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**ФИЛИАЛ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО БЮДЖЕТНОГО  
ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ ВЫСШЕГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПУТЕЙ  
СООБЩЕНИЯ» В Г. РТИЩЕВО  
(ФИЛИАЛ СамГУПС В Г. РТИЩЕВО)**

**КОМПЛЕКТ  
КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
ОГСЭ. 03 Иностраный язык  
(английский)  
для студентов специальностей:**

- 23.02.06 Техническая эксплуатация подвижного состава железных дорог**
- 08.02.10 Строительство железных дорог, путь и путевое хозяйство**
- 23.02.01 Организация перевозок и управление на транспорте  
(по видам)**

*Базовая подготовка среднего профессионального образования*

Ртищево  
2018

Комплект контрольно-оценочных средств разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальностям: 23.02.06 Техническая эксплуатация подвижного состава железных дорог, 08.02.10 Строительство железных дорог, путь и путевое хозяйство, 23.02.01 Организация перевозок и управление на транспорте (по видам), (Базовая подготовка среднего профессионального образования), рабочей программы учебной дисциплины « Английский язык»

Рассмотрено и одобрено  
цикловой комиссией  
общеобразовательных,  
гуманитарных и социально-  
экономических дисциплин  
протокол № 1  
от « 31 » 08 20 18 г.

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## 1. Паспорт комплекта контрольно-оценочных средств

В результате освоения учебной дисциплины «Иностранный язык (английский)» обучающийся должен обладать предусмотренными ФГОС по специальностям: 23.02.06 Техническая эксплуатация подвижного состава железных дорог, 08.02.10 Строительство железных дорог, путь и путевое хозяйство, 23.02.01 Организация перевозок и управление на транспорте (по видам) (Базовый уровень подготовки для специальности СПО) следующими знаниями, умениями, которые формируют профессиональные компетенции, и общими компетенциями:

### **Уметь:**

**У1.** Устно и письменно общаться на английском языке на профессиональные и повседневные темы.

**У2.** Переводить со словарем иностранные тексты профессиональной направленности.

**У3.** Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

**31.** Лексический минимум (1200-1400 ЛЕ), необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности.

**32.** Грамматический минимум по каждой теме УД.

В результате освоения учебной дисциплины обучающийся должен сформировать следующие компетенции:

### **- общие:**

**ОК 1.** Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

**ОК 2.** Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

**ОК 3.** Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

**ОК 4.** Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

**ОК 5.** Использовать информационно-коммуникационные технологии в профессиональной деятельности.

**ОК 6.** Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.

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

**ОК 8.** Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

**ОК 9.** Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

**- профессиональные:**

**Для специальности 08.02.10 Строительство железных дорог, путь и путевое хозяйство:**

ПК 1.2 Обрабатывать материалы геодезических съёмок.

ПК 2.1 Участвовать в проектировании и строительстве железных дорог, зданий и сооружений

ПК 2.3 Контролировать качество текущего содержания пути, ремонтных и строительных работ, организовывать их приёмку

ПК 3.1 Обеспечивать выполнение требований к основным элементами конструкции земляного полотна, переездов, путевых и сигнальных знаков, верхнего строения пути.

**Для специальности 23.02.01 Организация перевозок и управление на транспорте (по видам):**

ПК 1.1. Выполнять операции по осуществлению перевозочного процесса с применением современных информационных технологий управления перевозками.

ПК 1.3. Оформлять документы, регламентирующие организацию перевозочного процесса.

ПК 3.1. Организовывать работу персонала по обработке перевозочных документов и осуществлению расчётов за услуги, предоставляемые транспортными организациями.

ПК 3.3. Применять в профессиональной деятельности основные положения, регулирующие взаимоотношения пользователей транспорта и перевозчика.

Формой итоговой аттестации по учебной дисциплине является **дифференцированный зачет**

## 2. Результаты освоения учебной дисциплины, подлежащие проверке.

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих знаний и умений:

<b>Результаты обучения: умения, знания и общие компетенции</b>	<b>Показатели оценки результата</b>	<b>Форма контроля и оценивания</b>
У1. Устно и письменно общаться на английском языке на профессиональные и повседневные темы.	-употребление разговорных формул (клише) в коммуникативных ситуациях; - составление связного текста с использованием ключевых слов на бытовые и профессиональные темы; - представление устного сообщения на заданную тему (с предварительной подготовкой); - воспроизведение краткого или подробного пересказа прослушанного или прочитанного текста;	Устный опрос, письменный опрос, защита индивидуальных и групповых проектов, экзамен.
У2. Переводить со словарем иностранные тексты профессиональной направленности.	- нахождение слова в англо-русском словаре, выбирая нужное значение слова - ориентировка в формальных признаках лексических и грамматических явлений - осуществление языковой и контекстуальной догадки - адекватная передача содержания переводимого текста в соответствии с нормами русского литературного языка.	Контроль перевода текстов. Устный опрос.
У3. Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.	- самостоятельное овладение продуктивными лексико-грамматическими навыками, разговорными формулами и клише, отражающими специфику общения и необходимой для обмена информацией по	Устный опрос, письменный опрос, защита индивидуальных и групповых проектов. Экзамен

	<p>интересующим их проблемам</p> <ul style="list-style-type: none"> <li>- развитие умения публично выступать с подготовленным сообщением</li> </ul>	
<p>31. Лексический минимум (1200-1400 ЛЕ), необходимый для чтения и перевода со словарем иностранных текстов профессиональной направленности.</p>	<ul style="list-style-type: none"> <li>- овладение лексическими и фразеологическими явлениями, характерными для технических текстов</li> <li>- выбор нужного значения слова из серии представленных в словаре</li> <li>- расширение потенциального словаря за счёт конверсии, а также систематизации способов словообразования.</li> <li>- включение в активный словарь учащихся общенаучной терминологической и профессионально-направленной лексики - расширение объёма рецептивного словаря учащихся</li> </ul>	<p>Устный опрос, письменный опрос, тестирование, самостоятельная работа, контрольная работа.</p> <p>Контрольно-тренировочные упражнения на овладение лексическими единицами.</p>
<p>32. Грамматический минимум по каждой теме УД.</p>	<ul style="list-style-type: none"> <li>- систематизация, объяснение примеров грамматических правил и явлений</li> <li>- применять в речи грамматических конструкций и структур</li> </ul>	<p>Устный опрос, письменный опрос, тестирование, самостоятельная работа, контрольная работа. Экзамен .</p>
<p>33. Характерные особенности фонетики английского языка.</p>	<ul style="list-style-type: none"> <li>- усвоение характерных особенностей иностранной языковой речи</li> <li>- воспроизведение всех звуков иностранного языка, интонации повелительных, повествовательных (утвердительных и отрицательных) и вопросительных предложений.</li> </ul>	<p>Устный опрос, самостоятельная работа, Экзамен</p>
<p>34.</p>	<ul style="list-style-type: none"> <li>- увлечение объема знаний о</li> </ul>	<p>Устный опрос,</p>

<p>Лингвострановедческую, страноведческую и социокультурную информацию.</p>	<p>социально-культурной специфике стран изучаемого языка при помощи чтения и аудирования текстов страноведческого характера -расширение кругозора учащихся, их информированности и общей эрудиции</p>	<p>письменный опрос, тестирование, самостоятельная работа,  Контроль чтения и аудирования текстов страноведческого характера</p>
<p>ОК1 Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.</p>	<p>-Проявление постоянного интереса к обучению, к осваиваемой профессии; -Добросовестное выполнение учебных обязанностей; -Активное и систематическое участие в профессионально значимых мероприятиях (проектах, конференциях, викторинах, конкурсах)</p>	<p>Устный опрос. Самостоятельная работа; Тестирование. Контрольная работа Дифференцированный зачет.</p>
<p>ОК2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.</p>	<p>-Выбор метода и способа решения поставленных задач.</p>	<p>Устный опрос Тестирование Контрольная работа Самостоятельная работа Дифференцированный зачет.</p>
<p>ОК3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.</p>	<p>-Грамотное решение стандартных и нестандартных профессиональных и учебных задач, ситуаций.</p>	<p>Устный опрос Тестирование Контрольная работа Самостоятельная работа; Дифференцированный зачет.</p>
<p>ОК4. Осуществлять поиск и использование информации, необходимой для</p>	<p>-Активное использование в учебной деятельности информационных и коммуникационных ресурсов; -Нахождение и применение</p>	<p>Устный опрос, Самостоятельная работа; Дифференцированный</p>



<p>эффективного выполнения профессиональных задач, профессионального и личностного развития.</p>	<p>информации из разных источников в соответствии с заданной ситуацией.</p>	<p>зачет.</p>
<p>ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.</p>	<p>-Грамотная работа с персональным компьютером, Интернетом, другими электронными носителями на уровне пользователя.</p>	<p>Самостоятельная работа;</p>
<p>ОК6. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.</p>	<p>-Взаимодействие с обучающимися, преподавателями в ходе обучения;  - умение работать в группе.</p>	<p>Устный опрос,  Самостоятельная работа</p>
<p>ОК7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий</p>	<p>- Анализ собственной профессиональной деятельности и деятельности коллег; - Умение отвечать за результаты коллективной деятельности.</p>	<p>Устный опрос, Самостоятельная работа  Дифференцированный зачет.</p>
<p>ОК8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.</p>	<p>- Организация самообразования, повышение уровня образованности.</p>	<p>Устный опрос, Самостоятельная работа; Дифференцированный зачет.</p>

<p>ОК9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.</p>	<p>Анализ инноваций в области науки, техники, экономики с использованием передовых технологий и планирование применения их в своей учебной и профессиональной деятельности.</p>	<p>Устный опрос, Самостоятельная работа</p>
<p><b>Для специальности 08.02.10 Строительство железных дорог, путь и путевое хозяйство:</b></p> <p>ПК 1.2 Обрабатывать материалы геодезических съёмок.</p> <p>ПК 2.1 Участвовать в проектировании и строительстве железных дорог, зданий и сооружений</p> <p>ПК 2.3 Контролировать качество текущего содержания пути, ремонтных и строительных работ, организовывать их приёмку</p> <p>ПК 3.1 Обеспечивать выполнение требований к основным элементами конструкции земляного полотна, переездов, путевых и сигнальных знаков, верхнего строения пути.</p>	<p>- Реферирование и перевод текстов профессиональной направленности;</p> <p>- Составление словаря профессиональных терминов</p>	<p>Устный опрос. Контрольная работа. Дифференцированный зачёт.</p>
<p><b>Для специальности 23.02.01 Организация перевозок и управление</b></p>	<p>- Реферирование и перевод текстов профессиональной направленности;</p>	<p>Устный опрос. Контрольная работа. Дифференцированный</p>

<p><b>на транспорте (по видам):</b></p> <p>ПК 1.1. Выполнять операции по осуществлению перевозочного процесса с применением современных информационных технологий управления перевозками.</p> <p>ПК 1.3. Оформлять документы, регламентирующие организацию перевозочного процесса.</p> <p>ПК 3.1. Организовывать работу персонала по обработке перевозочных документов и осуществлению расчётов за услуги, предоставляемые транспортными организациями.</p> <p>ПК 3.3. Применять в профессиональной деятельности основные положения, регулирующие взаимоотношения пользователей транспорта и перевозчика.</p>	<p>- Составление словаря профессиональных терминов</p>	<p>зачёт.</p>
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### **3. Оценка освоения учебной дисциплины:**

#### **3.1. Формы и методы контроля.**

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине «Иностранный язык (английский)», направленные на формирование общих и профессиональных компетенций.

**Контроль и оценка освоения учебной дисциплины по темам (разделам)**

**для специальности 23.02.01 Организация перевозок и управление на транспорте (по видам)**

Элемент УД	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Формы контроля	Проверяемые результаты, ОК	Формы контроля	Проверяемые результаты, ОК	Форма контроля	Проверяемые результаты, ОК
<b>Раздел 1. Вводно-коррективный курс</b>						
<b>Тема 1.1.</b> Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)	УО, У№7	У1, У3, 31, ОК6, ОК4	СР№1	У1, У3,31, ОК4,ОК6	КР№1	У1, У2,32, ОК8, ОК4
<b>Тема 1.2.</b> Межличностные	УО, У№2	У1, У3, 31, ОК6, ОК4		У1, У2,У3, 31,ОК1, ОК2,	КР№1	У1, У3, У

отношения дома, в учебном заведении, на работе			СР№2	ОК4, ОК6		31,32 ОК1, ОК2, ОК4, ОК5, ОК 9
<b>Раздел 2.Развивающий курс</b>						
<b>Тем 2.1.</b> Повседневная жизнь, условия жизни, учебный день	УО,У №1	У1, У2,У3, 3 1, ОК 3, ОК6	СР№3		КР№1	У1,У2,31, 32,ОК4,ОК7, ОК8
<b>Тема 2.2.</b> Выходной день. Досуг	УО,У№ 3	У1, У2,У3, 3 1, ОК 3, ОК6	СР№4		КР№1	У1,У2,31, 32,ОК4,ОК7, ОК8
<b>Тема 2.3.</b> Отдых, каникулы, отпуск. Туризм	УО,У№4	У1, У2, У3, 3 1, ОК 3, ОК6	СР№5		КР№1	У1,31, 32 ОК1,ОК2, ОК6.

<b>Тема 2.4.</b> Государственное устройство, правовые институты	УО	У1, У3, 31, ОК6, ОК4	СР№6	У1, У3, 31, ОК2, ОК3, ОК6, ОК4, ОК7	КР№2	У1, У3, 31, 32, ОК2, ОК3, ОК6, ОК4, ОК7
<b>Тема 2.5.</b> Город, деревня, инфраструктура	УО, У№ 9	У1, У2, 3 1, ОК 3, ОК6	СР№7	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У2, 31, 32 ОК 3, ОК6
<b>Тема 2.6.</b> Культурные и национальные традиции, краеведение, обычаи и праздники	УО, У№ 10	У1, У3, 31, ОК2, ОК6	СР№8	У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, 32 ОК2, ОК6
<b>Тема 2.7.</b> Искусство и развлечения	УО, У№ 11	У1, У3, 31, 33, ОК4, ОК6		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6

<b>Тема 2.8.</b> Природа и человек (климат, погода, экология)	УО, У№ 12	У2, У3, 31, ОК2, ОК6, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, 32 ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.9.</b> Здоровье, спорт, правила здорового образа жизни	УО, У№ 13	У2, У3, 31, ОК2, ОК6, ОК4		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У2, У3, 31, 32, ОК2, ОК6, ОК4
<b>Тема 2.10.</b> Новости, средства массовой информации	УО, У№ 14	У2, У3, 31, ОК2, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№3	У1, У3, 31, 32, ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.11.</b> Научно-технический	УО, У№ 5	У1, У2, У3, 31, ОК2, ОК4, ОК5		У1, У2, У3, 31, ОК2, ОК4, ОК5,	КР№3	У2, У3, 31, 32, ОК2, ОК6, ОК4



прогресс				OK6, OK7, OK8		
<b>Тема 2.12.</b> Образование в России и за рубежом, среднее профессиональное образование	УО,У№ 6	У1, У2, 31, OK21, OK4, OK5		У1, У2, У3, 31, OK2, OK4, OK5, OK6, OK7, OK8	КР№4	У1, У2, У3, 31, 32,OK2, OK4, OK5, OK6, OK7, OK8
<b>Тема 2.13.</b> Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	УО,У№ 8	У2, 31, OK3, OK4		У2, У1, У3, , 31, OK1-OK8	КР№4	У2, У1, У3, , 31, 32, OK1- OK8
<b>Тема 2.14.</b> Профессии, карьера	УО, У№ 13	У2, У3, 31, 33, OK3, OK4		У2, У3, У1, 31, 32, , OK1, OK2, OK3, OK4, OK5, OK6, OK7, OK8	КР№5	У2, У3, У1, 31, 32, , , OK1, OK2, OK3, OK4, OK5, OK6, OK7, OK8

<b>Тема 2.15.</b> Технический перевод. Работа с текстами профессиональной направленности	УО,Т	У2, У3, У1, З1, ОК2, ОК4, ОК5, ОК6		У2, У3, У1, З1, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ПК 1.2,ПК 2.1,ПК 2.3,ПК 3.1.	ДЗ	У2, У3,З1, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8, ПК 1.2,ПК2.1,ПК 2.3,ПК 3.1.
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### Контроль и оценка освоения учебной дисциплины по темам (разделам)

для специальности **08.02.10 Строительство железных дорог, путь и путевое хозяйство**

Элемент УД	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Формы контроля	Проверяемые результаты, ОК	Формы контроля	Проверяемые результаты, ОК	Форма контроля	Проверяемые результаты, ОК
<b>Раздел 1. Вводно-коррективный курс</b>						
<b>Тема 1.1.</b> Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)	УО, У№7	У1, У3, 31,32 ОК6, ОК4	СР№1	У1, У3,31, 32 ОК4,ОК6	КР№1	У1, У2,32, ОК8, ОК4
<b>Тема 1.2.</b> Межличностные	УО, У№2	У1, У3, 31, 32,ОК6, ОК4		У1, У2,У3, 31,ОК1, ОК2,	КР№1	У1, У3, У

отношения дома, в учебном заведении, на работе			СР№2	ОК4, ОК6		31,32 ОК1, ОК2, ОК4, ОК5, ОК 9
<b>Раздел 2.Развивающий курс</b>						
<b>Тем 2.1.</b> Повседневная жизнь, условия жизни, учебный день	УО,У №1	У1, У2,У3, 3 1, 32, ОК 3, ОК6	СР№3		КР№1	У1,У2,31, 32, ОК4,ОК7, ОК8
<b>Тема 2.2.</b> Выходной день. Досуг	УО,У№ 3	У1, У2,У3, 3 1, 32 ОК 3, ОК6	СР№4		КР№1	У1,У2,31, 32, ОК4,ОК7, ОК8
<b>Тема 2.3.</b> Отдых, каникулы, отпуск. Туризм	УО,У№4	У1, У2, У3, 3 1, ОК 3, ОК6	СР№5		КР№1	У1,31, ОК1,ОК2, ОК6.

