

БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ОРЛОВСКОЙ ОБЛАСТИ  
«ОРЛОВСКИЙ ТЕХНИКУМ ПУТЕЙ СООБЩЕНИЯ ИМЕНИ В.А. ЛАПОЧКИНА»

**Комплект  
КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫХ МАТЕРИАЛОВ  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

ОГСЭ.03 Иностранный (английский) язык

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*наименование учебной дисциплины*

по специальности СПО

09.02.01 Компьютерные системы и комплексы

23.02.06 Техническая эксплуатация подвижного состава железных дорог

13.02.11 Техническая эксплуатация электрического и электромеханического  
оборудования

23.02.01 Организация перевозок и управление на транспорте (по видам)

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*код и наименование специальности (специальностей)*

***Базовая подготовка среднего профессионального образования***

2021 г.

Комплект контрольно-измерительных материалов по учебной дисциплине разработан на основе Федерального государственного образовательного стандарта среднего профессионального образования (далее – ФГОС СПО) по специальности

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Код и наименование специальности

Организация-разработчик: БПОУ ОО «Орловский техникум путей сообщения имени В.А. Лапочкина».

Разработчики: Антонова Е.Ю., преподаватель иностранных языков БПОУ ОО «Орловский техникум путей сообщения имени В.А. Лапочкина»

Рассмотрено, одобрено и рекомендовано к использованию на заседании предметно-цикловой комиссии гуманитарных дисциплин  
Протокол № 11 от «23» июня 2021 г.

ПРОВЕРЕНО:

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СОГЛАСОВАНО:

Зав. кафедрой ОП  
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## 1. Общие положения

Контрольно-измерительные материалы (КИМ) предназначены для контроля и оценки образовательных достижений студентов, освоивших программу учебной дисциплины

ОГСЭ.03 Иностранный (английский) язык

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*наименование учебной дисциплины*

КИМ включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме дифференцированного зачета  
( дифференцированный зачет).

КИМ разработан на основании:

- программы подготовки специалистов среднего звена по специальности СПО

09.02.01 Компьютерные системы и комплексы

23.02.06 Техническая эксплуатация подвижного состава  
железных дорог

13.02.11 Техническая эксплуатация электрического и  
электромеханического оборудования (машиностроение)

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*код*

*наименование специальности*

- программы учебной дисциплины

ОГСЭ.03 Иностранный (английский) язык      Приказ № 11 от 23.06. 2021 г.

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*наименование дисциплины,*

*дата утверждения*

## **1. РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ, ПОДЛЕЖАЩИХ ПРОВЕРКЕ**

### **2.1. Общие компетенции, подлежащие проверке при выполнении задания.**

В результате контроля и оценки дисциплине осуществляется проверка следующих общих компетенций:

- 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 команде, эффективно общаться с коллегами, руководством, потребителями.
- ОК 7 Брать на себя ответственность за работу членов команды (подчиненных), 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.

В результате освоения учебной дисциплины студент должен **уметь**:

**У1.** Вести диалог (диалог-расспрос, диалог-обмен мнениями или суждениями, диалог-побуждение к действию, этикетный диалог и их комбинации) официального и неофициального характера в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;

**У2.** Рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных или прослушанных текстов, описывать события, излагать факты, делать сообщения, в том числе связанные с тематикой выбранного профиля;

**У3.** Создавать словесный социокультурный портрет своей страны и стран(ы) изучаемого языка на основе разнообразной страноведческой и культуроведческой информации.

**У4.** Понимать относительно полно (общий смысл) высказывание на изучаемом иностранном языке в различных ситуациях общения;

**У5.** Понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, связанные с личными интересами или с выбранным профилем, выборочно извлекать из них необходимую информацию;

**У6.** Оценивать важность или новизну информации, передавать свое отношение к ней.

**У7.** Читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные, прагматические, а также не сложные специальные тексты, связанные с тематикой выбранного профиля), используя основные виды чтения (ознакомительное, изучающее, просмотровое (поисковое), в зависимости от коммуникативной задачи.

**У8.** Описывать явления, события, излагать факты в письме личного и делового характера; заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране (странах) изучаемого языка; составлять письменные материалы, необходимые для презентации результатов проектной деятельности;

**У9.** использовать приобретенные знания и умения в практической деятельности и повседневной жизни для:

- успешного взаимодействия в различных ситуациях общения, в том числе профильно-ориентированных; соблюдения этикетных норм межкультурного общения;
- расширения возможностей использования новых информационных технологий в профессионально-ориентированных целях;
- расширения возможностей трудоустройства и продолжения образования;
- участия в профильно-ориентированных интернет-форумах, межкультурных проектах, конкурсах;
- обогащения своего мировосприятия, осознания места и роли родного и иностранного языков в сокровищнице мировой культуры.

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

**З1.** Значения новых лексических единиц, связанных с тематикой данного этапа и соответствующими ситуациями общения;

**З2.** Языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, обслуживающие ситуации общения в рамках новых тем, в том числе профильно-ориентированных;

**33.** Новые значения изученных глагольных форм (видо-временных, неличных), средств и способов выражения модальности, условия, предположения, причины, следствия, побуждения к действию.

**34.** Лингвострановедческую и страноведческую информацию, расширенную за счёт новой тематики и проблематики речевого общения, с учётом выбранного профиля.

## **2.2. Распределение показателей оценки по типам заданий**

<i>Коды проверяемых знаний и умений, ОК, (из ФГОС)</i>	<i>Место в структуре МДК</i>	<i>Тип задания</i>
31, У1, У2,	Тема 1.1. Коррективный курс	К. Р. №1 (Приложение №1)
31, У1, У5, ОК 5	Тема 1.2. Профессия. Работа. Семья.	К.Р. №2 (Приложение №1)
32, ОК 4, ОК 5, У1, У2, У3, У5	Тема 1.3. Великобритания	К.Р. №3 (Приложение №1)
33, 34, ОК 4, У1, У3	Тема 1.4. Россия	К.Р. №4 (Приложение №1)
ОК 5, У1, У4	Тема 1.5. Орёл – мой родной город.	К.Р. №5 (Приложение №1) задания дифференцированного зачёта (Приложение №2).
31, 33, 34, ОК 8, У1	Тема 1.7. В городе.	К.Р. №6 (Приложение №1)
31, 33, ОК 3, ОК 8, У1, У2, У3, У5	Тема 1.9. В ресторане.	К.Р. №7 (Приложение №1)
31, 32, У8, У4	Тема 1.10. В магазине.	К.Р. № 8 (Приложение №1)
У1, У9, 32, 33, 31	Тема 1.11. Моя будущая профессия.	К.Р. №9 (Приложение №1) задания дифференцированного зачёта (Приложение №2).

