

**ДЕРЖАВНИЙ ЕКОНОМІКО-ТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ
ТРАНСПОРТУ**

Кафедра іноземних мов

С. В. ГУРІНЧУК

ПЕРЕКЛАД НАУКОВО-ТЕХНІЧНОЇ ЛІТЕРАТУРИ

Контрольна робота № 3 і № 4.

**Методичні рекомендації щодо виконання контрольних робіт
і самостійного опрацювання матеріалу.**

**Для студентів освітнього рівня «Бакалавр» напрямку підготовки
6.070101 «Транспортні технології (залізничний транспорт)»
заочної форми навчання**

Київ 2016

УДК 811.111(075.8):62

Гурінчук С.В.

Переклад науково-технічної літератури.

Контрольна робота № 3 і № 4. Методичні рекомендації щодо виконання контрольних робіт і самостійного опрацювання матеріалу. Для студентів освітнього рівня «Бакалавр» напряму підготовки 6.070101 «Транспортні технології (залізничний транспорт)» заочної форми навчання С. В. Гурінчук. – Київ: ДЕТУТ, 2016 р. – 124 с.

Методичні рекомендації розроблено відповідно до Програми навчальної дисципліни «Переклад науково-технічної літератури», 2-й рік вивчення навчальної дисципліни.

Навчальні матеріали цієї методичної розробки спрямовані на подальшу активізацію професійно-зорієнтованої іншомовної комунікативної діяльності студентів, на їхню підготовку до ефективної самостійної роботи над лексико-семантичними та граматико-структурними особливостями англійської науково-технічної літератури і мають на меті сприяти студентам у набутті досвіду адекватного двостороннього перекладу та застосування професійно-орієнтованої англійської мови для своїх академічних, а у подальшому – професійно-прагматичних, цілей.

Методичні рекомендації розглянуто та рекомендовано до друку рішенням кафедри «Іноземні мови» Державного економіко-технологічного університету транспорту (протокол № 3 від 9 листопада 2015 р.), методичної комісії факультету «Управління залізничним транспортом» (протокол № 5. від 25.01.2016).

Укладач:

- С. В. Гурінчук, кандидат історичних наук, доцент, доцент кафедри іноземних мов Державного економіко-технологічного університету транспорту

Рецензенти:

- Г. Г. Михайленко, викладач кафедри іноземних мов Київського національного університету будівництва та архітектури
- А. О. Ворначев, кандидат філологічних наук, доцент, доцент кафедри іноземних мов Державного економіко-технологічного університету транспорту

© Гурінчук . В.

© ДЕТУТ, 2016 р.

З М І С Т

ЗМІСТ.....	3
ПЕРЕДМОВА.....	4
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИКОНАННЯ	
КОНТРОЛЬНИХ РОБІТ №3 і №4.....	6
ЛІТЕРАТУРА, РЕКОМЕНДОВАНА ДЛЯ САМОСТІЙНОГО	
ОПРАЦЮВАННЯ.....	8
ЗРАЗОК ВИКОНАННЯ КОНТРОЛЬНОЇ РОБОТИ №3.....	9
КОНТРОЛЬНА РОБОТА №3 (варіанти 1 – 15).....	11
ЗРАЗОК ВИКОНАННЯ КОНТРОЛЬНОЇ РОБОТИ №4.....	55
КОНТРОЛЬНА РОБОТА №4 (варіанти 1 – 15).....	57
КРИТЕРІЇ ОЦІНЮВАННЯ КОНТРОЛЬНИХ РОБІТ №3 і №4.....	101
ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ.....	104
ПІДСУМКОВИЙ ТЕСТ.....	114
Додаток 1. Зразок оформлення титульної сторінки	
контрольних робіт.....	121
СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ.....	122

ПЕРЕДМОВА

У сучасному світі особливо важливим стає інтенсивний обмін інформацією між професійними співтовариствами практично у всіх предметних областях. У силу очевидної багатомовності спільноти питанням навчання перекладу текстів за фахом іноземною мовою приділяється велика увага. Зацікавленість цією проблемою величезна, оскільки одним з основних завдань навчання іноземної мови студентів вищих технічних навчальних закладів є створення у них автоматичних навичок читання з безпосереднім сприйняттям інформації зі спеціальної іншомовної літератури.

Оскільки будь-який курс профільно-орієнтованого навчання іноземних мов націлений на те, щоб допомогти студентам навчитися адекватно діяти в ситуації природного спілкування, очевидною є потреба в розвитку навичок і вмінь роботи з текстом іноземною мовою за фахом, тобто ми говоримо про навички перекладу науково-технічного тексту.

Сьогодні ми можемо говорити про процес виділення науково-технічного перекладу як особливого виду перекладацької роботи і спеціальної теорії, що досліджує цей вид діяльності, і навіть присвоєння науково-технічному перекладу статусу самостійної прикладної дисципліни. З погляду лінгвістики, характерні риси науково-технічної літератури поширюються на стилістику, граматику і лексику. Основне завдання науково-технічного перекладу полягає у гранично ясному і точному доведенні до читача необхідної інформації. Це досягається логічно обгрунтованим викладом фактичного матеріалу, без ясно вираженої емоційності.

Соціальна значущість навчальної дисципліни «Переклад науково-технічної літератури», яка стала очевидною у наш час, підтверджується і сучасною концепцією вищої освіти, де в професійній характеристиці фахівця будь-якого профілю одним з її обов'язкових компонентів зазначається практичне володіння іноземною мовою. Більше того, оскільки мета освіти у вищому навчальному закладі в цій концепції позначена не тільки як підготовка висококваліфікованого фахівця у своїй галузі, але і як формування високо

освіченої особистості, іноземна мова як навчальний предмет виявляється соціально затребуваною і в цьому плані, будучи в немовному вищому навчальному закладі чи не єдиною навчальною дисципліною, здатною природним шляхом сприяти вирішенню поставленої задачі. Під час перекладу науково-технічної літератури студентам слід брати до уваги те, що не зважаючи на те, що мова науково-технічних текстів і є частиною загальнонаціональної мови і використовує її лексику та граматичну будову, їй притаманний певний стиль, який відповідає меті та завданням змісту наукової літератури, а також ряду особливостей як в галузі термінології, так і у галузі граматики.

Мета дисципліни полягає в розвитку вміння аналізувати тексти з різних галузей науки та техніки та перекладати їх самостійно. Після вивчення дисципліни студенти повинні

вміти:

- *працювати зі словниками різних типів;*
- *користуватися мережею Internet та різними електронними базами даних для виконання перекладу;*
- *перекладати терміни та термінологічні сполучення в текстах різних напрямків науки та техніки;*
- *знаходити адекватні засоби перекладу з англійської мови на рідну артиклів, пасивних конструкцій, конструкцій з інфінітивом, дієприкметником тощо;*
- *розшифровувати скорочення та робити перерахунки одиниць виміру;*
- *перекладати інструкції;*
- *перекладати патенти.*

Навчальні матеріали даної методичної розробки містять завдання контрольних робіт № 3 і № 4 з навчальної дисципліни «Переклад науково-технічної літератури», методичні рекомендації до виконання контрольних робіт, зразки оформлення та критерії оцінювання. Студентам пропонується

також перелік літератури для самостійного опрацювання і використання під час виконання контрольних робіт.

Завдання контрольних робіт спрямовані на переклад окремих лексичних одиниць і словосполучень з англійської та української мов і готують студентів до сприйняття тематики текстового англійського уривку, дають можливість студентам виявити свої творчі здібності при пошуку та доборі інформації, уміння формулювати та відстоювати свої думки англійською мовою за темою, яка вивчається. Матеріали завдань підібрані за принципом професійної спрямованості, що відповідає основним цілям вивчення іноземної мови у вищому немовному навчальному закладі. Для виконання контрольної роботи студентам рекомендується користуватися двомовним (англо-українським) словником загальноживаної лексики і англо-українським політехнічним словником.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИКОНАННЯ КОНТРОЛЬНИХ РОБІТ № 3 і 4

Методичні рекомендації визначають порядок виконання контрольної роботи, а стислий коментар подає пояснення щодо тих конструкцій офіційно-ділового стилю англійської мови, які включено до контрольних робіт та знання яких необхідне для її успішного виконання.

Контрольна робота виконується на аркушах формату А 4. При виконанні контрольної роботи слід дотримуватись поданого порядку завдань. Зразок оформлення титульної сторінки подано у Додатку 1 (С. 115). Зразок виконання і оформлення завдань контрольної роботи подано на сторінках 9-10 і 55-56.

Після кожного завдання необхідно залишати місце для запису зауважень викладача-рецензента. Після перевірки контрольної роботи викладачем, якщо є помилки, студент виконує роботу над помилками.

Варіант контрольної роботи для виконання (загальна кількість – п'ятнадцять) для кожного студента визначається за списком студентів у групі (або в підгрупі) та узгоджується із викладачем. Студенти безвідривної форми

навчання подають контрольну роботу викладачеві на перевірку у термін, визначений навчальним планом (не пізніше, як за два тижня до початку сесії).

Завдання контрольної роботи № 3:

Завдання 1 спрямоване на ознайомлення студентів із неадаптованими текстовими уривками з автентичних джерел наукової, технічної літератури та з мережі Інтернет. Формулювання завдання – *прочитайте та письмово перекладіть наступний уривок тексту.*

Завдання 2 спрямоване на закріплення та засвоєння студентами граматичного матеріалу з теми «Прийменник». Формулювання завдання – *вставте необхідний за змістом прийменник.*

Завдання 3 спрямоване на засвоєння студентами лексичного матеріалу з теми «Англійська лексика. Правильний вибір слова». Це завдання вчить студентів самостійно орієнтуватися у різноманітній англійській лексиці, тобто правильно визначати основний зміст досліджуваного слова і його характерні відмінності від інших схожих (синонімічних) слів. Формулювання завдання – *вставте найбільш відповідний за змістом синонім.*

Формулювання **Завдання 4** – *заповніть пропуски відповідним модальним дієсловом або його еквівалентом та перекладіть наступні речення.* Це завдання слугує для контролю засвоєння студентами граматичної теми «Модальні дієслова» і змусить студентів повторити особливості вживання модальних дієслів та їхніх еквівалентів в англійській мові.

Завдання 5 – *перекладіть наступні речення англійською мовою.* Навчальна інформація у даному завданні спрямована на переклад речень англійською мовою, що дасть можливість викладачу перевірити ступінь сформованості у студентів умінь і навичок побудови речень, використання ними опрацьованих лексичних і термінологічних одиниць.

Завдання контрольної роботи № 4:

Завдання 1 спрямоване на ознайомлення студентів із неадаптованими текстовими уривками з автентичних джерел наукової, технічної літератури та з

мережі Інтернет. Формулювання завдання – *прочитайте та письмово перекладіть наступний уривок тексту.*

Завдання 2 спрямоване на засвоєння, систематизацію та поглиблення студентами граматичного матеріалу з теми «Умовні речення». Формулювання завдання – *поставте дієслово у дужках у правильну форму.*

Завдання 3 – *заповніть пропуски відповідними словами.* Це завдання націлене на опрацювання лексико-семантичних особливостей англомовної загально-технічної і науково-технічної літератури.

Формулювання **Завдання 4** – *доберіть слова, які передають їхнє значення і правильно їх напишіть.* Це завдання активізує продуктивні мовленнєві навички й уміння студентів пояснювати значення англійських лексем і загально-технічних термінологічних одиниць.

Завдання 5 – *перекладіть наступні речення англійською мовою.* Навчальна інформація у даному завданні спрямована на переклад речень англійською мовою, що дасть можливість викладачу перевірити ступінь сформованості у студентів умінь і навичок побудови речень, використання ними опрацьованих лексичних і термінологічних одиниць.

ЛІТЕРАТУРА, РЕКОМЕНДОВАНА ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

1. Карабан В. І. Переклад англійської наукової і технічної літератури. Граматичні труднощі, лексичні, термінологічні та жанрово-стилістичні проблеми / В'ячеслав Карабан. – Вінниця: Нова книга, 2002. – 564 с.

2. Коваленко А. Я. Загальний курс науково-технічного перекладу / Коваленко А. Я. – К: Фірма «ІНКОС», 2002. – 320 с.

3. M.Swan, C.Walter “How English Works”– Oxford: Oxford University Press, 1997. – 454 p.

4. Бахов І. С. English grammar practice: Практикум з граматики англійської мови / І. С. Бахов. – К.: МАУПП, 2007. – 216 с.

5. Моисеев М. Д. Английская лексика. Правильный выбор слова / М. Д. Моисеев. – К.: ГИППВ, 1997. – 128 с.

6. Борисова Л. И. «Ложные друзья переводчика»: Уч. пос. по научно-техническому переводу / Л. И. Борисова. – М.: НВИ-ТЕЗАУРУС, 2005. – 212 с.

7. Мирончук Т. А. Збірник вправ з порівняльної граматики англійської та української мов: Навч. посіб. для студ. вищ. навч. закл. / Т. А. Мирончук. – К.: МАУПП, 2005. – 128 с.

ЗРАЗОК ВИКОНАННЯ КОНТРОЛЬНОЇ РОБОТИ № 3

ВАРІАНТ 16	
<i>Task 1.</i> Прочитайте та письмово перекладіть наступний уривок тексту	
Текст англійською мовою	Переклад українською мовою
<p>By 1948 most of Britain's transport system had passed into public ownership, but the lack of funds and economic problems railways faced in the 80s made the British government began its own rail privatization programmer in 1992 with the necessary legislation being enacted at the end of 1993. The government's plans were to restructure and privatize the rail industries. The plans required separating the management of the railway infrastructure from the provision of train service.</p> <p>The main railways in Great Britain are owned today by Railtrack. The company owns Britain's rail infrastructure: this includes track, signalling, bridges, tunnels, depots and</p>	<p>До 1948 року більшість з транспортної системи Великобританії перейшла у державну власність, але відсутність коштів та економічні проблеми, що стояли перед залізницями у 80-х роках змусили Британський уряд розпочати свою власну програму приватизації залізниць в 1992 році з необхідністю запровадити нові закони наприкінці 1993 року. Плани уряду полягали у проведенні реструктуризації та приватизації залізничної галузі. Плани вимагали відокремлення управління залізничною інфраструктурою від надання залізничних послуг. Головні залізничні гілки у Великобританії, належать сьогодні Рейлтрек. Компанія</p>

stations. The company provides access to the track stations and depots for train operators.	володіє залізничною інфраструктурою Великобританії: яка включає в себе колії, сигналізацію, мости, тунелі, депо і станції. Компанія надає доступ до станцій і депо для операторів потягів.
---	--

Task 2. Вставте необхідний за змістом прийменник

Речення англійською мовою	Речення англійською мовою доповнене прийменником
The contest will be followed ... the inauguration.	The contest will be followed <u>by</u> the inauguration.

Task 3. Вставте найбільш відповідний за змістом синонім

Речення англійською мовою	Речення англійською мовою доповнене відповідним синонімом
TO RECEIVE / TO OBTAIN / TO GET How did you manage to _____ tickets?	How did you manage to <u>get</u> tickets?

Task 4. Заповніть пропуски відповідним модальним дієсловом або його еквівалентом та перекладіть наступні речення

Речення англійською мовою без модального слова	Речення англійською мовою з вставленим модальним словом
<i>to be able to, have to, to be to and should</i> If you want to know English you ... to work hard.	If you want to know English you <u>should</u> work hard.

Task 5. Перекладіть наступні речення англійською мовою

Речення українською мовою	Речення англійською мовою
Чи відіграють залізниці важливу роль в розвитку країни?	Do railways play an important role in development of a country?

Variant № 1

Task 1. Read and translate in written form the following text abstract

The first and undoubtedly irregular signal given by lights to show whether the line was clear was recorded in the 1940s. It is said to have been given by a lighted candle placed in a window of a house beside the line if the way was clear, and if the light was not there the line was blocked.

The first true signals to be given solely by lights were on the pioneer London Underground railways, built just before and after the turn of century. At first a single light source gave the indications by a moving arm containing coloured glass Spectacles which passed in front of it; later the true colour-light, with a separate bulb for each indication illuminated coloured glass lenses which magnified the light. Indeed the lenses were designed to concentrate the light into a beam directed towards the driver of an approaching train. It was this feature which later made colour-light signals out of doors so useful in fog, for the diffused lights can be usually be seen from a distance in front of the signal during fog, even though the signal port itself is invisible.

The first automatic signaling system was installed on the Liverpool Overhead railway in the 1890s and by the turn of the century electrically operated semaphore signals and points had been introduced by one or two main-line railways, for example, the LNWR at Crewe on the main line from Euston to the North. Track circuits were evolved during the first 20 years of the 20th century, and most of the ingredients were thus present for the introduction of power signaling on a more widespread scale after the First World War. The Southern Railway was the foremost

exponent of power signaling during the 1920s and 30s with new installations at all of its London terminus stations.

In these early power signaling schemes points and signals were controlled from lever frames having small levers no more than about 6-9in high; interlocking between levers to ensure that signals could not be cleared unless points were correctly set or that conflicting signals could not be given, was at first achieved mechanically in exactly the same way as the levers in a normal mechanical signal-box.

Task 2. Insert prepositions where necessary

1. He stuck ... his story and didn't even try to listen to anybody else. 2. ... these circumstances you should behave in a very cautious way. 3. Remodeling transformed an old, dark house ... a cheerful one. 4. I always start my morning ... coffee; otherwise I won't be able to think clearly. 5. ... addition ... his salary he earns a bit on the side. 6. I have an exam in two days and I am not ready ... it ... all. 7. As I live with my grandmother now, I'm just sentenced ... her stories at dinner. 8. Taking his foreign guests to this restaurant will mean a lot of expense ... him. 9. The committee consists ... ten members and two of them are against this project. 10. ... a choice you may either prepare dinner or clean the rooms.

Task 3. Insert the most suitable within the meaning of synonyms

TO NOTE/TO NOTICE/TO PAY ATTENTION

- 1) Did you ___ how to do it?
- 2) I didn't ___ anyone come in.
- 3) Did anyone ___ my absence?
- 4) ___ more ___ to your pronunciation.
- 5) He is such a bore. Don't ___ to him.
- 6) ___ the way the battery is checked.
- 7) «Mary hasn't come». «Yes, so I have ___ ».
- 8) The locomotive driver ___ a huge hole between the rails.

Task 4. Fill in the blanks with can (could) or may (might,) Translate into Ukrainian:

1. When they told me I was cured and ... go, I ... tell you I was more afraid than glad. 2. His letter ... have given them the idea. 3. His knee touched the bottom.

He crawled further and at last lay full length on the pebbles. He now felt so tired he ... not understand how a moment ago he ... have been capable of swimming. 4. You've done me a great service. I knew I ... trust you. 5. Her mother said she ... play with me if she wished. 6. He's a nice guy. I'm glad you brought him out here. We ... have some fun. 7. He looked at the lighted window of the cottage. He ... see into a kitchen where two women were sitting by the table drinking tea. 8. "Come inside in front of the fire where you ... warm up," she said quickly.

Task 5. Translate the following sentences into English

1. Не слід забувати про пошук нових видів енергії.
2. Для того, щоб конкурувати з іншими засобами транспорту, залізниці повинні покращити свою ефективність.
3. Наші інженери хочуть проводити дослідження нових видів рухомої сили.
4. Будівництво нової трансконтинентальної лінії – було метою зустрічі керівників на вищому рівні.
5. Потреби промислового зростання змусили інженерів шукати нові засоби перевезення.
6. Сучасний тягловий склад складається з дизельних і електричних локомотивів, причому паровози все ще в експлуатації на деяких лініях.
7. Чим відзначений 1857 рік в історії залізничного транспорту?
8. З яких матеріалів виготовляються сучасні рейки?
9. Доведеться розробити більш ефективні види транспортних засобів.
10. На залізниці необхідно чітко дотримуватись правил безпеки.

Variant № 2

Task 1. Read and translate in written form the following text abstract

The signaling at Newport, Monmouthshire, was modernized in 1927, but there the electrically operated semaphore signals were controlled from levers which served more than one function; as they were pulled the lever was checked in two intermediate positions while the equipment first proved that the line on which the train was to be signaled was clear and that no other signal leading to the same route

was already clear, and second, that the points were switched to the correct position. Finally, the signalman pulled the lever to the fully over position which cleared the signal.

This equipment was known as route lever operation since the movement of a single lever set up a complete route from one signal to the next. At that time, however, no overall advantage could be seen in its more widespread adoption and during the following decade nearly all new power signaling schemes on the Great Western and Southern Railways used miniature levers having only one function per lever. A feature of most of the SR lever frames was the repeater lights behind the levers which showed the position of points by the letter N (normal) or R (reverse). Signals were indicated by the lights repeating the aspect shown on the signal itself.

The signal box track diagrams had also come to life by this time. In mechanical boxes without any track circuiting the signalman had a display of the lines he controlled, with points and signals shown in their geographical positions and bearing a number alongside corresponding to the lever numbers which operated them. When track circuits were installed the presence of a train on the section of line concerned was indicated either by red lights being illuminated on the track diagram on the section concerned or by other forms of indicator such as a needle pointer which swung towards a label "line clear" or "line blocked" depending on whether there was a train there.

Task 2. Insert prepositions where necessary

1. He poured the petrol ... the bottle ... a tank. 2. The candidates are ... edge waiting for the test results. 3. Dinner will be followed ... a concert. 4. ... his point ... view Ukrainian cuisine is very tasty and nutritious. 5. This time I filled the pies ... meat and all the guests liked them. 6. I don't want anything ... dessert but I'd like to have more of this soup. 7. I fear you have been misled ... her kind manner. 8. He was groaning ... pain but we could do nothing to help him. 9. Her eyes filled ... tears after she learned the news. 10. She has many problems with her business; but she sticks ...it and makes it run.

Task 3. Insert the most suitable within the meaning of synonyms

TO RIDE / TO DRIVE / TO GO

1) I can ___ you to the station if you want to.

2) Tom got on his bike and slowly ___ down the street.

3) I only ___ to work in a bus; from work I go on foot.

4) Don't ___ too fast; we may be fined.

5) The car was ___ at the speed of about 100 miles (per hour) when its driver lost control of it.

6) I want to teach my daughter to ___.

7) I don't want to ___ by train. Trains travel so slowly.

8) The man jumped on his horse and ___ off.

9) The boy was ___ his bike full speed.

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. She has attractive eyes. There's something about them that holds you. She ... have been pretty once. 2. When he married her she ... not have been more than sixteen. 3. He boasted and told the most extraordinary stories which I'm sure ... not possibly have been true. 4. She ... not think what he was doing. Something ... have happened to him. 5. You ... not have proved that I wrote the letter because I didn't. 6. It never occurred to me that I ... get measles. 7. I was just going to tell you — because of the storm I ... not be home tonight. 8. That is exactly what he did say. But I won't talk any more about it. He ... not have been himself.

Task 5. Translate the following sentences into English

1. Для продовження терміну служби колій чавун спершу замінили на лите залізо, а потім на сталь.

2. Здається, що однією з головних проблем промисловості і досі залишається матеріал для виробництва колії.

3. У 1836 році інженер по імені Чарльз Війноль винайшов рейку з абсолютно іншим типом поперечного перерізу.

4. Які стандарти існували щодо форми залізничної рейки?

5. Нам повідомили, що залізниця Лондон – Північний Захід має «найкращу безстикову колію»?
6. Завдяки новому приладу інженери нашого відділу змогли вирішити низку проблем.
7. Наступного року можна очікувати відкриття нової залізничної магістралі .
8. Щоб впоратись з рухом між промисловими центрами і портом, потрібно побудувати нову магістральну лінію.
9. Інженери запропонували використати контейнери нової конструкції для перевезення ломких товарів.
10. Наступним кроком, який потрібно було прийняти, була заміна тяги на дизельну.

Variant № 3

Task 1. Read and translate in written form the following text abstract

Sometimes track circuits were used only for indication purposes but usually they also operated locks on other signal levers leading to that section of line. In power signaling areas, however, all lines were usually track-circuited and the track circuits were not only indicated on the signalman's track diagram but were used to place signals to danger automatically as trains passed them. This was an added safety feature which made sure that there was a red signal behind a train even if the signalman forgot about it. The signal would clear for a second time only when the first train passed beyond the next signal ahead so that the track circuit became free, and also after the signalman had put the lever back to the 'danger' position and pulled it clear again.