<b>Тема 2.4.</b> Государственное устройство, правовые институты	УО	У1, У3, 31, ОК6, ОК4	СР№6	У1, У3, 31, ОК2, ОК3, ОК6, ОК4, ОК7	КР№2	У1, У3, 31, ОК2, ОК3, ОК6, ОК4, ОК7
<b>Тема 2.5.</b> Город, деревня, инфраструктура	УО, У№ 9	У1, У2, 3 1, ОК 3, ОК6	СР№7	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У2, 3 1, ОК 3, ОК6
<b>Тема 2.6.</b> Культурные и национальные традиции, краеведение, обычаи и праздники	УО, У№ 10	У1, У3, 31, ОК2, ОК6	СР№8	У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, ОК2, ОК6
<b>Тема 2.7.</b> Искусство и развлечения	УО, У№ 11	У1, У3, 31, 33, ОК4, ОК6		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6

<b>Тема 2.8.</b> Природа и человек (климат, погода, экология)	УО, У№ 12	У2, У3, 31, 32, ОК2, ОК6, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, 32 ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.9.</b> Здоровье, спорт, правила здорового образа жизни	УО, У№ 13	У2, У3, 31, ОК2, ОК6, ОК4		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У2, У3, 31, 32 ОК2, ОК6, ОК4
<b>Тема 2.10.</b> Новости, средства массовой информации	УО, У№ 14	У2, У3, 31, 32 ОК2, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№3	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.11.</b> Научно-технический	УО, У№ 5	У1, У2, У3, 31, ОК2, ОК4, ОК5		У1, У2, У3, 31, ОК2, ОК4, ОК5,	КР№3	У2, У3, 31, ОК2, ОК6, ОК4

прогресс				OK6, OK7, OK8		
<b>Тема 2.12.</b> Образование в России и за рубежом, среднее профессиональное образование	УО,У№ 6	У1, У2, 31, 32,OK21, OK4, OK5		У1, У2, У3, 31, OK2, OK4, OK5, OK6, OK7, OK8	КР№4	У1, У2, У3, 31,32, OK2, OK4, OK5, OK6, OK7, OK8
<b>Тема 2.13.</b> Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	УО,У№ 8	У2, 31, OK3, OK4		У2, У1, У3, , 31, OK1-OK8	КР№4	У2, У1, У3, , 31, OK1- OK8
<b>Тема 2.14.</b> Профессии, карьера	УО, У№ 13	У2, , У3, 31, 33, 35, OK3, OK4		У2, У3,, У5, У1, 31, 32, 33,OK1, OK2, OK3, OK4, OK5, OK6, OK7, OK8	КР№5	У2, У3, У1, 31, 32, 33, , OK1, OK2, OK3, OK4, OK5, OK6, OK7, OK8

<b>Тема 2.15.</b> Технический перевод. Работа с текстами профессиональной направленности	УО,Т	У2, У3, У1, З1, ОК2, ОК4, ОК5, ОК6		У2, У3, У1, З1, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8,	ДЗ	У2, У3,З1, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8,
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## Контроль и оценка освоения учебной дисциплины по темам (разделам)

для специальности 23.02.06 Техническая эксплуатация подвижного состава железных дорог

Элемент УД	Формы и методы контроля					
	Текущий контроль		Рубежный контроль		Промежуточная аттестация	
	Формы контроля	Проверяемые результаты, ОК	Формы контроля	Проверяемые результаты, ОК	Форма контроля	Проверяемые результаты, ОК
<b>Раздел 1. Вводно-коррективный курс</b>						
<b>Тема 1.1.</b> Описание людей: друзей, родных и близких и т.д. (внешность, характер, личностные качества)	УО, У№7	У1, У3, 31, ОК6, ОК4	СР№1	У1, У3,31, ОК4,ОК6	КР№1	У1, У2,32, ОК8, ОК4
<b>Тема 1.2.</b> Межличностные	УО, У№2	У1, У3, 31, ОК6, ОК4		У1, У2,У3, 31,ОК1, ОК2,	КР№1	У1, У3, У

отношения дома, в учебном заведении, на работе			СР№2	ОК4, ОК6		31, ОК1, ОК2, ОК4, ОК5, ОК 9
<b>Раздел 2.Развивающий курс</b>						
<b>Тем 2.1.</b> Повседневная жизнь, условия жизни, учебный день	УО,У №1	У1, У2,У3, 3 1, ОК 3, ОК6	СР№3		КР№1	У1,У2,31, ОК4,ОК7, ОК8
<b>Тема 2.2.</b> Выходной день. Досуг	УО,У№ 3	У1, У2,У3, 3 1, ОК 3, ОК6	СР№4		КР№1	У1,У2,31, ОК4,ОК7, ОК8
<b>Тема 2.3.</b> Отдых, каникулы, отпуск. Туризм	УО,У№4	У1, У2, У3, 3 1, ОК 3, ОК6	СР№5		КР№1	У1,31, ОК1,ОК2, ОК6.

<b>Тема 2.4.</b> Государственное устройство, правовые институты	УО	У1, У3, 31, ОК6, ОК4	СР№6	У1, У3, 31, ОК2, ОК3, ОК6, ОК4, ОК7	КР№2	У1, У3, 31, ОК2, ОК3, ОК6, ОК4, ОК7
<b>Тема 2.5.</b> Город, деревня, инфраструктура	УО, У№ 9	У1, У2,3 1, ОК 3, ОК6	СР№7	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У2,3 1, ОК 3, ОК6
<b>Тема 2.6.</b> Культурные и национальные традиции, краеведение, обычаи и праздники	УО, У№ 10	У1, У3, 31, ОК2, ОК6	СР№8	У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, ОК2, ОК6
<b>Тема 2.7.</b> Искусство и развлечения	УО, У№ 11	У1, У3,31, 33, ОК4, ОК6		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6

<b>Тема 2.8.</b> Природа и человек (климат, погода, экология)	УО, У№ 12	У2, У3, 31, ОК2, ОК6, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№2	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.9.</b> Здоровье, спорт, правила здорового образа жизни	УО, У№ 13	У2, У3, 31, ОК2, ОК6, ОК4		У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6	КР№2	У2, У3, 31, ОК2, ОК6, ОК4
<b>Тема 2.10.</b> Новости, средства массовой информации	УО, У№ 14	У2, У3, 31, ОК2, ОК4		У2, У3, 31, ОК2, ОК6, ОК4	КР№3	У1, У3, 31, ОК2, ОК3, ОК7, ОК4, ОК6
<b>Тема 2.11.</b> Научно-технический	УО, У№ 5	У1, У2, У3, 31, ОК2, ОК4, ОК5		У1, У2, У3, 31, ОК2, ОК4, ОК5,	КР№3	У2, У3, 31, ОК2, ОК6, ОК4

прогресс				OK6, OK7, OK8		
<b>Тема 2.12.</b> Образование в России и за рубежом, среднее профессиональное образование	УО,У№ 6	У1, У2, 31, OK21, OK4, OK5		У1, У2, У3, 31, OK2, OK4, OK5, OK6, OK7, OK8	КР№4	У1, У2, У3, 31, OK2, OK4, OK5, OK6, OK7, OK8
<b>Тема 2.13.</b> Общественная жизнь (повседневное поведение, профессиональные навыки и умения)	УО,У№ 8	У2, 31, OK3, OK4		У2, У1, У3, , 31, OK1-OK8	КР№4	У2, У1, У3, , 31, OK1- OK8
<b>Тема 2.14.</b> Профессии, карьера	УО, У№ 13	У2, У4, У5, У3, 31, 33, 35, OK3, OK4		У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6,	КР№5	У2, У3, У4, У5, У1, 31, 32, 33, 34, 35, OK1, OK2, OK3, OK4, OK5, OK6,

				OK7, OK8		OK7, OK8
<b>Тема 2.15.</b> Технический перевод. Работа с текстами профессиональной направленности	УО,Т	У2, У3, У1, З1, ОК2, ОК4, ОК5, ОК6		У2, У3, У1, З1, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8,  ПК 1.1,ПК 2.1, ПК 2.3, ПК 3.1	ДЗ	У2, У3,З1, З4, З5, ОК1, ОК2, ОК3, ОК4, ОК5, ОК6, ОК7, ОК8,  ПК 1.1,ПК 2.1, ПК 2.3, ПК 3.1

### Кодификатор оценочных средств

Функциональный признак оценочного средства (тип контрольного задания)	Код оценочного средства
Устный опрос	УО
Тестирование	Т
Контрольная работа № n	КР № n
Задания для самостоятельной работы - компьютерная презентация - сообщение; - ЭССЕ.	СР
Проект	П
Упражнение	У №
Дифференцированный зачет	ДЗ

**2 курс**  
**Контрольная работа №1.**  
**Вариант 1**

**1. Прочитайте и переведите текст.**

**My family**

Let me introduce myself. My name is Ivan. My last name is Petrov. I was born on the 18<sup>th</sup> of May, 1996. I am 17 years old.

I live in Russia. I live in Sarapul. Sarapul is my native town. It is small, but beautiful town.

I am a student of a college. I study at the first course. I go to college every day. I dream to become an engineer. I think that my future profession is important.

I take an active part in social life, attend sport sections and subject circles.

I have a family. My family is not very large. There are three members in it – my mother, my father and me. I am the only child in the family.

I am always very busy but when I am free I am fond of reading and walking with my friends. I have many friends. They are very good and we like to spend our time together.

I am happy to have nice friends and a good family.

**2. Ответьте на вопросы письменно:**

1. What is a boy's name? 2. How old is he? 3. Where does he live? 4. Where does he study?
5. Has he got a family? 6. What does he like to do when he is free?

**3. Раскройте скобки, употребив глаголы в нужном времени Present Simple, Past Simple или Future Simple**

1) We (to go) to the country next Sunday. 2) Kate (to cook) dinner every day. 3) I (not to eat) ice-cream tomorrow. 4) You (to go) abroad last summer? – No, I ...

5) I (to play) computer games in the evening. 6) My father usually (to go) on business in summer. 7) My friend (to help) me yesterday. 8) I (to meet) Nick last week. 9) We (to study) English next year.

**4. Напишите рассказ о своей семье и своих увлечениях. (9-13 предложений)**

**Вариант 2**

**1. Прочитайте и переведите текст.**

**My Daily Routine**

Every morning I get up at 7 o'clock. Of course it's difficult for me to get up so early. To tell the truth, I like sleeping. Then I make my bed and sometimes do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. I dress myself and brush my hair. In 10 minutes I'm ready for breakfast. After breakfast I go to college.

The lessons begin at 8 o'clock in the morning and they are over at 3 o'clock in the afternoon. After classes I go home and have dinner there. After dinner I have a short rest. Then I do my homework.

As a rule I have no free time on my weekdays. Eight o'clock is supper time in our family. At about 12 at night I go to bed.

Most people in our country work five days a week and have two days off, but students and pupils have only one day off. It's Sunday. I like this day very much. You needn't hurry anywhere and you may go wherever you like after your week's work.

On this day I wake up later than usual. After breakfast I go to my room and switch on TV. I can watch TV all day long. In the evening I must do my homework. I enjoy my day off very much.



**2. Ответьте на вопросы письменно:**

1. When does a boy from the text get up?
2. When does he have breakfast?
3. How long do lessons last? When does he go home?
4. What does he do in the evening?
5. Why does he like days off?

**3. Раскройте скобки, употребив глаголы в нужном времени Present Simple, Past Simple или Future Simple**

1. I (to go) to bed at ten o'clock every day . 2. Usually my sister (to go) to the University at nine o'clock in the morning. 3. We (to go) to the theatre tomorrow. 4. My brother (to go) to bed at eleven o'clock yesterday. 5. He (not to go) to the cinema every day. 6. She (not to go) to the circus yesterday. 7. My friends (not to go) to the cinema tomorrow. 8. You (to watch) TV every day? 9. He (to play) computer games every day.

**4. Составьте рассказ о взаимоотношениях подростков с родителями (9-13 предложений)**

**Вариант 3**

1. Прочитайте и устно переведите текст.

**Great Britain**

The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland. The UK lies to the west of the continent of Europe. The UK consists of the island Great Britain and the north-eastern part of Ireland and a great number of small islands.

Great Britain is separated from the continent by the North Sea and the English Channel. Great Britain is washed by the Atlantic Ocean in the west and is separated from Ireland by the Irish Sea. There are many rivers in Britain: the Thames, the Severn, but they are not very long. The longest river is the Severn. It is 350 kilometers long.

The capital of Great Britain is London. Great Britain includes Scotland (the capital is Edinburgh) in the north, England (the capital is London) in the south-east and Wales (the capital is Cardiff) in the south-west. The capital of Northern Ireland is Belfast.

The UK is a parliamentary monarchy. Officially the head of the state is the Queen, but her power is not absolute. She acts only on the advice of the Ministers and Parliament. The British Parliament consists of two Houses: the House of Lords and the House of Commons.

**2. Ответьте на вопросы письменно:**

1. What is the official name of Great Britain?
2. What parts does GB include?
3. What is the largest part of GB?
4. What are the rivers of GB?
5. Who is the head of the state?

**3. Раскройте скобки, употребив глаголы в нужном времени: Present Simple, Past Simple, Present Continuous, Past Continuous.**

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? — I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? — I (to be) at home the whole day. 8. What you (to do) at five o'clock yesterday? — I (to work) in the library. — I (to be) there, too, but I (not to see) you. 9. It (to rain) the whole day yesterday.

#### 4. Составьте рассказ про здоровый образ жизни(9-13 предложений)

##### Вариант № 4

1. Прочитайте и устно переведите текст.

##### Russia

Russia is one of the largest countries in the world. It covers an area of over 5.6 million square miles. Russia has eleven time zones; its population is 149 million people, 80 of which are ethnic Russians. Russian is multinational state; over 100 nationalities live in it, each with its own language, culture and traditions.

The capital of Russian is Moscow, its political, administrative, cultural and scientific centre.

The vast territory of the Russian Federative Republic lies in the Eastern part of Europe and in the Northern part of Asia. Russia is washed by the seas of the Pasific, the Artic Oceans, as well as by the Baltic Sea, the Black Sea, the Caspian Sea and the Sea of Asov. On land Russia borders Finland, Latvia, Byelorussia, Ukraine, Georgia, Kazakhstan, Mongolia, China and other countries.

The climate of Russia is different in different parts. In the central European part it is continental, with frosts and snow in winter and hot summers. To the west of the centre and in the northwest the climate is raw and mild.

Russia is a unique country; it has a lot to be proud of, first of all – its people, famous scientists, musicians, artists, ballet school, its folk songs and dances. That's why thousands of tourists from different parts of the world visit this country every year.

##### 2. Ответьте на вопросы письменно:

1. What is the official name of our country?
2. What is the population of Russia?
3. What countries does Russia border?
4. What is the capital of Russia?
5. Describe the climate of Russia.

##### 3. Раскройте скобки, употребив глаголы в нужном времени Present, Past, Future Simple; Present, Past Continuous.

1. Look at these children: they (to skate) very well.
2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday.
3. My brother can skate very well. He (to skate) every Sunday.
4. What you (to do) now? — I (to wash) the dishes.
5. What you (to do) at three o'clock yesterday? — I (to have) dinner.
6. You (to have) dinner now?
7. Where your brother (to work)? — He (to work) at an institute.
8. Your grandmother (to sleep) when you (to come) home yesterday?
9. What your brother (to do) tomorrow?

#### 4. Составьте рассказ про субкультуру (9-13 предложений)

## Контрольная работа № 2.

### Вариант 1

#### 1. Put the words into the columns according to the sounds :

Hurricane Tornado Volcano Eruption Earthquake Thunderstorm Tsunami  
Flood Forest fire Snowstorm

[ʌ]	[ei]	[ou]	other

#### 2. Соедини правильные варианты :

1. a good deal of cloud	a. Ясная солнечная погода
2. mist	b. Облачно
3. sunny spells	c. туман
4. mainly dry	d. переменная облачность
5. strong winds	e. заморозки
6. showers	f. ветер
7. patchy rain	g. местами дождь
8. heavy rain	h. сильные дожди
9. a risk of frost	i. ливень
10. clear spells	

#### 3. Переведите текст на русский язык:

### Climate

Climate is the weather a certain place has over a long period of time. Climate has a very important influence on plants, animals and humans and is different in different parts of the world. Some scientists think that the world is becoming hotter. If you compare Moscow winter and summer temperatures at the beginning of our century and at its end you will see that climate has really changed. Winters have become warmer.

