i>ОК 6,</i> <i>ИК 5</i> | | | | |
| Тема 1.13 Вагоны . | <i>Устный опрос</i> <i>Практическая работа №13</i> | <i>У1,</i> <i>У2,</i> <i>З 1,</i> <i>З2, З3,</i> <i>ОК 2,</i> <i>ОК 4</i> <i>ИК 2</i> | | | | |
| Тема 1.14 Рельсы . | <i>Устный опрос</i> <i>Практическая</i> | <i>У3,</i> <i>У11, У15</i> | | | | |

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| | <i>работа №14</i> | <i>3 3, ОК 6,ПК3.1 ИК 4,ПК2.3</i> | | | | |
| Тема 1.15 Контрольн ая работа | <i>Устный опрос Контрольная работа</i> | <i>ОК 2, ИК 5</i> | | | | |

4. Критерии оценивания по результатам текущего, рубежного и итогового контроля

4.1 Формы и методы оценивания

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине *Иностранный язык в профессиональной деятельности*, направленные на формирование общих и профессиональных компетенций.

Критерии для оценивания устного ответа на уроках Иностранного языка в профессиональной деятельности:

Оценка «5» ставится, если ученик:

1. Показывает глубокое и полное знание и понимание всего объема программного материала; полное понимание сущности рассматриваемых понятий, явлений и закономерностей, теорий, взаимосвязей.

2. Умеет составить полный и правильный ответ на основе изученного материала; выделять главные положения, самостоятельно подтверждать ответ конкретными примерами, фактами; самостоятельно и аргументировано делать анализ, обобщать, выводы. Устанавливает меж предметные (на основе ранее приобретенных знаний) и внутри предметные связи, творчески применяет полученные знания в незнакомой ситуации. Последовательно, четко, связно, обоснованно и безошибочно излагает учебный материал: дает ответ в логической последовательности с использованием принятой терминологии; делает собственные выводы; формирует точное определение и истолкование основных понятий; при ответе не повторяет дословно текст учебника; излагает материал литературным языком; правильно и обстоятельно отвечает на дополнительные вопросы учителя. Самостоятельно и рационально использует наглядные пособия, справочные материалы, учебник, дополнительную литературу, первоисточники.

3. Самостоятельно, уверенно и безошибочно применяет полученные знания в решении проблем на творческом уровне; допускает не более одного недочета, который легко исправляет по требованию учителя.

Оценка «4» ставится, если ученик:

1. Показывает знания всего изученного программного материала. Дает полный и правильный ответ на основе изученных теорий; допускает незначительные ошибки и недочеты при воспроизведении изученного материала, определения понятий, неточности при использовании научных терминов или в выводах и обобщениях; материал излагает в определенной логической последовательности, при этом допускает одну негрубую ошибку или не более двух недочетов и может их исправить самостоятельно при требовании или при небольшой помощи преподавателя; в основном усвоил учебный материал; подтверждает ответ конкретными примерами; правильно отвечает на дополнительные вопросы учителя.

2. Умеет самостоятельно выделять главные положения в изученном материале; на основании фактов и примеров обобщать, делать выводы, устанавливать внутри предметные связи. Применяет полученные знания на практике в видоизмененной ситуации, соблюдает основные правила культуры устной и письменной речи, использует научные термины.

3. Не обладает достаточным навыком работы со справочной литературой, учебником, первоисточниками (правильно ориентируется, но работает медленно). Допускает негрубые нарушения правил оформления письменных работ.

Оценка «3» ставится, если ученик:

1. Усвоил основное содержание учебного материала, имеет пробелы в усвоении материала, не препятствующие дальнейшему усвоению программного материала; материал излагает несистематизированное, фрагментарно, не всегда последовательно.

2. Показывает недостаточную сформированность отдельных знаний и умений; выводы и обобщения аргументирует слабо, допускает в них ошибки.

3. Допустил ошибки и неточности в использовании научной терминологии, определения понятий дал недостаточно четкие; не использовал в качестве доказательства выводы и обобщения из наблюдений, фактов или допустил ошибки при их изложении.

4. Испытывает затруднения в применении знаний, при объяснении конкретных явлений на основе теорий, или в подтверждении конкретных примеров практического применения теорий.

5. Отвечает неполно на вопросы учителя (упуская и основное), или воспроизводит содержание текста учебника, но недостаточно понимает отдельные положения, имеющие важное значение в этом тексте.

6. Обнаруживает недостаточное понимание отдельных положений при воспроизведении текста учебника (записей, первоисточников) или отвечает неполно на вопросы учителя, допуская одну - две грубые ошибки.

Оценка «2» ставится, если ученик:

1. Не усвоил и не раскрыл основное содержание материала; не делает выводов и обобщений.

2. Не знает и не понимает значительную или основную часть программного материала в пределах поставленных вопросов или имеет слабо сформированные и неполные знания и не умеет применять их к решению конкретных вопросов.

3. При ответе (на один вопрос) допускает более двух грубых ошибок, которые не может исправить даже при помощи учителя.

4. Не может ответить ни на один их поставленных вопросов.

5. Полностью не усвоил материал.

Оценка «1» ставится, если ученик:

1. Отказался ответить по теме при неуважительной причине или при полном незнании основных положений темы.

Тест оценивается по пяти бальной шкале следующим образом: стоимость каждого вопроса 1 балл. За правильный ответ студент получает 1 балл. За неверный ответ или его отсутствие баллы не начисляются.

Оценка «5» соответствует 95% – 100% правильных ответов.

Оценка «4» соответствует 80% – 94% правильных ответов.

Оценка «3» соответствует 53% – 79% правильных ответов.

Оценка «2» соответствует 0% – 52% правильных ответов.

5. Контрольно-оценочные материалы по учебной дисциплине

5.1 Контрольно-оценочные материалы для 2 курса обучения:

Контрольно-оценочные материалы для входного контроля:

Вопросы для контроля по грамматической теме

«Past Continuous Tense»:

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

Контрольно-оценочные материалы для текущего контроля:

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.

III. Укажите номера глаголов, стоящих в Past Continuous Tense.

1. was reading, 2. is reading, 3. shall be reading, 4. am reading, 5. were reading,
6. are reading, 7. will be reading.

IV. Выпишите предложения в Past Continuous Tense.

1. He was at home in the morning.
2. He was reading from 2 to 3.
3. Shall we be going to the cinema at 6 o'clock?
4. I am not standing.
5. Were you in Moscow last year?
6. I was watching TV.
7. We are not playing volley-ball.

8. Will you be playing volley-ball?

V. Выпишите предложения в Future Continuous Tense.

1. They were playing volley-ball at 6 o'clock yesterday.
2. They will be reading.
3. Shall we be going to the cinema at 6 o'clock?
4. I am not standing.
5. I shall be at home.
6. Were you in Moscow last year?
7. He will not be watching TV.
8. They were at the technical school.

Самостоятельная работа
по теме «Past Continuous».

I. Напишите отрицательные и вопросительные предложения:

- 1) Anna was drawing pictures.
- 2) Paula and Jim were looking out of the window.
- 3) Tim was reading a book.
- 4) Kate and Bill were writing on the board.
- 5) Sam was playing football.
- 6) Ed and Liz were listening to music.

II. Поставьте глаголы в скобках в 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).

III. Поставьте глаголы в скобках в 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 parents 17) ___ 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.

IV. Поставьте глаголы в скобках в 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) ___ the floor (be) / (drop) / (carry) / (crash). The man 18) ___ towards the door and I 17) face (turn) / (see). It was my husband! _____ onto _____ his

Самостоятельная работа по теме «Времена группы Continuous».

Grammar: *Participle I, Present, Past, Future Continuous Tenses*

Exercise I. Переведите предложения и определите функцию причастия:

1. The student translating this text is my friend.
2. The student is translating a new text now.
3. The translating student is standing at the blackboard.
4. Translating the text the student made many mistakes.
5. The playing boy is my brother.
6. Walking in the street I met my friends.
7. The man walking in the street is my father.
8. They are playing chess now.
9. Working at this problem, he read many journals.

Exercise II. Поставьте глаголы в скобках в нужном времени. Переведите предложения.

1. Our scientists (to work) on this problem during the past two years.
2. He (to speak) English now.
3. He (to test) a new machine when they entered the laboratory.
4. We (to wait) for you at the Academy at 2 tomorrow.
5. As it (to rain) in the morning yesterday we did not go to the country.
6. Tomorrow they (to discuss) the results of the experiment.
7. They (to go) to the library now.
8. The students (to write) the exercises when I entered the room.

Exercise III. Заполните пропуски определением, выраженным причастным оборотом с

Причастием I. Пользуйтесь словами, данными в скобках:

Students ... work at the laboratory» (they study physics)

Students studying physics work at the laboratory

1. People ... speak English (they live in great Britain).
2. The instrument ... is called a clock (it shows the time).
3. Boys and girls ... are called schoolchildren. (they learn at school). Students ... will become the economists. (they study at the Economic department).
4. Boys ... are my friends. (they play football).

Задания по теме «Лондон. Достопримечательности Лондона»

London

London is the capital of Great Britain. It is situated on the Thames. It is a large industrial and cultural centre. It is one of the largest cities in the world. Its population is about 9 million people.

The Thames divides London into parts: the West End and the East End.

The West End is the district of the rich. In the West End there are many famous museums and theatres; the City, where nobody lives and which is the commercial centre of the country; Whitehall - the political centre, palaces and parks.

The East End is the district of factories and of the poor.

There are very many places of interest which are known to you through photographs and pictures: e.g. the Houses of Parliament, the Tower, St. Paul's Cathedral, Westminster Abbey, Buckingham Palace, Trafalgar Square, Piccadilly Circus, the British Museum.

London is not only a large city but also a seaport. Great ocean-going ships bring various goods from countries thousands of miles away.

Послетекстовые упражнения

1. Подберите предложения, указывающие на:

- A) Географическое положение Лондона;
- Б) Количество населения Лондона;
- В) Части Лондона;

- Г) Характерные особенности Вест-Энда;
- Д) Характерные особенности Ист-Энда;
- Е) Достопримечательности;
- Ж) Значение Лондона как морского порта.

2. Найдите в тексте ответы на следующие вопросы:

1. What is London?
2. Is London one the largest cities in the world?
3. What is the City?
4. What is Whitehall?
5. Where are there many famous museum and theatres?
6. What district is the district of factories and of the pool?
7. Is London only a large city?

Вопросы для контроля по грамматической теме

«Степени сравнения прилагательных и наречий», «Сравнительные конструкции»:

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

Вопросы для контроля по грамматической теме

«Present Perfect Tense»

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

Тесты по теме «Present Perfect Tense»

I. Выпишите глаголы в 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 - Have you seen this picture?

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 «Past Perfect Tense»:

1. Как переводится на русский язык Past Perfect Tense?
2. Когда употребляется это время?
3. Дайте формулу образования Past Perfect Tense.
4. В каком времени берется вспомогательный глагол **to have**?
5. Назови форму глагола **to have** в прошедшем времени.
6. Переводится ли вспомогательный глагол **to have** на русский язык?
7. Дайте формулу образования **Participle II** правильных глаголов.
8. Какой формой глагола является **Participle II**?
9. Как образуется вопросительная форма Past Perfect?
10. Где ставится вспомогательный глагол **to have** 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 Past Perfect Tense на русский язык?
15. Как узнать глагол в Past Perfect Tense?
16. Как найти инфинитив глагола, стоящего в Past Perfect Tense?
17. В каком времени в английском предложении стоит глагол, обозначающий более позднее действие по отношению к действию, выраженному Past Perfect?

ТЕСТ

Выпишите предложения в Past Perfect Tense.

1. He had written a letter by 5 o'clock.
2. He had a letter in his hand.
3. He has come.
4. He has a book.
5. He had finished his work before you come.

6. He had to translate the text.
7. They had come when you finished your translation.
8. They have many English books.
9. They had given us their books.

Самостоятельная работа по теме «Погода».

Письменно перевести диалоги по теме:

Dialogues

1

- Hello, Charles.
- Hello, Dick, lovely day, isn't it?
- Absolutely wonderful, nice and warm. What's the weather forecast for tomorrow? Do you know?
- Yes, it says it will be bright and sunny.
- How nice. Nice weather for outing.
- You are right.

2

- Oh, that's you Tony. What is it like outdoors?
- It seems to be clearing up.
- What do you mean by clearing up?
- A big improvement on what we've been having. Quite different from the forecast.
- They say we are in for snow. It's supposed to cloud over this afternoon.
- Let's hope it keeps fine for the weekend.

3

- It's a beautiful morning, isn't it?
- Oh, yes, most lovely. There isn't a cloud in the sky and the sun is shining brightly. I'm afraid it may be very hot in the afternoon.
- It's 20° C now. I've just heard on the radio the temperature may rise to 29° C in the afternoon.
- It wouldn't be very nice. I can't stand such heat. I'm simply melting.
- Well, as for me, I like hot weather better than cold.
- I can't stand cold weather either.

4

- Good morning, Mrs Williams. How are you this morning?
- I'm quite all right, thank you, Mr Jones. And how are you?
- Fine, too, thank you. Nice day, isn't it?
- Absolutely lovely. Much warmer than yesterday, I believe, though a bit misty. Have you heard the weather forecast for today by the way?
- Yes, I have. It says the early morning mist is to clear before noon and the rest of the day will be bright and sunny with the temperature between 15° C and 17° C.
- Good, what's the outlook for tomorrow?
- It says there will be little change, so I believe we may have a few fine days after all.
- Splendid. A fine weekend is just what we all need, don't we?
- Oh, yes, quite true. Good-bye, Mrs Williams.
- Good - bye, Mr Jones.

5

- Well, I can't get used to such weather. It can change several times a day. It may be hot in the morning and very cold in the evening.
- Yes, that's just what happened yesterday.
- And weather forecasts aren't very helpful, are they?
- No, not very often. But there's nothing to be done, you'll have to put up with it.

Контрольная работа по теме «Погода»

I. Прочитать и перевести текст (письменно).

THE WEATHER

The four seasons of the year are spring, summer, autumn (or fall) and winter.

Summer is the hotter season in our country and comes during the months of June, July and August. June

is the busiest month for students. It is an examination period. In summer they rest and work in students labour teams. Most people have their vacation during the summer months. After summer comes autumn which lasts three months: September, October and November. Some people like autumn better than any other season. The children return to school, the students to technical schools and institutes.

After marvellous weather in the Indian summer days often come nasty days. It rains hard. Students have to work hard and spend most of their time indoors.