On some sections of line the signals worked automatically and were not controlled by signal levers. This was achieved solely by track circuits; some small signal-boxes at local stations, which only needed to work points perhaps once or twice a day, for example to let a goods train in or out of a yard, could be closed at other times and a special lever operated before the signalman went home which set

the signals to work automatically. When the signal box was open, however, the signals would be controlled by the levers.

There was usually none of the offering and accepting routine described previously for mechanical signal boxes between power signal boxes, and signalmen were normally warned of the approach of a train by the track circuit lights as the train entered the control area. However, the signalman needed to know the identity of the train and this was advised to him by a train describer. The early train describers were in the form of a clock face with a single hand which pointed at different descriptions on labels around the face. The describers were worked by electric impulses from signal box to signal box. As signal box control areas became more complex, it was sometimes possible for a signal box to supervise an area long enough for the signalman to have two or even three trains approaching him on the same line at a safe distance, and train describers in use by the end of the 1930s were able to display first, second or third train approaching by means of lights illuminated against a written description.

Task 2. Insert prepositions where necessary

1. I need your help; it's a matter ... life and death. 2. I will never invite that man ... dinner because he is a very fussy eater. 3. It is customary to thank people who invite you ...their party. 4. The solemn ceremony ... front ... the new embassy was to begin ... three but had to be postponed till five o'clock. 5. She never drinks coffee ... dinner as it won't let her sleep at night. 6. I promise I'll be ready with the report 18 ... midday. 7. To hear her apology for being wrong was music ... my ears. 8. In this restaurant you may have only two kinds of soup ... a first course but you may choose ... a great many of dishes ... the second course. 9. Fast food restaurants are very popular ... students and usually they are situated ... easy walking distance from the place where they study. 10. They are a very sociable couple and enjoy going ... together.

Task 3. Insert the most suitable within the meaning of synonyms

TO END / TO FINISH / TO COMPLETE

1) The game ___ in a draw.

- 2) Richard hasn't ___ sweeping the carpet yet.
- 3) I'll ___ my work by Monday.
- 4) The film is already ___.
- 5) The boxing match was ___ by a knockout.
- 6) I'm already ___ with the homework.
- 7) The postgraduates had ___ their research work by that time.
- 8) Which of you ___ doing the calculations?

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. "To my mind she is a beautiful woman." "Well, yes. But I don't see what you ... have found to say to her." 2. He hurled the heavy thing down the stairs, it made an extraordinary noise in its descent and woke Joe sleeping in his pram. The only thing I ... say to that was: "You ... have killed Joe." 3. "I see one of my statuettes has been broken." "I ... not think what ... have happened to it." 4. He thought it likely that Blair ... have got away unnoticed. 5. It was dark and I ... only see the glimmer of his face. 6. You have acted very irresponsibly and you ... find yourself in serious trouble. 7. After all we don't even know if your sister is proposing to stay in London. She ... be just passing through on her way to somewhere else. 8. One ... not get anything done nowadays.

Task 5. Translate the following sentences into English

1. Оскільки негативний вплив на оточуюче середовище незначний, електричні локомотиви добре підходять для приміських ліній.

2. Ще на початку століття британці переконалися у перевагах рейки з плоскою подошвою.

3. Чи існує залежність між станом колії та вантажними і пасажирськими перевезеннями?

4. Безперечно, залізниці доведеться вести конкурентну боротьбу з іншими видами транспорту.

5. Нова комісія прийняла рішення ввести новий рухомий склад на найбільш завантажених лініях.

6. Великою перевагою підстанції є трансформатори, розташовані чи всередині, чи зовні.

7. Перша залізниця, що працювала на паровій тязі, була побудована Тревітік в Південному Уельсі в 1804 році.

8. Історію паровозів слід починати з демонстраційної моделі Річарда Тревітіка.

9. Винахідник очікував, що його двигун знайде застосування на залізниці для перевезення пасажирів і вантажів.

10. На чому ґрунтувався принцип роботи локомотива В. Гедлея?

Variant № 4

Task 1. Read and translate in written form the following text abstract

In 1935 the LNER introduced a new signaling scheme at Thirsk on the East Coast main line in which the colour-light signals were controlled from thumb switches on the signalman's track diagram. It was not a very large installation and the signalman could sit at a desk with the control console in front of him. Each switch set up the route to a particular line, checking that the line concerned was free, changing the points if necessary, and clearing the signal. Interlocking between switches was achieved electrically by relays rather than by electric or mechanical locks. Briefly, a relay is a piece of equipment containing an electro-magnet. If the magnet has an electric current passing through it is energized and attracts a metal arm towards it. The arm is linked to a series of other electrical contacts which by the movement of the arm can be opened or closed, thus making or breaking other electrical circuits. When the relay is de-energized, that is with no electric current passing through the magnet, the arm drops away changing the position of the connected contacts. A series of these relays linked together between track circuits and signal operating switches can thus be used to pass electric current to signals and points, or to prevent the passage of electric current if the conditions are not right. The system is called relay interlocking and forms the basis of today's railway signaling. The LNER pioneered the thumb switch type of signaling control panel known as the OCS (one control switch) system. Just before the Second World War this company introduced a small

signaling panel in a rather out-of-the-way place in the Liverpool Dock area at Brunswick, which might have seemed insignificant at the time, for it controlled only a very short section of line, but it proved to be the pioneer of the standard method of signaling today. Instead of using a thumb switch for each route controlled by a signal as in the OCS system the new panel employed one switch only, called the entrance switch, situated on the diagram alongside the signal to which it applied, and a second switch, known as the exit, placed further along each of the lines which could be reached from that signal.

Task 2. Insert prepositions where necessary

1. I'll never get used ... living in this noisy district, I'll have to move out. 2. Shall we get some take-away food or shall we eat ...? - I'd rather go to a Chinese restaurant for a change. 3. The manager was quite ... edge when she realized how dangerous was her position in this argument. 4. My niece is determined to stick ... this monstrous diet for about two weeks. Don't you think it's unreasonable? 5. Could you come ... my place two times ... a week and take care of my house-plants? 6. ... their point ... view that would be highly outrageous to permit ... such behaviour. 7. The table was groaning ... food and drinks however I didn't feel like eating or drinking at that moment. 8. Angela was misled ... his fake expression ... a man who pretended to be one of the greatest philanthropists. 9. Is it required to keep ... the recipe or shall we improvise? 10. What would you suggest? - I think, we'll start ... some snack and then we'll probably have some turtle soup.

Task 3. Insert the most suitable within the meaning of synonyms

TO SUFFOCATE / TO STIFLE / TO CHOKE

- 1) Three people were ___ by the smoke in the fire.
- 2) We felt ___ in the stuffy room.
- 3) I hate wearing ties; they just ___ me.
- 4) The hot air was ___.
- 5) They say that man ___ his wife to death.
- 6) Rona couldn't ___ her laugh.
- 7) Don't eat so fast, you will ___.

8) Paula was ___ with the loss of breath after walking up to the twelfth floor.

9) She ___ with tears.

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. "Come inside in front of the fire where you ... warm up," she said quickly. 2. But I really feel that the late Mr Evans ... not have been a nice man. 3. "I see one of my statuettes has been broken." "I ... not think what ... have happened to it." 4. He thought it likely that Blair ... have got away unnoticed. He's a nice guy. I'm glad you brought him out here. We ... have some fun. 5. He looked at the lighted window of the cottage. He ... see into a kitchen where two women were sitting by the table drinking tea. 6. He poured the juice ... the bottle ... a jug. 7. The candidates are ... edge waiting for the test results. 8. Dinner will be followed ... a concert.

Task 5. Translate the following sentences into English

1. Питання охорони навколишнього середовища були одними з найважливіших для розвитку залізничної мережі.

2. Заміна кінської сили паровою вимагала довгого періоду часу.

3. Дослідження, що проводимуться у нашій лабораторії, будуть націлені на покращення надійності існуючих доріг.

4. Нові локомотиви розробляються для того, щоб відповідати сучасним стандартам швидкості і безпеки.

5. Дизельний двигун вважається найефективнішим головним рушієм серед усіх теплових двигунів.

6. Оскільки будівля була споруджена у минулому столітті, її архітектурний дизайн відрізняється від оточуючих структур.

7. Урочисте відкриття відомої залізниці між Стоктон і Дарлінгтон відбулося 27 вересня 1825 року.

8. Колійне господарство - одна з основних галузей залізничного транспорту, до якого належить залізнична колія з усіма її спорудами і пристосуванням; підприємства і підрозділи з об'єктами виробничого, службово-технічного та санітарно-побутового призначення.

9. Залізнична колія – це інженерна споруда, призначена для того, щоб по ній проходили поїзди з необхідною швидкістю.

10. Ідея будівництва метро у Харкові була вперше запропонована десь років 30 тому.

Variant № 5

Task 1. Read and translate in written form the following text abstract

The operation of the two switches set up the route between them culminating with the clearance of the signal. Signaling development made little progress during and after the Second World War and the first of the post-war re-signaling schemes on the LMS and Southern Railways and their successors, the London Midland and Southern Regions of British Railways, followed established methods using miniature level frames. At York, however, the LNER was much bolder and introduced what at that time was the world's largest signaling scheme controlled by an OCS route-relay-interlocking system. Indeed, the LNER never looked back and used this type of control for a number of its re-signaling schemes of the 1950s. At the same time the entrance/ exit type of panel was also being developed and was used for one or two installations in the early 1950s. By that time, too, the signaller was being assisted on the more complex layouts by rows of white lights along the track diagram in front of him showing which routes had been set and signals cleared, a feature first seen at Northallerton in 1939. The white lights turned to red as the track concerned was occupied by a train.

The areas supervised by power signaling were gradually becoming larger but were still limited to the immediate station area and perhaps a mile or so on each side. During the mid-1950s two developments were perfected which changed the whole course of British signaling. First, the design of much smaller relays which allowed more equipment to be housed together in a signal box of moderate size, and second, and most important, an electronic development whereby a number of electrical circuits could be converted into electronic impulse signals and sent over the same pair of wires to be decoded at the far end into individual circuits again for the operation of specific signaling equipment. The developments opened the way for the remote

control of signaling several miles away from a signal box and it was thus possible to think in terms of a signaling control area 30 or 40 miles long instead of 3 or 4 miles.

Task 2. Insert prepositions where necessary

1. I am extremely eager to be invited ... your house. That would be a great honour ... me. 2. My head was filled ... various ideas though I was not ready ... making immediate decisions. 3. I really crave ... peanuts and can't resist eating them wherever I have the opportunity. 4. We heard some poems followed ... a speech which was much worse than the first part of the ceremony. 5. Do you think this salad will be good ... a starter? 6. Are you absolutely sure about this way of behaving ... the following circumstances? You can get into trouble. 7. Hurry, hurry! We must get ... the plane immediately. 8. We've got a two-room suite, a bridal suite and two luxury suites to choose 9. Will you pour some coffee ... this thermos flask? 10. This supermarket is ... easy walking distance. You needn't have got any taxi.

Task 3. Insert the most suitable within the meaning of synonyms

TO DESIRE / TO WANT / TO WISH

- 1) I don't ___ to sleep yet.
- 2) When you see a falling star, ___ for what you ___ most of all.
- 3) Give him anything he ___.
- 4) Which book do you ___ me to bring you to read?
- 5) I ___ you to post this letter right now!
- 6) Mother ___ only your happiness.
- 7) What would you ___ for the wedding anniversary?
- 8) My biggest ___ is to have a rest in the seaside.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. "Will you know where to go?" "Yes, thank you. I ... always ask my brother" 2. "Didn't she hear our shouting?" She says she heard nothing." "She ... have wandered a long way." 3. What ... he have meant when he said it. 4. He hesitated and said, "I ... go to South America as a tea planter." I said, "I ... be wrong, Jason, but I don't think they grow tea in South America." 5. "He ... have flown off after he dropped us. He ... not land here. Not in a plane with wheels." 6. "I'd give anything to

meet that fellow.” "We ... see what ... be done.” 7. Cindy ... have laughed aloud. Instead, she nodded. 8. You ... hardly have been more surprised than I was.

Task 5. Translate the following sentences into English

1. Від стану колії залежать безперервність і безпека руху поїздів і ефективне використання найголовніших технічних засобів залізниць.
2. За дорученням першого міністра шляхів сполучення П. П. Мельникова було розпочато розробку необхідних документів, що регламентували експлуатаційну діяльність залізниць.
3. У 1874 р. було прийнято першу постанову щодо правил утримання і охорони залізниць, які неодноразово корегувалися і доповнювалися пізніше.
4. Конструкція верхньої будови колії була запозичена у Петербурзько-Московської залізниці, досвід експлуатації якої ставав неодноразово джерелом успішних, випробуваних на практиці, інженерних рішень.
5. Є всі підстави стверджувати, що боротьба за промисловий розвиток країни і технічний прогрес стала програмою дій широких прошарків науково-технічної інтелігенції.
6. Вивчення форм організації науки і тенденцій їхнього розвитку є однією з найбільш значущих проблем історії вітчизняної техніки.
7. Усе більшу підтримку відділення надавало вирішенню питань благоустрою міста, вимощування вулиць, поливу, забезпечення водопостачання.
8. Ширина російської рейкової колії, габарити рухомого складу і наближення споруд відповідали тим, що застосовувались на Петербурзько-Московській залізниці.
9. Рейки в той час були зовсім іншими, вони були дерев'яними із залізною обшивкою або металевими кутниками, прикріпленими до дерев'яних шпал.
10. Експлуатація залізниць – одна з основних галузей залізничної науки – розглядає питання раціональної організації залізничних перевезень.

Variant № 6

Task 1. Read and translate in written form the following text abstract

This would not have been possible because of the cost if each electric circuit to individual signals and points had to be earned over separate pairs of wires. Moreover, it meant that many intermediate signal boxes could be closed and their function taken over by one central signal box. Many of the signals could be arranged to work automatically from track circuits, although their indications were shown on the track diagram of the supervising signal box so that the signalman had a continuous picture of train working throughout the area.

The new principles of larger control areas were introduced on a moderate scale with the LMR electrification in 1959 between Manchester and Crewe and during the following few years new signal-boxes with more extensive control areas were brought in by the dozen, mostly for electrification extensions: Barking, Tilbury, Pitsea and Southend on the Fenchurch Street-Shoeburyness line; Hither Green, Orpington, Sevenoaks, Tonbridge, Ashford and Folkestone on the London-Dover main line; and the extensive Euston, Willesden, Watford, Bletchley, Rugby, Birmingham and Wolverhampton boxes on the LM electric lines.

Each new signal box seemed to set more records for the number of signals and points that it controlled and the number of miles of track it supervised. The Western Region also put in hand similar schemes so that today the vital routes between London, Swindon, Bristol and Taunton, also to South Wales, and the important cross-country route via Gloucester to Birmingham and onwards through the London Midland Region to Derby and Nottingham, are controlled by no more than about a dozen signalboxes. One of them, completed early in 1972, is that at Bristol which looks after 117 route miles of line.

All these boxes employ the entrance/exit type of control, some retaining an entrance switch and an exit button, but others employing solely push buttons, most of which serve as the exit button from one section and the entrance button to the next section ahead and thus have to be pushed twice, once for each function.

Task 2. Insert prepositions where necessary

1. John pointed ... the building where he worked. 2. Let's add some more names ... the list. 3. My hotel room was furnished ... very poor taste. 4. There's no point ... waiting. The train has obviously gone. 5. He sticks ... his work ten hours ... a day. 6. The river ... this point is half a mile wide. 7. She gave me a glass of water to take away the bitter taste ... the medicine. 8. What's the point ... my keeping all these clothes that the children have grown out of? 9. He simply stuck a pin ... at random amongst the names of candidates. 10. To make sure that the hat keeps its shape, you can stuff it ... newspapers.

Task 3. Insert the most suitable within the meaning of synonyms

TO LOOK FOR / TO SEEK / TO SEARCH

- 1) I wonder where my new tie has disappeared. I've ___ for it everywhere.
- 2) The boys ___ the whole neighbourhood for the lost puppy.
- 3) No offence, but you are ___ for a needle in a haystack.
- 4) Harry ___ his pockets for the key.
- 5) I don't ___ anybody's sympathy.
- 6) The children happily played Hide and ___ in the forest.
- 7) We have gone around the city ___ for my sister in law.
- 8) He says he ___ the work for a long time without achieving good results.

Task 4. Fill in the blanks with *can (be able), may or must*. Translate into Ukrainian:

1. The old man cupped his ear in his palm. "I think I ... be getting deaf. I ... not hear you." 2. "There was someone on the phone for you," he said. "Oh, who?" "I don't know, he didn't say. Some man." 3. "It ... have been Mike." "I know Mike. It wasn't Mike." "Oh. Then I ... not think who it ... have been." 4. Mr. Fox ... not come. He sent me to represent him. 5. I went straight from the station to the club and played billiards. It ... have been after eleven when I reached the flat. 6. Oh, you ... drink things steaming! ... you eat eggs with the shells on, too. 7. She was beginning to want to ask him in but she knew that she ... not do it yet. 8. It's the most interesting story. He ... not possibly have invented it. You ... have told him something.

Task 5. Translate the following sentences into English

1. Спочатку паровози використовувалися тільки для вантажних перевезень, обслуговування пасажирів надавалися підрядниками, які використовували кінні карети.
2. Ці локомотиви були придатні тільки для перевезення корисних копалин на поїздах, що рухались на невеликій швидкості; їх вага і тягове зусилля були обмежені відносно слабкою колією.
3. Залізнична епоха дійсно почалося з відкриття, 15 вересня 1830 року залізниці між Ліверпулем і Манчестером.
4. При доборі профілю рейки були враховані високі динамічні навантаження на рейку, необхідність роботи на поздовжній і поперечний вигин.
5. Актуальні для того часу питання експлуатації залізниць почали розробляться у нашій країні ще наприкінці ХІХ століття.
6. Залізниця Ліверпуль – Манчестер увібрала в себе всі риси сучасних громадських залізниць.
7. Ця залізниця була громадським перевізником як пасажирів, так і вантажів, і всі справи безпосередньо велися самою компанією.
8. З 1875 року сталеві рейки отримали широке розповсюдження.
9. До відкриття залізниці в 1829 році, залізниця Ліверпуль – Манчестер провела конкурс з визначення кращого типу рушійної сили.
10. Наприкінці 1900-х років сталеві рейки укладали вже на усіх магістральних лініях, а на під'їзних шляхах залишались залізні.

Variant № 7

Task 1. Read and translate in written form the following text abstract

It is fascinating to watch the signalman setting the route through a complex area merely by pushing buttons. White lights on the diagram trace the route which has been set, signal lights on the diagram change from red to green and then as the train passes a series of red lights is seen weaving itself along the route that has been set. The train itself may be many miles from the signal box and indeed the' signalmen in these modern power boxes rarely see the trains they are signaling.

New forms of train describer have been developed because obviously much more information is wanted than the old first, second, third train approaching describers could give. There may be as many as 20 or 30 trains on the diagram at one time and a new system was adopted in which code figures and letters denote the class of train, its destination and train number or route. This is the code that is carried on the front of nearly all BR trains and is generally displayed as a figure, letter and two figures.

The train code is displayed on the signalman's track diagram, for in each signal section there is space on the line diagram for the code to be shown. It is reproduced either on a miniature cathode ray (television) tube no more than an inch or so in diameter or by electro-mechanical counters, and sometimes by other means. As the train runs through the layout its presence on the signal box diagram is shown not only by the moving row of red lights but also by the code number, which steps from one signal display to the next, and so on through the layout, keeping pace with the red lights. The codes are set up by the signalman at the starting station either operating push buttons or dialing on a telephone-type dial, after which the electronic equipment makes sure that the code is passed from one display to the next. When it leaves the control area of one signal box it is automatically transferred to the incoming display of the next signal box ahead.

Task 2. Insert prepositions where necessary

1. He talked about the weather for a while before coming ... the point. 2. He stuck the note ... the letterbox. 3. The chairman's speech was short and ... the point. 4. I found caviar flavor rather disappointing at first but soon I developed a taste ... it. 5. Most of the guests stood up to sing the National Anthem, and ... that point he left the room. 6. She simply made a decision and resolutely stuck ... it. 7. I couldn't think of anything to say that didn't appear either dumb or ... the point. 8. On such a serious occasion his jokes seemed ... poor taste. 9. He pointed ... the danger of a mountain trek at this time of year. 10. Brenda came slowly up the road, carrying shopping bags that were stuffed ... food for the weekend.

Task 3. Insert the most suitable within the meaning of synonyms

TO CURE / TO TREAT / TO HEAL \ TO DISPROVE / TO REFUTE

1) Are you sure that a surgery (=an operation) will ___ her?

2) His wound is ___ nicely.

3) Tom is being ___ with quite a new drug.

4) I think your dog is simply too old; it can't be ___.

5) Do you like the doctor who is ___ you?

6) It's only a scratch. It will ___ by tomorrow.

7) We must gather more facts to ___ their theory.

9) Anybody can ___ this laughable statement.

10) I knew he was wrong but I couldn't ___ him.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. I've other things to attend to which ... be put through immediately. 2. I admire your mother's looks. She ... have been a lovely woman. 3. My wife ... leave the hospital in a week's time. 4. My business partner ... to leave the hospital a few days ago. 5. I'm trying to think where he ... have gone. 6. Of course it occurred to me that if he had found the watch as he said, it ... have been lying in the garden for more than a year. 7. He began absently to eat one of the buttered biscuits. He'd lose his appetite if his wife didn't hurry up. She ... be talking to Frau Schmidt. 8. A day or two later Mrs Strickland sent me a note asking if I ... go and see her that evening after dinner.

Task 5. Translate the following sentences into English

1. У зв'язку з необхідністю заміни рейок з'явилися гарні зразки конструкцій рейок, запропоновані вітчизняними вченими.

2. Деякі роботи російських інженерів у галузі експлуатації залізниць, які з'явилися у той період, були рішенням цілої низки теоретичних питань організації перевезень.

3. В останній день випробувань локомотив «Ракета» було нагороджено призом у 500 фунтів.

4. Однак, цінні ідеї передових російських інженерів щодо організації експлуатаційної роботи не отримали широкого застосування у Росії внаслідок консерватизму царського уряду.

5. Сучасний тягловий склад складається з дизельних і електричних локомотивів, причому паровози все ще в експлуатації у деяких районах.

6. Спочатку виробництво вітчизняних сталевих рейок стримувалося слабким розвитком сталеливарної промисловості.

7. Ідея формування прямих товарних потягів була теоретично розроблена ще в кінці XIX ст. інженером шляхів сполучення професором О.М. Фроловим.

8. У 1903р. для мережі російських залізниць були розроблені чотири типи рейок – I, II, III, IV, які розрізнялись за потужністю.

9. У 1844 і 1845 парламент прийняв широку правову основу для залізничної системи, яка залишилася незмінною до кінця століття.

10. Незважаючи на серйозні потрясіння, будівництво залізниць тривало швидкими темпами.

Variant № 8

Task 1. Read and translate in written form the following text abstract

While railway discipline was essential in the safe working of trains, and numerous safety devices were adopted to try and prevent signalmen's errors, from the earliest days accidents could be caused by a driver running past a signal at danger into collision with another train. Almost from the start of the London Underground system this was recognized as a considerable danger in the confined tunnels and mechanical train stops were provided at stop signals. The automatic stopping device (automatic train stop or ats) consisted of small arms close to rail level which when the signal was at danger were raised into such a position as to engage with an arm suspended from the train. If a train passed a signal at danger the trip arm on the train was knocked back and opened a valve which applied the brakes automatically.

On main-line railways this system was not satisfactory because of the different speeds and weights of train, A few railways experimented with automatic warning

systems and automatic stop systems but the only one that came to fruition to any extent in the 1930s and '40s was that of the Great Western Railway. This system employed a sloping ramp about 40ft long between the rails; it engaged a shoe under the locomotive which was lifted as it passed over the ramp. Ramps were placed near distant signals; if the signal was clear an electric current was passed into the ramp and through the shoe to equipment on the locomotive which rang a bell in the driver's cab. If the signal was at caution there was no electric current and the raising of the shoe by the dead ramp caused a horn to sound in the driver's cab which the driver had to acknowledge by pressing a plunger. If he did not do that the brakes were applied automatically. Despite recommendations that some such form of protection should be used on all railways, it remained virtually unique to the Great Western until the end of the 1930s. It also provided the Great Western with a remarkable safety record.