Sometimes there is little snow in January, and there were winters when it rained on the New Year's Eve. Many people say that it is so because of the greenhouse effect. During the last 100 years people have produced a lot of carbon dioxide. This gas in the atmosphere works like glass in a greenhouse. It lets heat get in, but it doesn't let much heat get out. So the atmosphere becomes warmer. Where does the carbon dioxide come from? People and animals breathe in oxygen, and breathe out carbon dioxide. We produce carbon dioxide when we burn things. Trees take this gas from the air, and produce oxygen. But in the last few years, people have cut down and burn big areas of rainforest. This means there are fewer trees, and, of course, more carbon dioxide! As we see the climate in different parts of the world changes a little from year to year.

These changes can be dangerous for our planet, which needs protection. Earth is millions of years old, much older than the humans. We know many of its secrets.

#### 4. Опишите традиции праздников в России.

## Вариант 2

### 1. Put the words into the columns according to the sounds :

Hurricane Tornado Volcano Eruption Earthquake Thunderstorm  
Tsunami Flood Forest fire Snowstorm

[ʌ]	[ei]	[ou]	other

### 2. Соедини правильные варианты:

1. hurricane	a. наводнение
2. tornado	b. землетрясение
3. volcano	c. ураган
4. eruption	d. буря
5. earthquake	e. гроза
6. thunderstorm	f. вулкан
7. tsunami	g. торнадо
8. flood	h. цунами
9. forest fire	i. лесной пожар
10. snowstorm	j. извержение вулкана

### 3. Переведите текст на русский язык :

#### Weather

The weather is a subject we can always talk about. It often changes and brings cold and heat, sunshine and rain, frost and snow. One day is often unlike the next. In summer the sun shines, often there is no wind and there are no clouds in the sky which is blue and beautiful. We can see stars and the moon at night and people like walks, outdoor games and sports in the fresh air.

When autumn comes, the days become shorter and colder. It gets dark earlier and often heavy clouds cover the sky bringing rain with them.

Sometimes there is heavy rain, so that an umbrella or a raincoat is necessary if we don't want to get wet through. Then you can hear people say, "What bad weather! When is this rain going to stop?" Many people then catch cold and must go to bed. Then a fire at home is so pleasant. At last frost and snow come.

Fields, forests and houses are covered with snow and rivers and lakes with ice. But spring again brings sunshine and warm winds. Sometimes it snows but snow will not remain long, it will melt in the warm sun. Spring will bring bright sunshine, green grass and flowers.

We usually say: "A nice day", "Not a bad day" or "It's nice weather for the time of the year" if the weather is fine.

We can say: "It looks like rain", "It looks like snow" or "It's bad weather" when the weather is bad.

### 4. Опишите традиции праздников в Британии.

**Контрольная работа №3**  
**ВАРИАНТ 1**

**Задание 1. Составь мини диалог**

Прочитай фразы. Подбери к каждой фразе подходящую ответную реплику.

- Hello, Ann. Haven't seen you for ages. How are you getting on?
- (1)
- Why? Has anything happened? You look rather tired.
- (2)
- Have you changed your job? I remember you didn't have to get up at such an early hour of the morning.
- (3)
- Cheer up, dear. There are only 4 days left to the end of it.
- (4)

- (a) - I say, the problem is I have to get up very early these days and as you know I'm not an early riser
- (b) - Thank you. See you later
- (c) - Hello, Susan. Frankly speaking, so-so.
- (d) - Oh, no, certainly, not. But my boss has asked me to start my office hours at 7.45 this month.

**Задание 2. Составь предложения из предложенных слов.**

1. Not far, we, from, the park, live.
2. Is, all, why, crying, the baby, time?
3. Talking, what, he, about, is?
4. To, how, she, go, does, work?

**Задание 3. Выбери подходящее по смыслу слово.**

Radio also introduced government regulation into the (1) \_\_\_\_\_. Early radio stations went on and off the air and wandered across different frequencies, often blocking other (2) \_\_\_\_\_ and annoying listeners. To resolve the problem, Congress gave the government power to regulate and license(3) \_\_\_\_\_. From then on, the airwaves — both(4) \_\_\_\_\_ and TV — were considered a scarce national resource, to be operated in the(5) \_\_\_\_\_ interest.

Stations, public, media, radio, broadcasters.

**Задание 4. Напишите своему другу по переписке email сообщение (5-10 предложений) с описанием своего рабочего дня.**

**Задание 5. Установи соответствие между пословицей и переводом.**

- |   |   |
|---|---|
| 1. A light purse is a heavy curse.                | a) Кому на месте не сидится тот добра не наживет. |
| 1. A rolling stone gathers no moss.               | b) Знать как свои пять пальцев.                   |
| 2. To be busy as a bee.                           | c) Хуже всех бед, когда денег нет.                |
| 3. To know something like the palm of one's hand. | d) Вертеться как белка в колесе.                  |

**Задание 6. Закончите следующие предложения, употребив каждый глагол дважды: один раз в Present Simple, а другой - в Present Continuous.**

**have**

- a. He \_\_\_\_\_ four cars, all of them Rolls-Royces.
- b. I \_\_\_\_\_ lunch with my mother tomorrow.

**think**

- c. What \_\_\_\_\_ you \_\_\_\_\_ of Stephen Spielberg's latest film?
- d. You're day-dreaming. What \_\_\_\_\_ you \_\_\_\_\_ about?

**Задание 7. Напишите три формы глаголов. Ring, clean, take, go, come, wash, make, drive, get.**

**Задание 8. Закончи предложение.**

Speaker's Corner is situated in .....

- |               |                 |
|---------------|-----------------|
| a) Kensington | b) Covertgarden |
| c) Hyde Park  | d) White hall   |

**Задание 9. Прочитайте текст, ответьте на вопросы. Используйте краткие ответы.**

**Internet and Modern Life**

The Internet has already entered our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundreds of millions of users all over the world and helps us to communicate with each other.

The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it would be dangerous to get out for any living being to get some information to anywhere. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching.

Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundreds of millions of users and their number is growing.

Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. Other popular services are available on the Internet too. It is reading news, available on some dedicated news servers, telnet, FTP servers, etc.

In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money.

But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and playing through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Not with-standing, these programs are not perfect and can easily be cracked.

Another big and serious problem of the net is control. Yes, there is no effective control in the Internet, because a huge amount of information circulating through the net. It is like a tremendous library and market together. In the future, the situation might change, but now we have what we have. It could be expressed in two words— an anarchist's dream.

#### Questions:

1. What is the Internet?
2. What is modem?
3. What are other popular services available on the Internet?

### ВАРИАНТ 2

#### Задание 1. Составь мини диалог

Прочитай фразы. Подбери к каждой фразе подходящую ответную реплику. - (1)

- Hi, George, nice to meet you too. This heavy bag is full of books and I'm carrying them to the University library.

- (2)

- It's a fine day today . It takes me about 20 minutes to get there and I'm always in time.

- (3)

- Why don't you go by metro?

- (4)

(a) - Well, on foot. Why not take a bus?

(b) - It's not very convenient for me as there's no station near my place.

(c) - Oh, it takes me three quarters to get here by bus. And buses start getting on my nerves.

(d) - Hi, John, glad to see you. Where are you going with such a heavy bag? Are you leaving for anywhere?

Задание 2. Составь предложения из предложенных слов. Kate's, is, a, doctor, father, good.

2. He, interesting, give, you, an, book, can.

3. Has, at, she, o'clock, dinner, usually, two.

4. She, does, what, evening, do, the, in?

Задание 3. Выбери подходящее по смыслу слово.

The (1) \_\_\_\_\_ of seeing "live" shows in the living room was immediately attractive — and the (2) \_\_\_\_\_ are still being measured. (3) \_\_\_\_\_ was developed at a time when Americans were becoming more affluent and more mobile.

Traditional family ways were weakening. Watching TV soon became a social (4) \_\_\_\_\_. Millions of people set up their activities and lifestyles around TV's(5) \_\_\_\_\_ schedule. In fact, in the average American household, the television is watched 7 hours a day.

Effects, TV, program, idea, ritual.

Задание 4. Напишите своему другу по переписке email сообщение (5-10 предложений) с описанием своего рабочего дня. Каждое правильное предложение оценивается в 1 балл. Максимальное количество баллов - 10.

Задание 5. Установи соответствие между пословицей и переводом. Каждый правильный ответ оценивается в 1 балл. Максимальное количество 4 балла.

1. It is never too late to learn. a) Без труда не вытащишь и рыбку из пруда.
2. Jack of all trades and master of none. b) Утро вечера мудренее.

3. No pain, no gain. c) Не умеешь, не берись.  
 4. An hour in the morning is worth two in the evening. d) Учиться никогда не поздно.

**Задание 6. Закончите следующие предложения, употребив каждый глагол дважды: один раз в Present Simple, а другой - в Present Continuous.**

**expect**

- a. I \_\_\_\_\_ an important phone call from America. Could you tell me when it comes?  
 b. I \_\_\_\_\_ you're hungry after so much hard work. Shall I get you something?

**appear**

- c. He \_\_\_\_\_ to understand what you say to him, but when you ask him a question, he isn't so sure.  
 d. Roy Pond \_\_\_\_\_ at Her Majesty's Theatre in the role of King Lear.

**Задание 7. Напишите три формы глаголов. Put, sing, dance, feed, read, wear, wait, run, rise.**

**Задание 8. Закончи предложение.**

British Prime Minister lives in .....

- a) White hall                      b) Houses of Parliament  
 c) 10 Downing street            d) the Westminster Palace

**Задание 9. Прочитайте текст, ответьте на вопросы.**

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But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and playing through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this, it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Not with-standing, these programs are not perfect and can easily be cracked.

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**Questions:**

1. When did the history of Internet begin? 2. Where are most of the Internet host computers? 3. What is the most important problem of the Internet?

### ВАРИАНТ 3

#### Задание 1. Составь мини диалог

Прочитай фразы. Подбери к каждой фразе подходящую ответную реплику.

- Hi.  
-(1)  
- Great. I'm having such a good time. I used to study harder when I was at secondary school.  
-(2)  
- I know. It's funny, but it seems like only yesterday that we were children. Now here I am, an undergraduate at university, and next year you will be too.  
- (3)  
- Of course, you will.  
-(4)

- (a) - If I pass my exams.  
(b) - Hi, Mark. How's college?  
(c) - I think you are right.  
(d) - You're so lucky to be a year older than me. I'm still studying four hours a night.

#### Задание 2. Составь предложения из предложенных слов.

1. Now, my, is, in, playing, sister, the garden.
2. Uncle, funny, is, man, Albert.
3. Do, breakfast, does, what, she, before?
4. Does, what, up, get, she, time?

#### Задание 3. Выбери подходящее по смыслу слово.

At first it was thought that the popularity of (1) \_\_\_\_\_ and its advertiser support would cause declining interest in the other (2) \_\_\_\_\_. Instead, TV whetted the public's appetite for information. (3) \_\_\_\_\_ publishers found that TV stimulated reading. Though some big-city (4) \_\_\_\_\_ closed others merged and new ones opened in the suburbs. And while a few mass circulation (5) \_\_\_\_\_ failed, hundreds of specialized magazines sprang up in their place.

Media, TV, newspapers, magazines, book.

#### Задание 4. Напишите своему другу по переписке email сообщение (5-10 предложений) с описанием своего рабочего дня

#### Задание 5. Установи соответствие между пословицей и переводом.

- |   |  |
|---|--|
| 1. Business before pleasure.                      | a) Век живи, век учись.                |
| 2. By fits and starts.                            | b) Делу время, потехе час.             |
| 3. If you want a thing well done, do it yourself. | c) Хватать по верхкам.                 |
| 4. Live and learn.                                | d) Хочешь сделать хорошо - сделай сам. |

#### Задание 6. Закончите следующие предложения, употребив каждый глагол дважды: один раз в Present Simple, а другой - в Present Continuous.

smell

- a. Something \_\_\_\_\_ good in the kitchen. What's cooking?  
b. Why \_\_\_\_\_ you \_\_\_\_\_ the meat? Do you think it's gone off?

weigh

- c. I need to know how much the meat \_\_\_\_\_ to know how long to cook it for.  
d. Why \_\_\_\_\_ you \_\_\_\_\_ yourself? Do you think you've put on weight?

#### Задание 7. Напишите три формы глаголов. Say, speak, teach, know, close, buy, follow, keep, put.

#### Задание 8. Закончи предложение.

The USA president's official residence is.....

- a) the Capitol            b) the Westminster Palace  
c) 10 Downing street   d) the White House

#### Задание 9. Прочитайте текст, ответьте на вопросы. Используйте краткие ответы.



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### **Questions:**

1. Where did the history of Internet begin? 2. What is the accurate number of internet users? 3. Why is there no effective control in the Internet today?

### Ключи ответов для контрольной работы №3:

#### Вариант 1

Задание 1.

#### Образец выполнения

1	c
2	a
3	d
4	b

Задание 2.

#### Образец выполнения

1. We live not far from the park.
2. Why is the baby crying all time?
3. What is he talking about?
4. How does she go to work?

Задание 3.

#### Образец выполнения

1	media
2	stations
3	broadcasters
4	radio
5	public

Задание 4

#### Критерии оценивания

Количество информации в рассказе	Балл
Содержит 10 предложений. Рассказ правильный, связный	10
Содержит 8-9 предложений, рассказ содержит незначительные ошибки	8
Содержит 5-7, рассказ несвязный	6
Содержит 4, рассказ содержит значительные ошибки	4
Содержит 3, устный ответ несвязный, значительные ошибки	2
Содержит 1-2, нет устного ответа	1
Рассказ не составлен	0

Задание 5.

#### Образец выполнения

1	c
2	a
3	d
4	b

Задание 6.

#### Образец выполнения

a	has
b	am having
c	Do... think
d	Are... thinking

Задание 7.

#### Образец выполнения

Ring	rang	rung
Clean	cleaned	cleaned
Take	took	taken
Go	went	gone

Come	came	come
Wash	washed	washed
make	made	made
Drive	drove	drove
get	got	got

Задание 8.

**Образец выполнения**

c

Задание 9

**Образец выполнения**

1. a global computer net work
2. special device to send information through the telephone line
3. news servers, telnet, FTP\

### Вариант2

Задание 1.

**Образец выполнения**

1	d
2	a
3	c
4	b

Задание 2.

**Образец выполнения**

1. Kate`s father is a good doctor.
2. He can give you an interesting book.
3. She usually has dinner at two o`clock.
4. What does she do in the evening?

Задание 3.

**Образец выполнения**

1	idea
2	effects
3	TV
4	ritual
5	program

Задание 4

**Критерии оценивания**

Количество информации в рассказе	Балл
Содержит 10 предложений. Рассказ правильный, связный	10
Содержит 8-9 предложений, рассказ содержит незначительные ошибки	8
Содержит 5-7, рассказ несвязный	6
Содержит 4, рассказ содержит значительные ошибки	4
Содержит 3, устный ответ несвязный, значительные ошибки	2
Содержит 1-2, нет устного ответа	1
Рассказ не составлен	0

Задание 5.

**Образец выполнения**

1	d
2	c
3	a
4	b

Задание 6.

**Образец выполнения**

a	am expecting
b	expect
c	appear
d	Is appearing

Задание 7.

**Образец выполнения**

put	put	put
sing	sang	sung
dance	danced	danced
feed	fed	fed
read	read	read
wear	wore	worn
wait	waited	waited
run	ran	run
rise	rose	risen

Задание 8.

**Образец выполнения**

c

**Критерии оценивания**

Количество правильных ответов	балл
Правильно	1
Не правильно	0

Задание 9

**Образец выполнения**

1. in 1969
2. in the USA
3. security

**Критерии оценивания**

Количество правильных ответов	Балл
Правильно все 3	3
Правильно 2	2
Правильно 1	1
Нет правильных ответов	0

**Вариант 3**

Задание 1.

**Образец выполнения**

1	b
2	d
3	a
4	c

Задание 2.

**Образец выполнения**

1. My sister is playing in the garden now.
2. Uncle Albert is a funny man.
3. What does she do before breakfast?
4. What time does she get up?

Задание 3.

**Образец выполнения**

1	TV
---	----

2	media
3	book
4	newspapers
5	magazines

Задание 4

**Критерии оценивания**

Количество информации в рассказе	Балл
Содержит 10 предложений. Рассказ правильный, связный	10
Содержит 8-9 предложений, рассказ содержит незначительные ошибки	8
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Содержит 3, устный ответ несвязный, значительные ошибки	2
Содержит 1-2, нет устного ответа	1
Рассказ не составлен	0

Задание 5.

**Образец выполнения**

1	b
2	c
3	d
4	a

**Критерии оценивания**

Количество правильно ответов	Балл
Правильно все4	4
Правильно 3	3
Правильно 2	2
Правильно 1	1
Нет правильных ответов	0

Задание 6.

**Образец выполнения**

a	is smelling
b	do...smell
c	weighs
d	are ...weighing

Задание 7.

**Образец выполнения**

say	said	said
Speak	spoke	spoken
Teach	taught	taught
Know	knew	known
Close	Closed	Closed
Buy	bought	bought
Follow	Followed	Followed
Keep	kept	kept
put	put	put

Задание 8.