December is the first winter month. December, January and February and the winter month cold weather sometimes comes earlier in November or in October. The coldest month is January. In winter the days are shorter and the nights are longer. The air is cold. It snows hard. But if day is sunny and windy it is pleasant to ski and skate. Our youth I fond of sports and spends a lot of time our-of-doors.

Don't forget that even on cold days must e plenty of fresh air in your flat. Air your room!

II. Ответить на вопросы по тексту.

1. How many seasons are there in the year?
2. What are they?
3. What are winter months?
4. What are spring months?
5. What are summer months?
6. What are autumn months?
7. What is your favorite season?

III. Выписать из текста все прилагательные в степенях сравнения. Указать их.

Контрольная работа

по теме «Степени сравнения прилагательных и наречий».

1. *Употребите сравнительную или превосходную степень прилагательных:*

1. ___ island in the world is Greenland (big).
2. Healthy people are often ___ than other people who are not fit (happy).
3. It's ___ than yesterday, isn't it (hot)?
4. ___ animal is the blue whale (heavy).
5. Swimming is ___ for your health than golf (good).
6. The nightlife in London is ___ than in Oxford (interesting).
7. The Stade de France was ___ stadium in the world (expensive).
8. Your spelling is ___ than mine (bad)!

2. *Употребите сравнительную или превосходную степень прилагательных:*

I went on holiday last year but it was a disaster! My hotel room was 1) ___ than one in the photograph in the brochure (small). I think it was 2) ___ room in the hotel (small). The weather was terrible too. It was 3) ___ than in England (cold). The beach near the hotel was very dirty - it was 4)

_____ than all the beaches on the island (dirty). The food was 5)
_____ than I

expected and I didn't have enough money (expensive). One day I went shopping in a big department store and I broke a vase. It was 6) ___ vase in the whole shop (expensive). But 7) ___ thing of all was that I lost my passport and I couldn't go back home (bad). It was 8) ___ holiday in my life(horrible).

3. *Образуйте степени сравнения прилагательных.*

small; young; thin; thick; tall; fine; new; straight; few; easy; busy; dirty. famous; beautiful; difficult; serious; comfortable; expensive; suitable; charming. good; much; bad; little; many.

4. *Распределите следующие прилагательные в три колонки:*

1 2 3

nice nicer nicest

modern; reasonable; many; more; dearer; best; most important; good; worse, high; cheapest; light; less; more polite; higher; dear; most modern; bad; cheap; more important; little; better; important; highest; dearest; polite; worst; lighter; most polite; more modern; most reasonable; cheaper; most reasonable; most; least; lightest.

Самостоятельная работа

по теме «Past Perfect».

1. Переведите предложения. Задайте общий вопрос. Ответьте "Да. Нет."

1. Jack has washed the dog.
2. Father has already cleaned his car.
3. Mr. Snowdon has made a speech at the conference.
4. Granny has bought me some cakes.
5. They have painted their old house.

2. Переведите предложения. Задайте общий вопрос. Ответьте "Да. Нет."

1. Liz has bought some flowers.
2. My sister has just cooked breakfast for the family.
3. The cat has already eaten fish.
4. Mrs. Gracy have gone to London.
5. I have never been to India.

3. Переведите предложения. Задайте общий вопрос. Ответьте "Да. Нет."

1. She has just broken a vase.
2. We have cleaned the room.
3. Chris has phoned his friend.
4. The train has just arrived.
5. It has just started to rain.

1. Переведите предложения. Задайте общий вопрос. Ответьте "Да. Нет."

1. Kelly has gone to America.
2. We have left our books to school.
3. The street has changed a lot.
4. You have worked here for a long time.
5. Mandy has been to Greece.

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

1. We (to eat) a cake which I (to bring) an hour before.
2. My sister (to take) my dress which I (to buy) in Morocco.
3. I (to work) on the computer yesterday which I (to buy) a week ago.
4. I (to know) that my friend (not yet to complete) the test in the university.
5. Nick and his wife (to come) home from the theatre at five o'clock.

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

1. Nick and his wife (to come) home from the theatre by five o'clock.
2. She (to finish) my homework at seven o'clock.
3. She (to finish) my homework by seven o'clock.
4. They (to sell) their house before they (to buy) the new one.
5. He told me that he (to buy) a new car.

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

1. Yesterday I (to wake up), (to open) my eyes and (to remember) what I (to do) the day before.
2. She said that she (to have) a great vacation trip.

3. You (to complete) the test by Friday?
4. I (not to have) a lunch by the afternoon, so I was very hungry.
5. I (to fix) my car before my daughter (to return) back from school.

**ест по теме: «Степени сравнения прилагательных»
ests**

1. Honesty is . policy.
 - a) the best
 - b) better
 - c) more better
2. ... men declare war. But it is the youth that fight and die.
 - a) Oldest
 - b) Older
 - c) Elder
3. Of two evils choose the .
 - a) lees
 - b) little
 - c) least
4. What's the ... news of today?
 - a) later
 - b) latest
 - c) last
5. If you require . information or assistance, ask at your local station.
 - a) further
 - b) farther
 - c) furthest
6. Actions speak . than words.
 - a) more louder
 - b) the loudest
 - c) louder
7. Hotels are becoming . nowadays.
 - a) more expensive
 - b) the most expensive
 - c) expensive
8. The damage to the car could be ., than we expected.
 - a) bad
 - b) worse
 - c) the worst
9. That was . case in his practice.
 - a) the least difficult
 - b) the less difficult
 - c) the lees difficult
0. The sea is . unknown part of our word.
 - a) the mast large
 - b) the largest
 - c) the most largest

**Вопросы для контроля по теме
«Much, many, little, few, a little, a few».**

1. Переведите: **much**.
2. Переведите: **many**.
3. Переведите: **little**.

4. Переведите: **few**.
5. Когда употребляются **much** и **little**?
6. Когда употребляются **many** и **few**?
7. Переведите: **a little**.
8. Переведите: **a few**.
9. На какой вопрос отвечают **much**, **little** и **a little**?
10. На какой вопрос отвечают **many**, **few**, **a few**?
11. В каком случае **much**, **little** и **a little** имеют значение наречий?

ТЕСТ

I. Укажите номер слова, которое надо вставить.

- а) I have .. pencils.
 1. much 2. many 3. little 4. a little
- б) There is .. water in the glass.
 1. much 2. many 3. few 4. a few
- в) there are .. chairs in the room.
 1. much 2. little 3. a few 4. a little

II. Укажите номера слов, имеющих А) положительное и Б) отрицательное значение.

1. few 2. a few 3. a little 4. little

III. Найдите и выпишите предложения, в которых **much**, **many**, **little**, **few** употреблены правильно.

1. I have many English books.
2. He has few pencils.
3. Ann has much friends.
4. There is little water in the glass.
5. There is much snow in the street.
6. There are a few chairs in the room.
7. She works many.
8. I speak English a little.
9. There is much fresh air in the room.
10. There are little students in the room.

IV-Выберите нужное слово из данных в скобках:

1. He can read English (a little, a few).
2. Let him think (a little, a few).
3. I've been to (a little, a few) lectures here and I liked them very much.
4. We spent (a little, a few) days in the country and then came back to town.
5. You know (a little, a few) German, don't you?
6. My brother is coming to Moscow in (a little, a few) days.
7. There weren't many wide streets in this town (a little, a few) years ago.

Вопросы для контроля по теме «Participle II»

1. Как на русский язык переводится **Participle II**?
2. Одинаково ли образуется **Participle II** правильных и неправильных глаголов?
3. Дайте формулу образования **Participle II** правильных глаголов.
4. В каком времени форма правильных глаголов совпадает с **Participle II**?
5. Чем в предложении может быть **Participle II**?
6. Как сочетается **Participle II** в функции определения с существительным?
7. Дайте формулу левого определения.
8. Как переводится левое определение?
9. Дайте формулу правого определения.
10. Как переводится правое определение?

11. Как переводится **Participle II** в функции обстоятельства?
12. Дайте формулу обстоятельства.
13. Какие слова могут стоять перед **Participle II**?

ТЕСТ

I. Назовите Participles II:

- I.** reading 2. written 3. asked 4. sitting 5. done 6. taken 7. have 8. worked

II. Назовите предложения, в которых Participle II является определением.

1. The test was translated by my friend.
2. The translated text was difficult.
3. The text translated by the students was interesting.

III. Назовите предложения, в которых Participle II выполняет функцию обстоятельства.

1. When asked she did not answer.
2. I asked her to read.

IV. Выпишите предложения, в которых есть Participle II.

1. I live in Moscow.
2. The teacher asked me at the lesson.
3. The student asked at the lesson is my friend.
4. He is reading.
5. The book written by Tolstoy was very interesting.
6. Nick's father worked here last year.
7. The translated text was long.
8. When asked she did not answer.
9. The text translated by Ann was interesting.
10. I translated the text.
11. I asked her to read.
12. The pencil taken by the boy was short.

Самостоятельная работа по теме «Participle II».

Упражнение 1. Образуйте Participle II от следующих глаголов:

To play, to speak, to read, to be, to develop, to build, to use.

Упражнение 2. Определите функцию Participle II и переведите предложения на русский

язык:

1. I live in the house build two years ago.
2. I must do the written translation of this text.
3. I like the girl asked at the English lesson.
4. The translation written by this girl is good.

Упражнение 3. Выпишите предложения с Participle II:

1. A reading boy;
2. The speaking person;
3. A sitting child;
4. The working girl;
5. The written exercise;
6. The text translated;
7. The teacher examining the students is here.
8. Among the subjects studied at the Technical School is English.
9. He came into the room laughing.
10. When I came into the room I saw a broken cup.
11. The children playing in the room are my sisters.
12. Where is the letter written by Ann?
13. He sat in the arm-chair listening to the music.

Упражнение 4. Выпишите номера, под которыми стоят Participle II.

1. reading. 2. written. 3. asked. 4. sitting. 5. done. 6. taken. 7. hour. 8. worked.

Упражнение 5. Выпишите предложения, в которых Participle II являются определением.

1. The text was translated by my friends.
2. The translated text was difficult.
3. The text translated by the student was interesting.

Упражнение 6. Выпишите предложения, в которых Participle II выполняет функцию обстоятельства.

1. When asked she did not answer.
2. I asked her to read.

Упражнение 7. Выпишите номер слова, которое следует взять, когда надо найти значение Participle II taken в словаре:

1. taking. 2. taken. 3. takes. 4. shall take. 5. took. 6. to take.

Упражнение 8. Выпишите предложения, в которых есть Participle II .

1. I live in Moscow.
2. The teacher asked me at the lesson.
3. The student asked at the lesson is my friend.
4. He is reading.
5. The book written by Tolstoy was very interesting.
6. Vick's father worked here last year.
7. The translated text was Cong.
8. When asked she did not answer.
9. The text translated by Ann was interesting.
10. I translated the text.
11. I asked her to read.
12. The pencil taken by the boy was short.

Контрольно-оценочные средства для рубежного контроля:

**Самостоятельная работа
по теме «Парламент».**

Шах-Назарова, Журавченко «Английский для Вас». Учебное пособие - М.: «Вече», 1998. К стр. 312-315, тексту «Посещение здания парламента», послетекстовым упражнениям.

Вариант 1

I. Ответить на вопросы по тексту:

1. What is Mary Frolova?
2. When did she visit the Houses of Parliament?
3. Has she made quite a few friends?
4. Where did her brother get the tickets?

II. Найти английские эквиваленты по тексту:

1. Она проводила много времени;
2. Сколько лет ты его учила?;
3. Когда прения закончились;
4. Справа от спикера для премьер-министра и ведущих членов правительства

III. Дайте 3 формы нестандартных глаголов:

to make
to stay
to look
to be
to get
to go
to come

Самостоятельная работа

по теме «Парламент».

Вариант 2

I. Ответить на вопросы по тексту:

1. Who invited Mary to look round the Houses of Parliament?
2. Where do the leading members of the government sit?
3. Where did Mr. Bromhead take the girls after lunch?
4. Mary thanked Mr. Bromhead for an enjoyable visit, didn't she?

II. Найти английские эквиваленты по тексту:

5. Мери подружилась с довольно многими.
6. Для членов, которые не принадлежат ни к одной из двух главных политических партий.
7. Надеюсь, что мы не отняли у вас слишком много времени.

III. Дайте 3 формы нестандартных глаголов:

to sit

to meet

to bow to

say to

learn to

find to go

Контрольно-оценочные материалы для 3 курса обучения:

Тема 1.1 Климат Великобритании и России.

Прочитайте и письменно переведите текст.

Climate of Great Britain and our country

Western winds that blow from the Atlantic Ocean influence the climate of Great Britain. The climate is mild and strong frosts are rare. The January average temperature is higher and the July temperature is lower than in most European countries.

The coldest part of the country is the Highlands of Scotland. It is as frosty in Scotland as it is in St. Petersburg. In January south-western England is the warmest part in Great Britain. There snow is rare and it never lies for long. In summer the south-eastern part of England is the warmest.

Britain has rain almost in every month of the year. In Great Britain the weather changes from day to day or even during the day. It may be sunny in the morning and it may start raining hard in the afternoon.

About 80 per cent of Russia is in the temperate zone, 18 per cent in the Arctic and two per cent in subtropical.

The greater part of the country is not influenced by the warm winds of the Atlantic and Pacific oceans. There are no mountains in the north to protect the country from the cold north winds. Vast masses of cold air from the Arctic flow over the land and lower the temperature in the northern and central regions of the European and Asian parts of the country. In most regions the climate is continental with hot, short summers and cold, long winters.

The tundra is a cold bare region. It occupies the extreme north of the country. The lowest average winter temperature in the tundra is around 30 °C below zero.

In the European part of the country the coldest months are January and February and the hottest months are July and August. There is often a lot of rain in autumn.

In St. Petersburg the climate is less continental, summers are cooler and winters are warmer than in the central regions of the European part of the country. Siberia has a more continental climate than the European part of the country. Winters are colder and longer, summers are hotter and shorter.

The Black Sea coast have a subtropical climate.

Практическая работа № 1

Winters are mild and summers are hot there.

(The Climate of the UK)

1. Выполните практическую работу №1, опираясь на содержание текста.