## **1. ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ ДЛЯ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ**

**1.1 Задания для поведения текущего контроля:** (приводятся перечень заданий в виде тестов, проверочных работ, контрольных работ)

**1.2 Задания для проведения дифференцированного зачёта** (приводится перечень вопросов, практических заданий, тестов и т.д.)

Форма дифференцированного зачёта - письменная работа.

Максимальное время выполнения задания 45 минут.

Источники информации, разрешённые к использованию на зачёте, оборудование: англо-русский и русско-английский словари, грамматические таблицы.

### **Оценка освоения учебной дисциплины**

Предметом оценки служат знания и умения, предусмотренные ФГОС СПО по дисциплине ОГСЭ.03 Иностранный (английский) язык и направленные на формирование общих и профессиональных компетенций.

В системе оценки знаний и умений используются следующие критерии:

⇒ **«Отлично»** – за глубокое и полное овладение содержанием учебного материала, в котором студент легко ориентируется, владение понятийным аппаратом за умение связывать теорию с практикой, решать практические задачи, высказывать и обосновывать свои суждения. Отличная отметка предполагает грамотное, логичное изложение ответа (как в устной, так и в письменной форме), качественное внешнее оформление;

⇒ **«Хорошо»** – если студент полно освоил учебный материал, владеет понятийным аппаратом, ориентируется в изученном материале, осознанно применяет знания для решения практических задач, грамотно излагает ответ, но содержание и форма ответа имеют некоторые неточности;

⇒ **«Удовлетворительно»** – если студент обнаруживает знание и понимание основных положений учебного материала, но излагает

его неполно, непоследовательно, допускает неточности в определении понятий, в применении знаний для решения практических задач, не умеет доказательно обосновать свои суждения;

⇒ **«Неудовлетворительно»** – если студент имеет разрозненные, бессистемные знания, не умеет выделять главное и второстепенное, допускает ошибки в определении понятий, искажает их смысл, беспорядочно и неуверенно излагает материал, не может применять знания для решения практических задач; за полное незнание и непонимание учебного материала или отказ отвечать.





## Control work # 1

### Translate a dialogue into English

**Jack:** *Доброе утро, Миссис Доусон!*

**Mrs Dawson:** *О, Джек! Доброе утро! Давно тебя не видела!*

**Jack:** *Я теперь учусь в России и только приехал домой на каникулы.*

**Mrs Dawson:** *Понимаю. Я очень рада тебя встретить!*

**Jack:** *Я весьма рад встрече с вами. Как ваше самочувствие?*

**Mrs Dawson:** *Хорошо, как никогда прежде, мой юный друг! Сегодня прекрасная погода для прогулки, не так ли?*

**Jack:** *Да, сегодня красивый солнечный день. Я думаю, вам понравится.*

**Mrs Dawson:** *Спасибо! Еще увидимся, Джек!*

**Jack:** *Удачи, Миссис Доусон!*

**Keys:**

Jack: Good morning, Mrs Dawson!

Доброе утро, Миссис Доусон!

Mrs Dawson: Oh, Jack! Good morning! Haven't seen you for ages!

О, Джек! Доброе утро! Давно тебя не видела!

Jack: I am studying in Russia now and just came home for a vacation.

Я теперь учусь в России и только приехал домой на каникулы.

Mrs Dawson: I see. I am really pleased to meet you!

Понимаю. Я очень рада тебя встретить!

Jack: I'm also glad to meet you. How are feeling today?

Я весьма рад встрече с вами. Как ваше самочувствие?

Mrs Dawson: Never better, my young friend! There is a wonderful weather for a stroll today, isn't it?

Хорошо, как никогда прежде, мой юный друг! Сегодня прекрасная погода для прогулки, не так ли?

Jack: Yes, it's a beautiful sunny day today. I think you will enjoy it.

Да, сегодня красивый солнечный день. Я думаю, вам понравится.

Mrs Dawson: Thank you! See you, Jack!

Спасибо! Еще увидимся, Джек!

Jack: Good luck, Mrs Dawson!

Удачи, Миссис Доусон!

## ***Control work # 2***

### ***Тест по английскому языку по теме «My family»***

#### **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Тест составлен для проведения текущего контроля в конце темы по теме «Семья и семейные отношения, домашние обязанности» (тема соответствует рабочей программе по дисциплине УДб.02 Иностранный язык (английский) для профессий СПО по техническому профилю профессионального образования).

Тест составлен по аналогии с заданиями, представленными в ЕГЭ по английскому языку в разделе «Чтение». Имеется текст «Our family» (текст взят из пособия по разговорной речи «Spoken English», автор Ю. Голицынский, 2015), после прочтения которого обучающимся необходимо выполнить три задания.

Задание 1: необходимо прочитать текст и заполнить пропуски частями предложений, представленных под текстом. При этом одна часть лишняя. Цель задания 1 – понимание основного содержания текста. За каждый верный ответ обучающийся получает 1 балл. Максимально 5 баллов.

Задание 2: необходимо прочитать вопросы, расположенные под текстом, и определить, в каком абзаце можно найти ответы на них. Цель задания 2 – понимание структурно-смысловых связей в тексте. За каждый верный ответ обучающийся получает 1 балл. Максимально 5 баллов.

Задание 3: необходимо выполнить тест с одним вариантом ответа. Цель задания 3 – полное и точное понимание информации в тексте. За каждый верный ответ обучающийся получает 1 балл. Максимально 5 баллов.

Ответы фиксируются в специальных бланках (см. Приложение 1).

На выполнение теста отводится 35 минут при 45-минутном занятии.

Правильные ответы см. в Приложении 2.

Использованные источники информации:

1. Пособие по разговорной речи «Spoken English», автор Ю. Голицынский, 2015.
2. Сайт Федерального института педагогических измерений: URL: [www.fipi.ru](http://www.fipi.ru).

## ТЕСТ

**Задание 1.** Прочитайте текст и заполните пропуски **A–E** частями предложений, обозначенными цифрами **1–6**. Одна из частей в списке **1–6** лишняя. Ответы зафиксируйте в специальном бланке.

### Our family

1. We are a large and friendly family. There are six of us: grandfather, grandmother, father, mother, my younger sister and I. I have an elder sister too, she is 22 years old, but she doesn't live with our family. She is married. She has a little family of her own: a husband and a child – a two-year old boy.
2. Our grandpa is a scientist. He is on the wrong side of 60, but he does not want to retire. He works at the university. He works part-time. He goes to the university two or three times a week and delivers lectures to students and does a scientific work. On the days when he is at home, he works in his study, **A** \_\_\_\_\_.
3. Our grandma is retired. She was a teacher and worked at school. She is the recognized head of the family. She keeps house. Of course we help her about the house: all of us do our share in daily household chores. My sister washes the dishes, sweeps and washes the floor, washes the sink in the kitchen. My work is **B** \_\_\_\_\_. Our mother and father do most of the shopping. My mother and sister also do washing. But **C** \_\_\_\_\_ is done by grandma. She is a wonderful cook, and all our family likes her cooking very much.
4. Father is a doctor. He works in a large hospital. Mum is an economist and she works at a bank. Both our parents are very busy. Father has a car. In the morning he drives mother to work, then he goes to his hospital. Father also always drives grandfather to work on his University days.
5. My sister and I go to school. We are both senior formers, so naturally school takes up a lot of our time. We spend most of the afternoons and the evenings **D** \_\_\_\_\_.
6. At the weekend we are not as busy as on week days, and we can relax: visit or receive friends or relations or just go for a walk. I also enjoy quiet Saturday evenings, when all members of our friendly family are at home and nobody is in a hurry and we are quietly sitting in our large and comfortable living-room, **E** \_\_\_\_\_ and drinking nice hot cups of tea with something delicious prepared by grandmother.