Task 2. Insert prepositions where necessary

1. The team won ... two points. 2. Don't stick your head ... the carriage window, it's dangerous. 3. We tried to get as much information about his new project as possible but he was very vague ... this point. 4. Don't stuff the child ... food, let him eat what he wants. 5. He talked and talked but obviously had trouble keeping ... the point of our discussion. 6. Fine champagne always adds glamour ... an occasion. 7. We expected to see a peaceful demonstration but instead we saw a huge number of policemen armed ... all points. 8. If the decorations are not ... your taste we can easily change them.²⁹ 9. From time to time they made additions ... the list of candidates. 10. Try to look at this matter ... his point ... view.

Task 3. Insert the most suitable within the meaning of synonyms.

TO KILL / TO MURDER / TO MEND / TO REPAIR

- 1) His wife was ___ in a road accident.
- 2) The old pirate ___ his companion not to share the gold.
- 3) Many people think that we mustn't ___ animals for food.
- 4) A small mistake ___ the whole project.
- 5) I've ___ the door and it shuts properly now.
- 6) You'd better ___ the roof before it rains.

7) You must ___ your ways if you want to stay in this job.

8) You have made this mistake. It's up to you to ___.

9) Please have this typewriter ___.

10) It's never late to ___.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. "I don't know why he did it." "It ... have amused him." 2. "You know, I'm a bit of a writer myself in a small way." "What are you writing? A novel?" "Oh, come off it. I ... not write a novel. No, it's a sort of history of the regiment, as a matter of fact." 3. "He's up in Barbie's room. He's decorating it with shells. He ... have brought in a ton." 4. "She's gone out. Something awful ... have happened." "How ... she have got out? The door is locked." 5. I'm going to tell him that he ... not do any building here. 6. Of course it occurred to me that if he had found the watch as he said, it ... have been lying in the garden for more than a year. 7. "It ... have been surgeon." "I know him. It wasn't Mike." "Oh. Then I ... not think who it ... have been." 8. I'm trying to guess where the ... have gone.

Task 5. Translate the following sentences into English

1. Ця робота стала основою для наукового розрахунку залізничних станцій і їхніх важливіших елементів при проектуванні.

2. Потреба у створенні Механіко-будівного відділу Київського відділення Російського технічного товариства виникла внаслідок розвитку залізничного транспорту на Україні.

3. На відкритій у 1851 році залізниці Петербург-Москва довжиною 651 км. вже було 34 станції.

4. До 1850 року було відкрито 6,500 миль лінії, і залізнична карта Британії не була схожа на сучасні магістральні мережі.

5. У 1908 році на підставі нових досліджень було внесено суттєві корективи до типів рейок: їхня вага змінювалась від 45,57 до 30,89 кг/м, і відрізнялася від попередніх розташуванням і розмірами отвірів і потовщенням подошви.

6. З розвитком мережі рейкових шляхів виникло питання про розробку більш раціональної експлуатації суміжних залізничних напрямів.

7. Виникла необхідність організувати пряме сполучення між окремими дорогами, прискорити обіг рухомого складу та скоротити його простої.

8. Цей принцип став головним критерієм оцінки правильності роботи залізниці.

9. Роботи цього автора слід віднести до перших фундаментальних досліджень з історії залізничного транспорту, написаних в радянські часи.

10. Такі рейки проіснували на залізницях Російської імперії чотири десятиріччя і витримали шестикратне збільшення вантажопід'ємності.

Variant № 9

Task 1. Read and translate in written form the following text abstract

On the Fenchurch Street-Shoeburyness line the LMS experimented with a form of automatic warning system but unlike the Great Western pattern it involved no physical contact between the locomotive and track equipment. Instead it employed magnets, a permanent magnet to initiate an indication at a distant signal, followed by an electro-magnet which was energized if the signal was clear and opposed the warning which would be given by trial permanent magnet. If the signal was at caution the electro-magnet was not energized and the permanent magnet acted on the locomotive equipment which caused a horn to sound a long blast in the driver's cab; if it was not acknowledged by the driver pressing a button, the brakes were applied automatically.

During the 1950s British Railways developed a form of automatic signals which combined the best features of both the GW and LMS types, using magnets to operate and system and the GW horn and bell indications in the cab. They were supplemented by a visual indicator to show a driver whether he had passed a clear signal or whether he had cancelled a warning indication. This system was installed in the second half of the 20-th century and is now a standard on practically all BR main lines. It is also used on lines with multiple-aspect signals but cannot distinguish

between double yellow, yellow or red, all of which will give a caution indication in the cab. Because of that and the need for faster trains to have a more positive indication, a new form of laws has been developed based on the existing system but with added refinements which shows the indication of the last signal passed

More comprehensive is the full cab signaling, embodying some form of automatic control of train speed that is very important for high-speed trains. It employs either conductor wires laid between the track or uses the running rails to carry coded impulse signals which are detected by equipment on the train. All sorts of information can be fed into the train equipment by the codes as well as signal aspects, including line conditions, for example gradients, permanent speed restrictions or similar physical features which might affect speed.

Task 2. Insert prepositions where necessary

1. His taste ... films and books differs from mine. 2. I like to chat with him sometimes as he always has a very unusual point ... view ... every issue. 3. Gardens that have been 39 substantially improved will add ... the value of the property. 4. I was ... the point ... telling her the truth but at the last moment I got cold feet. 5. He stuck his fork ... the salad and started to talk nervously. 6. "It's not just in this country – the recession is worldwide." - "Well, yes, a point, but government is still responsible ... a large extent." 7. They stuffed their suitcases ... all sorts of things. 8. When I turned round his gun was pointed ... me. 9. Be more persistent in the work, it will add your experience. 10. He hastily stuffed a few bottles of beer ... the fridge and left the kitchen.

Task 3. Insert the most suitable within the meaning of synonyms.

TO GO / TO WALK / TO STEP / TO COME

- 1) Will you stay or ___?
- 2) When Steve ___ home, we'll ___ shopping.
- 3) She ___ to the window and looked out.
- 4) Have you ___ to any agreement with them?
- 5) We ___ ten miles in an hour.
- 6) Where does this road ___?

- 7) I missed the last train, so I had to ___ it.
- 8) The mistake ___ out of your carelessness.
- 9) He ___ out into the road.
- 10) Should I ___ in the morning or later?
- 11) The water ___ up to my neck.
- 12) The book won't ___ into my pocket.

Task 4. Fill in the blanks necessary modal verbs and their equivalents must, have to and be to and translate into Ukrainian:

1. I ... meet locomotive driver at the station. So when the train drew in and he did not see me on the platform he was in a state! 2. I ... leave early because I was not feeling quite well. 3. One thing is clear. Someone ... stay behind and look after the children and I don't see why it ... always be me. 4. The inn was very small and we ... share a room. 5. This is Mary. She ... live with us till her parents come back from the East. 6. I'm the girl who ... show you the place and introduce you to everybody. 7. At last everything was arranged. Daddy ... call for us at ten and take us to the Zoo. 8. Mother had it all planned. Eileen ... grow up a beauty and I ... be the brains of the family. Having no pretensions to looks I ... be clever.

Task 5. Translate the following sentences into English

1. Через двадцять років з моменту відкриття залізниці Ліверпуль – Манчестер національна залізнична система була створена по всій країні, потім будівництво було справою заповнення прогалін.

2. Зміни, які відбувались у рейках і кріпленнях, об'єктивно детермінували необхідність змін у стрілочних переводах, які склалися із стрілок і хрестовин.

3. У 1869 р. відбулася нарада представників усіх 18 залізниць для встановлення прямого сполучення по всій мережі рейкових шляхів.

4. Саме цей науковий доробок приніс йому величезну славу і закріпив за ним репутацію провідного спеціаліста у галузі залізничного транспорту, з теорії проектування залізничних станцій і, в особливості вузлів.

5. На багатому архівному матеріалі автор детально розробляє найважливіші моменти в історії залізничного будівництва.
6. Сучасні проектувальники можуть користуватися різноманітними комп'ютерними програмами.
7. Перші хрестовини були рухомими і складались з коротких рейок і дуже швидко вийшли з використання.
8. Вирішити це завдання були покликані вчені і вихованці Інституту інженерів шляхів сполучення.
9. В умовах наближення першої світової війни залізнична мережа на головних стратегічних напрямках царської Росії виявилась не достатньо розвиненою.
10. У роботі, присвяченій виникненню залізниць, В. С. Віргінський розкриває їх військове значення та взаємодію розвитку залізничного транспорту і промисловості.

Variant № 10

Task 1. Read and translate in written form the following text abstract

The Victoria Line tube trains have a man in the front cab but once he has opened and shut the doors at stations and pressed a start button the train accelerates and runs automatically; its speed is regulated and the train is stopped at stations by equipment picking up coded signals from the track. If it closes up towards a train ahead the equipment will automatically slow it down and if necessary stop it. When the line is again free it will restart automatically.

Points and signals at junctions on the Victoria Line, including the coded impulses to the train equipment, are controlled automatically by computers. The computers possess information on details of each train on the line, the route which it is to take and the time at which it is due to pass. They send commands to initiate the operation of signals and points. As each train passes it closes the signal, and the next programmed route is prepared automatically. If a train is late the equipment is able to store the details| and when the train eventually arrives its route will be set for it.

The whole of the Victoria Line and, other London Transport railway routes are controlled in this fashion with the programmed machines supervised from a control centre where the traffic controller and the signaller look after the entire line. Normally the signaller does not intervene except in an emergency or if equipment fails. When an item fails in all British signaling it does not mean that trains are allowed to proceed uncontrolled; if any component does not carry out its proper function the signals will always show or go to red and trains will come to a normal stop. Throughout most of the history of British signaling the equipment has been designed on fail-safe principles.

In the 80 or so years since the Regulation of Railways Act was passed in 1889, signal engineers in particular and railways generally have been working towards making railways the safest form of travelling. It might seem sometimes that new developments have been adopted rather slowly, but in an area where the loads of meeting or passing vehicles might be 1,000 passengers or more the functions of new equipment have to be proved safe beyond all doubt.

Task 2. Insert prepositions where necessary

1. You can find here a number of hotels ... all tastes and budgets. 2. The tax will add considerably ... the cost of the goods. 3. Recent discoveries added ... our knowledge of the Universe. 4. ... the end of the second year we shall have finished studying the main engineering subjects. 5. Nowadays many countries also have cable TV, a system using wires ... the transmission of television programs (like telephone calls). 6. ... May 24, 1844, the first long-distance message was sent by telegraph for 64 kilometers. 7. He read all the books ... found that he could find and started to work on some of his own experiments. 8. In addition to the usual telephone, the equipment includes a small television screen (14 cm by 13 cm) and, combined ... the screen, a television camera. 9. There are twenty-five students in our group, five students got excellent marks ... all their exams. 10. Materials necessary ... present to produce supercomputers are difficult to make.

Task 3. Insert the most suitable within the meaning of synonyms

TO LOOK / TO GLANCE / TO STARE / TO RECEIVE / TO OBTAIN / TO GET

- 1) Why are ___ at me like that?
- 2) What are you ___ at?
- 3) You don't know Frank. He gets wild if another guy just ___ at Ann.
- 4) Nick doesn't realize that it may be dangerous. He ___ upon it as an interesting game.
- 5) We have ___ some interesting news.
- 6) How did you manage to ___ tickets?
- 7) Sam looked as if he ___ a shock when Harry walked in.
- 8) You may not believe, but I didn't ___ any message.
- 9) Well, this time you are going to ___ it hot.
- 10) Is it difficult to ___ a licence for a sporting gun.

Task 4. Fill in the blanks necessary modal verbs and their equivalents must, to have to and to be to and translate into Ukrainian:

1. You ... hurry if you want to catch the train. 2. There are no goods. They be delivered at twelve. I'm afraid someone ... go down to the village and inquire. 3. What ... they do to improve their speech habits? 4. I'm afraid we stand most of the way, the train is overcrowded. 5. He ... wait at the entrance. I've been here for twenty minutes already. He ... overslept for something. 6. You ... do better than that if you want to succeed. You ... n't take the cat to bed with you. 7. What a smell! Something.... be burning down in the kitchen! 8. Who ... do the washing up today? You ... not touch anything here.

Task 5. Translate the following sentences into English

1. За домовленістю, зустріч представників залізничних компаній повинна відбутися у вівторок.

2. Ці стрілочні переводи отримали широке розповсюдження і в подальшій експлуатації залізниць.

3. У 1877 р. інженер О. Шишков опублікував книгу «Експлуатація залізниць», виклавши у ній заходи безпеки руху щодо швидкості та правил руху поїздів і порядок їх формування.

4. Для збільшення пропускної здатності залізниць інженер розробив на наукових засадах цілу низку технічно-складних проектів залізничних станцій і вузлів, які знаходились на головних у стратегічному відношенні напрямках.

5. Але головною цінністю вищеназваних творів автора є всебічне висвітлення історії технічного розвитку залізничної колії та рухомого складу.

6. Питання удосконалення експлуатаційних характеристик магістрального електровоза буде ключовим пунктом порядку денного зборів.

7. На перших залізницях рейковою основою колії були соснові і ялинові шпали, а також баластна призма.

8. Російсько-турецька війна 1877-1878 рр. прискорила необхідність наукової розробки питань технічної та комерційної експлуатації залізниць.

9. У розроблених проектах по-новому вирішувались питання підвищення пропускної здатності станцій і напрямлень залізничної мережі.

10. У дослідженні міститься фактичний матеріал, присвячений різним аспектам розвитку техніки залізничного транспорту.

Variant № 11

Task 1. Read and translate in written form the following text abstract

It is no surprise that the success on the roads of the internal combustion engine in the early years of the century prompted an enquiry as to why the same type of motive power should not be equally successful on railways. Not surprisingly, also, the first railway vehicles so propelled were capacious passenger motor-coaches, and, like road motorcars, were powered by petrol engines. So far as can be traced, in Great Britain the first such motor coach was introduced by the North Eastern Railway in 1903. It was 53ft 6in long and seated 52 passengers; a Wolseley four-cylinder petrol motor of 80hp drove an electric generator, which supplied current to four traction motors, for each axle. This car was tried extensively on NER branch lines, but nothing seems to have come of the experiment. In 1905 the Union Pacific Railroad in the USA built a similar car, but with mechanical instead of electric drive, and in 1906

the General Electric Company built for the Delaware & Hudson RR a bigger car, with petrol-electric drive, which proved to be the prototype of some 250 similar vehicles introduced in the USA up to 1914.

In effect these vehicles were little more than omnibuses on rails; indeed, after World War I the London & North Eastern Railway experimented round York with a Ford bus with its rubber-tired wheels replaced by flanged steel wheels. But by now it was being realized that the internal combustion engine offered high speed possibilities that were worth exploitation, and so it was that in 1933 the famous motor-manufacturing firm of Bugatti built for the French State Railways a petrol-engined railcar 76ft long, which with its four 200hp eight-cylinder engines but weight of no more than 23 tons reached a top speed of 107mph on an experimental run. In that year the Bugatti car went into regular service between Paris and Trouville-Deauville, covering the 136.3 miles in 2hr, at 68.2mph. The working was so successful that it soon had to be doubled, and before long both Bugatti and Micheline cars were operating also between Paris and Le Havre, Vichy and Lyons.

Task 2. Insert prepositions where necessary

1. Popov had no support ... the government to continue his research. 2. It is no longer possible to put ... the solution of ecological problems. 3. People no longer think ... radio and television as something fantastic. 4. Preparatory work for industrial production in space at a larger scale is being carried ... in Russia, the USA, Western Europe and 109 Japan. 5. There are also departments devoted ... maps, coins and medals. 6. Those who are interested ... philately can find a magnificent collection of postage stamps. 7. Portable computers use a flat liquid-crystal display (LCD) instead of a picture tube. 8. Not long ago it became known that cell phone manufacturers were experimenting ... several different designs for the handheld devices that would be linked to the advanced wireless networks of the future. 9. We are carried ... airplanes, trains and cars with built-in electronic devices. 10. Being invented the digital technology solved the old problems of noise in signal transmission.

Task 3. Insert the most suitable within the meaning of synonyms

TO OPEN / TO REVEAL / TO DISCOVER / TO EXPECT / TO WANT / TO LOOK FORWARD

- 1) Fred is not the sort of person who ___ his mind to everybody.
- 2) Has Mary ___ who sent her the flowers?
- 3) The letter ___ the truth to Nelly about her husband's real occupation.
- 4) We must ___ his eyes to what he cannot ___ himself.
- 5) Janet's bikini ___ more than it covers.
- 6) Do you know who ___ this law?
- 7) Why, if it isn't Bob! I never ___ to see you here.
- 8) We ___ Ann for half an hour.
- 9) I ___ hearing from you.
- 10) Are you ___ anybody to dinner?
- 11) I never ___ such words of Carol.
- 12) I suggest that we ___ and see what will come out of their plan.

Task 4. Fill in the blanks necessary modal verbs and their equivalents must, have to and be to and translate into Ukrainian:

1. I think I ... let your parents know we are here. 2. You ... have gone to the concert. Why ... you miss the music? 3. I suppose I ... put all my cards on the table. 4. It's late. You ... go to bed. 5. ... (not) you be more careful? 6. "How can you know what his feelings are?" "I ... know, for he's always telling me about them." 7. It was surprising that they ... have met at all. 8. He remembered that he ... not smoke unless invited to do so.

Task 5. Translate the following sentences into English

1. На той час Британський уряд не мав наміру регулювати розширення залізниць.

2. Для сприяння розвитку національної мережі компанії отримали «зелене світло».

3. Застосування дерев'яних шпал пояснювалося порівняно невеликою їхньою вартістю, простотою форм і перевагами в експлуатації.

4. У 1885 р. було введено Загальний статут Російських залізниць, який регламентував перевезення по всіх залізницях Росії.

5. Інженер активно включився у боротьбу за відновлення транспорту, зруйнованого війною.

6. Дані дослідження носять науково-популярний характер, містять досить поверхневу інформацію з історії розвитку залізничного транспорту, але можуть представляти інтерес як джерело фактичної інформації.

7. Термін експлуатації простих дерев'яних шпал був невеликим, тому інженери для збільшення терміну їх експлуатації запропонували обробляти шпали антисептиками.

8. Отже, розробка правил технічної експлуатації ще тривала протягом багатьох років і велася окремими службами.

9. Інженера було обрано до комітету робочих і службовців Олександрівської залізниці, котрий змінив старе керівництво дороги.

10. Одним з пріоритетних напрямків наукової діяльності Механіко-будівного відділу товариства були дослідження в галузі колії та колійного господарства.

Variant № 12

Task 1. Read and translate in written form the following text abstract

The petrol engine was not detained to survive as a motive power on rails. A highly refined fuel such as petrol was expensive; and in the event of a derailment or other mishap damaging the fuel tanks, so highly inflammable a fuel as petrol might involve serious fire risks. What was needed was an internal combustion engine which would work efficiently with in oil fuel needing far less refinement and with a low flash-point. The answer was diesel engine. The German inventor Dr Rudolf Diesel is generally credited with being the sole originator of the engine which ever since has borne his name, but part of the credit undoubtedly belongs to a British pioneer named Ackroyd Stuart, who from 1886 to 1890 was experimenting with the principles of compression ignition. It was not until 1893, however, that Dr Diesel produced the first diesel engine, in which a spray of atomized oil injected into the cylinder was instantly ignited by air which had been compressed and raised to a high temperature by the previous stroke of the piston. By the resultant explosion the piston was driven

back; the principle is known as compression-ignition. It was not until 1898 that the first diesel engine was exhibited publicly, and its success was such that in 1899 Diesel established a works at Augsburg to be devoted exclusively to diesel production.

Thirteen years were elapse, however, before the first application of diesel drive to a railway vehicle. In 1912 the Swiss firm of Sulzer, in later years to become famous as the providers of power for diesel locomotives, built a diesel with the 4-4-4 wheel arrangement, rated at 1,000 to 1, 200hp and weighing 85 tons. The framing and body were supplied by the German firm of Borsig, in Berlin, and the locomotive intended for the German State Railways, but nothing more seems to have been heard of it. An early introduction of diesel power on rails was by the Canadian National Railways in 1925. Eight diesel-electric railcars entered service, each powered by a Beardmore diesel engine of 340hp, with the very light weight of 2 1/2 tons, which drove the generator.

Task 2. Insert prepositions where necessary

1. ... completed in 1897, Jefferson's building was the largest and costliest library in the world. 2. ... compared to today's TV program, the first black-and-white pictures were rather bad. 3. There are already some modern vehicles ... are not yet in common use, but which may become a usual means of transport in the future. 4. ... long journeys in private cars one can also use an automatic guidance system. 5. According ... specialists these features made possible by microelectronics are only the beginning. 6. A third component in the system is a monitor ... the instrument panel. 7. A tourist travelling ... such a car will not lose his way even in Sahara with its impassable roads: a navigation Earth satellite will indicate the route. 8. What electronic devices are Ford cars equipped ...? 9. Scientists are experimenting with a system allowing drivers ... see better after dark. 10. One ... the latest applications of sophisticated electronics is the wheel-computerized system that not only monitors air pressure in automobile tires but adjusts it automatically

Task 3. Insert the most suitable within the meaning of synonyms

TO PUT OFF / TO POSTPONE / TO DELAY / TO OFFEND / TO HURT / TO INSULT

- 1) I think they are trying to ___.
- 2) Let's ___ this conversation until Peter comes.
- 3) Don't ___ giving your answer.
- 4) The voting was ___ until next meeting.
- 5) Let's not ___ till tomorrow?
- 6) She ___ making up her mind until it became too late.
- 7) I meant to ___ nobody.
- 8) I'm sorry if I ___ your feelings.
- 9) Don't be ___, it is only a joke.
- 10) Tom felt ___ when Sally broke the date.
- 11) Jack ___ his boss by saying to his face that he was nobody.
- 12) It's difficult to deal with Monica; she is so easily.

Task 4. Fill in the blanks necessary modal verbs and their equivalents must, have to and be to and translate into Ukrainian:

1. You ... take every little thing into consideration. 2. He ... become my closest friend. When Charles saw Ann playing tennis, he came up and said: "Are you sure you ... be doing that?" 3. ... I get you some fresh coffee, Ed? 4. The responsibility is entirely mine. I acted very wrongly indeed. I .. (not) have let this relationship start. 5. "When is he going back?" How ... I know?" 6. Mrs Murrey will be moving into her new apartment next month. It ... be less bleak for her. 7. You ... have no cause to complain of me, dear. There ... be no difficulty about money. 8. "Meg is in town shopping." "Who took her in?" "Renny drove her to the train. He be back at any moment."

Task 5. Translate the following sentences into English

1. Експерименти з паровим двигуном в Англії не залишилися непоміченими на континенті, хоча слід врахувати, що Великобританія першою в світі розпочала індустріалізацію кількома роками раніше, ніж це відбулося в іншому місці.

2. Перша громадська залізниця у Франції Ліон-Сент-Етьєн довжиною 38-км, була відкрита в 1828 році і вже перші два локомотиви були в експлуатації наступного року.

3. Спочатку шпали обробляли мідним купоросом, а потім хлористим цинком, що дало можливість збільшувати термін експлуатації шпал майже вдвічі.

4. У 1898 р. були видані загальні правила щодо всіх служб під назвою «Правила технічної експлуатації залізниць для загального користування».

5. Ця наукова праця уперше поставила на порядок денний питання про плановий розподіл сортувальної роботи між станціями і вузлами мережі, і про плановий розвиток сортувальних станцій.

6. Для того, щоб об'єктивно висвітлити цей аспект діяльності відділу, необхідно окреслити стан технічної думки в даній галузі у другій половині XIX століття.

7. Чи співпадали європейська та британська державна політика щодо залізничного транспорту?

8. Інженер підкреслював, що перевезення вантажу по сталевим рейкам вимагає зусилля у 12 разів менше, ніж при перевезенні його по звичайних шосе.

9. Саме це започаткувало залізничні плани формування поїздів і розробки проблеми раціонального розміщення сортувальних станцій в мережі.

10. Пізніше В. М. Образцов очолив роботу стосовно ефективного, обґрунтованого розміщення сортувальних станцій.

Variant № 13

Task 1. Read and translate in written form the following text abstract

Three years later the CNR introduced a 2,660hp diesel-electric locomotive, comprising two 2-D-2 units coupled, each with a 12-cylinder engine. But despite this promising start, a good many years still were to elapse before diesel power began seriously to take over from steam on the railways of Canada.