1. Ответьте на вопросы

- How do western winds that blow from the Atlantic Ocean influence the climate of Great Britain?
- What part of Great Britain is the coldest?
- Is it as frosty in Scotland as it is in St.Petersburg?
- What part of England is the warmest in Summer?
- What is the weather like in Britain?
- What climatic zones are there in Russia?
- What is the climate like in most regions?
- What part of the country does the tundra occupy?
- What is the lowest average winter temperature in the tundra?
- What are the coldest and the hottest months in the European part of the country?
- Are summers in the European part of the country as hot as (they are) in Siberia?
- What part of the country has a subtropical climate?

2. Найдите в тексте английские эквиваленты следующих словосочетаний и предложений.

- оказывают влияние на климат
- сильные морозы бывают редко
- В Шотландии также холодно, как и в Санкт- Петербурге.
- В Англии дожди идут почти в каждом месяце.
- Около 80% территории России находится в умеренной зоне.
- чтобы защитить страну от холодных северных ветров.
- снижают температуру в северных и центральных районах
- в большинстве областей
- самая низкая температура в Тундре около 30⁰ ниже нуля
- и самые жаркие месяцы

3. Измените предложения по образцу. Переведите их.

a) It is not as cold in February as it is in January. - It is colder in January than in February.

f It is not as hot in August as it is in July in Moscow.

f It is not as cool in the morning as it is in the evening here.

S Winters in Moscow are not as frosty as they are in Siberia

f Cold northern winds in the central regions of the country are not as strong as they are in the tundra.

f Summers in the Highlands of Scotland are not as warm as they are in the southeastern part of England.

b) I do not like autumn as much as (I like) spring. - I like spring more than autumn.

f She does not like winter as much as summer.

f It does not rain as much on summer as (it does) in autumn.

J It does not snow as much in December as (it does) in January.

J I do not like rain as much as snow.

J I do not like the continental climate as much as I like the subtropical climate.

4. Заполните пропуски предложениями и наречиями.

Northern winds that blow ... the Arctic Ocean influence the climate ... Finland.

... the south-western part ... the country the climate is milder.

The lowest average February temperature is ... 15⁰C ... zero ... the northwestern part . Finland.

Snow lies . 250 days . the extreme north-west.

- # ... 70 per cent ... Australia is ... the subtropical zone.
- # Snow does not lie ... long ... the Black Sea Coast.
- # The weather changes ... day ... day or even ... the day in New York ... autumn.
- # Vast masses ... cold air ... the Arctic flow ... the land and lower the temperature.
- # It rained hard ... night.
- # They are going ... a drive ... the country ... the afternoon.
- # They left the town ... a sunny Wednesday ... May

Самостоятельная работа № 1 Вариант 1

1. Образуйте степени сравнения от следующих прилагательных.
Hot, weak, practical, happy, interesting.
2. Переведите предложения на русский язык, подчеркните прилагательные, определите в какой степени они стоят.
The new cinema in our district is bigger than the old one.
He is one of the most dangerous criminals in the world.
3. Переведите предложения на английский язык.
Он знает более интересную историю.
Мой брат принёс ей самый красивый цветок.
Это очень лёгкая задача.
4. Замените подчеркнутые слова подходящими местоимениями.
The children always help their mother and their father.
5. Поставьте следующие слова и словосочетания во множественное число.
a bus, a story, a way, this poster, that sticker.

Тема 1.2 Именительный падеж с инфинитивом.

1. Ответьте устно на следующие вопросы:
 - Когда употребляется оборот «Именительный падеж с инфинитивом»?
 - Как выглядит при этом главное предложение?
 - Как происходит замена сложно-подчинённого предложения на простое?
2. Выполните практическую работу №2, опираясь на теоретические знания по теме.
Практическая работа №2 (Именительный падеж с инфинитивом)
1. Замените сложные предложения простыми при помощи оборота «именительный падеж с инфинитивом» и переведите на русский язык.
 - It is known that he is a great book lover.
 - It was expected that the members of the committee would come to an agreement.
 - It was reported that many buildings had been damaged by the fire.
 - It is reported that the delegation has left London.
 - It is expected that many people will attend the meeting.
 - It was reported that the ship had arrived in Odessa.
 - It is considered that this mine is the best in the district.
 - It is said that the expedition has reached Vladivostok.
2. Переведите на английский язык, употребляя оборот «именительный падеж с инфинитивом».
 - Говорят, что он в Москве.
 - Ожидают, что договор будет подписан на этой неделе.
 - Сообщают, что экспедиция выехала 15 мая.
 - Известно, что он придерживается другого мнения по этому вопросу.
 - Считают, что он один из лучших лётчиков нашей страны.
 - Говорят, что этот дом был построен около 200 лет тому назад.
3. Переведите на английский язык предложения из упражнения 2, употребляя при переводе придаточные дополнительные.
4. Переведите на русский язык.
 - The devaluation of the pound sterling is known to have led to a rise of the prices of all goods imported into England.

- The opening of a conference is understood to have been fixed for the 15th December.
- The price of flour in England is stated to have risen by 11.6 per cent in September.
- Imports of copper into the UK in October were stated to be 22,441 tons.

Тема 1.3 Великобритания

1. Прочитайте и письменно переведите текст.

The Great Britain

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands. Their total area is over 244,000 square kilometres. The United Kingdom is made up of four countries : England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and does not include Northern Ireland. But in everyday speech “Great Britain” is used to mean the United Kingdom. The capital of the United Kingdom is London.

The British Isles are separated from the European continent by the North Sea and the English Channel. The western Coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The surface of the British Isles varies very much. The North of Scotland is mountainous and is called the Highland, while the South, which has beautiful valleys and plains, is called the Lowland. The north and west of England are mountainous, but all the rest - east, centre and south-east - is a vast plain. Mountains are not very high. Ben Nevis in Scotland is the highest mountain (1343m).

There are a lot of rivers in Great Britain but they are not very long. The Severn is the longest river , while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. It is mild the whole year round.

The UK is one of the world's smaller countries. Its population is over 57 million. About 80% of the population is urban.

The UK is a highly developed industrial country. It is known as one of the world's largest producers and exporters of machinery, electronics, textile, aircraft and navigation equipment. One of the chief industries of the country is shipbuilding.

The UK is a constitutional monarchy. In law, the Head of State is the Queen. In practice, the Queen reigns, but does not rule. The country is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain : the Labour, the Conservative and the Liberal parties.

2. Выполните практическую работу №3, опираясь на содержание текста. **Практическая работа №3** (The Great Britain)

1. Ответьте на вопросы к тексту.

- The UK is an island state, isn't it? Where is it situated?
- What countries is the UK made of? What are their capitals?
- What channel separates the British Isles from the European continent?
- The surface of the British Isles varies very much, doesn't it?
- What is the north of Scotland called? What is the south of Scotland called?
- What's the highest mountain in Scotland?
- Are there a lot of long and deep rivers in Great Britain?
- Why is the climate of the British Isles mild?
- Is the UK a large country?
- What's the UK's population?
- What does the UK produce and export?
- The UK is the constitutional monarchy. What does it mean?

2. Подтвердите или опровергните следующие утверждения (письменно).

- Northern Ireland is part of the Irish Republic.
- The total area of the British Isles is over 300,000 sq. km.
- Scotland is situated in the southern part of Great Britain.
- Ben Nevis, the tallest peak of the Highlands, is only 1,343m high.

- Most of the British rivers flow into the Irish Sea.
- No deposits of oil and gas were discovered in the North Sea.

3. Найдите английские эквиваленты следующих слов и словосочетаний. Составьте с каждым из них предложение.

Отделять от, омывать, занимать территорию, оказывать влияние, развивать промышленность, располагаться (находиться), остров, полезные ископаемые, течение.

Самостоятельная работа № 2 (повторение грамматики)

Вариант 1

1,4 3,35 27,68 92,06 0,8 0,09

3/5, 4. 5/12, 20. 6/36

84% 3,6% 0,07%

1.236 44. 640 576.325

1941год, 1812 год, 2014год, 2008год

3 февраля, 8 марта, 19 июня, 31 августа, 22 ноября

Тема 1.4 Английские традиции.

1. Прочитайте и письменно переведите текст.

British Holidays

Holidays are an essential part of the life of the people who inhabit the British Isles. Many of the holidays are traditional, and many of the Englishmen are proud of them and have kept **them up for** hundreds of years. Here are some of them: Christmas Day, Aprils Fool's Day, May Day, Bank Holidays, Eisteddfords, Halloween.

Let us talk about Christmas. In England the New Year is not so widely observed as Christmas. Christmas is celebrated on the 25th and 26th of December. These days are not working days, they are holidays. All the members of the family try to get together for a Christmas party. On Christmas Eve, the 24th of December, children put their stockings near the fire-place: they want Father Frost to put his Christmas presents there. Grownups also give presents to one another or send Christmas cards with their best wishes. Everybody enjoys himself on these days and for a long time remembers the joys of the family meeting and the Christmas pudding.

In some places though, people have New Year parties. When the clock strikes midnight, small presents and greetings are offered, and people make merry.

To celebrate the coming of the New Year you may go to a New Year dance. It is a pleasant tradition, especially for young boys and girls. There are dancing parties at hotels and dancing halls.

Grand New Year celebrations take place in London: in Piccadilly Circus and Trafalgar Square.

Spring brings a lot of holidays. The 1st of April is called Aprils Fool's Day. It came to life many years ago, when the 25th of March was New Year's Day. And the 1st of April was the last day of the New Year celebrations. As the weather changed often during the day in that season and «fooled» people, they began to play jokes and fool their friends, too. The jokes should not be harmful, of course. One of the jokes that schoolchildren are very fond of, is to tell your friend that there is chalk or soot on his nose when his face is clean. Usually people are not angry when you play jokes on them on Aprils Fool's Day.

Another holiday that is celebrated at the end of March or at the beginning of April is Easter. It is a religious festival and its emblem is the Easter egg. It's the time when we give and receive presents. It's nice to get a small yellow chick or a baby rabbit as a present, isn't it?

At this time Easter Peace Marches take place in England. People go out into the streets. They demand Peace and say «No!» to all kinds of weapons.

In some parts of the country the first Sunday of May is a holiday. It comes from Old England, where May Day was celebrated in villages with flowers, dancing and games. In the middle of the village square a maypole was put up. It was decorated with flowers and ribbons.

On that day the girls of the village wore their best summer dresses and put flowers in their hair. The most beautiful girl was crowned as the May Queen. Her crown was made of beautiful flowers.

In modern England in some parts of the country a beautiful girl is still crowned as the May Queen. In many village schools a maypole with long and bright ribbons is put up and children dance around it.

The last Monday of May or the first Monday of June is known as the Spring Bank Holiday, while the Late Summer Bank Holiday comes on the last Monday of August. In fact, there are seven days a year when offices and banks in England in England are closed on a Monday, and no one works in them on these days. These are Bank Holidays. No business is done on these days and no factories or plants are open.

There are many interesting holidays in Wales and Scotland. Every year in August there is a National Eisteddfod in Wales. It is a meeting of those who are interested in Welsh poetry, songs and music. It lasts for a week. A great many people come to this holiday every year. Some want to listen to the poems, some want to listen to the singing, some just want to meet their friends and talk Welsh.

There are competitions at an Eisteddfod, too: for the best Welsh poem and song of the year, and the best singers. The tradition to keep this holiday is very old and the Welsh are very proud of it.

On the 31st of October comes Halloween, a merry holiday for children. Some people say it is not a British holiday, it has been «borrowed» from the Americans. It may be really so, but it is observed in many households and, thus, is really worth mentioning. Halloween custom dates back to a time when people believed in devils and ghosts. In the evening boys and girls «dress up» in different old clothes and wear masks. They go from house to house, knock on the doors and call: «Trick or treat». They mean «Give us a treat or we'll play a trick on you». Almost all the people give the children sweets, apples and some food.

The most common trick is to soap the windows of houses and cars. A favourite Halloween tradition is to make a jack-o'-lantern: to scrape out the pumpkin and to cut the lines of eyes, mouth, nose in it, then light a candle inside the pumpkin to frighten your friends. But no one is frightened, in fact. Everybody is having fun.

2. Выполните практическую работу №4, опираясь на содержание текста.

Практическая работа №4

(Английские традиции)

1. Вставьте пропущенные слова.

Many of the ... holidays are traditional, and many of the Englishmen are ... of them.

In England the New Year is not so widely observed as ...

At Christmas all the members of the family try to get together for a Christmas On ... the children put their stockings near the fire-place to get their presents. When the clock ... midnight , we give and receive ...

... brings a lot of holidays.

The 1st of April is called ...

... is a religious festival, its ... is the Easter egg. Nowadays the most beautiful girl is still crowned as ...

Those who live in ... , for example, can go ... to Hatfield House.

In August there is a musical festival in ...

On the 31st of ... comes Halloween, a holiday for ... mainly. ... go from house to house on this day calling «Trick or treat».

A favourite Halloween custom is to make a ... and ... your friends.

2. Прочитайте следующие предложения и скажите, какие из них соответствуют тексту, а какие нет. Предложения переведите.

- Only few of the British holidays are traditional.
- Christmas is celebrated on the 25th and 26th of December.
- One of the joys of the Christmas holyday is the Christmas pudding.
- In some places people are fond of merry New Year parties.
- Peace marches take place of the first of April.
- Any girl may be crowned as the May Queen on the first Sunday of May.
- There are seven days a year in England when banks and offices are closed, these days are called Bank Holidays.
- In Wales and in Scotland there are no interesting holidays.
- Halloween is an old English holiday and the Americans have «borrowed» it from the English.
- The most interesting trick of the Halloween celebrations is to soap the windows of houses and cars.

3. Ответьте на следующие вопросы.

- What is the Englishman's attitude to holidays?
- Do children get presents on Christmas?
- What is another popular way of celebrating New Year?
- How did April Fools' Day come to life?
- When is Eastern celebrated?
- What national holidays in Wales do you know?

Тема 1.5 Художники стран изучаемого языка.

1. Прочитайте и письменно переведите текст.

William Hogarth

William Hogarth (1697-1764) was a great English painter and engraver, who is famous for his portrayals of human weaknesses. He was born in London. His father was a schoolmaster. From childhood Hogarth showed a talent for drawing. He was apprenticed to a silverplate engraver until 1720 when he went into his own business as an engraver. He also studied painting at the art school of Sir James Thornhill, and in 1729 he married Thornhill's daughter.

Hogarth's earliest completed series of six paintings for which he first became famous was The Hogarth's Progress, completed in 1731. This was followed by two other series, a Rake's Progress, eight paintings, and Marriage a la Mode, six paintings. He made engravings of all these.