1. talking, joking, discussing our everyday affairs
2. most of the cooking
3. driving me to school
4. preparing for his lectures and writing a book
5. doing our homework
6. emptying the dustbin, beating the carpet, dusting and vacuum cleaning

**Задание 2.** Прочитайте вопросы А – Е. Установите, в каких абзацах 1 – 6 можно найти ответы на эти вопросы. Используйте каждый абзац только один раз. **Один абзац не подойдет.** Ответы зафиксируйте в специальном бланке.

- A) Who works as a university teacher? – \_\_\_\_\_
- B) Who spends a lot of time doing the home task? – \_\_\_\_\_
- C) Who does not live with the family? – \_\_\_\_\_
- D) Who drives some of the family members to work? – \_\_\_\_\_
- E) Who does wet cleaning of the house? – \_\_\_\_\_

**Задание 3.** Прочитайте текст и выполните задания 1 – 5. Только один вариант ответа является правильным. Ответы зафиксируйте в специальном бланке.

1. "...he works in his study" means:
- a) he studies something.
  - b) he does his homework.
  - c) he works on his research.
  - d) he works in his special room.
2. "He is on the wrong side of 60" means:
- a) he is about 60.
  - b) he has written more than 60 scientific books.
  - c) he is more than 60.
  - d) he drives the car at a speed exceeding 60 km/h.
3. Who is the householder in the family?
- a) Father.
  - b) Grandfather.
  - c) Grandmother.
  - d) Mother.
4. "His University days" means:

- a) the days when he studied at the University
- b) the days when he works at the University
- c) the days when he worked at the University
- d) the name of the metro station

5. The Saturday evenings are quiet in the family because

- a) everyone sleeps long hours.
- b) all members of the family are not at home.
- c) everyone is eating something delicious.
- d) nobody is in a hurry.

### Приложение 1.

#### Бланк ответов

Задание 1.		Задание 2.		Задание 3.	
Пропуски	Отрывки	Вопрос	№ абзаца	№ утверждения	Ответ
A		A		1	
B		B		2	
C		C		3	
D		D		4	
E		E		5	
max. 5P		max. 5P		max. 5P	

### Приложение 2.

#### Правильные ответы

#### Задание 1.

A – 4

B – 6

C – 2

D – 5

E – 1

#### Задание 2.

A – 2

B – 5

C – 1

D – 4

#### Задание 3.

1 – d

2 – c

3 – c

4 – b

## Control work # 3

### «Great Britain. Великобритания»

#### I. General information

1) What is the official name of Britain?

1. *The United Kingdom of Great Britain and Northern Ireland*
2. United Kingdom of Great Britain and Northern Ireland
3. The United Kingdom of the Great Britain and the Northern Ireland

2) What parts does the United Kingdom consist of?

- a) England, Scotland, Wales
- b) England, Scotland, Wales, Ireland
- c) England, Scotland, Wales, Northern Ireland*

3) What is the capital of Scotland?

- a) Belfast *b) Edinburgh* c) Cardiff

4) What is the symbol of England?

- a) the thistle b) the daffodil *c) the red rose*

5) What is the oldest part of London?

- a) the East End *b) the City* c) the West End

6) What is the official part of London?

- a) Westminster* b) the East End c) the West End

7) What part of London is the symbol of wealth and luxury?

- a) the City *b) the West End* c) the East End

8) What is the mostly working-class part of London?

- a) the West End *b) the East End* c) Westminster

9) What is the national instrument of Scots?

- a) the guitar b) the violin *c) the bagpipe*

10) What is Wales called?

- a) A “Land of Dance” b) A “Land of Music” c) A “*Land of Songs*”

## II. Geographical position

1. Where do the British Isles lie?

1. to the East of the continent of Europe
2. **to the West of the continent of Europe**
3. to the South of the continent of Europe

2. What channel lies between Britain and the continent of Europe?

1. Suez Canal
2. British Channel
3. **English Channel**

3. What is the highest mountain peak in Britain

1. Snowdon b) **Ben Nevis** c) the Grampians

4. What mountains are there in England?

1. the Grampians b) the Cambrian Mountains c) **the Pennine Chain**

5. What is the longest river in Britain

1. **The Severn** b) the Thames c) the Ob

6. What river is the British capital situated on

1. The Severn b) **the Thames** c) the Ob

7. What are the largest islands of the British Isles?

1. England and Wales b) Ireland and Britain c) **Great Britain and Ireland**

8. What is the eastern coast of the British Isles washed by?

1. **by the North Sea** b) by the Irish Sea c) by the Atlantic Ocean

9. What is the western coast of the British Isles washed by?

- a) by the North Sea b) **by the Irish Sea** c) **by the Atlantic Ocean**

10. Why is it never too hot or too cold in Britain? - Because of...

1. **the sea** b) mountains c) forests

## III. Political System



1. What kind of state is Great Britain?

1. a republic b) *a parliamentary monarchy* c) an absolute monarchy

2. What is the head of the state of Great Britain?

1. the Parliament b) *the Queen* c) the Prime Minister

3. When did the Princess Elizabeth come to the throne?

1. in 1932 b) in 1942 c) *in 1952*

4. What are the Houses of British Parliament?

1. *The House of Lords and the House of Commons*

2. The House of Lords and the House of Commons and Senate

3. Senate and the House of Lords

5. How many members are there in the House of Lords?

1. more than 3,000 members

2. more than 2,000 members

3. *more than 1,000 members*

6. Who heads the government of Great Britain?

1. The Queen b) *the Prime Minister* c) the President

7. How is the Speaker elected?

1. *by all the members of the House of Commons*

2. by all the members of the House of Lords

3. by the Queen

8. When do members of each House meet in session?

1. at the e of May b) at the beginning of September

c) *at the end of October*

9) How long do sessions last?

a) for about 100 days a year

b) *for about 160 days a year*

c) for about 250 days a year

10) Who is the Prime minister Of great Britain nowadays?**a) Tony Blair b) Margaret Thatcher c)*David Cameron***

