

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ, МОЛОДІ ТА СПОРТУ УКРАЇНИ
ДЕРЖАВНИЙ ЕКОНОМІКО-ТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ
ТРАНСПОРТУ**

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АНГЛІЙСЬКА МОВА ПОГЛИБЛЕНОГО ВИВЧЕННЯ

**Методичні рекомендації щодо проведення практичних занять та
самостійного опрацювання матеріалу. Для студентів 2 курсу (1 рік
вивчення) денної форми навчання спеціальностей «ОППЗТМ» і «ПП»**

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Методичні рекомендації розроблено відповідно до Програми навчальної дисципліни «Англійська мова поглибленого вивчення» (за вимогами кредитно-трансферної системи; розділ «Денна форма навчання», 1-й рік вивчення навчальної дисципліни). Навчальні матеріали цієї методичної розробки спрямовані на активізацію професійно-зорієнтованої комунікативної діяльності студентів, на їхню підготовку до ефективної самостійної роботи над лексико-семантичними 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.

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ПЕРЕДМОВА

Методичні рекомендації розроблено відповідно до Робочої програми з навчальної дисципліни «Англійська мова поглибленого вивчення». Оскільки предметом зазначеної навчальної дисципліни є англійська мова загально-технічної і професійної спрямованості для фахівців у сфері управління процесами пасажирських перевезень на залізничному транспорті та метрополітені, навчальні матеріали мають прагматичну, академічну, професійну і ситуативну зорієнтованість.

Укладачі методичних рекомендацій виходили з того, що поглиблене вивчення іноземної мови у вищому навчальному закладі передбачає комплексне оволодіння англійською мовою у єдності її фонетичного, граматичного, лексичного, стилістичного аспектів.

Зазначене вимагає як від викладачів, так і від студентів реалізації у навчальному процесі таких завдань:

- забезпечити оволодіння студентами термінами та термінологічними сполученнями для здійснення успішної професійно-прагматичної і наукової комунікації;
- сформувати у студентів уміння адекватної передачі думки автора під час перекладу за допомогою розвитку навичок двомовного перекладу (з англійської мови на українську та навпаки);
- сприяти подальшому розвитку у студентів продуктивних мовленнєвих навичок, а також розвитку навичок читання (ознайомчого, переглядового, аналітичного тощо) і академічного письма;
- розширити, систематизувати й узагальнити знання студентів із лексики залізничної галузі (зокрема, термінології, яка використовується стосовно загальних і вузько-специфічних аспектів організації пасажирських перевезень залізничним транспортом і на метрополітенівських транспортних системах);
- ознайомити студентів зі специфікою лексико-семантичних, граматико-структурних і лінгво-стилістичних засобів науково-технічного мовного стилю.

Згідно з навчальним планом опанування дисципліною «Англійська мова поглибленого вивчення» відбувається на другому, третьому та четвертому роках фахової підготовки студентів.

Перший рік поглибленого вивчення англійської мови передбачає ознайомлення студентів і засвоєння ними загальних питань теорії перекладу та лексико-семантичних особливостей англійської науково-технічної літератури.

Зміст навчальної дисципліни «Англійська мова поглибленого вивчення» для кожного року підготовки об'єднано в два залікових (кредитних) модуля. Кожний заліковий (кредитний) модуль, у свою чергу, охоплює по два змістових модуля. У кожному змістовому модулі опрацьовується по дві навчальні теми.

У даних методичних рекомендаціях подано навчальні матеріали, необхідні для проведення практичних занять і для самостійної роботи студентів 2 курсу денної форми навчання спеціальностей «Організація пасажирських перевезень на залізничному транспорті та метрополітені» та «Пасажирські перевезення» щодо опрацювання восьми навчальних тем першого – восьмого

змістових модулів згідно з Робочою програмою навчальної дисципліни «Англійська мова поглибленого вивчення» (для другого року вивчення зазначеної дисципліни).

Крім того, методична розробка містить необхідну для студента інформацію, а саме: щодо системи оцінювання навчальних досягнень студентів у процесі вивчення навчальної дисципліни «Англійська мова поглибленого вивчення»; щодо критеріїв і шкали оцінювання аудиторної роботи студента, виконання навчально-дослідного завдання і самостійного опрацювання студентом навчального матеріалу; щодо літератури, рекомендованої студентам для самостійного опрацювання.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ПРОВЕДЕННЯ ПРАКТИЧНИХ ЗАНЯТЬ

Дана навчально-методична розробка охоплює вісім навчальних тем (по дві навчальні теми у кожному з чотирьох змістових модулів), вивчення яких передбачено програмою у перший рік опанування дисципліною «Англійська мова поглибленого вивчення» (III і IV семестри), а саме:

UNIT 1. *Modern requirements to the professional level of a transporting branch engineer*

UNIT 2. *Professional qualities and skills of a transporting branch engineer*

UNIT 3. *Professional training of specialists for transporting branch in Ukraine*

UNIT 4. *Professional choice. Plans and ambitions. Alma Mater*

UNIT 5. *Transport and a country's economy*

UNIT 6. *Railways as a kind of land transport*

UNIT 7. *Out-standing personalities having influenced the railway development*

UNIT 8. *Railway under competition becoming sharper*

Ефективна робота над іншомовним матеріалом вимагає системності, тому методичні рекомендації побудовані із максимально доцільним застосуванням принципу аналогічності. Кожна навчальна тема – Unit – містить навчальний матеріал, спрямований на опрацювання лексико-семантичних особливостей англійської загально-технічної і науково-технічної літератури (*Working at Lexis*), активізацію рецептивно-репродуктивних мовленнєвих навичок (*Everyday English / Social English*), розвиток навичок ознайомчого та переглядового читання (*Pre-reading Tasks*), розвиток навичок аналітичного читання і продуктивних мовленнєвих навичок (*Reading and Discussing*), та завдання, спрямованого на утворення і розвиток у студентів індивідуального досвіду проведення пошукової навчально-дослідницької діяльності (*Individual Autonomous Task*).

Навчальний матеріал першого семестру охоплено першими чотирма темами (Units 1–4) методичної розробки. Розділи *Working at Lexis* у цій частині методичних рекомендацій містять по три вправи. Вправи *I.1* та *I.2* на основі конкретного матеріалу знайомлять студентів із особливостями узусу («полів використання») найпоширеніших у англійській мові базових дієслів, навчають студентів орієнтуватися у синонімічних рядах англійських дієслів і, при перекладі чи за іншої потреби, самостійно та правильно робити вибір

необхідного англійського дієслова, навіть якщо в українській мові ці синоніми не мають чітко виявлених відмінностей. Вправа **I.3** спрямована на розширення лексичних знань студентів за рахунок пошуку, добору та вивчення синонімічних пар (іноді ситуативних), утворених як дієсловами, так і іншими частинами мови.

У другому семестрі вивчаються наступні чотири теми (Units 5–8), а розділи **Working at Lexis** містять по п'ять вправ, при чому перші дві за своєю навчальною метою та у формулюванні завдання не відрізняються від вправ **I.1** та **I.2** першого семестру (отже, не викликать у студентів труднощів). Вправа **I.3** також спрямована на розвиток навичок пошуку та добору синонімічних пар із числа поширених у науковій і загальнотехнічній літературі лексичних одиниць. Вправа **I.4** навчає студентів специфіки вираження антонімічності в англійській мові. Вправа **I.5** активізує продуктивні мовленнєві навички й уміння студентів пояснювати значення англійських лексем і загальнотехнічних термінологічних одиниць, формулювати дефініції адекватно до особливостей науково-технічного стилю мовлення.

Матеріал розділів **Everyday English / Social English** першого семестру концентрується на активізації і розвитку соціокультурної компетенції студентів; повторенні особливостей використання прийменників, дієслівних прийменникових компонентів, сполучників; вивченні відмінностей у вживанні (значення, місце в реченні тощо) прикметників і похідних від них прислівників.

У другому семестрі опрацювання вправ цих розділів спрямовується на подальше розширення розуміння студентами відмінностей у вживанні прикметників і похідних від них прислівників. Крім цього формується здатність студентів до аналізу структури англійського простого речення і добору максимально адекватного (як за змістом і структурою, так і за формами граматичного оформлення) українського відповідника.

Розділи **Pre-reading Tasks** і **Reading and Discussing** пов'язані між собою тематично. Завдання на переклад окремих лексичних одиниць і словосполучень з англійської та української мов (вправи **III.1** та **III.2**) готують студентів до сприйняття тематики текстового англомовного уривку. Крім того, ці завдання допоможуть студентам при висловленні своїх думок з теми, яка вивчається.

Усі тексти (вправи **IV.1**) даної методичної розробки є неадаптованими текстовими уривками, взятими укладачами з автентичних джерел наукової (Journal of Applied Philosophy; Civil Engineering; Journal of Second Language Writing), технічної літератури (International Railway Journal; World Engineering Partnership for Sustainable Development : Program of the Conference) та з мережі Інтернет. Обсяг текстових уривків, які пропонуються студентам для опрацювання складає приблизно 3500 друкованих знаків. Пошук відповідей на питання до тексту (вправи **IV.2**) допоможе студентам виділити ключові моменти у висвітленні теми, яка вивчається. Навчальна інформація у завданні на переклад англійською мовою (вправи **IV.3**, після тексту для читання) відрізняється від поданої у текстовому уривку, отже дасть можливість викладачу перевірити ступінь сформованості у студентів умінь і навичок побудови речень, використання ними опрацьованих лексичних і термінологічних одиниць.

Завдання *Individual Autonomous Task* спрямоване на формування і розвиток продуктивних мовленнєвих умінь у студентів, дає можливість студентам виявити свої творчі здібності при пошуку та доборі інформації, уміння формулювати та відстоювати свої думки англійською мовою за темою, яка вивчається. Виконання цього завдання вимагає від студентів вияву пошукових навичок і дослідницьких умінь, тому воно розглядається укладачами як навчально-дослідне завдання та оцінюється відповідно до критеріїв і шкали оцінювання завдань такого типу.

У кінці кожного розділу даної розробки, спрямованого на опанування окремої навчальної теми (Unit), укладачами подано контрольні тестові завдання *Sample of Control Test*. Виконання контрольних тестових завдань дає можливість оцінити ступінь засвоєння студентами навчального матеріалу.

UNIT 1. Modern requirements to the professional level
of a transporting branch engineer

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To decide, to determine, to make up one's mind, to give in, to delay, the matter, whatever the cost, up to you, to make it soon, so far

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to decide / to determine / to make up one's mind

1. When will they finally ___ our matter? 2. Susan ___ not to give in. 3. It's difficult to ___ between the two. 4. Don't delay. You really must ___. 5. In the end Jessica ___ to put on jeans instead of a skirt. 6. The matter hasn't been ___ yet. 7. She ___ to go, whatever the cost. 8. It's up to you to ___. But make it soon. 9. So far it is not a ___ matter.

I.3. Replace the underlined word or phrases in sentences with the given words:

conquered, devices, died of hunger, leaving, looked like, used, looking, weakness, last, studied

1. You will find the concluding chapters of the book very interesting.
2. Many people in African countries starved because of the drought.
3. Our three-room flat has all modern conveniences.
4. Millions of blue-collar workers are employed in factories in the United States.
5. Great Britain was occupied by the Romans in the first century A. D.
6. Robinson Crusoe stood on the shore staring at the horizon.
7. Robinson Crusoe explored the island.
8. The girl resembled her mother.
9. Departure of migrating flocks of birds is picturesque.
10. Migrating lemmings cross rivers and lakes and swim until they die of exhaustion.

II. EVERYDAY ENGLISH

II.1. We say certain phrases in certain everyday situations. Match a line in A with a line in B. Make some small dialogues

- | A | B |
|---------------------------------|----------------------------------|
| 1. Hello, Jane! | a. Sleep well! |
| 2. How are you? | b. Yes. Can I help you? |
| 3. See you tomorrow! | c. Good morning! |
| 4. Good night! | d. Fine, thanks. |
| 5. Good morning! | e. Not at all. Don't mention it. |
| 6. Cheers! | f. Thanks. |
| 7. Excuse me! | g. Thanks! Same to you! |
| 8. Bless you! | h. That's very kind. Thank you. |
| 9. Have a good weekend! | i. Bye! |
| 10. Thank you very much indeed. | j. Hi, Peter! |
| 11. Make yourself at home. | k. Good health! |

II.2. Match a question and an answer

- | | |
|---|------------------|
| 1. How long have you been in Lviv? | a. Two days ago. |
| 2. How long have you been waiting for me? | b. In a day. |

- | | |
|--|----------------------|
| 3. When will these books be returned? | c. For 2 weeks. |
| 4. When will you learn the results of the exams? | d. For half an hour. |
| 5. When did you meet her? | e. Yesterday. |
| 6. When did they come to London? | f. Tomorrow. |

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

To play a key role in, to be of paramount importance, to involve a great deal (of), to apply engineering science and knowledge, to conduct oneself, to be indicted for a crime, to have confidence in, to make ethical decisions, a layperson, the end-users

III.2. Translate into English

Особистість, традиційні вимоги суспільства, професійний рівень інженера, ефективність і безпечність рішень, керувати сучасною складною технікою, мати потужніший вплив, формування і розвиток, особливості професії, призводити до розбіжностей, негативний вплив, своєрідний світогляд, пріоритет засобів над, загальнолюдські інтереси та цінності, високі моральні якості, кваліфікаційні вимоги, моральні цінності особистості, рішення проблеми, етична відповідальність, суспільна вимога до, мати на меті, у кожному окремому випадку, прийняти етичне рішення, законне рішення, рішення морально прийнятне для суспільства

IV. READING AND DISCUSSING

IV.1. Read and translate the scientific article by Linda C. N. FAN, Associate Professor (The Hong Cong Polytechnic University)

MODERN REQUIREMENTS TO AN ENGINEER

Engineering is a profession whose members play a key role in designing and building the key infrastructure of a modern society. Thus, the work of an engineer involves a great deal more than the routine application of engineering science and knowledge. In today's society professional people are expected to conduct themselves at a higher level of integrity than most other members of society. If the media report that a physician, engineer, or accountant has been indicted for a crime, most people feel more disappointment or shame than when the same thing happens to a layperson. The underlying reason for a higher level of conduct by any profession is the need for the public to have confidence in the quality of the services offered by the profession, regardless of the individual providing it. In engineering, it is essential that the end-users and the public have confidence in the quality of a building's structure and after-sales services. If consumers have no confidence in physicians, judges, engineers, accountants, and surveyors, the ability of these professionals to effectively serve their clients and the public is diminished.

To ensure the best quality of performance and maintain public confidence in the engineering profession, professional ethics is of paramount importance. Professional institutions have models and professional codes of conduct that set down rules and regulations to govern and guide how engineers act when they make ethical decisions. Unfortunately, these codes often do not apply to the exact problem being faced but require interpretation to the circumstances. When this happens, the decision-maker should refer to principles that will lead to ethical decisions. A review of the literature on ethics in engineering shows that it is rich with descriptions of codes of ethics,

rules, and regulations to govern and guide the actions of engineers. The three key factors influencing ethical decisions are legal requirements, duty and obligation towards own organization, and professional code of conduct.

Engineering ethics concerns how engineers interact with other people, whether clients, other engineers, or the public in general in their professional roles. These questions can be complex and the dilemmas difficult. In discussing engineering ethics, it is necessary to make a distinction between personal ethics and professional or business ethics, although a clear boundary does not always exist. Personal ethics deals with how we treat others in our day-to-day lives. Professionals deal not only with personal ethics but also with professional or business ethics that often involve choices on an organizational level rather than on a personal level. Many of the problems will seem different because they involve relationships between two corporations or between corporations and society.

Professionalism implies ethical responsibilities because society relies very much on the knowledge and experience of engineers. Every engineer is an expert in his or her own field. Clients, colleagues, and the public rely on the advice of engineers in making critical decisions, including decisions affecting the use of resources, the environment, public health and safety. Because of this special status, a high level of professionalism is necessary in order to give clients, colleagues, and the public a high level of confidence. In a broader sense, professionalism covers an engineer's honesty, integrity, and the ability to consider public interest as the overriding requirement; therefore, an engineer should abide by a high ethical standard so as to maintain public confidence in the profession. An ethical decision is defined as a decision that is both legal and morally acceptable to the larger community.

IV.2. Give your opinion

1. What is the main destination of the engineering? 2. What does the work of an engineer involve? 3. Are there any particular demands to an engineer in today's society? 4. What sciences does an engineer need knowledge in? 5. What skills does an engineer need for his (her) best doing? 6. What is Ethics? What is Professional Ethics? 7. Does Professional Ethics differ in engineering? 8. What place does Professional Ethics occupy in the engineering models of conduct? 9. What are the key factors influencing ethical decision's choice? 10. Why is Professional Ethics of paramount importance for a transporting branch engineer?

IV.3. Translate into English

Становлення людини від індивіда до особистості виступає об'єктом досліджень різних наукових шкіл. Традиційні вимоги суспільства до професійного рівня інженера стосуються ефективності та безпечності рішень людини, яка керує сучасною складною технікою. Професійна діяльність має потужніший вплив на формування і розвиток особистості порівняно з непрофесійними видами діяльності. Учені стверджують, що особливості професії призводять до закономірних розбіжностей у професійних типах особистостей. Негативний вплив інженерної професії на особистість отримав назву «технократизм» або «технократичне мислення». Технократичне мислення – це своєрідний світогляд, суттєвими рисами якого є пріоритет засобів над метою, власної мети над загальнолюдськими інтересами та цінностями. Однак,

у сучасному суспільстві шириться думка, що фахівець без високих моральних якостей, без усвідомлення і сприйняття загальнолюдських цінностей є соціально небезпечним. Стандарти правильності професійної діяльності інженера мають базуватися як на кваліфікаційних вимогах, так і моральних цінностях особистості. Рішення проблеми етичної відповідальності інженера вимагають упровадження інженерної етики як однієї із суспільних вимог до сучасного інженера. Інженерна етика має на меті спрямувати інженера у кожному окремому випадку до прийняття етичного (тобто, як законного, так і морально прийнятного для суспільства) рішення.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your own ideas on social requirements to the professional level of a transporting branch engineer

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|------------|--------------------------|--------------|---------------|----------|
| 1. freight | 2. to put into operation | 3. powerful | 4. to change | 5. hard |
| a. bread | a. to put into service | a. powerless | a. to combine | a. yard |
| b. broad | b. to put on | b. strong | b. to carry | b. firm |
| c. load | c. to put off | c. powder | c. to place | c. heavy |
| d. great | d. to put away | d. energy | d. to replace | d. smart |

VI.2. Matching antonyms

- | | | | | |
|----------|-----------|------------|-----------------|--------------|
| 1. fast | 2. heavy | 3. success | 4. to disappear | 5. safe |
| a. ask | a. navy | a. failure | a. to erect | a. usual |
| b. slow | b. narrow | b. exam | b. to pass | b. curious |
| c. quick | c. light | c. feast | c. to appear | c. furious |
| d. rapid | d. right | d. fantasy | d. to appeal | d. dangerous |

VI.3. Matching words properly

- | | | | | |
|------------------|-----------------|---------------|-----------------|-----------------|
| 1. обчислення | a. calculate | b. calculator | c. calculated | d. calculation |
| 2. важливий | a. important | b. import | c. importance | d. imports |
| 3. подорожувати | a. traveller | b. travelling | c. travel | d. travelled |
| 4. придатний | a. suit | b. suited | c. suitable | d. situated |
| 5. впроваджувати | a. introductive | b. introduce | c. introduction | d. inproductive |
| 6. тяглова сила | a. tracks | b. tractor | c. traction | d. attraction |
| 7. розвивати | a. develop | b. developed | c. developing | d. development |
| 8. успіх | a. successful | b. success | c. successless | d. successfully |
| 9. служити | a. service | b. servant | c. serving | d. serve |
| 10. безпечний | a. safeless | b. save | c. unsafe | d. safe |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|---------------------------|
| 1. to begin to exist | a. p, r, f, l, o, e, w, u |
| 2. moving or able to move quickly | b. s, s, s, c, c, e, u |
| 3. easy to lift or move | c. p, p, r, e, a, a |
| 4. physically strong | d. g, t, h, l, i |
| 5. the achievement of desired aim or social position | e. a, f, s, t |

VI.5. Matching the translation properly

1. Усім відомо, що англійські автобуси червоного кольору.
A. Everybody knew the English buses were red.

- B. Everybody knows the English buses are red.
 C. Everyone will know the English buses are red.
 D. Everyone will know the English buses have been red.
2. Корпуси перших вагонів були дерев'яними.
 A. The bodies of first cars were made of wood.
 B. The body of the first cars was made of wood.
 C. The bodies of the first cars are made of wood.
 D. The bodies of the last cars were made of wood.
3. Перші залізниці, що використовували парову тягу, були побудовані в Англії.
 A. One of the railways to use steam engine was constructed in England.
 B. At first railways using steam engine appeared in England.
 C. First railways to use steam engine were constructed in England.
 D. The first railways to use steam engine were constructed in England.
4. Програму підтримали наші фахівці.
 A. The programs were supported by our specialists.
 B. The program is supported by our specialists.
 C. The program was supported by many specialists.
 D. The program was supported by our specialists.
5. Доповідь вислухали з особливою увагою.
 A. The report was listened to with particular attention.
 B. The report will be listened to with particular attention.
 C. The report is listened to with particular attention.
 D. The reports were listened to with particular attention.
6. Маленький паровоз рухався залізною колією по колу.
 A. The little steam locomotive ran on an iron track.
 B. The huge locomotive ran on an iron track.
 C. The little steam locomotive ran on a circular iron track.
 D. The nice locomotive ran on a circular iron track.
7. Машина швидко рухалася уздовж вулиці з голосним ревінням.
 A. The engine moves fast along the street with loud roaring.
 B. The engine ran fast along the street with loud roaring.
 C. The engines ran quickly along the street with loud roaring.
 D. The engine ran slowly along the street with loud roaring.
8. Після того локомотив впав у річку та зник.
 A. Before that the locomotive fell into the river and disappeared.
 B. After this the locomotive fell into the river and disappeared.
 C. At that moment the locomotive fell into the river and disappeared.
 D. After that the locomotive fell into the river and disappeared in the water.
9. Люди знають небагато про перші залізниці.
 A. People don't know much about the first railways.
 B. People didn't know much about the first railways.
 C. People won't know much about the first railways.
 D. People haven't known much about the first railways.
10. Вам слід знати значно більше про перші залізниці.
 A. You must know much more about the first railways.
 B. You should know much more of the first railways.
 C. You should know more of the first railways.
 D. You ought to know much more of the railways.

UNIT 2. Professional qualities and skills of a transporting branch engineer

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To offer, to suggest, right now, else, to give somebody a lift, to chair, somebody's decision, to decide, to ponder, to consider, to think over, a request

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to offer / to suggest / to ponder / to consider / to think over

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. ___ carefully before you decide. 9. Robert ___ over Julia's strange words. 10. We shall ___ your suggestion and give you our answer in the morning. 11. You would better ___ my words again. 12. We shall ___ your request.

I.3. Replace the underlined word or phrases in sentences with the given words:

desire, a lot of kilometres away, places of interest, became a member of, made up my mind, pointed to, part, end of the leg, industrious, significance

1. This resolution is of great importance for our future work.
2. I finished school in June and decided to enter the University.
3. When he was in London he saw many sights.
4. He was a hard-working boy and left school with a gold medal.
5. He joined our sport society last year.
6. Peter lives far from his school.
7. His greatest wish was to become a teacher.
8. Show me your left foot.
9. The chemists at last made their contribution in saving the world from catastrophe.
10. His teacher indicated many mistakes in the letter and told him to rewrite it.