In all his paintings Hogarth tried to do the same things. He wanted his paintings to be like a play. Instead of actors on a stage speaking parts, he wanted his paintings to be his stage and the man and woman he drew to be his actors and to tell a story. He tried to have them tell their story by certain actions and movements. Although he is often humorous in the way in which he drew things, he never softened or made his subjects pleasant if they were not so.

Because these pictures show wit and are often entertaining, at times Hogarth's talent as a fine portrait painter have been overlooked. His portraits show the same harmony in colour, direct handling of subject, and excellent composition as his storytelling pictures. Some of his more famous portraits are of Peg Woffington, himself with his dog Trump, his sister Mary Hogarth, and also those of Lovinia Fenton and of David Garrick, a famous English actor. The Peg Woffington portrait is in the Metropolitan Museum of Art in New York. The others are in the National Gallery in London.

2. Выполните практическую работу №5, опираясь на содержание текста. **Практическая работа №5** (Художники Англии.)

1. Ответьте на вопросы к тексту.

Where was William Hogarth born?

When was William Hogarth born?

How did Hogarth make his name as an artist?

What is a conversation piece?

What ideas came to Hogarth's mind?

What does the first picture of "Marriage a la Mode" series describe?

What do other pictures in this series describe?

What is the moral of the series?

What is Hogarth's fame based on?

2. Переведите на английский язык.

• Хогарт один из величайших художников Англии, сделал имя, рисуя «разговорные картинки».

• Люди для Хогарта- актёры, а картина- сцена.

• Шедевром «моральных серий» был «Модный брак», изображающий историю брака между молодым лордом и дочерью богатого лондонца.

• Молодой лорд развлекается в плохой компании.

• Мадам транжирит деньги на аукционах.

• Слава Хогарта базируется на этих «моралистских» гравюрах.

3. Заполните следующую таблицу, используя текст 2

| Художник | Годы жизни | Направление в живописи | Известные Произведения |
|-----------------|------------|------------------------|------------------------|
| W. Hogarth | | | |
| J. Reynolds | | | |
| T. Gainsborough | | | |
| J. Constable | | | |

| | | | |
|-----------|--|--|--|
| J. Turner | | | |
|-----------|--|--|--|

4. Составьте и выучите небольшой рассказ о понравившемся английском художнике.

Самостоятельная работа № 3

Вариант 1

1. Замените сложные предложения простыми при помощи оборота «именительный падеж с инфинитивом» и переведите их на русский язык.

- It seems that this book is very popular with children.
- It seems that she knows French perfectly well.
- It happened that he was at home at that time.
- It appears that the house was built in the eighteenth century.
- It seemed that he knew the subject well.
- It seems that the play had made a great impression on him.
- It proved that he was a very experienced worker.
- It happened that they met that very day.

2. Переведите предложения. Задайте все возможные вопросы. My sister is a manager.
They have a big dinner today.
You send me English books.

3. Поставьте данное предложение в +,-,? формы в Present Simple.
You (to go) to the library .

4. Поставьте предложения во множественное число. Переведите готовые.
This man is a doctor.
That is my neighbor's car.
My uncle has a large flat.

5. Перефразируйте словосочетания, употребляя притяжательный падеж. Переведите готовые словосочетания.
The room of my friend.
The club of the workers.

Тема 1.6 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 №6, опираясь на теоретические знания по теме. **Практическая работа №6** (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.

Тема 1.7 Согласование времён

1. Ответьте устно на следующие вопросы:

- Назовите случаи употребления согласования времён.
- В каком времени ставится глагол в придаточном предложении, если глагол в главном стоит в настоящем простом?
- В каком времени ставится глагол в придаточном предложении, если глагол в главном стоит в прошедшем простом?

2. Выполните практическую работу №7, опираясь на теоретические знания по теме. **Практическая работа №7** (Согласование времён)

1. Переведите предложения на русский язык, обращая внимание на время глаголов- сказуемых английских и соответствующих им русских предложений.
- a) He says that he lived in Leningrad.
 - b) He said that he lived in Leningrad.
 - c) He said that he had lived in Leningrad.
 - d) He said that he was going to live in Leningrad.
 - e) He knew that Peter was in Kiev.
 - f) He knows that Peter was in Kiev in 1980.
 - g) He knew why Peter had been to Kiev several times.
 - h) He said (that) he liked the city.
 - i) He knew why Peter had been to Kiev several times.
 - j) He said (that) he liked the city. He showed me which exercises he had done.
 - k) All the students knew what they had to revise for the examinations.

- l) Didn't you know who had done it.
 m) We didn't know whose things they were.
2. Выберите нужное слово из данных в скобках.
- Do you know (that, what) they're discussing?
 - I can't say (that, what) I liked the book very much.
 - I've heard (that, what) Peter is coming back to Moscow soon.
 - Have you heard (that, what) they decided to do?
 - My friend has told me (that, what) his mother's ill.
 - Do you remember (that, what) he said?
 - Sorry! I didn't hear (that, what) you said.
 - I feel (that, what) he is going to say.
 - I am telling you (that, what) you should do.

3. Дополните предложения по образцу.
 I knew that he worked at a factory.
 he had worked at a factory. he would work at a factory.
- He says that ...
 - We didn't know either where ...
 - They asked me how many ...
 - She said that .
 - We don't know who else .
 - He didn't know why .
 - Do you know why .
 - You didn't tell us whose .

Самостоятельная работа №4

Вариант №1

1. Напишите предложения в прошедшем и будущем времени.
 We can help you.
 I must to do my exercises.
2. Образуйте от глаголов основные формы.
 to write, to work,
3. Переведите предложения. Замените подчёркнутые существительные местоимениями в объектном падеже.
 а) I give my sister this book.
 б) This engineer knows those men well.
4. Поставьте предложение в Present Continuous. Переведите его. Образуйте вопросительную и отрицательную форму.
 а) We (to do) our homework
5. Вставьте вместо точек can или may. Предложения переведите. Подчеркните сказуемое.
 а) Take your raincoat with you: it ... rain today.
 б) Do you think you ... do that?
 в) Only a person who knows the language very well . answer such a question.

Тема 1.8 Прямая речь

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 №8, опираясь на теоретические знания по теме.

Практическая работа №8

(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 требуемое 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 1.9 Канада. Страны изучаемого языка.

1. Прочитайте и письменно переведите текст.

Canada

Canada is the world's second largest country. It has an area of 3.8 million square miles (about 10 mln square km).

Canada occupies the whole of the northern part of the North American Continent. It is washed by the Pacific Ocean in the west, by the Arctic Ocean in the North and by the Atlantic Ocean in the east. In the south Canada borders on the United States of America.

Canada has six main divisions: the Appalachian Region, the Great Lakes - St Lawrence Lowlands, the Canadian Shield, the Interior Plains, the Western Cordilleras, the Arctic Islands.

The Appalachian Region which borders on the Atlantic Ocean, is a series of uplands and of several mountain ranges. The region is covered with forests.

The Great Lakes - St Lawrence Lowlands is the Country's smallest region. It stretches from Quebec City to Lake Huron, along the US border.

The Canadian Shield borders on the Hudson Bay. The interior Plains stretch from the province of Manitoba to the Arctic Ocean. The Plains rise 3,000 feet (about 1000 m) in three steps. The southern part is grassland, but north of the region is covered with forests.

The Western Cordilleras is a mountainous region, which is washed by the Pacific Ocean. The central section is a plain with hills. The eastern section includes three high mountain ranges. The coast of the Pacific Ocean is covered with Canada's tallest forests. Canada has nearly 15 per cent of the world's fresh water surface. There are so many lakes in Canada that they have never been counted. Canada's major fresh water resource is the Great Lakes system. Lakes Superior, Michigan, Huron, St Clair, Erie and Ontario are the largest group of lakes in the world with an area of 95,000 square miles.

The main rivers are the St Lawrence, the Mackenzie and the Fraser.

The Niagara Falls is one of the world's largest falls on the Niagara River which connects two lakes - Lake Erie and Lake Ontario. It is about 1,000 feet wide and 162 feet high. Nearly a million tons of water passes over the Falls every five minutes.

The climate of the eastern and central part of Canada varies considerably, but in the north-western and southern parts of the country the climate is milder.

Canada is very rich in mineral resources. The most important minerals are nickel, copper, iron ore, zinc, lead, gold, silver, oil, natural gas and coal.

Canada is a highly industrialized and agricultural country. The main industrial centres are Montreal, Toronto and Vancouver. The capital of Canada is Ottawa.

2. Выполните практическую работу № 9, опираясь на содержание текста.

Практическая работа №9

(Канада)

1. Ответьте на вопросы к тексту.

J Where is Canada situated?

J How many people live in Canada?

J Where do most Canadians live?

S Who is the head of state in Canada?

S When did Canada gain its independence?

S What are the official languages in Canada?

S What people live in Canada?

S What is the main problem facing Canada today?

2. Дополните предложения. Переведите их.

- Canada is the world's ... largest country.
- Canada occupies the whole of the . part of the North American Continent.
- Its total area is . square km.
- The Appalachian Region is covered with .
- The country's smallest region is .
- The main rivers of Canada are .
- . is one of the world's largest falls connects .
- Every five minutes . passes over the Falls.
- The most important minerals of Canada are .
- The capital of Canada is .
- The main industrial centres are .

3. Переведите на английский язык.

- Вторая по величине страна мира
- Мировые запасы свежей воды
- Богаты рыбой
- Высокоразвитая промышленная и сельскохозяйственная страна.
- Климат восточной части страны
- Один из самых больших в мире водопадов
- Самая большая группа озёр в мире
- Северный Ледовитый океан
- Граничит с .
- Покрыт лесом
- Каждые пять минут

Самостоятельная работа №5

Вариант 1

1. Употребите следующие предложения, как придаточные дополнительные, в роли главных используйте предложения в скобках. Получившиеся предложения переведите, обращая внимание на согласование времён.
J You will fall and break your leg. (I was afraid.)
f My friend has never been to London. (I knew.)
J She never drinks milk. (I was told.)
2. Передайте следующие повествовательные предложения в косвенной речи. Переведите их.
 - Masha said, «I usually spend my holidays in the south.»
 - She said, «I am going to a ski resort tomorrow.»
 - He said, «I shall not stay with my friends too long.»
 - The mother said, «The children are in the nursery, doctor.»
3. Переведите предложения. Восстановите в них прямую речь.
 - Tom said he would go to see the doctor the next day.
 - He told me he was ill.
 - The old man told the doctor that he had pain in his right side.
4. Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.
 - Where is he going? (He didn't tell anybody.)
 - Where has he gone? (Did you know.)
 - How much did she pay for it? (I had no idea.)

Тема 1.10 Условные предложения.

1. Ответьте устно на следующие вопросы:
 - На какие вопросы отвечают условные предложения?
 - Какими союзами вводятся условные предложения?
 - Как образуются условные предложения первого типа и как переводятся на русский язык?
 - Как образуются условные предложения второго типа и как переводятся на русский язык?
 - Как образуются условные предложения третьего типа и как переводятся на русский язык?
2. Выполните практическую работу №10, опираясь на теоретические знания по теме.

Практическая работа № 10

(Условные предложения)

Образуйте условные предложения первого, второго и третьего типов. Предложения переведите.

1. If you (to be) busy, I (to leave) you alone.
2. If my friend (to come) to see me, I (to be) very glad.
3. If my mother (to buy) a cake, we (to have) a very nice tea party.
4. If we (to receive) a telegram from him, we (not to worry).
5. If you (not to work) systematically, you (fail) the exam.
6. If I (to live) in Moscow, I (to visit) the Tretyakov Art Gallery every year.
7. If I (to get) a ticket, I (to go) to the Philharmonic.
8. If I (to live) near a wood, I (to gather) a lot of mushrooms.
9. If my father (to return) early, we (to watch) TV.
10. If she (to know) English, she (to try) to enter the university.

Раскройте скобки, употребляя глаголы в требующейся форме. Предложения переведите.

- If you (not to buy) coffee, we shall drink tea.
- If he is free tomorrow, he certainly (to come) to our party.
- My brother would not have missed so many lessons if he (not to hurt) his leg.
- If my friend (to work) in my office, we should meet every day.
- If you spoke English every day, you (to improve) your language skills.
- If you get a «five», your mother (to be) happy.

- If she (to return) earlier, she would have been able to see him before he left.
- If these shoes were not too big for me, I (to buy) them.
- If you (to ring) me up, I shall tell you a secret.
- If you (to be) a poet, you would write beautiful poetry.

Переведите предложения на английский язык.

- Если бы я не был так занят в выходные дни, я бы помог тебе вчера.
- Если бы мои родители были богаты, они купили бы мне машину.
- Если она начнёт играть (на пианино) сейчас, она будет известным музыкантом.

Тема 1.11 Предлоги, союзы.

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 №11, опираясь на теоретические знания по теме.

Практическая работа №11

(Предлоги)

1. Вставьте предлоги on, in, into.

-I- 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.



-I- Put these flowers ... the windowsill.



-I- 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.

> **он** 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 1.12 США. Страны изучаемого языка.

1. Прочитайте и письменно переведите текст.

THE USA

The United States of America is the fourth largest country in the world (after Russia, Canada and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometres. The USA borders on Canada in the north and on Mexico in the south. It also has a sea-border with Russia.

The USA is made up of 50 states and the district of Columbia, a special federal area where the capital of the country, Washington, is situated. The population of the country is about 250 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Great Lakes on the border with Canada are largest and deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part is continental. The south has a subtropical climate. Hot winds blowing from the Gulf of Mexico often bring typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The USA is a highly developed industrial country. It is the world's leading producer of copper and oil

and the world's second producer of iron ore and coal. Among the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, armaments, furniture and paper.

The largest cities are : New York, Los Angeles, Chicago, Philadelphia, Detroit, San-Francisco, Washington and others.

The United States is a federal union of 50 states, each of which has its own government. The seat of the central (federal) government is Washington, DC. According to the US constitution the powers of the government is divided into 3 branches the executive, headed by the President, the legislative exercised by the Congress and the judicial. The congress consist of the Senate and the House of Representatives.

There are two main political parties in the USA the Republican and the Democratic.

2. Выполните практическую работу №12, опираясь на содержание текста.

Практическая работа № 12

(The USA)

1. Ответьте на вопросы к тексту.