1. Read the text.

**Russia. Geographical Position.**

If we have a look at the world map, we will notice immediately that Russia is the largest country on our planet. Its total area is 17,075,200 sq. km. Just to better realize how large our country is it is enough to say that it occupies almost one-seventh of the Earth's surface and it is approximately 1.8 times the size of the USA. Moscow is the capital of Russia and is the most important city in the country due to its central role in the economic, political, scientific and cultural life of the country. Russia is situated in two continents and the Urals make a natural divide of the country: the territory west of the Urals is included into eastern part of Europe and the territory east of the Urals is included into northern Asia. Russia's climatic conditions range from subarctic in the north to subtropical in the south with temperate and continental in the middle of the country. The country is washed by 13 seas and 3 oceans. Drinking water supply is made up by more than two million rivers and lots of beautiful lakes. The Volga is one of the largest rivers worldwide, whereas Lake Baikal actually is the deepest lake in the world and is considered by many scientists a natural wonder due to its fascinating flora and fauna. The lowest point in Russia is in the Caspian Sea (-28 m below the sea level), and the highest point is Mount Elbrus (5,630 m above the sea level). Our country is one of the richest in natural resources, which include large deposits of oil, natural gas, coal, and many other minerals. According to the latest population census conducted in 2004, there are 143,782,338 people in Russia. Russia's border line length is more than 20,000 km and it borders on the following countries: Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Kazakhstan, North Korea, Latvia, Lithuania (Kaliningrad Oblast), Mongolia, Norway, Poland (Kaliningrad Oblast), and Ukraine. Besides, Russia has a sea-boundary with the American state of Alaska in the Far East. Administratively, our country is composed of the following divisions: 49 oblasts, 21 republics, 10 autonomous okrugs, 6 krais, 2 federal cities, and 1 autonomous oblast. Russia is a federation. According to that type of government, power is formally divided by the constitution between the central or federal authority and all its constituent regions, that is oblasts, okrugs, krais. The executive branch of the Russian Federation is composed of the president, and the government headed by the prime minister. Since 7 May 2000, Vladimir Vladimirovich Putin has been the chief of state. There is also a so-called Presidential Administration, which supports the president with advice, makes drafts of presidential decrees. Presidents in Russia are elected by popular vote every four years. The Russian Legislative branch, also known as Federal Assembly, is composed of two parliamentary chambers: the Federation Council and the State Duma. The Federation Council has 178 seats. Its members are appointed by each of the 89 federal administrative units and serve four-year terms. As for the State Duma, there are 450 seats there. Its members are elected by direct, popular vote and serve four-year terms as well as the Federation Council members.

The following parties are currently represented in the State Duma: United Russia, Communist Party, LDPR, Motherland, People's Party, and other. The Judicial Branch of the Russian Federation is composed of the Constitutional Court, the Supreme Court and other lower level courts. It is important to note that judges for all types of courts are recommended by the president and later appointed by the Federation Council.

2. Translate the text into Russian.

## Control work # 5

### Oryol city

#### 1. Read the text.

**Oryol** or **Orel** is a city located in the European part of Russia, on both sides of the Oka River and its tributary, the Orlik River, about 364 km south-west of Moscow. It is the capital of the Oryol region, an important transport, educational, cultural, and tourist center of Central Russia. In Russian the name of this city means “eagle”. There is a legend about the origin of the name. According to it, it happened during the foundation of the fortress, in 1566. When builders began to chop down an oak standing on the river bank, at the confluence of the rivers Oka and Orlik, an eagle flew off from the top of the tree. “And here is the owner”, - said one of the men, and Ivan the Terrible ordered to name the town in honor this bird.

The climate in Oryol is of moderate continental type. Winters are usually moderate cold, with occasional thaws and frosts. Summers are not settled, with periods of extreme hot and cool weather. The average temperature in January is minus 6.7 degrees Celsius, in July - plus 20.5 degrees Celsius.

City Day in Oryol is celebrated on August 5. On this day in 1943, in Moscow, an artillery salute was given to honor the troops that liberated Orel and Belgorod. This was the first salute during the World War II in the USSR, that's why both Orel and Belgorod received the nickname “the city of the first salute.”

The Oryol tram, opened in 1898, along with the Nizhny Novgorod and Kursk trams belongs to the oldest tram systems in Russia, one year older than the Moscow tram, and nine years older than the St. Petersburg tram.

“Oryol”, a nuclear submarine in the Northern Fleet of Russia, is named after the city of Oryol. On the conning tower of the submarine you can see the coat of arms of the city.

The main products manufactured in the city: food, machinery and electrical equipment, non-metallic mineral products, metallurgical production and production of finished metal products.

#### 2. Translate into English.

Легенда, дуб, крепость, орел, климат, освободить, город первого салюта, трамвайная система.

#### 3. Finish the sentences.

1. Oryol is a city.....
2. There is a legend...
3. The climate in Oryol...
4. The average temperature...

#### 4. Translate the text into Russian.

Control work # 6

1. Fill in prepositions where necessary.

1. Where do I change ... bus 7?
2. Will this bus take me ... Palace Square?
3. Where do I get ... to change ... the underground?
4. Are you getting ... the next stop?
5. If no tram comes ... five minutes, I won't wait ... it, I'll just go ... home ... foot.
6. Walk ... far ... the corner, turn ... the right and pass ... two blocks.
7. When you turn ... the corner, you will see the entrance ... the museum ... front... you.
8. If you stand ... your back ... the theatre, you will see a monument ... your right.
9. Where is the monument ... Gogol ... your town?
10. There is no tram ... here... the railway station.
11. ... the end ... the street you will see a large shop ... your left.
12. I have never been ... St. Paul's, but I have read and heard a lot ... it.
13. Will it take me long to get ... the theatre?
14. The Peter and Paul Fortress is rather far ... Nevsky Prospect.
15. The Admiralty is near ... the Winter Palace.
16. Walk straight ... the street and take the second turning ... the left.
17. Where is the entrance ... the Hermitage? — Oh, it's ... the other side ... the building, ... the Neva embankment.
18. ... the end ... this street there is a big arch. If you walk ... the arch, you will find yourself ... Palace Square ... the slender Alexander Column ... the middle.

2. Fill in articles where necessary.

1. We walked along ... street as far as ... metro station and took ... bus number 6.
2. Go as far as Liteiny Prospect and change to ... trolley-bus there.
3. ... Winter Palace is in ... Palace Square.
4. ... Bronze Horseman has ... world-wide fame.
5. Where is ... entrance to ... Philharmonic?
6. How do I get to ... Opera and Ballet House?
7. Is there ... bus from here to ... Moscow Railway Station? — Yes, take ... bus number 7.
8. Walk as far as ... corner and cross ... street. Then turn to ... right.
9. Which is ... way to ... airport? — Oh, it's ... very long way. You must first go by ... underground and then change to ... bus number 39. But it will take you ... very long time. ... best way for you is to take ... taxi.
10. ... bridge over ... Fontanka is famous for ... Klodt's sculptural groups of ... man taming ... horse.