II. EVERYDAY ENGLISH

II.1. Memorize the time expressions below. Make sentences with them

- | | |
|---|---|
| 1. at 6 o'clock | 13. in two weeks day |
| 2. at midnight | 14. today |
| 3. at Christmas | 15. yesterday |
| 4. at the weekend | 16. tomorrow |
| 5. on Saturday | 17. the day after tomorrow |
| 6. on Monday morning | 18. the day before yesterday |
| 7. on Christmas Day | 19. last night (week, month, year) |
| 8. on January 18 | 20. next day (week, month, year) |
| 9. in the morning (afternoon, evening) | 21. yesterday evening |
| 10. in December | 22. tomorrow morning |
| 11. in summer (spring, winter, autumn) | 23. this evening (week, month, year) |
| 12. in 1999 | 24. tonight |

II.2. Match a question and an answer

- | | |
|--|-------------------|
| 1. When did they pull down the old houses in our street? | a. I shall. |
| 2. When did you see Ann? | b. For two years. |

- | | |
|--|--------------------|
| 3. When did you finish your work? | c. Jack's |
| 4. When were these letters received? | d. Yes, I am. |
| 5. Whose book is this? | e. For 3 months. |
| 6. Will you be able to do it? | f. Last year. |
| 7. For how long have you known this student? | g. No, he didn't. |
| 8. How long hasn't she had a holiday? | h. Three days ago. |
| 9. Are you invited to the meeting of the English Club? | i. Last month. |
| 10. Did he know how to drive a car? | j. Yesterday. |

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

To be qualified in engineering, a survey, managerial positions, skills and expertise, to be of national importance, predecessors, to encourage, up-to-date, to be available, to carry out a survey, therefore, questionnaire, managerial ambitions, predominantly

III.2. Translate into English

Пам'ять, увага, технічне мислення, вміння працювати одному та в команді, здатність приймати рішення, урівноваженість, почуття відповідальності, пунктуальність, самодисципліна, вміння організувати себе та інших, генерування нових ідей, комунікабельність, широкий кругозір, компетентність, сила волі, вміння передбачати, формулювати правильно задачу, працювати з інформацією, абстрактно-логічне мислення, аналітичні здібності, знання мов

IV. READING AND DISCUSSING

IV.1. Read and translate the scientific article by Stephen Wearne, Professor (University of Manchester)

ENGINEERS' NEEDS FOR PROFESSIONAL QUALITIES AND SKILLS

People initially qualified in engineering are among the largest source of the top executives of UK companies and one survey indicated that more than 50 % of engineers classified themselves as employed in managerial positions. Engineers' managerial skills and expertise are therefore of national importance. One trend in degree and continuing education courses for UK engineers over the past 50 years has been to include studies of economics and management subjects. The policies of the Engineering Council and its predecessors have encouraged this but not all engineers agree with it. Up-to-date data about the present use or future needs for these subjects or how they vary with age and industry has not been available.

A survey was therefore carried out to determine what skills and expertise are needed in the work of a sample of professional engineers and to see whether the needs may vary with engineers' ages and between branches of engineering. Also, data were compared with a similar survey run in 1979 to see how things have changed since then. The questionnaire requested some general information from individual engineers on their jobs and qualifications, and then more specific issues on the technological versus managerial content, extent of autonomy and authority, and detail of managerial skills and expertise required, received in training and required in future. The respondents were also asked about possible changes of job, managerial ambitions and support, expected from institutions in achieving these ambitions.

A total of 221 completed questionnaires were received. The response rate was approximately 50 % of those sent the questionnaire. In distribution by age and sex the respondents were very similar to all UK chartered engineers as registered with the Engineering Council (UK) in 2008. Though 11 % of the respondents had master of business administration (MBA) degrees or other management qualifications, many of the respondents to the questionnaire indicated that they had not received any training in some important managerial items. Compared to 1979, instruction in many of them has increased, but is still lacking in the heavily used leadership, personnel and project skills, as well as in most others. The data obtained indicate that the needs vary, but general points are: 1) most engineers' careers demand a variety of "managerial" skills and expertise, though many remain in predominantly technological jobs (for engineers generally, managerial and social skills and expertise may therefore be as important as technical ones, particularly in leadership and the management of projects); 2) many management skills and knowledge are required early in engineers' careers (the requirements vary with age and increase at higher levels of responsibility, as might be expected); 3) there are some differences in the needs between the members of different institutions, but all are similar in that most require skills and expertise in leadership and the management of projects; 4) some topics classically included in "management" courses are little used: for example, work study and operational research; 5) compared with 1979 managerial skills and expertise have become relatively more important in engineers' jobs.

In any case, variety can be argued as the right pattern in all education policies, to avoid all being wrong, as well as to meet different interests and careers.

IV.2. Give your opinion. What kind of knowledge, skills, abilities and individual features (choose 5–7 answers) are necessary to an engineer by your opinion?

Explain your choice

- | | |
|-------------------------------|---------------------------------------|
| - good memory | - concentrating ability |
| - attention | - organizing information (data) |
| - technical thinking | - knowing languages |
| - working by yourself | - having great erudition |
| - ability of making decisions | - being a broad-minded person |
| - being calm | - competence |
| - sense of responsibility | - demonstrating will-power |
| - being accurate | - having good articulation |
| - self-control | - having quick wit |
| - thinking of new ideas | - being a persistent person |
| - organizing yourself | - being a professional |
| - correct speech abilities | - tolerance |
| - working in a team | - abstract-logic thinking |
| - communicating abilities | - analytic mind |
| - organizing other people | - ability of formulating correct task |

IV.3. Translate into English

У професіограмі «інженера» серед вимог зазначені такі: 1) високий рівень розвитку пам'яті, сприйняття, уваги, уяви, емоційно-вольової сфери; 2) високий рівень розвитку розумових здібностей (технічні, математичні, комунікативні

здібності), гнучке абстрактно-логічне та аналітичне мислення; 3) уміння зосередитися, наполегливість, самостійність, самоконтроль; 4) високий рівень знань із фундаментальних і точних наук: із фізики, вищої математики, креслення, теоретичної механіки, нарисної геометрії, основ інформатики та обчислювальної техніки, іноземної мови; 5) уміння формулювати свою думку, доводити її вірність, відстоювати свої погляди та переконання; 6) здатність до міжособистісної взаємодії. Випускник вищого навчального закладу інженерного профілю повинен мати загальнопрофесійні якості (уміння врахувати екологічні вимоги й орієнтуватися на високі технології і нетрадиційні рішення; професійна ерудованість і активність у засвоєнні нового тощо) і спеціальні професійні якості (дослідницькі, проектувальні, виробничі, експлуатаційні, управлінські, інструкторсько-методичні тощо).

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your own ideas on professional qualities and skills needed by a transporting branch engineer

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|----------------|------------|-------------|---------------|--------------|
| 1. important | 2. freight | 3. to call | 4. suitable | 5. thanks to |
| a. great | a. goods | a. to go | a. suitcase | a. to thank |
| b. significant | b. moods | b. to write | b. suitless | b. tank |
| c. known | c. needs | c. to name | c. convenient | c. listen to |
| d. fame | d. knight | d. to mail | d. coming | d. owing to |

VI.2. Matching antonyms

- | | | | | |
|----------------|----------|--------------|--------------|------------|
| 1. dependent | 2. fast | 3. safe | 4. developed | 5. success |
| a. holding | a. slow | a. saving | a. big | a. fame |
| b. independent | b. quick | b. dangerous | b. great | b. poverty |
| c. carried | c. rapid | c. possible | c. small | c. failure |
| d. carrying | d. cold | d. sure | d. backward | d. money |

VI.3. Matching words properly

- | | | | | |
|-----------------|-----------------|----------------|-----------------|------------------|
| 1. швидкий | a. fasten | b. fast | c. faster | d. fastly |
| 2. розмістити | a. replace | b. placer | c. take place | d. place |
| 3. слідувати | a. flow | b. followed | c. follow | d. follower |
| 4. засіб | a. means | b. meaning | c. meanwhile | d. mean |
| 5. ефективність | a. efficiency | b. efficiently | c. efficient | d. inefficient |
| 6. керувати | a. operator | b. operation | c. operate | d. operative |
| 7. будувати | a. construction | b. constructor | c. constructive | d. construct |
| 8. можливий | a. possibility | b. possible | c. impossible | d. possibilities |
| 9. з'являтися | a. appear | b. appearing | c. appeared | d. disappear |
| 10. виробник | a. producer | b. produce | c. production | d. productive |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. to become visible | a. p, r, t, e, e, a, o |
| 2. requiring efforts or skills | b. p, p, r, a, a, e |
| 3. having great influence or authority | c. b, l, s, s, p, o, i, e |
| 4. to do business | d. c, l, t, d, f, f, i, i, u |
| 5. that can exist or happen | e. m, p, n, r, t, t, i, o, a |

VI.5. Matching the translation properly

1. Перші залізниці використовували коней, щоб приводити поїзди в дію.
 - A. The first railways used horses for drawing trains.
 - B. The fast railways used horses for drawing trains.
 - C. The last railways used horses for drawing trains.
 - D. The first railways were used by horses.
2. Про більшість винаходів раніше навіть не думали.
 - A. Many inventions were not heard of before.
 - B. Many inventions were not seen before.
 - C. Many inventors were not thought of before.
 - D. Many inventions were not thought of before.
3. Телефон та телеграф – це засоби зв'язку.
 - A. The telephone and the telegraph were the means of communication.
 - B. The telephone and the telegraph are the means of communication.
 - C. The telephone and the telegraph are the means of construction.
 - D. The telephone and the telegraph are the means of conversation.
4. Люди могли наздогнати локомотив Тревітіка, бо той рухався дуже повільно.
 - A. People could catch Trevithick's locomotive because it was not moving.
 - B. People can catch Trevithick's locomotive because it is very slow.
 - C. People could catch Trevithick's locomotive because it was very slow.
 - D. People couldn't catch Trevithick's locomotive because it was very fast.
5. Багато людей вважали паровози непридатними для російського клімату.
 - A. Many people thought steam locomotives were comfortable for the Russian climate.
 - B. Many people thought steam locomotives would not be suitable for the Russian climate.
 - C. Many people thought steam locomotives were not suitable for the Russian climate.
 - D. Many people think steam locomotives were not suitable for the Russian climate.
6. Ще більші швидкості пробігу будуть досягнуті на залізниці.
 - A. Greater speeds of running will be achieved on railways.
 - B. The greatest speeds of running will be achieved on railways.
 - C. Greater speeds of running would be achieved on railways.
 - D. Greater speeds of running won't be achieved on railways.
7. Багато розробок було впроваджено на залізниці, щоб зробити її ефективною.
 - A. Many developments were being introduced on railways to make them efficient.
 - B. Many developments were introduced on railways to make them efficient.
 - C. Many developments were introduced on railways to make them more efficient.
 - D. Many developments were introduced by railways to make it efficient.
8. Ідея використання парових двигунів для руху потягів цікавила багатьох винахідників
 - A. The idea of using steam engine to draw train is interesting for many inventors.
 - B. The idea of using steam engine to draw train interested many inventors.
 - C. The idea of using steam engines interested many inventors.
 - D. The idea of using steam engines to draw trains interested many inventors.
9. Після своєї короткої подорожі локомотив упав у воду та зник.
 - A. After its short journey the locomotive fell down into the water and disappeared.
 - B. After its short journey on land the locomotive fell down into the water and disappeared.

- C. After their short journeys the locomotives fell down into the water and disappeared.
 D. After its short journey on land the locomotive fell down and disappeared.
10. Локомотив був маленьким та легким, і винахідник назвав його Хлопчик-Мізинчик.
 A. The locomotive was small and light and the inventor called it the Tom Thumb.
 B. The locomotive is so small and light that the inventor calls it the Tom Thumb.
 C. The locomotive was small and light and the inventors called it the Tom Thumb.
 D. The locomotive was so big and heavy that the inventor called it the Hercules.

UNIT 3. Professional training of specialists for transporting branch in Ukraine

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To be a bore, to check battery, to sweep, by a knockout, by a knockdown, to end in a draw, to note, to notice, to pay attention, to end, to finish, to complete

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to note / to notice / to pay attention / to end / to finish/ to complete/ to be over

1. Did you ___ how to do it? 2. I'll ___ my work by Monday. 3. Did anyone ___ my absence? 4. The game ___ in a draw. 5. Richard hasn't ___ sweeping the carpet yet. 6. ___ the way the battery is checked. 7. «Mary hasn't come». «Yes, so I have ___ ». 8. ___ more ___ to your pronunciation. 9. He is such a bore. Don't ___ to him. 10. I didn't ___ anyone come in. 11. The boxing match was ___ by a knockout. 12. I'm already ___ with the homework.

I.3. Fill in the gaps with the suitable derivative of the word given below: discover, invent, direct, own, communicate, safe, curious, terrible, success, transmit

1. His ___ could now be used to protect tall buildings during a storm.
 2. This ___ became very popular because it gave off much heat.
 3. He persuaded the ___ to try locomotives
 4. The ___ of the colliery bought some engines and began to experiment for himself.
 5. Morse was the pioneer of the most widely used electrical ___ in the world today.
 6. What he needed was a ___ lamp.
 7. Franklin's ___ about natural phenomena can be observed from his boyhood.
 8. At that time people were ___ afraid of lightning.
 9. Edison didn't tell the public about his ___ lamp until four days before Christmas.
 10 One day he brought a new ___ to the laboratory.

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. She always came (*pretty / prettily*) dressed.
 2. Yesterday he came home (*late / lately*) as usual.
 3. I have seen very little of him (*late / lately*).
 4. You have come too (*late / lately*) today.
 5. The tunnels of the metro are dug (*deep / deeply*) below the surface of the earth.
 6. The plane soared high, we could (*hard / hardly*) see it.

7. The idea seemed (*high / highly*) improbable to everybody.
8. You must work really (*hard / hardly*) to get everything done as planned.
9. The mechanic (*close / closely*) examined the machine.
10. He leaves quite (*near / nearly*) his office.

II.2. Replace the underlined word or phrases in sentences with the synonyms:

systems, to manufacture, relieve, to vary, man's, can be provided, can be regarded, lathe, requires, perform

1. These machines free man from many complicated mechanical tasks.
2. This man/machine system can carry out a much broader range of functions.
3. This automatic machine can serve as an example of simple automation.
4. The machine can be considered as an extension of the man's body.
5. Man needs robots to carry out a series of similar operations.
6. Power can be supplied from different natural sources.
7. One of the purposes of a man/machine system is to produce useful objects.
8. A robot can be instructed to change its actions.
9. These power sources were not within a person's control.
10. Robots are machines to increase labour productivity.

III. PRE-READING TASKS

III.1. Find words (column B) which go with the verbs (column A), make all possible expressions; learn them by heart

- | | |
|---|--------------------------------------|
| 1. go to/enter/be enrolled into/graduate from | a. progress |
| 2. read for/take/pass | b. a course in, notes |
| 3. do/study | c good at Maths |
| 4. take/make | d. research into/on |
| 5. get/receive | e. university |
| 6. make | f. a subject, a course, for a degree |
| 7. be | g. in discussion, competition on |
| 8. take part | h. grant, degree |
| 9. do/conduct/carry out | i. examinations (exams) |
| 10. give/do | j. a lecture |

III.2. Translate into English

Православний світ, міські школи, традиційні вимоги суспільства, світовий освітній простір, рівень професійної підготовки інженера, інтеграція системи вищої освіти України до, керувати сучасною складною технікою, бути спрямованим на, бути доступним для всіх, безкоштовне навчання, стипендія, вступити до інституту, підготовче відділення, вступити на денне (вечірнє, заочне) відділення, дослідницька робота, громадська діяльність, невід'ємна частина, бути стажером, навчання в аспірантурі, задуманий проект, сучасний навчальний план, виключно для навчальних цілей, готувати інженерів, висока кваліфікація, кваліфікаційні вимоги

IV. READING AND DISCUSSING

IV.1. Read and translate the text

EDUCATION AND PROFESSIONAL TRAINING IN UKRAINE

Education is rooted in very old traditions back to the pagan times. Ancient Rus was one of the great early feudal states and held one of the leading places in World

History. The Slavonic written language was introduced in Rus in the 9th century. It came from Bulgaria. Literature in Slavonic language, which widely represented the philosophical and natural science ideas of the Greek world, also came to Rus as early as the 9th century. Yet the people of Kyiv Rus developed a high civilization in the 10th-13th centuries, which was specific in nature and formed the foundation of culture of Eastern Slavs in the following centuries. The accumulation of cultural treasures continued in Rus for 359 years. The many written works of the time show that the level of knowledge on most natural phenomena was as high as that of Ancient Greece. Monasteries were the centers of theoretical knowledge. They had large libraries. Today we know only a fraction of the cultural and scientific treasures of that period. But we can confidently say that Ancient Rus was a state of high culture and knowledge.

In the 16th-18th centuries, an increasing number of schools were set up by national religious-educational communities – „*Brotherhoods*”, for instants in Lviv (1585), in Kyiv (1615), in Lutsk (1620). The Greek-Slavonic-Latin Collegium, Ukraine’s first institutions of higher education, was founded in Ostroh in 1576. The leading center of higher education in the 17th-18th centuries in Ukraine was Kyiv-Mohyla college which exerted a significant intellectual influence over the entire Orthodox world of that time. The new school was conceived by its founder P. Mohyla as an institution of higher education offering philosophy and theology courses and supervising a network of secondary schools. In the first half of the 18th century the Kyiv-Mohyla college became the Kyiv Academy. It had a considerable influence on the development of education in Ukraine. At the turn of the 18th century the level of public literacy placed Ukraine ahead of a number of Western and Eastern European countries. The first universities appeared in Kharkiv (1805), Kyiv (1834) and Odessa (1865). Later, „specialized institutes” were opened for training industrial, railroad engineers, agronomists, physicians and specialists in other fields.

Present-day independent Ukraine has inherited a rather developed system of education from the previous regime, which meets the standards of the developed countries. Despite today’s hardships resulting from the economic crisis, a program of educational reforms aimed at integrating the national schooling system into the world’s educational medium, at satisfying the people’s national-cultural needs and protecting their rights, irrespective of ethnic origin. The country has three types of institutions of high education: universities, polytechnic institutes and specialized institutes. There are 14 classical and 45 technological and branch universities, 30 academies and 72 institutes. Ukraine numbers a total of 1.5 million college and university students. There are many old and new universities in Ukraine. Among the well-know Universities in Ukraine are Shevchenko Kyiv National University, Dragomanov Pedagogical Kyiv National University, Kyiv Polytechnic University, International Independent University, Kyiv-Mohyla Academy, Kyiv State Conservatory, Kharkiv State University, Kharkov State Academy of Railway Transport and many others.

IV.2. Give your opinion

1. What can you say about the Slavonic written language and its literature? 2. Why can we say that Ancient Rus was a state of high culture? 3. To what country can it be compared? What can you say about the cultural centers of that time? 4. When and

where did the first specialized educational institutions appear? 5. What higher educational establishments train specialists for transporting branch in Ukraine? 6. What do you know about higher educational establishments training railway specialists?

IV.3. Translate into English

Українська державна академія залізничного транспорту займає провідні позиції у сфері підготовки спеціалістів залізничного транспорту не лише в Україні, а й серед вищих навчальних закладів країн Співдружності. Історія академії бере свій початок 12 червня 1930 р., коли було створено Харківський експлуатаційно-тяговий інститут інженерів залізничного транспорту. В новому інституті розпочали заняття 432 студенти. У 1932 р. навчальний заклад було перейменовано у Харківський експлуатаційно-механічний інститут інженерів залізничного транспорту, а восени 1933 р. слова «експлуатаційно-механічний» зникли з його назви. У 1993 р. ХІІТ було акредитовано за IV рівнем акредитації зі зміною статусу. Інститут став іменуватися Харківською державною академією залізничного транспорту. Із середини 80-х рр. ХХ століття академія, на той час ще у статусі інституту, знаходилась у першій трійці з такими відомими закладами, як Московський і Ленінградський (Санкт-Петербурзький) інститути інженерів залізничного транспорту. І сьогодні академія є поважним навчальним закладом, полігоном для упровадження новітніх технологій у навчальний процес. За 75-річну історію свого існування УкрДАЗТ підготувала майже 60 тисяч фахівців для залізничного транспорту, транспортного будівництва та інших галузей народного господарства.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your own ideas on professional training of specialists for transporting branch in Ukraine

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|----------------|---------------|----------|-------------|-----------------|
| 1. to develop | 2. to operate | 3. fast | 4. works | 5. to introduce |
| a. to do | a. to run | a. east | a. to work | a. to meet |
| b. to work out | b. to ring | b. best | b. to plant | b. to talk |
| c. to depend | c. to ride | c. quick | c. play | c. to tell |
| d. to write | d. to read | d. quiz | d. plant | d. to make |

VI.2. Matching antonyms

- | | | | | |
|---------------------|----------|---------------|-----------------|----------------|
| 1. to be a success | 2. heavy | 3. possible | 4. to appear | 5. thanks to |
| a. to be successful | a. light | a. able | a. to come | a. spirit |
| b. to fail in | b. right | b. capable | b. to go | b. in spite of |
| c. to use | c. night | c. impossible | c. to fly | c. friendly |
| d. to make | d. might | d. unable | d. to disappear | d. down |

VI.3. Matching words properly

- | | | | | |
|----------------|--------------|---------------|-----------------|-----------------|
| 1. обчислювати | a. calculate | b. calculator | c. calculated | d. calculation |
| 2. винахід | a. invent | b. invention | c. inventor | d. inventive |
| 3. придатний | a. suit | b. suited | c. suitable | d. situate |
| 4. завод | a. works | b. work | c. worked | d. working |
| 5. успішно | a. success | b. successful | c. unsuccessful | d. successfully |

- | | | | | |
|-----------------|-----------------|----------------|------------------|--------------|
| 6. відносний | a. relative | b. relatively | c. relativity | d. relation |
| 7. відрізнятися | a. difference | b. different | c. differ | d. differed |
| 8. швидше | a. fasten | b. fast | c. faster | d. fastly |
| 9. ефективний | a. efficiency | b. efficiently | c. efficientless | d. efficient |
| 10. будівельник | a. construction | b. constructor | c. constructive | d. construct |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. having a great effect | a. p, t, t, r, m, n, a, o, i |
| 2. protected from danger and harm | b. c, h, n, g, e, a |
| 3. to use another thing instead of the present one | c. f, s, e, a |
| 4. moving or able to move quickly | d. w, r, p, f, l, e, u, o |
| 5. of great value, concern | e. s, t, f, a |

VI.5. Matching the translation properly

1. Поїзди були введені в експлуатацію для перевезення вугілля, руди та деревини.
 - A. The trains will be put into operation for transporting coal, ore and timber.
 - B. The trams were put into operation for transporting coal, ore and timber.
 - C. The train was put into operation for transporting coal, ore and timber.
 - D. The trains were put into operation for transporting coal, ore and timber.
2. Джордж Стівенсон назвав свій локомотив «Ракета».
 - A. George Stephenson called his locomotive the “Pocket”.
 - B. George Stephenson called his locomotive the “Rocket”.
 - C. George Stephenson called his locomotive the “Poker”.
 - D. George Stephenson called his locomotive the “Rocker”.
3. Сила, що використовується для руху поїздів, відома як тяглова сила або тяга.
 - A. The power used for drawing trains is known as electric power.
 - B. The power used for drawing trains is known as tractive power or traction.
 - C. The power used for drawing trains is called tractive power or traction.
 - D. The power used for drawing trains is named as tractive power or traction.
4. У нього було три колеса, а його котел нагрівався спиртівкою.
 - A. It has three wheels and its boiler is heated by a spirit lamp.
 - B. It had ten wheels and its boiler was heated by a spirit lamp.
 - C. It had three wheels and its boiler was heated by a spirit lamp.
 - D. It had three wheels and its boilers were heated by a spirit lamp.
5. Багато людей не сприйняли серйозно перші поїзди.
 - A. Many people did not take the first trains seriously.
 - B. Many people took the first trains seriously.
 - C. Many people will not take the first trains seriously.
 - D. Many people do not take the fast trains seriously.
6. Про досягнення української залізниці часто пишуть.
 - A. The achievements on the Uzbek railways are often written about.
 - B. The achievements on the Ukrainian railways are often written about.
 - C. The achievements on the Ukrainian railways are seldom written about.
 - D. The achievements on the Ukrainian railways are always written about.
7. На всі запитання було дано вичерпні відповіді.
 - A. All the questions were answered in details.
 - B. All the questions were answered with difficulties.

- C. All the questions will be answered in details.
 D. All the questions are answered in details.
8. На радіозв'язок впливає погода.
 A. Radio communication isn't affected by the weather.
 B. Radio communication is affected by the weather and landscape.
 C. Radio communication is affected by the weather.
 D. Radio communication is affected by the windy weather.
9. Перші локомотиви були повільні.
 A. The early locomotive was slow.
 B. The early steam locomotives were slow.
 C. The early electric locomotives were slow.
 D. The early locomotives were slow.
10. Перші залізниці з'явилися в Англії.
 A. The first railways appeared in England.
 B. The first railways appeared in Edinburgh.
 C. The fast railways appeared in England.
 D. The far-distance railways appeared in England.