- Where is the USA situated?
- What's the total area of the country?
- What countries does the USA border on?
- How many states does the USA consist of?
- What is the capital of the country?
- Can you name any other cities in the USA?
- What is the population of the United States?
- What mountains in the USA do you know?
- What are the largest rivers?
- What can you say about the climate of the country?
- What does the USA produce?
- How many chambers does the Congress of the USA consist?
 - What are the main political parties in the USA?
 - Who is the US President now?

2. Подтвердите или опровергните следующие высказывания. Предложения переведите.

- The United States of America is the the first largest country in the world.
- It occupies the southern part of North Africa.
- The USA borders on Canada and on Mexico.
- The Great Lakes on the border with China are the largest and deepest in the USA.
- Each state of the USA has its own government.
- The climate of the country is continental.

3. Найдите в тексте эквиваленты следующих словосочетаний и предложений.

- Южная часть страны, общая площадь страны, самые высокие горы, самые большие реки Америки, самые холодные регионы, вдоль побережья Тихого океана, высокоразвитая промышленная страна, граничить с Канадой, теплее, чем на Атлантическом побережье, около девяти с половиной миллионов, климат центральной части.

Самостоятельная работа №6

Вариант №1

1. Вставьте in или to. Предложения переведите.

- In winter I usually go . bed at ten o'clock because I go .school and have to get up early. But in summer, when I don't go . school and live . the country, I like to go . bed late.

2. Вставьте at или on. Предложения переведите.

- . Wednesday I usually have a lot of homework.
- They returned from the wood . sunset.

3. Переведите на английский язык.

- Четвёртого июня мы поедem за город.
- Я люблю ходить в парк осенью.
- На этой неделе мы будем встречать наших друзей в аэропорту.

4. Образуйте условные предложения трёх типов . Переведите их.
 - If you (to have) more practice in chess, you (to ween) the game.
5. Раскройте скобки, употребляя глаголы в требующейся форме. Предложения переведите.
 - If she (to ask) me yesterday, I should certainly have told her all about it.
 - If you (to do) your morning exercises every day, your health would be much better.
 - If he is not very busy, he (to agree) to go to the museum with us.

Итоговая контрольная работа.

Вариант №1

1. Напишите следующие предложения в прошедшем и будущем времени.
They can read German books.
I must wait for him.
2. Переведите из прямой речи в косвенную.
Hob said, My friend is a painter.
Olaf said, I am staying in England for a year or two.
The painter said, I will pay you two pounds.
Ann I don't think office will be interesting.
Frieda My sister and I spent six month in London and we enjoyed it very much.
3. Определите тип условного предложения. Подчеркните сказуемое, переведите предложения.
If it is not foggy tomorrow, we will come.
If I saw him, I would speak to him.
I would play football if you asked me.
If you are right, then I am wrong.
If you gave that answer you would be wrong.
4. Сделайте предложения из упражнения 3 условными третьего типа, переведите их.
5. Переведите на английский язык.
 - В прошлом месяце моя тётя не ходила на работу.
 - Я встаю в 10 часов и ложусь спать в полночь.
 - Она часто ходит в театр и в кино.

Контрольно-оценочные материалы для 4 курса обучения:

Тема 2.1 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* team track - *вытяжной путь* freight house - *товарная стрелка*

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, *cross-tie-шпала*; transverse - *поперечный*.

Тема 2.2 Виды сложных предложений

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 №1, опираясь на теоретические знания по теме.

Практическая работа №1 (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 will 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 2.3 История строительства железных дорог в России.

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 tramways 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 Nizhni Tagil 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- Tsarskoye Selo 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 № 2.

Практическая работа №2

1. Выбери правильный ответ.

f The beginning of the railway construction in Russia dates back to . century. first half of 18th second half of 18th beginning of 19th

f The Cherepanovs were the most prominent .
foremen

engineers workmen

f The length of the first Russian line was . km.

35

27

20

f 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.

S What industry was railway construction connected with?

S Where were the first cast iron rails used?

S Who was in charge of the construction of St.Petersburg - Moscow line?

S What works were best equipped in the Urals?

S By whom were the first steam locomotive in Russia constructed?

S 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.

Самостоятельная работа №1

Вариант №1

1. Образуйте условные предложения первого типа. Переведите их на русский язык.

If I (to do) my homework, I (to get) a good mark.

If he (to win) the championship, he (to be) very happy.

If we (to have) a ticket, we (to go) to the theatre.

2. Образуйте условные предложения второго типа от предложений из первого задания. Переведите их на русский язык.

3. Перепишите предложения, замените придаточные определительные причастными оборотами.

Запишите получившиеся предложения и переведите их на русский язык.

The people that cross the street must be careful.

The explorers who travel in Central Africa can meet many wild animals.

4. Перепишите словосочетания, переведите их на русский язык, обращая внимание на употребление притяжательного падежа.

tomorrow's conference,

this student's report,

the Minister of Railway's speech

Тема 2.4 Времена группы Continuous.

1. Ответьте устно на следующие вопросы.

- Как образуется настоящее время группы Continuous?
- Чем отличается употребление Present Continuous от Present Simple?
- Как образуется прошедшее время группы Continuous?
- Как образуется будущее время группы Continuous?

2. Выполните практическую работу №3, опираясь на теоретические знания по теме.

Практическая работа № 3

(Времена группы Continuous)

1. Поставьте предложение в Present Continuous. Переведите их.

- The family (to watch) TV at this moment.
- He (to read) this book now.
- They (to look) at me.

- She (to open) an exercise-book.
 - I (to close) a book.
 - We (to write) new words.
 - He (to give) you a piece of chalk.
 - You (to go) out.
2. Сделайте предложения из упражнения 1 отрицательными.
 3. Переведите предложения.
 - Что вы читаете сейчас?
 - Что его студенты обычно читают?
 - Читают ли ваши друзья английские книги? - да, очень часто.
 - Что вы сейчас делаете? - Мы читаем пятый текст.
 - Что он сейчас пишет на доске? - Сейчас он пишет предложение.
 - Они не присылают мне книг и газет.
 - Часто ли вы встречаете этих инженеров?
 - На каком языке вы обычно разговариваете? - Мы обычно разговариваем по-русски.
 4. Ответьте на вопросы, используя слова в скобках.
 - What are you doing now? (to answer the question)
 - Are you opening or closing the door? (to open)
 - What is your friend doing? (to translate a text)
 - Are they looking at me?
 - Is your friend putting your textbook on the table?
 - Where is your friend sitting? (at the window).
 - Are you reading newspaper now?
 - Is your friend looking at the blackboard?
 - Who are they looking at? (me)
 - Are you a schoolboy? (a student)

Тема 2.5 Средства связи

1. Прочитайте, перепишите и письменно переведите текст.

Communication.

Most people think of communications only when they want to get from one place to another. But communications are important to the national economy of a country. Without good roads and railways cannot develop its resources and industry. Without roads it is impossible to market agricultural produce.

Early man probably used the river as his first means of travel and communications. Here he was safe from the wild animals in the forests. Later man began to develop roads. These at first would be no more than tracks across the mountains and paths through the forests. But very early in Europe we find the development of the amber trade from the Baltic coast, via the great rivers, such as the Rhine, Elbe and Danube to the Mediterranean*.

In Roman times, roads became important for military reasons.

Today we have increased the ways of communication. Roads are still important, water, in the form of either rivers or seas, is useful for carrying bulky materials.

But to these we have added the railway and the aeroplane.

Aeroplanes cannot carry a great deal in weight and are used mainly for carrying mail, people or important goods.

Although the future belongs to air transport the railways today still carry the bulk of passenger and goods traffic. Railway transport is still one of the cheapest ways of hauling freight over long distances.

*- via the great rivers, such as the Rhine, Elbe and Danube to the Mediterranean.

Через большие реки, такие как Рейн, Эльба и Дунай к Средиземному морю.

2. Выполните практическую работу №4, опираясь на содержание текста.

Практическая работа №4

(Средства связи)

1. Найдите в тексте и выучите следующие слова и словосочетания.

- Средства связи
- Дорога (путь), железная дорога
- Товары
- Национальная экономика
- Сельскохозяйственный
- Безопасный
- Развитие
- Строительные материалы
- Металлический вагон
- Поезд дальнего следствия
- Багаж
- Транспорт
- Груз
- Военные цели

2. Переведите на английский язык.

- Он - студент железнодорожник.
- Железная дорога - самый дешёвый вид транспорта.
- Поезда прибывают по расписанию.
- Мой любимый вид транспорта - поезд.
- Вы любите путешествовать по морю?

3. Ответьте на вопросы.

- * What is the name of the text?
- * What is the text about?
- * Do you often think about communications?
- * Are communications very important in our life?
- * Can a country develop its industry without good roads and railways?
- * Can we use the river as a mean of travel?
- * Are roads and railways important for military reasons?
- * Do we use air transport for carrying mail? People or important goods?
- * Is railway transport the cheapest?
- * Do you like railway transport?

Тема 2.6 Простое прошедшее время

1. Ответьте устно на следующие вопросы.

- как образуется простое прошедшее время у правильных глаголов?
- как образуется простое прошедшее время у неправильных глаголов?
- как сделать отрицательным предложение в простом прошедшем времени?
- как образовать вопросительную форму с вопросительным словом и без него?

2. Выполните практическую работу №5, опираясь на теоретические знания по теме
Практическая работа №5 (Простое прошедшее время)

1. Поставьте следующие предложения в отрицательную и вопросительную форму.

- He opened the window before classes.
- My friend wrote to me very often last year.
- Ann translated a lot of foreign letters at the office last week.
- I finished work the day before yesterday.
- Mr. Petrov spoke to us about the plan yesterday.
- He lived in Kiev five years ago.
- They returned home in the evening.
- He was in Kiev last week.
- They discussed a lot of articles from these French magazines last week-end.

2. Напишите следующие предложения в простом прошедшем времени, употребив нужное по

смыслу обстоятельство времени.

- My working day lasts eight hours.
- Do you often get letters from your friends?
- Does he do well in French?
- We discuss a lot of questions.
- They don't often stay at the factory after six o'clock.

3. Переведите предложения, обращая внимание на форму глагола to be.

- Они были здесь час назад.
- Он вовремя пришёл на урок вчера?
- Вы были дома в понедельник утром? - Нет, я был в министерстве.
- Его не было дома в среду вечером.

4. Задайте к данным предложениям все возможные вопросы.

- They were at their office yesterday morning.
- Our students read a lot of English books last year.
- We worked at this office three years ago.
- My parents spent last week-end in the country.
- We received a lot of medical journals yesterday.

Самостоятельная работа № 2 Вариант №1

1. Определите вид придаточного предложения. Переведите его на русский язык.

- a) The manager of our office who is a highly educated man speaks several foreign languages.
- b) He was reading when I entered the room.
- c) If I see him tomorrow I'll ask him about it.
- d) She sat behind me so that I could not see the expression on her face.
- e) Please wake me up when you get up.

2. Переведите предложения на английский язык.

- a) Прежде чем я сделаю эту работу, я позвоню Петрову.
- b) Мы видим дом, где раньше жила наша семья.
- c) Алмазы используют в промышленности, потому что это самое твёрдое вещество.
- d) Я знаю, что изумруд - это один из четырёх драгоценных камней.
- e) Если он купит кольцо, то подарит его своей жене.

3. Составьте из двух простых предложений одно сложное, используя союз в скобках. Готовые предложения переведите. Обратите особое внимание на место придаточного предложения.

- a) He knows it. His father is very busy today. (that)
- b) My brother will get letter tomorrow. You send this letter today. (if)
- c) I have seen a house. Tolstoi died in this house. (where)
- d) I have found the book. I was looking for this book. (that)
- e) We need foreign currency. We go to the bank. (because)

4. Поставьте предложение в Present, Past и Future Continuous, изменяя обстоятельства времени.
He (to sing) this song.

Тема 2.7 Первый дизельный локомотив в России.

1. 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.

2. Выполните практическую работу № 6, опираясь на содержание текста.

Практическая работа №6 (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 единственного 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. Сделайте эти предложения отрицательными.

- Our engineers tested this machinery in the motion.
- Now the works are laying down the new track.

Тема 2.8. Неправильные глаголы

1. Ответьте устно на следующие вопросы.

- Что такое неправильные глаголы и почему они так называются?
- Как образуется форма Participle II у неправильных глаголов?
- Назовите основные формы неправильных глаголов.

Практическая работа №7 (Неправильные глаголы)

2. Выполните практическую работу №7, опираясь на теоретические знания по теме.

1.

Заполните таблицу

| | Infinitive | Past Simple | Participle II |
|---|-------------------|--------------------|----------------------|
| 1 | to read | | |
| 2 | to come | | |

| | | | |
|---|----------------|--|--|
| 3 | to sit | | |
| 4 | to go | | |
| 5 | to put | | |
| 6 | to know | | |
| 7 | to find | | |
| 8 | to send | | |

| | | | |
|---|-----------------|--|--|
| 9 | to meet | | |
| 1 | to tell | | |
| 1 | to make | | |
| 1 | to spend | | |
| 1 | to see | | |
| 1 | to give | | |
| 1 | to begin | | |
| 1 | to do | | |
| 1 | to take | | |

2. Составьте с глаголами (1-5) из упражнения 1 отрицательные предложения в простом прошедшем времени. Предложения переведите.
3. Составьте с глаголами (7-11) из упражнения 1 вопросительные предложения в простом прошедшем времени. Переведите их на русский язык.

Тема 2.10 Формирование поезда

1. Перепишите и письменно переведите текст.

Assembling the train

After preparing the cars and cleaning and stocking them with supplies, they are coupled inspected and tested to ascertain whether mechanical appliances such as air brakes and signal and steam lines are functioning properly.

Passenger trains are assembled in a car yard with a number of specified cars as baggage, mail and express coaches, dining, parlour and sleeping cars¹. When ready a switching engine moves the trains to the assigned departure track² at the station.

The road locomotive has been inspected. The crew takes over the locomotive at the terminal³, mover it to departure track and couples it to the train. Here, again, the train receives tests of air brakes and signal lines.

The train crew has been mobilized. They are called for duty according to schedule⁴, the train is now ready to receive its passengers, baggage and mail.

parlour and sleeping cars¹ - вагон салон и спальные вагоны departure track² - путь отправления

The crew takes over the locomotive at the terminal³ - локомотивная бригада принимает локомотив в депо

They are called for duty according to schedule⁴ они (члены бригады) вызываются в соответствии с расписанием.

2. Выполните практическую работу, опираясь на содержание текста.

Практическая работа №8

(Формирование поезда)

1. Найдите в тексте слова, выпишите и выучите их.