## **Control work # 7**

### **1. Translate the dialogue into Russian.**

*Customer:* I'd like to order a cheese plate.

*Waiter:* What cheese would you like: hard, soft or blue?

*Customer:* I'd like to try all three kinds of cheese. What types of hard cheese do you have?

*Waiter:* I can offer you Cheddar from Britain, Gauda from the Netherlands, Gruyere and Emmenthal from Switzerland, Manchego from Spain and Parmezan from Italy.

*Customer:* I think I'll have Italian Parmezan. What about soft cheese?

*Waiter:* We have Camembert and Brie from France, Mozzarella and Mascarpone from Italy.

*Customer:* I think I'll have French Camembert. And What types of blue cheese can you recommend?

*Waiter:* I can recommend Stilton from Britain, Danish Blue from Denmark, Roquefort from France and Italian Dolcelatte.

*Customer:* I think I'll have Danish Blue.

### **2. Translate into English.**

- Что Вы будете заказывать на первое?

- Я бы хотела сначала какой-нибудь салат.

- Могу Вам предложить мясной или рыбный салат или колбасу с зеленым горошком.

- Хорошо, сначала колбасу, а потом щи со сметаной.

- На второе советую взять бифштекс. Очень вкусный.

- Согласна. И немного апельсинового сока, пожалуйста. И чашечку кофе и пирожное.

## Control work # 8

### 1. Translate the dialogue into Russian.

*SA – shop-assistant, C — customer*

SA: Good afternoon. Can I help you?

C: Good afternoon. Yes, please. I'm looking for an elegant dress for a party.

SA: What colour would you like?

C: I don't know. What colours have you got?

SA: We have got all colours. What do you think of blue? I think it matches your eyes and your blonde hair!

C: OK. Have you got it medium size?

SA: Yes, here you are.

C: Can I try it on?

SA: Of course. The changing room is there. Does it fit?

C: Well, it is a little small. Have you got a bigger one?

SA: Only in red. Would you like to try it on?

C: Yes, thank you. ... It fits perfectly.

SA: Yes, and it suits you well.

C: How much is it?

SA: It's 55 Euros.

C: I take it. Can I pay by card or in cash only?

SA: You can pay in cash and by card, too.

C: Here is my card.

SA: Thanks you, Please sign here. Good bye. Thanks for shopping here.

C: Thank you, good bye.

### 2. Translate into English.

1. У вас сегодня есть в продаже свежий творог?

2. Сколько стоит килограмм этой муки?

3. Как мне пройти в кондитерский отдел? – Прямо, затем направо.

4. По дороге домой зайти в магазин и купи полкило масла, килограмм огурцов, килограмм помидоров, бутылку подсолнечного масла и пачку соли.

5. Дайте мне четыре пирожных, полкило печенья, килограмм вот этих шоколадных конфет и баночку варенья.

6. Мне нужно летнее шелковое платье. Покажите мне что-нибудь голубое.

7. Сколько стоит эта кофточка? Покажите мне такую же, но мене яркую.



## Control work # 9

### Variant 1.

#### 1. Translate into Russian.

There are many different professions, many of them are very useful and interesting. Some of them we can call "professions of future". They are not usual professions. They are connected with new technologies (information technologies, nanotechnologies, etc.) That's why these professions are called "professions" or "jobs" of future. In my opinion, these jobs will be the most demanded. I dream to get such profession.

New technologies, of course, play a very important role in all spheres of our life. Nowadays they are reused in education, TV, design, space exploration and so on. I think that medicine of future will not develop without new technologies. In reality, jobs connected with these spheres of life will be the most demanded in future. Everyone wants to be modern, experienced specialist. That's why many students choose these new professions.

I also want to choose the profession connected with new technologies. I dream to be a doctor since childhood. I understand now that nanotechnology, gene engineering broaden possibilities of medicine. It's great that in future doctors will be able to change human organs by organs grown from one's own. And that means that human life will last longer. Medicine has already delivered people from many mortal diseases, such as plague, smallpox. Thanks to new technologies people will be able to live longer and there will be no mortal diseases anymore.

#### 2. Choose three sentences and make questions.

### Variant 2.

#### 1. Translate into Russian.

The profession of [a machinist](#) is a complex and responsible. After all, to run a locomotive, to which is attached a plurality of carriages, is much harder than driving a car. Train driver is a railroad, managing freight and passenger trains and electric trains.

The features of the profession of engineer apply knowledge of different types of locomotives, because it is impossible to predict where it will have to work to graduate College and what part to manage. Locomotives are divided into the locomotive and electric locomotive, and also in range of the route must follow. In addition, trains are for passengers and cargo, depending on, carrying people or cargo.

For the driver to go to learn can physically sturdy young men, with steady mentality, because the situation on the road is unpredictable. Often the accident, because the driver always goes to flight only with the assistant engineer. By the way, the graduate College never immediately appoints engineer – first only an assistant to obtain the required continuous practice. The assistant engineer will have to work at least two years, and then take the exam. Such complexity is due to the fact that the driver of the train trusts the lives of hundreds of people, because his level is obliged to be professional, and the qualification is high. The operator of the underground it is possible to study directly in the depot with the subway line – will be enough to finish the training and pass the exam.

Always work with an assistant only driver of long-distance, the train driver alone is able to cope with the transportation of passengers. The long-distance routes are divided into certain sections. Every engineer is only expert in your area, that is, during the movement of the train to him several times connect the new locomotives, which are managed by different operators.

#### 2. Choose three sentences and make questions.

### **Variant 3.**

#### **1. Translate into Russian.**

If you're technically adept and interested in providing a service that helps the modern world go round, consider becoming an electrician. Licensed, or master, electricians are highly trained technicians whose responsibilities include everything from replacing an electrical outlet to wiring a newly constructed house or building. This article provides information on the work of an electrician, the educational and training requirements for becoming an electrician, and how to get your license.

Electricians work in a variety of settings, including homes, businesses, schools, hospitals - any type of facility that needs electricity to function. Electricians may find themselves working in extremes of heat and cold, indoors and out any time of year. Electricians may also perform electrical work on trains, airplanes, ships and vehicles. Electricians' work includes the following:

- Reading blueprints, or technical diagrams of a work site's electrical wiring.
- Connecting wires, circuit breakers, and outlets, and replacing or adding wires, circuit breakers, connections, and fuses.
- Using specialized equipment, including oscilloscopes, ammeters, ohmmeters and voltmeters, to perform their work.
- Working as part of a team in coordination with the construction project manager, homeowner, or building manager of a work site.
- Knowing and following building codes and regulations to ensure buildings are wired safely.

#### **2. Choose three sentences and make questions.**

Согласовано

Рассмотрены и одобрены  
на заседании предметно-цикловой  
комиссии гуманитарных дисциплин

\_\_\_\_\_ Р.В. Аракчеева  
« \_\_\_\_ » \_\_\_\_\_ 2017 г.