**Образец выполнения**

d
---

Задание 9

**Образец выполнения**

1. in the United States
2. hundreds of millions
3. huge amount of information circulate through the net

**3 Курс**  
**Контрольная работа №4**  
**ВАРИАНТ 1**

**Задание 1. Раскройте скобки, поставив глагол в Present Perfect или Past Perfect.**

1. They already (meet) this foreman. 2. He (tell) me he (give) his son this advice. 3. We just (repair) our truck.

**Задание 2. Вставьте was или were.**

1. They... told the news yesterday.
2. The houses ...sold in London last week.
3. ...the plan developed on Sunday?

**Задание 3. Раскройте скобки, поставив глагол в одной из форм страдательного залога.**

- 1 I (ask) to speak at the meeting yesterday.
- 2 A new car just (show).
- 3 She (take) to the college next Monday.

**Задание 4. Прочитайте и переведите текст.**

I study at the vocational school. I have practice on my profession at a big plant. My work is interesting and important. I am fond of my work. The workers of the plant fulfill and over fulfill the plan. The automation is introduced in many shops. The production is being constantly increased. My friends and I take part in social life of the plant.

I study and work three days a week. I'm learning many subjects. My favourite subjects are Physics and Literature. Besides, we have many special subjects. I study a trade of a turner and I operate a modern universal lathe. My foreman is an old worker. He is a skilled worker. He performs the most difficult operations.

After graduating from the vocational school I'm going to become a worker and study at the institu

**. Выполните задание по тексту**

1. Describe the plant.
2. Describe the foreman.

**ВАРИАНТ 2**

**Задание 1. Раскройте скобки, поставив глагол в Present Perfect или Past Perfect.**

1. She already (finish) this work.. 2. He (tell) me he (give up) this boring job.  
3. We just (start) our car.

**Задание 2. Вставьте was или were.**

1. They... told this information yesterday.
2. The car ...sold in London last week.

3. ...the plant closed on Sunday?

**Задание 3. Раскройте скобки, поставив глагол в одной из форм страдательного залога.**

1 I (allow) to visit the shops yesterday.

2 A new car just (deliver).

3 She (take) to the factory next Monday.

**Задание 4. Прочитайте и переведите текст.**

#### **A VISIT TO A PLANT**

A group of students was going to visit a machine-building plant. They were met by the chief engineer. He told them a few words about the history of the plant and its work. After the introduction made by the chief engineer, the students were taken over the shops. They visited a forge, a foundry and the main assembly line. In the shops they watched the forging, casting and welding processes. The students were told about safety techniques, the aim of which is to prevent accidents. The air in the shops was purified by modern ventilators and dust-collecting apparatus.

Experimental work was conducted on a large scale; labor-saving devices were constantly being introduced.

The plant had several rest homes where the workers could spend their holidays.

The students were much impressed by their visit to the plant and learned many interesting things about up-to-date equipment.

**Выполните задание по тексту**

1 Describe the machine-building plant

2 Tell me how the air is purified in the shops

#### **Ключи ответов для контрольной работы № 4:**

##### **Вариант 1**

1. 1 has met 2 told, had given 3 have repaired

2. 1 were 2 were 3 was

4. The automation is introduced in many shops. The production is being constantly increased.

2. My foreman is an old worker. He is a skilled worker. He performs the most difficult operations.

##### **Вариант 2**

1. 1 has finished 2 told, had given up 3 have started

4 1 were 2 was 3 was

4. They visited a forge, a foundry and the main assembly line. In the shops they watched the forging, casting and welding processes. The students were told about safety techniques, the aim of which is to prevent accidents. Experimental work was conducted on a large scale; labor-saving devices were constantly being introduced. 2 The air in the shops was purified by modern ventilators and dust-collecting apparatus.

## КОНТРОЛЬНАЯ РАБОТА №5

### Вариант 1

#### 1. Translate the text in written form:

Present day signaling systems use colour light signals. The aim of railway signaling was to provide high standard of safety in train operation. For this purpose interlocking plants are in general use at terminals, junctions, railroad crossings, etc. Colour light signals are widely used for automatic signaling. Stations equipped with modern signaling system have signals at each end, for entering and leaving, with signals located approximately half-a-mile from the approach signals to warn the drivers that they are coming to a station. These signals give indications by electric lights, both by day and night. They are usually of three lights: red, yellow and green.

#### 2. Answer the following questions:

- a) What is the main purpose of the signaling system?
- b) What colour are the lights?

#### 3. Find in the text sentences in:

- a) Present Simple      b) Past Simple      c) Present Passive

(Подчеркните глагол- сказуемое)

#### 4. Make up one sentence using the following words:

Drivers, on, railroads, the, help, signals, avoid, accidents, to.

### Вариант2

#### 1. Письменно переведите текст.

Electric locomotives were originally designed so that the motors were controlled directly by the driver. The traction power circuits passed through a large controller mounted in the driving cab. A handle was rotated by the driver when it was necessary to change the switches in the circuit to increase or reduce power as required. This arrangement meant that the driver had to remain close to the motors.

But the desire to get rapid turnarounds on city railways led to the adoption of remote control.

The idea was that, if the motors could be remotely controlled, the driver's controls could be placed at each end of the train. In this case, it was not necessary to have a locomotive added at the rear of an arriving train to make the return journey. A cab could be installed at each end of the train.

When this idea was realized it became clear that the motors could be placed anywhere along the train to provide the performance desired and more but smaller motors were distributed along the train.

#### 2. Ответьте на вопросы по тексту.

- a) Why was remote control adopted?
- b) Where were driver's controls placed?

#### 3. Определите время и залог следующих предложений. Подчеркните глагол-сказуемое.

- a) Electric locomotives were originally designed so that the motors were controlled directly by the driver.
- b) The traction power circuits passed through a large controller. c) This is how the concept of motor cars and trailer cars evolved.

#### 4. Составьте предложение со словами:

**The, control, driver, can, motors, remotely, locomotive, of.**

### Вариант3.

#### 1. Read and translate the text.

People began to travel long ago. The very first travelers were explorers who went on trips to find wealth, fame or something else. Their journeys were dangerous but still people keep on going to the unknown lands.



Nowadays it is not as dangerous and much more convenient. Hundreds of companies are there to help you. They will care about your tickets and make all the reservations needed. If you don't speak the language of the country, there are the interpreters that will help you.

Tourism has become a very profitable business because people are ready to spend their money for the great opportunity to have a good time learning about new cultures, going sightseeing resting and enjoying themselves.

**2. Answer the following questions.**

- a) Name the reasons people traveled in the past and travel nowadays.
- b) What do the travel companies do to help you to travel?

**3 Find in the text the sentences in:**

- a) Present Simple b) Present Perfect c) Past Simple (подчеркните глагол-сказуемое)

**4. Make a sentence using the following words.**

Shops, food, things, are, other, necessary, because, need, we, clothes, and.

**Вариант 4.**

**1. Read and translate the text.**

People in our planet can't live without travelling now. Our ancestors liked to travel as well, but tourism has become a highly developed business not long ago. There are a lot of companies that provide you with comfort and security. What choice to make? There is a great variety of choice available for you. Those who live in the country like going to a big city, visiting museums and art galleries, looking at the shop windows and dining at exotic restaurants. City-dwellers prefer holidays at the sea or in the mountains with camera.

Nowadays people travel not only for pleasure but also on business. You have to go to other countries to participate in different negotiations, to sign contracts and push the goods produced by your firm or company.

**2. Answer the questions to the text.**

- a) What are the reasons people travel around the world?
- b) What do people do if they travel on business?

**3. Find in the text and write down the sentences in:**

- a) Present Simple b) Present Perfect c) Past Simple. (подчеркните глагол-сказуемое)

**4. Make a sentence using the following words:**

And, people, galleries, a, city, big, museums, visit, in, restaurants.

5 курс

Контрольная работа № 5

Вариант 1.

**1. Прочтите текст «From the history of railways» и выпишите из него слова в прошедшем времени.**

#### **FROM THE HISTORY OF RAILWAYS**

We usually think of railways as a means of travel. It is true that railways are often used for travel, but their most important function is to carry freight.

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

One of the first attempts to use the steam engine to draw passenger and freight trains was made in 1808 by Richard Trevithick, an Englishman, who demonstrated his working model in London. For a shilling the public could travel in a carriage drawn by the steam engine. The locomotive was called "Catch-me-who-can", and people could really catch it because it developed, only 12 mph.

In 1829, George Stephenson, an English inventor and engineer, built a steam locomotive which he called the "Rocket. It could draw a small train of loaded cars on the railway and developed an unheard-of speed of 13 mph. The invention of the steam locomotives made the railway the most important of all means of transportation.

Stephenson not only constructed the world's first steam locomotive but he was also the builder of the first public railway in England—the Stockton and Darlington railway using both steam and horses as tractive power.

It is difficult for the people living in the second half of the 20th century to imagine the opposition to the building of the early railroads. Most people did not believe that it was possible to make locomotives suitable for service. Many of them were afraid of the railways when they first appeared and did all in their power to stop railway construction. However, in 1824 the steam-powered railways were already in wide use in England.

In Russia, many people also had doubts about the possibility of using steam engines in the Russian winter. Nevertheless, the first railway using steam traction was put into service at the NizhniTagil metallurgical works. This railway was soon followed by another one constructed in 1837. It was a 15-mile public railway between St. Petersburg and TsarskoyeSelo.

The first steam locomotive in Russia was built by the Cherepanovs, father and son, who were talented and skilled workmen of their time. Thanks to the Cherepanovs our country may be placed among the countries which were the first to use steam as tractive power.

**2. Найдите в тексте и запишите на английском языке следующие понятия:**

*Железная дорога, способы путешествия, перевозить груз, пассажирский транспорт, уголь, поезд.*

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1) What is the most important function of railway?
- 2) What were the early railways?
- 3) How did people use the first railway?

**4. Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

1. Usually many folk tales (read) to babies before sleeping.
2. Many forests (put) on fire by tourists last summer.
3. His clothes (iron) always perfectly.
4. Much litter

(collect) by voluntaries in the national park yesterday. 5. He (give) never bad marks. 6. She (betray) by her friend the other day.

## Вариант 2

**1. Прочтите текст «From the history of railways» и выпишите из него слова в прошедшем времени.**

### FROM THE HISTORY OF RAILWAYS

We usually think of railways as a means of travel. It is true that railways are often used for travel, but their most important function is to carry freight.

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

One of the first attempts to use the steam engine to draw passenger and freight trains was made in 1808 by Richard Trevithick, an Englishman, who demonstrated his working model in London. For a shilling the public could travel in a carriage drawn by the steam engine. The locomotive was called "Catch-me-who-can", and people could really catch it because it developed, only 12 mph.

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In Russia, many people also had doubts about the possibility of using steam engines in the Russian winter. Nevertheless, the first railway using steam traction was put into service at the Nizhni Tagil metallurgical works. This railway was soon followed by another one constructed in 1837. It was a 15-mile public railway between St. Petersburg and Tsarskoye Selo.

The first steam locomotive in Russia was built by the Cherepanovs, father and son, who were talented and skilled workmen of their time. Thanks to the Cherepanovs our country may be placed among the countries which were the first to use steam as tractive power.

**2. Найдите в тексте и запишите на английском языке следующие понятия:**

паровой двигатель, пассажирский и грузовой поезд, путешествовать, способ перевозки, скорость

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1) When was the first attempt to use the steam engine to draw passenger and freight trains made?
- 2) Who built a steam locomotive called the "Rocket"?
- 3) What made the railway the most important of all means of transportation?

**4. Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

1. Sometimes they (ask) to help the elderly.
2. The day before he (help) in English.
3. The rubbish (take) out every day.
4. A week ago the pupils (take) to the park.
- 5.

Some money (raise) by the children for the concert last month. 6. Many nursing homes (visit) by different charities regularly.

### Вариант 3

**1. Прочтите текст «From the history of railways» и выпишите из него слова в прошедшем времени.**

#### FROM THE HISTORY OF RAILWAYS

We usually think of railways as a means of travel. It is true that railways are often used for travel, but their most important function is to carry freight.

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

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The first steam locomotive in Russia was built by the Cherepanovs, father and son, who were talented and skilled workmen of their time. Thanks to the Cherepanovs our country may be placed among the countries which were the first to use steam as tractive power.

**2. Найдите в тексте и запишите на английском языке следующие понятия:**

паровоз, тяговая сила, железнодорожное строительство, использовать

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1) Who was the builder of the first public railway in England -the Stockton and Darlington railway?
- 2) Did most people believe that it was possible to make locomotives suitable for service?
- 3) When were the steam-powered railways used in England?

**4. Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

1. This year many beasts (feed) in the forest by special guard.
2. Last winter many birds (save) from starvation.
3. Last two years Disney Land (visit) by 40 million people.
4. The Moscow Metro (use) by

thousands of people. 5. The beauty of the nature (enjoy) by everybody. 6. The other day they (tell) not to disturb birds.

## Вариант 4.

### 1. Прочтите текст «From the history of railways» и выпишите из него слова в прошедшем времени.

#### FROM THE HISTORY OF RAILWAYS

We usually think of railways as a means of travel. It is true that railways are often used for travel, but their most important function is to carry freight.

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The first steam locomotive in Russia was built by the Cherepanovs, father and son, who were talented and skilled workmen of their time. Thanks to the Cherepanovs our country may be placed among the countries which were the first to use steam as tractive power.

### 2. Найдите в тексте и запишите на английском языке следующие понятия:

паровой двигатель, первый паровоз, паровая тяга, железная дорога

### 3. Найдите в тексте и ответьте письменно на следующие вопросы:

- 1). Where was the first railway using steam traction put?
- 2). What do you know about the railway constructed in 1837?
- 3). Who built the first steam locomotive in Russia?

### 4. Раскройте скобки, поставьте глагол в соответствующую видовременную форму:

1. Everyone (tell) not to leave litter in the forest.
2. Last Saturday the game (play) well.
3. Very often voluntaries (ask) to support the disabled.
4. The war veterans' stories (listen) always attentively.
5. Last year Easter (celebrate) in the beginning of April.
6. Cadbury chocolate (love) by all children.

## Ключи ответов для контрольной работы № 5:

### Вариант 1.

**1.Прочтите текст «From the history of railways »и выпишите из него слова в прошедшем времени:** Used, could, did, drawn, was, called, developed, built, loaded, made, constructed, had.

**2. Найдите в тексте и запишите на английском языке следующие понятия:** Железная дорога- **railway**, способы путешествия- **means of travel**, перевозить груз-**carry freight**, пассажирский транспорт- **passenger transport**, уголь- **coal**, поезд- **train**.

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1) Railways are often used for travel.
- 2)The early railways were not like the railways we have today.
- 3) The very first railways used horses for drawing trains and were put into operation for transporting such products as coal

**4.Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

- 1) is being read. 2) will be putted.3) is ironed.4) is collected.5) has been given 6) has been betrayed

### Вариант 2.

**1.Прочтите текст «From the history of railways »и выпишите из него слова в прошедшем времени:** Used, could, did, drawn, was, called, developed, built, loaded, made, constructed, had.

**2. Найдите в тексте и запишите на английском языке следующие понятия:** паровой двигатель- **steam engine**, пассажирский и грузовой поезд- **passenger and freight trains**, путешествовать- **to travel**, способ перевозки- **mode of transportation**, скорость- **speed**.

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1)One of the first attempts to use the steam engine to draw passenger and freight trains.
- 2) George Stephenson, an English inventor and engineer.
- 3) The invention of the steam locomotives made the railway the most important of all means of transportation.

**4.Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

- 1) are asked.2) has been helped.3)is taken.4) has been taken.5) were raised.6)are visited

### Вариант 3.

**1.Прочтите текст «From the history of railways »и выпишите из него слова в прошедшем времени:** Used, could, did, drawn, was, called, developed, built, loaded, made, constructed, had.

**2. Найдите в тексте и запишите на английском языке следующие понятия:** Паровоз- **steam locomotive**, тяговая сила- **drawing trains**, железнодорожное строительство- **railway construction**, использовать- **to use**

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

- 1) Stephenson not only constructed the world's first steam locomotive but he was also the builder of the first public railway in England—the Stockton and Darlington railway
- 2) Most people did not believe that it was possible to make locomotives suitable for service.
- 3) In 1824 the steam-powered railways were already in wide use in England.

**4.Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

- 1)are being fed. 2) were saved. 3) havebeenvisited. 4) are used. 5)are enjoyed 6)have been told

#### Вариант 4.

**1. Прочтите текст «From the history of railways» и выпишите из него слова в прошедшем времени:** Used, could, did, drawn, was, called, developed, built, loaded, made, constructed, had.

**2. Найдите в тексте и запишите на английском языке следующие понятия:** паровой двигатель- **steam engine**, первый паровоз- **first steam locomotive**, паровая тяга- **steam traction**, железная дорога- **railway**

**3. Найдите в тексте и ответьте письменно на следующие вопросы:**

1) The first railway using steam traction was put into service at the Nizhni Tagil metallurgical works.

2) It was a 15-mile public railway between St. Petersburg and Tsarskoye Selo.