- Формирование
- Сцепка
- Как следует
- Пассажир
- Багажный вагон
- Почтовый вагон
- Спальный вагон
- Вагон-ресторан
- Депо
- Расписание

2. Составьте с каждым словом из упражнения 1 предложения:

- а) простое
- б) сложноподчинённое с любым видом придаточных

Самостоятельная работа №3

Вариант №1

1. Поставьте предложения в настоящем времени.

- Jan often looked at Frieda.
 - Mr. Wiggins bought a new car.
 - He wrote a letter, but forgot to put the stamp on.
 - The grocer weighed the butter, and I watched him.
 - The teacher came in and saw that the boys were working hard.
2. Поставьте глаголы в скобках в Past Continuous.
- 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.
3. Определите вид предложений (простое, сложносочинённое, сложноподчинённое). Переведите предложения.
- I like eggs and bacon.
 - Hob likes eggs and he often has three for breakfast.
 - I prefer eggs which are new-laid.
 - When Margaret is laughing and singing, we know she is happy.
 - Andrew wants to play with Sally, but Sally runs away.
4. Переведите числительные на английский язык и напишите прописью.
- 2,93 0,07 645,087% 2. 5/9 %
 - 27.01.1980г ; 07.05 1948; 12. 11. 2014; 21. 03 2012; 03.04. 1992
 - 57; 675; 2497; 10 567 ; 876 521

Тема 2.11 Простое будущее время

1. Ответьте устно на следующие вопросы.
- Как образуется простое прошедшее время?
 - В каких случаях употребляется вспомогательный глагол
 - Как образуется вопросительная форма настоящего простого времени?
 - Как образуется отрицательная форма будущего простого времени?
2. Выполните практическую работу №9, опираясь на теоретические знания по теме.
Практическая работа №9 (Будущее простое время)
1. Поставьте глаголы в скобках в будущее время.
- There (to be) a lot of people at the lecture today.
 - I (to be) in the tomorrow morning.
 - He (to remember) us.
 - We (to translate) this text next Monday.
2. Поставьте предложения из упражнения 1 в отрицательную и вопросительную форму.
3. Переведите предложения на английский язык.
- Завтра мы поедем в деревню.
 - Мой брат сделает это задание на следующей неделе.
 - Я напишу письмо своей сестре.
 - В следующем году я приглашу своего друга.
 - Мы сделаем это завтра.
 - Я буду строить дом для родителей в следующем году.
 - Он пришлёт телеграмму послезавтра.
4. Вставьте вместо точек shall или will. Предложения переведите.
- I ... be fourteen years old next week.
 - We ... be late if we don't hurry.

- He . be thirteen years old on Tuesday.
- You . be late if you don't hurry.
- . I open the door for you?
- . you come to our house for tea?
- John . come if you ask him.
- . we ask him to come?
- I think we. have rain this afternoon.
- . your friends come and have a game?
- He . come here tomorrow.
- We . be very pleased to see him.
- These books . be useful to me.
- I . read them at once
- You . soon learn the rules of English grammar.

Тема 2.12 Движение пассажирского транспорта.

1. Прочитайте, перепишите и письменно переведите текст.

Passenger train operation

One of the main passenger train problems is run time-table trains to meet the public requirements. There are some basic principles on which passenger trains have to work. The branch trains tend to be late on their return journey to the main line. This results in delays to expresses. Therefore, close supervision over the running of trains is essential. Close supervision is necessary at every station at which a passenger train stops. Suburban services involve special considerations, the chief of which are the development the possible line capacity.

In winter most special trains are run in connection with sports. In spring and summer the railway devote much attention to excursion business.

In addition to the constant watch on punctuality there must be a watch on the loading of trains.

The examination and collection of tickets are to be done in the train while it is on its way.

2. Выполните практическую работу №10, опираясь на содержание текста. **Практическая работа № 10**

1. Переведите предложения, обращая внимание на перевод слов «some» «the same».

- Some trains run only between terminals on a single division.
- Some trains have their terminals on different divisions.
- Up and Down yards are on the same side of the line. The work of the flat and hump yards is not the same.
- Some of the sidings were removed.
- All hump yards are constructed on the same principle.
- Both trains run at the same speed.
- Some countries change the gauge on their railways.
- Most of the traffic control centres are of the same design.

2. Переведите предложения, обращая внимание на слово it

- Our age is called the age of automation. It is also called the age of computing machines.
- It is necessary to prepare traffic schedules as soon as possible.
- It is known that marshalling yards are being provided with computers.
- The rail becomes longer when it is hot and becomes shorter when it is cold. **BUT**
- It is in the freight yards that the journeys of all freight trains begin and end.
- It is the computer that made train operation really automatic.
- It is the dispatcher who controls all the train operations.
- It is the switch that makes the train pass from one track to another.
- It is the main-line tracks that carry the largest volume of traffic.

3. Переведите предложения, обращая внимание на сказуемое. Определите время.

- Railways can transport liquid freight.
 - The cars can be sorted in flat and hump yards.
 - The booking office should be conveniently placed to the station entrance.
 - Electronic equipment will be able to speed up humping operation.
 - A division may be of different length.
 - Ways of increasing the comfort of passengers are to be constantly developed.
 - The chief controller must have a good view of the whole control panel and has to watch all events on a railway.
 - With the introduction of automatic switching great improvement in operation of yards could be made.
4. Переведите предложения, обращая внимание на перевод слова one (ones).
- The Aurora train is one of the most popular.
 - One must know difference between the hump and flat yard.
 - The new hump yards will be more effective than the old ones.
 - The first train arrived at one p.m. the second one at two. The one that arrived the first was dispatched on the same day. The other one was dispatched some days later.
 - All railroads, except the very short ones, are divided into sections.
 - The one who drives the locomotive is called is driver.
 - One should mention that the train dispatcher must be very attentive.
 - A hump yard is one in which the wagons are pushed up a «summit» by an engine.
5. Переведите предложения обращая внимание на перевод слов «whether» and «if».
- Freight cars are constantly being moved from one place to another whether they are loaded or empty.
 - Railways carry containers irrespective of whether they are small or large.
 - The results of the test in the new hump yard must show if the sorting operation is satisfactory.
6. Поставьте вместо точек should или would. Предложения переведите.
- Trains . run according to the time-table.
 - It is necessary that any large railroad . be cut into divisions.
 - The dispatcher . not have made a mistake, if he had used automatic control.
 - The safety of traffic demands that as many lines as possible . be controlled by CTC.
 - It is impossible for the dispatcher to switch the signals that . admit two trains to the same track.
 - . computers be installed in the yard, it is possible to facilitate yard operations.
 - Had the new system been tested in the field it . have been used long ago.
 - It was clear that containerization . change the methods of handling freight.
 - The driver said that he . drive his train at a high speed.
7. Переведите предложения, обращая внимание на перевод Infinitiv.
- It is necessary to prepare traffic schedules within a short period of time.
 - To operate railways by means of computers became the reality.
 - To increase the line capacity the line should be modernized as soon as possible.
 - CTC is introduced by railways to ensure efficient train operation.
 - Repair shops adjacent to the yard are mechanized to speed the repair of the damaged cars.
 - It is very important to simplify the problem of running trains.
 - Computers are used to automate the operation of train movement.
 - To place Up and Down yards on separate sides of the line is not economical.
 - To push trains over the hump much quicker than it was done before diesel shunters were designed.

Тема 2.13 Движение грузового транспорта.

1. Прочитайте, перепишите и письменно переведите текст.

Freight train operation

The arrangement and operation of foreign trains have little in common with those of passenger trains.

As to the passenger train working the most important factors are constant. There are no constant factors in freight train operation.

Cars are loaded at thousands of different points for thousands of different destinations. They can reach their destinations only in the form of trains with other cars which share part of their journey. Marshalling yards are the means by which cars are assembled into trains. It is here that freight cars are formed into trains.

Freight trains may pass from one yard to another in two forms

- 1) The cars may be assembled without regard to destination.
- 2) The cars are marshalled in sections according to the ultimate destination.

It is obvious that the efficiency of work can be obtained if freight trains are run at higher speeds for long distances.

2. Выполните практическую работу №11, опираясь на содержание текста.

Практическая работа № 11

1. Переведите предложения, обращая внимание на слова **only** и **the only**. *J* Marshalling yards are designed so that wagons move in one direction only. *J* Cars can reach their destinations only in the form of trains.

J For many years the time interval system was the only method of controlling train movement.

J The working time-table is not the only kind of time-table which is used by railwaymen.

2. Переведите предложения, обращая внимание на слова that и those. Поставьте предложения в Past Simple.
 - That old hump yard is modernized.
 - We know that the dispatcher operates the movement of the trains.
 - It is necessary to remodel those old marshalling yards.
 - This modern hump yard is much more efficient than that one.
 - One of the most interesting loading and unloading devices is the magnetic crane that is used in freight yards.
 - Freight station facilities are greater in size than those required for passenger service.
 - It is in freight yards that the journeys of all freight trains begin and end.
 - It is for busy sections of the line that special time-tables are prepared.
3. Переведите предложения, обращая внимание на перевод конструкций с окончанием -ing.
 - The trains lost a lot of time entering and leaving the sidings because of the delays and stops.
 - Having received information about traffic condition on his division the dispatcher ordered extra trains.
 - Handling trains is one of the most difficult jobs.
 - Sorting in this yard is highly efficient.
 - With the opening of the new route the present time can be cut, having a speed of 172 km/h.
 - Setting up the routes is the duty of the dispatcher.
4. Подчеркните в предложениях прилагательные, определите в какой степени сравнения они употреблены. Переведите их на русский язык.
 - The more we learn about the work of the train dispatcher, the better we understand its importance.
 - The largest and the most important railway lines have CTC.
 - The faster the cars are loaded the quicker will goods be delivered to the place of their destinations.
 - The best site for a station generally is near the centre of a town.
 - The island platform is cheaper to equip and to work than two separate platforms.
 - The simplest kind of passenger station is that on a single line.
 - The «hump» principle is the most economical and efficient in the layout of marshalling yards.

Самостоятельная работа №4

Вариант №1

1. Поставьте предложение в утвердительную, отрицательную и вопросительную форму в следующие времена: Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, Future Continuous. Употребите в каждом предложении соответствующее обстоятельство времени.

a) I (to get) telegrams from my friends.

2. Подчеркните сказуемое, определите время и переведите предложения.

a) I did not live in Samara.

b) Is Petrov putting his exercise-book on the table?

c) My wife does not learn English.

d) Do you have dinner at home?

e) She often translates letter from German.

f) My friend spent last weekend with friends.

g) He was reading a book at that moment.

h) My father did not play chess.

3. Переведите предложения, задайте к ним все возможные вопросы.

a) You lived in this house ten years ago.

b) His sisters work at a new factory.

4. Образуйте от глаголов основные формы.

to answer, to begin, to come, to receive

Тема 2.14 Оборот there is / are.

1. Ответьте устно на следующие вопросы.

- Каким русским предложениям соответствует конструкция there is/are?

- В каких случаях употребляется конструкция there is/are?

- Когда употребляется форма is, а когда are?

- В какой форме стоит глагол to be, если в предложении несколько однородных членов?

- Как образуется вопросительная и отрицательная формы?

2. Выполните практическую работу №12, опираясь на теоретические знания по теме.

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. Используйте 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)
- How many bedrooms are there in your flat? (3)
- How many bookshelves are there in his bedroom? (8)
- How many forks and knives are there on the table? (6)
- How many sisters have you? (2)
- How many brothers has John? (4)

Тема 2.15 Железнодорожный путь.

1. Перепишите и письменно переведите текст

Railway track

The two rails of a track produce a most economical path for the smooth passage of heavily loaded vehicles at great speed. Sleepers or ties hold the two rails at the exact distance or gauge throughout and transfer the loads from the rails to the ballast. The ballast provides a resilient bed, keeps the sleepers in the correct position and at the correct level, distributes the load from the sleepers to a large area on the roadbed or formation of the track and drains off rainwater. The rails are fixed to the sleepers with various types of fittings that depend on the type of the rail used and on some other considerations. The rails, which are manufactured in standard length, are joined together with fishplates or joint-bars through which track bolts are threaded.

The combination of rails, sleepers, fittings, ballast, etc., is known as the track of permanent way. In some countries, temporary tracks were laid for conveyance of earth for building up the formation (a subgrade) of a railway, and permanent way was so called to distinguish the final layout from these temporary tracks.

2. Выполните практическую работу, опираясь на содержание текста.

Практическая работа №13

1. Найдите соответствия между русскими и английскими словами и словосочетаниями.

- | | |
|--------------------------|------------------|
| 1) Колея | a) railway track |
| 2) Нагрузка | b) sleeper (tie) |
| 3) Верхнее строение пути | c) gauge |
| 4) Транспортное средство | d) load |
| 5) Стыковой болт | e) vehicle |
| 6) Земляное полотно | f) permanent way |
| 7) Крепления | g) fishbolt |
| 8) Железнодорожный путь | h) fittings |
| 9) Временный | i) temporary |
| 10) Шпала | j) formation |

2. Перепишите и переведите предложения, обращая внимание на перевод слова one.

- One of the most important railway construction machines is a tracklaying train.
- This modern sleeping car is more comfortable than the old one.
- One cannot speak about a railway track without mentioning various track structures.
- Concrete sleepers last longer than wooden ones.
- One must be careful crossing a railway track.
- One can expect that more high-speed railway lines will be built in the near future.

3. Перепишите и переведите предложения. Подчеркните сказуемое, определите в каком времени оно стоит.

- Rails are rolled in rolling mills.
- Longer rails improve riding qualities of trains.
- With the development of railways the weight and speed of trains have greatly increased.
- Many processes in railway construction are being mechanized.
- Wooden sleepers are treated in creosote oil.
- Long-welded rails have been used on main tracks of railways since 1960.
- Rails are affected by temperature changes.
- A track gang carefully inspects the track in each season of the year.

4. Перепишите и переведите предложения, обращая внимание на перевод глаголов to have и to be.

- A railway track is still rails on wooden sleepers.
- Each railway has one or more tracks.
- Everyone who has ever travelled by train is familiar with the main components of a track.
- A railway track has to be tested before running trains over it.
- Train No.30 is to arrive at platform 2.

- The duty of a road master is to maintain the track in good order.
- Since 1950 many railways in Russia have been electrified.
- Rails are fixed to sleepers with various types of fittings.
- Nowadays various machines have replaced hard manual labour.

Тема 2.16 Неопределённые местоимения и их производные.