The limelight now moved to Germany. In 1932 the German State Railways started to operate, between Berlin and Hamburg, a tram which probably had a greater

influence on the spread of diesel passenger transport than any other in railway history.

This was the two-coach “Flying Hamburger”, an extraordinary name for an extraordinary vehicle. Suffice it to say that the train-set, 137ft 6in long, had 102 seats, a small buffet, two lavatories and a luggage compartment; it was powered by two V-type 12-cylinder Maybach diesel engines of the airless-injection type, utilizing heavy oil and developing 820hp. After some experimental running it soon settled down to a schedule of 138min for the 178.1 miles between Berlin and Hamburg, demanding a start-to-stop average speed of 77.4mph and maximum speeds up to 100mph - the first train in the world to require a three-figure speed for time-keeping. In a very short time similar streamlined diesel train-sets were working on a number of main lines to and from Berlin, and on various German cross-country routes also.

Elsewhere in the world the country which took the most serious notice of this German development was the United States. In the early 1930s the USA was in the depths of a trade depression, and orders on American rolling stock builders by the railways for new passenger rolling stock had practically dried up. Certain enterprising builders realized that something revolutionary was needed both to stimulate the railways to recommence placing rolling stock orders, and the public to take a renewed interest in rail travel. Streamlined high speed trains with diesel traction and new ideas in internal furnishing and decor might provide the ideal solution. A further notable inducement was the vast indigenous USA supplies of oil, and the fact that on the many lengthy railway runs over that great continent it would be possible to use to the maximum advantage the continuous availability of the diesel engine.

Task 2. Insert prepositions where necessary

1. One of the best ways of keeping the speed steady is using a computer ... this purpose. 2. Newton's having made a mistake in his calculations has no influence ... his theory. 3. On being turned 150 on the radar will warn the driver ... stationary or slow-moving objects on the road. 4. It should be said that according to estimates the production of materials in space is to bring 60 billion dollars ... 2030. 5. Computers control nearly everything we do ... the modern world. 6. The steam was invented ...

James Watt, who worked ... many years before he could make the instruments ... which he perfected his machine. 7. ... first he worked ... primitive tools so he could not make his engine well-regulated. 8. The old machine was kept going ... a boy who stood by it and let... the air... means of which the steam was condensed at every revolution. 9. ... this machine, though it was imperfect, some work was done and it had been used ... a large mine-owner (шахтовладелец) to pump out the water. 10. The first efficient steam-engine was made ... a Birmingham firm and it was soon used ...nearly every manufacturer.

Task 3. Insert the most suitable within the meaning of synonyms

MISTAKE / ERROR / SLIP / TO LEND / TO BORROW

- 1) It was a ___ to have come here.
- 2) In war ___ cost human lives.
- 3) I beg your pardon. I've taken your book by ___.
- 4) One must be blind to commit such a monstrous ___.
- 5) I've spotted a number of ___ of the pen in your test; they are not serious ___ but you should be more careful with your work.
- 6) Sam will not agree, and no ___.
- 7) Look, Nick, could you ___ me ten dollars for a couple of days?
- 8) Where can we ___ such a large sum of money?
- 9) Excuse me, could you ___ me your pen for a minute?
- 10) Don't rely on Dick to ___ you: he is flat broke.
- 11) He is a very nice person as long as you don't try to ___ something from him.
- 12) We can't ___ any more. We are in debt up to our necks

Task 4. Fill in the blanks necessary modal verbs to be able to, have to, to be to and should and translate into Ukrainian:

1. He ... go to the United States on business.
2. When ... we ... visit the laboratories of the institute?
3. You ... follow all the important scientific researches in your field.
4. The talks ... be attended by the representatives of fifteen European states.
5. We ... to meet these famous scientists at the conference.
6. If you want to

know English you ... to work hard. 7. The teacher will ... explain this difficulty again. 8. You ... write your name at the top of the paper. 9. He was ... use the mobile equipment.

Task 5. Translate the following sentences into English

1. Один з розділів цієї книги присвячений розвитку залізничного транспорту.

2. Інженер запропонував перевірити високошвидкісний пасажирський рухомий склад на експериментальній колії.

3. Дані, що були отримані під час експериментів, будуть обробляться і використовуватись для планування технічного обслуговування колії на наступний рік.

4. Інженер запропонував використовувати на коліях залізниць тропічних країн важкі рейки з товстою подошвою і покривати їх тонким шаром свинцю.

5. На багатьох проміжних станціях з одного боку будувались пасажирські вокзали, а з іншого – інші споруди, що ускладнювало подальше будівництво.

6. Особливе значення в розвитку залізничних станцій і вузлів мало так зване об'єднання вузлів, тобто концентрація управління кожним вузлом у межах однієї, а не декількох залізниць.

7. Розділ містить підрозділи, присвячені колійному господарству, вишукуванню та будівництву залізниць, рухомому складу, розвитку конструкцій локомотивів.

8. З них ми можемо отримати дані про етапи розвитку залізничної мережі та паровозобудування.

9. Покращення пропускної здатності колії є завданням цього міжнародного проекту.

10. Уже на початку ХХ ст. інженери Російської імперії були обізнані з найбільш інноваційними на той час технологіями та матеріалами і на сторінках журналу обговорювали їхнє застосування в Росії.

Variant № 14

Task 1. Read and translate in written form the following text abstract

Needless to say, the builders of internal combustion engines were just as much interested in the possibilities as the rolling stock builders. As far back as 1923 a company called Electro-Motive had been formed to build petrol-engined railcars, and in 1930 this was acquired by the influential General Motors Corporation, of which it became the Electro-Motive Division. From then on this Division was to concentrate on diesel-driven trains and locomotives, and to become the biggest manufacturer in the world of both types. By 1933 this firm had evolved a two-cycle diesel engine of 600hp which was no more than one-quarter the size and one-fifth the weight of other diesels of comparable power; and the stage was now set for diesel developments on an enormously wide scale.

Two railways, the Chicago, Burlington & Quincy and the Union Pacific, decided to order streamline trains which would incorporate the new Electro-Motive diesel engine. The Edward G Budd Company built the Burlington train, which was 197ft long and weighed 87 1/2 tons; it had seating for 72 passengers, with buffet and lavatories and the usual American space for postal work. Christened the 'Zephyr', it soon made a name for itself by a run over the 1,017.2 miles from Denver to Chicago without any intermediate stop, at an average speed of 77.7mph. The first Union Pacific train was similar, but the second was of a more ambitious type. It comprised six cars, one housing the power plant, and included sleeping accommodation, and for a time, as the 'City of Portland', it provided a regular service between Chicago and Portland. With lightweight construction, this 376-ft train-set weighed 188 tons, and with its 900hp power plant experimentally covered 60 miles at an average of 102.8mph, with a top speed of 120mph. Its most notable experimental run was one through from the Pacific to the Atlantic coast, a journey of 3,193 miles from Los Angeles to New York completed in a record time of 56hr 55min. These sensational achievements had a profound effect on American opinion, and from then on diesel building started in earnest.

Task 2. Insert prepositions where necessary

1. Today being equipped with electronic control they can be operated by three pilots. 2. In the future it may be possible to build a dirigible ... a metal hull that could carry hundreds of passengers and transport cargo around the world. ... fact, it is probably as a cargo vehicle that the dirigible will have the best chance to find its use. 3. Not long ago, the crafts that penetrated the ocean depths were almost as primitive ... the marine life they watched around them. 4. ... such crafts are constructed on a large scale, we shall be able not only to spend our holidays enjoying the underwater life, but also grow and cultivate sea plants, fish and pearls. 5. She never drinks coffee ... dinner as it won't let her sleep at night. 6. I promise I'll be ready with the report 18 ... midday. 7. To hear her apology for being wrong was music ... my ears. 8. In this restaurant you may have only two kinds of soup ... a first course but you may choose ... a great many of dishes ... the second course. 9. Fast food restaurants are very popular ... students and usually they are situated ... easy walking distance from the place where they study. 10. They are a very sociable couple and enjoy going ... together.

Task 3. Insert the most suitable within the meaning of synonyms

**TO APPRECIATE / TO VALUE / TO EXPLAIN / TO INTERPRET / TO ACCOUNT
(FOR)**

- 1) We really ___ it when you came to our help.
- 2) Do you ___ him as an interpreter?
- 3) We can't ___ one man's life above another's.
- 4) I ___ Jane's sending me flowers when I was ill.
- 5) I don't think you ___ the real danger of this job.
- 6) If you don't understand it, let me ___ .
- 7) I was not sure how to ___ her behaviour.
- 8) Michael ___ me how to use the tape recorder.
- 9) Mary ___ that she was late for class because she had got up late than usual.
- 10) I think you shouldn't ___ Tim's remark like that; he didn't mean to offend you.

11) Who can ___ for Maggie's absence?

Task 4. *Fill in the blanks necessary modal verbs should, ought to and shall. Translate sentences into Ukrainian:*

1. I think I ... let your parents know we are here. 2. You ... have gone to the concert. Why ... you miss the music? 3. I think I ... put all my cards on the table. 4. It's late. You ... go to bed. 5. ... (not) you be more careful? 6. "How can you know what his feelings are?" I ... know, for he's always telling me about them." 7. It was surprising that they ... have met at all. 8. He remembered that he ... not smoke unless invited to do so. When Charles saw Ann playing tennis, he came up and said: "Are you sure you ... be doing that?"

Task 5. *Translate the following sentences into English*

1. Усе це призвело до спроб виготовлення залізобетонних шпал різноманітних профілів з металевим каркасом.

2. Спочатку будівництво дільничних станцій відбувалося без урахування їхнього подальшого розвитку, враховуючи лише мінімальні витрати на будівництво і утримання штату працівників.

3. Проектні роботи щодо об'єднання вузлів, які В. М. Образцов провів за новими принципами, мали величезний вплив на формування і розвиток вітчизняної транспортної науки про станції та вузли.

4. Найважливішою для нас є інформація про основні напрямки розвитку інженерної думки в цій галузі.

5. До кола наукових інтересів членів Механіко-будівного відділу Київського Відділення Російського технічного товариства входили питання економіки та управління залізницею.

6. Для поліпшення обслуговування пасажирів вокзали необхідно обладнати новими інформаційними системами.

7. Баластний шар на перших магістральних лініях складався з двох частин: нижній з піску, а верхній з щебеню чи пісково-гравійних матеріалів.

8. Автор зазначав, що наукова розробка питань експлуатації залізниць у країні проводилась тільки окремими передовими інженерами з їх ініціативи;

не існувало наукових організацій, які б систематично займались науково-дослідною роботою з питань залізничного транспорту.

9. При спорудженні залізничних колій у Південних районах в якості баластного шару також використовувався ракушняк.

10. Власне, тоді були вперше сформульовані основні положення і закономірності розвитку вузлів і станцій в умовах соціалістичного господарювання.

Variant № 15

Task 1. Read and translate in written form the following text abstract

Today, apart from the limited mileage of electrified lines, the entire United States rail traffic is handled by diesel-electric power; and certain stretches of line which had been electrified have, since been turned over to diesels. This is probably the greatest revolution in railway -motive power that the world has ever known in so short a period.

In Great Britain, with its ample resources of good locomotive coal, it is not surprising that in the early days of diesel rail development this type of traction had little appeal here, as; a change to diesels would have involved the use of imported fuel. But one railway, the Great Western, came to the conclusion that branch line passenger work might be carried on economically with diesel railcars having simple mechanical transmissions, and put this idea to the test in 1934. A railcar of this type was built for branch service, and also two 480hp 40-seat cars with small buffets, lavatories and luggage space. The latter were for operating between Birmingham and Cardiff, but soon had to be replaced by steam-hauled trains, owing to insufficient accommodation. After this start branch line cars of 210 to 240hp, with seating for 48 to 70 passengers, were built until their total reached 36 units; while in 1941 and 1942 two 420hp cars were turned out for main line work, capable of hauling between them a 70ft coach with which the three-coach train provided 184 seats.

Meantime the London Midland & Scottish Railway had been experimenting with diesel power for shunting work. In 1931 the chassis of a standard 0-6-0 steam tank was mated to a 400hp diesel engine, with hydraulic transmission; and four years

later ten diesel shunters of 150 to 250hp, with various transmissions, one electric, were being thoroughly tested. It was soon found that a shunter which never needed time off for taking water, and only required to be fuelled every third day or so - that is to say, which could work right round the clock if necessary, and in addition was smarter in handling than its steam counterpart - was going to be a most valuable acquisition. Before World War II the first 350hp diesel-mechanical shunters were at work, and when building was resumed after the war it was at such a pace that by 1955 over 250 diesel shunters were at work in Great Britain.

Task 2. Insert prepositions where necessary

1. Before each flight pilots must ask for the information about the weather expected during the planned route. 2. Sure, especially taking ... consideration that the human being can live only within the narrow range in body temperature of a very few degrees Fahrenheit. 3. The manager was quite ... edge when she realized how dangerous was her position in this argument. 4. My niece is determined to stick ... this monstrous diet for about two weeks. Don't you think it's unreasonable? 5. Could you come ... my place two times ... a week and take care of my house-plants? 6. ... their point ... view that would be highly outrageous to permit ... such behavior. 7. The table was groaning ... food and drinks however I didn't feel like eating or drinking at that moment. 8. Angela was misled ... his fake expression ... a man who pretended to be one of the greatest philanthropists. 9. Is it required to keep ... the recipe or shall we improvise? 10. What would you suggest? - I think, we'll start ... some snack and then we'll probably have some turtle soup.

Task 3. Insert the most suitable within the meaning of synonyms.

TO OFFER / TO SUGGEST / TO RECALL / TO RECOLLECT / TO REMEMBER

1. How much did they ___ you for your car?
2. I ___ that you call Bert right now.
3. Can you ___ anything else?
4. They ___ to give us a lift.
5. Do you ___ informing them about our decision?
6. I have been ___ an interesting job.

7. It was ___ that Mr. Frost should chair the meeting.
8. I tried hard, but I couldn't ___ her face.
9. I ___ our last conversation.
10. Jack couldn't ___ who he had given that book to read to.
11. Try to ___ all the details; it's very important.
12. I've met that man before but I can't ___ his name.

Task 4. *Fill in the blanks necessary modal verbs should, ought to and shall. Translate sentences into Ukrainian:*

1. ... I get you some fresh coffee, Ed? 2. The responsibility is entirely mine. I acted very wrongly indeed. I ... (not) have let this relationship start. 3. "When is he going back?" "How ... I know?" 4. Mrs Murrey will be moving into the new house next month. It ... be less bleak for her. 5. You ... have no cause to complain of me, dear. There ... be no difficulty about money. 6. "Meg is in town shopping." "Who took her in?" "Renny drove her to the train. He ... be back at any moment." 7. George did not see why he ... (not) discuss the matter with his chief. 8. It was much better that lie ... learn the business thoroughly, and if they had been able to wait for a year there seemed no reason why they ... not wait another.

Task 5. *Translate the following sentences into English*

1. У книзі відображені економічні чинники виникнення залізниць загального користування, викладена історія їх становлення та розвитку в період з 1836 по 1917 роки.

2. На XXIV з'їзді інженерів шляхів сполучення, який відбувся у 1906 р., після доповіді О. Ф. Булацеля вперше було прийнято рішення щодо бажаного переходу до кращого баласту із щебеню та гравію.

3. У своїх роботах вчений наводить дані, що передові інженери успішно займались розробкою раціональних проектів залізничних станцій і вузлів.

4. В. М. Образцов вважав, що сортувальні станції повинні розміщуватися в пунктах великого перевантаження і вивантаження, тобто поблизу великих міст, перевалочних місць на великих річках, біля портів.

5. У роботі відображені творчі зв'язки вітчизняних та іноземних спеціалістів в галузі транспорту.

6. Уряд Канади очікує отримати високі прибутки запроваджуючи нові види тяги.

7. Проте гірська розробка і механічне дробіння каміння були настільки новою справою для залізниць, що вони не знали як його розпочати навіть за наявності каміння.

8. Наприкінці ХІХ ст. з'явилась ціла низка публікацій з питань будівництва і експлуатації залізниць та проектування станцій.

9. Для організації і забезпечення правильної поїзної роботи сортувальної станції потяги слід групувати не тільки за напрямками, але і так звані маршрутні потяги, і групи потягів.

10. Особлива увага приділена історії становлення та розвитку Південно-Західної залізниці України в період з 1870 по 1995 роки.

ЗРАЗОК ВИКОНАННЯ КОНТРОЛЬНОЇ РОБОТИ № 4

ВАРІАНТ 16	
<i>Завдання 1. (Task 1). Прочитайте та письмово перекладіть наступний уривок тексту</i>	
Текст англійською мовою	Переклад українською мовою
The cars used on the early railways were very much like the stage-coaches and wagons travelling on ordinary roads. Although drawn by horses, these vehicles had flanged wheels which kept them on the rails. The very first freight cars are known to have been used in coal mines in England. They were open-top wagons which had wooden wheels and were	Вагони, які використовували на ранніх залізниць були дуже схожі на поштові карети і вагони, що рухались по звичайних дорогах. Незважаючи на те, що їх тянули кіньми, ці транспортні засоби мали колеса з гребнем, які тримали їх на рейках. Найперші вантажні вагони, як відомо, були використані на вугільних шахтах

<p>pulled by horses along wooden rails. They were followed by platform cars, also known as flat cars, upon which the freight was piled and covered with tarpaulin to protect it from the weather. As the goods often fell off and were easily damaged, the platforms were fitted with low sides and ends.</p>	<p>в Англії. Це були напіввагони які мали дерев'яні колеса і були запряжені кіньми, що рухались вздовж дерев'яних рейок. За ними слідували вагони-платформи, також відомі як вагони з плоскою поверхнею, на які складали вантаж і накривали брезентом, щоб захистити його від негоди. Оскільки товари часто падали і пошкоджувались, платформи були обладнані торцевими стінками і бортами.</p>
---	---

Task 2. Поставте дієслово у дужках у правильну форму. Пам'ятайте про правило «Умовні речення в англійській мові»

Речення англійською мовою	Виправлене речення англійською мовою
<p>If the curves (to eliminate) completely, the traffic speed will increase radically.</p>	<p>If the curves are eliminated completely, the traffic speed will increase radically.</p>

Task 3. Заповніть пропуски відповідними словами

Речення англійською мовою без відповідного слова	Речення англійською мовою з вставленим словом
<p><i>given, external, major, reach, to obtain</i> They didn't ... the border until after dark.</p>	<p>They didn't <u>reach</u> the border until after dark.</p>

Task 4. Підберіть слова, які передають їхнє значення і правильно їх напишіть

Словосполучення англійською мовою		Утворене словосполучення
1. to make sth easier	c,f,l,t,t,	facilitate
2. low in price	a,a,e,i, h,a,e,c, p	cheap

Task 5. Перекладіть наступні речення англійською мовою

Речення українською мовою	Речення англійською мовою
Газети повідомили, що електрифікацію нової дільниці було завершено.	The newspapers informed that the electrification of a new line had been finished.

Variant № 1

Task 1. Read and translate in written form the following text abstract

The first and undoubtedly irregular signal given by lights to show whether the line was clear was recorded in the 1940s. It is said to have been given by a lighted candle placed in a window of a house beside the line if the way was clear, and if the light was not there the line was blocked.

The first true signals to be given solely by lights were on the pioneer London Underground railways, built just before and after the turn of century. At first a single light source gave the indications by a moving arm containing colour glass Spectacles which passed in front of it; later the true colour-light, with a separate bulb for each indication illuminated colour glass lenses which magnified the light. Indeed the lenses were designed to concentrate the light into a beam directed towards the driver of an approaching train. It was this feature which later made colour-light signals out of doors so useful in fog, for the diffused lights can be usually be seen from a distance in front of the signal during fog, even though the signal port itself is invisible.

The first automatic signaling system was installed on the Liverpool Overhead railway in the 1890s and by the turn of the century electrically operated semaphore signals and points had been introduced by one or two main-line railways, for example, the LNWR at Crewe on the main line from Euston to the North. Track circuits were evolved during the first 20 years of the 20th century, and most of the ingredients were thus present for the introduction of power signaling on a more widespread scale after the First World War. The Southern Railway was the foremost exponent of power signaling during the 1920s and 30s with new installations at all of its London terminus stations.

In these early power signaling schemes points and signals were controlled from lever frames having small levers no more than about 6-9in high; interlocking between levers to ensure that signals could not be cleared unless points were correctly set or that conflicting signals could not be given, was at first achieved mechanically in exactly the same way as the levers in a normal mechanical signal-box.

Task 2. Insert prepositions where necessary.

1. He stuck ... his story and didn't even try to listen to anybody else. 2. ... these circumstances you should behave in a very cautious way. 3. Remodeling transformed an old, dark house ... a cheerful one. 4. I always start my morning ... coffee; otherwise I won't be able to think clearly. 5. ... addition ... his salary he earns a bit on the side. 6. I have an exam in two days and I am not ready ... it ... all. 7. As I live with my grandmother now, I'm just sentenced ... her stories at dinner. 8. Taking his foreign guests to this restaurant will mean a lot of expense ... him. 9. The committee consists ... ten members and two of them are against this project. 10. ... a choice you may either prepare dinner or clean the rooms.

Task 3. Insert the most suitable within the meaning of synonyms.

TO NOTE/TO NOTICE/TO PAY ATTENTION

- 1) Did you ___ how to do it?
- 2) I didn't ___ anyone come in.
- 3) Did anyone ___ my absence?
- 4) ___ more ___ to your pronunciation.

- 5) He is such a bore. Don't ___ to him.
- 6) ___ the way the battery is checked.
- 7) «Mary hasn't come». «Yes, so I have ___ ».
- 8) The locomotive driver ___ a huge hole between the rails.

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

2. When they told me I was cured and ... go, I ... tell you I was more afraid than glad. 2. His letter ... have given them the idea. 3. His knee touched the bottom. He crawled further and at last lay full length on the pebbles. He now felt so tired he ... not understand how a moment ago he ... have been capable of swimming. 4. You've done me a great service. I knew I ... trust you. 5. Her mother said she ... play with me if she wished. 6. He's a nice guy. I'm glad you brought him out here. We ... have some fun. 7. He looked at the lighted window of the cottage. He ... see into a kitchen where two women were sitting by the table drinking tea. 8. "Come inside in front of the fire where you ... warm up," she said quickly.

Task 5. Translate the following sentences into English

1. Не слід забувати про пошук нових видів енергії.
2. Для того, щоб конкурувати з іншими засобами транспорту, залізниці повинні покращити свою ефективність.
3. Наші інженери хочуть проводити дослідження нових видів рухомої сили.
4. Будівництво нової трансконтинентальної лінії – було метою зустрічі керівників на вищому рівні.
5. Потреби промислового зростання змусили інженерів шукати нові засоби перевезення.
6. Сучасний тягловий склад складається з дизельних і електричних локомотивів, причому паровози все ще в експлуатації на деяких лініях.
7. Чим відзначений 1857 рік в історії залізничного транспорту?
8. З яких матеріалів виготовляються сучасні рейки?
9. Доведеться розробити більш ефективні види транспортних засобів.
10. На залізниці необхідно чітко дотримуватись правил безпеки

Variant № 2

Task 1. Read and translate in written form the following text abstract

The signaling at Newport, Monmouthshire, was modernized in 1927, but there the electrically operated semaphore signals were controlled from levers which served more than one function; as they were pulled the lever was checked in two intermediate positions while the equipment first proved that the line on which the train was to be signaled was clear and that no other signal leading to the same route was already clear, and second, that the points were switched to the correct position. Finally, the signalman pulled the lever to the fully over position which cleared the signal.

This equipment was known as route lever operation since the movement of a single lever set up a complete route from one signal to the next. At that time, however, no overall advantage could be seen in its more widespread adoption and during the following decade nearly all new power signaling schemes on the Great Western and Southern Railways used miniature levers having only one function per lever. A feature of most of the SR lever frames was the repeater lights behind the levers which showed the position of points by the letter N (normal) or R (reverse). Signals were indicated by the lights repeating the aspect shown on the signal itself.

The signal box track diagrams had also come to life by this time. In mechanical boxes without any track circuiting the signalman had a display of the lines he controlled, with points and signals shown in their geographical positions and bearing a number alongside corresponding to the lever numbers which operated them. When track circuits were installed the presence of a train on the section of line concerned was indicated either by red lights being illuminated on the track diagram on the section concerned or by other forms of indicator such as a needle pointer which swung towards a label "line clear" or "line blocked" depending on whether there was a train there.