3) The first steam locomotive in Russia was built by the Cherepanovs, father and son

**4. Раскройте скобки, поставьте глагол в соответствующую видовременную форму:**

1) are told 2) was played 3) are asked 4) are listened 5) is celebrated 6) is loved

## Задания для дифференцированного зачета.

### Вариант 1.

**1. Прочитайте текст, устно переведите его на русский язык и письменно выполните послетекстовые упражнения:**

#### **THE FIRST TRANSCONTINENTAL RAILROAD IN THE USA**

The world's first transcontinental railroad was built between 1863 and 1869 to join the eastern and western parts of the United States. Its construction was considered to be one of the greatest American technological accomplishments of the 19<sup>th</sup> century.

Before the railroad was built, a significant portion of the population and even many engineering experts declared that the project was "impossible", similar to the way skeptics mocked the idea of landing a man on the moon. There were a lot of obstacles to be overcome – huge mountain ranges to get past, gigantic tunnels through rock that needed to be bored through and deep chasms that were to be bridged. Remember that there were no such things as bulldozers, heavy machinery or trucks at that time. Dynamite hadn't even been invented until 1867! A rail line crossing the entire nation from the Pacific to the Atlantic was built at the time when the vast majority of the construction works had to be implemented with shovels, pick axes and back breaking work.

The transcontinental railroad was first seriously considered by the United States government as early as the late 1840s after gold had been discovered in California. They saw it as a way to open up Western lands for settlement and to promote economic development of the western United States. Though the project appealed to both government and commercial entities, it was delayed due to a number of issues. These included financing, where to run the route and who would build it. Only in 1862, the Pacific Railroad Act<sup>1</sup> passed by Congress authorized the construction of the first transcontinental rail line.

The 1,775-mile standard-gauge rail line was built by two private companies. The Central Pacific Railroad Company of California (CPRR) began construction in 1863 and laid down 690 miles of track eastward from Sacramento to Promontory, Utah. The Union Pacific got down to work two years later and built 1,085 miles from Omaha, Nebraska westward to Promontory.

On 10 May 1869, the railroad was officially opened for traffic. The heavily publicized inauguration was attended by about 3,000 people: government and railroad officials, track workers, spectators and journalists were present to witness the event. A band was playing while a Chinese crew of the Central Pacific and an Irish crew of the Union Pacific were laying down the last section of the track. Two locomotives were drawn up face-to-face on either side of the track. Leland Stanford, head of CPRR, drove the ceremonial final spike (often called the "Golden Spike") with a silver hammer into a specially prepared tie. The spike was made of 17.6-karat (73%) copper-alloyed gold and the tie made from California laurel wood. As soon as the "Last Spike" had been driven, a telegraph message was transmitted to both the East Coast and West Coast that simply announced, "DONE". Promptly after the ceremony, the golden spike was removed and replaced with an ordinary iron spike.

However, the transcontinental railroad wasn't actually coast-to-coast yet. It merely connected Omaha to Sacramento. The Mossdale drawbridge across the San Joaquin river, California opened in September 1869 was the final section of the rail line.

Before the advent of the transcontinental railroad, people had to travel to the western states on horseback or in horse-drawn wagons over rivers, deserts and mountains. A journey that took months was very dangerous and expensive. After the railroad was completed, the cost of coast-to-coast traveling dropped from \$1,000 to \$150 and the journey time was reduced from six months or more to just one week!

**2. Найдите в тексте предложения соответствующие содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.**



1. In 1862, Congress passed the act that authorized the construction of the first American railroad. 2. new railroad was to promote economic development of the whole nation. 3. took six years to construct the world's first transcontinental railroad. 4. The Union Pacific began construction two years later than the Central Pacific but laid down more miles of track. 5. Crowds of spectators gathered in Promontory, Utah to witness the ceremony of the Mossdale bridge inauguration.

3. **Поставьте глаголы, данные в скобках, в форму Participle I или Participle II в функции определения. Фразы перепишите и переведите.**

1. A driver (**operate**) the EMU. 2. A railway (**design**) for high-speed passenger traffic. 3. The engine (**invent**) by R. Diesel. 4. A dispatcher (**control**) the movement of trains. 5. The (**repair**) track section. 6. Trains (**run**) at a high speed. 7. A sleeping car (**divide**) into compartments. 8. A (**cover**) hopper car. 9. A swing bridge (**cross**) the Suez Canal

## Вариант 2.

1. **Прочитайте текст, устно переведите его на русский язык и письменно выполните послетекстовые упражнения.**

### ST. PETERSBURG - MOSCOW RAILWAY

The St. Petersburg-Moscow Railway is a 650 km railway running between the two largest Russian cities and through four regions: Moscow, Tver, Novgorod and Leningrad. It is the leading traffic artery for the whole of the north-west region of Russia operated by the Oktyabrskaya Railway.

This railway was a project of Pavel Petrovich Melnikov, a railway engineer who was in charge of its construction as well. According to Melnikov's project, "chugunka" was planned as a double-track line, 664-km long, steam-powered. Melnikov insisted that gauge of railway should be 1,524 mm. This was to become Russia's national standard for all railways. The speed of passenger and freight trains was to be 34 kmh and 16 kmh respectively. 278 constructive works were to be built, including 34 stations, 184 railway bridges, 19 viaducts, 69 cast iron and masonry conduit pipes.

It should be said that all the railway stations were to be built in the same architectural style and even in the same color scheme. Railway stations in both capitals (Moskovsky in St. Petersburg and Leningradsky in Moscow) were designed by Konstantin Thon who was an official architect of Imperial Russia during the reign of Nicholas I.

Some reactionary officials were opposed to the idea of a railway connecting the two capitals. They predicted public disorder if the masses were allowed to travel. It was even decided that only the wealthy would be allowed to use the line. Every passenger was to pass strict passport and police control.

Tsar Nicholas I issued a decree to build a railway between St. Petersburg and Moscow on 1 February 1842. The construction began in 1843 and lasted about 10 years. As engineers were scarce in Russia, almost all the graduates from the Imperial School of Engineering were drafted to the railway. An American engineer, George Whistler, was appointed a technical adviser. More than 50,000 serfs did the actual construction work, using only spades, picks, axes, wheelbarrows and horse-drawn carts. For negligible pay, they worked long hours and were badly fed and housed. Several thousand died during construction, a fact bemoaned by Nikolay Nekrasov in his 1864 poem "The Railway".

P.P. Melnikov's proposal to mechanize the construction wasn't supported, as it required great costs. Nevertheless, four excavators were bought in the USA. (It is interesting to note that at that time, there were only seven excavators in the world – three other machines operated in the US and Great Britain.)

The inauguration of the St. Petersburg-Moscow Railway took place on 1 November 1851. The first train departed from St. Petersburg at 11.15 a.m. In 21 hours 45 minutes, the train safely

arrived at its destination. There were 17 passengers in the first-class carriages, 63 – in the second-class carriages and 112 – in the third-class carriages. Tickets had been sold out four months before. The speed of the first trains was 40 kmh. Two years later, it was increased up to 60 kmh. It was the world's record in the speed of passenger trains.

It should be said that the railway was completely straight and level apart from a 17-km curve near Novgorod. According to the legend, when asked what the route of the railway should be, Tsar Nicholas I took a ruler and laid it down on a map between the two cities, saying: "Build the railway in a straight line." Accidentally, he drew around his own finger on the ruler, breaking the straight line on the map. Too scared to return to the tsar, the railway planners duly incorporated a 17-km curve into the line known ever since as the Tsar's Finger.

However, the truth is more prosaic. The curve, called the Verebinsky bypass, was actually built to circumvent a steep gradient. Russian steam locomotives of the time were not powerful and trains heading for Moscow needed four locomotives to get up the hill. In 2001, after 150 years of continuous use, the curve was finally straightened out, reducing the entire railway length by 5 km.

**2. Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.**

1. The St. Petersburg-Moscow Railway is the leading traffic artery for the whole of the north-east region of Russia.
2. According to P.P. Melnikov's project, the railway was built to standard gauge.
3. All the stations on the line were designed in the style of classical architecture.
4. Both officials and the public supported the idea of a railway connecting the two capitals.
5. The Verebinsky bypass was actually built to circumvent a gentle gradient on the line.

**3. Перепишите предложения и переведите их на русский язык, обращая внимание на способы перевода герундия.**

1. **Using** bi-level cars allows **increasing** the passenger or freight capacity of a train without **lengthening** a consist.
2. A mechanic is a skilled worker whose job is **repairing** and **maintaining** vehicle engines and other machinery.
3. Railway signaling is a safety system used on railways to prevent trains from **colliding**.
4. The challenging project of **refurbishing** rolling stock will require a large amount of time and money.
5. **Increasing** train speeds without **improving** the stability of track is impossible.

### **Вариант 3.**

**1. Прочитайте текст, устно переведите его на русский язык и письменно выполните послетекстовые упражнения.**

#### **ST. PETERSBURG - TSARSKOE SELO RAILWAY**

The Tsarskoselskaya Railway is the first Russian public railway running between St. Petersburg and Tsarskoe Selo. Until 1851, it was the only railway in the country and the 6th in the world. Its construction started on 1 May 1836 and took 18 months to complete.

On 6 January 1835, Franz Anton von Gerstner, an Austrian engineer sent a letter to Tsar Nicholas I proposing to construct a railway network in Russia. Von Gerstner had perfect qualifications for the project since he had been the engineer of the first public railway on the European continent – the Danube-Moldavia line. He wrote about the advantages, which railway construction had brought to other countries. Von Gerstner gave the examples of American railways to show that they could operate under severe weather conditions in the winter. He also emphasized that due to Russia's geography, railways would benefit it. The relatively flat terrain made railways easy to build and the large distances made them profitable to operate. To

convince the Emperor, von Gerstner proposed to build an experimental line from St. Petersburg to TsarskoeSelo. According to the project, the railway was to start near the center of the Russian capital, travel along the Obvodny Canal and then lead to Pavlovsk Park in TsarskoeSelo. The Obvodny Canal was to be crossed by a bridge. The route was to be a straight line with only one curve near a bridge over the Obvodny Canal.

On 21 March 1836, the plan was approved. Von Gerstner had promised that the line would be completed by 1 October 1836. He immediately left for Europe to order locomotives, cars, rails and other equipment. He chose the best manufacturers and insisted on high quality despite added costs.

When von Gerstner returned, earthworks were underway. The forest on either side of the railway line had already been cleared to 420 feet out, the swampy areas had been drained and embankments had been built. The bridges were still being erected. The large bridge over the Obvodny Canal went up slowly due to its size and location, but the other 34 bridges were built rather quickly.

By the end of 1836, eight kilometers of track had been laid down. The track was constructed with the heaviest cast iron rails available. The wooden sleepers were treated with tar to prevent them from decay. Special measures were taken to ensure that the tracks would not be damaged by winter freezes and thaws. Everything was done to the highest possible quality.

Although none of the locomotives had arrived by the 1 October deadline, von Gerstner demonstrated the railway on 27 September. Horses were used to pull two 2-cars trains at a distance of 3 km. Trials were also held on the two following Sundays with great success. By November, several locomotives had been delivered and were ready to be tested. On 3 November 1836, one of the locomotives pulled five cars up and down the completed section of the line.

The official opening of the TsarskoeSelo Railway took place on 30 October 1837. Many guests of honor, including Tsar Nicholas I and a crowd of curious spectators attended the ceremony. Driven by von Gerstner, the Provorny locomotive pulled eight passenger carriages from St. Petersburg to TsarskoeSelo, reaching the top speed of 64 kmh on one section of the track. On that day, it took a train 35 min to cover 23 km.

After the inauguration, regular rail service between St. Petersburg and TsarskoeSelo began. Initially, trains were drawn by horses and only on Sundays by steam engines; but after 4 April 1838, steam power was used exclusively.

**2.Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.**

1. In January 1835, Tsar Nicholas I sent a letter to Franz von Gerstner proposing to build the railway from St. Petersburg to TsarskoeSelo. 2. According to von Gerstner, no other country could benefit from railways as much as Russia, due to its climate. 3.The first railway ran along quite a straight line with the sole curvature near a bridge over the Obvodny Canal.4.Thirty four bridges were erected on the railway line, the bridge over the Vedensky Canal being the largest one. 5.On 30 October 1837, the hooter of a steam locomotive, the Provorny, marked the inauguration of the country's first, 27-km railway that ran from St. Petersburg to TsarskoyeSelo.

**3.Перепишите предложения и переведите их на русский язык. Обратите внимание на причастия, выделенные жирным шрифтом, и укажите их синтаксическую функцию ( часть сказуемого, определение или обстоятельство).**

1. New track-laying machines purchased from Great Britain by Mozambique will be used for upgrading the Limpopo line.2.When drawn by an electric locomotive, the train may consist of more than ninety cars.3.St. Pancras railway station renovated and expanded in the early 2000s has fifteen platforms located on two levels.4.The first Siemens's electric locomotive built in 1879 was so small that the driver had to straddle it like a horse.5.If compared with electric locomotives, diesel locomotives have a higher maintenance cost.

## Вариант 4.

**1. Прочитайте текст, устно переведите его на русский язык и письменно выполните послетекстовые упражнения.**

### LIVERPOOL & MANCHESTER RAILWAY.

The Liverpool-Manchester Railway (L&MR) was the world's first intercity railway on which all the trains were timetabled and were hauled by steam locomotives.

The Stockton-Darlington line opened in 1825 considerably reduced the cost of transporting coal. It soon became clear that large profits could be made by building railways. A group of businessmen led by James Sandars recruited George Stephenson to build them a railway. The main aim was to reduce the cost of transporting raw materials and finished goods between Manchester, the centre of the textile industry and Liverpool, the most important port in the north of England. The L&MR was planned as a double-track standard-gauge mainline with regular passenger and freight trains running to timetable.

According to Stephenson's project, the length of the railway was to be 35 miles; two tunnels and a nine-arch viaduct were to be constructed. The track was to cross the 4.75-mile peat bog of Chat Moss.

The directors of the L&MR Company decided to hold an extraordinary locomotive competition to choose the best machine and offered a reward of £500. The rules of the trials were as follows:

The locomotive was to haul a load, three times its own weight, for a distance of 70 miles at not less than 10 mph.

The locomotive was to consume its own smoke.

The locomotive was not to weigh more than 4 tons (if carried on four wheels) or 6 tons (if carried on six).

The locomotive was not to cost more than £550 to build.

The so-called Rainhill Trials<sup>1</sup> began on the 5 October and ended on the 14 October. There were 3 main competitors: "Rocket" built by Stephenson; "Sane Pareil"<sup>2</sup> built by Hackworth, "Novelty"<sup>3</sup> built by Braithwaite and Ericsson.

The "Rocket" was the only locomotive to complete the trials successfully. It hauled 13 tons, reaching a top speed of 30 mph. The "Rocket" was declared the winner of the £500 prize. The Stephensons won the contract to produce locomotives for the Liverpool & Manchester Railway.

The official opening of the L&MR took place on September 15 1830. Many guests of honor, including the Duke of Wellington (then the prime minister) and many other VIPs assembled at the Liverpool station for a tour to Manchester. A procession of eight trains departed from Liverpool. The parade was led by "Northumbrian"<sup>4</sup> driven by Stephenson. Crowds of spectators gathered along the line. The procession stopped at Parkside for the locomotives to take on water. During this stop, there was a tragic accident. William Huskisson, the MP<sup>5</sup> for Liverpool, fell into the path of the "Rocket". The locomotive couldn't stop in time and ran over his leg, crushing it.

Despite this sorry start, the railway soon proved its worth. Regular passenger services began on September 17 and trains rapidly became more popular than the competing road carriages. In December, when several new locomotives had been delivered, freight services started. The success of the L&MR stimulated railway construction in other parts of the country. Between 1833 and 1843, 3,680 miles of railway were laid down.

**2. Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.**

1. The Liverpool-Manchester Railway was the first commercial railway line designed to carry both passengers and freight. 2. Two tunnels and a nine arch viaduct were to be constructed on this single-track line. 3. Five locomotives took part in the Rainhill Trials. 4. The opening ceremony on 15 September 1830 included a procession of eight locomotives, including Robert Stephenson's famous "Rocket". 5. The success of the Liverpool & Manchester Railway stimulated road construction in Britain.

### 3. Express the idea in the Present, Past and Future Indefinite (use the adverbials).

1) Passengers [to cross] the railway lines by the bridge. 2) A lab assistant [to show] the equipment to the students. 3) The automobile plant [to produce] 1,000 cars daily. 4) The students [to repeat] new words before the lesson. 5) He [to have] enough time to do this work. 6) Our dean [to deliver] a course of lectures on Physics. 7) The airplane [to leave] at noon. 8) The trains [to be late] because of track repair works. 9) The buses [to run] every five minutes. 10

### Ключи ответов для дифференцированного зачета :

2. Найдите в тексте предложения соответствующие содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.

1. FALSE (The world's first transcontinental railroad was built between 1863 and 1869 to join the eastern and western parts of the United States.) 2. FALSE (Its construction was considered to be one of the greatest American technological accomplishments of the 19<sup>th</sup> century.) 3. TRUE 4. TRUE 5. TRUE

3. Поставьте глаголы, данные в скобках, в форму Participle I или Participle IIв функции определения. Фразы перепишите и переведите.