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 №14, опираясь на теоретические знания по теме.

Практическая работа №14 (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 №5

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.

Итоговая контрольная работа

Вариант №1

1. Вставьте when, if, because. Подчеркните придаточное предложение, определите его вид, переведите на русский язык.
 - They sat near the fire, ... it was cold.
 - We will have dinner, ... he comes.
 - . you don't like the coffee, throw it away.
 - I like this pen, it writes well.
 - Olaf played football . he was at school.
 - . it rains, I will not come.
 - Have a bath before breakfast . feel like it.
 - . will you come for a chat?
 - . you have worked hard, you may have a holiday.
 - . you have done this, there will be no more question.
2. Поставьте предложения в простое прошедшее и будущее время.
 - We come to your class.
 - She brings a cup of tea in the morning.
 - Susan drew the velvet curtains.
3. Переведите прямую речь в косвенную.
 - « I will tell you the story exactly as I know it.
 - «Why didn't you sign the book? He said.

4. Образуйте отрицательную и вопросительную формы.
 - He lived in a house all by myself.
 - My mother stays in the country over the week-end.
 - I shall ask him tomorrow.
5. Вставьте some, any, no или их производные. Предложения переведите.
 - Are there ... cinemas or theatres in your town? - There aren't ... cinemas, but there is a theatre festival in summer.
 - Is there . for young people - a zoo, interesting museums? - I'm sorry, there is . zoo in our town.
6. Видоизмените сочетания, используя форму притяжательного падежа.
 - The watch of that woman
 - The aeroplane of the king
 - The room of these girls
 - The car of Ann and James.
7. Допишите следующие предложения, подчеркните подлежащее и сказуемое, определите тип условного предложения. Составьте остальные два типа условных, произведя соответствующие изменения. Все три предложения переведите.
 - You would know English better if ..
 - I shall go for a walk if ...

3.2. Типовые задания для оценки освоения учебной дисциплины

Раздел 1 Профессионально направленный модуль

Тема 1.1 Специальные термины и обороты

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 of track 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 №1, опираясь на знание текста.

Практическая работа №1 обороты)

- 1) Найдите английские эквиваленты

- А) система управления
- Б) занятость пути
- В) пропускная способность пути
- Г) управление движением
- Д) интенсивность движения
- Е) сигнал на перегоне
- Ё) сигнал в кабине машиниста
- Ж) рельсовая цепь

- 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.

(Специальные термины и

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

1. Wayside signals and cab 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 cab 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

- a) traffic control
- b) traffic density
- c) wayside signal
- d) cab signal e) track circuit
- f) control system
- g) track capacity
- h) track occupancy

«-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 1.2 (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 №2, опираясь на теоретические знания по теме.

Практическая работа №2 (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 window 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.

Предложения переведите.

- 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.

What will the Atomic Locomotive be like.

Because of its size and cost the atomic locomotive will seriously lack flexibility. In order to compete with other motive power, it must haul heavy loads at high speed with short turnarounds. In principle it should be capable of simple operation. Reactors are capable of infinitive power output. They are limited in practice only by the requirement of heat removal. If the proper heat extraction and energy conversion system could be developed, the atomic locomotive should be capable of electric locomotive performance.

The turbine would probably require less maintenance than diesel engines of comparable power. Other equipment - turbine, heat exchanger, generator and motor- would be of conservative design and require normal maintenance.

Тема 1.3.

(Начало строительства железных

дорог в России)

1. Прочитайте и письменно переведите текст.

From the history of railway construction in Russia.

The beginning of railway construction in Russia may be traced as far back as the second half of the 18th century. Road building is known to be closely connected with the development of mining industry. The first tramway in Russia was built in 1788 to link the mines and the steel works.

A lengthy horse-driven railway was constructed using cast-iron rails by R.K.Frolov, a Russian engineer, in 1806-1809, its length being 1,867m.

Railway construction for public use was begun in 1835 when Russian railway engineers began surveying the country in order to build a railway to connect St.-Petersburg with Tsarskoye Selo. In 1836 workmen started laying the rails and on November 13, 1837 the first train passed over the 27 km line. The average height of the embankment was 3 metres; the gauge was 6ft, which is one foot broader than the European one. Rails, cars and locomotives were ordered from abroad.

The Tsarskoselskaya railway was soon followed by the St. Petersburg-Moscow railway, which was under construction from 1843 to 1851. The work was directed by two prominent engineers, P.P. Melnikov and H.O.Kraft. Throughout 650km of its length, 185 bridges and 19 viaducts were built in order to make the line as straight as possible. It was on this line that flat-bottom rails were first used in Russia and the standard gauge was introduced.

2. Выполните практическую работу №3, опираясь на содержание текста.

Практическая работа №3 (Начало строительства железных дорог в России)

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;
%; ;% ; 0.6; 0.025; 376%; 58.9%.

2) Образуйте глаголы от следующих существительных и переведите их на русский язык.

- Development
- Equipment
- Design
- Connection
- Construction
- Support
- Link
- Inauguration
- Treatment

3) Перепишите и переведите предложения на русский язык, обращая внимание на перевод эмфатических конструкций.

Образец: It was on the Petersburg- Moscow Ry that the standard gauge was introduced. Именно на железной дороге Петербург-Москва была введена стандартная колея.

1. It is due to the long-welded rails, that travelling became more comfortable.
2. It is with the development of railways that the weight and speed of trains have steadily increased.
3. It was at the Nizhny Tagil Works that the first steam railway was put into operation.
4. It was R.K. Frolov who constructed the lengthy horse-driven railway in 1806-1809.
5. It is since 1960s that many railways have begun using welded rails on main tracks.
6. It is mechanization of work in track laying, maintenance and repair that our scientists and engineers are engaged in.

4) Перепишите и переведите на русский язык словосочетания.

- a) steam traction, steam traction railway, steam traction railway construction.
- b) train speed, train speed limit, train speed limit introduction.

- c) repair work, repair work schedule, repair work schedule changes.
- d) steel rails, steel rail standard, steel rail standard adaption.
- e) track construction, track construction methods, track construction method improvement.

5) Перепишите и переведите предложения на русский язык. Подчеркните инфинитив и инфинитивные конструкции.

J The type of the road to be selected is considerably influenced by the traffic expected.

J A railway track is required to carry very heavy loads and to permit such loads to move in safety at high speeds.

J In order to achieve this economically, certain standards of loads, speeds and gauges have been established.

J The life of wooden sleepers in India is considered to be 15 years.

J Welding rails is known to result in great economy.

J Concrete sleepers are found to have all the advantages of a material that is not subjected to corrosion.

J The St.-Petersburg- Moscow railway was the first to introduce the standard gauge.

J To repair a railway track modern efficient machines and mechanisms are widely used.

J The BAM was constructed to connect the central part of Russia and the natural resources of Siberia.

J The country to be crossed by a new railway is first to be surveyed.

J The Finland terminal in St.-Petersburg is believed to have the highest traffic capacity among other terminals.

J Many railway lines are known to have been damaged during WW II.

Самостоятельная работа №1

1. Перепишите и переведите предложения. Подчеркните сказуемое. Определите время и залог.
 - 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 bureau at the airport.
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.
4. Перепишите и переведите предложения, употребив прилагательные в скобках в сравнительной или превосходной степени сравнения.
 - a. Russia processes (heavy) helicopters MI-26 in the world which lift and transport cargos up to 20 tons.
 - b. The first steam locomotive «The Rocket» was much (small) and (light) than modern locomotives.
5. Проанализируйте предложение и переведите его на русский язык.
Had he received the tickets in time, he would have gone with the others.
6. Задайте к предложению все возможные вопросы.
The first Stephenson's steam locomotive is demonstrated now in the London museum.

Тема 1.4

(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 №4, опираясь на теоретические знания по теме.

Практическая работа №4

(Сослагательное

наклонение)

- 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 1.5 (Московское метро)

1. Прочитайте и письменно переведите текст

Moscow Metro.

More than 40 years ago, in June 1931, it was decided to start preparations for the building of the Metro in Moscow. In the spring of 1932 the project drawn up by Soviet engineers and architects was endorsed. Thousands of young specialists and mine workers, construction workers from the Donbas and from Moscow Region, from the Urals, and Dneprostroi went underground into Metro shafts and tunnels. In a short time (it was cold a record time by the world press) the first line was constructed. More than eleven kilometres of track connected the Sokolniki district with the Gorky Park district. There were ten stations on this line. The construction work was done in difficult geological conditions, of a kind never encountered by European or American Metro builders.

So this day saw the first section of a double track line 8 miles long put into operation.

The Metro was opened on May 15, 1935. Since then building work on the Metro has not stopped for a single day. Even at the time when the fascist hordes were near Moscow, the Metro builders continued their work.

After the war the scale of construction increased considerably. The construction of the belt line was completed and it connected all the radial routes. The new routes and stations began appearing in new housing districts. Some of the lines go overland, across new bridges and aqueducts.

Moscow's rapidly increasing population, the growth of its industrial enterprises and cultural institutions required the capital to have efficient and convenient means for accommodating passenger traffic.

The Soviet People wanted the Metro to be the best in the world.

There are many stations in the Metro. Their surface buildings and underground halls are spacious, well ventilated and well lit. They differ widely in architectural design and are decorated with marble, bronze, aluminium and glass. The present Metro coaches are much better than the early ones. They are considerably lighter in weight, and the seats are soft. Muscovites and the visitors to the city do not have to wait long for trains, for the interval between them is always short. «Clever» machines have appeared in the Metro recently. An experimental automatic driver conducts trains according to the time-table and stops precisely as required.

The Moscow Metro is developing rapidly. The capital is growing, and new Metro lines are being constructed every year.

2. Выполните практическую работу №5, опираясь на содержание текста.

Практическая работа №5 (Московское метро)

1. Переведите на английский язык.

- Мы хотели, чтобы вы показали нам Московское метро.
- Они знают, что вы хороший строитель.
- Пассажиры видели, как поезд подошёл к платформе.
- Известно, что залы Московского метро хорошо освещены и имеют хорошую вентиляцию.
- Ожидают, что строительство этого тоннеля будет закончено в срок.

2. Ответьте письменно на вопросы.

- Was the possibility of constructing Metro in Moscow discussed before the revolution for the first time?
- Did the building of the Moscow Underground begin in 1917?
- Does the project of the Moscow Metro represent a significant improvement of the London system?
- Were all lines constructed, using out-and-cover method?
- Does the Moscow Metro consist of a circle line and two radial ones?
- Is the construction of the Metro still going on?
- Do Metro trains run with the intervals of about 8 minutes during peak hours?
- Are all trains inspected for greater safety of travel every week?
- Can the Moscow Metro compete with the underground lines of other countries in level of automation?
- Will an «automatic driver» replace hard man's labor in future?

3. Прочитайте и письменно переведите текст.

AUTOMATIC TRAIN CONTROL ON MOSCOW METRO

When Moscow Metro first opened in 1935 the route was 11.6 km long and it handled 177.000 passengers daily. But that was only the beginning. Today Moscow Metro is carrying 40 per cent of the total number of passengers. During rush hours the average interval between trains works out as 80 seconds. No other Metro in the world can boast such a frequency.

But, in our age the development and introduction of automatic traffic control and automatic speed control make it possible even to reduce waiting time between trains during rush hours from 80 to 70 seconds.

Automatic control system make the driver's work easier, allows to reduce the train crew and ensures high degree of safety. This system helps to make decisions of train operation within a few seconds. So, traffic control is the so called «nerve centre» of a huge underground electrified railway.

Automatic control systems are now widely used in railway train operation as well.

There are different systems of automatic train control in different countries. Such systems increase traffic capacity of railways and ensure high safety of operation.

Тема 1.6 (Винительный падеж с инфинитивом)

1. Ответьте устно на следующие вопросы по теме.

- Что представляет собой конструкция «Винительный падеж с инфинитивом»?
- Какую роль в предложении играет «Винительный падеж с инфинитивом»?
- Как переводится на русский язык данная конструкция?
- Может ли употребляться конструкция «Винительный падеж с инфинитивом» в страдательном залоге?

2. Выполните практическую работу №6, опираясь на теоретические знания по теме.

Практическая работа №6 (Винительный падеж с инфинитивом)

1. Перепишите предложения и переведите их на русский язык, обращая внимание на конструкцию «Винительный падеж + инфинитив»

- The Soviet architects want the new lines of the Metro to be beautiful and cheap.
- The engineer ordered the work to begin at once.
- The locomotive crew watched the signal ahead changing.
- They saw the train stop at the station.
- The engineers wanted cab signals to be located in the locomotive cab.
- The extension of the lines planned in the country will enable new areas to be brought into production.

2. Перепишите и переведите данные предложения. Замените сложные предложения простыми с конструкцией «Винительный падеж + инфинитив»

- All of us heard that the industrial enterprises had grown in that part of our country.

- The people knew that the underground was the best means of communication.
- We saw how the new locomotive started from the station.

3. Переведите предложения на английский, используя:

- сложные предложения
- простые предложения с конструкцией «Винительный падеж + инфинитив».
 - Мы хотели, чтобы он работал.
 - Я видел, что он открыл дверь.
 - Рабочие думают, что работа уже закончена.
 - Бригада ожидала, что локомотив прибудет в срок (вовремя).

Тема 1.7 Железнодорожное депо.

1. Прочитайте и письменно переведите текст.

Locomotive maintenance and repair

As the demand for freight and passenger locomotives is constantly growing the Russian Railways consider organization of locomotive construction and repairs as one of its most important tasks. Because of the need to move locomotives in and out of shops as quickly as possible, modern technology and flow-line principles have been adopted wherever possible.

The repair cycle for the Russian railway huge motive power fleet falls into three stages:

- Inspection** for maintenance of the operating locomotives between scheduled repairs, paying a special attention to running gears, brakes, automatic locomotive signaling devices and safety and radio communication devices. Inspection of train locomotives should be carried out at specially equipped depots, inspection of shunters being carried out on station tracks by locomotive crews.
- Preventive inspection**, minor and heavy periodic repairs and lifting repairs including replacement of worn out parts. This work is carried out at main depots by special teams.
- Heavy repairs** carried out at special repair shops and at large motive power depots. These repairs involve dismantling of all assemblies and equipment and replacement of damaged or worn out parts. During heavy repairs locomotives are also substantially modernized. Locomotive depots and repair shops of Russia are characterized by

extensive use of lifting and mobile equipment, including bridge cranes, jib cranes, electric loaders and other equipment. The depots are also provided with a wide range of washing and cleaning machines.