UNIT 4. Professional choice. Plans and ambitions. Alma Mater

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

On foot, by plane, by horses, by railway, by buses, by subway, may be fined, at the speed of, to loose control of, to travel, to run, to go, to ride, to drive, to straddle

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to go / to ride / to drive

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. 10. Norman has ___ to see his sister. 11. Do you mind if I ___ in the back seat?

I.3. Fill in the gaps with the suitable derivative of the word given below:

complex, identity, automate, operate, move, muscle, communicate, compute, use, power, similar

1. This machine is capable of performing any operation of very great _____.
2. This system can produce a great number of ___ products.
3. At present our life cannot be imagined without _____.
4. This automated system is linked to the _____.
5. These devices are used to effect a short direct _____.
6. A man can use his ___ efforts only over a limited distance.
7. Automation is a technology which is based on _____, _____ and control.
8. The most ___ machine in the workshop is a lathe.
9. _____ machines made people more efficient in their everyday jobs.
10. One can hardly find any _____ between these two systems.

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. The train passed by whistling (*loud / loudly*).
2. It is (*pretty / prettily*) difficult to speak to her.
3. The father loved his daughter (*dear / dearly*).
4. Do I speak (*loud / loudly*) enough?
5. Newton's works are (*wide / widely*) known throughout the world.
6. I am (*deep / deeply*) interested in the happy conclusion of the problem.
7. The champion (*fair / fairly*) deserved the prizes he received.
8. The signalman kept pulling (*hard / hardly*) at the rope.
9. The wind was blowing so heavily, that I could (*hard / hardly*) stand on my feet.
10. (*Soon / sooner*) after graduating from the University I went to the Far East.

II.2. Fill in the gaps with the word „as” used either as a conjunction or a preposition: as to, as far as, such as, as, so ... as, as much ... as, as ... as, as for, as well as, as soon as

1. These systems were classified ___ their size and design.
2. The power for this tool may come from an electric motor ___ a power drill.
3. This machine is ___ reliable ___ that.
4. Many components of this system, ___ computers, are electrical devices.
5. One of the functions of a man/machine system is to communicate ___ in the case of a telephone system.
6. This motor can supply ___ energy ___ required.
7. ___ I know this machine is very economic in production.
8. This device is not ___ useful ___ that one.
9. This new automatic equipment can be easily programmed ___ reprogrammed.
10. ___ the advantages of a new system were realized, it was introduced into many branches of industry.

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

Entrance examination, opportunity, to carry out, to be engaged in research, practical skill, to enter an institute, to graduate from a university, to make experiments, to train specialists, to take an exam in advance, to fail in the examination, to pass the examination, to combine work and study, industrial training, to miss classes, to play hooky, free of charge, to submit, course paper, a graduation paper, credit test, to be founded, to be famous, to admit; day-time and correspondence department, the staff, to give instruction in, free tuition, to combine studies and work, to receive the diploma, to train specialists in different specialities, a scientific-technical library, the access to the INTERNET

III.2. Translate into English

Вища освіта, бути доступним для усіх, мати всі можливості, безкоштовне навчання, вступити до інституту, науково-дослідна робота, економічні переваги, пропонувати високу заробітну плату і премії, повністю свідомо, бути в змозі, поєднувати працю із навчанням, виробнича практика, курсова робота, дипломна робота, залік, залікова книжка, готувати фахівців

IV. READING AND DISCUSSING

IV.1. Read and translate the extracts from students essays

PROFESSIONAL CHOICE

Choosing a profession is one of the most important steps in everybody's life. It depends on many factors: person's knowledge, abilities and talents, his or her own wishes and dreams, or wishes and dreams of his/her parents or relatives, the market situation and economic benefits. Quite often the profession is chosen because it is fashionable, or can open wide career prospects, or may allow business trips abroad, or offer high wages and bonuses. One can find a lot of advantages in one profession and disadvantages in the other. Anyway the person's choice should be done completely consciously.

PLANS AND AMBITIONS

Everybody has plans, which help us to get our ambitions. Generally it's not so easy for a school-leaver to decide on his future career. There are very few boys and girls who are certain of what they are going to be. New subjects appear on the curriculum or maybe a new teacher comes and makes the old subject more interesting. Anyhow, a teacher's influence on pupils' minds is always great. When I was just a little child I usually dreamed about becoming an actor. I believe that my dreams stimulated my desire to become a hero in real life. But now I'm a student. Now I can't see my future vision, because life's ways are very different. It is really hard to imagine something real because these days' people usually graduate from university but do different jobs. The future will show everything. I think that the power of money makes us do so despite. I don't know everything about us – human beings, I want to help others and at last I would like to leave this world with a smile – I have done something good. I think we must try to find our own direction and destination in this life. We should listen to our heart. Talking about my plans, I'm thinking of getting my university diploma and to continue my studies. After that I believe I will get a good job and I will do something good to other people. Not all of the people can be famous and rich, but we can be happy and then, when we are doing, what we want to do in this world.

WELCOME TO ALMA MATER

The main tasks of higher school are: to train qualified specialists and to give students profound theoretical knowledge and practical skills in their profession. That's why the training of specialists at our institutes combines theoretical studies with practical work and industrial training. Higher education is accessible to all. The training course is paid, and some of the students receive state maintenance grant (scholarship). Each student pursues a degree in one of the departments. Undergraduate courses lead to the degree of Bachelor of Science (S.B.). Degrees are awarded on the basis of satisfactory completion of general university and departmental requirements in each program. There is enough flexibility, however, to allow each student, in collaboration with the adviser, to develop an individual program in accordance with his or her own interests and preparation. Studies, research work, social activity of various kinds, and sports – they are all part and parcel of students' life. Students who have an aptitude and desire for research work may begin postgraduate studies immediately after graduation. Nearly 50 per cent

students combine studies and work. Our University is a higher educational institution which trains specialists in many fields of knowledge and undertakes research. It consists of five faculties and thirteen departments and provides training of specialists in great number of modern specialities. Its reputation transcends the boundaries of Ukraine. Since the time of its foundation the University has been generating progressive ideas, shaping Ukrainian intellect, and providing specialists for national economy.

The University graduates are expected to be highly qualified, patriotic and aware of the tasks facing Ukraine; they must be open to national ideals and feel responsible for what they are required to do; they are expected to be able to demonstrate a creative approach in solving the pressing problems of today and tomorrow, and to think in terms of long-term and wide-ranging reforms. In other words, we are striving to achieve a truly universal character in the training of our specialists.

IV.2. Give your opinion

1. Who influenced you in choosing your future occupation? 2. What subjects will be necessary for your future job? 3. What special education does your future profession require? 4. What personal qualities are necessary for your future work? 5. What attracts you most in your future occupation? 6. When did you first begin thinking of it? 7. How many times did your plans for the future change? 8. How do you imagine an ideal engineer? 9. Do your parents and friends approve of your choice? 10. Why is knowledge of foreign languages important for an educated person? For an engineer?

IV.3. Write a letter to your teacher about your experience after entering the university. Stick to the following outline:

1). the last exam is over; 2). the 1st meeting with the staff; 3). getting some information about your university, faculty etc.; 4). a first-year student's status and load; 5). living conditions and free time; 6). your impressions of your first lesson.

V. INDIVIDUAL AUTONOMOUS TASK

Describe the university you study at answering the following questions:

1. At what University do you study? 2. What specialists does it train? 3. How many faculties are there at your University? 4. What faculty do you study at? 5. When will you graduate from the University? 6. What subjects do you study? 7. Are you ready for the exams? 8. Will you take any of the examinations in advance? 9. What are your plans for the coming holidays? 10. When did you enter the University? 11. Were the entrance examinations difficult or easy? 12. When do students have to submit their course designs? 13. Are there any workshops and laboratories at your University? 14. Do you carry out any research work or experiments? 15. Do you regularly attend lectures and seminars? 16. How many years does the higher school course last? 17. What departments are there at higher schools?

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

| | | | | |
|------------|--------------------------|--------------|---------------|----------|
| 1. load | 2. to put into service | 3. strong | 4. to replace | 5. firm |
| a. bread | a. to put off | a. powerless | a. to combine | a. yard |
| b. broad | b. to put on | b. powder | b. to carry | b. hard |
| c. freight | c. to put into operation | c. powerful | c. to place | c. heavy |
| d. great | d. to put away | d. energy | d. to change | d. smart |

VI.2. Matching antonyms

- | | | | | |
|--------------|----------|-----------------|-----------|-------------|
| 1. difficult | 2. hard | 3. suitable | 4. wide | 5. backward |
| a. heavy | a. heavy | a. inconvenient | a. broad | a. forward |
| b. easy | b. slow | b. important | b. deep | b. facing |
| c. light | c. light | c. unusual | c. narrow | c. towards |
| d. dark | d. soft | d. usual | d. high | d. advanced |

VI.3. Matching words properly

- | | | | | |
|-----------------|----------------|----------------|---------------|---------------|
| 1. винаходити | a. inventor | b. invention | c. invented | d. invent |
| 2. навантажений | a. loaded | b. load | c. loading | d. loader |
| 3. будинок | a. build | b. building | c. builder | d. built |
| 4. розробка | a. develop | b. development | c. developer | d. developed |
| 5. виробництво | a. produce | b. producer | c. producing | d. production |
| 6. керувати | a. operator | b. operation | c. operate | d. operated |
| 7. покладатися | a. reliability | b. reliable | c. rely | d. relied |
| 8. тяга | a. tracks | b. tractor | c. attraction | d. traction |
| 9. найкращий | a. best | b. better | c. bitter | d. beast |
| 10. розкопати | a. excavator | b. excavate | c. excavation | d. excavates |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. to make a machine work | a. i, o, e, u, d, c, t, r, n |
| 2. a particular area or position | b. e, a, o, r, t, p, e |
| 3. to become different | c. p, c, a, l, e |
| 4. to work or perform duties | d. a, c, e, g, h, n |
| 5. to bring into use or operation for the first time | e. e, e, r, v, s |

VI.5. Matching the translation properly

- У XIX столітті небагато людей уважали паровози практичними машинами.
A. In the XX century many people believed steam locomotives were practical machines.
B. In the XIX century not many people believed steam locomotives were practical machines.
C. In the XXI century many people believe steam locomotives are practical machines.
D. In the XIX century not many people believed locomotive was practical machine.
- У майбутньому залізниці значно зміняться.
A. In the future the railways will be changed greatly.
B. In the future the railways won't be changed greatly.
C. In the future the railways would be changed greatly.
D. In the future the railways will be changed little.
- У нас будуть зручніші вагони в майбутньому.
A. We shall have more comfortable cars in the future.
B. We shall have more comfortable own cars in the future.
C. We should have more comfortable cars in the future.
D. We shall have a very comfortable car.
- Швидкість 170 км/год розвивають сучасні локомотиви.
A. A speed of 170 kph was developed by modern locomotives.
B. A speed of 178 kph is developed by modern locomotives.
C. A speed of 170 kph is developed by modern locomotives.
D. A speed of 170 kph is developed by modernized locomotives.

5. Про важливість залізниць для економіки країни багато пишуть.
 - A. The importance of railways for the economy of a country is much spoken about.
 - B. The importance of railways for the economy of a country is much discussed.
 - C. The importance of railways for the economy of a country is immeasurable.
 - D. The importance of railways for the economy of a country is much written about.
6. До проблеми транспортування треба підходити з різних сторін.
 - A. The problem of transportation is approached from different aspects.
 - B. The problem of transportation must be approached from different aspects.
 - C. The problem of transportation must be discussed from different aspects.
 - D. The problem of transportation is not easy and has different aspects.
7. Чи збудував Тревітік практичний локомотив?
 - A. Didn't Trevithick construct a practical locomotive?
 - B. Did Trevithick construct a practical locomotive?
 - C. Was Trevithick the first to construct a practical locomotive?
 - D. Did Trevithick construct practical locomotives?
8. Чи використовуються залізниці для перевезення людей?
 - A. Are railways used to carry people?
 - B. Were railways used to carry people?
 - C. Are railways used to carry people or goods?
 - D. Aren't railways used to carry people?
9. Історія парової тяги почалася дуже давно.
 - A. The history of steam traction begins very early.
 - B. The history of steam traction began just recently.
 - C. The history of steam traction began very early.
 - D. The history of diesel traction began very early.
10. Це був дійсно перший паровоз в Америці.
 - A. It was really the fastest steam locomotive in America.
 - B. It was really the last steam locomotive in America.
 - C. It was really the first steam locomotive in America.
 - D. It was really the first steam locomotive in North America.

UNIT 5. Transport and a country's economy

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To kill, to murder, no offence, laughable statement, major argument, indisputable proofs, a surgery, a scratch, to cure, to treat, to heal, to look for, to seek, to search, to disprove, to refute

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

*to cure / to treat / to heal / to look for / to seek / to search / to disprove / to refute /
to kill / to murder*

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. I think you are ___ for trouble. 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. 10. We won't be able to ___ their major argument without indisputable proofs. 11. Are you sure that a surgery will ___ her? 12. His wound is ___ nicely. 13. Tom is being ___ with quite a new drug. 14. I think your dog is simply too old; it can't be ___. 15. Do you like the doctor who is ___ you? 16. It's only a scratch. It will ___ by tomorrow. 17. His wife was ___ in a road accident. 18. The old pirate ___ his companion not to share the gold. 19. Many people think that we mustn't ___ animals for food. 20. A small mistake ___ the whole project.

I.3. Match pairs of synonyms from the words below

Freight, suitable, wide, quick, to put into operation, to work out, powerful, to change, complicated, hard, easy, broad, to replace, to operate, important, freight, to call, goods, to put into service, heavy, simple, thanks to, to name, convenient, strong, load, owing to, significant, to develop, to run, fast, difficult

I.4. Give antonyms to the words below and make sentences to illustrate the opposition in meanings

To put on, powerful, fast, heavy, success, to disappear, safe, dependent, possible, developed, to fail in, to come, thanks to, difficult, hard, inconvenient, unusual, wide, backward, despite of

I.5. Match the explanation of the word's meaning and the word:

light, possible, to serve, important, place, to suit, to follow, success, to appear, safe, powerful, to operate

Having a great effect; providing security or protection; to work or perform duties; to be convenient or acceptable; that can exist or happen; to become visible; to come or take place after sb/sth else in space, time; easy to lift or move; the achievement of desired aim; of great value, concern; to be attractive or acceptable; physically strong; a particular area or position; to make a machine work; having great influence or authority

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. His sister Mabel he remembered (*dim / dimly*).
2. He shouted (*loud / loudly*) but no one came.
3. The painter breathed (*hard / hardly*).
4. "How are you getting on?" – "Very (*good / well*), thank you."
5. He kept (*close / closely*) to the road.
6. The sportsman dived (*deep / deeply*) and emerged at the other end of the pool.
7. They always appreciate him (*high / highly*).
8. We were (*hard / hardly*) tired during the walk.
9. It was (*close / closely*) in the room.
10. I found him (*deep / deeply*) engrossed in reading manuscript.

II.2. Put the words in the right order to make a statement or a question

1. as a mechanic to spread was his reputation beginning
2. after many experiments Franklin what declare did?
3. a kind of electricity lightning is?
4. engines this had nothing to do with
5. who need he did for his work?

6. did travel the machine at that speed how long?
7. was free education at the end of there the eighteenth century no
8. by means of the first real telegraph relays and batteries was born
9. he much about electricity was a teacher and not know did
10. his further experiments did what lead to?

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

To be accepted, predominant, consumption, inconceivable, vital link, supply chain, demand, to promote the growth, to be obstructed, otherwise, to be impacted, the only option for, immediate access, competitiveness, shipping and delivering, to meet challenge, to evolve, eventually, occasionally, cast iron plates, rolled wrought iron, obsolete, arguably, verifiable, to sustain, to increase, to decrease

III.2. Translate into English

Невід’ємна частина, умова зростання, виробничо-господарський комплекс, галузь виробництва, процес виробництва, матеріальне виробництво, суспільне виробництво, мати особливості, обіг, створювати і споживати, економічна ефективність, переміщення вантажів, уважати закінченим, накопичувати і запасати, кооперування і спеціалізація, продуктивність праці, оборонне значення

IV. READING AND DISCUSSING

IV.1. Read and translate the extracts from “Transport and the Economy” (www.rra.co.za)

STRATEGIC ROLE OF TRANSPORT IN THE ECONOMY

It is almost universally accepted that transport has played a predominant role in the economic development of all modern civilizations. Production and consumption on the scale and tempo of today would be inconceivable without a well-developed and operated transport system forming a vital link in supply chain management. Transport plays a critical part in the success of any country’s economy. Since the purpose of an effective transport system is to promote the growth of the economy, transport services are of strategic importance in bringing together supply and demand. Transport is the means for distributing and utilizing the products. Engaging in trade requires the movement of goods from one place to another, and if that movement is slow, obstructed, or otherwise ineffective, the progress of the economy is impacted. For this reason, most of today’s largest cities were originally established next to seaports or navigable rivers where immediate access to transport for shipping goods was available. Transport by water is no longer the only option for the movement of goods, however. Cargo plane is also a viable option for transoceanic/transcontinental transport. Within a continent, rail transport, cargo plane, and truck can be employed instead of or in addition to water transport. A competitive, growing economy requires a transportation system that can move people, goods, and services quickly and efficiently. To meet this challenge, each transport sector must work effectively both by itself and as part of a larger, interconnected whole. Technologies that increase the speed, reliability, and cost-effectiveness of the transportation sector also will increase the economy’s competitiveness and ability to create jobs.

The history of transport evolved with the development of human culture. Long distance walking tracks developed as trade routes in paleolithic times. For most of

human history the only forms of transport apart from walking were using domesticated animals or transport in small boats. Mule trains, for land travel, and barges, for river and canal travel, were the most common form of long-distance haulage, although wheeled horse-drawn vehicles were used for shorter journeys. In the stone ages primitive boats developed to permit navigation of rivers and for fishing in rivers and off the coast. In the industrial revolution, the first steam ships and later diesel-powered ships were developed. Eventually submarines were developed mainly for military purposes. The history of rail transportation dates back nearly 500 years, and includes systems with man or horse power and rails of wood (or occasionally stone). This was usually for moving coal from the mine down to a river, from where it could continue by boat, with a flanged wheel running on a rail. The use of cast iron plates as rails began in the 1760s, and was followed by systems (plateways) where the flange was part of the rail. However, with the introduction of rolled wrought iron rails, these became obsolete. Modern rail transport systems first appeared in England in the 1820s. These systems, which made use of the steam locomotive, were the first practical form of mechanized land transport, and they remained the primary form of mechanized land transport for the next 100 years. The history of rail transport also includes the history of rapid transit and arguably monorail history.

The earliest clearly verifiable human flight took place in Paris in 1783, when Jean-François Pilâtre de Rozier and François d'Arlandes went 5 miles (8 km) in a hot air balloon invented by the Montgolfier brothers. The Wright brothers made the first sustained, controlled and powered heavier-than-air flight on December 17, 1903, in their revolutionary aircraft, the Wright Flyer.

The history of transportation is largely one of technological innovation. Advances in technology have allowed people to travel farther, explore more territory, and expand their influence over larger and larger areas. Even in ancient times, new tools such as foot coverings, skis, and snowshoes lengthened the distances that could be travelled. As new inventions and discoveries were applied to transportation problems, travel time decreased while the ability to move more and larger loads increased. Innovation continues today, and transportation researchers are working to find new ways to reduce costs and increase transportation efficiency.

IV.2. Give your opinion

1. What steps of transport development do you know? 2. What animals were used for transporting purposes? 3. What speeds could be achieved by using different tractions? 4. What do “transport” and “transportation” mean? 5. Why has transport been so important?

IV.3. Translate into English

Транспорт є невід’ємною, дуже важливою частиною виробничо-господарського комплексу країни. Транспорт як галузь матеріального виробництва має свої особливості: 1) транспорт є продовженням процесу виробництва в сфері обігу (сам він не створює нового продукту, тільки переміщує продукцію, створену іншими галузями народного господарства, але без цього переміщення процес виробництва не можна вважати закінченим); 2) продукція транспорту створюється і споживається в процесі переміщення вантажів і людей, тому вона не може накопичуватись і запасатись; 3) транспорт є важливою умовою зростання економічної ефективності суспільного виробництва, оскільки без нього не можливе кооперування і

спеціалізація, які підвищують продуктивність праці; 4) завдяки транспорту здійснюється процес територіальної спеціалізації; 5) транспорт має дуже велике оборонне значення. Не тільки за своєю роллю, а й за потужністю матеріально-технічної бази транспорт посідає значне місце в сфері матеріального виробництва.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your own ideas on one of the following inventions' importance: wheels on carts, wheel barrow, horseshoes, steamboat, road vehicle, bicycles, motorcycle, cable car, helicopter, liquid propelled rocket, supersonic jet, hovercraft, space shuttle

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|---------------|----------------|------------|-----------------|--------------|
| 1. to operate | 2. to work | 3. works | 4. to construct | 5. developed |
| a. to direct | a. to play | a. mark | a. to build | a. easy |
| b. to play | b. to function | b. shark | b. to plant | b. difficult |
| c. to pay | c. to do | c. factory | c. to project | c. envelope |
| d. to call | d. to make | d. repair | d. to destroy | d. advanced |

VI.2. Matching antonyms

- | | | | | |
|----------------|--------------|----------|-----------|--------------|
| 1. despite of | 2. failure | 3. light | 4. slow | 5. dangerous |
| a. in spite of | a. success | a. dark | a. duster | a. sure |
| b. owing to | b. access | b. mark | b. follow | b. small |
| c. wide | c. developed | c. safe | c. narrow | c. safe |
| d. slow | d. possible | d. easy | d. fast | d. appear |

VI.3. Matching words properly

- | | | | | |
|------------------|-----------------|---------------|-----------------|-----------------|
| 1. обчислення | a. calculate | b. calculator | c. calculated | d. calculation |
| 2. важливий | a. important | b. import | c. importance | d. imports |
| 3. подорожувати | a. traveller | b. travelling | c. travel | d. travelled |
| 4. придатний | a. suit | b. suited | c. suitable | d. situated |
| 5. впроваджувати | a. introductive | b. introduce | c. introduction | d. inproductive |
| 6. тяглова сила | a. tracks | b. tractor | c. traction | d. attraction |
| 7. швидкий | a. fasten | b. fast | c. faster | d. fastly |
| 8. розмістити | a. replace | b. placer | c. take place | d. place |
| 9. слідувати | a. flow | b. followed | c. follow | d. follower |
| 10. простий | a. simplify | b. simple | c. simpler | d. simplicity |

VI.4. Matching words to express the idea and writing them properly

- | | |
|---|---------------------------------------|
| 1. to be attractive, convenient or acceptable | a. l, l, o, o, f, w |
| 2. providing security or protection | b. c, c, n, n, r, t, t, s, o, o, i, u |
| 3. that can be done | c. a, b, e, i, l, s, t, u |
| 4. to come or take place after sb/sth else in space or time | d. s, f, a, e |
| 5. the action of constructing something | e. b, l, p, s, s, e, i, o |

VI.5. Matching the translation properly

1. Чи будуть зручніші вагони введені в експлуатацію?
- A. Will more comfortable planes be put into service?
- B. Were more comfortable cars put into service?
- C. Will more or less comfortable cars be put into service?
- D. Will more comfortable cars be put into service?