1. A driver **operating** the EMU (Водитель, управляющий ЭВС ). 2 A railway **designed** for high-speed passenger traffic. ( Железная дорога, предназначенная для высокоскоростных пассажирских перевозок.) 3 The engine **have invented** by R. Diesel. (Двигатель изобрел Р. Дизель) 4 A dispatcher **controlling** the movement of trains. (Ремонтный участок пути.) 5 The **repairing** track section. 6. Trains **running** at a high speed. (Поезда, идущие с большой скоростью ) 7. A **sleeping** car dividing into compartments. (Спальный вагон, разделенный на отсеки) 8. A **covering** hopper car. (Покрывающий вагона-хоппера ) 9. A swing bridge **crossing** the Suez Canal (Поворотный мост через Суэцкий канал)

### Вариант 2.

2. Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.

1. **False.** (It is the leading traffic artery for the whole of the north-west region of Russia operated by the Oktyabrskaya Railway). 2. **TRUE** (According to P.P. Melnikov's project, the railway was built to standard gauge) 3. **True** (Melnikov insisted that gauge of railway should be 1,524 mm. All the stations on the line were designed in the style of classical architecture.) 4. **False** (Some reactionary officials were opposed to the idea of a railway connecting the two capitals) 5. **False** (The curve, called the Verebinsky bypass, was actually built to circumvent a steep gradient.)

3. Перепишите предложения и переведите их на русский язык, обращая внимание на способы перевода герундия.

1. Использование двухуровневых вагонов позволяет увеличить пассажирскую или грузовую вместимость поезда без удлинения состава. 2. Механик – это квалифицированный рабочий, чья работа заключается в ремонте и обслуживании двигателей транспортных

средств и другой техники. 3. Железнодорожная сигнализация-это система безопасности, используемая на железных дорогах для предотвращения столкновения поездов.

4. Сложный проект реконструкции подвижного состава потребует большого количества времени и средств. 5. Увеличение скорости движения поездов без повышения устойчивости пути невозможно.

### Вариант 3.

2. Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.

1. **FALSE** (On 6 January 1835, Franz Anton von Gerstner, an Austrian engineer sent a letter to Tsar Nicholas I proposing to construct a railway network in Russia. ) 2. **TRUE**. 3. **TRUE** 4.

**FALSE** (The large bridge over the Obvodny Canal went up slowly due to its size and location, but the other 34 bridges were built rather quickly. ) 5. **TRUE**

3. Перепишите предложения и переведите их на русский язык. Обратите внимание на причастия, выделенные жирным шрифтом, и укажите их синтаксическую функцию (часть сказуемого, определение или обстоятельство).

1. New track-laying machines **purchased** (сказуемое) from Great Britain by Mozambique will be **used** (определение) for upgrading the Limpopo line. 2. When **drawn** (определение) by an electric locomotive, the train may consist of more than ninety cars. 3. St. Pancras railway station **renovated** (определение) and **expanded** (определение) in the early 2000s has fifteen platforms **located** (сказуемое) on two levels. 4. The first Siemens's electric locomotive **built** (сказуемое) in 1879 was so small that the driver had to straddle it like a horse. 5. If **compared** (обстоятельство) with electric locomotives, diesel locomotives have a higher maintenance cost.

### Вариант 4.

2. Перепишите предложения. Если утверждение соответствует содержанию текста, напишите "TRUE", если не соответствует – "FALSE". Исправьте неверные утверждения.

1. **FALSE** (The Liverpool-Manchester Railway (L&MR) was the world's first intercity railway on which all the trains were timetabled and were hauled by steam locomotives. ) 2. **TRUE** 3. **FALSE** (There were 3 main competitors: "Rocket" built by Stephenson; "Sane Pareil" 2 built by Hackworth, "Novelty" 3 built by Braithwaite and Ericsson. ) 4. **TRUE** 5. **TRUE**

3. Express the idea in the Present, Past and Future Indefinite (use the adverbials).

1. arrived 2. is being done 3. is sitting 4. 5. were waiting 6. is being constructing 7. Will caught hurry 8. were used 9. were, was being watched

## Упражнения №1 по теме "Времена группы Simple"

### 1. Раскройте скобки, употребив глаголы Present Simple, Past Simple или Future Simple.

1. We ... (go) roller-skating last Saturday.
2. Our granny ... (bake) meat-pies every weekend.
3. We ... (write) an essay tomorrow.
4. I really ... (enjoy) the opera yesterday.
5. Where your husband ... (work) five years ago?
6. British people ... (prefer) tea to coffee.
7. Tom, you ... (meet) me at the railway station next Sunday?
8. Where she usually ... (celebrate) her birthdays?
9. ... you (have) a big family?
10. Newton ... (invent) the telescope in 1668.
11. When ... this accident (happen)?
12. I always ... (send) Christmas cards to my grandparents.
13. Nina and Nick ... (get married) in two weeks.
14. How many books they ... (bring) tomorrow?
15. Stanley ... (have) two sons and a daughter.

### 2. Выпишите из текста глаголы в форме Present Simple, Past Simple и Future Simple. Переведите текст.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Next year she will open a driving school. And Clara and Brad will get married quite soon.

### 3. Превратите утвердительные предложения в отрицательные, обращая внимание на форму глагола-сказуемого.

1. This coat belongs to Jane.
2. I drive to Moscow once a month.
3. Your boss is very impudent.
4. The car stopped near the bank.
5. The soup was delicious.
6. The concert will start at 7 p.m.
7. Her shoes are dirty.
8. I bought the curtains for my bedroom.
9. I am a football fan.
10. Their wedding will be in spring.

### 4. Составить вопросы в соответствии со временем:

1. There are twenty children in our class. (How many children?)
2. She will start her homework tomorrow. (When?)
3. I am a pupil of the fifth form. (Who?)
4. They opened the window two hours ago. (What?)
5. My friends are from Great Britain. (Where?)
6. We are going to travel to Moscow. (Where?)
7. I usually have breakfast with my father. (With whom?)
8. My brother will read this book next month. (When?)
9. There are five pens on the desk. (How many?)
10. They didn't visit their granny yesterday. (Why?)
11. Kate can play chess very well. (What?)
12. He will travel to London with his friends. (With whom?)
13. They go to school at 7 o'clock every day. (When?)
14. Kate is from Russia. (Where?)
15. We bought two pencils yesterday. (What?)

### 5. Раскройте скобки:

1. Last week I ( to visit) my grandparents.
2. We ( not to be) at school yesterday.
3. My sister often ( to read) books in the evening.
4. They ( not to do) exercises every morning.
5. Helen (to play) chess with her brother tomorrow.
6. I (not to have) breakfast yesterday.
7. We usually (to invite) our friends to the party.
8. I (to be) in London last week.

### 6. Вставьте глагол в правильной форме.

Maslenitsa (to be) \_\_\_\_\_ a very popular holiday in our country. It (to last) \_\_\_\_\_ for a week. Russian people (to celebrate) \_\_\_\_\_ it at the end of February or at the beginning of March. During Maslenitsa week we always (to cook) \_\_\_\_\_ pancakes. I (to like) \_\_\_\_\_ this old Russian tradition.

### Упражнение 7. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple.

1. He (to turn) on the television to watch cartoons every morning.
2. He (to turn) on the television to watch cartoons yesterday morning.
3. He (to turn) on the television to watch cartoons tomorrow morning.
4. I always (to go) to the village to visit my granny there.
5. I (to be) very busy last summer and I (not to go) there.
6. I (not to go) there next year.

7. Who (to take) care of the child in the future? 8. How often you (to go) to the dentist's? 9. He even (not to know) how to use the washing machine.

### Упражнения № 2 по теме «Множественное число имен существительных.»

#### 1. Образуйте множественное число имен существительных.

A dog, a ball, a desk, a horse, a fact, a nose, a lip, a mother, a father, a brother, a pen, a pencil, a flower, a kid, a pupil, a lion, an elephant, an apple.

2.

+s	+es	+ies	+ves
----	-----	------	------

Ruler, dog, lady, bliss, mother, bus, chimp, mummy, day, boss, wolf, school, window, daddy, computer, cherry, wish, rubber, diary, pen, school bag, banana, cat, pencil, book, pencil case, pizza, lion, wife, calf, teddy, marker, card, half, city, pinch.

#### 3. Прочитайте рассказ. Выпишите имена существительные во множественном числе.

I am a little bunny. My name is Tim. I live in a wood. My house is in the hollow tree.

In spring, I like to pick roses. These flowers are very nice, sweet and tasty. In summer I listen to the birds and insects. In autumn I watch bright leaves on the trees. In winter I dream about spring.

#### 4. Раскройте скобки, употребляя имена существительные во множественном числе.

1. I have two little (a sister). They are (a twin). They have a lot of (a pencil) and (an album). They like to draw (a house, a tree, a puppy, a kitten, a duck, a chicken and a doll). My sisters cannot draw (a car, a bus, a ship and an elephant). I help them.
2. My (a grandmother, a grandfather, an aunt, an uncle and a cousin) live in a village. They have a nice farm. There are a lot of (a cow, a calf, a horse, a pig and a piglet) there. I like to play with (a rabbit). They are very funny.
3. My best friend has three elder (a brother). They are (a student). They have a lot of (an interest). They like to play computer (a game), to see horror (a film), and to collect (a stamp) and toy (a car). I think their (a hobby) are very interesting.

#### 5. Напишите имена существительные в единственном числе.

Shelves, desks, classes, buses, pencils, babies, tomatoes, potatoes, dresses, puppies, foxes, rabbits, boxes, bosses, animals.

### Упражнение № 3 по теме «Порядок слов в английском языке.»

#### 1. На основе приведенных слов постройте предложения, соблюдая порядок слов:

1. like, he, his homework, in the evening, doesn't, he, to do  
2. usually, we, on weekends, meet, friends, our  
3. is, table, sitting, he, the, at  
4. didn't, to, Peter, party, the, go  
5. in, we, New Year, celebrate, December  
6. used, children, computer, play, to, games  
7. school, on, weekends, we, don't, to, go  
8. can, help, cake, to, the, I, you, cook  
9. are, they, to, next, going, visit, Paris, summer  
10. Mike, the, is, Internet, now, surfing.

#### 2. Найти ошибки в предложениях и записать правильные ответы.

1. My mother me walk after 9 o'clock told not to in the evening.  
2. Michael promised with homework to help me.  
3. were reading a book for two hours they.  
4. We at 7 o'clock in the morning get up.  
5. I usually don't go on weekdays to the shop.

#### 3. Отметьте предложения, в которых нарушен порядок слов, и перестройте их в соответствии с правилами:

Образец: Tom walks every morning to work. - Tom walks to work every morning.

1. Jim doesn't like very much baseball. 2. Ann drives every day her car to work. 3. When I heard the news, I immediately called Tom. (immediately – сразу)  
4. Maria speaks very well English.  
5. After eating quickly my dinner, I went out. 6. You watch all the time television. 7. Liz smokes about 20 cigarettes every day. 8. I think I'll go early to bed tonight. 9. You should go to the dentist every six months. (should – следует)  
10. We went last night to the movies. 11. We go every summer to the sea in August.



**4. На основе приведенных слов и словосочетаний постройте предложения, соблюдая правильный порядок слов:**

1. always, at nine o'clock, out of the garage, in the morning, gets, his car, he  
2. he, into town, after breakfast, often, Mrs Hodges, takes  
3. a parking place, near the shops, they, find, rarely  
4. sometimes, in a garage, Mr Hodges, his car, parks  
5. fly, with my parents, to Florida, sometimes, I, in winter  
6. late, came, last year, she, often, to school, in spring  
7. often, have, at about three o'clock, a cup of tea, they, at the hotel, in the afternoon  
8. meet, at the bar, they, after dinner, always, their friends  
9. enjoys, very much, swimming, in our pool, always, in the morning, she

**5. Переведите.**

1. Телевизор я смотрю редко.
2. На улице темно, и я скоро пойду спать.
3. Они что-то очень шумно обсуждают в спальне.
4. Он медленно шел вдоль реки.
5. На уроках мы часто поем песни.
6. Я тихо закрыла дверь и сразу же пошла в ванну.
7. Мой дядя очень любит рыбалку.
8. Анна умеет хорошо играть в теннис.
9. Она все время кричит на детей.
10. Твои книги я положу на стол.
11. Я недостаточно хорошо его знаю.

**Упражнение №4 по теме «Модальные глаголы»**

**Упражнение 1. Вставьте модальные глаголы *may* или *can*.**

1. ... you see anything in this inky darkness? 2. You ... go when you have finished your essays. 3. What shall we do if the train is late? It ... be late, you know, after the terrible snowstorms we've had. 4. When ... you come and see me? — Let me see: I ... not come tomorrow, for I must be at the meeting, but on Sunday I'll find time. Yes, you ... expect me on Sunday about two o'clock. Will that be all right? 5. You ... come in when you have taken off your boots. 6. Be careful: you ... spill the milk if you carry it like that. 7. Most children ... slide on the ice very well. 8. I don't think I ... be here by eleven o'clock tomorrow, but I ... be. 9. ... you say what will happen in an hour?

**Упражнение 2. Переведите на английский язык, употребляя модальный глагол *must*.**

1. Я должна упорно работать над своим английским. 2. Вы должны внимательно слушать учителя на уроке. 3. Ты должен делать уроки каждый день. 4. Вы не должны забывать о своих обязанностях. 5. Вы должны быть осторожны на улице. 6. Она должна быть дома сейчас. 7. Мои друзья, должно быть, в парке. 8. Вы, должно быть, очень голодны. 9. Должно быть, очень трудно решать такие задачи.

**Упражнение 3. Заполните пропуски модальными глаголами *can*, *may* или *must*.**

1. What ... we see on this map? 2. ... you speak Spanish? — No, unfortunately I ... 3. At what time ... you come to school? 4. ... I have it? 5. You ... not smoke here. 6. ... I take your book? — I am afraid not: I need it. 7. He ... not speak English yet. 8. I have very little time: I ... go. 9. They ... not go to the park today because they are busy. 10. You ... read this text: it is easy enough. 11. She ... still live in Paris.

**Упражнение 4. Вставьте модальные глаголы *to have to* или *to be to*.**

1. Where ... the meeting to take place? — I suppose in the lecture hall. 2. So, our plan is as follows: I ... to go to the college library and get the books. You ... to look through all the material here. Later we ... to work together. 3. "You ... to do it alone, without anybody's help", she said sternly. 4. I ... to help my friends with this work now, so I cannot go with you. 5. It was raining hard and we ... to wait until it, stopped raining. 6. I ... to ask him about it tomorrow, as today he has already gone. 7. Why didn't you tell me that I ... to buy the books?

**Упражнение 5. Переведите на английский язык, употребляя модальные глаголы *must*, *to have to* или *to be to*.**

1. Должно быть, он очень умен.
2. Должно быть, он вас узнал.
3. Ему предстояло пойти к директору и объяснить свое поведение.
4. Вам придется поговорить с ней.
5. Им пришлось очень долго идти пешком.
6. Ему не придется переписывать сочинение.
7. Должно быть, он пишет ее портрет.
- 8.

Вероятно, они уже ушли. 9. Ему предстояло совершить удивительное открытие. 10. Мне предстоит сделать много работы сегодня. 11. Мне пришлось идти туда самому.

2.

### **Упражнение № 5 по теме «Артикли в английском языке».**

#### **Упражнение 1. Вставьте артикль, где необходимо:**

1. This is ... clock. 2. This is ... Kiev. 3. ... Kiev is ... big city. 4. Mary is ... girl. 5. She is ... my sister. 6. This is ... room. 7. Is ... newspaper in ... bag? 8. She is in ... room. 9. Is ... teacher in ... classroom? 10. Is ... your room large? 11. Is ... pen in ... bag? 12. Are you ... students? 13. My friend has ... children. 14. ... sportsmen are always in good form. 15. ... children we saw in ... street are schoolboys. 16. She lives in ... 1st street.

#### **Упражнение 2. Прочтите следующие выражения и переведите на русский язык:**

A man's bag, a girl's doll, the women's right, the actress's voice, James' room, fox's tricks, boy's games, students' songs, Engels' works, Marx' letters

#### **Упражнение 3. Переведите на английский:**

1. Я знаю брата вашего преподавателя. 2. Это часы моей сестры. 3. Книги отца в его комнате. 4. Я часто прохожу мимо дома нашего тренера. 5. Я часто вижу друзей своего тренера. 6. Откройте окно. 7. Подойдите к окну. 8. Принесите мел, пожалуйста. 9. Прочтите это. 10. Напишите письмо, пожалуйста. 11. Переведите этот текст, пожалуйста. 12. Принесите мне мяч.

#### **Упражнение 4. Вставьте артикль, где необходимо.**

1. This is ... book. It is my ... book. 2. Is this your ... pencil? — No, it isn't my ... pencil, it is my sister's ... pencil. 3. I have ... sister. My ... sister is ... engineer. My sister's ... husband is ... doctor. 4. I have no ... handbag. 5. Is this ... watch? — No, it isn't ... watch, it's ... pen. 6. This ... pen is good, and that ... pen is bad. 7. I can see ... pencil on your ... table, but I can see no ... paper. 8. Give me ... chair, please. 9. They have ... dog and two ... cats. 10. I have ... spoon in my ... plate, but I have no ... soup in it.