2. Выполните практическую работу №7, опираясь на содержание текста.

Практическая работа № 7 (Железнодорожное депо)

1) Перепишите и переведите следующие словосочетания.

- as much as possible, as fast as possible, as many as possible, as heavy as possible, as long as possible.
 - To repair locos as quickly as possible, to inspect motive power fleet as regularly as possible, to modernize as many locos as possible.

2) Перепишите предложения, переведите их на русский язык, обращая внимание на перевод слов «should» и «would». Подчеркните в каждом предложении сказуемое.

It is desirable that such a long and heavy train should be hauled by a 2-section powerful locomotive.

The engineer said that the train speed would be limited to 40 miles per hour on this section.

Particular attention should be paid to the improvement of safety device reliability.

It was realized very long ago that railways would be an extremely efficient kind of transport.

Should the pressure in the combustion chamber rise too high, the chamber would explode.

Had the engine driver consulted the chief engineer before testing the locomotive, there would be no accident.

3) Перепишите и переведите предложения на русский язык.

- New locomotive depots are reported to have been provided at Cambridge, Stratford and other cities of Great Britain.
- Constant communication between locomotives and stations should be provided wherever possible.
- The locomotive radio-telephone system we read about greatly increases the safety of passengers.
- What further improvements of motive power will be introduced depends of many factors.
- What factors are to be considered in designing a new type of locomotive is one of the problems

to be discussed at the conference.

- The locomotive has a total weight of 85,5 tons, the weight of the electrical equipment being about 37 tons.
- The number of passengers and the volume of freight transported by railway is supposed to vary greatly from one country to another.
- It is because of high power and speed that diesel locomotives have been introduced in many countries.

Самостоятельная работа №2

1. Перепишите и переведите предложения. Подчеркните сказуемое, определите его время и залог.
 - a. The construction of this high-speed line is being actively supported by the government because the development of heavy industry in this region requires reliable and speedy railway traffic.
 - b. We have heard on the radio today that the railway fares will be increased.
2. Перепишите и переведите предложения, поставив глагол в нужную форму.
 - a. The man(to fine- Present Perfect Passive) by a policeman for crossing the street in the wrong place.
 - b. We arrived at the railway station when the train (to approach Present Continuous Active) the platform.
3. Перепишите и переведите предложения, выбрав правильную форму сказуемого(Active or Passive).
 - a. A new device (has tested / has been tested) in the lab.
 - b. The Russian scientist A.S. Popov (worked/ was worked) much at the problem of radio communication.
4. Перепишите и переведите предложения. Подчеркните модальные глаголы в английских и русских предложениях. Определите вид придаточного предложения в сложноподчинённых.
 - a. The Trans-Europe expresses are equipped with interurban telephones through which the traveler can contact office or home.
 - b. Passengers may buy tickets on the day of departure or serve theme in advance.

Тема 1.8 Телевидение на железной дороге

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.

Extensive work is under way - проводится большая работа.

2. Выполните практическую работу №8, опираясь на содержание текста.

Практическая работа №8 (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 1.9 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 № 9, опираясь на теоретические знания по теме.

Практическая работа № 9

(Неличные формы глагола).

- 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 1.10 Автоматическое определение вагонов

1. 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 and manufactured 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*- штат в США

to bounce back- отскакивать

2. Выполните практическую работу № 10, опираясь на содержание текста.

Практическая работа №10

(Автоматическое

определение вагонов)

- 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 1.11 Программирование на железной дороге.

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.- id est - то есть, а именно

train-borne equipment- оборудование, смонтированное на подвижном составе

2. Выполните практическую работу №11, опираясь на содержание текста.

Практическая работа №11 (Программирование на железной дороге)

- 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 1. 12 Сигналы на железной дороге.

1. Прочитайте и письменно переведите текст.

Modern signaling

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 speed 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, routesetting 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 tried 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.

2. Выполните практическую работу №12, опираясь на содержание текста.

Практическая работа №12 (Сигналы на железной дороге)

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.
 - Electronic elements are made great use of in modern 93ignaling.
5. Перепишите и переведите предложения, обращая внимание на - ed форму.
- When tested this signaling system showed the desired results.
 - When this signaling system was being tested it showed the desired results.
 - The 93ignaling system tested showed good performance.
 - Signaling installed increased the safety of traffic.
 - The improved safety is provided by control systems developed on electronic elements.
6. Дополните предложения. Переведите их.
- a) The purpose of modern railway signaling systems are the methods ...
 - b) Signaling enables trains ...
 - c) Modern signaling is to provide .
 - d) Day indications are given by .
 - e) Colour light signals are used for .
7. Перепишите и переведите предложения, обращая внимание на перевод слов **most** и **that**. Объясните, в какой функции выступают эти слова в каждом предложении.
- a) Automatic signaling requires most reliable systems of control.
 - b) Most of the traffic control systems are automatic.
 - c) We know that semaphore was the most common device of 93ignaling.
 - d) There are no signals that are operated by hand.
 - e) Most modern signals are of colour- light type.
 - f) This new signaling device is much more reliable than that one.

Тема 1.13 (Вагоны).

1. Прочитайте и письменно переведите текст.

Modern Russian Passenger Cars

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.

2. Выполните практическую работу №13, опираясь на содержание текста.

Практическая работа №13

1) Найдите в тексте следующие слова, выпишите их, переведите и выучите наизусть

| | |
|--|-----------------------------|
| поддерживать | скорый поезд |
| междугородный поезд | экспресс (поезд) |
| пригородный поезд | местный поезд |
| вагон | купе |
| быть оборудованным обслуживающий персонал | багажная полка аварийный |
| котельная | экипаж |

максимальная скорость

2) Перепишите и переведите следующие сочетания слов.

- The future of transport, the new features of car,
- To operate successfully, to operate a sliding door, to operate a train
- To finish the journey, to finish the interior of a car
- To order new cars, to order new equipment, to order dinner at the dining car, to order to come in time, in order to come in time.

3) Перепишите и переведите предложения, подчеркните сказуемое, определите время.

- 1) New coaches are specially built for passenger traffic between Sweden and England.
- 2) Passenger cars for long-distance trains are produced in large numbers at different Car Building Works in many countries.
- 3) Different kinds of plastics will be used for the interior finish of a new car.
- 4) Special boxes for passenger baggage will be provided under the berths.
- 5) Old cars were not fitted with electricity, they were equipped with gas lamps.

4) Перепишите и письменно переведите словосочетания.

Corridor - compartment type car, head and cars, four-car sets, attendant compartment berth, large baggage car doors, passenger saloon seats, long-distance train cars, end coach seat arrangement, coach and seat rows, peak hour commuter trains.

5) Переведите на русский язык, обращая внимание на значение подчеркнутых слов.

- a) All passenger cars are to be in good order. In order to make up a passenger train it is necessary to know the order of cars in a train. The movement of trains at the beginning of the century was operated by train orders. The train driver ordered his assistant to test all control instruments.
- b) To finish the journey in time the driver had to increase the train speed. It was decided to finish the car interior with plastics.

б) Переведите предложения, обращая внимание на перевод причастий.

- About two hundred commuter trains are operating daily, the peak hour intervals being five minutes.
- The windows in the new cars are very wide, eight of them having special openings for emergency ventilation.
- New Zealand passenger trains, one running daily in each direction, make only six stops on route instead of 21.
- At present there are practically no wooden passenger cars in service, the majority being of steel construction.
- Japanese trains attract world attention, their speed being more than 300km/h.

Тема 1.14 (Рельсы).

1. Прочитайте и письменно переведите тексты.

Rails

The early railway builders laid wooden stringers lengthwise, fastening straps of iron on top of the

stringers to serve as rails. The practice of laying wooden stringers soon gave way to iron rails which did not prove satisfactory, as they were subject to buckling and warping and wore out rapidly. Steel rails were first rolled in England in 1856. From that date they rapidly became the standard type.

Rails vary in weight from 50 to 152 pounds per running yard, the average being about 94 pounds per yard. Increasing size of locomotives and trains and greater speed of train movement in both freight and passenger services have made necessary an increasing of rail weights.

The standard length of a single rail in America is 39 feet, 60 foot is common in Europe. The use of longer rail is advantageous in maintenance work.

As the inner edges of rail wear down, they are sometimes turned down. The usefulness of rails is lessened by wear and tear, therefore the railways take them up, shifting the better rails to branch lines and less important position.

One modern development in the upkeep of the permanent way is the use of welding processes. Most railway travelers are fairly familiar with the crossings or forks of the permanent way where one track diverges from another. These rail crossings wear away fairly rapidly. They are costly to make and also to maintain. In order to reduce the expence in maintaining these joints and crossings, welding processes are now being used, so that new metal can be welded on to the worn parts of the crossings in such a way as to build up the rails to their original form.

Notes

stringer - продольная балка

The practice of laying wooden stringers soon gave way to iron rails - практика укладки деревянных балок вскоре уступила место железным рельсам.

As they were subject to buckling and warping - так как они коробились и искривлялись

per running yard - на погонный ярд

wear and tear - износ

Sleepers

The two lines of steel rails of a track have to be fastened to supports resting on a bed of broken stone ballast spread over the «formation» or «subgrade». These supports have an important function in determining the behavior of the track. Various stresses caused by the passage of trains have to be transmitted to the formation. In the first period of railway construction these sleepers were designed simply to keep the rails apart from each other so the quality requirements to these supports were not very high. With the increasing speed of trains, increasing loads on the track and constant progress in railway construction (e.g. rails were welded into long lengths), these quality requirements also increased. The material of which the supports are made must have a large number of different properties.

The main property required today is a long life span and high resistance to biological or mechanical destruction.

When the support is arranged transversally to the rails it is called a «sleeper» (in Northern America a «tie» or a «crosstie»).

The material for sleepers may be wood (either hard- or softwood), steel and reinforced concrete. Before laying in the track wooden sleepers should be treated with creosote or other special liquids. Such treatment increased the life span of wooden ties.

On some railroads steel sleepers are also used.

2 Выполните практическую работу №14, опираясь на содержание текстов.

Практическая работа №14

1) Найдите в тексте слова и выучите их.

| Рельсы | развитие |
|--------------------|-----------------|
| железнодорожники | перекрёстный |
| одинарный рельс | железные рельсы |
| изнашиваться | начальный вид |
| быстро различаться | ремонтный |
| вес | длина сварочный |
| движение | сложность |

3. Найдите английские эквиваленты к следующим словами

словосочетаниям.

- | | |
|---|-------------------------|
| 1) Срок службы | 1) support |
| 2) Отрезок | 2) property |
| 3) Шпальная прокладка | 3) subgrade |
| 4) Напряжение | |
| 5) Свойство | 5) prestressed concrete |
| 6) Опора | 6) stress |
| 7) Ж.д. полотно | 7) broken stone |
| 8) Прикреплять | 8) length |
| 9) Щебень Предварительно | 9) life span |
| 10) 4. Переведите следующие фразы на английский язык по образцу. | 10) bearing plate |

Образец : Скорость поезда

перевод

1) Speed of the train

2) The train speed

Рельсы пути, длина рельса, тип скрепления, распределение нагрузки, качество балласта, конструкция пути, строительство железной дороги, свойства материала, срок службы шпал.

5. Перепишите и переведите предложения, подчеркните сказуемое.

- > Very long rails cannot be laid by manual labour.
- > Rails have to be of such lengths that they can be carried in the longest standard wagons.
- > There are several methods that may reduce rail wear.
- > A railway track has to be kept in such condition that trains may run over it safely.
- > A track gang should inspect a railway track and track structures all year round.
- > The ballast of crushed rock or gravel must be cleaned regularly.
- > Switches are necessary where vehicles have to be moved from one track to another.
- > Faults in steel rails may not appear on the surface.
- > A rail with a hidden defect may break suddenly.
- > Hidden defects in rails can be detected with the help of a new device.

6. Перепишите предложения и переведите их на русский язык. Подчеркните в предложениях формы причастия и герундий.

- Welding the ends of adjacent rails overcomes many of the disadvantages of long rails.
- Rails are welded together after laying in the track.
- The type of a road is considerably influenced by the traffic expected.
- Long-welded rails having many advantages, they are widely used in every country of the world.
- Wooden sleepers cannot be put on the track without treating.
- The types of the fittings depend on the type of the rail used.
- Mobile cranes having a great lifting capacity are used for loading, unloading and laying track units.
- Having laid the last length of the line the railwaymen started a test train over it.
- High-speed trains will run over the Moscow-St. Petersburg line, their maximum speed being about 200 km per hour.
- Sleepers may be made of wood, concrete, prestressed concrete or steel, wooden sleepers being still used.

Тема 1.15 Трудоустройство и карьера

«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 in 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 choose 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:

Computer Engineer - инженер / специалист по вычислительной технике

Software Engineer - инженер-программист, разработчик программного обеспечения

software engineering - проектирование программного обеспечения

develop - развивать, разрабатывать

current release - текущая версия

design - план, проект / планировать, проектировать

showcase product - презентовать, представлять продукт bootcamp - учебный лагерь, начальная

учебная программа advanced - передовой, продвинутый

programming language - язык программирования

set up - установить, настроить

development environment - среда разработок, среда

проектирования

Engine - движок, ядро

multithreaded - многопоточный

Chapter - здесь: землячество, студенческое сообщество

Fraternity - братство, студенческая организация

varsity - студенческая спортивная команда

Тема 1.17 Интервью и собеседование

«Собеседование на английском / Interview in English»

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 Artemiy Lebedev, 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 — Расскажите о себе
2. What are your strengths? — Каковы Ваши сильные стороны/достоинства?
3. What are your weaknesses? — Каковы Ваши слабые стороны/недостатки?
4. Why should we hire you? — Почему нам следует выбрать Вас?
5. Why are you leaving (have left) your job? — Почему Вы собираетесь уйти (ушли) со своей работы?
6. Why do you want this job? — Почему Вам интересна эта работа?
7. What are your goals for the future? / Where do you see yourself in five years? — Каковы Ваши цели на будущее? / Где Вы видите себя через пять лет?
8. What are your salary expectations? — На какую зарплату Вы рассчитываете?
9. Tell me about an accomplishment you are most proud of — Расскажите мне о достижении, которым Вы больше всего гордитесь
10. Do you have any questions? — У Вас есть какие-нибудь вопросы?

Итоговая контрольная работа

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. Раскройте скобки, употребляя глаголы в Present Participle или Past Participle .

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 Passive Voice. 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.

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