Task 2. Insert prepositions where necessary.

1. He poured the petrol ... the bottle ... a tank. 2. The candidates are ... edge waiting for the test results. 3. Dinner will be followed ... a concert. 4. ... his point ... view Ukrainian cuisine is very tasty and nutritious. 5. This time I filled the pies ... meat and all the guests liked them. 6. I don't want anything ... dessert but I'd like to have more of this soup. 7. I fear you have been misled ... her kind manner. 8. He was groaning ... pain but we could do nothing to help him. 9. Her eyes filled ... tears after she learned the news. 10. She has many problems with her business; but she sticks ... it and makes it run.

Task 3. Insert the most suitable within the meaning of synonyms.

TO RIDE / TO DRIVE / TO GO

1. I can ___ you to the station if you want to.
2. Tom got on his bike and slowly ___ down the street.
3. I only ___ to work in a bus; from work I go on foot.
4. Don't ___ too fast; we may be fined.
5. The car was ___ at the speed of about 100 miles (per hour) when its driver lost control of it.
6. I want to teach my daughter to ___.
7. I don't want to ___ by train. Trains travel so slowly.
8. The man jumped on his horse and ___ off.
9. 9. The boy was ___ his bike full speed.

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. She has attractive eyes. There's something about them that holds you. She ... have been pretty once. 2. When he married her she ... not have been more than sixteen. 3. He boasted and told the most extraordinary stories which I'm sure ... not possibly have been true. 4. She ... not think what he was doing. Something ... have happened to him. 5. You ... not have proved that I wrote the letter because I didn't. 6. It never occurred to me that I ... get measles. 7. I was just going to tell you — because of the storm I ... not be home tonight. 8. That is exactly what he did say. But I won't talk any more about it. He ... not have been himself.

Task 5. Translate the following sentences into English

1. Для продовження терміну служби колій чавун спершу замінили на лите залізо, а потім на сталь.
2. Здається, що однією з головних проблем промисловості і досі залишається матеріал для виробництва колії.
3. У 1836 році інженер по імені Чарльз Війноль винайшов рейку з абсолютно іншим типом поперечного перерізу.
4. Які стандарти існували щодо форми залізничної рейки?
5. Нам повідомили, що залізниця Лондон – Північний Захід має «найкращу безстикову колію»?
6. Завдяки новому приладу інженери нашого відділу змогли вирішити низку проблем.
7. У наступному році можна очікувати відкриття нової залізничної магістралі .
8. Щоб справитись з рухом між промисловими центрами і портом, потрібно побудувати нову магістральну лінію.
9. Інженери запропонували використати контейнери нової конструкції для перевезення ломких товарів.
10. Наступним кроком, який потрібно було прийняти, була заміна тяги на дизельну.

Variant № 3

Task 1. Read and translate in written form the following text abstract

Sometimes track circuits were used only for indication purposes but usually they also operated locks on other signal levers leading to that section of line. In power signaling areas, however, all lines were usually track-circuited and the track circuits were not only indicated on the signalman's track diagram but were used to place signals to danger automatically as trains passed them. This was an added safety feature which made sure that there was a red signal behind a train even if the signalman forgot about it. The signal would clear for a second time only when the first train passed beyond the next signal ahead so that the track circuit became free,

and also after the signalman had put the lever back to the 'danger' position and pulled it clear again.

On some sections of line the signals worked automatically and were not controlled by signal levers. This was achieved solely by track circuits; some small signal-boxes at local stations, which only needed to work points perhaps once or twice a day, for example to let a goods train in or out of a yard, could be closed at other times and a special lever operated before the signalman went home which set the signals to work automatically. When the signal box was open, however, the signals would be controlled by the levers.

There was usually none of the offering and accepting routine described previously for mechanical signal boxes between power signal boxes, and signalmen were normally warned of the approach of a train by the track circuit lights as the train entered the control area. However, the signalman needed to know the identity of the train and this was advised to him by a train describer. The early train describers were in the form of a clock face with a single hand which pointed at different descriptions on labels around the face. The describers were worked by electric impulses from signal box to signal box. As signal box control areas became more complex, it was sometimes possible for a signal box to supervise an area long enough for the signalman to have two or even three trains approaching him on the same line at a safe distance, and train describers in use by the end of the 1930s were able to display first, second or third train approaching by means of lights illuminated against a written description.

Task 2. Insert prepositions where necessary.

1. I need your help; it's a matter ... life and death. 2. I will never invite that man ... dinner because he is a very fussy eater. 3. It is customary to thank people who invite you ...their party. 4. The solemn ceremony ... front ... the new embassy was to begin ... three but had to be postponed till five o'clock. 5. She never drinks coffee ... dinner as it won't let her sleep at night. 6. I promise I'll be ready with the report 18 ... midday. 7. To hear her apology for being wrong was music ... my ears. 8. In this restaurant you may have only two kinds of soup ... a first course but you may choose

... a great many of dishes ... the second course. 9. Fast food restaurants are very popular ... students and usually they are situated ... easy walking distance from the place where they study. 10. They are a very sociable couple and enjoy going ... together.

Task 3. Insert the most suitable within the meaning of synonyms.

TO END / TO FINISH / TO COMPLETE

1. The game ___ in a draw.
2. Richard hasn't ___ sweeping the carpet yet.
3. I'll ___ my work by Monday.
4. The film is already ___.
5. The boxing match was ___ by a knockout.
6. I'm already ___ with the homework.
7. The postgraduates had ___ their research work by that time.
8. Which of you ___ doing the calculations?

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. "To my mind she is a beautiful woman." "Well, yes. But I don't see what you ... have found to say to her." 2. He hurled the heavy thing down the stairs, it made an extraordinary noise in its descent and woke Joe sleeping in his pram. The only thing I ... say to that was: "You ... have killed Joe." 3. "I see one of my statuettes has been broken." "I ... not think what ... have happened to it." 4. He thought it likely that Blair ... have got away unnoticed. 5. It was dark and I ... only see the glimmer of his face. 6. You have acted very irresponsibly and you ... find yourself in serious trouble. 7. After all we don't even know if your sister is proposing to stay in London. She ... be just passing through on her way to somewhere else. 8. One ... not get anything done nowadays.

Task 5. Translate the following sentences into English

1. Оскільки негативний вплив на оточуюче середовище незначний, електричні локомотиви добре підходять для приміських ліній.

2. Ще на початку століття британці переконалися у перевагах рейки з плоскою підошвою.
3. Чи існує залежність між станом колії та вантажними і пасажирськими перевезеннями?
4. Безперечно, залізниці доведеться вести конкурентну боротьбу з іншими видами транспорту.
5. Нова комісія прийняла рішення ввести новий рухомий склад на найбільш завантажених лініях.
6. Великою перевагою підстанції є трансформатори, розташовані чи всередині, чи зовні.
7. Перша залізниця, що працювала на паровій тязі була побудована Тревітік в Південному Уельсі в 1804 році.
8. Історію паровозів слід починати з демонстраційної моделі Річарда Тревітіка.
9. Винахідник очікував, що його двигун знайде застосування на залізниці для перевезення пасажирів і вантажів.
10. На чому ґрунтувався принцип роботи локомотива В. Гедлея?

Variant № 4

Task 1. Read and translate in written form the following text abstract

In 1935 the LNER introduced a new signaling scheme at Thirsk on the East Coast main line in which the colour-light signals were controlled from thumb switches on the signalman's track diagram. It was not a very large installation and the signalman could sit at a desk with the control console in front of him. Each switch set up the route to a particular line, checking that the line concerned was free, changing the points if necessary, and clearing the signal. Interlocking between switches was achieved electrically by relays rather than by electric or mechanical locks. Briefly, a relay is a piece of equipment containing an electro-magnet. If the magnet has an electric current passing through it is energized and attracts a metal arm towards it. The arm is linked to a series of other electrical contacts which by the movement of the arm can be opened or closed, thus making or breaking other electrical circuits.

When the relay is de-energized, that is with no electric current passing through the magnet, the arm drops away changing the position of the connected contacts. A series of these relays linked together between track circuits and signal operating switches can thus be used to pass electric current to signals and points, or to prevent the passage of electric current if the conditions are not right. The system is called relay interlocking and forms the basis of today's railway signaling. The LNER pioneered the thumb switch type of signaling control panel known as the OCS (one control switch) system. Just before the Second World War this company introduced a small signaling panel in a rather out-of-the-way place in the Liverpool Dock area at Brunswick, which might have seemed insignificant at the time, for it controlled only a very short section of line, but it proved to be the pioneer of the standard method of signaling today. Instead of using a thumb switch for each route controlled by a signal as in the OCS system the new panel employed one switch only, called the entrance switch, situated on the diagram alongside the signal to which it applied, and a second switch, known as the exit, placed further along each of the lines which could be reached from that signal.

Task 2. Insert prepositions where necessary.

1. I'll never get used ... living in this noisy district, I'll have to move out. 2. Shall we get some take-away food or shall we eat ...? - I'd rather go to a Chinese restaurant for a change. 3. The manager was quite ... edge when she realized how dangerous was her position in this argument. 4. My niece is determined to stick ... this monstrous diet for about two weeks. Don't you think it's unreasonable? 5. Could you come ... my place two times ... a week and take care of my house-plants? 6. ... their point ... view that would be highly outrageous to permit ... such behaviour. 7. The table was groaning ... food and drinks however I didn't feel like eating or drinking at that moment. 8. Angela was misled ... his fake expression ... a man who pretended to be one of the greatest philanthropists. 9. Is it required to keep ... the recipe or shall we improvise? 10. What would you suggest? - I think, we'll start ... some snack and then we'll probably have some turtle soup.

Task 3. Insert the most suitable within the meaning of synonyms.

TO SUFFOCATE / TO STIFLE / TO CHOKE

1. Three people were ___ by the smoke in the fire.
2. We felt ___ in the stuffy room.
3. I hate wearing ties; they just ___ me.
4. The hot air was ___.
5. They say that man ___ his wife to death.
6. Rona couldn't ___ her laugh.
7. Don't eat so fast, you will ___.
8. Paula was ___ with the loss of breath after walking up to the twelfth floor.
- 9) She ___ with tears.

Task 4. Fill in the blanks with can (could) or may (might). Translate into Ukrainian:

1. "Come inside in front of the fire where you ... warm up," she said quickly. 2. But I really feel that the late Mr Evans ... not have been a nice man. 3. "I see one of my statuettes has been broken." "I ... not think what ... have happened to it." 4. He thought it likely that Blair ... have got away unnoticed. He's a nice guy. I'm glad you brought him out here. We ... have some fun. 5. He looked at the lighted window of the cottage. He ... see into a kitchen where two women were sitting by the table drinking tea. 6. He poured the juice ... the bottle ... a jug. 7. The candidates are ... edge waiting for the test results. 8. Dinner will be followed ... a concert.

Task 5. Translate the following sentences into English

1. Питання охорони навколишнього середовища були одними з найважливіших для розвитку залізничної мережі.
2. Заміна кінської сили паровою вимагала довгого періоду часу.
3. Дослідження, що проводитимуться у нашій лабораторії будуть націлені на покращення надійності існуючих доріг.
4. Нові локомотиви розробляються для того, щоб відповідати сучасним стандартам швидкості і безпеки.

5. Дизельний двигун вважається найефективнішим головним рушієм серед всіх теплових двигунів.

6. Оскільки будівля була споруджена у минулому столітті, її архітектурний дизайн відрізняється від оточуючих структур.

7. Урочисте відкриття знаменної залізниці між Стоктон і Дарлінгтон відбулося 27 вересня 1825 року.

8. Колійне господарство - одна з основних галузей залізничного транспорту, до якого належить залізнична колія з усіма її спорудами і пристосуванням; підприємства і підрозділи з об'єктами виробничого, службово-технічного та санітарно-побутового призначення.

9. Залізнична колія – це інженерна споруда, призначена для того, щоб по ній проходили поїзди з необхідною швидкістю.

10. Ідея будівництва метро у Харкові була вперше запропонована десь років 30 тому.

Variant № 5

Task 1. Read and translate in written form the following text abstract

The operation of the two switches set up the route between them culminating with the clearance of the signal.

Signaling development made little progress during and after the Second World War and the first of the post-war re-signaling schemes on the LMS and Southern Railways and their successors, the London Midland and Southern Regions of British Railways, followed established methods using miniature level frames. At York, however, the LNER was much bolder and introduced what at that time was the world's largest signaling scheme controlled by an OCS route-relay-interlocking system. Indeed, the LNER never looked back and used this type of control for a number of its re-signaling schemes of the 1950s. At the same time the entrance/ exit type of panel was also being developed and was used for one or two installations in the early 1950s. By that time, too, the signalman was being assisted on the more complex layouts by rows of white lights along the track diagram in front of him showing which routes had been set and signals cleared, a feature first seen at

Northallerton in 1939. The white lights turned to red as the track concerned was occupied by a train.

The areas supervised by power signaling were gradually becoming larger but were still limited to the immediate station area and perhaps a mile or so on each side. During the mid-1950s two developments were perfected which changed the whole course of British signaling. First, the design of much smaller relays which allowed more equipment to be housed together in a signal box of moderate size, and second, and most important, an electronic development whereby a number of electrical circuits could be converted into electronic impulse signals and sent over the same pair of wires to be decoded at the far end into individual circuits again for the operation of specific signaling equipment. The developments opened the way for the remote control of signaling several miles away from a signal box and it was thus possible to think in terms of a signaling control area 30 or 40 miles long instead of 3 or 4 miles.

Task 2. Insert prepositions where necessary.

1. I am extremely eager to be invited ... your house. That would be a great honour ... me. 2. My head was filled ... various ideas though I was not ready ... making immediate decisions. 3. I really crave ... peanuts and can't resist eating them wherever I have the opportunity. 4. We heard some poems followed ... a speech which was much worse than the first part of the ceremony. 5. Do you think this salad will be good ... a starter? 6. Are you absolutely sure about this way of behaving ... the following circumstances? You can get into trouble. 7. Hurry, hurry! We must get ... the plane immediately. 8. We've got a two-room suite, a bridal suite and two luxury suites to choose 9. Will you pour some coffee ... this thermos flask? 10. This supermarket is ... easy walking distance. You needn't have got any taxi.

Task 3. Insert the most suitable within the meaning of synonyms.

TO DESIRE / TO WANT / TO WISH

- 1) I don't ___ to sleep yet.
- 2) When you see a falling star, ___ for what you ___ most of all.
- 3) Give him anything he ___.
- 4) Which book do you ___ me to bring you to read?

- 5) I ___ you to post this letter right now!
- 6) Mother ___ only your happiness.
- 7) What would you ___ for the wedding anniversary?
- 8) My biggest ___ is to have a rest in the seaside.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. "Will you know where to go?" "Yes, thank you. I ... always ask my brother"
2. "Didn't she hear our shouting?" She says she heard nothing." "She ... have wandered a long way."
3. What ... he have meant when he said it.
4. He hesitated and said, "I ... go to South America as a tea planter." I said, "I ... be wrong, Jason, but I don't think they grow tea in South America."
5. "He ... have flown off after he dropped us. He ... not land here. Not in a plane with wheels."
6. "I'd give anything to meet that fellow." "We ... see what ... be done."
7. Cindy ... have laughed aloud. Instead, she nodded.
8. You ... hardly have been more surprised than I was.

Task 5. Translate the following sentences into English

1. Від стану колії залежать безперервність і безпека руху поїздів і ефективне використання найголовніших технічних засобів залізниць.
2. За дорученням першого міністра шляхів сполучення П. П. Мельникова було розпочато розробку необхідних документів, що регламентували експлуатаційну діяльність залізниць.
3. У 1874 р. було прийнято першу постанову щодо правил утримання і охорони залізниць, які неодноразово корегувалися і доповнювалися пізніше.
4. Конструкція верхньої будови колії була запозичена у Петербурзько-Московської залізниці, досвід експлуатації якої ставав неодноразово джерелом успішних, випробуваних на практиці, інженерних рішень.
5. Є всі підстави стверджувати, що боротьба за промисловий розвиток країни і технічний прогрес стали програмою дій широких прошарків науково-технічної інтелігенції.
6. Вивчення форм організації науки і тенденцій їхнього розвитку є однією з найбільш значущих проблем історії вітчизняної техніки.

7. Все більшу підтримку відділення надавало вирішенню питань благоустрою міста, вимощування вулиць, поливу, забезпечення водопостачання.

8. Ширина російської рейкової колії, габарити рухомого складу і наближення споруд відповідали тим, що застосовувались на Петербурзько-Московській залізниці.

9. Рейки в той час були зовсім іншими, вони були дерев'яними із залізною обшивкою або металевими куточками, прикріпленими до дерев'яних шпал.

10. Експлуатація залізниць - одна з основних галузей залізничної науки - розглядає питання раціональної організації залізничних перевезень.

Variant № 6

Task 1. Read and translate in written form the following text abstract

This would not have been possible because of the cost if each electric circuit to individual signals and points had to be earned over separate pairs of wires. Moreover, it meant that many intermediate signal boxes could be closed and their function taken over by one central signal box. Many of the signals could be arranged to work automatically from track circuits, although their indications were shown on the track diagram of the supervising signal box so that the signalman had a continuous picture of train working throughout the area.

The new principles of larger control areas were introduced on a moderate scale with the LMR electrification in 1959 between Manchester and Crewe and during the following few years new signal-boxes with more extensive control areas were brought in by the dozen, mostly for electrification extensions: Barking, Tilbury, Pitsea and Southend on the Fenchurch Street-Shoeburyness line; Hither Green, Orpington, Sevenoaks, Tonbridge, Ashford and Folkestone on the London-Dover main line; and the extensive Euston, Willesden, Watford, Bletchley, Rugby, Birmingham and Wolverhampton boxes on the LM electric lines.

Each new signal box seemed to set more records for the number of signals and points that it controlled and the number of miles of track it supervised. The Western

Region also put in hand similar schemes so that today the vital routes between London, Swindon, Bristol and Taunton, also to South Wales, and the important cross-country route via Gloucester to Birmingham and onwards through the London Midland Region to Derby and Nottingham, are controlled by no more than about a dozen signalboxes. One of them, completed early in 1972, is that at Bristol which looks after 117 route miles of line.

All these boxes employ the entrance/exit type of control, some retaining an entrance switch and an exit button, but others employing solely push buttons, most of which serve as the exit button from one section and the entrance button to the next section ahead and thus have to be pushed twice, once for each function.

Task 2. Insert prepositions where necessary.

1. John pointed ... the building where he worked. 2. Let's add some more names ... the list. 3. My hotel room was furnished ... very poor taste. 4. There's no point ... waiting. The train has obviously gone. 5. He sticks ... his work ten hours ... a day. 6. The river ... this point is half a mile wide. 7. She gave me a glass of water to take away the bitter taste ... the medicine. 8. What's the point ... my keeping all these clothes that the children have grown out of? 9. He simply stuck a pin ... at random amongst the names of candidates. 10. To make sure that the hat keeps its shape, you can stuff it ... newspapers.

Task 3. Insert the most suitable within the meaning of synonyms.

TO LOOK FOR / TO SEEK / TO SEARCH

- 1) I wonder where my new tie has disappeared. I've ___ for it everywhere.
- 2) The boys ___ the whole neighbourhood for the lost puppy.
- 3) No offence, but you are ___ for a needle in a haystack.
- 4) Harry ___ his pockets for the key.
- 5) I don't ___ anybody's sympathy.
- 6) The children happily played Hide and ___ in the forest.
- 7) We have gone around the city ___ for my sister in law.
- 8) He says he ___ the work for a long time without achieving good results.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. The old man cupped his ear in his palm. "I think I ... be getting deaf. I ... not hear you." 2. "There was someone on the phone for you," he said. "Oh, who?" "I don't know, he didn't say. Some man." 3. "It ... have been Mike." "I know Mike. It wasn't Mike." "Oh. Then I ... not think who it ... have been." 4. Mr. Fox ... not come. He sent me to represent him. 5. I went straight from the station to the club and played billiards. It ... have been after eleven when I reached the flat. 6. Oh, you ... drink things steaming! ... you eat eggs with the shells on, too. 7. She was beginning to want to ask him in but she knew that she ... not do it yet. 8. It's the most interesting story. He ... not possibly have invented it. You ... have told him something.

Task 5. Translate the following sentences into English

1. Спочатку паровози використовувалися тільки для вантажних перевезень, обслуговування пасажирів були надані підрядником, які використовували кінні карети.

2. Ці локомотиви були придатні тільки для перевезення корисних копалин на поїздах, що рухались на невеликій швидкості; їх вага і тягове зусилля були обмежені відносно слабкою колією.

3. Залізнична епоха дійсно почалося з відкриття, 15 вересня 1830 року в залізниці між Ліверпулем і Манчестером.

4. При доборі профілю рейки були враховані високі динамічні навантаження на рейку, необхідність роботи на поздовжній і поперечний вигин.

5. Актуальні для того часу питання експлуатації залізниць почали розробляти у нашій країні ще наприкінці XIX століття.

6. Залізниця Ліверпуль - Манчестер увібрала в себе всі риси сучасних громадських залізниць.

7. Ця залізниця була громадським перевізником як пасажирів, так і вантажів, і всі справи безпосередньо велися самою компанією.

8. З 1875 року сталеві рейки отримали широке розповсюдження.

9. До відкриття залізниці в 1829 році, залізниця Ліверпуль - Манчестер провела конкурс з визначення кращого типу рушійної сили.

10. Наприкінці 1900-х років сталеві рейки укладали вже на усіх магістральних лініях, а на під'їзних шляхах залишались залізні.

Variant № 7

Task 1. Read and translate in written form the following text abstract

It is fascinating to watch the signalman setting the route through a complex area merely by pushing buttons. White lights on the diagram trace the route which has been set, signal lights on the diagram change from red to green and then as the train passes a series of red lights is seen weaving itself along the route that has been set. The train itself may be many miles from the signal box and indeed the signalmen in these modern power boxes rarely see the trains they are signaling.

New forms of train describer have been developed because obviously much more information is wanted than the old first, second, third train approaching describers could give. There may be as many as 20 or 30 trains on the diagram at one time and a new system was adopted in which code figures and letters denote the class of train, its destination and train number or route. This is the code that is carried on the front of nearly all BR trains and is generally displayed as a figure, letter and two figures.

The train code is displayed on the signalman's track diagram, for in each signal section there is space on the line diagram for the code to be shown. It is reproduced either on a miniature cathode ray (television) tube no more than an inch or so in diameter or by electro-mechanical counters, and sometimes by other means. As the train runs through the layout its presence on the signal box diagram is shown not only by the moving row of red lights but also by the code number, which steps from one signal display to the next, and so on through the layout, keeping pace with the red lights. The codes are set up by the signalman at the starting station either operating push buttons or dialing on a telephone-type dial, after which the electronic equipment makes sure that the code is passed from one display to the next. When it leaves the

control area of one signal box it is automatically transferred to the incoming display of the next signal box ahead.

Task 2. Insert prepositions where necessary.

1. He talked about the weather for a while before coming ... the point. 2. He stuck the note ... the letterbox. 3. The chairman's speech was short and ... the point. 4. I found caviar flavor rather disappointing at first but soon I developed a taste ... it. 5. Most of the guests stood up to sing the National Anthem, and ... that point he left the room. 6. She simply made a decision and resolutely stuck ... it. 7. I couldn't think of anything to say that didn't appear either dumb or ... the point. 8. On such a serious occasion his jokes seemed ... poor taste. 9. He pointed ... the danger of a mountain trek at this time of year. 10. Brenda came slowly up the road, carrying shopping bags that were stuffed ... food for the weekend.

Task 3. Insert the most suitable within the meaning of synonyms.

TO CURE / TO TREAT / TO HEAL \ TO DISPROVE / TO REFUTE

- 1) Are you sure that a surgery (=an operation) will ___ her?
- 2) His wound is ___ nicely.
- 3) Tom is being ___ with quite a new drug.
- 4) I think your dog is simply too old; it can't be ___.
- 5) Do you like the doctor who is ___ you?
- 6) It's only a scratch. It will ___ by tomorrow.
- 7) We must gather more facts to ___ their theory.
- 8) Anybody can ___ this laughable statement.
- 9) I knew he was wrong but I couldn't ___ him.