2. Залізниця – це засіб вантажних перевезень.
 - A. Railway is a means of freight transportation.
 - B. Railway is a means of transportation.
 - C. Railway has always been a means of freight transportation.
 - D. Railway is the most important means of freight transportation.
3. Про впровадження електричної тяги на залізниці говорили ще в XIX сторіччі.
 - A. The introduction of steam traction on railways was spoken of in the XIX century.
 - B. The introduction of electric traction on railways was spoken of in the XX century.
 - C. The introduction of electric traction on railways was spoken of in the XIX century.
 - D. The introduction of diesel traction on railways was spoken of in the XIX century.
4. Розвиток паровозів йшов слідом за винаходом парового двигуна.
 - A. The invention of steam engine was followed by the development of steam locomotives.
 - B. The invention of steam engine was followed by the diesel locomotives.
 - C. The invention of diesel engine was followed by the development of locomotives.
 - D. The invention of diesel engine was followed by the development of electric locomotives.
5. Історія парової тяги почалася дуже давно.
 - A. The history of steam traction begins very early.
 - B. The history of steam traction began just recently.
 - C. The history of steam traction began very early.
 - D. The history of diesel traction began very early.
6. На локомотиви дивилися з великим інтересом.
 - A. The locomotives were looked at with great interest.
 - B. The locomotive was looked at with great interest.
 - C. The locomotive was looked after with great interest.
 - D. The locomotive was looked for with great interest.
7. Про початок нашого сторіччя говорили як про Золотий Вік подорожі.
 - A. The beginning of last century was spoken as the Golden Age of travel.
 - B. The beginning of our century was spoken as the Golden Age of travel.
 - C. The end of our century was spoken as the Golden Age of travel.
 - D. The beginning of our century was spoken as the Silver Age of travel.
8. Про більшість винаходів раніше навіть не думали.
 - A. Many inventions were not heard of before.
 - B. Many inventions were not seen before.
 - C. Many inventors were not thought of before.
 - D. Many inventions were not thought of before.
9. Сьогодні ми подорожуємо з місця на місце зовсім легко.
 - A. Today travelling from one place to another is quite easy.
 - B. Today you travel from one place to another quite easily.
 - C. Today we travel to different places quite easily.
 - D. Today we travel from one place to another quite easily.
10. На залізницях сьогодні люди використовують електричну та дизельну тягу.
 - A. Today people use electric and diesel traction on their railways.
 - B. Today people use steam and diesel traction on their railways.
 - C. Today people use electric and diesel traction on the railways.
 - D. Today people use neither electric nor diesel traction on their railways.

UNIT 6. Railways as a kind of land transport

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

It's up to you, to mend, to repair, properly, the roof, to stay in job, to make a mistake, it's never late to, to go, to walk, to step, to come to agreement, missed, carelessness, up to neck, typewriter

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to mend / to repair / to go / to walk / to step / to come

1. I've ___ the door and it shuts properly now. 2. You'd better ___ the roof before it rains. 3. You must ___ your ways if you want to stay in this job. 4. You have made this mistake. It's up to you to ___. 5. Please have this typewriter ___. 6. It's never late to ___. 7. Will you stay or ___? 8. Jim likes ___. 9. When Steve ___ home, we'll ___ shopping. 10. Where are you ___? 11. She ___ to the window and looked out. 12. I missed the last train, so I had to ___ it. 13. We ___ ten miles in an hour. 14. Have you ___ to any agreement with them? 15. Where does this road ___? 16. The mistake ___ out of your carelessness. 17. He ___ out into the road. 18. Should I ___ in the morning or later? 19. The water ___ up to my neck. 20. The book won't ___ into my pocket.

I.3. Match pairs of synonyms from the words below

Simple, powerful, to change, freight, to operate, strong, firm, works, to introduce, to replace, load, hard, to direct, to work, to do, factory, to build, to project, developed, to design, to make, advanced, to meet, to function, to construct, easy

I.4. Give antonyms to the words below and make sentences to illustrate the opposition in meanings

To put off, powerless, slow, narrow, to appear, failure, dangerous, independent, impossible, backward, to be a success, light, to go, in spite of, easy, soft, suitable, usual, advanced, owing to

I.5. Match the explanation of the word's meaning and the word:

construction, fast, to change, difficult, to introduce, to suit, powerful, safe, to change, light, to operate, important, to serve, to appear, place

To use another thing instead of the present one; moving or able to move quickly; protected from danger and harm; to become different; having great influence or authority; to make a machine work; the action of constructing something; to be attractive or acceptable; to begin to exist; to work for sb; to bring sth into use or operation for the first time; the natural force that makes things visible; physically strong; requiring efforts or skills; particular area or position

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. We were (*warm / warmly*) welcomed at the meeting.
2. The Pamir is (*right / rightly*) called "the world's roof".
3. Am I speaking loud enough or shall I speak (*loud / loudly*)?
4. On Mondays he usually comes (*late / lately*) than on other days of the week.
5. Julia sings (*good / better*) than her sister.
6. The tunnels of the metro are dug (*deep / deeply*) below the surface of the earth.

7. The plane soared high, we could (*hard / hardly*) see it.
8. The wind was blowing so heavily, that I could (*hard / hardly*) stand on my feet.
9. (*Soon / sooner*) after graduating from the University I went to Chernihiv.
10. The only thing that stood out (*clear / clearly*) was his mother's face.

II.2. Put the words in the right order to make a statement or a question

1. many types of man/machine systems that there are in their size and design differ
2. can be man/machine systems for processes; very complex are used which
3. the main purpose is of any man/machine system what?
4. uses a man a chisel when controls one of his hands the position of it
5. the power may come for a man/machine system from where?
6. are switches and pedals a man uses the devices the power systems to control
7. the word "automation" does what mean?
8. are instructed by a man these machines who tells to perform them that particular job
9. the machine complex operations we can carry out are speaking about
10. man/machine systems nowadays there a great variety of is?

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

Conveyance, slab track, to be directionally guided, freight-goods and passenger-carrying vehicles, flanged wheels, to be laid on crossties, to be anchored in a bed, to be fastened to, to be pushed or pulled by, to be self-propelled, customer facilities, to be accompanied by, a signalling system, to remain the economic backbone, rolling friction, frictional resistance, to be coupled into, flexible, capital-intensive

III.2. Translate into English

Наземний транспорт, залізнична галузь, віха, ширина колії, спрямувати, колеса з гребенем, скріплювати, причіп, рухомий склад, коливатися (відрізнитися), відносний, рухатися, залежно від рельєфу, потужність, виробляти енергію, система сигналізації, поперечина, самохідний, життєвий елемент, унікальна здатність до, тертя кочення, тягач, міжміський, гнучкий, економічний

IV. READING AND DISCUSSING

IV.1. Read and translate the text

WHAT IS IT A RAILROAD?

Rail transport is the means of conveyance of passengers and goods by way of wheeled vehicles running on rail tracks. In contrast to road transport, where vehicles merely run on a prepared surface, rail vehicles are also directionally guided by the tracks they run on.

A railroad (or railway) is a mode of land transportation in which freight-goods and passenger-carrying vehicles, or cars, with flanged wheels move over two parallel steel rails. The guideway, or track, consists of the parallel rails laid on crossties, or sleepers, and anchored in a bed of crushed rock or other ballast. Track usually consists of steel rails installed on sleepers/ties and ballast, on which the rolling stock, usually fitted with metal wheels, moves. However, other variations are also possible, such as slab track where the rails are fastened to a concrete foundation resting on a prepared subsurface. The cars usually are pushed or pulled by a locomotive, although they may be self-propelled. The track gauge (the distance between inside faces of the

rails) varies from country to country and sometimes among railroads within the same country. The predominant gauge among railroads of the world, however, is so-called standard gauge, which is four feet 8.5 inches (1.435 metres).

The operation is carried out by a railway company, providing transport between train stations or freight customer facilities. Power is provided by locomotives which either draw electrical power from a railway electrification system or generate (produce) their own power, usually by diesel engines. Most tracks are accompanied by a signalling system.

The railroad industry can look back over a proud history. The development of railroads is one of the great landmarks in the progress of civilization. From early in the 19th century, railroads provided an element that helped greatly to realize the potential of the Industrial Revolution in the form of a reliable, low-cost, high-volume system of land transportation. Railroads were a vital element not only in the Industrial Revolution. They helped make Britain an industrial power, played similar roles in countries such as France and Germany, and went on to do much the same in Russia and Japan. Railroads almost literally built the United States and Canada; and they remained the economic backbone of most of the major world powers.

The railroad's basic principle, flanged steel wheels rolling on steel rails, is what gives this mode its unique capability for heavy-duty transportation. The flanges on the insides of the wheels guide the locomotives and the cars, causing them to follow the line of the rails; and the rolling friction of the wheels on the rails is extremely low. Besides, rolling stock in railway transportation systems generally has lower frictional resistance when compared with highway vehicles, and the passenger and freight cars (carriages and wagons) can be coupled into longer trains.

In fact, if a 40-ton (36,000 kilogram) railroad freight car of a standard United States tyre were set rolling on level track at 60 miles (about 100 km), it would need to pass 8 kilometres or more before coming to a stop. By contrast, a motor truck of similar weight set free on a level highway at the same speed would roll only about one mile (1,600 metres). Because of this self-guiding characteristic and the low rolling friction, a locomotive of relatively modest horse-power can pull a long train of cars. This, basically, is the reason for the economy of railroad transportation. A freight train of 5,000 tons gross weight can be hauled with a locomotive of about 5,000 horsepower, depending on terrain and desired operating speeds, or approximately one horsepower per gross ton. Typical truck tractor-trailer combinations for intercity highway freight service are powered at about ten horsepower per gross ton. The railroad also has roughly the same 10 to 1 advantage in fuel economy and in employee productivity.

Railways are a safe land transportation system when compared to other forms of transportation. Railway transportation is capable of high levels of passenger and cargo utilization and energy efficiency, but is often less flexible and more capital-intensive than highway transportation is, when lower traffic levels are considered.

IV.2. Give your opinions

1. What is the basic principle of a railway? 2. What are the main features of the track, the motive power and the rolling stock? 3. What is the history of railways in the

world? 4. What are the advantages of railways? 5. What are the disadvantages of railways?

IV.3. Translate into English

Залізничний транспорт – це перевезення пасажирів і вантажів у транспортних засобах на колесах, що рухаються по коліях. На відміну від автомобільного транспорту, де транспортні засоби просто пересуваються по підготовленій поверхні, залізничні транспортні засоби ще й безпосередньо спрямовуються колією. Рушійну силу забезпечують локомотиви, які або «беруть» електроенергію із системи енергозабезпечення електрифікованої залізниці або виробляють «власну» енергію (як правило, дизельними двигунами). Залізничні вагони зазвичай локомотивами штовхають або тягнуть, хоча вагони можуть бути і самохідними. Залізниця – це надійний, дешевий, економічний вид наземного транспорту, здатний здійснювати великий обсяг інтенсивних перевезень. Залізничний транспорт порівняно з автомобільним транспортом має перевагу 10 до 1 щодо використання пального, щодо продуктивності праці персоналу, щодо необхідної потужності (кінських сил) локомотива для перевезення однієї тонни вантажу. Залізничний транспорт менш гнучкий і потребує більше капіталовкладень, ніж автомобільний. Однак, залізниці і зараз залишаються економічною основою багатьох світових держав.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your ideas on railways as a form of land transport

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|--------------|----------------|------------|------------|------------------|
| 1. noiseless | 2. decrease | 3. install | 4. whether | 5. cheap |
| a. noisy | a. destroy | a. place | a. as | a. non-expensive |
| b. nostril | b. reduce | b. insect | b. so | b. non-effective |
| c. silent | c. destructive | c. infer | c. through | c. chilly |
| d. silk | d. deduce | d. plane | d. if | d. safe |

VI.2. Matching antonyms

- | | | | | |
|----------------|-------------|-------------|------------|----------------|
| 1. install | 2. reduce | 3. get on | 4. failure | 5. thanks to |
| a. restore | a. increase | a. get up | a. success | a. due to |
| b. reconstruct | b. decrease | b. get away | b. fancy | b. in spite of |
| c. remove | c. cut down | c. get out | c. fate | c. owing to |
| d. initiate | d. contract | d. get off | d. succeed | d. as a result |

VI.3. Matching words properly

- | | | | | |
|-------------------------|---------------------|-------------|---------------|--------------|
| 1. вигляд | a. look | b. looking | c. view | d. widow |
| 2. подальший | a. further | b. father | c. fatter | d. fur-coat |
| 3. колесо | a. while | b. wheel | c. whale | d. will |
| 4. з тих пір | a. science | b. scene | c. cinema | d. since |
| 5. потік | a. stream | b. steam | c. steak | d. storm |
| 6. полегшити | a. easy | b. easier | c. facilitate | d. eating |
| 7. мати на меті | a. purpose | b. aim | c. propose | d. aim at |
| 8. точка | a. pointer | b. point | c. pointing | d. pointless |
| 9. зменшити | a. small | b. increase | c. little | d. decrease |
| 10. знайти застосування | a. find application | b. find | c. apply | d. fund |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|---------------------------|
| 1. to bring sth together or into contact | a. s, o, s, l |
| 2. to make sth increase speed | b. o, e, c, c, n, n, t |
| 3. to occupy all of the space in sth | c. p, p, s, e, e, d, u |
| 4. the state of no longer having sth/sb | d. l, i, f, l |
| 5. to make sth smaller or fewer | e. a, c, d, e, e, e, r, s |

VI.5. Matching the translation properly

- Уряд приділяє велику увагу залізниці, оскільки вона є найважливішим транспортним засобом в нашій країні.
 - The government pays great attention to the railways since they are the most important means of transport in our country.
 - The government will pay great attention to the railways since they are the most important means of transport in our country.
 - The government pays great attention to the railways because they are the most important means of transport in our country.
 - The governor pays great attention to the railways since they are the most important means of transport in our country.
- Завдяки алюмінію вага сучасних вагонів значно зменшена.
 - Thanks to aluminium the weight of modern car has been greatly decreased.
 - Thanks to aluminium the weight of modern cars has been greatly increased.
 - Thanks to aluminium the weight of modern cars has been decreased.
 - Thanks to aluminium the weight of modern cars has been greatly decreased.
- Будівництво комерційної залізниці було розпочато в 1869.
 - The construction of the commercial railway was initiated in 1689.
 - The reconstruction of the commercial railway was initiated in 1869.
 - The construction of new commercial railway was initiated in 1869.
 - The construction of the commercial railway was initiated in 1869.
- Великий бак, встановлений під вагоном, повинен був наповнюватися водою.
 - A large tank installed above the car had to be filled with water.
 - A large tank installed under the car had to be filled with water.
 - A larger tank installed under the car had to be filled with water.
 - The largest tank installed under the car had to be filled with water.
- Конструктори очікували, що швидкості в 300-500 м/год будуть досягнуті.
 - The designer expected speeds of 300-500 mph would be achieved.
 - The designers expected speed of 300 mph would be achieved.
 - The designers expected speeds of 300-500 mph would be achieved.
 - The designers expected speeds of 500 mph would never be achieved.
- Монорейки підвісного типу перспективні у великих містах, оскільки потребують мало місця.
 - The supported-type monorails are promising in big cities since they need little space.
 - The suspended-type monorails are promising in big cities since they need little space.
 - The suspended-type monorails are promising in small cities since they need space.
 - The suspended-type monorails are promising in big cities since they need no space.
- З того часу велика увага приділялася розвитку потужніших локомотивів.
 - Since then attention has been paid to the development of more powerful locomotives.
 - Since then much attention has been paid to the development of powerful locomotives.
 - Since then much attention has been paid to the development of more powerful trains.

- D. Since then much attention has been paid to the development of more powerful locomotives.
8. Багато років минуло з часу впровадження дизельної тяги на залізницях.
 A. Many years have passed since the introduction of diesel traction on railways.
 B. Many years have passed since the introduction of diesel traction.
 C. Many years have passed since the introduction of diesels on railways.
 D. Many years have passed since the invention of diesel traction.
9. Подальший розвиток дизельних локомотивів стимулювався швидким зростанням обсягу перевезень.
 A. Development of the diesel locomotives was stimulated by a rapid growth of the volume of traffic.
 B. Further development of the locomotives was stimulated by a rapid growth of the volume of traffic.
 C. Further development of the diesel locomotives was stimulated by a rapid growth of the volume of traffic.
 D. Further development of the diesel locomotives was stimulated by the volume of traffic.
10. Перший паровоз цього типу був розроблений Натаніелем Гру.
 A. The fast steam locomotive of this type was designed by Nathaniel Grew.
 B. The first steam locomotive of this type was designed by Nathaniel Grew.
 C. The first stream locomotive of this type was designed by Nathaniel Grew.
 D. The first steam locomotives of these types were designed by Nathaniel Grew.

UNIT 7. Out-standing personalities having influenced the railway development

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To realize, to look, to glance, to stare, to come out of, to receive, to obtain, to get, if it isn't Bob, to expect, to wait for, to look forward to, to stay around, to wait around

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to look / to glance / to stare / to receive / to obtain / to get / to expect / to wait for / to look forward to

1. Why are you ___ 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. Why, if it isn't Bob! I never ___ to see you here. 8. I ___ hearing from you. 9. I hope you don't ___ me to do the job instead of you? 10. I ___ to meeting you. 11. Sam looked as if he ___ a shock when Harry walked in. 12. You may not believe, but I didn't ___ any message. 13. Well, this time you are going to ___ it hot. 14. Don't keep him ___. 15. We ___ Ann for half an hour. 16. Are you ___ anybody to dinner? 17. ___ me. I'll be back soon. 18. I never ___ such words of Carol. 19. I suggest that we ___ and see what will come out of their plan. 20. I must fly now. It's about nine o'clock already and Susan hates ___ around.

I.3. Match pairs of synonyms from the words below

To consist of, tie, to enlarge, to comprise, different, to improve, sleeper, to last, to rest on, to eliminate, to be composed of, to serve, to include, to modernize,

to be supported, to perfect, to reduce, distinct, to contract, to increase, to remove, to modify

I.4. Give antonyms to the words below and make sentences to illustrate the opposition in meanings

Top, drawback, to decrease, difficult, to differ, strong, light, the last, facilitated, the same, below, to improve, to reduce, to magnify, strength, worsening, smooth, advantage, to stabilize, to weaken, new, miserable, usual, to enlarge, to open, noisy

I.5. Match the explanation of the word's meaning and the word:

huge, to grade, advantage, ballast, smooth, concrete, running, ties, a switch, to rest, rails, to increase, to standardize, to reduce, worn-out

Moving evenly without sudden starts or stops; the foundation of the railway track; a mechanism which moves the trains from one track to another; to make smth smaller in size, quantity, number, degree, price; the activity of managing or operating smth; wooden or concrete supports for rails; to make smth conform to a fixed shape, quality, type; long steel bars on which the trains run; used so often that it can no longer be used; building material made of cement, sand, stones and water; to make land more nearly level by reducing the slope; very large in size or amount; to lie or be placed on smth for support; to become or make smth greater in number, quantity, size; a circumstance that puts one in a favourable position

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. The mechanic (*careful / carefully*) examined the car.
2. This girl always comes (*good / well*) dressed.
3. Darwin's works are (*wide / widely*) known in the whole world.
4. I could see the house door, it was (*wide / widely*) opened.
5. The train passed by whistling (*loud / loudly*).
6. It was (*pretty / prettily*) easy to speak to her.
7. Our team (*high / highly*) deserved the prizes it received.
8. The plant was situated (*close / closely*) to the river.
9. They were (*warm / warmly*) welcomed at the conference.
10. I found him (*deep / deeply*) engrossed in reading text-books.

II.2. Put the words in the right order to make a statement or a question

1. metals a variety of engineering purposes we use for
2. the present day world it is hard without metals to imagine
3. copper and gold to be the first metals are known discovered by man
4. engineers to be pure copper a very weak metal know
5. the metals often can be broken down metal objects and recycled
6. this property of a new metal believe we to be of vital importance
7. methods are being developed of treating metals engineering requirements to meet
8. are believed these new properties to be very important of a metal
9. the new method to obtain the engineers allowed special properties of a metal
10. in most engineering applications an understanding of the behaviour is very important of materials

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

To originate, horse-drawn, a steam-powered vehicle, a dirt road, to evolve, a wagonway, a tramway, a plateway, to guide, to gear, to engage, to revert, an iron angle, a flat-treated wheel, a toothed wheel, to the instructions of, a cast-iron rail, a rack rail, a shaft, a simple adhesion, an extremely steep gradient, a six-coupled locomotive, to incorporate, a public carrier, to handle directly, previous to, a contest, a trial, a multiple fire-tube boiler, fish-bellied rolled-iron edge rail, single-flue boilers

III.2. Translate into English

Починатися, століття, прокладання чавунних колійних доріг, заводи, копальні, використання кінної тяги, застосування механічної тяги, паросилова установка, швидко розвиватись, паровоз, паровозобудівний завод, бути малопотужним, технічно удосконалюватись, ковані чавунні рейки, прокатні залізні рейки, рейко-шпальна решітка, стикові скріплення, зростання швидкості руху, залізнична лінія загального користування, відкрити рух

IV. READING AND DISCUSSING

IV.1. Read and translate the text by [Mary Bellis](#)

THE HISTORY OF RAILROAD INNOVATIONS

The railroad as it is known today originated in England in the first quarter of the 19th century. Much earlier, however, roads of rails called wagonways were being used in Germany as early as 1550. These primitive railed roads consisted of wooden rails over which horse-drawn wagons or carts moved with greater ease than over dirt roads. Wagonways were the beginnings of modern railroads. By 1776, iron had replaced the wood in the rails and wheels on the carts. Wagonways evolved into tramways and spread though out Europe. In 1789, Englishman, *William Jessup* designed the first wagons with flanged wheels. Two methods of guiding the vehicles along the track were used. Earliest practice was to use vehicles with special flanged wheels, such as are used today. Later, “plateways” were introduced, iron angles laid end to end: the vertical flanges on these angles served to guide wagons, which had ordinary flat-treated wheels. The invention of the [steam engine](#) was critical to the invention of the modern railroad and trains. In 1803, a man named *Samuel Homfray* decided to fund the development of a steam-powered vehicle to replace the horse-drawn carts on the tramways. [Richard Trevithick](#) built that vehicle, “New Castle”, the first steam engine tramway locomotive. “New Castle”, like a number of the early steam locomotives, was too heavy for the rails. The first practical and successful locomotive was built in 1812 to the instructions of *John Blenkinsop*, an inspector at the Middleton colliery near Leeds. It ran on cast-iron rails and had two vertical cylinders driving two shafts geared to a toothed wheel that engaged a rack rail. In 1813 the English inventor *William Hedley* built the “Puffing Billy”, a simple adhesion locomotive that relied on friction between the wheels and the rails, dispensing with the toothed rack rail (the rack-rail system is now used only on a few mountain railroads with extremely steep gradients). Like John Blenkinsop’s locomotives, “Puffing Billy” was used for hauling coal between a mine and wharves.

[George Stephenson](#) is considered to be the inventor of the first steam locomotive engine for railways. George Stephenson worked at several coal mines as a fireman,

plugman, brakeman, and engineer. In 1814 he built his first locomotive, the “Blucher”, for the Stockton and Darlington Railway Line. Stephenson soon convinced the owners to use steam motive power and built the line’s first locomotive, the “Locomotion”. George Stephenson’s “Locomotion” and similar locomotives proved unreliable and expensive to maintain. They were suitable only for hauling low-speed mineral trains; their weight and tractive effort were limited by the relatively weak track. At times the railroad reverted to horses, but the situation was improved in 1827 with the introduction of the “Royal George”, a six-coupled locomotive designed by *Timothy Hackworth*. In 1825, Stephenson moved to the Liverpool and Manchester Railway, where together with his son Robert built (1826-29) the “Rocket”. The railroad era really began with the opening, on September 15, 1830, of the Liverpool and Manchester Railway. This line incorporated all the features of modern public railroads. It was a public carrier of both passengers and freight, with all business handled directly by the company itself. It used mechanical traction for all traffic. Previous to its opening in 1829, the Liverpool and Manchester held a contest to determine the best type of motive power. The trials took place on the Rainhill level (Lancashire) from October 6 to 14, 1829. Three steam locomotives took part: George Stephenson’s “Rocket”, Timothy Hackworth’s “Sans Pareil”, and the “Novelty”, built by *John Braithwaite* and *John Ericsson*. On the last day of the trials the “Rocket” was awarded the £ 500 prize. The “Rocket’s” superiority was due mainly to its use of a multiple fire-tube boiler rather than the single-flue boilers previously used. About this time, too, *John Birkinshaw* developed the fish-bellied (bellying out on the underside), rolled-iron edge rail. This was much stronger than the cast-iron rails previously used and enabled heavier locomotives to be run.

IV.2. Give your opinions

1. Whose invention influenced the railroad development most of all? 2. What was the evolution of railroad track? 3. What was the evolution of motive power? 4. What was the evolution of freight and passenger rolling stock? 5. What needs to be improved for the further railway development?