Заместитель директора БПОУ ОО  
«Орловский техникум путей сообщения  
им. В.А. Лапочкина»

\_\_\_\_\_ Е.В. Озерова  
« \_\_\_\_ » \_\_\_\_\_ 2017г.

### **Контрольно-измерительные материалы**

для проведения зачета по дисциплине «Иностранный язык»

по специальности

**23.02.06 Техническая эксплуатация подвижного состава**

**железных дорог 13.02.11 Техническая эксплуатация электрического и  
электромеханического оборудования (машиностроение)**

**09.02.01 Компьютерные системы и комплексы  
(3 семестр)**

преподаватели – Перельгина М.А., Дорохина Т.В.

Орёл

Задания построены в виде беседы по теме: «**Наша семья**».

Текст частично адаптирован и построен на основе изученного лексического и грамматического материалов.

***Критерии оценивания беседы:***

Студент прочитал, перевел, пересказал и ответил на вопросы по тексту без потери основного содержания текстов - получает оценку **5 (отлично)**

Студент прочитал и перевел, понял основное содержание с малой потерей, ответил на вопросы – получает оценку **4 (хорошо)**

Студент прочитал, перевел, частично пересказал, ответил не на все вопросы - получает оценку **3 (удовлетворительно)**

Студент прочитал, перевел, не смог пересказать, не ответил на вопросы – получает оценку – **2 (неудовлетворительно)**

## **My Family**

In my opinion family is one of the most important things in one's life. Almost all our life we live within a family. There are five of us in the family: My father — ..., my mother ..., my elder brother Michael and the youngest child in our family my ten-year old sister Olga. I think it would be right if I begin with my parents. They have been married for 20 years now. They met each other at the institute where they studied together both of them were in their first year then. However it was not until their last year at the institute when they got married. My father is a chief sales-manager in a firm which sells various computer equipment. Many years ago after he had graduated from the institute he became an electronic engineer in one of the Moscow research institutes. His firm has several branches in some other big towns in Russia such as St Petersburg, Voronezh, Novosibirsk and others. So he has to travel a lot. My father is an only wage earner in our family but as he is very good at his job his firm pays him a good salary.

However his Saturdays and Sundays are wholly devoted to his family. In youth he went in for sport so we often play either football or volleyball which are his favourite games. My mother is a housewife. A year after she graduated from the institute my elder brother was born and she had to stay at home. Later it was decided that she would run the house and look after the family. My mother is a nice looking woman. She is of medium height. Her hair is dark and she usually wears a bun. So most of her time is devoted to housework. Except for the time when soaps are shown on TV. She adores them though my father thinks they are silly. He like most men prefers detective stories and action films. My elder brother is now in his third year at the Moscow State University. He studies at the Geographical faculty.

He was keen on Geography when at school and wanted to travel to places yet unknown. I personally think that it was the spirit of adventures that made him go to the Geographical faculty. The youngest member of our family is ten-year old Olga. She goes to the college in the neighbouring town and spends there five days a week. So we see her only on Saturday and Sunday and during her holidays. In spite of her age she enjoys living in a college and always looks forward to going there after holidays. She has got lots of friends there. Our family is very united and we like to spend our free time together.

**БПОУ ОО «Орловский техникум путей сообщения  
им. В.А. Лапочкина»**

Рассмотрены и одобрены  
на заседании предметно-цикловой  
комиссии гуманитарных дисциплин  
\_\_\_\_\_ Р.В. Аракчеева  
« \_\_\_\_ » \_\_\_\_\_ 2017 г.

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преподаватели – Перельгина М.А., Дорохина Т.В.

Орёл

Задания построены в виде беседы по теме: «Города России»

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Студент прочитал, перевел, не смог пересказать, не ответил на вопросы – получает оценку – **2 (неудовлетворительно)**

## The coldest town on Earth

The coldest place in the world is the Russian **village** of Oymyakon.

This village is situated **in the East**. Around 500 people live there. In winter the usual temperature is minus 50 degrees. **Once** in this village there were minus 71 degrees! But the **inhabitants** of the village **are used to** the cold. Here everyone knows each other. Everyone helps each other.

The favourite meeting place is at the shop where they sell **fresh** bread. In the village there is no bar because after 6 p.m. you cannot sell neither vodka nor beer. A **drunk** person can die in the street very quickly...

In winter a day **lasts** only 3 hours. And in summer it is light even during the night. In March there is a festival in the village. Many foreigners come to that festival. They want to **feel** what -50 degrees is.



Vocabulary:

1. Земля/на Земле: **Earth/on Earth**
2. Деревня - деревни: **a village - villages**
3. Восток/на Востоке: **East/ in the East**
4. Однажды: **once (adv.)**
5. Житель - жители: **an inhabitant - inhabitants**
6. Привыкнуть к + Dative: **to get used to / to be used to**  
(привыкнуть-perfective, привыкать-imperfective)
7. Свежий: **fresh (adj.)**
8. Пьяный: **drunk (adj.)**
9. Длиться : **to last**
10. Почувствовать: **to feel** (почувствовать-perfective, чувствовать-imperfective)



# Saint Petersburg



Saint Petersburg is one of the most beautiful cities of Russia. It **was founded** by the **emperor** Peter I. The emperor decided to build here a city in order to open a "window to Europe" for Russia.

Before, in this place there was **a swamp**, that is why it was very hard to build the city. Many people **died** while building this city. That is why they say that this is a "city

In Saint Petersburg there are many beautiful palaces, museums and churches. Here is the famous **amber chamber**. In summer in St-Petersburg occur the "white nights".

These are days when outside at night it is almost as **light** as during the day. This is the most popular time for tourists. At night there are a lot of people in the streets and it seems that **the whole** city doesn't sleep.

## Vocabulary:

1. Быть основанным: **to be founded**
2. Император - императоры: **an emperor - emperors**
3. Болото - болота: **a swamp - swamps**
4. Умереть: **to die**
5. Кость - кости: **a bone - bones**
6. Янтарная комната: **amber chamber**
7. Светлый: **light**
8. Весь/вся/всё: **the whole**

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им. В.А. Лапочкина»**

Согласовано

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**09.02.01 Компьютерные системы и комплексы  
(5 семестр)**

преподаватели – Перельгина М.А., Дорохина Т.В.

Орёл

Задания построены в виде беседы по теме: «*Родной город Орёл*».

Диалоги частично адаптированы и построены на основе изученного лексического и грамматического материалов.