Task 4. Fill in the blanks with can (be able), may or must. Translate into Ukrainian:

1. I've other things to attend to which ... be put through immediately. 2. I admire your mother's looks. She ... have been a lovely woman. 3. My wife ... leave the hospital in a week's time. 4. My business partner ... to leave the hospital a few days ago. 5. I'm trying to think where he ... have gone. 6. Of course it occurred to me that if he had found the watch as he said, it ... have been lying in the garden for more than a year. 7. He began absently to eat one of the buttered biscuits. He'd lose his

appetite if his wife didn't hurry up. She ... be talking to Frau Schmidt. 8. A day or two later Mrs Strickland sent me a note asking if I ... go and see her that evening after dinner.

Task 5. Translate the following sentences into English

1) У зв'язку з необхідністю заміни рейок з'явилися гарні зразки конструкцій рейок, запропоновані вітчизняними вченими.

2) Деякі роботи російських інженерів у галузі експлуатації залізниць, які з'явилися у той період, були рішенням цілої низки теоретичних питань організації перевезень.

3) В останній день випробувань локомотив "Ракета" було нагороджено призом у 500 фунтів.

4) Однак, цінні ідеї передових російських інженерів щодо організації експлуатаційної роботи не отримали широкого застосування у Росії внаслідок консерватизму царського уряду і неможливості їхньої реалізації в умовах капіталістичної системи господарювання.

5) Сучасний тягловий склад складається з дизельних і електричних локомотивів, причому паровози все ще в експлуатації у деяких районах.

6) Спочатку виробництво вітчизняних сталевих рейок стримувалося слабким розвитком сталеливарної промисловості.

7) Формування прямих товарних потягів, ідея застосування яких теоретично була розроблена ще в кінці XIX ст. інженером шляхів сполучення професором О.М. Фроловим.

8) У 1903р. для мережі російських залізниць були розроблені чотири типи рейок – I, II, III, IV, які розрізнялись за потужністю.

9) У 1844 і 1845 парламент прийняв широку правову основу для залізничної системи, яка залишилася незмінною до кінця століття.

10) Незважаючи на серйозні потрясіння, будівництво залізниць тривало швидкими темпами.

Variant № 8

Task 1. Read and translate in written form the following text abstract

While railway discipline was essential in the safe working of trains, and numerous safety devices were adopted to try and prevent signalmen's errors, from the earliest days accidents could be caused by a driver running past a signal at danger into collision with another train. Almost from the start of the London Underground system this was recognized as a considerable danger in the confined tunnels and mechanical train stops were provided at stop signals. The automatic stopping device (automatic train stop or ats) consisted of small arms close to rail level which when the signal was at danger were raised into such a position as to engage with an arm suspended from the train. If a train passed a signal at danger the trip arm on the train was knocked back and opened a valve which applied the brakes automatically.

On main-line railways this system was not satisfactory because of the different speeds and weights of train, A few railways experimented with automatic warning systems and automatic stop systems but the only one that came to fruition to any extent in the 1930s and '40s was that of the Great Western Railway. This system employed a sloping ramp about 40ft long between the rails; it engaged a shoe under the locomotive which was lifted as it passed over the ramp. Ramps were placed near distant signals; if the signal was clear an electric current was passed into the ramp and through the shoe to equipment on the locomotive which rang a bell in the driver's cab. If the signal was at caution there was no electric current and the raising of the shoe by the dead ramp caused a horn to sound in the driver's cab which the driver had to acknowledge by pressing a plunger. If he did not do that the brakes were applied automatically. Despite recommendations that some such form of protection should be used on all railways, it remained virtually unique to the Great Western until the end of the 1930s. It also provided the Great Western with a remarkable safety record.

Task 2. Insert prepositions where necessary.

1. The team won ... two points. 2. Don't stick your head ... the carriage window, it's dangerous. 3. We tried to get as much information about his new project as possible but he was very vague ... this point. 4. Don't stuff the child ... food, let

him eat what he wants. 5. He talked and talked but obviously had trouble keeping ... the point of our discussion. 6. Fine champagne always adds glamour ... an occasion. 7. We expected to see a peaceful demonstration but instead we saw a huge number of policemen armed ... all points. 8. If the decorations are not ... your taste we can easily change them. 9. From time to time they made additions ... the list of candidates. 10. Try to look at this matter ... his point ... view.

Task 3. Insert the most suitable within the meaning of synonyms.

TO KILL / TO MURDER / TO MEND / TO REPAIR

- 1) His wife was ___ in a road accident.
- 2) The old pirate ___ his companion not to share the gold.
- 3) Many people think that we mustn't ___ animals for food.
- 4) A small mistake ___ the whole project.
- 5) I've ___ the door and it shuts properly now.
- 6) You'd better ___ the roof before it rains.
- 7) You must ___ your ways if you want to stay in this job.
- 8) You have made this mistake. It's up to you to ___.
- 9) Please have this typewriter ___ .
- 10) It's never late to ___.

Task 4. Fill in the blanks with *can (be able), may or must*. Translate into Ukrainian:

1. "I don't know why he did it." "It ... have amused him." 2. "You know, I'm a bit of a writer myself in a small way." "What are you writing? A novel?" "Oh, come off it. I ... not write a novel. No, it's a sort of history of the regiment, as a matter of fact." 3. "He's up in Barbie's room. He's decorating it with shells. He ... have brought in a ton." 4. "She's gone out. Something awful ... have happened." "How ... she have got out? The door is locked." 5. I'm going to tell him that he ... not do any building here. 6. Of course it occurred to me that if he had found the watch as he said, it ... have been lying in the garden for more than a year. 7. "It ... have been surgeon." "I know him. It wasn't Mike." "Oh. Then I ... not think who it ... have been." 8. I'm trying to guess where the ... have gone.

Task 5. Translate the following sentences into English

1)Ця робота стала основою для наукового розрахунку залізничних станцій і їхніх важливіших елементів при проектуванні.

2)Потреба у створенні Механіко-будівного відділу Київського відділення Російського технічного товариства виникла внаслідок розвитку залізничного транспорту на Україні.

3)На відкритій у 1851 році залізниці Петербург-Москва довжиною 651 км., вже було 34 станції.

4)До 1850 року було відкрито 6,500 миль лінії, і залізнична карта Британії не була схожа на сучасні магістральні мережі.

5)У 1908 році на підставі нових досліджень було внесено суттєві корективи до типів рейок: їхня вага змінювалась від 45,57 до 30,89 кг/м, і відрізнялася від попередніх розташуванням і розмірами отвірів і потовщенням підшви.

6)З розвитком мережі рейкових шляхів виникло питання про розробку більш раціональної експлуатації суміжних залізничних напрямів.

7)Виникла необхідність організувати пряме сполучення між окремими дорогами, прискорити обіг рухомого складу та скоротити його простої.

8)Цей принцип став головним критерієм оцінки правильності роботи залізниці.

9)Роботи цього автора слід віднести до перших фундаментальних досліджень з історії залізничного транспорту, написаних в радянські часи.

10)Такі рейки проіснували на залізницях Російської імперії чотири десятиріччя і витримали шестикратне збільшення вантажопід'ємності.

Variant № 9

Task 1. Read and translate in written form the following text abstract

On the Fenchurch Street-Shoeburyness line the LMS experimented with a form of automatic warning system but unlike the Great Western pattern it involved no physical contact between the locomotive and track equipment. Instead it employed magnets, a permanent magnet to initiate an indication at a distant signal, followed by an electro-magnet which was energized if the signal was clear and opposed the

warning which would be given by trial permanent magnet. If the signal was at caution the electro-magnet was not energized and the permanent magnet acted on the locomotive equipment which caused a horn to sound a long blast in the driver's cab; if it was not acknowledged by the driver pressing a button, the brakes were applied automatically.

During the 1950s British Railways developed a form of automatic signals which combined the best features of both the GW and LMS types, using magnets to operate and system and the GW horn and bell indications in the cab. They were supplemented by a visual indicator to show a driver whether he had passed a clear signal or whether he had cancelled a warning indication. This system was installed in the second half of the 20-th century and is now a standard on practically all BR main lines. It is also used on lines with multiple-aspect signals but cannot distinguish between doable yellow, yellow or red, all of which will give a caution indication in the cab. Because of that and the need for faster trains to have a more positive indication, a new form of laws has been developed based on the existing system but with added refinements which shows the indication of the last signal passed

More comprehensive is the full cab signaling, embodying some form of automatic control of train speed that is very important for high-speed trains. It employs either conductor wires laid between the track or uses the running rails to carry coded impulse signals which are detected by equipment on the train. All sorts of information can be fed into the train equipment by the codes as well as signal aspects, including line conditions, for example gradients, permanent speed restrictions or similar physical features which might affect speed.

Task 2. Insert prepositions where necessary.

1. His taste ... films and books differs from mine. 2. I like to chat with him sometimes as he always has a very unusual point ... view ... every issue. 3. Gardens that have been 39 substantially improved will add ... the value of the property. 4. I was ... the point ... telling her the truth but at the last moment I got cold feet. 5. He stuck his fork ... the salad and started to talk nervously. 6. "It's not just in this country – the recession is worldwide." - "Well, yes, a point, but government is

still responsible ... a large extent.” 7. They stuffed their suitcases ... all sorts of things. 8. When I turned round his gun was pointed ... me. 9. Be more persistent in the work, it will add ... your experience. 10. He hastily stuffed a few bottles of beer ... the fridge and left the kitchen.

Task 3. Insert the most suitable within the meaning of synonyms.

TO GO / TO WALK / TO STEP / TO COME

- 1) Will you stay or ___?
- 2) When Steve ___ home, we'll ___ shopping.
- 3) She ___ to the window and looked out.
- 4) Have you ___ to any agreement with them?
- 5) We ___ ten miles in an hour.
- 6) Where does this road ___?
- 7) I missed the last train, so I had to ___ it.
- 8) The mistake ___ out of your carelessness.
- 9) He ___ out into the road.
- 10) Should I ___ in the morning or later?
- 11) The water ___ up to my neck.
- 12) The book won't ___ into my pocket.

Task 4. Fill in the blanks necessary modal verbs must, have to and be to and translate into Ukrainian:

1. I meet locomotive driver at the station. So when the train drew in and he did not see me on the platform he was in a state! 2. I leave early because I was not feeling quite well. 3. One thing is clear. Someone stay behind and look after the children and I don't see why it ... always be me. 4. The inn was very small and we share a room. 5. This is Mary. She ... live with us till her parents come back from the East. 6. I'm the girl who show you the place and introduce you to everybody. 7. At last everything was arranged. Daddy call for us at ten and take us to the Zoo. 8. Mother had it all planned. Eileen ... grow up a beauty and I ... be the brains of the family. Having no pretensions to looks I be clever.

Task 5. Translate the following sentences into English

1)Через двадцять років з моменту відкриття залізниці Ліверпуль і Манчестер національна залізнична система була створена скрізь, потім будівництво було справою заповнення прогалін.

2)Зміни, які відбувались у рейках і кріпленнях, об'єктивно детермінували необхідність змін у стрілочних переводах, які склалися із стрілок і хрестовин.

3)У 1869 р. відбулася нарада представників усіх 18 залізниць Росії для встановлення прямого сполучення по всій мережі рейкових шляхів.

4)Саме цей науковий доробок приніс йому величезну славу і закріпив за ним репутацію провідного спеціаліста у галузі залізничного транспорту, з теорії проектування залізничних станцій і, в особливості вузлів.

5)На багатому архівному матеріалі автор детально розробляє найважливіші моменти в історії залізничного будівництва.

6)Сучасні проектувальники можуть користуватися різноманітними комп'ютерними програмами.

7)Перші хрестовини були рухомими і склалися з коротких рейок і дуже швидко вийшли з використання.

8)Вирішити це завдання були покликані вчені і вихованці Інституту інженерів шляхів сполучення.

9)В умовах наближення першої світової війни залізнична мережа на головних стратегічних напрямках царської Росії виявилась не достатньо розвиненою.

10)В роботі, присвяченій виникненню залізниць В. С. Віргінський розкриває їх військове значення та взаємодію розвитку залізничного транспорту і промисловості.

Variant № 10

Task 1. Read and translate in written form the following text abstract

The Victoria Line tube trains have a man in the front cab but once he has opened and shut the doors at stations and pressed a start button the train accelerates and runs automatically; its speed is regulated and the train is stopped at stations by

equipment picking up coded signals from the track. If it closes up towards a train ahead the equipment will automatically slow it down and if necessary stop it. When the line is again free it will restart automatically.

Points and signals at junctions on the Victoria Line, including the coded impulses to the train equipment, are controlled automatically by computers. The computers possess information on details of each train on the line, the route which it is to take and the time at which it is due to pass. They send commands to initiate the operation of signals and points. As each train passes it closes the signal, and the next programmed route is prepared automatically. If a train is late the equipment is able to store the details| and when the train eventually arrives its route will be set for it.

The whole of the Victoria Line and, other London Transport railway routes are controlled in this fashion with the programmed machines supervised from a control centre where the traffic controller and the signalman look after the entire line. Normally the signalman does not intervene except in an emergency or if equipment fails. When an item fails in all British signaling it does not mean that trains are allowed to proceed uncontrolled; if any component does not carry out its proper function the signals will always show or go to red and trains will come to a normal stop. Throughout most of the history of British signaling the equipment has been designed on fail-safe principles.

In the 80 or so years since the Regulation of Railways Act was passed in 1889, signal engineers in particular and railways generally have been working towards making railways the safest form of travelling. It might seem sometimes that new developments have been adopted rather slowly, but in an area where the loads of meeting or passing vehicles might be 1,000 passengers or more the functions of new equipment have to be proved safe beyond all doubt.

Task 2. Insert prepositions where necessary.

1. You can find here a number of hotels ... all tastes and budgets. 2. The tax will add considerably ... the cost of the goods. 3. Recent discoveries added ... our knowledge of the Universe. 4. ... the end of the second year we shall have finished studying the main engineering subjects. 5. Nowadays many countries also have cable

TV, a system using wires ... the transmission of television programs (like telephone calls). 6. ... May 24, 1844, the first long-distance message was sent by telegraph for 64 kilometers. 7. He read all the books ... sound that he could find and started to work on some of his own experiments. 8. In addition to the usual telephone, the equipment includes a small television screen (14 cm by 13 cm) and, combined ... the screen, a television camera. 9. There are twenty-five students in our group, five students got excellent marks ... all their exams. 10. Materials necessary ... present to produce supercomputers are difficult to make.

Task 3. Insert the most suitable within the meaning of synonyms.

TO LOOK / TO GLANCE / TO STARE / TO RECEIVE / TO OBTAIN / TO GET

- 1) Why are ___ at me like that?
- 2) What are you ___ at?
- 3) You don't know Frank. He gets wild if another guy just ___ at Ann.
- 4) Nick doesn't realize that it may be dangerous. He ___ upon it as an interesting game.
- 5) We have ___ some interesting news.
- 6) How did you manage to ___ tickets?
- 7) Sam looked as if he ___ a shock when Harry walked in.
- 8) You may not believe, but I didn't ___ any message.
- 9) Well, this time you are going to ___ it hot.
- 10) Is it difficult to ___ a licence for a sporting gun.

Task 4. Fill in the blanks necessary modal verbs must, have to and be to and translate into Ukrainian:

1. You ... hurry if you want to catch the train. 2. There are no goods. They be delivered at twelve. I'm afraid someone ... go down to the village and inquire. 3. What ... they do to improve their speech habits? 4. I'm afraid we stand most of the way, the train is overcrowded. 5. He wait at the entrance. I've been here for twenty minutes already. He overslept for something. 6. You do better that that if you want to succeed. You n't take the cat to bed with you. 7. What a smell!

Something.... be burning down in the kitchen! 8. Who do the washing up today?
You ... not touch anything here.

Task 5. Translate the following sentences into English

1)За домовленістю, зустріч представників залізничних компаній повинна відбутися у вівторок.

2)Ці стрілочні переводи отримали широке розповсюдження і в подальшій експлуатації залізниць.

3)У 1877 р. інженер О. Шишков опублікував книгу «Експлуатація залізниць», виклавши у ній заходи безпеки руху щодо швидкості та правил руху поїздів і порядок їх формування.

4)Для збільшення пропускнуої здатності залізниць інженер розробив на наукових засадах цілу низку технічно-складних проектів залізничних станцій і вузлів, які знаходились на головних у стратегічному відношенні напрямленнях.

5)Але головною цінністю вищеназваних творів автора є всебічне висвітлення історії технічного розвитку залізничної колії та рухомого складу.

6)Питання удосконалення експлуатаційних характеристик магістрального електровоза буде ключовим пунктом порядку денного зборів.

7)На перших залізницях рейковою основою колії були соснові і ялинові шпали, а також баластна призма.

8)Російсько-турецька війна 1877-1878 рр.. прискорила необхідність наукової розробки питань технічної та комерційної експлуатації залізниць.

9)У розроблених проектах по-новому вирішувались питання підвищення пропускнуої здатності станцій і напрямлень залізничної мережі Росії.

10)В дослідженні міститься фактичний матеріал, присвячений різним аспектам розвитку техніки залізничного транспорту.

Variant № 11

Task 1. Read and translate in written form the following text abstract

It is no surprise that the success on the roads of the internal combustion engine in the early years of the century prompted an enquiry as to why the same type of

motive power should not be equally successful on railways. Not surprisingly, also, the first railway vehicles so propelled were capacious passenger motor-coaches, and, like road motorcars, were powered by petrol engines. So far as can be traced, in Great Britain the first such motor coach was introduced by the North Eastern Railway in 1903. It was 53ft 6in long and seated 52 passengers; a Wolseley four-cylinder petrol motor of 80hp drove an electric generator, which supplied current to four traction motors, for each axle. This car was tried extensively on NER branch lines, but nothing seems to have come of the experiment. In 1905 the Union Pacific Railroad in the USA built a similar car, but with mechanical instead of electric drive, and in 1906 the General Electric Company built for the Delaware & Hudson RR a bigger car, with petrol-electric drive, which proved to be the prototype of some 250 similar vehicles introduced in the USA up to 1914.

In effect these vehicles were little more than omnibuses on rails; indeed, after World War I the London & North Eastern Railway experimented round York with a Ford bus with its rubber-tired wheels replaced by flanged steel wheels. But by now it was being realized that the internal combustion engine offered high speed possibilities that were worth exploitation, and so it was that in 1933 the famous motor-manufacturing firm of Bugatti built for the French State Railways a petrol-engined railcar 76ft long, which with its four 200hp eight-cylinder engines but weight of no more than 23 tons reached a top speed of 107mph on an experimental run. In that year the Bugatti car went into regular service between Paris and Trouville-Deauville, covering the 136.3 miles in 2hr, at 68.2mph. The working was so successful that it soon had to be doubled, and before long both Bugatti and Micheline cars were operating also between Paris and Le Havre, Vichy and Lyons.

Task 2. Insert prepositions where necessary.

1. Popov had no support ... the government to continue his research. 2. It is no longer possible to put ... the solution of ecological problems. 3. People no longer think ... radio and television as something fantastic. 4. Preparatory work for industrial production in space at a larger scale is being carried ... in Russia, the USA, Western Europe and 109 Japan. 5. There are also departments devoted ... maps, coins

and medals. 6. Those who are interested ... philately can find a magnificent collection of postage stamps. 7. Portable computers use a flat liquid-crystal display (LCD) instead of a picture tube. 8. Not long ago it became known that cell phone manufacturers were experimenting ... several different designs for the handheld devices that would be linked to the advanced wireless networks of the future. 9. We are carried ... airplanes, trains and cars with built-in electronic devices. 10. Being invented the digital technology solved the old problems of noise in signal transmission.

Task 3. Insert the most suitable within the meaning of synonyms.

TO OPEN / TO REVEAL / TO DISCOVER / TO EXPECT / TO WANT / TO LOOK FORWARD

- 1) Fred is not the sort of person who ___ his mind to everybody.
- 2) Has Mary ___ who sent her the flowers?
- 3) The letter ___ the truth to Nelly about her husband's real occupation.
- 4) We must ___ his eyes to what he cannot ___ himself.
- 5) Janet's bikini ___ more than it covers.
- 6) Do you know who ___ this law?
- 7) Why, if it isn't Bob! I never ___ to see you here.
- 8) We ___ Ann for half an hour.
- 9) I ___ hearing from you.
- 10) Are you ___ anybody to dinner?
- 11) I never ___ such words of Carol.
- 12) I suggest that we ___ and see what will come out of their plan.

Task 4. Fill in the blanks necessary modal verbs must, have to and be to and translate into Ukrainian:

1. I think I let your parents know we are here. 2. You ... have gone to the concert Why ... you miss the music? 3. I suppose I ... put all my cards on the table. 4. It's late. You ... go to bed. 5. ... (not) you be more careful? 6. "How can you know what his feelings are?" "I ... know, for he's always telling me about them." 7. It was

surprising that they ... have met at all. 8. He remembered that he ... not smoke unless invited to do so.

Task 5. Translate the following sentences into English

1) На той час Британський уряд не мав наміру регулювати розширення залізниць.

2) Для сприяння розвитку національної мережі компанії отримали «зелене світло».

3) Застосування дерев'яних шпал пояснювалося порівняно невеликою їхньою вартістю, простотою форм і перевагами в експлуатації.

4) У 1885 р. було введено Загальний статут Російських залізниць, який регламентував перевезення по всіх залізницях Росії.

5) Інженер активно включився у боротьбу за відновлення транспорту, зруйнованого війною.

6) Дані дослідження носять науково-популярний характер, містять досить поверхневу інформацію з історії розвитку залізничного транспорту, але можуть представляти інтерес як джерело фактичної інформації.

7) Термін експлуатації простих дерев'яних шпал був невеликим, тому російські інженери для збільшення терміну їх експлуатації запропонували обробляти шпали антисептиками.

8) Отже, розробка правил технічної експлуатації ще тривала протягом багатьох років і велася окремими службами.

9) Інженера було обрано до комітету робочих і службовців Олександрівської залізниці, котрий змінив старе керівництво дороги.

10) Одним з пріоритетних напрямків наукової діяльності Механіко-будівного відділу товариства були дослідження в галузі колії та колійного господарства.

Variant № 12

Task 1. Read and translate in written form the following text abstract

The petrol engine was not detained to survive as a motive power on rails. A highly refined fuel such as petrol was expensive; and in the event of a derailment or

other mishap damaging the fuel tanks, so highly inflammable a fuel as petrol might involve serious fire risks. What was needed was an internal combustion engine which would work efficiently with in oil fuel needing far less refinement and with a low flash-point. The answer was diesel engine. The German inventor Dr Rudolf Diesel is generally credited with being the sole originator of the engine which ever since has borne his name, but part of the credit undoubtedly belongs to a British pioneer named Ackroyd Stuart, who from 1886 to 1890 was experimenting with the principles of compression ignition. It was not until 1893, however, that Dr Diesel produced the first diesel engine, in which a spray of atomized oil injected into the cylinder was instantly ignited by air which had been compressed and raised to a high temperature by the previous stroke of the piston. By the resultant explosion the piston was driven back; the principle is known as compression-ignition. It was not until 1898 that the first diesel engine was exhibited publicly, and its success was such that in 1899 Diesel established a works at Augsburg to be devoted exclusively to diesel production.

Thirteen years were elapse, however, before the first application of diesel drive to a railway vehicle. In 1912 the Swiss firm of Sulzer, in later years to become famous as the providers of power for diesel locomotives, built a diesel with the 4-4-4 wheel arrangement, rated at 1,000 to 1, 200hp and weighing 85 tons. The framing and body were supplied by the German firm of Borsig, in Berlin, and the locomotive intended for the German State Railways, but nothing more seems to have been heard of it. An early introduction of diesel power on rails was by the Canadian National Railways in 1925. Eight diesel-electric railcars entered service, each powered by a Beardmore diesel engine of 340hp, with the very light weight of 2 1/2 tons, which drove the generator.

Task 2. Insert prepositions where necessary.

2. ... completed in 1897, Jefferson's building was the largest and costliest library in the world. 2. ... compared to today's TV program, the first black-and-white pictures were rather bad. 3. There are already some modern vehicles ... are not yet in common use, but which may become a usual means of transport in the future. 4. ...

long journeys in private cars one can also use an automatic guidance system. 5. According ... specialists these features made possible by microelectronics are only the beginning. 6. A third component in the system is a monitor ... the instrument panel. 7. A tourist travelling ... such a car will not lose his way even in Sahara with its impassable roads: a navigation Earth satellite will indicate the route. 8. What electronic devices are Ford cars equipped ...? 9. Scientists are experimenting with a system allowing drivers ... see better after dark. 10. One ... the latest applications of sophisticated electronics is the wheel-computerized system that not only monitors air pressure in automobile tires but adjusts it automatically

Task 3. Insert the most suitable within the meaning of synonyms.