#### **Упражнение 5. Вставьте артикль, где необходимо.**

1. This is ... tree. ... tree is green. 2. I can see three ... boys. ... boys are playing. 3. I have ... bicycle. ... bicycle is black. My ... friend has no ... bicycle. 4. Our ... room is large. 5. We wrote ... dictation yesterday. ... dictation was long. 6. She has two ... daughters and one ... son. Her ... son is ... pupil. 7. My ... brother's ... friend has no ... dog. 8. This ... pencil is broken. Give me that ... pencil, please. 9. She has ... ball. ... ball is ... big. 10. I got ... letter from my ... friend yesterday. ... letter was interesting.

#### **Упражнение 6. Вставьте артикль, где необходимо.**

1. This is ... pen. ... pen is red. 2. These are pencils. ... pencils are black. 3. This is ... soup. ... soup is tasty. 4. In the morning I eat ... sandwich and drink ... tea. 5. She gave me ... coffee and ... cake. ... coffee was hot. ... cake was tasty. 6. Do you like ... ice-cream? 7. I see ... book in your ... hand. Is ... book interesting? 8. She bought ... meat, ... butter and ... potatoes yesterday. She also bought ... cake. ... cake was very ... tasty. We ate ... cake with ... tea. 9. This is my ... table. On ... table I have ... book, two ... pencils, ... pen and ... paper. 10. This is ... bag. ... bag is brown. It is my sister's ... bag. And this is my ... bag. It is ... yellow.

#### **Упражнение 7. Вставьте артикль, где необходимо.**

1. I have two ... sisters. My ... sisters are ... students. 2. We are at ... home. 3. My ... brother is not at ... home, he is at ... school. 4. My ... mother is at ... work. She is ... doctor. 5. I am not ... doctor. 6. I have no ... sister. 7. He is not ... pilot. 8. I have thirty-two ... teeth. 9. He has ... child. 10. She has two ... children. Her children are at ... school. 11. Is your father at ... home? — No, he is at ... work. 12. Where is your ... brother? — He is at ... home.

## Упражнения №6 по теме «Согласование времён».

### Упражнение 1. Перепишите следующие предложения в прошедшем времени.

1. I am afraid I shall be late. 2. Do you think we shall pick all the apples in three days? 3. He hopes you will often visit him. 4. They expect he will be at home in a few days. 5. Are you afraid we shan't be in time? 6. She promises that she will finish the work in a week. 7. I think Henry will help us. 8. I hope we'll enjoy the show. 9. She expects he'll win the race.

### Упражнение 2. Раскройте скобки, употребляя глаголы в Future Simple или Future-in-the-Past Simple.

1. I know we (**not to be**) late. 2. I knew we (**not to be**) late. 3. I want to know whether he (**to be**) at home. 4. I wanted to know whether he (**to be**) at home. 5. «When you (**to be**) ready?» he asked. 6. He asked when I (**to be**) ready. 7. I can't say whether Bob (**to do**) the work perfectly, but he (**to do**) his best. 8. He asked me whether he (**to see**) Olga there. 9. Are you sure that we (**to have**) time to do that? 10. I was afraid he (**to say**), «I don't think I (**to be**) able to come.»

### Упражнение 3. Употребите следующие предложения как придаточные дополнительные.

1. He will solve the problem in no time. 2. The new film will be on in many cinemas. 3. The teacher will have corrected our papers by the beginning of the lesson. 4. She will not like this TV programme. 5. The train will arrive on time. 6. The children will be playing in the yard. 7. All the newspapers will publish this information. 8. They will win the game. 9. I shall go to the south. 10. My sister will not forget to ring me up. 11. I shall have done my homework by nine o'clock. 12. The tourists will not return by sunset. 13. My friends will be waiting for me.

### 4. Переведите на английский язык, обращая внимание на время глагола в главном предложении.

1. Я знаю, что он скоро придет. 2. Она думает, что сделает всю работу к пяти часам. 3. Она думала, что сделает всю работу к пяти часам. 4. Я был уверен, что к десяти часам он уже выучит стихотворение. 5. Я знал, что к девяти часам мама уже приготовит ужин и в девять часов вся семья будет сидеть за столом. Я боялся, что приду слишком поздно. 6. Она боялась, что ее друг не придет. 7. Они написали, что скоро приедут. 8. Я был уверен, что встречу его на станции. 9. Я думаю, что папа скоро напишет нам письмо.

2.

## Упражнения №7 по теме «Безличные предложения»

### Упражнение 1. Распределите следующие безличные предложения на три группы: «Погода и явления природы», «Время и расстояние» и «Оценка действия, отношение к факту». Переведите предложения.

1. It always rains in autumn. 2. It was impossible to reach her by phone. 3. It snowed heavily last December. 4. It was six o'clock already. 5. It is much cheaper to get here by train. 6. It was getting cold. 7. It is early morning. 8. It's 10 degrees above zero. 9. It's quite expensive to buy a brand new car. 10. It's quite far from the post-office. 11. It will be 5 kilometres to the village. 12. It was quiet and mysterious up in the mountains. 13. It wasn't cloudy this afternoon. 14. It's noon. 15. It won't be easy to find an experienced baby-sitter.

### Упражнение 2. Ответьте на вопросы, используя подсказки в скобках. Обратите внимание на время глагола в вопросах.

1. How long will it take him to become a doctor? (six years) 2. How long does it take you to get to the restaurant? (40 minutes) 3. How long did it take her to prepare this salad? (2 hours) 4. How long does it take your son to cook an omelette? (10 minutes) 5. How long did it take Bob to master English? (about 5 years)

**Упражнение 3. Задайте общие вопросы к безличным предложениям.**

1. It's time to get up.
2. It was getting dark.
3. It takes him 3 minutes to get dressed.
4. It will be late to apologize.
5. It rained heavily last night.

**Упражнение 4. Преобразуйте предложения в прошедшее время.**

1. It's a pity to find him ill.
2. It seems to me that Anna is 17.
3. It will be foggy.
4. It won't take much time to mend your shoes.
5. It isn't far from here to the city centre.

**Упражнение 5. Перепишите следующие безличные предложения в отрицательной форме**

1. It was a good holiday.
2. It was a very cold day yesterday.
3. It is necessary to send it urgently.
4. It is a convenient train.
5. It was difficult to recognize him at once.
6. It was interesting to read this article.
7. It is exciting to climb in the mountains.

**Упражнения №8 по теме «Времена группы Past»**

**Упражнение 1. Преобразуйте следующие утвердительные предложения в отрицательные.**

1. By 6 o'clock the rain had stopped.
2. We were having tea at 5 o'clock.
3. They had been staying at the hotel since May.
4. I was flying to London that morning.
5. I had known Mark all my life.
6. The waiter entered the dark kitchen.
7. We arrived yesterday evening.
8. He was constantly missing the first class.
9. I lived in the country last summer.

**Упражнение 2. Выберите верный вариант глагола и переведите предложения.**

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

**Упражнение 3. Поставьте глагол в форму Past Simple, Past Continuous, Past Perfect или Past Perfect Continuous.**

**To take**

1. Greg didn't answer the phone because he ... a shower.
2. I couldn't find my umbrella, but then I remembered that my sister ... it to school.
3. Frank ... the candle and walked downstairs.
4. We ... the exam for 2 hours when a policeman entered the room.

**To wash**

5. I saw Sam in the kitchen. He ... his hands.
6. They ... their windows last spring.
7. By the time I came home Jane ... already the dishes.
8. His wife ... the mushrooms since the early morning, so he decided to help her.

**To do**

9. By midnight he ... all the work.
10. I ... my homework when you phoned.
11. Dad ... that crossword since morning.
12. She ... her hair and left for work.

**Упражнение 4. Видоизмените глагол в предложении, заменив выделенное выражение предложными обстоятельствами времени. Напишите новые предложения в прошедшем времени и переведите их на русский язык.**

1. I painted his portrait *on Monday*. (by 9 o'clock, for 2 years, last year, at 6 o'clock yesterday)
2. We were watering the plants *when the teacher came in*. (last Friday, by the time the teacher came in, at that time, for a long time)

## Упражнения № 9 по теме «Условные предложения I, II, III типов»

### Упражнение 1. Поставьте глаголы из скобок в необходимую форму.

1. If he ... (be) my friend, I ... (invite) him to the party.
2. If I ... (be) taller, I ... (become) a basketball player.
3. If an asteroid ... (hit) our planet, it ... (cause) an ice age.
4. John ... (travel) around the world if he ... (win) a lottery prize.
5. We ... (go) to Spain this winter if we ... (have) enough money.
6. She ... (not mind) if you ... (borrow) her car.
7. If you ... (move) to another city, I ... (phone) you every day.
8. They ... (laugh) at me if I ... (sing) this song.
9. If we ... (have) free time, we ... (start) a new hobby.

### Упражнение 2. Составьте условные предложения II типа, используя данные слова в необходимой форме. Переведите.

1. he be slim/ he be more attractive.
2. I pick the children up/ I am not busy.
3. you drink much wine/ you feel sleepy.
4. I am married/ I have lunch at home.
5. Peter live in a house/ he have a dog.

### Упражнение 3. Замените условные предложения I типа (реальное условие) на условные предложения II типа (нереальное условие).

1. If you leave the child alone, he will hurt himself.
2. We'll make nice pictures if Paola brings a camera.
3. If it snows, the kids will make a snowman.
4. I'll buy this laptop if I have enough money.
5. If our granny puts on her glasses, she will see the flowers.
6. If you are too busy, we'll leave you alone.
7. I will plant the tomatoes tomorrow if it rains.

### Упражнение 4. Употребите глаголы, данные в скобках, так, чтобы предложения выражали реальное условие.

1. He (be) very pleased if it (be) really true.
2. If you (go) to town on Monday, you (meet) my brother Tom.
3. If you (need) help, my father (help) you.
4. We (have) a picnic lunch if the day (be) fine.
5. If you (ask) a policeman, he (tell) you the way.
6. I (finish) the job tomorrow if I (can).
7. I (not/take) an umbrella if (not/rain).
8. If they (catch) the bus now, they (arrive) at half past nine.
9. He (find) the answers if he (look) in the keys.
10. If he (write) to her, she (answer) at once.
11. He (lose) weight if he (stop) eating too much.

### Упражнение 5. Выберите наиболее подходящие типы условных предложений и раскройте скобки.

1. If it (rain), I won't go out.
  2. You would learn more if you (study) sometimes.
  3. If he (ask) me, I would have told him the answer.
  4. You would have done well if you (take) my advice.
  5. I wouldn't phone you here unless it (be) urgent.
  6. She'll catch cold, if her feet (get) wet in this weather.
  7. Unless you apologize at once, I never (speak) to you again.
- 2.

## Упражнения №10 по теме «Видовременные формы глаголов группы Past»

### Упражнение 1. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. By two o'clock the teacher (to examine) all the students.
2. On my way to school I (to remember) that I (to leave) my report at home.
3. All my friends (to be) glad to hear that I (to pass) all the exams successfully.
4. Poor boy (to open) his eyes, (to look) around and (to try) to remember what (to happen) to him.
5. All the passengers (to see) at once that the old man (to travel) a lot in his life.
6. By the time we (to come) to see him, he (to leave) home.
7. During the holidays my friend (to visit) the village where he (to live) in his childhood.
8. When they (to enter) the hall, the performance already (to begin).
9. When I (to come) home, my mother (to go) shopping.

### Упражнение 2. Раскройте скобки, употребляя глаголы в Past Simple или Past Perfect.

1. I (to think) he already (to go) home.
2. I (not to see) him after we (to meet) at the concert.
3. He (to leave) the house before I (to have) time to ask him anything.
4. After he (to spend) some

days in Paris he (to feel) lonely and (to want) to return home. 5. He (to speak) a language we never (to hear) before. 6. When the rain (to stop), I (to look ) out of the window. 7. The telegram (to come) some minutes after he (to leave). 8. She (to think) that Tom and Lanny (to quarrel). 9. The girl (to be) glad that she (to find) a seat near the window. 10. He (to remember) that he (not to ring) her up in the morning. 11. By the time the train (to reach) the city, he (to make) friends with many passengers.

**Упражнение 3.** Раскройте скобки, употребляя глаголы в *Past Simple, Past Continuous и Past Perfect*.

1. By eight o'clock yesterday I (to finish) my work and at eight I (to play) the piano. 2. By six o'clock father (to come) home and at six he (to have) dinner. 3. By nine o'clock yesterday grandmother (to wash) the dishes and at nine she (to watch) TV. 4. When I (to meet) Tom, he (to eat) an ice-cream which he (to buy) at the corner of the street. 5. When father (to come) home, we (to cook) the mushrooms which we (to gather) in the wood. 6. When I (to see) Ann, she (to look) at the flowers which she (to pick) in the field. 7. When I (to come) home yesterday, I (to see) that my little brother (to break) my pen and (to play) with its pieces. 8. When I (to open) the door of the classroom, I (to see) that the teacher already (to come) and a student (to write) a test. 9. When I (to come) home my sister (to read) a book which she (to bring) from the library.

**Упражнение 4.** Раскройте скобки, употребляя глаголы в *Past Simple, Past Continuous и Past Perfect*.

Last night we (to go) to a football match. We (to take) a bus. The bus (to be) overcrowded as many people (to want) to see the match. We (to get) off the bus and (to go) in the direction of the stadium. While we (to cross) the road, I (to see) Victor. He (to stand) at the corner. He said he (to wait) for his friend who (to come) to St. Petersburg the day before and (to wish) to see the new stadium. A man (to come) up to me and asked if I (to have) a spare ticket for the match. Victor told us that two boys just (to ask) him whether he (to have) a spare ticket. We (to enter) the stadium just as the football players (to come) out on to the field. At the entrance to the stadium we (to meet) Sergei. He (to show) us to our seats and (to ask) me if I (to play) football in my childhood. We (to agree) to meet in the snack bar during the interval.

### Упражнения №11 по теме «Пассивный залог».

**Упражнение 1.** Раскройте скобки, употребляя глаголы в *Present, Past или Future Simple Passive*.

1. Bread (to eat) every day. 2. The letter (to receive) yesterday. 3. Nick (to send) to Moscow next week. 4. I (to ask) at the lesson yesterday. 5. I (to give) a very interesting book at the library last Friday. 6. Many houses (to build) in our town every year. 7. This work (to do) tomorrow. 8. This text (to translate) at the last lesson. 9. These trees (to plant) last autumn. 10. Many interesting games always (to play) at our PT lessons. 11. This bone (to give) to my dog tomorrow. 12. We (to invite) to a concert last Saturday. 13. My question (to answer) yesterday. 14. Hockey (to play) in winter. 15. Mushrooms (to gather) in autumn. 16. Many houses (to burn) during the Great Fire of London. 17. His new book (to finish) next year. 18. Flowers (to sell) in shops and in the streets. 19. St. Petersburg (to found) in 1703.

**Упражнение 2.** Передайте следующие предложения в *Passive Voice*, обращая внимание на место предлога.

E.g. We often speak *about* her. — She is often spoken *about*.

1. We thought about our friend all the time. 2. The doctor will operate on him in a week. 3. The teacher sent for the pupil's parents. 4. They looked for the newspaper everywhere. 5. Nobody slept in the bed. 6. The neighbour asked for the telegram. 7. Everybody listened to the lecturer

with great attention. 8. The senior students laughed at the freshman. 9. The group spoke to the headmistress yesterday. 10. The young mothers looked after their babies with great care. 11. Nobody lived in that old house. 12. They sent for Jim and told him to prepare a report on that subject.

**Упражнение 3. Передайте следующие предложения в *Passive Voice*.**

E.g. Mother *waters* the flowers in the evening.

The flowers *are watered in the evening (by Mother)*

1. A marble pavillion protects the house. 2. The boys will paint the roof of the house. 3. Tom Sawyer whitewashed the fence. 4. Her daughters gave her three beautiful dishes as a birthday present. 5. Tom gave Nick a book for his birthday. 6. Our mother tells us stories every evening. 7. Lydia will show you a new book of pictures. 8. A boy showed her the way. 9. They will send us a box of fruit. 10. Five or six small children followed them. 11. In summer the boys often drive the horses to the fields. 12. Ivan Susanin led the Poles into the thickest part of the forest. 13. The waves carried the boat away. 14. We shall do the translation in the evening. 15. They water the flowers regularly. 16. You promised me these books long ago, 17. Bessie's father gave her a complete set of Walter Scott's works. 18. Irene's husband brought her some beautiful shells from the south. 19. The explorers gave the newspaper reporters a long interview. 20. Mr. Wilson will teach you English. 21. The doctor ordered me a month's rest from studying.

**Упражнение 4. Раскройте скобки, употребляя глаголы в *Active* или *Passive Voice*.**

1. Nobody (to see) him yesterday. 2. The telegram (to receive) tomorrow. 3. He (to give) me this book next week. 4. The answer to this question can (to find) in the encyclopedia. 5. We (to show) the historical monuments of the capital to the delegation. 6. You can (to find) interesting information about the life in the USA in this book. 7. Budapest (to divide) by the Danube into two parts: Buda and Pest. 8. Yuri Dolgoruki (to found) Moscow in 1147. 9. Moscow University (to found) by Lomonosov. 10. We (to call) Zhukovski the father of Russian aviation.

## Упражнения №12 по теме «Complex Object»

**Упражнение 1. Translate into Russian.**

1. Do you want me to help you? 2. I'd like my mother to rest, but she won't listen. 3. Would you like them to stay here another two days? 4. They didn't expect us to be back soon. 5. I'd like you to watch this film. 6. He would like us to begin learning English. 7. We never expected you to do so much work for us. 8. I'd like you to be frank with me. 9. Did you allow them to look through your diary?