***Критерии оценивания беседы:***

Студент прочитал, перевел, пересказал и ответил на вопросы по тексту без потери основного содержания текстов - получает оценку **5 (отлично)**

Студент прочитал и перевел, понял основное содержание с малой потерей, ответил на вопросы – получает оценку **4 (хорошо)**

Студент прочитал, перевел, частично пересказал, ответил не на все вопросы - получает оценку **3 (удовлетворительно)**

Студент прочитал, перевел, не смог пересказать, не ответил на вопросы – получает оценку – **2 (неудовлетворительно)**

The town of Oryol was founded by Ivan the Terrible in 1566 as a watch fortress for protecting southern borders of the Russian state from raid of Crimean Tatars. Ancient

Oryol is a wooden fortress with a trading quarter. In 1611 Oryol is ruined, and in 1615 destroyed by Polish interventionists. In 1636 the Oryol fortress is rebuilt and happily exists till 1702. In the middle of 17 century Oryol becomes an active trade centre – peasants trade bread and other agricultural production. Industrial development of the city starts between 18 and 19 centuries. In 1755 the city includes 1741 homesteads, 9 churches, the Uspensky monastery and the Vvedensky convent.

During the Patriotic War of 1812 Oryol serves as a back base for the Russian army. 1815 welcomes opening of the serf-theatre of Count Kamensky, which later becomes municipal. In 1843 Oryol opens Orlovsky Bakhtina military school, which later rates among best military educational institutions in Russia. Most common city dwellers are noblemen and merchants. In the middle of the 19 century Oryol hosts 95 enterprises and organizes three annual trade fairs. City territories are covered with 3619 homesteads, 24 churches, 542 stores and 24 shops, 16 bakeries, 33 public houses, 2 pharmacies, 8 restaurants, 13 taverns, 11 hotels, 43 inns and 45 forges. At the same time small metal works start to appear. Banks of the Oka River are connected with high-level bridges in 1879. Public water pipe appears in 1870, telegraph and telephone stations starts connecting people in 1859 and 1892 respectively. Power station gives electricity to Oryol citizens since 1895. Oryol is the second Russian town, where trams appear (in 1898). In 1917 population of the town is able to create an account in four banks and read news in same number of newspapers. Five libraries, two of which are private, 8 book shops, 9 printing plants, 6 photo studios and 3 cinemas carry enlightenment to Oryol citizens.

In 1920 63.8 thousand people live in Oryol. 42 primary schools teach 7790 pupils, and 8 secondary schools train 1403 students. Little citizens are welcomed in 10 kindergartens and 13 children houses, grown-ups frequent 11 clubs, 2 art studios, 10 music and 4 theatre schools. Oryol becomes the central town of Orlovsky district in 1928. The city has three districts: Sovietsky, Zavodskoy and Zheleznodorozhny, covering 1811 hectares. In 1941 the city gives shelter to 110.6 thousand people, and its 57 industrial enterprises employ 20 thousand workers. 32 public schools train 20 thousand students. The city also has 15 professional and specialized educational institutions, 6 public reading rooms and 2 libraries for children. Four cinemas and 12 night clubs make life of Oryol citizens brighter. Other life necessities are covered in three hospitals, 2 clinics, 4 ambulance stations and 9 dentists, not to forget about three maternity clinics, emergency response station and a blood bank, a hydropathic establishment, 5 pharmacies, 30 kindergartens and 11 nurseries. On October 3, 1941 Oryol is taken by fascists without striking a blow. The city becomes a concentration camp for prisoners of war and civilians, where about 5 thousand people die. The city is released in August 1943. Following years pass in reconstruction works. In 1959 television comes to Oryol with first broadcasting station. In 1968 trolley buses start solving transport problems in the city, and three years later river trams appear on the Oka River. Today Oryol is a large Russian town with active population and beautiful nature around.

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**09.02.01 Компьютерные системы и комплексы**

**(6 семестр)**

преподаватели – Перелыгина М.А., Дорохина Т.В.

Орёл

Задания построены в виде беседы по темам: **«В магазине», «В ресторане».**

Диалоги частично адаптированы и построены на основе изученного лексического и грамматического материалов.

***Критерии оценивания беседы:***

Студент прочитал, перевел, ответил диалог без потери основного содержания, получает оценку **5 (отлично)**

Студент прочитал, перевел, ответил диалог с частичной потерей основного содержания, ответил на дополнительные вопросы, получает оценку **4 (хорошо)**

Студент прочитал, перевел, не ответил диалог, но ответил на некоторые дополнительные вопросы, получает оценку **3 (удовлетворительно)**

Студент прочитал, не перевел и не ответил диалог, и не смог ответить на дополнительные вопросы, получает оценку **2 (неудовлетворительно)**

- May I take your order?

B - Yes. I'd like the chicken and a side order of corn.

A - And what would you like to drink?

B - I'd like a cup of coffee, please.

A - And what would you like to order?

C - I'll take the spaghetti and a salad.

A - What would you like to drink?

C - Just water, please.

*(after the meal)*

A - Would you like something for dessert?

B - Yes, I'll have the cake, please. Would you like something?

C - No thanks. I'm full.

*(after dessert)*

B - Could we have the check, please?

A - Yes, here it is.

B - Hmmm. \$23.55. Here you are.

A - Thank you. Come again.

B - Thank you. Goodbye.

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электромеханического оборудования (машиностроение)**

**(7 семестр)**

преподаватели – Перелыгина М.А., Дорохина Т.В.

Орёл



Задания построены в виде беседы по теме: *«История железных дорог в Великобритании»*.

Тексты частично адаптированы и построены на основе изученного лексического и грамматического материалов.

***Критерии оценивания беседы:***

Студент ответил все три диалога без потери основного содержания, ответил на дополнительные вопросы, грамотно используя лексику по теме, предоставил презентацию и рассказал о ней, получает оценку - **5 (отлично)**

Студент ответил все три диалога без потери основного содержания, ответил на дополнительные вопросы, грамотно используя лексику по теме, предоставил презентацию, но не смог рассказать о ней, получает оценку - **4 (хорошо)**

Студент ответил все три диалога с частичной потерей основного содержания, ответил не на все дополнительные вопросы, грамотно используя лексику по теме, предоставил презентацию, но не смог рассказать о ней, получает оценку - **3 (удовлетворительно)**

Студент не ответил все диалоги, не смог ответить на дополнительные вопросы и не предоставил презентацию – получает оценку – **2 (неудовлетворительно)**

## History

### of railways in Great Britain

The idea of the railway traces its origins to Roman times, possibly earlier, when stone paved roads were set with strips of long, smooth stones to accommodate chariot wheels.

By the 16th Century, even before the industrial revolution was fully under way, mining engineers used tramroads fitted with wooden rails, to ease the movement of loaded mine wagons (known as trams or drams). Early examples would have had no guidance system and the drams would have been steered by hand to keep them on the rails. Later examples had pegs fixed to the wagons running in grooves formed by parallel boards for guidance.

Around 1603 a tramroad was built to carry coal from mines near Strelley to Wollaton, near Nottingham. Innovatively, the rails were fitted with side boards so that they would guide normal wagon wheels. This is widely regarded as the first true railway in the world and is the earliest for which documentary evidence exists, although there are some indications that a similar line in Shropshire may have been earlier.