TO PUT OFF / TO POSTPONE / TO DELAY / TO OFFEND / TO HURT / TO INSULT

- 1) I think they are trying to ____.
- 2) Let's ____ this conversation until Peter comes.
- 3) Don't ____ giving your answer.
- 4) The voting was ____ until next meeting.
- 5) Let's not ____ till tomorrow?
- 6) She ____ making up her mind until it became too late.
- 7) I meant to ____ nobody.
- 8) I'm sorry if I ____ your feelings.
- 9) Don't be ____, it is only a joke.
- 10) Tom felt ____ when Sally broke the date.
- 11) Jack ____ his boss by saying to his face that he was nobody.
- 12) It's difficult to deal with Monica; she is so easily.

Task 4. Fill in the blanks necessary modal verbs must, have to and be to and translate into Ukrainian:

1. You take every little thing into consideration. 2. He ... become my closest friend. When Charles saw Ann playing tennis, he came up and said: "Are you sure you ... be doing that?" 3. ... I get you some fresh coffee, Ed? 4. The responsibility is entirely mine. I acted very wrongly indeed. I .. (not) have let this relationship start. 5. "When is he going back?" "How ... I know?" 6. Mrs Murrey will be moving into her

new apartment next month. It ... be less bleak for her. 7. You ... have no cause to complain of me, dear. There ... be no difficulty about money. 8. "Meg is in town shopping." "Who took her in?" "Renny drove her to the train. He be back at any moment."

Task 5. Translate the following sentences into English

1. Експерименти з паровим двигуном в Англії не залишилися непоміченими на континенті, хоча слід врахувати, що Великобританія першою в світі розпочала індустріалізацію кількома роками раніше, ніж це відбулося в іншому місці.

2. Перша громадська залізниця у Франції Ліон-Сент-Етьєн довжиною 38-км, була відкрита в 1828 році і вже перші два двигуни були в експлуатації наступного року.

3. Спочатку шпали обробляли мідним купоросом, а потім хлористим цинком, що дало можливість збільшувати термін експлуатації шпал майже вдвічі.

4. У 1898 р. були видані загальні правила щодо всіх служб під назвою «Правила технічної експлуатації залізниць для загального користування».

5. Ця наукова праця уперше поставила на порядок денний питання про плановий розподіл сортувальної роботи між станціями і вузлами мережі, і про плановий розвиток сортувальних станцій.

6. Для того, щоб об'єктивно висвітлити цей аспект діяльності відділу необхідно обкреслити стан технічної думки в даній галузі у другій половині ХІХ століття.

7. Чи співпадали європейська та британська державна політика щодо залізничного транспорту?

8. Невідомий інженер підкреслював, що перевезення вантажу по сталевим рейкам вимагає зусилля у 12 разів менше, ніж при перевезенні його по звичайних шосе.

9. Саме це започаткувало залізничні плани формування поїздів і розробки проблеми раціонального розміщення сортувальних станцій в мережі.

10. Пізніше В. М. Образцов очолив роботу стосовно ефективного, обґрунтованого розміщення сортувальних станцій.

Variant № 13

Task 1. Read and translate in written form the following text abstract

Three years later the CNR introduced a 2,660hp diesel-electric locomotive, comprising two 2-D-2 units coupled, each with a 12-cylinder engine. But despite this promising start, a good many years still were to elapse before diesel power began seriously to take over from steam on the railways of Canada.

The limelight now moved to Germany. In 1932 the German State Railways started to operate, between Berlin and Hamburg, a tram which probably had a greater influence on the spread of diesel passenger transport than any other in railway history.

This was the two-coach “Flying Hamburger”, an extraordinary name for an extraordinary vehicle. Suffice it to say that the train-set, 137ft 6in long, had 102 seats, a small buffet, two lavatories and a luggage compartment; it was powered by two V-type 12-cylinder Maybach diesel engines of the airless-injection type, utilizing heavy oil and developing 820hp. After some experimental running it soon settled down to a schedule of 138min for the 178.1 miles between Berlin and Hamburg, demanding a start-to-stop average speed of 77.4mph and maximum speeds up to 100mph - the first train in the world to require a three-figure speed for time-keeping. In a very short time similar streamlined diesel train-sets were working on a number of main lines to and from Berlin, and on various German cross-country routes also.

Elsewhere in the world the country which took the most serious notice of this German development was the United States. In the early 1930s the USA was in the depths of a trade depression, and orders on American rolling stock builders by the railways for new passenger rolling stock had practically dried up. Certain enterprising builders realized that something revolutionary was needed both to stimulate the railways to recommence placing rolling stock orders, and the public to take a renewed interest in rail travel. Streamlined high speed trains with diesel traction and new ideas in internal furnishing and decor might provide the ideal solution. A further

notable inducement was the vast indigenous USA supplies of oil, and the fact that on the many lengthy railway runs over that great continent it would be possible to use to the maximum advantage the continuous availability of the diesel engine.

Task 2. Insert prepositions where necessary.

1. One of the best ways of keeping the speed steady is using a computer ... this purpose. 2. Newton's having made a mistake in his calculations has no influence ... his theory. 3. On being turned 150 on the radar will warn the driver ... stationary or slow-moving objects on the road. 4. It should be said that according to estimates the production of materials in space is to bring 60 billion dollars ... 2030. 5. Computers control nearly everything we do ... the modern world. 6. The steam was invented ... James Watt, who worked ... many years before he could make the instruments ... which he perfected his machine. 7. ... first he worked ... primitive tools so he could not make his engine well-regulated. 8. The old machine was kept going ... a boy who stood by it and let... the air... means of which the steam was condensed at every revolution. 9. ... this machine, though it was imperfect, some work was done and it had been used ... a large mine-owner (шахтовладелец) to pump out the water. 10. The first efficient steam-engine was made ... a Birmingham firm and it was soon used...nearly every manufacturer.

Task 3. Insert the most suitable within the meaning of synonyms.

MISTAKE / ERROR / SLIP / TO LEND / TO BORROW

1. It was a ___ to have come here.
2. In war ___ cost human lives.
3. I beg your pardon. I've taken your book by ___.
4. One must be blind to commit such a monstrous ___.
5. I've spotted a number of ___ of the pen in your test; they are not serious ___ but you should be more careful with your work.
6. Sam will not agree, and no ___.
7. Look, Nick, could you ___ me ten dollars for a couple of days?
8. Where can we ___ such a large sum of money?
9. Excuse me, could you ___ me your pen for a minute?

10. Don't rely on Dick to ___ you: he is flat broke.

11. He is a very nice person as long as you don't try to ___ something from him.

12. We can't ___ any more. We are in debt up to our necks

Task 4. Fill in the blanks necessary modal verbs to be able to, have to, to be to and should and translate into Ukrainian:

1. He ... go to the United States on business. 2. When ... we ... visit the laboratories of the institute? 3. You ... follow all the important scientific researches in your field. 4. The talks ... be attended by the representatives of fifteen European states. 5. We ... to meet these famous scientists at the conference. 6. If you want to know English you ... to work hard. 7. The teacher will ... explain this difficulty again. 8. You ... write your name at the top of the paper. 9. He was ... use the mobile equipment.

Task 5. Translate the following sentences into English

1. Один з розділів цієї книги присвячений розвитку залізничного транспорту.

2. Інженер запропонував перевірити високошвидкісний пасажирський рухомий склад на експериментальній колії.

3. Дані, що були отримані під час експериментів, будуть обробляться і використовуватись для планування технічного обслуговування колії на наступний рік.

4. Інженер запропонував використовувати на коліях залізниць тропічних країн важкі рейки з товстою подошвою і покривати їх тонким шаром свинцю.

5. На багатьох проміжних станціях з одного боку будувались пасажирські вокзали, а з іншого – інші споруди, що ускладнювало подальше будівництво.

6. Особливе значення в розвитку залізничних станцій і вузлів мало так зване об'єднання вузлів, тобто концентрація управління кожним вузлом у межах однієї, а не декількох залізниць.

7. Розділ містить підрозділи, присвячені колійному господарству, вишукуванню та будівництву залізниць, рухомому складу, розвитку конструкцій локомотивів.

8. З них ми можемо отримати дані про етапи розвитку залізничної мережі та паровозобудування.

9. Покращення пропускної здатності колії є завданням цього міжнародного проекту.

10. Уже на початку ХХ ст. інженери Російської імперії були обізнані з найбільш інноваційними на той час технологіями та матеріалами і на сторінках журналу обговорювали їхнє застосування в Росії.

Variant № 14

Task 1. Read and translate in written form the following text abstract

Needless to say, the builders of internal combustion engines were just as much interested in the possibilities as the rolling stock builders. As far back as 1923 a company called Electro-Motive had been formed to build petrol-engined railcars, and in 1930 this was acquired by the influential General Motors Corporation, of which it became the Electro-Motive Division. From then on this Division was to concentrate on diesel-driven trains and locomotives, and to become the biggest manufacturer in the world of both types. By 1933 this firm had evolved a two-cycle diesel engine of 600hp which was no more than one-quarter the size and one-fifth the weight of other diesels of comparable power; and the stage was now set for diesel developments on an enormously wide scale.

Two railways, the Chicago, Burlington & Quincy and the Union Pacific, decided to order streamline trains which would incorporate the new Electro-Motive diesel engine. The Edward G Budd Company built the Burlington train, which was 197ft long and weighed 87 1/2 tons; it had seating for 72 passengers, with buffet and lavatories and the usual American space for postal work. Christened the 'Zephyr', it soon made a name for itself by a run over the 1,017.2 miles from Denver to Chicago without any intermediate stop, at an average speed of 77.7mph. The first Union Pacific train was similar, but the second was of a more ambitious type. It comprised

six cars, one housing the power plant, and included sleeping accommodation, and for a time, as the 'City of Portland', it provided a regular service between Chicago and Portland. With lightweight construction, this 376-ft train-set weighed 188 tons, and with its 900hp power plant experimentally covered 60 miles at an average of 102.8mph, with a top speed of 120mph. Its most notable experimental run was one through from the Pacific to the Atlantic coast, a journey of 3,193 miles from Los Angeles to New York completed in a record time of 56hr 55min. These sensational achievements had a profound effect on American opinion, and from then on diesel building started in earnest.

Task 2. Insert prepositions where necessary.

1. Today being equipped with electronic control they can be operated by three pilots. 2. In the future it may be possible to build a dirigible ... a metal hull that could carry hundreds of passengers and transport cargo around the world. ... fact, it is probably as a cargo vehicle that the dirigible will have the best chance to find its use. 3. Not long ago, the crafts that penetrated the ocean depths were almost as primitive ... the marine life they watched around them. 4. ... such crafts are constructed on a large scale, we shall be able not only to spend our holidays enjoying the underwater life, but also grow and cultivate sea plants, fish and pearls. 5. She never drinks coffee ... dinner as it won't let her sleep at night. 6. I promise I'll be ready with the report 18 ... midday. 7. To hear her apology for being wrong was music ... my ears. 8. In this restaurant you may have only two kinds of soup ... a first course but you may choose ... a great many of dishes ... the second course. 9. Fast food restaurants are very popular ... students and usually they are situated ... easy walking distance from the place where they study. 10. They are a very sociable couple and enjoy going ... together.

Task 3. Insert the most suitable within the meaning of synonyms.

**TO APPRECIATE / TO VALUE / TO EXPLAIN / TO INTERPRET / TO ACCOUNT
(FOR)**

1. We really ___ it when you came to our help.
2. Do you ___ him as an interpreter?

3. We can't ___ one man's life above another's.
4. I ___ Jane's sending me flowers when I was ill.
5. I don't think you ___ the real danger of this job.
6. If you don't understand it, let me ___ .
7. I was not sure how to ___ her behaviour.
8. Michael ___ me how to use the tape recorder.
9. Mary ___ that she was late for class because she had got up late than usual.
10. I think you shouldn't ___ Tim's remark like that; he didn't mean to offend you.
11. Who can ___ for Maggie's absence?

Task 4. *Fill in the blanks necessary modal verbs should, ought to and shall. Translate sentences into Ukrainian:*

1. I think I let your parents know we are here. 2. You ... have gone to the concert Why ... you miss the music? 3. I think I ... put all my cards on the table. 4. It's late. You ... go to bed. 5. ... (not)you be more careful? 6. "How can you know what his feelings are" I ... know, for he's always telling me about them." 7. It was surprising that they ... have met at all. 8. He remembered that he ... not smoke unless invited to do so. When Charles saw Ann playing tennis, he came up and said: "Are you sure you ... be doing that?"

Task 5. *Translate the following sentences into English*

1. Все це призвело до спроб виготовлення залізобетонних шпал різноманітних профілів з металевим каркасом.

2. Спочатку будівництво дільничних станцій відбувалося без урахування їхнього подальшого розвитку, враховуючи лише мінімальні витрати на будівництво і утримання штату працівників.

3. Проектні роботи щодо об'єднання вузлів, які В. М. Образцов провів за новими принципами, мали величезний вплив на формування і розвиток вітчизняної транспортної науки про станції та вузли.

4. Найважливішою для нас є інформація про основні напрямки розвитку інженерної думки в цій галузі.

5. До кола наукових інтересів членів Механіко-будівного відділу Київського Відділення Російського технічного товариства входили питання економіки та управління залізницею.

6. Для поліпшення обслуговування пасажирів вокзали необхідно обладнати новими інформаційними системами.

7. Баластний шар на перших магістральних лініях складався з двох частин: нижній з піску, а верхній з щебеню чи пісково-гравійних матеріалів.

8. Автор зазначав, що наукова розробка питань експлуатації залізниць у країні проводилась тільки окремими передовими інженерами з їх ініціативи; не існувало наукових організацій, які б систематично займались науково-дослідною роботою з питань залізничного транспорту.

9. При спорудженні залізничних колій у Південних районах в якості баластного шару також використовувався ракушняк.

10. Власне, тоді були вперше сформульовані основні положення і закономірності розвитку вузлів і станцій в умовах соціалістичного господарювання.

Variant № 15

Task 1. Read and translate in written form the following text abstract

Today, apart from the limited mileage of electrified lines, the entire United States rail traffic is handled by diesel-electric power; and certain stretches of line which had been electrified have, since been turned over to diesels. This is probably the greatest revolution in railway -motive power that the world has ever known in so short a period.

In Great Britain, with its ample resources of good locomotive coal, it is not surprising that in the early days of diesel rail development this type of traction had little appeal here, as; a change to diesels would have involved the use of imported fuel. But one railway, the Great Western, came to the conclusion that branch line passenger work might be carried on economically with diesel railcars having simple

mechanical transmissions, and put this idea to the test in 1934. A railcar of this type was built for branch service, and also two 480hp 40-seat cars with small buffets, lavatories and luggage space. The latter were for operating between Birmingham and Cardiff, but soon had to be replaced by steam-hauled trains, owing to insufficient accommodation. After this start branch line cars of 210 to 240hp, with seating for 48 to 70 passengers, were built until their total reached 36 units; while in 1941 and 1942 two 420hp cars were turned out for main line work, capable of hauling between them a 70ft coach with which the three-coach train provided 184 seats.

Meantime the London Midland & Scottish Railway had been experimenting with diesel power for shunting work. In 1931 the chassis of a standard 0-6-0 steam tank was mated to a 400hp diesel engine, with hydraulic transmission; and four years later ten diesel shunters of 150 to 250hp, with various transmissions, one electric, were being thoroughly tested. It was soon found that a shunter which never needed time off for taking water, and only required to be fuelled every third day or so - that is to say, which could work right round the clock if necessary, and in addition was smarter in handling than its steam counterpart - was going to be a most valuable acquisition. Before World War II the first 350hp diesel-mechanical shunters were at work, and when building was resumed after the war it was at such a pace that by 1955 over 250 diesel shunters were at work in Great Britain.

Task 2. Insert prepositions where necessary.

1. Before each flight pilots must ask for the information about the weather expected during the planned route. 2. Sure, especially taking ... consideration that the human being can live only within the narrow range in body temperature of a very few degrees Fahrenheit. 3. The manager was quite ... edge when she realized how dangerous was her position in this argument. 4. My niece is determined to stick ... this monstrous diet for about two weeks. Don't you think it's unreasonable? 5. Could you come ... my place two times ... a week and take care of my house-plants? 6. ... their point ... view that would be highly outrageous to permit ... such behavior. 7. The table was groaning ... food and drinks however I didn't feel like eating or drinking at that moment. 8. Angela was misled ... his fake expression ... a man who

pretended to be one of the greatest philanthropists. 9. Is it required to keep ... the recipe or shall we improvise? 10. What would you suggest? - I think, we'll start ... some snack and then we'll probably have some turtle soup.

Task 3. Insert the most suitable within the meaning of synonyms.

TO OFFER / TO SUGGEST / TO RECALL / TO RECOLLECT / TO REMEMBER

1. How much did they ___ you for your car?
2. I ___ that you call Bert right now.
3. Can you ___ anything else?
4. They ___ to give us a lift.
5. Do you ___ informing them about our decision?
6. I have been ___ an interesting job.
7. It was ___ that Mr. Frost should chair the meeting.
8. I tried hard, but I couldn't ___ her face .
9. I ___ our last conversation.
10. Jack couldn't ___ who he had given that book to read to.
11. Try to ___ all the details; it's very important.
12. I've met that man before but I can't ___ his name.

Task 4. Fill in the blanks necessary modal verbs should, ought to and shall. Translate sentences into Ukrainian:

2. ... I get you some fresh coffee, Ed? 2 . The responsibility is entirely mine. I acted very wrongly indeed. I .. (not) have let this relationship start. 3. "When is he going back?" "How ... I know?" 4. Mrs Murrey will be moving into the new house next month. It ... be less bleak for her. 5. You ... have no cause to complain of me, dear. There .. . be no difficulty about money. 6. "Meg is in town shopping." "Who took her in" "Renny drove her to the train. He be back at any moment." 7. George did not see why he ... (not) discuss the matter with his chief. 8. It was much better that lie ... learn the business thoroughly, and if they had been able to wait for a year there seemed no reason why they ... not wait another.

Task 5. Translate the following sentences into English

1. В книзі відображені економічні чинники виникнення залізниць загального користування, викладена історія їх становлення та розвитку в період з 1836 по 1917 роки.

2. На XXIV з'їзді інженерів шляхів сполучення, який відбувся у 1906 р., після доповіді О. Ф. Булацеля вперше було прийнято рішення щодо бажаного переходу до кращого баласту із щебеню та гравію.

3. У своїх роботах вчений наводить дані, що передові російські інженери успішно займалися розробкою раціональних проектів залізничних станцій і вузлів.

4. В. М. Образцов вважав, що сортувальні станції повинні розміщуватися в пунктах великого перевантаження і вивантаження, тобто поблизу великих міст, перевалочних місць на великих річках, біля портів.

5. У роботі відображені творчі зв'язки вітчизняних та іноземних спеціалістів в галузі транспорту.

6. Уряд Канади очікує отримати високі прибутки запроваджуючи нові види тяги.

7. Проте гірська розробка і механічне дробіння каміння були настільки новою справою для залізниць, що вони не знали як його розпочати навіть при наявності каміння.

8. Наприкінці XIX ст. з'явилась ціла низка публікацій з питань будівництва і експлуатації залізниць та проектування станцій.

9. Для організації і забезпечення правильної поїзної роботи сортувальної станції потяги слід групувати не тільки за напрямками, але і так звані маршрутні потяги, і групи потягів.

10. Особлива увага приділена історії становлення та розвитку Південно-Західної залізниці України в період з 1870 по 1995 роки.

КРИТЕРІЇ ОЦІНЮВАННЯ КОНТРОЛЬНОЇ РОБОТИ

Оцінювання навчальних досягнень студентів з опанування змісту навчальної дисципліни «Переклад науково-технічної літератури», здійснюється за шкалою ECTS:

За шкалою ECTS	За національною шкалою	За шкалою навчального закладу
A	відмінно	90-100
B	дуже добре	82-89
C	добре	74-81
D	задовільно	64-73
E	достатньо	60-63
FX	незадовільно з можливістю повторного складання	35-59
F	незадовільно з обов'язковим повторним курсом	1-34

Для визначення загальної кількості балів, отриманих студентом з навчальної дисципліни «Переклад науково-технічної літератури» складаються разом бали за такі елементи оцінювання:

- 1) кількість балів, отриманих студентом за *аудиторну роботу* (від 0 до 10 балів);
- 2) кількість балів за *самостійну роботу* (від 0 до 20 балів);
- 3) кількість балів за *контрольну роботу* (від 0 до 50 балів);
- 4) кількість балів, отриманих студентом за *залік* чи за *іспит* (від 0 до 20 балів).

Отже, виконана без помилок і правильно оформлена контрольна робота дає можливість студенту-виконавцю отримати до **50 балів**. Кожне завдання контрольної роботи оцінюється викладачем-рецензентом у балах. Бали за правильність виконання кожного окремого завдання контрольної роботи додаються разом. Подана таблиця ілюструє розподіл балів за виконані завдання контрольної роботи.

	Кількість допущених студентом помилок				
	0 – 3	4 – 6	7 – 8	9 – 10	Більше 10 помилок
<i>Кількість балів за виконання</i>					
<i>Завдання 1</i>	<i>10 балів</i>	<i>8 балів</i>	<i>6 балів</i>	<i>4 бали</i>	<i>2 бали</i>
<i>Завдання 2</i>	<i>10 балів</i>	<i>8 балів</i>	<i>6 балів</i>	<i>4 бали</i>	<i>2 бали</i>
<i>Завдання 3</i>	<i>10 балів</i>	<i>8 балів</i>	<i>6 балів</i>	<i>4 бали</i>	<i>2 бали</i>
<i>Завдання 4</i>	<i>10 балів</i>	<i>8 балів</i>	<i>6 балів</i>	<i>4 бали</i>	<i>2 бали</i>
<i>Завдання 5</i>	<i>10 балів</i>	<i>8 балів</i>	<i>6 балів</i>	<i>4 бали</i>	<i>2 бали</i>

Контрольні роботи є стандартизованими, включають по 15 варіантів. КР № 3 і КР № 4 містять п'ять завдань. За виконання КР студент отримує від 0 до 50 балів.

За виконання *контрольної роботи* студенту ставиться:

- «**45–50 балів**» – студенту, який виконав усі завдання (допустимими є незначні помилки, що складають не більше, ніж 5 % завдань), така робота після виправлення студентом усіх помилок відповідає оцінці «*відмінно*»;
- «**38–44 бали**» – студенту, який виконав усі завдання, зробив помилки не більше, ніж у 10 % завдань, така робота після виправлення студентом усіх помилок відповідає оцінці «*дуже добре*»;
- «**31–37 балів**» – студенту, який виконав усі завдання, зробив помилки не більше, ніж у 20 % завдань, така робота після виправлення студентом усіх помилок відповідає оцінці «*добре*»;
- «**21–30 балів**» – студенту, який виконав усі завдання, зробив

помилки не більше, ніж у 30 % завдань, така робота після виправлення студентом усіх помилок відповідає оцінці «задовільно»;

- «**11–20 балів**» – у разі, якщо студент не виконав усіх завдань, або ж зробив помилки більше, ніж у 35 % завдань така робота після виправлення студентом усіх помилок відповідає оцінці «достатньо»;

- «**0–10 балів**» – у разі, якщо студент не виконав усіх завдань або ж зробив помилки більше, ніж у 40 % завдань (робота такого студента відповідає оцінці «незадовільно»).

Якщо за виконання контрольної роботи студент набрав від **1 до 30 балів**, то **робота не зараховується**, а студентові необхідно виконати всю роботу знову після опрацювання рекомендованої навчальної літератури. Варіант контрольної роботи для повторного виконання визначає викладач.