IV.3. Translate into English

Історія залізниць починається у XVIII столітті із прокладання на заводах і копальнях Великої Британії чавунних колійних доріг та з використанням кінної тяги. Після упровадження механічної тяги від парової установки залізничний транспорт почав швидко розвиватись. «Батьком» залізничного транспорту вважають англійського інженера Джорджа Стефенсона, який у 1814 р. побудував перший паровоз, а в 1823 р. разом із сином Робертом заснував перший паровозо-будівний завод в Нью-Каслі. Перші паровози були малопотужними, але з часом вони технічно удосконалювались. Поступово удосконалювалась залізнична колія: замість кованих чавунних з’явилися прокатні залізні рейки, рейко-шпальна решітка, стикові скріплення, що сприяло зростанню швидкості руху. У 1825 р. у Великій Британії була відкрита перша в світі залізнична лінія загального користування між Стоктоном і Дарлінгтоном. На цій залізниці рух відкрив паровоз Дж. Стефенсона «Локомошен» (від латинського loco moveo – зрушую із місця), який зберігся до наших днів і від якого походить назва залізничного рухомого складу – локомотивів.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your ideas on significance of one of the railway inventions (by J. Watt, Th. Newcomen, J. Griffiths, E. Murfey, M. Walton, C. L. Gibbon etc.)

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|---------|-------------|------------|-------------|---------------|
| 1. like | 2. friction | 3. expect | 4. connect | 5. speed up |
| a. soon | a. section | a. assume | a. contain | a. shape |
| b. same | b. robbing | b. purpose | b. link | b. accelerate |
| c. as | c. fraction | c. propose | c. contact | c. adopt |
| d. some | d. rubbing | d. expert | d. contract | d. celebrate |

VI.2. Matching antonyms

- | | | | | |
|------------------|-----------|----------|------------|-------------|
| 1. non-effective | 2. fill | 3. rear | 4. loss | 5. decrease |
| a. useless | a. empty | a. rare | a. gain | a. reduce |
| b. careless | b. full | b. face | b. success | b. increase |
| c. little | c. employ | c. front | c. fate | c. include |
| d. effective | d. fulfil | d. faith | d. fame | d. incur |

VI.3. Matching words properly

- | | | | | |
|------------------|----------------|--------------|----------------|---------------|
| 1. рухатися | a. moved | b. move | c. mover | d. moving |
| 2. політ в трубі | a. tube-flight | b. tube-fly | c. fly-in-tube | d. tube-flier |
| 3. дослідження | a. search | b. look into | c. research | d. look up |
| 4. головний | a. basic | b. magic | c. based | d. headline |
| 5. застосувати | a. apple | b. applied | c. apply | d. applying |
| 6. уважний | a. attention | b. careless | c. care | d. careful |
| 7. дешевий | a. cheaper | b. cheapest | c. shape | d. cheap |
| 8. мати на меті | a. have aimed | b. aim at | c. aim to | d. aimed for |
| 9. оскільки | a. science | b. scene | c. from | d. since |
| 10. навантаження | a. loading | b. loader | c. load | d. loaded |

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|--|
| 1. the process of looking after sb/sth | a. i, i, c, o, t, n, r, f |
| 2. having smooth, even shape | b. e, e, x, c, p, t |
| 3. to think that sth will happen | c. e, c, r, a |
| 4. disagreement or conflict between parties with different views | d. a, e, f, n, s, t, r, r |
| 5. to move sth/sb from one place to another | e. a, e, i, e, l, m, n, d, -, s, r, t |

VI.5. Matching the translation properly

- Багато хто критикував цей проект і вважав його неефективним.
A. Men criticized the project and thought it non-efficient.
B. None criticized the project and thought it non-efficient.
C. Many criticized the project, but thought it efficient.
D. Many criticized the project and thought it non-efficient.
- Тертя повітря та енергетичні втрати на льодовій залізниці мали бути малими.
A. The friction and power losses on the ice railway were to be small.
B. The air friction and power losses on the ice railway were to be small.
C. The air friction and power losses on this railway were to be small.
D. The air friction and power losses on the ice railway are to be small.

3. Конструктор запропонував, щоб колія була прокладена в пластиковій галереї.
- A. The designers proposed to enclose the track in a plastic gallery.
 - B. The designer proposes to enclose the track in a plastic gallery.
 - C. The designer proposed to enclose the track in a plastic gallery.
 - D. The designer proposed to enclose the track in a gallery.
4. Фахівці вважали, що підвісні монорейки знайдуть широке застосування.
- A. Some specialists consider the suspended monorails will find a wide application.
 - B. Some specialists considered the suspended monorails would find a wide application.
 - C. Specialists considered the suspended monorails would find a wide application.
 - D. Some specialists considered the supported monorails would find a wide application.
5. Яка мета незвичайних проектів залізниць?
- A. What is the aim of the projects for unusual railways?
 - B. What is the aim of the project for unusual railway?
 - C. What is the aim of these projects for unusual railways?
 - D. What is the project for unusual railways like?
6. Як можна забезпечити рух потягів у трубі?
- A. How can the movement of trains be provided in a tube?
 - B. How is the movement of trains provided in a tube?
 - C. How can the trains move in a tube?
 - D. How is the train moving in a tube?
7. Конструктор хотів знати, чи зможе навантажений потяг досягти швидкості 160 км/год.
- A. The designers wanted to know if the loaded train would be able to attain 160 kph speed.
 - B. The designer wanted to know if the loaded train would be able to attain 60 kph speed.
 - C. The designer wanted to know if the train would be able to attain 160 kph speed.
 - D. The designer wanted to know if the loaded train would be able to attain 160 kph speed.
8. Він сказав, що його точка зору зовсім відрізняється від точки зору його колег.
- A. He says his point of view is quite different from that of his colleagues.
 - B. He said his point of view was different from that of his colleagues.
 - C. He said his point of view was rather different from that of his colleagues.
 - D. He said his point of view was quite different from that of his colleagues.
9. Щоб виграти в змаганнях із новою формою транспорту, залізниці повинні були розробляти нові види поїздів.
- A. To win the new form of transport the railroads had to develop new kinds of trains.
 - B. To win the competition of new form of transport the railroads had to develop new kinds of trains.
 - C. To win the competition of new transport the railroads had to develop new kinds of trains.
 - D. To win the competition of new form of transport the railroads has to develop new kinds of trains.
10. Транспортна система, що була продемонстрована, привернула увагу більшості відвідувачів виставки.
- A. The transport system attracted the attention of most visitors at the exhibition.
 - B. The transportation system demonstrated attracted the attention of visitors at the exhibition.

C. The transportation system demonstrated attracted the attention of most visitors at the exhibition.

D. The transportation system was demonstrated and attracted the attention of most visitors at the exhibition.

UNIT 8. Railway under competition becoming sharper

I. WORKING AT LEXIS

I.1. Find out the meaning of the following verbs and expressions

To open, to discover, to reveal, to put off, to postpone, to delay, to get worked up, to break the date, to offend, to hurt, to insult, to deal with, to stutter, to stammer

I.2. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to open / to discover / to reveal / to put off / to postpone / to delay / to offend / to hurt / to insult / to stutter / to stammer

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 everything. 5. Her bikini ___ more than it covers. 6. Do you know who ___ this law? 7. Fred easily gets worked up, and when he does he ___. 8. Jane ___ her thanks. 9. When a customs officer asked Peter to open his suitcase, he started ___ without any reason. 10. I think they are trying to ___. 11. Let's ___ this conversation until Peter comes. 12. Don't ___ giving your answer. 13. The voting was ___ until next meeting. 14. She ___ making up her mind until it became too late. 15. I meant to ___ nobody. 16. I'm sorry if I ___ your feelings. 17. Don't be ___, it's a joke. 18. Tom felt ___ when Sally broke the date. 19. Jack ___ his boss by saying to his face that he was a nobody. 20. It's difficult to deal with Monica; she is so easily ___.

I.3. Match pairs of synonyms from the words below

Heavily-used, enormous, pre-assembled, an advantage, huge, to influence, to affect, to show, to differ, shortening, foundation, to apply, unheard-of, reduction, preference, to vary, dense, to demonstrate, a basis, to employ, pre-fabricated, unprecedented

I.4. Give antonyms to the words below and make sentences to illustrate the opposition in meanings

Drawback, to be the same, like, weak, heavy, supported, to worsen, to decrease, to switch on, improvement, simple, rough, lack, to destabilize, to strengthen, huge, easy, unusual, to look like, to enlarge, to diminish, bottom, drawback, to magnify, above

I.5. Match the explanation of the word's meaning and the word:

a switch, to standardize, feature, to differ, gauge, joint, shift, crane, to show, combination, track, worn-out, advantage, to rest, concrete

Used so often that it can no longer be used; the place where the ends of the rails meet in the track; to lie or be placed on sth for support; to make sth conform to a fixed shape, quality, type; a distinctive characteristic, an aspect; building material made by mixing cement, sand, water; to be not the same as sb/sth; a period of time worked by a group of workers; the distance between rails; joining or mixing together of two or more things or people; a circumstance that puts one in a favourable position; a device for completing or breaking an electric circuit; to give evidence or proof of having a

particular quality; the combination of rails, ties and ballast; machine with a long arm which is used to lift and move heavy weights

II. EVERYDAY ENGLISH

II.1. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. The plant was situated (*close / closely*) to the station.
2. They were (*warm / warmly*) welcomed at the conference.
3. The tunnels of the metro are dug (*deep / deeply*) below the surface of the earth.
4. His sister Mabel he remembered (*dim / dimly*).
5. It was (*pretty / prettily*) easy to speak to her.
6. The train passed by whistling (*loud / loudly*).
7. Newton's works are (*wide / widely*) known throughout the world.
8. The signalman kept pulling (*hard / hardly*) at the rope.
9. The idea seemed (*high / highly*) improbable to everybody.
10. You must work really (*hard / hardly*) to get everything done as planned.

II.2. Put the words in the right order to make a statement or a question

1. in a machine shop is designed every machine-tool for a special machining operation used
2. depends on the life of the machine-tool given the care to it
3. is the part of the machine the cutting-tool the metal removing
4. the operations of boring and drilling a strict distinction between there is
5. are applied for the purpose of machining operations shaping many products
6. the most important machine is a drilling machine in metals for drilling holes
7. testing the new machine-tool needed
8. can be used this lathe a wide variety of parts for the production of
9. the force three principal components driving a tool has
10. the principal manufacturing equipment the machine-tool in a machine shop is

III. PRE-READING TASKS

III.1. Find out the meaning of the following expressions; learn them by heart

A land carrier, to drop steadily, to carry liquids and solids, to respond, a money-making enterprise, an internal-combustion engine, far-reaching, a share, grim, an origin, a destination, pipelines, at a saving, to offer flexibility, a barge, to move commodities, undeniably, a general-purpose earner, a specialized earner, to tailor closely, specific shippers, bulk commodities, piggy-back services, containerized services, a merchandise, a single shipment

III.2. Translate into English

Виділятися, регулярність руху, відносно низький, собівартість перевезень, бути економічно вигідним, основний недолік, сезонний характер, замерзання річок, судна і баржі, короткі відстані, швидкопсувні вантажі, комерційна швидкість, бути в два рази вищим, перевезення «від дверей до дверей», трубопровід, повітряний транспорт, перевізник, частка, тарифи, ринковий підхід, контейнери, контрейлерні перевезення, маневреність і мобільність, гнучкість, вантажовідправник, вантажоодержувач

IV. READING AND DISCUSSING

IV.1. Read and translate the text

MODERN PROBLEMS FACING RAILROADS

As everybody knows, railroads helped to make Britain an industrial power, played similar roles in France and Germany, and went on to do much the same in Russia and Japan. Railroads almost literally built the United States and Canada; and they remained the economic backbone of most of the major world powers. For more than a century the railroad was the dominant form of land transportation in much of the world. It was, and remains, the one land carrier that can carry almost anything, anywhere the tracks go, and do it at a true cost lower than other types of land-air transportation. Planned as money-making enterprises, many early railroads were notably successful financially. Even today, a few of the more strategically located and well-managed American lines are good earners. But as the last third of the 20th century began, the railroads in a number of countries were in serious trouble.

The development of the internal-combustion engine and its application to highway vehicles and the invention of the airplane had far-reaching effects on railroad transportation. The railroad's share of the total transportation business was dropping steadily. Railroads appeared in the situation of grim economic war for clients.

Today other modes of transportation have been developed to the point where they can do certain transportation jobs more effectively than the railroads. Pipelines can carry liquids and some solids over long distances economically. Airplanes, with their great speed, can carry some types of light, valuable freight at a saving, and trucks offer speed and flexibility, especially for the shorter hauls. The private automobile, operating over modern highways, and the airplane have taken over much passenger traffic formerly handled on rails. The motorbus is an effective competitor for the short- to medium-distance passenger business. The modern barge, operating on improved inland waterways systems, can move many commodities over specific routes at very low cost. Undeniably, these competitors of the railroad can do a better job on some types of transportation tasks. The development of these newer modes, therefore, has changed the role of the railroad from that of the general-purpose earner to that of a more specialized earner, just as other modes are specialized.

In freight, considerable success has resulted from the "marketing approach", wherein railroads closely tailor their rates, services, and equipment to the particular needs of specific shippers. Typical are the "unit" or "block" trains operated for shippers of bulk commodities, such as coal, oil, ore, and grain. These trains are composed of large cars designed for the commodity to be earned. They operate as a unit on fast schedules between one origin and one destination, bypassing all intermediate yards and terminals en route. With faster operation and larger cars, these trains are so productive that they permit the railroads to offer greatly reduced rates.

An efficient way in which railroads have responded to new competition is to offer shippers many special types of freight cars designed to load particular commodities quickly and at minimum cost, such as the *trilevel autorack car*, the 10,000-cubic foot (280-cubic metre) *box-car*, and 100-ton (91,000-kilogram) *covered hopper cars* and *gondolas*. Another significant competitive development was piggy-back and containerized services. The piggy-back idea, which actually dates from the 19th century, combines the flexibility of truck pickup and delivery with the economy of rail movement between cities. Along with piggyback development has come

increasing interest among railroads (as well as other modes of transport) in container systems, by which merchandise could be loaded into large standard containers or boxes that could move via highway on a truck chassis, via rail on special container cars, in ships especially equipped to handle them, or even by air. A single shipment might use two or more modes of transport in the course of its trip.

IV.2. Give your opinions

1. What functions of railways do you know? 2. Why do railways play an important part in the development of a country? 3. What are the railways' advantages compared to other modes of transportation? 4. What is the purpose of developing special-type cars? 5. What are the advantages of the container and piggyback traffic?

IV.3. Translate into English

Кожний вид транспорту виконує свою частку в загальних обсягах перевізної роботи і посідає належне місце в економіці країни. Залізничний транспорт виділяється регулярністю руху в усі пори року і більшою швидкістю (порівняно з річковим), спроможністю освоювати великі потоки вантажів і пасажирів, відносно низькою собівартістю перевезень. Річковий і морський транспорт економічно вигідно використовувати для перевезень масових вантажів, але водні шляхи сполучення не скрізь, де потрібно, пролягають. Основний недолік річкового судноплавства – сезонний його характер, спричинений замерзанням річок у зимовий період. Крім того, швидкість руху суден і барж нижча, ніж на інших видах транспорту. Автомобільний транспорт вигідніше використовувати на коротких відстанях, а для деяких вантажів (швидкопсувних, коштовних) і на відносно більших відстанях. Комерційна швидкість перевезень на автотранспорті в два рази вища, ніж на залізничному. Висока маневреність і мобільність дозволяє здійснювати перевезення вантажів «від дверей до дверей» без проміжних вантажних операцій. Трубопровідний транспорт використовується для транспортування нафти та газу. Повітряний транспорт вигідний для високошвидкісних перевезень пасажирів, особливо на далекі відстані.

V. INDIVIDUAL AUTONOMOUS TASK

Deliver your ideas on the steps taken by railroads to win the competition

VI. SAMPLE OF CONTROL TEST

VI.1. Matching synonyms

- | | | | | |
|-------------|-----------------|------------------|---------------|----------------|
| 1. aim | 2. usual | 3. point of view | 4. further | 5. facilitate |
| a. army | a. comfortable | a. opinion | a. additional | a. lighten |
| b. purpose | b. visual | b. view | b. former | b. easy |
| c. puppy | c. conventional | c. interview | c. later | c. make easier |
| d. proposal | d. utensil | d. option | d. latter | d. lightning |

VI.2. Matching antonyms

- | | | | | |
|-------------------|------------------|--------------|---------------|--------------|
| 1. unconventional | 2. impracticable | 3. wheelless | 4. speed up | 5. noiseless |
| a. unusual | a. practice | a. wheeled | a. accelerate | a. noisy |
| b. usual | b. expert | b. voiceless | b. spend | b. silent |
| c. extraordinary | c. practical | c. while | c. imply | c. dumb |
| d. extracted | d. examine | d. white | d. impede | d. muddy |

VI.3. Matching words properly

- | | | | | |
|-------------|----------|------------|------------|----------|
| 1. колесо | a. whale | b. while | c. wait | d. wheel |
| 2. доводити | a. prove | b. approve | c. improve | d. proof |

| | | | | |
|-----------------|-------------|----------------|---------------|--------------|
| 3. як | a. unlike | b. like | c. dislike | d. liked |
| 4. передавати | a. transmit | b. transporter | c. transfer | d. translate |
| 5. тертя | a. friction | b. fraction | c. traction | d. track |
| 6. мета | a. main | b. aim | c. aimed | d. fame |
| 7. полегшити | a. easy | b. facilitated | c. facilitate | d. easier |
| 8. піклування | a. cure | b. care | c. score | d. fare |
| 9. ґрунтуватися | a. basic | b. ball | c. base | d. fund |
| 10. звичайний | a. unusual | b. habit | c. habits | d. usual |

VI.4. Matching words to express the idea and writing them properly

- | | |
|---|------------------------------------|
| 1. to try to achieve sth | a. c, f, l, t, t, a, a, e, i, i |
| 2. to fix sth in position ready for use | b. a, a, m, t, i |
| 3. to show sth by means of facts or evidence | c. e, e, a, v, s, t, t, g, n, i, i |
| 4. to discover or examine all facts about sth | d. v, e, o, r, p |
| 5. to make sth easier | e. l, l, t, s, n, a, i |

VI.5. Matching the translation properly

- Інженер не згадав у доповіді, чи буде можливим отримати економію від електрифікації лінії.
 - The engineer doesn't mention in his report if it would be possible to get savings from the electrification of the line.
 - The engineer did not mention in his report if it was possible to get savings from the electrification of the line.
 - The engineer did not mention in his report if it would be possible to get savings from the electrification of the line.
 - The engineers did not mention in their report if it would be possible to get savings from the electrification of the line.
- Можна очікувати, що вантажні потяги будуть приводитися у дію силою електрики.
 - You may expect freight trains will be hauled by the power of electricity.
 - One may expect freight trains will be hauled by the power of electricity.
 - One may expect freight trains won't be hauled by the power of electricity.
 - One may expect freight trains will be hauled by the power of steam.
- Після випробування інженер зробив доповідь про досягнуті результати.
 - After the test the engineers made a report about the attained results.
 - After the test the engineer made a report about the attained results.
 - After the test the engineer makes a report about the attained results.
 - After the test the engineer will make a report about the attained results.
- Системи метро слід будувати у великих містах.
 - Metro systems ought to be built in all the large cities.
 - Such metro systems ought to be built in large cities.
 - Metro systems ought to have been built in large cities.
 - Metro systems ought to be built in large cities.
- Цей досвід слід застосовувати на інших залізницях.
 - These experiences should be applied to other railways.
 - This experience should have been applied to other railways.
 - This experience should be applied to other railways.
 - This experiment should be applied to other railways.

6. Багато фахівців проводять дослідження в області залізничного транспорту.
- A. Many specialists are carrying out research work in the field of rail transport.
 - B. Many specialists are carrying out research work in the field of road transport.
 - C. Many specialists are carrying out research work in the field of air transport.
 - D. Many specialists are carrying out research work in the field of water transport.
7. Експерименти засвідчили, що потяг може рухатися безпечно.
- A. The experiment showed that the train could move safely.
 - B. The experiments show that the train could move safely.
 - C. The experiments showed that the train could move safely.
 - D. The experiments show that the train can move safely.
8. Комп'ютери широко використовуються у промисловості та дослідженнях.
- A. Computers are widely used in industry.
 - B. Computers are widely used in industry and agriculture.
 - C. Computers are widely used in industry and research.
 - D. Computers were widely used in industry and research.
9. При використанні машини полегшують важку людську працю.
- A. If used, machines don't facilitate hard man's labour.
 - B. If used, machine facilitates hard man's labour.
 - C. If used, machines will facilitate hard man's labour.
 - D. If used, machines facilitate hard man's labour.
10. Новий двигун встановлено на локомотиві.
- A. New engines have been installed in the locomotive.
 - B. A new engine has been installed in the locomotive.
 - C. A new engine has been installed in all the locomotives.
 - D. The same new engine has been installed in the locomotive.

ОЦІНЮВАННЯ НАВЧАЛЬНИХ ДОСЯГНЕНЬ СТУДЕНТА

Оцінювання навчальних досягнень студентів з опанування змісту навчальної дисципліни «Англійська мова поглибленого вивчення» за семестр здійснюється з урахуванням шкали 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 «Англійська мова поглибленого вивчення» за семестр, складаються разом бали за такі елементи оцінювання:

1) кількість балів, отриманих студентом за *аудиторну роботу* за перший (від 0 до 15 балів) і за другий модуль (від 0 до 15 балів);

2) кількість балів за *самостійну роботу* за перший (від 0 до 10 балів) і за другий модуль (від 0 до 10 балів);

3) кількість балів за *модульну контрольну роботу* (від 0 до 10 балів) за перший і за другий модуль (від 0 до 10 балів);

4) кількість балів, отриманих студентом за виконання *навчально-дослідного завдання* за перший (від 0 до 5 балів) і за другий модуль (від 0 до 5 балів);

5) кількість балів, отриманих студентом за *залік* чи за *іспит* (від 0 до 20 балів).

КРИТЕРІЇ ОЦІНЮВАННЯ АУДИТОРНОЇ РОБОТИ СТУДЕНТА

Контроль та оцінювання рівня сформованості всіх видів комунікативної компетенції студентів здійснюється на практичних заняттях під час виконання студентами завдань, спрямованих на опанування ними навчального матеріалу. При оцінюванні рівня сформованості комунікативної компетенції студентів викладачі дотримуються таких методичних положень і критеріїв, розроблених у Curriculum for Universities (Програма з англійської мови для професійного спілкування / Г. Є. Бакаєва, О. А. Борисенко, І. І. Зуєнок [та ін.]. – К. : Ленвіт, 2005. – 120 с. – Текст укр. і англ. мовами) на основі загальноєвропейських рекомендацій з мовної освіти (Загальноєвропейські Рекомендації з мовної освіти : вивчення, викладання, оцінювання / Рада з питань співпраці в галузі

культури; Ком. з освіти; Від. сучас. мов. – Страсбург. / наук. ред. С. Ю. Ніколаєва ; пер. О. М. Шерстюк. – К. : Ленвіт, 2003. – 261 с.):

Критерії оцінювання рецептивних умінь

Читання • розуміння студентом ідеї тексту, його сутності, деталей і структури тексту;

аудіювання • здатність визначати головні думки, конкретну інформацію;
• уміння робити припущення про ідеї і ставлення;
• розуміння особливостей дискурсу.

Критерії оцінювання продуктивних умінь

Говоріння • оцінюється мовленнєва поведінка (логічна послідовність, обсяг, відповідність мовлення) студентів відповідно до критеріїв, розроблених для їхнього РВМ;

• здатність студента брати активну участь у бесіді, обмін репліками та підтримання інтеракції оцінюються відповідно до РВМ студента;

• здатність студента продукувати розбірливі висловлювання, дотримання наголосу, ритму, інтонації оцінюється відповідно до РВМ студента.

Переклад • кількість, якість, відповідність і чіткість передачі інформації;
• точність і доречність використання мовних засобів;
• лексичний і граматичний діапазон відповідно до дескрипторів рівня;

• стиль (напр., уникнення повторення лексичних одиниць);

• чітка структура, належна розбивка текстової інформації на абзаци;

• зв'язний текст із належними з'єднуючими фразами, що допомагають читачеві орієнтуватися в тексті.