By the mid-17th Century tramroads were fairly common and continued to be so through the 18th century, so that by the start of the 19th Century they often ran for considerable distances, taking mineral products (notably coal) from their source to the point of consumption, or in some instances to a canal wharf for onward carriage by boat. At that time, the wagons were hauled by horses but, in 1804, Richard Trevithick demonstrated the first practical steam locomotive engine. By 1812, steam haulage was in regular commercial service on the Middleton Railway, near Leeds.

The first public railway as we know it today carrying passengers and freight was the Stockton & Darlington Railway in 1825. By 1839, when the Midland Counties Railway became the first railway to reach my home town of Derby, a considerable mileage of lines was already established around the country.

Railway development in Great Britain was piecemeal, each line being promoted by a private company. Several large, long distance operators did exist, and these did take over some of the smaller branch lines, but by the early 20th Century the country was still covered by a patchwork of small railway companies.

After the First World War, economic pressures forced many small railways into decline. The Government felt obliged to take action, but the political mood at that time was not in favour of state ownership of the railways, even though that expedient had been tried with some success in other countries. Instead, in 1923 almost all the railways in the country were grouped into four new companies (the "Big Four"):

- The Great Western Railway (GWR)
- The London, Midland & Scottish Railway (LMS)
- The London & North Eastern Railway (LNER)
- The Southern Railway

The Second World War took another great toll on the railways and on the state of the national economy in general, with the result that in 1948 the railways were nationalized as British Railways.

In the mid-1950s plans were put in hand for extensive modernization of the railways, but by the early 1960s it was clear that many rural railways had outlived their usefulness and would have to go. The result was the infamous Beeching Report of 1963 which led to widespread closures over the next few years. Undoubtedly the Report had its flaws (one could cite the apparent absurdity of closing one of the most modern lines in the country, from Manchester to Sheffield via Woodhead, or the withdrawal of passenger services from Mansfield to leave it the largest town in the UK, probably in Europe, without a passenger train service, just to name two examples) but it did have the desired effect of pruning out much of the

“dead wood” from the network. Contrast the situation in France, where rural branch lines have died out by a slow, painful and expensive process of attrition, with much the same end result.

Meanwhile, British Railways was relaunched with a new image as British Rail, and modernization continued. Steam was phased out by the end of the 1960s in favor of diesel and electric traction

By the 1970s, it was clear that existing outdated passenger stock was quite inadequate for an increasingly discerning travel market. This led to two projects: the Advanced Passenger Train (APT) and the High Speed Train (HST). APT is now mainly remembered for the difficulties which dogged its development, but there is little doubt that it could have been made to work; indeed, some of the technology ultimately found its way into the Italian *Pendolino*, a variant of which is re-equipping parts of the UK network in the 21st Century. However, APT was too sophisticated and expensive a solution for its time. HST, with its well proven, largely off-the-shelf technology, was the preferred option. It went on to become one of the most successful and popular trains of all time, and the 35 year old sets still clock up millions of revenue miles today.

The 1980s were bad for railways in the UK. Huge downturns in bulk freight traffic, the economic climate of the country and, above all, a political will that did not seem to include much of a future for the railways, led to more radical action being necessary; and by the 1990s steps were put in place to privatize the railways once more. Privatization is part of EU policy, but Britain has chosen to go about it in a rather more complex way than most other countries. The operation had many critics and was not without considerable difficulties, but benefits to the end user in terms of improved services, improved reliability of service and better trains are now being seen.

1994 saw the official opening of the Channel Tunnel, making the railways of Britain truly part of the European network for the first time. Now, in the 21st Century, railways are back in favour as a mode of transport, largely on account of their “green” credentials. Over the coming decades, many existing lines are to be enhanced or improved to allow higher speeds, greater capacity, and with electrification better efficiency. Major urban works are in hand with new lines such as Cross rail in London. And High Speed Rail has at last begun to develop in this country; High Speed 1 connecting the Channel Tunnel to central London opened in 2007, and plans for High Speed 2 to the Midlands and the North are well in hand. There is good cause to be optimistic for the future of railways.

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железных дорог  
(8 семестр)**

преподаватели – Перелыгина М.А., Дорохина Т.В.

Орёл

Задания построены в виде беседы по теме: «**Железные дороги мира**».

Тексты частично адаптированы и построены на основе изученного лексического и грамматического материалов.

***Критерии оценивания беседы:***

Студент прочитал, перевел, пересказал и ответил на вопросы по тексту без потери основного содержания текстов - получает оценку **5 (отлично)**

Студент прочитал и перевел, понял основное содержание с малой потерей, ответил на вопросы – получает оценку **4 (хорошо)**

Студент прочитал, перевел, частично пересказал, ответил не на все вопросы - получает оценку **3 (удовлетворительно)**

Студент прочитал, перевел, не смог пересказать, не ответил на вопросы – получает оценку – **2 (неудовлетворительно)**

Read and translate the text using a dictionary. Put questions to the underlined words.

USA (Dallas)

## LIGHT RAIL

### ARRIVES IN THE LONE STAR STATE

The first stage of Dallas light rail network was inaugurated in June 1997. Marching bands, balloons, free rides created a lively atmosphere in Dallas, when the city and its surrounding region celebrated the Grand Opening of the first modern light rail line in Texas. The ceremonies were held at all 14 stations along the initial 16 km route as well as in the city centre.

More than 4,000 local officials and citizens from across the region gathered in temperatures of over +37° C to witness the opening of the light rail.

The Grand Opening, a five-day period of public celebrations, included a gala dinner, art program and parties at eight of the fourteen stations. Thanks to sponsorship from over 80 corporations, passengers were also able to ride free of charge for the whole of the following week in a «try-it-you'll-like-it» campaign. The biggest sponsors were recognized with their names on some of the cars exteriors.

Approximately 8,600 passengers rode the light rail line on the first afternoon. Regular commercial services began on June 24. The standard fares are: \$1 for a single ticket and \$2 for a return ticket, apart from the city centre zone where there is a 50 cent single ticket. Different discounts are proposed (e.g. passengers can buy 11 tickets for the price of 10, and there is also a “day pass” offering unlimited travel on light rail and bus services for just \$3 a day).

Dallas light rail network has purchased 40 Light Rail Vehicles (LRV). Able to accommodate 160 passengers each, the cars have a top speed of 105 km/h. The air-conditioned LRVs can operate singly or in trains of up to three depending on demand. Traffic frequency on the city centre section is 5 minutes and 10 minutes during the peak hours and off-peak hours respectively.

Capital Program of the Dallas light rail network development envisages construction of additional light rail and commuter rail routes over the next 15 years, creating a 145 km network by 2010.

Note:

1

light rail – высокоскоростная железная дорога местного значения