Tasks for individual study

Prepositions

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

Prepositions – Time

English	Usage	Example
on	<ul style="list-style-type: none"> • days of the week 	<ul style="list-style-type: none"> • on Monday
in	<ul style="list-style-type: none"> • months / seasons • time of day • year • after a certain period of time (<i>when?</i>) 	<ul style="list-style-type: none"> • in August / in winter • in the morning • in 2016 • in an hour
at	<ul style="list-style-type: none"> • for <i>night</i> • for <i>weekend</i> • a certain point of time (<i>when?</i>) 	<ul style="list-style-type: none"> • at night • at the weekend • at half past nine
since	<ul style="list-style-type: none"> • from a certain point of time (past till now) 	<ul style="list-style-type: none"> • since 1980
for	<ul style="list-style-type: none"> • over a certain period of time (past till now) 	<ul style="list-style-type: none"> • for 2 years
ago	<ul style="list-style-type: none"> • a certain time in the past 	<ul style="list-style-type: none"> • 2 years ago
before	<ul style="list-style-type: none"> • earlier than a certain point of time 	<ul style="list-style-type: none"> • before 2004
past	<ul style="list-style-type: none"> • telling the time 	<ul style="list-style-type: none"> • ten past six (6:10)
to / till / until	<ul style="list-style-type: none"> • marking the beginning and end of a period of time 	<ul style="list-style-type: none"> • from Monday to/till Friday
till / until	<ul style="list-style-type: none"> • in the sense of <i>how long something is going to last</i> 	<ul style="list-style-type: none"> • He is on holiday until Friday.
by	<ul style="list-style-type: none"> • in the sense of <i>at the latest</i> • up to a certain time 	<ul style="list-style-type: none"> • I will be back by 6 o'clock. • By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

English	Usage	Example
in	<ul style="list-style-type: none"> • room, building, street, town, • country, book, paper etc. • car, taxi • picture, world 	<ul style="list-style-type: none"> • in the kitchen, in London • in the book • in the car, in a taxi in the picture, in the world
at	<ul style="list-style-type: none"> • meaning <i>next to, by an object</i> • for <i>table</i> • for events • place where you are to do something typical (watch a film, study, work) 	<ul style="list-style-type: none"> • at the door, at the station • at the table • at a concert, at the party • at the cinema, at school, at work
on	<ul style="list-style-type: none"> • attached • for a place with a river • being on a surface • for a certain side (left, right) • for a floor in a house • for public transport • for <i>television, radio</i> 	<ul style="list-style-type: none"> • the picture on the wall • London lies on the Thames. • on the table • on the left • on the first floor • on the bus, on a plane on TV, on the radio
by, next to, beside	<ul style="list-style-type: none"> • left or right of somebody or something 	<p>The driver is standing by / next to / beside the car.</p>
under	<ul style="list-style-type: none"> • on the ground, lower than (or covered by) something 	<ul style="list-style-type: none"> • the bag is under the table

	else	
below	<ul style="list-style-type: none"> • lower than something else but above ground 	<ul style="list-style-type: none"> • the divers are below the surface
over	<ul style="list-style-type: none"> • covered by something else • meaning <i>more than</i> • getting to the other side (also <i>across</i>) • overcoming an obstacle 	<ul style="list-style-type: none"> • put a jacket over your shirt • over 16 years of age • walk over the bridge • climb over the wall
above	<ul style="list-style-type: none"> • higher than something else, but not directly over it 	<ul style="list-style-type: none"> • a path above the lake
across	<ul style="list-style-type: none"> • getting to the other side (also <i>over</i>) • getting to the other side 	<ul style="list-style-type: none"> • walk across the bridge • swim across the lake
through	<ul style="list-style-type: none"> • something with limits on top, bottom and the sides 	<ul style="list-style-type: none"> • drive through the tunnel
to	<ul style="list-style-type: none"> • movement to person or building • movement to a place or country • for <i>bed</i> 	<ul style="list-style-type: none"> • go to the library • go to London / Ireland • go to bed

into	<ul style="list-style-type: none"> enter a room / a building 	<ul style="list-style-type: none"> go into the terminal / the house
towards	<ul style="list-style-type: none"> movement in the direction of something (but not directly to it) 	<ul style="list-style-type: none"> go 5 steps towards the house
onto	<ul style="list-style-type: none"> movement to the top of something 	<ul style="list-style-type: none"> jump onto the bench
from	<ul style="list-style-type: none"> in the sense of <i>where</i> <i>from</i> 	<ul style="list-style-type: none"> a car from the garage

Prepositions after Particular Words and Expressions

afraid of	Are you <i>afraid of</i> spiders?
agree with	I entirely <i>agree with</i> you.
agree about	He left the firm because he didn't <i>agree with</i> their sales policy.
agree on	We <i>agree about</i> most things.
agree to	Let's try to <i>agree on</i> a date.
	I'll <i>agree to</i> your suggestion if you lower the price.
arrive at (in)	What time do we <i>arrive at</i> Cardiff? When did you <i>arrive in</i> England?
depend on	We may play football – it <i>depends on</i> the weather.
independent of	
die of (from)	More people <i>died of</i> flu in 1919 than were killed in this war.

	A week after the accident he <i>died from</i> his injuries.
divide into	The book <i>is divided into</i> three parts.
drive into	Granny <i>drove into</i> a tree again yesterday.
explain smth to smb	Could you <i>explain</i> this rule <i>to</i> me?
get in (to), out of (car, taxi, small boat)	When I <i>got into</i> my car, I found the radio had been stolen.
get on (to), off (train, plane, bus, ship, bike, horse)	We'll <i>be getting off</i> the train in ten minutes.
impressed with/by	I'm very <i>impressed with/by</i> your work.
interest / interested in	When did your <i>interest in</i> social work begin? Not many people <i>are interested in</i> grammar.
(a) lack of, (to) lack	<i>Lack of</i> time prevented me from writing. Your mother <i>lacks</i> tact.
laugh at	I hate being <i>laughed at</i> .
listen to	If you don't <i>listen to</i> people, they won't listen to you.
look at look after look for	Stop <i>looking at</i> me like that. Thanks for <i>looking after</i> me when I was ill. Can you help me <i>look for</i> my keys?
operate on	They <i>operated on</i> her yesterday evening.
pay for	Excuse me, sir. You haven't <i>paid for</i> your drink.
pleased with smb pleased with/about/at smth	The boss is very <i>pleased with</i> you. I wasn't very <i>pleased with/about/at</i> my exam results.
proof of	I want <i>proof of</i> your love. Lend me some money.

reason for (not of)	Nobody knows the <i>reason for</i> the accident.
remind of	She <i>reminds me of</i> a girl I was at school with.
responsible/responsibility for	Who's <i>responsible for</i> the shopping this week?
run into (= meet)	I <i>ran into</i> Philip at Victoria Station this morning.
search search for (= look for)	They <i>searched</i> everybody's luggage. The customs were <i>searching for</i> drugs at the airport.
shocked at/by	I was terribly <i>shocked at/by</i> the news of Peter's accident.
sorry about sorry for/about	I'm <i>sorry about</i> your exam results. I'm <i>sorry for/about</i> breaking your window.
speak to/with	Could I <i>speak to/with</i> your father for a moment?
surprised at/by	Everybody was <i>surprised at/by</i> the weather.
think of/about	I'm <i>thinking of/about</i> studying medicine.
translate into (not in)	Could <i>translate this into</i> Greek for me?

MODAL VERBS CAN, MAY, MUST AND THEIR EQUIVALENTS

(Модальні дієслова can, may, must і їх еквіваленти)

Модальні дієслова (МД) виражають не дію або стан, а ставлення особи, позначеної іменником або займенником у функції підмета, до дії або стану, вираженого інфінітивом. Модальне дієслово у поєднанні з інфінітивом без частки *to* виражають значення можливості, необхідності, вірогідності, бажаності тощо.

Особливості модальних дієслів:

- 1) не мають особливих форм – інфінітива, герундія, дієприкметника;
- 2) не мають закінчення –s у 3-й особі однини (He can do it.);
- 3) у питальній формі МД ставиться перед підметом (Can you do it?), а у заперечної частки *not* ставиться після МД (He cannot do it.);

4) can і may мають форму теперішнього і минулого часу (could і might), а МД must має тільки форму теперішнього часу.

ЗОБОВ'ЯЗАННЯ, НЕОБХІДНІСТЬ, ПОВИННІСТЬ

1) must виражає потребу, сильне зобов'язання, необхідність, моральний обов'язок. Перекладається словами повинен, потрібно, треба: This bill must be paid at once. – Цей рахунок повинен бути оплачений одразу.

2) to have + інфінітив з to використовується у теперішньому, минулому і майбутньому часі. Перекладається словами довелося, змушувати: I had to work hard. – Мені довелося багато працювати.

3) to be + інфінітив з to використовується у теперішньому і минулому часі. Означає потрібність згідно попередній домовленості і плану: We were to meet at the Metro station. – Ми повинні були зустрітися біля станції метро.

4) should і ought to виражають зобов'язання у теперішньому і майбутньому часі (рекомендація і порада): You should get some rest. – Тобі треба трохи відпочити.

ЗДАТНІСТЬ, УМІННЯ І МОЖЛИВІСТЬ

1) can + інфінітив без to (теперішній час) або could + інфінітив без to (минулий час): He can swim very fast. – Він може швидко плавати.

2) be able + інфінітив з to використовується у теперішньому, майбутньому і минулому часі: We shall be able to determine the amount of product. – Ми зможемо визначити кількість продукції.

ДОЗВІЛ І МОЖЛИВІСТЬ 1) may + інфінітив без to або might + інфінітив без to (теперішній або майбутній час): You may use dictionaries. – Ви можете користуватися словниками. 2) be allowed + інфінітив з to використовується у теперішньому, майбутньому і минулому часі: He was not allowed to smoke. – Йому не дозволили курити.

Умовні речення в англійській мові

Підрядні речення умови вводяться сполучниками **if** (*якщо*), **unless** (*якщо ні*), **provided** (*при умові, що*) і можуть стояти справа чи зліва від головного

речення. Підрядні речення умови, що стоять на початку речення, відокремлюються від нього комою.

Умовні речення в англійській мові поділяються на три типи. До **першого типу - Real Condition** - відносяться ті речення, в яких умови дії розглядаються мовцем як реальні факти. У таких реченнях присудки головного та підрядного речень виражені формами дійсного способу. В залежності від часового плану в таких реченнях використовуються такі часові форми:

підрядне речення	головне речення
план теперішнього Present Indefinite	Present Indefinite
план минулого Past Indefinite	Past Indefinite
план майбутнього Present Indefinite	Future Indefinite
We apply a new method, if the conditions are favourable.	Ми використовуємо новий метод, якщо умови (є) сприятливі.
We applied a new method, if the conditions were favourable.	Ми використовували новий метод, якщо умови були сприятливі.
We shall apply a new method, if the conditions are favourable.	Ми використаємо новий метод, якщо умови будуть сприятливі.

При перекладі **Real Condition** у плані майбутнього обидві дієслівні форми перекладаються українською мовою дієсловами у майбутньому часі.

В українській мові форми умовного способу, виражаючи нереальність чи малоімовірність дії чи умови, співвідносять їх з часом лише за допомогою прислівників часу - вчора, сьогодні, завтра. При цьому дієслово зберігає незмінною дієслівну форму умовного способу, тобто форму, подібну до форми минулого часу, з часткою *б*. В англійській мові речення, що позначають нереальну умову стосовно теперішнього та майбутнього часу, з одного боку, та минулого часу, з другого боку, будуються з використанням різних дієслівних форм.

Умовні речення, що виражають *нереальне припущення, незначну ймовірність чи неможливість здійснення дії в теперішньому чи майбутньому часі*, називаються умовними реченнями **другого типу**, чи **Unreal Condition I**.

У таких реченнях присудок умовного підрядного речення виражається дієслівною формою, омонімічною формі Past Indefinite дійсного способу - **Subjunctive I or Present**, а у головному реченні використовується **should (would, could, might) + Indefinite Infinitive - Conditional I or Present**. Дієслово **to be** у складі присудка підрядного речення має особливу форму **Subjunctive - were** для всіх осіб однини та множини (у розмовній мові та американському різновиді англійської мови ця форма практично не вживається). Дієслівні форми і головного, і підрядного речень перекладаються українською мовою дієсловами в умовному способі. Якщо для утворення умовного способу у головному реченні використовуються модальні дієслова **could** та **might**, то при перекладі вони зберігають своє модальне значення - *міг би*.

We should apply a new method, if the conditions were favourable. Ми б використали новий метод, якби умови були сприятливими.

Умовні речення **третього типу - Unreal II** - виражають *нереальну умову, нездійснене припущення у минулому*. Присудок підрядного умовного речення третього типу виражається формою минулого часу умовного способу - **Subjunctive II or Past**, омонімічною формі **Past Perfect** дійсного способу. У головному реченні використовується **Conditional II or Past - should (would, might, could) + Perfect Infinitive**. Переклад українською мовою цього типу умовного речення не відрізняється від перекладу речень другого типу.

We *should have applied* a new method, if the conditions *had been* favourable. Ми б використали новий метод, якби умови були сприятливими.

При перекладі речення *третього типу* до підрядної частини суто з навчальною метою необхідно ввести слово - *раніше*, щоб вказати на його віднесеність до плану минулого часу.

If he finishes his work in time, he will go to Lviv by new train.

Якщо він закінчить свою роботу вчасно, він поїде у Львів новим потягом.

If he finished his work in time, he would go to Lviv by new train.

Якби він закінчив / Якщо б він закінчив свою роботу вчасно, він поїхав би у Львів новим потягом.

If he had finished his work in time, he would have gone to Lviv by new train.

Якби він закінчив / Якщо б він (раніше) закінчив свою роботу вчасно, він поїхав би у Львів новим потягом.

FINAL TEST

Task 1. Complete the sentences below using the correct alternative from those marked A, B, C, or D.

1. It's because of Tom that we late. We ... on an earlier train.

A could have been, should agree

B would be, can't agree

C may be, ought to have agreed

2. We never to allow our instincts of justice to degenerate into mere revenge.

A should

B are

C have

D ought

3. I had no accurate idea of the time, for I ... my watch, but I thought we ...about four hours ago.

A was unable to see, had to start

B could not see, must have started

C did not see, would have started

D was not able to see, would start

4. I ... hard from morning till night. I ... our debts.

A must work, may pay

B should have worked, might have paid

C am to have worked, could have paid

D have to work, ought to pay

5. You ... to prepare the room for our guests. They ... arrive tomorrow or the day after.

A must, must

B may, may

C can, can D need, may

6. Granny evidently ... us, that's why we ... knock loudly before she opened the door. A did not hear, had to

B must not have heard, must

C may not hear, were to

D might not have heard, should

7. He ... golf well, but today he it because he has a backache.

A is not to play, can do

B can play, is unable to do

C ought not to play, should have done

D might have played, must not have done

8. I ... the work so carelessly. ... I do it again? — Yes, it ... by noon.

A can't do, Will, must be doing

B can't have done, Shall, must be done

C must not have done, May, may have done

D must not do, Will, must have been done

9. We ... at seven, but I ... come here in time. I think he ... till I came.

A had to meet, couldn't have, may wait

B were to meet, was not able, should have waited

C were to have met, couldn't, might have waited

D had to have met, might not have, should wait

Task 2. Choose the correct form

1. I wouldn't have lent him the money if he (not / be) desperate.

A has not been **C** wasn't been **B** hadn't been **D** couldn't be

2. If I had one million dollars, I (probably/buy) a yacht.

A would probably buy **B** will probably buy **C** probably bought

3. -How did it happen that you missed your stop? -I (not / miss) it if the conductor (announce) the stops.

A wouldn't miss **D** had announced **B** hadn't missed **E** would have announce **C**
wouldn't have missed **F** announced

4. What a pity my husband is away! If he (be) here he (help) us.

A were **B** would be here **D** will help **E** would help **C** is **F** helps

5. If I (getup) early tomorrow morning, I (go) jogging.

A will get up **B** get up **C** got up **D** go **E** am going to go **F** will go

6. You look tired. If I (be) you, I (take) a holiday.

A be **B** were **C** have been **D** take **E** would take **F** take

7. If Benjamin Franklin (not/work) so hard, he (not/ become) the symbol of America.

A didn't work **B** wouldn't have worked **C** hadn't worked

D wouldn't have become **E** hadn't become **F** wouldn't become

8. Did you say anything when he asked you? - No, I didn't. You see, if I (say) even a word, he (fly) into a rage.

A said **B** would said **C** had said **D** flew **E** would have flown **F** had flown

9. Would it be all right if I (come) round at about six?

A come **B** came **C** will come

10. If you (be) at a loose end last month, you (pass) your exam. But you failed it.

A hadn't been **B** wouldn't have been **C** were not

D would have passed **E** would pass **F** will pass

11. If the water (be heated) to 100° C, it (boil).

A will be heated **B** would be heated **C** is heated **D** would boil **E** boils **F** boil

12. Plants die if you (not / water) them.

A won't water **B** don't water **C** wouldn't wafer

13. I (do) the same if I (be) in your shoes.

A would do B will do C would have done D am E were F will be

14. If I (see) her, I (speak) to her. But I didn't see her and speak to her.

A saw B had seen C would have seen D would have spoken

E spoke F would speak

15. If I (know) that you were coming, I (meet) you at the airport. I had a lot of time to do that.

A had known B knew C would have known D would meet

E would have met F will meet

16. If Columbus (not / have) such a passion for traveling, he (discover) America in 1492.

A hadn't B wouldn't have had C hadn't had D hadn't discover

E didn't discover F wouldn't have discovered

17. Robby, look at that man! If he (work) harder at school, he (not / sweep) the streets now.

A worked B would have worked C had worked D wouldn't be sweeping

E wouldn't have swept F won't be sweeping

18. I wouldn't go to school by bus if I (have) a driving licence.

A have not B have C had had D had

Task 2. Fill in the blanks with “for” or “during”.

1. ... the lesson 2. ... most of his life 3. ... the journey 4. ... a century 5. ... hours 6. ... his stay in London 7. ... the last few days 8. ... our trip 9. ... two days 10. ... the talks.

Task 3. English Test on Prepositions

1. There is an explanation of photosynthesis _____ Chapter 11.

at

in

on

to

2. The answers to the problems are _____ page 227.

at

3. You have to be _____ least 18 to vote.
in
on
to
at
in
on
to

4. When did the U.S. send the first men _____ the moon?
at
in
on
to

5. _____ times I feel like quitting.
at
in
on
to

6. Did you see _____ Professor Thompson today?
at
to
with

7. Yes, I asked him _____ the chemistry problem I didn't understand,
and he explained it to me.
about
for
of

8. Yes, I asked him _____ the homework I missed when I was absent,
and he gave it to me.
about
for
of

9. Excuse me, sir. May I ask _____ you a question?
at
for
to

10. Billy, where have you been? You're covered _____ mud!
on

- with
for
to
11. Are you going to the meeting Friday?
at
in
on
to
12. Are you going to the Padres game this Friday?
at
in
on
13. The guest lecturer talked economic development.
to
on
with
14. The professor wrote several comments my paper.
in
on
about
to
15. The professor made several comments my ideas.
in
on
about
to
16. The search the source of the Nile took many years.
for
from
by
17. The class discussed Rousseau's social contract yesterday.
to
with
about
18. Does the candidate have a plan balancing the budget?
about

for
to
on

19. Do you plan speaking at the meeting?

about
for
to
on

20. He wants more help the U.S. to combat terrorism.

by
for
from
on

21. Seven people were severely injured in the accident, according
doctors.

by
to
with

22. I need more tie to study; I'm not ready the test.

for
of
about

23. Please look at the chart the middle of the page.

at
in
on
to

24. I'm not familiar fashion trends in Japan.

by
of
with

25. I'm not aware any opposition to the proposals

with
for
of

Додаток 1

(Зразок оформлення титульної сторінки)

Міністерство освіти та науки України

**Державний економіко-технологічний університет
транспорту**

Кафедра іноземних мов

Контрольна робота № 1 (2) з навчальної дисципліни

ПЕРЕКЛАД НАУКОВО-ТЕХНІЧНОЇ ЛІТЕРАТУРИ

Варіант № ...

Виконав:

студент (ка)

заочної форми навчання

(прізвище, ім'я, по батькові)

Група -----

(шифр студентського квитка)

(дата)

Перевірив:

(посада)

(прізвище, ім'я, по батькові)

Київ 20..

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. Корунець І. В. Порівняльна типологія англійської та української мов. Навчальний посібник / І. В. Корунець. – Вінниця: Нова Книга, 2003 - 464с.
2. Корунець І. В. Теорія і практика перекладу (аспектний переклад): Підручник. / І. В. Корунець. – Вінниця. «Нова Книга», 2001 -448 с.
3. Бахов І. С. English grammar practice: Практикум з граматики англійської мови / І. С. Бахов. – К.: МАУПП, 2007. – 216 с.
4. Борисова Л. И. «Ложные друзья переводчика»: Уч. пос. по научно-техническому переводу / Л. И. Борисова. – М.: НВИ-ТЕЗАУРУС, 2005. – 212 с.
5. Ганиш Е. Г., Ісаєнко С. А. Збірник текстів для професійно орієнтовного читання студентів технічних спеціальностей. – К.: КІЗТ, 1999. – 52 с.
6. Гутнер М. Д. A guide to translation from English into Russian: Пособие по переводу с английского языка на русский / М. Д. Гутнер. – М.: Высшая школа, 1982. –158 с.
7. Доброгорська О. В. English through idioms: Навч. посіб. / О. В. Доброгорська. – К.: ДП «Видавничий дім «Персонал», 2008. – 216 с.
8. Моисеев М. Д. Английская лексика. Правильный выбор слова / М. Д. Моисеев. – К.: ГИППВ, 1997. – 128 с.
9. Парахина А. В. Пособие по переводу технических текстов с английского языка на русский / А. В. Парахина. – М.: Высшая школа, 1980. – 184 с.
10. Prokhorova G. P. English through dialogue: Английский язык в диалогах: Учеб. пособие для ин-тов и фак. иностр. яз. / Г. П. Прохорова. – М.: Высшая школа, 1988. – 159 с.
11. John and Liz Soars, Headway Pre-Intermediate, Student's Book. – Oxford University Press, 15-th impression. – 1996. – 98 p.
12. John and Liz Soars, Headway Pre-Intermediate, Work Book. – Oxford University Press, 15-th impression. – 1996. – 76 p.

13. Krutikov Y. A., Kuzmina I. S., Rabinovich Kh. V. Exercises in modern English grammar / Y. A. Krutikov, I. S. Kuzmina, Kh. V. – Foreign languages publishing house? Moskow, 1960. – 268 c.
14. Brieger N. Technical contacts: materials for developing listening and speaking skills for the student of technical English / Nicholas Brieger, Jeremy Comfort. – New York: Prentice-Hall International, 1987. – 160 p. : ill.
15. Carr D. Professional education and professional ethics / David Carr // Journal of Applied Philosophy. – 1999. – № 16. – P. 33–46.
16. Clarke B. Graduate civil engineers: defining a new breed / Barry Clarke // Civil Engineering. – 2005. – Vol. 158, № 2. – P. 80–87.
17. Dudman A. Professional engineers' needs for managerial skills and expertise / A. Dudman, S. H. Wearne ; Centre for Research in the Management of Projects. – Manchester, 2003. – 62 p.
18. Fan L.C.N. Decision-making models for handling ethical dilemmas / L. C. N. Fan // Civil Engineering. – 2003. – Vol. 156, Iss. 4. – P. 229–234.
19. Tarnapolsky O. Writing English as a foreign language: A report from Ukraine / O. Tarnapolsky // Journal of Second Language Writing. – 2000. – Vol. 9, № 3. – P. 209–226.
20. Wearne S. Professional engineers' needs for managerial skills & expertise / Stephen Wearne // Civil Engineering. – 2004. – Vol. 157, № 1. – P. 44–48.
21. World Engineering Partnership for Sustainable Development : Progr. of the Conf. – Rio de Janeiro, 1992. – 18 p.

Навчальне видання

Світлана Василівна Гурінчук

ПЕРЕКЛАД НАУКОВО-ТЕХНІЧНОЇ ЛІТЕРАТУРИ

Контрольна робота № 3 і № 4. Методичні рекомендації щодо виконання контрольних робіт і самостійного опрацювання матеріалу. Для студентів освітнього рівня «Бакалавр» напряму підготовки 6.070101 «Транспортні технології (залізничний транспорт)» заочної форми навчання

Відповідальна за випуск С. В. Гурінчук

В редакції автора

Підписано до друку 11.01.2016 р. Формат паперу 60x84/16, папір офсетний, спосіб друку – ризографія. Замовлення № 28/16, наклад примір.

Надруковано в Редакційно-видавничому центрі Державного економіко-технологічного університету транспорту

Свідоцтво про реєстрацію Серія ДК № 3079 від 27.12.07 р.

03049, м. Київ - 49, вул. Миколи Лукашевича, 19