Аудиторна робота студента оцінюється за шкалою від 0 до 15 балів за кожний модуль. Студентам, які виконали всі завдання аудиторної роботи у відповідності з програмою у повному обсязі ставиться **за кожний модуль:**

«15 балів» – студенту, робота якого на практичних заняттях відповідала оцінці «відмінно» і який виконав усі завдання на високому рівні (допустимими є незначні помилки, що складають не більше, ніж 5 % завдань);

«13–14 балів» – студенту, робота якого на практичних заняттях відповідала оцінці «дуже добре» і який виконав усі завдання, зробив помилки не більше, ніж у 10 % завдань, проте здатний виправити помилки після того, як викладач привернув до них його увагу;

«10–12 балів» – студенту, робота якого на практичних заняттях відповідала оцінці «добре» і який виконав усі завдання, зробив помилки не більше, ніж у 20 % завдань, проте здатний виправити помилки після того, як викладач привернув до них його увагу;

«7–9 балів» – студенту, робота якого на практичних заняттях відповідала оцінці «задовільно» і який виконав усі завдання, зробив помилки не більше, ніж

у 30 % завдань, проте не здатний виправити помилки після того, як викладач привернув до них його увагу;

«4–6 балів» – студенту, робота якого на практичних заняттях відповідала оцінці «достатньо» і якщо студент виконав усі завдання і зробив помилки не більше, ніж у 40 % завдань;

«0–3 бали» – у разі, якщо студент не виконав усіх завдань або ж зробив помилки більше, ніж у 40 % завдань і не здатний виправити свої помилки (робота такого студента відповідає оцінці «незадовільно»).

КРИТЕРІЇ ОЦІНЮВАННЯ НАВЧАЛЬНО-ДОСЛІДНОГО ЗАВДАННЯ

Виконання навчально-дослідного завдання оцінюється за шкалою від 0 до 5 балів. Студентам, яким зараховано виконання навчально-дослідного завдання (тобто виконане навчально-дослідне завдання відповідає оцінці вищій, ніж «незадовільно») ставиться:

«5 балів» – студенту, виконане навчально-дослідне завдання якого відповідає оцінці «відмінно»;

«4 бали» – студенту, виконане навчально-дослідне завдання якого відповідає оцінці «дуже добре»;

«3 бали» – студенту, виконане навчально-дослідне завдання якого відповідає оцінці «добре»;

«2 бали» – студенту, виконане навчально-дослідне завдання якого відповідає оцінці «задовільно»;

«1 бал» – студенту, виконане навчально-дослідне завдання якого відповідає оцінці «достатньо».

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО САМОСТІЙНОГО ОПРАЦЮВАННЯ СТУДЕНТАМИ НАВЧАЛЬНОГО МАТЕРІАЛУ

Як уже зазначалося, дана навчально-методична розробка охоплює вісім навчальних тем, вивчення яких передбачено програмою у перший рік опанування дисципліною «Англійська мова поглибленого вивчення» (у першому семестрі навчального року опрацьовуються навчальні теми Units 1–4, а у другому семестрі – навчальний матеріал Units 5–8).

У першій частині методичних рекомендацій подано навчальний матеріал, необхідний для проведення практичних занять, ця ж частина методичних рекомендацій містить навчальні завдання для самостійного опрацювання студентами програмного навчального матеріалу першого – восьмого змістових модулів. Завдання для самостійного опрацювання студентами навчального матеріалу кожної навчальної теми (Unit) будувалися укладачами методичних рекомендацій за принципом аналогічності.

Самостійне опрацювання навчального матеріалу, перш за все, передбачає роботу студентів із вивчення, повторення чи узагальнення теоретичних питань, пов'язаних із граматико-стилістичними та лексико-термінологічними особливостями наукового та загальнотехнічного дискурсів. На це й спрямовані завдання розділу *WORKING AUTONOMOUSLY*.

Завдання розділу *SELF-DOING TASKS* містять чотири вправи, які спрямовують студентів на повторення і активізацію навчального матеріалу, опрацьованого на практичних заняттях. На закріплення лексико-семантичних і граматико-структурних особливостей англомовних явищ спрямовані перші дві вправи розділу (*вправи II.1; II.2*). *Вправа II.3* перевіряє сформованість навичок перекладу з української мови англійською. *Вправа II.4* є комплексною за характером, тому її успішне виконання вимагає від студента вищого рівня сформованості мовних (лексичних і граматичних) і мовленнєвих компетенцій, а також мовної інтуїції та уважності.

Навчальні завдання розділу *SELF-CONTROLLING TEST* концентрується на активізації і розвитку самоосвітньої компетенції студентів; повторенні особливостей утворення різних видів питальних речень, використання дієслівних прийменникових компонентів, сполучників; вивченні відмінностей у вживанні (значення, місце в реченні) прикметників і похідних від них прислівників; комплексному подоланні найпоширеніших помилок, яких припускаються україномовні студенти в англійській мові.

Крім цього, формується здатність студентів до аналізу структури англійського простого речення і добору максимально адекватного (як за змістом і структурою, так і за формами граматичного оформлення) українського відповідника.

Ці завдання не тільки виконуються студентами самостійно, але й перевіряються ними за поданими ключами. Підрахувавши кількість вірних відповідей, кожен студент може визначити власний рівень навчальних досягнень і, в разі необхідності, спрямувати свої зусилля на усунення теоретичних «прогалин» чи браку практичних умінь і навичок.

Таким чином, на думку укладачів методичної розробки, студенти мають можливість активніше «включатися» у процес опанування програмного матеріалу навчальної дисципліни «Англійська мова поглибленого вивчення».

Завдання до UNIT 1

I. WORKING AUTONOMOUSLY

to decide-to determine-to make up one's mind

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 82-83]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise "Grammar basis for translation. General notions about The Verb in English" [2, P. 182-188], [7, P. 66-83]. Revise "The Tenses" and the ways of their translating into Ukrainian [4, P. 4-97]

II. SELF-DOING TASKS

II.1. Put the parts of the sentences taken from real conversations together and translate them

- | | |
|--|---|
| 1. Dad is always teasing me | a. a party in one of the houses. |
| 2. He's always arguing | b. about my clothes. |
| 3. He's always giving people | c. and chest problems. |
| 4. Her best friend is always dropping in | d. her family. |
| 5. That old bitch is always | e. new products. |
| 6. Jamie is always having colds | f. making up stories about people. |
| 7. My wife's always buying | g. or fighting. |
| 8. She's always criticising | h. she wishes she was prettier. |
| 9. She's always saying | i. small presents. |
| 10. Someone is always giving | j. to criticise the way she lives her life. |

II.2. Write sentences describing people who often do the following things

- | | |
|---------------------|-----------------------------|
| worry about nothing | complain about their health |
| talk nonsense | quarrel |
| lose their temper | borrow money |
| lose things | buy new clothes |
| change their job | fall in love |

II.3. Put the verb in brackets either in present simple or present continuous tense

1. What's the matter? Why (*cry*) the dispatcher?
2. The chief engineer seldom (*come*) so early.
3. Hurry up! Our train (*start*) in five minutes.
4. They (*not get on*) very well. They (*quarrel*) always.
5. We (*read*) many articles in the original. Now we (*read*) an *International Railway Journal* article.
6. Don't disturb her, she (*work*) at the train schedule.
7. Can you (*see*) well what (*happen*) at the station?
8. Where (*be*) the shunters? They (*shunt*) the train.
9. What (*do*) you now? I (*make*) a new time-table.
10. Mr. Johnson (*come*) tomorrow to deliver some lectures to our students.

II.4. Find and correct the mistake (there is one mistake in each sentence)

1. I want to have my photo take.
2. My friend told me that he would go for the seaside soon.
3. When summer comes we shall going to the country.

4. If the teacher will explain to him the new rules, he will understand everything.
5. She promised that she will learn the dialogue by heart.
6. Instead of writing a letter to his friend he is listening at the music.
7. When the teacher entered the room he saw that the pupils discussed some news.
8. A lot of wonderful films was seen by my classmates last year.
9. This film can be seeing for months.
10. Have you seen this wonderful performance last Sunday?
11. One of his teeth are in a terrible condition.
12. I have been learning English from 1990.
13. If they come to the cinema in time they would meet each other.
14. They saw me to work hard at my English.
15. Everybody know that he is one of the best pupils at our secondary school.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|----------------|-------------|--------------|---------------|------------|
| 1. investigate | 2. concept | 3. basic | 4. base | 5. load |
| a. open | a. idea | a. principle | a. support | a. weight |
| b. discover | b. sentence | b. prince | b. foundation | b. height |
| c. shut | c. phrase | c. mostly | c. supply | c. freight |
| d. wake | d. letter | d. chief | d. flutter | d. road |

Key: 1 b, 2 a, 3 d, 4 b, 5 c

III.2. Matching antonyms

- | | | | | |
|----------------|------------|-------------------|-----------|------------|
| 1. usual | 2. farther | 3. facilitate | 4. like | 5. like |
| a. ordinary | a. nearer | a. trouble | a. as | a. love |
| b. traditional | b. next | b. disturb | b. unlike | b. disturb |
| c. universal | c. last | c. make difficult | c. so | c. link |
| d. unusual | d. past | d. embarrass | d. same | d. dislike |

Key: 1 d, 2 a, 3 c, 4 b, 5 d

III.3. Matching words properly

- | | | | | |
|-------------------|--------------|-----------------|------------------|----------------|
| 1. обтічної форми | a. streamed | b. stream-lined | c. streamful | d. streamer |
| 2. незвичайний | a. useless | b. usual | c. useful | d. unusual |
| 3. ковзання | a. gliding | b. glide | c. skate | d. glider |
| 4. недієвий | a. effective | b. ineffective | c. non-effective | d. effect |
| 5. безколісний | a. wheels | b. wheelless | c. non-wheels | d. whales |
| 6. на відміну від | a. like | b. dislike | c. in change | d. unlike |
| 7. застосування | a. apply | b. application | c. applied | d. applicator |
| 8. безшумний | a. noise | b. noisy | c. noiseless | d. noisier |
| 9. безбаластний | a. balance | b. ballast | c. non-ballast | d. ballastless |
| 10. непрактичний | a. practice | b. practical | c. impracticable | d. practise |

Key: 1 b, 2 d, 3 a, 4 c, 5 b, 6 d, 7 b, 8 c, 9 d, 10 c

III.4. Matching words to express the idea and writing them properly

- | | |
|---|------------------------------------|
| 1. to try to achieve sth | a. c, f, l, t, t, a, a, e, i, i |
| 2. to fix sth in position ready for use | b. a, a, m, t, i |
| 3. to show sth by means of facts or evidence | c. e, e, a, v, s, t, t, g, n, i, i |
| 4. to discover or examine all facts about sth | d. v, e, o, r, p |
| 5. to make sth easier | e. l, l, t, s, n, a, i |

Key: 1 b, 2 a, 3 d, 4 b, 5 c

III.5. Matching the translation properly

1. У майбутньому локомотивами будуть керувати комп'ютери.
 - A. In the future the locomotives will run the computers.
 - B. Locomotives will be run by computers everywhere.
 - C. Everywhere locomotives were run by computers.
 - D. In the future the locomotives will be run by computers.
2. Британія першою упровадила парову тягу на залізниці.
 - A. Great Britain was the last to introduce steam traction on railways.
 - B. Great Britain was the first to introduce steam traction on railways.
 - C. Great Britain and the USA were the first to introduce steam traction on railways.
 - D. Great Britain was the first to introduce electric traction on railways.
3. З того часу багато змін відбулося на залізниці.
 - A. Since those times many changes have taken place on railways.
 - B. Since that time many changes have taken place not only on railways.
 - C. Since that time many changes have taken place on railways.
 - D. Since that time many changes will have taken place on railways.
4. Але одного дня рейка зламалася і поїзд перекинувся.
 - A. But one day the rails broke and the trains overturned.
 - B. But one day the rail broke and the train overturned.
 - C. But one night the rail broke and the train overturned.
 - D. But one day the rail will break and the train will overturn.
5. Його виготовляють на локомотиво-будівному заводі.
 - A. It is made at the locomotive-building works.
 - B. It isn't made at the locomotive-building works.
 - C. They are made at the locomotive-building works.
 - D. It was made at the locomotive-building works.
6. На перших залізницях коней використовували для приведення у дію поїздів.
 - A. Horse was used on the first railway for drawing trains.
 - B. Horses will be used on the fast railways for drawing trains.
 - C. Horses were used on the last railways for drawing trains.
 - D. Horses were used on the first railways for drawing trains.
7. Багато змін відбудеться в майбутньому на залізниці.
 - A. Many changes in the future will be made on the railways.
 - B. Many changes in the past were made on the railways.
 - C. Many changes in the future will be made in the world.
 - D. Many changes in the future will be made in the transportation system.
8. Залізниця використовується для перевезення пасажирів і вантажів.
 - A. Railways were used to carry passengers and freights.
 - B. Railways are used to carry passengers and freights.
 - C. Railways are used to carry passengers, not freights.
 - D. Railways are used to carry passengers' freights.
9. Це важливо для економічного розвитку країни.
 - A. It is important for the economy's development of a country.
 - B. It was important for the economic development of a country.
 - C. It isn't important for the economic development of a country.
 - D. It is important for the economic development of a country.

10. Експрес-поїзди відомі як «швидкісні поїзди».

- A. Express trains are thought as “fast trains”.
- B. Express trains are spoken as “fast trains”.
- C. Express trains are known as “fast trains”.
- D. Express trains are known as last trains.

Key: 1 d, 2 b, 3 c, 4 b, 5 a, 6 d, 7 a, 8 b, 9 d, 10 c

Завдання до UNIT 2

I. WORKING AUTONOMOUSLY

to offer-to suggest / to ponder-to consider-to think over

I.1. Find out the meaning of the given above words. Study what is common and different in their meaning and usage [5, P. 48-50], [5, P. 90]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Modal verbs” [2, P. 194-200] and study the peculiarities of their usage / the ways of translating [4, P. 99-114]

II. SELF-DOING TASKS

II.1. Fill in the gaps of the sentences below with the proper preposition

1. They got married ___ 12 March. 2. Most of the guests had left ___ that time. 3. Did you come here ___ plane? 4. Tom usually leaves work ___ five o'clock. 5. I've lived here ___ six years. 6. Have you ever been ___ London? 7. I've been studying English ___ I was five. 8. We were doing it ___ pleasure. 9. Ann is going away ___ a week in September. 10. We met ___ 1986. 11. Mr. Pavlov is busy ___ the moment. 12. We give each other presents ___ Christmas. 13. Julia is studying ___ a university. 14. Where are you ___? 15. In most countries people drive ___ the right.

II.2. Insert *already, ever, yet, just, since or for* into the appropriate sentences

1. I've known him ___ a long time. 2. We've been on holiday ___ two weeks. 3. She has ___ explained the situation to me. 4. She hasn't been to work ___ July. 5. She's been ill ___ a fortnight. 6. They have been divorced ___ last year. 7. The post hasn't come ___. 8. My grandmother has been a pensioner ___ five years. 9. He has been away ___ a month. 10. He hasn't invited me to the party ___. 11. Have you ___ been to South Africa? 12. Have you finished writing your essay? – I haven't finished it ___. 13. Shall I pay the waiter? – No, I've ___ paid the bill. 14. Have you ___ spoken to a famous person? 15. Ann, lay the table. I've ___ cooked dinner.

II.3. Complete the following passage by putting the verbs into past tense

After the Second World War, Akio Morita, the co-founder of Sony, joined forces with a friend, Masaru Ibuka. Both men (*know*) a great deal about telecommunications, so they (*set*) up a small engineering company, Tokyo Tsushin Kogyo. They (*find*) a small broken-down building to use as a laboratory in Tokyo. There (*be*) so many holes in the roof that when it (*rain*), they (*have*) to continue working under umbrellas. Their first task (*be*) to decide what to make. They (*not want*) to make radios because of the competition from much larger companies. Instead, they (*decide*) to create an entirely new product, a tape recorder. They (*succeed*) in making a machine, but unfortunately they (*not have*) any tape, and they (*not know*) how to produce it. So they (*start*) to experiment, and (*try*) using a number

of different materials. Finally, they (*make*) a breakthrough. They (*cut*) up strips of paper to make a reel, and (*paint*) them with a magnetic material that they (*heat*) on a frying pan in their small room. It (*work*), and they gradually (*improve*) the process. In 1950, (*begin*) trying to sell their revolutionary machine... And the rest is history!

II.4. Find and correct the mistake (there is one mistake in each sentence)

1. He is going to have his tooth fill.
2. My brothers is fond of painting.
3. The doctor recommended me to go for the seaside.
4. We went on our holidays to Kyiv next winter.
5. Before running to the bridge she first looked to the right and then to a left.
6. Instead of cleaning her room she is dancing at her friend.
7. When my son grows up he will becoming an engineer.
8. If this student will come in time he will hear the report.
9. He said that he will help us at once.
10. They had breakfast when I knocked at the door.
11. A lot of places of interest was seen by our delegation in London.
12. If we go to the performance we would be very happy.
13. This book must be reading by every student.
14. Would the evening party at your school successful?
15. Have you get any parcels from your foreign friend last month?

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|-------------|-------------|------------|-------------|-------------|
| 1. strange | 2. apply | 3. attain | 4. move | 5. research |
| a. straight | a. employ | a. lose | a. operate | a. open |
| b. usual | b. useful | b. achieve | b. run | b. state |
| c. unusual | c. useless | c. fail | c. change | c. think |
| d. useless | d. employee | d. develop | d. approach | d. search |

Key: 1 c, 2 a, 3 b, 4 b, 5 d

VI.2. Matching antonyms

- | | | | | |
|------------------|------------|--------------|---------------|--------------|
| 1. strange | 2. without | 3. cheap | 4. basic | 5. careful |
| a. ordinary | a. since | a. cost | a. principal | a. careless |
| b. exceptional | b. for | b. most | b. additional | b. care |
| c. extraordinary | c. with | c. dispense | c. general | c. carefully |
| d. unusual | d. from | d. expensive | d. common | d. caress |

Key: 1 a, 2 c, 3 d, 4 b, 5 a

VI.3. Matching words properly

- | | | | | |
|----------------|---------------|----------------|---------------|------------------|
| 1. ВИГОТОВЛЯТИ | a. producer | b. produce | c. products | d. production |
| 2. НЕСХОЖІСТЬ | a. differ | b. different | c. difference | d. differed |
| 3. ВІДНОШЕННЯ | a. relative | b. relatively | c. relativity | d. relation |
| 4. ЕФЕКТИВНИЙ | a. efficiency | b. efficiently | c. efficient | d. efficientless |
| 5. ВІНАХІДНИК | a. invent | b. invention | c. inventor | d. inventive |
| 6. ВАНТАЖ | a. loader | b. loading | c. loaded | d. load |
| 7. ПРОСТИЙ | a. simplify | b. simple | c. simpler | d. simplicity |
| 8. РОЗКОПКИ | a. excavate | b. excavator | c. excavation | d. excavated |

9. винахід a. invent b. invention c. inventor d. inventive
 10. надійний a. reliability b. reliable c. rely d. relied

Key: 1 b, 2 c, 3 d, 4 c, 5 c, 6 d, 7 b, 8 c, 9 b, 10 b

VI.4. Matching words to express the idea and writing them properly

- | | |
|--|---------------------------|
| 1. careful study or investigation | a. c, s, b, i, a |
| 2. a principle or an idea relating to sth abstract | b. d, a, o, l |
| 3. forming a base from which sth develops or on which sth is built | c. e, e, a, c, r, r, h, s |
| 4. anything that is being carried | d. d, l, s, i, e |
| 5. to move smoothly along an even, polished surface | e. c, c, p, t, n, e, o |

Key: 1 c, 2 e, 3 a, 4 b, 5 d

VI.5. Matching the translation properly

- Взагалі ми вважаємо залізницю засобом пересування.
 - We usually think of railways as a means of travel.
 - We usually read of railways as a means of travel.
 - We usually speak of railways as a means of travel.
 - He usually thinks of railways as a means of travel.
- Кінні залізниці проіснували не довго.
 - The horse-railways lasted long.
 - The horse-railways didn't last long.
 - The horse-railways won't last long.
 - The horse-railways couldn't last long.
- Одна з перших спроб використати паровий двигун була зроблена в 1808.
 - One of the last attempts to use the steam engine was made in 1808.
 - One of the first attempts to use the steam engine was made in 1880.
 - One of the first attempts to use the steam engine was made in 1808.
 - One of the first attempts to use the electric engine was made in 1880.
- За шилінг публіка могла проїхати в вагоні, що приводився в дію паровим двигуном.
 - For a shilling the public could travel in carriage drawn by the diesel engine.
 - For two shillings the public could travel in carriage drawn by the steam engine.
 - For a shilling the public had to travel in carriage drawn by the steam engine.
 - For a shilling the public could travel in carriage drawn by the steam engine.
- У них були сумніви в можливості використання парового двигуна взимку.
 - They have doubts about the possibility of using steam engines in winter.
 - They had difficulties with using steam engines in winter.
 - They had doubts about the possibility of using steam engines in winter.
 - They had plans about the possibility of using steam engines in winter.
- Велика кількість розробок буде впроваджена.
 - Great numbers of development will be introduced.
 - A greater number of developments will be introduced.
 - The greatest number of developments will be introduced.
 - A great number of developments will be introduced.
- Люди могли наздогнати локомотив Тревітіка.
 - People couldn't catch Trevithick's locomotive.
 - People had to catch Trevithick's locomotive.
 - People could catch Trevithick on his locomotive.
 - People could catch Trevithick's locomotive.

8. «Ракета»могла рухати маленький потяг із навантаженими вагонами.
 A. “The Rocket”could draw a small train of loaded cars.
 B. “The Rocket”could draw a huge train of loaded cars.
 C. “The Rocket”could draw two small trains of loaded cars.
 D. “The Rocket”had to draw a small train of loaded cars.
9. У майбутньому локомотивами будуть керувати комп’ютери.
 A. In the future the locomotives will be run by computers.
 B. In the future every locomotive will be run by computers.
 C. In the future the locomotives will be run by general computer.
 D. In the future the locomotives will be run with computers.
10. Про впровадження електричної тяги на залізниці говорили ще в XIX сторіччі.
 A. The introduction of steam traction on railways was spoken of in the XIX century.
 B. The introduction of electric traction on railways was spoken of in the XX century.
 C. The introduction of electric traction on railways was spoken of in the XIX century.
 D. The introduction of diesel traction on railways was spoken of in the XIX century.

Key: 1 a, 2 b, 3 c, 4 d, 5 c, 6 b, 7 d, 8 a, 9 a, 10 c

Завдання до UNIT 3

I. WORKING AUTONOMOUSLY

to note-to notice-to pay attention / to end-to finish-to complete-to be over

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 6-7], [5, P. 11-12]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “Will / Going to” [1, P. 24-63] and study the peculiarities of their usage / the ways of translating

II. SELF-DOING TASKS

II.1. Here are some of the plans of various members of a family. Put the sentences together using to be going to.

Jane / study music in Vienna. She / try to become a professional pianist. But first, she / spend a year learning German. This summer, Jane / start her own business.

Max / do Maths and science for his final exams. Then he / train as a pilot. Max / spend the summer learning to fly.

Jennifer’s eight, and she doesn’t know what she / do. One day she says she / be a dancer. And the next she says she / stay with her aunt in America.

Their parents / spend two weeks walking in Scotland. Then they / decorate the house.

II.2. Put the verb in brackets either in future simple or using be going to

1. I’ve just enrolled at the local technical college. I (*attend*) pottery classes next winter.

2. How do I get from here to London Bridge? – I don’t know, but I (*ask*) that policeman.

3. Why are you carrying a corkscrew? – I (*open*) a bottle of wine.

4. Why’s he putting the camera on a tripod? – He (*take*) a group photo.

5. My brother has just returned from America. – Oh good, we (*ask*) him to our next party.
6. Why have you set your alarm to go off at five-thirty? – Because I (*get*) up then. I've got a lot to do.
7. I'm turning this cupboard into a darkroom. I (*develop*) my own films.
8. You look frozen. Sit down by the fire and I (*make*) you a cup of tea.
9. They've brought a rope and they (*tow*) the car to a garage.
10. I haven't bought any cigarettes because I (*give*) up smoking.
11. I have tried to explain but she doesn't understand English. – I (*say*) it to her in Finnish: perhaps she'll understand that.
12. I've come out without any money. – Never mind, I (*lend*) you some. How much do you want?
13. Do you see that car? They (*raffle*) it for charity.
14. They've hired a bulldozer. They (*clear*) away this rubble.
15. Will you lend me your season ticket? – No, I (*not lend*) it to you. It is against the law.