**Упражнение 2. Translate into English.**

1. Мы не хотели, чтобы вы оставались там так долго. 2. Я не ожидал, что они передумают. 3. Врачи не ожидали, что больной так скоро поправится. 4. Мне бы хотелось, чтобы вы тоже прочитали эту книгу. 5. Я хотел, чтобы он сказал правду. 6. Мы рассчитывали (ожидали), что вы сдержите свое обещание. 7. Я не хочу, чтобы вы защищали Петра. Разве вы не видите, что он неправ. 8. Я не хочу, чтобы этот вопрос обсуждали без меня. 9. Она не хочет, чтобы над ним смеялись.

**Упражнение 3. Put the words in the logical order.**

1. Kitty, they, at, to, a hotel, stay, expect. 2. A pilot, father, to, want, doesn't, me, become. 3. To wash up, like, your, me, sister, would? 4. Us, polite, to be, wants, the teacher. 5. Expects, in the garden, him, my aunt, to work.

**Упражнение 4. Translate into Russian.**

1. I want my son to go in for sport. 2. I don't want you to take so much trouble. 3. I would like you to practice your English every day. 4. I don't think he wanted Bob to lose his temper, he simply wanted him to play according to the rules. 5. We want our contacts to increase in the near future. 6. The manager doesn't want his assistants to do so much routine paper work any longer. 7. We are friends, and I want him to be frank with me. 8. Mr. Johnson wants us to compare all those projects and say what we think of them. 9. I didn't expect the discussion to be so tiring. 10. Frankly, we had expected them to find a better place for the exhibition. 11. Nobody expected them to arrive at such an early hour.

**Упражнения №13 по теме "Инфинитивы с частицей to и без нее"**

**Упражнение 1. Поставьте глагол из скобок с частицей to или без нее:**

1. I've decided ... (start) a new project. 2. She is trying ... (learn) Italian. 3. Can you ... (lend) me your dictionary, please? 4. Mother forgot ... (book) the tickets. 5. You shouldn't ... (argue) with your father. 6. Henry promised ... (help) her. 7. This old photograph made me ... (cry). 8. I really hope ... (get) an interesting job soon. 9. You must ... (pay) for the service.

**Упражнение 2. Составьте из данных слов предложения, расставив их по порядку.**

**Переведите:**

1. pianist - my - to - wants - a - great - son - become. 2. let - car - doesn't - drive - his - Robin - me. 3. to - early - I - up - need - wake - tomorrow. 4. the - turn - iron - Sam - forgot - off - to. 5. that - sleep - me - boring - made - film

**Упражнение 3. Найдите в предложениях ошибки, если они имеются.**

1. The teacher made John to apologize. 2. What are you planning to eat for lunch? 3. That old car may not to cost much. 4. I don't want wait any longer. 5. My father promised buy new shoes for me. 6. I would like to try this shirt on. 7. We must to hurry up. 8. Mark was unable to do anything else. 9. They couldn't to fall asleep till midnight.

**Упражнение 4. Выберите в скобках подходящий глагол, обращая внимание на следующий за ним инфинитив. Переведите предложения:**

1. You ... (can/have) to sing this song. 2. Don't ... (allow/make) her to marry Mike. 3. Mother ... (asked/let) him to explain his words. 4. Jill ... (persuaded/made) me to play a joke on Tom. 5. We ... (saw/offered) him steal the wallet. 6. Did you ... (agree/hear) her shout at me? 7. I couldn't ... (see/convince) her to leave early. 8. Stormy weather ... (caused/must) the airline to cancel out flight.

9. Tony ... (should/seems) to know a lot about global warming. 10. The nurse ... (saw/asked) the children to roll up their sleeves.

**Упражнения № 14 по теме « Герундий»**

**Упражнение 1. Образуйте герундий от глагола в скобках и переведите предложение. Почему надо в данном случае использовать герундий?**

1. Start ... about pleasant things — and you'll be happy! (think) 2. Americans enjoy ... houses and ... to new places. (change/ move) 3. Would you like to go ... in the sea? (sail) 4. Most people enjoy ... in the sun. (lie) 5. I haven't had my lunch yet. Do you mind ... outside for ten minutes? (wait) 6. John likes ... at a high speed. (drive) 7. Stop ... about your troubles. (worry) 8. Jack was



proud of ... the first prize for ... (get/ jump)9.Helen was so angry that she left without ... a word.  
(say)

**Упражнение 2.Переведите на русский язык.**

1.Walking in the forest, the children suddenly saw a wolf. 2.Living in the country, they enjoyed beautiful nature. 3.People stood on the bridge, watching the boats on the river. 4.The boys kept silence, thinking about the teacher's question. 5.Looking for his dog, Tom was running around the town. 6.Running in the yard, the girl fell and hurt her knee. 7.He stood watching people coming along the street. 8.Seeing clouds of smoke over the building, the girl cried, «Fire! Fire!» 9.Going home I kept thinking about my friend. 10.Waiting in the hall he thought over the problem.

**Упражнение 3**

**Перепишите предложения с переводом по порядку, подчеркните причастие, герундий и отглагольное существительное:**

*a) предложения, в которых ing-форма является причастием;*

*b) предложения, в которых ing-форма является герундием;*

*c) предложения, в которых ing-форма является отглагольным существительным.*

1. The driving wheel of the machine is broken. 2. Driving in a motor car, we passed many villages. 3. We have every chance of passing our exams well. 4. Having been knocked down by a passing car, the poor man was at once taken to hospital. 5. You don't know what you miss, not having the desire to listen to good music. 6. These happenings are remarkable. 7. Travelling is a pleasant way of improving one's education. 8. Happily we escaped being delayed on our way. 9. I was told of a great friendship existing between the two captains. 10. It is no use crying over spilt milk. 11. Asking him for help is useless. 12. Every company arranges for the marketing of its products. 13. There are many discoveries being made all over the world. 14. Seeing this man, I recollected perfectly having met him many years before.

## Критерии оценивания работ учащихся по предмету «Английский язык»

### 1. Критерии оценивания письменных работ

**1.1. За письменные работы** (контрольные работы, тестовые работы, словарные диктанты) оценка вычисляется исходя из процента правильных ответов:

Виды работ	Отметка «2»	Отметка «3»	Отметка «4»	Отметка «5»
Контрольные работы	От 0% до 49%	От 50% до 69%	От 70% до 90%	От 91% до 100%
Тестовые работы, словарные диктанты	От 0% до 59%	От 60% до 74%	От 75% до 94%	От 95% до 100%

**1. 2. Творческие письменные работы** (письма, разные виды сочинений, эссе, проектные работы, в т.ч. в группах) оцениваются по пяти критериям:

**2.1. Содержание** (соблюдение объема работы, соответствие теме, отражены ли все указанные в задании аспекты, стилевое оформление речи соответствует типу задания, аргументация на соответствующем уровне, соблюдение норм вежливости).

**2.2. Организация работы** (логичность высказывания, использование средств логической связи на соответствующем уровне, соблюдение формата высказывания и деление текста на абзацы);

**2.3. Лексика** (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);

**2.4. Грамматика** (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);

**2.5. Орфография и пунктуация** (отсутствие орфографических ошибок, соблюдение главных правил пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдение основных правил расстановки запятых).

#### **Критерии оценки творческих письменных работ (письма, сочинения, эссе, проектные работы, в т.ч. в группах)**

Отметка	Критерии
«5»	<b>1. Содержание:</b> коммуникативная задача решена полностью. <b>2. организация работы:</b> высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы. <b>3. лексика:</b> лексика соответствует поставленной задаче и требованиям данного года обучения. <b>4. грамматика:</b> использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. <b>5. Орфография и пунктуация:</b> орфографические ошибки отсутствуют, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.
«4»	<b>1. Содержание:</b> коммуникативная задача решена полностью. <b>2. организация работы:</b> высказывание логично, использованы средства логической связи, соблюден формат высказывания и текст поделен на абзацы. <b>3. лексика:</b> лексика соответствует поставленной задаче и требованиям данного года обучения. Но имеются незначительные ошибки.

	<p><b>4. грамматика:</b> использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи.</p> <p><b>5. Орфография и пунктуация:</b> незначительные орфографические ошибки, соблюдены правила пунктуации: предложения начинаются с заглавной буквы, в конце предложения стоит точка, вопросительный или восклицательный знак, а также соблюдены основные правила расстановки запятых.</p>
«3»	<p><b>1. Содержание:</b> Коммуникативная задача решена,</p> <p><b>2. организация работы:</b> высказывание нелогично, неадекватно использованы средства логической связи, текст неправильно поделен на абзацы, но формат высказывания соблюден.</p> <p><b>3. лексика:</b> местами неадекватное употребление лексики.</p> <p><b>4. грамматика:</b> имеются грубые грамматические ошибки.</p> <p><b>5. Орфография и пунктуация:</b> незначительные орфографические ошибки, не всегда соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.</p>
«2»	<p><b>1. Содержание:</b> Коммуникативная задача не решена.</p> <p><b>2. организация работы:</b> высказывание нелогично, не использованы средства логической связи, не соблюден формат высказывания, текст не поделен на абзацы.</p> <p><b>3. лексика:</b> большое количество лексических ошибок.</p> <p><b>4. грамматика:</b> большое количество грамматических ошибок.</p> <p><b>5. Орфография и пунктуация:</b> значительные орфографические ошибки, не соблюдены правила пунктуации: не все предложения начинаются с заглавной буквы, в конце не всех предложений стоит точка, вопросительный или восклицательный знак, а также не соблюдены основные правила расстановки запятых.</p>

## 2. Критерии оценки устных ответов

(монологические высказывания, пересказы, диалоги, проектные работы, в т.ч. в группах)

Устные ответы оцениваются по пяти критериям:

- 1. Содержание** (соблюдение объема высказывания, соответствие теме, отражение всех аспектов, указанных в задании, стилевое оформление речи, аргументация, соблюдение норм вежливости).
- 2. Взаимодействие с собеседником** (умение логично и связно вести беседу, соблюдать очередность при обмене репликами, давать аргументированные и развернутые ответы на вопросы собеседника, умение начать и поддерживать беседу, а также восстановить ее в случае сбоя: переспрос, уточнение);
- 3. Лексика** (словарный запас соответствует поставленной задаче и требованиям данного года обучения языку);
- 4. Грамматика** (использование разнообразных грамматических конструкций в соответствии с поставленной задачей и требованиям данного года обучения языку);
- 5. Произношение** (правильное произнесение звуков английского языка, правильная постановка ударения в словах, а также соблюдение правильной интонации в предложениях).

### Высказывание в форме рассказа, описание

Оценка «5» ставится ученику, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь ученика была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

Оценка «4» выставляется учащемуся, если он в целом справился с поставленными речевыми задачами. Его высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.

Оценка «3» ставится ученику, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был довольно замедленным.

Оценка «2» ставится ученику, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Учащийся допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

### Участие в беседе

Оценка «5» ставится ученику, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

Оценка «4» ставится учащемуся, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

Оценка «3» выставляется ученику, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдалась пауза, мешающая речевому общению.

Оценка «2» выставляется, если учащийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

### Чтение с пониманием основного содержания прочитанного (ознакомительное)

Оценка «5» ставится учащемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста

может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке.

Оценка «4» ставится ученику, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения замедлен.

Оценка «3» ставится школьнику, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, и у него совсем не развита языковая догадка.

Оценка «2» выставляется ученику в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

#### **Чтение с полным пониманием содержания (изучающее)**

Оценка «5» ставится ученику, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный, инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

Оценка «4» выставляется учащемуся, если он полностью понял текст, но многократно обращался к словарю.

Оценка «3» ставится, если ученик понял текст не полностью, не владеет приемами его смысловой переработки.

Оценка «2» ставится в том случае, когда текст учеником не понят. Он с трудом может найти незнакомые слова в словаре.

#### **Чтение с нахождением интересующей или нужной информацией (просмотровое)**

Оценка «5» ставится ученику, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписание поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

Оценка «4» ставится ученику при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.

Оценка «3» выставляется, если ученик находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.

Оценка «2» выставляется в том случае, если ученик практически не ориентируется в тексте.

#### **Понимание речи на слух**

Основной речевой задачей при понимании звучащих текстов на слух является извлечение основной или заданной ученику информации.

Оценка «5» ставится ученику, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи (например, найти ту или иную радиопередачу).

Оценка «4» ставится ученику, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

Оценка «3» свидетельствует, что ученик понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

Оценка «2» ставится, если ученик понял менее 50% текста и выделил из него менее половины основных фактов.

## РЕЦЕНЗИЯ

на комплект контрольно-оценочных средств по учебной дисциплине.  
ОГСЭ. 03 Иностранный язык (английский),  
разработанный преподавателем филиала СамГУПС в г. Ртищево  
*Федниной Натальей Викторовной*

Комплект контрольно-оценочных средств по дисциплине Иностранный язык (английский) разработан для обеспечения выполнения требований ФГОС СПО к минимуму содержания и подготовки специалистов среднего звена по специальностям 23.02.06 Техническая эксплуатация подвижного состава железных дорог, 08.02.10 Строительство железных дорог, путь и путевое хозяйство, 23.02.01 Организация перевозок и управление на транспорте (по видам). (Базовая подготовка среднего профессионального образования)

Представленный комплект имеет следующую структуру: паспорт; результаты освоения учебной дисциплины, подлежащие проверке; оценку освоения учебной дисциплины, задания для оценки освоения дисциплины.

В данном комплекте контрольно-оценочных средств представлены задания для текущего, рубежного и итогового контроля. Для оценки освоения учебной дисциплины используются различные формы и методы контроля. Задания для текущего и рубежного контроля знаний обучающихся представлены по всем темам согласно рабочей программе, отличаются разнообразием и направлены не только на формальное выполнение, но и на развитие познавательной активности, с формированием собственного мнения при решении поставленных проблемных вопросов и задач.

Тестовые задания, а также задания для контрольных работ содержат достаточное количество вариантов для обеспечения объективности контроля знаний.

Представленный комплект контрольно-оценочных средств по дисциплине Иностранный язык (английский) соответствует требованиям ФГОС и может быть рекомендован к использованию в учебном процессе преподавателями английского языка.

Рецензент:



Сорокина О.С., преподаватель ГБПОУ СО  
«Ртищевский политехнический лицей»

## РЕЦЕНЗИЯ

на комплект контрольно-оценочных средств по дисциплине  
ОГСЭ. 03 «Английский язык»  
специальностей 23.02.01 «Организация перевозок и управление на  
транспорте» (по видам), 08.02.10 «Строительство железных дорог, путь и  
путевое хозяйство», 23.02.06 «Техническая эксплуатация подвижного  
состава железных дорог»

Представленный на рецензию комплект контрольно-оценочных средств разработан для обеспечения выполнения требований ФГОС СПО к минимуму содержания и подготовки специалистов по специальностям 23.02.01 «Организация перевозок и управление на транспорте» (по видам), 08.02.10 «Строительство железных дорог, путь и путевое хозяйство», 23.02.06 «Техническая эксплуатация подвижного состава железных дорог».

Комплект контрольно-оценочных средств по дисциплине предназначен для текущей и промежуточной аттестации и представляет собой совокупность разработанных материалов для установления уровня и качества достижения обучающимися результатов обучения.

Задачами контрольно-оценочных средств являются контроль и управление процессом, приобретения обучающимися знаний, умений, навыков и компетенций, заявленных в образовательной программе по данным специальностям.

Комплект контрольно-оценочных средств по английскому языку представлен: лексико-грамматическими тестами и заданиями, материалами контрольных работ, а также материалами для проведения тестирования и дифференцированного зачета.

Данные контрольно-оценочные средства позволяют в полной мере оценить результаты обучения английскому языку, а также оценить степень сформированности коммуникативных умений и навыков в сфере профессионального общения.

Следует отметить, что лексико-грамматические тесты полностью охватывают весь изученный лексический материал по различным темам, а также включают задания по всем изученным грамматическим темам.

Выполнение заданий текущего, рубежного контроля показывает уровень приобретенных навыков и умений, а также объем продуктивно усвоенного лексического и грамматического материала. После каждого вида заданий имеются критерии оценки.

Таким образом, комплект контрольно-оценочных средств соответствует требованиям ФГОС и может быть рекомендован к использованию в учебном процессе преподавателями английского языка.

Рецензент:



Е. Н. Серебрякова, методист

филиала СамГУПС в г. Ртищево

## Лист согласования

Дополнения и изменения к комплекту КОС на 2019- 2020 учебный год

Дополнения и изменения к комплекту КОС на 2019-2020 учебный год  
по дисциплине

ОГСЭ. 03 Иностранный язык (английский)

На 2019-2020 учебный год в комплект КОС изменения не внесены

Дополнения и изменения в комплекте КОС обсуждены на заседании ЦК  
общеобразовательных, гуманитарных и социально-экономических дисциплин

« 31 августа 20 19 г. (протокол № 1 ).

Председатель ЦК Серг Сердюкнова



## Лист согласования

Дополнения и изменения к комплекту КОС на 2020- 2021 учебный год

Дополнения и изменения к комплекту КОС на 2020-2021 учебный год  
по дисциплине

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Председатель ЦК

Сергей Серебрякова