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. In the future the railways will be changing greatly.
2. It speed of 170 kph was developed by modern locomotives.
3. Did railways used to carry people?
4. It was really the first steam locomotives in America.
5. These locomotive now is demonstrated in a museum.
6. We shall had more comfortable cars in the future.
7. Did Trevithick constructed a practical locomotive?
8. The history of steam traction begin very early.
9. The new method at painting cars proved successful.
10. The designers themself didn't expect satisfactory result.
11. At first not many people believed that steam locomotives was practical machines.
12. An importance of railways for the economic development is much written about.
13. The problem of transportation must been approached from different aspects.
14. The Cherepanovs constructed the first steams locomotive in the Russian Empire.
15. Railways play a very important parts in the transportation of freight.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|------------|--------------------------|--------------|---------------|----------|
| 1. freight | 2. to put into operation | 3. powerful | 4. to change | 5. hard |
| a. bread | a. to put into service | a. powerless | a. to combine | a. yard |
| b. broad | b. to put on | b. strong | b. to carry | b. firm |
| c. load | c. to put off | c. powder | c. to place | c. heavy |
| d. great | d. to put away | d. energy | d. to replace | d. smart |

Key: 1 c, 2 a, 3 b, 4 d, 5 c

III.2. Matching antonyms

- | | | | | |
|----------------|-------------|-------------|------------|----------------|
| 1. install | 2. reduce | 3. get on | 4. failure | 5. thanks to |
| a. restore | a. increase | a. get up | a. success | a. due to |
| b. reconstruct | b. decrease | b. get away | b. fancy | b. in spite of |

- | | | | | |
|-------------|-------------|------------|------------|----------------|
| c. remove | c. cut down | c. get out | c. fate | c. owing to |
| d. initiate | d. contract | d. get off | d. succeed | d. as a result |

Key: 1 c, 2 a, 3 d, 4 a, 5 b

III.3. Matching words properly

- | | | | | |
|---------------|----------------|-----------------|------------------|------------------|
| 1. виробник | a. producer | b. produce | c. production | d. productive |
| 2. вантажити | a. loader | b. loading | c. loaded | d. load |
| 3. легкий | a. lighter | b. light | c. lighted | d. lights |
| 4. сполучення | a. communicate | b. communicator | c. communication | d. communicative |
| 5. широкий | a. wide | b. widely | c. width | d. wider |
| 6. система | a. sestem | b. sistem | c. system | d. seestem |
| 7. мінливий | a. change | b. changes | c. changeable | d. changeless |
| 8. простіший | a. simpler | b. simplest | c. simple | d. simplicity |
| 9. опір | a. oppose | b. opposition | c. opposite | d. oppositive |
| 10. існуючий | a. exist | b. existence | c. existed | d. existent |

Key: 1 a, 2 d, 3 b, 4 c, 5 a, 6 c, 7 c, 8 a, 9 b, 10 d

III.4. Matching words to express the idea and writing them properly

- | | |
|--|---------------------------|
| 1. to begin to exist | a. p, r, f, l, o, e, w, u |
| 2. moving or able to move quickly | b. s, s, s, c, c, e, u |
| 3. easy to lift or move | c. p, p, r, e, a, a |
| 4. physically strong | d. g, t, h, l, i |
| 5. the achievement of desired aim or social position | e. a, f, s, t |

Key: 1 c, 2 e, 3 d, 4 a, 5 b

III.5. Matching the translation properly

- Черепанови сконструювали перший паровоз у Російській імперії.
 - The Cherepanovs constructed the flying steam locomotive in the Russian Empire.
 - The Cherepanovs constructed the fastest steam locomotive in the Russian Empire.
 - The Cherepanovs constructed the first steam locomotive in the Romanian Empire.
 - The Cherepanovs constructed the first steam locomotive in the Russian Empire.
- Цей локомотив тепер демонструється у музеї.
 - These locomotives now are demonstrated in a museum.
 - This locomotive now is demonstrated in a museum.
 - This locomotive was demonstrated in a museum.
 - This locomotive now is demonstrated as a monument.
- Залізниці відіграють дуже важливу роль у вантажних перевезеннях.
 - Railways play a very important part in the transportation of passengers.
 - Railways play a very important part in the transportation of freights.
 - Railways play a very important part transportating freights.
 - Railways played a very important part in the transportation of freights.
- Конструктори й самі не очікували задовільного результату.
 - The designers themselves didn't expect satisfactory result.
 - The designer himself didn't expect satisfactory result.
 - The designers themselves didn't believe in satisfactory result.
 - The designers themselves didn't expect such good result.
- Новий метод фарбування вагонів виявився успішним.
 - The new method of painting cars is successful.
 - The new methods of painting cars proved successful.

- C. The new method of painting cars proved successful.
 D. The new method of repairing cars proved successful.
6. Конференцію відвідають залізничні експерти з різних країн.
 A. The conference will be attended by railway experts from various countries.
 B. The conference was attended by railway experts from various countries.
 C. This conference is often attended by railway experts from various countries.
 D. The conference would be attended by railway experts from various countries.
7. Парові залізниці використовували силу пари для руху поїздів.
 A. Steam railroads used the power of steam for stopping trains.
 B. Steam railroads used the power of steam for drawing trains.
 C. Steam railroads used steam traction for drawing trains.
 D. Steam railroads using the power of steam for drawing train are very rare today.
8. Він розвивав нечувану швидкість – 13 миль/год.
 A. It developed an unthought-of speed of 13 mph.
 B. It developed an incredible speed of 13 mph.
 C. It developed an unheard-of speed of 13 mph.
 D. It developed a very high speed of 13 mph.
9. Це була коротка лінія, що покривала відстань усього 854 метри.
 A. It is a short distance line covering only 854 metres.
 B. It was a short distance line covering only 864 metres.
 C. It was a short distance line covering only 854 metres.
 D. It was a short distance line covering only 854 kilometres.
10. Нас повідомлять про зміну в розкладі.
 A. We were told about the change in the time-tables.
 B. They'll be told about the change in the time-table.
 C. We were told about the changes in the time-tables.
 D. We'll be told about the change in the time-table.

Key: 1 d, 2 b, 3 b, 4 a, 5 c, 6 a, 7 b, 8 c, 9 c, 10 d

Завдання до UNIT 4

I. WORKING AUTONOMOUSLY

to go-to ride-to drive

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 8-10]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Perfect Tenses” [2, P. 186-188] and study the peculiarities of its usage

I.3. Revise “The Subject” and study the ways of its translating into Ukrainian [1, P. 76-96]

II. SELF-DOING TASKS

II.1. Complete the sentences with the pronouns some, any, no in brackets

1. “What books shall I bring you?” “ ___ you like”. 2. Is there ___ other choice?
 3. He can answer ___ question on the subject. 4. I can answer now only ___ questions on the subject. 5. ___ doctor will tell you that it is harmful to your health. 6. Can we have ___ milk? 7. Would you like me to give you ___ additional proof? 8. Is ___

additional proof necessary? 9. Why are ___ people so boring? 10. "Will you have ___ more tea?" "Thank you". 11. Will you have ___ more tea? You have had only one cup. 12. Will you have ___ more tea, Charles? I think you have had more than is good for you. 13. "What material do you need?" " ___ that is available". 14. Shall I help you to ___ fruit. 15. Were there ___ objections?

II.2. Put the verb in brackets in present perfect

1. I'm going to send them a reminder. They ___ (*not pay*) us for their last order.
2. Anne ___ (*just / get*) back from lunch. Why don't you call her now? 3. ___ (*you / write*) to them about that shipment, or do you want me to phone them? 4. We ___ (*spend*) a lot on modernizing the factory, and it is now very well equipped.
5. Unemployment is very high here because a lot of factories ___ (*shut*) down. 6. The lawyers ___ (*draw*) up the contracts, so we are now ready to go ahead with the deal.
7. I ___ (*not speak*) to the MD about your proposal, but I will soon. 8. ___ (*you / find*) a suitable replacement for Mr Chambers, or is the post still vacant?

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. The introduction of electric traction were spoken of at he end of the century.
2. The invention of this engine will followed by the development of steam locos.
3. The beginning of our century was spoken as the Golden Age on travel.
4. The importance of railways for the economic development is written from.
5. The economy in the country is influenced by transport.
6. Will more comfortable cars been put into service?
7. Railway is a means's of freight transportation.
8. Many inventions were not think of before.
9. Today people used electric and diesel traction on their railways.
10. The history's of steam traction began very early.
11. The locomotive was looked on with great interest.
12. Today we travel for one place to another quite easily.
13. This experimental data can be relied upon.
14. High speeds was developed by modern trains.
15. The public could travel in a carriages for a shilling.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|----------------|------------|-------------|---------------|--------------|
| 1. important | 2. freight | 3. to call | 4. suitable | 5. thanks to |
| a. great | a. goods | a. to go | a. suitcase | a. to thank |
| b. significant | b. moods | b. to write | b. suitless | b. tank |
| c. known | c. needs | c. to name | c. convenient | c. listen to |
| d. fame | d. knight | d. to mail | d. coming | d. owing to |

Key: 1 b, 2 a, 3 c, 4 c, 5 d

III.2. Matching antonyms

- | | | | | |
|----------|-----------|------------|-----------------|--------------|
| 1. fast | 2. heavy | 3. success | 4. to disappear | 5. safe |
| a. ask | a. navy | a. failure | a. to erect | a. usual |
| b. slow | b. narrow | b. exam | b. to pass | b. curious |
| c. quick | c. light | c. feast | c. to appear | c. furious |
| d. rapid | d. right | d. fantasy | d. to appeal | d. dangerous |

Key: 1 b, 2 c, 3 a, 4 c, 5 d

III.3. Matching words properly

- | | | | | |
|-------------------|----------------|---------------|---------------|---------------|
| 1. розкопки | a. excavate | b. excavator | c. excavation | d. excavated |
| 2. винахід | a. invent | b. invention | c. inventor | d. inventive |
| 3. надійний | a. reliability | b. reliable | c. rely | d. relied |
| 4. опір | a. oppose | b. opposition | c. opposite | d. oppositive |
| 5. існуючий | a. exist | b. existence | c. existed | d. existent |
| 6. тертя | a. fraction | b. fraise | c. friction | d. fiction |
| 7. втрата | a. less | b. lose | c. loss | d. lost |
| 8. повітряна куля | a. air ball | b. ball | c. balloon | d. balcony |
| 9. досягти | a. attract | b. attention | c. stain | d. attain |
| 10. дешевий | a. cheap | b. chief | c. cheaper | d. knife |

Key: 1 c, 2 b, 3 b, 4 b, 5 d, 6 c, 7 c, 8 c, 9 d, 10 a

III.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. to become visible | a. p, r, t, e, e, a, o |
| 2. requiring efforts or skills | b. p, p, r, a, a, e |
| 3. having great influence or authority | c. b, l, s, s, p, o, i, e |
| 4. to do business | d. c, l, t, d, f, f, i, i, u |
| 5. that can exist or happen | e. m, p, n, r, t, t, i, o, a |

Key: 1 b, 2 d, 3 e, 4 a, 5 c

III.5. Matching the translation properly

- На ці експериментальні дані можна покластися.
A. This experimental datum can be relied upon.
B. These experimental data can be relied upon.
C. These experiments can be relied upon.
D. These experimental data can be discussed.
- Про такий винахід навіть не думали раніше.
A. About such invention it wasn't thought before.
B. Such invention was not seen before.
C. Such inventions weren't thought of before.
D. Such invention was not thought of before.
- Залізниці дуже важливі для економічного розвитку країни.
A. The railways were very important for the economic development of the country.
B. The railways are very needed for the economic development of the country.
C. The railways are very important for the economic development of the country.
D. The railways are very important for the economy of the country.
- Високі швидкості розвиваються сучасними потягами.
A. High speeds are developed by modern trains.
B. Higher speeds are developed by modern trains.
C. The highest speeds are developed by modern trains.
D. High speeds were developed by modern trains.
- Конференцію відвідають експерти з різних країн.
A. The conference will be attended by experts from various countries.
B. The conference will be attended by experts from our country.
C. The conference was attended by experts from different countries.
D. The conference is always attended by experts from various countries.

6. Багато з них боялися залізниць, коли ті вперше з'явилися.
 A. Many of us were afraid of the railways when they first appeared.
 B. Many of them were afraid of the railways when they first appeared.
 C. Many of them were afraid of the railways when they first travelled.
 D. Many of them were afraid of the locomotives when they first appeared.
7. На економіку країни впливає транспорт.
 A. The economy of the country is always influenced by transport.
 B. The economies of the countries are influenced by transport.
 C. The economy of the country is influenced by transport.
 D. The economy of the country influenced on transport.
8. Про важливість залізниць для економіки країни багато пишуть.
 A. The importance of railways for the economy of a country is much spoken about.
 B. The importance of railways for the economy of a country is much discussed.
 C. The importance of railways for the economy of a country is immeasurable.
 D. The importance of railways for the economy of a country is much written about.
9. На програмі наполягали багато фахівців.
 A. That program was insisted on by many specialists.
 B. The program was inspected by many specialists.
 C. The program was insisted on by many specialists.
 D. The program is insisted on by many specialists.
10. Проти одного з проєктів заперечували.
 A. One of the projects is objected to.
 B. One of the projects was objected to.
 C. One of the projects will be objected to.
 D. The project is objected to.

Key: 1 b, 2 d, 3 c, 4 a, 5 a, 6 b, 7 c, 8 d, 9 c, 10 b

Завдання до UNIT 5

I. WORKING AUTONOMOUSLY

to cure-to treat-to heal / to look for-to seek-to search / to disprove-to refute / to kill-to murder

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 18-22]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Verbal Noun” [2, P. 226], “The Numerals” [2, P. 227-230] and study the peculiarities of their usage

II. SELF-DOING TASKS

II.1. Rewrite the sentences using present perfect and past simple

1. The train is coming. (just; an hour ago)
2. The bell is ringing. (just; some minutes ago)
3. He is going to London in a few days. (already; last week)
4. Who is your friend speaking to? (yesterday; just)
5. We are writing the words of Lesson 7. (already; at the last lesson)
6. Students are cleaning their classrooms. (already; last Saturday)
7. The teacher is explaining a new rule. (just; at the previous lesson)

8. Ann is doing the flat. (just; on Friday)
9. They are discussing this problem again. (many times; a few days ago)
10. The birds are flying to the South. (already; at the end of August)

II.2. Put the verb in brackets in present perfect or past simple tense

1. I can't go out because I (*not finish*) my work.
2. I never (*drink*) whisky.
3. I (*write*) the letter but I can't find a stamp.
4. "The clock is slow." – "It isn't slow, it (*stop*)."
5. Here are your shoes; I just (*clean*) them.
6. I (*leave*) home at 8.00 and (*get*) here at twelve.
7. I (*do*) this sort of work when I (*be*) an apprentice.
8. He just (*go*) out.
9. He (*go*) out ten minutes ago.
10. "You (*have*) breakfast yet?" – "Yes, I (*have*) it at 8.00."
11. I (*meet*) him last June.
12. You (*see*) the moon last night?
13. The concert (*begin*) at 2.30 and (*last*) for two hours.
- Everyone (*enjoy*) it very much.
14. The play just (*begin*). You are a little late.
15. "The newspaper (*come*)?" – "Yes, Ann is reading it."

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. Steam railroads used the power of steam for draw trains.
2. The engine ran fast along the street from loud roaring.
3. People doesn't know much about the first railways.
4. The new method of painted cars proved successful.
5. One of a first railways to use steam engine was constructed in England.
6. The little eight-ton steam locomotive ran on a circular iron's track.
7. After it first journey on land the locomotive fell into the river and disappeared.
8. The peoples saw a fire-breathing monster running along the street.
9. The importance of railways from the economy is much written about.
10. You should know many more of the first railways.
11. Everybody know the English buses are red.
12. "The Rocket" could draw a small trains of loaded cars.
13. Expressed trains are known as "fast trains".
14. The conference will be attending by railway experts.
15. The body of first cars were made of wood.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|----------------|---------------|----------|-------------|-----------------|
| 1. to develop | 2. to operate | 3. fast | 4. works | 5. to introduce |
| a. to do | a. to run | a. east | a. to work | a. to meet |
| b. to work out | b. to ring | b. best | b. to plant | b. to talk |
| c. to depend | c. to ride | c. quick | c. play | c. to tell |
| d. to write | d. to read | d. quiz | d. plant | d. to make |

Key: 1 b, 2 a, 3 c, 4 d, 5 a

III.2. Matching antonyms

- | | | | | |
|----------------|----------|--------------|--------------|------------|
| 1. dependent | 2. fast | 3. safe | 4. developed | 5. success |
| a. holding | a. slow | a. saving | a. big | a. fame |
| b. independent | b. quick | b. dangerous | b. great | b. poverty |
| c. carried | c. rapid | c. possible | c. small | c. failure |
| d. carrying | d. cold | d. sure | d. backward | d. money |

Key: 1 b, 2 a, 3 b, 4 d, 5 c

III.3. Matching words properly

- | | | | | |
|-----------------|------------------|--------------|---------------|----------------|
| 1. ідея | a. concert | b. concept | c. concrete | d. create |
| 2. досягти | a. attract | b. attention | c. attain | d. attack |
| 3. дивний | a. strange | b. straight | c. strip | d. stripe |
| 4. повзунок | a. skating | b. skiing | c. scooter | d. slide |
| 5. без | a. with | b. without | c. out | d. full |
| 6. подальший | a. father | b. further | c. next | d. nearest |
| 7. очікувати | a. while | b. inspect | c. spectator | d. expect |
| 8. вантажити | a. load | b. unload | c. loading | d. loader |
| 9. досліджувати | a. invest | b. expire | c. experiment | d. investigate |
| 10. точка зору | a. point of view | b. point to | c. point out | d. review |

Key: 1 b, 2 c, 3 a, 4 d, 5 b, 6 b, 7 d, 8 a, 9 d, 10 a

III.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. to make a machine work | a. i, o, e, u, d, c, t, r, n |
| 2. a particular area or position | b. e, a, o, r, t, p, e |
| 3. to become different | c. p, c, a, l, e |
| 4. to work or perform duties | d. a, c, e, g, h, n |
| 5. to bring into use or operation for the first time | e. e, e, r, v, s |

Key: 1 b, 2 c, 3 d, 4 e, 5 a

III.5. Matching the translation properly

- Перший паровоз цього типу був всього 15 футів завдовжки.
A. The first steam locomotive of this type was only 15 feet in length.
B. The first locomotive of this type was only 15 feet in length.
C. The next steam locomotive of this type was only 15 feet in length.
D. The first steam locomotive of this type was only 15 km in length.
- Чому проекти незвичайних залізниць можуть бути для нас важливими?
A. Why may the projects of unusual railways be important for us?
B. May the projects of unusual railways be important for us?
C. When may the projects of unusual railways be important for us?
D. Where may the projects of unusual railways be important for us?
- Яку енергію треба використати згідно з проектом для замороження води?
A. What power must be used for freezing water?
B. What power has to be used for freezing water?
C. What power is to be used for freezing water?
D. What power was to be used for freezing water?
- На відміну від сучасних локомотивів, цей мав тільки два колеса.
A. Unlike modern locomotive this one had only two wheels.
B. Unlike modern locomotives these had only two wheels.
C. Unlike modern locomotives this one had no wheels.
D. Unlike modern locomotives this one had only two wheels.
- Конструктор планував, що він закінчить своє дослідження за тиждень.
A. The designers planned that they would complete their research in a week.
B. The designer planned that he would complete his research in a week.
C. The designer plans that he will complete his research in a week.
D. The designer planned that he would complete his research in two weeks.

6. Більшість фахівців вважає, що потягами майбутнього керуватимуть автоматичні машиністи.
- Specialists believe the trains of the future would be operated by automatic drivers.
 - Most specialists believed the trains would be operated by automatic drivers.
 - Most specialists believe the trains of the future would be operated by automatic drivers.
 - Many specialists believe the trains of the future would be operated by automatic drivers.
7. Усі магістралі повинні обслуговуватися швидкісними потягами.
- All main lines should be serviced by high-speed trains.
 - All lines should be serviced by high-speed trains.
 - Any main line should be serviced by high-speed trains.
 - All main lines should be serviced by low-speed trains.
8. Цей експеримент має на меті досягнення рекордної швидкості пробігу.
- This experiment is aimed at reaching a record speed.
 - These experiments are aimed at reaching a record speed of running.
 - This experiment was aimed at reaching a record speed of running.
 - This experiment is aimed at reaching a record speed of running.
9. Якщо мотор не ефективний, втрати енергії дуже великі.
- If the engines are not efficient, the losses of energy are very large.
 - If the engine is not efficient, the losses of energy are very large.
 - If the engine were not efficient, the losses of energy would be large.
 - If the engine is not efficient, the losses of energy will be large.
10. На електровозах електричний струм використовують як джерело енергії.
- On the electronic locomotives electricity is used as a source of energy.
 - On the electric locomotives electricity is used as a source of traction.
 - On the electric locomotives electricity will be used as a source of energy.
 - On the electric locomotives electricity is used as a source of energy.

Key: 1 a, 2 a, 3 c, 4 d, 5 b, 6 c, 7 a, 8 d, 9 b, 10 d

Завдання до UNIT 6

I. WORKING AUTONOMOUSLY

to mend-to repair / to go-to walk-to step-to come

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 23-28]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Conditional Sentences” [2, P. 239-241] and study the peculiarities of their usage. Revise “The Conjunction” and the ways of its translating [2, P. 238]

II. SELF-DOING TASKS

II.1. Rewrite the sentences using proper verb form

Dear Eileen,

Hope things are OK with you. The doctor (*come*) yesterday. He (*not like*) my cough. I (*lie*) in bed looking at the ceiling since Tuesday, and I can tell you. I’m fed up with it. I (*never be*) ill like this before – don’t know what’s happening to me.

Alice (*get*) married last week. So now all Mary's kids (*leave*) home. Lucy Watson (*move*) to Doncaster. Since Fred (*die*) she (*be*) all alone. It (*be*) a heart attack, apparently. I'm sorry she (*go*) - we (*be*) neighbours (*since / for*) over thirty years, and she (*always be*) friendly and ready to help out. Amy (*leave*). My cleaning lady, you remember? I'm glad. She (*not lie*) much use, and I (*not trust*) her since she (*lireak*) all those plates and (*say*) it (*be*) the cat. There (*not be*) much change in the village. Some new people (*take*) over the shop. They seem quite nice. No more news. Write when you've got the time.

Love Emma.

II.2. Put the verb in brackets in present perfect or past simple tense

1. I (*play*) a lot of tennis this year. 2. Since my brother lost his job he (*write*) two books. 3. I'm not cooking today - I (*cook*) all the meals yesterday. In fact, I (*cook*) most of the meals this week. 4. Would you believe I (*make*) twenty-three phone calls today? 5. "The newspaper (*come*)?" – "Yes, Ann is reading it." 6. The actors (*arrive*) yesterday and (*start*) rehearsals early this morning. 7. It (*be*) very cold this year. I wonder when it is going to get warmer. 8. Cervantes (*write*) *Don Quixote*. 9. We (*miss*) the bus. Now we'll have to walk. 10. He (*break*) his leg in a skiing accident last year. 11. Shakespeare (*write*) poems as well as plays. 12. She (*have*) six different jobs since she left school. 13. He (*run*) away from school three times when he was fourteen. 14. How many cups of coffee (*you drink*) today? 15. In those days Andrew (*come*) to stay with us most weekends.

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. People thought steam locomotives were not suitablest.
2. The locomotive was small, the inventor called him the Tom Thumb.
3. The telephone and a telegraph are the means of communication.
4. The first railways used horses to drawing trains.
5. People cold catch Trevithick's locomotive because it was very slow.
6. The idea of using steam to draw trains interesting inventors.
7. This country's was the first to introduce steam traction.
8. The horse ran fast with a passengers looking happy.
9. With that time many changes have taken place on railways.
10. Horses had used on the first railways for drawing trains.
11. But one days the rail broke and the train overturned.
12. After its short journey in land the locomotive fell down into the water.
13. Express trains are known as "first trains".
14. Railways would used to carry passengers and freight.
15. Its is made at the locomotive-building works.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|------------|--------------------------|--------------|---------------|----------|
| 1. load | 2. to put into service | 3. strong | 4. to replace | 5. firm |
| a. bread | a. to put off | a. powerless | a. to combine | a. yard |
| b. broad | b. to put on | b. powder | b. to carry | b. hard |
| c. freight | c. to put into operation | c. powerful | c. to place | c. heavy |
| d. great | d. to put away | d. energy | d. to change | d. smart |

Key: 1 c, 2 c, 3 c, 4 d, 5 b

III.2. Matching antonyms

- | | | | | |
|--------------|----------|-----------------|-----------|-------------|
| 1. difficult | 2. hard | 3. suitable | 4. wide | 5. backward |
| a. heavy | a. heavy | a. inconvenient | a. broad | a. forward |
| b. easy | b. slow | b. important | b. deep | b. facing |
| c. light | c. light | c. unusual | c. narrow | c. towards |
| d. dark | d. soft | d. usual | d. high | d. advanced |

Key: 1 b, 2 d, 3 a, 4 c, 5 a

III.3. Matching words properly

- | | | | | |
|------------------|-----------------|---------------|-----------------|-----------------|
| 1. обчислення | a. calculate | b. calculator | c. calculated | d. calculation |
| 2. важливий | a. important | b. import | c. importance | d. imports |
| 3. подорожувати | a. traveller | b. travelling | c. travel | d. travelled |
| 4. придатний | a. suit | b. suited | c. suitable | d. situated |
| 5. впроваджувати | a. introductive | b. introduce | c. introduction | d. inproductive |
| 6. тяглова сила | a. tracks | b. tractor | c. traction | d. attraction |
| 7. розвивати | a. develop | b. developed | c. developing | d. development |
| 8. успіх | a. successful | b. success | c. successful | d. successfully |
| 9. служити | a. service | b. servant | c. serving | d. serve |
| 10. безпечний | a. safeless | b. save | c. unsafe | d. safe |

Key: 1 d, 2 a, 3 c, 4 c, 5 b, 6 c, 7 a, 8 b, 9 d, 10 d

III.4. Matching words to express the idea and writing them properly

- | | |
|--|------------------------------|
| 1. having a great effect | a. p, t, t, r, m, n, a, o, i |
| 2. protected from danger and harm | b. c, h, n, g, e, a |
| 3. to use another thing instead of the present one | c. f, s, e, a |
| 4. moving or able to move quickly | d. w, r, p, f, l, e, u, o |
| 5. of great value, concern | e. s, t, f, a |

Key: 1 d, 2 c, 3 b, 4 e, 5 a

III.5. Matching the translation properly

1. Залізниця, що колись уважалися непрактичними, стали невід'ємною частиною нашого життя.
- A. The railways themselves once regarded as impracticable have become the integral part of our life.
 - B. The railways regarded as impracticable become the integral part of our life.
 - C. The railways themselves once regarded as impracticable became the integral part of our life.
 - D. The railways regarded as impracticable have become the part of our life.
2. Саме збільшена вага примушувала вагон «збігати» знову вниз.
- A. It was the weight that made the car run down again.
 - B. It was the large weight that made the car run down again.
 - C. It was the increased weight that made the car run down again.
 - D. It was the decreased weight that made the car run down again.
3. Незвичайні залізничні цікаві з різних точок зору.
- A. The unusual railways are different.
 - B. The usual railways are of interest from different points of view.
 - C. The unusual railways are of interest from all the points of view.
 - D. The unusual railways are of interest from different points of view.

4. Електроенергія передається метропоїздам за допомогою контактної рейки.
 - A. Electric energy is transferred to metro trains by means of the third rail.
 - B. Electric energy is transferred to metro trains by means of the rails.
 - C. Energy is transferred to metro trains by means of the third rail.
 - D. Electric energy is transferred to trains by means of the third rail.
5. Одноколійки з найінтенсивнішим рухом слід перебудувати у двоколійки.
 - A. The heavily-used single-track lines should be double-tracked.
 - B. The most heavily-used single-track lines should be double-tracked.
 - C. The most heavily-used main lines should be double-tracked.
 - D. The most heavily-used double-tracked lines should be single-track.
6. Частіше обслуговування слід упроваджувати в години пік.
 - A. Faster service ought to be introduced at peak hours.
 - B. Fast service ought to be introduced at peak hours.
 - C. More service ought to be introduced at peak hours.
 - D. More frequent service ought to be introduced at peak hours.
7. Учені не були впевнені, чи може новий пристрій збільшити ефективність двигуна.
 - A. The scientists were sure the new device could increase the efficiency of the engine.
 - B. The scientists were not sure whether the new device could increase the efficiency of the engine.
 - C. The scientists were not sure whether the new device would increase the efficiency of the engine.
 - D. The scientists are sure whether the new device increase the efficiency of the engine.
8. План потребує детального обговорення.
 - A. The plan requires to be discussed in detail.
 - B. The plan required to be discussed in detail.
 - C. The plans require to be discussed in detail.
 - D. The plans required to be discussed in detail.
9. Після пробігу-випробування повідомили, що потяги йшли з середньою швидкістю 96 м/год на експериментальній ділянці.
 - A. After the test the trains had averaged 96 mph on the experimental section.
 - B. After the run it was reported the trains had averaged 96 mph on the section.
 - C. After the test run it was reported the trains had averaged 96 mph on the experimental section.
 - D. After the test run it was reported the trains averaged 96 mph on the experimental section.
10. Дивовижна гірська залізниця в Австрії привернула увагу багатьох фахівців.
 - A. The strange mountain railway in Austria attracted the attention of specialists.
 - B. The strange mountain's railways in Austria attracted the attention of many specialists.
 - C. The strange mountain railway in Austria attracted the attention of many specialists.
 - D. The strange mountain railways in Austria attract the attention of many specialists.

Key: 1 a, 2 c, 3 d, 4 a, 5 c, 6 d, 7 b, 8 a, 9 c, 10 c

Завдання до UNIT 7

I. WORKING AUTONOMOUSLY

to look-to glance-to stare / to receive-to obtain-to get / to expect-to wait for-to look forward to

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 29-32; 35-36]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Object” [1, P. 110-112] and study the peculiarities of its usage

II. SELF-DOING TASKS

II.1. Say how long something has been happening

1. They are building a new tube station. They started it in June. They ... since June.
2. It is snowing. It began snowing two hours ago. It ... for two hours.
3. Sam is studying German. He started studying it two years ago. He ... for two years.
4. My friend is working at his report. He began working at it in the morning. He... since morning.
5. My sister is knitting a new sweater. She started knitting it a month ago. She ... for a month.
6. You are taking music lessons. You began taking music lessons six months ago. You ... for six months.
7. Mary is looking for a job. She began looking for it in December. She ... since December.
8. George smokes much. He started smoking ten years ago. He ... for ten years.

II.2. Put the verb in brackets in proper tense form

1. Reports are coming in that a train (*crash*) near Birmingham. According to eyewitnesses, it (*hit*) a concrete block which somebody (*put*) on the line.
2. Halfway to the office Paul (*turn*) round and (*go*) back home, because he (*forget*) to turn the gas off.
3. I (*do*) housework all day today. I (*clean*) every room in the house.
4. I (*lie*) in bed thinking about getting up when the doorbell (*ring*).
5. It wasn't surprising that she (*start*) getting toothache. She (*not go*) to the dentist for two years.
6. I (*play*) a lot of bridge recently.
7. When I (*get*) home everybody (*watch*) TV.
8. We (*not see*) your mother for ages.
9. How long (*you learn*) English?
10. London (*change*) a lot since we first (*come*) to live here.
11. “How many times (*you see*) this film?” – “This is the first time I (*see*) it.”
12. “Who's that?” – “I (*never see*) him before in my life.”
13. I hear Joe (*get*) married last summer.
14. I (*often wonder*) where she (*get*) her money.
15. (*You read*) Pam Marshall's latest book?

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. In the future the locomotives will be run buy computers.
2. The program was supported by ours specialists.
3. The trains were put into operation for transport such products as coal, ore.
4. The report was listened to with particularly attention.
5. People could catches Trevithick locomotive.
6. The first railways appeared in the England.
7. All the question were answered in details.
8. Such inventions was not thought of before.
9. Much high speeds are developed by modern trains.
10. Many people didn't not take the first trains seriously.
11. The first railways used horses to drawing trains.
12. George Stephenson called her locomotive “The Rocket”.

13. One of the first attempt to use the steam engine was made in 1808.
 14. "The Rocket" could draw a small train in loaded cars.
 15. The achievements on the Ukraine railways are often written about.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|--------------|----------------|------------|-------------|---------------|
| 1. noiseless | 2. decrease | 3. install | 4. friction | 5. speed up |
| a. noisy | a. destroy | a. place | a. section | a. shape |
| b. nostril | b. reduce | b. insect | b. robbing | b. accelerate |
| c. silent | c. destructive | c. infer | c. fraction | c. adopt |
| d. silk | d. deduce | d. plane | d. rubbing | d. celebrate |

Key: 1 c, 2 b, 3 a, 4 d, 5 b

III.2. Matching antonyms

- | | | | | |
|---------------------|----------|---------------|-----------------|----------------|
| 1. to be a success | 2. heavy | 3. possible | 4. to appear | 5. thanks to |
| a. to be successful | a. light | a. able | a. to come | a. spirit |
| b. to fail in | b. right | b. capable | b. to go | b. in spite of |
| c. to use | c. night | c. impossible | c. to fly | c. friendly |
| d. to make | d. might | d. unable | d. to disappear | d. down |

Key: 1 b, 2 a, 3 c, 4 d, 5 b

III.3. Matching words properly

- | | | | | |
|-------------------|-------------|----------------|-------------------|---------------|
| 1. наповнити | a. fill | b. full | c. fault | d. fulfil |
| 2. з'єднувати | a. connect | b. contact | c. contain | d. comment |
| 3. прискорити | a. faster | b. fastest | c. speedy | d. speed up |
| 4. нетрадиційний | a. trader | b. traditional | c. unconventional | d. unusual |
| 5. основний | a. basic | b. baseless | c. base | d. based |
| 6. винахід | a. invent | b. invention | c. inventor | d. inventive |
| 7. опір | a. oppose | b. opposition | c. opposite | d. oppositive |
| 8. тертя | a. fraction | b. fraise | c. friction | d. fiction |
| 9. повітряна куля | a. air ball | b. ball | c. balloon | d. balcony |
| 10. дешевий | a. cheap | b. chief | c. cheaper | d. knife |

Key: 1 a, 2 a, 3 d, 4 c, 5 a, 6 b, 7 b, 8 c, 9 c, 10 a

III.4. Matching words to express the idea and writing them properly

- | | |
|--|---------------------------|
| 1. to bring sth together or into contact | a. s, o, s, l |
| 2. to make sth increase speed | b. o, e, c, c, n, n, t |
| 3. to occupy all of the space in sth | c. p, p, s, e, e, d, u |
| 4. the state of no longer having sth/sb | d. l, i, f, l |
| 5. to make sth smaller or fewer | e. a, c, d, e, e, e, r, s |

Key: 1 b, 2 c, 3 d, 4 a, 5 e

III.5. Matching the translation properly

1. На ці експериментальні дані можна покластися.
 - A. This experimental datum can be relied upon.
 - B. These experimental data can be relied upon.
 - C. These experiments can be relied upon.
 - D. These experimental data can be discussed.
2. Про такий винахід навіть не думали раніше.
 - A. About such invention it wasn't thought before.

- B. Such invention was not seen before.
 C. Such inventions weren't thought of before.
 D. Such invention was not thought of before.
3. Цей експеримент має на меті досягнення рекордної швидкості пробігу.
 A. This experiment is aimed at reaching a record speed.
 B. These experiments are aimed at reaching a record speed of running.
 C. This experiment was aimed at reaching a record speed of running.
 D. This experiment is aimed at reaching a record speed of running.
4. Якщо мотор не ефективний, втрати енергії будуть дуже великими.
 A. If the engines are not efficient, the losses of energy are very large.
 B. If the engine is not efficient, the losses of energy are very large.
 C. If the engine were not efficient, the losses of energy would be large.
 D. If the engine is not efficient, the losses of energy will be large.
5. Усі магістралі повинні обслуговуватися швидкісними потягами.
 A. All main lines should be serviced by high-speed trains.
 B. All lines should be serviced by high-speed trains.
 C. Any main line should be serviced by high-speed trains.
 D. All main lines should be serviced by low-speed trains.
6. Електроенергія передається метропоїздам за допомогою контактної рейки.
 A. Electric energy is transferred to metro trains by means of the third rail.
 B. Electric energy is transferred to metro trains by means of the rails.
 C. Energy is transferred to metro trains by means of the third rail.
 D. Electric energy is transferred to trains by means of the third rail.
7. На економіку країни впливає транспорт.
 A. The economy of the country is always influenced by transport.
 B. The economies of the countries are influenced by transport.
 C. The economy of the country is influenced by transport.
 D. The economy of the country influenced on transport.
8. Про важливість залізниць для економіки країни багато пишуть.
 A. The importance of railways for the economy of a country is much spoken about.
 B. The importance of railways for the economy of a country is much discussed.
 C. The importance of railways for the economy of a country is immeasurable.
 D. The importance of railways for the economy of a country is much written about.
9. На програмі наполягали багато фахівців.
 A. That program was insisted on by many specialists.
 B. The program was inspected by many specialists.
 C. The program was insisted on by many specialists.
 D. The program is insisted on by many specialists.
10. Проти одного з проектів заперечували.
 A. One of the projects is objected to.
 B. One of the projects was objected to.
 C. One of the projects will be objected to.
 D. The project is objected to.

Key: 1 b, 2 d, 3 d, 4 d, 5 a, 6 a, 7 c, 8 d, 9 c, 10 b

Завдання до UNIT 8

I. WORKING AUTONOMOUSLY

to open-to discover-to reveal / to put off-to postpone-to delay / to stutter-to stammer / to offend-to hurt-to insult

I.1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 35-36; 37-39; 114]. Consult the dictionary and learn all possible word combinations with the given words

I.2. Revise “The Adverbial Modifier” [1, P. 122-156] and study the peculiarities of their usage / the ways of translating

II. SELF-DOING TASKS

II.1. Make up a complex sentence combining two simple sentences

1. The children did their lessons. They went to bed. 2. He kissed her tenderly and wished good luck. The train started. 3. He rose to fame. He wrote the novel “Pickwick Papers”. 4. The sun rose. The party made for the top of the mountain. 5. She learned the poem by heart. She listened to the record many times. 6. He spent a few years in Europe. He settled down in his native town. 7. He was a widower for a year. He met Mrs. Jones. 8. She fell ill. They moved to London. 9. We packed our things. The taxi arrived. 10. The bell rang. The children ran out of the classroom. 11. She wrote a very good article. She studied the problem thoroughly. 12. We couldn't give him the job. He hadn't had enough experience.

II.2. Put the verb in brackets in proper tense form

1. They (*just discover*) a new fuel – it's half the price of petrol, and much cleaner. 2. (*You hear*) the storm last night? 3. My sister (*be*) married three times. 4. While she (*talk*) on the phone the children (*start*) lighting and (*break*) a window. 5. He used to talk to us for hours about all the interesting things he (*do*) in his life. 6. You know she (*stand*) looking at that picture for the last twenty minutes. 7. The old cross (*stand*) on top of the hill as long as anybody can remember. 8. I (*spend*) a lot of time travelling since I (*get*) this new job. 9. When I (*be*) at school we all (*study*) Latin. 10. After he (*finish*) breakfast he (*sit*) down to write some letters. 11. When I (*meet*) him he (*work*) as a waiter for a year or so. 12. I (*never learn*) to ski. 13. (*you finish*) with the bathroom yet? 14. We (*live*) in Scotland until I (*be*) eighteen. 15. She (*have*) a hard life, but she's always smiling.

II.3. Find and correct the mistake (there is one mistake in each sentence)

1. The report was listened to with particularly attention.
2. An importance of railways for the economic development is much written about.
3. Did railways used to carry people?
4. The importance of railways for the economic development is much spoken from.
5. The economy in the country is influenced by transport.
6. Will more comfortable cars been put into service?
7. Railway is a means's of freight transportation.
8. Railways would used to carry passengers and freight.
9. In the future the locomotives will be run buy computers.
10. In the future the railways will be changing greatly.
11. The achievements on the Ukraine railways are often written about.
12. Much high speeds are developed by modern trains.

13. The problem of transportation must be approached from different aspects.
14. High speeds was developed by modern trains.
15. Railways play a very important parts in the transportation of freight.

III. SELF-CONTROLLING TEST

(to be done in writing, checked by student with the keys and corrected himself)

III.1. Matching synonyms

- | | | | | |
|-------------|-----------------|------------------|----------------|---------------|
| 1. aim | 2. usual | 3. point of view | 4. facilitate | 5. speed up |
| a. army | a. comfortable | a. opinion | a. lighten | a. shape |
| b. purpose | b. visual | b. view | b. easy | b. accelerate |
| c. puppy | c. conventional | c. interview | c. make easier | c. adopt |
| d. proposal | d. utensil | d. option | d. lightning | d. celebrate |

Key: 1 b, 2 c, 3 a, 4 c, 5 b

III.2. Matching antonyms

- | | | | | |
|----------------|-----------|----------|------------|-------------|
| 1. despite of | 2. fill | 3. rear | 4. loss | 5. decrease |
| a. in spite of | a. empty | a. rare | a. gain | a. reduce |
| b. owing to | b. full | b. face | b. success | b. increase |
| c. wide | c. employ | c. front | c. fate | c. include |
| d. slow | d. fulfil | d. faith | d. fame | d. incur |

Key: 1 b, 2 a, 3 c, 4 a, 5 b

III.3. Matching words properly

- | | | | | |
|-----------------|----------------|----------------|---------------|----------------|
| 1. наповнювати | a. fill | b. full | c. fault | d. fulfil |
| 2. з'єднувати | a. connect | b. contact | c. contain | d. comment |
| 3. прискорити | a. faster | b. fastest | c. speedy | d. speed up |
| 4. засіб | a. means | b. meaning | c. meanwhile | d. mean |
| 5. ефективність | a. efficiency | b. efficiently | c. efficient | d. inefficient |
| 6. надійний | a. reliability | b. reliable | c. rely | d. relied |
| 7. втрата | a. less | b. lose | c. loss | d. lost |
| 8. розмістити | a. replace | b. placer | c. take place | d. place |
| 9. досягти | a. attract | b. attention | c. stain | d. attain |
| 10. основний | a. basic | b. baseless | c. base | d. based |

Key: 1 a, 2 a, 3 d, 4 a, 5 a, 6 b, 7 c, 8 d, 9 d, 10 a

III.4. Matching words to express the idea and writing them properly

- | | |
|---------------------------------|------------------------|
| 1. difficult to understand | a. e, o, v, m |
| 2. to make practical use of sth | b. h, a, e, c, p |
| 3. to succeed in getting sth | c. a, e, s, n, g, r, t |
| 4. to change position | d. a, a, i, t, t, n |
| 5. low in price | e. a, y, p, p, l |

Key: 1 c, 2 e, 3 d, 4 a, 5 b

III.5. Matching the translation properly

1. Згідно з проектом потяг повинен був рухатися на шістьох пластинах.
 - A. According to the project the train was to move on six plates.
 - B. According to those projects the train was to move on six plates.
 - C. According to the project the trains were to move on six plates.
 - D. According to the project the train was to move on sixteen plates.
2. У результаті, талановитого винахідника було вбито, а його залізницю зруйновано.

- A. As a result, the talented inventor was killed and his railway ruined.
 - B. The talented inventor was killed and his railway ruined.
 - C. As a result, the inventor was killed and his railway ruined.
 - D. As a result, all the talented inventors were killed and their railways ruined.
3. Інженерам сказали, що залізницю необхідно перевести на електричну тягу.
- A. The engineer was told the railway was to be transferred to electric traction.
 - B. The engineers told the railway was to be transferred to electric traction.
 - C. The engineers were told the railway was to be transferred to electric traction.
 - D. The engineers were told the railway would to be transferred to electric traction.
4. Робітники повідомили, що джерело енергії уже встановлене на транспортному засобі.
- A. The worker informed the power source had already been installed in the vehicle.
 - B. The workers were informed the power source had been installed in the vehicle.
 - C. The workers are informed the power source had already been installed in the vehicle.
 - D. The workers informed the power source had already been installed in the vehicle.
5. Слід зазначити, що транспортні засоби, що рухаються у „трубі”, матимуть малі втрати енергії.
- A. One should have mentioned that the vehicles running in a tube will have small power losses.
 - B. One should mention that the vehicles running in a tube will have small power losses.
 - C. One should mention that the vehicles running in a tube have small power losses.
 - D. One should mention that the vehicles running in a tube will have power losses.
6. Уся історія залізниці була спрямована на розвиток дешевших та ефективніших засобів транспорту.
- A. The railway history was aimed at developing cheaper and more efficient means of transportation.
 - B. The whole history was aimed at developing cheaper and more efficient means of transportation.
 - C. The whole railway history was aimed at developing cheap and efficient means of transportation.
 - D. The whole railway history was aimed at developing cheaper and more efficient means of transportation.
7. Коли поїзд рухався, вода повинна була рівномірно розташовуватися між пластинами та колією.
- A. While the train was running the water was to be spread evenly between the plates and the track.
 - B. While running the water was spread evenly between the plates and the track.
 - C. While the water is to be spread evenly between the plates and the track.
 - D. While the train was running the water was to be spread between the plates and the track.
8. Після будівництва експериментальна лінія мала успіх.
- A. When constructed, the experimental lines were a success.
 - B. Before constructed, the experimental line was a success.
 - C. When constructed, the experiments on the line were successful.
 - D. When constructed, the experimental line was a success.
9. Люди були здивовані її плавністю, безшумністю роботи та досягнутою швидкістю.

- A. Nobody was surprised by its smoothness, the noiseless operation and the speed attained.
- B. People were surprised by its smoothness, the noiseless operation and the speed attained.
- C. People were surprised by its smoothness, the noisy operation and the speed attained.
- D. People are surprised by its smoothness, the noiseless operation and the speed attained.

10. Ця залізниця виявилася набагато дешевшою у порівнянні з традиційними залізницями.

- A. These railways proved much cheaper in comparison with conventional railways.
- B. This railway proved much cheaper in comparison with conventional railways.
- C. This railway proved cheaper in comparison with conventional railways.
- D. This railway proved much cheaper in comparison with unconventional railways.

Key: 1 a, 2 a, 3 c, 4 d, 5 b, 6 d, 7 a, 8 d, 9 b, 10 b

КРИТЕРІЇ ОЦІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ

При оцінюванні самостійної роботи студентів викладачі дотримуються методичних положень і критеріїв, розроблених у Curriculum for Universities (Програма з англійської мови для професійного спілкування / Г. Є. Бакаєва, О. А. Борисенко, І. І. Зуєнок [та ін.]. – К. : Ленвіт, 2005. – 120 с. – Текст укр. і англ. мовами) на основі загальноєвропейських рекомендацій з мовної освіти

Критерії оцінювання самостійної роботи

- повнота виконання завдання;
- володіння граматичними структурами, характерними для даного РВМ;
- точне використання лексики та пунктуації;
- стилістична адекватність ужитих мовних засобів і повнота перекладу текстового матеріалу завдання.

Самостійна робота оцінюється за шкалою від 0 до 10 балів. Студентам, які виконали всі завдання самостійної роботи у відповідності з програмою у повному обсязі ставиться **за кожний модуль**:

«10 балів» – студенту, який виконав усі завдання (допустимими є незначні помилки, що складають не більше, ніж 5 % завдань), така робота відповідає оцінці «відмінно»;

«8–9 балів» – студенту, який виконав усі завдання, зробив помилки не більше, ніж у до 10 % завдань, така робота відповідає оцінці «дуже добре»;

«6–7 балів» – студенту, який виконав усі завдання, зробив помилки не більше, ніж у до 20 % завдань, така робота відповідає оцінці «добре»;

«4–5 балів» – студенту, який виконав усі завдання, зробив помилки не більше, ніж у до 30 % завдань, така робота відповідає оцінці «задовільно»;

«2–3 бали» – у разі, якщо студент не виконав усіх завдань або ж зробив помилки більше, ніж у до 40 % завдань така робота відповідає оцінці «достатньо»;

«0–1 бал» – у разі, якщо студент не виконав усіх завдань або ж зробив помилки більше, ніж у 40 % завдань (робота такого студента відповідає оцінці «незадовільно»).

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АНГЛІЙСЬКА МОВА ПОГЛИБЛЕНОГО ВИВЧЕННЯ

Методичні рекомендації

щодо проведення практичних занять та самостійного опрацювання матеріалу.
для студентів 2 курсу (1 рік вивчення) денної форми навчання спеціальностей
«ОППЗТМ» і «ПП»

Відповідальна за випуск С.В. Гурінчук

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